**Executive Committee Meeting – Agenda**
**Friday, August 5, 2022**
**Board Meeting: 8:00 am - 10:00 am**
**DUE TO COVID-19, THIS WILL BE A ZOOM MEETING**
**THE PUBLIC IS INVITED TO PARTICIPATE**
**ZOOM Link:** https://cccconfer.zoom.us/j/97077775541
**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    April 15, 2022

3. Public Comment

4. Reports
    4.1    Personnel Updates
    4.2    May Budget Revise – COLA Update
    4.3    Three-Year Plan – Submitted June 20, 2022
    4.4    PD Day Report Out
    4.5    CAEP TAP Update – Unfunded Programs (TTA, CLA, PLCs)
    4.6    Association Reports:
                - CCAE Update – Dana Carter
                - ACCE Update – Emma Diaz
    4.7    IAEC Fiscal Update

5. Discussion Items
    5.1    IAEC Executive Committee Meetings: In Person or Virtual?
    5.2    IAEC Consortium Open Position – Secretary
    5.3    San Bernardino Valley College Funding Request
                - $40,220.00 Ongoing Funding for COLA
                - $162,754.00 Ongoing Funding for Full-Time Counselor
                   TOTAL: $202,974.00
    5.4    Crafton Hills College Funding Request
                TOTAL: $49,503.00 Ongoing Funding for 30% of Director of Outreach and
                Educational Partnerships
    5.5    Redlands Adult School Funding Request
                - $40,000.00 One-Time for Software Purchase
                - $51,000.00 Ongoing Funding for COLA
                - $151,000.00 Ongoing Funding for 1 Full-Time Counselor and 3 Part-Time
                   Teachers
                   TOTAL: $242,000.00

6. Action Items
  6.1    Approve 2022-2023 IAEC Annual Plan
  6.2    Approve May Revise CFAD to Park Additional $137,329.00 COLA with Fiscal Agent

7. Announcements
  7.1    IAEC Executive Committee Meeting Dates (All meetings are at 8:00 am)

| 2022-2023 (All meetings at 8:00 am) | |
|---|---|
| July 2022 – NO MEETING | Friday January 20, 2023 – TBD |
| Friday August 5, 2022 – VIRTUAL<br>  Annual Plan Vote (Due Sept 14) | Friday February 10, 2023 – TBD |
| Friday September 23, 2022 – TBD | Friday March 10, 2023 – TBD<br>  CFAD Discussion |
| Friday October 28, 2022 – TBD | Friday April 21, 2023 – TBD<br>  CFAD Vote |
| November 2022 – NO MEETING | Friday May 12, 2023 – TBD |
| Friday December 9, 2022 – TBD | Friday May 31, 2023 – TBD<br>  Annual Plan Retreat |

  7.2.   Upcoming Conferences and Professional Development Opportunities
    -   September 6 – 8, 2022: CWA Meeting of the Minds – Monterey, CA
        http://calworkforce.org/mmm/

    -   September 19 – 23, 2022: CAEP Directors' Summit – Virtual

    -   October 25 – 28, 2022: CAEP Annual Summit – Virtual
        https://summit.caladulted.org/

    -   Nov 30 – Dec 3, 2022: ACTE CareerTech Vision Annual Conference – Las Vegas, NV
        https://www.acteonline.org/event/careertech-vision-2022/

8. Closed Session – Not Requested

9. Adjournment

# Minutes of the Executive Committee Meeting
## April 15, 2022

Date of approval: _____ Initials: _____

**Call to order:** Due to COVID-19 and with the IAEC Board approval of AB 361, a virtual meeting of the Inland Adult Education Consortium Executive Committee was held via Zoom: https://cccconfer.zoom.us/j/97724722609 on Friday, April 15, 2022. The meeting convened at 7:32 a.m. Director Dr. Emma Diaz and Consultant Mr. Mitch Rosin conducted the meeting. Minutes recorded by Ms. Blanca Godinez-Olguin.

**Executive Committee Members in attendance**

| | |
|---|---|
| Mr. Mauricio Arellano | Superintendent, Redlands Unified School District |
| Dr. Cuauhtémoc Avila | Superintendent, Rialto Unified School District |
| Ms. Cali Binks | Superintendent, Yucaipa-Calimesa Joint Unified School District |
| Dr. Frank Miranda | Superintendent, Colton Joint Unified School District |
| Dr. Sandra Rodríguez | Assistant Superintendent, San Bernardino City Unified School District |
| Dr. Scott Thayer | President, San Bernardino Valley College |

**Members not in attendance**

| | |
|---|---|
| Dr. Kevin Horan | President, Crafton Hills College |
| Dr. Carol Tsushima | Administrator, Alliance for Education & SBCROP, SBCSS |

**Others Present**

| | |
|---|---|
| Dana Carter | Principal, Yucaipa-Calimesa Joint Unified School District |
| Mr. Jorge Saucedo-Daniel | Assistant, Inland Adult Education Consortium |

