



Barstow Area Consortium for Adult Education  
Board **MINUTES**  
Barstow Community College, Administration Conference Room  
Thursday May 16, 2019 (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: 2:01 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 checked="" type="checkbox"/> Pattie Granados
			<input checked="" type="checkbox"/> Elias Valencia
Barstow AS	<input checked="" type="checkbox"/> Scott Godfrey	<input type="checkbox"/> Jeff Malan	<input type="checkbox"/> Carrie O’Neal
Silver Valley	<input checked="" type="checkbox"/> Jeff Youskievicz	<input type="checkbox"/> Michael Cox	<input type="checkbox"/>
Consortium Staff	<input checked="" type="checkbox"/> Elena Rivera		

1. <sup>st</sup>Approval of Minutes – April 18, 2019  
Motion to approve by; J. Youskievicz; 2<sup>nd</sup> by S. Godfrey 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 Requested
  
4. Reports/Information Items
  - 4.1 Consortium Director’s Report
    - a. AEP Deadlines - Upcoming
      - April 2019
        - Apr 30: Student data due in TOPSPro (Q3) – Submitted
      - May 2019
        - May 2: CFADs for 2019-20 due – Submitted and Certified
      - June 2019
        - Jun 1: 2017/18 & 2018/19 Member expense report due in NOVA (Q3)
        - Jun 7: Certified 3-year strategic plan due from consortia in NOVA
        - Jun 17: Data and Accountability Budget Revisions due
        - Jun 30: (deadline extension): Data and Accountability funded activities end
        - Jun 30: 2017/18 & 2018/19 member expense report certified by consortia in NOVA (Q3)
        - Jun 30: End of Q4
      - July 2019
        - Jul 31: Final Data and Accountability expense report due
      - August 2019
        - Aug 1: Student data due in TOPSPro (Q4) FINAL

Aug 15: Annual Plan for 2019-20 due in NOVA

Aug 26: Data and Accountability close out and Practice with Promise due  
September 2019

Sep 1: 2017/18 and 2018/19 Member Expense Report due in NOVA (Q4)

Sep 1: July 1, 2018 to June 30, 2019 expenses by program area due  
(estimates only) in NOVA

Sep 30: End of Q1

Sep 30: 2017/18 and 2018/19 Member Expense Report certified by  
Consortia in NOVA (Q4)

Sep 30: 2019/20 Member Program Year Budget and Work Plan due in  
NOVA (Q1)

December 2019

Dec 1: 2017/18 and 2018/19 and 2019/20 Member Expense Report due in  
Nova (Q1)

Dec 31: 17/18 and 18/19 and 19/20 Member Expense Report certified by  
Consortia in NOVA (Q1)

Dec 31: End of Q2

Dec 31: July 1, 2018 to June 30, 2019 Instructional Hours and  
Expenses by Program Area due (actuals) in NOVA and certified by  
Consortium

b. CAEP State Guidance – Archived on <https://caladulthood.org/Administrators>

- SSID for Adult Students: CDE is exploring options for a better solution for meeting the intent of this law and requests that LEAs hold off on assigning SSIDs for adult education students until further guidance is provided.

- ACSA Update: Cost of Living Adjustment is decreased from 3.46 percent to 3.26 percent at the May Revision for the categorical programs that remain outside of LCFF, including special education, child nutrition and preschool programs. The COLA for school districts and charter schools are provided within the increases for LCFF.

- ACSA Update: Career Technical Education funding: The May Revision maintains the funding structure adopted in the 2018 Budget Act to fund CTE through the existing \$150 million ongoing Proposition 98 allocation for the CTE Incentive Grant Program and \$150 million in ongoing Proposition 98 funds for the K-12 Strong Work Force Program administered by the Community College Chancellor's Office. The May Revision does not propose new augmentations for either program.

- ACSA Update: Adult Education program: While not specifically mentioned in the summary, the budget continues support for Adult Education with approximately \$500 million in Prop. 98 funds in addition to the COLAs provided in past years and the 3.26 percent COLA in 2019-20.

- ACSA Update: Bipartisan support for Assembly Bill 1303 (O'Donnell) to designate the \$150 million from the K-12 Strong Work Force Program towards the CTE Incentive Grant Program, with an additional augmentation of \$150 million per year for a grand total of \$450 million for CTE in ongoing Proposition 98 funds.

c. Report-out: CCAE (April 25-27, 2019 – San Diego, CA)

- R. Tremblay, E. Huynh, E. Rivera attended.

- E. Rivera: Reported that she met with other consortium directors. Met with curriculum providers to better understand resources available for BACAE Member districts. Good network opportunity for both other consortia and resources available for adult education teachers. Learned about how adult education is run in other areas of the state. Next year will be held in Sacramento.
- E. Rivera: Yosemite Adult School uses RACHEL to bring WiFi to remote areas. Penny Pearson is contact for OTAN on the project.
- R. Tremblay: Baker Valley is using MiFi devices from Sprint. Could be a resource for other Members.

d. Working Group: Report Out - May 14, 2019

- E. Rivera: Group from SVUSD, BUSD, BCC. Three-Year Plan was presented. Lots of discussion about the needs and challenges. Non-Credit Level 1 & 2 classes approved by State for Fall 2019. Discussion about using CASAS assessments in non-credit ESL and how it relates to AB705. CAEP requires non-credit testing of students in ESL.
- M. Rosin: Explained AB705 versus Multiple Measures and how CASAS ESL testing is a formative tool for promotion and progression along the ESL Levels.
- E. Bagg: Reviewed use of Accuplacer at the Community College level and how Multiple Measures has changed the process to better assess student needs and placement. Data shows that high-stakes placement tests do not accurately place students.
- E. Rivera: Working group participants need more training on CAEP requirements, specifically the DIR submissions and linking to state funds. Need more discussion to brainstorm solutions.

