

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)



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