1. **AB 361 for IAEC Board Meeting**

| | | | |
|---|---|---|---|
| **Motion:** Inland Adult Education Consortium Board approval of AB 361 for a virtual meeting to be held via Zoom: https://cccconfer.zoom.us/j/97724722609 on Friday, April 15, 2022. *https://www.nossaman.com/newsroom-insights-everything-local-public-agencies-need-to-know-about-california-virtual-meeting-laws* <br> **Motion by:** Mauricio Arellano <br> **Second by:** Sandra Rodriguez <br> **Discussion:** None | | | |
| **Member Name** | **AYE** | **Abstain** | **Absent** |
| Mauricio Arellano, Superintendent, Redlands USD | x | | |
| Cuauhtémoc Ávila, Superintendent, Rialto USD | x | | |
| Cali Binks, Superintendent, Yucaipa-Calimesa Joint USD | x | | |
| Kevin Horan, President, Crafton Hills College | | | x |
| Frank Miranda, Superintendent, Colton Joint USD | x | | |
| Sandra Rodriguez, Asst. Supt., San Bernardino City USD | x | | |
| Scott Thayer, President, San Bernardino Valley College | x | | |
| Carol Tsushima, Administrator, Alliance for Education & SBCROP, SBCSS | | | x |
| **Motion carried unanimously by all present.** | | | |

2. **Minutes**

| | | | |
|---|---|---|---|
| **Motion:** Approval of the March 11, 2022 IAEC Executive Committee Meeting Minutes. <br> **Motion by:** Frank Miranda <br> **Second by:** Sandra Rodriguez <br> **Discussion:** None | | | |
| **Member Name** | **AYE** | **Abstain** | **Absent** |
| Mauricio Arellano, Superintendent, Redlands USD | x | | |
| Cuauhtémoc Ávila, Superintendent, Rialto USD | x | | |
| Cali Binks, Superintendent, Yucaipa-Calimesa Joint USD | x | | |
| Kevin Horan, President, Crafton Hills College | | | x |
| Frank Miranda, Superintendent, Colton Joint USD | x | | |
| Sandra Rodriguez, Asst. Supt., San Bernardino City USD | x | | |
| Scott Thayer, President, San Bernardino Valley College | x | | |
| Carol Tsushima, Administrator, Alliance for Education & SBCROP, SBCSS | | | x |
| **The Minutes of the Inland Adult Education Consortium Executive Committee Meeting on March 11, 2022 were approved as presented, without changes.** | | | |

## 3. Public comment

3.1    <u>None</u>

## 4. Reports

4.1    <u>Renewal of Software Licenses</u>
Dr. Diaz shared that the software license for ASAP, NEDP, Full Capacity, and Aztec will be renewed. The IAEC Executive Committee had previously approved them. Cost not to exceed $298,000. The remaining one-time funds are $182,094.00:

- ASAP $36,000
- NEDP $15,000
- Full Capacity $7,000
- Aztec $240,000

## 5. Discussion items

5.1    <u>None</u>

## 6. Action Items

6.1    <u>IAEC 2022-2025 Three-Year Plan</u>

| **Motion:** To approve the 2022-2025 Three-Year Plan. **Motion by:** Sandra Rodriguez **Second by:** Mauricio Arellano **Discussion:** None | | | |
|---|---|---|---|
| **Member Name** | **AYE** | **NAY** | **Absent** |
| Mauricio Arellano, Superintendent, Redlands USD | x | | |
| Cuauhtémoc Ávila, Superintendent, Rialto USD | x | | |
| Cali Binks, Superintendent, Yucaipa-Calimesa Joint USD | x | | |
| Kevin Horan, President, Crafton Hills College | | | x |
| Frank Miranda, Superintendent, Colton Joint USD | x | | |
| Sandra Rodriguez, Asst. Supt., San Bernardino City USD | x | | |
| Scott Thayer, President, San Bernardino Valley College | x | | |
| Carol Tsushima, Administrator, Alliance for Education & SBCROP, SBCSS | | | x |
| **Motion carried unanimously by all present.** | | | |

6.2     Request for Additional Ongoing Funds

| **Motion:** To approve the request of $194,750.00 in ongoing funding from San Bernardino County Office of Education to support a FTE Curriculum Specialist. <br> **Motion by:** Sandra Rodriguez <br> **Second by:** Cuauhtémoc Ávila <br> **Discussion:** Dr. Miranda asked which budget would be used. <br> Mr. Rosin replied that it comes out of the Consortium allocation and it does not affect any member's budget. | | | |
| --- | --- | --- | --- |
| **Member Name** | **AYE** | **NAY** | **Absent** |
| Mauricio Arellano, Superintendent, Redlands USD | x | | |
| Cuauhtémoc Ávila, Superintendent, Rialto USD | x | | |
| Cali Binks, Superintendent, Yucaipa-Calimesa Joint USD | x | | |
| Kevin Horan, President, Crafton Hills College | | | x |
| Frank Miranda, Superintendent, Colton Joint USD | x | | |
| Sandra Rodriguez, Asst. Supt., San Bernardino City USD | x | | |
| Scott Thayer, President, San Bernardino Valley College | x | | |
| Carol Tsushima, Administrator, Alliance for Education & SBCROP, SBCSS | | | x |
| **Motion carried unanimously by all present.** | | | |

Dr. Diaz shared that there are $178,462 remaining in ongoing funds.

