



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

Barstow Community College, Administration Conference Room
Tuesday, April 20, 2021 (2:00 p.m. – 4:00 p.m.)
([Ⓜ]Materials in Board Packet)

DUE TO COVID-19, THIS MEETING WILL BE HELD ON ZOOM; THE PUBLIC IS INVITED TO PARTICIPATE
ZOOM URL: <https://barstow-edu.zoom.us/j/94538921984>

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

Call to Order: 2:06p.m.

Attending:	Voting Member	Voting Member	Attendee
Baker Valley	<input type="checkbox"/> Cecil Edwards	<input type="checkbox"/>	<input type="checkbox"/>
Barstow CC	<input checked="" type="checkbox"/> Eva Bagg	<input type="checkbox"/>	<input type="checkbox"/> Herbert English
			<input checked="" type="checkbox"/> Pattie Alaimalo
			<input checked="" type="checkbox"/> Terri Walker
Barstow AS	<input checked="" type="checkbox"/> Scott Godfrey	<input type="checkbox"/> Jeff Malan	<input type="checkbox"/> Michelle Colleoc
Silver Valley	<input type="checkbox"/> Jeff Youskievicz	<input checked="" type="checkbox"/> Brice Scott	<input type="checkbox"/>
Consortium Staff	<input type="checkbox"/> Elena Rivera	<input checked="" type="checkbox"/> Mitch Rosin	<input checked="" type="checkbox"/> Jackie Diaz

[Ⓜ]Approval of Minutes – March 16, 2021

Motion to approve by Scott Godfrey; 2nd by Eva Bagg

1. 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.

2. Closed Session – None Requested

3. Consortium Director’s Report

- 3.1. California Adult Education Program: Notice of Selection of Targeted Technical Assistance (TTA) for Consortia Effectiveness
 - A. Analysis of CAEP data (student outcomes, persistence, enrollment etc. in CASAS TE, local MIS, LaunchBoard, etc.)
 - B. CAEP Consortium Self-Assessment (update to the CAEP Consortium Self-Assessment document from the 2019 Three-Year Plan)
 - C. Program Improvement Plan (July 2021 – December 2022)
- Due Date: Jun 30, 2021

CAEP has offered technical assistance to our Consortium, welcoming Ryan De La Vega who observed the meeting today, will be the coach for the TTA. P. Alaimalo will not be the primary of contact for the TTA. Three things will be covered by Ryan in the next couple of weeks due in June. 1st an analysis of the CAEP Data, 2nd updating the consortium self-assessment, 3rd program improvement plan. R.De La Vega assigned to Barstow is here to learn about us to better understand how to coach us through the tasks assigned for June.

4.2 CAEP Deadlines – Upcoming

April 2021

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

May 2021

- May 2: CFAD for 2021-22 due in NOVA

June 2021

- Jun 1: 19/20 & 20/21 Member Expense Report due in NOVA (Q3)
- Jun 30: 19/20 & 20/21 Member Expense Report certified by Consortia in NOVA (Q3)
- Jun 30: End of Q4
- Jun 30: Targeted Technical Assistance (TTA) Documents Due:

4.3 CAEP Updates

- Introduction to CAEP State Priorities (PPT and Handout)
- Student Funding in Adult Education Programs (CDE Memo)
- AB1491: Proposed State Legislation on Unspent Carryover Funds

4.4 Member Program Update: BAS

S. Godfrey- happy to report 12 graduates from their program, graduation is being planned for May 22nd and are hoping for a live in person format, however they have planned an alternative virtual graduation if a live face to face is not possible. 6 more students who will hopefully meet the requirements to be able to graduate on May 22nd. The district is looking at the possibility to extend the next school year (2021-2022) for the K-12 which will be applied to the Adult school.

