



**Barstow Area Consortium for Adult Education
Board Agenda
Barstow Community College, President’s Conference Room
Thursday April 26, 2018 (1:00 p.m. – 5:00 p.m.)
(*Materials in Board Packet)**

PLEASE NOTE: Agenda related documents distributed to the BACAE Board for the Board Meeting may be viewed in the President’s Office at Barstow Community College, 2700 Barstow Rd, Barstow, CA 92311. Individuals who require special accommodation, including but not limited to an American sign language interpreter, accessible seating, or documentation in accessible formats, should contact the BACAE Coordinator at BarstowAEGB@gmail.com at least two days before the meeting date.

Call to Order: 1:32 pm

Attending:	Voting Member	Alternate	Attendee
Baker Valley	<input checked="" type="checkbox"/> Ronda Tremblay	<input checked="" type="checkbox"/> Eric Huynh	<input type="checkbox"/>
Barstow CC	<input checked="" type="checkbox"/> Eva Bagg	<input type="checkbox"/> David Morse	<input checked="" type="checkbox"/> Kim Young
Barstow AS	<input checked="" type="checkbox"/> Scott Godfrey	<input type="checkbox"/> Jeff Malan	<input type="checkbox"/> Jon Bonvillain
Silver Valley	<input checked="" type="checkbox"/> Jeff Youskievicz	<input checked="" type="checkbox"/> Michael Cox	<input type="checkbox"/>

1. ^aApproval of Minutes – March 15, 2018 eb/jy app.
2. Public Comment – Public comment will be allowed on any topic relevant to the BACAE. Pursuant to BACAE Policy, comments are limited to 3 minutes per person. Please begin your comment by stating your name.
7. Closed Session – moved in agenda per BACAE Board request
 - Discussion about coordinator position
3. Reports/Information Items
 - 3.1 Coordinator’s Report
 - March 22, 2018 – AEBG Regional Training, San Bernardino Valley College
 - March 23, 2018 – AEBG Regional Directors Meeting, San Bernardino Valley College
 - March 25-28, 2018 – COABE, Phoenix, AZ
 - Presentation: Dr. Helga Wilde
 - Presented on the gathering phase of the community research project
 - Interviewing students, faith-based organizations, etc.
 - Data collected can inform BACAE programming for next FY
 - Child care is a key issue for community members that limits participation in adult education programs; in discussions with United Way about service provision
 - CBOs doing work could be more connected with BACAE for poverty reduction across the region; dissemination of information is an issue
 - CBOs could create a pipeline of adult school candidates, and community ambassadors
 - Will present findings at May BACAE Board Meeting; report submitted in June
 - Upcoming Deadlines:

- Mar 31: End of Q3
- April 30: Student data due in TOPSPRO (Q3) & DIR Due to aebg@casas.org
- Jun 01: 2016/17 & 2017/18 member expense report **due** in NOVA (Q1, Q2 & Q3)
- Jun 30: 2016/17 & 2017/18 member expense report **certified** by Consortium in NOVA (Q1, Q2 & Q3)
- Jun 30: End of Q4
- Aug 01: Final program year report due and student data report due (Q4)
- Aug 15: Annual plans due for 2018/19
- Aug (TBA): AEBG 18/19 funding is disbursed from the State
- Sep 1: 2016/17 & 2017/18 member expense report **due** in NOVA (Q4). Will also include end of the year reporting on leveraged funds, fees, and other financial breakdowns.
- Sep 30: 2016/17 & 2017/18 member expense report **certified** by consortium in NOVA (Q4); Will also include Year End Financial Report (Narrative).
- ^rAEBG Webinar Update: CFAD, Annual Plan, and Three-Year Plan

3.2 Consultant Report – Mitch Rosin

- Planning Days 2018:

April 25, 26	July 20, 24, 25, 26, 27	Oct 18, 19, 23, 24, 25
May 16, 17	Aug 1, 2, 10, 13, 14, 15	Nov 16, 19, 20, 21
June 6, 7, 8	Sept 10, 12, 25, 26, 27	Dec 4, 10, 11, 12, 13

3.3 Fiscal Agent Report: Candice Duffner

- Bring budget person/document to the May BACAE Board meeting

3.4 Media Manager Report: Jorge Saucedo-Daniel - resignation

3.5 GED Test Center Update: Scott Godfrey

- On track for July 1 opening
- Original bid needed to be reconfigured and reissued in 3 bids
- Demolition starts May 1

4. Discussion Items

4.1 Human Centered Design Training

- E. Bagg shared information about webinar on Human Centered Design
- No cost for the training; time commitment required (5-7 hours/week for 3-4 months)
- Spring or fall options to participate
- Option for September participation
- Online component with Accumen, then application of concepts with project implementation
- Consider applying for participation in September
- RT loves idea but concern about time commitment
- K. Young to provide more information; discussion at June Annual Plan meeting
- H. Wild suggested concise topic identified during summer; focus on how process works

4.2 Status of Consortium Coordinator – Covered in Closed Door Session

4.3 Annual Plan Session (Template open in NOVA May 10)

5. Action Items:

- 5.1 Change Media Management Contract to Phoenix Design jy/rt app

- 5.2 Add Non-Credit Institute (Academic Senate for California Community Colleges) to approved conference/PD list eb/sg app
- 5.3 Moving Fiscal Agent to Barstow Community College for FY2018-19
 - include shift of coordinator position to BCC rt/sg app
- 5.4 [▫]CFAD Allocations and Certification for 2018-2019 (Due May 2) jy/sg app
- 5.5 [▫]Changes to Governance Document to Reflect AEBG State Guidance jy/rt app

6. Announcements

- 6.1 Upcoming Conferences (Approved for attendance by BACAE Board 1.26.18)
 - May 3-5, 2018 – CCAE, Fresno, CA
 - May 3-5, 2018 – 2018 Career & Non-Credit Education Institute, Costa Mesa, CA
 - June 19-21, 2018 – CASAS Summer Institute, San Diego, CA
 - June 24-27, 2018 – ISTE International Conference, Chicago, IL (state approval required)
 - July 25-27, 2018 – GED Summer Conference, San Diego, CA
- 6.2 2017-18 BACAE Board Meeting Schedule (2:00 pm in BCC President’s Conference Room)

May 17, 2018	August 2, 2018 (A. Plan Vote)	November 20, 2018
June 7, 2018 (Annual Plan)	September 27, 2018	December 13, 2018
July – No Meeting/TBD	October 25, 2018	

8. Adjournment 2:55 pm jy/sg



Barstow Area Consortium for Adult Education
Board Agenda – Emergency Meeting
Barstow Community College, President’s Conference Room
Monday May 7, 2018 (3:00 p.m. – 4:00 p.m.)