6.3     SBCCD as Fiscal Agent

| **Motion:** To approve the San Bernardino Community College District as the Fiscal Agent for 2022-2023 fiscal year. <br> **Motion by:** Cali Binks <br> **Second by:** Frank Miranda <br> **Discussion:** None | | | |
| --- | --- | --- | --- |
| **Member Name** | **AYE** | **Abstain** | **Absent** |
| Mauricio Arellano, Superintendent, Redlands USD | x | | |
| Cuauhtémoc Ávila, Superintendent, Rialto USD | x | | |
| Cali Binks, Superintendent, Yucaipa-Calimesa Joint USD | x | | |
| Kevin Horan, President, Crafton Hills College | | | x |
| Frank Miranda, Superintendent, Colton Joint USD | x | | |
| Sandra Rodriguez, Asst. Supt., San Bernardino City USD | x | | |
| Scott Thayer, President, San Bernardino Valley College | | x | |
| Carol Tsushima, Administrator, Alliance for Education & SBCROP, SBCSS | | | x |
| **Motion carried.** | | | |

6.4    IAEC 2022-2023 CFAD Allocations

| Motion: To approve to park the 2022-2023 CFAD allocation with the Fiscal Agent (SBCCD).<br>Motion by: Mauricio Arellano<br>Second by: Cuauhtémoc Ávila<br>Discussion: Dr. Diaz gave a breakdown of the Fiscal Agent allocation of $1,308,093: The actual college allocation is $534,571 it includes $595,060 of the preliminary COLA allocation for 22-23 plus $178,462 in remaining ongoing funding from 21-23. | | | |
|---|---|---|---|
| **Member Name** | **AYE** | **NAY** | **Absent** |
| Mauricio Arellano, Superintendent, Redlands USD | x | | |
| Cuauhtémoc Ávila, Superintendent, Rialto USD | x | | |
| Cali Binks, Superintendent, Yucaipa-Calimesa Joint USD | x | | |
| Kevin Horan, President, Crafton Hills College | | | x |
| Frank Miranda, Superintendent, Colton Joint USD | x | | |
| Sandra Rodriguez, Asst. Supt., San Bernardino City USD | x | | |
| Scott Thayer, President, San Bernardino Valley College | x | | |
| Carol Tsushima, Administrator, Alliance for Education & SBCROP, SBCSS | | | x |
| **Motion carried unanimously by all present.** | | | |

## 7. Announcements

7.1    Executive Committee Meeting Dates
Dr. Diaz shared the remaining EC meeting dates:
- May 13, 2022
- June 1, 2022 – Annual Plan Retreat

7.2    Conferences
Dr. Diaz shared the upcoming conference dates:
- 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

7.3    WIOA
Mitch Rosin shared that he had a meeting with Dr. Carolyn Zachary, CA State Director, she shared the timeframe for renewal applications for WIOA funding. The state will open the window this year for pre-qualifications in August with a due date for submissions in September. They will notify qualified agencies in November with a due date of the final considerations due before the holidays in December. It will be a four-year WIOA grant as opposed to the previous three-year grant.

7.4    Blanca Olguin Retirement
Dr. Diaz announced the retirement of Blanca; she has been with the consortium for 8 years. It will be up to the Executive Committee to place a replacement moving forward. Blanca's last day is in June. Blanca has been there for the Executive Committee communicating with all of their staff and keeping me in check and making sure I have all my records straight, so I want to say thank you very much to Blanca because this wouldn't be the same without you.

Ms. Olguin thanked all the members present for the opportunity to work with them. She stated it has been a wonderful experience, "I learned so much and I just love what has become of our consortium. I feel very proud and grateful to have been a part of this group, thank you."

Mr. Rosin stated, we couldn't have done it without you, thank you.

Mr. Arellano congratulated Blanca.

Ms. Binks said, "Congratulations Blanca, you have been valuable to this team and we are slowly going to miss you."

**8. Closed Session**

8.1     None Requested

**9. Adjournment**

The meeting adjourned at 7:48 a.m.

The next meeting of the Inland Adult Education Consortium Executive Committee will be on Friday, May 13, 2022 at 8:00 a.m.

| No. | Consortium Name | Funding Channel | Preliminary Allocation | May Revise | Final 22-23 Amount |
|---|---|---|---|---|---|
| 1 | Allan Hancock | Direct Funded | $1,855,946 | $21,675 | $1,877,621 |
| 2 | Antelope Valley | Direct Funded | $4,490,260 | $52,438 | $4,542,698 |
| 3 | Barstow Area Consortium for AE | Fiscal Agent | $1,015,601 | $11,860 | $1,027,461 |
| 4 | Butte-Glenn AE Consortium | Fiscal Agent | $2,452,981 | $28,646 | $2,481,627 |
| 5 | Santa Cruz (GOAL) | Direct Funded | $3,835,601 | $44,793 | $3,880,394 |
| 6 | Southeast Los Angeles (PAACE) | Direct Funded | $16,413,940 | $191,685 | $16,605,625 |
| 7 | Mid Alameda County (Chabot-Las Positas) | Direct Funded | $10,345,706 | $120,820 | $10,466,526 |
| 8 | West End Corridor | Fiscal Agent | $8,066,866 | $94,206 | $8,161,072 |
| 9 | Citrus College AE Consortium | Fiscal Agent | $4,836,776 | $56,485 | $4,893,261 |
| 10 | Coast | Direct Funded | $8,350,252 | $97,516 | $8,447,768 |
| 11 | Tri City | Fiscal Agent | $6,880,802 | $80,355 | $6,961,157 |
| 12 | Contra Costa | Direct Funded | $16,604,315 | $193,909 | $16,798,224 |
| 13 | Morongo Basin | Fiscal Agent | $912,536 | $10,657 | $923,193 |
| 14 | Desert | Direct Funded | $3,616,207 | $42,231 | $3,658,438 |
| 15 | South Bay (El Camino) | Direct Funded | $11,475,474 | $134,014 | $11,609,488 |
| 16 | Feather River (On Ramp) | Direct Funded | $912,536 | $10,657 | $923,193 |
| 17 | Foothill De Anza | Direct Funded | $9,560,216 | $111,646 | $9,671,862 |
| 18 | Gavilan | Fiscal Agent | $1,615,513 | $18,866 | $1,634,379 |
| 19 | Glendale | Fiscal Agent | $1,199,042 | $14,002 | $1,213,044 |
| 20 | San Diego East | Fiscal Agent | $9,286,512 | $108,450 | $9,394,962 |
| 21 | Salinas Valley | Fiscal Agent | $4,120,067 | $48,115 | $4,168,182 |
| 22 | Imperial | Fiscal Agent | $2,179,957 | $25,458 | $2,205,415 |
| 23 | Kern | Direct Funded | $19,036,627 | $222,314 | $19,258,941 |
| 24 | Lake Tahoe | Fiscal Agent | $1,003,790 | $11,723 | $1,015,513 |
| 25 | Lassen | Fiscal Agent | $1,054,008 | $12,309 | $1,066,317 |
| 26 | Long Beach | Direct Funded | $2,680,369 | $31,302 | $2,711,671 |
| 27 | Los Angeles | Direct Funded | $143,869,549 | $1,680,141 | $145,549,690 |
| 28 | Capital Adult Education Regional Consortiu | Fiscal Agent | $13,137,011 | $153,417 | $13,290,428 |
| 29 | Marin | Fiscal Agent | $1,649,521 | $19,263 | $1,668,784 |
| 30 | Mendocino-Lake | Fiscal Agent | $1,720,819 | $20,096 | $1,740,915 |
| 31 | Gateway (Merced) | Fiscal Agent | $3,703,359 | $43,249 | $3,746,608 |
| 32 | Coastal North County Adult Education Cons | Fiscal Agent | $1,336,903 | $15,612 | $1,352,515 |

