AB86 Regional Comprehensive Plan Report

March 1, 2015

Submitted by:

San Bernardino Community College District Consortium

Inland AB86 Members: Crafton Hills College, San Bernardino Valley College, Colton Joint Unified School District, Redlands Unified School District, Rialto Unified School District, San Bernardino City Unified School District, and Yucaipa-Calimesa Joint Unified School District

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ACRONYMS

CAHSEE	California High School Exit Exam
CALPADS	California Longitudinal Pupil Achievement Data System
CALPASS+	California's Partnership for Achieving Student Success
CHC	Crafton Hills College
CRY-ROP	Colton-Redlands-Yucaipa
CSUSB	California State University, San Bernardino
CTE	Career Technical Education
GED	General educational development
MOU	Memorandum of Understanding
ROP	Regional Occupational Program
SBETA	San Bernardino Employment & Training Agency
SBVC	San Bernardino Valley College
SLOs	Student learning outcomes
STEM	Science, Technology, Engineering and Math
ToP	Technology of participation
USD	Unified School District
WIB	Workforce Investment Board

Regional Comprehensive Plan Completed by San Bernardino Community College District: March 1, 2015

Introduction

Regional Planning

San Bernardino Community College District was selected by members of the Inland Adult Education Consortium to be the fiscal agent for the AB86 planning process. As such, the district designated San Bernardino Valley College to host an AB86 project coordinator and associated planning positions on its campus and to commit resources, including staff time, to ensure the project's success.

The planning process began in December 2013 and included school districts within the community college district that have adult schools as well as those that do not. School districts participating in the consortium as members were Colton Joint Unified School District, Redlands Unified School District, Rialto Unified School District, San Bernardino City Unified School District, and Yucaipa-Calimesa Joint Unified School District. A partner school district in the consortium was Fontana Unified School District.

The first meeting to collect input on the planning process was held December 5, 2013; during this meeting attendees were asked to identify services provided within the region, gaps in services, additional needs, and potential solutions. More than 40 people attended the meeting, representing education, government, and community entities in San Bernardino County. At least 19,000 students are served each year by adult education providers who attended the meeting.

During a second meeting, held January 14, 2014, consortium members met, and the fiscal agent, San Bernardino Community College District, was selected. A third meeting was held February 7, 2014; during this meeting attendees discussed and identified model structures for a consortium, roles and responsibilities of consortium leaders and a project coordinator, guiding principles for a decision-making process, and communication strategies to keep all stakeholders informed of the planning process. The following are the guiding principles of the decision-making process determined by the consortium:

- Students first
- Needs assessment
- Focus on employment
- Equity
- Inclusion

- Transparency
- Shared leadership
- Reflect diversity
- Provide flexibility in planning

Consortium participants also identified roles and responsibilities for a steering committee and the members of various hubs/working groups:

- Integrity
- Global perspective
- Inclusiveness
- Knowledge of grant requirements
- Communication
- Knowledge of processes
- Political acumen
- Regional knowledge
- Efficiency

- Ability to meet deadlines
- Collaborative
- Passionate with a vested interest in outcomes
- Good listeners
- Neutrality
- Advocate for customer
- Technology skills
- Willing to make difficult decisions

One of the recommendations that emerged from the February 7, 2014, meeting was that steering committee members should be encouraged to think beyond their own organizations while also serving as effective representatives of their organizations. A number of individuals volunteered to serve on either the steering committee or hubs/working groups. Those individuals included presidents, deans, and managers from San Bernardino Valley College and Crafton Hills College, principals from adult schools, staff from the community college district, superintendents and directors from local school districts, and representatives from regional occupational programs (ROPs).

At a fourth meeting, hosted by Crafton Hills College on February 13, 2014, the consortium model was refined and the pros and cons of various decision-making processes were discussed. Those in attendance included representatives from school districts, adult schools, ROPs, Child and Family Services, San Bernardino Valley College, and Crafton Hills College. A diagram of the organizational structure determined through member input is included in the following section of this report.

As soon as the state disbursed AB86 grant funds, San Bernardino Valley College hired a project coordinator in April 2014 to oversee the project, collect information on adult education services, and complete the state's reporting requirements. The hiring process involved an applicant screening panel that was conducted by representatives from the consortium's member school districts, Crafton Hills College, San Bernardino Valley College, and San Bernardino Community College District. Once the project coordinator was brought on board, meetings were held individually with each of the superintendents from the member school districts to gather input and discuss concerns.

Following that series of meetings, an executive committee meeting was held June 30, 2014. Agenda activities were conducted by professional facilitators Becky Foreman and Linda Hamilton from the firm Strategic Planning. This meeting was an opportunity for school district and college leadership to meet for the first time and share insights on gaps in services regarding adult education in the region. Representatives in attendance included the following:

- San Bernardino Valley College Interim President Dr. Gloria Fisher;
- Crafton Hills College President Dr. Cheryl Marshall;
- San Bernardino Community College District's Director of Administrative Applications Andrew Chang;
- Superintendent Dr. Dale Marsden from San Bernardino City Unified School District;
- Superintendent Jerry Almendarez from Colton Joint Unified School District;
- Superintendent Lori Rhodes from Redlands Unified School District;
- Assistant Superintendent Eric Vreeman from Yucaipa-Calimesa Joint Unified School District; and
- San Bernardino Valley College's Dean of Mathematics, Business and Computer Information Technology Henry Hua.

Only one consortium member did not attend the meeting: Rialto Unified School District.

On June 30, 2014, a progress report was presented to the executive committee regarding the AB86 project coordinator's activities. The project coordinator also shared state-required data components, narrative requirements, and expenditures (to ensure transparency and accurate reporting). The project coordinator highlighted important deadlines and what needed to be accomplished to meet those deadlines.

The group then discussed gaps in services pertaining to each college and school district. The group also discussed connections shared by the goals of AB86, the county-wide vision, and the county's Cradle-to-Career Roadmap. One of the weaknesses of the Cradle-to-Career Roadmap is that it only specifically addresses pathways up until Grade 12; beyond that, pathways need to be defined and delineated. The group discussed how the AB86 planning process is an opportunity to remedy that shortcoming.

In prior meetings, it had been determined that planning would take place in hubs (also referred to as working groups) with designated subject matter areas, such as curriculum alignment, Career Technical Education (CTE), transition services, and apprenticeships. Those in attendance at the June 30 meeting discussed and determined the process for the hubs to accomplish AB86 goals, and the superintendents' designated representatives for each hub.

They also determined desired characteristics of hub members, which include the following:

- Administrator experienced in adult education/community college,
- Counselor familiar with adult education/community college,
- Workforce Investment Board experience,
- Experience and understanding of Perkins grants,
- Placement staff from community college, and
- Administrators who have worked with special education adults.

The group reviewed how the consortium's remaining AB86 grant funding could be used and decided to hold off making recommendations as to how to spend residual monies. Due to the complexities of distributing funding to school districts, the superintendents decided to consider the issue and reconvene to discuss a solution.

At the end of the meeting, each steering committee member was given a blank card on which to write down questions and concerns. The anonymous comments were as follows:

▪ Process for hub recommendations: Provide rationale for recommendation, provide alternatives to recommendation along with pros/cons of alternative recommendations	▪ Will the focus on "College Ready" and CTE programs move the funding away from HS Diploma program?	▪ HS Diploma has not been addressed. It really is not in the same category as "basic skills"
▪ Which agency issues the HS Diploma? ▪ They need to be WASC approved.	▪ We must remember we are closing schools and eliminating jobs	

Communication and transparency are important components of regional planning. A website was developed early in the planning process that was solely dedicated to AB86 material. All consortium members, partners, and community providers received information in real time, and all parties had access instantly to the calendar of events, reports, meeting minutes, upcoming events, and regional providers of adult education. In addition, the website provided an avenue for online discussion groups where those who were not able to attend hub meetings could give input and participate in program area discussions (see Appendix D). In addition to the website, a newsletter was started to keep all participants abreast of hub activity, and to promote knowledge about AB86 to the community (see Appendix E).

Inland Adult Education Consortium Organizational Structure & Representation

There are two colleges within the San Bernardino Community College District—San Bernardino Valley College (SBVC) and Crafton Hills College (CHC). The following five school districts are members of the consortium:

> ➢ Colton Joint Unified School District
> ➢ Rialto Unified School District
> ➢ San Bernardino City Unified School District
> ➢ Redlands Unified School District
> ➢ Yucaipa-Calimesa Joint Unified School District

Two other school districts that fall within the community college district's boundaries did not participate in the planning process—Rim of the World Unified School District and Bear Valley Unified School District. The project coordinator met with representatives of Rim of the World Unified School District, but after that initial meeting, the district did not respond to requests for further participation in the consortium. Bear Valley Unified

School District's Superintendent Kurt Madden was contacted by the project coordinator; he said that the district did not want to participate in the planning process.

It should also be noted that Fontana Unified School District, whose service area is split between Chaffey College and SBVC, is a partner in the consortium.

Four of the Inland Adult Education Consortium's member school districts operate adult schools. Those adult schools are Rialto Alternative (Adult) School, Redlands Adult School, San Bernardino Adult School, and Yucaipa Adult School. These four adult schools are partners in the consortium. (Colton Joint Unified School District closed its adult school several years ago.)

The following are additional consortium partners:

➢ Fontana Adult School
➢ Lifelong Learning Center, San Bernardino Public Library
➢ Chaffey Adult School
➢ Colton-Redlands-Yucaipa ROP
➢ Baldy View ROP
➢ San Bernardino County Superintendent of Schools ROP
➢ Alliance for Education, a nonprofit associated with the county superintendent of schools that partners with businesses and education communities to foster science, technology, engineering, and mathematics (STEM) learning
➢ San Bernardino County Workforce Development
➢ California State University, San Bernardino (CSUSB) Autism Center
➢ San Bernardino Employment & Training Agency (SBETA)
➢ Patton State Hospital

During the planning process, consortium governance was discussed. It was decided that the ROPs within the San Bernardino Community College District's boundaries should be partners in the consortium and should have seats on the steering committee. The two ROPs are San Bernardino County ROP and Colton-Redlands-Yucaipa (CRY) ROP. Participation of the ROPs was requested due to the large number of partnerships ROPs currently have with adult schools, community colleges, and school districts in the region. For example, CRY-ROP has existing relationships with SBVC, the community college district's Professional Development Center, Redlands Adult School, and Yucaipa Adult School. CRY-ROP's Pharmacy Technician program is articulated with SBVC, and SBVC's Psychiatric Technician program has a transfer agreement with CRY-ROP's Vocational Nurse program. The community college district's Professional Development Center supports training programs for CTE teachers at CRY-ROP, and CRY-ROP has a memorandum of understanding (MOU) with Redlands Adult School for GED preparation services.

Specifics regarding the consortium's organizational structure were as follows: The consortium was organized into a three-tiered decision-making structure—an executive committee, steering committee, and hubs/working groups, the latter of which addressed

individual topic areas. At each stage of the planning process, this leadership structure was intended to facilitate the refinement of the regional comprehensive plan to reach a better understanding of what needed to be achieved and how it could be accomplished.

At the highest level, an executive committee has authority over the consortium's final decisions. Each superintendent from the member school districts and the college presidents from SBVC and CHC served on the committee. This structure evolved out of a preliminary planning meeting held February 13, 2014, to refine the consortium's leadership structure; during this meeting those in attendance discussed the need to involve the top decision makers from each of the member school districts, community colleges, and the community college district to ensure that decisions were made and that action was taken to achieve the goals that were identified by stakeholders in our region. The executive committee was formed and consists of superintendents or their designees from each of the member school districts as well as representatives from SBVC, CHC, and the community college district.

At the next tier beneath the executive committee is a steering committee, which has 19 members with representatives from each of the following: the seven hubs, the seven member school districts, the community college district, CHC, SBVC, and the two ROPs. The steering committee reviewed recommendations from the seven hubs (working groups) assigned to address individual topics pertaining to the goals identified by the consortium and the priorities of AB86. One representative from each of the seven hubs served on the steering committee. The superintendents on the executive committee each recommended representatives from their districts to serve on the hubs. Members and partners—including community groups, nonprofits, and government agencies—have seats on the hubs.

The hubs/working groups were selected as the best fit for the consortium's decision-making process because they facilitated two-way communication between the hubs and the steering committee. The hubs gathered and discussed information on their respective topics and generated recommendations, which were reviewed by the steering committee before being passed on to the executive committee.

Hub participants could choose to discuss programs that were closed for lack of funding as well as ways to share resources and reopen programs. The hubs were activated according to a timeline that took into account state reporting requirements and key deadlines. The groups dissolved once they completed the work on their respective topics. This allowed members and partners of the consortium to participate in more than one hub since the consortium's adult schools were concerned that with limited staffing they may be underrepresented on the hubs. If the seven groups were to work concurrently, consortium partners with limited staff would not be able to participate in all of them. Figure 1 illustrates the consortium's organizational and decision-making structure.
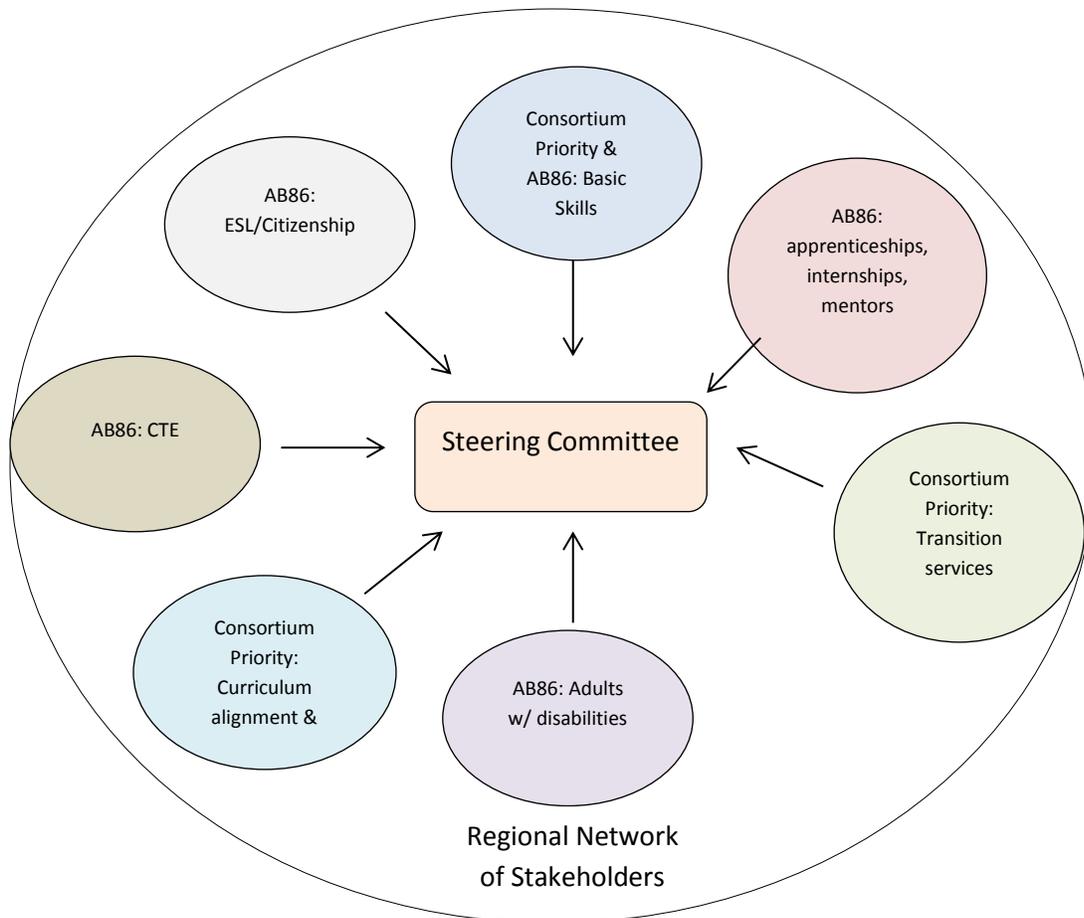
Figure 1. San Bernardino Community College District Consortium organizational and decision-making structure.

The project coordinator had an important role in facilitating the decision-making process and ensuring communication among the various organizational tiers of the consortium. One of the roles of the project coordinator was to coordinate and facilitate effective meetings of these three groups to ensure that the planning process ran smoothly. The project coordinator had an important role of gathering information regarding adult education services as well as ensuring transparency and adequate communication. The following details some of the project coordinator's responsibilities:

Project Coordinator Responsibilities		
▪ Creating and maintaining a list serve for the steering committee, working groups/hubs, and regional network	▪ Composing and sending out a monthly newsflash e-mail with updates on the planning process sent to consortium members and partners	▪ Maintaining and preparing content for the consortium website, including a calendar of events
▪ Writing and maintaining minutes of meetings, and preparing and presenting a monthly status report to the steering committee	▪ Preparing, sending out, and collecting responses to meeting invitations	▪ Organizing regular meetings for the various groups involved in the planning process

Decision Making

The next phase of planning included representatives from each of the consortium's key stakeholders, who met in hubs to address needs in specific areas and possible solutions. These meetings were held in August 2014, once the adult schools were back in session after summer break. The August meetings were the first in a series of four sessions organized to reach consensus on a regional plan for expanding, maximizing, streamlining, and reducing duplication of adult education services in the region. Each school district nominated representatives to attend these meetings to ensure participation from all involved and to meet state deadlines for the project through June 2015. The project coordinator reached out to community stakeholders to solicit their attendance at these important meetings.

In scheduling the meetings, the project coordinator considered a recommendation from the preliminary planning process. Early consortium participants suggested that a half day or a full day could be set aside for hub meetings. The meetings would be held sequentially—for example, at 9:00 a.m. Adults with disabilities, 11:00 a.m. CTE, and 1:00 p.m. ESL/Citizenship—so that those who were interested in all three topics could attend all three meetings and would not be excluded from the planning process on any topic.

Some members and partners wanted to help guide particular hubs. For example, CRY-ROP representatives indicated that CTE was a particular strength of their organization, and they were excited to participate in that hub. It was noted that consortium members wanted the project coordinator to reach out to individual adult schools to determine which areas were of particular interest to them. One member of the steering committee served on each of the working groups, thereby ensuring that two-way communication occurred. The ultimate aim was to make certain that the action planning that occurred within each hub reached the steering committee and that the information and recommendations generated by the each hub were delivered in an accurate and fair manner.

During the steering committee's first meeting, which was also held in August 2014, two co-chairs were selected. Those involved in the preliminary planning process reached consensus on February 13, 2014, that one co-chair should be a representative from a school district while the other should be a representative from the community college district or one of its colleges.

A critical aspect of the planning process hinged on communication between adult school principals and their respective districts. Principals said they had communication channels in place and used them to convey their thoughts and input to their districts. An important aspect of this project was collecting input from faculty at adult schools and community colleges. This area is addressed under Objective 4 of this report.

Early on in the planning process, the 30-40 regional stakeholders who were not school districts or adult schools were grouped into a Regional Network of Adult Education Providers and Partners. It had been suggested that this group should meet two to three times a year, while the steering committee would meet monthly. However, this structure was amended. The stakeholders who were grouped into the regional network were invited to participate in the hubs, and the steering committee was convened during each of the four planning sessions held between August and December 2014. The project coordinator worked with members of the executive committee and the adult schools to reach a decision on the most convenient timing and schedule of meetings. The scheduling of these meetings took into consideration key deadlines for the regional comprehensive plan.

Feedback on the planning and decision-making process was obtained through surveys and input at meetings, and was submitted through the consortium webpage. Face-to-face meetings between members and partners were the most important means of supplying feedback. E-mails containing feedback were also sent to the project coordinator or steering committee members. Representatives on the steering committee and advisory groups reported back to their constituents. Task force and steering committee members acted as site liaisons for the various entities and agencies that they represented. Faculty and students were informed of the planning process through the webpage and campus communication systems. In addition to the strategies described above, faculty supplied feedback through their representatives on the steering committee.

Hub (Work Group) Regional Meeting Structure

The technology of participation (ToP) methodology was used at all meetings by professional facilitator Becky Foreman, who was hired at the onset of the consortium coming together. The ToP methodology proved successful by allowing all participants to give input around a focused conversation in a productive and nonthreatening environment. This focused conversation was instrumental in reaching a consensus on the many facets of regional decision making while building relationships among participants.

The project coordinator and the professional facilitator planned out each hub meeting to address one or more of the state objectives, as shown in Table 1. By using the ToP method, both a rational aim and experiential aim were developed to ensure that desired outcomes and objectives outlined by the grant were reached. The rational aim is the intent or practical goal of the conversation; the experiential aim is the inner impact of the conversation. Both are equally important in setting the tone, building relations, and keeping to the set timeline for information requested by the state.

In addition to the project coordinator and the professional facilitator attending all hub meetings, an experienced administrative assistant was provided by the San Bernardino City Unified School District (USD) to help in the planning process. The purpose of this was twofold: first, to meet the needs of the position, and second, to provide insight into the workings of the K-12 system. Having a coordination team that consisted of individuals from both systems helped keep transparency and build stronger ties.

Table 1

Hub Meeting Design

Hub meeting	Rational aim	Experiential aim	Product	Objective
1st	• Gain a complete understanding of the entire project including the potential impact on, and benefits to, the region • Gain a complete understanding of their specific task (charter) and the timeline for completion • Review and become grounded in all available data regarding their specific focus area (Objectives 1 & 2) • Become aware of "best practices" that relate to their focus area	• Begin to shift thinking from "district needs" to "regional needs" • Begin to build a sense of camaraderie and collegiality with fellow work group members • Feel confident that their work is valued and can lead to significant improvements for the entire region	• Well-prepared and committed hub members	• Preparation for work on objectives
2nd	• Create a vision for an effective system that fills gaps, integrates existing programs, and includes best practices	• Build excitement over the possibility that their work can lead to change that will positively impact their entire region	• A detailed "vision" describing every element necessary to provide services in the most effective way possible	• Objectives 3, 4, and 5 will be partially met
3rd	• Identify potential barriers to implementing their vision • Design specific strategies to work around the barriers	• Gain a sense of confidence that their vision is achievable and barriers can be worked around	• Detailed description of "current reality" including potential barriers and strategies to work around them	• Objectives 3, 4, and 5 will be more fully met
4th	• Create a one-year implementation plan including responsible parties, budget and timeline	• Create a spirit of celebration as they see their plan in its entirety • Build an interest in continuing professional development activities for interested hub members	• Detailed implementation plan including strategies, budget, responsible parties, and timeline	• Objective 3, 4, and 5 will be completed • Objective 6 will be addressed

Each hub meeting was 4 hours long, and each hub met four times between August and November 2014. One more meeting was scheduled for February 27, 2015, with hub members to finalize the regional plan before the March 1, 2015, deadline. Table 2 contains the hub meeting schedule for the first four meetings. Meetings were held at different sites throughout the region with the intention of building relationships between consortium members. Some were held at the community college, others at the adult school, and others at one of the participating ROPs. This contributed to the keeping of transparency.

The schedule of meetings (Table 2) was sent out to each hub participant before the first meeting, and reminders were sent the week of each meeting. On average, hub meetings maintained high attendance from participants, and some hubs had the luxury of having professional experts attend some of their meetings. The apprenticeship hub had a state representative attend the second meeting to share in-depth information on the intricacies of programs. The CTE hub had a representative from the Centers of Excellence share regional data on jobs and economic projections. The local city Workforce Investment Board (WIB) attended a transitions hub meeting to share information on resources it offers to the community and how to strengthen relationships between schools and the community.

Regional members working together during a hub meeting.

Table 2

Hub Meeting Schedule

Date	Day	Time	Group	Meeting Place
8/21	Thursday	8:00 am–12 noon	Education Programs for Adults with Disabilities	SBVC B112
8/21	Thursday	1:00 pm–5:00 pm	Programs for Apprentices	SBVC B112
8/22	Friday	8:00 am–12 noon	Basic Skills/GED	SBVC B100
8/22	Friday	1:00 pm–5:00 pm	Courses for Immigrants ESL & Workforce Prep	SBVC B100
8/28	Thursday	8:00 am–12 noon	Assessments & Curriculum Alignment	SBAS-Green Room
8/28	Thursday	1:00 pm–5:00 pm	CTE	SBAS-Green Room
8/29	Friday	8:00 am–12 noon	Transition Services	Roy C. Hill 113 & 114

Date	Day	Time	Group	Meeting Place
9/11	Thursday	8:00 am–12 noon	Education Programs for Adults with Disabilities	Roy C. Hill 134 & 135
9/11	Thursday	1:00 pm–5:00 pm	Programs for Apprentices	Roy C. Hill 134 & 135
9/12	Friday	8:00 am–12 noon	Basic Skills/GED	Roy C. Hill 135
9/12	Friday	1:00 pm–5:00 pm	Courses for Immigrants ESL & Workforce Prep	Roy C. Hill 135
9/18	Thursday	8:00 am–12 noon	Assessments & Curriculum Alignment	SBAS–Green Room
9/18	Thursday	1:00 pm–5:00 pm	CTE	SBAS–Green Room
9/19	Friday	8:00 am–12 noon	Transition Services	Roy C. Hill 114

Date	Day	Time	Group	Meeting Place
10/2	Thursday	8:00 am–12 noon	Education Programs for Adults with Disabilities	Roy C. Hill 114
10/2	Thursday	1:00 pm–5:00 pm	Programs for Apprentices	Roy C. Hill 114
10/3	Friday	8:00 am–12 noon	Basic Skills/GED	Roy C. Hill 113
10/3	Friday	1:00 pm–5:00 pm	Courses for Immigrants ESL & Workforce Prep	Roy C. Hill 113
10/16	Thursday	8:00 am–12 noon	Assessments & Curriculum Alignment	CRY-ROP
10/16	Thursday	1:00 pm–5:00 pm	CTE	CRY-ROP
10/17	Friday	8:00 am–12 noon	Transition Services	Roy C. Hill 134

Date	Day	Time	Group	Meeting Place
10/30	Thursday	8:00 am–12 noon	Education Programs for Adults with Disabilities	Roy C. Hill 134
10/30	Thursday	1:00 pm–5:00 pm	Programs for Apprentices	Roy C. Hill 134
10/31	Friday	8:00 am–12 noon	Basic Skills/GED	Roy C. Hill 112
10/31	Friday	1:00 pm–5:00 pm	Courses for Immigrants ESL & Workforce Prep	Roy C. Hill 112
11/6	Thursday	8:00 am–12 noon	Assessments & Curriculum Alignment	Roy C. Hill 112
11/6	Thursday	1:00 pm–5:00 pm	CTE	Roy C. Hill 112
11/7	Friday	8:00 am–12 noon	Transition Services	Roy C. Hill 135

The executive committee, composed of the community college district chancellor, the two college campus presidents, and the five superintendents from the K-12 districts, met on September 26, 2014, and again on December 5, 2014. Presentations were made by steering committee members on the work to date made by each program area.

The steering committee is well represented by both members and partners of the consortium. The steering committee membership includes teachers, program directors, vice principals, principals, assistant superintendents, deans, and managers.

Steering Committee members:

- ➢ Melanie Petago/Chris LeRoy, San Bernardino USD, Adults with Disabilities
- ➢ Alma Angelo, San Bernardino USD, Apprentices
- ➢ Leticia Villa, San Bernardino USD, Basic Skills
- ➢ Karen Bautista, San Bernardino USD, ESL
- ➢ Kathi Campbell, Rialto USD, Curriculum Alignment & Assessments
- ➢ Carol Tsushima, CRY-ROP, CTE
- ➢ Kirsten Colvey, CHC, Transition Services

Each hub received a hub charter as a tool to guide its members through the different working stages of answering the objectives in the regional plan. The following is the charter used in the Programs for Adults with Disabilities work group hub. Each program area received a charter specific to its hub at the first meeting.

Inland AB86 Consortium Programs for Adults with Disabilities
Hub Charter
Organizational Structure

1. <u>Mission/Purpose of Hub</u>: To generate recommendations and discuss ways to build relations, build pathways, have a seamless transition for students and leverage resources in the area of Adults with Disabilities.

2. What does the Hub need to accomplish by the end of the project? *To identify the gaps, make recommendations and possible solutions with an estimated cost.*	3. What will be the indicators of success? *Full participation and the creation of a regional plan perspective.*	4. Project deliverables by 10/31/14. *The Hub has addressed all state objectives of the grant for the draft due in to the state by 10/31/14.*
5. What are the important questions to be addressed by the Hub? *Identify the gaps in an effective way as a region, possible solutions with an estimated cost and methods of assessment to measure progress.*	6. Resources available: *data information from research groups and model programs or best practices.*	7. Boundaries/constraints: *All recommendations will be presented by the Steering Committee member to the Executive Committee for final approval to be included in the state report*
List of Hub Members I am working with:		

Regional Mindset

As published in the October 11, 2013, San Bernardino Countywide Vision Wire Newsletter, the county of San Bernardino adopted the Cradle-to-Career Roadmap (see Figure 2). "The Countywide Vision Education Element Group adopted a roadmap for achieving the regional goal to partner with all sectors of the community to support the success of every child from cradle to career. The roadmap identifies key milestones in a child's personal, social, academic, and career readiness. The group of community, business, government, and education leaders formed five task forces to develop strategies for helping students at preschool, elementary school, middle school, high school, and postsecondary levels. The San Bernardino County Superintendent of Schools' Alliance for Education assists with the implementation of the strategies in each of the county's 33 school districts and postsecondary educational institutions. Once implemented, the roadmap will mark a significant milestone for collective impact efforts in San Bernardino County."

In setting the regional mindset for the consortium, the first meeting with the executive committee, and the first meeting with all the hub work groups, the facilitator asked all participants to review the Cradle-to-Career Roadmap and the Countywide Vision. The two documents are included on the following pages; a series of questions was asked of meeting participants. Some of the answers documented in the following paragraphs were taken from all program area hubs (work groups).

The first question was in reference to the Cradle-to-Career Roadmap (see Figure 2).

What stands/jumps out at you?

