



## Executive Committee Meeting – Agenda

Friday, March 11, 2022

Board Meeting: 8:00 a.m. - 10:00 a.m.

**DUE TO COVID-19, THIS WILL BE A ZOOM MEETING**

**THE PUBLIC IS INVITED TO PARTICIPATE**

**ZOOM Link:** <https://cccconfer.zoom.us/j/92089367306>

**Board documents can be found here:** <https://inlandaebg.org/consortium-meetings/>

1. Approval of AB361 for IAEC Board meeting  
<https://www.nossaman.com/newsroom-insights-everything-local-public-agencies-need-to-know-about-california-virtual-meeting-laws>
2. Approval of the Minutes:
  - 2.1 January 21, 2022
3. Public Comment
4. Reports
  - 4.1 CAEAA State Virtual Conference – Report Out: Dana Carter
  - 4.2 ACCE State Virtual Conference – Report Out: E. Diaz
5. Discussion Items
  - 5.1 2022-2025 Three-Year Plan Review
  - 5.2 Request for Additional Ongoing Funds: San Bernardino County Office of Education requests \$194,750K in on-going funding to support an additional FTE Curriculum Specialist (See Board Packet for Formal Request)
  - 5.3 2022-2023 CFAD Allocations
6. Action Items – NONE
7. Announcements
  - 7.1 Executive Committee Meeting Dates (All meetings are at 8:00 am)
    - April 15, 2022 (Vote on 2022-2025 Three-Year Plan; Vote on 2022-2023 CFAD)
    - May 13, 2022
    - June 1, 2022 (Annual Plan Retreat)
  - 7.2 Conferences
    - April 10-13, 2022: COABE National Conference – Virtual and In-person – Seattle, WA
    - May 5-8, 2022: CCAE State Conference – Hollywood, CA
    - June 14-16, 2022: CASAS Summer Institute – San Diego, CA
8. Closed Session – Not Requested
9. Adjournment

# 47 Inland Adult Education Consortium: Draft

## Details

### Consortium Information

**Consortium Name:**  
47 Inland Adult Education Consortium

**Consortium Short Name:**  
47 San Bernardino

**Address:**  
701 South Mount Vernon Ave. | San Bernardino, CA | 92410

**Website:**  
<http://www.inlandaebg.org/>

**Funding Channel 2021-22:**  
Fiscal Agent

**CAEP Funds 2021-22:**  
\$11,164,364

**CAEP Funds 2020-21:**  
\$10,729,804

**CAEP Funds 2019-20:**  
\$10,729,804



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### Consortium Contacts

Responsibility	Name	Email	Title	Phone
Primary Contact	Emma Diaz	<a href="mailto:ediaz@sbccd.edu">ediaz@sbccd.edu</a>	Consortium Director	(909) 384-8611
Fiscal Contact	Susan Ryckevic	<a href="mailto:srych@sbccd.cc.ca.us">srych@sbccd.cc.ca.us</a>		(909) 382-4029

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### Member Agencies

Member Agency	Member Type	Contact	Phone
<a href="#">Colton Joint Unified</a>	Unified School District	Linda Resiwain M.B.A	(909) 580-6615
<a href="#">Redlands Unified</a>	Unified School District	David Finley	(909) 748-6941
<a href="#">Rialto Unified</a>	Unified School District	Cuauhtemoc Avila	(909) 820-7700
<a href="#">San Bernardino CCD</a>	District	Emma Diaz	(909) 384-8611
<a href="#">San Bernardino City Unified</a>	Unified School District	Raul Pedraza	
<a href="#">Yucaipa-Calimesa Joint Unified</a>	Unified School District	Cali Binks	(909) 797-0174
<a href="#">San Bernardino Co. Office of Education</a>	County Office of Education (COE)	Cindy Prentice	(909) 252-4550

## Executive Summary

### 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 Three-Year 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 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 career pathways.

The Consortium implementation of services during the 2019-2022 program years were based on refinements to the Regional Comprehensive Plan, data from Member Districts, LMI data, and strategies designed to directly impact the unmet academic 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 were High School Diploma/High School Equivalency, Basic Skills, Career and Technical Education, and English as a Second Language. The Community College District implemented successful programs that were previously piloted for non-credit basic skills math.

In addition, counselor/transition specialists were hired to assist in transitioning students from both non-credit to credit coursework at the college and work with each Adult Schools to transition students to postsecondary pathways. 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.

With a renewed commitment to the CAEP initiative, this plan was developed in a spirit of collaboration and partnership. During the 2022-2025 period, IAEC will primarily address gaps in service and seamless transitions as demonstrated in the selected Metrics of the 2022-2025 of the Three-Year Plan. 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.

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. IAEC is committed to aligning with the CAEP State Priorities and the AB104 Objectives and Program Areas. The IAEC Executive Committee recognizes that Adult Education is a key component in building community equity across the region we serve. As the region emerges from the COVID-19 global pandemic, the IAEC Executive and Steering Committees are committed to providing the highest quality adult education services to the learners we serve as we begin to rebuild the vibrant economy of the Inland Empire.

## Assessment

### Overview and Preparation \*

To prepare for drafting the Three-Year Plan, IAEC engaged in a series of activities:

1. The CAEP Three-Year Planning Self-Assessment Tool was utilized by the Member Districts to assist in the process of planning for this report.
2. A professionally facilitated Steering Committee Meeting was held to gather input from the Member District administrators.
3. A meeting was held with the five (5) CAEP Consortium Directors in San Bernardino County, where the San Bernardino County Workforce Development Board delivered two presentations on Labor Market Information and the future of the County via the Vision2Succeed initiative.
4. American Community Survey and Self-Sufficiency Standard web site were used to better understand demographic data.
5. San Bernardino County Labor Market Intelligence Report, released in February 2019, was used to identify industry trends and inform educational program offerings.
6. The CAEP Consortium Factsheet, released in April 2019, was used as a cross-reference tool to validate data in this Plan.

Characters : 1007/5000

### Regional Alignment and Priorities \*

To ensure regional alignment and priorities, IAEC collaborates on program implementation, the development of career pathways, and industry sector strategies with the Inland Empire Regional Planning Unit (IERPU), Growing Inland Achievement (GIA), Inland Empire Desert Regional Consortium (Strong Workforce), the Centers for Excellence, and the San Bernardino County Workforce Development Board. Additionally, the Executive Director participates regularly in state-level initiatives as part of the leadership team, serves on multiple boards including ACCE, and leads PLC initiatives across the Inland Empire.

**Evaluate the Educational Needs of Adults in the Region \***

To assess the needs of the Inland Empire, the IAEC Executive Committee undertook a series of activities to better understand the needs, customers, and demographics of the communities served by the Consortium.

**A. Three-Year Planning Self-Assessment Tool**

The CAEP Three-Year Planning Self-Assessment Tool was used by the IAEC Steering Committee as a means of better understanding the current strengths and opportunities of the Consortium. The tool was used as a launch point of discussion, and resulted in a consensus outcome.

