

Consortium Annual Plan

This Annual Plan Form has been partially auto-filled for your Consortium based on your AEBG Consortium Fiscal Administration Declaration (CFAD). **Some text is locked** (). Should you need to make changes to these sections, please contact the AEBG Office. Submissions are due by **August 15, 2016**.

Please Note: Please use bullet-point lists where appropriate for clarity and concision and spell out acronyms that may not be readily understood by most readers.

Section 1: Consortium Administration

| Consortium Grant Number | Consortium Name |
|-------------------------|-------------------|
| 15-328-47 | 47 San Bernardino |

Primary Contact(s)

The table below lists the current Primary Contact(s) for your Consortium. Each may identify up to **two**. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. All changes are saved automatically.

| Name | Title | Phone | Email |
|----------------------------|------------------------------------|--------------------------------|--|
| Diaz, Emma | AEBG Administrator | (909) 384-8611 | ediaz@sbccd.edu |

Funding Channel

The consortium has designated a fiscal agent

Fiscal Contact

The table below lists the current Fiscal Contact for your Consortium. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. All changes are saved automatically. To add or remove a Member Representative, click **Add / Remove Member Representatives**.

| Name | Title | Phone | Email |
|---------------------------------|-----------------------------------|--------------------------------|--|
| Ryckevic, Susan | Senior Accountant | (909) 382-4029 | srych@sbccd.cc.ca.us |

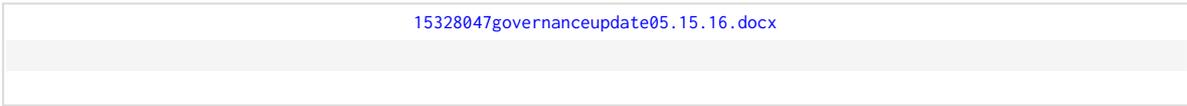
Member Representation

The table below lists the current Membership for your Consortium. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. To **add** or **remove** a Member Representative, click **Add / Remove Member Representatives**.

| Name | Member Agency | Phone | Email | Approved |
|-----------------------------------|--|--------------------------------|--|------------|
| Binks, Cali | Yucaipa-Calimesa Joint Unified School District | (909) 797-0174 | cali_binks@ycjusd.k12.ca.us | 09/15/2015 |
| Marsden, Dale | San Bernardino City Unified School District | (909) 381-1240 | dale.marsden@sbcusd.k12.ca.us | 11/03/2015 |
| Avila, Cuauhtemoc | Rialto Unified School District | (909) 820-7700 | cavila@rialto.k12.ca.us | 10/07/2015 |
| Rhodes, Lori | Redlands Unified School District | (909) 748-6710 | lori_rhodes@redlands.k12.ca.us | 09/22/2015 |
| Almendarez, Jerry | Colton Joint Unified School District | (909) 580-5000 | jerry_almendarez@cjusd.net | 10/01/2015 |
| Alvarez, Kit | San Bernardino County Office of Education | (909) 252-4560 | kit_alvarez@sbcss.k12.ca.us | 08/17/2016 |
| Rodriguez, Diana | San Bernardino Community College District | (909) 384-4477 | drodriguez@valleycollege.edu | 07/14/2016 |
| Zhou, Wei | San Bernardino Community College District | (909) 389-3200 | wzhou@sbccd.cc.ca.us | 07/14/2016 |

Governance Plan

Your Governance Plan defines the policies and procedures that guide decision-making and operations for your Consortium. Your Consortium's current Governance Plan may be found below.