e. Q3 DIR Review

BACAE Member District	DIR Eligible Students	2018-19 CFAD Allocation	Per Pupil Costs (State: \$1,082)	Measurable Skills Gain (State: 63.38%)	12 Hours or More Student Participation (State: 63.05%)
Baker Valley	20	\$62,318	\$3,116 (\$3,040 w/o Cap. Exp.)	15% (3)	80%
BCC	178	\$268,711	\$1,510	37% (65)	85%
BUSD	334	\$334,612	\$1,002	7% (22)	41%
Silver Valley	62	\$201,782	\$3,254	1% (1)	12%

4.2 Member Program Update: BAS

- S. Godfrey: Graduation is May 18 and there are 18 graduates. Sending a team to CASAS Summer Institute, with E. Escajeda as lead. Will also send C. O'Neal to the GED Summer Conference.

4.3 Member Program Update: BCC

- E. Valencia: Attended Career and Non-Credit Institute in San Diego. Hosted by Academic Senate for California Community Colleges. Attended sessions on all non-credit areas. Shared statistics on state-wide enrollment.
- E. Valencia: Will attend the CASAS SI with a total of 6 BCC employees attending. Mirrored and Non-Credit CTE in process for 2020-21. ESL approved for Fall 2019.

- E. Valencia: Citizenship curriculum will not be used, but is available for other Consortium Member districts. BCC faculty developed curriculum internally, and opted not to use off-the-shelf curriculum.
- E. Valencia: Providing information at various resource fairs about the Consortium. Using tri-fold brochures, postal mailers, overview of BACAE does. Asked about BUSD summer hours at the Adult School. S. Godfrey noted that Barstow Adult School will close from mid-June through mid-July. BUSD still needs to hire position to bridge gap.

4.4 Member Program Update: BVUSD

- R. Tremblay: Instruction ended May 7 with a potluck. 1 student completed credit recovery.

4.5 Member Program Update: SVUSD

- J. Youskievicz: Graduation is May 20 with 10 graduates. One student working on citizenship preparation. Will reopen in August.

4.6 Marketing & Social Media Update: Phoenix Design

- Media Manager PowerPoint
- Plans for Summer radio, newspaper, PSA's on TV, mailer, etc.
  - JY/SG Postal Mailer beginning of August.
- Contract renewal for Phoenix Design for social media/marketing services
  - 12 months at \$1,000/month paid from Consortium Operations set aside

4.7 BUSD Fiscal Agent Report: Data & Accountability Allocation

- All funds spent; BUSD to close out in Chancellor's MIS System by June 30, 2019

4.8 BCC Fiscal Agent Report: 2018-19

- P. Granados: June Invoices signed. May sent and received. June being sent.

5. Discussion Items

5.1 Annual Plan Retreat – Format: June Board Meeting will include Steering Committee and Working Group. M. Rosin will provide draft prior.

5.2 MOU for 2019-2020

- Vote to be held at June 2019 BACAE Board Meeting.

6. Action Items

6.1 Approval of Three-Year Plan

- Motion to approve by R. Tremblay; 2<sup>nd</sup> by E. Bagg Approved Unanimously

7. Announcements

7.1 2018-19 BACAE Board Meeting Schedule (2:00 pm in BCC President's Conference Room):

May 16, 2019 Vote on Three-Year Plan Moved to Admin. Conf. Room	August 8, 2019 Vote on Annual Plan Vote on Practice w/ Promise	November 20, 2019
June 6, 2019 Annual Plan Retreat with Working Group	September 26, 2019	December 12, 2019
July 2019 – No Board Meeting	October 24, 2019	

7.2 Upcoming Conferences

*‡CASAS Summer Institute <a href="http://www.casas.org/training-and-support/si">www.casas.org/training-and-support/si</a>	June 11-13, 2019 Orange County, CA	State Data and Assessment Conference: Anyone working with adult students, data management, or assessment
ISTE <a href="https://conference.iste.org/2019/">https://conference.iste.org/2019/</a>	June 23-26, 2019 Philadelphia, CA	International Society for Technology in Education: Anyone managing or implementing technology
*GED National Conference <a href="https://ged.com/in-session/tag/ged-testing-service-annual-conference/">https://ged.com/in-session/tag/ged-testing-service-annual-conference/</a>	July 24-26, 2019 Chicago, IL	All members offering GED instruction
CWA Meeting of the Minds <a href="https://calworkforce.org/mmm-con">https://calworkforce.org/mmm-con</a>	September 3-5, 2019 Monterey, CA	WIOA Title I Providers and Partner agencies
*CATESOL <a href="http://www.catesol.org/current-events">www.catesol.org/current-events</a>	October 3-6, 2019 San Jose, CA	California ESL Conference: Anyone working in an ESL program
NCPN <a href="http://www.ncpn.info/conf_2019.php">www.ncpn.info/conf_2019.php</a>	October 12-13, 2019 Orlando, FL	Counselors and faculty focused on career pathway development and implementation
NCTN <a href="http://www.collegetransition.org">www.collegetransition.org</a>	November 2019 Boston, MA	Counselors and faculty focused on transitioning adult students to the college setting
*‡ACTE <a href="http://www.acteonline.org/event/actes-careertech-vision-2019/">www.acteonline.org/event/actes-careertech-vision-2019/</a>	December 4-7, 2019 Anaheim, CA	International CTE Conference: Anyone working in a CTE program

