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2020-2021 Inland Adult Education Consortium Draft Annual Plan V1

Executive Summary

The Inland Adult Education Consortium (IAEC) is in California's Inland Empire, and covers a mix of urban, suburban, and rural geography. The region is in San Bernardino County; the largest county in the United States. There are five CAEP Consortia in San Bernardino County. IAEC consists of eight Member Districts: Colton JUSD, Redlands USD, Rialto, USD, San Bernardino City USD, Yucaipa-Calimesa JUSD, San Bernardino County Office of Education, Crafton Hills College, San Bernardino Valley College.

In keeping with the Collective Impact approach of having the region work together, IAEC has kept the spirit of collaboration central in all decision making. This Annual Plan serves as the cornerstone for the Consortium toward the realization of the vision and goals of working together to create regional stability among adult education service providers while keeping in alignment with the San Bernardino County Workforce Development Board's Vision2Succeed initiative. By partnering with community service providers including businesses, government agencies and CBOs, the Consortium continues to work toward creating a comprehensive regional approach for students by providing tools and support for their progression along their educational and career pathways.

The Consortium implementation of services based on the current Three-Year Plan is based on refinements to the Regional Comprehensive Plan, data from Member Districts, LMI data, and strategies designed to directly impact the unmet academic and workforce needs of adult learners living within the region. The Consortium leadership chose three priority areas, with the goal of addressing the largest gaps in program area offerings to adult students. The three priority areas are High School Diploma/High School Equivalency, Basic Skills and English as a Second Language. The Community College District implemented successful programs that were previously piloted for non-credit basic skills math and ESL. In addition, transition counselors and a transition advisor were hired to assist in transitioning students from both non-credit to credit coursework at the college and work with each Adult School to transition students to postsecondary pathways.

IAEC continues to serve a diverse population. Data from the 2019-2020 program year shows that 75% of adult learners range in age from 22 - 54 years old. Learners are 59% female and 39% male. Hispanic or Latinx learners make up 74% of program enrollees, with 51% being native Spanish speakers.

IAEC continues to embrace the opportunities to work regionally on the assessment and placement of students, use of student data in program design, address further gaps in services, and identify ways to support accelerated learning programs for students' academic pathways and/or career goals. IAEC will also expand the offerings of CTE courses across the region. The region will work together on continuing the implementation of a Consortium-wide professional development calendar and build additional relationships with more community partners to better leverage existing resources.

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IAEC has become the hub for professional development in the Inland Empire, hosting Professional Learning Communities (PLCs), TAP trainings, CASAS and OTAN events, WestEd MIS trainings and other state events to the entire region. Participants come from as far away as San Diego, Los Angeles, Orange County, Blythe, and Baker. The Consortium is proud to host these events and looks forward to continued partnership with the CAEP team.

COVID-19 Response

In response to COVID-19, the Executive Summary should address how the consortium is serving students in a distance learning environment and meeting their learning needs, along with meeting staff, teacher, and faculty needs. Also, the Executive Summary should address how the consortium is responding to student supports (food, employment, clothing, health, shelter, public assistance, etc.).

IAEC Member Districts will continue to provide a meaningful education to all students throughout the 2020-21 school year. Distance learning opportunities are already deployed to ensure academic success, and will continue based on recommendation from each Member District and the County Health Department. As needed, the Transition Counselors and Transition Advisor are providing information to adult students about food, employment, clothing, health services and other public services. Additionally, they coordinate directly with local agencies to ensure the basic needs of all adult learners are being met.

Budget Cut

The COVID-19 epidemic has drastically changed California's budget outlook since the release of the Governor's Budget on January 10. At that time, the administration projected a $5.6 billion surplus for 2020-21 and $21 billion in reserves, including $18 billion in the state's Rainy Day Fund. In contrast, the administration's May 7 Revision projected a budget shortfall of $54 billion. This deficit will bring about budget reductions to CAEP and its partner programs. The Executive Summary must demonstrate that consortia allocations are being strategic and responsive to the changes in the economy and to the impacts on adult education programs & its students.

Inland Adult Education Consortium commits to ongoing monitoring of the CAEP budget and strives to maintain level funding for all Member Districts.

Systemic Racial Injustice

Adult Education roots lie in a tradition of equity and a history that began with classes to provide English instruction for adults to help immigrants take part in a growing American economy. The murder of George Floyd has reignited the pain and outrage due to the systemic racial injustices that still exist in our country. CAEP has a role and the ability to make a difference as our regional funding formula is based on need – no high school diploma, limited English proficiency, low

income, low-literacy, and unemployment. Unfortunately, these need categories impact people of color disproportionately.

Consortia in their executive summaries should describe any plans to examine the issue of their role in addressing systemic racial injustices within their membership and partners. We would encourage consortia and their members to examine the adult education student journeys by demographics. Are some groups progressing and succeeding faster than other groups? If yes, what are the reasons? What strategies and student supports can your consortium and its members use to ensure equitable student progress and success? Utilize available resources such as TOPSPro student reports, LaunchBoard regional and district data sets, and other assessments.

