Barstow Area Consortium for Adult Education
Board **MINUTES**

Wednesday, April 16, 2025 (8:30 a.m. – 10:30 a.m.)
(¤Materials in Board Packet)
In-Person at Barstow Community College – Board Room
2700 Barstow Rd., Barstow, CA 92311

Website: https://www.barstow.edu/bacae

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*: 8:30 am*

Attending:	Voting Member	Voting Member	Attendee
Baker Valley	☐ Milan Stijepovic	☐ Mike Esposito	☐
Barstow CC	☒ Eva Bagg	☐ Jennifer Rodden	☐
	☐ Laura Alvarado		
Barstow AS	☐ Scott Godfrey	☒ Douglas Beaton	☒ Michelle Colleoc
	☐ Deanna Swearingen		
Silver Valley	☒ Jeff Youskievicz	☐ Brice Scott	☐
Consortium Staff	☒ Elena Rivera	☒ Jacqueline Diaz	☐ Katherine Matta
Guests	☐	☐	☐

1. ¤Approval of Minutes – February 20, 2025
    Motioned to approve by *E. Bagg*; 2nd *J.* Youskievicz

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. Guest Speakers – None

*** Motion to amend agenda:*
    A motion was made by E. Bagg to move Agenda Item 7. Action Items (7.1 and 7.2) to occur prior to Item 5.0 – Director's Updates

    J. Youskievicz; 2nd by D. Beaton   ***Motion passed unanimously***

7. *Action Items – [Moved Up]*
    7.1   Approve Barstow College as Fiscal Agent for the 2025-2026 Fiscal Year
            Motioned to approve by *J. Youskievicz*; 2nd *D. Beaton*   ***Motion passed unanimously***

7.2 □Approve 2025-2026 CFAD Allocation & COLA
Motioned to approve by *D. Beaton*; 2nd *E. Bagg*   ***Motion passed unanimously***

BARSTOW AREA CONSORTIUM FOR ADULT EDUCATION

2025-26 Preliminary Allocation	$1,123,818
FY 25-26 Proposed COLA	$27,308
Proposed 2025-26 Allocation	$1,151,126

Agency		2025-26 CFAD	% of Allocation	Portion of COLA based on % of Allocation	2025-26 CFAD
Baker Valley Adult School	Total	$78,667	7%	$1,912	$80,579
Barstow Community College	Total	$370,860	33%	$9,012	$379,872
Barstow Adult School	Total	$415,813	37%	$10,104	$425,917
Silver Valley Adult School	Total	$258,478	23%	$6,281	$264,759
			100%		
TOTAL		$1,123,818			$1,151,126

5. Consortium Director's Report

5.1 Director's Updates

E. Rivera will be meeting with District Members for their 3-Year plan contributions and will review DIRs and spend-down budget actuals.

She continues to support budget planning across districts, holding weekly check-ins with Barstow Adult School to plan the use of rollover funds. Silver Valley USD and Baker Valley USD are on track with expenditures.

The CAEP Three-Year Plan is in progress and due in NOVA by June 20, 2025, following the release of the 2025–26 preliminary allocations. CFAD certification must be completed before certifying the plan. The same members will need to certify both items

> *The 5 areas of focus for the BACAE 3-Year Plan:*
> *- ESL*
> *- Justice-Involved*
> *- Mental Health*
> *- Housing-Insecure*
> *- Rural/Isolated Populations*

5.2 CAEP Upcoming Deadlines & Other Dates –

- Apr 30: Student Data due in TOPSPro (Q3)

- Apr 30: Employment and Earnings Follow-up Survey
- May 2: CFAD for 2025-26 due in NOVA *
- May 2: Consortia Report on Governance Compliance Rules and Procedures due in NOVA
- Jun 1: 24/25 Member Expense Report due in NOVA (Q3)
- Jun 20: CAEP Three-Year Plan Due
- Jun 30: 24/25 Member Expense Report certified by Consortia in NOVA (Q3) *
- Jun 30: End of Q4
- July 15: Student Data Due in TOPSPro (Q4) FINAL
- Aug. 15: Annual Plan for 2025-2026 due in NOVA
- Sept 1: 23/24 and 24/25 Member Expense Report due in NOVA (Q4)
- Sept. 1: 25/26 Certification of Allocation Amendment due in NOVA
- Sept. 30: 23/24 and 24/25 Member Expense Report certified by Consortia in NOVA (Q4)
- Sept. 30: 25/26 Member Program Year Budget and Work Plan due in NOVA
- Sept. 30: End of Q1

5.3   Member Program Update: Barstow Adult School – **BUSD**
Total Enrollment: 349 students
        - High School Diploma: 246
        - ESL: 41
        - GED: 30
Total Graduates to Date: 76
Assessment Updates:
        - 3 students are awaiting pre-testing
        - 150 students with 70+ hours still need post-testing (includes some graduates)
Program Notes:
        - Enrollment for the 2024–2025 school year is now closed
        - Spring Break is scheduled for next week
        - The deadline for students to complete requirements and participate in the graduation ceremony is May 1st

5.4   Member Program Update: Barstow Community College - **BCC**
- Medical Coding Program: 30 seats confirmed
- CDL Training: Provided on-campus through 160 Driving Academy
- U.S. Citizenship Workshop: Scheduled for April 30, 2025, at Barstow Adult School
- GED Class at Probation Office: First session begins July 7, 2025
K–16 Teacher Pathways Project
        - On April 2, BCC and BUSD co-hosted a Teacher Pathways Information Session for BUSD classified staff at the Barstow Fine Arts Academy
        - Approximately 25 attendees received information on:
        - BCC's Early Childhood and Elementary Teacher Education pathways
        - Counseling, Financial Aid, Special Programs
        - BUSD employment and grant opportunities
The session also included a student success story and an overview of university and credential partners.

On April 28, CSU Dominguez Hills will host BCC students for a teacher education-focused campus tour, including classroom visits, lunch at the Student Union, dorm tours, and Q&A with faculty, advisers, and students.

Transitional Counseling Report – M. Colleoc:

   -Probation Students:
    - 11 students engaged
    - 4 enrolled in HSD at BAS; 3 enrolled in GED prep at BCC
    - 2 students did not follow up after multiple outreach attempts
    - New probation cohort begins **April 22**; *educational goal appointments will be scheduled*
   - Silver Valley USD:
    - 21 students engaged
    - 11 have B#s; 5 currently enrolled; 5 not interested at this time
   - Barstow Adult School Graduates:
    - 76 total graduates
    - 49 have B#s; 41 have educational plans
    - 9 have upcoming counseling appointments
    -26 are either not interested or unreachable
   - Baker USD:
    - Possibly 3–4 graduates
    -Coordinating with Mr. Esposito to obtain contact information and schedule appointments

5.5 Member Program Update: **Baker Valley USD**
   - Not in attendance

5.6 Member Program Update: **Silver Valley USD**
   - Total Enrollment: 113 students
   - Increased CASAS testing
   - Graduation: 6
   - Graduation Date & Time: May 19th at 6:00 PM
   - HiSET certification obtained
   - Applause! SVUSD AEC received a 6-year WASC accreditation!

5.7 BCC Fiscal Agent Report: By T. Walker
   T. Walker reported that all April invoices were processed on March 21, 2025.
   There is currently one outstanding warrant from Baker Valley Unified School District.

5.8 Website, Marketing & Social Media Update: By A. Paniagua

6. Discussion Items

6.1 CAEP 3-Year Plan 2025-2028
   The consortium is actively working on the CAEP Three-Year Plan, which is due in NOVA by June 20, 2025. The planning tool in NOVA will become accessible following the upload of the 2025–2026 preliminary allocations. It is important to note that certification of the CFAD is a prerequisite for certifying the Three-Year Plan. The same members who certify the CFAD will be responsible for certifying the Three-Year Plan.

6.2   CAEP Carryover Compliance
        The consortium reviewed current carryover fund balances and discussed the importance of
        aligning spending with CAEP compliance requirements. Emphasis was placed on the need for
        timely and strategic expenditure of rollover funds to avoid potential reallocation

6.3   BACAE – Barstow Community Resource Guide
        The BACAE Resource Guide is now being updated weekly and is available to the public via a QR
        code for easier access and distribution on the new BACAE website.

6.4   End-of-the-Year BACAE Activities

6.5   Other - *None*

8. Announcements

8.1   Conferences/Webinars
-       2025 CCAE State Conference – May 1-3, 2025 – Fresno, CA. To Register: www.ccaestate.org
-       2025 COABE – March 30 – April 2, 2025 – Dallas, TX. To Register: www.coabe.org
-       CASAS National Summer Institute 2025 – June 9-12, 2025 - Hyatt Regency Orange County, CA –
        Register at www.casas.org

9. Adjournment: *9:40am*
Motion to approve by *J. Youskievicz;* 2nd *D. Beaton*   ***Motion passed unanimously***

California Adult Education Program (CAEP)
Three-Year Plan 2025-2028
Template Document

Release Date: December 2, 2024

TABLE OF CONTENTS

OVERVIEW

The California Adult Education Program (CAEP) Three-Year planning process is designed to provide consortia and consortium members a chance to:

(1) collectively assess the impact of services provided over the previous period,
(2) identify educational and workforce needs among adult education beneficiaries and providers in the region, and
(3) define strategies and activities to meet these needs over the coming three years.

This document is the companion to the CAEP Three-Year Plan 2025-2028 Guidance. This template provides a high-level overview of the information to be included in each section of the Three-Year Plan, as well as fillable text boxes and checklists that mirror the template in NOVA. CAEP consortia can use this document to outline the information that will be entered into NOVA. The Three-Year Plan workflow completed and approved by all consortium members in NOVA is considered the *official* Three-Year Plan.

Certain sections in NOVA allow for adding additional tables and content; however, since this template is for outlining purposes only, there is only one table type included for each section. Please note, in the Supporting Documents section of NOVA, a Word or PDF version of the final Three-Year plan may be uploaded and may include all special characters, graphics, tables, etc.

SECTION 1: CONSORTIUM DETAILS

The three-year plan is due by **June 20, 2025**. The three-year plan in NOVA will be available after the 2025-26 preliminary allocations are uploaded.

Certification of the CFAD is a prerequisite to certifying the three-year plan. The same members who certify the CFAD will also certify the three-year plan.