\* Suggested for K-12 Adult Schools ‡ Suggested for Community Colleges

7.3 Regional PD Day – August 1, 2019 – San Bernardino Valley College

7.4 CAEP State Training – November 21, 2019 – San Bernardino Valley College

7.5 CCAE Palm Springs Conference – November 22-23, 2019 – Palm Springs, CA

8. Adjournment: 3:06 p.m.

- Motion by J. Youskievicz; 2<sup>nd</sup> by S. Godfrey

CAEP Consortium	RV COLA 19-20	Original COLA for 19-20	Diff (subtracted in NOVA)	RV Base Funding 19/20 (rounded to the nearest whole dollar)
01 Allan Hancock Community College Consorti	\$53,464	\$56,743	\$3,279	\$1,693,446.00
02 Antelope Valley Regional Adult Education C	\$129,350	\$137,284	\$7,934	\$4,097,108.00
03 Barstow Area Consortium for Adult Educati	\$29,256	\$31,051	\$1,795	\$926,679.00
04 Butte-Glenn Adult Education Consortium	\$70,662	\$74,997	\$4,335	\$2,238,205.00
05 Greater Opportunity Through Adult Learnin	\$110,491	\$117,269	\$6,778	\$3,499,768.00
06 Partnership for Adult Academic and Career	\$472,832	\$501,836	\$29,004	\$14,976,784.00
07 Chabot-Las Positas/Mid-Alameda County C	\$298,026	\$316,308	\$18,281	\$9,439,867.00
08 West End Corridor/ Chaffey Regional AE Co	\$232,380	\$246,635	\$14,255	\$7,360,555.00
09 Citrus College Adult Education Consortium	\$139,332	\$147,879	\$8,547	\$4,413,282.00
10 Coast Adult Education Consortium	\$240,543	\$255,299	\$14,754	\$7,619,130.00
11 Tri City Adult Education Consortium	\$198,213	\$210,372	\$12,159	\$6,278,338.00
12 Contra Costa Adult Education Consortium	\$478,316	\$507,657	\$29,341	\$15,150,490.00
13 Morongo Basin AEBG Consortium (Copper	\$26,287	\$27,900	\$1,613	\$832,637.00
14 Desert Regional Consortium	\$104,171	\$110,561	\$6,390	\$3,299,583.00
15 South Bay Adult Education Consortium (El C	\$330,571	\$350,849	\$20,278	\$10,470,716.00
16 OnRamp to Employment, Plumas County A	\$26,287	\$27,900	\$1,613	\$832,637.00
17 Foothill De Anza/ NSCCSTC	\$275,399	\$292,292	\$16,894	\$8,723,152.00
18 Gavilan Regional Adult Career and Educatio	\$46,538	\$49,392	\$2,855	\$1,474,063.00
19 Glendale Community College District Regio	\$34,540	\$36,659	\$2,119	\$1,094,057.00
20 San Diego East Region Adult Education (Gro	\$267,514	\$283,924	\$16,410	\$8,473,413.00
21 Salinas Valley Adult Education Consortium	\$118,686	\$125,966	\$7,280	\$3,759,327.00
22 Imperial County Adult Education Consortiu	\$62,797	\$66,650	\$3,852	\$1,989,086.00
23 Kern AEBG Consortium	\$548,383	\$582,022	\$33,639	\$17,369,837.00
24 Lake Tahoe Adult Education Consortium	\$28,916	\$30,690	\$1,774	\$915,901.00
25 Lassen County AB86 Consortium	\$30,363	\$32,225	\$1,863	\$961,722.00
26 Long Beach Adult Education	\$77,213	\$81,949	\$4,736	\$2,445,684.00
27 Los Angeles Regional Adult Education Cons	\$4,144,411	\$4,398,638	\$254,227	\$131,272,761.00
28 Capital Adult Education Regional Consortiu	\$378,434	\$401,648	\$23,214	\$11,986,773.00
29 Marin County Adult Education Block Grant	\$47,517	\$50,432	\$2,915	\$1,505,093.00
30 Mendocino-Lake Consortium	\$49,571	\$52,612	\$3,041	\$1,570,149.00
31 Gateway Adult Education Network (Merced	\$106,682	\$113,226	\$6,544	\$3,379,105.00
32 Coastal North County Adult Education Cons	\$38,512	\$40,874	\$2,362	\$1,219,848.00
33 Monterey Peninsula Consortium	\$81,974	\$87,003	\$5,027	\$2,596,507.00
34 Mt. San Antonio Regional Consortium for A	\$1,127,632	\$1,196,804	\$69,171	\$35,717,349.00
35 Southwest Riverside County Adult Educatio	\$156,270	\$165,856	\$9,586	\$4,949,797.00
36 Napa Valley Adult Education Consortium	\$91,825	\$97,458	\$5,632	\$2,908,518.00
37 North Orange County Regional Consortium	\$124,255	\$131,877	\$7,621	\$3,935,722.00
38 Southern Alameda County Consortium (Oh	\$133,754	\$141,959	\$8,205	\$4,236,624.00
39 Palo Verde Consortium	\$26,287	\$27,900	\$1,613	\$832,637.00
40 Education to Career Network of North San	\$253,544	\$269,097	\$15,553	\$8,030,928.00
41 Pasadena Area Consortium	\$60,263	\$63,960	\$3,697	\$1,908,812.00
42 Northern Alameda Consortium for Adult Ed	\$258,940	\$274,824	\$15,884	\$8,201,825.00
43 Rancho Santiago Adult Education Consortiu	\$149,733	\$158,918	\$9,185	\$4,742,735.00

CAEP Consortium	RV COLA 19-20	Original COLA for 19-20	Diff (subtracted in NOVA)	RV Base Funding 19/20 (rounded to the nearest whole dollar)
44 North Coast Adult Education Consortium (R	\$36,057	\$38,269	\$2,212	\$1,142,085.00
45 Rio Hondo Region Adult Education Consort	\$464,673	\$493,177	\$28,503	\$14,718,342.00
46 About Students Regional Consortium (River	\$267,003	\$283,381	\$16,379	\$8,457,219.00
47 Inland Adult Education Consortium (San Be	\$338,751	\$359,530	\$20,780	\$10,729,804.00
48 San Diego Adult Education Regional Consor	\$151,159	\$160,432	\$9,272	\$4,787,911.00
49 San Francisco Adult Education Consortium	\$124,634	\$132,279	\$7,645	\$3,947,738.00
50 Delta Sierra Regional Alliance (San Joaquin)	\$270,016	\$286,579	\$16,563	\$8,552,658.00
51 South Bay Consortium for Adult Education	\$563,080	\$597,621	\$34,541	\$17,835,375.00
52 San Luis Obispo County Adult Education Co	\$45,227	\$48,001	\$2,774	\$1,432,535.00
53 ACCEL San Mateo County	\$309,906	\$328,917	\$19,010	\$9,816,176.00
54 Santa Barbara AEBG Consortium	\$26,287	\$27,900	\$1,613	\$832,637.00
55 Santa Clarita Valley Adult Education Consor	\$41,732	\$44,292	\$2,560	\$1,321,837.00
56 Santa Monica Regional Consortium for Adu	\$36,630	\$38,877	\$2,247	\$1,160,242.00
57 Sequoias Adult Education Consortium (SAE	\$310,460	\$329,504	\$19,044	\$9,833,702.00
58 Shasta-Tehama-Trinity Adult Education Cor	\$36,070	\$38,283	\$2,213	\$1,142,505.00
59 Sierra Joint Consortium	\$108,368	\$115,016	\$6,648	\$3,432,521.00
60 Solano Adult Education Consortium	\$126,986	\$134,775	\$7,790	\$4,022,224.00
61 Sonoma County Adult Education Consortiu	\$81,928	\$86,954	\$5,026	\$2,595,046.00
62 South Orange County Regional Consortium	\$155,719	\$165,271	\$9,552	\$4,932,353.00
63 South Bay Adult Education Consortium (Sou	\$466,866	\$495,505	\$28,639	\$14,787,820.00
64 State Center Adult Education Consortium	\$485,699	\$515,493	\$29,794	\$15,384,351.00
65 Ventura County Adult Education Consortiu	\$489,383	\$519,402	\$30,020	\$15,501,022.00
66 Victor Valley Adult Education Regional Cons	\$70,369	\$74,686	\$4,317	\$2,228,917.00
67 West Hills College Consortium	\$35,988	\$38,195	\$2,208	\$1,139,902.00
68 West Kern Consortium	\$26,287	\$27,900	\$1,613	\$832,637.00
69 Yosemite (Stanislaus Mother Lode) Consort	\$141,010	\$149,659	\$8,650	\$4,466,429.00
70 North Central Adult Education Consortium	\$101,941	\$108,195	\$6,253	\$3,228,959.00
71 Adult Education Pathways (Siskiyous)	\$30,637	\$32,516	\$1,879	\$970,403.00
<b>Total</b>	<b>\$17,003,000</b>	<b>\$18,046,000</b>	<b>\$1,043,000</b>	<b>\$538,564,000.00</b>

**MEMORANDUM OF UNDERSTANDING**  
**BARSTOW AREA CONSORTIUM FOR ADULT EDUCATION**

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

- Baker Valley Unified School District
  - Barstow Community College
  - Barstow Unified School District
  - Silver Valley Unified School District
1. Barstow Community College shall serve as the Consortium Fiscal Agent, hereafter referred to as FISCAL AGENT.
  2. Term: The term of this MOU shall become effective as of July 1, 2019 and shall expire June 30, 2020 and shall apply to the 2019-2020 fiscal year (California Adult Education Program Year Five).
  3. Cost of Services: The MEMBER shall be directly apportioned the sum declared in the BACAE Consortium Fiscal Administration Declaration as approved by the Barstow Area Consortium for Adult Education for the current program year and in accordance with Sections 84900-84920 of the California Education Code. Funds provided under this agreement shall be used in accordance with applicable laws and the provisions herein.
  4. Leveraging of Regional Resources: MEMBERS agree to disclose amounts received from other resources that may be used to address the California Adult Education Program areas and objectives. Furthermore, MEMBERS agree to leverage resources, in addition to any AEBG funds they may receive, to enhance the region's adult education delivery system and to do so in a coordinated effort with the Consortium.

