

47 Inland Adult Education Consortium: Certified

Details

Consortium Information

Consortium Name:

47 Inland Adult Education Consortium

Consortium Short Name:

47 San Bernardino

Address:

701 South Mount Vernon Ave. | San Bernardino, CA | 92410

Website:

<http://www.inlandaebg.org/>

Funding Channel 2021-22:

Fiscal Agent

CAEP Funds 2021-22:

\$11,164,364

CAEP Funds 2020-21:

\$10,729,804

CAEP Funds 2019-20:

\$10,729,804



INLAND
ADULT EDUCATION CONSORTIUM
Empowering Change

Consortium Contacts

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Member Agencies

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

Executive Summary

Executive Summary *

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

In keeping with the Collective Impact approach of having the region work together, IAEC has kept the spirit of collaboration central in all decision making. This Three-Year Plan serves as the cornerstone for the Consortium toward the realization of the vision and goals of working together to create regional stability among adult education service providers while keeping in alignment with the San Bernardino County Workforce Development Board's Vision2Succeed initiative. By partnering with community service providers including businesses, government and CBOs, the Consortium continues to work toward creating a comprehensive regional approach for students by providing tools and support for their progression along their educational career pathways.

The Consortium implementation of services during the 2019-2022 program years were based on refinements to the Regional Comprehensive Plan, data from Member Districts, LMI data, and strategies designed to directly impact the unmet academic needs of adult learners living within the region. The Consortium leadership chose three priority areas, with the goal of addressing the largest gaps in program area offerings to adult students. The three priority areas were High School Diploma/High School Equivalency, Basic Skills, Career and Technical Education, and English as a Second Language. The Community College District implemented successful programs that were previously piloted for non-credit basic skills math.

In addition, counselor/transition specialists were hired to assist in transitioning students from both non-credit to credit coursework at the college and work with each Adult Schools to transition students to postsecondary pathways. IAEC continues to embrace the opportunities to work regionally on the assessment and placement of students, use of student data in program design, address further gaps in services, and identify ways to support accelerated learning programs for students' academic pathways and/or career goals. IAEC will also expand the offerings of CTE courses across the region. The region will work together on continuing the implementation of a Consortium-wide professional development calendar and build additional relationships with more community partners to better leverage existing resources.

With a renewed commitment to the CAEP initiative, this plan was developed in a spirit of collaboration and partnership. During the 2022-2025 period, IAEC will primarily address gaps in service and seamless transitions as demonstrated in the selected Metrics of the 2022-2025 of the Three-Year Plan. Additionally, the Consortium will deploy methods to support accelerated learning programs for students in their academic pathways and/or career goals and long- and short-term CTE certifications.

IAEC Member Districts engage in ongoing analyses to identify gaps in services, and adjust programs accordingly at the Member level that support career and academic pathways leading to increased wages and/or transitions to postsecondary institutions. IAEC is committed to aligning with the CAEP State Priorities and the AB104 Objectives and Program Areas. The IAEC Executive Committee recognizes that Adult Education is a key component in building community equity across the region we serve. As the region emerges from the COVID-19 global pandemic, the IAEC Executive and Steering Committees are committed to providing the highest quality adult education services to the learners we serve as we begin to rebuild the vibrant economy of the Inland Empire.

Assessment

Overview and Preparation *

To prepare for drafting the Three-Year Plan, IAEC engaged in a series of activities:

1. The CAEP Three-Year Planning Self-Assessment Tool was utilized by the Member Districts to assist in the process of planning for this report.
2. A professionally facilitated Steering Committee Meeting was held to gather input from the Member District administrators.
3. A meeting was held with the five (5) CAEP Consortium Directors in San Bernardino County, where the San Bernardino County Workforce Development Board delivered two presentations on Labor Market Information and the future of the County via the Vision2Succeed initiative.
4. American Community Survey and Self-Sufficiency Standard web site were used to better understand demographic data.
5. San Bernardino County Labor Market Intelligence Report, released in February 2019, was used to identify industry trends and inform educational program offerings.
6. The CAEP Consortium Factsheet, released in April 2019, was used as a cross-reference tool to validate data in this Plan.

Regional Alignment and Priorities *

To ensure regional alignment and priorities, IAEC collaborates on program implementation, the development of career pathways, and industry sector strategies with the Inland Empire Regional Planning Unit (IERPU), Growing Inland Achievement (GIA), Inland Empire Desert Regional Consortium (Strong Workforce), the Centers for Excellence, and the San Bernardino County Workforce Development Board. Additionally, the Executive Director participates regularly in state-level initiatives as part of the leadership team, serves on multiple boards including ACCE, and leads PLC initiatives across the Inland Empire.

Evaluate the Educational Needs of Adults in the Region *

To assess the needs of the Inland Empire, the IAEC Executive Committee undertook a series of activities to better understand the needs, customers, and demographics of the communities served by the Consortium.

A. Three-Year Planning Self-Assessment Tool

The CAEP Three-Year Planning Self-Assessment Tool was used by the IAEC Steering Committee as a means of better understanding the current strengths and opportunities of the Consortium. The tool was used as a launch point of discussion, and resulted in a consensus outcome.

