



**Minutes of the Executive Committee**  
**April 26, 2024**

**Meeting**

Date of approval:

Initials:

**Call to order:** Per Brown Act guidelines, the Inland Adult Education Consortium Executive Committee was held via Zoom: <https://sbccd-edu.zoom.us/j/81259523290> Friday, April 26, 2024. The meeting convened at 8:04 a.m. Director Dr. Emma Diaz and Consultant Mr. Mitch Rosin conducted the meeting. Minutes recorded by Ms. Jessica Arellano Velasco. The public is welcome to join virtually, or via in-person attendance:

District	Meeting Address
Colton Joint USD	1212 Valencia Dr., Colton, CA, 92324 – Superintendent’s Conference Room
Crafton Hills College	11711 Sand Canyon Rd., Yucaipa, CA, 92399 – President’s Conference Room
Redlands USD	20 W. Lugonia Ave., Redlands, CA, 92374 – Superintendent’s Conference Room
Rialto USD	260 S. Willow Ave., Rialto, CA, 92376 – Superintendent’s Conference Room
San Bernardino City USD	777 N. F St., San Bernardino, CA, 92410 – Superintendent’s Conference Room
San Bernardino COE	670 E. Carnegie Dr., San Bernardino, CA, 92408 – Dorothy Inghram Learning Center
San Bernardino Valley College	701 S. Mt. Vernon Ave., San Bernardino, CA, 92410 – President’s Conference Room
Yucaipa-Calimesa Joint USD	12797 3rd St., Yucaipa, CA, 92399 – Superintendent’s Conference Room

**Executive Committee Members in attendance**

Mr. Mauricio Arellano	Superintendent, San Bernardino City Unified School District
Dr. Cuauhtémoc Avila	Superintendent, Rialto Unified School District
Ms. Cali Binks	Superintendent, Yucaipa-Calimesa Joint Unified School District
Dr. Linda Fontanilla	Interim President, San Bernardino Valley College
Dr. Frank Miranda	Superintendent, Colton Joint Unified School District
Dr. Carol Tsushima	Administrator, Alliance for Education & SBCROP, SBCSS

**Members not in attendance**

Mr. Juan Cabral	Superintendent, Redlands Unified School District
Dr. Kevin Horan	President, Crafton Hills College

**Others Present**

Mr. Dana Carter	Principal, Yucaipa Adult School
Ms. Angela Hatter	Principal, Colton Adult School
Mr. Troy Martinez	Principal, Redlands Adult School

Mr. Raul Pedraza                      Principal, Inland Career Education Center (San Bernardino Adult School)  
Mrs. Kimberly Watson              Principal, Rialto Adult School

**Quorum: 3 K12 plus 1 CC**

<b>Establish Quorum: 3 K12 plus 1 CC</b>	
<b>Member Name</b>	<b>Attending</b>
Mr. Mauricio Arellano, Superintendent, San Bernardino City Unified School District	x
Dr. Cuauhtémoc Avila, Superintendent, Rialto Unified School District	
Ms. Cali Binks, Superintendent, Yucaipa-Calimesa Joint Unified School District	x
Mr. Juan Cabral, Superintendent, Redlands Unified School District	x
Dr. Kevin Horan, President, Crafton Hills College	
Dr. Frank Miranda, Superintendent, Colton Joint Unified School District	x
Dr. Linda Fontanilla, Interim President, San Bernardino Valley College	x
Dr. Carol Tsushima, Administrator, Alliance for Education & SBCROP, SBCSS	x

**1. Minutes**

<b>Motion:</b> Approval of March 15, 2024, IAEC Executive Committee Meeting Minutes. <b>Motion by:</b> Dr. Frank Miranda <b>Second by:</b> Dr. Linda Fontanilla <b>Discussion:</b> None			
<b>Member Name</b>	<b>AYE</b>	<b>NAY</b>	<b>Absent</b>
Mr. Mauricio Arellano, Superintendent, San Bernardino City Unified School District	x		
Dr. Cuauhtémoc Avila, Superintendent, Rialto Unified School District	x		
Ms. Cali Binks, Superintendent, Yucaipa-Calimesa Joint Unified School District			x
Mr. Juan Cabral, Superintendent, Redlands Unified School District			x
Dr. Kevin Horan, President, Crafton Hills College			x
Dr. Frank Miranda, Superintendent, Colton Joint Unified School District	x		
Dr. Linda Fontanilla, Interim President, San Bernardino Valley College	x		
Dr. Carol Tsushima, Administrator, Alliance for Education & SBCROP, SBCSS	x		
<b>The Minutes of the Inland Adult Education Consortium Executive Committee Meeting on March 15, 2024, were approved as presented, without changes.</b>			

**2. Public Comment**

- 2.1 Dr. Linda Fontanilla expressed her gratitude to Dr. Emma Diaz. Dr. Emma Diaz delivered an excellent presentation about the college's adult program to the managers during the last management meeting at San Bernardino Valley College, which took place last month. With nearly 40 managers at the college, not all of them were familiar with the details of the adult program, making Emma's presentation very informative. It sparked a lot of discussion and raised numerous questions. I just wanted to express my appreciation for her presentation.

### 3. Reports

3.1 None

### 4. Discussion Items

4.1 None

### 5. Action Items

5.1 Approve SBCCD as CAEP Fiscal Agent for the 2024-2025 Fiscal Year

<b>Motion:</b> To approve SBCCD as CAEP Fiscal Agent for the 2024-2025 Fiscal Year			
<b>Motion by:</b> Dr. Linda Fontanilla			
<b>Second by:</b> Dr. Frank Miranda			
<b>Discussion:</b> None			
Member Name	AYE	NAY	Absent
Mr. Mauricio Arellano, Superintendent, San Bernardino Unified School District	x		
Dr. Cuauhtémoc Avila, Superintendent, Rialto Unified School District	x		
Ms. Cali Binks, Superintendent, Yucaipa-Calimesa Joint Unified School District	x		
Mr. Juan Cabral, Superintendent, Redlands Unified School District			x
Dr. Kevin Horan, President, Crafton Hills College			x
Dr. Frank Miranda, Superintendent, Colton Joint Unified School District	x		
Dr. Linda Fontanilla, Interim President, San Bernardino Valley College	x		
Dr. Carol Tsushima, Administrator, Alliance for Education & SBCROP, SBCSS	x		
<b>The motion carried unanimously by all present.</b>			

- Dr. Emma Diaz presented: The fiscal agency is one of the options for the CFAD annually. She has been working with the fiscal agent, which is the community college district, to manage contracts and facilitate fund disbursement. Over the past three years, they have implemented a system called Oracle, enabling them to send out checks within two weeks of receiving the funds. This expedites the funding process, allowing recipients to receive the necessary funds for their programs while complying with the law, which mandates funds to be sent out within 45 days.

5.2 Approve Preliminary CFAD Allocation for 2024-2025



OPTION 1 - DISBURSE TO EACH AGENCY				
2023-2024 Allocation		\$12,874,673		
2024-2025 Preliminary COLA		\$97,842		
2024-2025 Preliminary Allocation		\$12,972,515		
Agency	2023-24 CFAD + Ongoing Allocation Amendments	Current COLA	Portion of COLA based on % of Allocation	Preliminary 2024-25 CFAD
Colton				
TOTAL	\$1,028,551	0.76%	\$7,817	\$1,036,368
Redlands				
TOTAL	\$1,128,512	0.76%	\$8,577	\$1,137,089
Rialto				
TOTAL	\$1,415,152	0.76%	\$10,755	\$1,425,907
San Bernardino City				
TOTAL	\$6,479,927	0.76%	\$49,247	\$6,529,174
SBCCD				
SBCCD Allocation	\$787,048			
Pan Consortium	\$632,775			
TOTAL	\$1,419,823	0.76%	\$10,818	\$1,430,641
Yucaipa				
TOTAL	\$793,383	0.76%	\$6,030	\$799,413
SB County				
TOTAL	\$605,053	0.76%	\$4,598	\$609,651
TOTAL	\$12,874,673		\$97,842	\$12,972,515

OPTION 2 - PARK WITH FISCAL AGENT	
Hold COLA with Fiscal Agent and Allocate to Members as Needed	\$97,842

- Dr. Emma Diaz shared that this is the only time of the year when the consortium can make amendments to IAEC governance. There were a few updates, which were sent to as a draft for review. One notable change is that IAEC meetings will now take place on Zoom. She also proposed that the motion includes the reflection of the dollar amounts displayed on the screen, as this is important for documenting the minutes and for future reference. The dollar amounts allocated to each member district are listed below, as per the current CFAD. After today, IAEC will submit this information, and it will be sent to each voting member for approval before certification.

<b>Motion:</b> To approve Preliminary CFAD Allocation for 2024-2025, option 2 to park funds with Fiscal			
<b>Motion by:</b> Dr. Frank Miranda			
<b>Second by:</b> Ms. Cali Binks			
<b>Discussion:</b> None			
Member Name	AYE	NAY	Absent
Mr. Mauricio Arellano, Superintendent, San Bernardino Unified School District	x		
Dr. Cuauhtémoc Avila, Superintendent, Rialto Unified School District	x		
Ms. Cali Binks, Superintendent, Yucaipa-Calimesa Joint Unified School District	x		
Mr. Juan Cabral, Superintendent, Redlands Unified School District			x
Dr. Kevin Horan, President, Crafton Hills College			x
Dr. Frank Miranda, Superintendent, Colton Joint Unified School District	x		
Dr. Linda Fontanilla, Interim President, San Bernardino Valley College	x		
Dr. Carol Tsushima, Administrator, Alliance for Education & SBCROP, SBCSS	x		
<b>The motion carried unanimously by all present.</b>			

### 5.3 Approve CFAD Submission in NOVA (Governance)

CAEP  
47 Inland Adult Education Consortium  
Fiscal Declaration - Draft  
Consent Item Number: 47 Inland Adult Education Consortium  
Funding Channel: Third Agent  
Fiscal Agency: San Bernardino CCD  
Memo: The 47 Inland Adult Education Consortium is not required to discuss these items to the board. This includes the current plan, other possible funding scenarios, the board's performance, resources, budget, and other items. Changes to Changes

Member Name	2024-25	2025-26	2026-27
Colton Joint Unified	\$1,028,551	\$1,128,512	\$1,128,512
Redlands Unified	\$1,128,512	\$1,128,512	\$1,128,512
Rialto Unified	\$1,415,152	\$1,415,152	\$1,415,152
San Bernardino CCD	\$1,521,937	\$1,521,937	\$1,521,937
San Bernardino City Unified	\$6,479,927	\$6,479,927	\$6,479,927
San Bernardino Co. Office of Education	\$605,053	\$605,053	\$605,053
Yucaipa-Calimesa Joint Unified	\$793,383	\$793,383	\$793,383
<b>Total Allocated to Members</b>	<b>\$12,972,515</b>	<b>\$12,972,515</b>	<b>\$12,972,515</b>
<b>Total CAEP Funds</b>	<b>\$12,972,515</b>	<b>\$12,972,515</b>	<b>\$12,972,515</b>
<b>Total Remaining</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

Carryover Threshold  
If a percentage of carryover that your consortium agrees will be considered an available amount.