**B. Professionally Facilitated Steering Committee**

A professionally facilitated meeting of the Steering Committee was held in April 2019. The meeting yielded information about the goals of each Member District, and the areas of focus for the coming 12-month period and beyond.

**C. San Bernardino County Consortium and Workforce Development Board Meeting:**

San Bernardino County is the largest county in the United States. As such, there are five CAEP Consortia that represent 7 Community Colleges, 33 K-12 School Districts, 3 County ROPs, and 1 Workforce Development Board. To ensure alignment between the five CAEP Consortia, a meeting was called in February 2019, for the five CAEP Consortium Directors and the San Bernardino Workforce Development Board.

The meeting included two presentations from the San Bernardino Workforce Development Board, followed by a discussion of the CAEP Consortium Directors on how best to align Three-Year Plans and other efforts moving forward. The San Bernardino Workforce Development Board presentation focused on the needs of adults in the County, and on the four top growth sectors: Business/Entrepreneurship; Logistics/Transportation; Logistics/Warehousing; Manufacturing; Healthcare.

Moving forward, the five Consortia Directors agreed to meet quarterly to ensure the continued alignment of goals and strategies.

**D. US Census/Regional Demographics**

The overall adult population of the area is roughly 616,000 with a breakdown of 51% female and 49% male. Hispanic residents make up 54% of the residents with 28% being white, 8% Black/African American 6% Asian, and the remainder comprising American Indian, and Pacific Islander. Twenty percent speak English “less than well” and the region contains 23% of the population without a high school diploma or equivalency (144,000 people). The current unemployment rate is 5% representing 32,000 residents, with 40% opting out of the labor force. The poverty rate shows 143,000 people near or below the poverty line. The predominant languages spoken at home are English (53%) and Spanish (40%). There are approximately 98,000 adults with disabilities in the service area.

**E. San Bernardino County Labor Market Intelligence Report**

Employment rates remain fluid as the nation recovers from the COVID-19 global pandemic. The San Bernardino County Workforce Development Board's Labor Market Intelligence Report and the Centers for Excellence for Labor Market Research identified five (5) key industries in San Bernardino County as growth sectors:

Business and Entrepreneurship: 1,634 Annual Job Openings; \$28 Medial Hourly Wage

Health Care: 789 Annual Job Openings; \$29 Medial Hourly Wage

Information Communication Technology: 293 Annual Job Openings; \$28 Medial Hourly Wage

Energy Construction Utilities: 1,136 Annual Job Openings; \$24 Medial Hourly Wage

Advanced Transportation & Logistics: 1,292 Annual Job Openings; \$28 Medial Hourly Wage

#### **F. CAEP Fact Sheet**

CAEP Consortium Factsheet, released in 2022, was used as a cross-reference tool in developing this Three-Year Plan.

Characters : 3560/5000

#### **Contributions by Entities \***

To prepare for drafting the Three-Year Plan, IAEC Member Districts engaged in a series of activities:

**A.** A professionally facilitated Steering Committee Meeting was held to gather input from the Member District administrators.

**B.** A meeting was held with the five (5) CAEP Consortium Directors in San Bernardino County, where the San Bernardino County Workforce Development Board delivered two presentations on Labor Market Information and the future of the County via the Vision2Succeed initiative.

**C.** A meeting of the 9 consortia operating in the Inland Empire where the Centers for Excellence and the County Office of Education Alliance for Education presented a GIS map, discussed gaps in career education and training in the service region, and presented on the accessibility of students to in-demand and high wage jobs in the Inland Empire/Desert Region.

Characters : 857/2500

## **Regional Service Providers**





For each Member Agency service provider, enter the number of Participants in each program area.





Provider Name	Provider Type	Number of Participants in Program Area									Total Participants
		ABE	ASE	ESL	El Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship	
*Colton Joint Unified	Member Representative	126	211	267	0	0	0	0	0	0	
*Redlands Unified	Member Representative	356	357	472	0	0	0	0	0	0	
*Rialto Unified	Member Representative	117	89	522	0	0	0	0	0	0	
*San Bernardino CCD	Member Representative	0	0	68	0	0	0	0	0	0	
*San Bernardino City Unified	Member Representative	978	380	1596	693	138	481	618	20	122	
*San Bernardino Co. Office of Education	Member Representative	0	0	0	0	0	0	1054	1054	0	
*Yucaipa-Calimesa Joint Unified	Member Representative	90	234	190	19	0	0	22	8	0	
Total Participants		1667	1271	3115	712	138	481	1694	1082	122	10282









\* Member Agency required to input number of Participants

For each service provider added, check the box in the program areas where services are provided.



Provider Name	Provider Type	Program Area Where Services Are Provided									
		ABE	ASE	ESL	El Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship	
Adult Correctional Facilities	Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
AJCC	Workforce Development Board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
American General Contractors	Business	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Arrowhead Regional Medical Center	Business	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Audet Construction	Business	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Barber Apprenticeship Council	Industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Beaver Medical	Industry	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Career Institute	Business	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Catholic Charities	Community Organization	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Chaffey College	Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
City of Colton	Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Coverage One	Industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
CRY-ROP	Business	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
CSRJ	Industry	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
CSUSB	Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
El Sol	Community Organization	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Provider Name	Provider Type	Program Area Where Services Are Provided									
		ABE	ASE	ESL	El Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship	
GBSI	Industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
IM Tech	Industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Jobs Now	Community Organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Kelly Space & Technology	Industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Kiwanis	Community Organization	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Loma Linda University	Industry	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
McLane Foods	Industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Mexican Consulate	Other	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
NICER	Industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ontario Carpenters Training Center	Industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Probation Dept.	Other	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Rotary	Community Organization	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
San Bernardino Workforce Development Board	Workforce Development Board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
San Bernardino County ASC	Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
San Bernardino Library	Other	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Provider Name	Provider Type	Program Area Where Services Are Provided									
		ABE	ASE	ESL	El Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship	
Smiley Library	Other	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Stater Bros.	Business	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sun Mar Healthcare	Industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Totally Kids	Industry	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Walker Corporation	Business	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
City of Yucaipa	Other	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Yucaipa Library	Other	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Yucaipa Women's Club	Community Organization	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Add Service Provider

## Evaluate the Current Levels and Types of Education and Workforce Services for Adults in the Region \*

Refer to the table above for the types of services provided by each Member District and partner agencies.

Characters : 106/2500

## Metrics: CAEP Barriers &amp; Metrics

## ✓ Student Barriers

## Adult Ed Metrics

- English Language Learner (AE 305 - Overall)
- Low Income (AE 310 - Overall)
- Low Literacy (AE 311 - Overall)

✓ **Progress:** Learn about skills gains in adult basic education, ESL, workforce preparation, and CTE programs.

#### Adult Ed Metrics

- Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)

✓ **Transition:** Learn about student transition into postsecondary education and college credit pathways.

