

47 Inland Adult Education Consortium

CONSORTIUM APPROVED

2024-25

Plans & Goals

Executive Summary

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

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

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

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

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

Social Assistance, Transportation and Warehousing, Accommodation and Food

Finally, 2020 Census data identified the Inland Empire as being one of the fastest growing regions in the country, represented through affordable housing and growth in industry sectors. As such, IAEC strives to address the educational needs of those

residents who are not able to participate in this growth due to barriers such as education, training, or other factors which limit participation in the region's fast growing economy.

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

Regional Planning Overview

With a renewed commitment to collective impact and the CAEP initiative, this plan was developed in a spirit of collaboration and partnership. During the 2024-2025 program year, IAEC will primarily address gaps in service and seamless transitions. Additionally, the Consortium will deploy methods to support accelerated learning programs for students in their academic pathways and/or career goals and long- and short-term CTE certifications. Finally, 2020 Census data identified the Inland Empire as being one of the fastest growing regions in the country, represented through affordable housing and growth in industry sectors. As such, IAEC strives to address the educational needs of those residents who are not able to participate in this growth due to barriers such as education, training, or other factors which limit participation in the region's fast growing economy. IAEC Member Districts will implement the Board-approved 2022-2025 Three-Year Plan.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

IAEC Member Districts engage in ongoing analyses to identify gaps in services, and adjust programs accordingly at the Member level that support career and academic pathways leading to increased wages and/or transitions to postsecondary institutions. The IAEC Executive Committee recognizes that Adult Education is a key component in building community equity across the region we serve. Through multiple planning sessions with Member Districts and community partners, and the use of a professional facilitator, Gaps in Services were identified and agreed upon by all IAEC Member Districts and Partners. These include consensus workshops, steering committee meetings, LMI data analysis, and ongoing engagement with parallel state initiatives. During the 2024-2025 implementation year, Rim of the World will join the Consortium as a voting, non-funded Member district and begin the planning phase to become a funded Member.

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

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

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

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

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

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

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

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

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

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

Address Educational Needs

2024-25 Strategies

Strategy Name

Gaps in Service – Marketing and Outreach

Activity that Applies to this Strategy

Outreach and Marketing

Metrics that Apply to this Activity/Strategy

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

Strategy Description

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

This strategy aligns to the CAEP State Priority of Marketing.

Strategy Name

Gaps in Service – Community Engagement

Activity that Applies to this Strategy

Community Engagement

Metrics that Apply to this Activity/Strategy

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

Educate & engage with the local communities about Consortium services and actively engage with other regional initiatives such as, but not limited to, Strong Workforce, GIA, Guided Pathways, Mountain Desert Career Pathways, A.K. Smiley Public Library, etc. Add Rim of the World as a voting Consortium member for 2024-2025; Explore funding for 2025-2026.

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

Strategy Name

Gaps in Service – Expanded Service Hours

Activity that Applies to this Strategy

Expanded Service Hours

Metrics that Apply to this Activity/Strategy

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

Expanded service hours and classes for all CAEP Program Areas across all Member Districts. This could include the addition of portable classrooms for some Member Districts (with state approval for capital investment), the refurbishing and replacing furniture and equipment (capital outlay).

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

Strategy Name

Gaps in Service – Digital Literacy

Activity that Applies to this Strategy

Digital Literacy

Metrics that Apply to this Activity/Strategy

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

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

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

Strategy Name

Gaps in Service – Digital Literacy

Activity that Applies to this Strategy

Digital Literacy

Metrics that Apply to this Activity/Strategy

- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: English Language Learner (AE 305 - Overall)
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- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

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

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

Strategy Name

Gaps in Services – CTE Credit and Noncredit

Activity that Applies to this Strategy

CTE Credit and Noncredit

Metrics that Apply to this Activity/Strategy

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

Strategy Description

Evaluate and add additional noncredit CTE classes and certificates (short- and long-term) to meet the Labor Market needs identified by the Workforce Development Board. Consortium to provide assistance with Market Research. Maintain current

budget, if not add, as possible.