Member Name	(2024-25)
Colton Joint Unified	\$1,028,551
Redlands Unified	\$1,128,512
Rialto Unified	\$1,415,152
San Bernardino CCD	\$1,521,937
San Bernardino City Unified	\$6,479,927
San Bernardino Co. Office of Education	\$605,053
Yucaipa-Calimesa Joint Unified	\$793,383
<b>Total Allocated to Members</b>	<b>\$12,972,515</b>
<b>Total CAEP Funds</b>	<b>\$12,972,515</b>
<b>Total Remaining</b>	<b>\$0</b>

**Motion:** To approve CFAD Submission in NOVA (Governance)

**Motion by:** Mr. Mauricio Arellano

**Second by:** Dr. Linda Fontanilla

**Discussion:** None

Member Name	AYE	NAY	Absent
Mr. Mauricio Arellano, Superintendent, San Bernardino Unified School District	x		
Dr. Cuauhtémoc Avila, Superintendent, Rialto Unified School District	x		
Ms. Cali Binks, Superintendent, Yucaipa-Calimesa Joint Unified School District	x		
Mr. Juan Cabral, Superintendent, Redlands Unified School District			x
Dr. Kevin Horan, President, Crafton Hills College			x
Dr. Frank Miranda, Superintendent, Colton Joint Unified School District	x		
Dr. Linda Fontanilla, Interim President, San Bernardino Valley College	x		
Dr. Carol Tsushima, Administrator, Alliance for Education & SBCROP, SBCSS	x		

**The motion carried unanimously by all present.**

- Mr. Mitch Rosin reminded the members present that IAEC still needs to approve the motion in NOVA. So, once this meeting is over, either Dr. Emma Diaz or he will submit it. Executive members will receive an email. Please click on it and approve it for the board vote today. This needs to be done no later than May 2nd.

5.3CFAD/Fiscal Summary	
2022-2023 COLA Held with Fiscal Agent	\$271,375
2023-2024 COLA Held with Fiscal Agent	\$977,919
<b>TOTAL COLA ON HOLD</b>	<b>\$1,249,294</b>
<b>2023-2024 COLA Requests:</b>	
Colton Adult School - CTE	\$66,783
Colton Adult School	\$249,736
Redlands Adult School	\$240,000
Yucaipa Adult School	\$335,000
<b>TOTAL COLA REQUESTED</b>	<b>\$891,519</b>
<b>Remaining Funds</b>	<b>\$357,775</b>

- Dr. Emma Diaz discussed the CFAD/Fiscal summary. One of the items here is for the community college district. It shows a total of \$1,521,937, but not all that money belongs to the college. IAEC doesn't have a way of separating that money. After sending out allocations to the districts, IAEC still have \$357,775 in the bank as of today.

## 6. Announcements

### 6.1 2023-24 Executive Committee Meeting Schedule

- Dr. Emma Diaz shared the remaining EC meeting dates for this school and the new EC meeting dates for the upcoming school year 2024-2025. Please reach out and let Dr. Emma Diaz know if there are any scheduling conflicts. We will try to find the best times and dates. In the past, the last Friday of the month has worked well.
- IAEC has a May meeting scheduled just in case it is needed for budgetary reasons or for a quick vote on something. However, if there are no action items by then, it's likely that it will be cancelled.
- On Wednesday, May 29, IAEC will have the annual planning retreat. The executive team is invited, but attendance is not mandatory. The annual plan for next year will be discussed, and in August, the EC will vote on the activities. During the retreat, the Steering Committee will meet, and Becky Foreman will facilitate the meeting. This will be an opportunity for networking and reporting between the different districts.
- Mr. Mitch Rosin reminded those present that if the May revision adjusts the COLA, there may be a need for an additional executive committee meeting to vote on the Revised Governor's budget at some point.
- Dr. Emma Diaz thanked Dr. Linda Fontanilla for supporting the growth of adult education at Valley College. This will be Dr. Linda Fontanilla's final executive meeting as the Interim President at San Bernardino Valley College.

2023-2024 IAEC Executive Committee Meeting Dates	
Friday, August 4, 2023 — <del>Virtual</del>	Friday, February 23, 2024 — <del>Virtual</del> *Cancelled*
Friday, September 29, 2023 — <del>Virtual</del>	Friday, March 15, 2024 — CFAD Discussion — <del>Virtual</del>
Friday, October 20, 2023 — <del>Virtual</del>	Friday, April 26, 2024 — CFAD Vote — <del>Virtual</del>

Friday, December 1, 2023 – <del>Virtual</del> <del>*Cancelled*</del>	Friday, May 17, 2024 – <del>Virtual</del>
Friday, January 26, 2024 – <del>Virtual</del>	Wednesday, May 29, 2024 – Annual Plan Retreat – ICEC to Host – <del>In Person</del>

2024-2025 IAEC Executive Committee Meeting Dates	
Friday, August 2, 2024 – Annual Plan Vote	Friday, February 28, 2025
Friday, September 20, 2024	Friday, March 14, 2025, CFAD Discussion
Friday, October 25, 2024	Friday, April 25, 2025 – CFAD Vote
Friday, December 13, 2024	Friday, May 16, 2025
Friday, January 31, 2025	Wednesday, May 28, 2025 – Annual Plan Retreat (EC Members are invited but not required to attend)

## 6.2 Upcoming Conferences / Events

Dr. Emma Diaz and Mr. Mitch Rosin shared the upcoming conference dates:

- May 1, 2024: Resource Fair - Rialto Adult School from 10:00 am -2:00 pm
- May 1, 2024: CTE Workshop “Designing Engaging Classroom Experiences and Assessment for the CTE Teacher” - SBCSS ROP from 8:30 am – 3:00 pm
- May 9-11, 2024: CCAE – Anaheim, CA <https://www.ccaestate.org/conference-2024.html>
- May 29, 2024: 2024-25 Annual Plan Retreat – Inland Career Education Center, Green Room from 8:00 am – 12:00 pm
- Graduations – Adult Education and Community Colleges
- June 17-20, 2024: CASAS Summer Institute – Anaheim, CA <https://www.casas.org/training-and-support/SI>
- August 1, 2024: IAEC – Super-Consortia Annual Professional Development Day – SBVC, B100 –

## 6.3 Conference Report Out

Dr. Emma Diaz shared:

- March 17-20, 2024: COABE – Nashville, TN – <https://coabe.org/2024-coabe-national-conference/>
  - 3000 people attended the event. IAEC’s presentation was well-received, with over 100 attendees eager to learn about our work. IAECs always receive strong feedback on how participants can take what is learned from our transition services to implement at their own programs.
- April 2024: Open Houses – SBVC & CHC
  - CHC had its first adult Ed Open House. There was one at Valley and one at Crafton, and Cali Binks came in to do the welcoming at Crafton Hills College. Mauricio Arellano welcomed parents at Valley College.

Mr. Raul Pedraza shared:

- April 2024: Leg Day – Sacramento, CA
  - ICEC discussed the impact of education on the communities served, particularly focusing on how a dollar of investment in education can make a difference. During our discussion, Administration shared stories of students and staff members, advocating for the inclusion of initiatives like the AB2071 (Carrillo) bill, which outlines a roadmap for English Learners (EL) parents and provides them with a toolkit to support their families and children.

Mr. Dana Carter shared:

- Mr. Carter represented almost all of Southern California at the Sacramento Legislative Day, specifically the Inland Empire. Attendees connected with three local assembly members. As a group, the IE delegation connected with 25 legislators within our contingent. Additionally, five students presented.

Ms. Angela Hatter shared:

- April 24, 2024: Adult Ed Presentation - Colton JUSD Community Cabinet
  - Ms. Angela Hatter presented to the community about adult education and our partnerships with CRY-ROP and workforce partners. Additionally, Equus discussed youth programs. Colton Adult School is preparing for the upcoming event and the launch of IET programs in partnership with CRY-ROP for certified nursing assistants. CRY-ROP are currently in the process of recruiting a teacher, and it is expected that the program will go online in May.

## **7. Closed Session**

7.1 None Requested

## **8. Adjournment**

The meeting adjourned at 8:32 a.m.

The next meeting of the Inland Adult Education Consortium Executive Committee will be on Friday, May 17, 2024, at 8:00 a.m.



## **Adult Education Memo**

**To:** Emma Diaz

**From:** Kevin Horan

**Date:** 7/17/2024

**Re:** Adult Education Budget Request

### **Overview:**

This proposal is being presented by Crafton Hills College; we are requesting an ongoing budget increase to meet the student growth demand within our adult education population. We have seen the numbers in each school district significantly expand each quarter. The data below show the increase in student demand for Counseling.

- Number of Students in Yucaipa Adult School
  - Fall: 425
  - Winter: 523
  - Spring: 778(The data listed above show an 83 % increase within the academic year)
- Number of students in Redlands Adult School
  - Fall: 610
  - Winter: 781
  - Spring: 815(The data listed above show a 34% increase within the academic year)
- CHC (Crafton Hills College) Adult Ed. Counselor
  - Total Student Visits: 806 (Duplicated student count, 473 Unduplicated)

To keep the best counseling practices, Crafton Hills College seeks to hire two part-time adjunct counselors that will serve Adult Education students looking to transition to Crafton Hills College. These positions will help the current model that has one full-time tenured counselor serving two school districts, ESL (English as a Second Language) population, and community groups. The total for these two part-time positions is \$60,505.

Crafton Hills College is also requesting funds to increase the overall programming for our Adult Education students through ongoing engagement activities. We are looking to increase workshops, outreach efforts in the community, and targeted campus events (open house) for our adult students and their families to learn more about Crafton. This will also encompass our programming efforts in multiple languages for \$17,000.