#### Adult Ed Metrics

- Participants with Transition to ASE (AE 500 - Overall)
- Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

✓ **Success:** Information on completion of diplomas, certificates, and college credit awards.

#### Adult Ed Metrics

- Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

✕ **Employment and Earnings:** Access 2nd and 4th quarter employment, annual earnings, and earning gains data.

Consortium Level Metric Targets

\* Mandatory for all consortia

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Number of Adults Served (AE 200 - Overall)	19,089			20,043	21,045	22,097
Student Barriers	English Language Learner (AE 305 - Overall)	3,347			3,514	3,690	3,874
Student Barriers	Low Literacy (AE 311 - Overall)	6,374			6,692	7,027	7,378
Student Barriers	Low Income (AE 310 - Overall)	14,593			15,322	16,088	16,893

## Member Level Metric Targets

\* Mandatory for all members

### Colton Joint Unified

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	272			544	300	315
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)	20			18	22	23
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)	35			14	39	42
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	65			68	71	75
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)	109			114	119	126
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	33			34	35	36
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				0	0	0
Transition	Participants with Transition to ASE (AE 500 - Overall)				0	0	0

**Redlands Unified**

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)				869	912	958
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)				36	37	39
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				128	134	141
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				79	82	85
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)				119	125	131
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				138	144	152
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				12	13	14
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				0	0	0
Transition	Participants with Transition to ASE (AE 500 - Overall)				0	0	0

**Rialto Unified**

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	748			785	824	866
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)				3	4	5
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)	22			23	24	26
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	145			152	160	167
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)				0	0	0
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	59			61	63	66
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				0	0	0
Transition	Participants with Transition to ASE (AE 500 - Overall)				0	0	0



**San Bernardino CCD**

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	858			900	945	993
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	23			23	23	23
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)				0	0	0
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				0	0	0
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)	43			45	47	49
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				0	0	0
Transition	Participants with Transition to ASE (AE 500 - Overall)				0	0	0

## San Bernardino City Unified

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	2,864			5,277	5,529	5,780
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)	496			236	248	259
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)	381			205	215	224
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	625			573	601	628
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)	933			726	760	793
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	123			131	138	144
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)	96			110	116	121
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				561	587	614
Transition	Participants with Transition to ASE (AE 500 - Overall)				170	178	186

**San Bernardino Co. Office of Education**

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	925			971	1,019	1,070
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				0	0	0
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)				0	0	0
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				0	0	0
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				0	0	0
Transition	Participants with Transition to ASE (AE 500 - Overall)				0	0	0

**Yucaipa-Calimesa Joint Unified**

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)				386	405	423
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)				15	16	17
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				42	44	35
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				30	35	38
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)				15	17	18
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				25	28	30
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				15	20	25
Transition	Participants with Transition to ASE (AE 500 - Overall)				0	0	0

**Member Spending Targets**

Member	Percent of 2019-20 Available Funds Spent	Percent of 2020-21 Available Funds Spent	Percent of 2021-22 Available Funds Spent	2022-23 Target	2023-24 Target	2024-25 Target
Colton Joint Unified	100%	85%	0%	60%	60%	60%
Redlands Unified	100%	78%	0%	60%	60%	60%
Rialto Unified	100%	39%	0%	60%	60%	60%
San Bernardino CCD	100%	36%	0%	60%	60%	60%
San Bernardino City Unified	100%	78%	0%	60%	60%	60%
San Bernardino Co. Office of Education	100%	67%	0%	60%	60%	60%
Yucaipa-Calimesa Joint Unified	100%	47%	0%	60%	60%	60%

## Objectives

### Address Educational Needs

#### Description of Objective \*

To address the educational needs of the IAEC Inland Empire Region, the Member Districts will engage in activities to support Gaps in Services and Leveraging Resources. IAEC remains committed to meeting the ever-shifting needs of the region as it emerges from the hardships of the COVID-19 pandemic through flexibility in strategies and activities.

#### Gaps in Service

To continue to focus on gaps in services, IAEC will engage in the following activities in addition to those ideated in the Activities & Outcomes section:

- Engage in quarterly reviews of student data from MIS and DIR
- Engage in quarterly reviews of fiscal reporting data from NOVA
- Conduct biannual economic and workforce analysis to determine shifts in the labor market in alignment with the San Bernardino County Workforce Development Board
- Continue to engage with the Centers for Excellence
- Add classes to meet labor demands if qualified teachers are available
- Continue the work of the Steering Committee who meet regularly to identify and address emergent issues

#### Leveraging Resources

To fully leverage the resources of the region IAEC Member Districts will engage in the following activities in addition to those ideated in the Activities & Outcomes section:

- Continue to engage with Strong Workforce to identify emergent of career pathways

- Work to provide public transportation for education and employment accessible to low-income and underserved populations.
- Work with partner organizations and community members to coordinate space, funding, teachers and students for off-site language and soft skills classes.
- Expand opportunities for internship/apprenticeship programs
- Explore options for the community colleges to provide classes on the Adult School campuses to help with transition and dual enrollment
- Create a closer collaboration with the WDB to respond to labor market/ employer needs by connecting students to job fairs/ employment agencies/ employment opportunities
- Continue the work of the Steering Committee who meet regularly to identify and address emergent issues

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## Improve Integration of Services & Transitions

### Description of Objective \*

To improve Integration of Services and Transitions of the IAEC region, the Member Districts will engage in activities to support Transitions and Student Acceleration. IAEC remains committed to meeting the ever-shifting needs of the region as it emerges from the hardships of the COVID-19 pandemic through flexibility in strategies and activities.

### Seamless Transitions

To continue to focus on Seamless Transitions, IAEC will engage in the following activities in addition to those ideated in the Activities & Outcomes section:

- Engage in quarterly reviews of student data from MIS and DIR
- Engage in transition planning for graduates within 30 credits of program completion
- Increase engagement of counselors with students to ensure regular attendance and completion of programs of study
- Engage guest speakers from the college, trade schools, and employers to raise student awareness about workforce options
- Conduct field trips to employer sites to educate students about job options
- Increase frequency of FAFSA workshops
- Continue to improve the hand-off between adult school ESL and SBCCD
- Improve the tracking of student transitions to postsecondary and the workforce
- Continue the work of the Steering Committee who meet regularly to identify and address emergent issues

### Student Acceleration

To continue to focus on Student Acceleration, IAEC will engage in the following activities in addition to those ideated in the Activities & Outcomes section:

- Continue to align programs of study across Member Districts to ease and encourage student transitions
- Engage with Strong Workforce to create more programs of study to increase transitions to the workforce
- Continue the work of the Steering Committee who meet regularly to identify and address emergent issues.

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## Improve Effectiveness of Services

### Description of Objective \*

To improve Effectiveness of Services and Transitions of the IAEC region, the Member Districts will engage in activities to support Professional Development and Continuous Improvement Planning. IAEC remains committed to meeting the ever-shifting needs of the region as it emerges from the hardships of the COVID-19 pandemic through flexibility in strategies and activities.