4.5 Member Program Update: BCC

E. Bagg- As part of the three year plan it will talk about an entrepreneurship program, partnering with Barstow Unified, who is the only high school in our region who we can identify such a large number of students who we can consider including in our future entrepreneurship program. The Adult ed. plan had included recommendation was to establish an entrepreneurship pathway. BCC Board will meet tomorrow and they will receive an update on the Entrepreneur Center to be established on the main campus in an existing facility. Elena has been working with Dr. Helga Wild and she is asking to update the Community Needs assessment, to get a fresh look and the affects on Covid-19 to get our students back on campus.

J. Diaz- working closely with Amy McLaren our Adult Ed./ESL counselor, and she has assisted 12-14 students enroll in our program> ESL CASAS testing is ongoing and April 23rd and 24th is the next scheduled date for testing via Zoom. We continue to work around our ESL students schedule.

4.6 Member Program Update: BVUSD

No report

4.7 Member Program Update: SVUSD

B. Scott- 10 graduates we are projecting 16 graduates in total if they continue to work hard. Continuing CASAS testing through Zoom virtual testing, focusing on testing on many students as they can. Our enrollment is up to 130 students, the highest it has ever been in our district.

4.8 BCC Fiscal Agent Report

T. Walker- Submitted invoices for May to Elena for approval accounting will process those and receive payment before May 1stand everyone has cashed their checks.

4.9 Marketing & Social Media Update: Phoenix Design


M. Rosin- In the last 30 days we have had just about 2500 post reaches which is down in 55% their will be a discussion about this in the next committee meeting. We have however, maintained a balance between male and female who are tapping into our network, the website traffic is significantly lower than usual.

4. Discussion Items – NONE

5. Action Items

6.1 Approve Barstow Community College as consortium Fiscal Agent for the 2021-22 Fiscal Year
Motion to approve by Scott Godfrey; 2nd by Brice Scott Motion passes unanimously

6.2 Approve 2021-22 CFAD Allocation & COLA
Motion to approve by Scott Godfrey; 2nd by Brice Scott Motion passes unanimously

					
2020-21 BACAE Allocation	\$926,679				
2021-22 Proposed BACAE COLA	\$13,899				
2021-22 Proposed BACAE Allocation	\$940,578				
Agency	2020-21 CFAD	% of Allocation		Portion of COLA based on % of Allocation	Tentative 2021-22 CFAD
Baker Valley Adult School					
TOTAL	\$64,348	7%		\$965	\$65,313
Barstow Community College					
TOTAL	\$308,455	33%		\$4,626	\$313,081
Barstow Adult School					
TOTAL	\$345,507	37%		\$5,182	\$350,689
Silver Valley Adult School					
TOTAL	\$208,369	22%		\$3,125	\$211,494
TOTAL	\$926,679				\$940,578

6. Announcements

7.1 Conferences

- April 21 – 23, 2021: CCAE – Virtual
- April 30 – May 1, 2021: Career Non-Credit Education Institute – Virtual
- June 17 – 18; 22 – 23, 2021: CASAS – Virtual

7.2 2020-2021 Board Meeting Dates (2:00 pm – 4:00 pm via Zoom / 3rd Tuesday of the Month)