B. Professionally Facilitated Steering Committee

A professionally facilitated meeting of the Steering Committee was held in April 2019. The meeting yielded information about the goals of each Member District, and the areas of focus for the coming 12-month period and beyond.

C. San Bernardino County Consortium and Workforce Development Board Meeting:

San Bernardino County is the largest county in the United States. As such, there are five CAEP Consortia that represent 7 Community Colleges, 33 K-12 School Districts, 3 County ROPs, and 1 Workforce Development Board. To ensure alignment between the five CAEP Consortia, a meeting was called in February 2019, for the five CAEP Consortium Directors and the San Bernardino Workforce Development Board.

The meeting included two presentations from the San Bernardino Workforce Development Board, followed by a discussion of the CAEP Consortium Directors on how best to align Three-Year Plans and other efforts moving forward. The San Bernardino Workforce Development Board presentation focused on the needs of adults in the County, and on the four top growth sectors: Business/Entrepreneurship; Logistics/Transportation; Logistics/Warehousing; Manufacturing; Healthcare.

Moving forward, the five Consortia Directors agreed to meet quarterly to ensure the continued alignment of goals and strategies.

D. US Census/Regional Demographics

The overall adult population of the area is roughly 616,000 with a breakdown of 51% female and 49% male. Hispanic residents make up 54% of the residents with 28% being white, 8% Black/African American 6% Asian, and the remainder comprising American Indian, and Pacific Islander. Twenty percent speak English "less than well" and the region contains 23% of the population without a high school diploma or equivalency (144,000 people). The current unemployment rate is 5% representing 32,000 residents, with 40% opting out of the labor force. The poverty rate shows 143,000 people near or below the poverty line. The predominant languages spoken at home are English (53%) and Spanish (40%). There are approximately 98,000 adults with disabilities in the service area.

E. San Bernardino County Labor Market Intelligence Report

Employment rates remain fluid as the nation recovers from the COVID-19 global pandemic. The San Bernardino County Workforce Development Board's Labor Market Intelligence Report and the Centers for Excellence for Labor Market Research identified five (5) key industries in San Bernardino County as growth sectors:

Business and Entrepreneurship: 1,634 Annual Job Openings; \$28 Medial Hourly Wage

Health Care: 789 Annual Job Openings; \$29 Medial Hourly Wage

Information Communication Technology: 293 Annual Job Openings; \$28 Medial Hourly Wage

Energy Construction Utilities: 1,136 Annual Job Openings; \$24 Medial Hourly Wage

Advanced Transportation & Logistics: 1,292 Annual Job Openings; \$28 Medial Hourly Wage

F. CAEP Fact Sheet

CAEP Consortium Factsheet, released in 2022, was used as a cross-reference tool in developing this Three-Year Plan.

Contributions by Entities *

To prepare for drafting the Three-Year Plan, IAEC Member Districts engaged in a series of activities:

- A. A professionally facilitated Steering Committee Meeting was held to gather input from the Member District administrators.
- B. A meeting was held with the five (5) CAEP Consortium Directors in San Bernardino County, where the San Bernardino County Workforce Development Board delivered two presentations on Labor Market Information and the future of the County via the Vision2Succeed initiative.
- C. A meeting of the 9 consortia operating in the Inland Empire where the Centers for Excellence and the County Office of Education Alliance for Education presented a GIS map, discussed gaps in career education and training in the service region, and presented on the accessibility of students to in-demand and high wage jobs in the Inland Empire/Desert Region.

Regional Service Providers

For each Member Agency service provider, enter the number of Participants in each program area.

Provider Name	Provider Type	Number of Participants in Program Area								
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
*Colton Joint Unified	Member Representative	126	211	267	0	0	0	0	0	0
*Redlands Unified	Member Representative	356	357	472	0	0	0	0	0	0
*Rialto Unified	Member Representative	117	89	522	0	0	0	0	0	0
*San Bernardino CCD	Member Representative	0	0	68	0	0	0	0	0	0
*San Bernardino City Unified	Member Representative	978	380	1596	693	138	481	618	20	122
*San Bernardino Co. Office of Education	Member Representative	0	0	0	0	0	0	1054	1054	0
*Yucaipa-Calimesa Joint Unified	Member Representative	90	234	190	19	0	0	22	8	0
Total Participants		1667	1271	3115	712	138	481	1694	1082	122

* Member Agency required to input number of Participants

For each service provider added, check the box in the program areas where services are provided.

Provider Name	Provider Type	Program Area Where Services Are Provided								
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
Adult Correctional Facilities	Other	×	×	×	×	×	×	✓	×	×
AJCC	Workforce Development Board	×	×	×	×	×	×	✓	✓	×
American General Contractors	Business	×	×	×	×	×	×	✓	×	×
Arrowhead Regional Medical Center	Business	×	×	×	×	×	×	✓	×	×
Audet Construction	Business	×	×	×	×	×	×	✓	×	×
Barber Apprenticeship Council	Industry	×	×	×	×	×	×	✓	×	✓
Beaver Medical	Industry	×	✓	×	×	×	×	×	×	×
Career Institute	Business	×	×	×	×	×	×	✓	×	×
Catholic Charities	Community Organization	✓	✓	✓	✓	×	✓	✓	×	×
Chaffey College	Other	×	×	×	×	✓	×	✓	×	×
City of Colton	Other	×	×	×	×	×	×	×	✓	×
Coverage One	Industry	×	×	×	×	×	×	✓	×	×
CRY-ROP	Business	×	×	×	×	×	×	✓	×	×
CSRJ	Industry	×	✓	×	×	×	×	×	×	×
CSUSB	Other	×	×	×	×	×	×	✓	×	×
El Sol	Community Organization	×	×	✓	×	×	×	×	×	×