PLEASE NOTE: Agenda related documents distributed to the BACAE Board for the Board Meeting may be viewed in the President’s Office at Barstow Community College, 2700 Barstow Rd, Barstow, CA 92311. Individuals who require special accommodation, including but not limited to an American sign language interpreter, accessible seating, or documentation in accessible formats, should contact the BACAE Coordinator at BarstowAEGB@gmail.com at least two days before the meeting date.

Call to Order: 3:00 pm

Attending:	Voting Member	Alternate	Attendee
Baker Valley	<input checked="" type="checkbox"/> Ronda Tremblay	<input checked="" type="checkbox"/> Eric Huynh	<input type="checkbox"/>
Barstow CC	<input checked="" type="checkbox"/> Eva Bagg	<input type="checkbox"/> David Morse	<input checked="" type="checkbox"/> Kim Young
Barstow AS	<input checked="" type="checkbox"/> Scott Godfrey	<input type="checkbox"/> Jeff Malan	<input checked="" type="checkbox"/> Reyna Garcia
Silver Valley	<input checked="" type="checkbox"/> Jeff Youskievicz	<input checked="" type="checkbox"/> Michael Cox	<input type="checkbox"/>

Agenda approval: Motion by R. Tremblay motion, 2nd by J. Youskievicz

1. Public Comment – Public comment will be allowed on any topic relevant to the BACAE. Pursuant to BACAE Policy, comments are limited to 3 minutes per person. Please begin your comment by stating your name.

2. Discussion Items

- 2.1 Additional Funding Request for BUSD Adult School - \$250,000.00
- R. Garcia: Bid results were over \$800K. Rejected all bids, and restructured plan into 3 categories. New bid was \$650,800, not including: Additional costs for city fees, architecture, sign, construction manager, parking, landscaping. BUSD to contribute \$200K of the original \$400K projected costs.
 - J. Youskievicz: Costs seem unclear; asked if costs could go up.
 - R. Garcia: Costs we are presenting are maximum costs. Request that Consortium allocate additional \$250K to cover costs. By not changing doors, lighting, frames, etc. costs have been reduced.
 - M. Rosin: Explained the process for reallocation.
 - J. Youskievicz: All funds are allocated, and will present the plan to SVUSD Board tomorrow. But, is concerned about how this sets a precedent for unknown incurred costs in the future. We need funds as a consortium to adjust to unknown needs and expenses.
 - R. Tremblay: Board has given accolades to the leadership for the new activities from Consortium funding. Wants to be a team player, but has internal costs to deal with also (roof damage in storm).
 - E. Bagg: All decisions need to go to the College Trustees. We were all planning for a soft-opening, and we are all disappointed. But, learning about the costs in the days after the CFAD allocation vote, is hard for us. How did the original bids not materialize in terms of

cost estimates? What needs to be put in place to manage costs going forward? BCC also has ongoing construction projects, and is working through similar issues. Need some reassurance that prices won't go up, and that we are confident in the timeline. This is an important project for the community, having a GED Testing Center, but we need assurances.

- J. Youskievicz: The board would not be pleased about giving back funds, and would put the district in a position of having to find other monies to complete the projects we have approved for our adult education programs. Open to looking at the list of funds available for re-allocation, but also hesitant in that we might need those funds.
- R. Tremblay: Suggested that the BACAE Board needed time to consider the request and that this should be brought back to the May 17th meeting for further discussion and a vote.
- Possible Funds to Reallocate:
 1. \$18,000 remaining on Jorge's contract
 2. \$5,000 remaining for Bros of Nowhere
 3. \$30,000 remaining for marketing/radio
 4. \$10,000 remaining for TOPS Facilitation training
 5. \$30,000 remaining for curriculum purchases
 6. ~~\$20,000 remaining for BCC Math Boot Camp~~ Paid as part of monthly allocation
 7. \$30,000 remaining for pan-consortium activitiesTOTAL: \$143,000
- R. Garcia: Building needs to be retrofitted to become a school facility. Three sets of contractors working, with a completion date of July 1, 2018. Contracts will be awarded at the May 8, 2018, BUSD Board Meeting, after which work will begin.
- Board to discuss options at May 17, 2018 BACAE Board Meeting.
- E.Bagg: Requested plans and timelines be brought to the BACAE Board Meeting on May 17, 2018, and information shared about already allocated funds.
- R. Garcia: Will share all information ahead of the next BACAE Board Meeting, via Mitch.

3. Action Items

3.1 None

4. Adjournment at 4:27 pm

Motion by J. Youskievicz; 2nd by R. Tremblay

GOAL SETTING & MEASUREMENT

Introduction

California's Adult Education Block Grant (AEBG) requires each of the state's 71 regional consortia to develop three-year plans that set measurable goals and monitor progress toward those goals annually. This research brief provides guidance to help adult education program administrators determine relevant goals, performance indicators, and outcomes based on best practices research and other evidence. In particular, this research brief focuses on how partner organizations can best collaborate during the goal setting and outcomes evaluation process to best meet the needs of adult learners within their community.



Guiding Principles

Goals and Outcomes in the Context of Strategic Planning

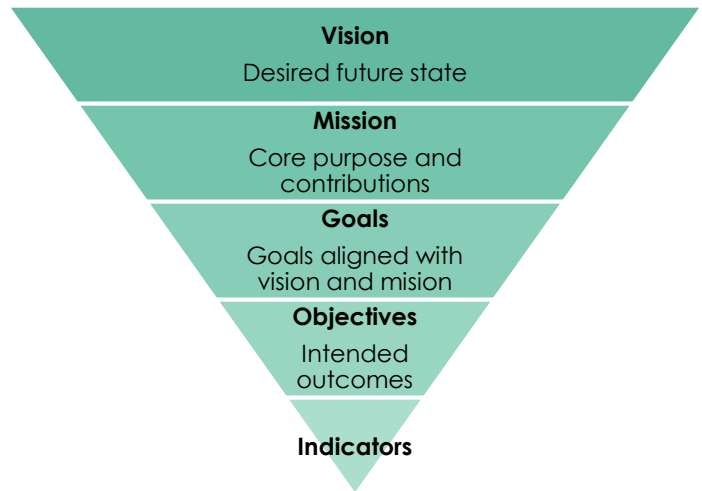
Organizational and program planning typically involve setting goals and objectives aligned with the organization's or program's vision and mission.¹ Goals are broad, long-range, related to mission, and not directly measurable whereas objectives are specific, short-range, related to intended impact, and directly measurable.² Metrics, often referred to as Key

