



Barstow Area Consortium for Adult Education
 Board **MINUTES**
 Barstow Community College, Administration Conference Room
 Thursday, October 24, 2019 (2:00 p.m. – 4:00 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 erivera@barstow.edu at least two days before the meeting date.

Call to Order: 2:03 p.m.

Attending:	Voting Member	Voting Member	Attendee
Baker Valley	<input checked="" type="checkbox"/> Ronda Tremblay	<input type="checkbox"/> Eric Huynh	<input type="checkbox"/>
Barstow CC	<input checked="" type="checkbox"/> Eva Bagg	<input type="checkbox"/> Karen Kane	<input checked="" type="checkbox"/> Pattie Alaimalo
			<input checked="" type="checkbox"/> Terri Walker
			<input checked="" type="checkbox"/> Dave Clausen
Barstow AS	<input checked="" type="checkbox"/> Scott Godfrey	<input type="checkbox"/> Jeff Malan	<input type="checkbox"/> Carrie O’Neal
Silver Valley	<input checked="" type="checkbox"/> Jeff Youskievicz	<input type="checkbox"/> Michael Cox	<input type="checkbox"/>
Consortium Staff	<input checked="" type="checkbox"/> Elena Rivera		

1. ¹Approval of Minutes – August 15, 2019
 Motion to approve by J. Youskievicz; 2nd by S. Godfrey Unanimously Approved

- ²Approval of Minutes – September 26, 2019
 Motion to approve by J. Youskievicz; 2nd by R. Tremblay Unanimously Approved

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.

3. Closed Session – None Requested

4. Consortium Director’s Report

- 4.1 Guest Presentation
 - Stephanie Houston, Ed.D., Assistant Superintendent Innovation & Engagement Branch, San Bernardino County Superintendent of Schools
 - New to County Office of Education, but not new to San Bernardino; 25 years at CRY-ROP
 - Adult Education is hosted by CRY-ROP in Redlands
 - Trustee for the San Bernardino Community College District
 - County Office of Education is very interested in offering services that might be needed in the Barstow Region
 - COE Branch is new, but includes some long existing structures: Child Welfare, Homeless Youth, CTE, ROP, Business Engagement, Foster Youth, Alliance for Education, Wellness; Works with Department of Health, Behavioral Health; Works with MDEP (Matt Wells); Student Events
 - Adult Education is relevant to the Branch due to CTE, ROP, Business pieces for engagement

- Making the rounds to the 5 consortia in SB County; would like to engage as needed on shared initiatives
- E. Bagg asked if BCC could host a design challenge for students under the “Events” department of the Branch. S. Houston noted support for ~125 events, and is happy to share information.
- Web site contains information under “Innovation and Engagement”

4.2 a. CAEP Deadlines - Upcoming

October 2019

Oct 30: 2019/20 Member Program Year Budget and Work Plan certified by Consortia in NOVA

Oct 31: Student data due in TOPSPro (Q1)

- E. Rivera announced her new role as Director of Adult Education for Barstow Community College

December 2019

Dec 1: 2017/18 and 2018/19 and 2019/20 Member Expense Report due in Nova (Q1)

Dec 1: July 1, 2018 to June 30, 2019 Instructional Hours and Expenses by Program Area due (actuals) in NOVA and certified by Consortium

Dec 31: 2017/18 and 2018/19 and 2019/20 Member Expense Report certified by Consortia in NOVA (Q1)

Dec 31: End of Q2

January 2020

Jan 31: Student Data due in TOPSPro (Q2)

b. Community Stakeholder Summit – Report Out

- October 23, 2019: 2:00-4:00 pm @ BCC’s PAC
- Great attendance and turnout; positive feedback; 2 hours of discussion
- Child care and transportation remain key issues in the greater community
- E. Bagg noted that the variety of participants was strong; City Council, Non-Profits, and Member Agencies provided a great array of input; Always good to review the strategies in the Annual Plan.
- E. Rivera is exploring having computers at a local non-profit to provide instruction via proxy hours for enrollment. Would be a requirement for participants to live in the facility.
- S. Godfrey noted that word of mouth and face-to-face communication is key to adult learners; Focusing on the “Field of Dreams” model of building it and they will come; Looking to expand access via flexible hours; new voices in the room.
- WIOA Application for Consortium: RFA to be released in November, application due in January; Will be added to November BACAE Agenda as an Action Item.

c. CAEP Director’s Summit Sept. 27, 2019 - Sacramento, CA – Report Out

- CAEP Office Update
- PPT Shared with Board

d. SB County CAEP Directors’ Networking Meeting – Oct. 10, 2019 – Ontario – Report Out

- Data to Improve Performance
- State is focused on Student Persistence and Instructional Effectiveness

4.2 Member Program Update: BAS

- S. Godfrey: Enrollment of 256; GED Testing ongoing; Partnering with SBCOE on the 12 Powers of Family Business (5-week program)

- E. Rivera: BUSD hosted a citizenship workshop; Standing room only; 50% were current students/50% recruited to be new students; Working through language barriers
- 4.3 Member Program Update: BCC
 - E. Rivera: Michelle Colleoc (BCC Transition Counselor) hosted an open house at BAS on October 7 about transitioning to BCC; Next event to be at Silver Valley
 - E. Bagg: BCC is in a time of transition and very happy to have E. Rivera on board as Director of Adult Education (start date of November 1, 2019)
 - E. Bagg: BCC is starting programs for eCommerce Business; Establishing an Entrepreneurship Center
- 4.4 Member Program Update: BVUSD
 - R. Tremblay: Programs going well; Making referrals to partner agencies for GED
- 4.5 Member Program Update: SVUSD
 - J. Youskievicz: Strong enrollment; Developing local campaign to boost enrollment
- 4.6 Marketing & Social Media Update: Phoenix Design
 - S. Godfrey: BUSD now using Peach Jar to push information to the community
- 4.8 BCC Fiscal Agent Report: 2019-20
 - P. Alaimalo: Checks can be cashed; Oct and Nov checks to be sent this week; Confirmation that there will be two people entering data and certifying with E. Rivera in multiple roles; Confirmed that there will be two people involved in the process

5. Discussion Items – None

6. Action Items – None

7. Announcements

7.1 2019-20 BACAE Board Meeting Schedule (2:00 pm in BCC President’s Conference Room):

October 24, 2019	December 12, 2019
November 20, 2019	January 23, 2019

7.2 Upcoming Conferences

- | | | |
|--------------------------------|-----------------|-------------------------------|
| - CAEP Summit | Oct 29-30, 2019 | Anaheim, CA |
| - NCTN | Nov 11-13, 2019 | Boston, MA |
| - CAEP State Training | Nov 21, 2019 | San Bernardino Valley College |
| - CCAE Palm Springs Conference | Nov 22-23, 2019 | Palm Springs, CA |

7.3 BACAE Work Group Meetings

- a. November 14, 2019: 3:00-5:00 @ SVUSD
- b. January 9, 2020: 3:00-5:00 @ BCC
- c. March 12, 2020: 3:00-5:00 @ BUSD

8. Adjournment: 3:12 p.m.

- Motion by S. Godfrey; 2nd by R. Tremblay

California Adult Education Program Produced: Oct 29, 2019, 08:41 PM UTC Mitch Rosin

03 Barstow Area Consortium for Adult Education

Consortium Roll-up for 2019-20

Consortium Information

Consortium Name:

03 Barstow Area Consortium for Adult Education

Consortium Short Name:

03 Barstow

Address:

551 South Avenue H | Barstow, CA | 92311

Website:

<https://barstowaebg.org/>

Funding Channel 2019-20:

Fiscal Agent

CAEP Funds 2019-20:

\$926,679

CAEP Funds 2018-19:

\$897,423

CAEP Funds 2017-18:

\$860,324



Consortium Contacts

Responsibility	Name	Email	Title	Phone
Primary Contact	Mitch Rosin	mitch.rosin2@gmail.com		
Primary Contact	Patricia Alaimalo	pgranados@barstow.edu	Director of Fiscal Services	(760) 252-2411 ext: 7227
Primary Contact	Eva Bagg	ebagg@barstow.edu	Superintendent-President	(760) 252-2411
Primary Contact	Elena Rivera	erivera@barstow.edu	Director	(760) 252-2411 ext: 6703

Member Agency: Baker Valley Unified

Member Name:

Baker Valley Unified

Member Type:

Unified School District

Member Address:

72100 School House Lane | Baker, CA | 92309

Member Website:

<http://www.baker.k12.ca.us>

Member Allocations 2019-20:

\$64,348

Member Allocations 2018-19:

\$62,318

Member Allocations 2017-18:

\$62,318

Member Contacts

Responsibility	Name	Email	Title	Phone
Member Representative	Ronda Tremblay	ronda_tremblay@baker.k12.ca.us		(760) 733-4567
Member Representative	Eric Huynh	CBO@baker.k12.ca.us	Chief Business Officer	(760) 733-4567

Objectives

Gaps in Service: Strategies

1. Develop a Career Pathway and courses for entrepreneurship; Greater number of people opening and operating small businesses in the region; Establish a pilot course for entrepreneurship program.
 2. Educate the community about Consortium activities and roles resulting in a greater awareness of community organizations, and stronger partnerships; Hold Bi-Annual Community Stakeholder meetings.
 3. Expand and improve outreach and marketing to target identified populations in order to increase enrollment for all Member Districts through increased social media presence; Enhanced print marketing campaign; Ongoing radio PSAs.
 4. Increase student participation in work-based learning activities; Greater transition to the workforce and job promotion; Identify industry sectors interested in offering programs.
 5. Workplace /Contextualized ESL (VESL) courses resulting in increased program offerings and enrollment and the development of pilot programs in all Members Districts for contextualized ESL.
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Seamless Transitions: Strategies

1. Create short-term CTE programs to support Adult Schools students transitioning to the College; Create curriculum to support career exploration; and the College Guided Pathways Implementation of two career pathways.
 2. Develop co-enrollment opportunities between Adult Schools and the College resulting in a greater transition of students to postsecondary, for credit programs and the implementation of two pathways aligned to college courses.
 3. Improve initial student data collection and ongoing data tracking through the collection of accurate Consortium data for State/Federal Reporting resulting in data-driven instruction and a 5% increase in the number of literacy gains in all CASAS-tested areas as measured via the DIR and MIS reports.
 4. Increases number of students who engage in classes for more than 12 hours resulting in higher performance outcomes across all Member Districts; Each Consortium Member will increase their respective student hours by 3%-5%.
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Student Acceleration: Strategies

1. Improve information available to students about career pathways, career opportunities, and alignment between course offerings at the adult schools and the community college through the development of a Student Handbook; Course Catalogue; and conducting a study to determine community needs for Career Pathways.
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Shared Professional Development: Strategies

1. Develop an ongoing professional development plan for all Members and Partners. Develop a deeper and broader understanding of how Adult Education services are funded, structured, delivered, and evaluated in California and across the US to better align service delivery with community needs. The BACAE Board and Member District Faculty/Staff will attend regional, state and national conferences and convenings; Information gathered will be used to provide ongoing internal professional development.
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Leveraging Resources: Strategies

1. Engage with the Workforce Development Board across all Consortium communities. Develop policies and procedures for cross-agency referrals resulting in an increase in labor force participation; increased job promotions; increased wages.
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Budget Breakdown

Baker Valley Unified	1000 - Instructional Salaries	\$36,000
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Instructional teaching costs for fiscal year.

Baker Valley Unified	2000 - Non-Instructional Salaries	\$13,000
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Office/clerical, custodial, and technology support costs.

Baker Valley Unified	3000 - Employee Benefits	\$16,000
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Costs of benefits for teaching and support staff.

Baker Valley Unified	4000 - Supplies and Materials	\$10,000
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Costs for instructional materials and supplies to support new Hospitality course and replenish materials for existing courses offered.

Baker Valley Unified	5000 - Other Operating Expenses and Services	\$36,484
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Costs for facility, repairs, maintenance, and equipment use.

Baker Valley Unified	5000 - Other Operating Expenses and Services	\$10,000
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Expenses for staff training, conferences, and professional development.

Budget Totals

	Total Available Funds:	\$121,484
Baker Valley Unified	1000 - Instructional Salaries	\$36,000
Baker Valley Unified	2000 - Non-Instructional Salaries	\$13,000
Baker Valley Unified	3000 - Employee Benefits	\$16,000
Baker Valley Unified	4000 - Supplies and Materials	\$10,000
Baker Valley Unified	5000 - Other Operating Expenses ...	\$36,484
Baker Valley Unified	5000 - Other Operating Expenses ...	\$10,000
	Total Budget:	\$121,484
	Remaining Amount:	\$0
	Direct Costs Total:	\$121,484
	Indirect Costs Total:	\$0 (0.0% of Direct Costs Total)
	Consortium Fiscal/Admin Expens...	\$0

Member Agency: Barstow CCD

Member Name:

Barstow CCD

Member Type:

District

Member Address:**Member Website:**

No website on file

Member Allocations 2019-20:

\$308,455

Member Allocations 2018-19:

\$298,711

Member Allocations 2017-18:

\$261,612

Member Contacts

Responsibility	Name	Email	Title	Phone
Member Representative	Eva Bagg	ebagg@barstow.edu	Superintendent-President	(760) 252-2411
Member Representative	Karen Kane	kkane@barstow.edu	Vice President	(760) 252-2411 ext: 7224
Member Representative	Patricia Alaimalo	pgranados@barstow.edu	Director of Fiscal Services	(760) 252-2411 ext: 7227

Objectives**Gaps in Service: Strategies**

1. Basic Skills Courses resulting in increased program offerings and enrollment; Pilot programs for Basic Skills established by all Members.
2. Develop a Career Pathway and courses for entrepreneurship; Greater number of people opening and operating small businesses in the region; Establish a pilot course for entrepreneurship program.
3. Educate the community about Consortium activities and roles resulting in a greater awareness of community organizations, and stronger partnerships; Hold Bi-Annual Community Stakeholder meetings.
4. Expand and improve outreach and marketing to target identified populations in order to increase enrollment for all Member Districts through increased social media presence; Enhanced print marketing campaign; Ongoing radio PSAs.
5. Expand service hours and classes offered across all Member Districts; Increase number of classes offered; Greater student persistence resulting in faster and higher literacy gains; Better understanding of data-driven instruction.
6. Increase student participation in work-based learning activities; Greater transition to the workforce and job promotion; Identify industry sectors interested in offering programs.
7. Workplace /Contextualized ESL (VESL) courses resulting in increased program offerings and enrollment and the development of pilot programs in all Members Districts for contextualized ESL.

Seamless Transitions: Strategies

1. Create short-term CTE programs to support Adult Schools students transitioning to the College; Create curriculum to support career exploration; and the College Guided Pathways Implementation of two career pathways.
2. Develop co-enrollment opportunities between Adult Schools and the College resulting in a greater transition of students to postsecondary, for credit programs and the implementation of two pathways aligned to college courses.
3. Implement a transition plan for students with identified disabilities from the K-12 programs into Adult Education and the necessary processes and procedures between the Adult Education schools and the SELPAs of each Consortium Member through the implementation of processes and procedures for students.
4. Implement consortia-wide agreement for acceleration into college level courses using EFLs, CASAS scale scores and other multiple measures; develop a process for a seamless transition to postsecondary and an agreement on criteria for student enrollment and support.
5. Improve initial student data collection and ongoing data tracking through the collection of accurate Consortium data for State/Federal Reporting resulting in data-driven instruction and a 5% increase in the number of literacy gains in all CASAS-tested areas as measured via the DIR and MIS reports.
6. Increase completion in all programs and create a greater number of students transitioning to post-secondary programs and the workforce realized through a 5% increase in completion growth.
7. Increase number of pre and post-test pairs on CASAS tests; Narrow the gap between the state average and Member Districts on pre and post-test percentages on the DIR and MIS reports. Each Consortium Member will increase their respective pre and post-test score pairs by 3%-5%.
8. Increase number of ABE/ASE/ESL courses based on community need and enrollment demand; Increase number and flexibility of class scheduling (including more hours and weekends); Create greater student persistence and increased attainment of literacy gains through a better understanding of data usage.
9. Increase number of students who engage in classes for more than 12 hours resulting in higher performance outcomes across all Member Districts; Each Consortium Member will increase their respective student hours by 3%-5%.

Student Acceleration: Strategies

1. Create structures for work-life-study balance and support structures that helps people integrate work and life with the demands of studying through a pilot program for mentorship.
2. Improve information available to students about career pathways, career opportunities, and alignment between course offerings at the adult schools and the community college through the development of a Student Handbook; Course Catalogue; and conducting a study to determine community needs for Career Pathways.
3. Increase enrollment, graduation rates, and transitions to post-secondary and/or employment; increased performance outcomes resulting in a 5% increase in transitions validated through DIR and MIS reports.

Shared Professional Development: Strategies

1. Develop an ongoing professional development plan for all Members and Partners. Develop a deeper and broader understanding of how Adult Education services are funded, structured, delivered, and evaluated in California and across the US to better align service delivery with community needs. The BACAE Board and Member District Faculty/Staff will attend regional, state and national conferences and convenings; Information gathered will be used to provide ongoing internal professional development.
2. Program specific professional development will result in a greater depth of knowledge for adopted assessments, programs, and curricula; Andragogical Instructional Best Practices (differentiated instruction to meet varied learning styles) will result in an increased level of data-driven placement and instruction.

Leveraging Resources: Strategies

1. Create a Childcare Resource Guide for Parents to reduce the impact of the child care barrier on adult students. Convene a community stakeholder meeting to draft the framework of the Guide.

2. Leverage resources to serve more adult learners through a collective impact model. Develop a strategic plan to identify economies of scale across Member Districts resulting in the implementation of strategies to leverage existing resources.

Budget Breakdown

Barstow CCD	5000 - Other Operating Expenses and Services	\$30,000
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Costs of running BACAE, not including salary/benefits of Consortium Director.

Consortium Fiscal/Admin Expense

Barstow CCD	1000 - Instructional Salaries	\$200,000
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Salaries for director of program, consortium director and adult education faculty.

Barstow CCD	2000 - Non-Instructional Salaries	\$22,000
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Salary for program director and support staff.

Barstow CCD	3000 - Employee Benefits	\$65,000
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Employee benefits for all adult ed staff and faculty.

Barstow CCD	4000 - Supplies and Materials	\$30,000
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Costs for instructional and non-instructional supplies and reference materials.

Barstow CCD	5000 - Other Operating Expenses and Services	\$101,645
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Cost of operations, professional development for faculty and staff, contracted services, marketing, outreach, etc.

Barstow CCD	6000 - Capital Outlay	\$3,000
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Cost for computer and instructional equipment.

Barstow CCD	Indirect Costs	\$22,600
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Budget Totals

	Total Available Funds:	\$474,245
Barstow CCD	5000 - Other Operating Expenses ...	\$30,000
Barstow CCD	1000 - Instructional Salaries	\$200,000
Barstow CCD	2000 - Non-Instructional Salaries	\$22,000
Barstow CCD	3000 - Employee Benefits	\$65,000
Barstow CCD	4000 - Supplies and Materials	\$30,000
Barstow CCD	5000 - Other Operating Expenses ...	\$101,645
Barstow CCD	6000 - Capital Outlay	\$3,000
Barstow CCD	Indirect Costs	\$22,600
	Total Budget:	\$474,245
	Remaining Amount:	\$0
	Direct Costs Total:	\$451,645
	Indirect Costs Total:	\$22,600 (5.0% of Direct Costs Total)
	Consortium Fiscal/Admin Expens...	\$30,000

Member Agency: Barstow Unified

Member Name:

Barstow Unified

Member Type:

Unified School District

Member Address:

551 South Avenue H | Barstow, CA | 92311-2500

Member Website:

<http://www.barstow.k12.ca.us>

Member Allocations 2019-20:

\$345,507

Member Allocations 2018-19:

\$334,612

Member Allocations 2017-18:

\$334,612

Member Contacts

Responsibility	Name	Email	Title	Phone
Member Representative	Scott Godfrey	scott_godfrey@busdk12.com		(760) 255-6021
Member Representative	Candice Duffner	candice_duffner@busdk12.com		(760) 255-6012
Member Representative	Reyna Garcia	reyna_garcia@busdk12.com		
Member Representative	Carrie O'Neal	carrie_oneal@busdk12.com		

Objectives

Gaps in Service: Strategies

1. Basic Skills Courses resulting in increased program offerings and enrollment; Pilot programs for Basic Skills established by all Members.
2. Expand service hours and classes offered across all Member Districts; Increase number of classes offered; Greater student persistence resulting in faster and higher literacy gains; Better understanding of data-driven instruction.

Seamless Transitions: Strategies

1. Create short-term CTE programs to support Adult Schools students transitioning to the College; Create curriculum to support career exploration; and the College Guided Pathways Implementation of two career pathways.
2. Improve initial student data collection and ongoing data tracking through the collection of accurate Consortium data for State/Federal Reporting resulting in data-driven instruction and a 5% increase in the number of literacy gains in all CASAS-tested areas as measured via the DIR and MIS reports.
3. Increase completion in all programs and create a greater number of students transitioning to post-secondary programs and the workforce realized through a 5% increase in completion growth.
4. Increase number of pre and post-test pairs on CASAS tests; Narrow the gap between the state average and Member Districts on pre and post-test percentages on the DIR and MIS reports. Each Consortium Member will increase their respective pre and post-test score pairs by 3%-5%.
5. Increase number of ABE/ASE/ESL courses based on community need and enrollment demand; Increase number and flexibility of class scheduling (including more hours and weekends); Create greater student persistence and increased attainment of literacy gains through a better understanding of data usage.
6. Increases number of students who engage in classes for more than 12 hours resulting in higher performance outcomes across all Member Districts; Each Consortium Member will increase their respective student hours by 3%-5%.

Student Acceleration: Strategies

1. Increase enrollment, graduation rates, and transitions to post-secondary and/or employment; increased performance outcomes resulting in a 5% increase in transitions validated through DIR and MIS reports.

Shared Professional Development: Strategies

1. Program specific professional development will result in a greater depth of knowledge for adopted assessments, programs, and curricula; Andragogical Instructional Best Practices (differentiated instruction to meet varied learning styles) will result in an increased level of data-driven placement and instruction.

Leveraging Resources: Strategies

1. Engage with the Workforce Development Board across all Consortium communities. Develop policies and procedures for cross-agency referrals resulting in an increase in labor force participation; increased job promotions; increased wages.
2. Host an American Job Center representative at select Member sites. Career and job placement liaison. Establish an MOU with the Workforce Development Board.
3. Partner with the Workforce Development Board on developing an employability skills program, IET opportunities, and employer focused basic skills training. Identify areas for collaboration. Engage with regional employers, and sign MOUs, to identify programs that can be supported through BACAE and the Workforce Development Board.

Budget Breakdown

Barstow Unified	1000 - Instructional Salaries	\$116,057
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Costs of instructors for year.

Barstow Unified	2000 - Non-Instructional Salaries	\$50,000
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50% of Coordinator's salary.

Barstow Unified	2000 - Non-Instructional Salaries	\$37,000
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Office (70%) and custodial (60%) support.

Barstow Unified	3000 - Employee Benefits	\$60,000
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Benefits for certificated and support staff.

Barstow Unified	4000 - Supplies and Materials	\$12,000
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Costs for materials to support new courses and replenish materials for existing courses.

Barstow Unified	5000 - Other Operating Expenses and Services	\$44,000
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Costs for facility expenses, graduation, repairs/maintenance, copier agreement.

Barstow Unified	5000 - Other Operating Expenses and Services	\$10,000
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Expenses for staff to attend adult education conferences and professional meetings throughout the year.

Barstow Unified	Indirect Costs	\$16,450
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Budget Totals

	Total Available Funds:	\$345,507
Barstow Unified	1000 - Instructional Salaries	\$116,057
Barstow Unified	2000 - Non-Instructional Salaries	\$50,000
Barstow Unified	2000 - Non-Instructional Salaries	\$37,000
Barstow Unified	3000 - Employee Benefits	\$60,000
Barstow Unified	4000 - Supplies and Materials	\$12,000
Barstow Unified	5000 - Other Operating Expenses ...	\$44,000
Barstow Unified	5000 - Other Operating Expenses ...	\$10,000
Barstow Unified	Indirect Costs	\$16,450
	Total Budget:	\$345,507
	Remaining Amount:	\$0
	Direct Costs Total:	\$329,057
	Indirect Costs Total:	\$16,450 (5.0% of Direct Costs Total)
	Consortium Fiscal/Admin Expens...	\$0

Member Agency: Silver Valley Unified

Member Name:

Silver Valley Unified

Member Type:

Unified School District

Member Address:

35320 Daggett-Yermo Road | Yermo, CA | 92398-0847

Member Website:

<http://www.svusdk12.net>

Member Allocations 2019-20:

\$208,369

Member Allocations 2018-19:

\$201,782

Member Allocations 2017-18:

\$201,782

Member Contacts

Responsibility	Name	Email	Title	Phone
Member Representative	Jeff Youskievicz	jyouskievicz@svusdk12.net		(760) 254-2916
Member Representative	Michael Cox	mcox@svusdk12.net	Principal	(760) 338-9766

Objectives

Gaps in Service: Strategies

1. Basic Skills Courses resulting in increased program offerings and enrollment; Pilot programs for Basic Skills established by all Members.
2. Educate the community about Consortium activities and roles resulting in a greater awareness of community organizations, and stronger partnerships; Hold Bi-Annual Community Stakeholder meetings.
3. Expand and improve outreach and marketing to target identified populations in order to increase enrollment for all Member Districts through increased social media presence; Enhanced print marketing campaign; Ongoing radio PSAs.
4. Expand service hours and classes offered across all Member Districts; Increase number of classes offered; Greater student persistence resulting in faster and higher literacy gains; Better understanding of data-driven instruction.
5. Increase student participation in work-based learning activities; Greater transition to the workforce and job promotion; Identify industry sectors interested in offering programs.

Seamless Transitions: Strategies

1. Create a cadre of Adult Education ambassadors and implement a program of adult education ambassadors, especially in outlying places, who are trained on the options and pathways available in Adult Education; Conduct a needs assessment; Define the purpose and vision of the Ambassador program; Identify stakeholders.
2. Develop co-enrollment opportunities between Adult Schools and the College resulting in a greater transition of students to postsecondary, for credit programs and the implementation of two pathways aligned to college courses.
3. Implement a transition plan for students with identified disabilities from the K-12 programs into Adult Education and the necessary processes and procedures between the Adult Education schools and the SELPAs of each Consortium Member through the implementation of processes and procedures for students.
4. Implement consortia-wide agreement for acceleration into college level courses using EFLs, CASAS scale scores and other multiple measures; develop a process for a seamless transition to postsecondary and an agreement on criteria for student enrollment and support.
5. Improve initial student data collection and ongoing data tracking through the collection of accurate Consortium data for State/Federal Reporting resulting in data-driven instruction and a 5% increase in the number of literacy gains in all CASAS-tested areas as measured via the DIR and MIS reports.
6. Increase completion in all programs and create a greater number of students transitioning to post-secondary programs and the workforce realized through a 5% increase in completion growth.
7. Increase number of pre and post-test pairs on CASAS tests; Narrow the gap between the state average and Member Districts on pre and post-test percentages on the DIR and MIS reports. Each Consortium Member will increase their respective pre and post-test score pairs by 3%-5%.
8. Increase number of ABE/ASE/ESL courses based on community need and enrollment demand; Increase number and flexibility of class scheduling (including more hours and weekends); Create greater student persistence and increased attainment of literacy gains through a better understanding of data usage.
9. Increase number of students who engage in classes for more than 12 hours resulting in higher performance outcomes across all Member Districts; Each Consortium Member will increase their respective student hours by 3%-5%.

Student Acceleration: Strategies

1. Create structures for work-life-study balance and support structures that helps people integrate work and life with the demands of studying through a pilot program for mentorship.
2. Improve information available to students about career pathways, career opportunities, and alignment between course offerings at the adult schools and the community college through the development of a Student Handbook; Course Catalogue; and conducting a study to determine community needs for Career Pathways.
3. Increase enrollment, graduation rates, and transitions to post-secondary and/or employment; increased performance outcomes resulting in a 5% increase in transitions validated through DIR and MIS reports.

Shared Professional Development: Strategies

1. Develop an ongoing professional development plan for all Members and Partners. Develop a deeper and broader understanding of how Adult Education services are funded, structured, delivered, and evaluated in California and across the US to better align service delivery with community needs. The BACAE Board and Member District Faculty/Staff will attend regional, state and national conferences and convenings; Information gathered will be used to provide ongoing internal professional development.
2. Program specific professional development will result in a greater depth of knowledge for adopted assessments, programs, and curricula; Andragogical Instructional Best Practices (differentiated instruction to meet varied learning styles) will result in an increased level of data-driven placement and instruction.

Leveraging Resources: Strategies

1. Create a Childcare Resource Guide for Parents to reduce the impact of the child care barrier on adult students. Convene a community stakeholder meeting to draft the framework of the Guide.
2. Engage with the Workforce Development Board across all Consortium communities. Develop policies and procedures for cross-agency referrals resulting in an increase in labor force participation; increased job promotions; increased wages.
3. Host an American Job Center representative at select Member sites. Career and job placement liaison. Establish an MOU with the Workforce Development Board.
4. Identify transportation alternatives for adult students that will result in increased enrollment, program participation and decrease in barriers to academic programs. Identify funding through local transportation providers.
5. Leverage resources to serve more adult learners through a collective impact model. Develop a strategic plan to identify economies of scale across Member Districts resulting in the implementation of strategies to leverage existing resources.
6. Partner with the Workforce Development Board on developing an employability skills program, IET opportunities, and employer focused basic skills training. Identify areas for collaboration. Engage with regional employers, and sign MOUs, to identify programs that can be supported through BACAE and the Workforce Development Board.

Budget Breakdown

Silver Valley Unified	1000 - Instructional Salaries	\$17,170
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Certificated Salaries

Silver Valley Unified	2000 - Non-Instructional Salaries	\$15,973
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Classified Salaries

Silver Valley Unified	3000 - Employee Benefits	\$9,491
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Employee benefits

Silver Valley Unified	4000 - Supplies and Materials	\$15,000
Silver Valley Unified	5000 - Other Operating Expenses and Services	\$50,000
Computer Tech related services		
Silver Valley Unified	5000 - Other Operating Expenses and Services	\$73,000
Contracted Services		
Silver Valley Unified	6000 - Capital Outlay	\$87,395
Capital Improvements		
Silver Valley Unified	Indirect Costs	\$12,000

Budget Totals

	Total Available Funds:	\$280,029
Silver Valley Unified	1000 - Instructional Salaries	\$17,170
Silver Valley Unified	2000 - Non-Instructional Salaries	\$15,973
Silver Valley Unified	3000 - Employee Benefits	\$9,491
Silver Valley Unified	4000 - Supplies and Materials	\$15,000
Silver Valley Unified	5000 - Other Operating Expenses ...	\$50,000
Silver Valley Unified	5000 - Other Operating Expenses ...	\$73,000
Silver Valley Unified	6000 - Capital Outlay	\$87,395
Silver Valley Unified	Indirect Costs	\$12,000
	Total Budget:	\$280,029
	Remaining Amount:	\$0
	Direct Costs Total:	\$268,029
	Indirect Costs Total:	\$12,000 (4.48% of Direct Costs Total)
	Consortium Fiscal/Admin Expens...	\$0



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CAEP Data Integrity

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AEBGDI

Agency: 12168 - Barstow Community College District (BCCD)

Program Year: 2019-2020

Summary Information	
Students in the Services Section	106
Students not enrolled in the 7 CAEP programs	16
Marked Literacy Gains Outcome but did not have CAEP program	0
Marked HSD/HSE Outcome but did not have CAEP Program	0
Marked Post-Secondary Outcome for CAEP but did not have CAEP Program	0
Marked Employment Outcome but did not have CAEP Program	0
Marked Wages Outcome but did not have CAEP Program	0
Marked Transition Outcome but did not have CAEP Program	0
Students enrolled in the 7 CAEP programs	90
Students Concurrently Enrolled in High School/K12	0
Students eligible for Data Integrity	90

Item Description	Item Count	Item Percent
01 Missing Birthdate or outside 16-110	0	0.00 %
02 Less than 12 Hours of Instruction	90	100.00 %
02a Zero or Empty Hours of Instruction	90	100.00 %
02b Total hours between 1-11 hours	0	0.00 %
03 No Highest Year of School/Degree Earned	0	0.00 %
03a No Highest Year of School	0	0.00 %
03b No Highest Degree Earned	0	0.00 %
04 No Gender	0	0.00 %
05 No Race/Ethnicity	0	0.00 %
06 Total Reported Labor Force Status	90	100.00 %
06a Total 'Employed'	80	88.89 %
06b Total 'Employed with notice'	0	0.00 %
06c Total 'Unemployed'	9	10.00 %
06d Total 'Not in Labor Force'	1	1.11 %
06e Total missing Labor Force Status	0	0.00 %
08 No Pretest	57	63.33 %
09 No Post-Test	76	84.44 %
09a No Post-Test or HSE/HSD	76	84.44 %
09b No Post-Test and pretest below ASE High	76	84.44 %
10a Learners with a pre-/post-test pair	14	15.56 %
10b Learners with a pre-/post-test pair, but have not completed a level	11	12.22 %
11a Achieved Educational Functional Level Gain with pre- and post-testing	3	3.33 %
11b Achieved Educational Functional Level Gain with High School credits earned	0	0.00 %
11c Achieved Educational Functional Level Gain with Post-Secondary Outcome	0	0.00 %
12a Passed HSE	0	0.00 %
12b Passed HSE but instructional program not HSE	0	0.00 %
12c Passed HSE but Highest Degree Earned is HSE or higher	0	0.00 %
13a Earned HS diploma	0	0.00 %
13b Earned HS diploma but instructional program not HS diploma	0	0.00 %
15a Learners with 90-97 days between Dates of Service	0	0.00 %
15b Learners with 83-89 days between Dates of Service	0	0.00 %
16 Learners enrolled in Integrated Education and Training (IET)	0	0.00 %
17 No Primary Goal	0	0.00 %
18 No Secondary Goal	0	0.00 %
19 Learners with at least one Barrier to Employment	20	22.22 %
19a Learners with Multiple Barriers to Employment	20	22.22 %
19b Learners with No Barriers to Employment	70	77.78 %
20 Learners Co-enrolled in WIOA Titles I, III, or IV	0	0.00 %
21 Learners with a pretest in the conservative estimate range	1	1.11 %
22a Learners with a pre-/post-test pair but less than 40 hours of instruction	14	15.56 %
22b Learners without a pre-/post-test pair but more than 40 hours of instruction	0	0.00 %



CAEP Data Integrity

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AEBGDI

Agency: 12168 - Barstow Community College District (BCCD)

Program Year: 2019-2020

Item Description	Item Count	Item Percent
22c Learners without a pre-/post-test pair but more than 70 hours of instruction	0	0.00 %
23a Achieved CAEP Outcome for HSD/HSE	0	0.00 %
23b Marked HSD/HSE outcome but did not qualify for CAEP	0	0.00 %
24a Achieved CAEP Outcome for Post-Secondary	0	0.00 %
24b Marked Post-Secondary Outcome for CAEP but did not qualify for CAEP	0	0.00 %
25a Achieved CAEP Outcomes for Employment	0	0.00 %
25b Marked Employment Outcome but did not qualify for CAEP	0	0.00 %
26a Achieved CAEP Outcome for Increase Wages	0	0.00 %
26b Marked Wages Outcome but did not qualify for CAEP	0	0.00 %
27a Achieved CAEP Outcome for Transition to Post-Secondary	0	0.00 %
27b Marked Transition Outcome but did not qualify for CAEP	0	0.00 %

Criteria

Base container is: Agency 12168 - Barstow Community College District (BCCD)
 Interrogation mode is: 'Aggregated data'
 Instructional Program: Basic Skills (ABE), ESL/ELL, High School Diploma, HSE, Career and Technical Education (CTE), Workforce Preparation, Adults w/Disabilities, Pre-Apprenticeship, Adults supporting K12 student success
 Program year: Current program year
 Moved from BS to ESL: No
 Moved from HS/GED TO BS: No
 Aggregate Multiple Agencies: No
 Moved from HS/GED to ESL: No
 Include Prepared By: Yes
 Include Print Time: Yes
 Include Criteria Info: Yes
 Report Sort Order: Agency
 Include Address Information: No
 Report Style Option: Blue
 Agency Print Option: ID Name
 Student Print Option: NameID
 Student Name Format: LastFirstMiddle
 Warn if too many pages: Yes
 Show only last PoP: No
 Show only multiple PoPs: No
 Show only PoPs with MSG: No
 Show only PoPs with drop reasons: No
 Show only absent for: N/A
 Show Test Pairs: Completed Level
 CAEP Program Areas: ASE = HSD/HSE



CAEP Data Integrity

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AEBGDI

Agency: 9511 - Barstow Unified School District (BUSD)

Program Year: 2019-2020

Summary Information	
Students in the Services Section	191
Students not enrolled in the 7 CAEP programs	0
Marked Literacy Gains Outcome but did not have CAEP program	0
Marked HSD/HSE Outcome but did not have CAEP Program	0
Marked Post-Secondary Outcome for CAEP but did not have CAEP Program	0
Marked Employment Outcome but did not have CAEP Program	0
Marked Wages Outcome but did not have CAEP Program	0
Marked Transition Outcome but did not have CAEP Program	0
Students enrolled in the 7 CAEP programs	191
Students Concurrently Enrolled in High School/K12	0
Students eligible for Data Integrity	191

Item Description	Item Count	Item Percent
01 Missing Birthdate or outside 16-110	0	0.00 %
02 Less than 12 Hours of Instruction	101	52.88 %
02a Zero or Empty Hours of Instruction	39	20.42 %
02b Total hours between 1-11 hours	62	32.46 %
03 No Highest Year of School/Degree Earned	0	0.00 %
03a No Highest Year of School	0	0.00 %
03b No Highest Degree Earned	0	0.00 %
04 No Gender	0	0.00 %
05 No Race/Ethnicity	0	0.00 %
06 Total Reported Labor Force Status	164	85.86 %
06a Total 'Employed'	80	41.88 %
06b Total 'Employed with notice'	0	0.00 %
06c Total 'Unemployed'	69	36.13 %
06d Total 'Not in Labor Force'	15	7.85 %
06e Total missing Labor Force Status	27	14.14 %
08 No Pretest	4	2.09 %
09 No Post-Test	191	100.00 %
09a No Post-Test or HSE/HSD	191	100.00 %
09b No Post-Test and pretest below ASE High	182	95.29 %
10a Learners with a pre-/post-test pair	0	0.00 %
10b Learners with a pre-/post-test pair, but have not completed a level	0	0.00 %
11a Achieved Educational Functional Level Gain with pre- and post-testing	0	0.00 %
11b Achieved Educational Functional Level Gain with High School credits earned	0	0.00 %
11c Achieved Educational Functional Level Gain with Post-Secondary Outcome	0	0.00 %
12a Passed HSE	0	0.00 %
12b Passed HSE but instructional program not HSE	0	0.00 %
12c Passed HSE but Highest Degree Earned is HSE or higher	0	0.00 %
13a Earned HS diploma	0	0.00 %
13b Earned HS diploma but instructional program not HS diploma	0	0.00 %
15a Learners with 90-97 days between Dates of Service	0	0.00 %
15b Learners with 83-89 days between Dates of Service	0	0.00 %
16 Learners enrolled in Integrated Education and Training (IET)	0	0.00 %
17 No Primary Goal	0	0.00 %
18 No Secondary Goal	55	28.80 %
19 Learners with at least one Barrier to Employment	191	100.00 %
19a Learners with Multiple Barriers to Employment	85	44.50 %
19b Learners with No Barriers to Employment	0	0.00 %
20 Learners Co-enrolled in WIOA Titles I, III, or IV	2	1.05 %
21 Learners with a pretest in the conservative estimate range	11	5.76 %
22a Learners with a pre-/post-test pair but less than 40 hours of instruction	0	0.00 %
22b Learners without a pre-/post-test pair but more than 40 hours of instruction	37	19.37 %



CAEP Data Integrity

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AEBGDI

Agency: 9511 - Barstow Unified School District (BUSD)

Program Year: 2019-2020

Item Description	Item Count	Item Percent
22c Learners without a pre-/post-test pair but more than 70 hours of instruction	24	12.57 %
23a Achieved CAEP Outcome for HSD/HSE	0	0.00 %
23b Marked HSD/HSE outcome but did not qualify for CAEP	0	0.00 %
24a Achieved CAEP Outcome for Post-Secondary	0	0.00 %
24b Marked Post-Secondary Outcome for CAEP but did not qualify for CAEP	0	0.00 %
25a Achieved CAEP Outcomes for Employment	0	0.00 %
25b Marked Employment Outcome but did not qualify for CAEP	0	0.00 %
26a Achieved CAEP Outcome for Increase Wages	0	0.00 %
26b Marked Wages Outcome but did not qualify for CAEP	0	0.00 %
27a Achieved CAEP Outcome for Transition to Post-Secondary	0	0.00 %
27b Marked Transition Outcome but did not qualify for CAEP	0	0.00 %

Criteria

Base container is: Agency 9511 - Barstow Unified School District (BUSD)
 Interrogation mode is: 'Aggregated data'
 Instructional Program: Basic Skills (ABE), ESL/ELL, High School Diploma, HSE, Career and Technical Education (CTE), Workforce Preparation, Adults w/Disabilities, Pre-Apprenticeship, Adults supporting K12 student success
 Program year: Current program year
 Moved from BS to ESL: No
 Moved from HS/GED TO BS: No
 Aggregate Multiple Agencies: No
 Moved from HS/GED to ESL: No
 Include Prepared By: Yes
 Include Print Time: Yes
 Include Criteria Info: Yes
 Report Sort Order: Agency
 Include Address Information: No
 Report Style Option: Blue
 Agency Print Option: ID Name
 Student Print Option: NameID
 Student Name Format: LastFirstMiddle
 Warn if too many pages: Yes
 Show only last PoP: No
 Show only multiple PoPs: No
 Show only PoPs with MSG: No
 Show only PoPs with drop reasons: No
 Show only absent for: N/A
 Show Test Pairs: Completed Level
 CAEP Program Areas: ASE = HSD/HSE



CAEP Data Integrity

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AEBGDI

Agency: 1040 - Baker Valley Unified School District (BVUSD)

Program Year: 2019-2020

Summary Information	
Students in the Services Section	16
Students not enrolled in the 7 CAEP programs	0
Marked Literacy Gains Outcome but did not have CAEP program	0
Marked HSD/HSE Outcome but did not have CAEP Program	0
Marked Post-Secondary Outcome for CAEP but did not have CAEP Program	0
Marked Employment Outcome but did not have CAEP Program	0
Marked Wages Outcome but did not have CAEP Program	0
Marked Transition Outcome but did not have CAEP Program	0
Students enrolled in the 7 CAEP programs	16
Students Concurrently Enrolled in High School/K12	4
Students eligible for Data Integrity	12

Item Description	Item Count	Item Percent
01 Missing Birthdate or outside 16-110	0	0.00 %
02 Less than 12 Hours of Instruction	6	50.00 %
02a Zero or Empty Hours of Instruction	0	0.00 %
02b Total hours between 1-11 hours	6	50.00 %
03 No Highest Year of School/Degree Earned	6	50.00 %
03a No Highest Year of School	6	50.00 %
03b No Highest Degree Earned	3	25.00 %
04 No Gender	0	0.00 %
05 No Race/Ethnicity	0	0.00 %
06 Total Reported Labor Force Status	1	8.33 %
06a Total 'Employed'	1	8.33 %
06b Total 'Employed with notice'	0	0.00 %
06c Total 'Unemployed'	0	0.00 %
06d Total 'Not in Labor Force'	0	0.00 %
06e Total missing Labor Force Status	11	91.67 %
08 No Pretest	2	16.67 %
09 No Post-Test	9	75.00 %
09a No Post-Test or HSE/HSD	9	75.00 %
09b No Post-Test and pretest below ASE High	8	66.67 %
10a Learners with a pre-/post-test pair	3	25.00 %
10b Learners with a pre-/post-test pair, but have not completed a level	3	25.00 %
11a Achieved Educational Functional Level Gain with pre- and post-testing	0	0.00 %
11b Achieved Educational Functional Level Gain with High School credits earned	0	0.00 %
11c Achieved Educational Functional Level Gain with Post-Secondary Outcome	0	0.00 %
12a Passed HSE	0	0.00 %
12b Passed HSE but instructional program not HSE	0	0.00 %
12c Passed HSE but Highest Degree Earned is HSE or higher	0	0.00 %
13a Earned HS diploma	0	0.00 %
13b Earned HS diploma but instructional program not HS diploma	0	0.00 %
15a Learners with 90-97 days between Dates of Service	0	0.00 %
15b Learners with 83-89 days between Dates of Service	0	0.00 %
16 Learners enrolled in Integrated Education and Training (IET)	0	0.00 %
17 No Primary Goal	11	91.67 %
18 No Secondary Goal	11	91.67 %
19 Learners with at least one Barrier to Employment	0	0.00 %
19a Learners with Multiple Barriers to Employment	0	0.00 %
19b Learners with No Barriers to Employment	12	100.00 %
20 Learners Co-enrolled in WIOA Titles I, III, or IV	0	0.00 %
21 Learners with a pretest in the conservative estimate range	0	0.00 %
22a Learners with a pre-/post-test pair but less than 40 hours of instruction	0	0.00 %
22b Learners without a pre-/post-test pair but more than 40 hours of instruction	0	0.00 %



CAEP Data Integrity

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AEBGDI

Agency: 1040 - Baker Valley Unified School District (BVUSD)

Program Year: 2019-2020

Item Description	Item Count	Item Percent
22c Learners without a pre-/post-test pair but more than 70 hours of instruction	0	0.00 %
23a Achieved CAEP Outcome for HSD/HSE	0	0.00 %
23b Marked HSD/HSE outcome but did not qualify for CAEP	0	0.00 %
24a Achieved CAEP Outcome for Post-Secondary	0	0.00 %
24b Marked Post-Secondary Outcome for CAEP but did not qualify for CAEP	0	0.00 %
25a Achieved CAEP Outcomes for Employment	0	0.00 %
25b Marked Employment Outcome but did not qualify for CAEP	0	0.00 %
26a Achieved CAEP Outcome for Increase Wages	0	0.00 %
26b Marked Wages Outcome but did not qualify for CAEP	0	0.00 %
27a Achieved CAEP Outcome for Transition to Post-Secondary	0	0.00 %
27b Marked Transition Outcome but did not qualify for CAEP	0	0.00 %

Criteria

Base container is: Agency 1040 - Baker Valley Unified School District (BVUSD)
 Interrogation mode is: 'Aggregated data'
 Instructional Program: Basic Skills (ABE), ESL/ELL, High School Diploma, HSE, Career and Technical Education (CTE), Workforce Preparation, Adults w/Disabilities, Pre-Apprenticeship, Adults supporting K12 student success
 Program year: Current program year
 Moved from BS to ESL: No
 Moved from HS/GED TO BS: No
 Aggregate Multiple Agencies: No
 Moved from HS/GED to ESL: No
 Include Prepared By: Yes
 Include Print Time: Yes
 Include Criteria Info: Yes
 Report Sort Order: Agency
 Include Address Information: No
 Report Style Option: Blue
 Agency Print Option: ID Name
 Student Print Option: NameID
 Student Name Format: LastFirstMiddle
 Warn if too many pages: Yes
 Show only last PoP: No
 Show only multiple PoPs: No
 Show only PoPs with MSG: No
 Show only PoPs with drop reasons: No
 Show only absent for: N/A
 Show Test Pairs: Completed Level
 CAEP Program Areas: ASE = HSD/HSE



CAEP Data Integrity

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AEBGDI

Agency: 1012 - Silver Valley Unified School District (SVUSD)

Program Year: 2019-2020

Summary Information	
Students in the Services Section	31
Students not enrolled in the 7 CAEP programs	0
Marked Literacy Gains Outcome but did not have CAEP program	0
Marked HSD/HSE Outcome but did not have CAEP Program	0
Marked Post-Secondary Outcome for CAEP but did not have CAEP Program	0
Marked Employment Outcome but did not have CAEP Program	0
Marked Wages Outcome but did not have CAEP Program	0
Marked Transition Outcome but did not have CAEP Program	0
Students enrolled in the 7 CAEP programs	31
Students Concurrently Enrolled in High School/K12	4
Students eligible for Data Integrity	27

Item Description	Item Count	Item Percent
01 Missing Birthdate or outside 16-110	2	7.41 %
02 Less than 12 Hours of Instruction	12	44.44 %
02a Zero or Empty Hours of Instruction	1	3.70 %
02b Total hours between 1-11 hours	11	40.74 %
03 No Highest Year of School/Degree Earned	2	7.41 %
03a No Highest Year of School	1	3.70 %
03b No Highest Degree Earned	1	3.70 %
04 No Gender	0	0.00 %
05 No Race/Ethnicity	0	0.00 %
06 Total Reported Labor Force Status	25	92.59 %
06a Total 'Employed'	12	44.44 %
06b Total 'Employed with notice'	0	0.00 %
06c Total 'Unemployed'	11	40.74 %
06d Total 'Not in Labor Force'	2	7.41 %
06e Total missing Labor Force Status	2	7.41 %
08 No Pretest	1	3.70 %
09 No Post-Test	25	92.59 %
09a No Post-Test or HSE/HSD	25	92.59 %
09b No Post-Test and pretest below ASE High	24	88.89 %
10a Learners with a pre-/post-test pair	2	7.41 %
10b Learners with a pre-/post-test pair, but have not completed a level	2	7.41 %
11a Achieved Educational Functional Level Gain with pre- and post-testing	0	0.00 %
11b Achieved Educational Functional Level Gain with High School credits earned	0	0.00 %
11c Achieved Educational Functional Level Gain with Post-Secondary Outcome	0	0.00 %
12a Passed HSE	0	0.00 %
12b Passed HSE but instructional program not HSE	0	0.00 %
12c Passed HSE but Highest Degree Earned is HSE or higher	0	0.00 %
13a Earned HS diploma	0	0.00 %
13b Earned HS diploma but instructional program not HS diploma	0	0.00 %
15a Learners with 90-97 days between Dates of Service	0	0.00 %
15b Learners with 83-89 days between Dates of Service	0	0.00 %
16 Learners enrolled in Integrated Education and Training (IET)	0	0.00 %
17 No Primary Goal	1	3.70 %
18 No Secondary Goal	4	14.81 %
19 Learners with at least one Barrier to Employment	15	55.56 %
19a Learners with Multiple Barriers to Employment	15	55.56 %
19b Learners with No Barriers to Employment	12	44.44 %
20 Learners Co-enrolled in WIOA Titles I, III, or IV	0	0.00 %
21 Learners with a pretest in the conservative estimate range	3	11.11 %
22a Learners with a pre-/post-test pair but less than 40 hours of instruction	0	0.00 %
22b Learners without a pre-/post-test pair but more than 40 hours of instruction	4	14.81 %



CAEP Data Integrity

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AEBGDI

Agency: 1012 - Silver Valley Unified School District (SVUSD)

Program Year: 2019-2020

Item Description	Item Count	Item Percent
22c Learners without a pre-/post-test pair but more than 70 hours of instruction	1	3.70 %
23a Achieved CAEP Outcome for HSD/HSE	0	0.00 %
23b Marked HSD/HSE outcome but did not qualify for CAEP	0	0.00 %
24a Achieved CAEP Outcome for Post-Secondary	0	0.00 %
24b Marked Post-Secondary Outcome for CAEP but did not qualify for CAEP	0	0.00 %
25a Achieved CAEP Outcomes for Employment	0	0.00 %
25b Marked Employment Outcome but did not qualify for CAEP	0	0.00 %
26a Achieved CAEP Outcome for Increase Wages	0	0.00 %
26b Marked Wages Outcome but did not qualify for CAEP	0	0.00 %
27a Achieved CAEP Outcome for Transition to Post-Secondary	0	0.00 %
27b Marked Transition Outcome but did not qualify for CAEP	0	0.00 %

Criteria

Base container is: Agency 1012 - Silver Valley Unified School District (SVUSD)

Interrogation mode is: 'Aggregated data'

Instructional Program: Basic Skills (ABE), ESL/ELL, High School Diploma, HSE, Career and Technical Education (CTE), Workforce Preparation, Adults w/Disabilities, Pre-Apprenticeship, Adults supporting K12 student success

Program year: Current program year

Moved from BS to ESL: No

Moved from HS/GED TO BS: No

Aggregate Multiple Agencies: No

Moved from HS/GED to ESL: No

Include Prepared By: Yes

Include Print Time: Yes

Include Criteria Info: Yes

Report Sort Order: Agency

Include Address Information: No

Report Style Option: Blue

Agency Print Option: ID Name

Student Print Option: NameID

Student Name Format: LastFirstMiddle

Warn if too many pages: Yes

Show only last PoP: No

Show only multiple PoPs: No

Show only PoPs with MSG: No

Show only PoPs with drop reasons: No

Show only absent for: N/A

Show Test Pairs: Completed Level

CAEP Program Areas: ASE = HSD/HSE



Home / Finance & Grants / Funding

WIOA, Title II: AEFLA FAQs and Errata

Frequently asked questions and errata for the 2017-18 Workforce Innovation and Opportunity Act, Title II: Adult Education and Family Literacy Act Request for Applications.

Frequently Asked Questions

The Frequently Asked Questions (FAQs) below are based on inquiries to the Adult Education Office regarding the Request for Application (RFA) for the Workforce Innovation and Opportunity Act (WIOA), Title II: Adult Education and Family Literacy Act (AEFLA) Program. If you have additional questions, please submit them in writing to adulthoodeducation@cde.ca.gov by January 12, 2017.

A. Application Procedures

1. Why does the RFA include two submission due dates?

In order to ensure that applicants have adequate opportunity to address the extent to which their program demonstrates alignment between proposed activities and services and the strategy and goals of the approved Local Workforce Development Board (LWDB) plan under section 108, as well as the activities and services of the one-stop partners, the California Department of Education (CDE) has adopted a two-phase application process. Responses to considerations 1 through 13 can be developed while eligible agencies work in collaboration with the LWDB to develop the local plan. Consideration 14 can be addressed once the LWDB plans have been approved. Responses to considerations 1 through 13 are due on or before February 10, 2017. The response to consideration 14 is due on or before May 15, 2017.

2. We're not sure we are prepared to apply for this contract at this time but, for planning purposes, would like to know if/when the State is planning to send out another RFA in the future. Will the time between these RFAs exceed two years?

As stated in section I of the RFA, "This is an open competitive grant for the program year beginning July 1, 2017, through June 30, 2018. This will be followed by a re-application process in program years two and three, 2018–19 and 2019–20." The next open competition will be for the 2020–21 program year.

3. Do currently funded WIOA, Title II: AEFLA agencies need to reapply?

Yes. This an open competitive grant.

4. Will there be any training scheduled for applicants applying for the WIOA, Title II: AEFLA funds?

No. This Frequently Asked Questions Web page has been created to address questions about the grant and application process. Questions may be e-mailed to adulthoodeducation@cde.ca.gov until January 12, 2017.

5. Can individuals apply for this grant to get money to attend school?

No. The WIOA, Title II: AEFLA grant provides federal funds from the U.S. Department of Education through the California Department of Education to local organizations that have demonstrated effectiveness in providing adult education and literacy activities. For more information on the purpose, terms, and definitions of the WIOA, Title II: AEFLA grant, see sections II and III of the RFA.

For individuals seeking educational or career services, visit the Web page of [California Adult Education Provider Directory](#) and the Web page for [America's Job Center of California](#).

6. Will the online application require responses to the individual parts (A., B., C., etc.) or will responses to all parts be inputted into one text box as one response to the consideration?

On the online application, separate text boxes will be provided and must be filled for each question. Each question will earn an individual score.

7. We will be applying for 231 ABE/ASE programs. This is the first time we will be applying for this program. Since we were are currently a 231 ELA & EL Civics program recipient, will our new application include information from our previous performance from 231 ELA & EL Civics?

All applicants need to input all information, including measures of past effectiveness, regardless of whether or not they are currently funded WIOA, Title II: AEFLA agencies.

8. Throughout the application we will include information from our current programs and the new programs. In other words, it's one application for all programs, correct?

Yes. Applicants will submit a single application that addresses all program areas selected.

B. Collaborations through a Consortium or Coalition

1. Can agencies collaborate in applying for the WIOA, Title II: AEFLA grant?

Yes. Two or more agencies that are eligible and qualified to offer WIOA, Title II: AEFLA programs may apply as a coalition. Members within existing AEBG consortia or across consortia may choose to form a coalition. Agencies may not submit two applications, such as applying both as a single agency and as part of a consortium or coalition.

2. **Can an Adult Education Block Grant (AEBG) consortium apply for the WIOA, Title II: AEFLA grant?**

Yes. If all members of an AEBG consortium choose to apply as a group, then the consortium will become the designated WIOA, Title II: AEFLA agency. Fund distribution and deliverable submission will be the responsibility of the consortium's authorized representative. The authorized representative may be an existing fiscal agent or other member which the consortium agrees to designate. If a member of an AEBG consortium chooses not to participate or chooses to apply as a separate entity, then a new coalition of the remaining agencies may be formed with its own designated authorized representative.