- "It includes both ends of the spectrum–all inclusive."
- "Social aspect, until very recently schools had to meet their scores versus people that are multidimensional to be successful in a variety of ways."
- "It helps our community change and not become stagnant, learning and having good positive experiences that will drive you to learn more, less people out of work—building community, everybody has to collaborate—we need each other."
- "Shared responsibility."
- "Has specific benchmarks."
- "Very linear; where to adults that are not from this county fit—a little exclusive of them; maybe there could be a parallel arrow for them that is, maybe grouped by skill level."
- "The cradle to career show the best case scenario, very traditional pathway."
- "Education seems to end at 20, where do people go after that?"
- "Strength comes from all of the pieces in the roadmap connecting together."
- "It will be important for our region to get more business and labor involved."
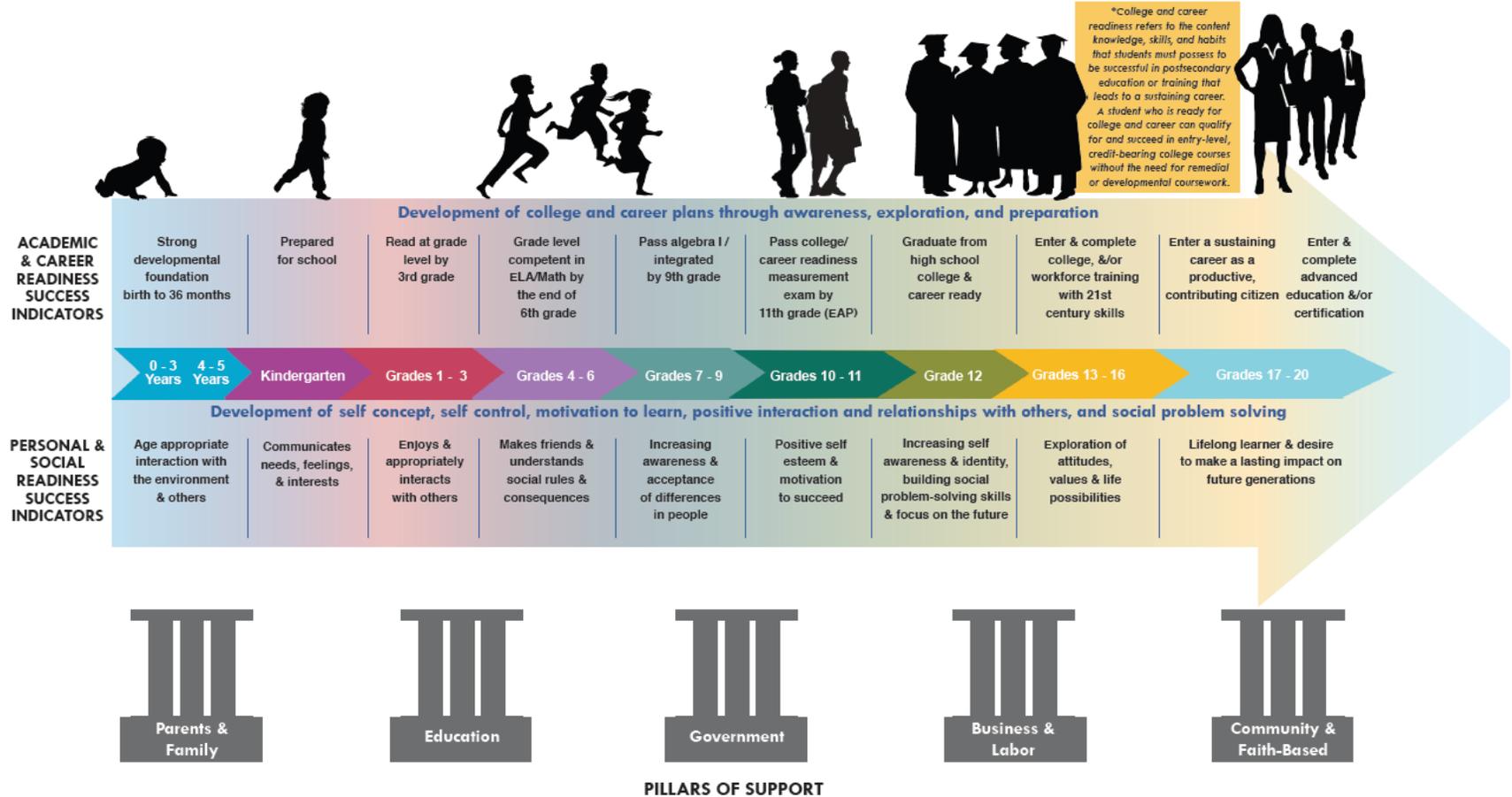
Figure 2. San Bernardino County Cradle-to-Career Roadmap.

The second document visited by regional hub participants was the San Bernardino Countywide Vision (see Figure 3). The following are some of the answers shared during the initial hub meeting for all program areas with reference to the Countywide Vision.

How does adult education fit into the Countywide Vision?

- ➢ "We need a skilled workforce."
- ➢ "We need a sustainable system."
- ➢ "Education transforms lives."
- ➢ "Helping students transition."
- ➢ "Idea of what a complete community is—a lot of times we lose track of that."
- ➢ "The systems have to be in alignment."
- ➢ "We all have shared goals—students need to be able to have the outcome they desire regardless of which institution they are attending."
- ➢ "It is possible to have a regional vision just like it became a reality to have a County vision."
- ➢ "The vision is comprehensive and will require collaboration by all parties."
- ➢ "More than the workforce; self-sustaining, goes hand-in-hand."
- ➢ "Attract employers and keep employers to help break the cycle of poverty."

According to internal documents on the development and adoption of the Countywide Vision, the vision "was created for an understanding of the community as a system and the interconnectedness of all facets. Understanding the larger regional, statewide, national, and global context in which San Bernardino exists is key to knowing how to prioritize and allocate resources. By recognizing and embracing our cultural, economic, and geographic diversity, San Bernardino County can be greater than the sum of its parts."

The region identified must work together to improve each essential element of society: jobs/economy, education, housing, public safety, infrastructure, quality of life, environment, wellness, and image.

The discussion of these two documents established a regional mindset on how important adult education is to the community. It also helped to identify additional gaps not previously identified during the town hall meetings.

WE ENVISION a *complete county* that capitalizes on the diversity of its people, its geography, and its economy to *create a broad range of choices* for its residents in how they live, work, and play.

WE ENVISION a vibrant economy with a skilled workforce that attracts employers who seize the opportunities presented by the county's *unique advantages* and provide the *jobs that create countywide prosperity.*

WE ENVISION a *sustainable system* of high-quality education, community health, public safety, housing, retail, recreation, arts and culture, and infrastructure, in which development complements our natural resources and environment.

WE ENVISION a *model community* which is governed in an open and ethical manner, where *great ideas are replicated and brought to scale,* and *all sectors work collaboratively* to reach shared goals.

From our valleys, across our mountains, and into our deserts, we envision a county that is a destination for visitors and a home for anyone seeking a sense of community and the best life has to offer.

Adopted by San Bernardino County Board of Supervisors and
San Bernardino Associated Governments Board of Directors
June 30, 2011

www.sbcounty.gov/vision

Figure 3. San Bernardino County vision statement.

REGIONAL IMPLEMENTATION
Goals

- Partner with all sectors of the community to support the success of every child from cradle to career
- Establish San Bernardino County as a model in the state where local government, regulatory agencies and communities are truly business friendly

Adopted by San Bernardino County Board of Supervisors and
San Bernardino Associated Governments Board of Directors
May 2, 2012

ROLE OF
County Government

- **OUR JOB:** Our job is to create a county in which those who reside and invest can prosper and achieve well-being.
- **OUR PARADIGM:** The County of San Bernardino is a regional government. We understand that every aspect of the quality of life in a community is part of an interrelated system. The County takes responsibility for ensuring that the community has determined how, when and by whom each element of that system is being addressed in pursuit of our shared Vision of the county and the future we desire.

Adopted by San Bernardino County Board of Supervisors
April 10, 2012

www.sbcounty.gov/vision

Figure 3. San Bernardino County vision statement—*continued*.

Objective 1: Levels and Types of Adult Education Programs, Including Adequacy and Quality (Credit, Non-Credit, Enhanced Non-Credit), and Title II (Adult Education and Family Literacy Act) Funding

Levels and Types of Adult Education Programs

There are a number of areas where services provided by adult schools are severely limited. These include apprenticeship programs, programs for adults with disabilities, basic skills, and CTE. The consortium has identified these areas as priorities, which must be addressed by the planning process. High school diploma, GED programs, and ESL/citizenship programs are the most widely offered programs in the region. They are offered by all four adult schools within the consortium. However, CTE programs are offered by only two adult schools: San Bernardino Adult School and Rialto Alternative Adult School. Table 3 summarizes the adult education programs offered by each adult school within the Inland Adult Education Consortium:

Table 3

Adult Education Programs Offered Within the Inland Adult Education Consortium

Name of School	High School Diploma	GED	Basic Skills	ESL/ Citizenship	Adults w/ Disabilities	CTE	Apprenticeships
San Bernardino Adult School	X	X	X	X	X	X	X
Colton Joint USD							
Rialto Alternative Adult School	X	X	X	X		X	
Yucaipa Adult School	X	X		X			
Redlands Adult School	X	X	X	X			

Colton Joint USD. The district presently does not have any adult education programs. As of 2010, the Colton Adult School had been closed. Washington Alternative High School offered adult ESL classes until 2010, but these classes were canceled due to budget cuts. The alternative school formerly offered high school diploma and GED courses. The superintendent has said that the district's priorities have been more focused on dropout prevention than on adult education programs. Attention is being given at the district level to lowering the need for remediation and reducing the number of adults who need to complete GED or high school diploma programs. The district is working closely with the community to address the dropout rate and has involved parents, businesses, and surrounding schools in the process. The county's Cradle-to-Career Roadmap is a part of that process.

Redlands USD. Over the past several years, the Redlands Adult School has scaled back its programs due to budget cuts. The adult school currently offers high school

diploma and GED programs. The school also offers ESL classes. The adult school does not offer CTE programs, apprenticeships, or programs for adults with disabilities. Students who want to enroll in CTE programs are referred to CRY-ROP.

Rialto USD. The district operates the Alternative Education (Adult) School, which offers ESL, CTE, basic skills, and diploma/GED courses. No classes for adults with disabilities or apprentices are offered. The adult school expects a surge of students if the federal Dream Act and other immigration programs are signed into law.

San Bernardino City USD. San Bernardino Adult School[1] is the only adult education provider in the consortium that offers programs in all five priority areas designated by AB86. The school offers basic skills, ESL/citizenship classes, classes for adults with disabilities, short-term CTE programs, and apprenticeships. The school's programs include the following:

- ➢ Adults with Special Needs
- ➢ Child Care Teacher's Aide Certificate Program
- ➢ Business and Computer Education
- ➢ Community Based English Tutoring (CBET)
- ➢ English as a Second Language
- ➢ ESL Civics/Citizenship
- ➢ GED Test Preparation
- ➢ High School Diploma
- ➢ Apprenticeships (Welding, Custodial, Barber, Campus Security Officer)
- ➢ Medical Education Programs
- ➢ Programs for Older Adults

The school has a Child Care Teacher's Aide Certificate Program and four medical education programs—certified nurse assistant, medical assistant, medical terminology and medical math, and licensed vocational nurse. The school also offers a CBET Program for adults. The focus of the program is developing skills in reading, writing, listening, speaking, study skills, homework, and effective parenting techniques.

The adult school provides pre-GED preparation classes for students who need to improve their reading, writing, and math skills before transferring into the GED test preparation program, which offers GED test preparation classes. The adult school also has a high school diploma program. The school is WASC accredited and issues high school diplomas upon the completion of required classes and after students pass the California High School Exit Exam (CAHSEE).

San Bernardino Adult School participates in the California Apprenticeship Training program. Apprentices earn money while they work on the job alongside journeyman craftsmen. To supplement their training, apprentices attend classes during the evenings

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[1]Regarding operational cost information included in the data sheets, San Bernardino USD has noted that when operational costs were calculated for services offered through the San Bernardino Adult School, they include costs of all staff, supporting staff, administrators, custodians, campus security, day care, noon duty aides, and text and materials.

or on weekends learning related skills. Apprenticeship training lasts from 2 to 5 years, depending on the trade. Apprenticeships through the adult school include barber, campus security officer training, certified custodial training program, and welding. Students can earn certificates in welding and custodial training.

Yucaipa-Calimesa Joint USD. The Yucaipa Adult School offers a high school diploma/ GED program, effective parenting classes, and ESL and family literacy courses. According to the district's superintendent, the ESL program is very limited. A concern for the district is its geographic isolation, which makes it difficult for students to access resources offered elsewhere in the region.

Crafton Hills College. Similar to Dr. Fisher, Dr. Cheryl Marshall, the president of CHC, expressed a need to alleviate the burden on community colleges to remediate students who place below college-level math, English, and reading. Dr. Marshall has suggested that adult noncredit programs could help ease this burden. The college collaborates with CRY-ROP to offer pathways for students to pursue CTE. The college would like to offer more CTE programs on campus, such as those pertaining to health care and public safety. The college would also like to offer career preparation classes to assist students with their transition into the workplace. The college offers programs and services for adults with disabilities. The college has 10 CTE programs in place, which offering 25 certificates. The following are CTE programs offered by the college:

- American Sign Language: American Sign Language
- Art: Computer Assisted Graphic Design
- Business Administration: Business Management and Retail Management
- Child Development: Associate Teacher, Master Teacher, and Site Supervisor
- Computer Information Systems: CISCO Certified Network Associate, Computer Assisted Graphic Design, Computer Information Systems, Programming, and Web Design
- Emergency Medical Services: Emergency Medical Technician, Mobile Intensive Care Nurse, Emergency Medical Technician/Paramedic
- Fire Technology: Fire Fighter I Basic Training Academy, California Fire Officer Training, and Fire Inspection Academy
- Marketing: Marketing Management
- Music: Music Technology and Song Writing Fundamentals and Music Technology/ Composition and Song Writing
- Radiologic Technology: Radiologic Technology

San Bernardino Valley College. SBVC has programs in all five of the AB86 priority areas: basic skills, ESL, adults with disabilities, CTE, and apprenticeships. Interim President Dr. Gloria Fisher has expressed concerns that GED preparation and adult education end at the 10th-grade level, which leaves a sizeable knowledge and skills gap for students who want to enroll in community college. A strain has been placed on the college to provide sufficient remedial/basic skills instruction courses. Of the students who take an assessment test upon entering SBVC, 99.68% place below college-level math, English, or reading. SBVC offers more than 70 CTE programs (see Figure 4).

Accounting - AA & Certificate	Automotive Technician	Child Development AA Degree	Dietetic Aide	Film	Inspection Technology	Psychiatric Technology	Television
Administration of Justice	Aviation Maintenance Technician	Cisco Certified Network Associate - Certificate	Dietetic Service Supervisor	Food Preparation	Library Technology Certificate Program	Radio	Tool and Die
Administrative Assistant - Certificate	Avionics Technology	Communication Engineering Technology	Dining Room Service	Food Service	Machine Technology	Radio, Television & Film	Water Distribution
Advanced Automotive Collision Repair & Refinishing	Basic Auto Collision Repair & Refinishing	Computer Engineering Technology	Early Intervention and Inclusion	General Electrician	Machinist Standard	Real Estate - Certificate	Water Supply Technology
Airframe Maintenance Technician	Basic Machine Operator	Computer Information Technology - AA	Eating Disorders Studies	General Welding	Master Teacher	Real Estate/Escrow - AA	Water Treatment
Alcohol/Drug Studies	Basic Operations Computer Numerical Control (CNC)	Computer Numerical Control: CAD/CAM	Electric Power Technology	Geographic Information Systems	Nursing A.S.	Retail Management - Certificate	Web & Multimedia Design
Architectural Design A.A.	Bookkeeping - Certificate	Computer Science - Certificate	Electronics Technology	Graphic Design	Office/Clerical - Certificate	School-Age	Welding Inspection Technology
Art	Business Administration - Certificate	Computer-Aided Drafting Technician Certificate	Engine Performance	Heating, Ventilation, Air Conditioning and Refrigeration Certificate	Police Science	Shielded Metal Arc Welding (SMAW)	Wheel Alignment & Brakes
Associate Teacher	Career Specialist	Corrections	Escrow--Certificate	Heavy/Medium Duty Diesel Truck Technology Certificate	Power plant Maintenance Technician	Site Supervisor	
Automatic and Manual Transmission	Case Management in the Public Sector	Culinary Arts	Family Child Care Provider	Infant/Toddler Development	Preventative Maintenance Technician Certificate	Teacher	

Figure 4. San Bernardino Valley College CTE programs.

A survey was sent out to enrolled students of SBVC (Appendix B). Some questions were directly related to AB86 discussions held during the hub meetings; the others were specific to the SBVC campus on its offerings. A total of 201 surveys was completed, and the results are in the following graphs (see Figures 5-8). The survey was sent out late in the planning process; it will be made available to all regional participants in order to gather student feedback on needs they currently have.
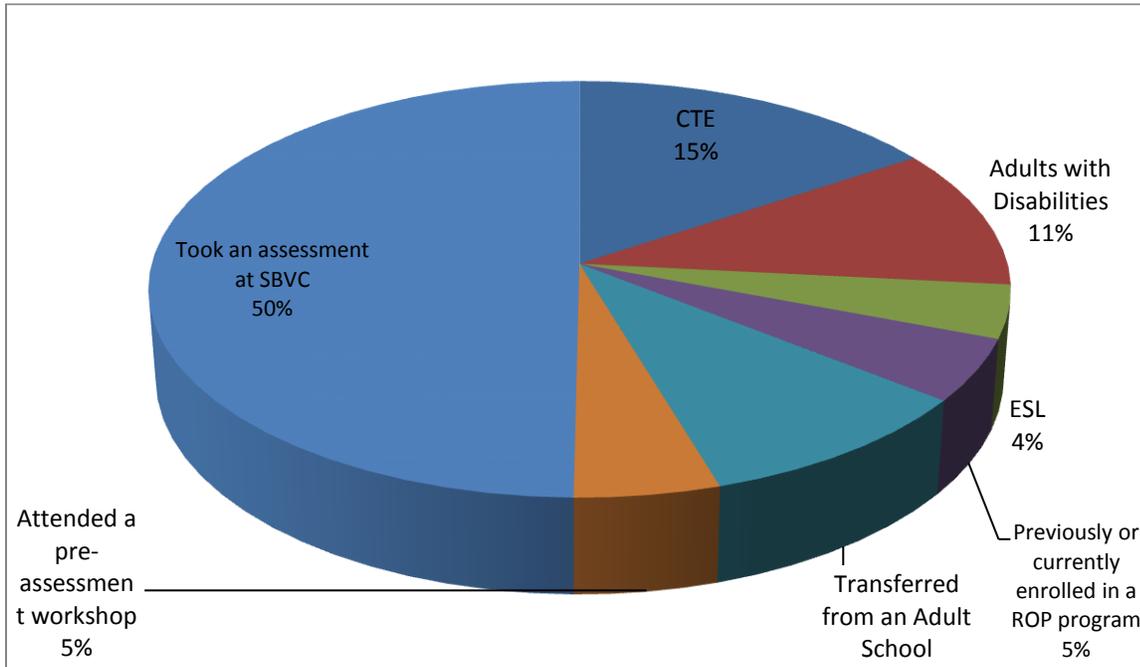
Figure 5. Student Survey Question 1: Choose all that apply.
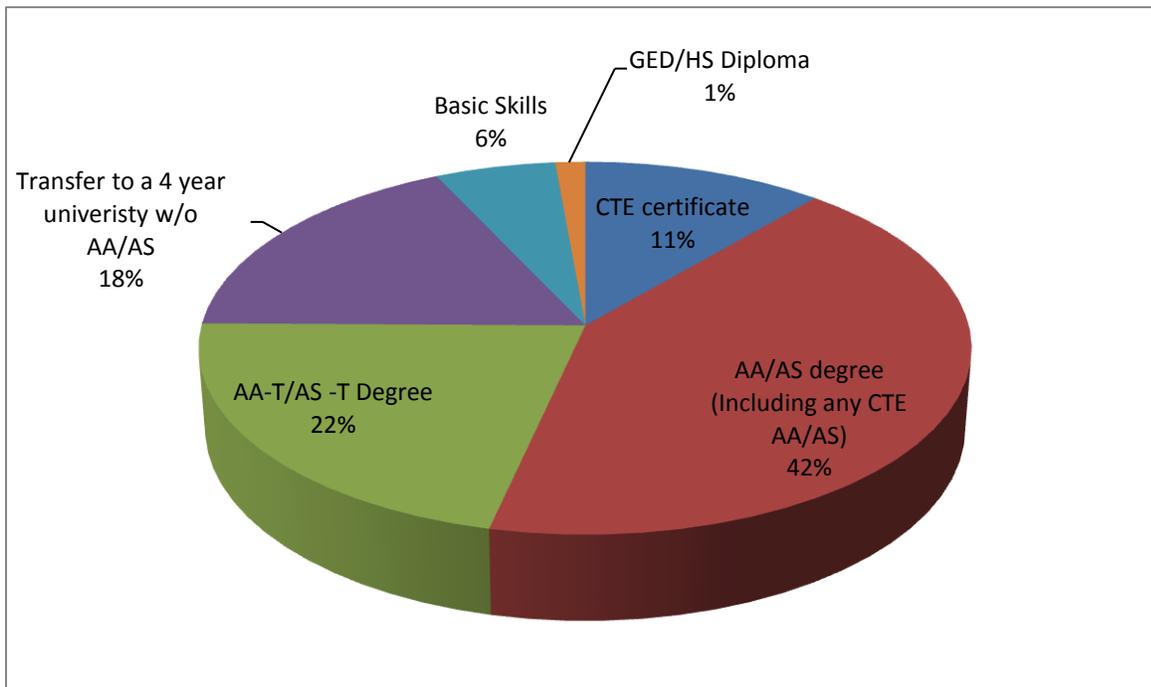
Figure 6. Student Survey Question 2: What are your current educational goals? Check all that apply.
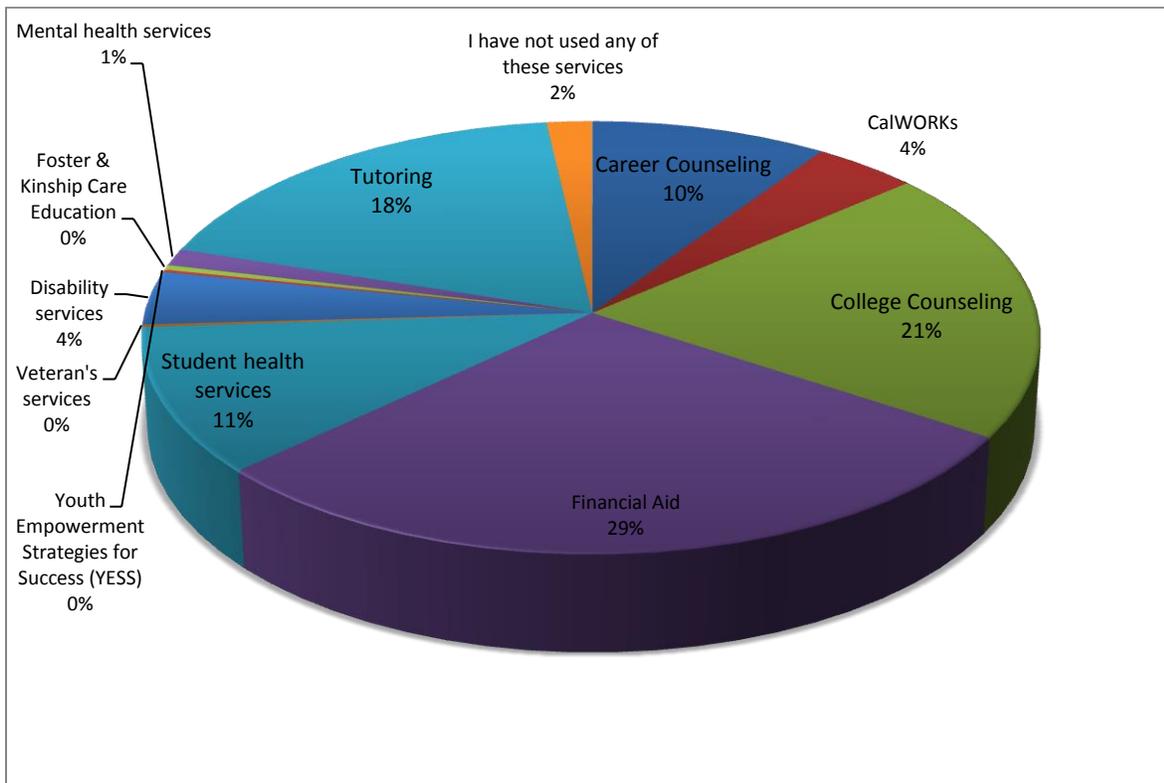
Figure 7. Student Survey Question 3: What services have you utilized while attending.
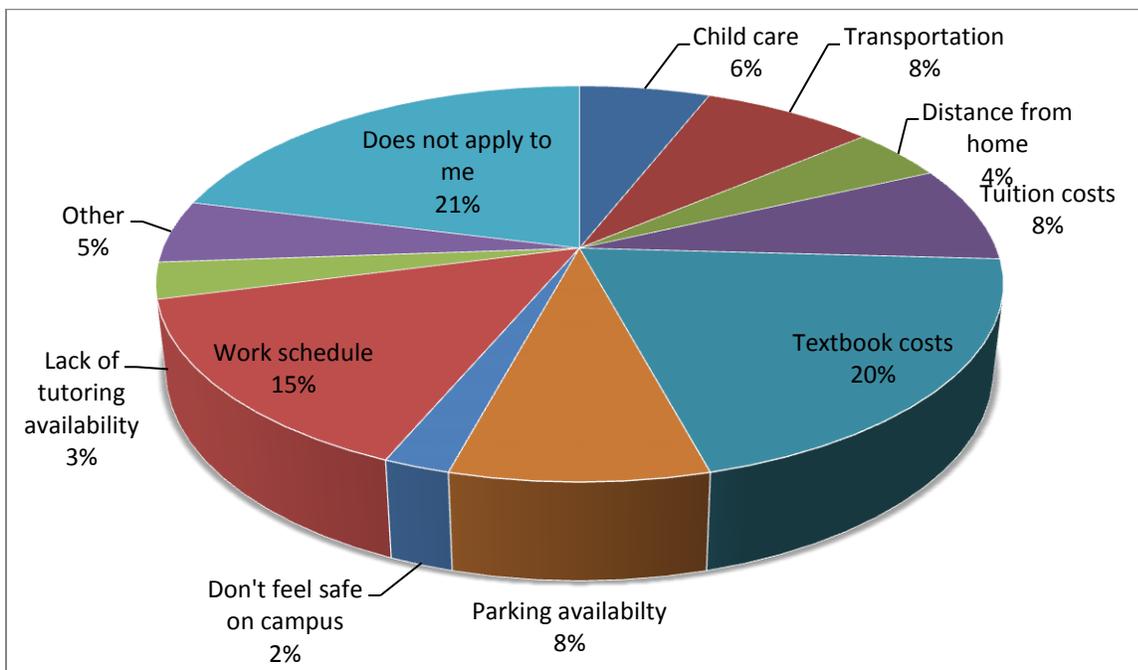
Figure 8. Student Survey Question 4: What barriers/problems prevent you or your family member from coming to school? Check all that apply.

Objective 2: Evaluation of Current Needs in the Region (Student Wait Lists for Classes in the Program Areas Addressed in AB86; School Districts' K-12 English Learner Statistics; the Number of Children Who Qualify for Free or Reduced Lunch; Adults Who Do not Have a High School Diploma)

Demographic data analyzed for each of the school districts participating in the consortium confirm observations often made about the region. The area has a high number of individuals who live below poverty, a high number of individuals who did not finish high school, and a large number of English learners (see Table 4).

Table 4

Demographic Data for San Bernardino Community College District and Consortium Member School Districts

	San Bernardino Community College District	Colton USD	Redlands USD	Rialto USD	SB City USD	Yucaipa-Calimesa Joint USD
Population	710,167	52,154 (7%)	68,747 (10%)	99,171 (14%)	209,924 (30%)	51,367 (7%)
Poverty (individuals below poverty level)	211,630 (30%)	11,735 (23%)	24,337 (12%)	19,040 (19%)	64,759 (31%)	24,760 (12%)
No high school diploma	178,252 (25%)	15,438 (30%)	19,608 (11%)	31,735 (33%)	57,219 (32%)	21,390 (12%)
Unemployment	88,061 (12%)	4,693 (9%)	5,284 (6%)	10,710 (11%)	9,951 (11%)	5,812 (7%)
ESL (language other than English)	295,400 (42%)	26,964 (52%)	73,259 (25%)	57,519 (58%)	138,248 (47%)	53,467 (18%)
Adults with disabilities	71,884 (10%)	2,573 (4%)	3,182 (4%)	5,923 (8%)	19,481 (27%)	3,578 (5%)
Citizenship (not a US citizen)	101,456 (14%)	8,270 (8%)	4,441 (4%)	18,484 (18%)	28,188 (28%)	4,866 (5%)

Note. From AB86 sample demographic data, n.d. Retrieved from http://ab86.cccco.edu/portals/7 /docs/AB%2086%20planning_demographic%20data_March%202014.pdf

Analysis of Local Economy

The Inland Empire, a region consisting of Riverside and San Bernardino Counties, experienced rapid population growth in the years leading up to the economic downturn. Today, one out of every nine Californians lives in the Inland Empire.

As a result of rapid population growth, San Bernardino County has undergone a dramatic demographic shift in recent years. According to a June 13, 2013, article in the

Riverside *Press-Enterprise*, Latinos now outnumber all other racial and ethnic groups in the county. According to the article, the Latino population nearly tripled from 1990 to 2012: In 1990, the county was 26.7% Latino, but as of July 2012, that number had grown to 50.5% (Olson, 2013).

During the swift growth of the past 15 years, many public service sectors, including health care and education, struggled to keep pace with the dramatic increase in demand. Although population growth has slowed, there is still a need for increased services, which did not keep pace with the number of people who flocked to the region.

The Inland Empire currently grapples with high unemployment, high poverty, and some of the lowest median incomes in the state. The region was particularly hard hit by the recession and the collapse of the housing bubble. In 2012, the unemployment rate in San Bernardino reached 17.5%. An article in the *Los Angeles Times*, October 23, 2014, stated that the Inland Empire still had an unemployment rate of 8.2% as of September 2014, higher than the state's rate of 7.3% (Kirkham, 2014).

The region's economy has been largely based on unskilled labor and low paying jobs in sectors such as construction and manufacturing, two industries that have not fared well in recent years. The county seat, the city of San Bernardino, declared bankruptcy in 2013. Since then a number of businesses have closed or moved their headquarters, most notably the Automobile Club of Southern California (ACSC), which citing high crime relocated its base of operations to Highland.

In September 2013, the U.S. Census Bureau released a report on poverty in the nation's 25 largest metropolitan areas. The Inland Empire topped the list at No. 1, according to an article in the *Redlands Daily Facts*. According to a May 10, 2014, *New York Times* article on rising poverty in the Inland Empire, "Nearly one-fifth of all residents live in poverty, the highest rate among the largest metropolitan areas in the country. By the official federal measure, nearly one-third of all children here are poor. The number of poor in San Bernardino and Riverside Counties nearly doubled over the last decade" (Medina, 2014, para. 7).

In an October 23, 2014, article in the *Los Angeles Times*, the Inland Empire is forecast to lead the Southland in the rate of job and business creation. The report predicted that the region will add jobs at about 3.4% annually over the next 5 years. Some reasons the article cited for this growth include the availability of land for development and the proximity to ports and major transportation corridors (Kirkham, 2014).

Within the San Bernardino Community College District, 30% of the population lives below poverty level. This is nearly double the rate for the state of California. The city receives nearly $500 million annually in welfare assistance and 46% of its residents receive some form of welfare assistance, according to an October 23, 2011, article in the *San Bernardino Sun* ("San Bernardino Flooded in Welfare Funds"). Poverty levels in Colton Joint USD, Rialto USD, and San Bernardino City USD are all above the state rate (Figure 9).
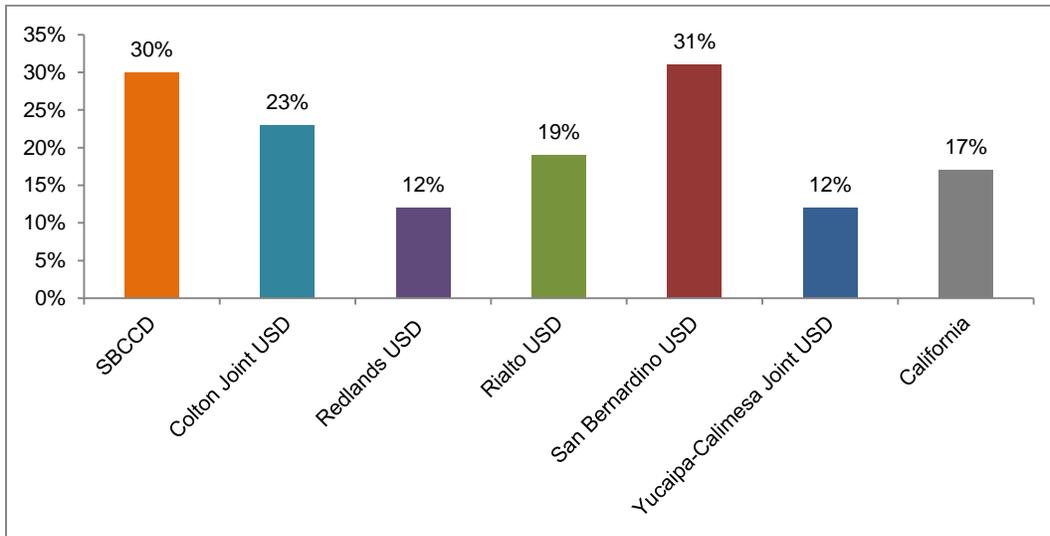
Figure 9. Percentage of individuals living below poverty level in San Bernardino Community College District and member school districts.