Has your Consortium changed how it manages operations since submitting the plan above? (Select Yes or No)

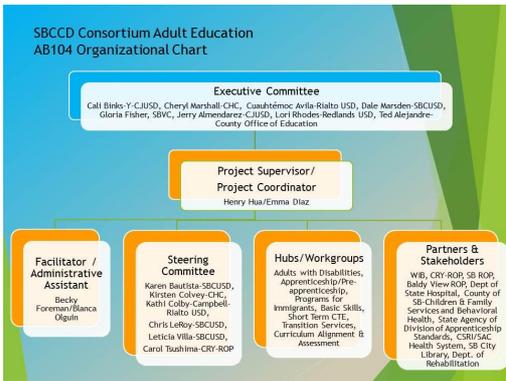
- Yes
- No

If you have changes to your Governance Plan Template, please complete a new Governance Plan Template and upload it below for submission with your Annual Plan.



Organizational Chart

In your 2016 – 17 CFAD, you were asked to submit an Organizational Chart. Your Consortium's current Organizational Chart may be found below.



Do you have changes to your Organizational Chart? (Select Yes or No)

- Yes
- No

If there have been changes from what was submitted with your CFAD, please upload a new Organizational Chart below for submission with your Annual Plan. Organizational Charts must be in .jpg format.

[ab104consortiumorganizationalchart201617.pdf](#)

Fiscal Management

In your CFAD you answered the following questions: 1) How will the consortium be fiscally managing your block grant in 2016 - 17? 2) How are you rolling up grant expenditures report to the State? Your response is included below for reference.

The project coordinator is housed at the San Bernardino Valley College campus and works with the Fiscal Agent Certifying Officer at the Community College District to have expenditures certified to meet grant deliverables. For year one, the Executive Committee decided on having the Fiscal Agent remain the Community College District to facilitate the regional work and projects outlined in the Regional Comprehensive Plan. Regional project prioritization and approval of all consortium reports will be approved and voted on by the Executive Committee; the project coordinator will be responsible for submission of the reports to the State. The project coordinator will work with each member of the consortium that receives an allocation of funding for consortium projects to ensure funds are managed responsibly and reported to the State. Statutory fiscal responsibility and accuracy are of high importance for the Fiscal Agent; the project coordinator will work closely with each member to follow State regulations.

Does your Consortium have updates or changes to its approach to Fiscal Management to report? If so, click Yes and enter them in the textbox below. Otherwise, click No.

- Yes

No

None

Consortium Allocation Schedule

In your CFAD, you submitted your Allocation Schedule for 2016-17. **This item is locked.** It is included here for reference only.

| Member Name | Total Allocation |
|--|--------------------|
|  Yucaipa-Calimesa Joint Unified School District | \$345,876 |
|  San Bernardino City Unified School District | \$6,784,521 |
|  Rialto Unified School District | \$924,470 |
|  Redlands Unified School District | \$324,311 |
|  Colton Joint Unified School District | \$528,580 |
|  San Bernardino County Office of Education | \$0 |
|  San Bernardino Community College District | \$1,053,736 |
| Total | \$9,961,494 |

Section 2: Plan Summary for Program Year 2016-17

The AEBG effort focuses on the purpose described in AB86: "... to rethink and redesign an educational system that creates seamless transitions for students across adult schools and community colleges to accelerate academic and career success in order to earn a living wage." Your AB104 Adult Education Block Grant Three-Year Plan Update summarizes what your Consortium's vision and goals are for your regional Adult Education system. The Annual Plans focus on what will be done to make progress toward that vision each year.

Executive Summary

Please provide an Executive Summary of your Consortium's implementation plan for the 2016 – 17 Program Year. In your summary, please be sure to provide a clear and concise description of your Consortium's vision, accomplishments made during the prior Program Year, and its primary goals for the the upcoming Program Year.

In keeping with the Collective Impact Approach of having the region work together, the Inland AEBG Consortium has kept the spirit of collaboration central in all decision making. The Regional Comprehensive Plan submitted in March 2015 served as a foundation for the Consortium towards the realization of the vision and goals keeping in alignment with the county's vision of working together to create regional stability among adult education providers. In partnering with community providers including businesses, government and educators, the Consortium continues to work towards creating a seamless transition for students by providing tools and support for their progression along their educational career.