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

Strategy Name

Gaps in Service – College Courses at AE sites

Activity that Applies to this Strategy

College Courses at AE Sites

Metrics that Apply to this Activity/Strategy

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

Strategy Description

Offer college courses at Adult School locations for dual enrollment opportunities to support state-level initiatives and guidance.

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

Strategy Name

Gaps in Service – Adults with Disabilities- Increased Completion Rates

Activity that Applies to this Strategy

Increased Completion Rates

Metrics that Apply to this Activity/Strategy

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

Strategy Description

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

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

Strategy Name

Gaps in Service – Student Success Increased Completion Rates

Activity that Applies to this Strategy

Increased Completion Rates

Metrics that Apply to this Activity/Strategy

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

Strategy Description

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

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

Strategy Name

Leveraging Resources - Workforce Development Board Engagement

Activity that Applies to this Strategy

WDB Alignment

Metrics that Apply to this Activity/Strategy

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

Strategy Description

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

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

Strategy Name

Leveraging Resources - Collective Impact

Activity that Applies to this Strategy

Leveraging Resources

Metrics that Apply to this Activity/Strategy

- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: English Language Learner (AE 305 - Overall)
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- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

Leverage resources to serve more adult learners through a collective impact model. Add Rim of the World to the Consortium as a non-funded, voting member for 2024-2025 and explore funding options for 2025-2026.

This strategy aligns to the CAEP State Priority of Equity.

Strategy Name

Leveraging Resources - IET/OJT/WBL AJCC Alignment

Activity that Applies to this Strategy

AJCC Alignment

Metrics that Apply to this Activity/Strategy

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

Strategy Description

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

This strategy aligns to the CAEP State Priority of Program Evaluation.

Strategy Name

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

Activity that Applies to this Strategy

Internships and WBL Opportunities

Metrics that Apply to this Activity/Strategy

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

Strategy Description

Develop student internships and work-based learning (WBL/CFM) opportunities established with local businesses and cities. This strategy aligns to the CAEP State Priority of Learner Transition.

Strategy Name

Leveraging Resources – Site-based Instruction Site- based classes

Activity that Applies to this Strategy

Site-Based Classes

Metrics that Apply to this Activity/Strategy

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

Strategy Description

Provide on-site classes offered at local businesses.

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

Strategy Name

Gaps in Services – Capital Investment

Activity that Applies to this Strategy

Increase Course Offerings

Metrics that Apply to this Activity/Strategy

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

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

Strategy Description

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

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

Improve Integration of Services & Transitions

2024-25 Strategies

Strategy Name

Seamless Transitions - Articulation Agreements Articulation Agreements for AE/CC

Activity that Applies to this Strategy

Articulation Agreements for AE/CC

Metrics that Apply to this Activity/Strategy

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

Strategy Description

Develop articulation agreements between Adult Schools and the Colleges.

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

Strategy Name

Seamless Transitions – CTE Articulation Agreements

Activity that Applies to this Strategy

Articulation Agreements for CTE

Metrics that Apply to this Activity/Strategy

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

Strategy Description

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

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

Strategy Name

Seamless Transitions – Course Offerings

Activity that Applies to this Strategy

Increase Course Offerings

Metrics that Apply to this Activity/Strategy

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

Strategy Description

Increase number of ABE/ASE/ESL/CTE/No credit courses, including those delivered via distance learning, hybrid, or in-person, based on community need and enrollment demand.

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

Strategy Name

Seamless Transitions - Completion Rates

Activity that Applies to this Strategy

Increased Completion Rates

Metrics that Apply to this Activity/Strategy

- Student Barriers: Low Income (AE 310 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

Increase completion rates and pre/post-test pairs in all funded Program Areas.

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

Strategy Name

Seamless Transitions - College Adult Education Departments

Activity that Applies to this Strategy

Adult Education Department at CCs

Metrics that Apply to this Activity/Strategy

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

Strategy Description

Explore starting an Adult Education department on both college campuses.