The Members Districts of the Inland Adult Education Consortium are committed to creating an environment which fosters access and success for all students no matter their gender, culture, religion, ethnic background, socioeconomic status or any other characteristic. To create such an environment, it is important to understand the educational institution and to address systemic barriers and inherent flaws which impede equal access to higher education. It is the goal of IAEC to seek out ways we can address inequities, allowing all students equal footing and opportunities. All students will receive an equitable education. Education of social justice is embedded into our academic counseling sessions. Additional training will occur for staff and administration through each Member District to ensure that all students' academic, social, and emotional needs are being met and protected.

Regional Planning Overview
With a renewed commitment to the CAEP initiative, this plan was developed in a spirit of collaboration and partnership. During the 2019-2022 period, IAEC will primarily address gaps in service and seamless transitions. Additionally, the Consortium will deploy methods to support accelerated learning programs for students in their academic pathways and/or career goals and long- and short-term CTE certifications.

Meeting Regional Needs
What are the primary gaps / needs in your region? How are you meeting the adult education need in your region, and identifying the gaps or deficits in your region? Please provide the reasons for the gap(s) between the need in the region and the types and levels of adult education services currently being offered. (OR Please explain the gaps between the need in your region and the types and levels of adult education services currently being offered)
- *Gaps in service/regional need*
- *How did you know? What resources did you use to identify these gaps?*
- *How will you measure effectiveness / progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress.*

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Regional Need #1

Description of How the Gaps Were Identified

How do you know? What resources did you use to identify these gaps?

IAEC Member Districts engage in ongoing analyses to identify gaps in services, and adjust programs accordingly at the Member level that support career and academic pathways leading to increased wages and/or transitions to postsecondary institutions. The IAEC Executive Committee recognizes that Adult Education is a key component in building community equity across the region we serve.

How do you know? What resources did you use to identify these gaps?

Through multiple planning sessions, Gaps in Services were identified and agreed upon by all IAEC Member Districts and Partners.

Description of How Effectiveness Will Be Measured

How will you measure effectiveness / progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress.

Effectiveness will be measured through performance outcomes submitted via DIR and MIS quarterly data.

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Gaps In Service
New Strategies

Strategy #1
Expand and improve outreach and marketing to target identified populations.

Strategy #2
Educate and engage with the local communities about Consortium services.

Strategy #3
Expanded service hours and classes for all CAEP Program Areas across all Member Districts.

Strategy #4
Infuse computer and digital literacy instruction into curriculum, and provide access to technology for adult learners.

Strategy #5
Add credit and non-credit CTE classes and certificates (short- and long-term).

Strategy #6
Provide workplace/contextualized ESL (VESL) courses.

Strategy #7
Offer college courses at Adult School locations for dual enrollment opportunities.

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Seamless Transitions
New Strategies

Strategy #1
Develop articulation agreements between Adult Schools and the Colleges.

Strategy #2
Create articulation agreements for CTE programs from Adult Schools to the Colleges.

Strategy #3
Increase number of ABE/ASE/ESL/CTE courses based on community need and enrollment demand.

Strategy #4
Increase completion rates in all Program Areas.

Strategy #5
Explore starting an Adult Education department on both college campuses.

Strategy #6
Create adult education student pathways to support AB540 and AB705.

Strategy #7
Expand transition counseling services at all Member District sites.

Strategy #8
Offer summer bridge programs for adult learners at Adult School sites.

Strategy #9
Develop program for adult students transitioning to the workforce.

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Student Acceleration
New Strategies

Strategy #1

Increase enrollment, graduation rates, and transitions to post-secondary and/or employment.

Strategy #2

Improve information available to students about career pathways, career opportunities, and alignment between course offerings at the Adult Schools and the Community Colleges.

Strategy #3

Develop a Mentorship Program for adult students transitioning to the colleges.

Strategy #4

Implement consistent Distance Learning Policies across all Member Districts.

Strategy #5

Implement On-The-Job training and Work-based Learning opportunities for students, partnering with local employers.

Strategy #6

Partner with First Year Experience program at the colleges to accelerate student transitions into credit-earning courses.

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Professional Development
New Strategies

Strategy #1

Develop an ongoing professional development plan for all Member Districts.

Strategy #2

Program-specific professional development including but not limited to: digital/computer literacy instruction, CASAS, serving adults with disabilities, Google implementation, distance learning models and implementation, and relevant state initiatives.

Strategy #3

Host Pan-Consortium, regional professional development events; Host State sponsored events and trainings.

Leveraging Resources
New Strategies

Strategy #1
Develop stronger engagement with the Workforce Development Board by all Consortium Members.

Strategy #2
Leverage resources to serve more adult learners through a collective impact model.

Strategy #3
Partner with the Workforce Development Board on developing an employability skills program, IET opportunities, OJT/WBL and employer-focused basic skills training.

Strategy #4
Develop student internships and work-based learning opportunities established with local businesses.

Strategy #5
Provide on-site classes offered at local businesses.

Strategy #6
Offer to host an American Job Center representative at each Member District site.

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Fiscal Management

A narrative justifying how the planned allocations are consistent with the annual adult education plan which is based on your CAEP 3-year plan.

The 2020-2021 IAEC Annual Plan was built from the CAEP Three-Year Plan (which includes the strategies used in this plan).

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2020-2021.

The Executive Committee regularly reviews carry-over funds, and makes allocations based on individual Member needs.