**Justification:**

In 2023 Crafton Hills College hired a Fulltime Tenured Counselor to serve as our transition counselor. We have helped hundreds of adult students transition from adult school to Crafton Hills College despite some limitations.

Two of the major limitations that we have experienced are not being able to serve one site because the counselor is at another site and extending counseling appointments into the evening.

Having one full-time counselor produces limitations of our services that can only be provided at one site at a time, which increases the chance of the counselor missing the students. Examples of these key functions include limitations of creating educational plans, career counseling, and overall academic advising during the students' schedule at the adult school.

While this model has allowed us to support students, we recognize that not having adjunct counselors directly at the adult school site when the primary counselor is not there serves as a barrier for students looking to transition into Crafton Hills College. Looking at the student growth has also increased the student to counselor ratio, currently 1,600 to 1. According to the American School Counselor Association an ideal ratio would be 250 to 1; with the national average being 385 to 1.

Many of these adult school students lack transportation means to make it to campus or as first-generation non-traditional students are still learning how to navigate our higher education system. Therefore, having an adjunct onsite when the primary counselor is not there increases our contact, provides visibility, and would allow for more programming surrounding adult education.

Adding two adjunct counselors would increase the level of support we provide adult education students by increasing our outreach efforts, hosting workshops on campus, and exploring weekend counseling hours. Additionally, this transition would allow us to better align to the California Adult Education Program (CAEP) goals of transitioning adult education students to college.

**Ongoing Budget Request:**

- Adjunct Counselors – **\$60,505 (Salary and Benefits)**
- Adult Education Student Engagement Programs (Open House, Workshops) – **\$15,000**
  - 2 Open House Events for Fall \$4,000
  - Spring Open House and Life Skills Workshops \$4,000
  - Field Trip for Fall and Spring (Partner with EOPS and Transfer \$5,000)
  - Networking Under the Start Event \$1,500 (Partner with Career Center)
  - Workshops \$500
- Marketing and Promotional Materials (English, Spanish, Vietnamese) – **\$2,000**

**Total Budget Request: \$77,505**

# RIALTO ADULT SCHOOL

324 N. Palm Ave. Rialto, CA 92376  
(909) 879-6010, ext. 2963  
<https://kec.rialto.k12.ca.us/Domain/1195>

Kim Watson Principal  
Monica Garcia, Asst. Principal  
[www.instagram.com/rialto\\_adult\\_school/](http://www.instagram.com/rialto_adult_school/)

## PROPOSAL TO ADD: MEDICAL ASSISTANT FRONT AND BACK OFFICE CLASS

**Background:** Rialto Adult School is looking to expand its medical field course offerings to meet the ever growing need in this region. Currently, RAS offers the following CTE medical industry courses: Pharmacy Technician and Community Healthcare Worker. Since the Inland Career and Education Center (ICEC) in San Bernardino ceased offering this course, we have received a high level of inquiry from community members interested in taking these classes. According to the U.S. Bureau of Labor Statistics:

*“Overall employment in healthcare occupations is projected to grow much faster than the average for all occupations from 2022 to 2032. About 1.8 million openings are projected each year, on average, in these occupations due to employment growth and the need to replace workers who leave the occupations permanently. Average annual salary for this position is \$42,000.”*

In addition, the 2022 Inland Empire/Desert Regional Workforce Demand Assessment indicates that the healthcare sector is the 2nd highest occupation in demand in the region.

1. Government, 268,873 jobs
2. Health Care and Social Assistance, 238,962 jobs
3. Transportation and Warehousing, 202,159 jobs
4. Retail Trade, 189,542 jobs
5. Construction, 141,369 jobs
6. Accommodation and Food Services, 140,737 jobs

2/3 of  
regional  
jobs in  
2021

Exhibit 10. Major industry employment, represented by total number of jobs, Inland Empire/Desert Region, 2021<sup>5</sup>



Source: Lightcast 22.2

<sup>5</sup> Refer to Exhibit 11 for details on smaller industries.



# RIALTO ADULT SCHOOL

324 N. Palm Ave. Rialto, CA 92376  
(909) 879-6010, ext. 2963  
<https://kec.rialto.k12.ca.us/Domain/1195>

Kim Watson Principal  
Monica Garcia, Asst. Principal  
[www.instagram.com/rialto\\_adult\\_school/](http://www.instagram.com/rialto_adult_school/)

**Purpose:** RAS would like to start a Medical Assistant class that teaches students both front and back office skills which include administrative and clinical tasks. This class will prepare students to earn a certification that can lead to future job opportunities. Most medical assistants work full time. They are employed in physicians' offices, hospitals, outpatient clinics, and other healthcare facilities. Employment of medical assistants is projected to grow 14 percent from 2022 to 2032, much faster than the average for all occupations. About 114,600 openings for medical assistants are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire. Medical assistants will learn to:

- Interview patients and record their medical history.
- Measure patients' vital signs, such as their blood pressure and weight.
- Help physicians with patient examinations.
- Give patients injections or medications as directed by physicians and as permitted by state law.

**Duration and Justification:** The Medical Assistant class would be offered August through May in order to complete the 600 hours of classroom instruction and an additional 150 hours of clinical skills that are required. This one year program would prepare students to take the state certification test upon completion. CAEP State Priority- Learner Transition- Equity - creating access.

## Budget Justification and Proposal

The budget projections to add the Medical Assistant class for the year are below. The cost includes the raise in teachers' salaries due to recent raises and the fact that our teachers are now entering into the Rialto Education Association teacher's union. These will be a yearly expense.

**On-Going Funding (Yearly):** The cost to begin and maintain this class is approximately \$75,000.00 a year, which includes the teacher salary and instructional materials and supplies.

- Teacher Salary and Benefits: Approximately \$70,000.
- Instructional Materials and Supplies: Approximately \$5,000.00 (i.e., textbooks, other supplemental instructional materials, and medical supplies, including but not limited to: masks, gloves, wipes, gowns, embroidery on one scrub shirt per student [approximately \$12 x 25 = \$300]
- Required background protocol: Fingerprinting [\$55 x 25 = \$1,375] and drug testing [\$40 x 25 = \$1,000], etc.)

Students will incur the following personal costs: Licensing exam (\$125), 1 set of scrubs (\$60), and CPR card (\$25).



# RIALTO ADULT SCHOOL

324 N. Palm Ave. Rialto, CA 92376  
(909) 879-6010, ext. 2963  
<https://kec.rialto.k12.ca.us/Domain/1195>

Kim Watson Principal  
Monica Garcia, Asst. Principal  
[www.instagram.com/rialto\\_adult\\_school/](http://www.instagram.com/rialto_adult_school/)

---



# RIALTO ADULT SCHOOL

324 N. Palm Ave. Rialto, CA 92376  
(909) 879-6010, ext. 2963  
<https://kec.rialto.k12.ca.us/Domain/1195>

Kim Watson Principal  
Monica Garcia, Asst. Principal  
[www.instagram.com/rialto\\_adult\\_school/](http://www.instagram.com/rialto_adult_school/)

## PROPOSAL TO ADD: PHLEBOTOMY CLASS

**Background:** Rialto Adult School is looking to expand its medical field course offerings to meet the ever growing need in this region. Currently, RAS offers the following CTE medical industry courses: Pharmacy Technician and Community Healthcare Worker. We have received a high level of inquiry from community members interested in taking Phlebotomy classes. In addition, we no longer have a teacher to teach our current Community Healthcare Worker (CHW) class. According to the U.S. Bureau of Labor Statistics:

*“Overall employment in healthcare occupations is projected to grow much faster than the average for all occupations from 2022 to 2032. About 1.8 million openings are projected each year, on average, in these occupations due to employment growth and the need to replace workers who leave the occupations permanently. Average annual salary for a Phlebotomist is \$41,800 and CHW position is \$48,200.”*

In addition, the 2022 Inland Empire/Desert Regional Workforce Demand Assessment indicates that the healthcare sector is the 2nd highest occupation in demand in the region.

1. Government, 268,873 jobs
2. Health Care and Social Assistance, 238,962 jobs
3. Transportation and Warehousing, 202,159 jobs
4. Retail Trade, 189,542 jobs
5. Construction, 141,369 jobs
6. Accommodation and Food Services, 140,737 jobs

2/3 of  
regional  
jobs in  
2021

Exhibit 10. Major industry employment, represented by total number of jobs, Inland Empire/Desert Region, 2021<sup>5</sup>



Source: Lightcast 22.2

<sup>5</sup> Refer to Exhibit 11 for details on smaller industries.





# RIALTO ADULT SCHOOL

324 N. Palm Ave. Rialto, CA 92376  
(909) 879-6010, ext. 2963  
<https://kec.rialto.k12.ca.us/Domain/1195>

Kim Watson Principal  
Monica Garcia, Asst. Principal  
[www.instagram.com/rialto\\_adult\\_school/](http://www.instagram.com/rialto_adult_school/)

**Purpose:** RAS would like to start a Phlebotomy class that teaches students how to draw blood for tests, transfusions, research, or blood donations. This class will prepare students to earn a certification that can lead to future job opportunities. Most phlebotomists work full time. Phlebotomists are employed in a variety of settings, including hospitals, medical and diagnostic laboratories, blood donor centers, and doctors' offices. Employment of phlebotomists is projected to grow 8 percent from 2022 to 2032, faster than the average for all occupations. About 19,500 openings for phlebotomists are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire. Phlebotomists will learn to:

- Draw blood from patients or blood donors
- Explain their work to help relax patients or donors who feel nervous about having blood drawn
- Verify a patient's or donor's identity
- Label the collected blood for testing or processing
- Label sterile containers for other samples, such as urine, and instruct patients on proper collection procedures.
- Enter sample information into a database
- Assemble, maintain, and dispose of medical instruments such as needles, test tubes, and blood vials
- Keep work areas and equipment clean and sanitary

**Justification:** The Phlebotomy class would be offered as a semester-long class. First semester will run from August to December and the second semester will run from January to May. The students will be required to complete 40 hours of classroom instruction and an additional 40 hours of clinical skills experience. This semester-long course would prepare students to take the state certification test upon completion. CAEP State Priority- Learner Transition- Equity - creating access.

## Budget Justification and Proposal

The budget projections to add the Phlebotomy class for the year are below. The cost includes the raise in teachers' salaries due to recent raises and the fact that our teachers are now entering into the Rialto Education Association teacher's union. These will be a yearly expense.

**On-Going Funding (Yearly):** The cost to begin and maintain this class is approximately \$75,000.00 a year, which includes the teacher salary and instructional materials and supplies.

- Teacher Salary and Benefits: Approximately \$70,000.
- Materials and Supplies: Approximately \$5,000.00 (i.e., textbooks, other supplemental instructional materials, and medical supplies, including but not





# RIALTO ADULT SCHOOL

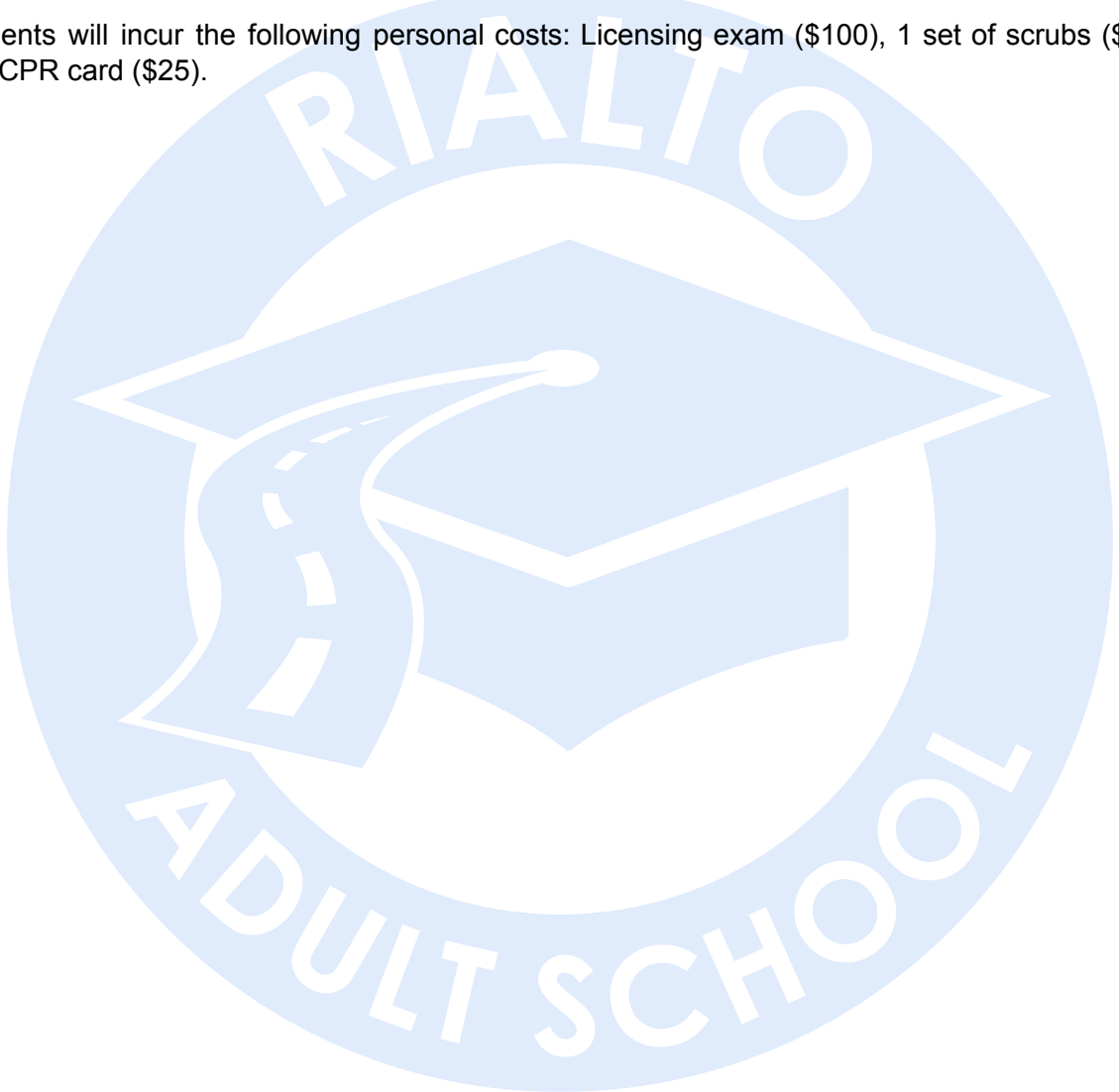
324 N. Palm Ave. Rialto, CA 92376  
(909) 879-6010, ext. 2963  
<https://kec.rialto.k12.ca.us/Domain/1195>

Kim Watson Principal  
Monica Garcia, Asst. Principal  
[www.instagram.com/rialto\\_adult\\_school/](http://www.instagram.com/rialto_adult_school/)

limited to: masks, gloves, wipes, gowns, syringes, etc.) and embroidery on one scrub shirt per student [approximately  $\$12 \times 25 = \$300$ ]

- Required background protocol: Fingerprinting [ $\$55 \times 25 = \$1,375$ ] and drug testing [ $\$40 \times 25 = \$1,000$ ], etc.)

Students will incur the following personal costs: Licensing exam (\$100), 1 set of scrubs (\$60), and CPR card (\$25).



**47 Inland Adult Education Consortium**

DRAFT

2024-25

## 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 CityUSD, 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.

Research from the Centers of Excellence raised new industry subgroups for the Consortium Member Districts to consider when discussing program evaluation. The top 5 industries adding jobs to the subregion are Government, Health Care and Services, and Administrative/Support/Waste Management & Remediation. These industries are projected to contribute 32.1% of the total subregion's job growth through 2027.

Social Assistance, Transportation and Warehousing, Accommodation and Food

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.

An Annual Plan Retreat was held on May 29, 2024. Attendees included representatives of all Member Districts, community stakeholders and partners, and Consortium Directors from across the Inland Empire. Details of this meeting can be found below.

### **Regional Planning Overview**

With a renewed commitment to collective impact and the CAEP initiative, this plan was developed in a spirit of collaboration and partnership. During the 2024-2025 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 Member Districts 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. 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. During the 2024-2025 implementation year, Rim of the World will join the Consortium as a voting, non-funded Member district and begin the planning phase to become a funded Member.

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

On May 29, 2024, members of the Inland Adult Education Consortium, community stakeholders, and guests gathered in an annual planning retreat to share information and collaboratively agree on strategies for the 2024-25 program year. Mauricio Arellano, Superintendent of the San Bernardino Unified School District, kicked off the meeting with an inspirational welcome which captured the many changes the Consortium has undergone over the past decade, included his own pathway as a child growing up in San Bernardino, and emphasized the growth and evolution that has taken place throughout the Consortium.

Next, Crystal Nacio gave a presentation on the StrongWorkforce Program, funded by the State of California, which aims to “spur career technical education (CTE) in the nation’s largest workforce development system of 115 colleges” through an annual investment of \$248million. Dr. Nacio shared the goals of the Strong Workforce initiative in the Inland Empire, strategies for implementation, and expected outcomes.

The annual planning process concluded with lunch, with a brief facilitated reflection on the information that had been presented in the morning. Consortium members agreed that the information was valuable and will be taken into consideration as they continue their programs. One member commented that the labor market information is particularly helpful and “should be in the hands of every student”.

Consortium members then reviewed their 2024-25 annual plan and noted (on posted flip charts) each strategy they will keep in the new plan (indicated by writing the letter “K”) and made note of anything new or changed. All strategies will be continued (as documented on the following pages). Emma Diaz, Consortium Director, asked each member what capital outlays exceeding \$5,000 they anticipate, and those notes are also captured here. Lastly, the group was polled on Professional Development needs, training needs, and any toipcs not covered during the facilitated event.

## Attendees at the May 29, 2024, Annual Planning Meeting:

Alysha Cisneros-San Bernardino Public Library	Emma Diaz - SBCCD
Angela Hatter – Colton JUSD	Dana Carter - YCJUSD
Patricia Oliva – Capital Adult Ed. Regional Consortium	Raul Pedraza Jr. - SBCUSD
Carla Slowiczek - Capital Adult Ed. Regional Consortium	Belinda Navarrete - SBCCD
Kiu Chuong - Capital Adult Ed. Regional Consortium	Maria Felix - CJUSD
Diane Shimota – AK Smiley Public Library	Terri Giamarino – SBC ROP
Helena Zarate-Simolin - SBCUSD	Virginia Reyes – SBC ROP
Willie Blackmon - SBCCD	Michael Jorgensen – SBC ROP
Troy Martinez – Redlands Adult School	Arturo Chavez – SBC ROP
Elisa Cruz – SBCUSD	Rosa LeBlanc - SBCUSD
Karla Lechuga - SBCSS	Pete Gonzales - SBVC

John Carranza -SBCUSD	Gloria Marron – Rialto USD
Mario Chavez - SBVC	Vanessa Nunez – Rialto USD
Tischel Diaz – Mt. Sac. CCD Consortium	Arline Troncoza - RAS
Rocio Delgado – SBVC, SBCCD	Teresa Ramos - SBCUSD
Alex Jaco - CHC	Kim Watson - RAS
Fili Michel - SBVC	Delfino Murillo – Redlands USD
Rosa Leon Blanco - SBCUSD	Mauricio Arellano - SBCUSD
Maria Lopez - SBVC	
Diana Batista - CDE	
Crystal Nasio - IEDVC	
Reid Miller - Colton Library	Facilitator: Becky Foreman

#### 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

### 2024-25 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

Maintain and improve outreach and marketing to target identified populations including the use of social media, summer mailer, radio commercials and interviews, and cross marketing with Member District logos. Individual consortium members will design their own marketing (always been the case).

This strategy aligns to the CAEP State Priority of Marketing.

---

### 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 & 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. Add Rim of the World as a voting Consortium member for 2024-2025; Explore funding for 2025-2026.

This strategy aligns to the CAEP State Priority of Marketing and Program Development/Curriculum/Classroom

**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), the refurbishing and replacing furniture and equipment (capital outlay).

This strategy aligns to the CAEP State Priority of Program Development/Curriculum/Classroom

**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, computer basics, and digital literacy instruction into curriculum and provide access to technology for adult learners.

This strategy aligns to the CAEP State Priority of Technology and Distance Learning.

**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**

Provide online and hybrid instruction. Purchase equipment to provide online and hybrid instruction (Capital Outlays).

This strategy aligns to the CAEP State Priority of Technology and Distance Learning.

**Strategy Name**

Gaps in Services – CTE Credit and Noncredit

**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. Consortium to provide assistance with Market Research. Maintain current



budget, if not add, as possible.

