

47 Inland Adult Education Consortium

Plans & Goals - Consortium Approved

Executive Summary

The Inland Adult Education Consortium (IAEC) is in California's Inland Empire, and covers a mix of urban, suburban, and rural geography. The region is in San Bernardino County; the largest county in the United States. There are five CAEP Consortia in San Bernardino County. IAEC consists of eight Member districts: Colton JUSD, Redlands USD, Rialto, USD, San Bernardino City USD, Yucaipa-Calimesa JUSD, San Bernardino County Office of Education, Crafton Hills College, San Bernardino Valley College. In keeping with the Collective Impact approach of having the region work together, IAEC has kept the spirit of collaboration central in all decision making. This Three-Year Plan serves as the cornerstone for the Consortium toward the realization of the vision and goals of working together to create regional stability among adult education service providers while keeping in alignment with the San Bernardino County Workforce Development Board's Vision2Succeed initiative. By partnering with community service providers including businesses, government and CBOs, the Consortium continues to work toward creating a comprehensive regional approach for students by providing tools and support for their progression along their educational career pathways. The Consortium implementation of services during the 2016-19 program years were based on refinements to the Regional Comprehensive Plan, data from Member Districts, LMI data, and strategies designed to directly impact the unmet academic needs of adult learners living within the region. The Consortium leadership chose three priority areas, with the goal of addressing the largest gaps in program area offerings to adult students. The three priority areas were High School Diploma/High School Equivalency, Basic Skills and English as a Second Language. The Community College District implemented successful programs that were previously piloted for non-credit basic skills math. In addition, counselor/transition specialists were hired to assist in transitioning students from both non-credit to credit coursework at the college and work with each Adult Schools to transition students to postsecondary pathways. IAEC continues to embrace the opportunities to work regionally on the assessment and placement of students, use of student data in program design, address further gaps in services, and identify ways to support accelerated learning programs for students' academic pathways and/or career goals. IAEC will also expand the offerings of CTE courses across the region. The region will work together on continuing the implementation of a Consortium-wide professional development calendar and build additional relationships with more community partners to better leverage existing resources.

Regional Planning Overview

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

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

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

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

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

How will you measure effectiveness / progress towards meeting this need?

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

Gaps In Service

New Strategies

Strategy #1

Expand and improve outreach and marketing to target identified populations.

Strategy #2

Educate the community about what the Consortium does.

Strategy #3

Expanded service hours and classes offered across all Member Districts.

Strategy #4

Infused digital literacy and technology instruction into curriculum.

Strategy #5

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

Strategy #6

Workplace / Contextualized ESL (VESL) courses.

Strategy #7

College courses taught at Adult Schools.

Seamless Transitions

New Strategies

Strategy #1

Develop articulation agreements between Adult Schools and the Colleges.

Strategy #2

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

Strategy #3

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

Strategy #4

Increase completion rates in all program areas.

Strategy #5

Adult Education becomes a department on both college campuses.

Strategy #6

Adult education student pathways to support AB540 and AB705.

Student Acceleration

New Strategies

Strategy #1

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

Strategy #2

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

Strategy #3

ESL Mentorship Program for adult students transitioning to the colleges.

Strategy #4

Implement consistent Distance Learning Policies across all Member Districts.

Professional Development

New Strategies

Strategy #1

Develop an ongoing professional development plan for all Members.

Strategy #2

Program-specific professional development.

Strategy #3

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

Leveraging Resources

New Strategies

Strategy #1

Stronger engagement with the Workforce Development Board by all Consortium Members.

Strategy #2

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

Strategy #3

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

Strategy #4

Student internships and work-based learning opportunities established with local businesses.

Strategy #5

On-site classes offered at local businesses.

Strategy #6

American Job Center representative at each Member site.

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 2019-20 IAEC Annual Plan was built from the CAEP Three-Year Plan (which includes the strategies used in this plan).

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2019-20.

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

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