



Executive Committee Meeting – Agenda

Friday, April 15, 2022

Board Meeting: 7:30 a.m. - 8:30 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/97724722609>

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 March 11, 2022
3. Public Comment
4. Reports
 - 4.1 Renewal of IAEC Executive Committee previously approved software licenses
 - ASAP, NEDP, Full Capacity, Aztec
5. Discussion Items – NONE
6. Action Items (NOVA Approval Process)
 - 6.1 Approve IAEC 2022-2025 Three-Year Plan
 - 6.2 Approve Request for Additional Ongoing Funds:
San Bernardino County Office of Education – \$194,750K in on-going funding to support an additional FTE Curriculum Specialist (See Board Packet for Formal Request)
 - 6.3 Approve SBCCD as Fiscal Agent for 2022-2023
 - 6.4 Approve IAEC 2022-2023 CFAD Allocations (Park funds with Fiscal Agent)
7. Announcements
 - 7.1 Executive Committee Meeting Dates
 - May 13, 2022
 - June 1, 2022 (Annual Plan Retreat)
 - 7.2 Conferences
 - May 5-8, 2022: CCAE State Conference – Hollywood, CA
 - June 14-16, 2022: CASAS Summer Institute – San Diego, CA
 - July 13-15, 2022: GED Annual Conference – Atlanta, GA
8. Closed Session – Not Requested
9. Adjournment

Exhibit A

Client Name ("Client")	San Bernardino Community College District/Inland Adult Education Consortium
Address	701 South Mount Vernon
City, State Zip	San Bernardino, CA 92410
Contact Name (Billing)	Emma Diaz
Contact Email (Billing)	ediaz@sbccd.cc.ca.us

SERVICE	RENEWAL FEE	DATES
ASAP Premium Subscription	\$ 31,299.34	7/1/2022-6/30/2023
SCHOOL	ANNUAL SMS FEE	Min-Max SMS allowed per year (0.0014/msg if max is exceeded)
Colton Adult School	\$ 500.00	144 - 72144
Redlands Adult School	\$ 750.00	72145 - 216,144
Rialto USD Alternative Ed.	\$ 750.00	72145 - 216,144
Inland Career Ed. Center	\$ 1,800.00	720145 - 1080144
Yucaipa Adult School	\$ 750.00	72145 - 216,144
TOTAL FEES	\$ 35,849.34	

The 2022-2023 annual subscription plan for the Inland Adult Education Consortium includes the following schools: Colton Adult School, Redlands Adult School, Rialto USD Alternative Education, Inland Career Education Center and Yucaipa Adult School.

The annual premium subscription plan includes the following features and benefits:

- Unlimited phone & email support
- 24/7 access to ASAP support and training resources
- Regular product updates
- Unlimited user accounts
- Online registrations and transactions
- Integration with CASAS TOPS, Zoom and Canvas
- Access to ASAP Insights (designed for snapshot and long-term comparison analysis)
- ASAP API use (required for customers using Community Pro, CI Solutions or a third-party LMS)



