

47 Inland Adult Education Consortium

CONSORTIUM APPROVED

2023-24

Plans & Goals**Executive Summary**

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

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

The Consortium implementation of services during the 2022-2025 Three-Year Plan years is based on refinements to the Regional Comprehensive Plan, data from Member Districts, LMI data, and strategies designed to directly impact the unmet academic needs of adult learners living within the region. The Consortium leadership chose three priority areas, with the goal of addressing the largest gaps in program area offerings to adult students. The three priority areas were High School Diploma/High School Equivalency, Basic Skills, Career and Technical Education, and English as a Second Language. The Community College District implemented successful programs that were previously piloted for non-credit basic skills math.

In addition, counselor/transition specialists were hired to assist in transitioning students from both 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.

IAEC is committed to aligning with the CAEP State Priorities and the AB104 Objectives and Program Areas. The IAEC Executive Committee recognizes that Adult Education is a key component in building community equity across the region we serve. As the region emerges from the COVID-19 global pandemic, the IAEC Executive and Steering Committees are committed to providing the highest quality adult education services to the learners we serve as we begin to rebuild the vibrant economy of the Inland Empire.

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

An Annual Plan Retreat was held on May 31, 2023. 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 2023-2024 program year, IAEC will primarily address gaps in service and seamless transitions. Additionally, the Consortium will deploy methods to support accelerated learning programs for students in their academic pathways and/or career goals and long- and short-term CTE certifications. Finally, 2020 Census data identified the Inland Empire as being one of the fastest growing regions in the country, represented through affordable housing and growth in industry sectors. As such, IAEC strives to address the educational needs of those residents who are not able to participate in this growth due to barriers such as education, training, or other factors which limit participation in the region's fast growing economy. IAEC Members will implement the Board-approved 2022-2025 Three-Year Plan.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

IAEC Member Districts engage in ongoing analyses to identify gaps in services, and adjust programs accordingly at the Member level that support career and academic pathways leading to increased wages and/or transitions to postsecondary institutions. The IAEC Executive Committee recognizes that Adult Education is a key component in building community equity across the region we serve. Through multiple planning sessions with Member Districts and community partners, and the use of a professional facilitator, Gaps in Services were identified and agreed upon by all IAEC Member Districts and Partners. These include consensus workshops, steering committee meetings, LMI data analysis, and ongoing engagement with parallel state initiatives.

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

On May 31, 2023, 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 2023-24 program year. Cali Binks, Superintendent of the Yucaipa Calimesa Joint Unified School District, kicked off the meeting with an inspirational welcome which captured the many changes the Consortium has undergone over the past decade, and the growth and evolution that has taken place throughout the Consortium.

The rest of the morning session consisted of presentations from invited guests. Willie Blackmon (Crafton Hills College)[1] and Larry Brunson (San Bernardino Valley College)[2] presented on Adults with Disabilities – Student Accessibility Services. Mr. Blackmon and Mr. Brunson each explained how their programs serve adults with special needs, focusing on removing barriers to access.

Next, Julie Pehkonen and Stephanie Murillo (Inland Empire Desert Regional Consortium) gave a presentation on the Strong Workforce 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 \$248 million.[3] The last presenter was Paul Vaccher from the Centers of Excellence for Labor Market Research[4] who provided a wealth of labor market information specific to the region.

The annual planning process began after lunch, with a brief facilitated reflection on the information that had been presented in the morning. Consortium members agreed that the information was very 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 2022-23 annual plan and noted (on posted flipcharts) 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.