Median income also reflects the economic challenges of the region. For example, the median income level of all the communities within the community college district's boundaries is below the state's median income level (Figure 10). San Bernardino has the lowest median income, $39,097.
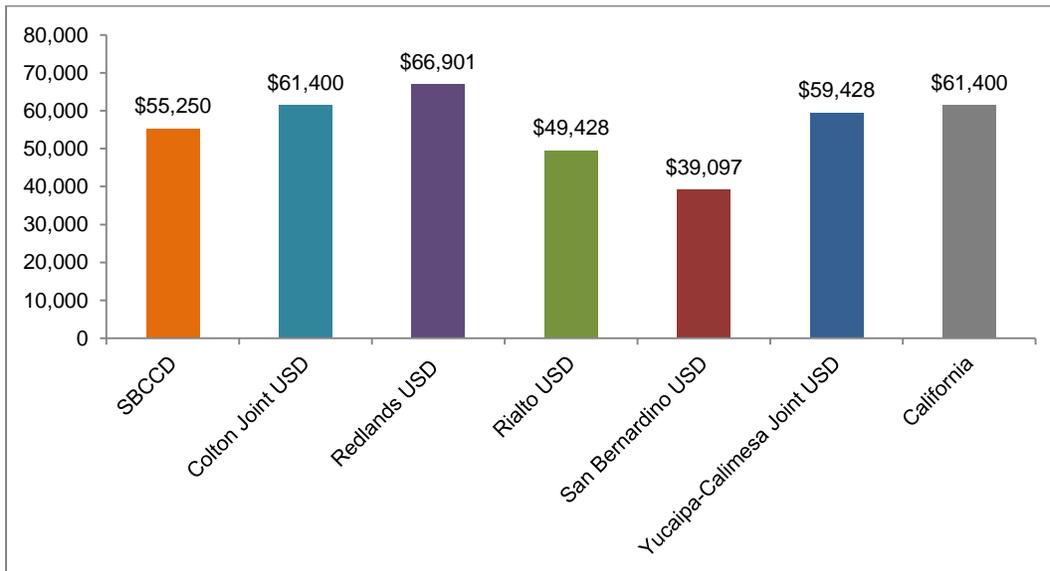
Figure 10. Median income in San Bernardino Community College District and partner school districts.

The population within the San Bernardino Community College District is largely characterized as unskilled and lacking in educational attainment. According to the California Postsecondary Education Commission (2003), San Bernardino County ranks 12th in the state for the highest rate of adults lacking literacy skills. According to data from the National Center for Education Statistics, 20% of San Bernardino County's population lacks basic prose literacy skills, compared to the state average of 23%.

The low rate of educational attainment in the region is also reflected in the number of individuals who did not finish high school. The percentage of the population without a high school diploma is nearly double the state rate within the Colton Joint USD (30%), Rialto USD (33%), and San Bernardino City USD (32%; see Figure 11). Within the community college district as a whole, one quarter of the population does not have a high school diploma.
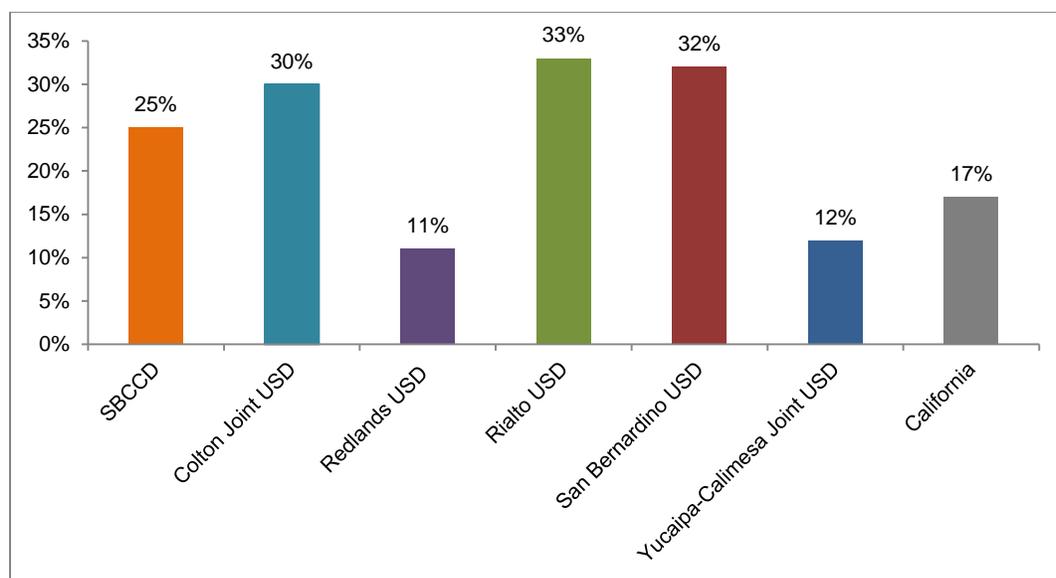
Figure 11. Percentage of population within the San Bernardino Community College District and member school districts who do not have a high school diploma.

Furthermore, dropout rates within the San Bernardino Community College District are highest in Colton Joint USD, Rialto USD, and San Bernardino City USD (Table 5).

The low rate of educational attainment has serious implications for the region's current and future students. One area of particular concern is college readiness. According to an article in the *Chronicle of Higher Education* on a study by ACT and the Council for Opportunity in Education, only 9% of students whose parents did not attend college were able to meet all the benchmarks for college-readiness in English, reading, math, and science (Supiano, 2013).

Table 5

Graduation and Dropout Rates for Consortium School Districts

	Colton Joint USD	Redlands USD	Rialto USD	San Bernardino USD	Yucaipa-Calimesa Joint USD	California
Graduation rate	78%	91%	80%	76%	91%	80%
Dropout rate	13%	5%	11%	13%	6%	11%

Note. Adapted from Student and School Data Files, California Department of Education, 2014. Retrieved from http://www.cde.ca.gov/ds/sd/sd/

According to a study by the nonprofit California Competes, which measured college attainment levels in California zip codes, SBVC ranked 11th out of the state's 112 community colleges for lowest attainment. CHC ranked 44th in the state. The study also found that the region's community colleges are failing to adequately serve their communities: "Riverside and San Bernardino Counties are among the poorest counties in the state, yet overall have the lowest community college enrollment. Community college participation is 14% below the state average and 33% below Orange County" (California Competes, 2013, Inland Empire, para. 1).

Another area of concern is educational attainment for the region's undocumented children. The Community College Consortium for Immigrant Education issued a report in September 2012 with recommendations as to how to help undocumented youth reach their potential. This report highlights five critical areas that make a difference: increasing college access, making college affordable, supporting college readiness and success, offering alternatives for adult learners, and improving college retention and completion.

One of the most challenging aspects pertaining to educational attainment within the community college district's boundaries has to do with the number of youth, ages 16-24, who are not engaged in school or work. According to "Halve the Gap by 2030: Youth Disconnection in America's Cities," "The youth disconnection rate in the Inland Empire is 18.8 percent, or nearly one in five; an alarming 117,000 of the roughly 620,000 teens and young adults in the 16 to 24 year old age range are not engaged with either school or work. This is the highest rate of youth disconnection among the country's most populous twenty-five metro areas" (Lewis & Burd-Sharps, 2013, 25 Youth Disconnection in the Riverside-San Bernardino Metro Area, p. 103). The report found that one third of the disconnected youth are high school dropouts while another third are young mothers.

A report in the *San Bernardino Sun* claims that the County of San Bernardino has one of the highest numbers of students who are experiencing homelessness. Three of the districts named in the article are participating in the AB86 efforts. Colton Joint USD has the highest with 5,121 students being reported as homeless, second is Redlands USD with 3,248, and finally, San Bernardino City USD reporting 2,565. According to Emerson (2014), "In San Bernardino County, 33,274 students had experienced homelessness,

about 8.1% of the total county student population of 411,000. That is nearly double the state's overall 4.3%" (para. 3). The impact of being homeless can contribute to a student not having the adequate support and resources for studying and focusing on his or her education.

Redlands (13.2%), Rancho Cucamonga (10.6%), and Chino Hills (13.4%) have the lowest rates of youth disconnection in the region. The highest rates of youth disconnection are in San Bernardino (22.5%) and the areas surrounding Big Bear Lake and Lake Arrowhead, where youth disconnection reaches 22.8%, the highest rate in the region. It is concerning that the two school districts with the highest rates of youth disconnection—Rim of the World and Big Bear—have chosen not to participate in the consortium planning process.

Current Adult Education Needs

Funding. The school districts within the consortium have either had to dramatically scale back adult education programs or close them in recent years due to budget restrictions. For example, San Bernardino Adult School, which offers the broadest range of programs and serves the greatest number of students in the region, reduced enrollment nearly by half between 2008-2009 and 2012-2013 (see Table 6).

Table 6

San Bernardino Adult School Enrollment by Program

Program area	2008-2009	2012-2013
ABE and HSD/GED	1,328 + 2,598 = 3,926	927 + 1,942 = 2,869
Citizenship/ESL	4,722	2,336
Adults with special needs	780	468
CTE	3,329	1,261
Apprenticeships	331	204
Subtotal	**13,088**	**7,138**
Parenting	1,598	1,446
Older adults	1,032	363
Total enrollment	**15,718**	**8,947**

Colton Joint USD terminated its adult education program in 2010. Similarly, Alpine Completion Adult School in Crestline was closed in 2012. Bear Valley Adult School, while listed on the state Department of Education website as an adult education provider, does not appear to be offering services at this time. The Lifelong Learning Center at San Bernardino Public Library is able to offer adult education programs and is entirely grant funded. The city of San Bernardino is currently working its way through bankruptcy and has discussed closing its public libraries. It is unclear what would happen to the Lifelong Learning Center if this were to occur.

As the planning process develops, needs arising from financial constraints will continue to emerge. Two items of note include the fact that wait lists at Redlands Adult School are very long for the high school diploma program, and student retention is an issue for Yucaipa Adult School. In addition, San Bernardino Adult School sees a need for more community outreach for its ESL/citizenship programs. Redlands Adult School reports it cannot accommodate all the students who want to enroll in its ESL/citizenship program. Yucaipa Adult School would like to be able to offer academic and career counseling to students, but is presently unable to do so.

Apprenticeships. There is a shortage of apprenticeships in the region. According to the "Apprenticeship List of LEAs and Sponsors" posted on the AB86 website, there are only a handful of apprenticeship programs within the consortium's boundaries. All the apprenticeships noted on the list are through San Bernardino City USD's adult school:

- Barber apprenticeship program (Sponsor: San Bernardino Adult School)
- Tile setter apprenticeship program (Sponsor: Inland Empire Tile Setter JAC-4)
- Brick mason apprenticeship program (Sponsor: Brick Mason JAC-4)
- Meat cutter apprenticeship program (Sponsor: Stater Bros. Markets)
- Vocational nursing apprenticeship program (Sponsor: San Bernardino Adult School)

CTE. CTE enrollment has declined among all providers with programs in the consortium. Whether this is a direct result of funding cuts or whether other factors are at work is a question that was explored during the upcoming consortium hub meetings. The following is a summary of CTE program curtailment and termination among school districts within the consortium:

- Redlands Adult School formerly offered short-term CTE programs for Licensed Vocational Nurse, Certified Nursing Assistant, and IV Therapy. There were 89 students enrolled in short-term CTE programs during the 2008-2009 academic year. At some point after the 2008-2009 school year, CTE programs were cut.

- Rialto Adult Alternative School currently offers one short-term CTE program for pharmacy technicians. Short-term CTE programs have been severely reduced over the last 5 years. CTE program enrollment totaled 133 students in 2008-2009, dropped to 106 students in 2012-2013, and has declined to only 27 students in 2013-2014.

- San Bernardino Adult School's short-term CTE enrollment also declined substantially in recent years. CTE enrollment dropped from 3,329 students in 2008-2009, to 1,473 students in 2012-2013. By the 2013-2014 academic year, enrollment had somewhat leveled off at 1,429.

- As mentioned earlier, both SBVC and CHC offer extensive CTE programs. SBVC's CTE enrollment has doubled in recent years. During the 2008-2009 academic year, enrollment totaled 5,127 and peaked in 2012-2013 with 10,757 students. In 2013-2014, enrollment was slightly lower at 10,097.

> CHC's CTE enrollment was 4,046 in 2008-2009, and has continued to grow. In 2012-2013, 2,636 students enrolled in CTE programs, and in 2013-2014, enrollment peaked at 2,703 students.

Figure 12 illustrates the decline in CTE program enrollment for adult schools and community colleges within the consortium. The chart also details the overall decline in combined enrollment for all adult schools.
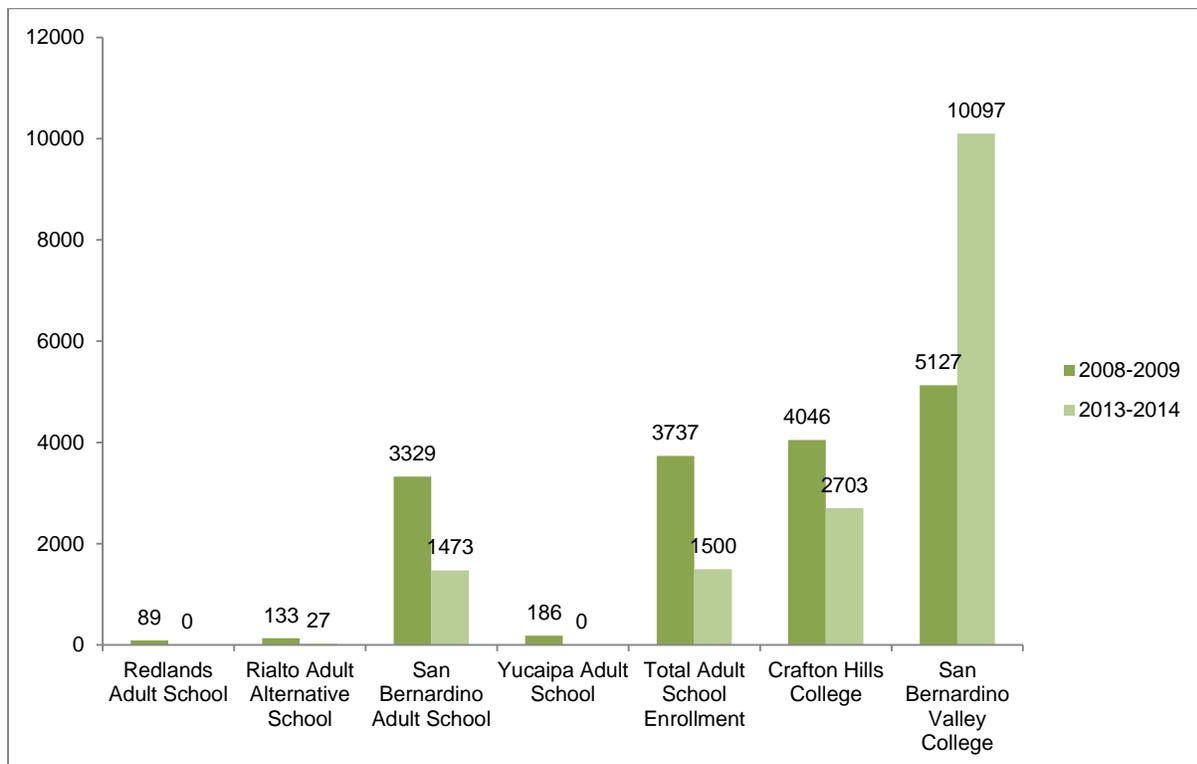
Figure 12. CTE program enrollment for adult schools and community colleges in 2008-2009 compared to 2013-2014.

Transition services. In prior meetings, consortium members and partners have discussed the need to coordinate transition services between adult schools and community colleges. Students at adult schools are in need of assistance to help them navigate the process of college enrollment, registration, and applying for financial aid. A strong support system is required to ensure the success of nontraditional students.

Adult school students also lack some of the skills that are necessary to thrive in a college environment. There is a need to develop programs or offer workshops at the adult school level to prepare students to be college ready. College readiness skills that adult school students lack include communication skills, study habits, time-management skills, and self-motivated learning. Because these skills are presently not incorporated into adult school curriculum and are often not discussed, students who graduate and

enter community college may not understand why they are struggling to thrive in a new academic setting. During hub meetings held in August, information will be gathered from the adult schools as to whether they currently provide transition services and whether they have the capacity to do so.

Basic skills. Despite reports of increased demand for basic skills courses, overall enrollment in the region significantly declined in the last 5 years. It was believed that budget cuts may be the cause of the reduction in services, and this was confirmed during the basic skills hub meetings.

Of the four adult schools in the consortium, three offer basic skills courses—Redlands Adult School, Rialto Adult Alternative School, and San Bernardino Adult School. Enrollment at Redlands Adult School slightly declined from 482 students in 2008-2009 to 380 students in 2013-2014. Similarly, Rialto Adult Alternative School's basic skills enrollment also decreased. In 2008-2009, enrollment was 1,190. In 2013-2014, it was 952. Of the three schools, San Bernardino Adult School's has fallen the most precipitously. In 2008-2009, there were 4,382 students enrolled in basic skills. In 2013-2014, enrollment was 2,803.

Basic skills courses offered by the consortium's community colleges have also taken a hit. Again, it is unclear what impact budget restrictions had on this decline. CHC's enrollment dropped from 1,332 in 2008-2009 to 1,113 in 2013-2014. SBVC's enrollment declined from 5,127 in 2008-2009 to 4,601 in 2013-14.

Student receiving basic skills tutoring.

Figure 13 illustrates basic skills enrollment for adult schools and community colleges as well as the combined enrollment for all adult schools in the region.
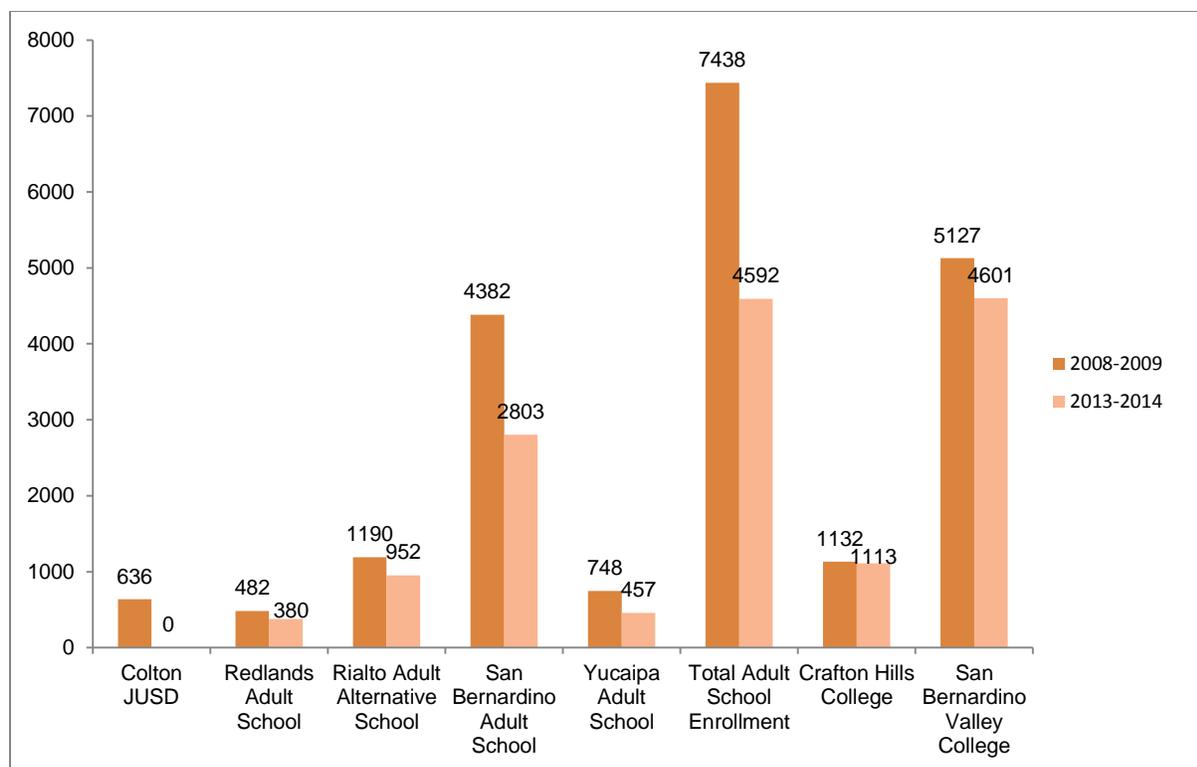
Figure 13. Basic skills program enrollment for adult schools and community colleges in 2008-2009 compared to 2013-2014.

Adults with disabilities. Five years ago, there were two adult schools in the region offering services to adults with disabilities. As of the 2013-2014 academic year, Redlands Adult School ceased to offer a program, and only San Bernardino Adult School offered services for adults with disabilities. Over the past 5 years, student enrollment in programs for adults with disabilities declined by half. In 2008-2009, enrollment totaled 807 for the two adult schools providing this service. By comparison that number had dropped to 402 in 2013-2014.

San Bernardino Adult School is the only adult school in the consortium currently providing programs for adults with disabilities. It is unclear as to why service levels have declined as it is likely that demand may still be high. This issue was explored in hub meetings scheduled for August 2014.

Each community college within the consortium has a disabled student services and programs department (DSPS). However, the services provided by the community colleges differ from the programs offered by the adult schools. The community college DSPS departments provide support services to accommodate students' disability-related educational limitations. These services help disabled students realize their educational potential in mainstream academic programs.

Figure 14 illustrates the decline in adults with disabilities program enrollment for adult schools and community colleges within the consortium. The chart also details the overall decline in combined adults with disabilities enrollment for all adult schools.
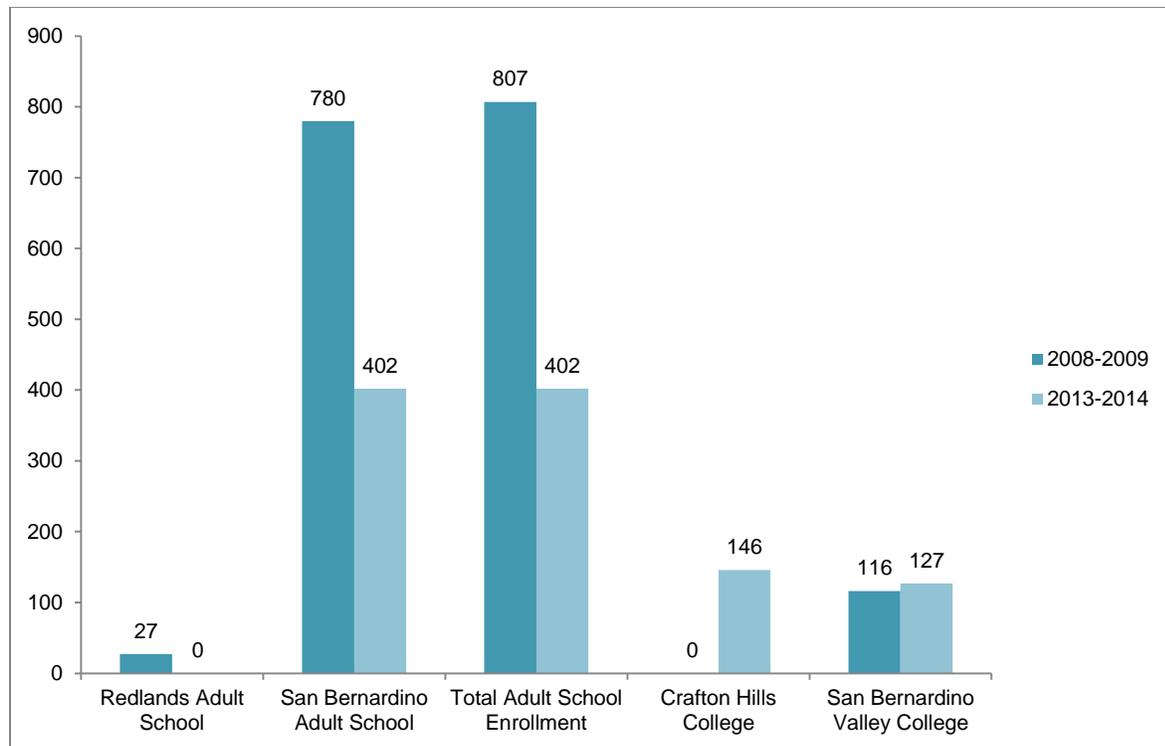

Figure 14. Adults with disabilities program enrollment for adult schools and community colleges in 2008-2009 compared to 2013-2014.

ESL and citizenship. Over the last 5 years, enrollment in ESL/citizenship programs declined by 48% among adult schools within the consortium. Historically and at the time of this study, San Bernardino Adult School has been the largest provider of ESL/citizenship programs within the consortium's boundaries. San Bernardino Adult School's enrollment has dropped by 53% since 2008-2009.

Rialto Adult Alternative School was the second largest provider in the region. Its enrollment has declined by 27% since 2008-2009. Similarly sharp declines occurred at Redlands Adult School and Yucaipa Adult School, and Colton Joint Unified School District terminated its program sometime around 2010.

CHC does not offer ESL/citizenship programs. As a result, SBVC is the only community college within the consortium's boundaries that provides programs. Enrollment at SBVC has increased from 194 in 2008-2009 to 239 in 2013-2014.
Figure 15 details changes in ESL/citizenship program enrollment for adult schools and community college. Combined enrollments for all adult schools is also shown.
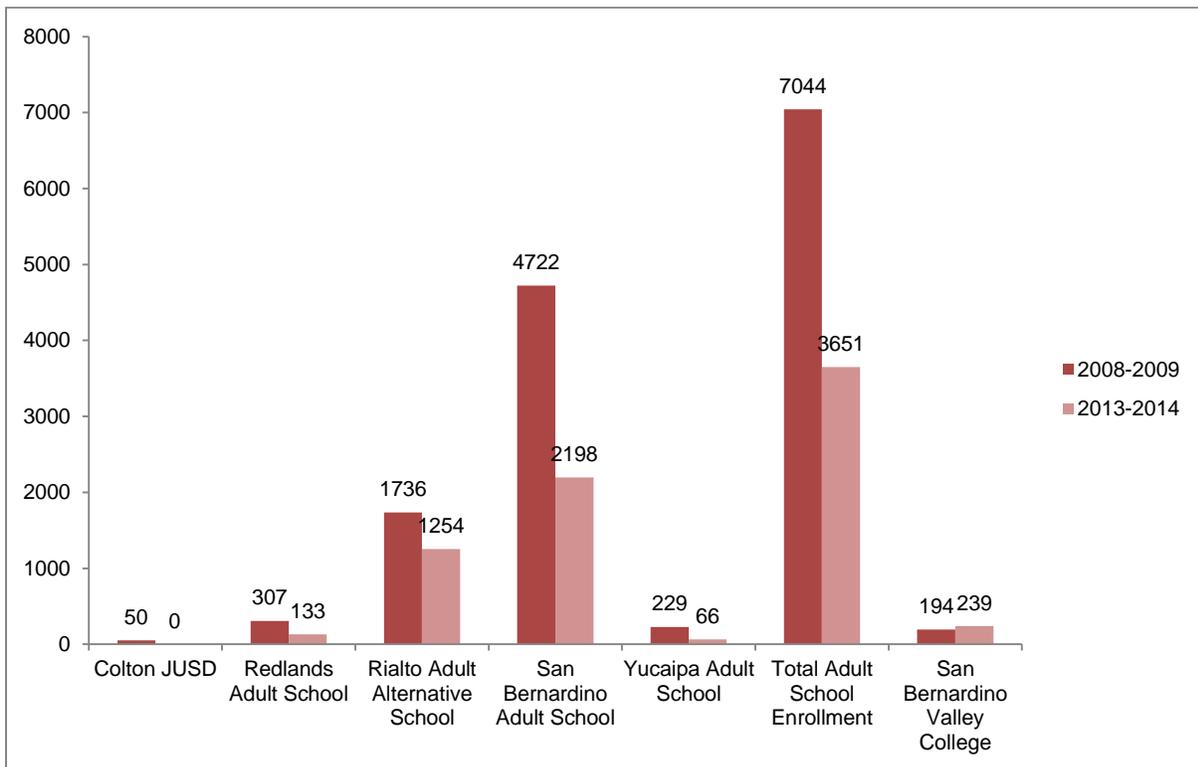
Figure 15. ESL/citizenship program enrollment for adult schools and community colleges in 2008-2009 as compared to 2013-2014.

Curriculum alignment and assessment. There is a wide range of issues regarding curriculum alignment and assessment that were studied and discussed as part of the planning process. One of the more pressing questions had to do with which curriculum areas should be aligned between adult schools and community colleges. The consortium needed to reach an agreement on this issue before it could decide how to leverage resources or expand programs. Results of these meetings are narrated in Table 9.

The following are some of the gaps identified during meetings held during the preliminary planning process:
  ➢ Too few articulation agreements between adult schools and community colleges.
  ➢ Curriculum not aligned between adult schools and community colleges.
  ➢ Scarcity of information/coordination between adult schools, ROPs, and community college programs.
  ➢ Lack of preparation for college-level assessments by adult schools.

As part of the planning process, the curriculum alignment hub discussed student learning outcomes. Additional descriptions of gaps and possible solutions regarding curriculum alignment and assessment are included under Objective 4.

Objective 3: Plans for Consortium Members and Partners to Integrate Existing Programs and Create Seamless Transitions into Postsecondary Education or the Workforce

Curriculum alignment and transition strategies were not program areas mandated by the state to be addressed by the work groups. Early in the planning phase of AB86 during the town-hall meetings, leadership noted the many gaps identified in dealing with alignment and transition that the original proposal submitted to the state called for work groups to be formed in these two areas. This hub groups followed the same agenda as the other hubs.

Alignment

Early in the planning phase of the hub meetings, the coordinator and the professional facilitator developed the questions that were asked of each hub based on the guidelines and data requested by the state for the grant. The following are the questions asked during each respective meeting:

- ➢ **Meeting 1**: What barriers stand in the way of providing effective curriculum alignment and assessment throughout our region?
- ➢ **Meeting 2**: What do we want to see in place in 5 years as a result of our actions?
- ➢ **Meeting 3**: What practical actions can we take to deal with the contradictions and move toward our vision?
- ➢ **Meeting 4**: What will our specific, measurable accomplishments be over the first 12 months?

Tables 7-14 contain summaries of the answers to all the meetings. It is important to note that the highlighted blue section of the barriers and practical vision tables represents a *consensus* from the group on the respective topic (see Tables 7 and 8). The bullet points in the barriers table, under the main headings are the underlying barriers identified that, if addressed, could make a substantial change for students in the region (Table 7). The bullet points under the practical vision are all previous barriers that, when overcome, would give the region a vision on how adult education should look (Table 8). The third table is the strategic direction the regional members are choosing to take (Table 9). The last set of tables summarizes the current reality, 12-month accomplishments, and success indicators the region has developed accompanied by a budget and timeline for implementation once the planning phase has ended on June 30, 2015 (see Tables 10-14).