This strategy aligns to the CAEP State Priority of Program Development/Curriculum/Classroom

### Strategy Name

Gaps in Service – College Courses at AE sites

### Activity that Applies to this Strategy

College Courses at AE Sites

### 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

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 Equity and Program Development/Curriculum/Classroom.

### Strategy Name

Gaps in Service – Adults with Disabilities- Increased 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

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

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

### Strategy Name

Gaps in Service – Student Success Increased 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

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

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

### Strategy Name

Leveraging Resources - Workforce Development Board Engagement

### Activity that Applies to this Strategy

WDB 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

Develop stronger engagement with the Workforce Development Board by all Consortium Members. Engage more staff and have more opportunities for collaboration on-site. Expand engagement for all Member Districts with the AJCCs.

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

### Strategy Name

Leveraging Resources - Collective Impact

### Activity that Applies to this Strategy

Leveraging Resources

#### 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. Add Rim of the World to the Consortium as a non-funded, voting member for 2024-2025 and explore funding options for 2025-2026.

This strategy aligns to the CAEP State Priority of Equity.

#### Strategy Name

Leveraging Resources - IET/OJT/WBL AJCC Alignment

### 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

Reestablish connections and collaboration 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 Priority of Program Evaluation.

#### Strategy Name

Leveraging Resources - Internships and Work-based Learning Internships and WBL Opportunities

### 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 (WBL/CFM) opportunities established with local businesses and cities.

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

**Strategy Name**

Leveraging Resources – Site-based Instruction Site- based classes

**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 Equity and Program Evaluation.

**Strategy Name**

Gaps in Services – Capital Investment

**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 - Overall)
- 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

In accordance with the CAEP Program Guide and the CAEP Fiscal Management Guide, continue to invest in capital improvements at all Member Districts in order to improve the delivery of services and program outcomes. This could include, but is not limited to, purchases of computers, physical plant infrastructure improvements, wiring upgrades, purchase of furniture and CTE equipment, classroom portables, etc.

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

## Improve Integration of Services & Transitions

### 2024-25 Strategies

#### Strategy Name

Seamless Transitions - Articulation Agreements Articulation Agreements for AE/CC

#### 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 Priorities of Equity; Program Development/Curriculum/Classroom; and Program Evaluation.

#### 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 Equity; Program Development/Curriculum/Classroom; and Program Evaluation.

---

### Strategy Name

Seamless Transitions – 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 Equity; Program Development/Curriculum/Classroom; and Program Evaluation.

---

### 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/post-test pairs in all funded Program Areas.

This strategy aligns to the CAEP State Priorities Learner Transitions and Program Evaluation.

---

### 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 Equity; Program Development/Curriculum/Classroom; and Program Evaluation.

---

### Strategy Name

Seamless Transitions – Support State Initiatives- AB540, AB705

### 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 Equity; Program Development/Curriculum/Classroom; and Program Evaluation.

### Strategy Name

Seamless Transition – Counselors Increased Completion Rates Strategy

### 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 including the addition of more counselors providing more hours of service. Include Rim of the World in service provision.

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

## Improve Effectiveness of Services

### 2024-25 Strategies

#### Strategy Name

Seamless Transitions – Leadership Academy 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 leadership academies for adult learners at Adult School sites such as the Crafton Leadership Academy for Student Success (CLASS).

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

---

**Strategy Name**

Seamless Transitions – Workforce Transitions Internships and WBL Opportunities

**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 Learner Transition and Equity.

---

**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 Priority of Learner Transition.

---

**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, the Community Colleges, and Summer Leadership Academics.

This strategy aligns to the CAEP State Priorities of Equity, Learner Transition, and Program Evaluation.

#### Strategy Name

Student Acceleration - Mentorship Program ESL 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 Transitions and Equity.

#### Strategy Name

Student Acceleration - OJT/WBL Internships and WBL Opportunities

### 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 Transitions; Program Evaluation; and Equity.

### Strategy Name

Student Acceleration - Transitions 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

Partner with First Year Experience, Plus EOPS, and Valley Now programs at the colleges to accelerate student transitions into credit-earning courses. Reestablish connection with CHC EOPS.

This strategy aligns with the CAEP State Priorities of Learner Transitions; Equity; and Program Evaluation.

### Strategy Name

Student Acceleration – Curriculum 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

Develop accelerated curriculum that aligns to identified academic and/or career pathways using, among other sources, Aztec Software.

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

---

### Strategy Name

Professional Development - Ongoing Plan Professional Development Regional Events

### Activity that Applies to this Strategy

Professional Development

### 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. Provide support to Rim of the World as they begin the process of joining the Consortium.

This strategy aligns with the CAEP State Priorities of Equity; Leadership; and Program Evaluation.

---

### Strategy Name

Professional Development - Program Specific Professional Development Regional 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

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. Provide support to implement CANVAS as CJUSD.

This strategy aligns with the CAEP State Priorities of Equity; Leadership; and Program Evaluation.

---

### 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 with the CAEP State Priorities of Equity 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 2024-2025 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 2024-25.**

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

## Certification

No approver contacts.



California  
Community  
Colleges



2024 © California Community Colleges  
NOVA Site Version: 7.1.2

July 11, 2024

**TO:** Adult Education Consortium Directors, Leads, Co-Chairs, Members, and Fiscal Representatives

**FROM:** California Adult Education Program (CAEP) State Leadership

Gary Adams, Dean  
California Community Colleges Chancellor's Office

Carolyn Zachry, Ed.D., Director  
California Department of Education

**CC:** Anthony Cordova, Vice Chancellor,  
California Community Colleges Chancellor's Office

Pete Callas, Division Director  
California Department of Education

**RE: CAEP FY 2024-25 Final Consortium Allocations**

---

This memorandum is to advise local recipients and fiscal agents of adult education program funds on the release of the FY 2024-25 final CAEP allocations. You may access this [link](#) to view the final allocations schedule. The 2024-25 CAEP allocation increase from the May Revise is now available in NOVA as an allocation amendment. Consortium members will have until September 1, 2024, to submit and certify their amended allocation amounts in NOVA. The CAEP State Leadership and the Technical Assistance Provider (TAP) will offer a CAEP Allocation Amendment webinar on **Tuesday, July 30, 2024, from 11:00 a.m. to 12:00 p.m.** to review the final allocation amounts, provide members with an overview of the NOVA process, and answer any questions. You may register for this webinar through this [link](#).

### State Budget Bill

The State Legislature passed the 2024-25 budget bill that provides a \$6.9 million Proposition 98 increase to support a 1.07% cost-of-living adjustment (COLA) for the California Adult Education Program. The CAEP baseline apportionment total for FY 2024-25 is now \$653,137,000. The signed budget reflects a COLA increase from the initially proposed January budget.

**NOVA Instructions**

Each consortium will process the May Revise allocation increase as an allocation amendment in NOVA, which requires a new allocation amount for each member, and certification in NOVA by all consortium members. Please note, that due to State Budget Bill requirements, the State CAEP Office has already calculated allocation amounts for direct funded member districts. Please see the 2024-25 direct funded member amounts by districts (along with fiscal agent amounts) [linked here](#). These allocation amounts are the dollar amounts given to the State Controller's Office for disbursement within 45 days of the enactment of the 2024-25 State Budget. Therefore, any deviation from these amounts would not align with the amounts being disbursed. CAEP allocation amendment certification by the consortium and its members must be completed by September 1, 2024.

**CAEP Funds Are Restricted Funds**

CAEP funds were issued under AB104 legislation and are in ARTICLE 9. Adult Education Program [84900 - 84920] of the education code. CAEP funds are apportionment, they are not a grant, and at this time are not subject to flexibility. CAEP funds are restricted to adults 18 years and older, can only be used in the seven CAEP approved program areas, and must have an approved regional consortium plan specific to K12 adult education and community college noncredit programs.

**Technical Assistance Contact Information**

For questions related to the CAEP, fiscal information, and/or technical assistance on professional development topics, please contact the CAEP Technical Assistance Project (TAP) by phone at 1- 888-827-2324 or by e-mail at [tap@caladulthood.org](mailto:tap@caladulthood.org)



