03 Barstow Area Consortium for Adult Education

Plans & Goals

Executive Summary

The Barstow Area Consortium for Adult Education (BACAE) is located in Southern California's Mojave High Desert. The region is in San Bernardino County and it consists of four Member Districts: Baker Valley Unified School District (BV), Barstow Community College (BCC), Barstow Unified School District (BAS), and Silver Valley Unified School District (SV). BACAE holds Member Districts to a spirit of collaboration in all decision making. This annual plan serves as a foundational plan for the Consortium toward the realization of our collective vision and goals while maintaining alignment to the California Adult Education Plan. With a renewed commitment to the CAEP initiative, this plan was developed in a spirit of collaboration and partnership. During the 2022-2023, BACAE will primarily address gaps in service, rebuilding programs decimated by the COVID-19 Pandemic, and focus on student support services to accelerate learning, retention and completion of programs. Our goal is to deliver essential programs and services in adult basic and secondary education, ESL/EL Civics, and career education/training to help adult learners cultivate the skills they need to live, work, and thrive in the Barstow area. Another focus will be student transitions to college programs, training and employment. Since returning in-person from the pandemic, BACAE District Members have seen a significant increased level of barriers and needs for our adult ed. students, e.g. homelessness, food insecurity, and other social issues that prompts the dire need to work on building relationships with more community partners to leverage existing resources and together create additional support services. BACAE will collaboratively monitor progress and provide support to District Members throughout the year to help ensure proposed strategies come to fruition.

2021-2022 Accomplishments

- All BACAE District Members have had an increase in enrollment and outcomes with the use of the online/hybrid/high-flex courses in all programs
- BACAE Members have expanded marketing and outreach efforts
- BACAE has established relationships with local industries/business community
- BACAE District Members now have in place technology loan programs and IT support
- District Members have increased the number of student students participating in co-enrollment
- BCC - Has expanded career training offerings with new non-credit short-term trainings/courses (CDCP) that lead to certificates in Trades Technician, Digital Literacy, and Customer Service; Developed an Entrepreneur & Innovation Center on campus; Started offering GED Preparation support in English and Spanish; Obtained an MOU for Career Technical Education/Workforce non-credit courses to be offered at the local San Bernardino County Probation Dept. for probationers; Established weekly office hours for a job counselor to serve all Adult Ed. students in the consortium; Started an ESL Student Success Center in the Teaching & Learning Support Dept.
- BAS has had an increase: in graduation rates to pre-pandemic numbers; conducted pre/post CASAS testing to all participating AE students; opened AE summer school
- BV has created a facility dedicated to Adult Education with advanced technology, which includes increased access to academic programs
- SV received full WASC Accreditation; Opened on-site Pearson Vue Testing Center; New CTE offerings training programs using Ed2Go

2022-2023 Primary Goals

- District Members will consistently pre/post CASAS test AE students
- Increase the number of student completers in all AE programs across the consortium
- The development of Integrated Education Training (IET) at all District Member sites
- Create a new student on-boarding process
- Concentrated efforts in academic/career planning, track student progress by creating a transition tracking system

- The development of non-credit courses for the Entrepreneur & Innovation Center
- Offer Workforce Re-entry Workshops to enable student transitions to improved employment opportunities
- An agreement with local public transportation to provide free access for Adult Ed. students
- Develop a consortium-wide K12 Success program
- Establish a focus-group to address the needs of Adults with Disabilities
- Develop additional Vocational Contextualized ESL courses
- Expand additional off-site course offerings
- Cultivate a Student Encouragement Team to support/mentor AE students
- Start a US Citizen recognition ceremony
- Participate in Professional Develop to grow capacity, obtain and implement research-based best practices/curriculum
- Expand community awareness and increase interaction with potential students utilizing social mediate and technology.
- Increased collaboration with the WDB/AJCC and local employers