The Consortium will continue to make progress in the implantation phase of AB104, by building on the original planning developed during the AB86 planning phase resulting in the Regional Comprehensive Plan. The Regional Comprehensive Plan included input from multiple stakeholders that included representation from the Community College District, K-12 Member District's, and Community Providers of Adult Education and Services. Representative included Faculty, Teachers, Administrators, and Staff from the region.

The Consortium began year one with several planning meetings to refine the Regional Comprehensive Plan, American Community Survey data was utilized in deriving the Consortium allocation funding formula tying it directly to unmet need for adults living within the region. The Consortium leadership chose three priority areas for year one in order to address the largest gaps in program offerings to adult students. The three priority areas were set based on the LAO report highlighting the greatest need in the program areas of High School Diploma/GED, Basic Skill and ESL. In addition to the expansion of programs at existing Adult Schools, one K-12 Member is creating new programs as a result of the data analysis.

The Community College District is piloting a non-credit basic skills math course in the Fall of 2016 to assist in transitioning students who assess below collegiate level course work. In addition, a counselor will assist in transitioning students from both non-credit to credit course work at the college and work with each Adult School to transition students to postsecondary pathways.

In the 2016-17 fiscal year, the Consortium will embrace the opportunities to work regionally on assessment and placement of students, on student data tracking, addressing gaps in service, looking for ways to support accelerated learning programs for students on either academic path or a career goal. The region will work together on creating a Consortium-wide professional development calendar and seek ways of building relationships with more community partners to leverage existing resources.

Stakeholder Engagement

In the table below, please list your Consortium's Partner Agencies. These may include, but are not limited to, state, county workforce and / or educational agencies, community based organizations, corrections, advocacy and / or special interest groups, proprietary schools, charter schools, among others. Values may be entered directly into the table below. All changes are saved automatically.

| Partner Name | Partner Type | Core Services |
|--|----------------------------|--|
| Catholic Charities | CBO | San Bernardino City Unified School District received a federal Department of Homeland Security (DHS) Grant for Citizenship education. |
| City of Colton Gonzalez Community Center | City Community Center | Offer community programs and facilities for classes at no charge to Colton Joint Unified School District |
| City of San Bernardino Library Service - Life Long Learning Center | City Library | One-on-one assistance with resume reviewing, test preparation for U.S. citizenship and the GED, job search assistance and various other instruction is offered. |
| Colton-Redlands-Yucaipa ROP | Adult Education Provider | Provider of Adult Education programs working directly with 3 K-12 District members of the Consortium. |
| San Bernardino County Library - Bloomington | County Public Library | Literacy support services through library resources and partnering with Colton Joint Unified School District to host classes for High School Diploma/GED and ESL at no charge. |
| San Bernardino County WIB | Workforce Investment Board | The WIB currently funds 17 students in the Inland Career Education Center (SBCUSD) Vocational Nursing Program. |

Briefly describe a promising practice that has emerged as a result of your collaboration with one or more of the partners identified above.

Colton Joint Unified School District has partnered with both the County Library and the Gonzalez Center for the use of facilities for classrooms which will allow Colton to dedicate more funding to the creation of a new Adult Education program.

Inland Career Education Center (SBCUSD) and partner Catholic Charities received a two year Department of Homeland Security Citizenship Grant. Since its inception, over 375 adults have enrolled in Citizenship classes resulting in 142 adults receiving their citizenship. Additional adult students will benefit as the program expands with increase of funds for ESL under AEBG.

Levels and Types of Services

Please provide a description of your Consortium's success expanding levels and types of programs within your region, as well as key challenges faced and / or overcome during the 2015 – 16 Program Year.