2021
May 18, 2021
June 15, 2021 – Annual Plan Retreat

7.3 BACAE Working Group Meetings (Zoom)

2021
May 13, 2021

7. Adjournment: **2:27 p.m.**

Motion to adjourn by S. Godfrey; 2nd by B. Scott



BARSTOW
AREA
CONSORTIUM
FOR **ADULT** **EDUCATION**

SOCIAL MEDIA REPORT

June 2021

FACEBOOK PAGE SUMMARY

Page Views

May 14 - June 10

62

Total Page Views ▼ 19%

Post Reach

May 14 - June 10

2,594

People Reached ▼ 7%

Post Engagement

May 14 - June 10

118

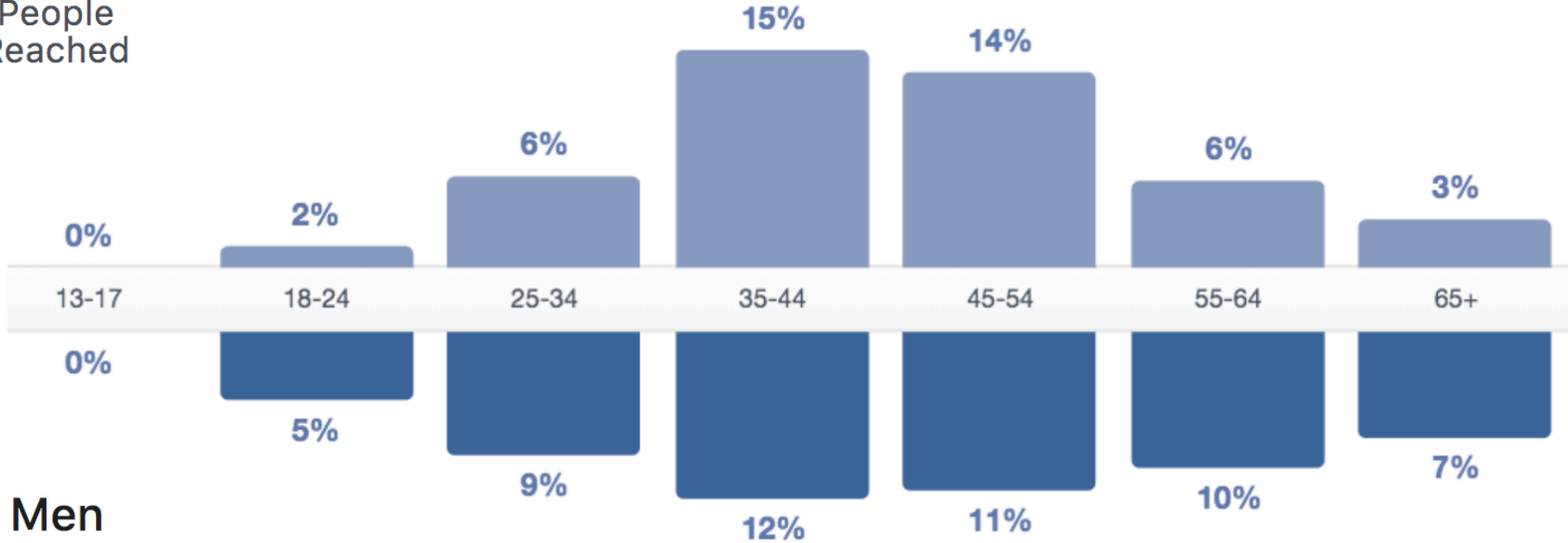
Post Engagement ▼ 7%

Social Media Audience

– Gender and Age –

Women

46%
People Reached



Men

53%
People Reached

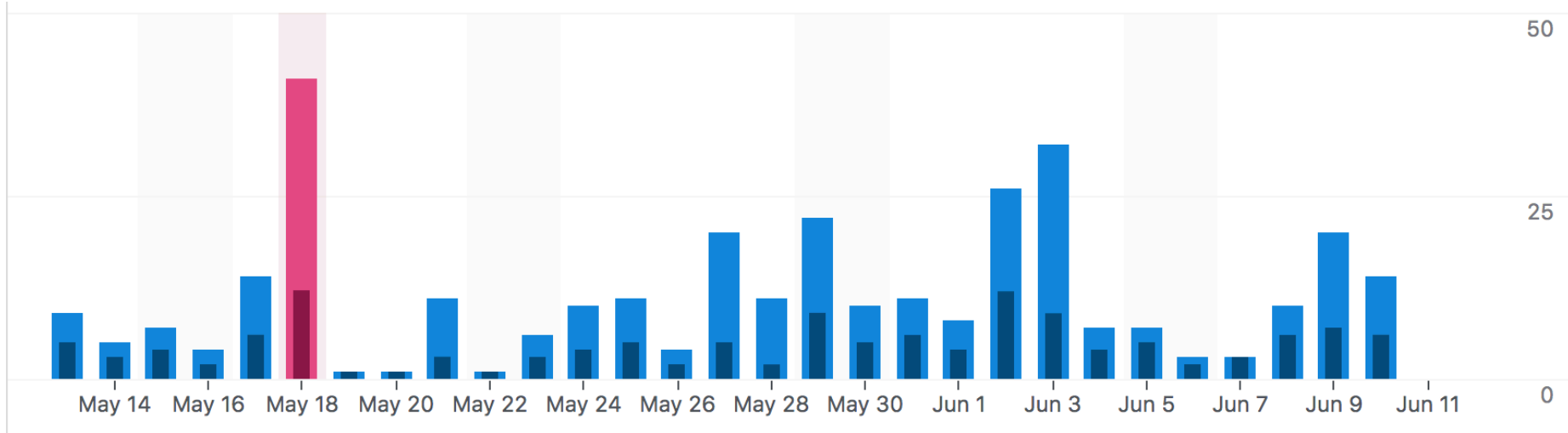
Social Media Audience

– Language Group –

Language	People Reac...
English (US)	1,777
Spanish	681
Spanish (Spain)	73
English (UK)	19
French (France)	8
Arabic	7
Portuguese (Brazil)	3
Indonesian	1
Filipino	1

Vietnamese	1
Khmer	1
Hebrew	1
Malay	1
Traditional Chinese (Ta...	1
Korean	1
Simplified Chinese (Chi...	1

BARSTOW WEBSITE TRAFFIC



MAY 18, 2021

👁️ VIEWS 41

👤 VISITORS 12

> VIEWS PER VISITOR 3.42













BARSTOW WEBSITE TRAFFIC AND PAGE PER VIEW

Stats for 30 days ending June 11, 2021 (Summarized)

Title	Views		
Home	111		
Programs & Classes	50		
Consortium Meetings	42		
Contact Us	28		
High School Equivalency – GED	28		
Career Technical Education (CTE)	19		
High School Diploma	18	Member Schools	6
Technology Courses	10	Consortium Documents	5
		English as a Second Language	4
		Casa	3
		Consortium Newsletters	2
		Inglés como segundo idioma	2
		Contáctenos	1

BARSTOW WEBSITE LINKS CLICKS

Stats for 30 days ending June 11, 2021 (Summarized)

Referrer	Views
  Facebook	62
  Search Engines	40