The hub is composed of members and partners of the consortium from all levels of education and community organizations. The participants in the curriculum alignment and assessments hub were as follows:

- ➢ Albert Ho   SBVC
- ➢ Alma Angelo   San Bernardino City USD
- ➢ Blanca Olguin   San Bernardino City USD
- ➢ Carol Tsushima   CRY-ROP

- ➢ Christie Millette   SBVC
- ➢ David Finely   Redlands USD
- ➢ Karen Bautista   San Bernardino City USD
- ➢ Kathi Campbell   Rialto USD,
- ➢ Jamie Anderson   Yucaipa-Calimesa USD
- ➢ Mark Snowhite   CHC
- ➢ Miki Inbody   Redlands USD
- ➢ Susan Brown   Yucaipa-Calimesa Joint USD

Transitions hub working on the regional plan.

Table 7

Curriculum Alignment and Assessment: Barriers

Limited funding impacts the ability for entities to commit resources toward working on collaboration and alignment	The lack of a centralized database prevents the uniform collection, maintenance, and utilization of data to determine common benchmarks and drive regional decision making	Many separate systems with unshared priorities lead to a lack of alignment	The lack of shared leadership and vision among the different entities within a region does not lend itself to a committed collaboration	Geographic size and spread of the region make systems and communication alignment difficult	There is a need to adopt a paradigm shift among stakeholders that promotes innovation, collaboration, and improvements
• Lack of time, money, and resources • Time (not enough) • Cost	• Lack of data collection, maintenance, and reporting • Different reporting systems and data requirements • Lack of reliable data and analysis • Data not uniformly shared across the region • Lack of consistency in measuring college preparation	• Each entity has own requirements/mandates • Unique systems that don't get together • Different priorities • Independent objectives not aligned to one common vision • K-12 and postsecondary vastly different • Different initiatives in each system • Lack of shared expectations	• No regional mandate • Not enough networking opportunities • Lack of central leadership • Variety of oversight agencies • Lack of system of collaboration within and among institutions • Don't have agreed upon definitions • Not a priority to develop collaborations	• Geographic spread of districts and community colleges • Large number of education providers • Lack of information of stakeholders • Region is huge • Lack of awareness of what different institutions are doing	• Egos and misconceptions • Fear of, reluctance to change

Note. In response to "*What barriers stand in the way of providing effective curriculum alignment and assessment throughout our region?*"

Table 8

Curriculum Alignment: Practical Vision

Sufficient funding dedicated to assessment & alignment	Comprehensive assessment plan that addresses industry expectations, supports appropriate student placement, and is understood by all	Cohesive system of calibrated standards, curriculum, & assessment that eliminates gaps and redundancy	Sustained regional collaborative measures that develop and promote shared priorities and vision that support workforce and community needs	Centralized database accessed & utilized by all stakeholders	Simple transition for students across systems
• Faculty compensation has been negotiated through a participatory process • Sufficient funding dedicated to assessment & alignment • Money allocated for research	• K-16 standards, common language & assessments – comprehensive system • Educational assessments clearly model industry expectations • Multiple measures utilized to determine student placement	• System of articulated courses • Aligned curriculum to meet industry needs • Credit/non-credit nature of courses has been evaluated • Common core K-12 has inspired college and university level to do the same • Calibrated standards for curriculum • Regional commitment to alignment of course level objectives and standards • System of articulated assessments	• Quarterly meetings among regional stakeholders • Regional work groups that meet regularly to develop shared priorities • Technology infrastructure supports regional collaboration efforts • Regional collaboration of stakeholders across systems monthly • Regular PLC language meetings (Professional Learning Community) • Open and accessible communication across stakeholders (education/private industry) • Regular meetings for faculty at all levels	• Centralized data collection • Centralized database accessed and utilized by all stakeholders • Shared assessment database between all partners • Centralized and accessible database • Data comparison/data analysis website	• Transition pathway from adult education through community college • Increase of student articulation and matriculation by 200% • Articulated transition pathway

Note. In response to "What do we want to see in place in 5 years as a result of our actions?"

Table 9

Curriculum Alignment: Strategic Directions

Create accountability • Awards for innovation that also require sharing • Percentage of funding tied to meeting quality indicators • Share information that fosters innovation • Percentage of funding tied to student satisfaction survey results • Regional stakeholder satisfaction survey			**Creating accountability**
Leverage resources • Re-prioritize funding to cover cooperative efforts • Build a collaborative to pool resources	**Amplify WIB model to connect resources** • Build upon the WIB (county) • Mandates to require cooperative actions • Create common mission and vision, all levels.	**Maintain and expand collaboration through technology** • Internet-based conferencing • County-wide wireless system/infrastructure • Infrastructure for county/remote meetings • Calendar ongoing regional collaboration • Distinguish between what can be overcome by technology and what remains to be addressed	**Leveraging resources**
Create & articulate well-aligned transition plan • Articulate transition plan to stakeholders • K-12 ➔ Adult ➔ CC ➔ Workforce	**Align curriculum** • CCSS to basic skills courses • Common set of standards/objectives • Basic skills assessments aligned	**Unify data** • Bridge CALPADS to CALPASS+ • Establish common data points • Develop resources to provide data usable at all levels • Establish common benchmark definitions	**Aligning systems**
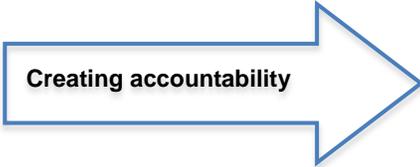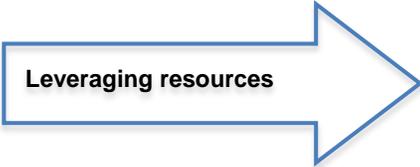
Note. In response to "What practical actions can we take to deal with the contradictions and move toward our vision?"

Table 10

Curriculum Alignment: Current Reality—12-Month Accomplishments—Success Indicators

Current Reality	12-Month Accomplishments	Success Indicators	
• K-12 system has accountability • Community college has programs and SLOs • "Campus Climate" survey (not mandated) • Accreditation is an accountability measure • Community college makes assessment results public • Portion of adult education funds are tied to student gains	• Regional task force has developed model surveys (student and stakeholder) • Regional Quality Indicator taskforce has created common language and benchmarks	• Fewer students assessing into basic skills at community colleges • High student satisfaction rates • We have a common language • More innovative approaches are being used • Regional stakeholder survey in place • Awareness of, and participation in, stakeholder survey	**Creating accountability**
• "Cradle-to-Career Roadmap" in place • WIB connects with individual institutions • Funding restrictions make it difficult to serve all students • We have "pockets" of technology in place • Community colleges have phone conferencing ability • "Drop Box" used at community colleges • Technology is not connected across systems	• Task force has mapped resources for all stakeholders • Common mission and vision have been developed	• Technology used across the region • Systems are compatible • Resources are mapped through collaboration • Stakeholders know about resources and how to use them • Web-based meetings allow work to expand	**Leveraging resources**
• Student education plans are used at community colleges • WIB has tracking system but it is not coordinated with other educational institutions • No common database • Opportunity to build on CALPASS + • Older adult education students have limited data in the system	• Created a plan for professional development re: CALPADS and CALPASS + • Regional curriculum alignment teams are in place (based on results of resource mapping)	• Everyone participates in development of educational plans • Increased communication between K-12 & adult education providers • Students easily transition between institutions	**Aligning systems**
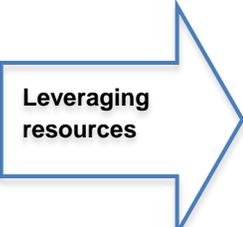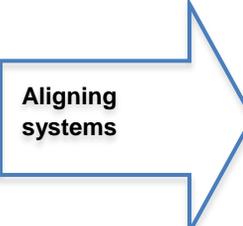
Note. In response to "What will our specific, measurable accomplishments be over the first 12 months?"

Table 11

Curriculum Alignment: 12-Month Accomplishments by Quarter

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Creating accountability		• Regional Quality Indicator taskforce has created common language and benchmarks	• Regional task force has developed model surveys (student and stakeholder)	
Leveraging resources	• Common mission and vision have been developed			• Task force has mapped resources for all stakeholders
Aligning systems		• Created a plan for professional development re: CALPASS + and CALPADS		• Regional curriculum alignment teams in place based on results of resource mapping
Resources to Leverage			**Resources Needed**	
Meeting space Staff time Technical support Meeting space			Meeting supplies (refreshments, etc.) Technical support staff Method of meeting, technology	
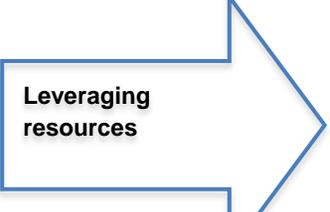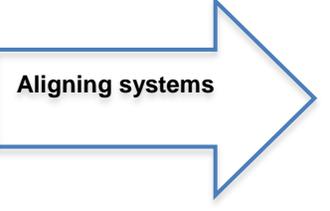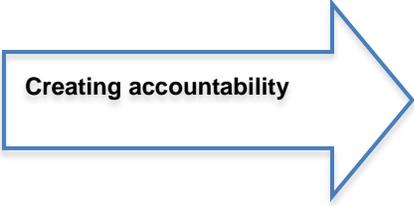
Creating accountability

Table 12

Creating Accountability Implementation Steps

Accomplishment	Steps	Completion Date	People Involved	Budget
Regional task force has created a model survey (students and stakeholders)	1. Create regional task force 2. Develop questions addressing all stakeholder needs 3. Choose one person from task force to develop survey 4. Send survey back to task force for approval/rewrites	1. Aug.–Sept. 2015 2. Sept.–Oct. 2015 3. Oct. 2015 4. Oct.–Nov. 2015	Project coordinator, taskforce members	Meeting costs: 1 meeting, 3 hours Space: $40 Food: $100 Facilitation: $700 Total: $840
Regional quality indicator task force has created common language/benchmarks	1. Create regional task force 2. Create common language 3. Create common benchmarks 4. Create professional development/data interpretation training plan	1. Aug.–Sept. 2015 2. Sept.–Oct. 2015 3. Nov.–Dec. 2015 4. Jan.–Feb. 2016	One or more representative(s) from all agencies involved	Meeting costs: 1 meeting, 3 hours Space: $40 Food: $100 Facilitation: $700 Total: $840

Leveraging resources
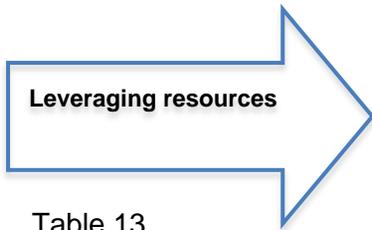
Table 13

Leveraging Resources Implementation Steps

Accomplishment	Steps	Completion Date	People Involved	Budget
Common mission and vision have been developed	1. Meetings held to discuss and draft statements 2. Review and agreement of statements 3. Communication of final statements to all stakeholders	1. Aug.–Sept. 2015 2. Aug.–Sept. 2015 3. Aug.–Sept. 2015	Project coordinator, hub members, all other stakeholders	Meeting costs: 1 meeting, 3 hours Space: $40 Food: $100 Facilitation: $700 Total: $840
Task force has mapped resources for all stakeholders	1. Task force members identified 2. Establish regular meeting schedule and agenda 3. Identify resource categories and stakeholders 4. Collect resource info 5. Create map 6. Perform gap analysis 7. Communicate/share info	1. Aug. 2015 2. Sept. 2015 3. Oct. 2015 4. Oct.–Dec. 2015 5. Jan. 2016 6. Jan.–March 2016 7. June 2016	Project coordinator, task force members, participating agencies, WIBs	No additional cost

Aligning systems

Table 14

Aligning Systems Implementation Steps

Accomplishment	Steps	Completion Date	People Involved	Budget
Created a plan for professional development re: CALPADS and CALPASS +	1. Task force developed that works in conjunction with other hubs 2. Identify what content needs to be shared/trained 3. Identify who needs training and how to promote it 4. Identify who will deliver training 5. Develop/deliver training 6. Evaluate effectiveness/modify as needed 7. Plan for ongoing support and future training	1. Quarter 1 2. Quarter 2 3. Quarter 2 4. Quarter 2 5. Quarter 3 6. Quarter 4 7. Quarter 4	Program coordinator and all stakeholders	$10,000 potentially for training
Regional curriculum alignment teams in place based on resource mapping	1. AB86 coordinator with resource mapping task force identifies curricular areas to be aligned 2. Subcommittees developed based on curricular areas identified across all entity levels (K-12, community college, adult schools, ROP) regionally 3. Recruit subcommittee teams (all entities) 4. Subcommittees identify common curricular objectives 5. Provide recommendations for resources and disseminate information	1. Quarter 2 2. Quarter 3 3. Quarter 3 4. Quarter 4 5. Quarter 4	Representatives from all entities across the region	Meeting costs: 4 meetings, 3 hours each: Space: $160 Food: $200 Facilitation: $2,800 Total: $3,160

Transition Services

The planning for each meeting followed the same pattern. The coordinator and the facilitator developed the questions that would be asked of each hub based on the guidelines and data requested by the state for the grant. The following are the questions asked during each meeting:

> **Meeting 1:** What barriers stand in the way of providing effective transition services throughout our region?
> **Meeting 2:** What do we want to see in place in 5 years as a result of our actions?
> **Meeting 3:** What practical actions can we take to deal with the contradictions and move toward our vision?
> **Meeting 4:** What will our specific, measurable accomplishments be over the first 12 months?

Tables 15-22 contain summaries of the answers to all the meetings. It is important to note that the highlighted blue section of the barriers and practical vision tables (Tables 15 and 16) represents a *consensus* from the group on the respective topic. The bullet points in the barriers table, under the main headings are the underlying barriers identified that if addressed, could make a substantial change for students in the region (Table 15). The bullet points under the practical vision are all previous barriers that, when overcome, would give the region a vision on how adult education should look (Table 16). The third table is the strategic direction the regional members are choosing to take (Table 17). The last set of tables summarizes the current reality, 12-month accomplishments, and success indicators the region has developed accompanied by a budget and timeline for implementation once the planning phase has ended on June 30, 2015 (see Tables 18-22).

The hub comprises members and partners of the consortium from all levels of education and community organizations. The following are hub participants:

> Albert Ho   SBVC
> Annette Kelly   City of SB – Employment and Training Agency (WIB)
> Blanca Olguin   San Bernardino City USD
> Claudia Arciniega   CRY-ROP
> Gustavo Lara   Rialto USD
> Joe Cabrales   CHC
> Karen Bautista   San Bernardino City USD
> Kathi Campbell   Rialto USD
> Kirsten Colvey   CHC
> Nancy Gillespie   Rialto USD
> Raul Pedraza   San Bernardino City USD
> Yesenia Ceballos   San Bernardino City USD

Table 15

Transition Services: Barriers

In order to align programs and maximize efficiency, a comprehensive regional data tracking system is needed	Funding levels do not match the need for transition services	Personal student barriers limit programs' ability to serve students	Lack of communication of existing services among agencies limits effective transition	A lack of comprehensive services for college and career readiness diminishes successful student transitioning	A system disconnect between agencies and employers reduces effective transition to employment	Overly bureaucratic processes limit student access to programs	No shared process for identifying and engaging with disconnected youth and adults
• No comprehensive understanding of variety of students served in region • No shared database by all entities	• Lack of funds • Funding–sustainability, consistent levels • Regional support funding is insufficient • Agencies' resources and time are limited	• Technology divide • Accessibility to services (ease, public transit, Omni-Trans) • Contact info changes often • Lack documents needed to enroll • No transportation • Cultural and environmental aspects	• Need aligned processes • Lack of common language or terminology • Students and teachers have no knowledge of programs • Program misalignment from gaps • Lack of communication and awareness between agencies • No coordinated work group with regular meeting schedule • Lack of awareness among providers about what others are doing • No consistency in services	• Need to learn or teach financial planning • Need to learn or teach time management • Complex needs of students require wide variety of services • Priority on program requirements versus individual needs • Student awareness–services, needs, motivation, belief in self • Don't believe it's possible (give up) • Short-term goals override long-term plans • Students unaware of or disenfranchised from available services • Need mentorship and peer-to-peer support	• No transition to employment services • Commitment "buy-in" from business, education, government, community • Limited on-the-go training opportunities • System disconnect between schools/ systems and employers	• Bureaucratic practice limits student access and transition • Complex eligibility criteria	• Lack of outreach and connection with the disconnected

Note. In response to "What barriers stand in the way of providing effective transition services throughout our region?"

Table 16

Transition Services: Practical Vision

All students develop a comprehensive student education and occupation plan	Formalized agreements between agencies to facilitate student transitions	Adequate funding to eliminate student barriers	Robust, formal interagency structure to support ongoing communication, collaboration, and information sharing	Well-established network of transitional liaisons between agencies	Fully developed comprehensive one-stop resource hub	Systemic employment & internship services	Dynamic student transition database, which includes educational history, services received, and current eligibility
• All students complete FAFSA • Twice yearly (minimum) meetings with school counselor and academic advisor	• Automatic referrals to each other's agencies • Transition articulation agreements between agencies • Transition culture permeates all agencies	• "Whole student" transition support (includes employers, agencies, housing, etc.) • Free public transportation for all students • All students have and use the technology they need • Adequate funding for transition	• Inclusion in master calendar at college—include for guest speakers & events • A contact in each department • Transition classes or workshop conducted at receiving institution • Build liaison program between agencies • Accessibility • Counselor/college representative available for each campus	• Regular meetings of stakeholders • Knowledge of Accuplacer scores and how to interpret • Quarterly meetings of AB86 stakeholders • Staff awareness & knowledge of partnerships in place • Ongoing communication among agencies for understanding of all services	• Students have access to transition services at all levels of their education • Transition "experts" ombudsman program • AB86 "211" • A transition resource guide available to all students	• WIB business services located at education site • More internships • All students reach self-sufficiency by meeting career and education goals and plans	• Comprehensive data tracking system • Database: Student Information System

Note. In response to "What do we want to see in place in five years as a result of our actions?"

Table 17

Transition Services: Strategic Directions

Improve accessibility to programs • Internet courses for adults with personal barriers	**Eliminate red tape between agencies** • Develop articulation where possible • Streamline requirements (red tape) • Align transition processes between agencies			**Streamlining and simplifying Inter- and Intra-agency processes**
Create common goals that are community driven • Community needs should guide the core goals	**Engage community partners** • Partner with support service agencies • Foster community involvement • Reach out to local nonprofit agencies, TAY centers and TAD offices • Take advantage of 211 • More business partnerships			**Building community relationships & identifying common goals**
Increase funding • Ask for more $$ • Leverage resources	**Create transition services network** • Interagency liaison • Develop regional website • Create a transition agency • Develop contact people within each organization • Non-bureaucratic collaboration (more results) • Continued collaboration between agencies • Key contact directory	**Sustain regional collaboration** • Capitalize on current HUB structure to create interagency collaboration • Continued regional meetings	**Build a central data system** • IT collaboration (database) • Creation of data system mandatory • Revitalize use of CALPASS in IE area • Utilize and mandate existing tracking systems	**Creating a unified transition network**

Note. In response to "What practical actions can we take to deal with the contradictions and move toward our vision?"

Table 18

Transition Services: Specific Measurable Accomplishments Over First 12 Months

Current Reality	12-Month Accomplishments	Success Indicators	
• Not much exists • Some communication between high schools and community colleges • Some relationships exist between agencies but not region wide • Isolated programs exist (but there is a model) • Students have limited options	• Collaborative including all agencies meets to develop model for universal transition	• High transition rates between adult schools and community colleges • Increased interactions between institutions to build pathways • Regional common transition standards • Colleges better prepared to meet adult students' needs • Data drives decisions • Adult school classes ease transition to community college	**Streamlining and simplifying inter-and-intra-agency Processes**
• ROPs work with TAO offices • ROPs work with 211 • Some informal relationships exist • Some tailored partnerships exist • "Building a Generation" has some services • ROPs student driven • Community colleges derive mission from state (top down)	• Identify and compile regional agencies and their services • Share and distribute regional agency services and information	• Stronger partnerships between ROPs, community colleges and adult schools • Agencies better able to identify and service students • Reduced duplication of efforts through coordinated services	**Building community relationships & identifying common goals**
• Opportunity for more funding through AB86 • Learning about existing resources • Hub structure in place • Some other collaborations in place • Have the AB86 website • Leaders have come together throughout the region	• Investigate model for region wide tracking system and make recommendation • Executive committee continues to meet at least twice per year	• Students move easily between institutions • Standardized entry rubric in place • More entry level and "scaffold" programs • Minimum standards at all adult education schools • Adult education students are no longer "second class citizens" • Equal standards exist throughout the region	**Creating a unified transition network**
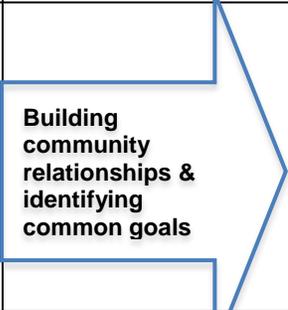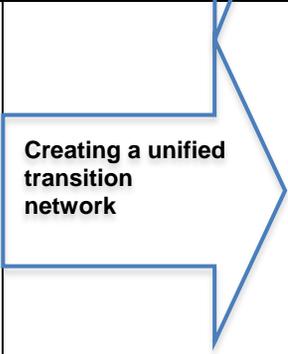
Note. In response to "What will our specific, measurable accomplishments be over the first 12 months?"

Table 19

Transition Services: 12-Month Accomplishments by Quarter

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Streamlining & simplifying inter- and intra-agency				• Collaborative including all agencies has met to develop a model for universal transition
Building community relationships & identifying common		• Identify and compile regional agencies and their services	• Share/distribute regional agencies services and their information	
Creating a unified transition network		• Investigate model for region wide tracking system and make recommendations		• Executive Committee continues to meet at least twice per year
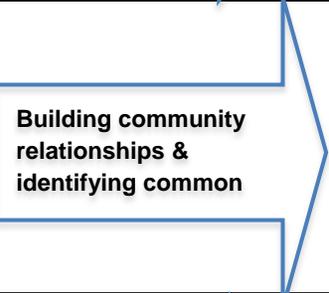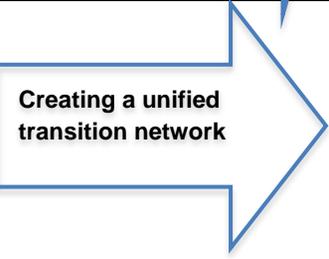
Resources to Leverage	Resources Needed
Agency representatives IT staff Current hardware and infrastructure Executive committee structure	Meeting locations Staff time Project coordinator Computer Postage

Streamlining and simplifying inter-and-intra-agency processes
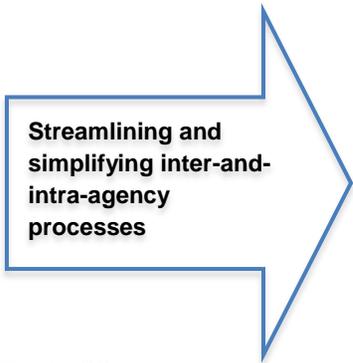
Table 20

Streamlining and Simplifying Inter- and Intra-Agency Processes Implementation Steps

Accomplishment	Steps	Completion Date	People Involved	Budget
Collaborative including all agencies meet to develop a model for universal transition	1. Identify and contact all agencies in our region 2. Identify at least one representative per agency 3. Establish the initial meeting 4. Identify and discuss current transition opportunities 5. Establish a future meeting schedule 6. Identify one or two models and analyze them 7. Identify commonalities and begin creation of a universal transition model 8. Completed universal transition model	1. Quarter 1 2. Quarter 1 3. Quarter 2 4. Quarter 2 5. Quarter 2 6. Quarter 2 7. Quarter 3 8. Quarter 4	Project coordinator, representatives from each agency	Meeting costs: 2 meetings, 3 hours each Space: $80 Food: $100 Facilitation: $1,400 Total: $1,580

Building community relationships & identifying common goals

Table 21

Building Community Relationships and Identifying Common Goals Implementation Steps

Accomplishment	Steps	Completion Date	People Involved	Budget
Identify and compile regional agencies and their services	1. Research 2. Identify services 3. Compile	1. Quarter 1 2. Quarter 1 3. Quarter 2	Project coordinator, staff	** Already included under project coordinator's cost**
Share/distribute regional agency information and services	1. Organize information 2. Develop brochure and database 3. Distribute electronically 4. Distribute by mail to partners and other service providers	1. Quarter 2 2. Quarter 3 3. Quarter 3 4. Quarter 3	Project coordinator, staff	Mailing cost: $1,000 for brochure.

Creating a unified transition network
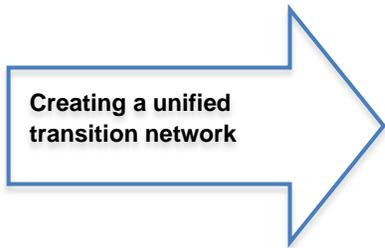
Table 22

Creating a Unified Transition Network Implementation Steps

Accomplishment	Steps	Completion Date	People Involved	Budget
Investigate model for region-wide tracking system and make recommendation	1. Identify and call together task force including IT and Research 2. Brainstorm needed functions of tracking system 3. Identify available systems for consideration and demonstration 4. Make recommendation to project coordinator of specific system for region-wide adoption	1. Quarter 1 2. Quarter 1 3. Quarter 2 4. Quarter 2	Project coordinator, task force	Meeting costs: 1 meeting, 3 hours Space: $40 Food: $100 Facilitation: $700 Total: $840
Executive committee continues to meet at least twice per year	1. Executive committee meets to determine role, mission, and structure for a permanent governing group 2. Newly chartered executive committee meets for first time 3. Executive committee meets second time	1. Quarter 1 2. Quarter 2 3. Quarter 3	Project director, Executive Committee	Meeting costs 3 meetings, 3 hours each Space: $120 Food: $300 Facilitation: $2,100 Total: $2,520

Objectives 4, 6, & 7: Plans to Address Gaps

During the planning meetings, a number of goals emerged from the group discussions. There was agreement that the consortium should work to achieve the following:

- ➢ Strengthen college-readiness skills of high school graduates, so they don't have to repeat 2 years of high school in community college basic skills courses.
- ➢ Reduce the number of students who are not community college ready.
- ➢ Change the mindset of adult education providers from credit recovery toward degree or certification attainment.
- ➢ Provide seamless programs and services for all populations, especially disabled adults and English learners.
- ➢ Establish a common system for K-12 and colleges to track students leaving adult education who are entering community college.

Overarching proposed solutions include interagency collaboration, researching and adopting best practices, identifying duplication, establishing a common vocabulary, sharing facilities, and launching a multilingual marketing campaign to raise awareness of the value of education.

Another proposed action is creating a resource map that identifies services available in the region, location of the services, types of students served, demand for the services, and outcomes. Rialto USD has suggested using satellite campuses to make programs more accessible to the community. San Bernardino Adult School has stressed that it is important for programs to involve students' families as support systems and to convey to students the importance of education.

SBVC's President Dr. Gloria Fisher has made the following suggestions: Adult schools could take on more of a role in the area of remediation to alleviate the strain placed on community colleges; common assessments could be implemented; cohort groups could be used to track student progress; math could be emphasized more in K-12 programs to ease the transition to college; and noncredit courses offered by community colleges could play a role in lowering the cost of remediation.

Foster youth appear to be an overlooked population within adult education. It has been suggested that the consortium designate a segment of services to foster youth and appoint a coordinator to keep Child and Family Services informed and involved.

How the Consortium Responded to the Identified Gaps & Developed a Regional Plan

The planning process continued from August until November 2014 with a series of meetings during which the hubs convened to identify the seven priority areas selected for this region: basic skills, ESL/citizenship, adults with disabilities, CTE, apprenticeships, curriculum alignment and assessment, and transition services.

These meetings were structured to accomplish the following:

➢ **Identify programming and service gaps including lack of providers, services, access, attainment, and/or performance**. Work in this area began and discussions were held on this topic. The members of the hubs brought specialized knowledge to the planning process and assisted in refining the identification of programming and service gaps.

➢ **Develop plans to include strategies to incrementally increase capacity in identified gap areas (e.g., using distance learning to reach adult populations in a consortium's region who are currently underserved)**. Hubs addressed how capacity could be increased as well as whether action should be taken regarding the duplication of services. Recommendations on implementation strategies were submitted to the steering committee for review. The executive committee had the final say on the adoption of recommendations.

➢ **Describe the resources needed to implement the identified strategies**. In determining what strategies should be taken to address gaps in the region, the hubs assessed resources needed and the financial costs of such actions and provided alternative solutions, if they existed, to the steering committee.

➢ **Identify the methods and common metrics needed to track the successful implementation of the plan and measure the amelioration of identified gaps in services/programming**. Each hub discussed what methods or common metrics could be used to track not only implementation of the plan, but also demand for services and student progress. A common tracking system and data sharing among school districts and the community colleges were considered much needed components to ensure that implemented strategies are effective.

During the second round of hub meetings, each group discussed and selected strategies and solutions to close gaps and address needs in the region. These were passed on to the steering committee for consideration. Each hub determined a timeline to implement steps needed to close gaps and address needs. During this round of meetings, the hubs also discussed how to streamline programs and how to accelerate student progress. On September 26, 2014, the steering committee met for 3 hours to agree on recommendations; the executive committee met for an hour following and decided which recommendations should be revised or refined and which could be adopted.

During the third round of hub meetings, each group addressed costs associated with each potential strategy/solution. For this series of discussions, the hubs met October 2-3 and October 16-17, 2014. Finally, during the fourth round of meetings held November 6-7, 2014, each hub finalized strategies/solutions for the regional comprehensive plan. Steering committee and executive committee meetings were held December 5 to review a final draft of the comprehensive plan since schools and colleges were closed later in the month.

The project coordinator analyzed how to meet the reporting requirements of AB86, and it became clear that she needed to determine what articulation agreements/MOUs existed between the community colleges and adult schools before the first series of hub meetings. This information was obtained from each community college.

In addition, to meeting the state's AB86 reporting requirements, information was gathered from three district groups that provided expertise critical to the planning process: adult school principals, community stakeholders who were members of the hubs, and faculty at adult schools and community colleges. To collect input from faculty, it was necessary to hold focus groups at both the community college and adult school level. These focus groups were scheduled for January and February 2015. A series of questions for each of these groups was determined.

Questions for adult school principals:

- Do you have student wait lists for adult school classes in the program areas addressed in AB86 (basic skills, adults with disabilities, ESL and citizenship, CTE, apprenticeships, GED/high school diploma)? How long are the wait lists?
- What assessment tests and tools are being used by your school?
- What program areas at your school are referring students to CHC and SBVC?
- What is your process for tracking the transition of students from your adult school to a community college?
- Are you able to offer college and career counseling to students?
- What support services and educational advising services are needed by your school?
- How does your school measure student progress?
- What college readiness skills do you teach?

Questions addressed in the hubs:

- What curriculum could be aligned between the community colleges and adult schools?
- What areas are adult schools and community colleges testing for?
- How can basic skills courses be aligned between the community colleges and the adult schools?
- How can assessment tests and tools be aligned between the community colleges and the adult schools?

- ➢ What duplication exists between adult schools and community colleges?
- ➢ What programs should be consolidated, expanded, or streamlined?
- ➢ What support services are needed and which educational providers should be offering them?

