

03 Barstow Area Consortium for Adult Education: Certified

Details

Consortium Information

Consortium Name:

03 Barstow Area Consortium for Adult Education

Consortium Short Name:

03 Barstow

Address:

2700 Barstow Road | Barstow, CA | 92311

Website:

<https://barstowaebg.org/>

Funding Channel 2022-23:

Fiscal Agent

CAEP Funds 2022-23:

\$1,015,601

CAEP Funds 2021-22:

\$964,209

CAEP Funds 2020-21:

\$926,679



Consortium Contacts

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Member Agencies

Member Agency	Member Type	Contact	Phone
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Barstow CCD	District	Eva Bagg	(760) 252-2411
Barstow Unified	Unified School District	Scott Godfrey	(760) 255-6021
Silver Valley Unified	Unified School District	Jeff Youskievicz	(760) 254-2916

Executive Summary

Executive Summary *

In the last three years, BACAE has made progress in delivering Adult Ed. Programs to the Barstow area. HSD/GED, ESL and workforce services have been made available at every site of the consortium, including a large menu of online courses. Regional agencies and organizations are more aware of existing Adult Education services and of the need to provide it to the local population groups. Many more agencies provide selective preparatory services themselves and are linked to AE providers and/or employers. However, there are still gaps to be filled with respect to types of services to offer and to whom. More needs to be done in community outreach, especially to connect with groups that have started out isolated or have become isolated under Covid (i.e. recent immigrants to the area, the housing insecure/homeless, people with disabilities, and people without Internet access). The negative impact of Covid on the execution of the last 3-yr. plan has been substantial. Several strategies have been delayed and need to be rethought given the new circumstances. Hands-on classes suffered the most in the transition. The overall enrollments saw a dramatic downturn and are only recently rising again.

The shift to distance learning was welcomed by many, but the move was not beneficial to all. It helped those for whom transportation was a barrier. However, others were excluded or consequently had other barriers come about. As the facilities stayed empty and the face-to-face was replaced by virtual platforms, the connection between students and teachers weakened: rules became harder to enforce, emergencies harder to spot, support more difficult to deliver. The Covid pandemic was also a testing ground for teachers and staff: a noticeable challenge was some that worked from home did not return in-person once the end of the pandemic came into sight.

There is a need to fill the gap by training more teachers and staff; this can become an opportunity to select for innovative teaching approaches and for bilingual abilities. Some actions from the 2019-202 3-Year plan have been implemented: new non-credit CTE courses went live in September 2022. More are in the accreditation stage. The planned Innovation & Entrepreneurship Center has made a promising start with the setting up of a Makerspace at the Barstow Community College campus. The college also started to offer GED preparation in Spanish beginning in January 2022 and is planning to add contextualized ESL courses. The recent rise in enrollment in these areas indicates that these directions are worth continuing in the coming years.

Lessons learned from the last three years and the conditions during Covid pandemic:

- Some things remained the same: childcare continues to be a key barrier; transportation has become a lesser obstacle only due to the availability of Distance Learning.
- The language barrier is still a major obstacle. The GED prep in Spanish is beginning to address it. We are looking at more contextualized ESL classes, more multilingual support, and support centers for different population student groups to receive tutoring and other services that would mediate additional circumstances.
- Barstow Community College has always offered a large part of its classes online. But the push for all K12 Adult Schools to go to Distance Learning during the Covid pandemic was of another scale altogether; it has brought many groups to appreciate and recognize the advantages of online how it is within reach of Adult Education. To further benefit from this development, we need to create a working hybrid model that can combat the isolation of Distance Learning and complement it with face-to-face activities and events for community-building.

Assessment

Overview and Preparation *

The Barstow Area Consortium for Adult Education members set out to ensure the community's voice was acknowledged in the 3-year planning process. To capture the present situation of Adult Education services, needs and barriers we used a multi-pronged research approach consisting of:

1. In-depth conversations and interviews with 36 key individuals. Interviewees were - members of the consortium board, educators, and administrators, who design or deliver Adult Education programs; staff from participating Adult Education sites; - members of the community (i.e., business owners, managers, government officials, residents, representatives of local non-profits, the chamber of commerce, the local ministerial association/churches). Interview questions were focused on the person's perception of the present state of the local Adult Education, the impact of the Covid pandemic on the state of the community, the need for, and conditions of, education, and the barriers and opportunities Adult Education will encounter in the coming years.

2. Inquiries into the conditions of key stakeholder groups: the military, the housing insecure/homeless, formerly incarcerated, and the disabled.

a) We carried out two (2) focus groups to assess the education needs of the military personnel, during active duty and after separate from their military service. One focus group was conducted with active military and spouses at Ft. Irwin Army National Training Center, the other with veteran students at Barstow Community College.

b) We held conversations with the educators and the counselor that support special needs programs at Barstow Community College to assess the needs of the disabled.

c) We observed the opening session of the Digital Literacy course offered to formerly incarcerated community members.

d) We visited Adult Education sites to assess the impact of the Covid pandemic on the utilization of the existing and coming facilities.

3. Community Survey: We delivered a repeat of the community survey developed for the BACAE 2019-2022 3-year plan to assess how the awareness for, and the connection to, Adult Education services has changed over the last three years. The survey was sent to 100 local agencies, organizations, and some individuals with a stake in local education. We asked about their awareness of Adult Education, and their connections to Adult Education services and employers. We asked their opinion on the best target groups and the key barriers for Adult Education.