All member districts that currently offer Adult Education services are expanding the levels, frequency and number of course offerings, while Districts that have not offered Adult Education services in the past are exploring launching new programs. After reviewing the LAO report which highlights the unmet need in the areas of High School Diploma/GED, Basic Skills, ESL, unemployment and individuals below the poverty level, the Executive Committee chose to align the priorities for 2015-16 with the first three program areas listed. The Consortium reached out to a data research company, Economic Modeling Specialists International (EMSI) to gather demographic data by zip code of individuals needing services in the three priority areas of High School Diploma/GED, Basic Skills and ESL. The zip code data was used to calculate the consortium allocation of funds based on the educational need of adults in each K-12 School District, not current population being served, thus directly working on closing the current gap for services in the three priority areas.

Colton will open Adult School programs in an area where programs were closed in 2010. In addition, all of the member districts that currently offer services in Adult Education will expand the course offerings and increase levels of support services. For the 2016-17 consortium funds, the data collection and analysis will focus on workforce development, and alignment of programs and pathways to CTE.

One key challenge early on was how to allocate the consortium funding equitably among members in a consortium that has member districts at opposite polarities in offerings. Prior to the EMSI data mentioned above, the Executive Committee did have multiple discussions on how to best close gaps in the region. The consortium has one K-12 District that currently does not offer any Adult Education programs, and another K-12 District that has a large robust program.

The solution to this challenge was to use EMSI data to not only develop an allocation formula for consortium funding, but to tie the formula to actual unmet need in the area, not the population already being served.

Regional Needs

Please provide a description of your Consortium's success providing training and educational services to address the needs of adult learners within your region. Please also identify key challenges faced and / or overcome during the 2015 – 16 Program Year. Please also include descriptions of changes in the needs of your region, as appropriate.

Based on LMI data there have been no changes to the local/regional economy regarding service needs. Therefore, the Consortium is continuing with the types of services and programs outlined in the 2015 Annual Plan and Three-Year Comprehensive Plan in the expansion of consortium programs.

Currently, Consortium Members are enrolling students in all AEBG Program Areas. The expansion and opening of new Adult Education programs throughout the region this year will alleviate some overcrowding at larger Adult Schools, reducing wait lists currently experienced at the San Bernardino Adult School.

Consortium members struggled with service delivery implementation due to fund allocation late in the program year. As the Consortium moves into the 2016-17 Program Year, Members are poised to demonstrate rapid expansion of services with full funding

Section 3: Consortium Expenditures by Program Area and Objective –

Reflecting on what you submitted in your 2015 – 16 Annual Plan, as well as your 2015 – 16 expenditures by Program Area and Objective, estimate the funding that will go to support these efforts in the 2016 – 17 Program Year. Data collected include 2015 – 16 MOE and Consortium Allocations (Budgeted and Spent) by Program Area, Objective, and Object Code, as well as Planned Expenditures by funding source for the 2016 – 17 Program Year, as shown in the tables below.

| 2015 - 16 Expenditures | | | | | | | | 2016 - 17 Planned Expenditures | | | | | | | | |
|--|------------|------------------------|------------|------------|------------------------|------------|----------|--------------------------------|------------|---------------|------------|------------|-------------------|---------------------|------------|--|
| Program Areas | Budgeted | | | Spent | | | +/- | AEBG | WIOA | Adult Perkins | CaWorks | LCFF | CCD Apportionment | Incarcerated Adults | Total | |
| | MOE | Consortium Allocations | Total | MOE | Consortium Allocations | Total | | | | | | | | | | |
| 3.1a Adult education (ABE, ASE, Basic Skills) | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| 3.1b English as a second language | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| 3.1c Pre-apprenticeship training | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| 3.1d Career and technical training | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| 3.1e Adults training to support child school success | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| 3.1f Older adults in the workforce | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| 3.1g Services to adults with disabilities | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| Total | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| Objectives | MOE | Consortium Allocations | Total | MOE | Consortium Allocations | Total | +/- | AEBG | WIOA | Adult Perkins | CaWorks | LCFF | CCD Apportionment | Incarcerated Adults | Total | |
| 5.1a Obj. 3: Seamless Transition | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| 5.1b Obj. 4: Gaps in Services | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| 5.1c Obj. 5: Accelerated Learning | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| 5.1d Obj. 6: Professional Development | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| 5.1e Obj. 7: Leveraging Structures | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| Total | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| Object Code | MOE | Consortium Allocations | Total | MOE | Consortium Allocations | Total | +/- | | | | | | | | | |
| 1000 Instructional Salaries | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | | | | | | | | | |
| 2000 Noninstructional Salaries | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | | | | | | | | | |
| 3000 Employee Benefits | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | | | | | | | | | |
| 4000 Supplies and Materials | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | | | | | | | | | |
| 5000 Other Operating Expenses | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | | | | | | | | | |
| 6000 Capital Outlay | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | | | | | | | | | |
| 7000 Other Outgo | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | | | | | | | | | |
| Indirect / Administration | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | | | | | | | | | |
| Total | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | - | | | | | | | | | |

Key
 ▼ = Under
 ▲ = Over

Expenditures data must be submitted for each participating Member agency as a single a comma-separated values (.csv) file for each Consortium. To help ensure the consistency and accuracy of data collected, as well as minimize the administrative burden on Consortium Members, the AEBG Office has developed tools to support collection and reporting of Consortium expenditures data. These include a Member Expenditures Form that Consortia may use to collect data from Member agencies, and a Consortium Expenditures Workbook with built-in automations to import and export Member / Consortium data with the click of a button. Instructions for use of these tools, as well as a sample workflow document and export file may be found in Consortium Expenditures Workbook.

While it is not required that Consortia use these tools, expenditures data must be submitted in the format produced by the Consortium Expenditures Workbook. Consortia using other tools to produce this report are strongly encouraged to reach out to the AEBG Office to ensure their files meet the specifications of the AEBG Office prior to submission. Once you have prepared your Consortium Expenditures file, upload it here for submission with your 2016 – 17 Annual Plan.

[aebgconsrotiumexpendituressummary.xlsm](#)

Section 4: Consortium Action Plan Review and Update

Regional Assessment Plan Updates

Provide a description of your AEBG Regional Assessment Plan, i.e., how students will be appraised, placed, assessed, etc. into the regional adult system as they progress, and as they move among the various schools.

The Consortium Members have chosen to implement the use of CASAS testing at all of the K-12 Adult Schools to align the placement of students. As Colton Joint Unified School District starts up Adult Education programs they will build in the use of CASAS as the assessment tool. Rialto Unified School District is working with San Bernardino City Unified School District to build capacity in GED instruction and the use of CASAS to assess students. Having all five of the K-12 Adult Schools using CASAS as the assessment tool standardizes the data collected, and will allow for easier transition between programs among Consortium Members. The use of CASAS will allow K-12 Adult Schools who are currently non-WIOA Title II funded to apply in the future. The San Bernardino Community College District uses Accuplacer, to standardize the placement of students at the college level.

Inland Career Education Center (SBCUSD) is currently using Aztec Software as a curriculum for Adult Students which also provides academic analytics via formative assessments and for students to receive supplemental help in assessing weakness points prior to GED testing. To align curriculum across the Consortium, Aztec is being explored by other Members.

What tools and vendors will you be using for these activities? Responses may be entered directly into the table below. All changes are saved automatically.

| Name | Vendor | Core Services |
|-------------|-------------------|----------------------------------|
| A+ | A+ | High School Diploma Testing |
| Accuplacer | College Board | Community College Placement Test |
| CASAS | CASAS | Academic Assessment |
| Pearson Vue | Pearson Education | High School Equivalency Testing |

Student Data Tracking

Describe how you will track student enrollment, demographics, and performance. What system(s) will you be using? How will you collect the data from the student / classroom level? How will this system enable you to meet the targeted program outcomes?

Multiple data systems are used by the Consortium Members to track students throughout the region. TOPS Pro has been purchased by the Consortium for Colton Joint Unified School District, Rialto Unified School District and the San Bernardino Community College District to standardize the data being collected in alignment with WIOA reporting guidelines. The Consortium's use of TOPS Pro data services will be a step forward in the unification of the collection of student data.