¹ Goldman, C.A. and H. Salem. "Getting the Most Out of University Strategic Planning: Essential Guidance for Success and Obstacles to Avoid." RAND Corporation, 2015, p. 6. https://www.rand.org/content/dam/rand/pubs/perspectives/PE100/PE157/RAND_PE157.pdf

² "Annual Planning and Evaluation at NOVA." Northern Virginia Community College, May 2011. http://www.nvcc.edu/college-planning/_files/writingannualplanningreport.pdf

Performance Indicators (KPIs), allow organizations and programs to monitor progress toward established objectives and goals.

Relationship of Goals and Objectives to Strategic Planning



Goal Setting

The SMART goals paradigm enjoys broad support from management and planning professionals as an effective outcomes-oriented planning tool for both organizations and individuals. According to the framework, goals should be specific and measurable, challenging yet achievable, related to organizational or program priorities and areas of interest, and clearly establish a timeline for achievement.



Specific
(simple, sensible, significant)



Measurable
(meaningful, motivating)



Achievable
(acceptable, actionable, agreed, attainable)



Relevant
(realistic, reasonable, resourced, results-based)



Time-bound
(time-based, time limited, time/cost limited, timely, time-sensitive)

Typically, the acronym stands for Specific, Measurable, Achievable, Relevant, and Time-bound, though variations have emerged over time. SMARTER, for example, includes Evaluated and Reviewed as criteria for effective goal setting.

Performance Indicators

To measure progress toward achieving SMART goals and related objectives, organizations must select appropriate performance indicators (i.e., measurable). Broadly, effective indicators should be:³

- **Easily understood:** The measurement data is easy to understand and to compare with other data.
- **Controllable:** The individual/group must be able to influence the variable or attribute being measured.
- **Complete:** The measurement addresses all elements of the goal; it represents the numerical and qualitative portion of the successful outcome.
- **Cost-manageable:** The method of collecting measurement data should be affordable in terms of both time and financial resources.
- **Responsive:** Measurement data should be available within a time frame that allows for adjustment in the work plan if necessary.

As noted above, complete indicators will include both quantitative and qualitative measurements to accurately assess all aspects of a particular goal.⁴

Types of Indicators

Quantitative	Qualitative
<ul style="list-style-type: none"> • Number • Percentage • Time • Cost • Speed 	<ul style="list-style-type: none"> • Yes/No • Complete/ Incomplete

Source: RAND Corporation

³ Bulleted text reproduced verbatim from source: "Goal Setting: A Fresh Perspective." Oracle, June 2012, p. 12.

<http://www.oracle.com/us/%20media1/goal-setting-fresh-perspective-ee-1679275.pdf>

⁴ Ibid., p. 11.

Collaboration

The successful planning, implementation, and evaluation of strategic planning goals requires participation from diverse stakeholders. Indeed, a lack of faculty, staff, or other key stakeholder "buy-in" is one of the most common barriers to achieving a program's stated objectives. Institutions "will typically need to invest in strengthening the participation and capacity of planners and implementers."⁵



To ensure buy-in from key stakeholders, strategic planning experts recommend developing an "engagement plan."⁶ An effective engagement plan establishes guidelines for who participates in each phase of the planning, implementation, and evaluation process as well as the expectations associated with their participation. Notably, in adult education programs "Program staff must accept the responsibility for helping adult learners achieve all core outcomes that they identify as their goals—not just achieving learning gains or passing the GED."⁷

Principles in Practice

Data and Accountability Requirements

Under federal legislation including the Adult Education and Family Literacy Act (AEFLA) and the Workforce Innovation and Opportunity Act (WIOA), states must collect and report accountability data for their adult education programs, including five "core indicators" to measure program effectiveness. Similarly, California requires AEBG recipients to collect and report certain core measures that are "effective, achievable, and aligned with related state and federal standards for occupational training and adult education programs."⁸ These measures include the total number of adults served by the consortium as well as the number of adults achieving the following milestones:⁹

⁵ Goldman, C.A. and H. Salem," Op. cit., p. 7.

⁶ Sanaghan, P. Collaborative Strategic Planning in Higher Education. National Association of College and University Business Officers, 2009.

⁷ Glass, D. "Goal Setting and Goal Getting in Adult Education Programs." CASAS National Summer Institute 2009, p. 11. <https://www2.casas.org/home/index.cfm?fuseaction=home.downloadFile&mapID=3132>

⁸ "AEBG Measures of Effectiveness." California Community Colleges Chancellor's Office.

<http://aebg.cccco.edu/portals/1/docs/2016%20AEBG%20Effectiveness%20Report.pdf>

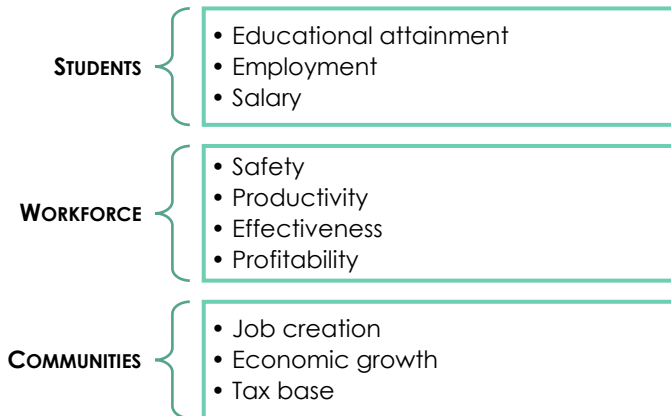
⁹ "Measuring Our Success: Data and Accountability Systems and Common Assessment in the California Adult Education Block Grant Program." California Department of Education and California Community Colleges Chancellor's Office, August 2017, pp. 17-21.

