



Barstow Area Consortium for Adult Education

Board **AGENDA**

Barstow Community College, Administration Conference Room

Tuesday, April 5, 2022 (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

Meeting URL: <https://barstow-edu.zoom.us/j/92596070024> **Meeting ID:** 925 9607 0024

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: 2:07 p.m.

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

1. [Ⓜ]Approval of Minutes – February 15, 2022

Motion to approve by *E. Bagg*; 2nd by *C. Edwards*

Passed 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. Guest Speaker – None

5. Consortium Director’s Report

5.1 Director’s Update: *E. Rivera reports that the new “Tidbits” publication has the consortium website in the form of a QR code, the goal is to have locals who read the paper find it more accessible to access the website and information on how to enroll.*

5.2 CAEP Deadlines – Past & Upcoming

- Mar. 1: Member expense report is due in NOVA - **COMPLETED**
- Mar. 31: 19/20 and 20/21 and 21/22 Member Expense Report certified by Consortia NOVA (Q2) - **COMPLETED**
- Mar. 31: End of Q3
- Apr. 30: Student Data due in TOPSPro (Q3)
- May 2: CFAD for 2022-23 due in NOVA

- Jun 1: 20/21 and 21/22 Member Expense Report due in NOVA (Q3)
- Jun 30: 20/21 and 21/22 Member Expense Report certified by Consortia in NOVA (Q3)
- June 30: End of Q4

- 5.2 TTA Update: *E. Rivera is still meeting with Ryan de la Vega, recently their discussions have been about IETs (Integrated Education Training) and getting the correct information/training from other consortiums nationally. These trainings will cover how to setup a successful IET program and their rules in the college and K-12. How to develop the class with an instructor and how to budget for it?*
- 5.3 ³CAEP Updates: *E. Rivera announces the CAEP National Conference that will be held in Seattle Washington on April 9th – April 13th, some of the adult ed. BCC staff will be in attendance.*
- 5.6 Member Program Update: BAS: *Barstow adult school will have a total of 9 graduates with 4 of those students transitioning into Barstow Community College. M. Colleoc is meeting with 2 of these students to assist them with their transition into BCC after their spring break. She has received some emails that came in via the consortium adult ed. website and has referred them either to Barstow Adult school or Silver Valley. There are 2 students who have requested basic skill classes and they are completing their training via Aztec Software. She has also discovered that as of recent the new student cohort coming into the center are at an elementary school level, which is different to previous students.*
- 5.7 Member Program Update: BCC: *E. Bagg was informed that the last Basic Skills class located at the Fort Irwin campus was found to have a 100% success rate in meeting the military scores for their job promotions. E. Rivera reports that we have 1 enrollment for the GED prep class in English and 17 enrollments in the GED prep class in Spanish. The GED prep students are taking full advantage and using the BCC TLSC (Teaching and Learning Support Center) increasing their foot traffic. There are 8 students enrolled in the English basics skills class and receiving English tutoring with support of the TLSC. There are currently 28 students enrolled in the noncredit ESL classes. There are 43 students enrolled in basic skills class SDEV 160 at the Fort Irwin and 87 students enrolled throughout the 6 CTE noncredit classes that are available and this includes the probation cohort.*
- 5.8 Member Program Update: BVUSD: *C. Edwards reports that Baker Valley is placing all of their effort in assisting the community in getting back to a normalcy after the two years of pandemic. They are encouraging the community to come back to school to finish off their trainings and completing their classes. They are focusing on their high school diploma program and their ESL.*
- 5.9 Member Program Update: SVUSD: *B. Scott reports that they have up to 7 new graduates and are expecting 4 or 5 more to graduate. Students are motivated and working hard to complete their program. New students are arriving every single day and he attributes that to the marketing that has been done locally. 196 students are now enrolled in Silver Valley. The Ed.2GO workforce program has also brought in new local interest from the students, the army is continuing to bring in more students into this workforce program. CASAS testing is still continuing but remote testing is working for SV the best.*
- 5.10 BCC Fiscal Agent Report: *E. Rivera reported on behalf of T. Walker. She stated that all invoices for the month of April have been processed for payment. Barstow Unified has one outstanding warrant for the month of March. Silver Valley has one outstanding warrant for the month of March.*