List the systems used for student data tracking. Responses may be entered directly into the table below. All changes are saved automatically.

| Name | Vendor | Core Services |
|----------------------------|--|--|
| AIM | School House | Attendance |
| ASAP | Administrative Software Applications Inc | Student information management. Used for registration/enrollment attendance and entering course characteristics. |
| Colleague (Datatel) | Ellucian | Student Data Tracking |
| Synergy Education Platform | Edupoint Educational Systems | Student information management. Used primarily for grade reporting and student transcripts |
| TOPS Pro Enterprise | CASAS | Student Data Tracking |

2015 – 16 Annual Plan Review and Update

Considering the activities proposed and / or implemented this year, please evaluate your Consortium's effectiveness meeting the following student outcomes identified in AB104:

- (A) Improved literacy skills
- (B) Completion of high school diplomas or their recognized equivalents
- (C) Completion of postsecondary certificates, degrees, or training programs
- (D) Placement into jobs

(E) Improved wages

In your responses, please include a description of your progress toward implementation of your 15 - 16 strategies. Please also be sure to highlight key successes, challenges, and any new strategies proposed as a result of lessons learned during the 15 – 16 program year.

Objective 3: Integration and Seamless Transition

Activities and plans to align regional academic and career pathways leading to employment and student transition into postsecondary education and / or the workforce.

The Consortium Executive Committee chose to tie funding in 2015-2016 directly to unmet needs in the region. EMSI data was used to allocate consortium funds for the expansion of programs. The priority areas for 2015-16 were increasing services in High School Diploma/GED, ESL and Basic Skills in Adult Schools that were already offering these services, creating new programs in areas where programs were previously closed, and working with the College District to transition more students. Additionally, the Consortium will dedicate time and resources to the standardization of curriculum across all Adult Schools in the identified priority Program Areas. Finally, each College will hire a counselor to assist students in transitioning from Adult School programs within the Consortium to postsecondary study or work. All of these efforts support the Program Areas and Objectives identified by AEBG. The Consortium is exploring ways of tracking student placement into jobs or improved wages.

Objective 3 Activities

Activities and plans to align regional academic and career pathways leading to employment and student transition into postsecondary education and / or the workforce.

Response: (200 words max.)

| Activity | Outcomes Expected | Method of Assessing Impact |
|--|--|---|
| Need to update and standardize curriculum for High School Diploma, GED, Basic Skills and ESL classes | Work regionally on adopting curriculum in HSD, GED, Basic Skills, and ESL to align and transition students from the Adult Schools to the Colleges | Students placing in higher level courses at the college and higher success rate in transition |
| Expansion of Basic Skills, High School Diploma, GED and ESL | Service expansion will allow students greater enrollment access to programs at Adult Schools reducing wait lists and increasing the number of students who can transition to postsecondary education and/or the workforce. | Increase in enrollment and completion. |
| Adult Education Counselor at each College | Recruit and hire a counselor at each campus to work with Member Adult Schools to transition students to collegiate level work creating an Educational Plan and assisting with enrollment. | Increase in enrollment and successful transition to the college |
| High School Diploma /GED goal setting course | All students interested in studying for the GED Test or earn a High School Diploma must attend a 4 hour course consisting of short and long term goal setting, taking a career assessment, and meeting one-on-one with a counselor. | Student persistence rate improves |
| Create a pathway flow chart from adult school to postsecondary | Adult Students have a clear pathway to postsecondary transition | Higher student enrollment |
| ESL Transition Program | ESL Transition Program to assist non-native English speakers transition from Advanced ESL to specialized ABE and GED classes and then to the community college. In 2015-16 a total of 23 students passed their GED from this special cohort of students. | Increase in transition |

Objective 4: Gaps in Services

Activities and plans to address gaps in programs and services within your region.