Sample Learner-Centered Goals and Objectives for Adult Education Programs

- Improved Literacy and Basic Skills
- High School Diplomas or Recognized Equivalents
- Postsecondary Certificates, Degrees, or Training
- Placement into Jobs
- Improved Wages
- Transition to Postsecondary

Common Goals and Indicators for Adult Education Programs

While the AEBG Data and Accountability System will provide for a uniform, common dataset among all programs, many consortia and programs will begin or continue to collect additional datasets based on their program goals, needs, and unique adult learner populations. Goals for adult education programs often relate to outcomes for students, local workforce, or the broader community.



Source: Business Roundtable¹⁰

In the context of adult education programs, many professional organizations and topic experts suggest that goals and objectives should be **learner-centered**. In other words, goals should measure a learner's progress toward key objectives.

http://aebg.cccc.edu/Portals/1/docs/AEBG%20Reports/AEBGDatAccountabilityLegReport_Aug2017.pdf

¹⁰ "Counting the Hidden Assets: First Steps in Assessing the Impact of Community College Noncredit Education Programs on the Workforce and Local Economy." Business Roundtable, December 2009, p. 6.

<https://ccrc.tc.columbia.edu/media/k2/attachments/noncredit-education-workforce-economies.pdf>

To Enter Employment

- By the end of Week 3, participant will have created an error-free resume and cover letter.
- By the end of Week 5, participant will have taken a career-interest inventory.
- By the end of Week 7, participant will have registered as a "job seeker" on [an employment] website.

To Enter Postsecondary Education or Training

- By the end of Week 2, participant will have taken a career-interest inventory.
- By the end of Week 5, participant will have completed the FAFSA.
- By the end of Week 6, participant will have identified a post-secondary institution to attend and satisfactorily completed an application for admissions.

Source: CASAS¹¹

The figure on the following page offers specific examples of adult education program goals and associated indicators to provide context for how the principles and guidelines discussed previously can be applied in practice.

¹¹ Figure text reproduced nearly verbatim from source: Glass, D., Op. cit., pp. 19-20.

Sample Adult Education Program Goals and Associated Performance Indicators

Goal	Associated Performance Indicator(s)
General Adult Education Program Goals	
Ensure that programs are relevant to the current and future needs of students, employers, and the state/region	<ul style="list-style-type: none"> • Student, alumni and employer survey results • Number of degree programs in targeted areas • Professional licensing exam pass rates • Job placement/education progression
Ensure access to all qualified adult learners, including diverse populations and nontraditional students	<ul style="list-style-type: none"> • Demographic data or ratios
Define the portion of the adult population to be served by the institution, and develop programs to encourage successful progression to degree among that targeted cohort	<ul style="list-style-type: none"> • Student attrition, retention, matriculation, persistence and degree completion rates, by type of student • Population by county, state and region in targeted age groups and educational levels
Enhance coordination with other state/regional governmental, educational and business entities	<ul style="list-style-type: none"> • Number of collaborative programs • Number of partner organizations
One hundred percent of students enrolled in AEFLA-funded programs will participate in career pathways activities that prepare them with the college and career planning, academic, and basic work force skills they will need to successfully transition into college and careers	<ul style="list-style-type: none"> • Prepare and disseminate a set of guidelines and requirements for career pathways plans to be submitted annually • Facilitate partnerships and implement projects at the state, regional, and local levels
Transition to Postsecondary	
Provide educational opportunities and services so that students are better prepared academically for post-secondary education	<ul style="list-style-type: none"> • Number of basic skills classes offered • Success rates for classes
Educational Attainment	
Provide adults with access to lifelong education	<ul style="list-style-type: none"> • Increase the number of adults who have at least one year of postsecondary training
Workforce Training and Education	
Identify and support state/regional workforce training needs	<ul style="list-style-type: none"> • Alumni and employer surveys • Number of participants placed in employment within the state/region
Provide adults with access to training and employment services	<ul style="list-style-type: none"> • Provide integrated and effective customer service without barriers associated with separate, individual programs

Source: National Association of College and University Business Officers¹²

¹² Figure text adapted nearly verbatim from sources: [1] "Goal and Metric Outline." National Association of College and University Business Officers. <http://www.nacubo.org/Images/RevisedGoalMetricOutlineforweb.pdf> [2] "Washington's Strategic Plan for Workforce Development." Washington State, p. 47. <http://www.wtb.wa.gov/Documents/HSHW2008Adult.pdf> [3] "Advancing Work Force Readiness: Adult Education and Literacy for 21st Century Virginia." Virginia Department of Education, 2015. http://www.doe.virginia.gov/instruction/adulted/adulted_strategic_plan.pdf

Strategies to Facilitate Collaboration and Engagement

To best facilitate collaboration and engagement organizations and programs should consider the relevance of broad and direct participation from various stakeholders such as:¹³

- ✓ Students
- ✓ Local program staff
- ✓ State-level personnel
- ✓ Partner agencies or organizations
- ✓ Workforce development organizations

Once key stakeholders have been identified, effective strategies based on experiences of community colleges and adult education program providers in California include:¹⁴

- Arrange **site visits** for faculty, staff, and program administrators of other adult education program locations throughout the consortium
- Host **community workshops** for experts and program administrators from throughout the adult education region “to provide input into [the] adult education plan.”
- **Incentivize participation** by communicating expectations, hosting monthly meetings or roundtables, organizing annual retreats, facilitating roundtables, offering coaching and other support and training, and developing new faculty and staff orientations.

¹³ “Information Sources and Strategies for Determining Needs: Key Stakeholders.” National Adult Education Professional Development Consortium.

http://naepdc.org/resource_library/program%20planning%20library/needs%20assessment/information%20sources%20and%20strategies/key_stakeholders.html

¹⁴ [1] “Practices with Promise: Relationship-Building Efforts Opens Door to Meaningful Collaboration, New School.” California Department of Education and California Community Colleges Chancellor’s Office.

http://aebgpracticeswithpromise.com/showcase_story.asp?id=1099

[2] “Practices with Promise: Consortium Hosts Community Workshops to Gather Valuable Input for Regional Plan.” California Department of Education and California Community Colleges Chancellor’s Office.

http://aebgpracticeswithpromise.com/showcase_story.asp?id=1070

[3] “Emerging Practices with Promise: Tri City Stakeholders Gather for Information, Input and Shared Insight.” California Department of Education and California Community Colleges Chancellor’s Office. <http://aebgpracticeswithpromise>

[4] Goldman, C.A. and H. Salem,” Op. cit., p. 12.