### Professional Development

To continue to focus on Professional Development, IAEC will engage in the following activities in addition to those ideated in the Activities & Outcomes section:

- Continued training that is focused on the needs of high-demand industry sectors and occupations
- Continued professional development in all program areas of CAEP
- Continued focus on best-practice instruction in all program areas for adult learners
- Continue the work of the Steering Committee who meet regularly to identify and address emergent issues.

#### **Continuous Improvement Planning**

To continue to focus on Professional Development, IAEC will engage in the following activities in addition to those ideated in the Activities & Outcomes section:

- Continue to implement and revise WIOA CIP plans for all Member Districts
- Engage in ongoing WASC reaccreditation activities to maintain the highest level of educational efficacy
- Begin the process of Member District self-evaluation in preparation for reapplying for WIOA
- Continue the work of the Steering Committee who meet regularly to identify and address emergent issues

#### **Member WIOA CIP**

##### **Inland Career Education Center**

1. Improve our Percentage EFL gain by 10% placing us back near Pre COVID Levels

##### **Redlands Adult School**

1. The number of Redlands Adult School high school diploma graduates who continue on to community college will exceed 10% of 2022 graduates, as measured by fall 2022 San Bernardino Community College District enrollment data

##### **Rialto Adult School**

1. Increase learners with a valid pre/posttest pair by at least 20%

##### **Yucaipa Adult School**

1. Decrease number of students with pre/posttest pair to 50% from current 61%

##### **Colton Adult School**

1. 1. Increase percentage of English Language Learners who improve a level by reaching 95% CASAS posttesting.

## **Activities & Outcomes**

### **Activity Name \***

Articulation Agreements for AE/CC

**Objective that Applies to this Activity**

Improve Integration of Services & Transitions

**Brief Description of Activity \***

Develop articulation agreements between Adult Schools and the Colleges resulting in greater transition of students to postsecondary, for credit programs. This activity aligns with AB104 Objective of Seamless Transitions and the CAEP State Priority of Learner Transition.

**Short-Term Outcomes (12 Months) \***

Two pathways aligned to college courses

**Intermediate Outcomes (1-3 Years) \***

Five pathways aligned to college courses

**Long-Term Outcomes (3-5 Years) \***

Pathways for all relevant courses

**Proposed Completion Date**

06/30/2027

**Adult Ed Metrics and Student Barriers**

- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

**Responsible person(s)**



Name
Brian Pope
Cindy Prentice
Dana Carter
Kevin Horan
Kim Watson
Raul Pedraza
Scott Thayer
Troy Martinez

**Activity Name \***

Articulation Agreements for CTE

**Objective that Applies to this Activity**

Improve Integration of Services & Transitions

**Brief Description of Activity \***

Create articulation agreements for CTE programs from Adult Schools to the College resulting in a framework for career pathways in alignment to Strong Workforce. This activity aligns with AB104 Objective of Seamless Transitions and the CAEP State Priority of Learner Transition.

**Short-Term Outcomes (12 Months) \***

Implementation of two career CTE pathways

**Intermediate Outcomes (1-3 Years) \***

Increased transition to postsecondary & CTE; Pre-Apprenticeship programs

**Long-Term Outcomes (3-5 Years) \***

Established apprenticeship programs

**Proposed Completion Date**

06/30/2027

Adult Ed Metrics and Student Barriers

- Student Barriers: Low Income (AE 310 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

Responsible person(s)

Name
Brian Pope
Cindy Prentice
Dana Carter
Kevin Horan
Kim Watson
Raul Pedraza
Scott Thayer
Troy Martinez

Activity Name \*

Increase Course Offerings

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity \*

Increase number of ABE/ASE/ESL/CTE courses based on community need and enrollment demand resulting in an increase in class scheduling (including Saturdays) and greater student persistence. This activity aligns with AB104 Objective of Seamless Transitions and the CAEP State Priority of Learner Transition.

Short-Term Outcomes (12 Months) \*

Faster literacy gains; better understanding of data usage

Intermediate Outcomes (1-3 Years) \*

Additional funding streams due to increased performance outcomes and graduation rates

Long-Term Outcomes (3-5 Years) \*

Ongoing community needs evaluation

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

Responsible person(s)

Name
Brian Pope
Cindy Prentice
Dana Carter
Kevin Horan
Kim Watson
Raul Pedraza
Scott Thayer
Troy Martinez

**Activity Name \***

Program Completion Rates

**Objective that Applies to this Activity**

Improve Integration of Services & Transitions

**Brief Description of Activity \***

Increase completion rates in all program areas resulting in a greater number of students transitioning to postsecondary programs and the workforce. This activity aligns with AB104 Objective of Seamless Transitions and the CAEP State Priority of Learner Transition.

**Short-Term Outcomes (12 Months) \***

5% completion growth

**Intermediate Outcomes (1-3 Years) \***

10% completion growth

**Long-Term Outcomes (3-5 Years) \***

15% completion growth

**Proposed Completion Date**

06/30/2027

**Adult Ed Metrics and Student Barriers**

- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

**Responsible person(s)**

Name
Brian Pope
Cindy Prentice
Dana Carter
Kevin Horan
Kim Watson
Raul Pedraza
Scott Thayer
Troy Martinez

**Activity Name \***

Adult Education Department at CCs

**Objective that Applies to this Activity**

Improve Integration of Services & Transitions

**Brief Description of Activity \***

Adult Education becomes a department on both college campuses through meetings with college stakeholders to develop buy-in for an adult education department. This activity aligns with AB104 Objective of Seamless Transitions and the CAEP State Priority of Equity.

**Short-Term Outcomes (12 Months) \***

Conduct meetings and develop a framework for an office of adult education to become part of the campus

**Intermediate Outcomes (1-3 Years) \***

Hire director, additional counselors, and support staff for recruitment and to support retention of adult education students

**Long-Term Outcomes (3-5 Years) \***

Fully operational department

**Proposed Completion Date**

06/30/2027

Adult Ed Metrics and Student Barriers

- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

Responsible person(s)

Name
Kevin Horan
Scott Thayer

Activity Name \*

AB540 & AB705

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity \*

Adult education student pathways to support AB540 and AB705 so previously non-qualifying students will qualify for transition to postsecondary. This activity aligns with AB104 Objective of Seamless Transitions and the CAEP State Priority of Equity.

Short-Term Outcomes (12 Months) \*

Internal discussions to develop procedures for validation of courses and transcripts

Intermediate Outcomes (1-3 Years) \*

Students implementing the pathway to transition to postsecondary

Long-Term Outcomes (3-5 Years) \*

Fully implemented pathway for AB540 and AB705 students

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

- Student Barriers: Low Income (AE 310 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

Responsible person(s)

Name
Kevin Horan
Scott Thayer

Activity Name \*

Outreach and Marketing

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity \*

Expand and improve outreach and marketing to target identified populations which will result in increased enrollment for all Member Districts. This activity aligns with AB104 Objective of Gaps in Service and the CAEP State Priority of Marketing.