Provider Name	Provider Type	Program Area Where Services Are Provided								
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
GBSI	Industry	×	×	×	×	×	×	✓	×	×
IM Tech	Industry	×	×	×	×	×	×	✓	×	×
Jobs Now	Community Organization	×	×	×	×	×	×	×	✓	×
Kelly Space & Technology	Industry	×	×	×	×	×	×	✓	×	×
Kiwanis	Community Organization	×	✓	×	×	×	×	×	×	×
Loma Linda University	Industry	×	×	✓	×	×	✓	×	×	×
McLane Foods	Industry	×	×	×	×	×	×	×	✓	×
Mexican Consulate	Other	✓	×	✓	×	×	×	×	×	×
NICER	Industry	×	×	×	×	×	×	✓	×	×
Ontario Carpenters Training Center	Industry	×	×	×	×	×	×	✓	×	✓
Probation Dept.	Other	✓	✓	×	×	×	×	×	×	×
Rotary	Community Organization	×	✓	×	×	×	×	×	×	×
San Bernardino Workforce Development Board	Workforce Development Board	×	×	×	×	×	✓	×	✓	×
San Bernardino County ASC	Other	×	×	×	×	×	×	✓	×	×
San Bernardino Library	Other	×	×	✓	×	×	×	×	×	×
Smiley Library	Other	✓	✓	×	×	×	×	×	×	×

Provider Name	Provider Type	Program Area Where Services Are Provided								
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
Stater Bros.	Business	×	×	×	×	×	×	✓	×	×
Sun Mar Healthcare	Industry	×	×	×	×	×	×	✓	×	×
Totally Kids	Industry	×	×	✓	×	×	×	✓	×	×
Walker Corporation	Business	×	×	×	×	×	✓	✓	×	×
City of Yucaipa	Other	×	✓	×	×	×	×	✓	×	×
Yucaipa Library	Other	✓	✓	×	×	×	×	×	×	×
Yucaipa Women's Club	Community Organization	×	✓	×	×	×	×	×	×	×

Evaluate the Current Levels and Types of Education and Workforce Services for Adults in the Region *

Refer to the table above for the types of services provided by each Member District and partner agencies.

Metrics: CAEP Barriers & Metrics

✓ **Student Barriers**

Adult Ed Metrics

- English Language Learner (AE 305 - Overall)
- Low Income (AE 310 - Overall)
- Low Literacy (AE 311 - Overall)

✓ **Progress:** Learn about skills gains in adult basic education, ESL, workforce preparation, and CTE programs.

Adult Ed Metrics

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

- Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)

✓ **Transition:** Learn about student transition into postsecondary education and college credit pathways.

Adult Ed Metrics

- Participants with Transition to ASE (AE 500 - Overall)
- Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

✓ **Success:** Information on completion of diplomas, certificates, and college credit awards.

Adult Ed Metrics

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

× **Employment and Earnings:** Access 2nd and 4th quarter employment, annual earnings, and earning gains data.

Consortium Level Metric Targets

* Mandatory for all consortia

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Number of Adults Served (AE 200 - Overall)	19,089			20,043	21,045	22,097
Student Barriers	English Language Learner (AE 305 - Overall)	3,347			3,514	3,690	3,874
Student Barriers	Low Literacy (AE 311 - Overall)	6,374			6,692	7,027	7,378
Student Barriers	Low Income (AE 310 - Overall)	14,593			15,322	16,088	16,893

Member Level Metric Targets

* Mandatory for all members

Colton Joint Unified (Reported by Colton Joint Unified School District (CJUSD))

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	272			544	300	315
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)	20			18	22	23
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)	35			14	39	42
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	65			68	71	75
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)	109			114	119	126
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	33			34	35	36

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				0	0	0
Transition	Participants with Transition to ASE (AE 500 - Overall)				0	0	0

Redlands Unified (Reported by Redlands Adult School)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	585			869	912	958
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)	42			36	37	39
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)	131			128	134	141
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	82			79	82	85
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)	116			119	125	131
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	138			138	144	152

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				12	13	14
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				0	0	0
Transition	Participants with Transition to ASE (AE 500 - Overall)				0	0	0

Rialto Unified (Reported by Rialto Unified School District (RUSD))

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	748			785	824	866
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)				3	4	5
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)	22			23	24	26
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	145			152	160	167
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)				0	0	0
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	59			61	63	66

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				0	0	0
Transition	Participants with Transition to ASE (AE 500 - Overall)				0	0	0

San Bernardino CCD (Reported by San Bernardino District)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	858			900	945	993
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	23			23	23	23
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)				0	0	0
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				0	0	0

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)	43			45	47	49
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				0	0	0
Transition	Participants with Transition to ASE (AE 500 - Overall)				0	0	0