[5] Bashford, J. and D. Slater. “Assessing and Improving Student Outcomes: What We Are Learning at Miami Dade College.” Community College Research Center, January 2008, pp. 13-14.

Consider the need for **staff cross-training** so that differences in policies and practices among partner organizations do not pose barriers to program success.¹⁵

¹⁵ “Washington’s Strategic Plan for Workforce Development,” Op. cit., p. 65.

**CONSORTIUM DIRECTOR JOB DESCRIPTION
BARSTOW AREA CONSORTIUM FOR ADULT EDUCATION**

SUMMARY DESCRIPTION

Under the general direction of the President, Barstow Community College and/or designee, the Consortium Director, Barstow Area Consortium for Adult Education (BACAE) plans, organizes, directs, and coordinates functions and activities related to the implementation of the AB104 AEBG activities. The Consortium Director is the liaison between the Barstow Area Consortium for Adult Education and the State AEBG Office in Sacramento responsible for administering the consortium budget, compiling documentation required by the state and reporting all outcomes. In addition, the Consortium Director is responsible for working with both the California Community College Chancellor's Office (CCCCO) and the California Department of Education (CDE) who are working in partnership to implement the requirements outlined in AEBG.

REPRESENTATIVE DUTIES

1. Plans, directs, supervises, evaluates and manages the AB104 grant, providing coordination and support activities for the consortium's members and partners.
2. Communicates an informed understanding of the objectives and outcomes of the program to member districts and college administrators, faculty and staff, consortia members, and other program stakeholders.
3. Manages and provides leadership for the AB104 consortium, including the development of liaisons with adult schools, member school district offices, the county office of education, community service agencies and alternative educational settings.
4. Coordinates, schedules, and facilitates meetings for the Executive Committee comprised of the regional consortium member leadership for decision making and approval of AEBG State deliverables.
5. Provides leadership in the administration of the AB104 grant, including but not limited to guiding the consortium to address the AB104 objectives and develop comprehensive responses to the questions posed by the state to be submitted by the dates required in semiannual and final reports to the AB104 work group in coordination with the CCCCCO and the CDE.
6. Works with each member of the consortium that receives an allocation of funding for consortium projects to ensure funds are managed responsibly and reported to the State.
7. Represents all consortium members at local and State sponsored events in Sacramento and national conferences.
8. Works with the fiscal agent to process contracts with sub-grantees and vendors for payment of services in a timely manner abiding by all fiscal agent requirements.
9. Works with the fiscal agent accounting representative to have all expenditure reports certified to meet all state deadlines.
10. Supports and coordinates activities and projects between faculty and representatives of local adult education schools, continuation schools, regional occupational programs, and the local community for AEBG defined programs.

11. Maintains current knowledge of instructional theories and new technologies pertinent to assigned projects; learns and applies emerging technologies and advances (e.g., computer software applications) as necessary to perform duties in an efficient, organized, and timely manner.
12. Presents status reports, as requested, to high-level management including, but not limited to, the consortium member cabinets, member adult schools, the San Bernardino County Workforce Development Board (WDB), community organizations, and the San Bernardino County Office of Education.
13. Collects, quantifies and summarizes regional Student Data for state reporting for all members of the consortium.
14. Performs statistical analysis and summarizes findings in applicable reports and other communication mediums.
15. Works closely with State officials on the AEBG deliverables and participates in webinars hosted by the State AEBG office.
16. Develops and oversees marketing plans for the AEBG programs. Creates, oversees, and collaborates with advertising and marketing services to conduct needs assessments, enhance visibility of programs, and recruit students for adult education services.
17. Maintains and uses the regional website to promote consortium efforts in the development and expansion of adult education programs under the 5 AEBG Objectives and 7 AEBG program areas. In addition, uses social media accounts such as Facebook, Twitter and Instagram to promote AEBG consortium activity.
18. Maintains relationships with business, labor, industry, governmental agencies, and community organizations including the San Bernardino County WDB.
19. Manages staff, including training, daily operations, and ongoing performance evaluations across multiple agencies.
20. Conducts regular gap analysis, and reassigns resources to meet objectives of the consortium plan by working with consultants to standardize methods of data collection, curriculum alignment and/or program expansion.
21. Participates in/on a variety of meetings, committees, task forces, and/or other related groups to communicate information regarding services, programs, areas of opportunity, and/or other pertinent information as appropriate for all consortium members.
22. Involved in advisory committees and consultation on curriculum and program development for all consortium members that support comprehensive career pathways to post-secondary.

QUALIFICATIONS

The following generally describes the knowledge and ability required to enter the job and/or be learned within a short period of time in order to successfully perform the assigned duties.

Knowledge and Skills:

- The position requires knowledge of Adult Education including the theories, concepts, and prevailing practice in delivering adult education.
- Requires in-depth knowledge of the dynamics of a culturally and economically diverse community, its education and retraining needs.
- Requires knowledge of budget preparation, managing, and reporting.
- Requires knowledge of the Workforce Innovation and Opportunity Act and WASC Accreditation.

- Requires proficiency with computer skills including, but not limited to, word processing, spreadsheets, email, and databases.
- Requires knowledge of advertising and marketing methods and techniques.
- Requires knowledge of designing, developing, and implementing effective, integrated programs and services.
- Requires knowledge of personnel management, supervision, and evaluation.
- Requires well-developed oral and written language skills to prepare reports and professional correspondence.
- Requires well-developed human relations skills to conduct performance reviews, deliver presentations, and convey technical information to a variety of audiences.

Abilities:

- Requires the ability to plan, organize, and supervise programs and operations of the Adult Education Block Grant.
- Requires the ability to effectively manage resources.
- Requires the ability to prepare, manage, and report budgets, including grant reporting compliance.
- Requires the ability to learn, interpret, and apply State Education Code, Government Code, Title 5, and other federal and state regulations as related to the responsibilities of the position.
- Requires the ability to lead and direct the work of others to create a team atmosphere.
- Requires the ability to liaison and work closely with all relevant segments of the community, program staff, and administration in respect to promoting, furthering, continuing, and maintaining the program.
- Requires the ability to exhibit tact, courtesy, and patience in those relationships.
- Requires the ability to communicate effectively, both orally and in writing, while giving presentations, instructions, and explanations to individuals, and small or large groups notably when connecting to improve the skills of the community.
- Requires understanding of, sensitivity, and commitment to meeting the needs of the individuals from diverse academic, socioeconomic, cultural, disability and ethnic backgrounds.
- Requires the ability to work cooperatively and productively with internal and external constituencies.
- Requires the ability to advocate for collegiality, staff cohesiveness and the other core values of the institution.