- 5.11 Marketing & Social Media Update: Phoenix Design *Expected for traffic on the website to increase for the following month because of the QR code being published.*

6. Discussion Items

- 6.1 Update: 3-Year Plan 2022-2025

Consultant Dr. Helga Wild hosted several focus groups. Fort Irwin and other student populations participated and great feedback was received. She was also able to meet with instructors/teachers and got their feedback. Dr. Wild is working on formulating a report that will capture community needs to help our decision-making on what we would want included in the 3-year plan. More data information from each school district and community survey results will also be needed to complete this report.

7. Action Items

- 7.1 Approve Barstow Community College as Consortium Fiscal Agent for the 2022-2023 Fiscal Year
Motion to approve by C. Edwards; 2nd by B. Scott *Passed Unanimously*

- 7.2 Approve 2022-23 CFAD Allocation & COLA (*Approval of the proposed 2022-2023 allocation including the COLA with the percentages as stated in the table below and to also include the May revise*).
Motion to approve by E. Bagg; 2nd by C. Edwards *Passed Unanimously*



2022-23 BACAE Allocation	\$964,210
2022-23 Proposed BACAE COLA	\$51,392
2022-23 Proposed BACAE Allocation	\$1,015,602

Agency	2021-22 CFAD	% of Allocation	Portion of COLA based on % of Allocation	2022-23 CFAD
Baker Valley Adult School				
Total	\$67,495	7%	\$3,597	\$71,092
Barstow Community College				
Total	\$318,189	33%	\$16,959	\$335,149
Barstow Adult School				
Total	\$356,757	37%	\$19,015	\$375,773
Silver Valley Adult School				
Total	\$221,768	23%	\$11,820	\$233,588
		100%		
TOTAL	\$964,209			\$1,015,602

8. Announcements

- 8.1 Conferences
- COABE National Conference: April 10-13, 2022 – Seattle, WA (In-person)
 - CCAE State Conference: May 5-7 – Hollywood (In-person)

- CASAS Summer Institute: June 13 to 16, 2022 – San Diego (In-person & Virtual)

8.2 2020-2021 Board Meeting Dates (2:00 pm – 4:00 pm via Zoom / 1st Tuesday of the Month)

2021-2022
April 5, 2022 – CFAD Vote
May 3, 2022 – 3-Year Plan Draft
June 7, 2022 – Annual Plan Retreat

