



**Barstow Area Consortium for Adult Education  
Board Agenda  
Barstow Community College, President's Conference Room  
Thursday August 2, 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](mailto:BarstowAEGB@gmail.com) at least two days before the meeting date.

Call to Order: 2:05 pm

Attending:	Voting Member	Voting Member	Attendee
Baker Valley	<input checked="" type="checkbox"/> Ronda Tremblay	<input type="checkbox"/> Eric Huynh	<input type="checkbox"/>
Barstow CC	<input checked="" type="checkbox"/> Eva Bagg	<input type="checkbox"/> Karen Kane	<input type="checkbox"/> Kim Young
Barstow AS	<input checked="" type="checkbox"/> Scott Godfrey	<input type="checkbox"/> Jeff Malan	<input type="checkbox"/> Reyna Garcia
			<input checked="" type="checkbox"/> Carrie O'Neal
Silver Valley	<input checked="" type="checkbox"/> Jeff Youskievicz	<input type="checkbox"/> Michael Cox	<input type="checkbox"/>

1. <sup>rd</sup> Approval of Minutes – June 7, 2018  
- Motion by J. Youskievicz; 2<sup>nd</sup> by Ronda Tremblay. Motion carried unanimously.
  2. Public Comment – Public comment will be allowed on any topic relevant to the BACAE. Pursuant to BACAE Policy, comments are limited to 3 minutes per person. Please begin your comment by stating your name.
  3. Closed Session – None Requested
  4. Reports/Information Items
    - 4.1 Coordinator's Report
      - Due Dates:
        - Jun 30: End of Q4 for Data and Expenditures
        - Aug 01: TOPSpro DIR Report Due for Full Program Year (Q4)
- M. Rosin reported that all Member districts submitted the DIR on time. Provided the following chart:

<b>BACAE CFAD Allocations &amp; DIR Reporting</b>						
Agency	2015-16 CFAD	2016-17 CFAD	2016-17 DIR Enrollment	2017-18 CFAD	2017-18 DIR Enrollment	% Change in Enrollment
Baker Valley USD	\$115,000	\$108,965	9	\$62,318	18	+100%
Barstow CC	\$0	\$0	0	\$261,612	295	+295%
Barstow USD	\$522,308	\$521,959	215	\$334,612	135	-37%
Silver Valley USD	\$200,000	\$229,400	41	\$201,782	52	+27%
<b>TOTAL</b>	<b>\$837,308</b>	<b>\$860,324</b>	<b>265</b>	<b>\$860,324</b>	<b>500</b>	<b>+89%</b>