| 33 | Monterey | Direct Funded | $2,845,663 | $33,233 | $2,878,896 |
|---|---|---|---|---|---|
| 34 | Mt. San Antonio | Direct Funded | $39,144,746 | $457,141 | $39,601,887 |
| 35 | Southwest Riverside | Fiscal Agent | $5,424,774 | $63,352 | $5,488,126 |
| 36 | Napa Valley | Direct Funded | $3,187,616 | $37,226 | $3,224,842 |
| 37 | North Orange | Fiscal Agent | $4,313,388 | $50,373 | $4,363,761 |
| 38 | Southern Alameda County (Ohlone) | Direct Funded | $4,643,166 | $54,224 | $4,697,390 |
| 39 | Palo Verde | Fiscal Agent | $912,536 | $10,657 | $923,193 |
| 40 | San Diego North (Palomar/Vista) | Fiscal Agent | $8,801,568 | $102,787 | $8,904,355 |
| 41 | Pasadena | Direct Funded | $2,091,979 | $24,431 | $2,116,410 |
| 42 | Northern Alameda Consortium for AE | Fiscal Agent | $8,988,863 | $104,973 | $9,093,836 |
| 43 | Rancho Santiago | Direct Funded | $5,197,843 | $60,701 | $5,258,544 |
| 44 | North Coast (Redwoods) | Fiscal Agent | $1,251,679 | $14,617 | $1,266,296 |
| 45 | Rio Hondo | Direct Funded | $16,130,696 | $188,378 | $16,319,074 |
| 46 | Riverside About Students | Direct Funded | $9,268,765 | $108,243 | $9,377,008 |
| 47 | Inland AE Consortium San Bernardino | Fiscal Agent | $11,759,424 | $137,329 | $11,896,753 |
| 48 | San Diego | Direct Funded | $5,247,353 | $61,280 | $5,308,633 |
| 49 | San Francisco | Direct Funded | $4,326,558 | $50,526 | $4,377,084 |
| 50 | Delta Sierra Alliance | Direct Funded | $9,373,362 | $109,464 | $9,482,826 |
| 51 | South Bay Consortium for AE (San Jose) | Direct Funded | $19,546,838 | $228,273 | $19,775,111 |
| 52 | San Luis Obispo | Direct Funded | $1,570,000 | $18,334 | $1,588,334 |
| 53 | ACCEL (San Mateo) | Direct Funded | $10,758,125 | $125,636 | $10,883,761 |
| 54 | Santa Barbara | Fiscal Agent | $912,536 | $10,657 | $923,193 |
| 55 | Santa Clarita Valley Adult Education | Direct Funded | $1,448,679 | $16,918 | $1,465,597 |
| 56 | Santa Monica | Direct Funded | $1,271,578 | $14,850 | $1,286,428 |
| 57 | Sequoias | Direct Funded | $10,777,333 | $125,860 | $10,903,193 |
| 58 | Shasta-Tehama-Trinity | Fiscal Agent | $1,252,139 | $14,623 | $1,266,762 |
| 59 | Sierra Joint | Fiscal Agent | $3,761,902 | $43,932 | $3,805,834 |
| 60 | Solano | Direct Funded | $4,408,192 | $51,480 | $4,459,672 |
| 61 | Sonoma | Direct Funded | $2,844,063 | $33,214 | $2,877,277 |
| 62 | South Orange | Direct Funded | $5,405,656 | $63,128 | $5,468,784 |
| 63 | South Bay (Southwestern) | Fiscal Agent | $16,206,843 | $189,267 | $16,396,110 |
| 64 | State Center | Fiscal Agent | $16,860,616 | $196,902 | $17,057,518 |
| 65 | Ventura County | Direct Funded | $16,988,483 | $198,395 | $17,186,878 |
| 66 | Victor Valley | Fiscal Agent | $2,442,802 | $28,527 | $2,471,329 |

| 67 | West Hills | Fiscal Agent | $1,249,287 | $14,590 | $1,263,877 |
|---|---|---|---|---|---|
| 68 | West Kern Adult Education Network Joint F | Fiscal Agent | $912,536 | $10,657 | $923,193 |
| 69 | Stanislaus Mother Lode (Yosemite) | Fiscal Agent | $4,895,023 | $57,165 | $4,952,188 |
| 70 | North Central (Yuba) | Fiscal Agent | $3,538,806 | $41,327 | $3,580,133 |
| 71 | Adult Education Pathways (Siskiyous) | Fiscal Agent | $1,063,522 | $12,420 | $1,075,942 |