9. Adjournment: 3:16 p.m.

Motion to approve by *C. Edwards*; 2nd by *B. Scott*

Passed Unanimously



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

SOCIAL MEDIA REPORT

April 2022

FACEBOOK PAGE SUMMARY

Page Views

April 1 - April 28

49

Total Page Views ▲ 44%

Post Reach

April 1 - April 28

5,627

People Reached ▲ 45%

Post Engagement

April 1 - April 28

250

Post engagement ▲ 30%

Social Media Audience

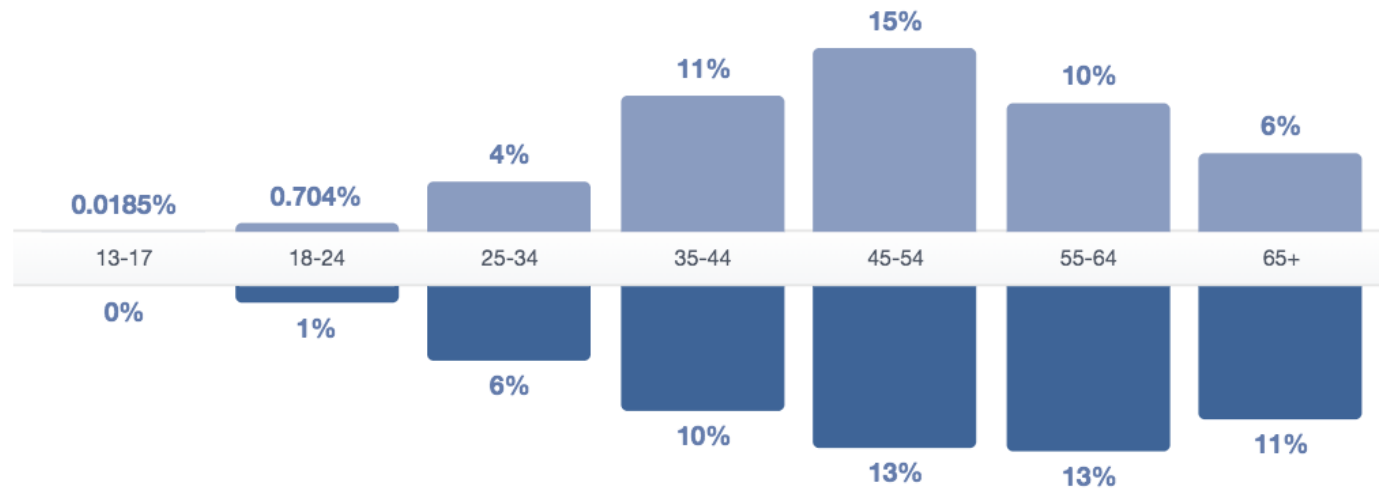
– Gender and Age –

Women

46%
People Reached

Men

53%
People Reached



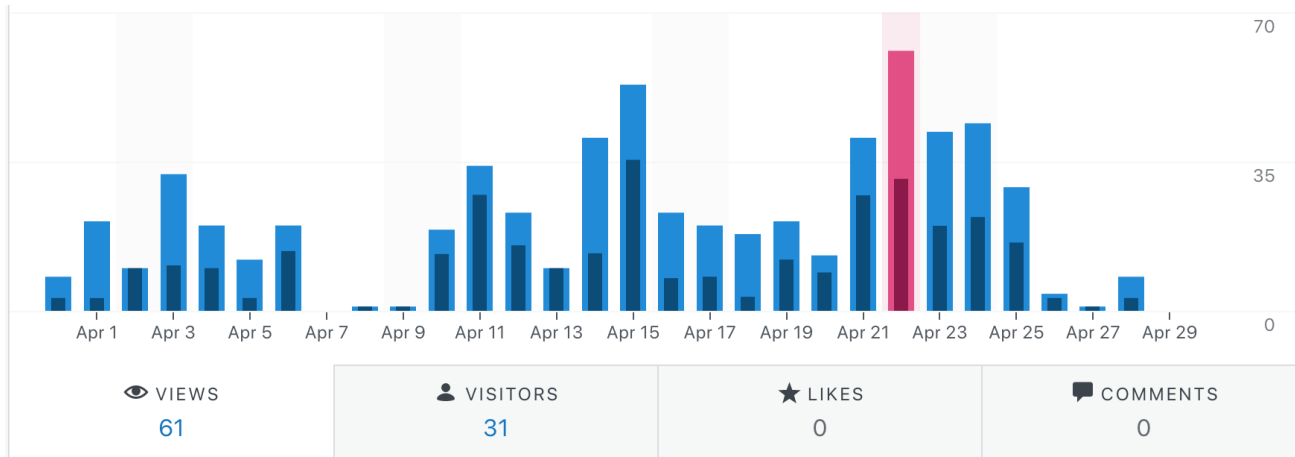
Social Media Audience

– Language Group –

Language	People Reach...
English (US)	3,384
Spanish	1,738
Spanish (Spain)	135
English (UK)	36
French (France)	19
Arabic	16
Vietnamese	15
Portuguese (Brazil)	8
Simplified Chinese (Chi...	7
Italian	5
German	5