Questions for focus groups (with particular attention given to collecting input from faculty):

- How should the colleges and adult schools measure student progress?
- How can college and career counseling be provided in an effective and efficient manner?
- How can community colleges and adult schools align their assessment testing?
- How can basic skills be strengthened at adult schools so that students enter community college at a collegiate level and not a remedial level?
- What college readiness skills besides basic skills are needed by adult school students?
- Where should job prep and career readiness courses be conducted? At community colleges? At adult schools? Or both? And what needs to be covered?
- How can community colleges and adult schools work together to connect students with jobs?
- What are faculty concerns at adult schools? What are faculty concerns at community colleges?

During each of the previous meetings, participants submitted input as to needs/gaps in the region and proposed solutions. This input was gathered and consolidated into Table 23. To make sure that the process remained democratic and that each suggestion was given the same amount of consideration, the input was presented anonymously. Those who submitted input included school district superintendents, community college presidents, adult school principals, administrators from both community colleges and adult schools, and representatives from community organizations and government agencies that provide services related to adult education and workforce training.

Table 23

Initial Regional Town Hall Meetings Gap Identification

Working group topic	Need/gap	Proposed solutions
Consortium Priority & AB86: Basic Skills (including GED/high school diploma)	-Students are not college ready -Too few basic skills sections at the community college level -Lack of alignment between basic skills at adult schools and community colleges -Need more adult school and community college collaboration on curriculum -Basic skills need to be linked to real work skills and practical applications -High school diploma programs do not connect students with the next step: community college -Wait lists at Redlands Adult School are very long for high school diploma -Student retention is an issue for Yucaipa Adult School	-Develop and offer college readiness curriculum -Adult schools could take over offering lower level basic skills math courses -Contextualized learning in basic skills courses, use of skill in employment and small business applications -Move 900-level college courses in math/English/reading to adult schools -Expand tutoring training at community colleges -Develop post-high school college prep options so students enter ready for credit courses -Summer boot camps—English, math, reading, then follow with assessment -Offer online boot camps -Joint tutoring programs -Adult learning communities -Accelerated and 5-week summer school courses -More linked classes -Math/writing workshops
AB86: ESL/ citizenship	-ESL students not progressing to community colleges -Weak ESL preparation for employment needs -Community outreach is a need of San Bernardino Adult School -ESL needs to target a broader range of languages -Classes not offered in locations that are easy to get to -Redlands Adult School can't accommodate all the students who want to enroll	-Develop clear ESL pathways -Assess whether citizenship training programs need revamping, what the needs are, and how community colleges can contribute
AB86: Adults w/ Disabilities	-Several adult schools are unable to provide services -Inadequate funding to serve the population -Lack of transition services between agencies/orgs -Lack of life skill transition programs -A need for life adaptation programs and employer placement programs -Talent inventory needed -Population has not been identified	

Table 23—*continued*

Working group topic	Need/gap	Proposed solutions
AB86: CTE	-Poor identification of jobs for which adult schools are preparing students -CTE courses need to be geared toward current industry needs -Too few articulation agreements -Pathways need to be delineated along the career ladders (such as for health care, manufacturing, logistics) -Additional nonduplicated offerings (e.g., CAN, medical coding) -Some adult schools are unable to offer CTE programs	-Identify labor market needs that are in high demand and high growth industries -Have ROPs prep students for community college CTE programs by completing certain courses in high school -Quicker response to employer needs and job training -Articulate more CTE courses to community colleges where they lead to a degree or advanced certification -Model adult education articulation agreements after existing agreements for CTE/ROP -Programs should match regional workforce needs and emerging careers/industries
Consortium Priority & AB86: apprenticeships, internships, mentors	-Too few internships/apprenticeships, particularly union apprenticeships -Students not prepared to succeed as employees -Job readiness skills are lacking: interview skills, resume/portfolio development, communication skills -Weak relationship with employers, schools do not know if adequately preparing students -Limited funding for businesses to pay apprentices -Limited WIB and industry participation	-Create more mentor programs -Develop career pathways -Strengthen vocational programs leading to certification -Match training to local job availability -Offer career-based programs on job sites
Consortium Priority: Curriculum alignment & assessment	-Too few articulation agreements between adult schools and community college -Curriculum not aligned between adult schools and community colleges -Scarcity of information/coordination between adult school, ROP, and community college programs -Lack of preparation for college-level assessments at adult schools -Lack of alignment for student outcomes -Need more adult school and community college collaboration on curriculum -No consistent common process to help students select appropriate community college	-Identify skill levels required to ensure that when adult learners graduate from adult education services, they enter postsecondary [education] without needing developmental/remedial classes -Transition coordinator to track pathways from basic skills to GED/high school diploma to colleges and careers -More articulation agreements (2+2 agreements) -Need clear pathways and articulation agreements -Integrated curriculum between adult schools and community colleges -Contextualized/linked learning -Faculty from community colleges, adult schools, ROPs work collaboratively on curriculum

Table 23—*continued*

Working group topic	Need/gap	Proposed solutions
	-No process to assess adults' talents/interests -No common assessment -No common bridge-type portal -No linkage to transition services -Lack of alignment of course prerequisites -Lack of faculty dialogue	-Adult schools could provide preparation/ review sessions for community college assessment tests—some people only need a quick review of math prior to the college assessment test, which can help them avoid a semester-long basic skills class -Prep for Accuplacer just as you would for CAHSEE
Consortium Priority: Transition services	-A need for transitional services to assist adult school students to enter community college -Lack of support services -Student are not college ready -Students are unprepared for the teaching environment of a community college which differs significantly from a high school -Adult school students don't know how to enroll in college -Yucaipa Adult School and others have no counselors or career skills resources -Students don't know how to enroll in community college -Students need assistance deciding on their next step	-Develop transition programs: campus tours, priority placement if meet criteria, articulation of courses, on-site placement testing for college, visits to adult schools by community college counselors, summer bridge -Provide community college transition services on-site to students at adult schools -Offer college prep classes for adult school students (including time management, study skills, assessment) -Educate students about educational pathways from high school to college/university to career -More bridge programs -Priority college registration for those completing requirements with a counseling component -Expand SOAR and Left Lane programs -Integrate/coordinate counseling and transition services between adult schools and community colleges -Intrusive counseling to ensure transition -Joint counselor training -Improve student awareness/exposure to student services -Parent engagement and parent education for college readiness -Hold a counselor conclave, regular meetings

How the Consortium Worked with the Identified Gaps & Developed a Regional Plan

Tables 24-31 contain information to answer state Objectives 4, 5, 6, and 7. Objective 4 was answered by the hubs in reaching a consensus on the barriers that keep either students or programs from being successful. The first table under each program area outlines the discussion the region had about existing gaps in services. Objective 5 was very specific to CTE and was addressed under the CTE program area. Objective 6 was addressed in the strategic direction of several hubs in strengthening the collaboration of sharing resources as well as having mandatory professional development be a component for funding and consortium membership. Objective 7 was addressed in each of the program areas and is documented under 12-Month Accomplishment by Quarter, both resources to be leveraged and resources needed are listed.

The Planning/Meeting Process Going Forward

Tables 24-30 are summaries of the discussions the region held at each meeting. It is important to note that the highlighted blue section of the barriers and practical vision tables represents a *consensus* from the group on the respective topic (see Tables 24 and 25). The bullet points in the barriers table under the main headings are the underlying barriers identified that, if addressed, could make a substantial change for students in the region (Table 24). The bullet points under the practical vision table are all previous barriers that, when overcome, would give the region a vision on how adult education should look (Table 25). The third table is the strategic direction the regional members are choosing to take (Table 26). The last set of tables summarizes the current reality, 12-month accomplishments, and success indicators the region has developed accompanied by a budget and timeline for implementation once the planning phase has ended on June 30, 2015 (see Tables 27-31).

Programs for Adults with Disabilities

Programs for adults with disabilities are not offered by all the consortium members and partners. The following were some of the initial hopes for this hub:

➢ "The community as a whole needs to work together."
➢ "Need to establish career (accommodate special needs) paths through strengthened partnerships with community members."
➢ "We need to bring the real issues to light, not assume others are taking care of that area."
➢ "Educate the community and educators to break the stereotype that surrounds a 'disability' (learning or physical)."
➢ "Change the mindset of the disabled individual that at every level they 'don't fit-in' to mainstream society."
➢ "Change the mindset of family members who have low expectations of a 'disabled' family member."
➢ "Student comes first, disability comes second."

The following are the questions asked during each meeting:

- **Meeting 1.** What barriers stand in the way of providing effective programs for adults with disabilities throughout our region?
- **Meeting 2.** What do we want to see in place in 5 years as a result of our actions?
- **Meeting 3.** What practical actions can we take to deal with the contradictions and move toward our vision?
- **Meeting 4.** What will our specific, measurable accomplishments be over the first 12 months?

Programs for adults with disabilities work group participants:

- Alma Angelo   San Bernardino City USD
- Chris LeRoy   San Bernardino City USD
- Dennis Terrones   County of San Bernardino—Department of Behavioral Health
- Effiedena Jordan   San Bernardino City USD
- Kirsten Colvey   CHC
- Marty Milligan   SBVC
- Sandy Mortensen   CRY-ROP
- Valerie Baum-Hart   Patton State Hospitals
- Blanca Olguin   San Bernardino City USD

Students enrolled in programs for adults with disabilities.

Table 24

Adults with Disabilities: Barriers

Need to accept and implement systems change at all levels	Current and ongoing training and cross-training needed	Negative perceptions and stigmas	Building internal & external expectations for self-management and advancement	Need adequate resources to provide programs and services to adults with disabilities	Need coordinated information and services	Need to build and sustain community partnerships	Need for ongoing, lifelong transition services	Need for common language and terminology
• Need to change system: "preserving instead of investing"	• Need teacher and employer training • Lack of trained pros in this focus area	• Public recognition of disability • Family may hold them back, or they lack a support system • Need to teach people: different is not sub-standard	• Disability versus functional limitations • Individuals with disabilities have low self-esteem and lack self-confidence • Setting expectations for all participants (students, family, education system) • Broad spectrum of disabilities – onset, age, services	• Lack of resources and accommodation for programs • Inadequate student support • Transportation is difficult • Lack of access to resources (funds, best practices, model programs) • Accessibility and availability—not enough programs to meet need	• Services are not being coordinated between agencies (have less, do more) • Need access to data, information, facts • Communication—we need to know what is out there • Lack of centralized resource for information • Lack of collaboration between schools and agencies • Different laws and regulations for different agencies	• Lack of marketing programs to partners in the community • Need an ongoing advisory structure • Need to link community and employer partners	• Transition services are lacking in adulthood • Need placement and assessment services • Complexity of enrollment process at all levels	• Need to find a common language among all educational partners • Terminology and definitions vary between levels and agencies

Note. In response to "What barriers stand in the way of providing effective Adults with Disabilities programs throughout our region?"

Table 25

Adults with Disabilities: Practical Vision

Robust, reliable, accessible, & affordable regional transportation system	Shared financial and philosophical commitment to serving adults with disabilities	Comprehensive bridged services from cradle through career	Fully developed centralized consumer-centered coaching system	Database driven centralized tracking system for referral, transitions, and resources	Regional steering committee that directs ongoing professional development & guarantees results-driven, sustainable partnerships	Interactive interagency workplace learning system	All stakeholders have adopted a common service language
• Viable rapid transit system (tax breaks; industry)	• Model that treats programs as above and beyond • Reliable, consistent funding source • Appropriate class sizes	• Bridged services, not duplicated • Family & individual boot camps • Developed transitional services K–adult • Co-located services on school sites	• Created ombudsman program • 24/7 life coach • Case managers with wide scope of resources • Career/life coaches • Centralized collaboration between school/ agencies • Created specialized community life agency ("CLA") for ombudsman, connected to other communities	• Centralized service referral for AWD • Database for transition services • Expanded outcome criteria (based on student success rather than hard numbers), Community Portfolio • Core case management for AWD • Self-help app for smart phones	• Sustainable community partnerships • Interagency network to provide/ facilitate learning and interaction • Annual staff development within consortium (cross training) • Employer awareness program • Professional development of faculty	• Workplace learning opportunities • Internship/ temp agency employment win-win-win-win (individual, employer, marketing, society) • Marketing/ education plan • Life reality modification – virtual job fairs, career awareness	• Common service language • Screening system to appropriate services • Developed integrated terminology and definitions

Note. In response to "What do we want to see in place in five years as a result of our actions?"

Table 26

Adults with Disabilities: Strategic Directions

Continue/expand advisory function • Advisory council/networking opportunities • Trans-consortium pilot service model with shared/pooled funding • Regional advisory council	**Build transition pathways** • Institute transitional (entrance/exit) pathways • Transition class between schools • Adopt bridged lifelong learners pathways blueprint • Transition offices	**Moving people to success**	
Share self-advocacy models • Highlight positive role models • Hire students with special needs to provide self-advocacy training consortium-wide • Strengthen family support systems • Student services tracking to bridge information to all consortium services • Life coach/case managers	**Develop robust training model** • Ongoing training mandatory to consortium participation to continue funding • Substantial new faculty, teacher–employee, orientation • Faculty retreats bring in experts • Network support team outreach to our services for initial engagement • Use existing network to initiate cross-training • Annual consortium conference featuring best practices • Annual staff development	**Raising awareness**	
Create expert-driven, comprehensive business plan • Community comprehensive business plan • Maintain current services • Expand courses	**Create effective marketing** • Marketing awareness	**Create information linkage** • Directory of offerings (information, transportation, housing) • Continue, expand work group for ongoing support network • Consortium website (services, common language) • Central database • Common assessments testing • Universal design, useful to broad audiences and available to all, as best practices • Insert ourselves into new funding opportunities in advocacy role (big picture, not soapbox)	**Linking resources**
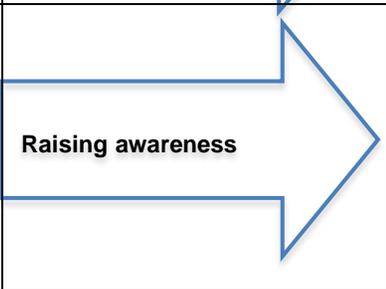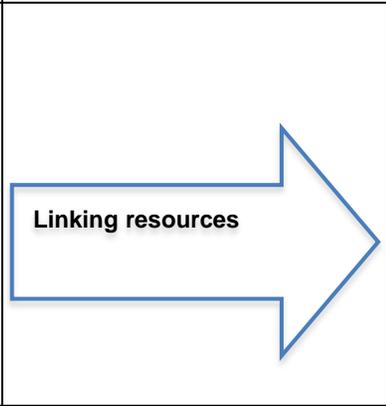
Note. In response to "What practical actions can we take to deal with the contradictions and move toward our vision?"
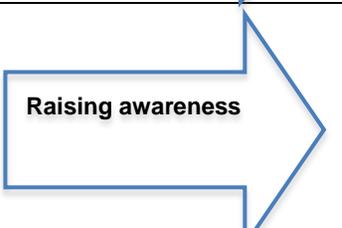
Table 27

Adults with Disabilities: Current Reality—12-Month Accomplishments—Success Indicators

Current Reality	12-Month Accomplishment	Success Indicators	
• Students transition on their own • H.S. have limited services • Limited resources • Some testing available • Models are all different • Disjointed network • Dedicated service providers • Willingness to partner • Limited opportunities in workforce	• Dedicated website completed • Regional matrix of definitions and services developed • Regional advisory committee has met at least 4 times • All transitional pathways are available on the web	• More people with disabilities employed • More degrees and certificates • Networking information is common knowledge • Established pathways • Universal model has been piloted • Partnerships are well established • Web presence with high traffic • More students on path (improved enrollment)	**Moving people to success**
• Each institution working on its own • Funding different for each institution • More societal awareness • "Singing to the choir" • Sense of "them" and "me" • Service providers unaware of available technology • Schools not focused on hiring students with disabilities • "Special Populations" annual conference is held	• Regional Advisory Committee composed of adults with disabilities fully formed • Six professional development events have been held at institutions throughout the region (two on universal design)	• Greater participation of non-AWD providers • Data, statistics, surveys show greater participation and awareness • Increased interaction among agencies • More disabled students hired by institution • Increased website hits (Google Analytics) • Regional training held • Non-DSPS faculty generated referrals increase	**Raising awareness**
• H.R. phone call (not available now) • State has a tracking system for high school students with disabilities • Community colleges have info on DSPS students • "Parent Nights" and "Career Nights" offered (evenings and weekends only)	• "Boot Camp" model fully developed including Universal Design • Marketing/branding campaign completed • IT/Tech people have met and created a model for a common database	• Standing events that are expected • All "major players" are at the table • Analytics show a lot of people are accessing resources • There is a decrease in duplication of services	**Linking resources**

Note. In response to "What will our specific, measurable accomplishments be over the first 12 months?"

Table 28

Adults with Disabilities: 12-Month Accomplishments by Quarter

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Moving people to success	• Regional Advisory Committee formed and will meet a minimum of four times		• Regional matrix of definitions and services fully developed	• All transitional pathways are available on the web • Dedicated website is completed
Raising awareness	• Regional Advisory Committee composed of adults with disabilities fully formed			• Six professional development events have been held throughout region (two on Universal Design)
Linking resources	• Boot Camp model fully developed including Universal Design		• Marketing/branding campaign completed	• IT/Tech people have created a model for a common database
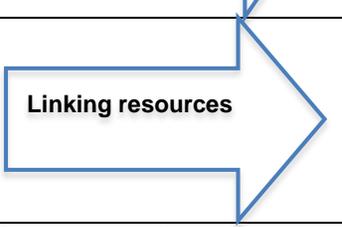
Resources to Leverage	Resources Needed
Community College DSP, Department of Rehabilitation, WAI Resources within group, expertise, systems already in place AB86 Leadership Facilities at agencies AB86 structure, existing consortium model In-house IT	High school special education teachers, IEHP/Molina, WDD Meeting supplies Staff time Professional development time and funds

Moving people to success
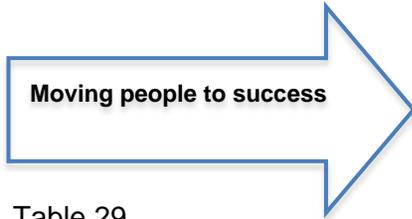
Table 29

Moving People to Succeed Implementation Steps

Accomplishment	Steps	Completion Date	People Involved	Budget
Regional Advisory Committee	1. Identify regional coordinator/process owner 2. Identify regional partners 3. Invite potential partners to first meeting 4. Identify regional priority tasks based on strategic direction 5. Work on matrix/pathways	1. Month 1 2. Month 1 3. Month 1 4. Month 2 (at meeting) 5. Ongoing—through all meetings	All stakeholders	Meeting costs: 4 meetings, 3 hours each: Space: $160 Food: $200 Facilitation: $2,800 Total: $3,160
Regional matrix of definitions and services fully developed/Transitional pathways are available on the web	1. Identify partner services, student options, criteria 2. Design the pathways 3. Gap analysis (including duplicated services) 4. Identify roadblocks 5. Finalize and submit content to IT team 6. Identify/designate website content specialist to maintain 7. Test website pathways function 8. Launch pathways feature on website 9. Publicize/provide staff development, awareness	1. Months 1–3 2. Months 4–6 3. Months 4–6 4. Months 4–6 5. Months 4–6 6. Months 7–9 7. Months 7–9 8. Months 10–12 9. Months 10–12	Regional Advisory Committee, AB86 AWD Hub, IT Team, faculty, staff	Meeting costs: 1 meeting, 3 hours Space: $40 Food: $100 Facilitation: $700 Total: $840
Dedicated website is completed	1. Approvals/domain secured 2. Branding developed 3. Mission/Vision developed 4. Define features, requirements 5. Develop framework 6. Ensure full accessibility 7. Content finalized & submitted 8. Transitional pathways included 9. Launch & publicize website	1. Months 1–3 2. Months 1–3 3. Months 1–3 4. Months 1–3 5. Months 4–6 6. Months 4–6 7. Months 7–9 8. Months 7–9 9. Months 10–12	Regional Advisory, Executive Committee, IT	Budget already included on apprenticeships

Raising awareness

Table 30

Raising Awareness Implementation Steps

Accomplishment	Steps	Completion Date	People Involved	Budget
Regional Advisory Committee composed of adults with disabilities fully formed	1. AB86 Advisory Leadership invites all AWD providers to organizational meetings 2. Initial meeting occurs, steering committee is selected, leader is selected 3. Steering committee meets to develop charter, priorities, goals, membership structure 4. Organizations identify ongoing representatives 5. First meeting of Advisory Council	1. Month 1 2. Month 2 3. Month 3 4. Month 5 5. Month 6	AB86 Leadership, AWD providers	Meeting costs 3 meetings, 3 hours each Space: $120 Food: $300 Facilitation: $2,100 Total: $2,520
Six professional development events have been held throughout region (two on Universal Design)	1. Advisory Committee solicits invitations from different agencies and creates planning subcommittee 2. Subcommittee collects/ solicits proposals, creates event calendar, identifies costs and requests funds 3. Events are held	1. Months 5–6 2. Months 6–7 3. Months 9–12	All agencies	$30,000 (estimate) (translators or special needs)
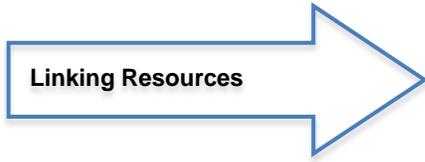
Linking Resources

Table 31

Linking Resources Implementation Steps

Accomplishment	Steps	Completion Date	People Involved	Budget
Boot camp model fully developed including Universal Design	1. Logistics: faculty, staff, dates, identifying community partners 2. Program: Defining priorities, building curriculum, creating collaboration between partners 3. Final programming coordinated 4. Recruitment of participants (advertising, scheduling) 5. Event held 6. Professional development model shared	1. Month 2 2. Month 5 3. Month 7 4. Months 10–11 5. Month 12 6. Month 12	Director of student services. Program coordinator, H.S. Special education teachers, Representatives from Molina & IEHP, CRY-ROP, WAI, TPP	$50.00-$75.00 per hour for at least 2 hours to a half-day session. Lakeshore charges $600.00 for a full day of training.
Marketing/branding campaign completed	1. Focus groups with experts held 2. Identify knowledge base 3. Identify phases of branding 4. Campaign up and running	1. Months 1–2 2. Months 3–4 3. Months 5–12 4. Month 12	Professional consultant, members of Hub, Advisory Committee members	Cost already under budget for apprenticeship
IT/Tech people have created a model for a common database	1. Identify targeted expert group 2. Schedule meetings 3. Identify priorities 4. Continued meetings with established deadlines 5. Assignments established within team 6. Establish processes and develop model 7. Model fully developed	1. Months 1–3 2. Months 1–3 3. Months 1–3 4. Months 4–6 5. Months 4–6 6. Months 4–11 7. Month 12	IT experts from each organization, AB86 project coordinator	Meeting costs: 4 meetings, 3 hours each Space: $160 Food: $200 Facilitation: $2,800 Total: $3,160

Programs for Apprentices

Few regional participants offer programs for apprenticeships. Some of the initial hopes for this hub were to expand programs, identify more opportunities, bring clarity to what apprenticeship is, and increase curriculum to a higher level to prepare students for the workforce. Two guests were invited to speak on behalf of how the region can grow this area for more workforce transition.

Paul Marshall attended the second hub meeting; he is from the Division of Apprenticeship Standards and is an apprenticeship consultant. He brought clarity to the participants on how apprentice programs are defined and what sectors have growth potential. A second guest, Deborah Hagar, attended the third meeting; she is the President of The Foundation for Sustainable Communities. Deborah described current program success at one campus, SBVC, Water Supply Technology. She emphasized the importance of leveraging resources and how partnerships can be strengthened to help overcome economic problems in San Bernardino.

The San Bernardino City Adult School is the only provider of apprenticeships in the consortium. When compared to neighboring school districts for funding, the region is lacking in resources. The Los Angeles USD received $2,633,491 in 2013-2014 RSI. San Bernardino City USD received $126,000 for 2013-2014 (based on the AB86 resource on apprenticeships). As a region, San Bernardino is in need of more resources to provide additional pathways for adults transitioning into the workforce.

Tables 32-38 are summaries of the discussions the region held at each meeting. It is important to note that the highlighted blue section of the barriers and practical vision tables represents a *consensus* from the group on the respective topic (see Tables 32 and 33). The bullet points in the barriers table under the main headings are the underlying barriers identified that, if addressed, could make a substantial change for students in the region (Table 32). The bullet points under the practical vision table are all previous barriers that, when overcome, would give the region a vision on how adult education should look (Table 33). The third table is the strategic direction the regional members are choosing to take (Table 34). The last set of tables summarizes the current reality, 12-month accomplishments, and success indicators the region has developed accompanied by a budget and timeline for implementation once the planning phase has ended on June 30, 2015 (see Tables 35-38).

The following are the questions asked during each meeting:

➢ **Meeting 1.** What barriers stand in the way of providing effective apprenticeship programs throughout our region?
➢ **Meeting 2.** What do we want to see in place in 5 years as a result of our actions?
➢ **Meeting 3.** What practical actions can we take to deal with the contradictions and move toward our vision?
➢ **Meeting 4.** What will our specific, measurable accomplishments be over the first 12 months?

Apprenticeships work group participants:

- Alma Angelo   San Bernardino City USD
- Blanca Olguin   San Bernardino City USD
- Carol Tsushima   CRY-ROP
- Jaime Anderson   Yucaipa-Calimesa Joint USD
- June Yamamoto   CHC
- Karen Bautista   San Bernardino City USD
- Kim Cavanagh   Redlands USD
- Kit Alvarez   SB-ROP
- Marie Perotti   CRY-ROP
- Pam Kempthorne   San Bernardino City USD

Programs for apprenticeships.

Table 32

Apprenticeships: Barriers

Insufficient funding to develop and promote sustainable programs	There is an image problem with apprenticeships	No common definition and understanding of apprenticeship programs	No existing coordinated program that includes all stakeholders	Student access issues	Lack of academic preparation
• Insufficient finances to support pipeline and development • No funding to support new programs	• Unrealistic expectations (family, student, employer, and school) • Assumptions and perspectives • Lack of faculty involvement and buy-in • Confidence levels	• Terminology–(a) lack of understanding, (b) old terms and image, (c) PR problem • Lack of common language for all (education versus industry) • Lack of clarity as to what constitutes "apprentice-able" • Well-kept secret • Lack of knowledge of current programs	• Weak linkage with regional partners • Disconnected systems trying to solve same problem • No common curriculum • Cumbersome process to start a new program • No existing coordinated system to facilitate communication • Lack of knowledge of what is already out there • Accountability system needed (what gets measured gets attention) • Disconnect between education and employers • Lack of knowledge of student needs	• Language • Student mobility, geography, and access • Transportation • Student social and academic problems (support system)	• Students have insufficient academic preparation to qualify for apprenticeship programs

Note. In response to "What barriers stand in the way of providing effective apprenticeship programs throughout our region?"

Table 33

Apprenticeships: Practical Vision

Alternative credentialing processes that entice industry professionals into the classroom	Equitable access for all populations	Pipeline of academically prepared students spanning K-16	Apprenticeship programs valued by all stakeholders as legitimate career option	Sustainable funding that adapts to industry trends	Network of committed partnerships that represent all stake-holders	Economic growth through apprentice-ship programs	Successful national model program valued by industry	Comprehen-sive system designed to collect and share infor-mation across our region
• Credentialing requirements enable many teacher candidates	• All populations have access • All high school students know about this program	• All students academically prepared • Pathway programs on high school campuses pipelining students in apprentice-ships • Spring & Summer break apprentice-ship programs K-8	• Viewed as high skilled and high wage • Statewide public relations campaign promoting apprentice-ships • Above minimum wage programs • H.S. apprentice program with wages • Build "glamorous image" in industry sectors	• Corporate funding and support to build and sustain apprentice-ship programs • Govt. tax incentives–subsidies • Students attend at no cost to them • Funding sources permanent • Tax incentive for employers with apprentices • Pre-apprentice program supplies qualified employees	• Summer internships for teachers in industry • Pre-apprentice curriculum standards written by employers and educators • Total partnerships –state–employers–education–students • Ongoing professional development for all instructors • Other industry employers want similar programs	• Apprentice-ship programs tripled in IE • 20% of high school students are placed in apprentice-ship programs • Program results in 200 job placements • One industry specific pre-apprentice program at every high school	• National model program • State of the art training centers • Seamless process	• Regional information system to track placement, participation and opportunities • Superb data collection

*Note. In response to "*What do we want to see in place in five years as a result of our actions?"