**California Adult Education Program (CAEP)  
2024-25 Final Allocation Schedule**

No.	Consortium Name	Member Name	Allocation Year	Funding Channel	Member Type	Preliminary Allocation	May Revise (COLA)	Final FY24-25 Allocation
1	Allan Hancock	Allan Hancock Joint CCD	2024-25	Direct Funding	CCD	\$857,199	\$2,640	\$859,839
1	Allan Hancock	Lompoc Unified	2024-25	Direct Funding	K-12	\$1,190,205	\$3,663	\$1,193,868
	Total					\$2,047,404	\$6,302	\$2,053,705
2	Antelope Valley	Antelope Valley Union High	2024-25	Direct Funding	K-12	\$4,953,472	\$15,245	\$4,968,717
3	Barstow CCD	Barstow CCD	2024-25	Fiscal Agent	CCD	\$1,120,370	\$3,448	\$1,123,818
4	Butte-Glenn	Butte CCD	2024-25	Fiscal Agent	CCD	\$2,706,027	\$8,328	\$2,714,355
5	Santa Cruz (GOAL)	Cabrillo CCD	2024-25	Direct Funding	CCD	\$522,457	\$1,608	\$524,065
5	Santa Cruz (GOAL)	Pajaro Valley Unified	2024-25	Direct Funding	K-12	\$3,629,061	\$11,169	\$3,640,230
5	Santa Cruz (GOAL)	Santa Cruz Co. Office of Education	2024-25	Direct Funding	County Office of Education (COE)	\$79,760	\$245	\$80,005
	Total					\$4,231,278	\$13,022	\$4,244,300
6	Southeast Los Angeles (PAACE)	Cerritos CCD	2024-25	Direct Funding	CCD	\$603,110	\$1,856	\$604,966
6	Southeast Los Angeles (PAACE)	ABC Unified	2024-25	Direct Funding	K-12	\$10,502,167	\$32,323	\$10,534,490
6	Southeast Los Angeles (PAACE)	Bellflower Unified	2024-25	Direct Funding	K-12	\$34,265	\$105	\$34,370
6	Southeast Los Angeles (PAACE)	Downey Unified	2024-25	Direct Funding	K-12	\$1,810,718	\$5,573	\$1,816,291
6	Southeast Los Angeles (PAACE)	Norwalk-La Mirada Unified	2024-25	Direct Funding	K-12	\$5,156,926	\$15,872	\$5,172,798
	Total					\$18,107,186	\$55,729	\$18,162,915
7	Mid Alameda County (Chabot-Las Positas)	Chabot-Las Positas CCD	2024-25	Direct Funding	CCD	\$493,023	\$1,517	\$494,540
7	Mid Alameda County (Chabot-Las Positas)	Castro Valley Unified	2024-25	Direct Funding	K-12	\$3,394,147	\$10,446	\$3,404,593
7	Mid Alameda County (Chabot-Las Positas)	Dublin Unified	2024-25	Direct Funding	K-12	\$597,396	\$1,839	\$599,235
7	Mid Alameda County (Chabot-Las Positas)	Hayward Unified	2024-25	Direct Funding	K-12	\$2,301,082	\$7,082	\$2,308,164
7	Mid Alameda County (Chabot-Las Positas)	Livermore Valley Joint Unified	2024-25	Direct Funding	K-12	\$641,553	\$1,975	\$643,528
7	Mid Alameda County (Chabot-Las Positas)	New Haven Unified	2024-25	Direct Funding	K-12	\$381,965	\$1,176	\$383,141
7	Mid Alameda County (Chabot-Las Positas)	Pleasanton Unified	2024-25	Direct Funding	K-12	\$680,894	\$2,096	\$682,990
7	Mid Alameda County (Chabot-Las Positas)	San Leandro Unified	2024-25	Direct Funding	K-12	\$1,981,814	\$6,099	\$1,987,913
7	Mid Alameda County (Chabot-Las Positas)	San Lorenzo Unified	2024-25	Direct Funding	K-12	\$902,564	\$2,778	\$905,342
7	Mid Alameda County (Chabot-Las Positas)	Tri-Valley ROP	2024-25	Direct Funding	County Office of Education (COE)/RO	\$38,521	\$119	\$38,640
	Total					\$11,412,959	\$35,126	\$11,448,085
8	West End Corridor	Chaffey Joint Union High	2024-25	Fiscal Agent	K-12	\$8,899,036	\$27,389	\$8,926,425
9	Citrus College Adult Education Consortium	Claremont Unified	2024-25	Fiscal Agent	K-12	\$5,335,733	\$16,422	\$5,352,155
10	Coast	Coast CCD	2024-25	Direct Funding	CCD	\$1,950,921	\$6,004	\$1,956,925
10	Coast	Garden Grove Unified	2024-25	Direct Funding	K-12	\$289,655	\$891	\$290,546
10	Coast	Huntington Beach Union High	2024-25	Direct Funding	K-12	\$6,971,079	\$21,455	\$6,992,534
	Total					\$9,211,655	\$28,351	\$9,240,006
11	Tri City	Paramount Unified	2024-25	Fiscal Agent	K-12	\$7,590,618	\$23,362	\$7,613,980
12	Contra Costa	Contra Costa CCD	2024-25	Direct Funding	CCD	\$742,578	\$2,285	\$744,863
12	Contra Costa	Acalanes Union High	2024-25	Direct Funding	K-12	\$707,959	\$2,179	\$710,138
12	Contra Costa	Antioch Unified	2024-25	Direct Funding	K-12	\$1,264,972	\$3,893	\$1,268,865
12	Contra Costa	Contra Costa Co. Office of Education	2024-25	Direct Funding	County Office of Education (COE)	\$1,141,268	\$3,513	\$1,144,781

**California Adult Education Program (CAEP)  
2024-25 Final Allocation Schedule**

12	Contra Costa	Liberty Union High	2024-25	Direct Funding	K-12	\$1,367,385	\$4,208	\$1,371,593
12	Contra Costa	Martinez Unified	2024-25	Direct Funding	K-12	\$1,990,486	\$6,126	\$1,996,612
12	Contra Costa	Mt. Diablo Unified	2024-25	Direct Funding	K-12	\$4,538,549	\$13,968	\$4,552,517
12	Contra Costa	Pittsburg Unified	2024-25	Direct Funding	K-12	\$3,311,061	\$10,191	\$3,321,252
12	Contra Costa	West Contra Costa Unified	2024-25	Direct Funding	K-12	\$3,252,943	\$10,012	\$3,262,955
	Total					\$18,317,201	\$56,375	\$18,373,576
13	Morongo Basin	Copper Mt CCD	2024-25	Fiscal Agent	CCD	\$1,006,673	\$3,098	\$1,009,771
14	Desert	Desert CCD	2024-25	Direct Funding	CCD	\$576,477	\$1,774	\$578,251
14	Desert	Coachella Valley Unified	2024-25	Direct Funding	K-12	\$2,042,865	\$6,287	\$2,049,152
14	Desert	Desert Sands Unified	2024-25	Direct Funding	K-12	\$430,441	\$1,325	\$431,766
14	Desert	Palm Springs Unified	2024-25	Direct Funding	K-12	\$333,501	\$1,026	\$334,527
14	Desert	Riverside Co. Office of Education	2024-25	Direct Funding	County Office of Education (COE)	\$605,969	\$1,865	\$607,834
	Total					\$3,989,253	\$12,278	\$4,001,531
15	South Bay (El Camino)	El Camino CCD	2024-25	Direct Funding	CCD	\$489,863	\$1,508	\$491,371
15	South Bay (El Camino)	Centinela Valley Union High	2024-25	Direct Funding	K-12	\$578,565	\$1,781	\$580,346
15	South Bay (El Camino)	Inglewood Unified	2024-25	Direct Funding	K-12	\$1,163,370	\$3,581	\$1,166,951
15	South Bay (El Camino)	Redondo Beach Unified	2024-25	Direct Funding	K-12	\$4,407,958	\$13,566	\$4,421,524
15	South Bay (El Camino)	Torrance Unified	2024-25	Direct Funding	K-12	\$6,019,517	\$18,526	\$6,038,043
	Total					\$12,659,273	\$38,962	\$12,698,235
16	Feather River (On Ramp)	Feather River CCD	2024-25	Direct Funding	CCD	\$262,451	\$808	\$263,259
16	Feather River (On Ramp)	Plumas Co. Office of Education	2024-25	Direct Funding	County Office of Education (COE)	\$15,000	\$46	\$15,046
16	Feather River (On Ramp)	Plumas Unified	2024-25	Direct Funding	K-12	\$428,814	\$1,320	\$430,134
16	Feather River (On Ramp)	Sierra Co. Office of Education	2024-25	Direct Funding	County Office of Education (COE)	\$300,407	\$925	\$301,332
	Total					\$1,006,672	\$3,098	\$1,009,770
17	Foothill De Anza	De Anza College	2024-25	Direct Funding	CCD	\$267,879	\$824	\$268,703
17	Foothill De Anza	Foothill College	2024-25	Direct Funding	CCD	\$267,879	\$824	\$268,703
17	Foothill De Anza	Fremont Union High	2024-25	Direct Funding	K-12	\$3,638,522	\$11,198	\$3,649,720
17	Foothill De Anza	Mountain View-Los Altos Union High	2024-25	Direct Funding	K-12	\$4,434,778	\$13,649	\$4,448,427
17	Foothill De Anza	Palo Alto Unified	2024-25	Direct Funding	K-12	\$1,937,380	\$5,963	\$1,943,343
	Total					\$10,546,438	\$32,459	\$10,578,897
18	Gavilan	Gavilan CCD	2024-25	Fiscal Agent	CCD	\$1,782,168	\$5,485	\$1,787,653
19	Glendale	Glendale CCD	2024-25	Fiscal Agent	CCD	\$1,322,733	\$4,071	\$1,326,804
20	San Diego East (Grossmont-Cuyamaca)	Grossmont-Cuyamaca CCD	2024-25	Fiscal Agent	CCD	\$10,244,499	\$31,530	\$10,276,029
21	Salinas Valley	Hartnell CCD	2024-25	Fiscal Agent	CCD	\$4,545,089	\$13,988	\$4,559,077
22	Imperial	Imperial County Office of Education	2024-25	Fiscal Agent	County Office of Education (COE)	\$2,404,839	\$7,401	\$2,412,240
23	Kern	Kern CCD	2024-25	Direct Funding	CCD	\$1,616,119	\$4,974	\$1,621,093
23	Kern	Delano Joint Union High	2024-25	Direct Funding	K-12	\$1,760,668	\$5,419	\$1,766,087
23	Kern	Inyo Co. Office of Education	2024-25	Direct Funding	County Office of Education (COE)	\$239,576	\$737	\$240,313
23	Kern	Kern High	2024-25	Direct Funding	K-12	\$13,377,190	\$41,171	\$13,418,361
23	Kern	McFarland Unified	2024-25	Direct Funding	K-12	\$378,682	\$1,165	\$379,847