Regional Planning Overview

The annual planning process came from the work taken in the three-year planning cycle. This included an intensive inquiry of the Barstow area community, involving stakeholders, an analysis of data collected from students, faculty, partners, as well as District Member plans and priorities developed that were shared during scheduled meetings. The BACAE District Members went through an extensive process in developing the Three-Year Plan where the consortium identified activities and measurable goals to increase success of AE programs. Collectively, members chose to focus on the most prevalent needs: enrollment; support to retain students until completion of their programs, then transition to the next educational goal/employment. Our students present significant challenges, barriers, such as unemployment, food/housing insecurity, language needs, and lack of access to technology tools and skills, it is imperative that BACAE District Members provide wrap-around services to support students through our programs. The COVID-19 Pandemic only amplified the needs in our community and the BACAE is committed to continuing to provide programs to support the adult learners in our community by actively promoting programs, expanding offerings and providing access to much needed educational and workforce services.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs
A major gap that needs to be addressed is reaching student groups that are currently not being serviced. There is a challenge on how to reach these student populations to include them. This solution would significantly increase enrollment, improve transition to college, training, and workforce. A shared tracking system of students needs to be created to support each student upon entering the AE program until completion of their academic and workforce goals. There is more that needs to be done in community outreach area, especially to connect with groups that have started out isolated or have been substantially affected by the pandemic. There has been a waive of recent immigrants to the area, an increase of unemployment that has led to housing and food insecurities, people with disabilities, or have been under the pressure of social issues.

How do you know? What resources did you use to identify these gaps?
Through the 3-Year Plan process, BACAE ensured the community's voice was acknowledged. In-depth conversations, focus-groups, and interviews were held with key individuals and stakeholders representing a variety of student populations, e.g. military, formerly incarcerated, disabled, and single parents. A community survey was also conducted with former and current students, as well as in the community at-large. A collection of these responses demonstrated gaps in the current AE programs consortium-wide, prompting the need to create new strategies to be implemented in this first year of the plan.

How will you measure effectiveness / progress towards meeting this need?
BACAE will utilize data to measure student outcomes and effectiveness of programs. This will include the monitoring of enrollment and efforts to ensure the retention of students. The data to be used are TopsPro DIR Reports, MIS Data, and fiscal expenditure reporting. Measures of success will consider the number of student levels achieved and completion of certificates.

We will know we are being successful when we see an increase in the number of students enrolling, persisting and moving on to postsecondary options and/or employment.

Regional Need #2

Gaps in Service / Regional Needs
Providing student support services to decrease barriers would make certain of their retention and the acceleration of successful completion of AE programs. For example, the shift to Distance Learning/Hybrid teaching and learning format requires for students to be provided with Digital Literacy and technology to ensure their participation. Transportation and child care continue to be a challenge. Improving consistent communication with the AE students is imperative to make them aware of resources and services available to them from the schools or community agencies. The language barrier is still a major obstacle, prompting the need to have more bilingual staff. Communication presentations, such as fliers need to be available in a multilingual format. Developing a monthly newsletter, out-going messages via text and voice would help increase participation in the support services.

How do you know? What resources did you use to identify these gaps?
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Regional Need #3

Gaps in Service / Regional Needs
Our new non-credit CTE classes that were introduced last school year has brought a significant number of ESL students requesting these classes. It is important to develop an IET component to increase the number of students to benefit from completing CTE classes and help them enter the workforce. Our 3-Year Plan process indicated there are a great number of individuals in need of English language acquisition, and career skills to enter the workforce.

How do you know? What resources did you use to identify these gaps?
The recent rise in enrollment and the student requests being submitted to the AE office and to the Transitional Counselors has identified this gap. Through the 3-Year Plan process, BACAE ensured the community's voice was acknowledged. In-depth conversations, focus-groups, and interviews were held with key individuals and stakeholders representing a variety of student populations, e.g. military, formerly incarcerated, disabled, single mothers. A community survey was also conducted with former and current students, as well as in the community at-large. A collection of these responses demonstrated gaps in the current AE programs consortium-wide, prompting the need to create new strategies to be implemented in this first year.

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Address Educational Needs

2022-23 Strategies

Strategy Name

Marketing and Outreach

Activity that Applies to this Strategy

1.4 Extend Offerings to Hard-to-Reach Groups

Metrics that Apply to this Activity/Strategy

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

Strategy Description

Expand and increase marketing efforts for Adult Education programs to include social media presence and community outreach to increase enrollment, persistence and retention. BACAE will focus efforts to increase printed material, videos and community presence to support the increase in enrollment, persistence, completion, and transitions. The goal is to develop a strong campaign to reach underserved student groups.

Strategy Name

Consistently Implement CASAS Testing & Data Reviews

Activity that Applies to this Strategy

1.1 Increase Student EFL Gains

Metrics that Apply to this Activity/Strategy

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

Strategy Description

All District Members will engage in ongoing CASAS/MIS/TopsPro training resulting in cleaner data submission, deeper understanding of the data that will support focused driven instructional practices. Working groups will conduct quarterly data reviews that will give guidance for program evaluation, learner transition, and curriculum development. This will also open up opportunities to hold student goals setting with CASAS testing.