Review the CFAD assurances and complete each section of this workflow below in its entirety. Your progress throughout this workflow is saved as it is completed. As long as you have not Submitted the workflow, you may come back and make changes as needed.

Example in NOVA

Details

Guidance

The three-year plan is due by **June 20, 2025**. The three-year plan in NOVA will be available after the 2025-26 preliminary allocations are uploaded. Certification of the CFAD is a prerequisite to certifying the three-year plan. The same members who certify the CFAD will also certify the three-year plan. Complete each section of this workflow below in its entirety and review the CFAD assurances. Your progress throughout this workflow is saved as it is completed. As long as you have not submitted the workflow, you may come back and make changes as needed.

Consortium Information

In this section, information about the consortium, its primary and fiscal contacts, and CAEP funds received is auto-populated in NOVA.

As this information is auto-populated from your consortium's landing page in NOVA, make sure the information there is up-to-date, especially the Primary and Fiscal Contacts. This will ensure the correct information is auto-populated properly into the three-year plan. *(See NOVA section in this document for more information.)*

Example in NOVA

Consortium Information

In this section, information about the consortium, its primary and fiscal contacts, and CAEP funds received is auto-populated in NOVA.

As this information is auto-populated from your consortium's landing page in NOVA, make sure the information there is up-to-date, especially the Primary and Fiscal Contacts. This will ensure the correct information is auto-populated properly into the three-year plan.

Consortium Name

01 Allan Hancock College Consortium

Consortium Short Name

01 Allan Hancock

Address

800 S. College Dr. | Santa Maria, CA | 93454

Website

https://hancockcollege.edu/caep/

Funding Channel 2025-26

Direct Funded

CAEP Funds 2025-26

$1,693,446

CAEP Funds 2024-25

$1,693,446

CAEP Funds 2023-24

$1,639,982

Consortium Contacts

Auto-populated.

Example in NOVA

Members

Auto-populated.

Example in NOVA

Executive Summary

(up to 5000 characters)

Provide an Executive Summary **briefly** describing consortium members and participants in the Three-Year planning process, needs identified in the Needs Assessment, selected Three-Year Plan Metrics, objectives, strategies, outcomes, and a summary of the funds evaluation.

Example in NOVA

SECTION 2: ASSESSMENT

In the *Regional Service Providers* section, enter the number of Participants in each applicable program area based on the available student data from <mark>DataVista.</mark> Due to time lags, at this time, the 2022-23 student data is what is available in DataVista. Additionally, if there are no areas for a particular program area, a zero must be entered. The field cannot be left blank.

Use the *Add Service Provider* button to add additional non-CAEP-funded adult education providers in the region. Check the box corresponding to each of the program areas in which the non-CAEP-funded provider offers instruction.

Gather data needed to describe existing adult education services, barriers, and needs. Evaluate both the needs for and the current levels and types of education and workforce services in the region, to identify gaps in current services.

Example in NOVA

Assessment

Guidance

In the *Regional Service Providers* section, enter the number of Participants in each applicable program area based on the available student data from DataVista. Due to time lags, at this time, the 2022-23 DataVista student data is available. Additionally, if there are no areas for a particular program area, a zero must be entered. The field cannot be left blank.

Use the **Add Service Provider** button to add additional non-CAEP-funded adult education providers in the region. Check the box corresponding to each of the program areas in which the non-CAEP-funded provider offers instruction.

Gather data needed to describe existing adult education services, barriers, and needs. Evaluate both the needs for and the current levels and types of education and workforce services in the region, to identify gaps in current services.

Pre-Planning Assessment

Overview and Preparation

(up to 5000 characters)

Provide a brief narrative description of the assessment conducted by the consortium to assess educational needs, regional alignment, and current levels and types of education and workforce services. Also include the consortium's overall approach and process to conducting the assessment.

Example in NOVA

Pre-Planning Assessment

Overview and Preparation

Provide a narrative description of the Assessment conducted by the consortium to assess educational needs, regional alignment, and current levels and types of education and workforce services. Also include the consortium's overall approach and process to conducting the assessment.

Characters: 0/5000

To reduce the amount of narrative needed, there are a number of questions that follow as part of the assessment that are multiple selection questions.

What types of representatives make up your assessment planning board members?
Select all that apply.

- ☐ Community College representatives
- ☐ Community Partner Organization representatives
- ☐ County Office of Education representatives
- ☐ K12 School District representatives
- ☐ Other (please specify):_____

Example in NOVA

What types of representatives make up your assessment planning board members?
Select all that apply

- ☑ Community College representatives
- ☐ Community Partner Organization representatives
- ☑ County Office of Education representatives
- ☐ K12 School District representatives
- ☑ Other

Specify "Other"

Characters: 0/100

Which of the following data sources were referenced and contributed to the consortium's understanding of needs, current levels and types of services, and gaps?

Select all that apply.

☐ Student data (TOPSPro, MIS)
☐ CAEP consortium Fact Sheet
☐ DataVista
☐ Population demographic data (U.S Census, etc.)
☐ Labor market data (U.S. Bureau of Labor Statistics, California Employment Development
☐ Department (EDD))
☐ Partner meetings
☐ Regional plans
☐ Community stakeholder input
☐ Data gathering/student needs assessment
☐ Employer input
☐ External consultant/research firm
☐ Other (survey, interview, focus group data, etc.) *(up to 100 characters)*:

_____

Example in NOVA

Which of the following data sources were referenced and contributed to the consortium's understanding of needs, current levels and types of services, and gaps?

Select all that apply

☑ Student data (TOPSPro, MIS)
☐ CAEP consortium Fact Sheet
☐ DataVista
☑ Population demographic data (U.S Census, etc.)
☐ Labor market data (U.S. Bureau of Labor Statistics, California Employment Development Department (EDD))
☐ Partner meetings
☑ Regional plans
☑ Community stakeholder input
☐ Data gathering/student needs assessment
☐ Employer input
☑ External consultant/research firm
☑ Other (survey, interview, focus group data, etc.)

Specify "Other"

Characters: 0/100

Data Collection Process – Further Context

Optional (5000 characters)

Provide any further context on your process for collecting data to identify and assess the needs of adults served by your consortium including the sources used, any barriers faced in collecting data, and successes related to data collection and analysis.

Example in NOVA

Data Collection Process - Further Context

Provide any further context on your process for collecting data to identify and assess the needs of adults served by your consortium including the sources used, any barriers faced in collecting data, and successes related to data collection and analysis.

Characters: 0/5000

Regional Alignment and Priorities

What regional partners does your consortium work with to ensure programs offered align with regional needs?

Select all that apply.

- ☐ County departments
- ☐ Educational institutions
- ☐ Industry
- ☐ Local government
- ☐ Nonprofit organizations
- ☐ Small businesses
- ☐ Workforce development boards
- ☐ Other (please specify):

_____

(up to 100 characters)

Example in NOVA

What relevant education and workforce plans that guide services in the region were used to develop this Three-Year Plan?

Select all that apply.

California Education Code (§ 84906) requires that the CAEP Three-Year Plan include "a description of the alignment of adult education services supported by this program with those described in other education and workforce plans guiding services in the region, including plans pertaining to the building of career pathways and the employment of workforce sector strategies and those required pursuant to the federal Workforce Innovation and Opportunity Act (Public Law 113-128)."

☐ WIOA Title II Continuous Improvement Plan (CIP)
☐ Carl D. Perkins Career Technical Education Act Local Application and Comprehensive Local Needs Assessment (CLNA)
☐ Workforce Innovation and Opportunity Act (WIOA) Title I Local and Regional Plans
☐ California Strong Workforce Program (SWP) Local Plan (in NOVA)
☐ K12 Strong Workforce Program (SWP) Plans
☐ Accreditation Institutional Self-Studies (i.e., WASC, COE)
☐ Other (please specify):_____ (up to 100 characters)

Example in NOVA

What are the top priorities in relation to regional alignment?

Select all that apply.

☐ Developing or enhancing program mapping and career pathways that support identified industry needs

☐ Identifying emerging industries for development of CTE programming aligned with regional needs

☐ Increasing access to and awareness of services

☐ Pooling resources to streamline service provision across providers

☐ Providing hiring and training services and initiatives relevant to the local workforce and the identification of these specific needs

☐ Supporting changing industry needs that require re-training and upskilling of workers to prepare for high-demand jobs

☐ Alignment of curriculum, student assessments, articulation, connecting bridge courses, and/or dual enrollment to support transitions

☐ Other (please specify):_____ (up to 100 characters)

Example in NOVA

Alignment with Other Education and Workforce Plans

(5000 characters)

Provide a brief description of the alignment of adult education and workforce services supported by CAEP with those described in other education and workforce plans guiding services in the region, including plans pertaining to the building of career pathways and the employment of workforce sector strategies and those required pursuant to WIOA. The description should include:

- Names of relevant education and workforce plans guiding services in the region, and the consortium members or other entities that participated in developing these plans.
- Summary of the adult education and workforce services described in each of these plans.
- How adult education and workforce services supported by CAEP are currently aligned with priorities and services described in each of these plans.
- Identified gaps in alignment of adult education and workforce services across CAEP and these other plans.

Example in NOVA

Alignment with Other Education and Workforce Plans

Provide a brief description of the alignment of adult education and workforce services supported by CAEP with those described in other education and workforce plans guiding services in the region, including plans pertaining to the building of career pathways and the employment of workforce sector strategies and those required pursuant to WIOA. The description should include:

- Names of relevant education and workforce plans guiding services in the region, and the consortium members or other entities that participated in developing these plans.
- Summary of the adult education and workforce services described in each of these plans.
- How adult education and workforce services supported by CAEP are currently aligned with priorities and services described in each of these plans.
- Identified gaps in alignment of adult education and workforce services across CAEP and these other plans.

Characters: 0/5000

Evaluate the Educational Needs of Adults in the Region

(5000 characters)

Describe and evaluate the educational needs of adults in the region. The description and evaluation should include:

- Summary of key data points identified by the consortium to be indicators of educational needs.
- Implications of these key data points and educational needs for the consortium's prioritization of adult education services and dedication of resources.