**California Adult Education Program (CAEP)  
2024-25 Final Allocation Schedule**

23	Kern	Mojave Unified	2024-25	Direct Funding	K-12	\$374,966	\$1,154	\$376,120
23	Kern	Mono Co. Office of Education	2024-25	Direct Funding	County Office of Education (COE)	\$261,236	\$804	\$262,040
23	Kern	Muroc Joint Unified	2024-25	Direct Funding	K-12	\$189,938	\$585	\$190,523
23	Kern	Porterville Unified	2024-25	Direct Funding	K-12	\$1,880,520	\$5,788	\$1,886,308
23	Kern	Sierra Sands Unified	2024-25	Direct Funding	K-12	\$283,670	\$873	\$284,543
23	Kern	Tehachapi Unified	2024-25	Direct Funding	K-12	\$303,475	\$934	\$304,409
23	Kern	Wasco Union High	2024-25	Direct Funding	K-12	\$334,388	\$1,029	\$335,417
	Total					\$21,000,428	\$64,633	\$21,065,061
24	Lake Tahoe	Lake Tahoe CCD	2024-25	Fiscal Agent	CCD	\$1,107,340	\$3,408	\$1,110,748
25	Lassen	Lassen CCD	2024-25	Fiscal Agent	CCD	\$1,162,739	\$3,579	\$1,166,318
26	Long Beach	Long Beach CCD	2024-25	Direct Funding	CCD	\$1,478,437	\$4,550	\$1,482,987
26	Long Beach	Long Beach Unified	2024-25	Direct Funding	K-12	\$1,478,437	\$4,550	\$1,482,987
	Total					\$2,956,874	\$9,100	\$2,965,974
27	Los Angeles	Los Angeles CCD	2024-25	Direct Funding	CCD	\$9,646,787	\$29,690	\$9,676,477
27	Los Angeles	Burbank Unified	2024-25	Direct Funding	K-12	\$4,506,740	\$13,870	\$4,520,610
27	Los Angeles	Culver City Unified	2024-25	Direct Funding	K-12	\$2,687,471	\$8,271	\$2,695,742
27	Los Angeles	Los Angeles Unified	2024-25	Direct Funding	K-12	\$130,108,777	\$400,437	\$130,509,214
27	Los Angeles	Montebello Unified	2024-25	Direct Funding	K-12	\$11,761,216	\$36,198	\$11,797,414
	Total					\$158,710,991	\$488,467	\$159,199,458
28	Capital Adult Education Regional Consortium	Sacramento County Office of Education	2024-25	Fiscal Agent	County Office of Education (COE)	\$14,492,212	\$44,603	\$14,536,815
29	Marin	Marin CCD	2024-25	Fiscal Agent	CCD	\$1,819,683	\$5,600	\$1,825,283
30	Mendocino-Lake	Mendocino-Lake CCD	2024-25	Fiscal Agent	CCD	\$1,898,337	\$5,843	\$1,904,180
31	Gateway (Merced)	Merced CCD	2024-25	Fiscal Agent	CCD	\$4,085,395	\$12,574	\$4,097,969
32	Coastal North County Adult Education Consortium (Mira)	MiraCosta CCD	2024-25	Fiscal Agent	CCD	\$1,474,816	\$4,539	\$1,479,355
33	Monterey	Monterey Peninsula CCD	2024-25	Direct Funding	CCD	\$105,008	\$323	\$105,331
33	Monterey	Carmel Unified	2024-25	Direct Funding	K-12	\$76,776	\$236	\$77,012
33	Monterey	Monterey Peninsula Unified	2024-25	Direct Funding	K-12	\$1,174,903	\$3,616	\$1,178,519
33	Monterey	Pacific Grove Unified	2024-25	Direct Funding	K-12	\$1,782,533	\$5,486	\$1,788,019
	Total					\$3,139,220	\$9,662	\$3,148,882
34	Mt. San Antonio	Mt. San Antonio CCD	2024-25	Direct Funding	CCD	\$1,063,710	\$3,274	\$1,066,984
34	Mt. San Antonio	Baldwin Park Unified	2024-25	Direct Funding	K-12	\$7,269,142	\$22,372	\$7,291,514
34	Mt. San Antonio	Bassett Unified	2024-25	Direct Funding	K-12	\$3,085,026	\$9,495	\$3,094,521
34	Mt. San Antonio	Charter Oak Unified	2024-25	Direct Funding	K-12	\$2,040,766	\$6,281	\$2,047,047
34	Mt. San Antonio	Covina-Valley Unified	2024-25	Direct Funding	K-12	\$4,229,043	\$13,016	\$4,242,059
34	Mt. San Antonio	Hacienda la Puente Unified	2024-25	Direct Funding	K-12	\$20,901,548	\$64,329	\$20,965,877
34	Mt. San Antonio	Pomona Unified	2024-25	Direct Funding	K-12	\$2,479,599	\$7,632	\$2,487,231
34	Mt. San Antonio	Rowland Unified	2024-25	Direct Funding	K-12	\$2,114,047	\$6,506	\$2,120,553
	Total					\$43,182,881	\$132,904	\$43,315,785
35	Southwest Riverside	Mt. San Jacinto CCD	2024-25	Fiscal Agent	CCD	\$5,984,389	\$18,418	\$6,002,807

**California Adult Education Program (CAEP)  
2024-25 Final Allocation Schedule**

36	Napa Valley	Napa Valley CCD	2024-25	Direct Funding	CCD	\$261,073	\$804	\$261,877
36	Napa Valley	Calistoga Joint Unified	2024-25	Direct Funding	K-12	\$41,972	\$129	\$42,101
36	Napa Valley	Napa Co. Office of Education	2024-25	Direct Funding	County Office of Education (COE)	\$127,173	\$391	\$127,564
36	Napa Valley	Napa Valley Unified	2024-25	Direct Funding	K-12	\$3,056,151	\$9,406	\$3,065,557
36	Napa Valley	St. Helena Unified School District	2024-25	Direct Funding	K-12	\$30,079	\$93	\$30,172
	Total					\$3,516,448	\$10,823	\$3,527,271
37	North Orange	North Orange CCD	2024-25	Fiscal Agent	CCD	\$4,758,354	\$14,645	\$4,772,999
38	Southern Alameda County (Ohlone)	Ohlone CCD	2024-25	Direct Funding	CCD	\$97,321	\$300	\$97,621
38	Southern Alameda County (Ohlone)	Fremont Unified	2024-25	Direct Funding	K-12	\$4,123,331	\$12,690	\$4,136,021
38	Southern Alameda County (Ohlone)	New Haven Unified	2024-25	Direct Funding	K-12	\$650,513	\$2,002	\$652,515
38	Southern Alameda County (Ohlone)	Newark Unified	2024-25	Direct Funding	K-12	\$250,985	\$772	\$251,757
	Total					\$5,122,150	\$15,765	\$5,137,915
39	Palo Verde	Palo Verde CCD	2024-25	Fiscal Agent	CCD	\$1,006,673	\$3,098	\$1,009,771
40	San Diego North (Palomar/Vista)	Vista Unified	2024-25	Fiscal Agent	K-12	\$9,709,529	\$29,883	\$9,739,412
41	Pasadena	Pasadena CCD	2024-25	Direct Funding	CCD	\$1,007,365	\$3,100	\$1,010,465
41	Pasadena	Pasadena Unified	2024-25	Direct Funding	K-12	\$921,019	\$2,835	\$923,854
41	Pasadena	Temple City Unified	2024-25	Direct Funding	K-12	\$379,402	\$1,168	\$380,570
	Total					\$2,307,786	\$7,103	\$2,314,889
42	Northern Alameda County (Peralta)	Peralta CCD	2024-25	Fiscal Agent	CCD	\$9,916,145	\$30,519	\$9,946,664
43	Rancho Santiago	Rancho Santiago CCD	2024-25	Direct Funding	CCD	\$3,820,985	\$11,760	\$3,832,745
43	Rancho Santiago	Garden Grove Unified	2024-25	Direct Funding	K-12	\$1,904,247	\$5,861	\$1,910,108
43	Rancho Santiago	Orange Unified	2024-25	Direct Funding	K-12	\$8,815	\$27	\$8,842
	Total					\$5,734,047	\$17,648	\$5,751,695
44	North Coast	Redwoods CCD	2024-25	Direct Funding	CCD	\$897,521	\$2,762	\$900,283
44	North Coast	Del Norte County Unified	2024-25	Direct Funding	K-12	\$124,272	\$382	\$124,654
44	North Coast	Eureka City Schools	2024-25	Direct Funding	K-12	\$359,008	\$1,105	\$360,113
	Total					\$1,380,801	\$4,249	\$1,385,050
45	Rio Hondo	Rio Hondo CCD	2024-25	Direct Funding	CCD	\$703,580	\$2,165	\$705,745
45	Rio Hondo	El Monte Union High	2024-25	Direct Funding	K-12	\$12,405,011	\$38,179	\$12,443,190
45	Rio Hondo	El Rancho Unified	2024-25	Direct Funding	K-12	\$981,631	\$3,021	\$984,652
45	Rio Hondo	Tri-Cities ROP	2024-25	Direct Funding	County Office of Education (COE)/RO	\$72,156	\$222	\$72,378
45	Rio Hondo	Whittier Union High	2024-25	Direct Funding	K-12	\$3,632,345	\$11,179	\$3,643,524
	Total					\$17,794,723	\$54,767	\$17,849,490
46	Riverside About Students	Riverside CCD	2024-25	Direct Funding	CCD	\$671,759	\$2,068	\$673,827
46	Riverside About Students	Alvord Unified	2024-25	Direct Funding	K-12	\$510,207	\$1,570	\$511,777
46	Riverside About Students	Corona-Norco Unified	2024-25	Direct Funding	K-12	\$1,761,739	\$5,422	\$1,767,161
46	Riverside About Students	Jurupa Unified	2024-25	Direct Funding	K-12	\$1,330,243	\$4,094	\$1,334,337
46	Riverside About Students	Moreno Valley Unified	2024-25	Direct Funding	K-12	\$1,377,552	\$4,240	\$1,381,792
46	Riverside About Students	Riverside Co. Office of Education	2024-25	Direct Funding	County Office of Education (COE)	\$423,295	\$1,303	\$424,598
46	Riverside About Students	Riverside Unified	2024-25	Direct Funding	K-12	\$3,279,843	\$10,094	\$3,289,937