4. Assessment of the Adult Education offered by regional providers. We collected input from regional providers about the services they offer to help determine the gaps in offerings.

5. Each BACAE District Member conducted local internal inquiries and the Consortium Director interviewed each district team: to discuss specific needs and plans to improve their programs and services for AE students in the next three years. Feedback from all staff groups and students (former and current) was taken into consideration. Student enrollment, barriers, and student outcomes were a significant point of the discussions that have prompted new strategies to be implemented in the next 3 years to eliminate gaps or unmet needs in the existing programs and services. Another concern was to identify student groups we are currently not serving and how to reach them and include them in our programs. It was acknowledged that the consortium must continue to leverage community partnerships and increase resources to overcome barriers to ensure student retention. Most importantly, it was determined that great efforts must be placed on collecting student data that reliably reflects the work at each of the Adult Education sites. The data for 2020-2021 was severely affected by the Covid pandemic. It was also established that we must continue to increase community awareness of Adult Education programs and services by developing better use of marketing in non-traditional outlets. More collaboration is needed to enhance the transition and support services for students going from K12 Adult Education to college and/or workforce careers.

Regional Alignment and Priorities *

BACAE members collaborate to ensure the alignment of all adult education programs in the consortium meets the educational needs of our region. Online non-credit career pathways have been created to transition K12 adult education students to college or to the workforce. Courses align with local labor market needs and provide the flexibility for students to enter and exit at their own pace. Students can become workforce ready by earning stackable certifications in high demand fields with livable wages. BACAE members refer to regional partners to ensure alignment of adult education and workforce services such as the 2021-2024 Inland Empire 2021-2024 Regional Workforce Development Plan, created in partnership between

the San Bernardino and Riverside County Workforce Development Board. This plan provides guidance for career pathways, industry sector strategies, labor market demand, and addresses educational and workforce needs in our region. The consortium has established a partnership with the local Employment Development Department (EDD) to connect adult education students to participate in job fairs, workshops and meet with job counselors. The consortium members are involved with the local chamber of commerce to provide other resources and services that connect AE students with local employers for job placements.

BACAE district members maintain concentrated efforts to meet the career/employment needs of AE at-risk population groups that are unemployed, low-skilled, low-income, recipients of public assistance, limited English speaking, veterans, individuals with disabilities, linked to the foster youth system, and the displaced in our community.

Current career pathways include industrial trades, warehouse/logistics, welding, automotive/diesel technology, entrepreneurship, business, cosmetology, customer service, and allied health is in development. Industry advisory and articulations meetings are held regularly that guide program development so students leave the program with industry standards skills and certifications readily recognized by employers. The current body of work is committed to developing new and expanding current CTE programs aligned with labor market data from EDD and local employer needs. District members are in the beginning stage of developing IET support for their CTE programs, to have English learners start participating in career training programs.

At this time career pathways include CTE trades, Customer Service, Essential Skills. In development are Logistics/Warehousing, Innovation & Entrepreneurship/Makerspace, Food Services/Tourism, Hospitality, and Allied Health. Industry advisory and articulation meetings are held regularly to ensure students are able to complete a career pathway and enter the workplace. The current work is to develop new and expand current CTE programs based on labor market data with EDD input and employer needs. District members are currently developing IET support for their CTE programs, in order to have English learners start participating in career training programs.

Evaluate the Educational Needs of Adults in the Region *

Barstow Area

The area covered by BACAE comprises a large area in the Northeast of San Bernardino County, which includes the City of Barstow, smaller townships such as Baker, Newberry Springs, Yermo, Daggett and Hinkley, as well as Ft. Irwin and the Marine Logistics Base. The Northeast of San Bernardino County is generally economically less well-resourced than the parts closer to the Inland Empire/Los Angeles basin, which expresses itself in income and education levels. There are substantive differences also within the area: for instance, 80 % of Baker residents are of Hispanic origin, compared to 34 % in the city and consequently a much larger portion does not speak English at home. We show census data for the City of Barstow and some also for the surrounding townships to give an indication of the differences across the BACAE area.

2020 Census Data for the City of Barstow

The population of the City of Barstow is approximately 25,442

18.6% of the adult population is without HS Diploma or equivalency;

26.4% speak a language other than English at home;

19 % of households do not have a computer or Internet access;

13.1 % with a disability, under 65 years;

The median age is 30, compared to 36 in CA;

Median income is 43K, compared to 79K in CA;

30 % are at or below the poverty line, compared to 13 % in CA; 42 % of those under 18.

10 % have a Bachelor or higher, compared to 30 % in CA;

50 % are not US citizens;

47 % Employment rate, as compared to 59 % in CA; also, there is a large range in employment rate in the different townships (from a high of 75 % to a low of 27 %);

17 % Disabled persons, as compared to 10 % in CA;

10 % Veterans, also higher than the CA average.