Table 34

Apprenticeships: Strategic Directions

Develop collaboration	Build functional structure	Identify funding	Prepare students	
• Private industry invites education to their collaborative industry efforts • Visit model programs • Professional development for educators on industry needs and academic applications	• Identify stakeholder groups and connect & coordinate • Coordinator/director for our region • Identify apprentice-able occupations related to growth industries • Establish regional apprentice advisory	• Grant writer • Research which apprentice programs have greatest chance of funding • Stack" funding from a variety of sources • Flow chart of funding sources • Pool private sector and state funding to create and sustain apprenticeships • Research what exists, what is trending, who needs to be involved	• Infuse technology into academic prep • Pre-apprenticeship program "work experience" for Jr. High • Pre-apprentice programs	**Building a foundation**
Promote positive image		Make resources accessible		
• Communicate–distribution list, e-mail, twitter • Marketing campaign • Branding campaign to address apprenticeship image issues • Regional definition from which to build a vision and mission statement • Social media campaign to identify stakeholders		• Apprentice Smartphone app • Create resource book for apprenticeships • Identify support services • Create apprenticeship website • Fund/identify resources available/supported to address barriers to access		**Marketing the value of apprenticeship**
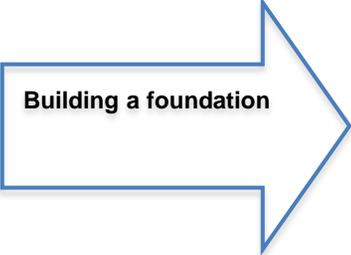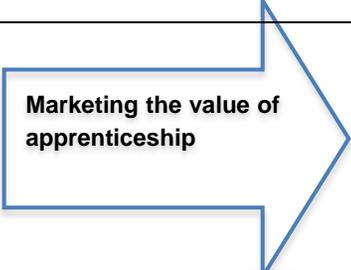
Table 35

Apprenticeships: Current Reality—12-Month Accomplishments—Success Indicators

• One regional institution offers apprenticeship programs • Unsure about funding • Interest and enthusiasm from education side • Apprenticeship not seen as a worthy option • No general understanding of what apprenticeship is	• Advisory council including education, employers and DAS formed and has met up to four times • Apprenticeship Program Coordinator hired	• Shared definition of apprenticeships • More than one institution offers apprenticeship programs • H.S. counselors share current apprenticeship information with all students • Increased number of apprenticeships available • More industries offer apprenticeships • Apprentice "assemblies" are held at schools • Increase in skilled workers • Increased business partnerships	Building a foundation
• Nobody knows what it is • There is a negative stigma • Information is hard to find • Marketed to a specific population	• Marketing campaign is launched • Multifunctional website is launched	• More opportunities than apprentices! • Wait lists • Hits on website steadily increase • Apprentices are moving toward long-term employment	Marketing the Value of Apprenticeships
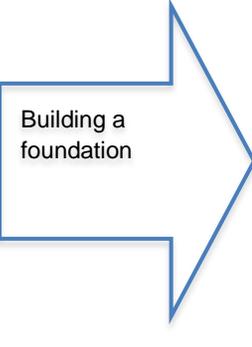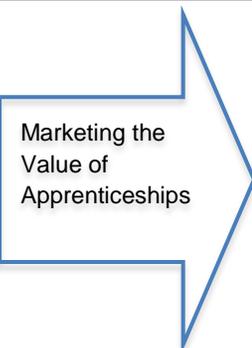
Table 36

Apprenticeships: 12-Month Accomplishments by Quarter

		Quarter 1	Quarter 2	Quarter 3	Quarter 4
Building a foundation		• Apprenticeship program coordinator hired		• Advisory Council including employers, education, and DAS formed (met up to four times)	
Marketing the value of apprenticeships					• Marketing campaign is launched • Multifunctional website is launched
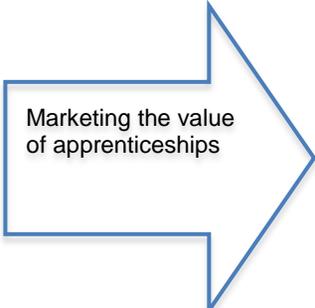
Resources to leverage	Resources needed
Office space Meeting space Cross-section of stakeholders Community college researchers (COE) Local media AB86 partners	Salary and benefits for coordinator and clerical support Office supplies, duplication supplies, office furniture Interview panel of qualified people Industries that use apprentices (and apprentices themselves) Video crew (KVCR), marketing firm PD on social media Giveaways (identifiable logos) sponsors (industries)

Building a foundation
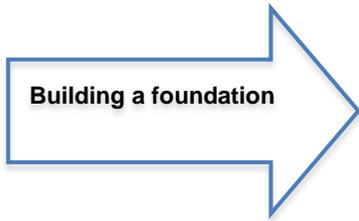
Table 37

Building a Foundation Implementation Steps

Accomplishment	Steps	Completion Date	People Involved	Budget
Apprenticeship program coordinator hired	1. Write job description 2. Recruit and hire	1. Months 1–3 2. Months 4–6	AB86 Consortium members, California Apprentice Council, CAC, Alliance for Education, DAS	$210,000
Advisory Council including employers, education, and DAS formed (met up to four times)	1. Identify potential advisory council members 2. Hold initial meeting 3. Set a regular meeting schedule 4. Establish team charter 5. Establish annual goals 6. Hold one professional development event to increase awareness about apprenticeship opportunities	1. Months 6–9 2. Month 10 3. Month 10 4. Month 10 5. Month 10 6. Month 12	Project coordinator Professional facilitator	$ 20,000

Marketing the value of apprenticeships
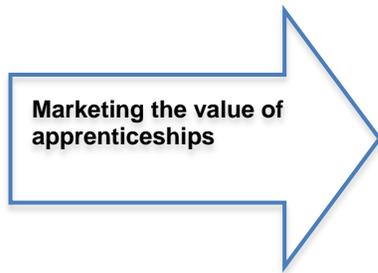
Table 38

Marketing the Value of Apprenticeships Implementation Steps

Accomplishment	Steps	Completion Date	People Involved	Budget
Marketing campaign is launched	1. Hire marketing firm 2. Gather existing data, generate additional data if needed 3. Testimonials gathered from industry and apprentices 4. Identify audiences by synthesizing data 5. Vision/mission statement created 6. Logo/tagline created 7. Establish social media accounts 8. Plan kickoff event	1. Month 1 2. Months 4–6 3. Months 4–5 4. Months 6–7 5. Months 6–7 6. Months 6–7 7. Months 6–7 8. Month 9	AB86 Consortium members, San Bernardino Adult School, Program coordinator, Advisory Council, Industry partners, K-12, ROP, local politicians, community colleges, all other stakeholders	$50,000
Multifunctional website is launched	1. Hire or identify web designer 2. Identify point person/ content specialist 3. Gather data, content, and input 4. Determine functionality 5. Test functionality 6. Multifunctional website launched	1. Months 1–3 2. Months 1–3 3. Months 1–3 4. Months 6–9 5. Months 6–9 6. Month 11	Program coordinator, Hub members, website developer	$50,000

Basic Skills, High School Diploma, GED

Most regional hub participants offer basic skills, but not all offer High School Diploma programs, and GED preparation. The following were some of the hopes for desired outcomes mentioned at the first hub meeting:
  ➢ Students should receive clear counseling on transitioning to obtaining a degree.
  ➢ Stronger commitment between adult education programs and community college.
  ➢ Revitalization of GED programs where they have been cut.
  ➢ See adult education evolve to a new level.
  ➢ Each district has a role in designing programs.
  ➢ Increase options for youth.
  ➢ Lack of faculty involvement.
  ➢ See more funding in basic skills.
  ➢ See more counseling positions being open.

This hub had its last meeting on October 31st, and it was in alignment that the business section of the *Los Angeles Times* on this day had an article "A 'Skills Gap' Is Blamed for Slow Hiring." The article listed some of those gaps as a deficiency in the English language, comprehension and math, as well as critical thinking aptitude, professionalism and leadership. Many of these gaps were addressed by this hub and the results are listed in Tables 39 and 40.

Tables 39-46 are summaries of the discussions the region held at each meeting. It is important to note that the highlighted blue section of the barriers and practical vision tables represents a *consensus* from the group on the respective topic (see Tables 39 and 40). The bullet points in the barriers table under the main headings are the underlying barriers identified that, if addressed, could make a substantial change for students in the region (Table 39). The bullet points under the practical vision table are all previous barriers that, when overcome, would give the region a vision on how adult education should look (Table 40). The third table is the strategic direction the regional members are choosing to take (Table 41). The last set of tables summarizes the current reality, 12-month accomplishments, and success indicators the region has developed accompanied by a budget and timeline for implementation once the planning phase has ended on June 30, 2015 (see Tables 42-46).

The following are the questions asked during each meeting:

  ➢ **Meeting 1.** What barriers stand in the way of providing effective basic skills programs throughout our region?
  ➢ **Meeting 2.** What do we want to see in place in 5 years as a result of our actions?
  ➢ **Meeting 3.** What practical actions can we take to deal with the contradictions and move toward our vision?
  ➢ **Meeting 4.** What will our specific, measurable accomplishments be over the first 12 months?

Participants in Basic Skills/GED/High School Diploma work group:

- Blanca Olguin — San Bernardino City USD
- Caleab Losee — SBVC
- David Finley — Redlands USD
- Frank Miller — County of SB–Children & Family Services (Foster Youth)
- Kathi Campbell — Rialto USD
- Leticia Villa — San Bernardino City USD
- Lynnae Pattison — CRY-ROP
- Mark Snowhite — CHC
- Miki Inbody — Redlands USD
- Nancy Gillespie — Rialto USD
- Peter Tasaka — Colton Joint USD
- Raul Pedraza — San Bernardino City USD
- Sam Nichols — Yucaipa-Calimesa Joint USD
- Sandy Mortensen — CRY-ROP

Basic skills hub group hosted at SBVC.

Table 39

Basic Skills: Barriers

Personal preparedness is inadequate for available programs	Ineffective use of resources leads to inadequate services	Lack of system resources limits the delivery of programs	Complexity of adult life creates unique challenges for adult learners	Inadequate qualitative and quantitative measurements inhibit continuous quality improvement	Inadequate family and community support
• Lack of basic skills • Language barriers • No, or low, reading skills	• Retention of services unsure • Inadequate modes of delivery • Bureaucracy • Lack of professional development for staff • Institutional leadership "de jour" dictates priorities	• Lack of funding • Poverty–budget cuts instead of budget augmentation • Inadequate facilities • Lack of technology resources • Lack of technology in the classroom • Limited availability of programs–lack of space and access	• Transportation • Dependable child care is scarce • Lack of knowledge of resources in our region • Students lack funds for basic needs (clothing, food, transportation) • Lack of money to pay nominal student fees • Lack of social support • Transient population–homelessness • Lack of social support • Overwhelming requirements • Conflicts with work • No family support system • Student unclear of resources (who does what) • Lack of motivation/ understanding • Difficulty obtaining required documents to register or enroll	• Lack of communication on multiple levels • Not enough tracking data • No data regarding disabilities (learning, etc.) • Lack of labor market guided opportunities • Relevance not always clear • Lack of needs identification and follow-through	• Lack of community spirit and integration • Education is not valued in our society/ community • Cultural isolation/vast array of diversity

Note. In response to "What barriers stand in the way of providing effective basic skills programs throughout our region?"

Table 40

Basic Skills: Practical Vision

Transitional programs empower students to become productive citizens	Strong and continued partnerships among all stakeholders benefit students	Sufficient funding to attract highly qualified teachers and counselors support comprehensive programs	Clearly marked educational pathways understood by all students	Social systems connect with adult education to remove barriers to student connection	Fully developed, individualized career strategies	Open access to current technology for teaching and learning is fully utilized	Consistent assessment systems understood by all	Centralized access to all educational related resources
• Students move seamlessly from adult schools to post-secondary education to careers • Every student will become a productive citizen	• Partnerships with K-12, community college and industry • Quarterly meetings for reps from adult education programs • Joint staff meetings (hub) between adult education & community colleges, CBOs, ROP, CTE, & workforce	• Full-time career and transitions counselors • Full-time educators (50% law) • Increased funding allocation for adult education • Programs have well-qualified and well-paid teachers who love adult learners	• Students receive diploma or GED • Students trust the connection between their efforts and progress toward goal (career) • Graduated completion certificates • Basic skills lab/non-credit courses • All students graduate high school or get GED	• Free transportation for all students • Free childcare for all students • Free textbooks for all students • Trans., childcare, & housing systems connect with educational system • Childcare provided on campus	• Adult education connected with local WIB • Career inventory class (mandatory) orientation exit • Every student will develop a career plan on graduation • Adult education links to further education • Employability and soft skills are taught • Clear pathways leading to internships/ career	• Every adult learner has daily access to computer technology • Smart white boards in all classrooms • Every student has access to current technology • Computer labs readily available on adult education and college campuses	• Uniformity in assessment • Mandatory & consistent assessments (statewide) • Uniform assessment system is understood by all, connecting each "step" seamlessly	• Centralized point of contact • One-stop centers (career counselors, college counselors, CBOs & adult education) • Co-facility for adult education and post-secondary

Note. In response to "What do we want to see in place in 5 years as a result of our actions?"

Table 41

Basic Skills: Strategic Directions

Collaborate regionally • Maintain regional AB86 work • Keep it local • Legislative and gubernatorial commitment to adult education • Create systems of two-way communication to all stakeholders				**Committing to ongoing collaboration**
Prioritize ongoing teacher-driven professional development • Increase focus on teacher feedback • Prof. development is teacher driven • Budget for tech equipment with ongoing training	**Provide effective assessment system** • Consistent, standardized assessment system • Better identify assessments to pinpoint gaps (i.e., reading) • Track student progress through identified pathways	**Ensure program quality and consistency** • Redevelop program based on proven model programs • Consistent statewide graduation standards	**Align funding with needs of students** • Fund solutions that maximize benefit to students • Identify "winners" and "losers" (fundable programs)	**Building effective infrastructure**
Create scaffolded supports for students • Mentor program • Basic skills coordinator • Peer educators (supplemental instructors) • Workshops for parents of K-12 students • Develop classes that addess low basic skills • Basic skills center	**Provide connection to accessible resources** • Tie funding to increased connection to community resources • Meet need or refer • Open access to public transportation • Provide supportive services • Widely accessible instructional programs • Centralized knowledge base • Community cabinet	**Strenthen career opportunities** • Develop centralized shared database • Incorporate parent involvement as it relates to career pathways K-12 • Student goal-specific instrution • Develop individual career plan • Career vision program • Utilize K-16 bridge program (career pathways, career goals, learning styles, personality styles, assessments) • Education/career plan for all students (career mentors/coaches)		**Strengthening student support system**
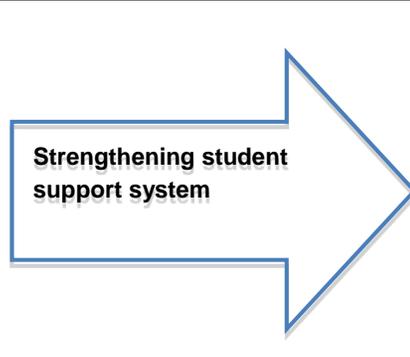
Note. In response to "What practical actions can we take to deal with the contradictions and move toward our vision?"

Table 42

Basic Skills Current Reality—12-Month Accomplishments—Success Indicators

Current Reality	12-Month Accomplishments	Success Indicators	
• Have hubs in place • Some money has been allocated • Little collaboration beyond hubs • ROP has spearheaded some collaboration • We are building networking • Some specific collaborations are in place • Partnership between CC and adult schools	• Regional AB86 program coordinator hired • Regional website with all resources completed • Hub has met at least quarterly with full regional representation achieved	• Strong partnerships • Designated funding • Shared resources • Relevant curriculum • Enrollment patterns increased • Programs gaps filled • Higher success rates • More successful transition to CC & workforce • Increased partnership with WIB • Robust research model	**Committing to ongoing collaboration**
• CALPRO, CASAS, OTAN offer professional development opportunities • Lack of clarity and predictability • Limited and obsolete technology • Professional development limited • Teachers have limited time for meetings • Ineffective/nonexistent assessment system • Common assessment model in development at CC • Graduation standards varied • Student access to resources widely varied	• Common assessment tool identified and agreed upon • Equitable regional funding model created • Structure for regional professional development developed	• All use same assessment tool • Overall increase in graduation rates & HSE • Increase in transition to postsecondary and workforce • Effective tools track student progress • Increased trust from workforce (employers)	**Building effective infrastructure**
• UC used supplemental instructors • SBVC putting together committee to work on low basic skills • CHC uses supplemental instruction, tutoring • Services are isolated, fragmented • Colton has good community cabinet model	• All students have individual career plan on entry • Centralized knowledge base is fully developed • ASE providers all have counselors in place • Multilevel ABE classes are offered throughout the region	• Comprehensive counseling services are in place • Students are able to persist (and do!) • Happier students • Improved transitions • Students accomplish their goals • Access to affordable public transportation is available.	**Strengthening student support svstem**
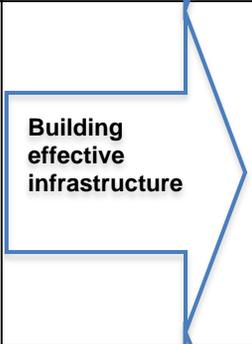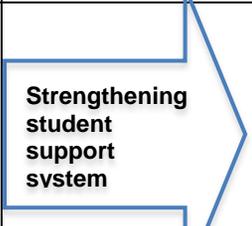
Note. In response to "What will our specific, measurable accomplishments be over the first 12 months?"

Table 43

Basic Skills: 12-Month Accomplishments by Quarter

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Committing to ongoing collaboration	• Regional website with all resources completed • Regional AB86 Program Coordinator hired			• Hub has met at least quarterly with full regional representation achieved
Building effective infrastructure	• Developed a structure for regional professional development			• Common assessment tool identified and agreed upon • Created an equitable regional funding model
Strengthening student support systems	• All students have individual career plan on entry • ASE providers all have counselors in place		• Multilevel ABE classes offered throughout the region	• Centralized knowledge base is fully developed
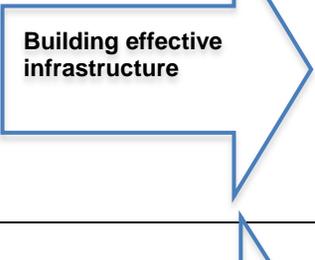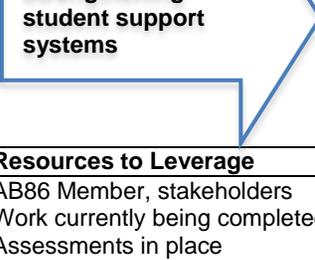
Resources to Leverage	Resources Needed
AB86 Member, stakeholders Work currently being completed by community college Assessments in place Personnel, office Space Web programming, graphic design Existing school curriculum Curriculum developers at district and county	Meeting supplies (refreshments, etc.) Curriculum developers

Committing to ongoing collaboration

Table 44

Committing to Ongoing Collaboration Implementation Steps

Accomplishment	Steps	Completion Date	People Involved	Budget
Regional website with all resources completed	1. Creation of website 2. Needs assessment 3. Research 4. Resources 5. Student, educators and all other stakeholders have input	Please see schedule for website development as listed in apprenticeship hub documentation. Will follow same timeline and costs	All stakeholders	Reflected in budget listed in apprenticeship hub documentation under this same accomplishment
Regional AB86 program coordinator hired	1. All steps have been identified in apprenticeship hub documentation as this will be the same position they have identified	1. This will follow the same steps as identified in apprenticeship hub documentation	All stakeholders as identified in apprenticeship hub documentation	Budget is already identified in apprenticeship hub documentation
Hub has met at least quarterly with full regional representation achieved	1. Coordinator develops meeting schedule 2. Connect to and establish relationships with all stakeholders 3. Hold first meeting 4. Identify priorities 5. Maintain relationships 6. Establish new relationships 7. Hold a second meeting 8. Hold third meeting 9. Hold fourth meeting	1. Months 1–3 2. Months 1–3 3. Months 1–3 4. Months 1–3 5. Months 4–6 6. Months 4–6 7. Months 4–6 8. Months 7–8 9. Months 10–12	Program coordinator, stakeholders	Meeting costs: 4 meetings, 3 hours each: Space: $160 Food: $200 Facilitation: $2,800 Total: $3,160

Building effective
infrastructure
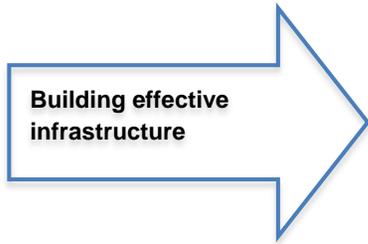
Table 45

Building Effective Infrastructure Implementation Steps

Accomplishment	Steps	Completion Date	People Involved	Budget
Developed a structure for regional professional development	1. Steps to be determined by Project Coordinator when hired	1. Months 1–12	Project coordinator, hub members, all other stakeholders	***Refer to project coordinator/staff cost***
Common assessment tool identified and agreed upon	1. Survey current assessment practices and instruments 2. Evaluate effectiveness for each institution 3. Determine need for improvement 4. Communication between adult schools and CCs to develop "crosswalk" between tests 5. Improve efficiency of methods 6. Create ability to connect between systems	1. All dates to be determined depending on when project coordinator is hired	Project coordinator, experts on testing and measuring, test publisher representatives	$50,000 (Salary of consultant/evaluator/ researcher)
Created an equitable regional funding model	1. Look at existing funding regionally and identify gaps 2. Prioritize program allocation based on student outcomes 3. Design funding allocation plan that maximizes resources 4. Articulate funding plan clearly to all providers	1. Months 1–6 2. Months 1–6 3. Months 7–12 4. Months 7–12	Financial management consultant/expert, representatives from all stakeholder groups, project coordinator	$10,000.00
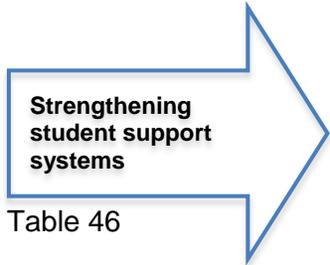
Table 46

Strengthening Student Support Systems Implementation Steps

Accomplishment	Steps	Completion Date	People Involved	Budget
All students have individual career plan on entry	1. Counselors are in place 2. Assess students 3. Students meet with counselor 4. Create career and education plan for/with each student 5. Counselors follow up with students regarding their plan	1. Months 1–2 2. Months 3–6 3. Months 3–6 4. Months 3–6 5. Ongoing	Districts, assessors, counselors, students	
ASE providers all have counselors in place	1. Require/fund counselors for all AE providers 2. Hire counselors (at least one part-time counselor per provider) 3. Train counselors 4. Counsel students on intake and ongoing	1. Month 1 2. Month 1 3. Months 1–2 4. Months 3–4	Districts, CDE, counselors	Salary of a part-time or full-time counselor for the adult schools who currently don't have any counselors available.
Multilevel ABE classes offered throughout the region	1. Identify gaps in services based on regional needs 2. Create/identify curriculum 3. Identify modes of delivery 4. Hire educators/service providers 5. Advertise classes and services 6. Implement ABE courses	1. Months 1–6 2. Months 1–6 3. Months 1–6 4. Month 6 5. Month 6 6. Month 7	Regional, county districts, education providers, curriculum developers. Employers, postsecondary educators, all other stakeholders	Salary of an ABE educator for 6 months at the different adult schools.
Centralized knowledge base is fully developed	1. Responsibilities will be folded into the website development detailed in the apprenticeship documentation	See apprenticeship website documentation for timeline	See apprenticeship documentation	See apprenticeship documentation

Classes and Courses for Immigrants Including ESL

This was one of the smaller hub work groups because not all regional participants offer ESL in their curriculum. Some of the hopes the region has for this hub that we discussed at the first meeting are as follows:

- "Improve services to ESL students."
- "Use technology to develop more access for students."
- "Think outside the box from traditional pathways."
- "Have students develop an 'Individualized Education Plan' to increase accountability from the student."
- "Work with staff to develop common standards and best practices."
- "Find a way to help the immigrant population fit into the Cradle-to-Career Roadmap."
- "Come up with a comprehensive directory of services to refer students."
- "Better marketing of ESL and Immigrant services to the community who needs it the most."
- "Have teachers be a driving force in student progress through different levels."

The San Bernardino Adult School and Catholic Charities partnered and were awarded a grant that pays for courses that prepare individuals who want to become U.S. Citizens. The courses will be run by the San Bernardino Adult School who shared information with the regional consortium members and invited them to pass on the information to individuals who could benefit from the offering. As of December 2014, 86 students were enrolled in the program and 15 already received their citizenship. Through AB86 collaborations, the San Bernardino Adult School is in talks with the Yucaipa Adult School to open a new class in their area in the spring.

Tables 47-54 are summaries of the discussions the region held at each meeting. It is important to note that the highlighted blue section of the barriers and practical vision tables represents a *consensus* from the group on the respective topic (see Tables 47 and 48). The bullet points in the barriers table under the main headings are the underlying barriers identified that, if addressed, could make a substantial change for students in the region (Table 47). The bullet points under the practical vision table are all previous barriers that, when overcome, would give the region a vision on how adult education should look (Table 48). The third table is the strategic direction the regional members are choosing to take (Table 49). The last set of tables summarizes the current reality, 12-month accomplishments, and success indicators the region has developed accompanied by a budget and timeline for implementation once the planning phase has ended on June 30, 2015 (see Tables 50-54).

The following are the questions asked during each meeting:

- **Meeting 1.** What barriers stand in the way of providing effective ESL/ workforce preparation programs throughout our region?
- **Meeting 2.** What do we want to see in place in 5 years as a result of our actions?

- ➢ **Meeting 3.** What practical actions can we take to deal with the contradictions and move toward our vision?
- ➢ **Meeting 4.** What will our specific, measurable accomplishments be over the first 12 months?

Participants of the work group for ESL:

- ➢ Lee Dirkson   SBVC
- ➢ David Finley   Redlands USD
- ➢ Karen Bautista   San Bernardino City USD
- ➢ Kathleen Rowley   SBVC
- ➢ Claudia Arciniega CRY-ROP
- ➢ Kirsten Colvey   CHC
- ➢ Jesus Galdamez   San Bernardino City USD
- ➢ Cara Prentiss   Yucaipa-Calimesa Joint USD
- ➢ Ursula Reveles   Redlands USD

Students enrolled in an ESL program.

Table 47

ESL/Workforce Preparation: Barriers

Lack of data regarding the need	Lack of adequate compensation creates difficulty in attracting and retaining qualified staff	Insufficient and uncertain funding limits effectiveness of programs	Personal challenges limit access to opportunities	Gaps in program structures lead to dead ends	No coordinated communication systems among education providers and the community
• No needs assessment • Student diversity unknown • Lack of data on our regional population	• Faculty diversity insufficient • Inability to attract quality instructors and staff • Process for hiring instructors lacking	• The demand for services exceeds the system's offerings • Poor technology • Lack of facilities • No classes in neighborhood • Funding for programs insufficient • Fees • Resources and funding lacking • Inadequate facilities • Funding is both insufficient and uncertain • Access and availability are limited	• Transportation (to and from) does not match schedules • Rigid/inconvenient schedules • Support system weak—tutoring, cultural sensitivity, financial aid • Need for childcare • Work/time limits opportunities for sole providers • Lack of support services • Fear of the academic system • Legal status of student could prohibit enrollment • Fees • Student mindset	• There are gaps in program structures • Multilevel classrooms needed • Transitional service pathway needed • Rigor of coursework • Resistance to institutional change	• Lack of navigational capital—how much they know about the system • Lack of knowledge of classes & services available • Communication and connectivity with the community are lacking • "Flexibility" created a lapse in coordinated communications systems among education providers and the community

Note. In response to "What barriers stand in the way of providing effective ESL/Workforce Preparation programs throughout our region?"

Table 48

ESL/Workforce Preparation: Practical Vision

Communication among all stakeholders to align programs and curricula	Stakeholder collaboration connects students with support services	Reliable, equitable funding leads to sustainable programs	Delivery options based on differentiated needs	Students have education & career plans that are refined with counselors	Centralized database for tracking and planning	Quality teachers who implement and share best practices	Employer and education partnerships
• All stakeholders, providers communicate regularly to align programs and eliminate gaps • Aligned adult school and post-secondary curricula	• Every ESL program offers transportation and child care/enrichment • Collaboration with social services, CBOs and workforce development • Affordable child care at adult campus • Every adult EL can connect to effective programs in his or her community	• Funding is equitable, robust, reliable, accessible and understood • Teaching resources • All facilities up-to-date and equipped with current technology. Every adult English learner can connect to effective programs in his or her community	• (VESL) Vocational ESL • EL curriculum is comprehensive (leveled, progressive, relevant) • Companies host on-site learning • Proper placement • Buffet of different modules & learning sites	• Counseling services • Regional website with all program offerings • Targeted advising and education plans for students • Individualized career and education plans (career assessments in own language) • Preliminary students' education plans refined with counselors	• Measurable outcomes • Gauging progress through any time self-assessment • Centralized database for tracking and planning • Teacher accountability	• Programs recruit and retain highly qualified, personable teachers who love adult ELs • Model programs for teacher observation • Best practices training • Contextualized learning models	• ESL systematically leads to career options and/or higher education • Workplace contracts with adult education sites for hiring

Note. In response to "What do we want to see in place in five years as a result of our actions?"

Table 49

ESL: Strategic Directions

Collaborate with external agencies			Create a dedicated adult education system		Creating a dedicated AE program with external partners
• Collaborate with support service agencies • Collaborate with childcare centers to provide ESL onsite • Collaborate with career placement entities to facilitate student education/career plans • Partnerships with business to supplement resources • Promote "packaged courses" available to employers			• Leverage existing resources • Establish a system with dedicated funding for adult education		
Increase opportunities			**Improve program awareness**		**Increasing program awareness & opportunities**
• Provide support services • Create scholarships • Provide online and hybrid ESL opportunities • Create programs that lead to employment, training certificates • Virtual adult school • Local business sponsors			• Coordinated marketing plan to advertise services at grocery stores, laundromats, etc. • Create a program referral "cheat sheet" • Create regional website with all programs/class offering • Identify available opportunities		
Develop & conduct needs assessment	**Improve collaboration among providers**	**Implement data system**	**Collaborate about curriculum**	**Address qualifications and pay discrepancies**	**Creating a standardized system through collaboration**
• Environmental scans • Student surveys • Community study • Determine data needed	• Hold regional meetings • Share prof. development opportunities • Visit model programs • ESL county collaborative	• Initiate coordinated data collection • Create/improve information data system	• Begin collaboration across region to articulate curriculum • Link adult ed & community college websites • Engage dialogue with adult ed providers	• Competitive wages • Identify regional best practices for securing highly qualified staff • Teacher minimum qualifications • Reclassification of ESL teachers • Long-term plan for statewide non-credit payscale with regional pilot	

Note. In response to "What practical actions can we take to deal with the contradictions and move toward our vision?"

Table 50

ESL: Current Reality—12-Month Accomplishments—Success Indicators

Current Reality	12-Month Accomplishment	Success Indicators	
• Partnerships exist within certain agencies • Some childcare funds available • Continuation school partnership allows free childcare • Some nonprofit partners • Employers willing to offer facilities for ESL classes • Parents of elementary students have access to ESL classes	• Conducted regional employer needs assessment • Developed a protocol to connect with external partners	• More FTE students • More ESL students transition to other programs • Increased skills in workforce • Employee promotions • Employees service more of the community	**Creating a dedicated AE program with external partners**
• Variety of programs but no central way to access information • Lot of traditional classes but few online/hybrid classes • ESL not available everywhere in region	• Instituted at least three classes in high need and underserved areas • Completed marketing plan regarding the value of ESL to the community	• ESL classes are easily accessible • Increased course offering and variety • Reaching rural/isolated areas • More people getting certificates and getting employed • Increased program awareness	**Increasing program awareness**
• No current standardized system • Some institutions have done surveys but the efforts have not been coordinated • Some collaborations exist among providers • Not enough full-time teachers throughout the region	• ESL county collaborative in place • Developed assessment score matrix • Teacher compensation report compiled • Teacher qualification and job descriptions compiled	• Curriculum and staff unified • Students move smoothly from one system to another • Standardized assessment tools are in place • Students are placed correctly	**Creating a standardized system through collaboration**
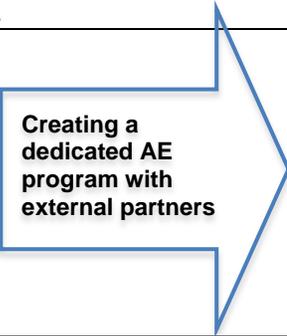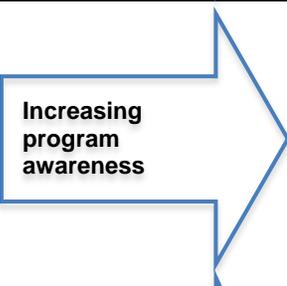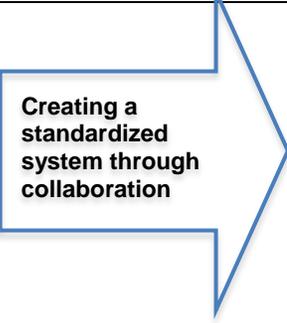
Note. In response to "What will our specific, measurable accomplishments be over the first 12 months?"