Quote

51 Commerce St, Springfield NJ, 07081

Phone: 973.258.0011 **Fax:** 973.258.0010

sales@aztecsoftware.com

Quote #: QUO-11642-Y7K3L4

Quote Start Date: 3/25/2022

Quote Expiration: 5/9/2022

To: **San Bernardino Community College District**

**ATTN: C/O Emma Diaz, Inland Adult
Education Consortium**

550 E Hospitality Ln, 2nd Floor, Suite 200

San Bernardino California, 92408

From: **Amanda Haas**

Client Relations Specialist

Aztec Software

Details

QTY	Description	Unit Price	Total
80	A Tutor for CASAS Online - Complete	\$249.00	\$19,920.00
175	Aztec's Bridge Series	\$199.00	\$34,825.00
125	Aztec's Foundations Series	\$199.00	\$24,875.00
115	Aztec's Fundamentals Series	\$199.00	\$22,885.00
65	Aztec's GED® Prep Solution - Spanish	\$199.00	\$12,935.00
25	Aztec's Life Skills Complete Series	\$199.00	\$4,975.00
5	Kaplan HiSET® Prep Solution	\$375.00	\$1,875.00
60	ePub-Aztec-A Tutor for CASAS Math Level B	\$49.99	\$2,999.40
60	ePub-Aztec-A Tutor for CASAS Math Level C	\$49.99	\$2,999.40
60	ePub-Aztec-A Tutor for CASAS Math Level D	\$49.99	\$2,999.40
60	ePub-Aztec-A Tutor for CASAS Reading Level B	\$49.99	\$2,999.40
60	ePub-Aztec-A Tutor for CASAS Reading Level C	\$49.99	\$2,999.40
60	ePub-Aztec-A Tutor for CASAS Reading Level D	\$49.99	\$2,999.40
15	ePub-Aztec-GED Test Prep Math Reasoning Spanish, Second Edition	\$74.99	\$1,124.85
25	ePub-Aztec-GED Test Prep Math Reasoning, Second Edition	\$74.99	\$1,874.75
15	ePub-Aztec-GED Test Prep Reasoning Through Language Arts Spanish, Second Edition	\$74.99	\$1,124.85
25	ePub-Aztec-GED Test Prep Reasoning Through Language Arts, Second Edition	\$74.99	\$1,874.75
15	ePub-Aztec-GED Test Prep Science Spanish, Second Edition	\$74.99	\$1,124.85
25	ePub-Aztec-GED Test Prep Science, Second Edition	\$74.99	\$1,874.75
15	ePub-Aztec-GED Test Prep Social Studies Spanish Student Edition, Second Edition	\$74.99	\$1,124.85
25	ePub-Aztec-GED Test Prep Social Studies, Second Edition	\$74.99	\$1,874.75
175	GED Flash-Add On	\$99.00	\$17,325.00
240	Kaplan GED® Prep Solution	\$300.00	\$72,000.00
1	5% Early Renewal Discount	-12,080.49	-\$12,080.49

Subtotal: \$229,529.31

Process and Handling:

Total Tax:

Total: \$229,529.31

Signature _____ **Date:** _____

Title _____ **Email** _____

☐ **No PO's used - Email my Invoice** ☐ **PO in process/attached** ☐ **Pay by credit card (2.5% Fee Applies).**

Quote Recap & Notes

Renewal 7/1/2022 through 6/30/2023

This quote provides annual access to renewal and add-on digital access for concurrent licenses for all the products licensed above, with all licenses having unlimited enrollment opportunities. This quote also includes a 5% early renewal discount.

All pricing of Internet products is based upon an ANNUAL fee and the renewal will be at the current list price. Any additional shipping/taxes required will be added to your invoice.

Credit Card Payment Option: There is a 2.5% credit card processing fee. If tax exempt, please send exempt certificate to ORDERS@aztecsoftware.com, along with your purchase order and signed quote.

Thank you for your interest in Aztec Software. If you need further assistance, please do not hesitate to contact our office.



Comprehensive Adult Student Assessment Systems



CASAS Quote: March 31, 2022 for

Inland Adult Education Consortium July 1, 2022 through June 30, 2023

Attn: Emma Diaz
San Bernardino Community College District
550 E. Hospitality Lane
San Bernardino, CA 92408

Description	Product Code	QTY	Price (\$) each	Subtotal
NEDP Agency Maintenance Fee (existing agencies)	NEDP-L22	3	\$1,050.00	\$3,150.00
NEDP Implementation Training	NEDP-TRN	10	\$400.00	\$4,000.00
NEDP Training Materials*	NTRE-BUN	10	\$100.00	\$1,000.00
NEDP 1 st Portfolio Review	NEDP-FPR	10	\$600.00	\$6,000.00
Processing Fee				\$0.00
*Shipping				\$100.00
*CA Tax				\$88.00
Grand TOTAL				\$14,338.00

Helping improve basic skills for education and workplace success



full capacity marketing, inc.
communications experts in **workforce & education**

March 22, 2022

Quote #492778

To: San Bernardino Community College District
550 E. Hospitality Lane
San Bernardino, CA 92408

Fr: Full Capacity Marketing, Inc.
Attn: Celina Shands
270 N. El Camino Real #285
Encinitas, CA 92024
EIN # - 56-2354034

Re: Adult Education Consortium Website Deliverables

One Time Investment:

- Security Audit and Hardening
- Accessibility and ADA Compliance Audit and Resolution
- Mobile Performance Optimizations
- Analytics and Reporting Setup

60 hours/\$6,600

FCM will perform the above activities in order to prepare for the larger marketing initiatives. The Security Audit and Hardening will ensure that the IAEC website is prepared for the additional traffic and exposure involved in any marketing campaign and is properly configured to prevent common security incidents and attacks. The Accessibility and ADA Compliance Audit and Resolution will ensure that the website aligns with all WCAG 2.1 AA guidelines and in compliance with the Americans with Disabilities Act, a requirement of the Chancellor's Office. The Mobile Performance Optimizations will use Google's mobile auditing and testing tools to ensure that the website is fully responsive and aligns to mobile usability standards. The Analytics and Reporting Setup will evaluate the current Google Analytics setup while creating the baseline for event tracking and automated reports to track and monitor campaign performance.