Example in NOVA

Evaluate the Educational Needs of Adults in the Region

Describe and evaluate the educational needs of adults in the region. The description and evaluation should include

- Summary of key data points identified by the consortium to be indicators of educational needs.
- Implications of these key data points and educational needs for the consortium's prioritization of adult education services and dedication of resources.

Characters: 0/5000

CALIFORNIA ADULT EDUCATION PROGRAM

Please identify the categories of needs of your region.

Select all that apply.

☐ Access for underserved populations
☐ Access to technology
☐ Addressing broad needs of diverse population served
☐ Alignment of education and workforce needs
☐ Basic skills attainment
☐ English language needs
☐ Improving accessibility of programming
☐ Improving digital literacy
☐ Increasing awareness of services
☐ Labor shortages
☐ Lack of transportation
☐ Lack of childcare
☐ Living wage job attainment
☐ Low literacy
☐ Rebuilding programs to pre-pandemic levels
☐ Rural geographic needs
☐ Short-term CTE training
☐ Strengthening partnerships
☐ Other (please specify):

_____ (up to 100 characters)

Example in NOVA

Please identify the categories of needs of your region.

Select all that apply

☐ Access for underserved populations
☐ Access to technology
☑ Addressing broad needs of diverse population served
☑ Alignment of education and workforce needs
☑ Basic skills attainment
☐ English language needs
☐ Improving accessibility of programming
☑ Improving digital literacy
☐ Increasing awareness of services
☑ Labor shortages

☐ Lack of transportation
☑ Lack of childcare
☑ Living wage job attainment
☐ Low literacy
☑ Rebuilding programs to pre-pandemic levels
☐ Rural geographic needs
☐ Short term CTE training
☑ Strengthening partnerships
☑ Other

Specify "Other"

Characters: 0/100

Needs – Further Context

Optional (5000 characters)

Provide further context on the needs of the adults served by your consortium and how they are unique to your region.

Example in NOVA

Needs - Further Context (optional)

Provide further context on the needs of the adults served by your consortium and how they are unique to your region.

Characters: 0/5000

What challenges does your region face that impact the programs you have previously or are currently offering?

Select all that apply.

☐ Lack of physical/facility access
☐ High cost of living/housing/healthcare
☐ Areas of economic inequity
☐ Labor market issues (e.g., teacher shortages, etc.)
☐ Internet access challenges
☐ Staff turnover and burnout
☐ Diverse regional needs
☐ Regional infrastructure needs
☐ Lack of CTE credentials to expand programming
☐ Waiting list for students / not enough program capacity for number of qualified applicants ☐ Other (please specify):_____ (up to 100 characters)

Example in NOVA

What challenges does your region face that impact the programs you have previously or are currently offering?

Select all that apply

☐ Lack of physical/facility access
☑ High cost of living/housing/healthcare
☑ Areas of economic inequity
☑ Labor market issues (e.g., teacher shortages, etc.)
☐ Internet access challenges
☐ Staff turnover and burnout
☑ Diverse regional needs
☐ Regional infrastructure needs
☐ Lack of CTE credentials to expand programming
☐ Waiting list for students / not enough program capacity for number of qualified applicants
☑ Other

Specify "Other"

Characters: 0/100

Challenges – Further Context

Optional (5000 characters)

Please provide further context on challenges faced and how they are unique to your region.

Example in NOVA

Challenges - Further Context (optional)

Please provide further context on challenges faced and how they are unique to your region.

Characters: 0/5000

CALIFORNIA
ADULT EDUCATION
PROGRAM

Which populations are currently being served by your programs?

Select all that apply.

- ☐ Adults over 50
- ☐ Adults with disabilities
- ☐ Disconnected youth
- ☐ Foreign born or refugees
- ☐ Less than a high school education
- ☐ Limited English proficiency/English language learners
- ☐ Limited/low literacy
- ☐ Near or below the poverty line
- ☐ Residents of underserved rural areas
- ☐ Incarcerated individuals or those who have been previously incarcerated
- ☐ Under-represented minority populations
- ☐ Unemployed
- ☐ Veterans
- ☐ Workers in need of upskilling
- ☐ Other (please specify):

_____ (up to 100 characters)

Example in NOVA

Which populations are currently being served by your programs?

Select all that apply

- ☐ Adults over 50
- ☐ Adults with disabilities
- ☑ Disconnected youth
- ☑ Foreign born or refugees
- ☐ Less than a high school education
- ☑ Limited English proficiency/English language learners
- ☐ Limited/low literacy
- ☑ Near or below the poverty line

- ☑ Residents of underserved rural areas
- ☑ Incarcerated individuals or those who have been previously incarcerated
- ☑ Under-represented minority populations
- ☑ Unemployed
- ☐ Veterans
- ☑ Workers in need of upskilling
- ☑ Other

Specify "Other"

Characters: 0/100

Contributions by Entities

(5000 characters)

List consortium members and others* who participated in creating this three-year plan and their specific contributions to the three-year plan.

*Some examples are partners such as: Students (do not specify student name due to FERPA), teachers employed by local educational agencies, community college faculty, principals, administrators, classified staff, the local bargaining units of the school districts and community college districts, etc.

Briefly describe the ways in which each consortium member or partner contributed (e.g., participated in planning meetings, provided data, designed proposed strategies, proposed staff collaboration).

Name	Role	Three-Year Plan Contribution

Example in NOVA

Regional Service Providers

For each Consortium Member service provider, enter the number of Participants in each program area.

Enter the number of Participants served in each applicable program area in which a member offers instruction based on the most current available student data from DataVista or another identified data source such as TOPSPro Enterprise.

The Provider Name and Provider Type for CAEP-funded members will be auto-populated. NOVA provides the option to add additional non-CAEP-funded adult education providers by clicking on the "+Add Service Provider" button and entering the appropriate information. Provide a check mark for each of the services provided. The total participants will be automatically tallied.

Provider Name	Provider Type	#of Participants in Program Area								
		ABE	ASE	ESL	El Civics	AWD	K12 Success	Short-Term CTE	WR	PA
**Allan Hancock Joint CCD*	*Member Representative*	125	3,201	1,925	0	210	0	1,751	0	0
Total Participants										

*Consortium Member required to input number of Participants

For each service provider added, check the box in the program areas where services are provided.

Provider Name	Provider Type	Program Area for Which Services are Provided								
		ABE	ASE	ESL	El Civics	AWD	K12 Success	Short-Term CTE	WR	PA
**Lompoc Public Libary*	*Community Organization*	☑	☐	☑	☐	☐	☐	☐	☐	☐

**Examples for demonstration purposes.

Example in NOVA

Regional Service Providers

For each Member Agency service provider, enter the number of Participants in each program area.

Enter the number of Participants served in each applicable program area in which a member agency offers instruction based on the most current available student data from LaunchBoard or another identified data source such as TOPSPro Enterprise.

The Provider Name and Provider Type for CAEP-funded agencies will be auto-populated. NOVA provides the option to add additional non-CAEP-funded adult education providers by clicking on the "+Add Service Provider" button and entering the appropriate information. Provide a check mark for each of the services provided. The total participants will be automatically tallied.

Provider Name	Provider Type	# of Participants in Program Area								
		ABE	ASE	ESL	El Civics	AWD	K12 Success	Short-Term Success	Workforce Reentry	Pre-Apprenticeship
*Allan Hancock College	Member Representative	125	3,201	1,925	0	210	0	1,751	0	0
Total Participants		125	3,201	1,925	0	210	0	1,751	0	0

* Member Agency required to input number of Participants

For each service provider added, check the box in the program areas where services are provided.

Provider Name	Provider Type	Program Area Where Services are Provided								
		ABE	ASE	ESL	El Civics	AWD	K12 Success	Short-Term Success	Workforce Reentry	
Lompoc Public Library	Community Organization	☑	☐	☑	☐	☐	☐	☐	☐	🗑

+ Add Service Provider

What industries do you currently serve/plan to serve in the future?

Select all that apply.

- ☐ Agriculture
- ☐ Bioscience
- ☐ Business
- ☐ Construction
- ☐ Education
- ☐ Environmental technology
- ☐ Financial management
- ☐ Fire safety
- ☐ Healthcare
- ☐ Hospitality/Food services
- ☐ Logistics
- ☐ Manufacturing
- ☐ Retail
- ☐ Technology
- ☐ Transportation
- ☐ Other (please specify):

_____ (100 characters)

Example in NOVA

Industries Served – Further Context

Optional (5000 characters)

Please provide further context on the industries served including any industry specific challenges or opportunities.

Example in NOVA

Industries Served - Further Context (optional)

Please provide further context on the industries served including any industry specific challenges or opportunities.

Characters: 0/5000

Evaluate the Current Levels and Types of Education and Workforce Services for Adults in the Region

(5000 characters)

Describe and evaluate existing education and workforce services for adults among consortium members. The description and evaluation should include:
- The levels of education and workforce services currently offered by the consortium (hours of instruction).
- The types of education and workforce services currently offered by the consortium (seven program areas).
- An evaluation of whether the existing levels and types of services address the educational needs identified in Section 2: Assessment, or where there are gaps.

Example in NOVA

Evaluate the Current Levels and Types of Education and Workforce Services for Adults in the Region

Describe and evaluate existing education and workforce services for adults among consortium members. The description and evaluation should include:
- The levels of education and workforce services currently offered by the consortium (hours of instruction).
- The types of education and workforce services currently offered by the consortium (seven program areas).
- An evaluation of whether the existing levels and types of services address the educational needs identified in Section 2: Assessment, or where there are gaps.

Characters: 0/5000

SECTION 3: METRICS

Guidance

At the consortium level, the DataVista data imported will be for the last three years – 2022-23, 2023-24, and 2024-25. The targets should be for the next three years 2025-26, 2026-27, and 2027-28. The 2023-24 data in DataVista will be made available in Spring 2025 and the 2024-25 data will be made available in Spring 2026.

PLEASE NOTE: There are instances where a consortium member name is different in DataVista and NOVA. When this occurs, the member's "Adults who Become Students" data will be missing. Consortia and members will review their source data in TOPSPro Enterprise (TE)(K-12), COMIS (noncredit) or DataVista (the source data feeder system).

At the member level, the DataVista data imported will be for the last three years – 2022-23, 2023-24, and 2024-25. And the targets, for all members, should be for the next three years 2025-26, 2026-27, and 2027-28.