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

5. Eligible Member: A MEMBER is a member in good standing, as defined by California Education Code Sections 84900-84920, of the Consortium and agrees to maintain its membership and participation in the Consortium. Failure to maintain its membership in the consortium and demonstrate effectiveness will result in a loss of funding.
6. General: The Barstow Area Consortium for Adult Education has been formed, in accordance with AB86, Section 76, Article 3, in accordance with AB 104, and Sections 84900-84920 of the California Education Code to develop a regional plan to improve the delivery of adult education and address existing gaps in programs and services. Funds apportioned shall be used only for supporting the following adult education programs designed for adult education students in the following areas:



- A. Programs in elementary and secondary basic skills, including programs leading to a high school diploma or high school equivalency certificate.
  - B. Programs for immigrants eligible for educational services in citizenship, English as a second language, and workforce preparation.
  - C. Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce.
  - D. Programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school.
  - E. Programs for adults with disabilities.
  - F. Programs in career technical education that are short term in nature and have high employment potential.
  - G. Programs offering pre-apprenticeship training activities conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards for the occupation and geographic area.
7. Mutuality, Shared Leadership, and Collaboration: The Consortium's governance and decision-making processes are based on recognition of and respect for the interrelationships of the districts and their constituent groups. The commitment to this principle is demonstrated in the following ways:
- Members of the Consortium publicly acknowledge the importance of participatory governance and the rewards to all for collaborative participation.
  - Members agree to participate and provide input throughout the implementation process to ensure shared leadership.
8. Member Role and Participation: This principle supports the use of democratic processes to ensure that the voices of all MEMBERS are included. Any MEMBER of the Consortium can bring items and issues to the consortium as a whole. In order for this principle to be fully implemented, all members of the Consortium are asked to fulfill the following responsibilities of Consortium membership:
- Each MEMBER Board of Education/Trustees will designate two voting representatives to the Consortium Board and ensure attendance at and participation in regular Consortium meetings. Each MEMBER district will be allowed one vote. A simple majority of MEMBERS present constitutes a quorum. All issues to be voted on shall be decided by a simple majority of those present at the meeting in which the vote takes place.
  - MEMBERS will vote on items concerning fiscal and implementation decisions.
  - Each MEMBER will provide data and information relevant to adult education as needed for the implementation, assessment, and revision of a regional plan and annual plans.
  - Each MEMBER will agree to participate as necessary in the implementation process including participation as needed in sub-groups and or committees.
  - MEMBERS agree that in the interest of the Consortium and key stakeholders they will function as a team member with other MEMBERS of the group, follow through on tasks, report meeting outcomes back to key stakeholders within their organizations, work toward common understanding and consensus in an atmosphere of respect, support the implementation of recommendations once group consensus is reached, and welcome change and innovation.

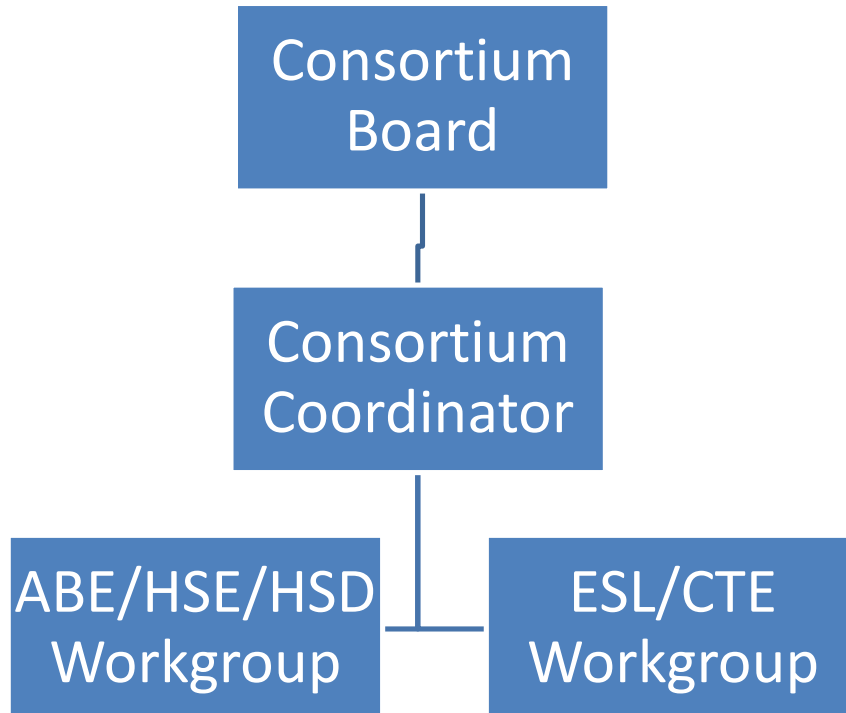
9. Community Partnerships: Partner organizations identified by the Consortium through an application process will be invited to participate in Consortium meetings and activities. They are recognized as valuable stakeholders and partners in the implementation of educational services for adults.
10. Committees: The Consortium Board may create committees or workgroups as needed. In addition to the Consortium Board, two workgroups, based on current program areas, are hereby established. The two workgroups include: ABE/HSE/HSD and ESL/CTE. These workgroups are comprised of and open to educators, industry experts, partner representatives, and other representatives from all stakeholders with an interest in promoting adult education efforts in the region.
11. Transparency: The Consortium values transparency and strives to maintain an open and honest approach to decision-making, operations and communication. Everyone who will be impacted by a decision is encouraged to be involved in shaping the recommendation. The commitment to this principle is demonstrated by adherence to the Brown Act.
12. Fiscal Administration of Consortium: BACAE utilizes a fiscal agent funding model in accordance with Sections 84900-84920 of the California Education Code. Each year the BACAE Board takes public action to approve the Consortium Fiscal Administration Declaration which declares direct funding levels received by MEMBERS on a yearly basis.

