

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 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 agencies 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 and career pathways. The Consortium implementation of services based on the current Three-Year Plan is based on refinements to the Regional Comprehensive Plan, data from Member Districts, LMI data, and strategies designed to directly impact the unmet academic and workforce 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 are 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 and ESL. In addition, transition counselors and a transition advisor were hired to assist in transitioning students from both non-credit to credit coursework at the college and work with each Adult School to transition students to postsecondary pathways. IAEC continues to serve a diverse population. All Consortium strategies support the State Priority of Equity. Data from the 2020-2021 program year shows that 75% of adult learners range in age from 22 - 54 years old. Learners are 59% female and 39% male. Hispanic or Latinx learners make up 74% of program enrollees, with 51% being native Spanish speakers. 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 has become the hub for professional development in the Inland Empire, hosting Professional Learning Communities (PLCs), TAP trainings, CASAS and OTAN events, WestEd MIS trainings and other state events to the entire region. Participants come from as far away as San Diego, Los Angeles, Orange County, Blythe, and Baker. The Consortium is proud to host these events and looks forward to continued partnership with the CAEP team.

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, as outlined in the Three-Year Plan, 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 and Students Transitions were identified and agreed upon by all IAEC Member Districts.

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

Effectiveness will be measured through performance outcomes submitted via quarterly CASAS DIR reports and MIS biannual data. Ongoing assessment of programs is at the core of building stronger and relevant consortia and agencies. Programs focus on using data to inform consortia annual and 3-year planning, programming, and instruction, evaluation design, and engaging stakeholders in the evaluation process.

Gaps In Service

New Strategies

Strategy #1

Expand and improve outreach and marketing to target identified populations including the use of social media. This strategy supports the State Priority of Marketing.

Strategy #2

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

Strategy #3

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).

Strategy #4

Infuse computer and digital literacy instruction into curriculum and provide access to technology for adult learners. This strategy supports the State Priority of Technology and Distance Learning.

Strategy #5

Add additional credit and noncredit CTE classes and certificates (short- and long-term). This strategy supports the State Priority of Program Development/Curriculum/Classroom.

Strategy #6

Provide workplace/contextualized ESL (Vocational ESL) courses. This strategy supports the State Priority of Program Development/Curriculum/Classroom.

Strategy #7

Offer college courses at Adult School locations for dual enrollment opportunities to support state-level initiatives and guidance. This strategy supports the State Priorities of Equity and Learner Transition.

Strategy #8

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

Strategy #9

Explore ways to provide K-12 student success support 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 Colleges.

Strategy #3

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 supports the State Priority of Technology and Distance Learning.

Strategy #4

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

Strategy #5

Explore starting an Adult Education department on both college campuses.

Strategy #6

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

Strategy #7

Expand transition counseling services at all Member District sites. This strategy supports the State Priority of Learner Transition.

Strategy #8

Offer summer bridge programs for adult learners at Adult School sites. This strategy supports the State Priority of Learner Transition.

Strategy #9

Develop program for adult students transitioning to the workforce. This strategy supports the State Priority of Learner Transition.

Student Acceleration

New Strategies

Strategy #1

Increase enrollment, graduation rates, and transitions to post-secondary and/or employment. This strategy supports the State Priority of Learner Transition.

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. This strategy supports the State Priorities of Learner Transition and Marketing.

Strategy #3

Develop a Mentorship Program for adult students transitioning to the colleges. This strategy supports the State Priority of Learner Transition.

Strategy #4

Implement On-The-Job training and Work-based Learning opportunities for students, partnering with local employers. This strategy supports the State Priority of Learner Transition.

Strategy #5

Partner with First Year Experience program at the colleges to accelerate student transitions into credit-earning courses. This strategy supports the State Priority of Learner Transition.

Strategy #6

Develop accelerated curriculum that aligns to identified academic and/or career pathways. This strategy supports the State Priority of Program Development/Curriculum/Classroom.

Professional Development

New Strategies

Strategy #1

Develop an ongoing professional development plan for all Member Districts. This strategy supports the State Priority of Leadership.

Strategy #2

Program-specific professional development including but not limited to: digital/computer literacy instruction, CASAS, serving adults with disabilities, Google implementation, distance learning models and implementation, and relevant state initiatives. This strategy supports the State Priorities of Leadership and Program Development/Curriculum/Classroom.

Strategy #3

Host Pan-Consortium, regional professional development events; Host State sponsored events and trainings. This strategy supports the State Priorities of Leadership and Program Development/Curriculum/Classroom.

Leveraging Resources

New Strategies

Strategy #1

Develop stronger engagement with the Workforce Development Board by all Consortium Members. This strategy supports the State Priority of Equity.

Strategy #2

Leverage resources to serve more adult learners through a collective impact model. This strategy supports the State Priority of Equity.

Strategy #3

Engage with the Workforce Development Board on developing an employability skills program, IET opportunities, OJT/WBL and employer-focused basic skills training. This strategy supports the State Priorities of Equity and Learner Transition.

Strategy #4

Develop student internships and work-based learning opportunities established with local businesses and cities. This strategy supports the State Priority of Learner Transition.

Strategy #5

Provide on-site classes offered at local businesses. This strategy supports the State Priority of Equity.

Strategy #6

Offer to host an American Job Center representative at each Member District 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 2021-2022 IAEC Annual Plan is based on 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 2021-22.

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

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