- Aug 15: Annual Plan Due for 2018/19
- Aug 31: AEP 2018/19 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).
- Consultant Days – Not Contracted - Waiting for BUSD PO
  - Aug 1, 2, 9, 10, 15                      Oct 18, 19, 23, 24, 25                      Dec 4, 10, 11, 12, 13
  - Sept 10, 12, 25, 26, 27                      Nov 16, 19, 20, 21
- Citizenship Curriculum Purchase – Received and Delivered to Each Member
- <sup>ra</sup> Legislation: Trailer Bill Language
- 2018-19 BCC Monthly Allocation Contracts for Signature – Done
- 4.2 Member Program Update: BUSD (Adult School Update)
  - C. O’Neal: Carpet is done. Classrooms being finished. Touchup painting. Furniture being installed. Test Center furniture already set. Signage will happen in Sept. Landscaping being completed. Parking lot being resurfaced.
- 4.3 Member Program Update: SVUSD
  - J. Youskievicz: Close to opening second lab for independent study. Will be open all day, rather than just evenings. HS working to blend services (counseling and college/career center).
- 4.4 Member Program Update: BVUSD
  - R. Tremblay: Finishing renovation on Adult School building. Roofing repairs scheduled. Smart Boards installed. Mr. Acosta will canvas Baker in Spanish to determine what employers need for skills. Employers to hire only graduates with certificates.
  - E. Huynh & C. O’Neal: Shared about Regional PD Day. Largest PD attendance in the state.
- 4.5 Member Program Update: BCC
  - E. Bagg: Moving ahead on Curriculum Development for ESL. Looking at ESL/GED and partnerships with the testing center. Working with CTE to form new “Mirrored Classes” for non-credit, remediation boot camp. Ft. Irwin pass rate is around 90%, so working to raise that to 100%. Michelle Colleoc is working with SB County to refer students to BACAE programs.
- 4.6 Marketing & Media Manager Report
  - PPT Presentation – SEO Outcomes
    - Will ask Phoenix Design to add a check box to “Contact Us” to direct emails to specific Member Districts, rather than to a general email account.
  - Start of School Mailer (English/Spanish combined) – Waiting for BUSD Payment
    - M. Rosin asked to provide updates to BACAE Board
  - 2018-19 Brochures (Updated English/Spanish) – In Development
  - <sup>ra</sup> Radio Ad: English/Spanish – Messages left for Highway Radio
    - S. Godfrey: Jeff Malan can help reach a radio station contact.
  - <sup>ra</sup> TidBits Ad – Price Quote Sheet
    - Fall and Spring – ½ page to be purchased
  - BACAE Web Registration Link for Grand Opening – Done – Waiting for BUSD Payment
  - Printing Additional Brochures and Posters – Done – Waiting for BUSD Payment
- 4.7 Counseling & Marketing Response (phone, email, etc.)
  - 760-255-6131 is the number for Barstow Adult School. Other numbers to be confirmed.
- 4.8 Fiscal Agent Report: 2016-17 Spend Down Report – Reyna Garcia/Scott Godfrey

Pan Consortium		Actual	
	BACAE per MOU	\$30,000.00	
	BACAE Audit	\$20,000.00	
	Regional & On-Site Professional Development	\$2,500.00	
	Workplace ESL Solutions	\$10,000.00	\$10,000.00
	As Needed Curriculum	\$30,000.00	
	Postal Mailer	\$3,563.02	\$3,563.02
	Brochures	\$516.33	\$516.33
	Bros of Nowhere	\$5,000.00	
	Radio & Marketing Collateral Printing	\$20,000.00	
	P2C Solutions (Thru 6/30/2018)	\$40,800.00	\$40,800.00
	P2C Solutions (6 month Renewal)	\$48,000.00	\$48,000.00
	Jorge Saucedo (Thru 6/30/2018)	\$6,000.00	
	Jorge Saucedo (6 mo Renewal)	\$12,000.00	
	Phoenix Design	\$20,000.00	\$16,000.00
	TOP Facilitation Training	\$10,000.00	
		\$258,379.35	\$118,879.35
	Remaining Funds		\$139,500.00

*Request From Jeff Malan: I would like an item to be placed on the next AEBG Consortium Board Agenda related to another request for additional funds to be allocated to the construction costs of the Adult Ed/GED Testing Center Facility. At this point, to finish the construction of the facility, BUSD will have paid approx. \$789,000 for construction costs alone. I am again requesting that the AEBG Board consider allocating additional funds for this facility.*

- S. Godfrey: Explained the current state of affairs with the new Adult School. Possible leverage of general fund budget. Possible purchase of property from current owners. M. Rosin noted that the state needs to be involved, and approve, any capital purchases using AEBG funds.
- R. Tremblay: Discussed the benefit of the Barstow GED Test Center for all members and how not everyone benefits equally.
- E. Bagg: Raised issue of ECGBarstow and competition versus leveraging each other's strengths. There is a need for discussions between ECGBarstow and BACAE to better work together.

## 5. Discussion Items

- 5.1     <sup>a</sup> 2018-19 AEP Annual Plan
- 5.2     Consortium Director Posting Update – BCC
  - E. Bagg: BCC currently interviewing for Adult Education Director. Then will work on finalizing job description for Consortium Director. BACAE Board to be involved in interviews. Timeline: 2-3 months.
- 5.3     Goals for BACAE Working Group Meeting – September 12 @ BCC from 3:30 – 5:00
  - Review Annual Plan, Discuss Needs, Goals, Outcomes
- 5.4     Workplace ESL Workshop: **October 19**
- 5.5     Plan for Developing 2019-2022 Three-Year Plan
  - M. Rosin to start scheduling working group meetings and steering committee meetings.