San Bernardino City Unified (Reported by San Bernardino City Unified School District (SBCUSD))

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	2,864			5,277	5,529	5,780
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)	496			236	248	259
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)	381			205	215	224
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	625			573	601	628
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)	933			726	760	793
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	123			131	138	144

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)	96			110	116	121
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				561	587	614
Transition	Participants with Transition to ASE (AE 500 - Overall)				170	178	186

San Bernardino Co. Office of Education (Reported by San Bernardino County Office of Education)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	925			971	1,019	1,070
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				0	0	0
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)				0	0	0
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				0	0	0

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				0	0	0
Transition	Participants with Transition to ASE (AE 500 - Overall)				0	0	0

Yucaipa-Calimesa Joint Unified (Reported by Yucaipa Adult School)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	302			386	405	423
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)	17			15	16	17
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)	41			42	44	35
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	52			30	35	38
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)	34			15	17	18
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	18			25	28	30

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				15	20	25
Transition	Participants with Transition to ASE (AE 500 - Overall)				0	0	0

Member Spending Targets

Member	Percent of 2019-20 Available Funds Spent	Percent of 2020-21 Available Funds Spent	Percent of 2021-22 Available Funds Spent	2022-23 Target	2023-24 Target	2024-25 Target
Colton Joint Unified	100%	85%	0%	60%	60%	60%
Redlands Unified	100%	78%	0%	60%	60%	60%
Rialto Unified	100%	39%	0%	60%	60%	60%
San Bernardino CCD	100%	36%	0%	60%	60%	60%
San Bernardino City Unified	100%	78%	0%	60%	60%	60%
San Bernardino Co. Office of Education	100%	67%	0%	60%	60%	60%
Yucaipa-Calimesa Joint Unified	100%	47%	0%	60%	60%	60%

Objectives

Address Educational Needs

Description of Objective *

To address the educational needs of the IAEC Inland Empire Region, the Member Districts will engage in activities to support Gaps in Services and Leveraging Resources. IAEC remains committed to meeting the ever-shifting needs of the region as it emerges from the hardships of the COVID-19 pandemic through flexibility in strategies and activities.

Gaps in Service

To continue to focus on gaps in services, IAEC will engage in the following activities in addition to those ideated in the Activities & Outcomes section:

- Engage in quarterly reviews of student data from MIS and DIR
- Engage in quarterly reviews of fiscal reporting data from NOVA
- Conduct biannual economic and workforce analysis to determine shifts in the labor market in alignment with the San Bernardino County Workforce Development Board
- Continue to engage with the Centers for Excellence
- Add classes to meet labor demands if qualified teachers are available
- Continue the work of the Steering Committee who meet regularly to identify and address emergent issues

Leveraging Resources

To fully leverage the resources of the region IAEC Member Districts will engage in the following activities in addition to those ideated in the Activities & Outcomes section:

- Continue to engage with Strong Workforce to identify emergent of career pathways
- Work to provide public transportation for education and employment accessible to low-income and underserved populations.

- Work with partner organizations and community members to coordinate space, funding, teachers and students for off-site language and soft skills classes.
- Expand opportunities for internship/apprenticeship programs
- Explore options for the community colleges to provide classes on the Adult School campuses to help with transition and dual enrollment
- Create a closer collaboration with the WDB to respond to labor market/ employer needs by connecting students to job fairs/ employment agencies/ employment opportunities
- Continue the work of the Steering Committee who meet regularly to identify and address emergent issues

Improve Integration of Services & Transitions

Description of Objective *

To improve Integration of Services and Transitions of the IAEC region, the Member Districts will engage in activities to support Transitions and Student Acceleration. IAEC remains committed to meeting the ever-shifting needs of the region as it emerges from the hardships of the COVID-19 pandemic through flexibility in strategies and activities.

Seamless Transitions

To continue to focus on Seamless Transitions, IAEC will engage in the following activities in addition to those ideated in the Activities & Outcomes section:

- Engage in quarterly reviews of student data from MIS and DIR
- Engage in transition planning for graduates within 30 credits of program completion
- Increase engagement of counselors with students to ensure regular attendance and completion of programs of study
- Engage guest speakers from the college, trade schools, and employers to raise student awareness about workforce options
- Conduct field trips to employer sites to educate students about job options
- Increase frequency of FAFSA workshops
- Continue to improve the hand-off between adult school ESL and SBCCD
- Improve the tracking of student transitions to postsecondary and the workforce
- Continue the work of the Steering Committee who meet regularly to identify and address emergent issues

Student Acceleration

To continue to focus on Student Acceleration, IAEC will engage in the following activities in addition to those ideated in the Activities & Outcomes section:

- Continue to align programs of study across Member Districts to ease and encourage student transitions
- Engage with Strong Workforce to create more programs of study to increase transitions to the workforce
- Continue the work of the Steering Committee who meet regularly to identify and address emergent issues.

Improve Effectiveness of Services

Description of Objective *

To improve Effectiveness of Services and Transitions of the IAEC region, the Member Districts will engage in activities to support Professional Development and Continuous Improvement Planning. IAEC remains committed to meeting the ever-shifting needs of the region as it emerges from the hardships of the COVID-19 pandemic through flexibility in strategies and activities.