Hosting for 1 year: March 2022 – March 2023

\$400

Estimate

\$7,000.00

**Celina Shands, CEO/Founder
Full Capacity Marketing, Inc.**

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



Consortium Contacts

Responsibility	Name	Email	Title	Phone
Primary Contact	Emma Diaz	ediaz@sbccd.edu	Consortium Director	(909) 384-8611
Fiscal Contact	Susan Ryckevic	srych@sbccd.cc.ca.us		(909) 382-4029

Member Agencies

Member Agency	Member Type	Contact	Phone
Colton Joint Unified	Unified School District	Linda Resiwain M.B.A	(909) 580-6615
Redlands Unified	Unified School District	David Finley	(909) 748-6941
Rialto Unified	Unified School District	Cuauhtemoc Avila	(909) 820-7700
San Bernardino CCD	District	Emma Diaz	(909) 384-8611
San Bernardino City Unified	Unified School District	Raul Pedraza	
Yucaipa-Calimesa Joint Unified	Unified School District	Cali Binks	(909) 797-0174
San Bernardino Co. Office of Education	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 & 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

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.

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)
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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 *

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)
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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
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)
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- 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)
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- Transition: Participants with Transition to ASE (AE 500 - 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
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 ASE (AE 500 - Overall)
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- 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
Colton Joint Unified	\$772,534	Certified
Redlands Unified	\$743,950	Certified
Rialto Unified	\$1,400,566	Certified
San Bernardino CCD	\$490,888	Certified
San Bernardino City Unified	\$7,100,696	Certified
San Bernardino Co. Office of Education	\$700,796	Certified
Yucaipa-Calimesa Joint Unified	\$659,772	Certified
Totals	\$11,869,202	7/7 Certified

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
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NOVA Site Version: [4.47](#)



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.

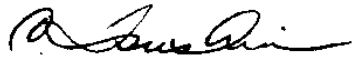
Additional Information:

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.

California Adult Education Program : CFAD : 2022-23 Produced: Mar 31, 2022, 08:36 PM UTC Emma Diaz

47 Inland Adult Education Consortium

Fiscal Declaration - Draft

Consortium Name: 47 Inland Adult Education Consortium

Funding Channel: Fiscal Agent

Fiscal Agent: San Bernardino CCD

Narrative: The IAEC Executive Committee and Steering Committee meet monthly to discuss issues pertinent to the consortium. This includes the annual plan, three-year plan, and regular reviews of Member District performance outcomes, students data submissions, and fiscal expenditures.

Changes: No Changes

Member Allocations

Member Name	(2022-23)	(2021-22)	(2020-21)
Colton Joint Unified	\$636,304	\$636,304	\$636,304
Redlands Unified	\$686,512	\$686,512	\$506,512
Rialto Unified	\$1,415,152	\$1,105,470	\$1,105,470
San Bernardino CCD	\$1,308,093	\$1,358,843	\$764,521
San Bernardino City Unified	\$6,479,927	\$6,237,927	\$7,097,021
San Bernardino Co. Office of Education	\$605,053	\$237,303	\$237,303
Yucaipa-Calimesa Joint Unified	\$628,383	\$628,383	\$628,383
Total Allocated to Members	\$11,759,424	\$10,890,742	\$10,975,514
Total CAEP Funds	\$11,759,424	\$11,164,364	\$10,729,804
Total Remaining	\$0	\$273,622	\$-245,710

Consortia Report on Governance Compliance of Rules and Procedures v.1

1. Have all community college districts, school districts, county offices of education, or any joint powers authority, located within the boundaries of the adult education region been allowed to join the consortium as a member? *

Yes

2. Have all members committed to reporting any funds available to that member for the purposes of education and workforce services for adults and the uses of those funds? *

Yes

3. How will the available funds be reported and evaluated? *

Available funds are reviewed regularly at Executive Committee (voting members) meetings and at Steering Committee meetings. Discussions are ongoing about carry over funds, and adhering to the guidance from CAEP regarding percentage of carry over allowed.