Strategy Name

New CTE Non-Credit Certificates

Activity that Applies to this Strategy

1.2 Develop New CTE Non-Credit Certificates

Metrics that Apply to this Activity/Strategy

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

Strategy Description

BACAE District members will develop new CTE non-credit certificates as follows: BAS - Food Services & Tourism; BCC - Innovation & Entrepreneurship/Makerspace, Allied Healthy short-term CDCP trainings; BV - Hospitality; SV - ED-2-GO certificates

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Strategy Name

Develop IET/ESL VESL Courses

Activity that Applies to this Strategy

1.3 Develop IET/ESL VESL Courses

Metrics that Apply to this Activity/Strategy

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

Strategy Description

College will develop IET with current CTE non-credit courses.

College and K12 adult schools will develop contextualized ESL courses (VESL)

Improve Integration of Services & Transitions

2022-23 Strategies

Strategy Name

Provide Flexible Instruction Modalitites

Activity that Applies to this Strategy

2.4 Provide Flexible Instruction Modalities

Metrics that Apply to this Activity/Strategy

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

Strategy Description

Adult Ed. students will be offered instructional delivery via in-person, online, or/and in a hybrid format. Infuse computer and digital literacy instruction into curriculum and provide access to technology for adult learners.

Strategy Name

Student Support Services

Activity that Applies to this Strategy

2.3 Improve Access to Programs & Support Services

Metrics that Apply to this Activity/Strategy

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

Strategy Description

Develop printed material to for the new adult ed. student to have a clear understanding of support services available across BACAE adult schools. This will include the transition counseling available, co-enrollment opportunities, tutoring/homework support, ESL Student Success Center, how to access public transportation, local childcare providers, food pantries, housing insecure services, and the support of the student encouragement team.

Strategy Name

Workforce Development Services

Activity that Applies to this Strategy

2.2 Integrate WDB/AJCC Services with BACAE Program

Metrics that Apply to this Activity/Strategy

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

Strategy Description

The goal to increase student transition from AE to postsecondary or the workforce will be addressed by developing an AE student on-boarding process that provides understand of support services to encourage students to make educational plans, conduct career exploration, participate in Workforce Re-entry workshops. The District Members will also develop a central student tracking system for student transitions to trainings, college or the workforce. Use of the BCC Innovation and Entrepreneur Center/Makerspace to be a channel in career exploration or small business ventures. Provide access to job counselor services, job fairs, and other employment opportunities.

Improve Effectiveness of Services

2022-23 Strategies

Strategy Name

Collective Impact Model

Activity that Applies to this Strategy

3.1 Implement a Collective Impact Model Consortium

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)

Strategy Description

Hold monthly BACAE meetings to ensure alignment with CAEP requirements, consortium goals and outcomes of the BACAE Annual Plan. This will include the schedule of consortium quarterly working group collaborations.

Fiscal Management

A narrative justifying how the planned allocations are consistent with the annual adult education plan which is based on your CAEP 3-year plan.

The BACAE board allocates funding to each member agency based on prior year allocations and regular evaluations of expenditures and community needs. Consortium District Members have come together to review existing practices and align efforts and policies to ensure seamless transitions for students. The BACAE Board utilizes a fiscal agent funding model with an annual review process for evaluating Member District allocations during the CFAD process. While much of the last three years focused on improving the quality of services, and due to the COVID-19 Pandemic, maintaining and establishing distance learning programs, efforts to increase enrollment and persistence are the area of focus for the current Three-Year Plan. We continue to focus on providing course offerings at varying times to meet student needs while increasing opportunities to support the needs of our students to ensure their basic needs are met to focus on their educational plans. The BACAE Board has allocated funds to each Member District to support the implementation of the 2022-2023 Annual Plan.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2022-23.

BACAE District Members who have carry-over funding will be using their funds to pay for important resources such as marketing of their programs, engagement and retention of students, offering additional classes, acquiring technology equipment for students and staff, hiring additional staff, to update curriculum, strengthening partnerships, professional development, and enhancing current offerings. The BACAE Board meets on a monthly basis and openly discusses fiscal allocation, quarterly expenses, student data submissions. All allocations can be adjusted based on the needs of each service area.

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