Due to time lags in posting the 2022-23 and 2023-24 student data from DataVista, consortia and their members should feel free to use additional student data sources (such as TE, COMIS, etc.) to project their targets.

There are no standard expectations regarding consortium and member targets. The same member level metrics will appear for all members. If a member does not have students for a particular metric, they will enter 0 (if not planning to address) or set a target (if planning to address). If a member has students for a particular target but does not plan to grow their program, they will enter the same number as the actual.

Unfunded members will follow the same processes above as funded members.

Example in NOVA

CAEP Barriers and Metrics

Each **Consortium** is required to track the metric types of: Number of Adults Served and Student Barriers. An additional two metrics are required to be tracked by all **Members**: Adults Served who Became Participants and Percent of Available Funds Spent.

Student Barriers: Of the four student barriers listed (English Language Learner, Low Literacy, Low Income, Long Term Unemployed), select at least one. Additional barriers may be selected.

Optional Metrics: Consortium members may choose from a list of ten optional metrics (see drop down menu). If a member chooses an optional metric, that metric will appear for all members in the consortium. If a member does not have students for a particular metric, they will enter 0 (if not planning to address) or set a target (if planning to address). If a member has students for a particular target but do not plan to grow their program, they will enter the same number as the actual. Unfunded members will follow the same processes above as funded members.

Possible metrics are:

Consortium Level
- ☒ Number of Adults Served (Required)
- ☐ Barrier: ELL
- ☐ Barrier: Low Literacy
- ☐ Barrier: Low Income
- ☐ Barrier: Long Term Unemployed

Member Level
- ☒ Adults Served Who Became Participants (Required)
- ☒ Percent of Available Funds Spent (Required)
- ☐ Participants Who Earn a High School Diploma or Equivalency
- ☐ Participants with EFL Gains – ABE
- ☐ Participants with EFL Gains – ASE
- ☐ Participants with EFL Gains – ESL
- ☐ Participants with Transition to Postsecondary (CTE)
- ☐ Participants Who Earn a Postsecondary Credential
- ☐ Participants with Transition to Postsecondary
- ☐ Participants Who Became Employed in the 2nd Quarter After Exit
- ☐ Earnings Metrics: Median Change in Earnings
- ☐ Participants Who Complete an EL Civics COAAP or Course (Immigrant Integration Milestone)

Example in NOVA

CAEP Barriers and Metrics

Each **Consortium** is required to track the metric types of: Number of Adults Served and Student Barriers. An additional two metrics are required to be tracked by all **Members**: Adults Served who Became Participants and Percent of Available Funds Spent.

Student Barriers: Of the four student barriers listed (English Language Learner, Low Literacy, Low Income, Long Term Unemployed), select at least one. Additional barriers may be selected.

Optional Metrics: Consortium members may choose from a list of ten optional metrics (see drop down menu). If a member chooses an optional metric, that metric will appear for all members in the consortium. If a member does not have students for a particular metric, they will enter 0 (if not planning to address) or set a target (if planning to address). If a member has students for a particular target but do not plan to grow their program, they will enter the same number as the actual. Unfunded members will follow the same processes above as funded members.

☑ **Student Barriers**

Student Barriers

| Select Barriers ▾ |

English Language Learner ✕   Low Literacy ✕   Low Income ✕   Long Term Unemployed ✕

☐ **AEP Score Card:** Consortium, member, and regional performance on the Measuring Our Success metrics.

☐ **Students and Programs:** Explore program enrollment, student demographics, and barriers to employment.

☑ **Progress:** Learn about skills gains in adult basic education, ESL, workforce preparation, and CTE programs.

Adult Ed Metrics

| Select Adult Ed Metrics ▾ |

Participants Who Earn a High School Diploma or Equivalency ✕

☐ **Transition:** Learn about student transition into postsecondary education and college credit pathways.

☐ **Success:** Information on completion of diplomas, certificates, and college credit awards.

☑ **Employment and Earnings:** Access 2nd and 4th quarter employment, annual earnings, and earning gains data.

Adult Ed Metrics

| Select Adult Ed Metrics ▾ |

Earnings Metrics: Median Change in Earnings ✕

Consortium Level Metric Targets

In this section, Consortium Level Actuals data from DataVista for the previous three years, including areas to input data for Consortium Level Targets, are shown below.

The first row shows the required metric of Number of Adults Served. The following rows show metrics previously selected in the CAEP Barriers and Metrics workflow section.

Input Consortium Level Targets as whole numbers for the upcoming three years for all of the rows of metrics shown below.

The 2023-24 data in DataVista will be made available in Spring 2025 and the 2024-25 data will be made available in Spring 2026.

Metric Set	Metric Description	Consortium Level Metric Targets					
		2022-23 Actuals	2023-24 Actuals	2024-25 Actuals	2025-26 Targets	2026-27 Targets	2027-28 Targets
*All	Number of Adults Served (AE 200 - Overall)						

Example in NOVA

Member Level Metric Targets

In this section, Member Level Actuals data from DataVista for the previous three years, including areas to input data for member level Targets for the upcoming three years are shown below.

The first row shows the required metric of Adults Served Who Became Participants. The following rows show metrics previously selected in the CAEP Barriers and Metrics workflow section.

Input Member Level Targets as whole numbers for the upcoming three years for all of the rows of metrics shown below.

The 2023-24 data in DataVista will be made available in Spring 2025 and the 2024-25 data will be made available in Spring 2026.

Metric Set	Metric Description	Consortium Level Metric Targets					
		2022-23 Actuals	2023-24 Actuals	2024-25 Actuals	2025-26 Targets	2026-27 Targets	2027-28 Targets
*All	Adults who Became Participants (AE 202 - Overall)						

Example in NOVA – note there are actuals and targets for each member in the consortium.

Member Level Metric Targets

In this section, Member Level Actuals data from DataVista for the previous three years, including areas to input data for member level Targets for the upcoming three years are shown below.

The first row shows the required metric of Adults Served Who Became Participants. The following rows show metrics previously selected in the CAEP Barriers and Metrics workflow section.

Input Member Level Targets as whole numbers for the upcoming three years for all of the rows of metrics shown below

The 2023-24 data in DataVista will be made available in Spring 2025 and the 2024-25 data will be made available in Spring 2026.

Allan Hancock Joint CCD (Reported by Allan Hancock District)

Metric Set	Metric Description	Member Level Metric Actuals			Member Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
All*	Adults who Became Participants (AE 202 - Overall)	5,799	6,600	7,202	7,500	8,000	8,500
Progress	Participants Who Earn a High School Diploma or Equivalency	3,021	3,050	3,100	3,250	3,500	3,750

* Mandatory for all members

Lompoc Unified (Reported by Lompoc Unified Adult Education (LUSD))

Metric Set	Metric Description	Member Level Metric Actuals			Member Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
All*	Adults who Became Participants (AE 202 - Overall)	5,799	6,600	7,202	7,500	8,000	8,500
Progress	Participants Who Earn a High School Diploma or Equivalency	3,021	3,050	3,100	3,250	3,500	3,750

* Mandatory for all members

Member Spending Targets

The Percent of Available Funds Spent in 2022-23, 2023-24, and 2024-25, imported from NOVA, is in the first row. This is a required metric. Add 2025-26, 2026-27, and 2027-28 Targets for each member district's Percent of Available Funds Spent.

Enter each of these Percent of Available Funds Spent as percentages for each year.

Member Spending Targets						
Member	Percent of 2022-23 Available Funds Spent	Percent of 2023-24 Available Funds Spent	Percent of 2024-25 Available Funds Spent	2025-26 Targets	2026-27 Targets	2027-28 Targets
*Allan Hancock Joint CCD	54%	65%	75%	80%	85%	90%

*Example provided for demonstration purposes.

Example in NOVA

SECTION 4: OBJECTIVES

Guidance

There are three core Objectives defined in Ed. Code: (1) address educational needs, (2) improve integration of services and transitions, and (3) improve effectiveness of services.

In this Objectives section, you will describe strategies that the members of the consortium and others impacted by, or interested in the provision of, education and workforce services to adults in the region will take to achieve the objectives.

These strategies should be at a high level. In the next section of the workflow for Activities and Outcomes, you will define specific tactical activities you will take to achieve the strategies for these Outcomes.

Example in NOVA

Objectives

Guidance

There are three core Objectives defined in Ed. Code: (1) address educational needs, (2) improve integration of services and transitions, and (3) improve effectiveness of services.

In this Objectives section, you will describe strategies that the members of the consortium and others impacted by or interested in the provision of education and workforce services to adults in the region, will take to achieve the objectives.

These strategies should be at a high level. In the next section of the workflow for Activities and Outcomes, you will define specific tactical activities you will take to achieve the strategies for these Outcomes.

Objective #1: Address Educational Needs
(5000 characters)

Describe strategies that the members of the consortium will use to address educational needs.

Example in NOVA

Objective #1: Address Educational Needs

Strategies
Describe strategies that the members of the consortium will use to address the educational needs.

Characters: 0/5000

Objective #2: Improve Integration of Services & Transitions

Select the strategies that your consortium is using to improve 1) integration of services and 2) transitions to post-secondary education and the workforce:

1. Utilizing Data
   - ☐ Quarterly reviews of student data
   - ☐ Data visualization tools and dashboards
2. Providing Professional Development
   - ☐ Attendance for education providers at workshops, webinars, and conferences
   - ☐ Training in technology and student tracking
3. Identifying Best Practices
   - ☐ Alignment of practices and procedures across the consortium
   - ☐ Creating SMART goals
4. Offering Flexible Courses and Services
   - ☐ Hybrid and hyflex delivery to meet students where they are
   - ☐ Virtual and in-person tutoring and support centers
5. Other: (please specify):
   _____ (100 characters)

Example in NOVA

Additional Context

(Optional - 5000 characters)

Describe the approaches that the members will use to implement the strategies selected to improve 1) integration of services and 2) transitions to post-secondary education and the workforce.

Example in NOVA

Additional Context (optional)

Describe the approaches that the members will use to implement the strategies selected to improve 1) integration of services and 2) transitions to post-secondary education and the workforce.