Education and Experience Guidelines

Education/Training:

A Bachelor's degree from an accredited college or university.

Required Experience:

1. Experience in the administration of education programs, community organizations, government programs, or private industry.
2. Demonstrate a sensitivity to, and understanding of the diverse academic, socioeconomic, cultural, and ethnic backgrounds of community college students and personnel, including those with physical or learning disabilities.

Preferred Experience:

1. Master's degree from an accredited college or university.
2. Experience in the California Community College System and CDE - Adult Education.
3. Two (2) years of experience within the last four (4) years with direct oversight and coordination of a program with multiple partners from business, industry and/or education.

PHYSICAL DEMANDS AND WORKING ENVIRONMENT

The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential job functions.

Environment: Work is performed primarily in a standard office setting.

Physical: Primary functions require sufficient physical ability and mobility to work in an office setting; to stand or sit for prolonged periods of time; to occasionally stoop, bend, kneel, crouch, reach, and twist; to lift, carry, push, and/or pull light to moderate amounts of weight; to operate office equipment requiring repetitive hand movement and fine coordination including use of a computer keyboard; and to verbally communicate to exchange information.

Vision: See in the normal visual range with or without correction; vision sufficient to read computer screens and printed documents; and to operate assigned equipment.

Hearing: Hear in the normal audio range with or without correction.

Board Approved:

Range:

Consortium Annual Plan

INSTRUCTIONS: The form below has been partially completed based on information provided from your prior year's Consortium Annual Plan. Please carefully review and update each section. You may save your progress by clicking the **Save** button at the bottom of the page. As you coordinate with your member agencies to complete your annual plan, you are encouraged refer to the planning materials provided by the AEBG office located on the AEBG website here: <http://aebg.cccco.edu/For-AEBG-Grantees/Reporting-Tool-Kit> (<http://aebg.cccco.edu/For-AEBG-Grantees/Reporting-Tool-Kit>).

Click on the **Section 1: Plans & Goals** header to begin.

Section 1: Plans & Goals

Executive Summary

Please provide an Executive Summary of your consortium's implementation plan for the 2017– 18 Program Year. In your summary, please include a narrative justifying how the planned allocations are consistent with your three-year adult education plan, a clear and concise description of your consortium's vision, accomplishments made during the prior Program Year, and primary goals for the upcoming Program Year. (Limit: 500 words)

In keeping with the approach of Shared Leadership Strategies, the Barstow Area Consortium for Adult Education (BACAE) has kept the spirit of collaboration central in all decision making. The Regional Comprehensive Plan submitted in March 2015 serves as a foundational plan for the Consortium toward the realization of the vision and goals keeping in alignment with the county’s vision of working together to create regional stability among Adult Education providers.

BACAE is located in California’s High Desert, and covers mostly rural geography. The economic development plan of the county does not address the specific needs of the Consortium. Due to changes in leadership, BACAE did not submit an Annual Plan for the 2016-17 Program Year. With a renewed commitment to the AEBG initiative, this plan was developed to bring BACAE bank into alignment with AB 104 legislation, and move the adult programs in the region forward in a spirit of collaboration and partnership.

During the 2017-18 fiscal year, BACAE will primarily address gaps in service and seamless transitions. Additionally, the Consortium will deploy methods to support accelerated learning programs for students through academic pathways and/or career goals. The Consortium will work on building relationships with more community partners to leverage existing resources and reach the rural areas which make up most of the Consortium geography.

BACAE will offer professional development across the AEBG program areas includes training on the CCR Standards, Andragogical Methodologies of Instruction, Technology in the Adult Education Classroom, and WIOA/AEBG. Member Districts will encourage faculty and staff to attend regional, state and national conferences as a means of forming peer relations with other education professionals.

CASAS and TOPSpro will be adopted by all Member districts to standardize student assessment and data management. All members will engage in renewed efforts to increase transitions between programs and for successful matriculation at Barstow Community College. Additionally, BACAE will launch Distance Learning programs for adult learners in more remote areas of the Consortium to bring Adult Education services to those in need.

Lastly, BACAE Members will begin the process of WASC Accreditation and applying for WIOA funds. While this might not be possible for every Member, the BACAE Board commits to exploring options to increase the rigor and credibility of all programs across the Consortium.

Meeting Regional Needs

What are the primary gaps / needs in your region? How are you meeting the adult education need and identifying the gaps or deficit in your region? Please provide the reasons for the gap between the need in the region and the types and levels of adult education services currently being offered.

Gaps in service / regional needs	How do you know? What resources did you use to identify these gaps?	How will you measure effectiveness / progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress.
Expand the levels and frequency of ESL, ABE, HSD, HSE and College Transition courses across the region to increase measurable skill gains and transfer to Community College.	American Community Survey data, waiting lists, and enrollment data.	All Members will add course offerings and additional levels, and evaluate effectiveness via enrollment date and completions.
Increase the number of CTE courses leading to industry-recognized certifications across the region and incorporate integrated education and training into courses.	Labor Market Information supplied by the San Bernardino Workforce Development Board.	Select members will add CTE course offerings in high growth sectors.
Enhanced transition services for students moving between Adult Schools, College, and AJC services.	Low transition rate from adult schools to the community college.	Increased transfer rate of adult school graduates to Barstow Community College.

GAPS IN SERVICE

For 2017-18, what strategies are planned to incrementally increase capacity in identified gap areas and / or help maintain established levels of service (Must list at least one)?

Identify strategies planned to incrementally increase capacity in identified gap areas as well as those that help maintain established levels of service. Plans will have identified programming and service gaps including lack of providers, services, access, attainment, and/or performance. These might include, but are not limited to, working with other partners in the service area, developing or expanding programs and plans to assess the effectiveness of these expanded efforts.

BACAE Members will focus on adding NRS Level course offerings in both Adult Basic Education and English as a Second Language. BACAE Members will expand program offerings to include distance learning options for HSE/HSD and CTE courses (for example, ServSafe, Food Handler, Hospitality, Microsoft Office Suite, Business Communication, etc.). Additionally, Accuplacer Prep and Workplace Employability Skills courses will be added as curriculum offerings.