 barstow.k12.ca.us	... 10
 barstowaebg-org.cdn.ampproject.org	... 9
 barstow.edu	... 4
 busdk12.com	... 3
 WordPress Android App	3
 app.zoominfo.com	... 2
 rdlxf.namjv.top	... 1
 rvrtv.wphi.top	... 1

03 Barstow Area Consortium for Adult Education

Plans & Goals - Draft

Executive Summary

Regional Planning Overview

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

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

How will you measure effectiveness / progress towards meeting this need?

Gaps In Service

No new strategies.

Seamless Transitions

No new strategies.

Student Acceleration

No new strategies.

Professional Development

No new strategies.

Leveraging Resources

No new strategies.

Fiscal Management

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

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2021-22.

Certification

No approver contacts.



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BACAE Annual Plan: 2020-2021

Plans & Goals

Executive Summary

The Barstow Area Consortium for Adult Education (BACAE) is in California's Mojave High Desert and covers mostly rural geography. The region is in San Bernardino County, the largest county in the United States. There are five CAEP Consortia in San Bernardino County. BACAE consists of four Member districts: Baker Valley USD, Barstow Community College, Barstow USD, and Silver Valley USD. The San Bernardino Workforce Development Board's economic development plans do not address the specific needs of this Consortium. BACAE undertook several community surveys and a research project to learn more about the communities served by the Consortium and their needs.

The Barstow Area student population demographics in the BACAE service area consists of the following: 80.7% Socio-Economically Disadvantaged; 58.1% Hispanic; 19.1% African American; 20.8% English Learners; 13% Students with Disabilities; 14.2% Homeless; 13% Education Attainment/No HS Diploma; 5.4% Unemployment Rate (Prior to COVID-19).

~~COVID-19~~

~~To address the needs of rural areas and the current COVID-19 crisis, BACAE will expand and advance each Member Districts' Distance Learning policies. The Consortium College Transition Counselors provide referrals to students in need of food, employment, clothing, health, shelter and/or public assistance. Transition Counselors will send monthly newsletters via email to all students, and post to the Consortium website, outlining the services available across the region served. The BACAE Board commits to exploring options to increase the rigor and credibility of all programs across the Consortium.~~

~~Budget Reductions~~

~~BACAE commits to ongoing monitoring of the CAEP budget and strives to maintain level funding for all Member Districts.~~

~~Systemic Racial Injustices~~

~~This year, BACAE will hold courageous conversations that include stakeholders and staff at the program level that address systematic racial injustice. Responding to the current civil unrest by looking critically at Adult Ed student data and developing an action plan to address deficiencies the Consortium will focus on improving the participation numbers and learning gaps. The focus will be to assess student subgroups' progress and completion rates in the programs of study and make changes as needed to increase performance outcomes. Member Districts' Equity Plans will be reviewed to ensure they are inclusive of all students and support individual needs via fiscal provisions.~~

~~Member Districts have pledged to conduct a critical assessment of their district equity policies and practices that may have inadvertently had the effect of failing to create the desired inclusive learning environment and inadequately addressed the barriers to adult learning~~

opportunities, participation, and successful completion. District Members' have committed to hiring practices that fully service and support students of color, students with disabilities, and students with varied socio-economic backgrounds, including a qualified diverse workforce reflecting our student populations. BACAE will expand relationships with a greater diversity of community partners to leverage existing resources in often marginalized populations.

Regional Planning Overview

BACAE holds Member Districts to a spirit of collaboration in all decision making. This Annual Plan serves as a foundational plan for the Consortium toward the realization of our collective vision and goals while maintaining alignment to the San Bernardino Workforce Development Board's Vision2Succeed. BACAE envisions working together and leveraging resources to create regional stability among Adult Education providers. This Annual Plan aligns to the adopted BACAE Three-Year Plan.

Gaps in service/regional need

The key area this year will be to address COVID-19 Pandemic student needs by providing a safe learning environment according to state and county provisions and implementing effective Distance Learning (DL), hybrid or fully online education model. BACAE will collaborate and employ a collective impact outlook to ensure DL is accessible to all students in all AE programs. BACAE will address the new gaps in service that have surfaced since the onset of COVID-19 Pandemic. Some challenges BACAE is facing are students not having technology devices, no access to internet, lack of digital literacy, and unfamiliarity with navigating communication platforms. BACAE is committed to a collective impact approach, and strives to include as many community partners in our planning and implementation as possible.

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

BACAE Member Districts engage in ongoing analyses to identify gaps in services and adjust programs accordingly at the Member level that support career and academic pathways leading to increased wages and/or transitions to postsecondary institutions. BACAE members have actively communicated with Adult Education students using a variety of methods and have conducted COVID-19/Distance Learning surveys to learn about DL barriers that prevent student participation. BACAE Members understand that success will be found through integrating with local organizations, expanding participation in Adult Education programs, and linking its graduates to local workplaces. The Barstow Consortium for Adult Education can play a major role in turning around the community's economic decline.

Description of How Effectiveness Will Be Measured

The BACAE Board recognizes that Adult Education is a key component in building community equity across the region we serve. Effectiveness is measured through student enrollment numbers and performance outcomes.

Gaps in Service: 2020-21 Strategies

Strategy #1

Expand and improve outreach and marketing to target identified populations to increase enrollment for all Member Districts through increased social media presence; Enhanced print marketing campaign; Ongoing radio PSAs.