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

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

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

13. Organizational Structure and Staffing:



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

14. Allowable Expenses: Funds may only be expended on allowable costs as defined in AB86, AB104, Sections 84900-84920 of the California Education Code, and in accordance with the Barstow Area Consortium for Adult Education Regional Plan (Consortium Three Year Plan) and the Barstow Area Consortium for Adult Education Annual Plan for the 2019-2020 program year. Failure to comply with the provisions of this MOU, applicable laws, and the Consortium Plans may result in the reduction of funding to the MEMBER, loss of funding to the MEMBER, and/or the reallocation of a portion or all of the MEMBER'S funds to other BACAE MEMBERS. A reduction, loss, or reallocation of funding shall affect only the current fiscal year unless a permanent reduction, loss, or reallocation is determined appropriate by the BACAE Board. All changes to MEMBER allocations and funding levels will be made in accordance with applicable law and the BACAE Governance policies and procedures. Indirect costs may not be collected by the MEMBER.

15. Records and Audit: In accordance with the Adult Education Block Grant, the BACAE Regional Plan, and the BACAE Annual Plan for the 2019-2020 program year, the MEMBER agrees to provide fiscal records and measures of effectiveness performance data to the FISCAL AGENT on a quarterly basis. Both FISCAL AGENT and MEMBERS shall maintain complete and accurate records with respect to the services rendered and the costs incurred under this agreement.
16. Compliance with Law: All parties shall provide services in accordance with applicable Federal, State, and local laws, regulations and directives. With respect to employees, parties shall comply with all laws and regulations pertaining to wages and hours, state and federal income tax, unemployment insurance, Social Security, disability insurance, worker's compensation insurance, and discrimination in employment.
17. Indemnification: FISCAL AGENT and MEMBERS shall hold each other harmless, defend and indemnify their respective agents, officers and employees from and against any liability, claims, actions, costs, damages or losses of any kind, including death or injury to any person and/or damage to property, arising out of the activities of the FISCAL AGENT or MEMBERS or their agents, officers and employees under this agreement. This indemnification shall be provided by each party to the other party regarding its own activities undertaken pursuant to this Agreement, or as a result of the relationship thereby created, including any claims that may be made against either party by any taxing authority asserting that an employer—employee relationship exists by reason of this Agreement, or any claims made against either party alleging civil rights violations by such party under Government Code section 12920 et seq. (California Fair Employment and Housing Act). This indemnification obligation shall continue beyond the term of this Agreement as to any acts of omissions occurring under this Agreement or any extension of this Agreement.
18. Amendments: This agreement may be amended by mutual agreement in writing by the parties.
19. Termination: Termination of this agreement can only be completed if in compliance with state laws and policies.



**Barstow Community College**

Barstow Area Consortium for Adult Education Memorandum of Understanding  
Signature Page

Barstow Community College approves the Barstow Area Consortium for Adult Education Memorandum of Understanding for the 2019-2020 fiscal year.

\_\_\_\_\_  
Eva Bagg, Superintendent/President  
Barstow Community College

\_\_\_\_\_  
Date



**Barstow Unified School District**

Barstow Area Consortium for Adult Education Memorandum of Understanding  
Signature Page

Barstow Unified School District approves the Barstow Area Consortium for Adult Education Memorandum of Understanding for the 2019-2020 fiscal year.

\_\_\_\_\_  
Scott Godfrey, Assistant Superintendent  
Barstow Unified School District

\_\_\_\_\_  
Date



**Baker Valley Unified School District**

Barstow Area Consortium for Adult Education Memorandum of Understanding  
Signature Page

Baker Valley Unified School District approves the Barstow Area Consortium for Adult Education Memorandum of Understanding for the 2019-2020 fiscal year.

\_\_\_\_\_  
Rhonda Tremblay, Superintendent  
Baker Valley Unified School District

\_\_\_\_\_  
Date

\_\_\_\_\_  
Eric Huynh, Chief Business Officer  
Baker Valley Unified School District

\_\_\_\_\_  
Date



**Silver Valley Unified School District**

Barstow Area Consortium for Adult Education Memorandum of Understanding  
Signature Page

Silver Valley Unified School District approves the Barstow Area Consortium for Adult Education Memorandum of Understanding for the 2019-2020 fiscal year.

\_\_\_\_\_  
Jeff Youskievicz, Assistant Superintendent  
Silver Valley Unified School District

\_\_\_\_\_  
Date



# CAEP Annual Plan: 2019-20

## 03 Barstow Area Consortium for Adult Education

### Gaps in Service

#### 2019-20 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.

0/5000

 Delete

[+ Add Another Gap in Service](#)

### Seamless Transitions

#### 2019-20 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.

0/5000

 Delete

[+ Add Another Seamless Transition](#)

## Student Acceleration

### 2019-20 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.

0/5000

 Delete

[+ Add Another Student Acceleration](#)

## Shared Professional Development

### 2019-20 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.

0/5000

 Delete

[+ Add Another Professional Development](#)

## Leveraging Resources

### 2019-20 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.

0/5000

 Delete

[+ Add Another Leveraged Resource](#)

## Fiscal Management

#### Narrative \*

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

0/5000

#### Approach to Incorporating Remaining Carry-over Funds \*

Please describe your approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2019-20.

0/5000

## Plans & Goals

### Executive Summary \*

Please provide an Executive Summary of your consortium's implementation plan for the 2019-20 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.

0/5000

### Regional Planning Overview \*

Although this 2019-20 annual plan, and the strategies, are based on your current 3-year plan, how is your consortium organizing and planning for the next 3-year plan due in May/June of 2020? How will your planning process for the next 3-year plan be different than the original process some 3 years ago?