## 6. Action Items

- 6.1     <sup>a</sup> 2018-19 AEP Annual Plan SG/JY UN
  - Motion by S. Godfrey; 2<sup>nd</sup> by J. Youskievicz; 2<sup>nd</sup>. Motion carried unanimously.

## 7. Announcements

- 7.1     Conferences (Approved for attendance by BACAE Board 1.26.18)

- Consortium PD Day – August 1, 2018 – Keynote Not Contracted - Waiting for BUSD PO

- 7.2 2018-19 BACAE Board Meeting Schedule (2:00 pm in BCC President’s Conference Room):
- |                    |                   |                   |                |
|--------------------|-------------------|-------------------|----------------|
| July 2018 - None   | October 25, 2018  | January 17, 2019  | April 25, 2019 |
| August 2, 2018     | November 20, 2018 | February 21, 2019 | May 16, 2019   |
| September 27, 2018 | December 13, 2018 | March 14, 2019    | June 6, 2019   |
- 7.3 State AEP Directors’ Conference – Sept 27-28, 2018 (Sacramento, CA)
- 7.4 Strong Workforce Brochures

8. Adjournment: 3:13 pm

- J. Youskiewicz; 2<sup>nd</sup> by R. Tremblay. Motion carried unanimously.




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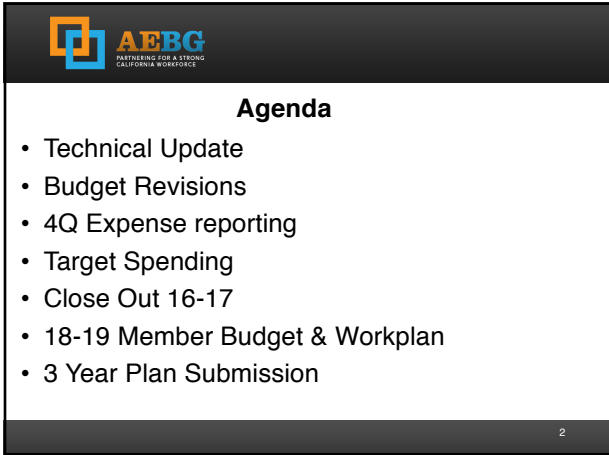
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### Deadline Extensions

- 4Q expense reporting and certification has been extended 30 days.
- 18-19 member budget & workplans submission and certification has been extended 30 days.
- Q1 expense reporting by members has not changed – still 12/1/18.

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### Deadline Extensions

- 4Q expense reporting was 9/1 *now 10/1*.
- 18-19 member budget & workplans submission was 9/30 *now 10/30*.
- Q1 expense reporting by members has not changed – still 12/1/18.

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### Deadline Reminders

- Data & Accountability funds – program ends 12/31/18.
- Budget revisions are due by 12/17/18.
- All activities end 12/31/18.
- Final expense report due 1/31/19.
- Close Out due February 2019.
- All reporting in the Chancellor's MIS webex system (old system).
- Passwords are needed.

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2018 © California Community Colleges  
NOVA Site Version: **4.0.6**

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### NOVA Release Notes

Release Notes

**August 21, 2018**  
Version: 4.0.6  
Bug Fixes

- Corrected issue when attempting to Un certify SNP Projects
- Updated budget summary & field labels on AEBG Consortium pages
- Improved read-only view of text fields on fiscal reporting cards