Short-Term Outcomes (12 Months) \*

Increased social media presence; Enhanced print marketing campaign; Ongoing radio PSAs

Intermediate Outcomes (1-3 Years) \*

Increased social media presence; Enhanced print marketing campaign

Long-Term Outcomes (3-5 Years) \*

Increased social media presence; Enhanced print marketing campaign

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

- Student Barriers: English Language Learner (AE 305 - Overall)

- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

Responsible person(s)

Name
Brian Pope
Cindy Prentice
Dana Carter
Emma Diaz
Kim Watson
Raul Pedraza
Troy Martinez

Activity Name \*

Community Engagement

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity \*

Educate the community about what the Consortium does resulting in stronger and more established community partnerships. This activity aligns with AB104 Objective of Gaps in Service and the CAEP State Priority of Marketing.



**Short-Term Outcomes (12 Months) \***

Participate in scheduled Community Stakeholder meetings

**Intermediate Outcomes (1-3 Years) \***

Ongoing engagement with business, faith-based, governmental, and non-profit stakeholders

**Long-Term Outcomes (3-5 Years) \***

Formation of an ongoing Advisory Council for IAEC

**Proposed Completion Date**

06/30/2027

**Adult Ed Metrics and Student Barriers**

- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

**Responsible person(s)**

Name
Brian Pope
Cindy Prentice
Dana Carter
Emma Diaz
Kevin Horan
Kim Watson
Raul Pedraza
Scott Thayer
Troy Martinez

**Activity Name \***

Expanded Service Hours

**Objective that Applies to this Activity**

Address Educational Needs

**Brief Description of Activity \***

Expanded service hours and classes offered across all Member Districts to provide increased accessibility to students. This activity aligns with AB104 Objective of Gaps in Service and the CAEP State Priorities of Learner Transitions and Equity.

**Short-Term Outcomes (12 Months) \***

Increased enrollment; Increased program completions

**Intermediate Outcomes (1-3 Years) \***

Increased CAEP performance outcomes

**Long-Term Outcomes (3-5 Years) \***

Implementation of data-driven instruction

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

Responsible person(s)

Name
Brian Pope
Cindy Prentice
Dana Carter
Kevin Horan
Kim Watson
Raul Pedraza
Scott Thayer
Troy Martinez

Activity Name \*

Digital Literacy

Objective that Applies to this Activity

**Address Educational Needs****Brief Description of Activity \***

Infused digital literacy and technology instruction into curriculum to provide students with a deeper knowledge and understanding of technology. This activity aligns with AB104 Objective of Gaps in Service and the CAEP State Priorities of Equity and Technology/Distance Learning.

**Short-Term Outcomes (12 Months) \***

Professional Development for all faculty/staff on embedding DL into instructional models

**Intermediate Outcomes (1-3 Years) \***

Fifty percent of classes have embedded digital literacy skills

**Long-Term Outcomes (3-5 Years) \***

Technology instruction pervasive across all classes

**Proposed Completion Date**

06/30/2027

**Adult Ed Metrics and Student Barriers**

- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

**Responsible person(s)**

Name
Brian Pope
Cindy Prentice
Dana Carter
Kevin Horan
Kim Watson
Raul Pedraza
Scott Thayer
Troy Martinez

**Activity Name \***

CTE Credit and Noncredit

**Objective that Applies to this Activity**

Address Educational Needs

**Brief Description of Activity \***

Add credit and noncredit CTE classes and certificates (short- and long-term) resulting in wage increases and higher job placement rates and mobility as demonstrated through DIR and MIS reporting. This activity aligns with AB104 Objective of Gaps in Service and the CAEP State Priorities of Program Development/Curriculum/Classroom and Equity.

**Short-Term Outcomes (12 Months) \***

Identify industry sectors aligned to Strong Workforce for additional courses

**Intermediate Outcomes (1-3 Years) \***

Increased CTE program offerings

**Long-Term Outcomes (3-5 Years) \***

Implement additional CTE programs as dictated by regional industry need

**Proposed Completion Date**

06/30/2027

Adult Ed Metrics and Student Barriers

- Student Barriers: Low Income (AE 310 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

Responsible person(s)

Name
Brian Pope
Cindy Prentice
Dana Carter
Kevin Horan
Raul Pedraza
Scott Thayer

Activity Name \*

Contextualized ESL

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity \*

Workplace / Contextualized ESL (VESL) courses resulting in increased program offerings and enrollment. This activity aligns with AB104 Objective of Gaps in Service and the CAEP State Priorities of Program Development/Curriculum/Classroom and Equity.

Short-Term Outcomes (12 Months) \*

Pilot programs in Members Districts for contextualized ESL

Intermediate Outcomes (1-3 Years) \*

Fully established VESL programs

Long-Term Outcomes (3-5 Years) \*

Expanded program offerings by all Member Districts

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

Responsible person(s)

Name
Brian Pope
Cindy Prentice
Dana Carter
Kevin Horan
Kim Watson
Raul Pedraza
Scott Thayer
Troy Martinez

Activity Name \*

College Courses at AE Sites

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity \*

College courses taught at Adult Schools resulting in dual / co-enrollment programs taught by college faculty at Adult Schools. This activity aligns with AB104 Objective of Gaps in Service and the CAEP State Priorities of Program Development/Curriculum/Classroom and Equity.

**Short-Term Outcomes (12 Months) \***

Identification of courses to offer at Adult Schools

**Intermediate Outcomes (1-3 Years) \***

Pilot college courses at Adult Schools

**Long-Term Outcomes (3-5 Years) \***

Add courses to offerings at Adult Schools

**Proposed Completion Date**

06/30/2027

**Adult Ed Metrics and Student Barriers**

- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

**Responsible person(s)**



Name
Brian Pope
Cindy Prentice
Dana Carter
Kevin Horan
Kim Watson
Raul Pedraza
Scott Thayer
Troy Martinez

**Activity Name \***

Increased Completion Rates

**Objective that Applies to this Activity**

Improve Integration of Services & Transitions

**Brief Description of Activity \***

Increase enrollment, graduation rates, and transitions to post-secondary and/or employment resulting in increased performance outcomes. This activity aligns with AB104 Objective of Student Acceleration and the CAEP State Priority of Program Evaluation.

**Short-Term Outcomes (12 Months) \***

5% increase in transitions validated through DIR and MIS reports

**Intermediate Outcomes (1-3 Years) \***

10% increase in transitions validated through DIR and MIS reports

**Long-Term Outcomes (3-5 Years) \***

15% increase in transitions validated through DIR and MIS reports

**Proposed Completion Date**

06/30/2027

Adult Ed Metrics and Student Barriers

- Student Barriers: Low Income (AE 310 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

Responsible person(s)

Name
Brian Pope
Cindy Prentice
Dana Carter
Kevin Horan
Kim Watson
Raul Pedraza
Scott Thayer
Troy Martinez

Activity Name \*

Career Pathways

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity \*

Improve information available to students about career pathways, career opportunities, and alignment between course offerings at the Adult Schools and the Community Colleges through the development of a Career Pathway Matrix. This activity aligns with AB104 Objective of Student Acceleration and the CAEP State Priority of Program Evaluation.