Challenges for Adult Education Programs

The majority of the residents of Barstow and the surrounding townships are below the poverty line, are less educated, and are more dependent on government subsidies than the average Californian. The complexity of these conditions makes entry into, and persistence in, an educational path very difficult. Members of the community describe the population characteristics as a split between approximately 25 % having livable wages, and some having post-secondary education, while approximately 75 % of the residents have low-paying jobs/unemployed, and lacking the ability to express themselves competently in English, straddling the poverty line and close to becoming homeless. Barstow sees more migration than other parts of California and San Bernardino County. Folks migrate into the area drawn by the lower cost of living. Migration has its own cost, however. Families without pre-existing connections in the area tend to live in isolation and may end up jobless and homeless. Many in the lower income bracket live on fixed income or on disability. Children of these families often cannot attend school regularly, receive little healthcare, and are in danger of dropping out of school and becoming the next low-income, low-educated generation. The age group below 18 is especially threatened by poverty (42 %)! Transportation remains a barrier to those not technologically connected, which has become a smaller portion under the Covid pandemic. Communities are spread out over a large territory, most without public transportation. The resident population is multilingual and multi-cultural, with Spanish being the dominant language after English. 50 % of residents are not US citizens and many are also undocumented immigrants, who would rather remain invisible to government authorities. This accounts for some of the difficulty in reaching different population groups. Reaching out to the different population groups and growing their trust is a major undertaking fraught with linguistic and cultural barriers.

The pandemic has exacerbated problems associated with work schedules and shift changes. Many families saw their breadwinners turn into caregivers of older adults and young children during sickness and quarantine. Personal finances have been affected due to loss of employment or work hours during the pandemic.

BACAE will prioritize programming that improves access and success for underserved adult populations. It will support increased outreach efforts and strategies to provide better access to student support services. There will be continued emphasis on Basic Skills, ESL, HSD/GED, and Digital Literacy. Members will leverage resources to offer expanded CTE programs based on regional labor market needs. Each district member will support and facilitate professional development opportunities that improve the effectiveness of instructors and other staff across program areas. In order to maximize the number of AE students served, BACAE district members will offer classes in-person, online, and in hybrid form.

Contributions by Entities *

All BACAE consortium members contributed to the three-year plan process by receiving input from all stakeholders, including students, teachers, faculty, administrators, and classified staff.

1. In-depth conversations and interviews with 36 key individuals.
2. Inquiries into the conditions of key stakeholder groups (Focus Groups)
3. Community Survey
4. Assessment of the Adult Education offered by regional providers
5. Each BACAE District Member conducted local internal inquiries

Key Concern

With the input received and inquiries made to stakeholders, it was concluded that all BACAE District Members face the same problem: how to bring students back to the AE schools and reinvigorate relationships with the students, after Distance Learning placed at the onset of the Covid pandemic. Mainly to administer the CASAS testing that is required, and provide opportunities for relationship-building to help increase student outcomes, retention and completion of programs. One strategy to attract students and to complement online isolation is to have the facilities function more as support centers that offer advice, tutoring and informal events, where like-minded students can meet and exchange ideas. Such a community-

building function would strengthen the ties between the local adult schools and their students. Another strategy would be to offer or support options for transportation and childcare (for instance, by coordinating the sharing of resources).

Regional Service Providers

For each Member Agency service provider, enter the number of Participants in each program area.

Provider Name	Provider Type	Number of Participants in Program Area									
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship	Pa
*Baker Valley Unified	Member Representative	0	0	3	3	0	0	0	0	0	0
*Barstow CCD	Member Representative	0	0	55	0	0	0	0	0	0	0
*Barstow Unified	Member Representative	48	157	0	0	0	0	0	0	0	0
*Silver Valley Unified	Member Representative	51	51	5	3	0	0	0	0	0	0
Total Participants		99	208	63	6	0	0	0	0	0	0

* Member Agency required to input number of Participants

For each service provider added, check the box in the program areas where services are provided.

No Service Providers for this consortium.

Evaluate the Current Levels and Types of Education and Workforce Services for Adults in the Region *

Regional Provision of Services

The Barstow area has many not-for-profit organizations and government agencies focused on the needs of the population. In the last few years, the focus on Adult Education has communicated itself to these agencies and organizations: there is a much greater awareness of the efforts to provide Adult Education than before. A substantial number of these organizations actively refer people to AE services and/or help connect them to employers.

About a third of these organizations are not yet connected to Adult Education services or employers; a gap to be filled. And there is still a need for a simple and transparent referral process as indicated by the survey results (see Community Survey results). Many of the agencies and organizations surveyed state that they themselves provide some Adult Education. The services they offer come most often in the form of job-skill training (resume writing, interviewing, etc.) and hands-on learning/apprenticeship. The type, format, and depth of services is not specified. There will be a wide variety among providers with respect to the kind and manner of service and the number of people served. The organizations usually target a specific group – like Native Americans or Foster children – and can only offer Adult Education to those that match their criteria. This means that the actual number that receives services from them will be quite small. They do not collect data on a person’s engagement or success with the services, which makes it difficult to evaluate the actual benefit. However, with an improved referral process and close connection to the organizations, i.e., to any of the BACAE consortium members, these offerings can

be better evaluated and used as entry points to an accredited education path, k12 adult education schools and community college.

Metrics: CAEP Barriers & Metrics

✓ Student Barriers

Adult Ed Metrics

- English Language Learner (AE 305 - Overall)
- Low Income (AE 310 - Overall)

✓ Progress: Learn about skills gains in adult basic education, ESL, workforce preparation, and CTE programs.

Adult Ed Metrics

- Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)

✓ Transition: Learn about student transition into postsecondary education and college credit pathways.

Adult Ed Metrics

- Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

✓ Success: Information on completion of diplomas, certificates, and college credit awards.

Adult Ed Metrics

- Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

✓ **Employment and Earnings:** Access 2nd and 4th quarter employment, annual earnings, and earning gains data.