**August 20, 2018**  
Version: 4.0.4

<p><b>Features</b></p> <ul style="list-style-type: none"> <li>• Increased character limit for AEBG work plan template fields to 5000</li> <li>• Removed limit for number of strategies on AEBG work plans</li> <li>• Added display of estimated count of recipients for bulk e-mails sent through Admin Console communications tab</li> </ul>	<p><b>Big Fixes</b></p> <ul style="list-style-type: none"> <li>• Fixed broken Help link to AEBG FAQs Manual</li> <li>• Updated heading and helper text for AEBG fiscal reporting of corrective action plan</li> <li>• Corrected display of indirect costs in AEBG fiscal reporting</li> <li>• Corrected issue submitting Guided Pathways projects</li> </ul>
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### Budget Revisions

Adult Education Block Grant 2017-18  
01 Allan Hancock Community College Consortium  
Member Agency: Allan Hancock Joint CCD

Status: **CERTIFIED**  
Share PDF | Notify

#### Member Agency Budget & Workplan Summary

**Member Information**

Member Name: Allan Hancock Joint CCD	Member Id: 6027-18 5683472
Member Type: Community College District	
Member Address: 800 S. College Drive, Santa Maria, CA, 95464	
Member Website: <a href="http://www.aehc.org">http://www.aehc.org</a>	

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## Expense Reporting



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## 4Q Expenses- 2017-2018

- Must be positive numbers – no negatives.....
- Expenditure report cannot be submitted if expenditures exceed the allocated amount for a given object code (no negative balances).

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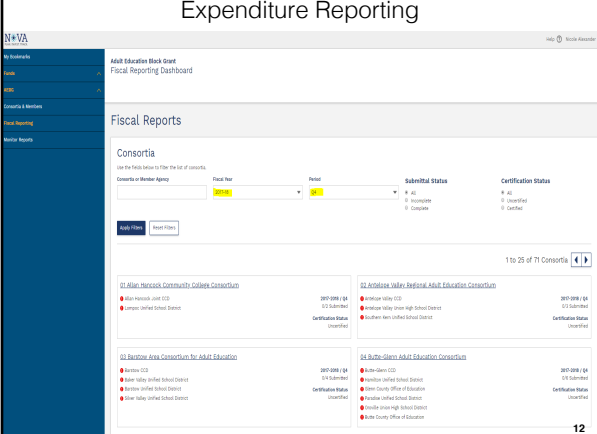
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## Expenditure Reporting



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### NOVA Targets



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### NOVA Targets

- To continue to spend down 16-17 carry over funds to 12-31-18 – you will need a corrective action plan. Same will apply to 17-18 carry over for June 30, 2019.
- This is completed via the narrative field for corrective action plan in the Q4 expenditure report.
- Header title: "Corrective Action Plan: Expenditures fall below target. Please provide the action steps that will be taken to address this issue."

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### NOVA Close Out

- Keep in mind – AEBG/AEP funds still have a shelf life, they do expire, and we will be closing out every year.
- For example: 16-17 funding.
- Target spending June 30, 2018 – fully expended
- With a corrective action plan – can extend to 12/31/18.
- All activities related to 16/17 funds must cease by 12/31/18 (which is the end of the 2<sup>nd</sup> quarter of the SFY).

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### NOVA Close Out (cont.)

- Q2 expense reports are due 3/1/19 with consortium approval due by 3/31/19.
- NOVA will close out 16-17 funds in April of 2019. Each member will certify their close out.
- Remaining 16-17 funds will be invoiced by the state and paid back by the member to the general fund.
- The invoice process will take place in late April/May 2019.
- State Accounting Offices will close the books on AEBG/AEP 16-17 funding in June 2019.

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### 18-19 Member Budget & Workplan

- Same as last year.
- Click on the strategies listed in the annual plan.
- Budget based on object codes.
- Separate line for indirect at the member level.
- Don't combine the indirect for the member with the consortium administrative if you are a member holding funds for consortium activities. Place on different line items.

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### 3 Year Planning Guidance

- Draft Guidance was released last week for comment.
- Very few comments have been received.
- Webinars and workshops roll out next month.
- Process training cohorts (Human Center Design) have already started.
- Member resources required for the 3 year plan will be available through NOVA. Part of the total expenses by program area (operational costs) exercise due March of 2019.

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**AEBG**  
PARTNERING FOR A STRONG CALIFORNIA WORKFORCE

## AEBG Web Site

<https://caladulterd.org/>

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**AEBG**  
PARTNERING FOR A STRONG CALIFORNIA WORKFORCE

## AEBG TAP

The AEBG Technical Assistance Program (TAP) provides professional development resources for all AEBG agencies statewide.

**AEBG Webinars**

The AEBG Office and the AEBG Technical Assistance Project (TAP) are hosting a series of webinars and events to provide professional development, technical assistance, and important AEBG updates and information. **Wednesday's are designated for professional development** and **Friday's are designated for policy/state updates.** Click on the event description below to register for an upcoming webinar or event.

**2017 Calendar**

OTAN Resources for Adult Education

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**SEC. 58.**

Item 6870-201-0001 of Section 2.00 of the Budget Act of 2018 is amended to read:

6870-201-0001—For local assistance, Board of Governors of the California  
Community Colleges (Proposition 98), Adult Education Program ..... 526,561,000

Schedule:

(1) 5670015-Apportionments ..... 526,561,000

Provisions:

The funds appropriated in this item are for transfer by the Controller to Section B of the State School Fund to support the Adult Education Program.

1.

Of the funds appropriated in this item, \$5,000,000 is to develop a unified dataset for adult learners participating in adult education courses and programs offered by local educational agencies and community college districts through the Adult Education Program. The dataset shall, at a minimum, include employment, wage, and transitions to postsecondary outcomes data. Additionally, these funds may be used to provide training on data collection and data analytics to enable adult education regional consortia to make data informed program improvements. Up to \$500,000 of the funds identified to support data shall be used to contract with an external entity to survey adult schools about their budgets. The survey shall request information from adult schools on the total hours of instruction provided to students and total expenditures in 2017–18, disaggregated by the programs identified in paragraphs (1) through (7) of subdivision (a) of Section 84913 of the Education Code. The survey shall also request information about total 2017–18 funding, disaggregated by state, fee, federal, and other funding. The survey shall specifically request the total fee revenue collected from career technical education classes in 2017–18.

2.

Of the funds appropriated in this item, \$21,561,000 is provided as a cost-of-living adjustment.

3.



BACAE Working Group 9.12.18  
BCC Learning Resource Center – Conference Room  
Review of 2018-19 Annual Plan Strategies

Key Notes:

Request to schedule VESL October 23 training from 2:30 – 4:30 to accommodate teaching scheduled. Confirmed with R. Timpa.

Gaps in Service

- Strategy #2: Explore hardware and software options that could provide greater access to learners in outlying areas for accessing distance learning opportunities.
- Strategy #2: Include print resources for distance learners.
- Strategy #2: Include on-site assessments to ensure learning gains.
  
- Strategy #3: Provide additional resources for teachers working to provide services for DACA and undocumented immigrants. TODEC can help with this.

Seamless Transitions – No input

Student Acceleration – No input

Professional Development – No input

Leveraging Resources

- Strategy #2: BUSD could develop a contextualized ABE ASVAB course to meet the recruiting needs of the military
- Strategy #2: BUSD could provide print books as an independent study tool for ABE/HSE/HSD students.
- Strategy #2: BUSD could work with the recruitment office to provide tutors for ASVAB study preparation.



# CONSORTIUM THREE-YEAR PLANNING GUIDANCE 2019-2022

## OVERVIEW

This document provides the guidance and establishes the procedures regarding the three-year Adult Education consortium regional plan required by the Adult Education Program (AEP). The three-year planning process is designed to provide consortia and consortium members a chance to come together and collectively assess the impact of services provided over the previous period and to identify new approaches to meeting the educational and workforce needs of adult learners in a diverse and ever-changing economic landscape. In this way, it also provides an opportunity to reexamine commonly held assumptions about the beneficiaries—and providers—of adult education, which taken together, creates conditions for stronger collaboration among agencies and deeper connections to the students and the communities they serve.

The components of the plan are aligned around four phases essential to good planning. This guidance also includes tools and resources including technical assistance and regional training, planning support, and additional tools that AEP is offering in the 2018-2019 program year.

Figure 1. AEP Three-Year Planning Framework



## GENERAL INSTRUCTIONS

The information that follows outlines the required elements of consortium three-year plans. Section 2 provides a framework for these elements, as well as guiding prompts, resources, and aligned training opportunities. This is followed by a template that consortia may use to organize their responses. Plans are required to respond to the directions provided under each element of the Plan Guidelines.

Plans must be formatted using no smaller than 10pt font, with margins not less than 1" all around. The plan should not exceed 35 pages single-spaced (front matter and back matter excluded). The final product must be uploaded to NOVA as a single .pdf. Details on the submission process will be released in early 2019.

Following approval, consortium may modify their three-year plans by uploading an amendment through NOVA. Consortia must make information about the development of plan modifications available to the public on a regular basis through electronic means and open meetings, and all amendments must be certified by members prior to submission.

# PLAN GUIDELINES

## Section 1: Consortium Information

**Direction:** Provide a cover sheet containing, at a minimum, your consortium name, consortium primary contact name and email address.

## Section 2: Comprehensive Regional Three-Year Plan

### 2.1 Executive Summary

**Direction:** Summarize your consortium's Adult Education vision and goals for the following three-year period.

### 2.2 Pre-Planning Assessment

**Direction:** In the Pre-Planning Assessment, you will identify:

1. **Consortium and member(s) capacity** including evaluation of current levels and types of education and workforce programs and services for adults in the region and funding available to members for Adult Education services.
2. **Key Partners** including their current levels and types of education and workforce programs and services for adults and funding available to them for Adult Education services which will be leveraged for the implementation of the three-year plan.
3. **Alignment of Adult Education services provided by the consortia with other regional plans and planning processes** including those required under the Federal Workforce Innovation and Opportunity Act (WIOA) Title I and II, Carl Perkins, California Chancellor's Office Strong Workforce Program, and other regional planning processes.

In addition to a narrative for this section, you will include **two tables** with your three-year plan:

- Entities that provide education and workforce services to adults in the region with enrollment types & level of services
- Funds available to members for Adult Education services. This includes both funding subject to allocation processes in the consortium and categorical or other funding types which may support services or instruction for Adult Education students

## Helpful Planning Conversations, Questions, and Training:

Potential planning conversations include:

- Convenings with stakeholders and partners to better understand each other's programs and services, performance outcomes, gaps in services, and needs.
- Review of and participation in other regional planning being conducted under WIOA, the regional Strong Workforce Program, AB109, or other processes.

## Helpful Questions to Ask:

- Who provides education and workforce services to adults in your region? Examples include but are not limited to:
  - Education Providers: K12 Adult Schools, Community Colleges, Charter Schools, Regional Occupational Centers and programs.
  - Workforce Development Boards and American Job Centers of California
  - Library Literacy Programs
  - Community Based Organizations
  - Jail and Re-Entry Programs: Adult jail education programs and AB109 CCP programs
  - Other State/Federally Funded Programs & Services: Vocational Rehab, CalWORKs, State Hospitals, State Development Centers

## Resources & Tools:

- In March 2019, NOVA will require each member to list all funds expended by program area available for Adult Education services for the 17-18 program year (this includes fees and all other fund sources).
- CASAS AEBG Consortia Summary Data for current levels and types of programs and services.
- WIOA I planning guidance (<https://caladulted.org/DownloadFile/498>) and planning partner directory.

## Available Training:

- **Human Centered Design Training** — Adult Education practitioners can use HCD strategies to learn from the communities we serve, break barriers that impede innovation, come up with new concepts, prototype them, and then make those ideas come to life with positive results for our customers.

- **Self-Assessment Training** — Adult Education consortia can complete this self-assessment to evaluate how they are meeting the need in the community and living up to AB104 standards.
- **Planning Consultation** – Adult Education consortia have access to ongoing planning support via webinars, which may include one on one consults with retired Adult Education administrators.

## 2.3 Community Need and Customers

**Direction:** In your needs assessment, you will:

1. **Describe the regional need for Adult Education and workforce services** as it pertains to (1) your current customers, (2) the regional community, and (3) the regional labor market.
2. **Define shared and unique customers**, as well as service priorities and communities of need.
3. **Evaluate the alignment** between needs and levels and types of services available within the region to meet Adult Education and workforce needs.

### **Helpful Questions to Ask:**

- Who are our current customers? Where do they live? What characteristics define the populations engaged in the programs we currently offer? How well do programs and services align to student needs and goals?
- What characteristics define the regional community? How do those align with profiles of students currently served by Adult Education programs?
- What industries is the region home to? What kind of skills are they looking for in their employees? What kinds of credentials do they value?

### **Resources & Tools:**

- Regional demographic data provided by AEP
- [Census Reporter \(https://censusreporter.org/\)](https://censusreporter.org/)
- AEP Webinar on Community Asset Mapping (<https://caladulted.org/DownloadFile/355>)
- LMI Reports, Supply and Demand Tools from the Centers of Excellence
- Data reports from district / agency student information systems (SIS)
- LaunchBoard data tables for consortia outcomes
- CASAS Quarterly and Annual Reports

### **Available Training:**

- **Adult Education Data Unlocked Training** — Adult Education practitioners will understand how to use community, economic, and student data to inform their consortium planning processes. This training will be a mix of tool demonstrations and hands on exploration where practitioners can generate and explore questions about their consortium and regional data and do preliminary exploration of key issues they may want to address in their consortium. Each session will leverage regional assets including the Centers of Excellence directors and other regional training experts.

- **Planning Consultation** – Adult Education consortia have access to ongoing planning support via webinars, which may include one on one consults with retired Adult Education administrators.

## 2.4 Identifying Goals and Strategies

**Direction:** In the Goals and Strategies section, you will:

1. **Identify activities and measurable goals** to address community needs & improve student outcomes.
2. **Describe strategies to improve integration of services** including, but not limited to, alignment of intake / placement for adults seeking education and workforce services, program mapping, and alignment of curriculum and standards.
3. **Describe strategies to improve transitions** into postsecondary education and the workforce.
4. **Describe approaches to prototype new strategies and evaluate their effectiveness.**

In addition to a narrative for this section, you will provide a **logic model** that identifies the major goals, activities, and quantifies outputs for your three-year plan. While you may create your own, an example logic model is provided in the templates for you to use or adapt. Please review the guidance for the logic model carefully. You will also identify 3-5 **key indicators** you will use to measure progress toward your overarching goals. It is recommended that you review the **Student Progress Framework** to think about how your chosen goals and activities are aligned to student journeys, momentum points, and the AEBG metrics as you make decisions about your activities and outputs for your logic model.

