Section 1: Consortium Information

1.1 Consortium Planning Grant Number:

15-328-047

1.2 Consortium Name:

San Bernardino Community College District Consortium

1.3 Primary Contact Name:

Emma Diaz

1.4 Primary Contact Email:

ediaz@sbccd.edu

Section 2: Three-Year Plan Summary

AB86 Final Plan adapted to AB104 requirements

2.1 Provide an Executive Summary of your consortium's AB86/104 Plan vision and goals (updated as appropriate). You can attach your summary or enter it below. Please see the Guidance document for attachment instructions.

The San Bernardino Community College District Consortium chose the group name InlandAB86 for the planning phase of the grant. Early on, InlandAB86 adopted some guiding principles; students first, transparency, shared leadership, reflect diversity, equity, and inclusion. In addition a dedicated regional website was established to provide real time information on consortium activity and foster transparency.

The InlandAB86 Consortium leadership worked collaboratively in establishing a regional perspective during the planning phase by incorporating the Collective Impact Approach. Several of the Executive Committee members had experience with the Collective Impact Approach that incorporates a common agenda, shared measures, continuous communication, and mutually reinforcing activities among all participants. This set the regional mindset because the premise is that no single organization could accomplish the redesign of an adult education system on its own. All Consortium members need to work together under a common agenda.

In establishing a Collective Impact Approach each of the initial consortium meetings began with the review of the Cradle to Career Roadmap and the Countywide Vision. Meeting attendees were asked to identify where Adult Education fell along the cradle to career roadmap and what benchmarks were necessary for success along the continuum. "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."

In keeping with the Collective Impact Approach of having the region work together, the InlandAB86 Consortium proposes to make progress in program year 2015-16. The Regional Comprehensive Plan submitted in March 2015 will guide the Consortium towards the realization of the vision and goals keeping in alignment with the county's vision of working together to create regional stability amongst adult education providers. In partnering with community providers including businesses, government and educators, the Consortium will work towards creating a seamless transition for students by providing tools and support for their progression along their educational career.

The planning phase began with the hub/workgroups meeting by program area; each meeting was designed to address the deliverables outlined in the grant. The initial meeting for each hub was to discuss what barriers existed for adult students, then they moved on to developed a five year vision for the region in the five program areas mandated; in addition to the five mandated program areas this consortium also dedicated hubs to the discuss of transition services, and curriculum alignment and assessments. The following are components of the vision over a five year period:

- *Highly effective regional education and business partnerships*
- *21st century skills and delivery integrated across all curriculum*
- *Centralized database accessed and utilized by all stakeholders*
- *Clear communication regarding the value of Adult Education*
- *Centralized database for tracking and planning*
- *Teachers who implement and share best practices*
- *Delivery options based on differentiated needs (VESL, iBEST)*
- *Clearly marked educational pathways understood by all students*
- *Social systems connect with adult education to remove barriers to student connection*
  - *Access to transportation, childcare, paying for books*
- *Pipeline of academically prepared students spanning K-16*
- *All stakeholders have adopted a common service language (in use for adults with disabilities)*
- *Comprehensive assessment plan that addresses industry expectations, supports appropriate student placement, and is understood by all*
- *Simple transition for students across systems*
- *All students develop a comprehensive student education and occupation plan*
- *Fully developed comprehensive one-stop resource center (regional website)*

The following are goals that were developed during the planning phase of AB86:

- *Leverage Resources*
  - *Maintain and expand collaboration through technology*
  - *Amplify Workforce Investment Board model to connect resources*
  - *Continue a commitment to ongoing regional collaboration*
- *Align Systems*
  - *Unify data*
  - *Create & articulate well-aligned transition plan*
  - *Build a central data system*
- *Building community relationships & identifying common goals*
  - *Create common goals that are community driven*
  - *Engage community partners (More business partnerships)*
- *Linking Resources*
  - *Marketing awareness (regional marketing/regional website)*
  - *Regional Directory of offerings*
  - *Universal Design*
- *Building effective infrastructure*
  - *Have ongoing teacher-driven professional development*
  - *Create scaffolded supports for students (mentor programs, peer counselors, basic skills center)*
  - *Increase program awareness and opportunities for students*
- *Create a streamlined regional CTE Plan*
  - *Promote online CTE programs*
  - *Use CATEMA system for standardized criteria in the articulation process*
  - *Brand and market CTE*
  - *Professional development for CTE Faculty*

2.2 Provide updates and changes to your submitted AB 86 Final Plan regarding Objectives 1 and 2. It is not necessary to reiterate or attach these sections from your AB86 Final Plan to this document. You can attach your description or enter it below. Please see the Guidance document for attachment instructions.

NOTE: The updates shall include data and changes regarding the seven program areas in AB104 (five of which were in AB86):

1. Programs in elementary and secondary skills, including those leading to a high school diploma or high school equivalency certificate.
2. Programs for immigrants in citizenship, ESL, and workforce preparation.
3. Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce.
4. Programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school.
5. Programs for adult with disabilities.

6. Programs in career technical education that are short term in nature with high employment potential.
7. Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards.

2.2a Objective #1: An updated evaluation of *current levels and types of adult education programs* within its region, including education for adults in correctional facilities; credit, noncredit, and enhanced noncredit adult education coursework; and programs funded through Title II of the federal Workforce Investment Act, known as the Adult Education and Family Literacy Act (Public Law 05-220).

Describe any changes regarding the services and programs the consortium members and partners are currently providing in the consortium's region and provide a narrative evaluation of adequacy and quality. Please note that community college district members are requested to provide data separately for credit basic skills, enhanced noncredit, and/or regular noncredit, as applicable.

With respect to the offerings within the consortium, program offerings have remained stable throughout the last year. During the planning phase of AB86, noncredit program discussions began with respect to ESL and Basic Skills at the two participating community colleges. Currently, both college campuses are hosting conversations with faculty and staff with respect to noncredit. Both campuses are exploring noncredit as an option to better serve students through AB104 legislation.

2.2b Objective #2: An updated evaluation of *current needs* for adult education programs within the consortium's region. Describe and assess current needs for each of the AB86 adult education program areas (1-5), including the needs that are currently unmet. This might be informed by regional data including, but not limited to, 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; and other relevant data. Additionally, consider needs in your region documented in state sources that informed the AB86 awards, which were calculated based on community college district boundaries (http://cccgis.org/CCCDistrictBoundaries/tabid/626/Default.aspx).

This should provide an updated overview (if applicable) of the consortium's region including:
● Analysis/description of local regional economy
● Additional analysis utilizing other data

The San Bernardino Community College District Consortium plans on using consortium funding to provide regional data analysis. The consortium leadership has a goal to make

data driven decisions and regional data in addition to data broken down by school district is needed for the planning and implementation of programs that will close the gaps that currently exist. Possible ways the data may be broken down can include by zip code, by age, or by educational need.

2.3 Briefly describe what your regional consortium system will look like by the end of the 2017-18 program year in the areas listed below. NOTE: Responses to items 2.3a, b, c, d and e are required as part of adapting the AB86 Plans to AB104 requirements. The remaining items are optional and are offered to provide updates, if applicable.
2.3a Placement of adults (including but not limited to older adults) seeking education and workforce services. (REQUIRED)

In the previous section, 2.2b, one of the goals the consortium has in using consortium funding for research is to map out the regional needs in the new program areas added to AB104 legislation. In looking at this data, the consortium can prioritize the areas where programs can initiated to help the greatest number of older adults.

A regional website is currently being constructed to allow for more sharing of resources. One of the components to the website will be listings and the ability to link to the County Workforce Innovation and Opportunity Act (WIOA) Employment Resource Centers. The InlandAB86 consortium has been striving to work closer with community partners to assist those students requiring assistance with workforce services.