Strategy #2

Educate the community about Consortium activities and roles resulting in a greater awareness of community organizations, and stronger partnerships; Hold Bi-Annual Community Stakeholder meetings.

Strategy #3

Expand service hours and classes offered across all Member Districts; Increase number of classes offered; Greater student persistence resulting in faster and higher literacy gains; Better understanding of data-driven and data-informed instruction.

Strategy #4

Increase student participation in work-based and on-the-job learning activities; Greater transition to the workforce and job promotion; Identify industry sectors interested in offering programs.

Strategy #5

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.

Strategy #6

Workplace/Contextualized ESL (VESL) courses resulting in increased program offerings and enrollment and the development of pilot programs in all Members Districts for contextualized ESL.

Strategy #7

Basic Skills Courses resulting in increased program offerings and enrollment; Pilot programs for Basic Skills established by all Members.

Seamless Transitions: 2020-21 Strategies

Strategy #1

Improve initial student data collection and ongoing data tracking through the collection of accurate Consortium data for State/Federal Reporting resulting in data-driven instruction and a 10% increase in the number of program completions and literacy gains in all CASAS-tested areas as measured via the DIR and MIS reports.

Strategy #2

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 pathways; Make Adult Education CTE programs available through DL.

Strategy #3

Increase number of ABE/ASE/ESL courses based on community need and enrollment demand; Increase number and flexibility of class scheduling (including more hours and weekends); Create greater student persistence and increased attainment of literacy

gains through a better understanding of data usage; Make ABE/ASE/ESL courses available through DL.

Strategy #4

Increase completion in all programs and create a greater number of students transitioning to post-secondary programs and the workforce realized through a 5% increase in completion growth.

Strategy #5

Develop co-enrollment opportunities between Adult Schools and Barstow Community College resulting in a greater transition of students to postsecondary, for credit programs and the implementation of two pathways aligned to college courses.

Strategy #6

Implement consortia-wide agreement for acceleration into college level courses using Educational Functional Level (EFLs), CASAS scale scores and other multiple measures; develop a process for a seamless transition to postsecondary and an agreement on criteria for student enrollment and support.

Strategy #7

Implement a transition plan for students with identified disabilities from the K-12 programs into Adult Education and the necessary processes and procedures between the Adult Education schools and the SELPAs of each Consortium Member through the implementation of processes and procedures for students.

Strategy #8

Create a cadre of Adult Education mentors and implement a program of adult education mentors, especially in outlying places, who are trained on the options and pathways available in Adult Education; Conduct a needs assessment; Define the purpose and vision of the mentor program; Identify stakeholders.

Strategy #9

Increase number of pre- and post-test pairs on CASAS tests; Narrow the gap between the state performance outcome averages and Member Districts based on pre- and post-test scores reported via the TOPSpro DIR and MIS reports. Each Consortium Member will increase their respective pre- and post-test score pairs by 3%-5%.

Strategy #10

Increases number of students who engage in classes for more than 12 hours resulting in higher performance outcomes across all Member Districts; Increase number of students who engage in classes for enough hours to qualify for pre- and post-testing; Each Consortium Member will increase their respective student hours by 3%-5%.

Student Acceleration: 2020-21 Strategies

Strategy #1

Increase enrollment, graduation rates, and transitions to post-secondary and/or employment; Increase performance outcomes resulting in a 10% increase in transitions validated through DIR and MIS reports.

Strategy #2

Improve information available to students about career pathways, career opportunities, and alignment between course offerings at the adult schools and the community college

through the development of a **Student Handbook**; Conduct student workshops; and conduct a study to determine community needs for Career Pathways.

Strategy #3

Create structures for work-life-study balance and support structures that helps people integrate work and life with the demands of studying through a pilot program for mentorship.

Shared Professional Development: 2020-21 Strategies

Strategy #1

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 (virtually or in-person) regional, state and national conferences and convenings; Information gathered will be used to provide ongoing internal professional development.