**AEBG Student Progress Framework**

Connection	Entry	Progress		Completion	
Objectives 1, 2, 4		Objectives 3, 5		Objectives 5, 6, 7	
Adults Served	Participants	Student Progress	Transition	Completion	Outcomes After Exit
Reportable Individual: 1+ hour or svsl	Participant: 12+ contact hours	Interim Progress Meas's 1. EFL Level Attainment 2. CB21 Level Progress 3. Occup. Skills Gain 4. Workforce Prep MS	ABE/ESL to ASE Transition to Postsecondary	HS Diploma or Equivalent Postsecondary Credential	Employment Wage Increase College Credit Award
<ol style="list-style-type: none"> <li>1. Expand/improve outreach &amp; marketing to target populations</li> <li>2. Improve/redesign student intake processes</li> <li>3. Deeper engagement w students regarding goals and longer term educational opportunity</li> <li>4. Improve initial student data collection</li> </ol>		<ol style="list-style-type: none"> <li>1. Increase number of ABE/ASE/ESL courses based on community need/demand</li> <li>2. Reallocate offerings geographically based on regional demographic shifts</li> <li>3. Increase course articulation agreements or dual/co-enrollment between K12 &amp; CC</li> <li>4. Increase offerings &amp; enrollment in IET &amp; pathway programs</li> <li>5. Implement consortia-wide agreement for placement into college level courses using EFL's and other student persistence measures</li> </ol>		<ol style="list-style-type: none"> <li>1. Increase offering of postsecondary CTE credential programs</li> <li>2. Improve alignment of CTE credential programs with labor mkt demand</li> <li>3. Increase offerings &amp; enrollment in IET &amp; pathway programs</li> <li>4. Improve information about pathways and career opportunities at intake</li> <li>5. Increase articulation &amp; dual/co-enrollment between K12 AE/CC</li> <li>6. Improve collection of emp/wage data</li> <li>7. Increase student participation in WBL activities connect to pathways</li> </ol>	

### Helpful Questions to Ask:

- How will the members ensure access to all adults needing services in the region?
- How will members coordinate programs to eliminate duplication and maximize program potential?
- How will members ensure that adults can transition from program or service to other programs and services?
- How will we concretely identify or quantify our outputs — e.g. which specific occupations or industries we will focus on, how many new training programs we intend to build, where and how we will increase engagement and outreach to new customers, etc.
- How will data be used to evaluate effectiveness?
- How will members be held accountable for effective services?



## Tools & Resources:

- Best Practices Reports from Full Capacity Marketing & Hanover Research
- Co-enrollment Guidance from CDE & the Chancellor's Office
- Student Progress Framework
- Webinars highlighting the current pilots that are showing results around the state
- W.K. Kellogg Logic Model Development Guide (<https://www.wkkf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide>)

## Available Training:

- **Career Pathway Training** – training to review guidance on integrated pathways and effective transition of students between systems and increase practitioner capacity for career pathway design and implementation.
- **Adult Education Strategies** – webinars to review the major concepts behind the Adult Education effort (AB86 & AB104) – student acceleration, student transition, leveraging resources, and shared professional development.
- **Adult Education Best Practices** – webinars highlighting the best practices that are showing results around the state – covering all topics – in small/large and rural/urban consortia.

## 2.5 Piloting and Implementation

**Direction:** In the Pilots section, you will:

1. **Explain how you will prototype new strategies** and
2. **Evaluate the effectiveness of these pilots** using formative data collected throughout to inform continuous improvement processes, as well as summative data to assess the overarching impact of these strategies.

### **Helpful Questions to Ask:**

- What problems most needs solving?
- What does it mean for a strategy to work? What criteria will you use to assess success or failure?
- Is the design of the strategy robust enough for objective measurement?
- Are there sufficient resources to evaluate?
- Is there sufficient time to measure the impact of the strategy?

### **Tools & Resources**

- Best Practices Reports from Full Capacity Marketing & Hanover Research
- CLASP Adult Education Evaluation
- Webinars highlighting the current pilots that are showing results around the state

### **Available Training:**

- **Career Pathway Training** – training to review guidance on integrated pathways and effective transition of students between systems and increase practitioner capacity for career pathway design and implementation.
- **Adult Education Strategies** – webinars to review the major concepts behind the Adult Education effort (AB86 & AB104) – student acceleration, student transition, leveraging resources, and shared professional development.
- **Adult Education Best Practices** – webinars highlighting the best practices that are showing results around the state – covering all topics – in small/large and rural/urban consortia.
- **Human Centered Design Training** – Adult Education practitioners can use HCD strategies to learn from the communities we serve, break barriers that impede innovation, come up with new concepts, prototype them, and then make those ideas come to life with positive results for our customers.

- **Self-Assessment Training** – Adult Education consortia can complete this self-assessment to evaluate how they are meeting the need in the community and living up to AB104 standards.