Adult Ed Metrics

- Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)

Consortium Level Metric Targets

* Mandatory for all consortia

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Number of Adults Served (AE 200 - Overall)	441	539		100	105	110
Student Barriers	English Language Learner (AE 305 - Overall)	106	121		30	3	40
Student Barriers	Low Income (AE 310 - Overall)	308	371		50	55	60

Member Level Metric Targets

* Mandatory for all members

Baker Valley Unified (Reported by Baker Valley Unified School District)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	12	11		10	15	20
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)				1	3	5
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)				5	10	15
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				5	10	15
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				5	10	15
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				5	10	15

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				5	10	15
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				5	10	15

Barstow CCD (Reported by Barstow District)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	55	112		5	10	15
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)				5	10	15
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)				5	10	15
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				5	10	15
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	20	16		5	10	15
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				5	10	15

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				5	10	15
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				5	10	15

Barstow Unified (Reported by Barstow Unified School District)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	163	120		5	10	15
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)	24			5	10	15
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)	10			5	10	15
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)	20			5	10	15
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				0	0	0
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	15	33		5	10	15

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				0	0	0

Silver Valley Unified (Reported by Silver Valley Unified School District)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	51	71		5	10	15
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)				5	10	15
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)				3	5	7
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				5	10	15
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				1	5	7
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)		14		5	10	15

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				1	5	7
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				3	5	7

Member Spending Targets

Member	Percent of 2019-20 Available Funds Spent	Percent of 2020-21 Available Funds Spent	Percent of 2021-22 Available Funds Spent	2022-23 Target	2023-24 Target	2024-25 Target
Baker Valley Unified	100%	100%	41%	60%	60%	60%
Barstow CCD	100%	100%	17%	60%	60%	60%
Barstow Unified	100%	62%	0%	60%	60%	60%
Silver Valley Unified	100%	61%	0%	60%	60%	60%

Objectives

Address Educational Needs

Description of Objective *

Description of Objective

BACAE member districts will continue to work together to address the gaps in service and support, and leverage resources across member agencies and partners. This effort will be mindful of the challenges brought about by the pandemic and ensure equity for all student groups.

Address Educational Needs

BACAE will continue/develop/support the following areas to address educational needs:

- Enhance collaboration and transparency among Consortium Members
- Develop a strong campaign to reach underserved student groups

- Bring awareness of AE programs to new employers and community agencies to build partnerships
- Canvas the community to seek speakers of other languages that can benefit from AE programs and bring about support services in their language to increase enrollment
- Establish a referral process across district members to increase student participation/retention and decrease barriers students are facing
- Continue to promote and support the new GED preparation in Spanish
- The college will continue to provide Adult Basic Educations services to military members and dependents at Fort Irwin.

Gaps in Service

BACAE will engage in the following to address gaps in service:

- Continue to hold monthly board meetings to discuss developing issues
- Facilitate quarterly data talks by reviewing student outcomes data (DIRs)
- District members will improve data collection understanding and protocols
- Have quarterly reviews of fiscal reporting data in NOVA
- Better understand the correlation of MIS and AE student reporting
- Hold quarterly AE informational meetings for potential Spanish-speaking students
- Create/increase student incentives, awards, certificates, and formal recognition
- District members to establish methods to systematically encourage and monitor student persistence and progress for retention
- Continue to regularly participate in SBC Consortia meetings
- Be informed and participate in partnership of the labor market with the San Bernardino County Workforce Development Board
- Continue a marketing campaign to increase awareness of adult education offerings and be recognized as a key resource in the community.
- Continue outreach efforts to help recover enrollment losses in all program areas due to the pandemic
- Continue to provide Digital Literacy at all AE sites
- Expand service hours to include evenings, Saturdays, and summers

Leveraging Resources

BACAE will leverage the resources in our region by engaging in the following activities:

- BCC to provide workshops at adult schools to help with transition and dual enrollment
- Continue partnership with SBC Probation to provide workforce skills to formerly incarcerated
- Continue to employ transitional counselors to support adult learners with educational plans
- Develop additional CTE Non-Credit short-term training (CDCP) programs that meet regional needs and lead to student employment and/or transition to for-credit CTE programs
- Continue to work with local chambers of commerce to work closely with businesses/employers in partnership with WDB/AJCC for student employment opportunities
- Build a partnership with VVTA (Victor Valley Transit Authority) to support students with transportation

Improve Integration of Services & Transitions

Description of Objective *

Integration of Services

- Develop printed material and conduct presentations to bring awareness of dual enrollment opportunities aligning AE schools and the college course offerings
- Continue to offer classes online, in-person, and in a hybrid format
- Offer Digital Literacy/Technology Loan Program/IT Support

- Tutoring/Homework Support
- ESL Student Success Center
- Bring awareness on how to access the local bus transit system free of cost
- Make available a list of local childcare providers and similar resources
- Develop AE student encouragement team for all sites
- Recognize new US Citizens to promote the Citizenship classes

Transitions into Postsecondary Education and the Workforce

- Increase student transitions from AE to postsecondary/workforce
- Improve communication and build relationships with AE staff/students across consortium
- Develop a more effective tracking system for student transitions to college/workforce
- BCC to provide workshops at adult schools to help with transition and dual enrollment
- Schedule quarterly college programs of study presentations at the AE schools
- Hold quarterly college AE presentations in Spanish
- Invite AE students/staff to take college campus tours with guest speakers
- Promote CTE non-credit courses/certificates
- Promote Innovation & Entrepreneur Center/Makerspace non-credit courses
- Schedule outreach to invite AE students to meet with a transitional counselor
- Continue to have a bilingual transitional counselor on staff
- Conduct consortium-wide workforce re-entry workshops
- Promote college job counselor services, job fairs, and other employment opportunities