Strategy #2

Program specific and Distance Learning professional development will result in a greater depth of knowledge for adopted assessments, programs, and curricula; Andragogical Instructional Best Practices (differentiated instruction to meet varied learning styles) will result in an increased level of data-driven placement and instruction.

Leveraging Resources: 2020-21 Strategies

Strategy #1

Engage with the Workforce Development Board across all Consortium communities. Develop policies and procedures for cross-agency referrals resulting in an increase in labor force participation; increased job promotions; increased wages.

Strategy #2

Leverage resources to serve more adult learners through a collective impact model. Develop a strategic plan to identify economies of scale across Member Districts resulting in the implementation of strategies to leverage existing resources.

Strategy #3

Barstow Adult School will sign shared use agreements to provide a greater level of services to students and facility access for Consortium Member Districts.

Strategy #4

Partner with the Workforce Development Board to develop an employability skills program, IET opportunities, and employer focused basic skills training. Identify areas for collaboration. Engage with regional employers, and sign MOUs, to identify programs that can be supported through BACAE and the Workforce Development Board.

Strategy #5

Create a Childcare Resource Guide for Parents to reduce the impact of the childcare barrier on adult students. Convene a community stakeholder meeting to draft the framework of the Guide.

Strategy #6

Host an American Job Center representative at Member sites, based on local need. Establish a career and job placement liaison. Execute an MOU with the Workforce Development Board.

Strategy #7

Identify transportation alternatives for adult students that will result in increased enrollment, program participation, and decrease in barriers to academic programs. Identify funding through local transportation providers.

Fiscal Management

Narrative

BACAE's Annual Plan aligns to the BACAE Three-Year Plan. All allocations meet the goals, objectives and strategies outlined in the Three-Year Plan.

Approach to Incorporating Remaining Carry-over Funds

The Consortium District members will be using 2019-2020 carry-over funds to support the transition to fully online and providing Distance Learning to all our Adult Education students through: offering staff professional development, provision of digital devices; providing WiFi accessibility; delivering integrated digital literacy, and purchasing web-based software that is aligned with OTAN and IDEAL Consortium Distance Learning guidelines.



California Adult Education Program (CAEP) Targeted Technical Assistance Program Improvement Plan 4/14/21

Consortium:

Date:

A. SMART Goal Statement:

B. Rationale for SMART Goal Statement:

(Based on: Self Assessment-Needs identified, CAEP Data Analysis, Labor Market Information Evaluation/Review, Funding Evaluation, Impact, Other)

C. Logic Model and Timeline:

Inputs	Activities	Outputs	Immediate Short Term Outcomes	Intermediate Outcomes	Long Term Outcomes Impact
In order to accomplish our set of activities, we will need the following:	In order to address our problems or assets, we will accomplish the following activities:	We expect that once accomplished these activities will produce the following evidence or service delivery:	We expect that if accomplished, these activities will lead to the following changes in six months (12/21):	We expect that if accomplished, these activities will lead to the following changes in 1 year (6/22):	We expect that if accomplished, these activities will lead to following changes in 1.5 years (12/22):

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MEMORANDUM OF UNDERSTANDING
BARSTOW AREA CONSORTIUM FOR ADULT EDUCATION 2021-22

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, 2021 and shall expire June 30, 2022 and shall apply to the 2021-2022 fiscal year (California Adult Education Program Year Seven).
 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.