**San Bernardino Valley College Request for Additional Funds**

San Bernardino Valley College (SBVC) respectfully submits this funding request to the Inland Adult Education Consortium (IAEC) Executive Committee. SBVC has two funding requests: the first is for a COLA increase, and the second request is to fund a 3$^{rd}$ full-time transition counseling position.

1. SBVC requests $40,220 in ongoing funding to cover the staff COLA and step increase for the 2022-2023 school year. SBVC has not requested a COLA in three years. The SBCCD Board approved a 5% COLA, but the existing budget is not enough to cover the increase.

2. SBVC requests ongoing CAEP funds to cover the salary and benefits of a 3$^{rd}$ full-time transitions counselor. The current salary range for a full-time counselor including benefits is $113,718 - $162,754. Currently, SBVC has two dedicated full-time transitions counselors who have established and built a successful State CAEP office-recognized model transitions program. The number of students that have benefited from transitions services has grown from 434 students in 2018/19 to 1,351 students in 2021/22. The current wait time for a student to meet with a transition counselor is 2-3 weeks and at peak times up to 1 month. This proposal is a request to fund a 3$^{rd}$ full-time counselor to keep up with the demand and growth of Colton Adult School, Rialto Adult School, and Inland Career Education Center (ICEC). This aligns with the CAEP State Priorities of Equity and Learner Transition.

   Current services offered by transitions counselors include:
   - Supportive Services – both online and in-person
   - Workshops – both online and in-person
   - Matriculation Services (Application, Orientation, Placement, Education Plan, Registration, and Work with Continuing Students)
   - CAEP Student contact totals by academic year (duplicated)
     - 2018/19 – 434
     - 2019/20 – 1,168
     - 2020/21 – 791
     - 2021/22 – 1,351

**Total Ongoing Request: $202,974.00**

**Director of Outreach and Educational Partnerships Funding Request**

This proposal is submitted by Crafton Hills College, we are requesting ongoing CAEP funds to cover 30% or $49,503 of the total salary and benefits ($165,011.10) for our new Director of Outreach and Educational Partnerships.

The Director of Outreach and Educational Partnerships is a new position that will spearhead our outreach and partnership efforts including our Adult Education partnership with the California Adult Education Program.

Our Adult Education Partnership has been successful in providing enhanced opportunities for adult students to enroll and attain a college degree.  Through the pandemic we learned the need to have a dedicated manager lead these efforts in order to continue to expand this program and provide this partnership with the necessary leadership and support.

A dedicated manager to oversee this partnership will improve students transition into postsecondary education program to support the state metrics of transition, increase enrollment and completion.  Additionally, the program components for this partnership have expanded to include our efforts to build a strong English as a Second Language (ESL) pipeline.  The new director will work closely with our Adult Education Partners and Crafton ESL to support our continued expansion.


This management level position will be responsible for the following:
- Lead and oversee the planning, supervision, assessment, and evaluation our Adult Education Partnership.

- In collaboration with CAEP, develop, prioritize, and implement annual goals and objectives for level and scope of services, promoting programs and services, and ensuring that we are successfully guiding adult students through Crafton's matriculation process.

- Lead, train, coach, supervise, and evaluate a full-time classified Adult Education Senior Student Services Technician.

- Plan an execute our annual Adult Summer Bridge Program by coordinating the recruitment and hiring of the instructors, scheduling presenters, booking campus tours, and working with our research team to assess the overall effectiveness of the program.

- Maintain and enhance effective partnerships with feeder adult education schools and community organizations to conduct outreach and

recruitment efforts to increase enrollment of adult students at Crafton by regularly meeting with partners sites.

- Work closely with our ESL instructor and Adult Education partners to review ESL curriculum and facilitate discussion to allow for the development of ESL curriculum that supports CAEP goals of creating programs to transition students from adult education to credit college courses.

**Summary of Budget Request:**
- 30% or $49,503 on-going annul funds
- Account for annual step increase
- Total 2022-2023 salary for the director is $124,406.10
- Estimated annual benefits are $40,605
- Total salary and benefits are $165,011.10

1214 Indiana Court, Building B, P.O. Redlands, CA 92374 Mailing Address: Box 3008, Redlands, CA 92374

Goal: Redlands Adult School has been on an upward trend of enrollment.  During the pandemic, it was difficult to hire staff and purchase equipment due to supply chain issues.  This resulted in large funding carry-overs.  Redlands Adult School has worked to decrease its funding carry-over by upgrading equipment and recruiting additional staff members.  The budget for the 2022-2023 academic year was built on the use of $150,000 of carry-over funding.  As a result, Redlands Adult has hired additional teachers and counselors to provide services to students.  Redlands would like to continue providing this expanded level of service to students into future academic years.  In order to deliver new on-going services, provide a flexible curriculum, and cover costs associated with salary schedule increases Redlands Adult School is asking for additional funding.