Professional Development

To continue to focus on Professional Development, IAEC will engage in the following activities in addition to those ideated in the Activities & Outcomes section:

- Continued training that is focused on the needs of high-demand industry sectors and occupations
- Continued professional development in all program areas of CAEP
- Continued focus on best-practice instruction in all program areas for adult learners
- Continue the work of the Steering Committee who meet regularly to identify and address emergent issues.

Continuous Improvement Planning

To continue to focus on Professional Development, IAEC will engage in the following activities in addition to those ideated in the Activities & Outcomes section:

- Continue to implement and revise WIOA CIP plans for all Member Districts
- Engage in ongoing WASC reaccreditation activities to maintain the highest level of educational efficacy
- Begin the process of Member District self-evaluation in preparation for reapplying for WIOA
- Continue the work of the Steering Committee who meet regularly to identify and address emergent issues

Member WIOA CIP

Inland Career Education Center

1. Improve our Percentage EFL gain by 10% placing us back near Pre COVID Levels

Redlands Adult School

1. The number of Redlands Adult School high school diploma graduates who continue on to community college will exceed 10% of 2022 graduates, as measured by fall 2022 San Bernardino Community College District enrollment data

Rialto Adult School

1. Increase learners with a valid pre/posttest pair by at least 20%

Yucaipa Adult School

1. Decrease number of students with pre/posttest pair to 50% from current 61%

Colton Adult School

1. 1. Increase percentage of English Language Learners who improve a level by reaching 95% CASAS posttesting.

Activities & Outcomes

Activity Name *

Articulation Agreements for AE/CC

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

Develop articulation agreements between Adult Schools and the Colleges resulting in greater transition of students to postsecondary, for credit programs. This activity aligns with AB104 Objective of Seamless Transitions and the CAEP State Priority of Learner Transition.

Short-Term Outcomes (12 Months) *

Two pathways aligned to college courses

Intermediate Outcomes (1-3 Years) *

Five pathways aligned to college courses

Long-Term Outcomes (3-5 Years) *

Pathways for all relevant courses

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

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

Responsible person(s)

Name
Brian Pope
Cindy Prentice
Dana Carter
Kevin Horan
Kim Watson
Raul Pedraza
Scott Thayer
Troy Martinez

Activity Name *

Articulation Agreements for CTE

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

Create articulation agreements for CTE programs from Adult Schools to the College resulting in a framework for career pathways in alignment to Strong Workforce. This activity aligns with AB104 Objective of Seamless Transitions and the CAEP State Priority of Learner Transition.

Short-Term Outcomes (12 Months) *

Implementation of two career CTE pathways

Intermediate Outcomes (1-3 Years) *

Increased transition to postsecondary & CTE; Pre-Apprenticeship programs

Long-Term Outcomes (3-5 Years) *

Established apprenticeship programs

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

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

Responsible person(s)

Name
Brian Pope
Cindy Prentice
Dana Carter
Kevin Horan
Kim Watson
Raul Pedraza
Scott Thayer
Troy Martinez

Activity Name *

Increase Course Offerings

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

Increase number of ABE/ASE/ESL/CTE courses based on community need and enrollment demand resulting in an increase in class scheduling (including Saturdays) and greater student persistence. This activity aligns with AB104 Objective of Seamless Transitions and the CAEP State Priority of Learner Transition.

Short-Term Outcomes (12 Months) *

Faster literacy gains; better understanding of data usage

Intermediate Outcomes (1-3 Years) *

Additional funding streams due to increased performance outcomes and graduation rates

Long-Term Outcomes (3-5 Years) *

Ongoing community needs evaluation

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

Responsible person(s)

Name
Brian Pope
Cindy Prentice
Dana Carter
Kevin Horan
Kim Watson
Raul Pedraza
Scott Thayer
Troy Martinez

Activity Name *

Program Completion Rates

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

Increase completion rates in all program areas resulting in a greater number of students transitioning to postsecondary programs and the workforce. This activity aligns with AB104 Objective of Seamless Transitions and the CAEP State Priority of Learner Transition.

Short-Term Outcomes (12 Months) *

5% completion growth

Intermediate Outcomes (1-3 Years) *

10% completion growth

Long-Term Outcomes (3-5 Years) *

15% completion growth

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

Responsible person(s)

Name
Brian Pope
Cindy Prentice
Dana Carter
Kevin Horan
Kim Watson
Raul Pedraza
Scott Thayer
Troy Martinez

Activity Name *

Adult Education Department at CCs

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

Adult Education becomes a department on both college campuses through meetings with college stakeholders to develop buy-in for an adult education department. This activity aligns with AB104 Objective of Seamless Transitions and the CAEP State Priority of Equity.

Short-Term Outcomes (12 Months) *

Conduct meetings and develop a framework for an office of adult education to become part of the campus

Intermediate Outcomes (1-3 Years) *

Hire director, additional counselors, and support staff for recruitment and to support retention of adult education students

Long-Term Outcomes (3-5 Years) *

Fully operational department

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

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

Responsible person(s)

Name
Kevin Horan
Scott Thayer

Activity Name *

AB540 & AB705

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

Adult education student pathways to support AB540 and AB705 so previously non-qualifying students will qualify for transition to postsecondary. This activity aligns with AB104 Objective of Seamless Transitions and the CAEP State Priority of Equity.