Characters: 0/5000

Objective #3: Improve Effectiveness of Services

Select the programmatic strategies that your consortium is using to improve effectiveness of services:

- ☐ Develop or Improve Professional Development Activities
- ☐ Develop or Improve Pathways/Maps for Students
- ☐ Develop or Improve Community Partnerships
- ☐ Develop or Improve Transition and Counseling Services/Resources
- ☐ Develop or Improve Distance Learning Capabilities (flexible schedule)
- ☐ Develop or Improve ESL Instruction
- ☐ Close Gaps in Services
- ☐ Develop or Improve Pre-Apprenticeship, Apprenticeship, or Work Experience Opportunities
- ☐ Develop or Improve Wraparound Services for Students and Families
- ☐ Develop or Improve Dual Enrollment or Onramp to Community college
- ☐ Utilize Guest Speakers
- ☐ Develop or Improve GED Programs
- ☐ Develop or Improve Basic Skills Education Programs
- ☐ Work with Students in the Justice System
- ☐ Other (please specify):

_____ (100 characters)

Example in NOVA

Objective #3: Improve Effectiveness of Services

Select the programmatic strategies that your consortium is using to improve effectiveness of services:

- ☑ Develop or Improve Professional Development Activities
- ☑ Develop or Improve Pathways/Maps for Students
- ☐ Develop or Improve Community Partnerships
- ☑ Develop or Improve Transition and Counseling Services/Resources
- ☑ Develop or Improve Distance Learning Capabilities (flexible schedule)
- ☑ Develop or Improve ESL Instruction
- ☐ Close Gaps in Services
- ☑ Develop or Improve Pre-Apprenticeship, Apprenticeship, or Work Experience Opportunities
- ☐ Develop or Improve Wraparound Services for Students and Families
- ☐ Develop or Improve Dual Enrollment or Onramp to Community college
- ☐ Utilize Guest Speakers
- ☐ Develop or Improve GED Programs
- ☑ Develop or Improve Basic Skills Education Programs
- ☐ Work with Students in the Justice System
- ☐ Other

    Specify "Other"

Select the operational strategies that your consortium is using to improve effectiveness of services:

- ☐ Develop or Identify Industry and Workforce Needs Courses
- ☐ Better Use of Data and Analytics to Evaluate Services
- ☐ Increase Staff Training and Development
- ☐ Enhance Marketing and Messaging Efforts
- ☐ Enhance Student Completion
- ☐ Enhance Student Recruiting
- ☐ Enhance Student Retention
- ☐ Rebuild Staff/Programs post-Pandemic
- ☐ Better Use of Data Analytics to Prioritize Services
- ☐ Conduct Exit Surveys
- ☐ Other (please specify):

_____ (100 characters)

Example in NOVA

Select the operational strategies that your consortium is using to improve effectiveness of services:

- ☑ Develop or Identify Industry and Workforce Needs Courses
- ☑ Better Use of Data and Analytics to Evaluate Services
- ☐ Increase Staff Training and Development
- ☐ Enhance Marketing and Messaging Efforts
- ☑ Enhance Student Completion
- ☐ Enhance Student Recruiting
- ☑ Enhance Student Retention
- ☐ Rebuild Staff/Programs post-Pandemic
- ☑ Better Use of Data Analytics to Prioritize Services
- ☐ Conduct Exit Surveys
- ☐ Other

  Specify "Other"

Additional Context

(Optional - 5000 characters)

Describe any additional strategies, or provide additional context around previously selected strategies, that the members of the consortium will use to improve effectiveness of services.

Example in NOVA

Additional Context (optional)

Describe any additional strategies, or provide additional context around previously selected strategies, that the members of the consortium will use to improve effectiveness of services.

Characters: 0/5000

SECTION 5: ACTIVITIES AND OUTCOMES

Guidance

Create a plan to implement the strategies named in Section 4 by defining the activities to execute them and intended short-term, intermediate, and long-term outcomes. Activities may be proposed at the consortium or the individual member level. Definition of long-term outcomes beyond three years is optional, as this is outside of the scope of the Three-Year plan but may be helpful for consortium planning.

Use the "+ Add Activity" button at the bottom of the page to add each activity proposed by the consortium to address the three Objectives in Section 4: Objectives. For each activity, type in the activity name, then select the Objective that applies to the activity from the dropdown menu.

Example in NOVA

Objective 1: Address Educational Needs

Activity Name: _____
(Add activities as needed.)

Brief Description of Activity and Significance of Activity to Outcome.

For each activity listed, provide a description that includes:
- The activity that will be carried out
- What agencies or individual members will carry out the activity
- Key deliverables
- How the activity will contribute to achieving one or more of the three CAEP objectives
- How the activity will contribute to achieving short-term, intermediate, and (optional) long-term outcomes
- How the activity will contribute to addressing and achieving targets related to the selected Student Barriers and adult education Metrics

(up to 5000 characters)

Example in NOVA

Objective #1: Address Educational Needs

Increase Number of Students Achieving Gain

Activity Name

Increase Number of Students Achieving Gain

Brief Description of Activity and Significance of Activity to Outcome

For each activity listed, provide a description that includes:
- The activity that will be carried out
- What agencies or individuals will carry out the activity
- Key deliverables
- How the activity will contribute to achieving one or more of the three CAEP objectives
- How the activity will contribute to achieving short-term, intermediate, and (optional) long-term outcomes
- How the activity will contribute to addressing and achieving targets related to the selected Student Barriers and adult education Metrics

Characters: 0/5000

Outcomes

Short-Term, Intermediate, and Long-term Outcomes

Use the space provided to identify the Outcomes that the activity will accomplish in the next year (Short-Term), in one to three years (Intermediate), and in three to five years (Long-Term). The brief description of each of these three types of outcomes should include one or more outcomes that are specific, measurable, achievable, relevant, and time-bound (SMART).

Short-Term Outcomes (12 months) (up to 1000 characters)
In the space provided, describe how, if the activities are accomplished within 12 months, the following outcomes will be achieved.

Intermediate Outcomes (1-3 Years) (up to 1000 characters)
In the space provided, describe how, if the activities are accomplished within one to three years, the following outcomes will be achieved.

Long-Term Outcomes (3-5 Years) (up to 1000 characters)
In the space provided, describe how, if the activities are accomplished within three to five years, the following outcomes will be achieved.

Example in NOVA

Outcomes

Use the space provided to identify the Outcomes that the activity will accomplish in the next year (Short-Term), in one to three years (Intermediate), and in three to five years (Long-Term). The brief description of each of these three types of outcomes should include one or more outcomes that are specific, measurable, achievable, relevant, and time-bound (SMART).

Short-Term Outcomes (12 Months)	Intermediate Outcomes (1-3 Years)	Long-Term Outcomes (3-5 Years)
In the space provided, describe how, if the activities are accomplished within 12 months, the following outcomes will be achieved.	In the space provided, describe how, if the activities are accomplished within one to three years, the following outcomes will be achieved.	In the space provided, describe how, if the activities are accomplished within three to five years, the following outcomes will be achieved.
Characters: 0/1000	Characters: 0/1000	Characters: 0/1000

Adult Education Metrics and Student Barriers

Select from the drop-down menu one or more Adult Education Metrics and Student Barriers that align with the proposed Strategy. The drop-down menu will include **only** the Adult Education Metrics and Student Barriers that were selected in **Section 3: Metrics**.

Dropdown options may be:
- Number of Adults Served
- Barrier: ELL
- Barrier: Low Literacy
- Barrier: Low Income
- Barrier: Long Term Unemployed
- Percent of Available Funds Spent
- Adults Served Who Became Participants
- Participants Who Earn a High School Diploma or Equivalency
- Participants with EFL Gains – ABE
- Participants with EFL Gains – ASE
- Participants with EFL Gains – ESL
- Participants with Transition to Postsecondary (CTE)
- Participants Who Earn a Postsecondary Credential
- Participants with Transition to Postsecondary
- Participants Who Became Employed in the 2nd Quarter After Exit
- Earnings Metrics: Median Change in Earnings
- Participants Who Complete an EL Civics COAAP or Course (Immigrant Integration Milestone)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date

Provide the name(s) of the position(s) holding primary responsibility for the strategy's implementation and oversight. Use the +Add Responsible Position button to add as many positions as needed.

Responsible Position	Responsible Member	Proposed Completion Date
Principal*	*Allan Hancock Joint CCD*	*9/29/2024*

*Example

Example in NOVA

Objective 2: Improve Integration of Services & Transitions

Activity Name: _____
(Add activities as needed.)

Brief Description of Activity and Significance of Activity to Outcome.

For each activity listed, provide a description that includes:
- The activity that will be carried out
- What agencies or individual members will carry out the activity
- Key deliverables
- How the activity will contribute to achieving one or more of the three CAEP objectives
- How the activity will contribute to achieving short-term, intermediate, and (optional) long-term outcomes
- How the activity will contribute to addressing and achieving targets related to the selected Student Barriers and adult education Metrics

(up to 5000 characters)

Example in NOVA

Outcomes

Short-Term, Intermediate, and Long-term Outcomes

Use the space provided to identify the Outcomes that the activity will accomplish in the next year (Short-Term), in one to three years (Intermediate), and in three to five years (Long-Term). The brief description of each of these three types of outcomes should include one or more outcomes that are specific, measurable, achievable, relevant, and time-bound (SMART).

Short-Term Outcomes (12 months) (up to 1000 characters)
In the space provided, describe how, if the activities are accomplished within 12 months, the following outcomes will be achieved.

Intermediate Outcomes (1-3 Years) (up to 1000 characters)
In the space provided, describe how, if the activities are accomplished within one to three years, the following outcomes will be achieved.

Long-Term Outcomes (3-5 Years) (up to 1000 characters)
In the space provided, describe how, if the activities are accomplished within three to five years, the following outcomes will be achieved.

Example in NOVA

Outcomes

Use the space provided to identify the Outcomes that the activity will accomplish in the next year (Short-Term), in one to three years (Intermediate), and in three to five years (Long-Term). The brief description of each of these three types of outcomes should include one or more outcomes that are specific, measurable, achievable, relevant, and time-bound (SMART).

Short-Term Outcomes (12 Months)	Intermediate Outcomes (1-3 Years)	Long-Term Outcomes (3-5 Years)
In the space provided, describe how, if the activities are accomplished within 12 months, the following outcomes will be achieved.	In the space provided, describe how, if the activities are accomplished within one to three years, the following outcomes will be achieved.	In the space provided, describe how, if the activities are accomplished within three to five years, the following outcomes will be achieved.
Characters: 0/1000	Characters: 0/1000	Characters: 0/1000

Adult Education Metrics and Student Barriers

Select from the drop-down menu one or more Adult Education Metrics and Student Barriers that align with the proposed Strategy. The drop-down menu will include **only** the Adult Education Metrics and Student Barriers that were selected in **Section 3: Metrics**.

Dropdown options may be:
- Number of Adults Served
- Barrier: ELL
- Barrier: Low Literacy
- Barrier: Low Income
- Barrier: Long Term Unemployed
- Percent of Available Funds Spent
- Adults Served Who Became Participants
- Participants Who Earn a High School Diploma o Equivalency
- Participants with EFL Gains – ABE
- Participants with EFL Gains – ASE
- Participants with EFL Gains – ESL
- Participants with Transition to Postsecondary (CTE)
- Participants Who Earn a Postsecondary Credential
- Participants with Transition to Postsecondary
- Participants Who Became Employed in the 2nd Quarter After Exit
- Earnings Metrics: Median Change in Earnings
- Participants Who Complete an EL Civics COAAP or Course (Immigrant Integration Milestone)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date

Provide the name(s) of the position(s) holding primary responsibility for the strategy's implementation and oversight. Use the +Add Responsible Position button to add as many positions as needed.

Responsible Position	Responsible Member	Proposed Completion Date
*Principal**	*Allan Hancock Joint CCD*	*9/29/2024*

*Example

Example in NOVA

CALIFORNIA ADULT EDUCATION PROGRAM

Objective 3: Improve Effectiveness of Services

Activity Name: _____
(Add activities as needed.)

Brief Description of Activity and Significance of Activity to Outcome.

For each activity listed, provide a description that includes:
- The activity that will be carried out
- What agencies or individual members will carry out the activity
- Key deliverables
- How the activity will contribute to achieving one or more of the three CAEP objectives
- How the activity will contribute to achieving short-term, intermediate, and (optional) long-term outcomes
- How the activity will contribute to addressing and achieving targets related to the selected Student Barriers and adult education Metrics

(up to 5000 characters)

Example in NOVA

Objective #3: Improve Effectiveness of Services

Activity #1

Activity Name

Increase Number of Students Achieving Gain

Brief Description of Activity and Significance of Activity to Outcome
For each activity listed, provide a description that includes:
- The activity that will be carried out
- What agencies or individuals will carry out the activity
- Key deliverables
- How the activity will contribute to achieving one or more of the three CAEP objectives
- How the activity will contribute to achieving short-term, intermediate, and (optional) long-term outcomes
- How the activity will contribute to addressing and achieving targets related to the selected Student Barriers and adult education Metrics

Characters: 0/5000

Outcomes

Short-Term, Intermediate, and Long-term Outcomes

Use the space provided to identify the Outcomes that the activity will accomplish in the next year (Short-Term), in one to three years (Intermediate), and in three to five years (Long-Term). The brief description of each of these three types of outcomes should include one or more outcomes that are specific, measurable, achievable, relevant, and time-bound (SMART).

Short-Term Outcomes (12 months) (up to 1000 characters)
In the space provided, describe how, if the activities are accomplished within 12 months, the following outcomes will be achieved.

Intermediate Outcomes (1-3 Years) (up to 1000 characters)
In the space provided, describe how, if the activities are accomplished within one to three years, the following outcomes will be achieved.

Long-Term Outcomes (3-5 Years) (up to 1000 characters)
In the space provided, describe how, if the activities are accomplished within three to five years, the following outcomes will be achieved.

Example in NOVA

Outcomes

Use the space provided to identify the Outcomes that the activity will accomplish in the next year (Short-Term), in one to three years (Intermediate), and in three to five years (Long-Term). The brief description of each of these three types of outcomes should include one or more outcomes that are specific, measurable, achievable, relevant, and time-bound (SMART).

Short-Term Outcomes (12 Months)	Intermediate Outcomes (1-3 Years)	Long-Term Outcomes (3-5 Years)
In the space provided, describe how, if the activities are accomplished within 12 months, the following outcomes will be achieved.	In the space provided, describe how, if the activities are accomplished within one to three years, the following outcomes will be achieved.	In the space provided, describe how, if the activities are accomplished within three to five years, the following outcomes will be achieved.
Characters: 0/1000	Characters: 0/1000	Characters: 0/1000

Adult Education Metrics and Student Barriers

Select from the drop-down menu one or more Adult Education Metrics and Student Barriers that align with the proposed Strategy. The drop-down menu will include **only** the Adult Education Metrics and Student Barriers that were selected in **Section 3: Metrics**.

Dropdown options may be:
- Number of Adults Served
- Barrier: ELL
- Barrier: Low Literacy
- Barrier: Low Income
- Barrier: Long Term Unemployed
- Percent of Available Funds Spent
- Adults Served Who Became Participants
- Participants Who Earn a High School Diploma o Equivalency
- Participants with EFL Gains – ABE
- Participants with EFL Gains – ASE
- Participants with EFL Gains – ESL
- Participants with Transition to Postsecondary (CTE)
- Participants Who Earn a Postsecondary Credential
- Participants with Transition to Postsecondary
- Participants Who Became Employed in the 2nd Quarter After Exit
- Earnings Metrics: Median Change in Earnings
- Participants Who Complete an EL Civics COAAP or Course (Immigrant Integration Milestone)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date

Provide the name(s) of the position(s) holding primary responsibility for the strategy's implementation and oversight. Use the +Add Responsible Position button to add as many positions as needed.

Responsible Position	Responsible Member	Proposed Completion Date
*Principal**	*Allan Hancock Joint CCD*	*9/29/2024*

Example

Example in NOVA

Section 6: Funds Evaluation

Guidance

For each consortium member, the prior year's total leveraged funds and program reporting status (2023-24) will be auto-populated. Clicking on a listed member name will open up that member's Program Area Report in another browser tab.

Member Allocations and Expenditures

The example below shows the auto-populated table that will be provided in NOVA. The data provided comes from the certified Program Area Report.

Example in NOVA

Funds Evaluation

Guidance

For each consortium member, the prior year's total leveraged funds and program reporting status (2023-24) will be auto-populated. Clicking on a listed member name will open up that member's Program Area Report in another browser tab.

Member Allocations and Expenditures

Member Agency	Prior Year Total Leveraged Funds	Program Reporting Status
Allan Hancock Joint CCD	$2,818,866	Certified
Lompoc Unified	$1,064,697	Certified
Totals	$3,883,563	2/2 Certified

Funds Evaluation

(5000 characters)

Evaluate the funds reported for the prior fiscal year (July 2023 - June 2024) by each consortium member as part of the Program Area Reporting exercise in NOVA.

The evaluation should include:

6. Overview of how the adult education funds referenced in the NOVA Program Area Reporting will be allocated over the coming three years (including remaining carryover funds from prior years).

7. Other resources not reported into NOVA that will be available to consortium members and partners to carry out the collaborative strategies described in this Three-Year Plan.

8. How CAEP and other funds will be leveraged to implement the strategies and achieve the outcomes described in this Three-Year Plan.

Example in NOVA

NOVA

The Three-Year Plan workflow in NOVA contains sections corresponding to the sections in this template.

To access and complete the three-year plan in NOVA:

1. Log-in to NOVA.
2. Click on the CAEP Program in the navigation menu on the left-side of the screen.
3. In the left-hand menu, Click on Consortia and Members.
4. Find your consortium. Click on it. This takes you to your consortium's landing page.
5. Scroll down to the "Three Year Plan" section and click on "CAEP Three Year Plan" for 2025 - 2028.
6. Note that the 2025-26 CFAD must be completed before the next Three-Year Plan will be available.
7. Complete the Three-Year Plan Workflow in NOVA
8. If you need make any changes to auto-populated consortium and member information in the Details section, you may do so by editing it in the Consortium landing page (accessed in Steps 4 above, "Find your Consortium. Click on it.")
9. TIP: You can have more than one page or browser window in NOVA open at a time.
10. Preview and Submit.

Workflow
Details ● Complete
Assessment ○ Incomplete
Metrics ○ Incomplete
Objectives ○ Incomplete
Activities & Outcomes ○ Incomplete
Funds Evaluation ○ Incomplete
Preview & Submit ○

Consortium Demographic Data by Key Subgroup

At a glance
Click an icon to the right to see the demographics for that population

Overall 18+	Adults with Disabilities	Foreign-born	Limited English	At or Near Poverty	No High School Diploma	Unemployed	Opportunity Youth
36,863	7,828	3,809	935	10,195	4,201	1,810	314

AGE
Overall 18+

Age	%
18 to 19	4.3%
20 to 24	12.4%
25 to 29	10.0%
30 to 34	10.3%
35 to 39	9.3%
40 to 44	6.7%
45 to 49	5.6%
50 to 54	5.7%
55 to 59	7.7%
60 to 64	8.3%
65 and older	19.8%

GENDER
Overall 18+

Female **47.0%**

Male **53.0%**

RACE/ETHNICITY
Overall 18+

White	Hispanic	Black	Two or Mor..	Asian	Amer. Ind..	NHOPI	Some Othe..
55.5%	28.4%	6.7%	3.9%	3.1%	1.4%	0.7%	0.2%

ENGLISH LANGUAGE ABILITY
Overall 18+

- Speaks English less than well: **9%**
- Speaks English well: **9%**
- Speaks English very well: **23%**
- English only: **59%**

EDUCATIONAL ATTAINMENT
Overall 18+

- Bachelor's or higher: **16.0%**
- Associate's degree: **8.3%**
- Some college, no degree: **32.3%**
- High school graduate (includes equivalency): **32.1%**
- Some schooling, no diploma: **11.4%**
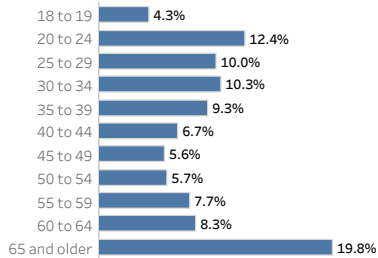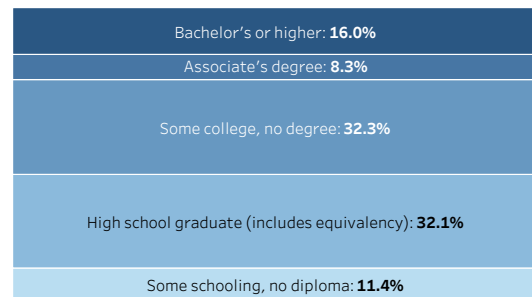
LANGUAGES SPOKEN AT HOME
Overall 18+

