

Consortium Grant #13-328-003

Barstow Area Regional Consortium
for Adult Education

Fiscal Agent – Barstow Unified School District

Final Report

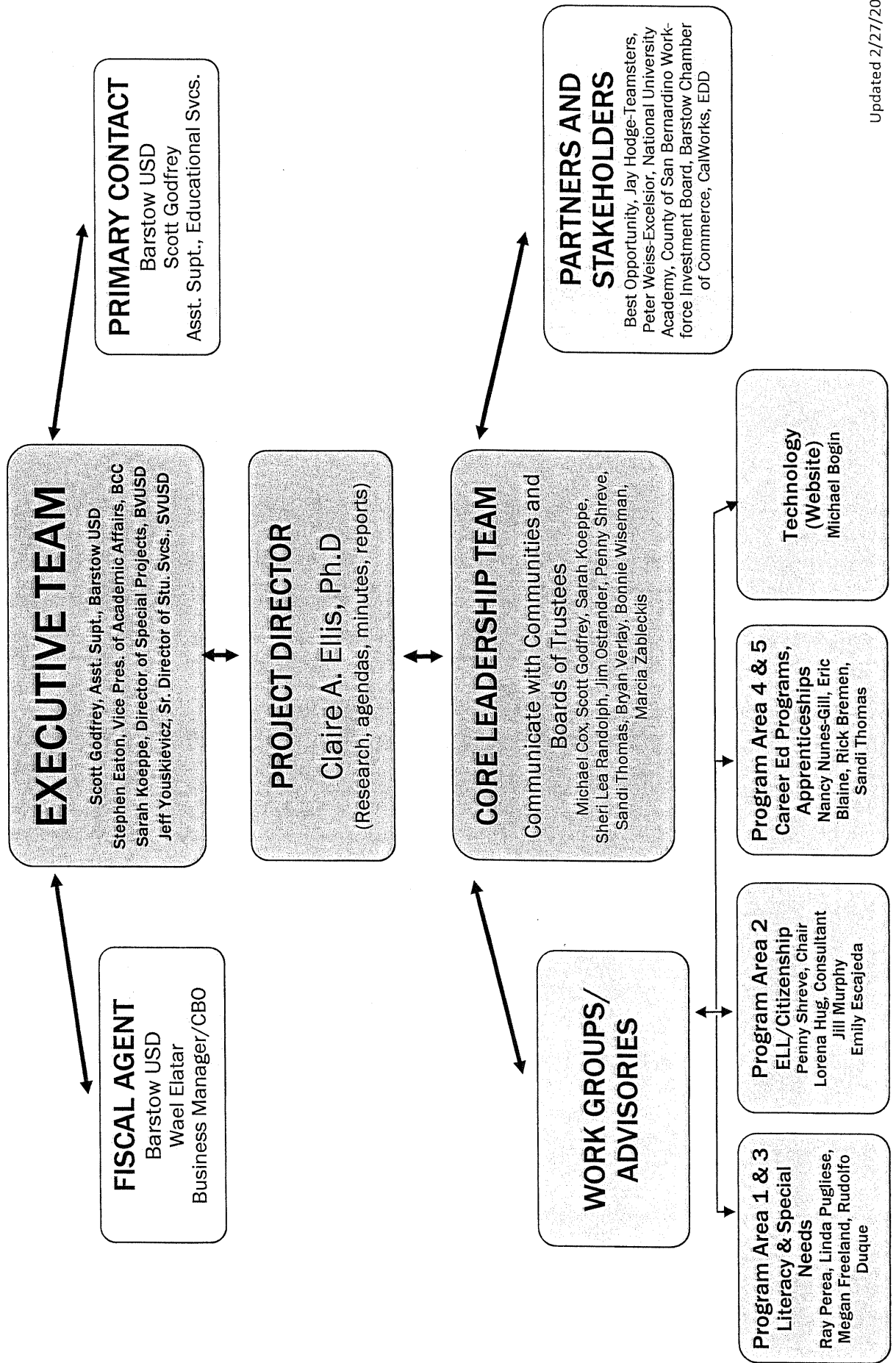
March 1, 2015

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* Items in the Consortium section were provided in the project management plan at the beginning of the grant period. The COE does not request an update, but this might be useful for your organization to revisit.		

Barstow Area Regional Consortia for Adult Education AB 86 Organizational Chart

(Approved 9/16/2014)



Barstow Area Regional Consortia for Adult Education

Contract #13-328-003

ORGANIZATIONAL STRUCTURE

The attached chart (Attachment 1) describes the structure of the Barstow Area Consortia. The roles and responsibilities illustrated by the chart were approved by the core leadership team in September, 2014. The chart was developed with the advice and approval of the executive team. Each team is committed to the planning process and the focus on improving adult education services for our region.

Prior to the collaborative effort involved in the planning and submission of the AB86 grant application, there had been various collaborative efforts between the K-12 school districts (Baker Valley, Barstow Unified, and Silver Valley Unified) and the community college (Barstow Community College), but none involving adult education.

Identified partners will include the Barstow Branch of the San Bernardino Library, the San Bernardino County Superintendent of Schools, EDD, local Chambers of Commerce, the San Bernardino County Workforce Investment Board, the CalWorks job training program, the Teamsters Union and local disability services programs, including Best Opportunities.

SHARED LEADERSHIP STRATEGIES

The core leadership team will be the main oversight position for this grant. Members include the coordinators/principals of each K-12 adult education program, the Dean of Instruction and the Dean of Career/Technical Education from the community college, a member of the board of trustees from the community college, the business manager from a school district, a teacher from the community college, and the project director.

Funding decisions are approved by the Executive Team, which includes district level administrators from each school district and the Vice President of Academic Affairs from Barstow Community College.

This executive team has the authority to make decisions for ongoing budget allocations based on identified needs and resources available.

Barstow Unified School District is the fiscal agent and ensures that all entities have appropriate input for budgeting and resource allocation. The budget is shared with the leadership team at their meetings.

The core leadership team meets every other month, or more often as needed, to discuss ongoing successes, identify needs, generate solutions, explore additional opportunities, evaluate curriculum and instruction, and assess overall grant implementation.

Leadership team members chair committees that comprise a cross-section of all stakeholders. Committees include 1) Literacy and Special Needs, 2) ELL/Citizenship, 3) Career Ed Programs and Apprenticeships, and 4) Technology.

MOU's and partnership agreements will be developed by the core leadership team and project director and approved by district superintendents.

PROJECT PLANNING ROLES AND RESPONSIBILITIES

The executive team is responsible for approval of expenditures that are recommended by the core leadership team.