Table 51

ESL: 12-Month Accomplishments by Quarter

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Creating a dedicated AE program with external partners		• Conducted regional employer needs assessment		• Developed a protocol to connect with external partners
Increasing program awareness				• Completed marketing plan regarding the value of ESL to business and the community • Instituted at least three classes in high need, underserved areas
Creating a standardized system through	• Teacher compensation report compiled • Teacher qualification job descriptions compiled	• Developed assessment score matrix		• ESL county collaborative in place
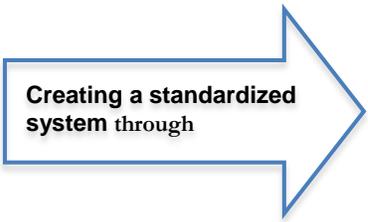
Resources to Leverage	Resources Needed
Community college personnel County Office of Education Print shops Billboard sponsors	Data analyst

Creating a dedicated AE program with external partners
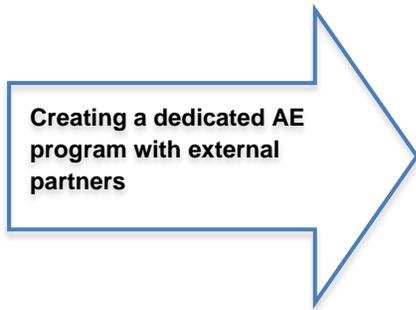
Table 52

Creating a Dedicated Program With External Partners Implementation Steps

Accomplishment	Steps	Completion Date	People Involved	Budget
Conducted regional employer needs assessment	1. Hire outside agency to conduct needs assessment 2. Share results of needs assessment with all shareholders	1. Months 1–6	Project coordinator, consultant, all stakeholders/providers	$10,000 (research)
Developed a protocol to connect with external partners	1. Develop action steps to connect with employers based on needs assessment results 2. Implement steps, follow up on results	1. Months 1–12 2. Months 1–12	Project coordinator, all stakeholders	Meeting costs: 1 meeting, 3 hours Space: $40 Food: $100 Facilitation: $700 Total: $840

Increasing program awareness

Table 53

Increasing Program Awareness Implementation Steps

Accomplishment	Steps	Completion Date	People Involved	Budget
Completed marketing plan regarding the value of ESL to business and the community	1. Engage marketing firm 2. Create messaging grid 3. Prepare marketing deck of promotional materials 4. Begin advertising of website	1. Months 3–6 2. Months 7–9 3. Months 7–9 4. Months 10–12	Project coordinator, hub members, marketing firm, county office of education	$50,000
Instituted at least three classes in high need, underserved areas	1. Steps to be determined by project coordinator with assistance from data collection specialists	1. Three classes up and running by month 12	Project coordinator, data collection specialist, districts, hub members, faculty, union, all other stakeholders	$100,000

Creating a standardized system through collaboration
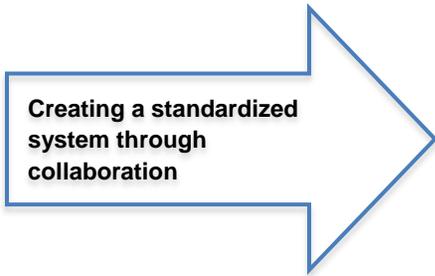
Table 54

Creating a Standardized System Through Collaboration Implementation Steps

Accomplishment	Steps	Completion Date	People Involved	Budget
Teacher compensation report compiled	1. Contact/involve union representatives 2. Contact/involve academic senates 3. Contact/involve administrators of ESL programs on campuses	1. Months 1–6	Project coordinator, adults schools, community colleges, ROPs, faculty, union, data analyst, all stakeholders	
Teacher qualification job descriptions compiled	1. Will follow same steps as teacher compensation report	1. Months 1–6		
Developed assessment score matrix	1. Contact schools to identify point person/data analyst 2. Data analyst will work with project coordinator to ensure assessment score matrix meets needs of all stakeholders	1. Months 1–12		
ESL county collaborative in place	1. Project coordinator will follow same steps as described in apprenticeship hub documentation (regarding establishing an Advisory Council) to create an ESL county collaborative	1. Months 1–6		Meeting costs: 1 meeting, 3 hours Space: $40 Food: $100 Facilitation: $700 Total: $840

Objective 5: Plans to Employ Approaches Proven to Accelerate a Student's Progress Toward His or Her Academic or Career Goals, Such as Contextualized Basic Skills and Career Technical Education, and Other Joint Programming Strategies Between Adult Education and Career Technical Education

Short-Term Career Technical Education Programs Work Group

This has been one of the largest hub groups within the consortium. One of the issues mentioned across the region was the perception of CTE, not only in academics but also by the community. In addition to growth of more CTE programs, participants agreed that marketing of the programs is crucial for students to see CTE in a new light as a pathway that can be for them. Too many students, parents, teachers, and administrators have a negative perception of CTE, thinking it is for the selected students who don't transition into a university or 4-year college.

Conversation in the hub pointed to an important fact about education. As educators, we are the "gate keepers" to industry. Currently, many CTE classes are not aligned with industry needs. In addition, in some areas of CTE, curriculum is in need of being calibrated to industry standards.

The Centers of Excellence has proven to be a sound resource for economic data and trends in the region. Lori Sanchez, COE director, serving the Inland Empire, attended the second hub meeting and discussed several reports she has worked on and the implications for CTE programs. She emphasized the labor market, occupational training, and program completion from technical and proprietary schools.

A recent article in the *Los Angeles Times*, Business section, on October 31, 2014, cited new funding regulations for for-profit career colleges that take effect July 2015. The new regulations, in an attempt to keep students from taking on high levels of debt, can create a new pipeline of students looking for career training offered through the adult schools, ROPs, and community colleges.

Tables 55-62 are summaries of the discussions the region held at each meeting. It is important to note that the highlighted blue section of the barriers and practical vision tables represents a *consensus* from the group on the respective topic (see Tables 55 and 56). The bullet points in the barriers table under the main headings are the underlying barriers identified that, if addressed, could make a substantial change for students in the region (Table 55). The bullet points under the practical vision table are all previous barriers that, when overcome, would give the region a vision on how adult education should look (Table 56). The third table is the strategic direction the regional members are choosing to take (Table 57). The last set of tables summarizes the current reality, 12-month accomplishments, and success indicators the region has developed accompanied by a budget and timeline for implementation once the planning phase has ended on June 30, 2015 (see Tables 58-62).

The following are the questions asked during each meeting:

- **Meeting 1.** What barriers stand in the way of providing effective CTE programs throughout our region?
- **Meeting 2.** What do we want to see in place in 5 years as a result of our actions?
- **Meeting 3.** What practical actions can we take to deal with the contradictions and move toward our vision?
- **Meeting 4.** What will our specific, measurable accomplishments be over the first 12 months?

Participants in the CTE hub work group:

- Alma Angelo   San Bernardino City USD
- Carlos Padilla   CRY-ROP
- Carol Tsushima   CRY-ROP
- David Finley   Redlands USD
- Dora Edney   Baldy View ROP
- Forest DeRenzo   Baldy View ROP
- John Conboy   Colton Joint USD
- John Ostlie   SB-ROP
- June Yamamoto   CHC
- Kenny Melancon   SBVC
- Kim Cavanagh   Redlands USD
- Kit Alvarez   SB-ROP
- Linda Gaylor   SB-ROP
- Melanie Petago   San Bernardino City USD
- Peggy Webber   SBVC
- Peggy Wheeler   Rialto USD

CTE hub working on a day the hub met at the San Bernardino Adult School.

Table 55

CTE: Barriers

Difficult to attract and retain industry professionals due to low pay and credentialing requirements	Misalignment within & between educational systems & business is preventing clear career options	The value of CTE is impacted by the lack of understanding of the relationship between CTE, lifelong learning, and career options	Constant funding fluctuations across all systems disrupt the ability to effectively support regional workforce development needs through CTE programs	System inefficiency prevents strategic planning & effective use of resources to support needed change	Lack of standardized articulation process creates barriers for students	Our region is limited in work-based learning and career options
• Attracting qualified CTE teachers • Finding professionals that want to leave industry and teach • Lack of common measures or standards	• Disconnect between K-12, ROP, college systems • Turf issues • Education and business don't speak the same language • Lack of employer input • Availability of certifications	• Perception of CTE • "College for everyone" mindset squeezes technical training opportunities • "Joe Public" doesn't know what CTE is/means • Understanding LMI data • Collective vision and message missing • CTE not a priority	• Lack of funds • Expense of CTE programs (facilities, equipment) • Insufficient funding to add classes • Impacted programs • Local CTE availability • Lack of resources (equipment, facilities, staff) • LCAP funding • Funding to support expansion and innovation	• Need to be in front, not behind change • No time to react to rapid change • Course development and approval time consuming, bureaucratic • System inefficiency • Too many advisory meetings	• Inconsistent articulation practices • No standard articulation process • Process for articulation agreements too complex • 21st century work ethics skills are needed	• Job placement options • Understanding WBL • Marginalized community members need career options

Note. In response to "What barriers stand in the way of providing effective CTE programs throughout our region?"

Table 56

CTE: Practical Vision

Effective regional strategic plan that support cradle to career	Centralized database accessed and utilized by all stakeholders	Programs that produce highly skilled, productive, contributing citizens	21st century skills and delivery integrated across all curriculum	Seamless transition & articulation between programs for all students	Highly effective regional education and business partnerships	All students experience industry based contextualized learning	Stable and adequate funding for CTE programs	Clear communication regarding the value of CTE
• Effective strategic regional plan that supports cradle to career	• Data tracking • All regional adult education providers use same "cradle to career" planning/data collection tool	• K-16 (academics + CTE) = productive, contributing citizens • CTE trains for living wage occupations • Graduating seniors able to articulate career goals	• Life skills learned meet all educational goals and pathways • Career & life prep classes are options for each year in high school • Industry competencies taught in all programs • Online options expanded–more accelerated options	• Seamless transitions between programs for all students • Seamless approach to articulation • Articulation among educational entities • All high school students have completed at least one college course	• Industry commits to donations of equipment, space and time • Align/leverage resources by creating CTE regional hubs (e.g., medical, manufacturing etc.) • Sector specific regional employer advisory quarterly meetings • Waiting list of qualified professional educators • Education & industry meet quarterly to discuss changes	• Regional online job bank • WIBs coordinate OJT/WBL for CTE students • Student completers matched with employers • Robust WBL program	• Adequate CTE funding to support & grow programs • Funds available to all programs (unlimited money) • Stable and adequate funding for CTE programs	• Regional CTE marketing campaign • Clear definition of CTE understood and accepted by all

Note. In response to "What barriers stand in the way of providing effective CTE programs throughout our region?"

Table 57

CTE Strategic Directions
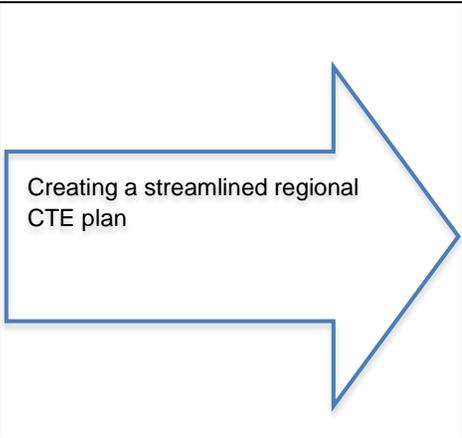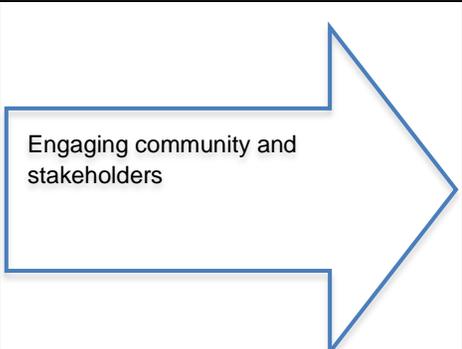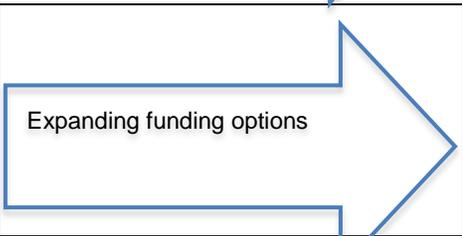
Reduce Duplication and Maximize Resources • CATEMA system for standardized criteria in the articulation process • Centralized web-based data system • Promote pure online CTE training programs • One community college articulation application • Regional web-based career pathway • Virtual internships • Design regional CTE plan to maximize resources and serve industry (e.g., not everyone does medical) • Expand community access to online CTE training • One-stop articulation process • Redesign district purchasing processes and procedures • Base program offering for the region and share resources • Identify and replicate efficient models • Create and identify regional CTE purpose • Work with administration to streamline processes			Creating a streamlined regional CTE plan
Branding and marketing CTE • Develop regional CTE branding campaign • Develop regional CTE marketing plan • Professional development of CTE "top down" (superintendents, principals, counselors ➜) • Modern CTE marketing campaign • CTE = UC a–g • CTE requirement for granduation from high school	**Develop regional relationships with employers** • Set up regional CTE advisory meetings by industry • Identify a specific and consistent data source (LMI?) • Flex scheduling to meet industry needs vs. district convenience • Employers adopt a school • Create business committees that involve WIB and all stakeholders	**Increase the pool of CTE teachers** • STEM/CTE credential • Standardize CTE teacher recruitment • Employee release time to train others • Revise credential requirements • Union negotiations to achieve CTE salary flexibility • Communicate career benefits (beyond $$) • Hire retired employees to train others	Engaging community and stakeholders
Expand funding options for CTE • Insurance pools • Develop stable funding for CTE programs • CTE included in district LCAP plans • Poatsecondary scholarships for CTE students • Seek federal funding sources • Pursue industry partnerships with $$ attached • Seek business and industry funding			Expanding funding options

Note. In response to "What practical actions can we take to deal with the contradictions and move toward our vision?"

Table 58

CTE: Current Reality—12-Month Accomplishments—Success Indicators

Current Reality	12-Month Accomplishments	Success Indicators	
• There are 33 distinct district purchasing policies • SBVC is rolling out CATEMA • CATEMA participation requires funding • We are finding out what everyone offers • No current regional CTE plan tied to resources • We are stronger together • "Chasing money" (instead of focusing on needs) • There are limited online CTE options • Limited internship opportunities	• CATEMA system implemented regionally • Regional CTE program map created and accessible • Created a regional strategy to support and promote CTE	• Increase of students with college credit through articulation • Increased job placement rates • Increased rate of CTE sequenced completion at high school and college levels • State recognized finding a job before completing sequencing as a positive thing • More online CTE options • More students complete GED and diploma • Community understands value of CTE • More community partnerships	Creating a streamlined regional CTE plan
• Everyone has individual advisory, branding, and marketing • Different definitions of "advisory" • Difficult to engage the community due to duplication of efforts • Difficult to get CTE instructors • Limited business partnerships • Business and education don't speak the same language	• Regional training on advisory requirements held • Regional speakers bureau put together by industry • Regional task force has identified benefits of CTE	• Regional advisory meetings with specific industries held • Advisory requirements "melded" • Industry panels in different disciplines held • Increased flexibility in salary and scheduling • Major industry partners are engaged • Increased business involvement throughout the region	Engaging community and stakeholders
• Industry relies on education money to solve problems • Limited business money is being put into CTE • Funding convoluted, restricted • CTE funding varies by district • ROP funding precarious • CTE declining • CTE expensive • Hard to bring CTE back once it is gone • Limited business sponsorships	• Feasibility of insurance pools has been researched • Regional inventory of CTE scholarships has been created	• CTE is stabilized and/or increased • Business and industry advocates for CTE • More industry-sponsored scholarships • More business buy-in	Expanding funding options
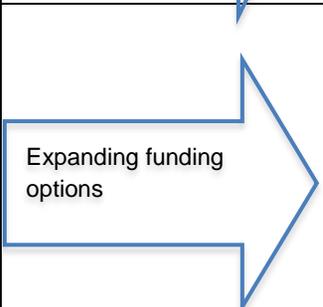
Note. In response to "What will our specific, measurable accomplishments be over the first 12 months?"

Table 59

CTE: 12-Month Accomplishments by Quarter

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Creating a streamlined regional CTE plan		• CATEMA system implemented regionally	• Regional CTE program map created and accessible	• Created a regional strategy to support and promote CTE
Engaging community and stakeholders	• Regional task force identified benefits of teaching CTE • Regional training on advisory requirements held		• Regional speakers bureau put together by industry	
Expanding funding options		• Regional inventory of CTE scholarships created	• Feasibility of insurance pools researched	
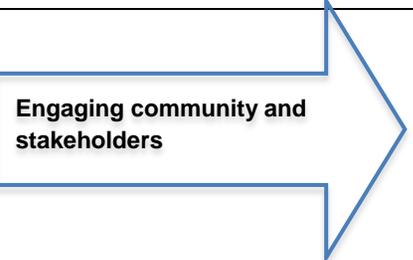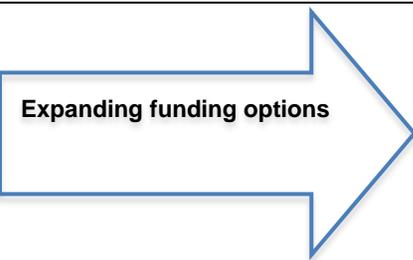
Resources to Leverage		Resources Needed	
Contacts, networks, collaborators Meeting space IT experts Survey tools CATEMA consultant Existing AB86 structure Video production departments, graphic design classes Marketing hub		Project coordinator Print, video technicians Funding Consultants	

Creating a streamlined
regional CTE plan
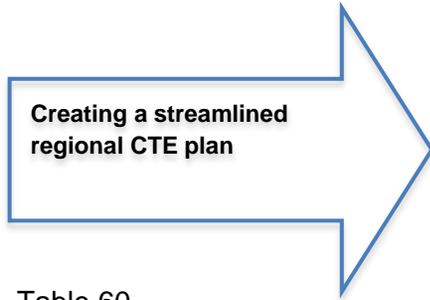
Table 60

Creating a Streamlined Regional CTE Plan Implementation Steps

Accomplishment	Steps	Completion Date	People Involved	Budget
CATEMA system implemented regionally	1. Complete CATEMA training (all education partners) 2. Site trainers provide teacher training 3. Promotion/marketing to students 4. Ongoing training options for new hires	1. Quarter 1 2. Quarter 2 3. Quarter 2 4. Ongoing	Project coordinator, community college CATEMA consultant, education partners	Currently funded by a grant
Created a regional strategy to support and promote CTE	1. Establish regional CTE advisory committee 2. Create mission and vision 3. Create branding, messaging, catchy slogan for CTE 4. Develop marketing materials	1. Aug.–Sept. 2015 2. Sept.–Oct. 2015 3. Nov.–Dec. 2015 4. Jan.–Feb. 2016	Project coordinator, all regional CTE stakeholders, Regional Advisory Committee	Already under the budget for marketing. Only new cost is facilitation. Meeting costs: 4 meetings, 3 hours each: Space: $160 Food: $200 Facilitation: $2,800 Total: $3,160
Regional CTE program map created and accessible	1. Identify/hire coordinator to manage 2. Convene work groups to provide content 3. Identify site person/contact responsible to update 4. Deliver to webpage developers and test 5. Market/launch/promote to all stakeholders	1. Quarter 1 2. Quarter 2 3. Quarter 2 4. Quarter 3 5. Quarter 4	Project coordinator, all CTE providers in region, community college IT department	Already under the budget on previous budgets

Engaging community and stakeholders
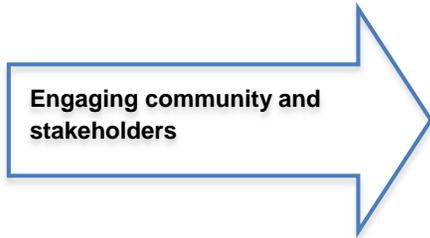
Table 61

Engaging Community and Stakeholders Implementation Steps

Accomplishment	Steps	Completion Date	People Involved	Budget
Regional task force identified benefits of teaching CTE	1. Identify new CTE teachers for testimonials 2. Interview (survey) current CTE teachers 3. Create video of testimonials for website 4. Print recruitment brochures with testimonials 5. Print resources available to facilitate credentialing process 6. Provide credentialing counseling and link potential CTE teachers with resources 7. Connect with AARP for potential teachers	1. Quarter 4 2. Quarter 4 3. Quarter 4 4. Quarter 4 5. Quarter 4 6. Quarter 4 7. Quarter 4	Project coordinator, credential analyst, Chambers of Commerce, community access channels	Testimonials filing can be done by students on a campus (no new cost) Printing cost of brochure (roughly 5,000) to be used at chamber of commerce meetings. $600.00 for black & white printing on colored paper through Costco.
Regional training on advisory requirements held	1. Create advisory requirements matrix 2. Create a streamlined process to meet needs of all institutions 3. Collaborate regionally 4. Establish a calendar 5. Communicate to stakeholders	1. Quarter 3 2. Quarter 3 3. Quarter 3 4. Quarter 3 5. Quarter 3	Project coordinator, employers, ROP, community colleges, teachers, marketing hub	Meeting costs: 1 meeting, 3 hours Space: $40 Food: $100 Facilitation: $700 Total: $840
Regional speakers bureau put together by industry	1. Gather speaker info from all stakeholders 2. Organize by industry sector 3. Post on website 4. Create brochure 5. Update quarterly	1. Quarter 1 2. Quarter 3 3. Quarter 3 4. Quarter 3 5. Ongoing	Project coordinator, LEAs, Alliance for Education, ROPs, community cabinet, WIB	Printing cost of brochure for (5,000 would be $600.00 for black & white printing on colored paper through Costco.)
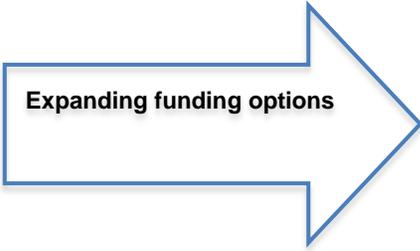
Expanding funding options

Table 62

Expanding Funding Options Implementation Steps

Accomplishment	Steps	Completion Date	People Involved	Budget
Regional inventory of CTE scholarships created	1. Create scholarship work group 2. Develop and implement survey at the meeting 3. Collect and synthesize data 4. Communicate or publicize results	1. Quarter 1 2. Quarter 1 3. Quarter 2 4. Quarter 3	Project coordinator, counselor, scholarship coordinators	Meeting space if a school does not allow: ($100.00)
Feasibility of insurance pools researched	1. Create insurance pool work group 2. Identify educational stakeholders and their insurance pools 3. Ask stakeholders if they plan to place students in workplace training 4. Collect insurance documentation, practices and costs 5. Meet with interested stakeholders to research workers comp pool	4. Quarter 1 5. Quarter 1 6. Quarter 2 7. Quarter 3 8. Quarter 3	Risk management staff, benefits management staff	Meeting space if a school does not allow ($100.00)

Focus Groups

The hubs finished the meeting process in November. Faculty participation in the hub meetings was low due to the complexity of teaching schedules that can involve faculty traveling to multiple locations to teach. In order to build support from faculty for the regional plan, both at the adult school and the community college level, focus groups were hosted. Appendix A contains the questionnaires given to the faculty after presentations were given to highlight the hubs' work, not compromise what the hubs had already built.

The focus groups were conducted with faculty at CHC, San Bernardino Adult School, and SBVC, a total of 177 surveys were collected. Faculty members were asked three questions for each of the seven hub areas (transition services, curriculum alignment and assessment, programs for apprenticeships, basic skills, CTE, programs for adults with disabilities, and ESL). The data gathered were analyzed, and the responses most frequently chosen by participants are presented in the following three tables. The first table illustrates the barriers that faculty believe affect students the most significantly (see Table 63). The second table shows the preferred practical vision for improving adult education services (see Table 64). The third table compiles the best strategic actions that faculty believe the consortium should pursue (see Table 65).

Faculty focus group held at SBVC.

Table 63

Focus Groups' Top Choice Among 6-8 Barriers Identified During Regional Hub Group Meetings

	Transition Services	Curriculum Alignment & Assessment	Apprenticeships	Basic Skills	CTE	Programs for Adults with Disabilities	ESL
CHC	-Lack of communication among agencies (18%) -Lack of comprehensive services for college/career readiness (18%) -System disconnect between agencies and employers, individuals (18%)	-Many separate systems with unshared priorities lead to a lack of alignment (27%) -Need to adopt a paradigm shift amongst stake-holders that promotes innovation, collaboration and improvements (18%)	-No participants for this program area	-Student preparedness is inadequate for available programs (32%) -Personal obstacles create challenges for adult learners (18%)	-CTE value is impacted by the lack of understanding of the relationship between CTE, lifelong learning, and career options (25%) - System inefficiency prevents strategic planning and effective use of resources to support needed change (20%)	-No participants for this program area	-No participants for this program area
SB Adult School	-Lack of process for reaching disconnected individuals (18%) -Personal student barriers (15%) -Lack of regional data tracking (15%)	-Need for a paradigm shift among stakeholders that promotes innovation, collaboration, and improvements (50%)	-The biggest barrier to programs for apprenticeships success is lack of academic preparation (50%)	-Personal obstacles create challenges for adult learners (39%) - Students' preparedness is inadequate (19%) -Lack of family and community support (13%)	-Lack of understanding of the relationship between CTE, lifelong learning, and careers (24%) -Limited regional work-based learning (19%) -Funding fluctuations (16%)	-Negative perceptions and stigmas (38%) -Lack of adequate resources (25%) -Need to build and sustain community partnerships (25%)	-Insufficient & uncertain funding limits program effectiveness (18%) -Personal challenges limit opportunities (21%) -Lack of communica-tion between education providers (18%)

Table 63—*continued*

	Transition Services	Curriculum Alignment & Assessment	Apprenticeships	Basic Skills	CTE	Programs for Adults with Disabilities	ESL
SBVC	-Personal student barriers and bureaucratic process limits access to programs (33%)	-No consensus	-No common definition and understanding of apprenticeship programs (75%)	-Student preparedness is inadequate for available programs (36%) -Personal obstacles create challenges for adult learners, and inadequate performance measures inhibit continuous quality improvement (21%)	-Attract and retain industry professionals due to low pay and credential requirements and (25%) -Misalignment within and between educational system and business prevents clear career options (25%)	-No participants for this program area.	-Insufficient and uncertain funding limits program effectiveness, and gaps in program structures lead to dead ends (28%)

Note. Focus groups were asked to select their top choice among 6-8 barriers identified during regional hub group meetings.

Table 64

Focus Groups' Top Choice Among 6-8 Practical Visions

	Transition Services	Curriculum Alignment & Assessment	Apprenticeships	Basic Skills	CTE	Programs for Adults with Disabilities	ESL
CHC	-Well-established network of transitional liaisons between agencies (28%) -Formalized agreements between agencies to facilitate student transitions (18%)	-Simple transition for students across systems (36%) -Sustained regional collaboration (9%)	-No participants for this program area	-Social systems connect with adult education to remove barriers to student connection (21%) - Open access to current technology for teaching is fully utilized (18%)	-Programs that produce highly skilled, productive, contributing citizens (30%) -Clear communication regarding the value of CTE (25%) -Sustainable and adequate funding for CTE programs (20%)	-No participants for this program area	-No participants for this program area
SB Adult School	- Formalized agreements between agencies to facilitate student transitions (15%) -Lack of process for identifying and engaging with disconnected individuals (15%) - Well-established network of transitional liaisons between agencies (13%)	-Creating a comprehensive assessment plan that addresses industry expectations, supports appropriate student placement by all, and is understood by all (75%) -Developing a cohesive system of calibrated standards, eliminating gaps and redundancy (50%)	-The majority of respondents feel that the biggest barrier to programs for apprenticeships' success is lack of academic preparation (50%)	-Transitional programs empower students (31%) -Clearly stated educational pathways understood by all students (17%) -Sustainable partnerships among all stakeholders benefit students (14%)	-Seamless transition and articulation between programs for all students (16%) -Sustainable and adequate funding for CTE programs (16%) -Programs that produce highly skilled, productive, contributing citizens (14%)	- Centralized database for referral, transitions, and resources (19%) -Interactive interagency workplace learning (19%)	-Reliable, equitable funding leads to sustainable programs (25%) -Delivery options based on diversified student needs (21%) -Build employer /education partnerships (14%)

Table 64—*continued*

	Transition Services	Curriculum Alignment & Assessment	Apprenticeships	Basic Skills	CTE	Programs for Adults with Disabilities	ESL
SBVC	-Systemic employment and internship services (33%)	-Cohesive system of calibrated standards, curriculum, and assessment that eliminates gaps and redundancy (50%)	-No consensus	-Clearly stated educational pathways understood by all students (36%) -Sufficient funding to attract highly qualified teachers and counselors (21%)	-21st century skills and delivery integrated across all curriculum and sustainable and adequate funding for the CTE programs (25%)	-No participants for this program area	-Reliable, equitable funding leads to sustainable programs (27%) -Clear education and career plans developed with counselors (18%)

Note. Focus groups were asked to select their top choice among 6-8 practical visions (i.e., solutions that the consortium would like to see implemented in the next 5 years), identified during regional hub group meetings.

Table 65

Focus Groups' Top Choice Among 6-8 Strategic Directions

	Transition Services	Curriculum Alignment & Assessment	Apprenticeships	Basic Skills	CTE	Programs for Adults with Disabilities	ESL
CHC	-Create transition services network (27%) -Eliminate red tape between agencies (18%)	-Align curriculum (27%)	-No participants for this program area	-Provide effective assessment system (21%)	-Expand funding options and develop regional relationships with employers (20%)	-No participants for this program area	-No participants for this program area
SB Adult School	-Engage community partners (20% -Create transition services network (13%) -Create common community driven goals (10%)	-Aligning curriculum was the strategic goal the majority of respondents (50%)	-The majority of respondents agreed that student preparation is key (50%)	-Strengthen career opportunities (19%) -Collaborate regionally (17%) -Provide effective assessments (17%)	-Develop regional relations with employers (30%) -Expand funding options (22%) -Branding and marketing of CTE (14%)	-Create information linkage (25%) -Build transition pathways (19%)	- Increase student opportunities (36%)
SBVC	-Only one response = Improve accessibility to programs	-Only one response = Align curriculum	-Build functional structure (37%)	-Collaborate regionally and provide effective assessment system (14%)	-Develop regional relationships with employers (38%) -Branding and marketing of CTE (25%)	-No participants for this program area	-Create a dedicated adult education system and improve collaboration (18%)

Note. Focus groups were asked to select their top choice among 6-8 strategic direction (i.e., practical actions to move toward our vision), identified during regional hub group meetings.

Conclusion

In conclusion, the regional plan the InlandAB86 consortium developed has followed all the state regulations set forth in its Appendix C template. All seven objectives were addressed and focus groups with faculty and teachers met in January 2015 for input from all parties.

At the December 5, 2014, meeting, both the Executive and Steering Committees were asked what strengths and weaknesses exist in working with a consortium. Table 66 contains the results:

Table 66

Strengths and Weaknesses in Working With a Consortium

Strengths	Weaknesses
• Collaboration • Teamwork • Long-standing relationships • Lots of experts • "People knowledge" • "Homegrown accomplishments" • Tremendous support from presidents, chancellors, and superintendents • Full participation from throughout the region at all levels • Everyone has a voice • Transparent and honest communication • ToP facilitation • Confidence within the group • Belief that "we can do this"	• Not enough time was given (people got tired) • Timeline was imposed by the state • Not enough faculty represented • Limited student involvement/community involvement need more of a collective impact • Don't have strong technical ability/little data sharing/need a dedicated website

There are more strengths than weaknesses, and an article in *The Sun*, October 30, 2014, read "Report: Schools Key to Growth 'better-Educated Workers Will Help Ensure Region's Prosperity,' Economists Say at Conference." The consortium is on the right path for creating prosperity in the region through educational efforts. AB86 legislation has been the vehicle the region has used to collaborate and continue strengthening existing relations, and it has opened the door for new partnering among all levels of educators. The next phase includes reaching out to community partners to leverage resources and begin to implement the regional plan.

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APPENDIX A

FACULTY FOCUS GROUPS FLYER AND QUESTIONS

InlandAB86

AB86 Faculty Focus Groups

DATE: January 30, 2015   **LOCATION:** San Bernardino Valley College, Room B100

Come and be a part of our regional adult education consortium! Your input is essential in shaping the delivery of adult education! We will be hosting focus groups in each of the program areas listed below, at the times indicated, but you can participate online at any time.