Short-Term Outcomes (12 Months) *

Internal discussions to develop procedures for validation of courses and transcripts

Intermediate Outcomes (1-3 Years) *

Students implementing the pathway to transition to postsecondary

Long-Term Outcomes (3-5 Years) *

Fully implemented pathway for AB540 and AB705 students

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

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

Responsible person(s)

Name
Kevin Horan
Scott Thayer

Activity Name *

Outreach and Marketing

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

Expand and improve outreach and marketing to target identified populations which will result in increased enrollment for all Member Districts. This activity aligns with AB104 Objective of Gaps in Service and the CAEP State Priority of Marketing.

Short-Term Outcomes (12 Months) *

Increased social media presence; Enhanced print marketing campaign; Ongoing radio PSAs

Intermediate Outcomes (1-3 Years) *

Increased social media presence; Enhanced print marketing campaign

Long-Term Outcomes (3-5 Years) *

Increased social media presence; Enhanced print marketing campaign

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

Responsible person(s)

Name
Brian Pope
Cindy Prentice
Dana Carter
Emma Diaz
Kim Watson
Raul Pedraza
Troy Martinez

Activity Name *

Community Engagement

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

Educate the community about what the Consortium does resulting in stronger and more established community partnerships. This activity aligns with AB104 Objective of Gaps in Service and the CAEP State Priority of Marketing.

Short-Term Outcomes (12 Months) *

Participate in scheduled Community Stakeholder meetings

Intermediate Outcomes (1-3 Years) *

Ongoing engagement with business, faith-based, governmental, and non-profit stakeholders

Long-Term Outcomes (3-5 Years) *

Formation of an ongoing Advisory Council for IAEC

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Transition: Participants with Transition to ASE (AE 500 - Overall)

- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

Responsible person(s)

Name
Brian Pope
Cindy Prentice
Dana Carter
Emma Diaz
Kevin Horan
Kim Watson
Raul Pedraza
Scott Thayer
Troy Martinez

Activity Name *

Expanded Service Hours

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

Expanded service hours and classes offered across all Member Districts to provide increased accessibility to students. This activity aligns with AB104 Objective of Gaps in Service and the CAEP State Priorities of Learner Transitions and Equity.

Short-Term Outcomes (12 Months) *

Increased enrollment; Increased program completions

Intermediate Outcomes (1-3 Years) *

Increased CAEP performance outcomes

Long-Term Outcomes (3-5 Years) *

Implementation of data-driven instruction

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

Responsible person(s)

Name
Brian Pope
Cindy Prentice
Dana Carter
Kevin Horan
Kim Watson
Raul Pedraza
Scott Thayer
Troy Martinez

Activity Name *

Digital Literacy

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

Infused digital literacy and technology instruction into curriculum to provide students with a deeper knowledge and understanding of technology. This activity aligns with AB104 Objective of Gaps in Service and the CAEP State Priorities of Equity and Technology/Distance Learning.

Short-Term Outcomes (12 Months) *

Professional Development for all faculty/staff on embedding DL into instructional models

Intermediate Outcomes (1-3 Years) *

Fifty percent of classes have embedded digital literacy skills

Long-Term Outcomes (3-5 Years) *

Technology instruction pervasive across all classes

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

Responsible person(s)

Name
Brian Pope
Cindy Prentice
Dana Carter
Kevin Horan
Kim Watson
Raul Pedraza
Scott Thayer
Troy Martinez

Activity Name *

CTE Credit and Noncredit

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

Add credit and noncredit CTE classes and certificates (short- and long-term) resulting in wage increases and higher job placement rates and mobility as demonstrated through DIR and MIS reporting. This activity aligns with AB104 Objective of Gaps in Service and the CAEP State Priorities of Program Development/Curriculum/Classroom and Equity.

Short-Term Outcomes (12 Months) *

Identify industry sectors aligned to Strong Workforce for additional courses

Intermediate Outcomes (1-3 Years) *

Increased CTE program offerings

Long-Term Outcomes (3-5 Years) *

Implement additional CTE programs as dictated by regional industry need

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

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

Responsible person(s)

Name
Brian Pope
Cindy Prentice
Dana Carter
Kevin Horan
Raul Pedraza
Scott Thayer

Activity Name *

Contextualized ESL

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

Workplace / Contextualized ESL (VESL) courses resulting in increased program offerings and enrollment. This activity aligns with AB104 Objective of Gaps in Service and the CAEP State Priorities of Program Development/Curriculum/Classroom and

Equity.

Short-Term Outcomes (12 Months) *

Pilot programs in Members Districts for contextualized ESL

Intermediate Outcomes (1-3 Years) *

Fully established VESL programs

Long-Term Outcomes (3-5 Years) *

Expanded program offerings by all Member Districts

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

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

Responsible person(s)

Name
Brian Pope
Cindy Prentice
Dana Carter
Kevin Horan
Kim Watson
Raul Pedraza
Scott Thayer
Troy Martinez

Activity Name *

College Courses at AE Sites

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

College courses taught at Adult Schools resulting in dual / co-enrollment programs taught by college faculty at Adult Schools. This activity aligns with AB104 Objective of Gaps in Service and the CAEP State Priorities of Program Development/Curriculum/Classroom and Equity.