The core leadership team is responsible for ensuring the project director has a data required for school sites, receiving and relaying all information regarding AB86 amongst each other as well as the project director, and disseminating information to the respective constituency, as well as chairing advisory groups.

The project director is responsible for creating and submitting all expenditure reports, sharing budget information with the core leadership team and presenting it to the executive team, organizing and facilitating community forums and doing presentations for stakeholders, collecting data, scheduling meetings, creating agendas, preparing materials, and facilitating meetings.

The project director is also responsible for submitting rough drafts of all comprehensive plan reports to the core leadership team prior to their submission.

The project director is also responsible for identifying staff development needs and arranging training.

COMMUNICATION

The core leadership team meets bimonthly and minutes are shared with all team members. Additionally, and more importantly, a website has been developed that will post minutes and all activities of the consortium.

Needs assessments, surveys, and community meetings have been utilized in garnering information and disseminating it among stakeholders.

For many of the students we are serving, face-to-face communication is essential for building trust and assessing the efficacy of programs. Each principal collects these data and reports to the core leadership team.

Once programs are in place, outreach to the community includes radio, newspaper articles, community events in partnership with local businesses, and demonstrations of student achievement. An example of this outreach is the recent publication by Barstow Community College called *Career Focus* which was sent to every postal customer in the area.

Summary

Overall, the regional snapshot of the Barstow Consortia reveals that 33% of the population is below the poverty level. Unemployment is 11%, and 16% of the population have no high school diploma. In terms of the English Learner population, 42% speak English as a second language and 14% require citizenship classes. Ten percent of the population are adults with disabilities.

This general information points to a need for career-technical education, to address the high poverty rate and unemployment. When the information is broken down into districts, some needs are specific to particular areas.

There are three school districts in our consortia: Baker Valley School District, Barstow Unified School District, and Silver Valley Unified School District. There is one community college: Barstow Community College.

Table 1 – Demographics

<u>School District</u>	<u>No. of Students</u>	<u>Ethnicity</u>		
		Black	Hispanic	White
Baker SD	187	1%	80%	18%
Barstow USD	5929	14%	51%	26%
Silver Valley USD	2395	12%	30%	44%

Baker Valley School District is a small, isolated, rural school district with a large (44%) EL population. Baker presently does not have an adult education program.

Barstow USD has a small adult education that is held in self-contained, traditional classrooms, with no vocational component other than a computer class.

Silver Valley USD is also a small, rural, isolated school district that serves adult education students through a web-based program. The main population for Silver Valley is low socio-economic, disadvantaged.

Presently, systems are not in place to assess or evaluate programs, other than the number of graduates.

The fact sheet (Attachment 2) indicates that services throughout the Inland Empire to EL, the unemployed, adults with disabilities, and adults with no high school diploma have not met the current needs.



COLLABORATING TO BETTER SERVE
THE EDUCATIONAL NEEDS OF ADULTS

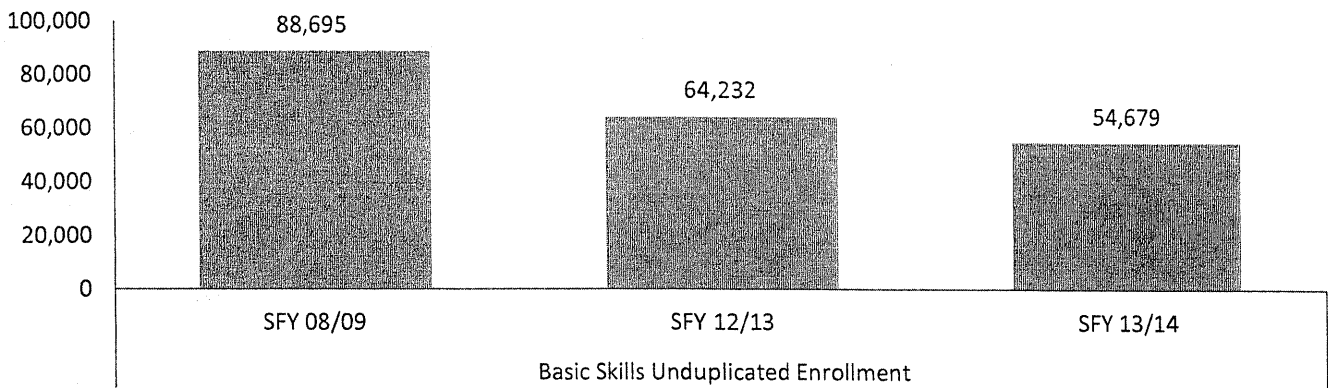
REGIONAL FACT SHEET: INLAND EMPIRE

BASIC SKILLS

NEED

GAP: Number of people 18 to 24 without a HS Diploma in the region	85,253
GAP: Number of people 25 and over with less than a 9th grade education in the region	269,871
GAP: Number of people 25 and over with at least a 9th grade education, but no diploma in the region	298,221

ENROLLMENT



PERCENT OF NEED MET

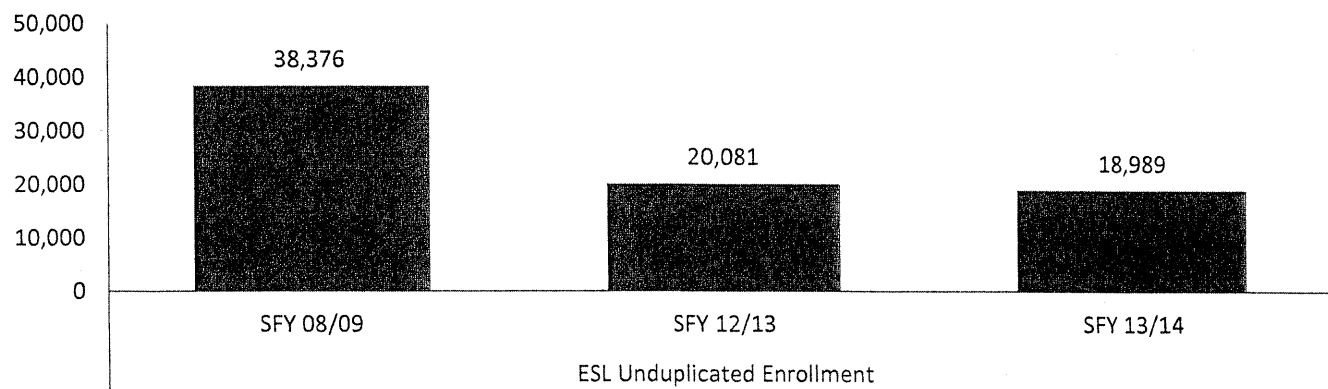
SFY 08/09	SFY 13/14
13.6%	8.4%

ENGLISH AS SECOND LANGUAGE (ESL)

NEED

GAP: Number of people that speak English "less than well" (age 5 & over)	641,280
GAP: Limited English Proficient population, age 16-64 (Riverside – San Bernardino – Ontario)	498,001

ENROLLMENT



PERCENT OF NEED MET

SFY 08/09	SFY 13/14
6.0%	3.0%

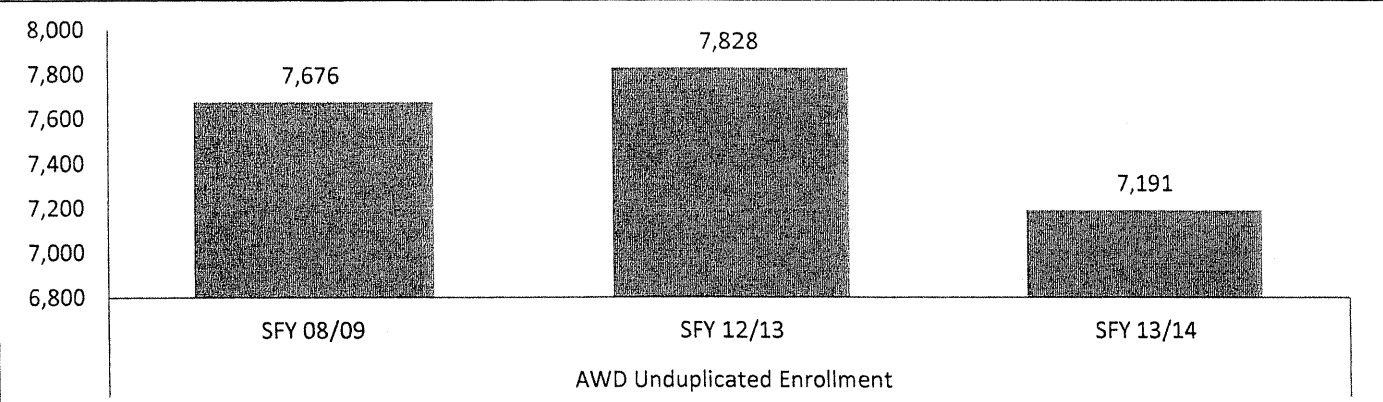


ADULTS WITH DISABILITIES (AWD)

NEED

GAP: Number of people that have a cognitive difficulty 106,604

ENROLLMENT



PERCENT OF NEED MET

SFY 08/09	SFY 13/14
7.2%	6.7%

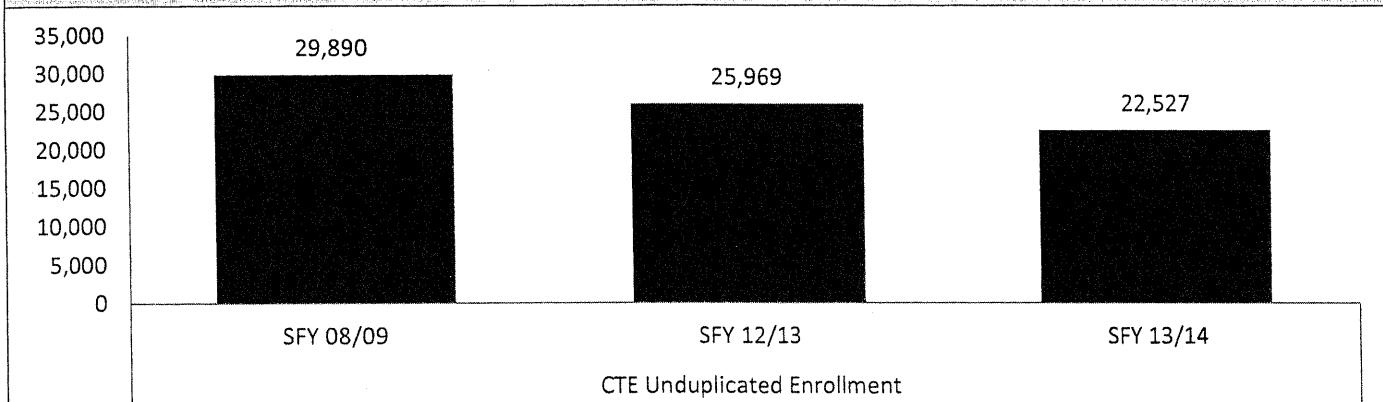
CAREER TECHNICAL EDUCATION (CTE)

NEED

GAP: Number of unemployed people aged 25 to 64 with less than a high school diploma 72,867

GAP: Number of unemployed people aged 20 to 24 83,370

ENROLLMENT



PERCENT OF NEED MET

SFY 08/09	SFY 13/14
19.1%	14.4%

ⁱ Source for "Need" data comes from the U.S. Census Bureau's 2012 American Community Survey (ACS).

Objective #1

Only Barstow USD has GED preparation courses and basic English and math programs, including programs that prepare students for the high school exit exam. Baker Valley does not have those programs. Silver Valley does not have a GED Program.

Barstow Community College offers academic support classes for reading and mathematics, but presently they are not offered on-line. Barstow Community College also offers an excellent ESL program, including an ESL Literacy Program, but, again, these courses are not offered on-line.

Barstow Community College also offers an array of career technical programs and certificates that could meet the needs of the three districts, as well as an ACCESS Program for students with disabilities.

None of the three school districts offer any hands-on career technical programs, apprenticeship programs, or short term technical certificates.

Objective #2 – Evaluation of Current Needs

In terms of basic skills and literacy, Baker Valley School District has need of on-line courses, outreach to determine need for basic programs, and perhaps an on-site ESL teacher. Baker Valley School District could benefit from transportation to connect students with the Career-technical Center at Barstow Community College, and students would benefit from a website that would direct them to program offerings that would be formatted in both English and Spanish.

All three districts need to develop connections to career-technical programs and apprenticeship programs, and outreach programs.

Table 1.1A Consortium Members: Evaluation of Existing Adult Education Programs Offered

Complete this worksheet by first selecting the name of your region from the drop down menu in B5. Then, beginning in A10, list the data for each consortia member with a separate line for each program area (1-5). Please list separately credit, credit ESL, Credit Basic Skills, Non-Credit and Enhanced Non-credit for community colleges. Cells F7-M7 will auto populate as will columns B, H and P. If additional rows are needed, just begin typing data on the next empty row. Note, this is a data table, you can add more rows by simply entering data on the next line once you have entered information into all of the existing rows.

Directions:

Region (select your region from drop down): Barstow

Region (select your region from drop down): Barstow		FY 12-13 Unduplicated Enrollment		FY 12-13 Operational Cost for Instructional Program Total		FY 12-13 Operational Cost for Instructional Program 1000's		FY 12-13 Operational Cost for Instructional Program 2000's		FY 12-13 Operational Cost for Instructional Program 3000's		FY 12-13 Operational Cost for Instructional Program 4000's	
		5583.46	249724	169638	10853	17622	4861						
		Total for Consortium Members: 883											
Consortium Member Name	Consortia (autofill)	Program Area (select from drop down)	Community College or Code Adult Ed? (select from drop down)	FY 12-13 Unduplicated Enrollment	FY 12-13 ADA (IDE Adult Ed)/ FTES (Community Colleges)	FY 12-13 Operational Cost for Instructional Program Total	FY 12-13 Operational Cost for Instructional Program 1000's	FY 12-13 Operational Cost for Instructional Program 2000's	FY 12-13 Operational Cost for Instructional Program 3000's	FY 12-13 Operational Cost for Instructional Program 4000's			
Barstow Unified	Barstow	2-Elementary and Basic Skills	Code Adult Education	144	574,08	95016	64,110	10853	11865	0	0	0	
Barstow	Barstow	2-Courses and Courses for Immigrants	Code Adult Education	0	0	0	0	0	0	0	0	0	
Baker Valley	Barstow	1-Elementary and Basic Skills	Code Adult Education	0	0	0	0	0	0	0	0	0	
Silver Valley	Barstow	1-Elementary and Basic Skills	Code Adult Education	40	14,38	154208	105,28	0	5,759	0	0	4,527	
Barstow Coll. College	Barstow	1-Elementary and Basic Skills	Community College	0	0	0	0	0	0	0	0	0	
Barstow	Barstow			0	0	0	0	0	0	0	0	0	
Barstow	Barstow			0	0	0	0	0	0	0	0	0	
Barstow	Barstow			0	0	0	0	0	0	0	0	0	

Table 1.1B: Total Dollar Amount by Funding Source for Consortium Members

Directions: Complete this worksheet by first selecting your region in B5 from the drop down menu. This will automatically populate row B. Enter the total dollar amount for each funding source data table, you can add more rows by simply entering data on the next line once you have entered information into all of the existing rows.

Region (select your region from drop down):		Funding Source - Total Dollar Amount 2012-2013						
Barstow		Appropriation 12-13	WIA I 12-13	WIA II 12-13	VTEA 12-13/Perkins 12-13	Fees 12-13	State Categorical Basic Skills Initiative (CCC) 12-13	SSSP (CCC) 12-13
Total For Consortia Members:		71999	0	0	0	0	0	0
Member Name	Region	Appropriation 12-13	WIA I 12-13	WIA II 12-13	VTEA 12-13/Perkins 12-13	Fees 12-13	State Categorical Basic Skills Initiative (CCC) 12-13	SSSP (CCC) 12-13
Baker Valley	Barstow	0	0	0	0	0	0	0
Barstow Unified	Barstow	71999	0	0	0	0	0	0
Silver Valley	Barstow	0	0	0	0	0	0	0
Barstow Com College	Barstow	0	0	0	0	0	0	0
Barstow	Barstow							
Barstow	Barstow							
Barstow	Barstow							
Barstow	Barstow							
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Barstow	Barstow							

by consortium member. Note, this is a

Other Grants 12-13	Other 12-13	Appportionment 13-14	WIA I 13-14	WIA II 13-14	VTEA 13-14/ Perkins - 13/14	Fees 13-14	State Categorical Basic Skills Initiative (CCI) 13-14	SSSP (CCC) 13-14	Other Grants 13-14	Other 13-14
0	0	84465	0	0	0	0	0	0	0	7463
Urce - Total Dollar Amount 2013-2014										
Other Grants 12-13	Other 12-13	Appportionment 13-14	WIA I 13-14	WIA II 13-14	VTEA 13-14/ Perkins - 13/14	Fees 13-14	State Categorical Basic Skills Initiative (CCI) 13-14	SSSP (CCC) 13-14	Other Grants 13-14	Other 13-14
0	0	84465	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	7463
0	0	0	0	0	0	0	0	0	0	0

Table 1.2: Evaluation of Existing Adult Education Programs Offered by Consortium Partners

Complete this worksheet by first selecting your region in B5 from the drop down menu. This will automatically populate row B. Next, enter data for each consortium partner listing program areas 1-5 separately. Select the program area from the drop down menu. Note, this is a data table, you can add more rows by simply entering data on the next line once you have entered information into all of the existing rows.

Region (select your region from drop down): Barstow

FY 12-13 Unduplicated Enrollment	FY 12-13 ADA or FTES (if applicable)	FY 12-13 Operational Cost for Instructional Program	FY 13-14 Unduplicated Enrollment	FY 13-14 ADA or FTES (if applicable)	FY 13-14 Operational Costs for Instructional Program
383	5585.46	249274	386	5552.01	249934
Total for Partners:					

Consortium Partner Name	Region	Program Area (select from drop down menu)	Type of Organization (select from drop down)	Source(s) of Funding e.g. State, Federal, Fees, Private Donations, Other. List all that apply	FY 12-13 Unduplicated Enrollment	FY 12-13 ADA or FTES (if applicable)	FY 12-13 Operational Cost for Instructional Program	FY 13-14 Unduplicated Enrollment	FY 13-14 ADA or FTES (if applicable)	FY 13-14 Operational Costs for Instructional Program
Baker Valley	Barstow	1-Elementary and Basic Skills		state	0	0	0	0	0	0
Barstow Unified	Barstow	1-Elementary and Basic Skills		state	343	5571.08	95016	342	5550.79	93106
	Barstow	2-Classes and Courses for Immigrants			0	0	0	0	0	0
Silver Valley	Barstow	1-Elementary and Basic Skills		state	40	14.38	154208	44	21.72	156828
Barstow Com College	Barstow	1-Elementary and Basic Skills		state	0	0	0	0	0	0
	Barstow									
	Barstow									
	Barstow									
	Barstow									
	Barstow									
	Barstow									
	Barstow									

Table 2: Evaluation of Existing Adult Education Enrollment

Complete this worksheet by first selecting your region in B5 from the drop down menu. This will automatically populate row B. Next, enter data for each consortium member and partner listing program areas 1-5 separately. Select the program area from the drop down menu. Note, this is a data table, you can add more rows by simply entering data on the next line once you have entered information into all of the existing rows.

Directions

Region (select your region from drop down):

Barstow

FY 2008-09 Unduplicated Enrollment	FY 2012-13 Unduplicated Enrollment	FY 2013-14 Unduplicated Enrollment	FY 2015-16 Projected Enrollment (*This information is not required at this time)
449	383	386	
Total for Members and Partners:			

Consortium Member or Partner Name	Region	Program Area (select from drop down menu)	FY 2008-09 Unduplicated Enrollment	FY 2012-13 Unduplicated Enrollment	FY 2013-14 Unduplicated Enrollment	FY 2015-16 Projected Enrollment (*This information is not required at this time)
Barstow	Barstow					
Baker Valley	Barstow	No service provided	0	0	0	
Barstow Unified	Barstow	1-Elementary and Basic Skills	318	343	313	
	Barstow	2-Classes and Courses for Immigrants	91	0	29	
Silver Valley	Barstow	1-Elementary and Basic Skills	40	40	44	
Barstow Com College	Barstow	No service provided	0	0	0	

Regional Plan Objective #3

Plans for consortium members and partners to integrate existing programs and create seamless transitions into postsecondary education or the workforce.

In our region, we are fortunate that Barstow Community College has an excellent career education program, and has worked for many years to articulate that program with the high schools, so there is already a structure in place for conversation.

During a meeting scheduled for November 4th, the high schools and college intend to revisit their list of articulated courses, and include the project director for AB86.

What this means is that the pathways and certificate programs can be taken by students enrolled in adult education and be acceptable for both high school and college credit. Attached is a list of pathways that will be available for students.

Barstow Community College has already been included in a "Ramp-Up" grant through the California Career Pathways Trust that will update skills lab equipment and create conferencing classrooms and includes collaboration with secondary partners to align coursework and credit recognition on "e-transcripts" making it easier for adult students to matriculate in college technical education programs.

Students from Baker, Silver Valley, and Barstow will have to take the BCC placement test, but this test will not preclude their enrollment in any career class. Evaluation of the transcript will determine which courses they need for high school completion.

Fortunately curriculum articulation is also streamlined because Silver Valley presently utilizes all on-line courses for adult education. They presently use a program called APEX but have been in conversation with Barstow to utilize the Odyssey Program. On-line courses are also an opportunity for Baker, and would provide a first step in accessible coursework for adults to complete high school course work. GED prep is also available on Odyssey.

Instruction delivered by teachers will focus on ESL and career tech. An advisory committee has been formed to discuss how to deliver the instruction and also design outreach programs for students. Presently the ESL courses offered by Barstow Community College are already sequenced and provide a good basic platform for all ELL students. Adult students would proceed along a continuum that would extend into college coursework, and provide college credit after the student receives her high school diploma (*i.e.* she could receive "credit by exam" for those modules she has successfully completed).

Students with an IEP would receive the services of an RSP teacher through the school district and accommodation support would be provided by BCC if not available through the district.

Initial student assessment will consist of the BCC placement exams and a career inventory. Once the student has completed the application form and the assessments, which will be on-line through the web page, he will meet with a counselor to design a program. The student will be placed in an appropriate career pathway determined by interest and the results of the career inventory. Since the courses will, by that time, be articulated, students will receive both high school and college credit. Students will proceed through a sequenced series of courses leading to a CTE certificate, or, an ROP certificate. Barstow Unified School District will continue to fund ROP through the LCAP.

GED prep will be offered on line and all districts will have access to that program. Additionally, the software program, Odyssey, provides web-based classes in all content areas that students can access from private computers to accelerate completion of their high school program.

Language support services will also be available, determined by need.

Students will be monitored by the guidance counselor, as determined by credits earned towards goal. In the future, a possible expansion of the program would consist of the services of a mentor, who would connect with the student and offer support.

Final evaluation would consist of the number of students who have completed the program with a high school diploma, and the number of CTE certificates awarded.

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants

Transition to be Addressed	Strategy/Approach to be Employed	Resources needed	Estimate of the Cost	Responsible Parties (Specific school district(s) and/or community college(s))	Methods of Assessment	Timeline
Underprepared students Basic Skills	Aligned hs/cc curriculum GED offerings	GED prep	\$35,000	Cox, Koeppe, Ostrander	# of diplomas	June 2015
Underprepared students	Compact curriculum/accelerated, focused courses	Teacher training & articulation	\$10,000	Schreve, Ostrander	Student achievement	February 2016
Underprepared students	Basic skills	Computers	\$30,000	BCC/Wiseman	Student achievement	September 2015
Unskilled workforce	Defined paths for certificates	Tuition		Guidance/Cox, Koeppe, Ostrander	# of certificates	June 2015
Unskilled workforce	Unified student tracking system	Software		Guidance/Cox, Koeppe, Ostrander, Thomas		September 2015
ESL to mainstream	Specific sequence of courses, articulated	Virtual classroom		BCC/Schreve, Murphy	Student achievement	June 2016
ESL to mainstream	Tutorial assistance	Aide	\$10,000	Koeppe	Student achievement	September 2015
ESL to mainstream	Outreach	Consultant aide, materials	\$5,000	Hug	# of enrolled	February 2016
ESL to mainstream	Instruction	Rosetta Stone	\$20,000	Cox, Ostrander	Student achievement	February 2016
Disability to mainstream	Appropriate placement, services	Counselor		Cox, Koeppe, Ostrander	Job placement	June 2016
Disability to mainstream	Reading assistance	Kurz Weil 3000	\$10,000	Ostrander	Student achievement	February 2016
Adult high school to college transition	Graduate follow-up	Counselor		Cox, Koeppe, Ostrander	BCC enrollment	June 2016
Adult high school to college transition	Career Plan	Web page/form	\$1000	Ellis	# of plans	September 2015
Adult high school to college transition	Career assessment	Web page	\$3000	Ellis	# of plans	September 2015

Objective #4 – Response to Gaps

At the first meeting of the advisory group this fall, agendaized will be a discussion of the opportunity to offer the Barstow Community College program for basic skills (math and English) and literacy on-line. The feasibility of having a BCC teacher travel to Baker for ESL will also be discussed.

Agreements are already in place with BCC for concurrent enrollment of high school students from both Barstow USD and Silver Valley USD in career-technical classes, and those agreements could be enlarged to include adult education, and Baker Valley SD.

Additionally, the partners in the AB86 were expanded to include a representative from the Teamsters Union and also a representative from Best Opportunities, which is a local organization that employs students with disabilities.

Initially, we will examine our programs and determine which would best serve our population in terms of on-line courses or classroom instruction. Obviously we need to determine assessments and evaluations. Further along we will examine professional development, and set up advisory committees to design the EL program for Baker and the career technical paths for each school district. Outreach efforts will begin with the development of a web page.

The other gap in services to adults concerns a strong guidance program. In terms of addressing this gap, the recommendation includes an initial career assessment for each student, and the development of an individual career/education program for each student that would include, not only the courses needed to graduate, but also the short term career goal and the career education courses needed to accomplish this goal. A professional guidance counselor would be employed at each school district to work with the student to design this individual plan.

Table 4.1: Implementation Strategies to Address Identified Gaps

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific school district(s) or college(s))	Methods of Assessment	Timeline
finish evaluation of current programs	interview district representatives	SB86	400	Ellis	report to advisory/ state	9/14
examine literacy programs	Barstow Lit. Coalition Barstow CC	community on-line	N/A	Ellis	report to advisory	10/14 ~
web page design	contact BUSD IT Dept	district	N/A	Bogan	# of hits	12/14
begin EL advisory	review best practices	SB86	500	Rigalato	report to advisory	12/14
begin STEM advisory	review curricular and connections	SB86	500	Espinoza	report to advisory	12/14
begin special needs advisory	review community resources	SB86	500	Ostrander	report to advisory	12/14
align career tech programs	review BCC offerings view site	BCC	N/A	district reps	flyers	5/15
set up apprenticeship programs	interview teamsters Best Opportunities	community	N/A	Ellis	partnership agreement	3/15
design outreach program	review best practices	SB86	N/A	district reps	enrollment	5/15

Table 4.1: Implementation Strategies to Address Identified Gaps

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific school district(s) or college(s))	Methods of Assessment	Timeline
Advisory Meeting Literacy and ELL	Review data on program/make recommendation	AB86	\$500	P. Shreve	Report to Advisory	March 2015
BCC Articulation Meeting	Connect teachers Compare curriculum	AB86	\$1000	Thomas	Agreements	November 2014 Ongoing

Regional Comprehensive Plan Objective #5: Plans to employ 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 and career technical education.

Barstow Community College has been engaged in examining a contextualized basic skills program called "Strengthening Student Success" and is particularly focused on the area of mathematics in terms of implementation. The next step in this process would be for the BCC math teacher and the adult education math teachers to design sequential modules.

Additionally, the CTE subcommittee orchestrated through AB86 has been examining IBEST models and is interested in pursuing training and curriculum. That training would be attended by teachers from BCC and BUSD who are in the same career path, so their courses would be sequenced. Presently, IBEST is a Washington State program. We are hoping to be able to access it, or something similar for our teachers.

As was noted previously, CTE courses have already been articulated, but that process will be fine tuned when we meet in November, to insure that students in the adult education program will be able to receive high school as well as college credit for CTE courses.

All districts would offer a GED prep program, and transportation would be furnished to Hesperia, where the test is administered. We are looking at the feasibility of offering the test locally.

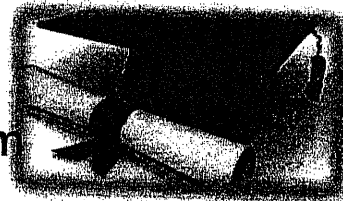
Barstow Community College Career Technical Education



is hosting an Articulation Meeting for Schools within BCC's Service Area

What is Articulation?

Course Articulation is the process of comparing the content of courses that are transferred between secondary and post-secondary institutions. Course articulation is the process by which one institution matches its course requirements to course work completed at another institution.



November 4th, 2014, 8:30 am to 11:30 am

**Barstow Community College Off-Campus Site
1501 State St. Barstow, CA 92311**

Questions and/or RSVP by Friday, October 31, 2014
voiced@barstow.edu

(760)252-6799

Student Success!

**Form C: California Career Pathways Trust
Program of Study Worksheet**

Industry Sector: Transportation Industry
 Career Pathway: Vehicle maintenance, service and repair

LEVELS	GRADE	English	Math	Science	History	Foreign Language	Arts	Physical Education	Health	Technical Education	Other
SECONDARY	9	Eng 9/Pre AP eng 9	Alg 1/Geo	IPS/Bio	World Geography						
	10	Eng 10/Pre AP eng 10	Geo/Alg II	Bio/Chem	World History			auto 1			
	11	Eng 11/AP Comp	Alg II/Pre Calc	Chem/Chem 2	US History			auto 2	metal		
	12	Eng 12/AP Lit	Pre Calc/AP Stats/AP Calc	Chem 2/Physics	Econ/Amer. Govt.			desiel engines	welding tech		
POSTSECONDARY	Year 13	Articulated Dual Credit courses may be taken/moved to the secondary level for articulation/dual credit purposes.									
	Year 14										
	Year 15										
	Year 16										

Occupations Requiring Less Than a Baccalaureate Degree

- ▲ Parts & Sales
- ▲ Service Writer
- ▲ Independent Shop Technician
- ▲ Licensed Smog Tech
- ▲ Mechanics Assistant

Occupations Requiring a Baccalaureate Degree

- ▲ Community College Inst.
- ▲ Manufacturing Rep.
- ▲ Dealership Shop Foreman

Industry recognized certifications, licenses, or Credentials related to this pathway

- ▲ ASE Certification
- ▲ Smog License
- ▲ Brake & Lamp
- ▲ OEM Certifications

Industrial Maintenance Mechanic Associate's Degree		Student Name: _____				
		B# _____				
		Phone: _____				
		Email: _____				
Total Core units	22.0 units					
<i>Using NCCER nationally recognized curriculum, prepares students to receive nationally industry recognized certification for entry level positions as Industrial Maintenance Mechanics. Provides students a basic understanding of electrical terminology, basic concepts, and basic procedures used in the industry.</i>						
Complete the following:		Units	Semester Completed	Prerequisite	Advisory	
Occupational Degree Requirements	Natural Sciences	3				
	Social and Behavioral Sciences	3				
	Humanities	3				
	Activity	2				
	American Institutions	3				
	Communications	3				
	Computer Literacy	1				
	English	3				
	Mathematics	3				
	Orientation	3				
Total General Education Units required		27				
Core Requirements	IMMT 60	Fundamentals of Industrial Maintenance Mechanics	1		None	None
	IMMT 62	Oxyfuel Cutting	1		None	None
	IMMT 64	Craft-Related Quantitative Skills	1		None	None
	IMMT 66	Construction Drawings	1		None	None
	IMMT 68	Gaskets, Packing, Pumps, Drivers, Valves, and Lubrication	1.5		None	None
	IMMT 69	Material Handling, Hand Rigging, Mobile and Support Equipment	1.5		None	None
	IMMT 70	Basic Layout	1		None	None
	IMMT 71	Introduction to Piping	1		None	None
	IMMT 73	Identify, Install, and Maintain Valves	1		None	None
	IMMT 74	Introduction to Bearings	1		None	None
	IMMT 75	Introduction to Steam Systems	2		None	None
	IMMT 76	Distillation Towers and Vessels	1		None	None
	IMMT 77	Heaters, Furnaces, Heat Exchangers, Cooling Towers, and Fin Fans	2			
	ELCT 70A	Electrical Safety and Handbending	1		None	None
	ELCT 70B	Fasteners and Electrical Theory	1		None	None
	ELCT 70C	Electrical Test Equipment, NEC,	2		None	ELCT 70B
	ELCT 70D	Introduction to Electrical Blueprints and Residential and Commercial	1		None	ELCT 70C
	ELCT 70E	Electrical Level One Performance Testing	1		Pre-req's ELCT 70A, 70B, 70C & 70D	
Total Core units required		22				
Electives	WELD	11 Units from any of these specific programs				
	ELCT					
	IMMT					
	BCTT					
	CBIS (BOFT)		11			
			Total Minimum Program Units	60		

Associate's of Science Degree, Industrial Maintenance Electrical & Instrumentation		Student Name:				
		B#				
		Phone:				
		Email:				
Total Core units	23.0 units					
<i>Using NCCER nationally recognized curriculum, prepares students to receive nationally industry recognized certification for entry level positions as Industrial Maintenance Electrical and Instrumentation Technicians. Provides students a basic understanding of electrical terminology, basic concepts, and basic procedures used in the industry.</i>						
Complete the following:		Units	Semester Completed	Prerequisite	Advisory	
Occupational Degree Requirements	Natural Sciences		3			
	Social and Behavioral Sciences		3			
	Humanities		3			
	Activity		2			
	American Institutions		3			
	Communications		3			
	Computer Literacy		1			
	English		3			
	Mathematics		3			
	Orientation		3			
Total General Education Units required		27				
Core Requirements	IMMT 60	Fundamentals of Industrial Maintenance Mechanics	1		None	None
	IMMT 62	Oxyfuel Cutting	1		None	None
	IMMT 64	Craft-Related Quantitative Skills	1		None	None
	IMMT 66	Construction Drawings	1		None	None
	IMMT 68	Gaskets, Packing, Pumps, Drivers, Valves, and Lubrication	1.5		None	None
	IMMT 69	Material Handling, Hand Rigging, Mobile and Support Equipment	1.5		None	None
	IMMT 80A	Alternating Current	2		E & I Level 1	None
	IMMT 80B	E & I Test Equipment	2		E & I Level 1	None
	IMMT 80C	Flow, Pressure, Level, & Temperature	1		E & I Level 1	None
	IMMT 80D	Process Quantitative Skills	1		E & I Level 1	None
	IMMT 80E	Tubing Installation & Testing	2		E & I Level 1	None
	IMMT 80F	Introduction to Instrument Drawings and Documents	1		E & I Level 1	None
	BCTT 54	Safety Orientation	1		None	None
	ELCT 70A	Electrical Safety and Handbending	1		None	None
	ELCT 70B	Fasteners and Electrical Theory	1		None	None
	ELCT 70C	Electrical Test Equipment, NEC,	2		None	ELCT 70B
	ELCT 70D	Introduction to Electrical Blueprints and Residential and Commercial Wiring	1		None	ELCT 70C
	ELCT 70E	Electrical Level One Performance Testing	1		Pre-req's ELCT 70A, 70B, 70C, & 70D	
Total Core units required		23				
Electives	WELD	10 Units from any of these specific programs				
	ELCT					
	IMMT					
	BCTT					
	CBIS (BOFT)		10			
Total Minimum Program Units		60				

**Associate's of Science Degree,
Industrial Maintenance Electrical &
Instrumentation**

Student Name: _____
Phone: _____
Mailing Address: _____

Total Core units **21.0 units**

Using NCCER nationally recognized curriculum, prepares students to receive nationally industry recognized certification for entry level positions as Industrial Maintenance Electrical and Instrumentation Technicians. Provides students a basic understanding of electrical terminology, basic concepts, and basic procedures used in

Complete the following:		Units	Semester Completed	Prerequisite	Advisory
Occupational Degree Requirements	Natural Sciences	3			
	Social and Behavioral Sciences	3			
	Humanities	3			
	Activity	2			
	American Institutions	3			
	Communications	3			
	Computer Literacy	1			
	English	3			
	Mathematics	3			
	Orientation	3			
Total General Education Units required			27		
Core Requirements	IMMT 60	Fundamentals of Industrial Maintenance Mechanics	1	None	None
	IMMT 62	Oxyfuel Cutting	1	None	None
	IMMT 64	Craft-Related Quantitative Skills	1	None	None
	IMMT 66	Construction Drawings	1	None	None
	IMMT 68	Gaskets, Packing, Pumps, Drivers, Valves, and Lubrication	1.5	None	None
	IMMT 69	Material Handling, Hand Rigging, Mobile and Support Equipment	1.5	None	None
	ELCT 70A	Electrical Safety and Handbending	1	None	None
	ELCT 70B	Fasteners and Electrical Theory	1	None	None
	ELCT 70C	Electrical Test Equipment, NEC, Raceways, Boxes, Fittings, and Conductors	1	ELCT 70B	None
	ELCT 70D	Introduction to Electrical Blueprints and Residential and Commercial Wiring	1	ELECT 70C	
	ELCT 70E	Electrical Level One Performance Testing	1	ELCT 70A, 70B, 70C, & 70D	
	IMMT 80A	Alternating Current	1	ELCT 70B	None
	IMMT 80B	E & I Test Equipment	2	ELCT 70C	None
	IMMT 80C	Flow, Pressure, Level, & Temperature	1	Level I	None
	IMMT 80D	Process Quantative Skills	2	Level I	None
	IMMT 80E	Tubing Installation & Testing	1	Level I	None
	IMMT 80F	Introduction to Instrument Drawings & Documents	1	Level I	None
BCTT 54	Safety Orientation	1	None	None	
Total Core units			21		
Electives	WELD	Twelve units from any of these specific programs			
	ELCT				
	IMMT				
	BCTT				
	CBIS				
			12		
Total Program Units				60	

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student's progress toward his or her academic or career goals

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline
"stackable units"	<u>ELL Unit development</u>	<u>Virtual classroom</u>	<u>\$10,000</u>	<u>BCC/Murphy</u>	<u>Student progress</u>	<u>June 2015</u>
<u>IBEST Training</u>	<u>Inservice, curriculum development</u>	<u>Professional development</u>	<u>\$20,000</u>	<u>BCC/Thomas</u>	<u>Student progress</u>	<u>June 2016</u>
<u>Course articulation CTE</u>	<u>Meetings, board approval</u>	<u>facilitator</u>	<u>\$10,000</u>	<u>BCC/Thomas</u>	<u>Student progress</u>	<u>June 2015</u>
<u>GED</u>	<u>Training on Odyssey</u>	<u>software</u>	<u>\$35,000</u>	<u>BUSD/Godfrey</u>	<u># of students passing test</u>	<u>June 2015</u>

Regional Comprehensive Place Objective #6: Plans to collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes.

Barstow College faculty have been attending professional development programs that enable them to define discrete skills in the basic courses so that students can proceed through a continuum academically. Specifically, the program is called CID Descriptor Leveling for College Basic Skills. Adult students could enroll in sequenced math courses that could be applied to a high school diploma as well as college credit.

The place for formal collaboration efforts would start with this mathematics program, as well as the IBEST program, or something similar, for CTE teachers.

Since our programs are so small, this would be a significant step.

Software programs, specifically Odyssey, provide professional development for all teachers using the program, and this will involve Barstow Unified School District, Silver Valley Unified School District and Baker Valley School District.

Table 6.1 Current Professional Development

In the table below, identify current, effective professional development strategies carried out by consortium members that could be adapted for consortium-wide use. Table rows can be added.

Topic	Professional Development Strategy	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
<u>Basic Skills</u>	<u>CID descriptor Leveling for College Basic Skills</u>	<u>#1, #2, #3</u>	<u>\$20,000</u>
<u>Basic Skills</u>	<u>Strengthening Student Success</u>	<u>#1, #2, #3</u>	<u>\$20,000</u>

Table 6.2 Collaborative Professional Development Plan

In the table below, address topics the consortium considers priorities for *collaborative* professional development. Include, at a minimum, topics to help achieve integration among consortium members and improvement of student outcomes. Table rows can be added.

Topic	Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency)	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
<u>Conceptualized</u>	<u>IBEST Training (CTE cohorts training, articulation)</u>	<u>all</u>	<u>\$40,000</u>

Regional Comprehensive Plan Objective #7: Plans to leverage existing regional structures, including, but not limited to, local workforce investment areas.

Barstow Community College works closely with the local workforce development board, and offers condensed certificate programs specifically designed to meet the needs of individuals looking for work. There are two focus areas: IMM for (Industrial Maintenance Mechanic) and IMM T & I (Electronic Information Mechanic) that are offered in 60-day increments, because jobs are available through the solar plant at Ivanpah and Molycorp. BCC is also working with Ft. Irwin in terms of training diesel mechanics.

Presently, the project director for AB86 serves on the economic development committee for the Barstow Chamber of Commerce to insure that opportunities for employment and CTE certificate needs are shared in the consortium.

Plans are to include the local Teamsters Union and the local Best Opportunities in this outreach, to include apprenticeship and jobs for adults with disabilities.

The County of San Bernardino Workforce Investment Board recently released an analysis of economic trends and forecasts for San Bernardino and Riverside counties for the next two years. Five sectors are projected to create the majority of jobs – healthcare, transportation and warehousing, retail trade, wholesale trade and construction. In our area, the focus is on the IMMT (Industrial Maintenance Mechanic Technology) Program which prepares students for local mining and machine shops, including BNSF. These pathways are delineated in Objective 5 in this report.

**Table 7.1 Leverage of Existing Regional Structures from Partners
(expand table as necessary)**

Partner Institution Supporting Regional Consortium	Program area to Be addressed (1-5)	Tasks/Activities Needed to Implement Support of the Program	Member Counterpart(s) *	Partner Contributions
Barstow Chamber of Commerce	#4, #5	Economic Development Committee	C. Ellis	Business Connections
Teamsters Union	#4, #5	Agreements	C. Ellis/ J. Hodge	Apprenticeship
Best Opportunities	#3	Agreements	C. Ellis	Internship/Jobs for students w/disabilities

*Indicate the consortium member(s) who will be the users of the contribution.

**Partner Contributions may be in the form of cash, in-kind (i.e., facilities, staff time, etc.), or a combination of both. Please note: matching contributions are not required for a consortium's partners or members. The purpose of this table is to identify the contributions that partners may make to the efforts of a consortium toward coordinating the Adult Education programs to be offered by the consortium.

IMM/IM E&I

		SPRING (odd years) (applies to both IMM/IM E&I with exclusion of BCTT 54 on IMM pathway)	
Live	Info	Live	Info
IMMT 80A- 2 unit	Pre-req- E & I Level 1	IMMT 60- 1 unit	
IMMT 80B- 2 unit	Pre-req- E & I Level 1	IMMT 62- 1 unit	
IMMT 80C- 1 unit	Pre-req- E & I Level 1	IMMT 64- 1 unit	
IMMT 80D- 1 unit	Pre-req- E & I Level 1	IMMT 66- 1 unit	
IMMT 80E- 2 unit	Pre-req- E & I Level 1	IMMT 68- 1.5 unit	
IMMT 80F- 1 unit	Pre-req- E & I Level 1	IMMT 69- 1.5 unit	
		BCTT 54- 1 unit	
9 units total IM E & I Level 2		8 units total IMM/IM E&I Level 1-with exclusion of BCTT 54	
		SPRING (even years) (applies to both IMM & IM E&I)	
Live	Info	Live	Info
IMMT 70- 1 unit		ELCT 70A- 1 unit	
IMMT 71- 1 unit		ELCT 70B- 1 unit	
IMMT 73- 1 unit		ELCT 70C- 2 unit	Recommended ELCT 70B with "C" or better
IMMT 74- 1 unit		ELCT 70D- 1 unit	Recommended ELCT 70C with "C" or better
IMMT 75- 2 unit		ELCT 70E- 1 unit	Pre-reqs ELCT 70A, 70B, 70C, 70D with "C" or
IMMT 76- 1 unit			
IMMT 77- 1 unit			
8 units total IMM Level 2		6 units total	

ELCT

FALL (even years)		SPRING (odd years)	
Live	Online	Live	Online
	*ELCT 72A	*ELCT 70A	*ELCT 72A
	*ELCT 72D	*ELCT 70B	*ELCT 72B
	*BCTT 50A	*ELCT 70C	*ELCT 72C
	*BCTT 50B	*ELCT 70D	*ELCT 72D
	*BCTT 50C		
	*WKFC 50D		
SUMMER (even) *ELCT 70A			
FALL (odd years)		SPRING (even years)	
Live	Online	Live	Online
*ELCT 70A	*ELCT 70A	*ELCT 70E	*ELCT 70A
*ELCT 70B	*ELCT 70B	*ELCT 72E	*ELCT 70B
*ELCT 70C	*ELCT 70C	*BCTT 50E	*ELCT 70C
*ELCT 70D	*ELCT 70D	BCTT 52A	*ELCT 70D
*BCTT 51		BCTT 52B	*ELCT 72A
			*ELCT 72B
			*ELCT 72C
			*ELCT 72D
SUMMER (even)			