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

Strategy Name

Seamless Transitions – Support State Initiatives- AB540, AB705

Activity that Applies to this Strategy

AB540 & AB705

Metrics that Apply to this Activity/Strategy

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

Strategy Description

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

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

Strategy Name

Seamless Transition – Counselors Increased Completion Rates Strategy

Activity that Applies to this Strategy

Increased Completion Rates

Metrics that Apply to this Activity/Strategy

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

Strategy Description

Expand transition counseling services at all Member District sites including the addition of more counselors providing more hours of service. Include Rim of the World in service provision.

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

Improve Effectiveness of Services

2024-25 Strategies

Strategy Name

Seamless Transitions – Leadership Academy Program

Activity that Applies to this Strategy

Increase Course Offerings

Metrics that Apply to this Activity/Strategy

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

Strategy Description

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

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

Strategy Name

Seamless Transitions – Workforce Transitions Internships and WBL Opportunities

Activity that Applies to this Strategy

Internships and WBL Opportunities

Metrics that Apply to this Activity/Strategy

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

Strategy Description

Develop program for adult students transitioning to the workforce.

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

Strategy Name

Student Acceleration - Increased Program Completion

Activity that Applies to this Strategy

Increased Completion Rates

Metrics that Apply to this Activity/Strategy

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

Strategy Description

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

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

Strategy Name

Student Acceleration – Career Pathways

Activity that Applies to this Strategy

Career Pathways

Metrics that Apply to this Activity/Strategy

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

Strategy Description

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

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

Strategy Name

Student Acceleration - Mentorship Program ESL Mentorship Program

Activity that Applies to this Strategy

ESL Mentorship Program

Metrics that Apply to this Activity/Strategy

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

Strategy Description

Develop a Mentorship Program for adult students transitioning to the colleges.

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

Strategy Name

Student Acceleration - OJT/WBL Internships and WBL Opportunities

Activity that Applies to this Strategy

Internships and WBL Opportunities

Metrics that Apply to this Activity/Strategy

- Student Barriers: Low Income (AE 310 - Overall)

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

Strategy Description

Implement On-The-Job training and Work-based Learning opportunities for students, partnering with local employers. This strategy aligns to the CAEP State Priorities of Learner Transitions; Program Evaluation; and Equity.

Strategy Name

Student Acceleration - Transitions Career Pathways

Activity that Applies to this Strategy

Career Pathways

Metrics that Apply to this Activity/Strategy

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

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

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

Strategy Name

Student Acceleration – Curriculum Career Pathways

Activity that Applies to this Strategy

Career Pathways

Metrics that Apply to this Activity/Strategy

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

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

Strategy Description

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

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

Strategy Name

Professional Development - Ongoing Plan Professional Development Regional Events

Activity that Applies to this Strategy

Professional Development

Metrics that Apply to this Activity/Strategy

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

Strategy Description

Develop an ongoing professional development plan for all Member Districts. Provide support to Rim of the World as they begin the process of joining the Consortium.

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

Strategy Name

Professional Development - Program Specific Professional Development Regional Events

Activity that Applies to this Strategy

Professional Development Regional Events

Metrics that Apply to this Activity/Strategy

- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: English Language Learner (AE 305 - Overall)
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- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

Program-specific professional development including but not limited to: digital/computer literacy instruction, CASAS, serving adults with disabilities, Google implementation, distance learning models and implementation, and relevant state initiatives. Provide support to implement CANVAS as CJUSD.

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

Strategy Name

Professional Development - Regional PD Events

Activity that Applies to this Strategy

Professional Development Regional Events

Metrics that Apply to this Activity/Strategy

- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
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- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

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

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

Fiscal Management

A narrative justifying how the planned allocations are consistent with the annual adult education plan which is based on your CAEP 3-year plan.

The 2024-2025 IAEC Annual Plan is based on the CAEP 2022-2025 Three-Year Plan (which includes the strategies used in this plan).

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2024-25.

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

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08/02/2024 08:19 AM PDT

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08/07/2024 02:48 PM PDT

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08/07/2024 11:31 AM PDT

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08/07/2024 01:52 PM PDT

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08/02/2024 08:19 AM PDT

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08/02/2024 08:26 AM PDT

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08/02/2024 10:35 AM PDT



Community
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