Short-Term Outcomes (12 Months) *

Identification of courses to offer at Adult Schools

Intermediate Outcomes (1-3 Years) *

Pilot college courses at Adult Schools

Long-Term Outcomes (3-5 Years) *

Add courses to offerings at Adult Schools

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

Responsible person(s)

Name
Brian Pope
Cindy Prentice
Dana Carter
Kevin Horan
Kim Watson
Raul Pedraza
Scott Thayer
Troy Martinez

Activity Name *

Increased Completion Rates

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

Increase enrollment, graduation rates, and transitions to post-secondary and/or employment resulting in increased performance outcomes. This activity aligns with AB104 Objective of Student Acceleration and the CAEP State Priority of Program Evaluation.

Short-Term Outcomes (12 Months) *

5% increase in transitions validated through DIR and MIS reports

Intermediate Outcomes (1-3 Years) *

10% increase in transitions validated through DIR and MIS reports

Long-Term Outcomes (3-5 Years) *

15% increase in transitions validated through DIR and MIS reports

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

- Student Barriers: Low Income (AE 310 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

Responsible person(s)

Name
Brian Pope
Cindy Prentice
Dana Carter
Kevin Horan
Kim Watson
Raul Pedraza
Scott Thayer
Troy Martinez

Activity Name *

Career Pathways

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

Improve information available to students about career pathways, career opportunities, and alignment between course offerings at the Adult Schools and the Community Colleges through the development of a Career Pathway Matrix. This activity aligns with AB104 Objective of Student Acceleration and the CAEP State Priority of Program Evaluation.

Short-Term Outcomes (12 Months) *

Conduct a study to determine community needs for Career Pathways

Intermediate Outcomes (1-3 Years) *

Establish a pilot program

Long-Term Outcomes (3-5 Years) *

Reevaluate program success and create next-steps

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

Responsible person(s)

Name
Brian Pope
Cindy Prentice
Dana Carter
Kevin Horan
Kim Watson
Raul Pedraza
Scott Thayer
Troy Martinez

Activity Name *

ESL Mentorship Program

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

ESL Mentorship Program for adult students transitioning to the colleges resulting in a deeper and broader integration into postsecondary campus life. This activity aligns with AB104 Objective of Student Acceleration and the CAEP State Priority of Equity.

Short-Term Outcomes (12 Months) *

Pilot mentorship program designed

Intermediate Outcomes (1-3 Years) *

Pilot mentorship program launched

Long-Term Outcomes (3-5 Years) *

Graduation and/or program completion of first cohort

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

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

Responsible person(s)

Name
Kevin Horan
Scott Thayer

Activity Name *

Professional Development

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

Implement ongoing professional development for all Members that is responsive to the needs of the region and staff to develop a deeper and broader understanding of how Adult Education services are funded, structured, delivered, and evaluated in California and across the US to better align service delivery with community needs. This activity aligns with AB104 Objective of Professional Development and the CAEP State Priority of Leadership.

Short-Term Outcomes (12 Months) *

The IAEC Board and Member District Faculty/Staff will attend regional, state and national conferences and convenings; Information gathered will be used to provide ongoing internal professional development by attendees

Intermediate Outcomes (1-3 Years) *

Ongoing participation in professional development opportunities by Board, Faculty and Staff

Long-Term Outcomes (3-5 Years) *

Ongoing participation in professional development opportunities by Board, Faculty and Staff

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

Responsible person(s)

Name
Brian Pope
Cindy Prentice
Dana Carter
Emma Diaz
Kevin Horan
Kim Watson
Raul Pedraza
Scott Thayer
Troy Martinez

Activity Name *

Professional Development Regional Events

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

Host Pan-Consortium, regional professional development events; Host State sponsored events and trainings which will result in a higher level of faculty and staff engagement; dissemination of information from conferences, state updates, and trainings; Being the hub of knowledge on the tipping point of greatness! This activity aligns with AB104 Objective of Professional Development and the CAEP State Priority of Leadership.

Short-Term Outcomes (12 Months) *

Host 1 Super-Consortium PD day; Host 2 State trainings; Host multiple internal PD trainings

Intermediate Outcomes (1-3 Years) *

Continue hosting professional development events

Long-Term Outcomes (3-5 Years) *

Continue hosting professional development events

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)

- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

Responsible person(s)

Name
Emma Diaz

Activity Name *

WDB Alignemnt

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

Stronger engagement with the Workforce Development Board by all Consortium Members resulting in the development of policies and procedures for cross-agency collaboration. This activity aligns with AB104 Objective of Leveraging Resources and the CAEP State Priority of Program Development/Curriculum/Classroom.