4. How will you assure that each member of the consortium is represented only by an official designated by the governing board of the member? *

All members of the Executive Committee have submitted a document (memo) to their respective governing board to designate them as the official representative for their district. Each member will send the Executive Director minutes from their respective board meeting indicating their designation as the representative.

5. How will you assure that each member of the consortium participates in any decision made by the consortium? *

The Consortium recognizes the benefits of full and active participation by all members in the decision-making process and implementation of IAEC Plans. Therefore, a calendar of meetings and each meeting agenda will be sent to members in advance. Agendas will be posted on the Consortium website. Email notifications and reminders will be sent to all members. Minutes from meetings will be distributed to members and posted to the Consortium website. Agencies participating in the IAEC have agreed to act in accordance with applicable AEBG law, the IAEC Annual Plans, and IAEC Three-Year Plan. IAEC Members participate annually in shared, or peer-to-peer monitoring for member effectiveness, adherence to IAEC Plans, and AEBG performance measured outcomes.

6. What will be the relative voting power of each member? *

1 member = 1 vote

7. How will decisions be approved? *

by majority vote of 51%

8. How did you arrive at that decision-making model? *

From the onset of the AB86 planning phase, the consortium reached out to a professional facilitator who guides meetings using the Technology of Participation facilitation method. The Executive Committee discussed various governance models and decided upon the method that best suits this consortium.

Each member's Board of Education will designate, via agenda item, a voting representative(s) to the Consortium Board and ensure attendance at and participation at regular Consortium meetings. Each member district (K-12, County Office of Education, College) shall have one (1) vote. Three K-12 Member Districts/County Office of Education plus 1 Community College constitutes a quorum. In the case of a vacated position by a voting member, the "Interim" or "Acting" individual in the vacated position would be allowed to vote in their place. If a voting member is not able to attend a Board vote in person, votes may be cast via telephone and documented in the minutes, in accordance with the Brown Act. The vote of each officially designated member shall be recorded when cast. The names of the members making and seconding each motion shall be recorded in the Consortium minutes.

9. How will proposed decisions be considered in open, properly noticed public meetings of the consortium at which members of the public may comment? *

All Consortium meetings shall be conducted in accordance with AB104 Adult Education Block Grant (AEBG), the IAEC Governance Plan, and all applicable laws. Decisions will be made by consensus of members of the Consortium. All voting is publicly noticed per Brown Act,

10. Describe how will you provide the public with adequate notice of a proposed decision and consider any comments submitted by members of the public. *

The IAEC encourages all interested persons to attend monthly Board meetings and to address the Consortium Board concerning any item on the agenda or within the Consortium's jurisdiction.

The IAEC Board will act in accordance with the Brown Act of 1953 as contained in section 54950 et seq. of the California Government Code.

The following rules are intended to facilitate a presentation to the IAEC Board:

A. For matters not listed on the agenda:

- I. Any individual who wishes to address the Consortium on any item of interest to the public that is within the subject matter jurisdiction of the Consortium and not listed on the agenda may do so under the agenda item entitled "Public Comments."
- II. Without taking action, Consortium members may briefly respond to statements made or questions posed by the public about items not appearing on the agenda.
- III. In keeping with its right to determine the length of time to be allotted to agenda items, the Consortium Board has determined that the overall time to be allowed for the agenda item entitled "Public Comments" shall not exceed three (3) minutes per person, and a total time of 20 minutes, unless there are extenuating circumstances, in which case the Consortium Board may extend the overall time limit.

B. For matters listed on the agenda, a person who wishes to address the Consortium may do so by completing a brief form (including name, address, and agenda item). Upon recognition, the person should state his or her name and may address the Consortium. The order of public comments on the agenda item will be determined by the order received. Individuals shall be allowed up to three (3) minutes to address the Consortium Board on each agenda item during the general public comments section of the agenda, unless there are extenuating circumstances, in which case the Consortium may extend the time limit for individual remarks.

11. Describe how comments submitted by members of the public will be distributed publicly. *

IAEC recognizes the benefits that are derived when input from the public is included as part of a transparent decision-making process, and will act in accordance with the Brown Act of 1953 as contained in section 54950 et seq. of the California Government Code. The Members will include the public in Consortium activities and programs whenever appropriate. The Consortium will provide the public with adequate notice of a proposed decision and consider any comments submitted by members of the public. Monthly meetings will include a designated time for public comment. Agendas will be posted on the Consortium website, and emailed in advance to Consortium members and partners. Consortium members are encouraged to post the agendas at their individual web sites. A summary of comments submitted by members of the public will be recorded in the meeting minutes and distributed publicly on the Consortium website.