Member Districts will continue to support communities within their boundaries: Silver Valley (Dagget, Newberry Springs, Calico, Yermo, Ludlow); Baker (Kelso, Cima, Halloran Springs).

Barstow USD will explore the purchase or lease of a dedicated facility to hold adult education classes and serve as a regional HSE assessment center. Additionally, Barstow Adult School will be become a GED Testing Center and serve as a regional hub for assessments.

BACAE will embark on an aggressive marketing campaign (print, direct mailer, radio) to increase enrollment numbers, and share information about the services offered. A dedicated BACAE web site will be developed.

BACAE will explore distance learning options, including but not limited to live instruction via video conferencing, and adopt a Distance Learning Implementation Manual to reach more adult learners.

Seamless Transitions

Explain how consortium members and partners are integrating existing programs and services and creating seamless transitions into post-secondary education or the workforce. Please also identify key challenges faced and / or overcome during the 2016–17 Program Year in your efforts to transition students.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
No Data				

For 2017-18, what NEW strategies are planned to Integrate existing programs and create seamless transitions into postsecondary education or the workforce (Must list at least one)?

How will the Consortium align and connect existing and future adult education programs to postsecondary academic pathways and/or career pathways leading to employment? Activities should address how the Consortium will align placement tools, curriculum, assessment tools and rubrics, and student performance outcomes across delivery systems to ensure that student transition paths, both between providers and into postsecondary credit programs, are understood and supported across all systems.

BACAE Members will develop a common referral form for all AEBG participating agencies.

BACAE Members will fund and expand transition services to Barstow Community College through the hiring of a transition counselor.

BACAE Members will continue efforts to support and increase the level of transition of students between programs and into post-secondary programs at both the community colleges, through industry recognized certification programs and/or into the workforce.

Baker USD will add industry-recognized credentials to their course offerings to increase the transition from Adult School to the workplace.

Student Acceleration

Explain how your consortium members and partners have employed 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, post-secondary institutions, and career technical education.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
No Data				

For 2017-18, what strategies are planned to accelerate student progress (Must list at least one)?

Identify activities that you will implement and/or improve through using specific evidence-based strategies across the region, within and between systems where they currently don't exist, to accelerate student's progress. Common strategies include compressing courses into shorter, more intensive terms (accelerated), individualized instruction based on a student's competencies (competency-based), and putting basic skills content into the context of a student's goals and career path (contextualized).

BACAE Members will refer qualified candidates to a Mathematics Boot Camp, which will be offered at Barstow Community College using Alex Software, for remediation of student learning gaps that will lead to matriculation. This will address the 43% of students who do not meet entrance requirements on the Accuplacer.

BACAE Members will explore pilot programs to accelerate student progress through academic pathways, including but not limited to cohort models, colocation of services, concurrent enrollment, CTE IET programs (I-BEST), and academic boot camps.

BACAE will continue to provide Adult Basic Education services to military members and family at Fort Irwin. Program expansion will be explored to provide additional EFL-specific levels.

Shared Professional Development

Explain how your consortium has collaborated in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration, consortium alignment, and improve student outcomes.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
No Data				

For 2017-18, what NEW strategies are planned to provide shared professional development (Must list at least one)?

A critical element to ensuring the effective implementation of the Consortium’s plans to improve adult education programs are faculty and staff equipped with the skills, knowledge, and support needed to deliver high-quality instruction and use classroom support strategies that foster learner persistence and goal achievement. Significant and effective professional development will be required to build capacity within the existing systems to deliver this new vision for adult learning throughout the state.

BACAE Members will participate in Program Area Workgroups in the areas of: Transitions, CTE, ESL, Basic Skills (ASE, ABE, HSD, GED), Data Collection/Analysis, Adults with Disabilities. The goal is to keep Members informed, monitor individual site progress on strategy implementation, provide feedback, and refine ongoing work plans. Workgroups will include administrators, teachers, counselors, classified staff, new staff, industry professionals and WIB staff (as needed). Meetings will take place regularly (but no less than once per semester), with minutes shared to all Members and Partners.

BACAE Members will provide in-house professional development trainings in the relevant AEBG program areas.

BACAE Members will send administration and staff to national, state and regional professional development conferences and seminars including, but not limited to: COABE, CCAE, ISTE, ACTE, CASAS, TESOL.

BACAE Members will take advantage of regional professional development opportunities offered by neighboring consortia.

Leveraging Resources

See the attached adult education fiscal resources table on your consortium fact sheet. Explain how your consortium is leveraging and braiding these funds sources including those provided by consortium members and partners, incorporating existing regional structures, and reaching out to stakeholders and partners for participation and input.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type “None”	What state support would be most helpful to fully implement this strategy?
No Data				

For 2017-18, what NEW strategies are planned to leverage existing regional structures, including, but not limited to, with local workforce investment areas (Must list at least one)?

Identify strategies planned to leverage existing regional structures and utilization of resources, including leverage existing assets or structures to benefit the adult learners in the region. These assets or structures might include, for example, contributions from or collaborations with local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, and county libraries.

BACAE Members will work with the San Bernardino Workforce Development Board, and local partners such as the Teamsters Union, Best Opportunities and the Chamber of Commerce, to expand services leading to jobs in high growth sectors through the AEBG Program Areas. Special focus will be on existing Member locations, with the goal of expanding to more remote and rural areas during the 2017-18 program year.

BACAE will utilize the services of outside consultants to fully maximize the services provided to Member districts and to guide AEBG implementation.

BACAE will explore providing Adult Education services in locations such as public libraries, community centers, etc. as a means of reaching a larger geographic imprint of the Community College District.

Section 2: Fiscal Management

Please provide an update on your AEBG fiscal spending. In the table below, identify the total MOE & Non-MOE funding spent or encumbered for the 2015-16 and 2016-17 program years.

Program Year	Total AEBG Funding	Total Spent	Total Funds Remaining
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2015-16 Program Year	Total AEBG	Total Spent	Total Funds
2016-17	\$860,324	\$0	\$860,324
Total	\$1,697,632	\$427,594	\$1,270,038

Please identify challenges faced related to spending or encumbering AEBG funding.