Time	Discussion Groups
8:30 am – 10:30am	*Adult Basic Skills (Math & English) *ESL & any classes or courses for Immigrants

Register at: http://inlandab86.org/Events and select Focus Group 1

11:00 am – 1:00 pm	*Short Term Career Technical Education *Programs for Apprenticeship

Register at: http://inlandab86.org/Events and select Focus Group 2

1:30 pm – 3:30 pm	*Curriculum Alignment & Assessment *Transition Services *Programs for Adults with Disabilities

Register at: http://inlandab86.org/Events and select Focus Group 3

INLAND   REGIONAL   ADULT   EDUCATION   CONSORTIUM
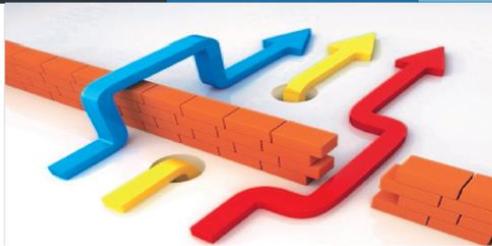
You can also participate ONLINE at:

Website: www.inlandab86.org/discussion

For any question, please contact Emma Diaz at:

Phone: (909) 384-8611
Email: ediaz@sbccd.edu

Transition Services

☐   Administrator

☐   Counselor

☐   Faculty/Teacher

☐   Other

1. The hub members have identified the following barriers to transition services
    a. Lack of a regional data tracking system
    b. Funding levels do not match need
    c. Personal student barriers
    d. Lack of communication among agencies
    e. Lack of comprehensive services for college/career readiness
    f. System disconnect between agencies and employers
    g. Bureaucratic process limits access to programs
    h. Lack of process for identifying and engaging with disconnected individuals

    Q: Which of these stand out to you? A: _____

    Q: Are there additional barriers to transition services that you can think of?

    A: _____

    _____

    _____

2. The practical vision that hub members have created includes:
    a. A comprehensive student education and occupation plan for all students
    b. Formalized agreements between agencies to facilitate student transitions
    c. Adequate funding to eliminate student barriers
    d. Robust, formal interagency structure to support ongoing communication and collaboration
    e. Systemic employment and internship services
    f. Dynamic student transition database
    g. Well established network of transitional liaisons between agencies
    h. Comprehensive one-stop resource hub

    Q: Which of these stand out to you? A: _____

    Q: Is there anything missing?

    A: _____

    _____

    _____

3. The hub has developed the following strategic directions:
   a. Improve accessibility to programs (e.g. internet courses)
   b. Eliminate red tape between agencies
   c. Create common, community driven goals
   d. Engage community partners
   e. Increase funding
   f. Create transition services network
   g. Sustain regional collaboration
   h. Build central database

   Q: Of these goals, which do you feel is the most critical, demanding immediate attention? Please provide examples.

   A: _____

   _____

   _____

   Q: Is there anything missing?

   A: _____

   _____

   _____

Curriculum Alignment and Assessment

☐ Administrator

☐ Counselor

☐ Faculty/Teacher

☐ Other

1. The hub members have identified the following barriers to curriculum alignment
    a. Lack of a centralized database prevents uniform collection, maintenance and utilization of data
    b. Limited funding impacts the ability of agencies to commit resources towards working on collaboration and alignment
    c. Many separate systems with unshared priorities lead to a lack of alignment
    d. The lack of shared leadership and vision amongst the different entities within the region impedes a committed collaboration
    e. Geographic size and spread of the region makes systems and communication alignment difficult
    f. There is a need to adopt a paradigm shift amongst stakeholders that promotes innovation, collaboration and improvements

    Q: Which of these stand out to you? A: _____

    Q: Are there additional barriers to curriculum alignment and assessment that you can think of?

    A: _____

    _____

    _____

2. The practical vision that hub members have created includes:
    a. Sufficient funding dedicated to assessment and alignment
    b. Comprehensive assessment plan that addresses industry expectations, supports appropriate student placement and is understood by all
    c. Cohesive system of calibrated standards, curriculum and assessment that eliminate gaps and redundancy
    d. Sustained regional collaboration that promotes shared priorities and a vision that supports workforce and community needs
    e. Centralized database that is utilized by all stakeholders
    f. Simple transition for students across systems

    Q: Which of these stand out to you? A: _____

    Q: Is there anything missing?

    A: _____

    _____

    _____

3. The hub has developed the following strategic directions:
   a. Create accountability
   b. Leverage resources
   c. Create and articulate a well-aligned transition plan
   d. Amplify WIB model to connect resources
   e. Align curriculum
   f. Maintain and expand collaboration through technology
   g. Unify data

   Q: Of these goals, which do you feel is the most critical, demanding immediate attention? Please provide examples.

   A: _____

   _____

   _____

   Q: Is there anything missing?

   A: _____

   _____

   _____

Programs for Apprenticeships

- ☐ Administrator
- ☐ Counselor
- ☐ Faculty/Teacher
- ☐ Other

1. The hub members have identified the following barriers to apprenticeships
   a. Insufficient funding to develop and promote sustainable programs
   b. Image problem with apprenticeships
   c. No common definition and understanding of apprenticeship programs
   d. No existing coordinated program that includes all stakeholders
   e. Student access issues
   f. Lack of academic preparation

   Q: Which of these stand out to you? A: _____

   Q: Are there additional barriers to apprenticeships that you can think of?

   A: _____

   _____

   _____

2. The practical vision that hub members have created includes:
   a. Alternative credentialing processes that entice industry professionals into the classroom
   b. Equitable access for all
   c. Pipeline of academically prepared students spanning K-16
   d. Apprenticeship programs valued by all stakeholders as legitimate career options
   e. Sustainable funding that adapts to industry trends
   f. Network of committed partnerships that represent all stakeholders
   g. Economic growth through apprenticeship programs
   h. Successful national model program valued by industry
   i. Comprehensive system designed to collect/share information across our region

   Q: Which of these stand out to you? A: _____

   Q: Is there anything missing?

   A: _____

   _____

   _____

3. The hub has developed the following strategic directions:
   a. Develop collaboration
   b. Promote positive image
   c. Build functional structure
   d. Identify funding sources
   e. Prepare students
   f. Make resources accessible

   Q: Of these goals, which do you feel is the most critical, demanding immediate attention? Please provide examples.

   A: _____
   _____
   _____

   Q: Is there anything missing?

   A: _____
   _____
   _____

Adult Basic Education (Basic Skills)

- ❏ Administrator
- ❏ Counselor
- ❏ Faculty/Teacher
- ❏ Other

1. The hub members have identified the following barriers to adult basic education
   a. Student preparedness is inadequate for available programs
   b. Ineffective use of resources results in inadequate services
   c. Lack of system resources limits the delivery of programs
   d. Personal obstacles create challenges for adult learners
   e. Inadequate performance measures inhibit continuous quality improvement
   f. Insufficient family and community support

   Q: Which of these stand out to you? A: _____

   Q: Are there additional barriers to adult basic education that you can think of?

   A: _____

   _____

   _____

2. The practical vision that hub members have created includes:
   a. Transitional programs empower students
   b. Sustainable partnerships among all stakeholders benefit students
   c. Sufficient funding to attract highly qualified teachers and counselors
   d. Clearly stated educational pathways understood by all students
   e. Social systems connect with adult education to remove barriers to student connection
   f. Fully developed, individualized career strategies
   g. Open access to current technology for teaching is fully utilized
   h. Consistent assessment systems understood by all
   i. Centralized access to all educational related resources

   Q: Which of these stand out to you? A: _____

   Q: Is there anything missing?

   A: _____

   _____

   _____

3. The hub has developed the following strategic directions:
    a. Collaborate regionally
    b. Prioritize ongoing teacher-driven professional development
    c. Provide effective assessment system
    d. Ensure program quality and consistency
    e. Align funding with student needs
    f. Create widespread student support
    g. Provide connection to accessible resources
    h. Strengthen career opportunities

Q: Of these goals, which do you feel is the most critical, demanding immediate attention? Please provide examples.

A: _____

_____

_____

Q: Is there anything missing?

A: _____

_____

_____

Short-Term Technical Education Programs (CTE)

❑   Administrator

❑   Counselor

❑   Faculty/Teacher

❑   Other

1. The hub members have identified the following barriers to CTE programs:
    a.   Difficulty to attract and retain industry professionals due to low pay and credential requirements
    b.   Misalignment within and between educational system and business prevents clear career options
    c.   CTE value is impacted by the lack of understanding of the relationship between CTE, lifelong learning, and career options
    d.   Funding fluctuations across all systems disrupt the ability to effectively support regional workforce development needs through CTE programs
    e.   System inefficiency prevents strategic planning and effective use of resources to support needed change
    f.   Lack of standardized articulation process creates barriers for students
    g.   Our region is limited in work-based learning and career options

    Q: Which of these stand out to you? A: _____

    Q: Are there additional barriers to CTE that you can think of?

    A: _____

    _____

    _____

2. The practical vision that hub members have created includes:
    a.   Effective regional strategic plan that supports cradle to career
    b.   Centralized database utilized by all stakeholders
    c.   Programs that produce highly skilled, productive, contributing citizens
    d.   21st Century skills and delivery integrated across all curriculum
    e.   Seamless transition and articulation between programs for all students
    f.   Highly effective regional education and business partnerships
    g.   All students experience industry-based, contextualized learning
    h.   Sustainable and adequate funding for CTE programs
    i.   Clear communication regarding the value of CTE

    Q: Which of these stand out to you? A: _____

    Q: Is there anything missing?

    A: _____

    _____

    _____

3. The hub has developed the following strategic directions:
    a. Continue/expand advisory function
    b. Share self-advocacy models
    c. Create expert-driven, comprehensive business plan
    d. Build transition pathways
    e. Develop robust training model
    f. Create information linkage

    Q: Of these goals, which do you feel is the most critical, demanding immediate attention? Please provide examples.

    A: _____

    _____

    _____

    Q: Is there anything missing?

    A: _____

    _____

    _____

Programs for Adults with Disabilities

- ☐ Administrator
- ☐ Counselor
- ☐ Faculty/Teacher
- ☐ Other

1. The hub members have identified the following barriers to programs for adults with disabilities:
   a. Lack of acceptance and implementation of systems' change at all levels
   b. Lack of training/cross-training
   c. Negative perceptions and stigmas
   d. Need to build internal and external expectations for self-management and advancement
   e. Lack of adequate resources
   f. Lack of coordinated information and services
   g. Need to build and sustain community partnerships
   h. Need ongoing, lifelong transition services
   i. Lack of common language/terminology

   Q: Which of these stand out to you? A: _____

   Q: Are there additional barriers to programs for adults with disabilities that you can think of?

   A: _____

   _____

   _____

2. The practical vision that hub members have created includes:
   a. Robust, reliable, accessible, and affordable regional transportation system
   b. Shared financial and philosophical commitment to serving adults with disabilities
   c. Comprehensive bridged services from cradle through career
   d. Fully developed centralized consumer-centered coaching system
   e. Centralized database for referral, transitions, and resources
   f. Regional steering committee that directs ongoing professional development and guarantees sustainable partnerships
   g. Interactive interagency workplace learning
   h. All stakeholders have adopted a common service language

   Q: Which of these stand out to you? A: _____

   Q: Is there anything missing?

   A: _____

   _____

   _____

3. The hub has developed the following strategic directions:
    a. Continue/expand advisory function
    b. Share self-advocacy models
    c. Create expert-driven, comprehensive business plan
    d. Build transition pathways
    e. Develop robust training model
    f. Create information linkage

    Q: Of these goals, which do you feel is the most critical, demanding immediate attention? Please provide examples.

    A: _____

    _____

    _____

    Q: Is there anything missing?

    A: _____

    _____

    _____

Classes for Immigrants (ESL)

❑ Administrator

❑ Counselor

❑ Faculty/Teacher

❑ Other

1. The hub members have identified the following barriers to classes for immigrants:
   a. Lack of data showing course need
   b. Lack of adequate compensation to maintain qualified staff
   c. Insufficient and uncertain funding limits program effectiveness
   d. Personal challenges limit access to opportunities
   e. Gaps in program structures lead to dead ends
   f. No coordinated communication system between education providers and the community

   Q: Which of these stand out to you? A: _____

   Q: Are there additional barriers to classes for immigrants that you can think of?

   A: _____

   _____

   _____

2. The practical vision that hub members have created includes:
   a. Communication among all stakeholders to align programs and curricula
   b. Stakeholder collaboration connects students with support services
   c. Reliable, equitable funding leads to sustainable programs
   d. Delivery options based on diversified student needs
   e. Clear education and career plans developed with counselors
   f. Centralized database for tracking and planning
   g. Quality teachers who implement and share best practices
   h. Build employer/education partnerships

   Q: Which of these stand out to you? A: _____

   Q: Is there anything missing?

   A: _____

   _____

   _____

3. The hub has developed the following strategic directions:
    a. Collaborate with external agencies
    b. Increase student opportunities
    c. Develop and conduct needs assessment
    d. Improve collaboration among providers
    e. Create a discrete adult education system
    f. Improve program awareness
    g. Collaborate about curriculum
    h. Address qualifications and pay discrepancies

Q: Of these goals, which do you feel is the most critical, demanding immediate attention? Please provide examples.

A: _____

_____

_____

Q: Is there anything missing?

A: _____

_____

_____

APPENDIX B

AB86 STUDENT SURVEY WITH RESULTS

AB86 Student Survey

Please take a few minutes to answer the following questions in order to assist the Inland AB86 members in creating a plan that will create better educational and job pathways for you.

1. Choose all that apply to you.

42 (20.9%)	*CTE - Career Technical Education*	26 (12.9%)	*Attended an adult school previous to or at the same time as attending SBVC*
29 (14.4%)	*DSPS - Disability Services*	13 (6.5%)	*Attended a pre-assessment workshop or utilized the online pre-assessment toolkit*
11 (5.5%)	*ESL - English as a Second Language*	133 (66.2%)	*Took an assessment at SBVC*
13 (6.5%)	*Previously attended or are currently attending a ROP program elsewhere*		

2. What are your current education goals? Check all that apply.

32 (15.9%)	*CTE certificate*	50 (24.9%)	*Transfer to a 4-yr. university without AA/AS*
119 (59.2%)	*AA/AS degree (including any CTE AA/AS)*	16 (8.0%)	*Basic Skills*
61 (30.3%)	*AA-T/AS-T degree*	4 (2.0%)	*GED/HS Diploma*

3. How satisfied are you with the selection of courses at SBVC?

59 (29.4%)	*Extremely satisfied*
118 (58.7%)	*Satisfied*
20 (10.0%)	*Unsatisfied*
4 (2.0%)	*Extremely unsatisfied*

4. Are there any courses you wished SBVC offered? If so, which one(s)?

90 (100.0%)

5. What time(s) do you prefer to take classes? Check all that apply.

130 (64.7%)	*Mornings*	78 (38.8%)	*Evenings*
108 (53.7%)	*Afternoons*	38 (18.9%)	*Saturdays*

6. Have you ever taken any Distance Education courses at SBVC (online or hybrid)?

117 (58.2%)	Yes
84 (41.8%)	No

7. Would you like to see more Distance Education courses offered?

88 (43.8%)	Yes
113 (56.2%)	No

8. If you answered yes to question 7 regarding more Distance Education courses, which courses would you like to see?

68 (100.0%)

9. What are your current job/career goals (200 character limit)?

201 (100.0%)

10. What services have you utilized while attending SBVC? Check all that apply.

52 (25.9%)	*Career counseling*	1 (0.5%)	*Veteran's services*
23 (11.4%)	*CalWORKs*	22 (10.9%)	*Disability services*
113 (56.2%)	*College counseling*	0 (0.0%)	*International student services*
158 (78.6%)	*Financial Aid*	1 (0.5%)	*Youth Empowerment Strategies for Success (YESS) Program Services*
60 (29.9%)	*Student health services*	2 (1.0%)	*Foster & Kinship Care Education (FKCE)*
7 (3.5%)	*Mental health services*	10 (5.0%)	*I have not utilized any of these services.*
100 (49.8%)	*Tutoring*		

11. **How many times have you met with a school counselor during the 2014-15 academic year (fall 14 and spring 15)?**
   - 35 (17.4%) *0*
   - 117 (58.2%) *1-2*
   - 41 (20.4%) *3-5*
   - 8 (4.0%) *More than 5*

12. **Do you have a clearly written Ed Plan?**
   - 142 (70.6%) *Yes*
   - 39 (19.4%) *No*
   - 20 (10.0%) *I'm not sure*

13. **What barriers/problems prevent you or a family member from coming to school? Check all that apply.**
   - 31 (15.4%) *Child care*
   - 47 (23.4%) *Transportation*
   - 27 (13.4%) *Distance from home*
   - 58 (28.9%) *Tuition costs*
   - 100 (49.8%) *Textbook costs*
   - 50 (24.9%) *Parking availability*
   - 12 (6.0%) *Don't feel safe on campus*
   - 79 (39.3%) *Work Schedule*
   - 15 (7.5%) *Other*
   - 54 (26.9%) *Does not apply to me*

14. **If you chose "Other" in question 10 regarding barriers to school attendance, please list these here (200 character limit).**
   - 27 (100.0%)

15. **What barriers/problems prevent you or a family member from doing well in school? Check all that apply.**
   - 22 (10.9%) *Child care*
   - 29 (14.4%) *Transportation*
   - 16 (8.0%) *Distance from home*
   - 29 (14.4%) *Tuition costs*
   - 74 (36.8%) *Textbook costs*
   - 31 (15.4%) *Parking availability*
   - 8 (4.0%) *Don't feel safe on campus*
   - 54 (26.9%) *Work Schedule*
   - 11 (5.5%) *Lack of tutoring availability*
   - 19 (9.5%) *Other*
   - 78 (38.8%) *Does not apply to me*

16. **If you chose 'Other' in question 12 regarding barriers to school success, please list these here (200 character limit).**
   - 26 (100.0%)

17. **Please make any other comments you have (250 character limit).**
   - 64 (100.0%)

Thank you for your participation.

APPENDIX C

COMMON BARRIERS AMONG ALL HUB GROUPS

Common Barriers Among All Hub Groups

➤ **Lack of Funding**
- Funding levels do not match need
- Limited funding impacts the ability of agencies to commit resources towards working on collaboration and alignment
- Insufficient funding to develop and promote sustainable programs
- Lack of system resources limits the delivery of programs
- Funding fluctuations across all systems disrupt the ability to effectively support regional workforce development needs through CTE programs
- Lack of adequate resources
- Insufficient and uncertain funding limits program effectiveness

➤ **Communication**
- Lack of communication among agencies
- System disconnect between agencies and employers
- Many separate systems with unshared priorities lead to a lack of alignment
- Geographic size and spread of the region makes systems alignment and communication difficult
- No existing coordinated program among all stakeholders
- Lack of coordinated information and services
- No coordinated communication system between education providers and the community

➤ **Student Barriers**
- Personal student barriers
- Personal obstacles create challenges for adult learners
- Insufficient family and community support
- Negative perceptions and stigmas
- Personal challenges limit access to opportunities

➤ **Data Management**
- Lack of a regional data tracking system
- Lack of a centralized database prevents uniform collection, maintenance, and utilization of data
- Lack of data showing course need

Common Strategic Directions Among All Hubs

➢ **Funding**
- Increase funding
- Leverage resources
- Identify funding sources
- Align funding with student needs
- Expand funding options
- Increase funding
- Leverage resources
- Identify funding sources
- Align funding with student needs
- Expand funding options

➢ **Collaboration**
- Sustain regional collaboration
- Maintain and expand collaboration through technology
- Develop collaboration
- Collaborate regionally
- Develop regional relationships with employers

➢ **Accessibility**
- Improve program accessibility (e.g. internet courses)
- Make resources more accessible
- Provide connection to accessible resources
- Increase student opportunities by increasing accessibility

➢ **Data Management**
- Build central database
- Unify data
- Create information linkage

APPENDIX D

PICTURES AND INFORMATION FROM INLAND AB86 WEBSITE

Education Programs for Adults with Disabilities

Adult Basic Skills

Career Technology Education

Classes for Immigrants

Apprentices

ABOUT AB86

The purpose of Assembly Bill (AB) 86 section 76, article 3 is to provide grant funds to regional consortium to create and implement a plan to better provide adults in its region with all the following:

- Elementary and secondary basic skills, including classes required for a high school diploma or high school equivalency certificate
- Classes and courses for immigrants eligible for education services in citizenship and English as a second language and workforce preparation classes in basic skills
- Education programs for adults with disabilities
- Short-term career technical education programs with high employment potential
- Programs for apprentices

Additional information can be found at http://ab86.cccco.edu/

AB86 Regional Planning Summit

The Summit will bring together Adult Education leaders from across the state to engage in a conversation about how to better serve the educational needs of adults in California. Summit participants will have a chance to share what they've learned during this planning process and to learn of promising practices from their peers. The Summit will also provide an opportunity to contribute to the statewide adult education planning effort and to hear from legislators. Representatives from all 70 adult education regions as well as the State AB86 Work Group and Cabinet will be in attendance at the event. All plenary sessions will be live-streamed and recorded so that those who weren't able to attend in person can listen in on the event.

For this event, we have four representatives:

Henry Hua - Dean Business, Math, and Computer IT at San Bernardino Valley College
Emma Diaz - AB86 Project Coordinator
Karen Bautista - Principal of San Bernardino Adult School
Yesenia Ceballos - Instructor of San Bernardino Adult School

For everyone else, we would encourage you to join our attendees through live stream and recorded sessions through the link HERE

Twitter

Tweets   Follow

Inland AB86   22 Jan
@InlandAB86

@InlandAB86 AB86 Faculty Focus Discussion Board, voice your input online at anytime at inlandab86.org/discussion

Inland AB86   22 Jan
@InlandAB86

@InlandAB86 Inland AB86 first Faculty Focus Group Meeting, Jan 30, 2015 at ValleyCollege, room B100, 8:30AM to 3:30PM. We value

Tweet to @InlandAB86

Save the Date (February 27, 2015)

Dear Inland AB86 Hub (Workgroup) Participant,

As this year is winding down I am very proud and pleased to say that as a region we have accomplished a phenomenal feat. Our report to the state is coming together in an effortless manner thanks to the hard work from each and every one of you. I will have the "draft" report on the website if not before, then just after the Holiday.

As I know your calendars will begin to fill up for the coming year quickly, I am asking that you save the date of February 27, 2015 from 9:00am-1:00pm. I have reserved B100 on the Valley campus to accommodate all hub participants for a final "Hub" meeting and incorporate everybody. The agenda is not finalized yet, but my idea is to have the Steering Committee present the plan of their respective hub so that all the regional participants can see the grander picture of where the region is going with adult education. As well this will include a luncheon.

I will keep you posted on any developments, we will soon have both newsletters 3 and 4 on the website for your reading enjoyment.

Once again, have a great Holiday and THANK YOU!!

Emma Diaz
AB86 Project Coordinator
Inland Adult Education Regional Consortium
www.inlandab86.org
P: 909-384-8611

Join our mailing list

Subscribe to our discussion group to hear when new reports are released or to participate in discussions.

To subscribe with any email account, send an email to inlandab86+subscribe@googlegroups.com from that account. When you get an email about your join request, simply reply to that email to confirm that you want to subscribe. All subscribers must be approved by us before they can receive or post.

Go here to subscribe with a Google account.

Contact us

San Bernardino Valley College
701 South Mount Vernon Ave.
San Bernardino, CA 92410

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APPENDIX E

NEWSLETTERS

NEXT ROUND
Upcoming Meetings Schedule

SECOND ROUND

SEPTEMBER 11, 2014	Programs for Adults with Disabilities
	Programs for Apprenticeships
SEPTEMBER 12, 2014	Adult Basic Education (GED & HS Diploma)
	Classes for Immigrants (ESL)
SEPTEMBER 18, 2014	Curriculum Alignment and Assessments
	Short Term Career Technical Education Programs
SEPTEMBER 19, 2014	Transition Services

THIRD ROUND

OCTOBER 2, 2014	Programs for Adults with Disabilities
	Programs for Apprenticeships
OCTOBER 3, 2014	Adult Basic Education (GED & HS Diploma)
	Classes for Immigrants (ESL)
OCTOBER 16, 2014	Curriculum Alignment and Assessments
	Short Term Technical Education Programs
OCTOBER 17, 2014	Transition Services

Please check our Inland AB86 website at www.inlandab86.org for more information regarding time and location.

NEXT ISSUE:

HIGHLIGHTS FROM THE 2nd ROUND OF MEETINGS
If you missed our meetings, worry not. You can read about them in our next issue or visit our website at www.inlandab86.org

PRACTICAL VISION TO BE IDENTIFIED
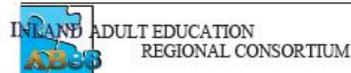What vision will our Inland Region have for restructuring adult education?

STATE REPORTING DEADLINE

July 31, 2014	Regional Components 1, 2, & 4
Oct 31, 2014	Rough draft of all Components (to-date)
Dec 31, 2014	Draft of all Components
March 1, 2015	Final Report

Our first CTE Hub meeting, hosted at the San Bernardino Adult School - all districts were represent including all 3 ROP's in our region.

INLAND ADULT EDUCATION REGIONAL CONSORTIUM

InlandAB86

IS001 / FALL 2014

The purpose of Assembly Bill (AB) 86 section 76, article 3 is to provide grant funds to regional consortium to create and implement a plan to better provide adults in its region with all the following:

1. Elementary and secondary basic skills, including classes required for a high school diploma or high school equivalency certificate

2. Classes and courses for immigrants eligible for education services in citizenship and English as a second language and workforce preparation classes in basic skills

3. Education programs for adults with disabilities

4. Short-term career technical education

5. Programs for apprenticeships

6. *Transition services*

7. *Curriculum alignment and assessment*

More info at http://www.inlandab86.org

" AB86 gives all of us an opportunity to make a significant difference in the way education can and will affect our Adult Learners "

NEXT ROUND
Upcoming Meetings Schedule

THIRD ROUND

OCTOBER 2, 2014	Programs for Adults with Disabilities
	Programs for Apprenticeships
OCTOBER 3, 2014	Adult Basic Education (GED & HS Diploma)
	Classes for Immigrants (ESL)
OCTOBER 16, 2014	Curriculum Alignment and Assessments
	Short Term Technical Education Programs
OCTOBER 17, 2014	Transition Services

FINAL ROUND

OCTOBER 30, 2014	Programs for Adults with Disabilities
	Programs for Apprenticeships
OCTOBER 31, 2014	Adult Basic Education (GED & HS Diploma)
	Classes for Immigrants (ESL)
NOVEMBER 6, 2014	Curriculum Alignment and Assessments
	Short Term Technical Education Programs
NOVEMBER 7, 2014	Transition Services

Please check our Inland AB86 website at www.inlandab86.org for more information regarding time and location.

STATE REPORTING DEADLINE

JULY 31, 2014	Regional Components 1, 2, & 4
OCTOBER 31, 2014	Rough draft of all Components (to-date)
DECEMBER 31, 2014	Draft of all Components
MARCH 1, 2015	Final Report

A big Thank You to both San Bernardino Adult School and CRY-ROP for hosting some of the hub meetings on their campuses. Thanks Karen and Carol for your generosity and for holding the regional vision of what AB86 is about.

Our first CTE Hub meeting hosted at the San Bernardino Adult School - all districts were represented including all 3 ROP's in our region

INLAND ADULT EDUCATION
AB86 REGIONAL CONSORTIUM

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WEB, SOCIAL & MORE

WEBSITE We have fully launched our Inland AB86 website aimed at keeping all information available to the region. Whether you want to look up information, read about our latest meetings or join in various discussions we have on our board, you can access it through *http://www.inlandab86.org*

TWITTER/FACEBOOK In keeping up with demand to be connected, we have established our presence on Facebook and Twitter. We are new on social media, and we need your help to spread the word to raise awareness for AB86. Check us out at *www.facebook.com/inland.abeightysix*

DISCUSSION BOARD We would like to invite you to join our discussion board on Google. To keep ideas flowing even outside of the meetings, we would like to have your thoughts on various topics regarding regional adult education. You can join by emailing us directly at *inlandab86@gmail.com* or click 'apply to join' @ *www.inlandab86.org/discussion*.

NEXT ISSUE:

Overcoming specific underlying barrier to our vision of the future.

OUR REGIONAL MEMBERS & PARTNERS

INLAND REGIONAL MEMBERS

- San Bernardino Community College District
- Crafton Hills College
- San Bernardino Valley College
- Colton Joint Unified School District
- Redlands Unified School District
- Rialto Unified School District
- San Bernardino City Unified School District
- Yucaipa-Calimesa Joint Unified School District

INLAND REGIONAL PARTNERS

- Baldy View ROP
- CRY (Colton, Redlands, Yucaipa)-ROP
- San Bernardino ROP
- Various Community Providers

InlandAB86

IS002 / FALL 2014

ADULT EDUCATION REGIONAL PLANNING SUMMIT in Sacramento, CA

The AB86 Adult Education Regional Planning Summit brought together Adult Education leaders from across the state to engage in a conversation about how to better serve the educational needs of adults in California. Summit participants shared what they've learned during this planning process and promising practices with their peers. The Summit provided an opportunity to contribute to the statewide adult education planning effort and to hear from legislators. Representatives from all 70 adult education regions as well as the State AB86 Work Group and Cabinet were in attendance. It was a two days event with day one consisting of Legislative Panel after a welcoming message from the CCC Chancellor, Brice Harris. Day one concluded with regional breakout session and funding model breakout session. Day two started with a

> " Representatives from all 70 adult education regions as well as the State AB86 Work Group and Cabinet were in attendance. "

NEXT ROUND
Upcoming Meetings Schedule

FINAL ROUND

OCTOBER 30, 2014	Programs for Adults with Disabilities
	Programs for Apprenticeships
OCTOBER 31, 2014	Adult Basic Education (GED & HS Diploma)
	Classes for Immigrants (ESL)
NOVEMBER 6, 2014	Curriculum Alignment and Assessments
	Short Term Technical Education Programs
NOVEMBER 7, 2014	Transition Services

EXECUTIVE/STEERING COMMITTEE MEETING

DECEMBER 5, 2014   To be Determined and Announced

REGIONAL ALL-HUB ENCOMPASSING MEETING

February 27,2015   SBVC—B100 9:00am—1:00pm

Please check our Inland AB86 website at www.inlandab86.org for more information regarding time and location.

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INLAND ADULT EDUCATION REGIONAL CONSORTIUM

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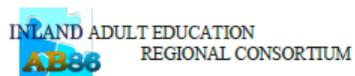

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IS003 / FALL 2014

San Bernardino City and County WIB

The San Bernardino County Workforce Investment Board (WIB) is a state appointed board under the federal Workforce Investment Act (WIA). Under this act, each state is to receive federal funding to implement regional plans aiming to boost our workforce and reduce unemployment.

The San Bernardino County WIB approach is to work with local stakeholders to bridge the skill gap and create a skilled workforce through linked learning. SBC-WIB is aiming to "partner with al sectors of the community o support the success of every child from cradle to career." Also important is the wide network of Career One Stop Centers. Their core services include job search and placement assistance (including career counseling); labor market information; initial assessment of skills and needs; information about available services; and follow-up services for those who have been

> " Partner with al sectors of the community o support the success of every child from cradle to career. "

Participants Directory (continue)

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EXECUTIVE/STEERING COMMITTEE MEETING
DECEMBER 5, 2014   To be Determined and Announced

REGIONAL ALL-HUB ENCOMPASSING MEETING
February 27,2015   SBVC—B100 9:00am—1:00pm

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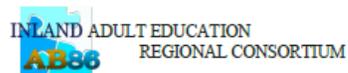
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IS004   FALL 2014

In our region, we are already seeing the fruits of our labor. AB86 hub meetings provided the vehicle for great conversations and relationship building. Our region has several success stories to brag about. The San Bernardino Adult School partnered with Catholic Charities and was awarded a grant to pay for individuals who needed courses for citizenship. So far 86 students have enrolled, and through the AB86 collaboration, the San Bernardino Adult School is looking to partner with the Yucaipa Adult School to open a course in their area. Great leveraging of resources! Another success story is CRY-ROP working with Crafton Hills on a project revolving around Adults with disabilities. San Bernardino Adult School has build a stronger bridge for students who choose to enroll in a transitions course. The Adult School provides assistance with enrollment, financial aid support, and a campus tour at San Bernardino Valley College. Great job Inland AB86 Consortium!!!!