1.  Proposal: Unanticipated Curriculum Software Cost: $40,000(one-time funding)

    Purpose: Redlands Unified School District has chosen not to use Acellus for credit recovery for its high school students.  As a result, the district has chosen not to provide funding for Acellus licenses for Redlands Adult School students to use to complete coursework toward earning a high school diploma.  Redlands Adult School requests these additional funds so that it may continue to provide a flexible online curriculum to students in both in-person and online class settings.
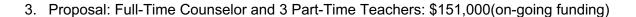
    Justification: Redlands Adult School has continually increased the percentage of students who graduate with a high school diploma over the past 4 academic years to from 26.6% to 34.8%.  Currently, 90% of Redlands Adult School's funding provides services to students in the form of course offerings or academic counseling services.  Without this additional funding, Redlands Adult School would be forced to decrease the services it provides to students which would endanger both the school's growth and continued success.

2.  Proposal: Classified and Certificated COLA increase for the 2022-23 academic year: $51,000(on-going funding)

    Purpose: Redlands Unified School District and both Classified and Certificated bargaining units settled on a 5.25% increase for the 2021-22 academic year which will affect our current budget and require additional funding.

    Justification: To have adequate funding to meet salary obligations.

3.  Proposal: Full-Time Counselor and 3 Part-Time Teachers: $151,000(on-going funding)

    Purpose: This additional on-going funding will be used to pay for an existing full-time counselor and 3 part-time teachers.  The 3 teachers will cover 3 sections of high school diploma classes.

    Justification: The continued funding of additional staff will allow students to have more virtual and evening options to work toward earning their high school diploma or GED. Also, this will provide a continued increase in transitional and academic counseling services to students.


    **One-time Funding: $40,000**

    **Ongoing Funding: $202,000**

    **Total Additional Funding Requested: $242,000**

California Adult Education Program : Annual Plan : 2022-23 Produced: Jul 24, 2022, 07:45 PM UTC Emma Diaz

# 47 Inland Adult Education Consortium

## Plans & Goals

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

In keeping with the Collective Impact approach of having the region work together, IAEC has kept the spirit of collaboration central in all decision making. This Annual Plan serves as the cornerstone for the Consortium toward the realization of the vision and goals of working together to create regional stability among adult education service providers while keeping in alignment with the San Bernardino County Workforce Development Board's Vision2Succeed initiative. By partnering with community service providers including businesses, government 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 2022-2025 Three-Year Plan years is 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 noncredit 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.

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.

Finally, 2020 Census data identified the Inland Empire as being one of the fastest growing regions in the country, represented through affordable housing and growth in industry sectors. As such, IAEC strives to address the educational needs of those residents who are not able to participate in this growth due to barriers such as education, training, or other factors which limit participation in the region's fast growing economy.

**Regional Planning Overview**
With a renewed commitment to the CAEP initiative, this plan was developed in a spirit of collaboration and partnership. During the 2022-2023 program year, IAEC will primarily address gaps in service and seamless transitions. Additionally, the Consortium will deploy methods to support accelerated learning programs for students in their academic pathways and/or career goals and long- and short-term CTE certifications. Finally, 2020 Census data identified the Inland Empire as being one of the fastest growing regions in the country, represented through affordable housing and growth in industry sectors. As such, IAEC strives to address the educational needs of those residents who are not able to participate in this growth due to barriers such as education, training, or other factors which limit participation in the region's fast growing economy. IAEC Members will implement the Board-approved 2022-2025 Three-Year Plan.

## Meeting Regional Needs

## Regional Need #1

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

**How do you know? What resources did you use to identify these gaps?**
Through multiple planning sessions with Member Districts and community partners, and the use of a professional facilitator, Gaps in Services were identified and agreed upon by all IAEC Member Districts and Partners. These include consensus workshops, steering committee meetings, LMI data analysis, and ongoing engagement with parallel state initiatives.

**How will you measure effectiveness / progress towards meeting this need?**
Effectiveness will be measured through performance outcomes submitted via DIR and MIS quarterly data and fiscal expenditure reporting.

## Address Educational Needs

### 2022-23 Strategies

**Strategy Name**

Gaps in Service - Marketing and Outreach

**Activity that Applies to this Strategy**

Outreach and Marketing

**Metrics that Apply to this Activity/Strategy**

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

**Strategy Description**

Expand and improve outreach and marketing to target identified populations including the use of social media, summer mailer, and radio commercials.

This strategy aligns to the CAEP State Priority of Marketing.

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**Strategy Name**

Gaps in Service - Community Engagement

**Activity that Applies to this Strategy**

Community Engagement

**Metrics that Apply to this Activity/Strategy**

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

**Strategy Description**

Educate and engage with the local communities about Consortium services and actively engage with other regional initiatives such as, but not limited to, Strong Workforce, GIA, Guided Pathways, Mountain Desert Career Pathways, A.K. Smiley Public Library etc.

This strategy aligns to the CAEP State Priorities of Leadership, Program Evaluation, Learner Transitions, and Program Development/Curriculum/Classroom.

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**Strategy Name**

Gaps in Service - Expanded Service Hours

**Activity that Applies to this Strategy**

Expanded Service Hours

**Metrics that Apply to this Activity/Strategy**

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

**Strategy Description**

Expanded service hours and classes for all CAEP Program Areas across all Member Districts. This could include the addition of portable classrooms for some Member Districts (with state approval for capital investment).

This strategy aligns to the CAEP State Priorities of Program Evaluation and Program Development/Curriculum/Classroom.