Short-Term Outcomes (12 Months) \*

Conduct a study to determine community needs for Career Pathways

Intermediate Outcomes (1-3 Years) \*

Establish a pilot program

Long-Term Outcomes (3-5 Years) \*

Reevaluate program success and create next-steps

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

Responsible person(s)

Name
Brian Pope
Cindy Prentice
Dana Carter
Kevin Horan
Kim Watson
Raul Pedraza
Scott Thayer
Troy Martinez

Activity Name \*

ESL Mentorship Program

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity \*

ESL Mentorship Program for adult students transitioning to the colleges resulting in a deeper and broader integration into postsecondary campus life. This activity aligns with AB104 Objective of Student Acceleration and the CAEP State Priority of Equity.

Short-Term Outcomes (12 Months) \*

Pilot mentorship program designed

Intermediate Outcomes (1-3 Years) \*

Pilot mentorship program launched

Long-Term Outcomes (3-5 Years) \*

Graduation and/or program completion of first cohort

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

- Student Barriers: English Language Learner (AE 305 - Overall)

Responsible person(s)

Name
Kevin Horan
Scott Thayer

Activity Name \*

Professional Development

Objective that Applies to this Activity

## Improve Integration of Services & Transitions

### Brief Description of Activity \*

Implement ongoing professional development for all Members that is responsive to the needs of the region and staff to develop a deeper and broader understanding of how Adult Education services are funded, structured, delivered, and evaluated in California and across the US to better align service delivery with community needs. This activity aligns with AB104 Objective of Professional Development and the CAEP State Priority of Leadership.

### Short-Term Outcomes (12 Months) \*

The IAEC Board and Member District Faculty/Staff will attend regional, state and national conferences and convenings; Information gathered will be used to provide ongoing internal professional development by attendees

### Intermediate Outcomes (1-3 Years) \*

Ongoing participation in professional development opportunities by Board, Faculty and Staff

### Long-Term Outcomes (3-5 Years) \*

Ongoing participation in professional development opportunities by Board, Faculty and Staff

### Proposed Completion Date

06/30/2027

### Adult Ed Metrics and Student Barriers

- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

### Responsible person(s)

Name
Brian Pope
Cindy Prentice
Dana Carter
Emma Diaz
Kevin Horan
Kim Watson
Raul Pedraza
Scott Thayer
Troy Martinez

**Activity Name \***

Professional Development Regional Events

**Objective that Applies to this Activity**

Improve Integration of Services & Transitions

**Brief Description of Activity \***

Host Pan-Consortium, regional professional development events; Host State sponsored events and trainings which will result in a higher level of faculty and staff engagement; dissemination of information from conferences, state updates, and trainings; Being the hub of knowledge on the tipping point of greatness! This activity aligns with AB104 Objective of Professional Development and the CAEP State Priority of Leadership.

**Short-Term Outcomes (12 Months) \***

Host 1 Super-Consortium PD day; Host 2 State trainings; Host multiple internal PD trainings

**Intermediate Outcomes (1-3 Years) \***

Continue hosting professional development events

**Long-Term Outcomes (3-5 Years) \***

Continue hosting professional development events

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

Responsible person(s)

Name
Emma Diaz

Activity Name \*

WDB Alignemnt

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity \*

Stronger engagement with the Workforce Development Board by all Consortium Members resulting in the development of policies and procedures for cross-agency collaboration. This activity aligns with AB104 Objective of Leveraging Resources and the CAEP State Priority of Program Development/Curriculum/Classroom.

Short-Term Outcomes (12 Months) \*

Increase in labor force participation; increased job promotions; increased wages

Intermediate Outcomes (1-3 Years) \*

Pilot programs with the Workforce Development Board

Long-Term Outcomes (3-5 Years) \*

Established partnerships with the Workforce Development Board

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

- Student Barriers: Low Income (AE 310 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

Responsible person(s)

Name
Brian Pope
Cindy Prentice
Dana Carter
Emma Diaz
Kevin Horan
Kim Watson
Raul Pedraza
Scott Thayer
Troy Martinez

Activity Name \*

Leveraging Resouces

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity \*



Leverage resources to serve more adult learners through a collective impact model by developing a strategic plan to identify economies of scale across Member Districts. This activity aligns with AB104 Objective of Leveraging Resources and the CAEP State Priorities of Program Development/Curriculum/Classroom and Leadership.

**Short-Term Outcomes (12 Months) \***

Implementation of strategies to leverage existing resources

**Intermediate Outcomes (1-3 Years) \***

Additional strategies added to strategic plan

**Long-Term Outcomes (3-5 Years) \***

Reevaluation of strategies to align to current funding streams

**Proposed Completion Date**

06/30/2027

**Adult Ed Metrics and Student Barriers**

- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

**Responsible person(s)**

Name
Brian Pope
Cindy Prentice
Dana Carter
Emma Diaz
Kevin Horan
Kim Watson
Raul Pedraza
Scott Thayer
Troy Martinez

**Activity Name \***

Internships and WBL Opportunities

**Objective that Applies to this Activity**

Address Educational Needs

**Brief Description of Activity \***

Student internships and work-based learning opportunities established with local businesses resulting in a greater transitions of students to the workplace. This activity aligns with AB104 Objective of Leveraging Resources and the CAEP State Priority of Equity.

**Short-Term Outcomes (12 Months) \***

Identified career pathways that support high growth industries identified by the Workforce Development Board

**Intermediate Outcomes (1-3 Years) \***

Pilot internships in three identified industry sectors

**Long-Term Outcomes (3-5 Years) \***

Established placement of students in work-based learning opportunities

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

- Student Barriers: Low Income (AE 310 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

Responsible person(s)

Name
Brian Pope
Cindy Prentice
Dana Carter
Kevin Horan
Kim Watson
Raul Pedraza
Scott Thayer

Activity Name \*

Site-Based Classes

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity \*

On-site classes offered at local businesses resulting in increased wages and promotions. This activity aligns with AB104 Objective of Leveraging Resources and the CAEP State Priority of Equity.

Short-Term Outcomes (12 Months) \*

Sign MOU with identified businesses

Intermediate Outcomes (1-3 Years) \*

Established on-site courses at identified employers

Long-Term Outcomes (3-5 Years) \*

Additional businesses added to employer-based course offerings

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
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- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
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- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

Responsible person(s)

Name
Brian Pope
Cindy Prentice
Dana Carter
Kevin Horan
Kim Watson
Raul Pedraza
Scott Thayer
Troy Martinez

**Activity Name \***

AJCC Alignment

**Objective that Applies to this Activity**

Address Educational Needs

**Brief Description of Activity \***

American Job Center representative available at each Member site which allows for a career liaison to assist with post-pandemic recovery and job placement. This activity aligns with AB104 Objective of Leveraging Resources and the CAEP State Priority of Equity.

