



Barstow Area Consortium for Adult Education
 Board **MINUTES**
 Barstow Community College, Administration Conference Room
 Thursday, December 12, 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: 2:02 p.m.

Attending:	Voting Member	Voting Member	Attendee
Baker Valley	<input 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
Barstow AS	<input checked="" type="checkbox"/> Scott Godfrey	<input type="checkbox"/> Jeff Malan	<input checked="" type="checkbox"/> Carrie O’Neal
Silver Valley	<input type="checkbox"/> Jeff Youskievicz	<input checked="" type="checkbox"/> Michael Cox	<input type="checkbox"/>
Consortium Staff	<input checked="" type="checkbox"/> Elena Rivera		

1. stApproval of Minutes – November 20, 2019
 Motion to approve by E. Bagg; 2nd by S. Godfrey Motion Carried Unanimously

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 a. CAEP Deadlines - Upcoming
 December 2019
 - Dec 1: 2017/18 and 2018/19 and 2019/20 Member Expense Report due in Nova (Q1) - **SUBMITTED**
 - Dec 1: July 1, 2018 to June 30, 2019 Instructional Hours and Expenses by Program Area due (actuals) in NOVA and certified by Consortium - **CERTIFIED**
 - Dec 31: 17/18 and 18/19 and 19/20 Member Expense Report certified by Consortia in NOVA (Q1)
 - Dec 31: End of Q2
 - January 2020
 - Jan 31: Student Data due in TOPSPro (Q2)
 - February 2020
 - Feb 28: Preliminary allocations for 2020-21 and 2021-22 released
 - March 2020
 - Mar 1: 17/18 and 18/19 and 19/20 Member Expense Report due in NOVA (Q2)
 - Mar 1: Close out of 17/18 Member Funds due in NOVA

Mar 31: 17/18 and 18/19 and 19/20 Member Expense Report certified by Consortia by NOVA (Q2)

Mar 31: Close out of 17/18 funds in NOVA certified by Consortia in NOVA

Mar 31: End of Q3

b. CAEP State Training – Report Out

- E. Rivera reported that Silver Valley, Barstow Unified, and BCC attended; Will invite Delfino to spend time on-site to help members with TOPSpro

c. CCAE Palm Springs Conference – Report Out

- E. Rivera attended with M. Coleoc; Lots is happening around the region that is not being done in Barstow; Expanding network for peer input

d. AE Google Summit 2019 – Report Out

- E. Rivera was not able to attend; No one else from BACAE attended

4.2 Member Program Update: BAS

- C. O’Neal: In last week of new enrollments; CASAS post-testing scheduled for week of December 16, 2019; Uncovered data error for 2018-19 graduates (13 were not reported at part of Q4 DIR); Will work to fix data reporting; January 6, 2020, scheduled for CASAS testing for 2nd semester; Starting “workforce readiness” curriculum

- S. Godfrey: Working on strategies to open school for more enrollment, students are not able to start classes in the middle of a semester should they leave, rather students must wait for the start of the next semester to start taking classes again; Looking at more open enrollment options

- E. Bagg is interested in workforce readiness curriculum; *Get Focused, Stay Focused* curriculum will be used at BUSD

4.3 Member Program Update: BCC

- E. Bagg reported that entrepreneurship/innovation was presented to the Board in November; Feasibility study underway for former JC Penny facility to be used as an innovation center

- E. Rivera reported that budget review is ongoing; CTE discussions underway to meet goals of BACAE Annual Plan; Discussions underway with TLSC for CASAS testing and ESL support; Meeting was held on December 11, 2019, with HDAJCC at Harvey House (on-site on Wednesdays) and opened discussion about opportunities to collaborate and partnership; Examples include space to share information with clients; Focus on trucking training, computer literacy, and GED completion; Goal is to be strong cross-referral partners

- E. Rivera is exploring using Aztec Software for college students in AB705 programs

4.4 Member Program Update: BVUSD

- No report

4.5 Member Program Update: SVUSD

- M. Cox reported that registration is increasing, but retention continues to be a challenge; Working to fill open lab, making phone calls to bring students back; CASAS is assisting with data collection in TOPSpro; Focus on DIR entry fields; CASAS Pre/Post testing ongoing; Increased interest in the GED from students as opposed to diploma completion