Improve Effectiveness of Services

Description of Objective *

To improve the Effectiveness of Services of the BACAE, district members will engage in the following:

- Continuing Professional Development in all CAEP program areas and best-practice instruction for adult learners
- Streamline Data Collection: Ensure CASAS data is accurately recorded; track students taking CTE non-credit courses, attending workshops, and completing certificates, to be included in the data
- Continue to work with Target Technical Assistance (TTA) Coach
- Conduct ongoing and exit student surveys to better assess needs, such as a more effective class schedule, delivery modality, and other services, courses/programs needed
- Hold monthly working group meetings to keep staff informed of CAEP developments, be in alignment with consortium goals and outcomes, conduct Data Talks (review of DIRs), and collaborate for continuous improvement planning

Activities & Outcomes

Activity Name *

1.1 Increase Student EFL Gains

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

1.1 Increase Student EFL Gains in ABE/ASE/HSD/HSE/ESL

A. Administer CASAS Testing for these programs of study

B. Conduct Quarterly Data Reviews

All Member Districts will engage in ongoing CASAS training on Goals tests and TOPSPro for K12 Adult Schools and MIS training for College resulting in cleaner data submissions and data driven instructional practices.

This activity aligns with AB104 Objectives of Seamless Transitions and the CAEP state Priorities of Program Evaluation, Learner Transition, Leadership, and Program Development/Curriculum/Classroom

Short-Term Outcomes (12 Months) *

~ Create CASAS Testing Calendar

~ Hold Quarterly Data Reviews with district team members

~ Conduct student goal setting with CASAS testing

~ Refer students to supports services and learning needs to improve student outcomes

~ Schedule student contact to give students report on their progress and encourage them to continue with specific focus

Intermediate Outcomes (1-3 Years) *

~ Attend CASAS Summer Institute and CASAS online trainings

~ Submit DIR data each quarter to TOPSpro

Long-Term Outcomes (3-5 Years) *

~ Attend ongoing data trainings to meet state and federal data reporting requirements.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)

Responsible person(s)

Name
Brice Scott
Cecil Edwards
Elena Rivera
Eva Bagg
Jeff Youskievicz
Michelle Colleoc
Scott Godfrey

Activity Name *

1.2 Develop New CTE Non-Credit Certificates

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

1.2 Develop New CTE Non-Credit Certificates

- A. Baker Valley USD - Hospitality
- B. Barstow USD - Food Services & Tourism
- D. Silver Valley - Ed-2-Go CTE Certificates
- C. Barstow CCD - New CTE Non-Credit short-term trainings (CDCPO programs)
 - Innovation & Entrepreneurship
 - Makerspace
 - Allied Health

CTE courses will be validated per Ed. Code SEC. 100 Section 84906

Short-Term Outcomes (12 Months) *

~ District Members will review progress of the new CTE non-credit certificates at the monthly board meetings to support the continued development to completion.

Intermediate Outcomes (1-3 Years) *

- ~ Ongoing evaluation of community needs, program outcomes, and student performance data.
- ~ Once new CTE non-credit certificates are completed and offered to students; monitor and support student program completion.

Long-Term Outcomes (3-5 Years) *

- ~ Ongoing evaluation of community needs, program outcomes and student performance data

~ 10% increase of student completion of CTE non-credit certificates

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)

Responsible person(s)

Name
Brice Scott
Cecil Edwards
Elena Rivera
Eva Bagg
Jeff Youskievicz
Michelle Colleoc
Scott Godfrey

Activity Name *

1.3 Develop IET/ESL VESL Courses

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

- A. College and K12 adult schools will develop contextualized ESL courses (VESL)
 B. College will develop IET with current CTE non-credit courses

Short-Term Outcomes (12 Months) *

~ District Members will review progress of developing contextualized ESL VESL and IET courses at the monthly board meetings to support the continued development to completion.

Intermediate Outcomes (1-3 Years) *

- ~ Ongoing evaluation of community needs, program outcomes, and student performance data.
 ~ Once new IET/VESL ESL courses are completed and offered to students; monitor and support student program completion.

Long-Term Outcomes (3-5 Years) *

- ~ Ongoing evaluation of community needs, program outcomes and student performance data
 ~ 10% increase of student completion of ESL VES course courses

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)

Responsible person(s)

Name
Brice Scott
Cecil Edwards
Elena Rivera
Eva Bagg
Jeff Youskievicz
Michelle Colleoc
Scott Godfrey

Activity Name *

1.4 Extend Offerings to Hard-to-Reach Groups

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

Extend Offerings to Hard-to-Reach Groups

- A. Formerly Incarcerated
- B. Housing Insecure/Homeless
- C. Domestic Violence Victims
- D. Unemployed/Displaced Workers
- E. Single Mothers
- F. Disabled
- G. Military Veterans
- H. Isolated Newcomers to the Community

Short-Term Outcomes (12 Months) *

- ~ Working group to create an outreach strategy plan to communicate offerings to the Hard-to-Reach populations
- ~ Conduct an outreach campaign that targets the Hard-to-Reach student groups

Intermediate Outcomes (1-3 Years) *

~ Convene working group meeting to evaluate and determine outcomes of outreach strategy plan

Long-Term Outcomes (3-5 Years) *

~ Ongoing evaluation of community needs, program outcomes and student performance data

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: English Language Learner (AE 305 - Overall)

Responsible person(s)

Name
Brice Scott
Cecil Edwards
Elena Rivera
Eva Bagg
Jeff Youskievicz
Michelle Colleoc
Scott Godfrey

Activity Name *

2.1 Establish Cohesive AE Programs

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

2.1 Establish Cohesive AE Programs

Develop a shared understanding of the expectations of the programs, and how they will transition into pathway to the community college.