**Short-Term Outcomes (12 Months) \***

Establish MOU with Workforce Development Board

**Intermediate Outcomes (1-3 Years) \***

Dedicated American Job Center time at each Member site

**Long-Term Outcomes (3-5 Years) \***

Expansion of programs to include all Members

**Proposed Completion Date**

06/30/2027

**Adult Ed Metrics and Student Barriers**

- Student Barriers: Low Income (AE 310 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

**Responsible person(s)**

Name
Brian Pope
Cindy Prentice
Dana Carter
Kevin Horan
Kim Watson
Raul Pedraza
Scott Thayer

**Activity Name \***

Improved Data Collection and Analysis

**Objective that Applies to this Activity**

Address Educational Needs

**Brief Description of Activity \***

Improve data collection and review to increase pre- and posttest scores. This activity aligns to WIOA CIP goals of multiple Member Districts. This activity also aligns with AB104 Objective of Student Acceleration and the CAEP State Priority of Program Evaluation.

**Short-Term Outcomes (12 Months) \***

5% increase in pre-posttest pairs on DIR reporting

**Intermediate Outcomes (1-3 Years) \***

10% increase in pre-posttest pairs on DIR reporting

**Long-Term Outcomes (3-5 Years) \***

15% increase in pre-posttest pairs on DIR reporting

**Proposed Completion Date**

06/30/2027

**Adult Ed Metrics and Student Barriers**

- Responsible person(s)

Name
Brian Pope
Dana Carter
Kim Watson
Raul Pedraza
Troy Martinez

## Member Allocations and Expenditures

Member Agency	Prior Year Total Leveraged Funds	Program Reporting Status
<a href="#">Colton Joint Unified</a>	\$772,534	Certified
<a href="#">Redlands Unified</a>	\$743,950	Certified
<a href="#">Rialto Unified</a>	\$1,400,566	Certified
<a href="#">San Bernardino CCD</a>	\$490,888	Certified
<a href="#">San Bernardino City Unified</a>	\$7,100,696	Certified
<a href="#">San Bernardino Co. Office of Education</a>	\$700,796	Certified
<a href="#">Yucaipa-Calimesa Joint Unified</a>	\$659,772	Certified
<b>Totals</b>	<b>\$11,869,202</b>	<b>7/7 Certified</b>

**Funds Evaluation \***

The Executive Committee of IAEC meets regularly to discuss the allocation of funds, taking into account the multiple funding streams available to each Member District. These include, but are not limited to, WIOA, Perkins, and grants awarded to each Member District. As the region emerges from the COVID-19 pandemic, the IAEC Executive Committee remains committed to adjusting funds and allocations to best meet the needs of the communities served by the Member Districts. Further, the IAEC Executive Committee looks forward to applying for the expected Healthcare Career Pathway funding for ESL students, and expanding career pathways in this quickly growing industry sector.



California  
Community  
Colleges



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March 4, 2022

Subject: CAEP Funding Request

Please accept this request on behalf of the SBCROP:

**Summary:**

We are requesting an additional \$194,750K of on-going funding to support an additional FTE as a Curriculum Specialist.

**CAEP Priority Alignment:**

- **Equity** – This position will support the needs of adult learners, as well as the needs of teachers, particularly those teaching in correctional facilities.
- **Development/Curriculum/Classroom** - This position will be expected to build partnerships and specialized programs designed to meet the diverse needs of adults including those in correctional facilities, incumbent workers, and recently graduated high school students.
- **Technology and Distance Learning** – This position will support the state priority focusing on the integration of technology into the educational and work environments as well as the implementation of blended or distance learning programs for adult learners.

**Type of request:** On-going, bringing yearly allotment to \$603,750 from \$409,000.

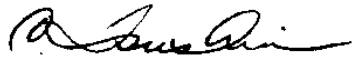
**Additional Information:**

The Curriculum Specialist will assist in a wide variety of educational activities with emphasis in supporting a connected, accessible, and high-quality career preparation system for adult learners. The position will support Career Technical Education (CTE) program development, provide technical assistance to inform implementation of CTE curriculum, collaboration to ensure sequential CTE course alignment with regional post-secondary pathways, and building strong linkages with school districts, colleges, business and industry.

### Budget Breakdown: 2022-2023

1000	\$345,000	2 FTE – Mfg. Teachers; 1 FTE Curriculum Specialist
2000	0	
3000	\$110,000	3 FTE H/W
4000	\$20,000	Instructional supplies
5000	\$100,000	Contracted Drone and CHW programs
7000	\$28,750	5% indirect
TOTAL	\$603,750	
Current Allotment	\$409,000	
Difference	\$194,750	

Sincerely,



Carol Tsushima, Ed. D.