12. Describe the process by which the consortium will solicit and consider comments and input regarding a proposed decision from other entities located in the adult education region that provide education and workforce services for adults. *

Several of the regional entities mentioned; libraries, WIB and community-based organizations had a strong presence during the AB86 planning phase and are kept abreast of consortium activity. In addition, the project coordinator attends quarterly regional county WIB meetings where all these entities are present and

proposed decisions can be announced.

Community partners and other entities are invited and encouraged to participate in all Consortium meetings. IAEC's founding partners include the San Bernardino County Workforce Investment Board. Community agencies not benefiting from formal partnership with IAEC with an interest in adult education are encouraged to engage IAEC and its Members to benefit the region as appropriate until a formal partnership can be established

13. How will you determine approval of a distribution schedule pursuant to Section 84913? *

The Executive Committee will vote on a distribution schedule pursuant to section 84913 at a regularly scheduled open meeting. This distribution schedule will encompass the active Three-Year Plan. The San Bernardino Community College District was chosen by the consortium members to be the fiscal agent, and receive and distribute the funds.

14. Has the consortium A) designated a member to serve as the fund administrator to receive and distribute funds from the program or B) chosen to have a funds flow directly to the member districts based upon the approved distribution schedule? *

A) designated a member to serve as the fund administrator to receive and distribute funds from the program

15. How will members join, leave, or be dismissed from the consortium? *

Per AB104 Legislation section 84917 those entities listed shall become a participating member of the consortium pursuant to receiving funds from the listed areas. In addition, new members will need to agree to and sign this governance template indicating they are aware and will abide by the consortium governance structure. For members to leave or be dismissed, section 84914 outlines characteristics such as a member is no longer willing to provide services, a member cannot provide services or a member is consistently ineffective in providing services as reasons for reduced funding, this consortium will use these measures to determine if a member needs to leave or be dismissed from the consortium

The Consortium will adhere to the membership guidelines as defined by AB104, Education Code, and the IAEC Member Contracts.

Considerations for dismissal from the Consortium include:

- The member no longer wishes to provide services consistent with the adult education plan;
- The member cannot provide services that address the needs identified in the adult education plan; or
- The member has been ineffective in providing services that address the needs identified in the adult education plan, and reasonable interventions have not resulted in improvement.

In addition to the considerations specified in AB104:

- Regular attendance is expected at monthly Consortium meetings.
- Dismissal from or admission to the Consortium shall be accomplished with a simple majority vote from the Consortium Board.
- If the member initiates leaving the Consortium, IAEC will require the member's Governing Board approval.
- If the Consortium initiates dismissal, the Consortium will inform the member's Superintendent and Governing Board and follow due process.
- IAEC Members may be dismissed from IAEC for failure to demonstrate member effectiveness.
- A record of intervention steps and dismissal actions shall be kept in the official minutes of Consortium Board Meetings.
- If the Consortium dismisses a Member, the Consortium Coordinator shall notify the AEBG State Project Monitor immediately.

16. How does the consortium monitor and administer carryover funds? *

The Executive Committee meets regularly to discuss carry-over funds and votes on allocation amendments when the voting board deems them necessary. IAEC complies with the CAEP Fiscal Management Guide.

17. What bylaws do you have that governs carryover? *

The consortium does not have bylaws regarding carryover funds, but ensures that all Member Districts adhere to the guidance for carryover funds from CAEP as outlined in the Fiscal Management Guide.

18. How does your consortium define member effectiveness? *

Member effectiveness is determined via an examination of: DIR data, MIS data, fiscal expenditures, NRS performance outcomes, per pupil spending, and open discussions about student/agency success.

19. What bylaws does your consortium have addressing member effectiveness? *

IAEC does not have bylaws, but relies on CAEP/TAP guidance for member effectiveness.