1. Inconsistent leadership at the Consortium level.
2. Funding life span of 18-months.

Please describe your approach to incorporating remaining funds from 2015-16 and 2016-17 into activities planned for 2017-18. (Limit: 250 words)

1. Increase curriculum resources and delivery techniques.
2. Add/upgrade technology to existing classrooms.
3. Outfit new classrooms with furniture, equipment, and technology.
4. Purchase equipment for new CTE course offerings.
5. Professional Development (Travel to Regional, State, National Conference)
6. College Transition Counselor
7. Consultant Services
8. Silver Valley Allocation
9. Baker Valley Allocation
10. BUSD New GED Testing Center/Location - Outfitting (50%)

Section 3: Certification and Submission


As a condition of receiving AEBG funds, each Consortium must confirm they have read, understand, and agree to adhere to the measures put forth in the 2017-18 AEBG General Assurances Document.

Failure to meet the requirements listed in the 2017-18 AEBG General Assurances Document may result in a determination of non-compliance and lead to partial or complete loss of Consortium and / or Member funding.

Certification (Required)

- I hereby certify that the Consortium operates in a manner consistent with all legislative mandates, Consortium, and Member requirements as set forth in the by the AEBG Office and the AEBG 2017-18 Program Assurances Document.
- I hereby certify a) the information contained in this report is true and accurate to the best of my knowledge, b) that this Annual Plan has been approved following established Consortium governance policies, and c) that I am an official representative of the Consortium authorized to submit this Annual Plan on its behalf.

Signature (Required)



[reset](#)



Topic 1 – Gaps in Service	<p>Identify one Gap in Service that BACAE should address.</p>	<p>Group Discussion:</p> <ul style="list-style-type: none"> - BCC to provide ESL at BUSD, on-site (will discuss which of the 6 levels to provide) - BCC to develop ESL Math course - BCC to develop ESL Computers/Technology course - Personal outreach to CBOs/FBOs - Face-to-Face outreach at community events - Lack of follow-up by BUSD staff / waiting list / rejecting students - Set up a kiosk at community events - Offer entrepreneurship courses / Basic IT skills so people can work from home / Gig Economy - Develop a proxy hour policy for credit recovery programs - Provide certification in child care and provision of child care services - Make Plato the distance learning platform for HSD - Provide diagnostic and accommodation services for Special Needs students - Offer short-term certification programs of study (Serv-Safe, Restaurant Management, International Housekeepers Association, Medical Assisting / Front Office, Food Handler, Soft Skills) - Host a community fair - Provide evening college tutors for K-12 students, while their parents are in GED/ESL classes
	<p>Name one Strategic Goal and Expected Outcome identified by your team.</p>	<p>Individual Input:</p> <ul style="list-style-type: none"> - Reach and identify more ESL learners in the community - Citizenship - Industry recognized certificates - Focus on student retention and adapt class time to meet the needs of students - Address the needs of adults with disabilities - Aggressive marketing - Get the adult school open! - Offer basic technology / computer training - Services and accommodations for adults with disabilities
Topic 2 – Seamless Transitions	<p>Identify one Seamless Transition strategy NOT used by BACAE.</p>	<p>Group Discussion:</p> <ul style="list-style-type: none"> - Co-enrollment - Provide services for resume writing, internships, OJT, job shadowing - Address generational welfare crisis - Engage more with the Chamber of Commerce - BUSD (Jon) to share enrollment form - Address the “lack of desire to graduate” issue / welfare - Work closer with WDB on medical, teaching, and rail road careers - Offer more mock interviews to adult students
	<p>Name one Strategic Goal and Expected Outcome identified by your team.</p>	<p>Individual Input:</p> <ul style="list-style-type: none"> - Create a flowchart of “Who Does What” and “Where To Go” as a resource for students and teachers - Address the lack of understanding related to services available - Create more career training through community partnerships - Focus on students transitioning from High School Diploma to Work

Topic 3 – Student Acceleration	Identify one Student Acceleration strategy NOT used by BACAE.	Group Discussion: <ul style="list-style-type: none"> - Create VESL classes for specific industries (Nursing?) - Develop GED courses for Industry focus - Offer more co-taught course offerings across the consortium
	Name one Strategic Goal and Expected Outcome identified by your team.	Individual Input: <ul style="list-style-type: none"> - Pilot a program for co-teaching a contextualized course - Utilize Plato for distance learning credit recovery - Create a math boot camp - Utilize bilingual classrooms
Topic 4 – Shared Professional Development	Identify two PD topics needed by BACAE.	Group Discussion: <ul style="list-style-type: none"> - How to work with, and provide accommodation to, adults with disabilities - Differentiated instruction - How to teach reading, writing, business writing - ERWC with Cal State - Acceleration Models
	Name one Strategic Goal and Expected Outcome identified by your team.	Individual Input: <ul style="list-style-type: none"> - How to teach citizenship - More training on CASAS ESL / placement - Literacy instruction - How to utilize a K-12 IEP for adults with disabilities - How to work with para-educators in academic areas - Technology training
Topic 5 – Leveraging Resources	Identify one Local Resource not leveraged by BACAE.	Group Discussion: <ul style="list-style-type: none"> - Work with local churches - Work more with local libraries: check out mifi and tablets? - Co-locate adult education services at K-12 sites
	Name one Strategic Goal and Expected Outcome identified by your team.	Individual Input: <ul style="list-style-type: none"> - Create partnerships for childcare



BACAE Board Meeting – Annual Plan Session

April 26, 2018

Program Area 1 – ABE / HSE / HSD	How does BACAE excel in the area?	
	Name one Strategic Goal and Expected Outcome to enhance this program area.	
Program Area 2 – Citizenship / ESL	How does BACAE excel in the area?	
	Name one Strategic Goal and Expected Outcome to enhance this program area.	
Program Area 3 – Workforce Entry	How does BACAE excel in the area?	
	Name one Strategic Goal and Expected Outcome to enhance this program area.	
Program Area 4 – Adults Tutoring K-12 Students	How does BACAE excel in the area?	
	Name one Strategic Goal and Expected Outcome to enhance this program area.	
Program Area 5 – Adults with Disabilities	How does BACAE excel in the area?	
	Name one Strategic Goal and Expected Outcome to enhance this program area.	
Program Area 6 – CTE	How does BACAE excel in the area?	
	Name one Strategic Goal and Expected Outcome to enhance this program area.	
Program Area 7 – Pre-Apprenticeship	How does BACAE excel in the area?	
	Name one Strategic Goal and Expected Outcome to enhance this program area.	