3. **How will consortia and coalitions be funded and monitored for the WIOA, Title II: AEFLA grant?**

All consortia and coalitions will be funded and monitored as single entities with one name, one identification number, and one authorized representative. The authorized representative is responsible for fiscal, data, and programmatic reporting requirements and distribution of funds.

4. **If members of a consortium elect to submit an application as a consortium, and later want to submit as individual LEA's, can they change their designation? And what about the reverse: could an agency that elects to submit as an individual LEA and later decides that it would prefer to be a part of a consortium application change its designation?**

The applicant's governance structure will stay in place until the next competitive grant cycle. The CDE reserves the right to amend this policy, if necessary.

C. Integrated Education and Training

1. **We have a question about the Integrated Education and Training (IET) model and the 243 grant. Does a Vocational English as a Second Language (VESL) class qualify to be included as an integrated class under the 243 grant?**

Vocational English as a Second Language (VESL) is not defined in the WIOA, and VESL models have varied widely. Integrated Education and Training (IET) is a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement. For agencies to receive Integrated English Literacy and Civics Education funds under WIOA Section 243, students are required to be enrolled in both an English Language Acquisition (ELA) program and a career program. For more information on examples of WIOA 243 programs and IET models, see section IV of the RFA.

D. Funding

1. How do I calculate my projected funding?

Responding to Consideration 13: Projected Budget and Budget Narrative will give applicants an estimate of projected funding. However, since the actual grant award for successful applicants will be based on total funds available for the 2017–18 program year, the payment point values and multipliers used on the Projected Funding Calculator will be adjusted before grant awards are determined. For more information, see RFA section VIII: Grant Reimbursement.

2. What is the funding range for the WIOA, Title II: AEFLA Program?

The grant awards for the 2016–17 program year range from \$3,090 to \$13,699,967. For more information for the 2016-17 WIOA, Title II grant, see the Web page for [CDE Funding Results](#).

3. Is it allowable for AEFLA students to be participating in classes with non-AEFLA students, assuming that instructional time is funded through additional non-AEFLA funding streams? This assumes full compliance with the supplement, not supplant, federal guidance.

Yes. Allocation by percentage of cost to the WIOA, Title II: AEFLA program, equal to the percentage of students in the WIOA, Title II: AEFLA program, will ensure standing up to auditing.

4. For the 25% non-federal match, are volunteer hours, using the federal volunteer hour validation guidelines, permissible?

Yes. Volunteer hours are permissible for the non-federal match and would be considered “in-kind.”

5. Section 4-Program Fees states "*No fees of any kind may be collected from students for participation in WIOA, Title II: AEFLA programs.*" What about fees for High School Equivalency (HSE) testing? Are these allowable?

Fees may not be charged for HSE preparation. Actual test fees by the testing centers are allowable.

6. What about the purchase of books to use outside class? Are these allowable?

Students may purchase books at cost, but it cannot be required. If a textbook is used in class, students must also have a classroom set available. WIOA, Title II: AEFLA funds may be used to provide students books free of charge.

7. Are childcare fees allowable?

The purpose of providing childcare to WIOA, Title II: AEFLA students is to remove barriers for students to attend classes. A childcare fee would be counter to the intent of the WIOA. Please note that childcare is a fundable expense under the WIOA, Title II: AEFLA grant.

8. When students are co-enrolled in CTE programs in addition to literacy programs would the agency be able to collect fees for the CTE program?

Co-enrollment in a CTE program is a potential component of an Integrated Education and Training (IET) service delivery model. In this example, while fees may not be collected for participation in WIOA, Title II: AEFLA programs which provide the education and literacy activities in the IET model, fees may be collected for CTE classes which provide the workforce training in the IET model.

9. As directed, we will be using our payment points from 2015-16 from 231 ELA & EL Civics for 2017-18 FY, so the payment point calculator is helpful. However, we will be considered "Continuing applicants applying for new programs" for our new 231 ABE & ASE & 243 Integrated English Literacy and Civics Education. Will we be using projected enrollment from the current year (2016-17)?

New applicants and continuing applicants applying for new programs can use the Projected Funding Calculator to determine projected funding by entering the enrollment projected for the 2017–18 program year.

10. I am not sure I understand the calculator table, particularly the estimated funds for these sections (e.g., do we multiply the projected enrollment (X) Payment Point Multiplier (X) Reimbursement Payment Point Multiplier).

The Budget Calculator in the online application automatically multiplies the Projected Enrollment or 2015–16 Payment Points entered by the applicant by the appropriate multipliers to estimate Total Projected Funding.

11. We will determine the 2017–18 funds based on the Funding Calculator. My question is regarding the "non-federal sources." Is the application requesting only district funds as a match or would CDE like to get other non-federal sources such as our AEBG and non-credit Student Support Services Program? Funding from these programs goes toward ESL, ASE, and ABE programs.

Any and all non-federal funds obtained and used for WIOA, Title II: AEFLA programs should be entered.

E. Alignment

1. The RFA refers to the LWDB's Local Plan. Per our LWDB, the plan is not due until March 15, 2017. There is not a draft to refer to yet, so how would you recommend we address these sections?

Considerations 1–13 will be scored with the understanding that responses were developed while eligible providers worked in collaboration with the LWDB to develop the local plan. Consideration 14, which will be responded to once the LWDB plans have been approved, is the opportunity for applicants to speak to their alignment with the LWDB plan.

2. Is the narrative for “consideration 14” dependent on the outcome of the initial application that covers “considerations 1-13?”


Each answer to each question within each consideration is self-contained and is evaluated individually. The total score of all considerations determines the success of the grant. The readers will not score consideration 14 based upon narrative in considerations 1 through 13. They will also be instructed to not raise or lower a score based upon a previous answer.

- 3. The Needs Assessment, part A refers to the needs of the local geographic area defined in the LWDB regional plan. For our LWDB that would be the entire county. Are we supposed to base our needs assessment and WIOA application on the entire county needs instead of the needs of the local (much smaller) geographic area we serve?**

Consideration 1: Needs Assessment directs applicants to describe the regional needs and community demographics that have been identified in the local geographic area and service locations. Once the LWDB local plans have been approved, in completing consideration 14: Alignment with the LWDB Plan, applicants will have the opportunity to describe how the program will address the regional needs as identified in the LWDB plan.

- 4. If awarded, is an agency expected to allocate some portion of its "Direct Administrative Costs" (allowed up to 5% of total award) to the One-Stop Center?**

All one-stop partner programs must contribute to the infrastructure costs and certain additional costs of the one-stop delivery system based on their proportionate use, as required by 20 CFR 678.700 and 678.760, 34 CFR 361.700 and 361.760, and 34 CFR 463.700 and 463.760. A partner's contribution must be an allowable, reasonable, necessary, and allocable cost to the program, consistent with the Federal Cost Principles set forth in the Uniform Guidance.

For guidance regarding one-stop partner infrastructure costs, please see the Office of Career, Technical and Adult Education (OCTAE) Program Memorandum 17-3, Infrastructure Funding of the One-Stop Delivery System, located on the OCTAE Workforce Innovation and Opportunity Act Web page at <https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/octae-program-memo-17-3.pdf> .

F. Miscellanea

- 1. Will a data privacy form be provided for use as part of the registration process?**

Yes. A form or a template will be provided in the future.

- 2. Is there currently any mandate that requires an AEBG provider to participate in the WIOA, Title II: AEFLA grant? Is there discussion that might, in the near future, require an AEBG provider to participate in the WIOA, Title II: AEFLA grant?**

No.

Errata

The following are corrections to the Request for Applications (RFAs) for the Workforce Innovation and Opportunity Act (WIOA), Title II: Adult Education and Family Literacy Act (AEFLA) Program.

1. The first two bullet points on page 23 of the Microsoft Word document of the RFA should be aligned.
2. The first sentence of Appendix D: Scoring Rubric on page 61 of the Microsoft Word document of the RFA should read: “The fourteen considerations have a total maximum score of 540 points.”
3. The fourth bullet point on page 41 of the Microsoft Word document of the RFA should read: “**Applicants applying as a consortium or coalition:** Enter enrollment data in the projected enrollment column for members who are new agencies. Enter payment points earned for members who are existing WIOA, Title II: AEFLA agencies.”

Questions: Adult Education Office | adulthoodeducation@cde.ca.gov | 916-322-2175

Last Reviewed: Tuesday, June 4, 2019