<b>CAEP Regional Consortium</b>	<b>Proposed COLA 22-23</b>	<b>22-23 Preliminary Allocation</b>	<b>23-24 Preliminary Allocation</b>
01 Allan Hancock Community College Consortium	\$93,916	\$1,855,947	\$1,855,947
02 Antelope Valley Regional Adult Education Consortium	\$227,220	\$4,490,261	\$4,490,261
03 Barstow Area Consortium for Adult Education	\$51,392	\$1,015,602	\$1,015,602
04 Butte-Glenn Adult Education Consortium	\$124,128	\$2,452,981	\$2,452,981
05 Greater Opportunity Through Adult Learning (Santa Cruz)	\$194,092	\$3,835,601	\$3,835,601
06 Partnership for Adult Academic and Career Education (SE Los Angeles)	\$830,591	\$16,413,940	\$16,413,940
07 Chabot-Las Positas/Mid-Alameda County Consortium	\$523,522	\$10,345,706	\$10,345,706
08 West End Corridor/ Chaffey Regional AE Consortium	\$408,206	\$8,066,866	\$8,066,866
09 Citrus College Adult Education Consortium	\$244,754	\$4,836,776	\$4,836,776
10 Coast Adult Education Consortium	\$422,546	\$8,350,252	\$8,350,252
11 Tri City Adult Education Consortium	\$348,188	\$6,880,802	\$6,880,802
12 Contra Costa Adult Education Consortium	\$840,225	\$16,604,315	\$16,604,315
13 Morongo Basin AEBG Consortium (Copper Mountain)	\$46,177	\$912,536	\$912,536
14 Desert Regional Consortium	\$182,990	\$3,616,207	\$3,616,207
15 South Bay Adult Education Consortium (El Camino)	\$580,691	\$11,475,474	\$11,475,474
16 OnRamp to Employment, Plumas County Adult Education (Feather River)	\$46,177	\$912,536	\$912,536
17 Foothill De Anza/ NSCCSTC	\$483,774	\$9,560,216	\$9,560,216
18 Gavilan Regional Adult Career and Education Services	\$81,749	\$1,615,513	\$1,615,513
19 Glendale Community College District Regional Consortium	\$60,675	\$1,199,042	\$1,199,042
20 San Diego East Region Adult Education (Grossmont-Cuyamaca)	\$469,924	\$9,286,512	\$9,286,512
21 Salinas Valley Adult Education Consortium	\$208,487	\$4,120,067	\$4,120,067
22 Imperial County Adult Education Consortium	\$110,312	\$2,179,957	\$2,179,957
23 Kern AEBG Consortium	\$963,307	\$19,036,627	\$19,036,627
24 Lake Tahoe Adult Education Consortium	\$50,795	\$1,003,790	\$1,003,790
25 Lassen County AB86 Consortium	\$53,336	\$1,054,008	\$1,054,008
26 Long Beach Adult Education	\$135,634	\$2,680,369	\$2,680,369
27 Los Angeles Regional Adult Education Consortium	\$7,280,202	\$143,869,549	\$143,869,549
28 Capital Adult Education Regional Consortium	\$664,770	\$13,137,011	\$13,137,011
29 Marin County Adult Education Block Grant Consortium	\$83,470	\$1,649,521	\$1,649,521
30 Mendocino-Lake Consortium	\$87,078	\$1,720,819	\$1,720,819
31 Gateway Adult Education Network (Merced)	\$187,400	\$3,703,359	\$3,703,359
32 Coastal North County Adult Education Consortium (MiraCosta)	\$67,651	\$1,336,903	\$1,336,903
33 Monterey Peninsula Consortium	\$143,999	\$2,845,663	\$2,845,663
34 Mt. San Antonio Regional Consortium for Adult Education	\$1,980,834	\$39,144,746	\$39,144,746
35 Southwest Riverside County Adult Education Regional Consortium	\$274,509	\$5,424,774	\$5,424,774
36 Napa Valley Adult Education Consortium	\$161,302	\$3,187,616	\$3,187,616
37 North Orange County Regional Consortium for Adult Education (NOCRC)	\$218,269	\$4,313,388	\$4,313,388
38 Southern Alameda County Consortium (Ohlone)	\$234,957	\$4,643,166	\$4,643,166
39 Palo Verde Consortium	\$46,177	\$912,536	\$912,536
40 Education to Career Network of North San Diego County (Palomar/Vista)	\$445,384	\$8,801,568	\$8,801,568
41 Pasadena Area Consortium	\$105,860	\$2,091,979	\$2,091,979
42 Northern Alameda Consortium for Adult Education	\$454,862	\$8,988,863	\$8,988,863
43 Rancho Santiago Adult Education Consortium	\$263,025	\$5,197,843	\$5,197,843
44 North Coast Adult Education Consortium (Redwoods)	\$63,338	\$1,251,679	\$1,251,679
45 Rio Hondo Region Adult Education Consortium	\$816,258	\$16,130,696	\$16,130,696
46 About Students Regional Consortium (Riverside)	\$469,026	\$9,268,765	\$9,268,765
47 Inland Adult Education Consortium (San Bernardino)	\$595,060	\$11,759,424	\$11,759,424
48 San Diego Adult Education Regional Consortium	\$265,531	\$5,247,353	\$5,247,353
49 San Francisco Adult Education Consortium	\$218,936	\$4,326,558	\$4,326,558
50 Delta Sierra Regional Alliance (San Joaquin)	\$474,318	\$9,373,362	\$9,373,362
51 South Bay Consortium for Adult Education (San Jose)	\$989,125	\$19,546,838	\$19,546,838

52 San Luis Obispo County Adult Education Consortium	\$79,446	\$1,570,000	\$1,570,000
53 ACCEL San Mateo County	\$544,391	\$10,758,125	\$10,758,125
54 Santa Barbara AEBG Consortium	\$46,177	\$912,536	\$912,536
55 Santa Clarita Valley Adult Education Consortium	\$73,307	\$1,448,679	\$1,448,679
56 Santa Monica Regional Consortium for Adult Education	\$64,345	\$1,271,578	\$1,271,578
57 Sequoias Adult Education Consortium (SAEC)	\$545,363	\$10,777,333	\$10,777,333
58 Shasta-Tehama-Trinity Adult Education Consortium	\$63,362	\$1,252,139	\$1,252,139
59 Sierra Joint Consortium	\$190,363	\$3,761,902	\$3,761,902
60 Solano Adult Education Consortium	\$223,067	\$4,408,192	\$4,408,192
61 Sonoma County Adult Education Consortium	\$143,918	\$2,844,063	\$2,844,063
62 South Orange County Regional Consortium (SOCRC)	\$273,541	\$5,405,656	\$5,405,656
63 South Bay Adult Education Consortium (Southwestern)	\$820,112	\$16,206,843	\$16,206,843
64 State Center Adult Education Consortium	\$853,194	\$16,860,616	\$16,860,616
65 Ventura County Adult Education Consortium	\$859,665	\$16,988,483	\$16,988,483
66 Victor Valley Adult Education Regional Consortium	\$123,613	\$2,442,802	\$2,442,802
67 West Hills College Consortium	\$63,217	\$1,249,287	\$1,249,287
68 West Kern Consortium	\$46,177	\$912,536	\$912,536
69 Yosemite (Stanislaus Mother Lode) Consortium	\$247,702	\$4,895,023	\$4,895,023
70 North Central Adult Education Consortium (Yuba)	\$179,073	\$3,538,806	\$3,538,806
71 Adult Education Pathways (Siskiyou)	\$53,817	\$1,063,522	\$1,063,522
<b>Total</b>	<b>\$29,868,000</b>	<b>\$590,244,000</b>	<b>\$590,244,000</b>



## OPTION 1

2021-22 Allocation **\$11,164,364**

2022-23 Preliminary COLA **\$595,060**

**2022-23 Preliminary Allocation \$11,759,424**

Agency	2021-22 CFAD	% of Allocation	Portion of COLA based on % of Allocation	Tentative 2022-23 CFAD
Colton				
TOTAL	\$636,304	6%	\$33,915	\$670,219
Redlands				
TOTAL	\$686,512	6%	\$36,591	\$723,103
Rialto				
TOTAL	\$1,415,152	13%	\$75,428	\$1,490,580
San Bernardino City				
TOTAL	\$6,479,927	58%	\$345,380	\$6,825,307
SBCCD				
SBCCD Allocation				\$582,425
Pan Consoritum				\$374,796
TOTAL	\$908,783	8%	\$48,438	\$957,221
Yucaipa				
TOTAL	\$628,383	6%	\$33,493	\$661,876
SB County				
TOTAL	\$409,303	4%	\$21,816	\$431,119
<b>TOTAL</b>	<b>\$11,164,364</b>	<b>100%</b>	<b>\$595,060</b>	<b>\$11,759,424</b>

## OPTION 2

Hold COLA with Fiscal Agent and Allocate to Members as Needed

**\$595,060**