20. Does the consortium have a formal document detailing its work beyond the questionnaire? *

Yes

20.1 (Yes) Use the space below to provide a link to the formal document. *

An existing website houses all of the minutes to all the Executive, Steering and Hub meetings dating back to the onset of the grant documenting the existing working relationship. <http://inlandab86.org/>

Member Agencies

Member Agency	Member Type	Contact	Phone
Colton Joint Unified	Unified School District	Linda Resiwain M.B.A	(909) 580-6615
Redlands Unified	Unified School District	David Finley	(909) 748-6941
Rialto Unified	Unified School District	Cuauhtemoc Avila	(909) 820-7700
San Bernardino CCD	District	Emma Diaz	(909) 384-8611
San Bernardino City Unified	Unified School District	Raul Pedraza	(909) 388-6000 ext: 265
Yucaipa-Calimesa Joint Unified	Unified School District	Cali Binks	(909) 797-0174
San Bernardino Co. Office of Education	County Office of Education (COE)	Cindy Prentice	(909) 252-4550

Certification & Assurances

By clicking "Approve" on the approval cards below, you are certifying the CFAD as well as confirming that you and ALL consortium members agree to the Assurances listed below.

Assurances

Membership & Decision-Making

- I certify that any community college district, school district, or county office of education, or any joint powers authority consisting of community college districts, school districts, county offices of education, or a combination of these, located within the boundaries of the adult education region shall be permitted to join the consortium as a member (EC 84905 (a)(b)). (See Membership Box above).
- I certify that only members as described above (and in EC 84905) are allowed to join my consortium as members and participate in decision making and approvals whether in a public meeting, or via the NOVA planning, budgeting & expense reporting system.
- I certify that as a condition of joining a consortium, as a member, I shall commit to reporting any funds (as described in EC 84916) available to that member for the purposes of education and workforce services for adults and the uses of those funds through the annual Program Area exercise in NOVA for reporting leveraged funds, and instructional hours.
- I certify that as a member of the consortium my district shall be represented only by an official designated by the governing board of the member (EC 84905 (c)).
- I certify that as a member of the consortium, I shall participate in any decision made by the consortium (EC 84905 (d)(1)(A)).
- I certify that all decision made by the consortium and its members is final (EC 84905 (d)(1)(F)).
- I certify that I will adhere to the consortium rules and procedures and, as agreed upon by the consortium members, to any additional by-laws, charters, etc.

Public Meetings

- I certify that a proposed decision is considered at an open, properly noticed public meeting of the consortium at which members of the public may comment (EC 84905 (d)(1)(B)).
- I certify that the consortium has provided the public with adequate notice of a proposed decision and considered any comments submitted by members of the public, and any comments submitted by members of the public have been distributed publicly (EC 84905 (d)(1)(C)).
- I certify that the consortium has requested comments regarding a proposed decision from other entities located in the adult education region that provide education and workforce services for adults (EC 84905 (d)(1)(D)(i)).
- I certify that the consortium has requested comments regarding a proposed decision from other entities located in the adult education region that provide education and workforce services for adults (EC 84905 (d)(1)(D)(ii)).
- I certify that the consortium has considered input provided by pupils, teachers employed by local educational agencies, community college faculty, principals, administrators, classified staff, and the local bargaining units of the school districts and community college districts before it makes a decision (EC 84905 (d)(1)(E)).

(E)).

- I certify that in addition to the meeting requirements listed in EC 84905, and as agreed upon by the consortium members, that I will follow the public meeting requirements listed in the Ralph M. Brown Act as the Brown Act applies to the governing body of any “local body created by state or federal statute.” (Ed. Code, section 54952.)

Reporting Requirements

- I certify that I will participate in completing and updating any consortium long range and/or short range planning efforts and/or budget work plans (EC 84906, 84914(a)).
- I certify that all CAEP expenses have been expended in the CAEP seven program areas, and services provided are consistent with the 3-year plan, the annual plan, and my district's work plan & budget as submitted in NOVA (EC 84913 (1-7), 84906, 8914(a)).
- I certify that my expenditures of CAEP funds match the objectives/activities included in the annual plan and the member work plan (EC 84906, 84914(a)).
- I certify that my expenditures of CAEP funds adhere to the allowable uses of funds as identified in the CAEP Fiscal Management Guide.
- I certify that I will report student level enrollment data and outcomes as prescribed by the State CAEP Office (EC 84920).
- I certify that I will share financial expenditure and progress reports with the members of my regional consortium.
- I certify that I understand that as a member if I do not meet any of these items I have certified, I will be deemed an ineffective member which may result in a loss or reduction of CAEP funding (EC 84914(b)).
- I certify that all CAEP expenses have been expended only for the education of persons 18 years of age or older (EC 84901(a)).

No approver contacts.



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