**California Adult Education Program (CAEP)  
2024-25 Final Allocation Schedule**

46	Riverside About Students	Val Verde Unified	2024-25	Direct Funding	K-12	\$870,285	\$2,679	\$872,964
	Total					\$10,224,923	\$31,469	\$10,256,392
47	Inland AE Consortium San Bernardino	San Bernardino CCD	2024-25	Fiscal Agent	CCD	\$12,972,515	\$39,926	\$13,012,441
48	San Diego Adult Education Regional Consortium	San Diego CCD	2024-25	Direct Funding	CCD	\$4,341,498	\$13,362	\$4,354,860
48	San Diego Adult Education Regional Consortium	San Diego Unified	2024-25	Direct Funding	K-12	\$1,447,166	\$4,454	\$1,451,620
	Total					\$5,788,664	\$17,816	\$5,806,480
49	San Francisco	San Francisco CCD	2024-25	Direct Funding	CCD	\$4,295,593	\$13,221	\$4,308,814
49	San Francisco	San Francisco Unified	2024-25	Direct Funding	K-12	\$477,288	\$1,469	\$478,757
	Total					\$4,772,881	\$14,690	\$4,787,571
50	Delta Sierra Alliance	San Joaquin Delta CCD	2024-25	Direct Funding	CCD	\$553,084	\$1,702	\$554,786
50	Delta Sierra Alliance	Calaveras Co. Office of Education	2024-25	Direct Funding	County Office of Education (COE)	\$76,249	\$235	\$76,484
50	Delta Sierra Alliance	Lincoln Unified	2024-25	Direct Funding	K-12	\$142,053	\$437	\$142,490
50	Delta Sierra Alliance	Lodi Unified	2024-25	Direct Funding	K-12	\$1,914,653	\$5,893	\$1,920,546
50	Delta Sierra Alliance	Manteca Unified	2024-25	Direct Funding	K-12	\$1,813,882	\$5,583	\$1,819,465
50	Delta Sierra Alliance	River Delta Joint Unified	2024-25	Direct Funding	K-12	\$106,475	\$328	\$106,803
50	Delta Sierra Alliance	San Joaquin Co. Office of Education	2024-25	Direct Funding	County Office of Education (COE)	\$68,691	\$211	\$68,902
50	Delta Sierra Alliance	Stockton Unified	2024-25	Direct Funding	K-12	\$4,179,999	\$12,865	\$4,192,864
50	Delta Sierra Alliance	Tracy Joint Unified	2024-25	Direct Funding	K-12	\$1,485,223	\$4,571	\$1,489,794
	Total					\$10,340,309	\$31,824	\$10,372,133
51	South Bay Consortium for Adult Education (San Jose)	San Jose-Evergreen CCD	2024-25	Direct Funding	CCD	\$1,435,996	\$4,420	\$1,440,416
51	South Bay Consortium for Adult Education (San Jose)	West Valley-Mission CCD	2024-25	Direct Funding	CCD	\$552,993	\$1,702	\$554,695
51	South Bay Consortium for Adult Education (San Jose)	Campbell Union High	2024-25	Direct Funding	K-12	\$4,350,711	\$13,390	\$4,364,101
51	South Bay Consortium for Adult Education (San Jose)	East Side Union High	2024-25	Direct Funding	K-12	\$8,504,291	\$26,174	\$8,530,465
51	South Bay Consortium for Adult Education (San Jose)	Metropolitan Education District	2024-25	Direct Funding	County Office of Education (COE)	\$3,275,623	\$10,081	\$3,285,704
51	South Bay Consortium for Adult Education (San Jose)	Milpitas Unified	2024-25	Direct Funding	K-12	\$1,006,920	\$3,099	\$1,010,019
51	South Bay Consortium for Adult Education (San Jose)	Santa Clara Unified	2024-25	Direct Funding	K-12	\$2,436,737	\$7,500	\$2,444,237
	Total					\$21,563,271	\$66,366	\$21,629,637
52	San Luis Obispo	San Luis Obispo County CCD	2024-25	Direct Funding	CCD	\$488,570	\$1,504	\$490,074
52	San Luis Obispo	Lucia Mar Unified	2024-25	Direct Funding	K-12	\$559,471	\$1,722	\$561,193
52	San Luis Obispo	San Luis Coastal Unified	2024-25	Direct Funding	K-12	\$551,674	\$1,698	\$553,372
52	San Luis Obispo	Templeton Unified	2024-25	Direct Funding	K-12	\$132,244	\$407	\$132,651
	Total					\$1,731,959	\$5,330	\$1,737,289
53	ACCEL (San Mateo)	San Mateo County CCD	2024-25	Direct Funding	CCD	\$618,777	\$1,904	\$620,681
53	ACCEL (San Mateo)	Cabrillo Unified	2024-25	Direct Funding	K-12	\$417,220	\$1,284	\$418,504
53	ACCEL (San Mateo)	Jefferson Union High	2024-25	Direct Funding	K-12	\$1,779,651	\$5,477	\$1,785,128
53	ACCEL (San Mateo)	San Mateo Union High	2024-25	Direct Funding	K-12	\$5,784,071	\$17,802	\$5,801,873
53	ACCEL (San Mateo)	Sequoia Union High	2024-25	Direct Funding	K-12	\$1,914,648	\$5,893	\$1,920,541
53	ACCEL (San Mateo)	South San Francisco Unified	2024-25	Direct Funding	K-12	\$1,353,555	\$4,166	\$1,357,721
	Total					\$11,867,922	\$36,526	\$11,904,448
54	Santa Barbara	Santa Barbara CCD	2024-25	Fiscal Agent	CCD	\$1,006,673	\$3,098	\$1,009,771
55	Santa Clarita Valley Adult Education	Santa Clarita CCD	2024-25	Direct Funding	CCD	\$492,187	\$1,515	\$493,702
55	Santa Clarita Valley Adult Education	William S. Hart Union High	2024-25	Direct Funding	K-12	\$1,105,935	\$3,404	\$1,109,339

**California Adult Education Program (CAEP)  
2024-25 Final Allocation Schedule**

	Total					\$1,598,122	\$4,919	\$1,603,041
56	Santa Monica	Santa Monica CCD	2024-25	Direct Funding	CCD	\$553,397	\$1,703	\$555,100
56	Santa Monica	Santa Monica-Malibu Unified	2024-25	Direct Funding	K-12	\$849,356	\$2,614	\$851,970
	Total					\$1,402,753	\$4,317	\$1,407,070
57	Sequoias	Sequoias CCD	2024-25	Direct Funding	CCD	\$237,781	\$732	\$238,513
57	Sequoias	Corcoran Joint Unified	2024-25	Direct Funding	K-12	\$291,914	\$898	\$292,812
57	Sequoias	Cutler-Orosi Joint Unified	2024-25	Direct Funding	K-12	\$309,494	\$953	\$310,447
57	Sequoias	Farmersville Unified	2024-25	Direct Funding	K-12	\$69,955	\$215	\$70,170
57	Sequoias	Hanford Joint Union High	2024-25	Direct Funding	K-12	\$868,735	\$2,674	\$871,409
57	Sequoias	Lindsay Unified	2024-25	Direct Funding	K-12	\$111,061	\$342	\$111,403
57	Sequoias	Tulare Joint Union High	2024-25	Direct Funding	K-12	\$3,603,023	\$11,089	\$3,614,112
57	Sequoias	Visalia Unified	2024-25	Direct Funding	K-12	\$6,397,150	\$19,689	\$6,416,839
	Total					\$11,889,113	\$36,591	\$11,925,704
58	Shasta-Tehama-Trinity	Shasta-Tehama-Trinity Joint CCD	2024-25	Fiscal Agent	CCD	\$1,381,308	\$4,251	\$1,385,559
59	Sierra Joint	Roseville Joint Union High	2024-25	Fiscal Agent	K-12	\$4,149,976	\$12,772	\$4,162,748
60	Solano	Solano CCD	2024-25	Direct Funding	CCD	\$45,955	\$141	\$46,096
60	Solano	Benicia Unified	2024-25	Direct Funding	K-12	\$186,475	\$574	\$187,049
60	Solano	Fairfield-Suisun Unified	2024-25	Direct Funding	K-12	\$2,032,875	\$6,257	\$2,039,132
60	Solano	Solano Co. Office of Education	2024-25	Direct Funding	County Office of Education (COE)	\$26,711	\$82	\$26,793
60	Solano	Vacaville Unified	2024-25	Direct Funding	K-12	\$596,944	\$1,837	\$598,781
60	Solano	Vallejo City Unified	2024-25	Direct Funding	K-12	\$1,973,978	\$6,075	\$1,980,053
	Total					\$4,862,938	\$14,967	\$4,877,905
61	Sonoma	Sonoma County CCD	2024-25	Direct Funding	CCD	\$1,222,666	\$3,763	\$1,226,429
61	Sonoma	Petaluma Joint Union High	2024-25	Direct Funding	K-12	\$1,672,262	\$5,147	\$1,677,409
61	Sonoma	Sonoma Co. Office of Education	2024-25	Direct Funding	County Office of Education (COE)	\$242,525	\$746	\$243,271
	Total					\$3,137,453	\$9,656	\$3,147,109
62	South Orange	Irvine Valley College	2024-25	Direct Funding	CCD	\$567,110	\$1,745	\$568,855
62	South Orange	Saddleback College	2024-25	Direct Funding	CCD	\$3,050,824	\$9,390	\$3,060,214
62	South Orange	College and Career Advantage	2024-25	Direct Funding	County Office of Education (COE)/RO	\$509,266	\$1,567	\$510,833
62	South Orange	Irvine Unified	2024-25	Direct Funding	K-12	\$620,183	\$1,909	\$622,092
62	South Orange	Laguna Beach Unified	2024-25	Direct Funding	K-12	\$135,963	\$418	\$136,381
62	South Orange	Tustin Unified	2024-25	Direct Funding	K-12	\$1,079,953	\$3,324	\$1,083,277
	Total					\$5,963,299	\$18,353	\$5,981,652
63	South Bay (Southwestern)	Sweetwater Union High	2024-25	Fiscal Agent	K-12	\$17,878,725	\$55,026	\$17,933,751
64	State Center	State Center CCD	2024-25	Fiscal Agent	CCD	\$18,599,940	\$57,245	\$18,657,185
65	Ventura County	Conejo Valley Unified	2024-25	Direct Funding	K-12	\$1,762,846	\$5,426	\$1,768,272
65	Ventura County	Fillmore Unified	2024-25	Direct Funding	K-12	\$688,315	\$2,118	\$690,433
65	Ventura County	Moorpark Unified	2024-25	Direct Funding	K-12	\$478,484	\$1,473	\$479,957
65	Ventura County	Ojai Unified	2024-25	Direct Funding	K-12	\$426,364	\$1,312	\$427,676
65	Ventura County	Oxnard Union High	2024-25	Direct Funding	K-12	\$3,468,868	\$10,676	\$3,479,544
65	Ventura County	Santa Paula Unified	2024-25	Direct Funding	K-12	\$435,418	\$1,340	\$436,758

**California Adult Education Program (CAEP)  
2024-25 Final Allocation Schedule**

65	Ventura County	Simi Valley Unified	2024-25	Direct Funding	K-12	\$6,233,638	\$19,185	\$6,252,823
65	Ventura County	Ventura Unified	2024-25	Direct Funding	K-12	\$5,247,064	\$16,149	\$5,263,213
	Total					\$18,740,997	\$57,679	\$18,798,676
66	Victor Valley	Victor Valley CCD	2024-25	Fiscal Agent	CCD	\$2,694,799	\$8,294	\$2,703,093
67	West Hills College Consortitum	West Hills CCD	2024-25	Fiscal Agent	CCD	\$1,378,162	\$4,242	\$1,382,404
68	West Kern Consortium	West Kern CCD	2024-25	Fiscal Agent	CCD	\$1,006,673	\$3,098	\$1,009,771
69	Stanislaus Mother Lode (Yosemite)	Yosemite CCD	2024-25	Fiscal Agent	CCD	\$5,399,989	\$16,620	\$5,416,609
70	North Central (Yuba)	Sutter County Office of Education	2024-25	Fiscal Agent	County Office of Education (COE)	\$3,903,866	\$12,015	\$3,915,881
71	Adult Education Pathways (Siskiyou)	Siskiyou Co. Office of Education	2024-25	Fiscal Agent	County Office of Education (COE)	\$1,173,233	\$3,611	\$1,176,844