0/5000



**BARSTOW  
AREA  
CONSORTIUM  
FOR ADULT EDUCATION**

2019-2020  
Annual Plan Retreat  
June 6, 2019

Member District: \_\_\_\_\_

## Implementation Strategy Development

AB104 Objective	Annual Plan Strategy	Strategy Outcome	2019-20 Goals	Implementation Strategy
<i>We will focus on the following AB104 Objectives:</i>	<i>We will accomplish the following activities:</i>	<i>These activities will produce the following evidence or service delivery:</i>	<i>If accomplished, these activities will lead to the following outcomes in the next year.</i>	<i>To be successful, we will:</i>
<b>1. Seamless Transitions</b>	A. Improve initial student data collection and ongoing data tracking	Accurate Consortium Data for State/Federal Reporting; Data-Driven Instruction	5% increase in the number of literacy gains in all CASAS-tested areas as measured via the DIR and MIS reports	
	B. Create short-term CTE programs to support Adult Schools students transitioning to the College	Create curriculum to support career exploration and the College Guided Pathways	Implementation of two career CTE pathways	

C. Increase number of ABE/ASE/ESL courses based on community need and enrollment demand	Increase and more flexible class scheduling (including more hours and weekends); Greater student persistence	Increased attainment of literacy gains; better understanding of data usage	
D. Increase completion in all programs	Greater number of students transitioning to postsecondary programs and the workforce	5% completion growth	
E. Develop co-enrollment opportunities between Adult Schools and the College	Greater transition of students to postsecondary, for credit programs	Two pathways aligned to college courses	

<p>F. Implement consortia-wide agreement for acceleration into college level courses using EFLs, CASAS scale scores and other multiple measures</p>	<p>Process for a seamless transition to postsecondary</p>	<p>Agreement on criteria for student enrollment and support</p>	
<p>G. Implement a transition plan for students identified with disabilities from the K-12 programs into Adult Education</p>	<p>Processes and procedures will be created between the Adult Education schools and the SELPAs of each Consortium Member</p>	<p>Implementation of processes and procedures for students</p>	
<p>H. Create a cadre of Adult Education ambassadors</p>	<p>Implement a program of adult education ambassadors, especially in outlying places, who are</p>	<p>Conduct needs assessment; define the purpose and vision of the Ambassador program; Identify stakeholders</p>	



	trained on the options and pathways available in Adult Education		
I. Increase number of pre- and post-test pairs on CASAS tests	Narrow the gap between the state average and Member District pre- and post-test percentages on the DIR and MIS reports	Each Consortium Member will increase their respective pre- and post-test score pairs by 3% - 5%	
J. Increases number of students who engage in classes for more than 12 hours	Higher performance outcomes across all Member Districts	Each Consortium Member will increase their respective student hours by 3% - 5%	

AB104 Objective	Annual Plan Strategy	Strategy Outcome	2019-20 Goals	Implementation Strategy
<i>We will focus on the following AB104 Objectives:</i>	<i>We will accomplish the following activities:</i>	<i>These activities will produce the following evidence or service delivery:</i>	<i>If accomplished, these activities will lead to the following outcomes in the next year.</i>	<i>To be successful, we will:</i>
<b>2. Gaps in Service</b>	A. Expand and improve outreach and marketing to target identified populations	Increased enrollment for all Member Districts	Increased social media presence; Enhanced print marketing campaign; Ongoing radio PSAs	
	B. Educate the community about Consortium activities and roles	Greater awareness of community organizations, and stronger partnerships	Bi-Annual Community Stakeholder meetings	
	C. Expanded service hours and classes offered across all Member Districts	Increase number of classes offered; Greater student persistence	Faster and higher literacy gains; Better understanding of data-driven instruction	

D. Increase student participation in work-based learning activities	Greater transition to the workforce and job promotion	Identify industry sectors interested in offering programs	
E. Develop a Career Pathway and courses for entrepreneurship	Greater number of people opening and operating small businesses in the region	Establish a pilot course for entrepreneurship program	
F. Workplace / Contextualized ESL (VESL) courses	Increased programs offerings and enrollment	Pilot programs in all Members Districts for contextualized ESL	
G. Basic Skills Courses	Increased programs offerings and enrollment	Pilot programs for Basic Skills established by all Members	

AB104 Objective	Annual Plan Strategy	Strategy Outcome	2019-20 Goals	Implementation Strategy
<i>We will focus on the following AB104 Objectives:</i>	<i>We will accomplish the following activities:</i>	<i>These activities will produce the following evidence or service delivery:</i>	<i>If accomplished, these activities will lead to the following outcomes in the next year.</i>	<i>To be successful, we will:</i>
<b>3. Student Acceleration</b>	A. Increase enrollment, graduation rates, and transitions to post-secondary and/or employment	Increased performance outcomes	5% increase in transitions validated through DIR and MIS reports	
	B. Improve information available to students about career pathways, career opportunities, and alignment between course offerings at the adult schools and the	Develop a Student Handbook; Develop Course Catalogue	Conduct a study to determine community needs for Career Pathways	

community college			
C. Create structures for work-life-study balance	Support structures that helps people integrate the work and life with the demands of study	Pilot a program for mentorship	

AB104 Objective	Annual Plan Strategy	Strategy Outcome	2019-20 Goals	Implementation Strategy
<i>We will focus on the following AB104 Objectives:</i>	<i>We will accomplish the following activities:</i>	<i>These activities will produce the following evidence or service delivery:</i>	<i>If accomplished, these activities will lead to the following outcomes in the next year.</i>	<i>To be successful, we will:</i>
<b>4. Professional Development</b>	A. Develop an ongoing professional development plan for all Members and Partners.	Develop a deeper and broader understanding of how Adult Education services are funded, structured, delivered, and evaluated in California and across the US to better align service delivery with community needs	The BACAE Board and Member District Faculty/Staff will attend regional, state and national conferences and convenings; Information gathered will be used to provide ongoing internal professional development	