- 4.6 Marketing & Social Media Update: Phoenix Design
- Media Manager PowerPoint
 - E. Rivera reviewed the year-to-date information requested at the November 2019 BACAE Board Meeting; Start of 2nd semester information to be sent to Phoenix Design for posting; SVUSD to post citizenship program
 - S. Godfrey asked is a “subscribe” feature could be added to consortium web site; Request this feature to be added, in addition to a “News and Events”;
- 4.8 BCC Fiscal Agent Report: 2018-19
- P. Alaimalo reported that January invoices are submitted, with delivery of checks expected prior to the end of year
- 4.9 BACAE WIOA II Application Update
- M. Rosin walked the Board through the consortium Demonstration of Effectiveness (DOE) submission; DOE will be submitted by E. Rivera today

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):

January 23, 2020 – Mid-Year Review	February 20, 2020
March 12, 2020 – CFAD Review	April 16, 2020 – CFAD Vote
May 14, 2020	June 18, 2020 – Annual Plan Retreat

7.2 Upcoming Conferences

- | | | |
|--------------------------------|-------------------|-------------------------------|
| - CAEP State Training | Nov 21, 2019 | San Bernardino Valley College |
| - CCAE Palm Springs Conference | Nov 22-23, 2019 | Palm Springs, CA |
| - AE Google Summit 2019 | Dec. 6, 2019 | San Bernardino Valley College |
| - CCAE Conference | April 23-25, 2020 | Sacramento, CA |

7.3 BACAE Work Group Meetings

- a. January 9, 2020: 3:00-5:00 @ BCC
- b. March 19, 2020: 3:00-5:00 @ BAS – Date Change

8. Adjournment: 2:43 p.m.

- Motion by M. Cox; 2nd by S. Godfrey

Motion Carried Unanimously



**BARSTOW
AREA
CONSORTIUM
FOR ADULT EDUCATION**

2019-2020
Annual Plan Mid-Year Review
January 23, 2020

Annual Plan Implementation Mid-Year review

AB104 Objective	Annual Plan Strategy	Strategy Outcome	2019-20 Goals	Implementation Strategy
<i>We will focus on the following AB104 Objectives:</i>	<i>We will accomplish the following activities:</i>	<i>These activities will produce the following evidence or service delivery:</i>	<i>If accomplished, these activities will lead to the following outcomes in the next year.</i>	<i>To be successful, we will:</i>
1. Seamless Transitions	A. Improve initial student data collection and ongoing data tracking	Accurate Consortium Data for State/Federal Reporting; Data-Driven Instruction	5% increase in the number of literacy gains in all CASAS-tested areas as measured via the DIR and MIS reports	ALL Not Met to Date
	B. 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 CTE pathways	BUSD, BCC, SVUSD (Carrie O’Neal – e.g. create an ESL CTE course to transition students to automotive – Have BCC CTE instructor/? Create BAS local certificate, like Ronda’s hospitality.) CB 21 Course Basic 21 Not Implemented to Date

C. Increase number of ABE/ASE/ESL courses based on community need and enrollment demand	Increase and more flexible class scheduling (including more hours and weekends); Greater student persistence	Increased attainment of literacy gains; better understanding of data usage	ALL Not Implemented to Date (USE AZTEC)
D. Increase completion in all programs	Greater number of students transitioning to postsecondary programs and the workforce	5% completion growth	ALL (HS Diploma, GED, Hospitality Certificate, 12 Powers?, etc.) Not Met to Date
E. Develop co-enrollment opportunities between Adult Schools and the College	Greater transition of students to postsecondary, for credit programs	Two pathways aligned to college courses	ALL Get data from Michelle Colleoc, e.g. BAS offering a math (GED) class that preps students for BCC college entry math Not Implemented to Date

<p>F. Implement consortia-wide agreement for acceleration into college level courses using EFLs, CASAS scale scores and other multiple measures</p>	<p>Process for a seamless transition to postsecondary</p>	<p>Agreement on criteria for student enrollment and support</p>	<p>ALL Not Implemented to Date (Karen Kane agreeing to take NRS score\CASAS level 5/6 that would quality them to for-credit class, have policy in place at BCC. For example have a high math score but low in reading (GED).</p>
<p>G. Implement a transition plan for students identified with disabilities from the K-12 programs into Adult Education</p>	<p>Processes and procedures will be created between the Adult Education schools and the SELPAs of each Consortium Member</p>	<p>Implementation of processes and procedures for students</p>	<p>ALL (E.G. Ask Michelle Colleoc a 1 page procedure of what to do with students with disabilities, Transioning Counselor will make an appointment, refer student to SELP) Not Implemented to Date</p>
<p>H. Create a cadre of Adult Education ambassadors</p>	<p>Implement a program of adult education ambassadors, especially in outlying places, who are</p>	<p>Conduct needs assessment; define the purpose and vision of the Ambassador program; Identify stakeholders</p>	<p>ALL ELENA!!! Not Implemented to Date</p>