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**Strategy Name**

Gaps in Service - Digital Literacy

**Activity that Applies to this Strategy**

Digital Literacy

**Metrics that Apply to this Activity/Strategy**

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

**Strategy Description**

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

This strategy aligns to the CAEP State Priorities of Program Evaluation and Program Development/Curriculum/Classroom.

---

**Strategy Name**

Gaps in Service -

**Activity that Applies to this Strategy**

CTE Credit and Noncredit

**Metrics that Apply to this Activity/Strategy**

- Student Barriers: Low Income (AE 310 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

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

**Strategy Description**

Evaluate and add additional noncredit CTE classes and certificates (short- and long-term) to meet the Labor Market needs identified by the Workforce Development Board.

This strategy aligns to the CAEP State Priorities of Program Evaluation and Program Development/Curriculum/Classroom.

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**Strategy Name**

Gaps in Service - College Courses

**Activity that Applies to this Strategy**

College Courses at AE Sites

**Metrics that Apply to this Activity/Strategy**

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

**Strategy Description**

Offer college courses at Adult School locations for dual enrollment opportunities to support state-level initiatives and guidance.

This strategy aligns to the CAEP State Priorities of Program Evaluation, Equity, and Program Development/Curriculum/Classroom.

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**Strategy Name**

Gaps in Service - Adults with Disabilities

**Activity that Applies to this Strategy**

Increased Completion Rates

**Metrics that Apply to this Activity/Strategy**

- Student Barriers: Low Income (AE 310 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - 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)

**Strategy Description**

Develop programs to identify adults with disabilities at adult schools and create transition programs to transitions these students to community college.

This strategy aligns to the CAEP State Priorities of Program Evaluation, Equity, and Program Development/Curriculum/Classroom.

---

**Strategy Name**

Gaps in Service - Student Success

**Activity that Applies to this Strategy**

Increased Completion Rates

**Metrics that Apply to this Activity/Strategy**

- Student Barriers: Low Income (AE 310 - Overall)

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

**Strategy Description**

Explore ways to provide K-12 student success support at adult schools.

This strategy aligns to the CAEP State Priorities of Program Evaluation, Equity, and Program Development/Curriculum/Classroom.

---

**Strategy Name**

Leveraging Resources - Workforce Development Board Engagement

**Activity that Applies to this Strategy**

WDB Alignemnt

**Metrics that Apply to this Activity/Strategy**

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

**Strategy Description**

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

This strategy aligns to the CAEP State Priorities of Leadership.

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**Strategy Name**

Leveraging Resources -

**Activity that Applies to this Strategy**

Leveraging Resouces

**Metrics that Apply to this Activity/Strategy**

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

**Strategy Description**

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

This strategy aligns to the CAEP State Priorities of Leadership and Equity.

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**Strategy Name**

Leveraging Resources - IET/OJT/WBL

**Activity that Applies to this Strategy**

AJCC Alignment

**Metrics that Apply to this Activity/Strategy**

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

**Strategy Description**

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

This strategy aligns to the CAEP State Priorities of Leadership and Equity.

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**Strategy Name**

Leveraging Resources - Internships and Work-based Learning

**Activity that Applies to this Strategy**

Internships and WBL Opportunities

**Metrics that Apply to this Activity/Strategy**

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

**Strategy Description**

Develop student internships and work-based learning opportunities established with local businesses and cities.

This strategy aligns to the CAEP State Priorities of Program Evaluation, Equity, and Program Development/Curriculum/Classroom.

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**Strategy Name**

Leveraging Resources - Site-based Instruction

**Activity that Applies to this Strategy**

Site-Based Classes

**Metrics that Apply to this Activity/Strategy**

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

**Strategy Description**

Provide on-site classes offered at local businesses.

This strategy aligns to the CAEP State Priorities of Program Evaluation, Equity, and Program Development/Curriculum/Classroom.

## Improve Integration of Services & Transitions

### 2022-23 Strategies

**Strategy Name**

Seamless Transitions - Articulation Agreements

**Activity that Applies to this Strategy**

Articulation Agreements for AE/CC

**Metrics that Apply to this Activity/Strategy**

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

**Strategy Description**

Develop articulation agreements between Adult Schools and the Colleges.

This strategy aligns to the CAEP State Priority of Learner Transition.

---

**Strategy Name**

Seamless Transitions - CTE Articulation Agreements

**Activity that Applies to this Strategy**

Articulation Agreements for CTE

**Metrics that Apply to this Activity/Strategy**

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

**Strategy Description**

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

This strategy aligns to the CAEP State Priorities of Learner Transition and Program Development/Curriculum/Classroom.

---

**Strategy Name**

Seamless Transition - Course Offerings

**Activity that Applies to this Strategy**

Increase Course Offerings

**Metrics that Apply to this Activity/Strategy**

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

**Strategy Description**

Increase number of ABE/ASE/ESL/CTE/Noncredit courses, including those delivered via distance learning, hybrid, or in-person, based on community need and enrollment demand.

This strategy aligns to the CAEP State Priorities of Learner Transition, Program Evaluation, and Program Development/Curriculum/Classroom.

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**Strategy Name**

Seamless Transitions - Completion Rates

**Activity that Applies to this Strategy**

Increased Completion Rates

**Metrics that Apply to this Activity/Strategy**

- Student Barriers: Low Income (AE 310 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - 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)

**Strategy Description**

Increase completion rates and pre/posttest pairs in all funded Program Areas.

This strategy aligns to the CAEP State Priorities of Program Evaluation and Leadership.