<p>B. Program-specific professional development</p>	<p>Greater depth of knowledge for adopted assessments, programs, and curricula; Andragogical Instructional Best Practices (differentiated instruction to meet varied learning styles)</p>	<p>Increased level of data-driven placement and instruction</p>	
---	---	---	--

AB104 Objective	Annual Plan Strategy	Strategy Outcome	2019-20 Goals	Implementation Strategy
<i>We will focus on the following AB104 Objectives:</i>	<i>We will accomplish the following activities:</i>	<i>These activities will produce the following evidence or service delivery:</i>	<i>If accomplished, these activities will lead to the following outcomes in the next year.</i>	<i>To be successful, we will:</i>
<b>5. Leveraging Resources</b>	A. Engage with the Workforce Development Board across all Consortium communities.	Develop policies and procedures for cross-agency referrals	Increase in labor force participation; increased job promotions; increased wages	
	B. Leverage resources to serve more adult learners through a collective impact model	Develop a strategic plan to identify economies of scale across Member Districts	Implementation of strategies to leverage existing resources	



<p>C. Barstow Adult School will become a hub for the greater community</p>	<p>Barstow Adult School will sign shared use agreements to provide a greater level of services</p>	<p>BCC will offer ESL classes at Barstow Adult School</p>	
<p>D. Partner with the Workforce Development Board on developing an employability skills program, IET opportunities, and employer-focused basic skills training</p>	<p>Identify areas for collaboration</p>	<p>Engage with regional employers, and sign MOUs, to identify programs that can be supported through BACAE and Workforce Development Board</p>	
<p>E. Create a Childcare Resource Guide for Parents</p>	<p>Reduce the impact of the childcare barrier on adult students</p>	<p>Convene a community stakeholder meeting to draft the framework of the Guide</p>	

<p>G. American Job Center representative at select Member sites</p>	<p>Career and job placement liaison</p>	<p>Establish MOU with Workforce Development Board</p>	
<p>H. Identify transportation alternative for adult students</p>	<p>Increased enrollment, program participation and decrease in barrier to academic programs</p>	<p>Identify funding through local transportation providers</p>	

**Table 3. Progress Indicators**

<b>1.</b>	<b>Seamless Transitions</b>
	Demonstrable increase in transitions to postsecondary as evidenced through Member District DIR and MIS reporting.
	Demonstrable increase in transitions to the workforce as evidenced through Member District DIR and MIS reporting and LMI data.
<b>2.</b>	<b>Gaps in Service</b>
	Increased number of courses and curriculum subjects being offered by Member Districts.
	Greater number of community Partners.
<b>3.</b>	<b>Student Acceleration</b>
	Developed and implemented articulation agreements between K-12 Adult Schools and the Community College.
	Fully implemented integrated education and training programs.
<b>4.</b>	<b>Professional Development</b>
	Approved and implemented plan for professional development across Member Districts.
	Participation by board, faculty and staff from all Member Districts in professional development opportunities.
<b>5.</b>	<b>Leveraging Resources</b>
	Executed MOUs with community partners to reduce duplication of services.
	Executed MOUs for cross agency referrals.

## 2.5 Piloting and Implementation

To meet the goals identified above, the following strategies will be implemented:

### **Silver Valley USD: Self-Study Lab**

To meet the needs of a growing community, Silver Valley USD opened a self-study computer lab in 2019. This program allows adult learners to engage in diploma completion, adult basic education, high school equivalency preparation, and ESL courses of study while either waiting for a seat to open in a direct instruction classroom or to supplement the instruction they receive in their classes. This program will expand during the coming year, with the goal of serving a broader community base and meeting the needs of local employers.

### **Barstow Adult School: Pearson VUE Test Center**

The Barstow Adult School (BAS) opened its doors during the 2018-19 program year, and opened as a GED Testing Center in early 2019. To provide the services needed by the Barstow area, BAS will work with employers and the BACAE Member Districts to identify additional certification assessments that can be offered at the school. Additionally, Barstow Community College, through the Strong Workforce Initiative will develop a list of assessments that will support the regional activities of the college.

### **Baker Valley USD: Employer Engagement**

The adult education program at Baker Valley USD started during the 2017-18 program year, and has grown to represent approximately 5% of the local community population. Through strong employer engagement, the needs of the local business owners are being met through employability skills training, ESL, and high school diploma completion courses. These courses form a unique set of tools available to the Baker community, and directly meet the needs of the local region. Over the next several program years, these programs will expand with the implementation of a virtual classroom, thereby allowing a greater number of courses to be offered locally via live streaming from Barstow Community College.

### **Barstow Community College & Silver Valley USD: Ft. Irwin Programs**

The adult basic education programs offered at Ft. Irwin are already recognized by the Department of Defense as a top-tier instructional model. Service members from around the world regularly attend classes to improve basic skills and prepare for military

promotions. This program's success is tied closely to the instructor, and the instructional methodology employed in the classroom. To ensure the success and longevity of the program, additional instructors will be added to the faculty, with comprehensive training to ensure the ongoing success of the program.

**BACAE: Develop and Implement a Community Engagement Plan**

The Consortium Director will develop and implement a community engagement plan with the goal of remediating some of the issues identified through the Community Stakeholder Survey and the Community Research Project. This plan will outline a multi-year effort to weave the services offered in the Barstow area into a comprehensive approach to collective impact.