Short-Term Outcomes (12 Months) *

Increase in labor force participation; increased job promotions; increased wages

Intermediate Outcomes (1-3 Years) *

Pilot programs with the Workforce Development Board

Long-Term Outcomes (3-5 Years) *

Established partnerships with the Workforce Development Board

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

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

Responsible person(s)

Name
Brian Pope
Cindy Prentice
Dana Carter
Emma Diaz
Kevin Horan
Kim Watson
Raul Pedraza
Scott Thayer
Troy Martinez

Activity Name *

Leveraging Resources

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

Leverage resources to serve more adult learners through a collective impact model by developing a strategic plan to identify economies of scale across Member Districts. This activity aligns with AB104 Objective of Leveraging Resources and the CAEP State Priorities of Program Development/Curriculum/Classroom and Leadership.

Short-Term Outcomes (12 Months) *

Implementation of strategies to leverage existing resources

Intermediate Outcomes (1-3 Years) *

Additional strategies added to strategic plan

Long-Term Outcomes (3-5 Years) *

Reevaluation of strategies to align to current funding streams

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)

- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

Responsible person(s)

Name
Brian Pope
Cindy Prentice
Dana Carter
Emma Diaz
Kevin Horan
Kim Watson
Raul Pedraza
Scott Thayer
Troy Martinez

Activity Name *

Internships and WBL Opportunities

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

Student internships and work-based learning opportunities established with local businesses resulting in a greater transitions of students to the workplace. This activity aligns with AB104 Objective of Leveraging Resources and the CAEP State Priority of Equity.

Short-Term Outcomes (12 Months) *

Identified career pathways that support high growth industries identified by the Workforce Development Board

Intermediate Outcomes (1-3 Years) *

Pilot internships in three identified industry sectors

Long-Term Outcomes (3-5 Years) *

Established placement of students in work-based learning opportunities

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

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

Responsible person(s)

Name
Brian Pope
Cindy Prentice
Dana Carter
Kevin Horan
Kim Watson
Raul Pedraza
Scott Thayer

Activity Name *

Site-Based Classes

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

On-site classes offered at local businesses resulting in increased wages and promotions. This activity aligns with AB104 Objective of Leveraging Resources and the CAEP State Priority of Equity.

Short-Term Outcomes (12 Months) *

Sign MOU with identified businesses

Intermediate Outcomes (1-3 Years) *

Established on-site courses at identified employers

Long-Term Outcomes (3-5 Years) *

Additional businesses added to employer-based course offerings

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

Responsible person(s)

Name
Brian Pope
Cindy Prentice
Dana Carter
Kevin Horan
Kim Watson
Raul Pedraza
Scott Thayer
Troy Martinez

Activity Name *

AJCC Alignment

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

American Job Center representative available at each Member site which allows for a career liaison to assist with post-pandemic recovery and job placement. This activity aligns with AB104 Objective of Leveraging Resources and the CAEP State Priority of Equity.

Short-Term Outcomes (12 Months) *

Establish MOU with Workforce Development Board

Intermediate Outcomes (1-3 Years) *

Dedicated American Job Center time at each Member site

Long-Term Outcomes (3-5 Years) *

Expansion of programs to include all Members

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

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

Responsible person(s)

Name
Brian Pope
Cindy Prentice
Dana Carter
Kevin Horan
Kim Watson
Raul Pedraza
Scott Thayer

Activity Name *

Improved Data Collection and Analysis

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

Improve data collection and review to increase pre- and posttest scores. This activity aligns to WIOA CIP goals of multiple Member Districts. This activity also aligns with AB104 Objective of Student Acceleration and the CAEP State Priority of Program Evaluation.

Short-Term Outcomes (12 Months) *

5% increase in pre-posttest pairs on DIR reporting

Intermediate Outcomes (1-3 Years) *

10% increase in pre-posttest pairs on DIR reporting

Long-Term Outcomes (3-5 Years) *

15% increase in pre-posttest pairs on DIR reporting

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

Responsible person(s)

Name
Brian Pope
Dana Carter
Kim Watson
Raul Pedraza
Troy Martinez

Funds Evaluation

Member Allocations and Expenditures

Member Agency	Prior Year Total Leveraged Funds	Program Reporting Status
Colton Joint Unified	\$772,534	Certified
Redlands Unified	\$743,950	Certified
Rialto Unified	\$1,400,566	Certified
San Bernardino CCD	\$490,888	Certified
San Bernardino City Unified	\$7,100,696	Certified
San Bernardino Co. Office of Education	\$700,796	Certified
Yucaipa-Calimesa Joint Unified	\$659,772	Certified
Totals	\$11,869,202	7/7 Certified

Funds Evaluation *

The Executive Committee of IAEC meets regularly to discuss the allocation of funds, taking into account the multiple funding streams available to each Member District. These include, but are not limited to, WIOA, Perkins, and grants awarded to each Member District. As the region emerges from the COVID-19 pandemic, the IAEC Executive Committee remains committed to adjusting funds and allocations to best meet the needs of the communities served by the Member Districts. Further, the IAEC Executive Committee looks forward to applying for the expected Healthcare Career Pathway funding for ESL students, and expanding career pathways in this quickly growing industry sector.

Certification

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04/18/2022 01:12 PM PDT

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04/18/2022 12:56 PM PDT

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04/20/2022 10:09 AM PDT

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04/18/2022 12:45 PM PDT

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04/18/2022 01:08 PM PDT

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04/18/2022 01:34 PM PDT

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04/18/2022 01:08 PM PDT



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