- Link courses across programs
- Increase Transition Counseling

- I. Educational Plans
- II. Career Counseling

C. Create a Referral Process

D. Develop a Transitions Tracking System

- I. Count Students Across Programs

Short-Term Outcomes (12 Months) *

~ Convene an annual stakeholder meeting to evaluate current programs and determine best programs of study to offer

Intermediate Outcomes (1-3 Years) *

~ Work with faculty and Academic Senate to facilitate approval of programs of study.

Long-Term Outcomes (3-5 Years) *

~ Continuously evaluate programs of study and adjust as needed.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

Responsible person(s)

Name
Brice Scott
Cecil Edwards
Elena Rivera
Eva Bagg
Jeff Youskievicz
Michelle Colleoc
Scott Godfrey

Activity Name *

2.2 Integrate WDB/AJCC Services with BACAE Program

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

2.2 Integrate WDB/AJCC Services with BACAE Program

Member Districts will infuse employability skills needed to entry to the workforce by:

- A. Create Workforce Re-Entry Workshops
- B. Develop Job Counselor Services & Other Employment Services

Short-Term Outcomes (12 Months) *

- ~ Hire workforce re-entry workshop trainers (English and Spanish)
- ~ Partner with WBD/AJCC to procure a job counselor for AE students
- ~ Seek other employment services for the AE students
- ~ Develop student tracking system to log their employment interviews, promotions or hiring

Intermediate Outcomes (1-3 Years) *

- ~ Review student participation data in these activities to track student success outcomes and needs to improve

Long-Term Outcomes (3-5 Years) *

- ~ Ongoing evaluation of community needs, program outcomes, and student performance data

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Number of Adults Served (AE 200 - Overall)

- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Student Barriers: English Language Learner (AE 305 - Overall)

Responsible person(s)

Name
Elena Rivera

Activity Name *

2.3 Improve Access to Programs & Support Services

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

- A. Expand Service Hours
- B. Provide Tutoring/Homework Support
- C. Increase Bilingual Support Staff
- D. Establish ESL Student Success Center
- E. Promote Dual Enrollment Opportunities
- F. Offer Off-Site Services

Short-Term Outcomes (12 Months) *

- ~ Develop a guide that includes all support services and resources offered by each district member
- ~ Collaborate with staff to ensure all student services are shared with adult ed. students

Intermediate Outcomes (1-3 Years) *

- ~ Review student services on an annual basis to check for the success of the delivery of services and the possible need to modify or add services.

Long-Term Outcomes (3-5 Years) *

- ~ Continue to engage all stakeholders and adjust Consortium direction as needed

Proposed Completion Date

06/30/2022

Adult Ed Metrics and Student Barriers

- All: Number of Adults Served (AE 200 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Student Barriers: English Language Learner (AE 305 - Overall)

Responsible person(s)

Name
Brice Scott
Cecil Edwards
Elena Rivera
Eva Bagg
Jeff Youskievicz
Michelle Colleoc
Scott Godfrey

Activity Name *

2.4 Provide Flexible Instruction Modalities

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

2.4 Provide Flexible Instruction Modalities

- A. In-Person, Distance Learning, Hyflex
- B. Acquire Transcription, Translation and Closed Caption Services
- C. Provide Staff Professional Development in the new instruction modalities

Short-Term Outcomes (12 Months) *

- ~ Conduct student orientation and onboarding when a student enrolls for adult ed.
- ~ Conduct student surveys to ensure we receive feedback of what is functioning well or what new needs are in place

Intermediate Outcomes (1-3 Years) *

- ~ Review of student feedback and the success rates of student retention and completion of programs.

Long-Term Outcomes (3-5 Years) *

- ~ Evaluate the effectiveness of the different instruction modalities

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)

- Student Barriers: English Language Learner (AE 305 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

Responsible person(s)

Name
Brice Scott
Cecil Edwards
Elena Rivera
Eva Bagg
Jeff Youskievicz
Michelle Colleoc
Scott Godfrey

Activity Name *

2.5 Provide Access to Technology

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

2.5 Provide Access to Technology

Implement consistent Distance Learning policies across all Member Districts for all programs of study

A. Offer Technology Loan Program & IT Support

B. Provide Digital Literacy in English and Spanish

Short-Term Outcomes (12 Months) *

~ Attend professional development trainings for Distance Learning implementation

~ Understand each district policy on student technology loan programs

~ Schedule and promote Digital Literacy trainings in English and Spanish

Intermediate Outcomes (1-3 Years) *

~ Implement standardized Distance Learning and technology loan program policies and procedures

Long-Term Outcomes (3-5 Years) *

~ Review to check the effects of Digital Literacy and Technology loan program on enrollments numbers across all Members Districts

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)

Responsible person(s)

Name
Brice Scott
Cecil Edwards
Elena Rivera
Eva Bagg
Jeff Youskievicz
Michelle Colleoc