Total Languages Spoken **51**

Top 10 Languages
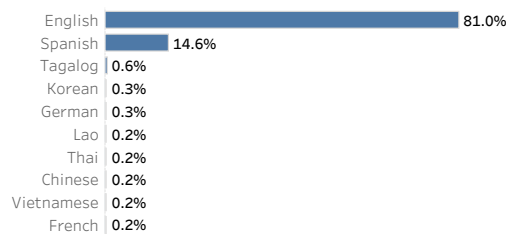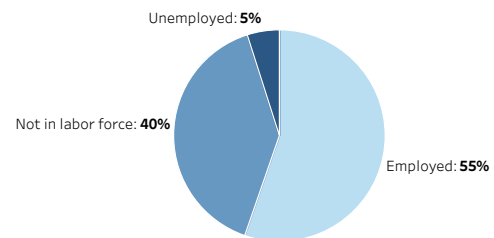
Language	%
English	81.0%
Spanish	14.6%
Tagalog	0.6%
Korean	0.3%
German	0.3%
Lao	0.2%
Thai	0.2%
Chinese	0.2%
Vietnamese	0.2%
French	0.2%

EMPLOYMENT STATUS
Overall 18+

- Unemployed: **5%**
- Not in labor force: **40%**
- Employed: **55%**

*Disconnected youth include 18-24 year olds who are not attending school and are unemployed.
Data Source: U.S. Census Bureau

Consortium Demographic Data by Key Subgroup

At a glance
Click an icon to the right to see the demographics for that population

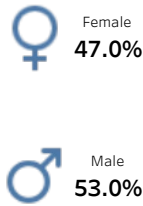| Overall 18+	Adults with Disabilities	Foreign-born	Limited English	At or Near Poverty	No High School Diploma	Unemployed	Opportunity Youth
30,568,130	4,120,492	10,079,703	3,207,222	5,512,218	4,548,168	1,257,237	161,046

AGE
Overall 18+

- 18 to 19: 3.5%
- 20 to 24: 8.8%
- 25 to 29: 9.5%
- 30 to 34: 9.6%
- 35 to 39: 9.1%
- 40 to 44: 8.4%
- 45 to 49: 8.1%
- 50 to 54: 8.1%
- 55 to 59: 8.0%
- 60 to 64: 7.5%
- 65 and older: 19.2%
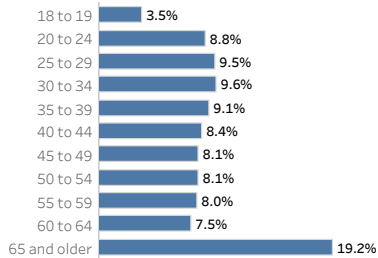
GENDER
Overall 18+

- Female **50.3%**
- Male **49.7%**

RACE/ETHNICITY
Overall 18+
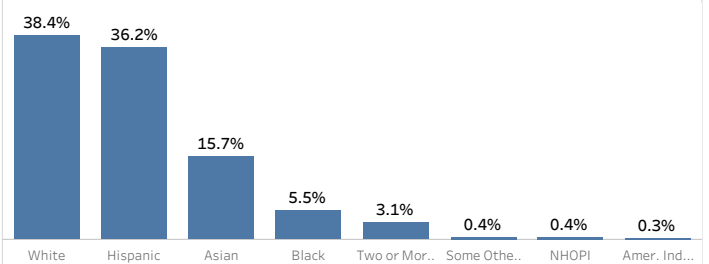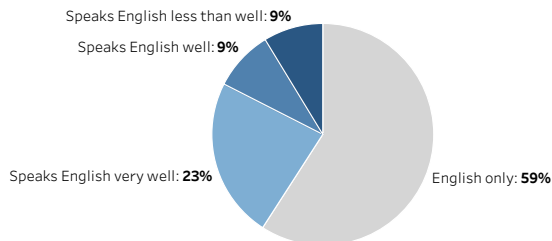
- White: 38.4%
- Hispanic: 36.2%
- Asian: 15.7%
- Black: 5.5%
- Two or Mor..: 3.1%
- Some Othe..: 0.4%
- NHOPI: 0.4%
- Amer. Ind..: 0.3%

ENGLISH LANGUAGE ABILITY
Overall 18+

- Speaks English less than well: **9%**
- Speaks English well: **9%**
- Speaks English very well: **23%**
- English only: **59%**

EDUCATIONAL ATTAINMENT
Overall 18+

- Bachelor's or higher: **32.9%**
- Associate's degree: **7.6%**
- Some college, no degree: **22.5%**
- High school graduate (includes equivalency): **22.1%**
- Some schooling, no diploma: **14.9%**
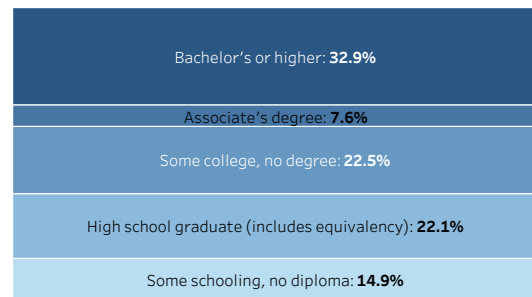
LANGUAGES SPOKEN AT HOME
Overall 18+

Total Languages Spoken **116**

Top 10 Languages
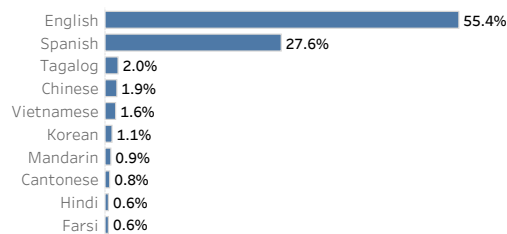
- English: 55.4%
- Spanish: 27.6%
- Tagalog: 2.0%
- Chinese: 1.9%
- Vietnamese: 1.6%
- Korean: 1.1%
- Mandarin: 0.9%
- Cantonese: 0.8%
- Hindi: 0.6%
- Farsi: 0.6%
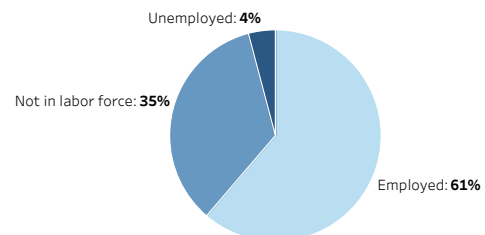
EMPLOYMENT STATUS
Overall 18+

- Unemployed: **4%**
- Not in labor force: **35%**
- Employed: **61%**

*Disconnected youth include 18-24 year olds who are not attending school and are unemployed.
Data Source: U.S. Census Bureau

BACAE MEMORANDUM OF UNDERSTANDING 2025-2026

This Memorandum of Understanding shall stand as evidence that the following districts intend to work together toward the mutual goal of collaborating to meet the goals of the Barstow Area Consortium for Adult Education (BACAE), hereafter referred to as the Consortium, to improve the delivery of adult education in the Barstow Area Consortium for Adult Education and meet the requirements prescribed by the California Adult Education Program (CAEP). This agreement is entered into between the following School Districts, hereafter referred to as MEMBERS.

- Baker Valley Unified School District
- Barstow Community College
- Barstow Unified School District
- Silver Valley Unified School District

1. Barstow Community College shall serve as the Consortium Fiscal Agent, hereafter referred to as FISCAL AGENT.

2. Term: The term of this MOU shall become effective as of July 1, 2025, and shall expire June 30, 2026 and shall apply to the 2025-2026 fiscal year.

3. Cost of Services: The MEMBER shall be directly apportioned the sum declared in the BACAE Consortium Fiscal Administration Declaration as approved by the Barstow Area Consortium for Adult Education for the current program year and in accordance with Sections 84900-84920 of the California Education Code. Funds provided under this agreement shall be used in accordance with applicable laws and the provisions herein.

4. Leveraging of Regional Resources: MEMBERS agree to disclose amounts received from other resources that may be used to address the California Adult Education Program areas and objectives. Furthermore, MEMBERS agree to leverage resources, in addition to any CAEP funds they may receive, to enhance the region's adult education delivery system and to do so in a coordinated effort with the Consortium.

   Furthermore, PROVIDER MEMBERS with adult schools agree to apply for WIOA Title II: AEFLA grant funds (supplemental funding and to be determined in accordance with WIOA Title II: AEFLA funding award timelines).

5. Eligible Member: A MEMBER is a member in good standing, as defined by California Education Code Sections 84900-84920, of the Consortium and agrees to maintain its membership and participation in the Consortium. Failure to maintain its membership in the consortium and demonstrate effectiveness will result in a loss of funding.

6. General: The Barstow Area Consortium for Adult Education has been formed, in accordance with AB86, Section 76, Article 3, in accordance with AB 104, and Sections 84900-84920 of the California Education Code to develop a regional plan to improve the delivery of adult education and address existing gaps in programs and services. Funds apportioned shall be used only for supporting the following adult education programs designed for adult education students in the following areas:
   A. Programs in elementary and secondary basic skills, including programs leading to a high school diploma or high school equivalency certificate.

B. Programs for immigrants eligible for educational services in citizenship, English as a Second Language, and Workforce Preparation.
C. Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce.
D. Programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school.
E. Programs for adults with disabilities.
F. Programs in Career Technical Education that are short term in nature and have high employment potential.
G. Programs offering pre-apprenticeship training activities conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards for the occupation and geographic area.

7. <u>Mutuality, Shared Leadership, and Collaboration</u>: The Consortium's governance and decision-making processes are based on recognition of and respect for the interrelationships of the districts and their constituent groups. The commitment to this principle is demonstrated in the following ways:

   - Members of the Consortium publicly acknowledge the importance of participatory governance and the rewards to all for collaborative participation.
   - Members agree to participate and provide input throughout the implementation process to ensure shared leadership.