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**Strategy Name**

Seamless Transitions - College Adult Education Departments

**Activity that Applies to this Strategy**

Adult Education Department at CCs

**Metrics that Apply to this Activity/Strategy**

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

**Strategy Description**

Explore starting an Adult Education department on both college campuses.

This strategy aligns to the CAEP State Priorities of Learner Transition, Program Evaluation, and Program Development/Curriculum/Classroom.

---

**Strategy Name**

Seamless Transitions - Support State Initiatives

**Activity that Applies to this Strategy**

AB540 & AB705

**Metrics that Apply to this Activity/Strategy**

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

**Strategy Description**

**Create adult education student pathways to support AB540, AB705 SB554 and Ed Code 76140.**

This strategy aligns to the CAEP State Priorities of Program Evaluation, Leadership, and Program Development/Curriculum/Classroom.

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**Strategy Name**

Seamless Transitions - Counselors

**Activity that Applies to this Strategy**

Increased Completion Rates

**Metrics that Apply to this Activity/Strategy**

- Student Barriers: Low Income (AE 310 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - 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)

**Strategy Description**

Expand transition counseling services at all Member District sites.

This strategy aligns to the CAEP State Priorities of Learner Transition and Leadership.

---

**Strategy Name**

Seamless Transitions - Summer Bridge Program

**Activity that Applies to this Strategy**

Increase Course Offerings

**Metrics that Apply to this Activity/Strategy**

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

**Strategy Description**

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

This strategy aligns to the CAEP State Priorities of Program Evaluation, Learner Transition, and Program Development/Curriculum/Classroom.

---

**Strategy Name**

Seamless Transitions - Workforce Transitions

**Activity that Applies to this Strategy**

Internships and WBL Opportunities

**Metrics that Apply to this Activity/Strategy**

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

**Strategy Description**

Develop program for adult students transitioning to the workforce.

This strategy aligns to the CAEP State Priorities of Program Evaluation, Learner Transition, and Program Development/Curriculum/Classroom.

---

**Strategy Name**

Student Acceleration - Increased Program Completion

**Activity that Applies to this Strategy**

Increased Completion Rates

**Metrics that Apply to this Activity/Strategy**

- Student Barriers: Low Income (AE 310 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - 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)

**Strategy Description**

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

This strategy aligns to the CAEP State Priorities of Program Evaluation, Learner Transition, and Program Development/Curriculum/Classroom.

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**Strategy Name**

Student Acceleration - Career Pathways

**Activity that Applies to this Strategy**

Career Pathways

**Metrics that Apply to this Activity/Strategy**

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

**Strategy Description**

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

This strategy aligns to the CAEP State Priorities of Learner Transition and Program Development/Curriculum/Classroom.

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**Strategy Name**

Student Acceleration - Mentorship Program

**Activity that Applies to this Strategy**

ESL Mentorship Program

**Metrics that Apply to this Activity/Strategy**

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

**Strategy Description**

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

This strategy aligns to the CAEP State Priorities of Learner Transition and Program Development/Curriculum/Classroom.

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**Strategy Name**

Student Acceleration - OJT/WBL

**Activity that Applies to this Strategy**

Internships and WBL Opportunities

**Metrics that Apply to this Activity/Strategy**

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

**Strategy Description**

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

This strategy aligns to the CAEP State Priorities of Learner Transition, Program Evaluation, and Program Development/Curriculum/Classroom.

---

**Strategy Name**

Student Acceleration - Transitions

**Activity that Applies to this Strategy**

Career Pathways

**Metrics that Apply to this Activity/Strategy**

- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

**Strategy Description**

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

This strategy aligns to the CAEP State Priorities of Learner Transition.

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**Strategy Name**

Student Acceleration - Curriculum

**Activity that Applies to this Strategy**

Career Pathways

**Metrics that Apply to this Activity/Strategy**

- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

**Strategy Description**

**Develop accelerated curriculum that aligns to identified academic and/or career pathways.**

This strategy aligns to the CAEP State Priorities of Learner Transition, Program Evaluation, and Program Development/Curriculum/Classroom.

# Improve Effectiveness of Services

## 2022-23 Strategies

**Strategy Name**

Professional Development - Ongoing Plan

**Activity that Applies to this Strategy**

Professional Development Regional Events

**Metrics that Apply to this Activity/Strategy**

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

**Strategy Description**

Develop an ongoing professional development plan for all Member Districts.

This strategy aligns to the CAEP State Priorities of Equity and Leadership.

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**Strategy Name**

Professional Development - Program Specific

**Activity that Applies to this Strategy**

Professional Development Regional Events

**Metrics that Apply to this Activity/Strategy**

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

- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - 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)

**Strategy Description**

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

This strategy aligns to the CAEP State Priorities of Equity and Leadership.

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**Strategy Name**

Professional Development - Regional PD Events

**Activity that Applies to this Strategy**

Professional Development Regional Events

**Metrics that Apply to this Activity/Strategy**

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

**Strategy Description**

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

This strategy aligns to the CAEP State Priorities of Equity, Program Development/Curriculum/Classroom, and Leadership.

## Fiscal Management

**A narrative justifying how the planned allocations are consistent with the annual adult education plan which is based on your CAEP 3-year plan.**
The 2022-2023 IAEC Annual Plan is based on the CAEP 2022-2025 Three-Year Plan (which includes the strategies used in this plan).

**An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2022-23.**
The Executive Committee regularly reviews carry-over funds and makes allocations based on individual Member needs.

## Certification

No approver contacts.