Activity Name *

2.6 Leverage of Local Resources

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

2.6 Leverage of Local Resources

A. Develop Partnership with Local Transportation System (VVTA)

B. Make a List of Local Childcare Providers/Options

Short-Term Outcomes (12 Months) *

~ Compile a list of local community resources and services to use as a referral guide with points-of-contacts

~ Conduct a meeting with VVTA to find how the services can better meet the student needs

~ Work with local childcare providers to seek evening care hours

Intermediate Outcomes (1-3 Years) *

~ Hold partnerships with agreements to leverage resources to improve the AE student outcomes and decrease the student barriers

Long-Term Outcomes (3-5 Years) *

~ Evaluate the outcomes of the partnerships and determine if the mutual support impacts AE student retention and the completion of programs.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)

Responsible person(s)

Name
Brice Scott
Cecil Edwards
Elena Rivera
Eva Bagg
Jeff Youskievicz
Michelle Colleoc
Scott Godfrey

Activity Name *

3.1 Implement a Collective Impact Model Consortium

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

- 3.1 Implement a Collective Impact Model
- A. Implement the 2022-2025 3-Year Plan
 - B. Create Annual Plans
 - C. Hold Monthly BACAE Board Meetings
 - D. Schedule Consortium Quarterly Working Group Collaborations

Short-Term Outcomes (12 Months) *

~ Hold regular scheduled, monthly BACAE Board meetings in accordance with Brown Act

Intermediate Outcomes (1-3 Years) *

~ Develop and Implement Annual Plans in accordance with Ed. Code

Long-Term Outcomes (3-5 Years) *

~ Add services and courses based on regional needs.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

Responsible person(s)

Name
Brice Scott
Cecil Edwards
Elena Rivera
Eva Bagg
Jeff Youskievicz
Michelle Colleoc
Scott Godfrey

Activity Name *

3.2 BACAE Members Professional Development

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

3.2 BACAE District Members Professional Development

Develop a shared understanding of goals and desired outcomes to implement programs across all Member Districts through ongoing professional development

- A. Attend Conference - Regional, State, and National CAEP Professional Development
- B. Offer Internal Professional Development

C. CASAS Training & Certification

D. Learn the functions of COMIS (Chancellor's Office)

Short-Term Outcomes (12 Months) *

~ Attend local, regional state, and national conferences. Share learnings with the working groups.

Intermediate Outcomes (1-3 Years) *

~ Develop annual plans that include professional development for administrators, classified, teachers and faculty.

~ Ongoing evaluation of staff confidence in understanding student data outcomes and how to improve results

Long-Term Outcomes (3-5 Years) *

~Additional professional development in new areas and become aligned across the consortium

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)

Responsible person(s)

Name
Brice Scott
Cecil Edwards
Elena Rivera
Eva Bagg
Jeff Youskievicz
Michelle Colleoc
Scott Godfrey

Activity Name *

3.3 Improve Data Collection & Analysis

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

3.3 Improve Data Collection & Analysis

All Member Districts will participate in ongoing trainings in CASAS/TOPSPRO Enterprise and MIS training at the college level resulting in cleaner data submissions and data driven instructional practices

- A. Conduct Data Reviews
- B. Create Data Action Plans
- C. Improve Student Tracking
- D. Fiscal Reporting Data in NOVA
- E. Professional Data in Data Systems

Short-Term Outcomes (12 Months) *

- ~ Improve data collection by conducting data review
- ~ Submit accurate data to CAEP every quarter

Intermediate Outcomes (1-3 Years) *

- ~ Participate in ongoing trainings to continue to enhance the quality and accuracy of student data
- ~ Ongoing evaluation of program outcomes and student performance data

Long-Term Outcomes (3-5 Years) *

- ~ Attend ongoing data trainings to meet state and federal data reporting requirements

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Number of Adults Served (AE 200 - Overall)

Responsible person(s)

Name
Brice Scott
Cecil Edwards
Elena Rivera
Eva Bagg
Jeff Youskievicz
Michelle Colleoc
Scott Godfrey

Activity Name *

3.4 Cultivate Community Engagement

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

3.4 Cultivate Community Engagement

A. Build Partnerships with Community Organizations & Employers

B. Include Chambers of Commerce

C. Participate in Community Events

Short-Term Outcomes (12 Months) *

- ~ List all community organizations and the dates of their regular meeting times to send an Adult Ed. representative to attend
- ~ Work closely with the Chamber of Commerce to connect with employers and learn hiring practices and needs
- ~ Calendar community events to conduct outreach to be widely seen and connect with potential students
- ~ Immediately follow-up with potential adult ed. students that expressed interest in one of the AE programs.

Intermediate Outcomes (1-3 Years) *

- ~ Review turnout at events by number of students that enrolled a

Long-Term Outcomes (3-5 Years) *

- ~ Review the outcomes of cultivating community engagement
- ~ Ongoing evaluation of community needs

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Number of Adults Served (AE 200 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)

Responsible person(s)

Name
Brice Scott
Cecil Edwards
Elena Rivera
Eva Bagg
Jeff Youskievicz
Michelle Colleoc
Scott Godfrey

Activity Name *

3.5 Marketing & Outreach for Increased Enrollment

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

3.5 Marketing and Outreach for Increased Enrollment

Expand and improve outreach and marketing to target student groups.