2.3b Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards. (REQUIRED)

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 offered through San Bernardino City Unified School District 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)*

Originally outlined in the AB86 plan for Apprenticeships was the request to have an apprenticeship and now a pre-apprenticeship program coordinator assist in establishing programs to prepare students in K-16. A goal in the initial plan also included having one industry specific pre-apprenticeship program at every high school to prepare students once they graduate to enter an apprenticeship program. In addition, the vision for 2017/18 includes the new mindset that apprenticeship and pre-apprenticeship programs are valued by all stakeholders as legitimate career options.

2.3c Programs for adults (including but not limited to older adults) that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school. (REQUIRED)

Within the consortium, two members offer Community Based English Tutoring (CBET) programs on their Adult School campus. The CBET model is a win-win for the community because adult learners progress through ESL courses while learning lessons on how to assist children to being successful. CBET provides adults the tools to assist children with their schoolwork, keeps parents informed about what is currently happening in the classroom and provides opportunities for parents/ adults to interact with students in an educational setting.

2.3d Collection and availability of data. (REQUIRED)

In the AB86 plan submitted, multiple hubs/workgroups outlined that by 2017/18, the vision would be to have a dynamic student transition database which includes educational history, services received, and current program eligibility. The vision outlined the need for a regional taskforce be formed with both K-12 and Community College representatives to discuss how to unify data across systems.
Currently multiple programs are used for data collection within the consortium membership. Some members use TOPS Pro, ASAP, CASAS, and Aim.

2.3e Qualifications of instructors (including common standards across entities). (REQUIRED)

The InlandAB86 consortium will continue to abide by the policies each member is governed by in hiring instructors. Some of the ideas touched upon by the CTE hub/workgroup during the planning phase are as follows:

>   *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*
> * *Hire retired employees to train others*

2.3f Alignment of academic content and curricula (OPTIONAL)

In the Regional Comprehensive Plan submitted in March, the InlandAB86 consortium outlined the steps in implementing a regional curriculum alignment teams to do resource mapping, one option in aligning academic content and curricula. The vision

is to have the following take place:

- *AB86 coordinator with resource mapping task force identifies curricular areas to be aligned*
- *Subcommittees developed based on curricular areas identified across all entity levels (K-12, community college, adult schools, ROP) regionally*
- *Recruit subcommittee teams (all entities)*
- *Subcommittees identify common curricular objectives*
- *Provide recommendations for resources and disseminate information*

2.3g Alignment of educational services supported by this grant. (OPTIONAL)

The Regional Comprehensive Plan submitted in March, outlined the actions below to help students transition throughout the region once resources were aligned.

1. *Improve accessibility to programs*
   a. *Internet courses for adults with personal barriers*
2. *Create common goals that are community driven*
   a. *Community needs should guide the core goals*
3. *Create transition services network*
   a. *Interagency liaison*
   b. *Develop regional website*
   c. *Create a transition agency*
   d. *Develop contact people within each organization*
   e. *Non-bureaucratic collaboration (more results)*

Section 3: Consortium Member Signature Block

Name:

Consortia Member:

Email:

Date:

Signature Box:

Name:

Consortia Member:

Email:

Date:

Signature Box:

Name:

Consortia Member:

Email:

Date:

Signature Box:

Name:

Consortia Member:

Email:

Date:

Signature Box:

Name:

Consortia Member:

Email:

Date:

Signature Box:

Name:

Consortia Member:

Email:

Date:

Signature Box:

Name:

Consortia Member:

Email:

Date:

Signature Box:

Name:

Consortia Member:

Email:

Date:

Signature Box:

Name:

Consortia Member:

Email:

Date:

Signature Box:

Name:

Consortia Member:

Email:

Date:

Signature Box:

Name:

Consortia Member:

Email:

Date:

Signature Box: