



**Barstow Area Consortium for Adult Education
Board Agenda
Barstow Community College, President's Conference Room
Thursday May 17, 2018 (2:00 p.m. – 4:00 p.m.)
(*Materials in Board Packet)**

PLEASE NOTE: Agenda related documents distributed to the BACAE Board for the Board Meeting may be viewed in the President's Office at Barstow Community College, 2700 Barstow Rd, Barstow, CA 92311. Individuals who require special accommodation, including but not limited to an American sign language interpreter, accessible seating, or documentation in accessible formats, should contact the BACAE Coordinator at BarstowAEGB@gmail.com at least two days before the meeting date.

Call to Order: 2:00 pm

Attending:	Voting Member	Voting Member	Attendee
Baker Valley	<input checked="" type="checkbox"/> Ronda Tremblay	<input checked="" type="checkbox"/> Eric Huynh	<input type="checkbox"/>
Barstow CC	<input checked="" type="checkbox"/> Eva Bagg	<input checked="" type="checkbox"/> David Morse	<input checked="" type="checkbox"/> Kim Young
Barstow AS	<input checked="" type="checkbox"/> Scott Godfrey	<input type="checkbox"/> Jeff Malan	<input checked="" type="checkbox"/> Reyna Garcia
Silver Valley	<input checked="" type="checkbox"/> Jeff Youskievicz	<input checked="" type="checkbox"/> Michael Cox	<input checked="" type="checkbox"/> Robin Schreiner

Agenda approval: Motion by R. Tremblay motion, 2nd by J. Youskievicz
- Motion approved unanimously

1. ¹Approval of Minutes – April 26, 2018
- ²Approval of Minutes – May 7, 2018
 - Motion by S. Godfrey; 2nd by R. Tremblay
 - Motion approved unanimously

2. Public Comment – Public comment will be allowed on any topic relevant to the BACAE. Pursuant to BACAE Policy, comments are limited to 3 minutes per person. Please begin your comment by stating your name.

3. Closed Session - None

4. Reports/Information Items

4.1 Coordinator's Report

- May 3-5, 2018 – CCAE, Fresno, CA
- May 3-5, 2018 – 2018 Career & Non-Credit Education Institute, Costa Mesa, CA
 - KY recommended for next year
- Upcoming Deadlines:
 - Jun 01: 2016/17 & 2017/18 member expense report **due** in NOVA (Q1, Q2 & Q3)
 - Jun 30: 2016/17 & 2017/18 member expense report **certified** by Consortium in NOVA (Q1, Q2 & Q3)
 - Jun 30: End of Q4
 - Aug 01: Final program year report due and student data report due (Q4)
 - Aug 15: Annual plans due for 2018/19
 - Aug (TBA): AEBG 18/19 funding is disbursed from the State

- Sep 1: 2016/17 & 2017/18 member expense report **due** in NOVA (Q4). Will also include end of the year reporting on leveraged funds, fees, and other financial breakdowns.
- Sep 30: 2016/17 & 2017/18 member expense report **certified** by consortium in NOVA (Q4); Will also include Year End Financial Report (Narrative).
- AEBG State Guidance Update: Three-Year Plan (Template open in NOVA May 10)
- [□] CCCC – Update Research Brief: Goal Setting and Outcomes Measurement
- Consultant Days

May 7, 16, 17	Aug 1, 2, 10, 13, 14, 15	Nov 16, 19, 20, 21
June 6, 7, 8	Sept 10, 12, 25, 26, 27	Dec 4, 10, 11, 12, 13
July 20, 24, 25, 26, 27	Oct 18, 19, 23, 24, 25	

4.2 Member Program Update: BUSD (Adult School Update)

- Graduation of 27 students on May 19
- New independent study program started, expanded in the next PY
- August end date for construction. Possible delayed opening.
- Construction has started. RG shared timetable.
- Photos to come

4.3 Member Program Update: SVUSD

- Increasing enrollment in diploma program.
- Lots of interest from the flier
- 19 graduates on May 21.
- Community members and partners funding scholarships.
- Revamping kitchen for potential CTE usage. Food handler is popular.

4.4 Member Program Update: BVUSD

- 200% graduation rate increase to 2 students.
- Mad Greek Restaurant pilot hospitality program prerequisite.
- Hired math teacher to manage data analysis.
- Technology upgrades, roof repairs, vehicle purchase
- New ESL program up and running, second and third night added.

4.5 Member Program Update: BCC

- Faculty attended non-credit institute, discussing non-credit classes.
- Ft. Irwin expansion in the planning process.
- CTE program brochures being redesigned in English and Spanish.
- Acceleration models being explored for math boot camps.

4.6 Fiscal Agent Report: BUSD, Reyna Garcia – no report

4.7 Media Manager Report: None

4.8 Presentation by Dr. Helga Wilde: Presentation on year-long community research study
- See presentation at end of minutes

5. Discussion Items

5.1 BUSD Request for \$250,000.00 to supplement GED Test Center costs

2015-16 FY Allocation:

GED Test Center: \$114,463.00

2016-17 FY Allocation:

GED Test Center: \$114,463.00

Hiring Staff for Program Expansion: \$86,000.00

Total Allocation to Date: \$314,926.00

- E. Bagg moved to consider pan-consortium items in 2016-17 spend down; 2nd R. Tremblay
 - Motion carried unanimously
 - Need to be cautious moving forward as we wont be able to reallocate as easily
 - BACAE will discuss 2016-17 spend-down at each BACAE Board Meeting
 - See handout at end of minutes

- 5.2 Member Readout on FY 2017-18 Budgets
 - All members reported that they have met/exceeded the 60% spend by June 2018
- 5.3 Human Centered Design Training – K. Young
 - Information has been emailed to Members about state initiative
- 5.4 [□] Consortium Director Job Description
 - BCC to discuss with HR and report back at June BACAE Meeting
- 5.5 [□] Annual Plan Planning Process:
 - Review Current Annual Plan
 - Review Working Group Notes from April 25, 2018
 - Review Board Planning Documents

6. Action Items

- 6.1 None

7. Announcements

- 7.1 Upcoming Conferences (Approved for attendance by BACAE Board 1.26.18)
 - June 19-21, 2018 – CASAS Summer Institute, San Diego, CA
 - June 24-27, 2018 – ISTE International Conference, Chicago, IL (state approval required)
 - July 25-27, 2018 – GED Summer Conference, San Diego, CA
- 7.2 2017-18 BACAE Board Meeting Schedule (2:00 pm in BCC President’s Conference Room):

June 7, 2018 (Annual Plan Retreat)	September 27, 2018	November 20, 2018
July – No Meeting/TBD	October 25, 2018	December 13, 2018
August 2, 2018 (Annual Plan Vote)		

- 8. Adjournment motion: by J. Youskievicz; 2nd by R. Tremblay



BARSTOW
AREA
CONSORTIUM
FOR ADULT EDUCATION

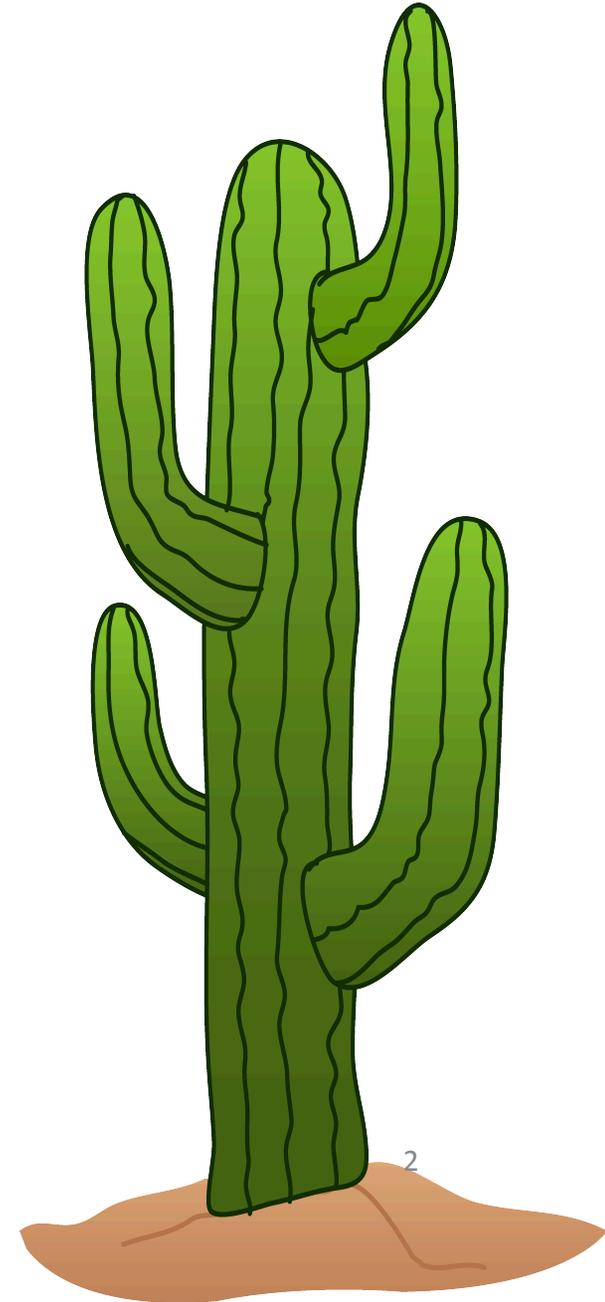
Findings from Community Research

Report to the Board

May 17, 2018

Overview

- What we did
- Findings
- Recommendations
- What next?



What we did

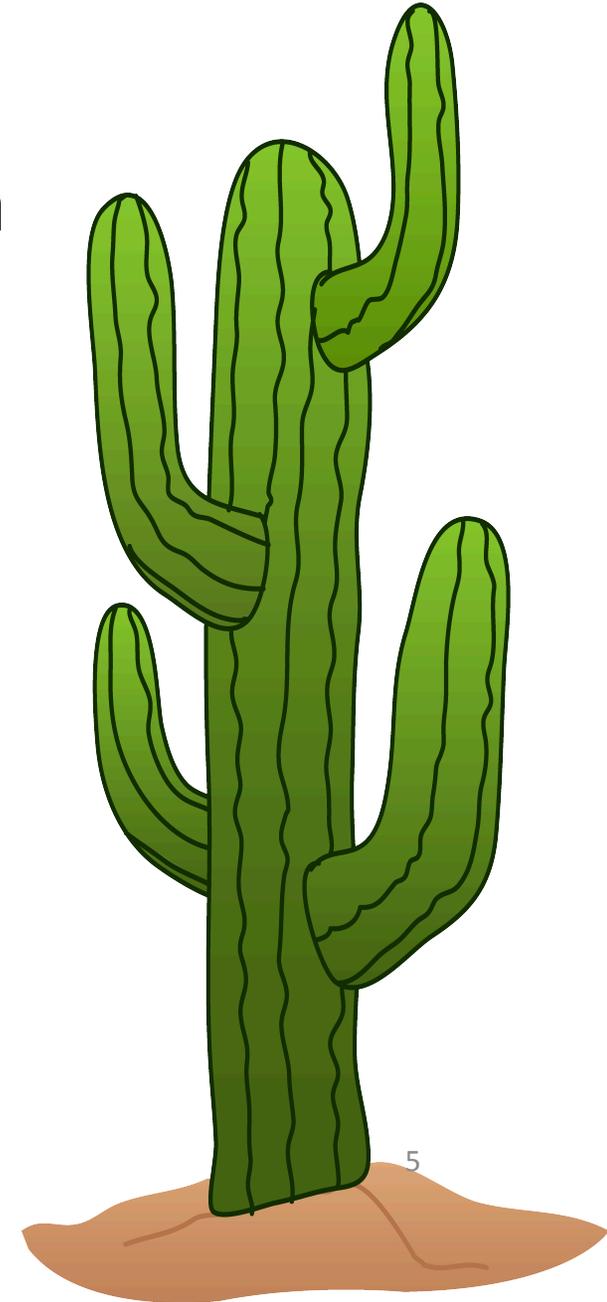
- Who is “we?”
- What’s in the name “Adult Education?”
- The methods
- The people

The people

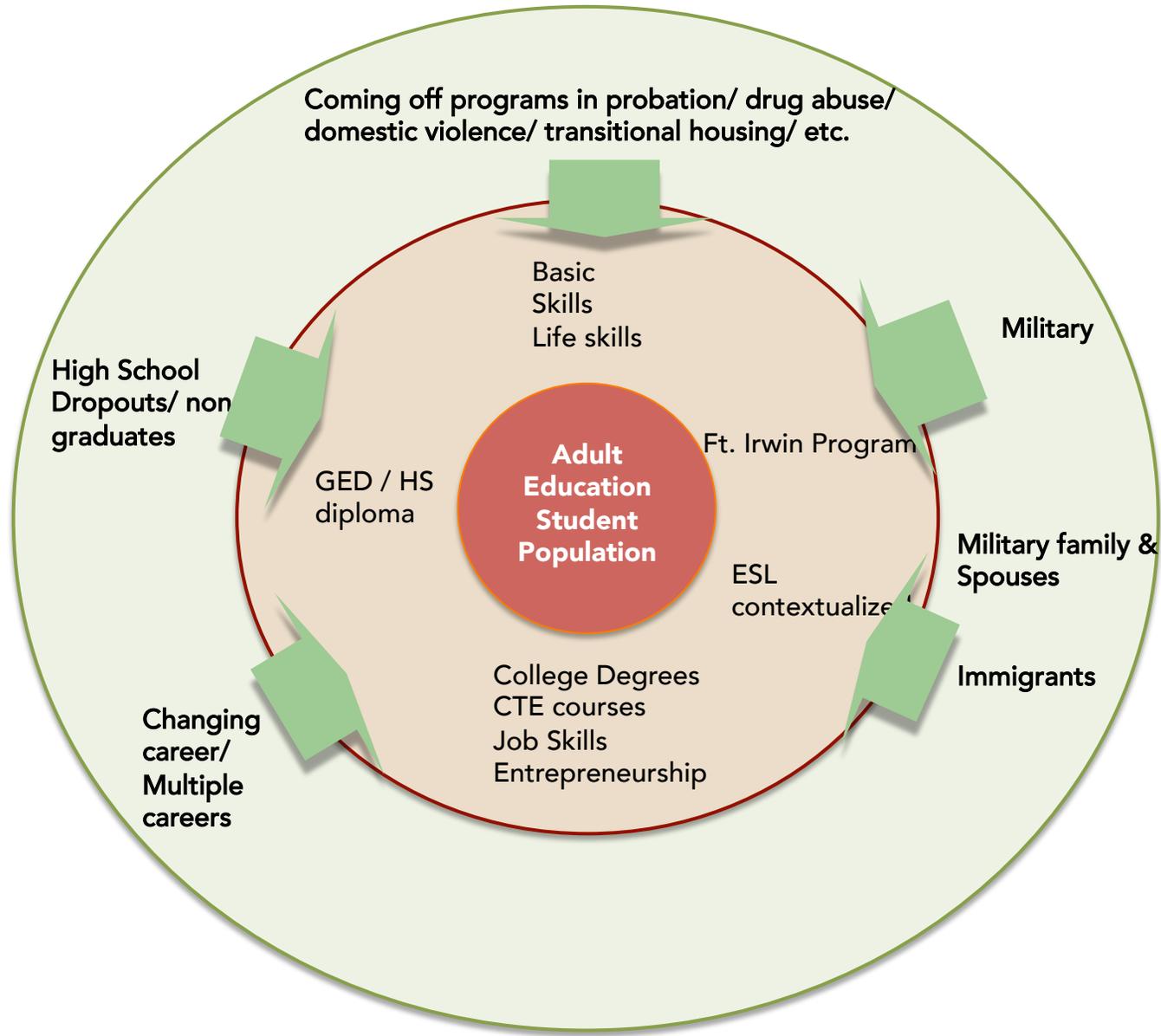
- 36 Adult students
- 32+ Adults in the community
- 32 Education and social service professionals
- Plus
 - Meetings with local organizations and coalitions
 - Visits to Community Centers

Findings

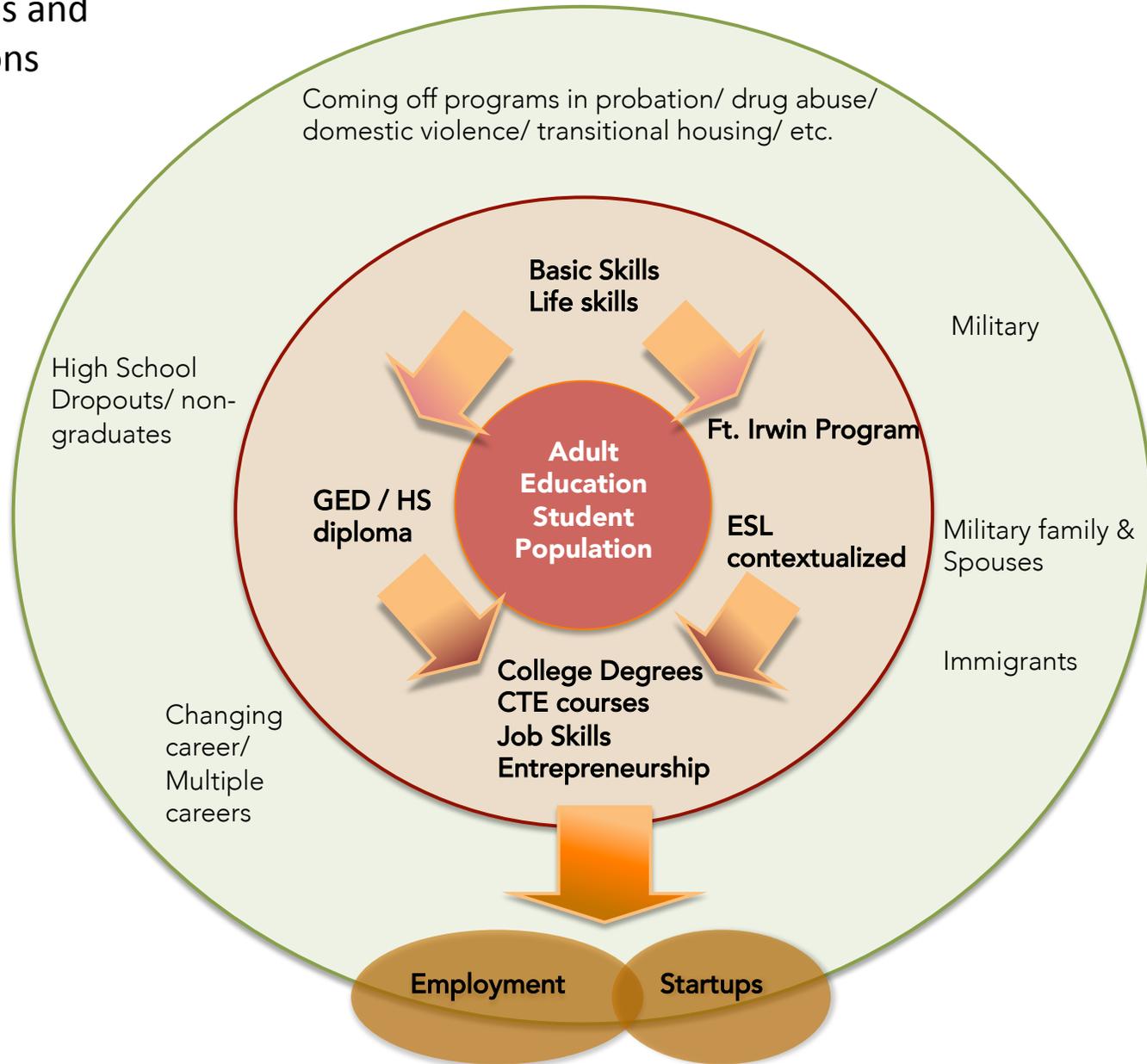
- ❑ Potential Student population in the Barstow Area
- ❑ Entry Points and Program affinities
- ❑ Obstacles to participation



Potential student population



Programs and Transitions



Obstacles and challenges

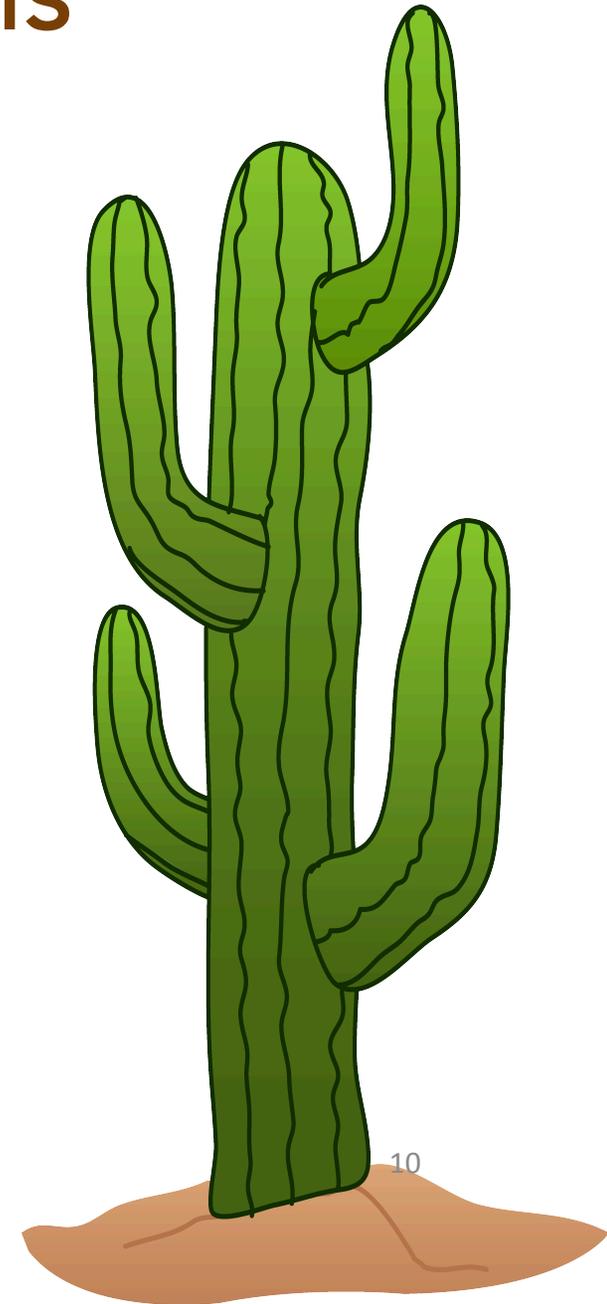
- Awareness of Adult Education
- Childcare
- Transportation
- Documentation
- Technology
- Technology Know-how

External obstacles

- Homelessness, joblessness
- Former prison or substance abuse
- Early pregnancy
- Local migration

Recommendations

- ❑ Potential programs to create or expand
- ❑ Enabling conditions to establish
- ❑ Turnaround strategy



Potential Programs

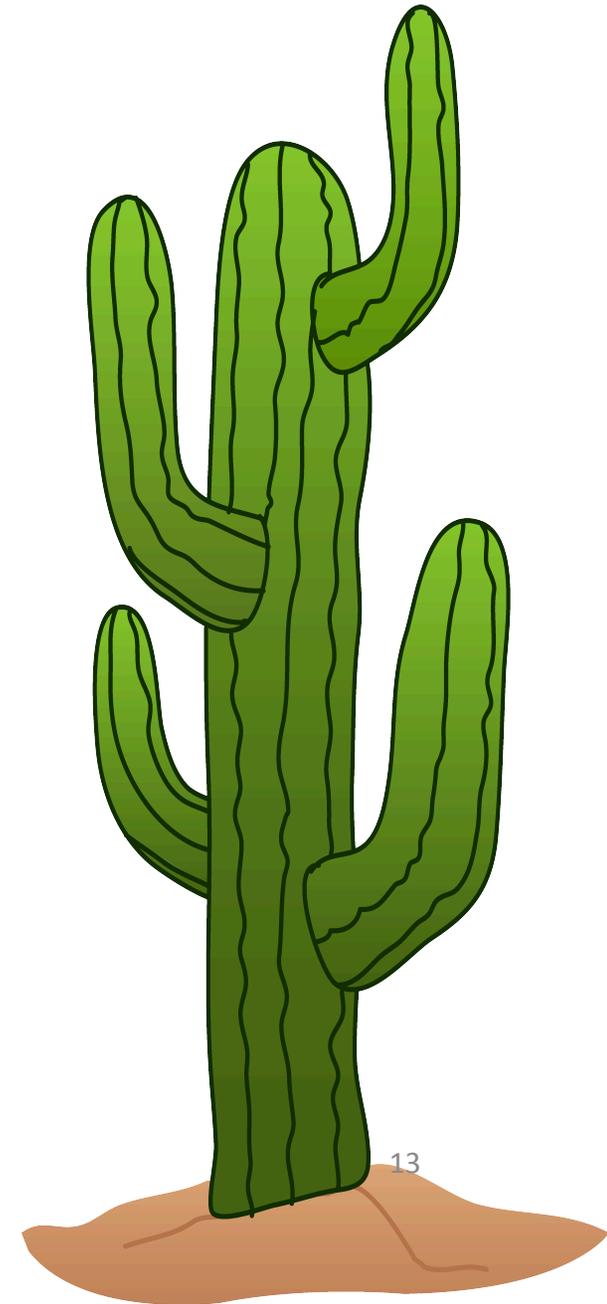
- Basic learning and life skills
- GED testing and courses
- Expanding ESL classes
- General Job Skills / Entrepreneurship classes
- More CTE programs or courses, e.g.
 - Multimedia Design (marketing, branding)
 - Medical support services (coding, billing)
 - Homecare for the sick or elderly
 - Retail
 - Logistics

Enabling Conditions

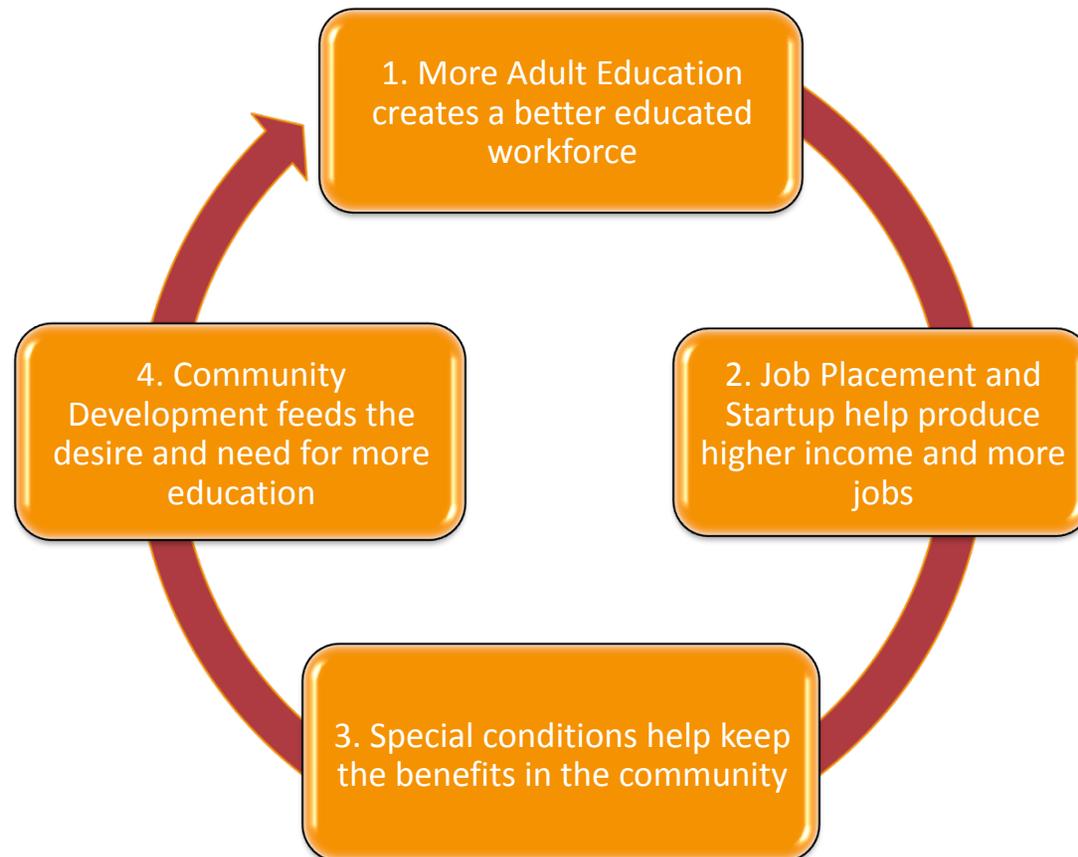
- Networking with local social service organizations
- Transition services
- Reducing/ Removing obstacles
- Work-Life-Study Balance Support
- Incubator to help create startups

What next?

- ❑ First solution designs
- ❑ Turnaround Strategy



Breaking the poverty cycle



BACAE 2016-17 Spend Down

District Approved Distributions

Baker Valley USD

Program Expansion	\$80,000.00
Professional Development	\$18,000.00
Computers	\$25,000.00
	\$123,000.00

Barstow Community College

Transitions Counselor	\$90,000.00
Boot Camp	\$20,000.00
Professional Development	\$18,000.00
	\$128,000.00

Barstow USD

Program Expansion	\$86,000.00
Test Center Set-Up	\$114,463.00
Professional Development	\$18,000.00
	\$218,463.00

Silver Valley USD

Program Expansion	\$90,000.00
Professional Development	\$18,000.00
	\$108,000.00

\$577,463.00

Pan Consortium

BACAE per MOU	\$30,000.00	
BACAE Audit	\$20,000.00	
Regional & On-Site Professional Development	\$2,500.00	
Workplace ESL Solutions	\$5,000.00	
As Needed Curriculum	\$30,000.00	
Postal Mailer	\$5,000.00	
Bros of Nowhere	\$5,000.00	
Radio & Marketing Collateral Printing	\$20,000.00	
P2C Solutions (Thru 6/30/2018)	\$40,800.00	
P2C Solutions (6 month Renewal)	\$48,000.00	
Jorge Saucedo	\$12,000.00	(\$6,000)
Jorge Saucedo (6 mo Renewal)	\$12,000.00	
Phoenix Design	\$20,000.00	
TOP Facilitation Training	\$10,000.00	
	\$260,300.00	\$260,300.00

\$837,763.00

Consortium Annual Plan

INSTRUCTIONS: The form below has been partially completed based on information provided from your prior year's Consortium Annual Plan. Please carefully review and update each section. You may save your progress by clicking the **Save** button at the bottom of the page. As you coordinate with your member agencies to complete your annual plan, you are encouraged refer to the planning materials provided by the AEBG office located on the AEBG website here: <http://aebg.cccco.edu/For-AEBG-Grantees/Reporting-Tool-Kit> (<http://aebg.cccco.edu/For-AEBG-Grantees/Reporting-Tool-Kit>).

Click on the **Section 1: Plans & Goals** header to begin.

Section 1: Plans & Goals

Executive Summary

Please provide an Executive Summary of your consortium's implementation plan for the 2017– 18 Program Year. In your summary, please include a narrative justifying how the planned allocations are consistent with your three-year adult education plan, a clear and concise description of your consortium's vision, accomplishments made during the prior Program Year, and primary goals for the upcoming Program Year. (Limit: 500 words)

In keeping with the approach of Shared Leadership Strategies, the Barstow Area Consortium for Adult Education (BACAE) has kept the spirit of collaboration central in all decision making. The Regional Comprehensive Plan submitted in March 2015 serves as a foundational plan for the Consortium toward the realization of the vision and goals keeping in alignment with the county’s vision of working together to create regional stability among Adult Education providers.

BACAE is located in California’s High Desert, and covers mostly rural geography. The economic development plan of the county does not address the specific needs of the Consortium. Due to changes in leadership, BACAE did not submit an Annual Plan for the 2016-17 Program Year. With a renewed commitment to the AEBG initiative, this plan was developed to bring BACAE bank into alignment with AB 104 legislation, and move the adult programs in the region forward in a spirit of collaboration and partnership.

During the 2017-18 fiscal year, BACAE will primarily address gaps in service and seamless transitions. Additionally, the Consortium will deploy methods to support accelerated learning programs for students through academic pathways and/or career goals. The Consortium will work on building relationships with more community partners to leverage existing resources and reach the rural areas which make up most of the Consortium geography.

BACAE will offer professional development across the AEBG program areas includes training on the CCR Standards, Andragogical Methodologies of Instruction, Technology in the Adult Education Classroom, and WIOA/AEBG. Member Districts will encourage faculty and staff to attend regional, state and national conferences as a means of forming peer relations with other education professionals.

CASAS and TOPSpro will be adopted by all Member districts to standardize student assessment and data management. All members will engage in renewed efforts to increase transitions between programs and for successful matriculation at Barstow Community College. Additionally, BACAE will launch Distance Learning programs for adult learners in more remote areas of the Consortium to bring Adult Education services to those in need.

Lastly, BACAE Members will begin the process of WASC Accreditation and applying for WIOA funds. While this might not be possible for every Member, the BACAE Board commits to exploring options to increase the rigor and credibility of all programs across the Consortium.

Meeting Regional Needs

What are the primary gaps / needs in your region? How are you meeting the adult education need and identifying the gaps or deficit in your region? Please provide the reasons for the gap between the need in the region and the types and levels of adult education services currently being offered.

Gaps in service / regional needs	How do you know? What resources did you use to identify these gaps?	How will you measure effectiveness / progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress.
Expand the levels and frequency of ESL, ABE, HSD, HSE and College Transition courses across the region to increase measurable skill gains and transfer to Community College.	American Community Survey data, waiting lists, and enrollment data.	All Members will add course offerings and additional levels, and evaluate effectiveness via enrollment date and completions.
Increase the number of CTE courses leading to industry-recognized certifications across the region and incorporate integrated education and training into courses.	Labor Market Information supplied by the San Bernardino Workforce Development Board.	Select members will add CTE course offerings in high growth sectors.
Enhanced transition services for students moving between Adult Schools, College, and AJC services.	Low transition rate from adult schools to the community college.	Increased transfer rate of adult school graduates to Barstow Community College.

GAPS IN SERVICE

For 2017-18, what strategies are planned to incrementally increase capacity in identified gap areas and / or help maintain established levels of service (Must list at least one)?

Identify strategies planned to incrementally increase capacity in identified gap areas as well as those that help maintain established levels of service. Plans will have identified programming and service gaps including lack of providers, services, access, attainment, and/or performance. These might include, but are not limited to, working with other partners in the service area, developing or expanding programs and plans to assess the effectiveness of these expanded efforts.

BACAE Members will focus on adding NRS Level course offerings in both Adult Basic Education and English as a Second Language. BACAE Members will expand program offerings to include distance learning options for HSE/HSD and CTE courses (for example, ServSafe, Food Handler, Hospitality, Microsoft Office Suite, Business Communication, etc.). Additionally, Accuplacer Prep and Workplace Employability Skills courses will be added as curriculum offerings.

Member Districts will continue to support communities within their boundaries: Silver Valley (Dagget, Newberry Springs, Calico, Yermo, Ludlow); Baker (Kelso, Cima, Halloran Springs).

Barstow USD will explore the purchase or lease of a dedicated facility to hold adult education classes and serve as a regional HSE assessment center. Additionally, Barstow Adult School will be become a GED Testing Center and serve as a regional hub for assessments.

BACAE will embark on an aggressive marketing campaign (print, direct mailer, radio) to increase enrollment numbers, and share information about the services offered. A dedicated BACAE web site will be developed.

BACAE will explore distance learning options, including but not limited to live instruction via video conferencing, and adopt a Distance Learning Implementation Manual to reach more adult learners.

Seamless Transitions

Explain how consortium members and partners are integrating existing programs and services and creating seamless transitions into post-secondary education or the workforce. Please also identify key challenges faced and / or overcome during the 2016–17 Program Year in your efforts to transition students.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
No Data				

For 2017-18, what NEW strategies are planned to Integrate existing programs and create seamless transitions into postsecondary education or the workforce (Must list at least one)?

How will the Consortium align and connect existing and future adult education programs to postsecondary academic pathways and/or career pathways leading to employment? Activities should address how the Consortium will align placement tools, curriculum, assessment tools and rubrics, and student performance outcomes across delivery systems to ensure that student transition paths, both between providers and into postsecondary credit programs, are understood and supported across all systems.

BACAE Members will develop a common referral form for all AEBG participating agencies.

BACAE Members will fund and expand transition services to Barstow Community College through the hiring of a transition counselor.

BACAE Members will continue efforts to support and increase the level of transition of students between programs and into post-secondary programs at both the community colleges, through industry recognized certification programs and/or into the workforce.

Baker USD will add industry-recognized credentials to their course offerings to increase the transition from Adult School to the workplace.

Student Acceleration

Explain how your consortium members and partners have employed approaches proven to accelerate a student's progress toward his or her academic or career goals, such as contextualized basic skills and career technical education, and other joint programming strategies between adult education, post-secondary institutions, and career technical education.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
No Data				

For 2017-18, what strategies are planned to accelerate student progress (Must list at least one)?

Identify activities that you will implement and/or improve through using specific evidence-based strategies across the region, within and between systems where they currently don't exist, to accelerate student's progress. Common strategies include compressing courses into shorter, more intensive terms (accelerated), individualized instruction based on a student's competencies (competency-based), and putting basic skills content into the context of a student's goals and career path (contextualized).

BACAE Members will refer qualified candidates to a Mathematics Boot Camp, which will be offered at Barstow Community College using Alex Software, for remediation of student learning gaps that will lead to matriculation. This will address the 43% of students who do not meet entrance requirements on the Accuplacer.

BACAE Members will explore pilot programs to accelerate student progress through academic pathways, including but not limited to cohort models, colocation of services, concurrent enrollment, CTE IET programs (I-BEST), and academic boot camps.

BACAE will continue to provide Adult Basic Education services to military members and family at Fort Irwin. Program expansion will be explored to provide additional EFL-specific levels.

Shared Professional Development

Explain how your consortium has collaborated in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration, consortium alignment, and improve student outcomes.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
No Data				

For 2017-18, what NEW strategies are planned to provide shared professional development (Must list at least one)?

A critical element to ensuring the effective implementation of the Consortium’s plans to improve adult education programs are faculty and staff equipped with the skills, knowledge, and support needed to deliver high-quality instruction and use classroom support strategies that foster learner persistence and goal achievement. Significant and effective professional development will be required to build capacity within the existing systems to deliver this new vision for adult learning throughout the state.

BACAE Members will participate in Program Area Workgroups in the areas of: Transitions, CTE, ESL, Basic Skills (ASE, ABE, HSD, GED), Data Collection/Analysis, Adults with Disabilities. The goal is to keep Members informed, monitor individual site progress on strategy implementation, provide feedback, and refine ongoing work plans. Workgroups will include administrators, teachers, counselors, classified staff, new staff, industry professionals and WIB staff (as needed). Meetings will take place regularly (but no less than once per semester), with minutes shared to all Members and Partners.

BACAE Members will provide in-house professional development trainings in the relevant AEBG program areas.

BACAE Members will send administration and staff to national, state and regional professional development conferences and seminars including, but not limited to: COABE, CCAE, ISTE, ACTE, CASAS, TESOL.

BACAE Members will take advantage of regional professional development opportunities offered by neighboring consortia.

Leveraging Resources

See the attached adult education fiscal resources table on your consortium fact sheet. Explain how your consortium is leveraging and braiding these funds sources including those provided by consortium members and partners, incorporating existing regional structures, and reaching out to stakeholders and partners for participation and input.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type “None”	What state support would be most helpful to fully implement this strategy?
No Data				

For 2017-18, what NEW strategies are planned to leverage existing regional structures, including, but not limited to, with local workforce investment areas (Must list at least one)?

Identify strategies planned to leverage existing regional structures and utilization of resources, including leverage existing assets or structures to benefit the adult learners in the region. These assets or structures might include, for example, contributions from or collaborations with local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, and county libraries.

BACAE Members will work with the San Bernardino Workforce Development Board, and local partners such as the Teamsters Union, Best Opportunities and the Chamber of Commerce, to expand services leading to jobs in high growth sectors through the AEBG Program Areas. Special focus will be on existing Member locations, with the goal of expanding to more remote and rural areas during the 2017-18 program year.

BACAE will utilize the services of outside consultants to fully maximize the services provided to Member districts and to guide AEBG implementation.

BACAE will explore providing Adult Education services in locations such as public libraries, community centers, etc. as a means of reaching a larger geographic imprint of the Community College District.

Section 2: Fiscal Management

Please provide an update on your AEBG fiscal spending. In the table below, identify the total MOE & Non-MOE funding spent or encumbered for the 2015-16 and 2016-17 program years.

Program Year	Total AEBG Funding	Total Spent	Total Funds Remaining
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2015-16 Program Year	Total AEBG	Total Spent	Total Funds
2016-17	\$860,324	\$0	\$860,324
Total	\$1,697,632	\$427,594	\$1,270,038

Please identify challenges faced related to spending or encumbering AEBG funding.

1. Inconsistent leadership at the Consortium level.
2. Funding life span of 18-months.

Please describe your approach to incorporating remaining funds from 2015-16 and 2016-17 into activities planned for 2017-18. (Limit: 250 words)

1. Increase curriculum resources and delivery techniques.
2. Add/upgrade technology to existing classrooms.
3. Outfit new classrooms with furniture, equipment, and technology.
4. Purchase equipment for new CTE course offerings.
5. Professional Development (Travel to Regional, State, National Conference)
6. College Transition Counselor
7. Consultant Services
8. Silver Valley Allocation
9. Baker Valley Allocation
10. BUSD New GED Testing Center/Location - Outfitting (50%)

Section 3: Certification and Submission

As a condition of receiving AEBG funds, each Consortium must confirm they have read, understand, and agree to adhere to the measures put forth in the 2017-18 AEBG General Assurances Document.

Failure to meet the requirements listed in the 2017-18 AEBG General Assurances Document may result in a determination of non-compliance and lead to partial or complete loss of Consortium and / or Member funding.

Certification (Required)

- I hereby certify that the Consortium operates in a manner consistent with all legislative mandates, Consortium, and Member requirements as set forth in the by the AEBG Office and the AEBG 2017-18 Program Assurances Document.
- I hereby certify a) the information contained in this report is true and accurate to the best of my knowledge, b) that this Annual Plan has been approved following established Consortium governance policies, and c) that I am an official representative of the Consortium authorized to submit this Annual Plan on its behalf.

Signature (Required)



[reset](#)



Topic 1 – Gaps in Service	<p>Identify one Gap in Service that BACAE should address.</p>	<p>Group Discussion:</p> <ul style="list-style-type: none"> - BCC to provide ESL at BUSD, on-site (will discuss which of the 6 levels to provide) - BCC to develop ESL Math course - BCC to develop ESL Computers/Technology course - Personal outreach to CBOs/FBOs - Face-to-Face outreach at community events - Lack of follow-up by BUSD staff / waiting list / rejecting students - Set up a kiosk at community events - Offer entrepreneurship courses / Basic IT skills so people can work from home / Gig Economy - Develop a proxy hour policy for credit recovery programs - Provide certification in child care and provision of child care services - Make Plato the distance learning platform for HSD - Provide diagnostic and accommodation services for Special Needs students - Offer short-term certification programs of study (Serv-Safe, Restaurant Management, International Housekeepers Association, Medical Assisting / Front Office, Food Handler, Soft Skills) - Host a community fair - Provide evening college tutors for K-12 students, while their parents are in GED/ESL classes
	<p>Name one Strategic Goal and Expected Outcome identified by your team.</p>	<p>Individual Input:</p> <ul style="list-style-type: none"> - Reach and identify more ESL learners in the community - Citizenship - Industry recognized certificates - Focus on student retention and adapt class time to meet the needs of students - Address the needs of adults with disabilities - Aggressive marketing - Get the adult school open! - Offer basic technology / computer training - Services and accommodations for adults with disabilities
Topic 2 – Seamless Transitions	<p>Identify one Seamless Transition strategy NOT used by BACAE.</p>	<p>Group Discussion:</p> <ul style="list-style-type: none"> - Co-enrollment - Provide services for resume writing, internships, OJT, job shadowing - Address generational welfare crisis - Engage more with the Chamber of Commerce - BUSD (Jon) to share enrollment form - Address the “lack of desire to graduate” issue / welfare - Work closer with WDB on medical, teaching, and rail road careers - Offer more mock interviews to adult students
	<p>Name one Strategic Goal and Expected Outcome identified by your team.</p>	<p>Individual Input:</p> <ul style="list-style-type: none"> - Create a flowchart of “Who Does What” and “Where To Go” as a resource for students and teachers - Address the lack of understanding related to services available - Create more career training through community partnerships - Focus on students transitioning from High School Diploma to Work

Topic 3 – Student Acceleration	Identify one Student Acceleration strategy NOT used by BACAE.	Group Discussion: <ul style="list-style-type: none"> - Create VESL classes for specific industries (Nursing?) - Develop GED courses for Industry focus - Offer more co-taught course offerings across the consortium
	Name one Strategic Goal and Expected Outcome identified by your team.	Individual Input: <ul style="list-style-type: none"> - Pilot a program for co-teaching a contextualized course - Utilize Plato for distance learning credit recovery - Create a math boot camp - Utilize bilingual classrooms
Topic 4 – Shared Professional Development	Identify two PD topics needed by BACAE.	Group Discussion: <ul style="list-style-type: none"> - How to work with, and provide accommodation to, adults with disabilities - Differentiated instruction - How to teach reading, writing, business writing - ERWC with Cal State - Acceleration Models
	Name one Strategic Goal and Expected Outcome identified by your team.	Individual Input: <ul style="list-style-type: none"> - How to teach citizenship - More training on CASAS ESL / placement - Literacy instruction - How to utilize a K-12 IEP for adults with disabilities - How to work with para-educators in academic areas - Technology training
Topic 5 – Leveraging Resources	Identify one Local Resource not leveraged by BACAE.	Group Discussion: <ul style="list-style-type: none"> - Work with local churches - Work more with local libraries: check out mifi and tablets? - Co-locate adult education services at K-12 sites
	Name one Strategic Goal and Expected Outcome identified by your team.	Individual Input: <ul style="list-style-type: none"> - Create partnerships for childcare



BACAE Board Meeting – Annual Plan Session

April 26, 2018

Program Area 1 – ABE / HSE / HSD	How does BACAE excel in the area?	
	Name one Strategic Goal and Expected Outcome to enhance this program area.	
Program Area 2 – Citizenship / ESL	How does BACAE excel in the area?	
	Name one Strategic Goal and Expected Outcome to enhance this program area.	
Program Area 3 – Workforce Entry	How does BACAE excel in the area?	
	Name one Strategic Goal and Expected Outcome to enhance this program area.	
Program Area 4 – Adults Tutoring K-12 Students	How does BACAE excel in the area?	
	Name one Strategic Goal and Expected Outcome to enhance this program area.	
Program Area 5 – Adults with Disabilities	How does BACAE excel in the area?	
	Name one Strategic Goal and Expected Outcome to enhance this program area.	
Program Area 6 – CTE	How does BACAE excel in the area?	
	Name one Strategic Goal and Expected Outcome to enhance this program area.	
Program Area 7 – Pre-Apprenticeship	How does BACAE excel in the area?	
	Name one Strategic Goal and Expected Outcome to enhance this program area.	

Plans & Goals

Executive Summary *

Please provide an Executive Summary of your consortium's implementation plan for the **2018-19** Program Year. In your summary, please include a narrative justifying how the planned allocations are consistent with your three-year adult education plan. Include a clear and concise description of your consortium's vision, list accomplishments made during the prior Program Year, and list primary goals for the upcoming Program Year.

Provide an Executive Summary.

0/2500

Meeting Regional Needs

What are the primary gaps / needs in your region? How are you meeting the adult education need in your region, and identifying the gaps or deficits in your region? Please provide the reasons for the gap(s) between the need in the region and the types and levels of adult education services currently being offered. (->OR Please explain the gaps between the need in your region and the types and levels of adult education services currently being offered)

- Gaps in service/regional need
- How did you know? What resources did you use to identify these gaps?
- How will you measure effectiveness / progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress.

Regional Need #1



Gaps in service / regional needs *

Briefly describe regional gaps or needs.

How do you know? What resources did you use to identify these gaps? *

Describe how the gaps were identified.

0/2500

How will you measure effectiveness / progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress. *

Describe how effectiveness will be measured.

0/2500

Gaps in Service

2018-19 Strategies: What strategies are planned to incrementally increase capacity in identified gap areas and / or help maintain established levels of service? (You must list at least one.)

Identify strategies planned to incrementally increase capacity in identified gap areas as well as strategies that help maintain established levels of service. These might include, but are not limited to, working with other partners in the service area, developing or expanding programs and plans to assess the effectiveness of these expanded efforts. List identified programming and service gaps, including lack of providers, services, access, attainment, and/or performance.

Strategy #1 *

Briefly describe strategy that is planned.

0/500

Seamless Transitions

2018-19 Strategies: What new and/or existing strategies are planned to integrate existing programs and create seamless transitions into postsecondary education or the workforce? (You must list at least one.)

How will the Consortium align and connect existing and future adult education programs to postsecondary academic pathways and/or career pathways leading to employment? Strategies should address how the Consortium will align placement tools, curriculum, assessment tools and rubrics, and student performance outcomes across delivery systems to ensure that student transition paths, both between providers and into postsecondary credit programs, are understood and supported across all systems.

Strategy #1 *

Briefly describe strategy that is planned.

Student Acceleration

2018-19 Strategies: What new and/or existing strategies are planned to accelerate student progress? (You must list at least one.)

Identify strategies that you will implement and/or improve upon by using specific evidence-based strategies across the region, within and between systems where they currently don't exist, to accelerate students' progress. Common strategies include compressing courses into shorter, more intensive terms (accelerated), individualized instruction based on a student's competencies (competency-based), and putting basic skills content into the context of a student's goals and career path (contextualized).

Strategy #1 *

Briefly describe strategy that is planned.

Shared Professional Development

2018-19 Strategies: What new and/or existing strategies are planned to provide shared professional development? (You must list at least one.)

Professional development is a critical element to ensure the effective implementation of the Consortium's plans to improve adult education programs. Professional development fosters learners' persistence and goal achievement. It serves to equip faculty and staff with the skills, knowledge, and tools needed to deliver high-quality instruction and support strategies. Significant and effective professional development is required to build capacity within the existing systems to deliver this new vision for adult learning throughout the state.

Strategy #1 *

Briefly describe strategy that is planned.

Leveraging Resources

2018-19 Strategies: What new and/or existing strategies are planned to leverage existing regional structures with, including but not limited to, local workforce investment areas? (You must list at least one.)

Identify strategies planned to leverage existing regional structures and utilization of resources, including leveraging existing assets or structures to benefit the adult learners in the region. These assets or structures might include, for example, contributions from, or collaborations with, local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, and county libraries.

Strategy #1 *

Briefly describe strategy that is planned.

Fiscal Management

Please provide a narrative justifying how the planned allocations are consistent with the annual adult education plan which is based on your AEBG 3-year plan. *

Provide a narrative.

0/2500

Please describe your approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2018-19. *

Describe your approach to incorporating remaining carry-over funds.