- A. Promote Career Pathways
- B. Conduct College Program Presentations
- C. Host College Tours
- D. Hold AE Presentations in Spanish
- E. Promote CTE Non-credit offerings
- F. Produce Student Success Stories
- G. Maintain Website & Social Media Updated

Short-Term Outcomes (12 Months) *

- ~ Increase social media presence
- ~ Enhance print marketing campaigns
- ~ Develop ongoing radio PSAs

Intermediate Outcomes (1-3 Years) *

- ~ Measure the effectiveness of the marketing and Outreach by reviewing sign-in sheets, and asking callers/walk-ins how they heard about AE services

Long-Term Outcomes (3-5 Years) *

- ~ Review the effectiveness of the marketing campaigns and outreach activities

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Number of Adults Served (AE 200 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Student Barriers: English Language Learner (AE 305 - Overall)

Responsible person(s)

Name
Brice Scott
Cecil Edwards
Elena Rivera
Eva Bagg
Jeff Youskievicz
Michelle Colleoc
Scott Godfrey

Activity Name *

3.6 Create School Events/Recognitions

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

3.6 Create School Events/Recognitions

A. Recognize New US Citizens

B. Recognize Student Achievement

Short-Term Outcomes (12 Months) *

~ Promote the Citizenship classes

~ Offer workshops for interested applicants to understand the process of becoming a US Citizen

~ Celebrate and promote the achievement of AE students becoming US Citizens

Intermediate Outcomes (1-3 Years) *

~ Measure the effectiveness of the events and student recognitions by reviewing student feedback and achievements.

Long-Term Outcomes (3-5 Years) *

~ Continue to develop ways to uplift the AE student for the effort they are investing to complete their educational goals

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Number of Adults Served (AE 200 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Student Barriers: English Language Learner (AE 305 - Overall)

Responsible person(s)

Name
Brice Scott
Elena Rivera
Eva Bagg
Jeff Youskievicz
Michelle Colleoc
Scott Godfrey

Activity Name *

3.7 Cultivate Student Engagement

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

3.7 Cultivate Student Engagement

- Create a Student On-Boarding Process
- Recruit and Train AE Mentors
- Develop Peer Support Peer Groups
- Surveys & Feedback

Short-Term Outcomes (12 Months) *

- ~ Develop forms on how to recognize AE student progress to encourage completion and motivate others to have a "Yes, we can" spirit as they complete their goals
- ~ Develop Peer Support Group methods so classmates can motivate classmates as they navigate their goals
- ~ Provide an ESL Student Success Center to provide an outlet for ESL to connect with other ESL students, collaborate and become aware of other resources and services the college offers.

Intermediate Outcomes (1-3 Years) *

~ Measure the effectiveness of the student engagement by reviewing student feedback and success stories

Long-Term Outcomes (3-5 Years) *

~ Continue to develop ways to uplift the AE student for the effort they are investing to complete their educational goals

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Number of Adults Served (AE 200 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

Responsible person(s)

Name
Brice Scott
Cecil Edwards
Elena Rivera
Eva Bagg
Jeff Youskievicz
Michelle Colleoc
Scott Godfrey

Funds Evaluation

Member Allocations and Expenditures

Member Agency	Prior Year Total Leveraged Funds	Program Reporting Status
Baker Valley Unified	\$54,543	Certified
Barstow CCD	\$314,622	Certified
Barstow Unified	\$468,532	Certified
Silver Valley Unified	\$224,985	Certified
Totals	\$1,062,682	4/4 Certified

Funds Evaluation *

The Barstow Area Consortium for Adult Education BACAE board will meet on a monthly basis to discuss fiscal allocations and quarterly expenses. At this time, the only funding source for Adult Ed. is from CAEP. However, we are building partnerships and are finding ways to "braid" multiple funding sources. Efforts will be made to ensure that all AE populations are served with attention to those that are underserved and underrepresented. There is a priority to fund basic skills, ASE and ESL, as well as providing skills for adult ed. students to re-enter the workforce. CTE offerings is of crucial importance for this consortium. In particular, the need for the Innovation and Entrepreneurship Center with a Makerspace that will provide other outlets for students that are interested in starting their own small business or develop skills in the design field. The Covid pandemic, closure of the military basis, the interruption of the chain supply, and a drastic change in personnel, set our work back, but the demand is present and we are moving forward. With our CAEP allocations, will continue to fund: faculty stipends, teacher pay, curriculum development, support staff (administration, clerical, data tech, and transitional counselors), professional experts, data software, technology, equipment, professional development, conferences, and outreach & marketing.

Certification

Baker Valley Unified - Member Representative

Cecil Edwards
 Superintendent
cecil_edwards@baker.k12.ca.us
 (760) 733-4567 ext: 201

Approved by Cecil Edwards

06/20/2022 02:40 PM PDT

Barstow CCD - Member Representative

Eva Bagg

Superintendent-President

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Elena Rivera

Director

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(760) 252-2411 ext: 6703

Approved by Eva Bagg

06/20/2022 02:28 PM PDT

Barstow Unified - Member Representative

Scott Godfrey

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Deanna Dibble

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Michelle Colleoc

Lead Barstow Adult School

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Approved by Scott Godfrey

06/20/2022 02:29 PM PDT

Silver Valley Unified - Member Representative

Jeff Youskievicz

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Brice Scott Silver Valley Unified Adult Education Center

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Approved by Brice Scott Silver Valley Unified Adult Education Center

06/20/2022 02:47 PM PDT



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