8. <u>Member Role and Participation</u>: This principle supports the use of democratic processes to ensure that the voices of all MEMBERS are included. Any MEMBER of the Consortium can bring items and issues to the consortium as a whole. In order for this principle to be fully implemented, all members of the Consortium are asked to fulfill the following responsibilities of Consortium membership:

   - Each MEMBER Board of Education/Trustees will designate two voting representatives to the Consortium Board and ensure attendance at and participation in regular Consortium meetings. Each MEMBER district will be allowed one vote. A simple majority of MEMBERS present constitutes a quorum. All issues to be voted on shall be decided by a simple majority of those present at the meeting in which the vote takes place.
   - MEMBERS will vote on items concerning fiscal and implementation decisions.
   - Each MEMBER will provide data and information relevant to adult education as needed for the implementation, assessment, and revision of a regional plan and annual plans.
   - Each MEMBER will agree to participate as necessary in the implementation process including participation as needed in sub-groups and or committees.
   - MEMBERS agree that in the interest of the Consortium and key stakeholders they will function as a team member with other MEMBERS of the group, follow through on tasks, report meeting outcomes back to key stakeholders within their organizations, work toward common understanding and consensus in an atmosphere of respect, support the implementation of recommendations once group consensus is reached, and welcome change and innovation.

9. <u>Community Partnerships</u>: Partner organizations identified by the Consortium through an application process will be invited to participate in Consortium meetings and

activities. They are recognized as valuable stakeholders and partners in the implementation of educational services for adults.

10. Committees: The Consortium Board may create committees or workgroups as needed. In addition to the Consortium Board, two workgroups, based on current program areas, are hereby established. The two workgroups include: ABE/HSE/HSD and ESL/CTE. These workgroups are comprised of and open to educators, industry experts, partner representatives, and other representatives from all stakeholders with an in interest in promoting adult education efforts in the region.

11. Transparency: The Consortium values transparency and strives to maintain an open and honest approach to decision-making, operations and communication. Everyone who will be impacted by a decision is encouraged to be involved in shaping the recommendation. The commitment to this principle is demonstrated by adherence to the Brown Act.

12. Fiscal Administration of Consortium: BACAE utilizes a fiscal agent funding model in accordance with Sections 84900-84920 of the California Education Code. Each year the BACAE Board takes public action to approve the Consortium Fiscal Administration Declaration which declares direct funding levels received by MEMBERS on a yearly basis.

    Fiscal Agent Role and Responsibilities: The Fiscal Agent (FA) will be identified to the State as the fiscal coordinator on behalf of the Barstow Area Consortium for Adult Education for the Adult Education Block Grant. The Fiscal Agent shall be responsible for the submission of the Consortium Fiscal Administration Declaration (CFAD) to the California Community College Chancellor's Office according to an allocation schedule recommended by the Consortium Director and approved by the Consortium Board. The Fiscal Agent shall not amend the CFAD approved by the Consortium Board. The Fiscal Agent will be responsible for:

    - Acting as the employer of record for consortium staff.
    - Dispersal of monthly CAEP funding to MEMBERS.
    - Contracting and coordinating with MEMBER districts to maintain the governance structure and systems of the Consortium.
    - Fiscal reporting to the State as required by the Adult Education Block Grant.
    - Compliance with State requirements for administration of the Adult Education Block Grant

    The Fiscal Agent shall receive in its allocation and hold separate from its regular adult education program, and from other funds, $30,000.00 for the costs of managing the consortium and for pan-consortium activities managed by the Consortium Director. The Consortium Director shall determine the annual budget for this amount in accordance with the BACAE Regional Plan, the BACAE Annual Plans and applicable laws.

13. <u>Organizational Structure and Staffing</u>:
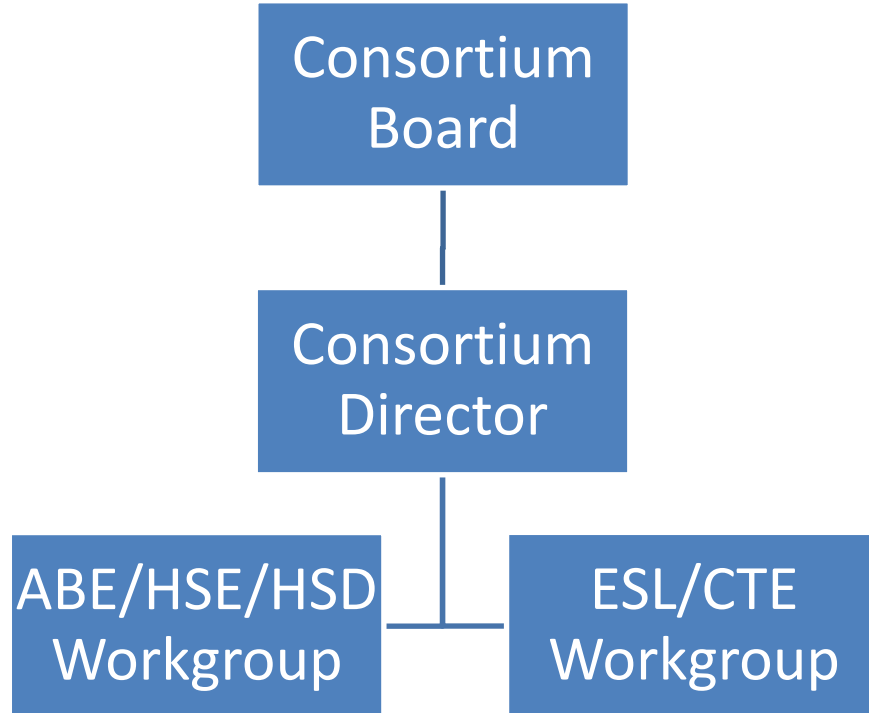
Consortium Director: The Consortium Director is hired and supervised by the Fiscal Agent based upon the recommendation of the Consortium Board. The Consortium Director reports to Consortium Board and has day-to-day responsibilities for the organization, including carrying out the organization's goals and policies. The Consortium Director will manage all board meetings, report on the progress of the organization, answer questions of the Board members and carry out the duties described in the job description. The board can designate other duties, as necessary.

14. <u>Allowable Expenses</u>: Funds may only be expended on allowable costs as defined in AB86, AB104, Sections 84900-84920 of the California Education Code, and in accordance with the Barstow Area Consortium for Adult Education Regional Plan (Consortium Three Year Plan) and the Barstow Area Consortium for Adult Education Annual Plan for the 2025-2026 program year. Failure to comply with the provisions of this MOU, applicable laws, and the Consortium Plans may result in the reduction of funding to the MEMBER, loss of funding to the MEMBER, and/or the reallocation of a portion or all of the MEMBER'S funds to other BACAE MEMBERS. A reduction, loss, or reallocation of funding shall affect only the current fiscal year unless a permanent reduction, loss, or reallocation is determined appropriate by the BACAE Board. All changes to MEMBER allocations and funding levels will be made in accordance with applicable law and the BACAE Governance policies and procedures. Indirect costs may not be collected by the MEMBER.

15. <u>Records and Audit</u>: In accordance with the Adult Education Block Grant, the BACAE Regional Plan, and the BACAE Annual Plan for the 2025-2026 program year, the MEMBER agrees to provide fiscal records and measures of effectiveness performance data to the FISCAL AGENT on a quarterly basis. Both FISCAL AGENT and MEMBERS shall maintain complete and accurate records with respect to the services rendered and the costs incurred under this agreement.

16. <u>Compliance with Law</u>: All parties shall provide services in accordance with applicable Federal, State, and local laws, regulations and directives. With respect to employees, parties shall comply with all laws and regulations pertaining to wages and hours, state and federal income tax, unemployment insurance, Social Security, disability insurance, worker's compensation insurance, and discrimination in employment.

17. <u>Indemnification</u>: FISCAL AGENT and MEMBERS shall hold each other harmless, defend and indemnify their respective agents, officers and employees from and against any liability, claims, actions, costs, damages or losses of any kind, including death or injury to any person and/or damage to property, arising out of the activities of the FISCAL AGENT or MEMBERS or their agents, officers and employees under this agreement. This indemnification shall be provided by each party to the other party regarding its own activities undertaken pursuant to this Agreement, or as a result of the relationship thereby created, including any claims that may be made against either party by any taxing authority asserting that an employer—employee relationship exists by reason of this Agreement, or any claims made against either party alleging civil rights violations by such party under Government Code section 12920 et seq. (California Fair Employment and Housing Act). This indemnification obligation shall continue beyond the term of this Agreement as to any acts of omissions occurring under this Agreement or any extension of this Agreement.

18. <u>Amendments</u>: This agreement may be amended by mutual agreement in writing by the parties.

19. <u>Termination</u>: Termination of this agreement can only be completed if in compliance with state laws and policies.

<u>Barstow Community College</u>

Barstow Area Consortium for Adult Education Memorandum of Understanding
Signature Page

Barstow Community College approves the Barstow Area Consortium for Adult Education Memorandum of Understanding for the 2025-2026 fiscal year.

_____   _____
Eva Bagg, Superintendent/President   Date
Barstow Community College

Barstow Unified School District

Barstow Area Consortium for Adult Education Memorandum of Understanding
Signature Page

Barstow Unified School District approves the Barstow Area Consortium for Adult Education Memorandum of Understanding for the 2025-2026 fiscal year.

_____   _____
Douglas Beaton, Chief Business Official   Date
Barstow Unified School District

<u>Baker Valley Unified School District</u>

Barstow Area Consortium for Adult Education Memorandum of Understanding
Signature Page

Baker Valley Unified School District approves the Barstow Area Consortium for Adult Education Memorandum of Understanding for the 2025-2026 fiscal year.

_____   _____

Milan Stijepovic, Superintendent   Date
Baker Valley Unified School District

Silver Valley Unified School District

Barstow Area Consortium for Adult Education Memorandum of Understanding
Signature Page

Silver Valley Unified School District approves the Barstow Area Consortium for Adult Education Memorandum of Understanding for the 2025-2026 fiscal year.

_____   _____

Jeff Youskievicz, Assistant Superintendent   Date
Silver Valley Unified School District