[1] <https://www.craftonhills.edu/current-students/student-accessibility-services/index.php>

[1] <https://www.valleycollege.edu/student-services/specialized-counseling-services/student-accessibility-services/index.php>

[1] <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Workforce-and-Economic-Development/Strong-Workforce-Program>

[1] <https://coecc.net/>

Attendees at the May 31, 2023, Annual Planning Meeting

<ul style="list-style-type: none"> • Shayonna Wattree – RUSD Redlands • Alan Erving – SBCCD • Victoria Orozco-Sapp – YCJUSD • Paul Vaccher – Chaffey College • Ramon Abrego – CMC • Kimberly Watson – RUSD Rialto • Joanne Hinojosa – SBVCC • Raul Pedraza Jr. – SBCCD • Rosa Leon Blanco – SBCUSD • Larry Brunson – SBCCD • Michelle Crocfer – SBCCD • Alejandro Clark – Palo Verde River Consortium • Belen Luna Rubio – CJUSD • Maria Lopez – SBVC • Fili Michel – SBVC • Monica Garcia – Rialto Adult School • Pete Gonzalez – SBVC • Maria Chavez – SBVC • Terri Giamarino – SBCSS • Karla Lechuga – SBCSS • John Carranza – SBCUSD, ICEC 	<ul style="list-style-type: none"> • Elisa Cruz – SBCUSD • Willie Blackmon – Crafton • Michael Jorgensen – SBCSS • Brian Pope – SJUSD • Helena Zarate-Simolin – SBCUSD • Jesse Galdamez – SBCUSD • Elle Weatherup – Morongo • Dana Gallaway – West End Corridor Chaffey • Julie Pehkonen – IEDRC • Dana Carter – YCJUSD • Jessica Gutierrez –CJUSD • Arturo Chavez – SBCSS • Rocio Delgado – SBVC/SBCCD • Delfino Murillo – Redlands • Troy Martinez – Redlands USD • Stephanie Murillo – IEDRC • Emma Diaz – IAEC • Cali Binks – YCJUSD • Mitch Rosin – IAEC • Jessica Arellano – ICEC • Maria Felix – Colton Adult School
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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

2023-24 Strategies

Strategy Name

Gaps in Service - Marketing and Outreach

Activity that Applies to this Strategy

Outreach and Marketing

Metrics that Apply to this Activity/Strategy

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

- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

Expand and improve outreach and marketing to target identified populations including the use of social media, summer mailer, and radio commercials. Individual consortium members will design their own marketing, which as always been the case.

Strategy Name

Gaps in Service – Community Engagement

Activity that Applies to this Strategy

Community Engagement

Metrics that Apply to this Activity/Strategy

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

Strategy Description

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

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)
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- 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).

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.

Strategy Name

Gaps in Service - Digital Literacy

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)
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- 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).

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.

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

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.

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.

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.

Strategy Name

Leveraging Resources

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)
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- 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.

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

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

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.

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. Explore Primeline.

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 - 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

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, etc.

Improve Integration of Services & Transitions

2023-24 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.

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.

Strategy Name

Seamless Transition - Course Offerings

Activity that Applies to this Strategy

Increase Course Offerings

Metrics that Apply to this Activity/Strategy

- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: English Language Learner (AE 305 - Overall)
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- 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 Course Offerings - 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.

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.

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.

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.

Strategy Name

Seamless Transitions – Counselors Increased Completion Rates

Activity that Applies to this Strategy

Program Completion Rates

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)
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- 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.

Improve Effectiveness of Services**2023-24 Strategies****Strategy Name**

Seamless Transitions - Summer Bridge Program Increase 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)
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- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

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

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.

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.

Strategy Name

Student Acceleration - Career Pathways

Activity that Applies to this Strategy

Career Pathways

Metrics that Apply to this Activity/Strategy

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

Strategy Description

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

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.

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.

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.

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.

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)
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- 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.

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.

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)
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- 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.

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 2023-2024 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 2023-24.
The Executive Committee regularly reviews carry-over funds and makes allocations based on individual Member needs.

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08/08/2023 04:03 PM PDT

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08/09/2023 10:48 AM PDT

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08/04/2023 08:43 AM PDT

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08/08/2023 09:39 AM PDT

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08/04/2023 10:01 AM PDT



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