	trained on the options and pathways available in Adult Education		
I. Increase number of pre- and post-test pairs on CASAS tests	Narrow the gap between the state average and Member District 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%	ALL Not Met to Date
J. Increases number of students who engage in classes for more than 12 hours	Higher performance outcomes across all Member Districts	Each Consortium Member will increase their respective student hours by 3% - 5%	ALL Not Met to Date

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2. Gaps in Service	A. Expand and improve outreach and marketing to target identified populations	Increased enrollment for all Member Districts	Increased social media presence; Enhanced print marketing campaign; Ongoing radio PSAs	ALL Ongoing
	B. Educate the community about Consortium activities and roles	Greater awareness of community organizations, and stronger partnerships	Bi-Annual Community Stakeholder meetings	ALL Ongoing
	C. Expanded service hours and classes offered across all Member Districts	Increase number of classes offered; Greater student persistence	Faster and higher literacy gains; Better understanding of data-driven instruction	ALL SV Open Lab BV Hospitality Certificate

D. Increase student participation in work-based learning activities	Greater transition to the workforce and job promotion	Identify industry sectors interested in offering programs	BVUSD, BCC BV - Hospitality BCC - Workshops Not Implemented to Date
E. 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	BCC, BVUSD BCC Opening Entrepreneur Center Not Implemented to Date
F. Workplace / Contextualized ESL (VESL) courses	Increased programs offerings and enrollment	Pilot programs in all Members Districts for contextualized ESL	ALL ESL for Vocation – *Ask What they are doing... BCC: Paloma Duran SV: Tim Foster BV: Yes, Hospitality Certificate BAS – ? Not Implemented to Date
G. Basic Skills Courses	Increased programs offerings and enrollment	Pilot programs for Basic Skills established by all Members	ALL Basic Skills (NRS levels 1 – 4) Not Implemented to Date

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3. Student Acceleration	A. Increase enrollment, graduation rates, and transitions to post-secondary and/or employment	Increased performance outcomes	5% increase in transitions validated through DIR and MIS reports	<p>ALL Everyone is down this year using Q1</p> <p>BAS needs to offer “Open-Enrollment” classes, where student walk in any time of the year. Currently operating as a high school. Aztec could resolve some of these issues. SV has an Open Lab and the time counts as their instructional hours.</p> <p>Not Met to Date</p>
	B. Improve information available to students about career pathways, career opportunities, and alignment between course offerings at the adult schools	Develop a Student Handbook; Develop Course Catalogue	Conduct a study to determine community needs for Career Pathways	<p>ALL</p> <p>Elena to write a 4 page handbook. Lists everything that is available. Course catalog for each of our members.</p> <p>Not Implemented to Date</p>

and the community college			
C. Create structures for work-life-study balance	Support structures that helps people integrate the work and life with the demands of study	Pilot a program for mentorship	<p>ALL: BUSD as Lead E.g. - Open on a Saturday Survey community members (when is the best time to come to class) Flexible for the needs of the students being served. To reflect we are Service providers. Ambassadors Community Mentors (Elena) Not Implemented to Date</p>

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4. Professional Development	A. 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	ALL Need to have more participation for local trainings. Ongoing

<p>B. Program-specific professional development</p>	<p>Greater depth of knowledge for adopted assessments, programs, and curricula; Andragogical Instructional Best Practices (differentiated instruction to meet varied learning styles)</p>	<p>Increased level of data-driven placement and instruction</p>	<p>ALL</p> <p>Bring in folks for specific PD Burlington English Aztec CASAS – Oscar Peña Mitch Best Practices Andragogical</p> <p>Not Implemented to Date</p>
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5. Leveraging Resources	A. Engage with the Workforce Development Board across all Consortium communities.	Develop policies and procedures for cross-agency referrals	Increase in labor force participation; increased job promotions; increased wages	Consortium Ongoing
	B. Leverage resources to serve more adult learners through a collective impact model	Develop a strategic plan to identify economies of scale across Member Districts	Implementation of strategies to leverage existing resources	ALL Started