The Consortium relies on EMSI data for the allocation of funding. Members analyzed zip code data in the region to identify areas where program expansion was warranted and developed plans to expand Adult Education services closest to where the adult students live. The Consortium focus in addressing gaps is tied directly to the expansion and creation of programs in the priority areas of High School Diploma/GED, Basic Skills and ESL.

The implementation of a new courses focusing on Education and Career Planning will be implemented at Inland Career Education Center (SBCUSD). Students will engage in goal setting, career awareness, and soft skills training, culminating in the awarding of the National Retail Federation Customer Service Certification.

The San Bernardino County Office of Education is joining the Inland AEBG Consortium as a voting Member, with the goal of providing services in additional Program Areas, such as CTE.

Objective 4 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

| Activity | Outcomes Expected | Method of Assessing Impact |
|--|--|---|
| Creation of New Adult Education Program: Basic Skills, High School Diploma / GED | Provide services in a high need area | Student enrollment |
| Creation of ESL and EL Civics Classes | Provide services in a high need area | Student enrollment |
| Additional courses in ABE, Basic Skills, High School Diploma, GED, ESL and EL Civics | Offer of additional courses throughout the region will fill the gaps in the areas of most need. | Student enrollment |
| External Resources and Consulting Services | The Consortium will enlist the services of a consultant(s) to assist in the implementation of the Annual Plan including, but not limited to, Adult Education/CTE Program Implementation, WIOA, Contextualized Instruction, Document Preparation, Partnership Building, Meeting Facilitation, Setting up New Programs, Curriculum Design. | Alignment of services provided by all Members |

Objective 5: Acceleration

Activities and plans to accelerate student progress toward academic and/or career goals.

To accelerate student progress, the Inland Career Education Center (SBCUSD) is using a cohort model to help Adult Students who are within one year of graduating to accelerate through High School Diploma/GED and ABE courses.

The San Bernardino Community College District is piloting a non-credit boot-camp-style math course in the Fall of 2016. Students who assess two levels below pre-collegiate math will have an opportunity to advance in placement by at least one course during a 6-week time frame by enrolling in this non-credit course. In time, students who place in the lowest level of Basic Skills can enroll and work self-paced to advance to collegiate math. This non-credit course will use McGraw Hill's Aleks software program, tutors, faculty and a counselor to intervene as necessary to accelerate a student's progress.

Objective 5 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

| Activity | Outcomes Expected | Method of Assessing Impact |
|--------------------------------|---|---|
| Non-Credit Math Course | Students who assess two levels below pre-collegiate math will have an opportunity to advance in placement by at least one course in a 6 week time frame by enrolling in this non-credit course. In time, students who place in the lowest level of Basic Skills can enroll and work self paced to advance to collegiate math. Math Course will use Aleks Software, tutors, faculty and a counselor to intervene as necessary to accelerate progress. | Students have higher assessment scores. |
| Cohorts / Learning Communities | Tracking of Seniors (adult who finish the HSD/GED within one school year); use of Cohorts / Learning Communities for GED, ABE and Seniors. | Student persistence rates improves |

Objective 6: Shared Professional Development

Activities and plans to implement collaborative professional development strategies designed to foster program alignment and support ongoing assessment and improvement of student outcomes.

Professional development is ongoing by all Consortium Members and Staff. Members provide training to their individual staff and have begun including other members throughout the consortium. A master calendar for Consortium-wide professional development is being created. Areas of focus include training on ISTE Standards, AEBG Program Areas and Objectives, WIOA guidelines, and the College and Career Readiness Standards. The Consortium leadership is committed to sending representatives from all levels, administration, teacher and/or staff, from both the college and the adult school members to all AEBG sponsored professional development events.

In addition, Consortium Members will attend regional, state, and national (out-of-state) conferences and share their learning with Consortium members. Additional professional development includes training provided by assessment, curriculum, and data management vendors.