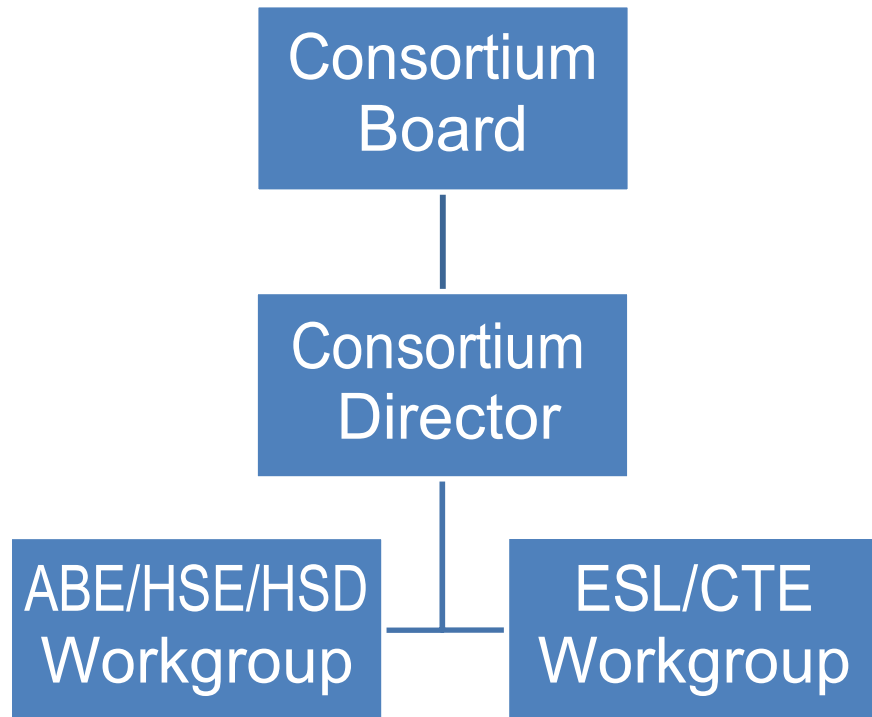
9. Community Partnerships: Partner organizations identified by the Consortium through an application process will be invited to participate in Consortium meetings and activities. They are recognized as valuable stakeholders and partners in the implementation of educational services for adults.
10. Committees: 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 Director and approved by the Consortium Board. The Fiscal Agent shall not amend the CFAD approved by the Consortium Board. The Fiscal Agent will be responsible for:

- Acting as the employer of record for consortium staff.
- Dispersal of monthly 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 Director. The Consortium Director shall determine the annual budget for this amount in accordance with the BACAE Regional Plan, the BACAE Annual Plans and applicable laws.

13. Organizational Structure and Staffing:



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

14. 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 2021-2022 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 2021-2022 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.

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 2021-2022 fiscal year.

Cecil Edwards, Superintendent
Baker Valley Unified School District

Date

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 2021-2022 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 2021-2022 fiscal year.

Scott Godfrey, Assistant Superintendent
Barstow 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 2021-2022 fiscal year.

Jeff Youskievicz, Assistant Superintendent
Silver Valley Unified School District

Date



June 10, 2021

Dear Ms. Rivera,

Phoenix Design, LLC, is pleased to submit the following response to your request for a 12-month extension for website maintenance and social media management for the Barstow Area Consortium for Adult Education. Based on your criteria, the below scope of work/cost proposal covers the materials you requested:

Scope of Work:

Marketing Collateral	Unit Price	Quantity	Sub Total
Posting to and Monitoring of Facebook Page	\$200.00	12	\$2,400.00
Posting to and Monitoring of Instagram Page	\$200.00	12	\$2,400.00
Posting to and Monitoring of Twitter Page	\$200.00	12	\$2,400.00
Design & Deploy Monthly Pop-Up Ads	\$275.00	12	\$3,300.00
Post Monthly Board Agendas, Minutes, Packets	\$50.00	12	\$600.00
Monthly Social Media Board Report	\$75.00	12	\$900.00
TOTAL*			\$12,000.00

*To be billed at \$1,000 per month for 12 months.

Respectfully Submitted,

A handwritten signature in black ink that reads "Sander Phoenix".

Sander Phoenix
Creative Director, Phoenix Design, LLC

Accepted by: Dr. Eva Bagg, President, Barstow Community College _____