<p>C. Barstow Adult School will become a hub for the greater community</p>	<p>Barstow Adult School will sign shared use agreements to provide a greater level of services</p>	<p>BCC will offer ESL classes at Barstow Adult School</p>	<p>BUSD, BCC Not Implemented to Date</p>
<p>D. Partner with the Workforce Development Board on developing an employability skills program, IET opportunities, and employer-focused basic skills training</p>	<p>Identify areas for collaboration</p>	<p>Engage with regional employers, and sign MOUs, to identify programs that can be supported through BACAE and Workforce Development Board</p>	<p>Consortium as Lead; ALL Started Implemented to Date</p>
<p>E. Create a Childcare Resource Guide for Parents</p>	<p>Reduce the impact of the childcare barrier on adult students</p>	<p>Convene a community stakeholder meeting to draft the framework of the Guide</p>	<p>Consortium as lead; ALL Not Implemented to Date</p>

G. American Job Center representative at select Member sites	Career and job placement liaison	Establish MOU with Workforce Development Board	BUSD Started
H. Identify transportation alternative for adult students	Increased enrollment, program participation and decrease in barrier to academic programs	Identify funding through local transportation providers	BCC as lead; ALL Not Implemented to Date

Table 3. Progress Indicators

1.	Seamless Transitions
	Demonstrable increase in transitions to postsecondary as evidenced through Member District DIR and MIS reporting.
	Demonstrable increase in transitions to the workforce as evidenced through Member District DIR and MIS reporting and LMI data.
2.	Gaps in Service
	Increased number of courses and curriculum subjects being offered by Member Districts.
	Greater number of community Partners.
3.	Student Acceleration
	Developed and implemented articulation agreements between K-12 Adult Schools and the Community College.
	Fully implemented integrated education and training programs.
4.	Professional Development
	Approved and implemented plan for professional development across Member Districts.
	Participation by board, faculty and staff from all Member Districts in professional development opportunities.
5.	Leveraging Resources
	Executed MOUs with community partners to reduce duplication of services.
	Executed MOUs for cross agency referrals.

2.5 Piloting and Implementation

To meet the goals identified above, the following strategies will be implemented:

Silver Valley USD: Self-Study Lab – Up and Running

To meet the needs of a growing community, Silver Valley USD opened a self-study computer lab in 2019. This program allows adult learners to engage in diploma completion, adult basic education, high school equivalency preparation, and ESL courses of study while either waiting for a seat to open in a direct instruction classroom or to supplement the instruction they receive in their classes. This program will expand during the coming year, with the goal of serving a broader community base and meeting the needs of local employers.

Barstow Adult School: Pearson VUE Test Center – Up and Running

The Barstow Adult School (BAS) opened its doors during the 2018-19 program year, and opened as a GED Testing Center in early 2019. To provide the services needed by the Barstow area, BAS will work with employers and the BACAE Member Districts to identify additional certification assessments that can be offered at the school. Additionally, Barstow Community College, through the Strong Workforce Initiative will develop a list of assessments that will support the regional activities of the college.

Baker Valley USD: Employer Engagement – Up and Running

The adult education program at Baker Valley USD started during the 2017-18 program year, and has grown to represent approximately 5% of the local community population. Through strong employer engagement, the needs of the local business owners are being met through employability skills training, ESL, and high school diploma completion courses. These courses form a unique set of tools available to the Baker community, and directly meet the needs of the local region. Over the next several program years, these programs will expand with the implementation of a virtual classroom, thereby allowing a greater number of courses to be offered locally via live streaming from Barstow Community College.

Barstow Community College & Silver Valley USD: Ft. Irwin Programs – In Progress; More Work Needed

The adult basic education programs offered at Ft. Irwin are already recognized by the Department of Defense as a top-tier instructional model. Service members from around the world regularly attend classes to improve basic skills and prepare for military

promotions. This program's success is tied closely to the instructor, and the instructional methodology employed in the classroom. To ensure the success and longevity of the program, additional instructors will be added to the faculty, with comprehensive training to ensure the ongoing success of the program.

BACAE: Develop and Implement a Community Engagement Plan – Not Started

The Consortium Director will develop and implement a community engagement plan with the goal of remediating some of the issues identified through the Community Stakeholder Survey and the Community Research Project. This plan will outline a multi-year effort to weave the services offered in the Barstow area into a comprehensive approach to collective impact.