Objective 6 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

| Activity | Outcomes Expected | Method of Assessing Impact |
|---|---|--|
| Professional Development on the use of Technology | Increase the technological resources used in instruction of adult education programs | Track the number of faculty, teachers, staff and/or administrator attending the event |
| Non-Credit Professional Development | Increase awareness of non-credit and the benefit to students | Track the number of faculty, teachers, staff and/or administrators attending the event |
| In-State and Out-Of-State Conferences | Consortium Members will bring back new ideas that can be incorporated into existing programs and/or build successful pathways within their districts | Members can bring in the learned material to the AEBG implementation phase |
| Professional Development on Adult Education | Create a master calendar of how the region can benefit from Professional Development in all AEBG and Adult Education related areas | Track the number of faculty, teachers, staff and/or administrator attending the event |
| CALPRO Trainers | The plan is to have employees become Trainers for the CALPRO Effective Teaching in Adult Education Professional Learning Module based on the newly created Adult Education Teacher Competencies. In addition, 100% of all instruction will be integrated with the Partnership for 21st Century Skills Framework by June 2017. Curriculum will be in alignment with the College and Career Readiness Standards by June 2018. | Track the number of faculty, teachers, staff and/or administrator attending the event. |

Objective 7: Leveraging Resources

Activities and plans to leverage resources to create or expand programs and services to adult learners in your region. Resources may include contributions from, or collaborations with, local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, county libraries, etc.

The Inland AEBG Consortium relies on LMI data from the Workforce Development Board when Members are building new programs and works with the county workforce providers, apprenticeship providers, libraries, and other regional service providers when evaluating the regional needs of adult learners. Members also rely on business advisory boards, connections with industry partners, and other local organizations to introduce students to jobs and continuing educational opportunities.

Objective 7 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

| Activity | Partners | Partner Contributions | Outcomes Expected | Method of Assessing Impact |
|--|---|--|---|--|
| Develop workforce relationships | Chamber of Commerce, Business Partners, WIB | Connect business to education | Align the 21st Century Skills needed for employment with education | |
| Use of County Library for classroom instruction in High School Diploma/GED - Bloomington | Bloomington Library | Use of facilities | Programs in High School Diploma/GED will be offered in a district that currently does not offer Adult Education Programs | Reduce gaps in service |
| Use of County Library for classroom instruction in ESL - Bloomington | Bloomington Library | Use of facilities | Programs in ESL will be offered in a district that currently does not offer Adult Education Programs | Reduce gaps in service |
| Vehicle Maintenance Training Course | Career Institute and County Fleet Services | Inland Career Education Center supplies the instructors, curriculum, materials/supplies, and classroom facility; San Bernardino County Fleet management supplies lab facility (auto shop service bays), vehicles, and uniforms; Career Institute supplies Career Planning support and counseling, student referrals. | A Vehicle Maintenance and Light Repair program was created in partnership with Career Institute and County Fleet Services. Students will complete the course in 6 weeks and be placed into employment having earned their Customer Service Certification from National Retail Federation. This curriculum and instructor are ASE certified. | Student retention and transition into employment |

Section 5: Annual Plan Submission

As a condition of receiving AEBG funds, each Consortium must confirm they have read, understand, and agree to adhere to the measures put forth in the 2016 – 17 AEBG Program Assurances Document.

Certification (Required)

- I hereby certify that the Consortium operates in a manner consistent with all legislative mandates, Consortium, and Member requirements as set forth in the by the AEBG Office and the AEBG 2016 – 17 Program Assurances Document.
- I hereby certify a) the information contained in this report is true and accurate to the best of my knowledge, b) that this Annual Plan has been approved following established Consortium governance policies, and c) that I am an official representative of the Consortium authorized to submit this Annual Plan on its behalf.

Signature

A handwritten signature in black ink that reads "Emma Diaz". The signature is written in a cursive, flowing style.

- Click here to confirm that you are ready to submit your Annual Plan.