Korean	4
Russian	3
Indonesian	3
Khmer	3
Thai	3
Traditional Chinese (Ta...	2
Javanese	1
Filipino	1
Azerbaijani	1
Malay	1
Georgian	1
Portuguese (Portugal)	1

BARSTOW WEBSITE TRAFFIC



APRIL 22, 2022	
👁️ VIEWS	61
👤 VISITORS	31
> VIEWS PER VISITOR	1.97










BARSTOW WEBSITE TRAFFIC AND PAGE PER VIEW

Stats for 30 days ending April 29, 2022 (Summarized)

Title	Views
Home	122
Programs & Classes	44
Contact Us	26
English as a Second Language	20
High School Equivalency – GED	20
High School Diploma	18
Career Technical Education (CTE)	18
Technology Courses	13
Consortium Meetings	9
Consortium Documents	6
Citizenship Preparation	3
Casa	1

BARSTOW WEBSITE LINKS CLICKS

Stats for 30 days ending April 29, 2022 (Summarized)

Referrer	Views
  Facebook	103
  Search Engines	23
 WordPress Android App	3
 barstow.edu	... 3
 barstowaebg-org.cdn.ampproject.org	... 3
  Instagram	1

Barstow Adult Education 2022 - 2025

Needs Assessment for the Next Three-Year Plan

Overview of Adult Education Work in the last Three Years

Over the last 3 years the Consortium for Adult Education Barstow (BACAE) has made a lot of progress in advancing Adult Education at the Unified School Districts and at Barstow Community College. All members of the Consortium now offer ESL, EL Civics and GED prep classes, plus a large choice of online career courses. In 2022 Barstow Community College (BCC) has introduced a GED in Spanish, academic counseling in Spanish, as well as video tutorials to assist ESL students in applying and enrolling into classes. Barstow Unified School District built a new facility in downtown Barstow, the Adult School, to make getting one's GED or completing one's High School Diploma readily accessible to Barstow residents.

Several new non-credit courses and certificate programs have been added to BCC's repertoire of Career-Technical Education with more in development. BCC partners with Fort Irwin to deliver Basic Skills courses to active military and with the Barstow Probation Department to offer Digital Literacy, Customer Services and Essential Skills classes to the formerly incarcerated.

The Innovation and Entrepreneurship Center has found a home on the Barstow Community College campus after a long delay due to the pandemic. It is being built out as a Maker Space with computer stations, 3D printers, a laser-cutter and other equipment to be used by students and staff at the initial launch. Curriculum development of Adult Education classes to take place in the new Maker Space is under way. There are plans to extend the development of hands-on courses and certificates also to the college's Performing Arts Center with a vision to utilize facilities and equipment to advance innovative thinking, community-building and social entrepreneurship.

The work has started in developing Integrated Education Training (IET) courses to combine ESL and workforce skills for the students at Barstow Community College CTE. All consortium districts are working together to offer workforce workshops, provide job search services and counseling.

The Impact of the Pandemic

The Covid pandemic has had a major impact on the direction and success of the implementation of the last 3-Year plan. Enrollment dropped everywhere. The K12 adult schools and the college moved to exclusively online education. Some plans, like the construction of the Innovation and Entrepreneurship Center, were suspended or delayed. Employees worked from home and the schools and the college were largely deserted, while most courses were delivered to students via the Internet. Students, administrators and teachers became fearful of using the actual facilities.

Many employees quit their jobs altogether, as part of the wave termed the "Great Resignation." Institutions suffered a loss of experienced teachers and administrators, which reduced their ability to serve students. The BACAE consortium successfully compensated for the loss of staff by working with one another to provide consistent Adult Education services across the Barstow area.

Covid advanced some aspect of the Adult Education agenda, because the move to all online classes forced the majority of students to master the necessary technological setup. Once the technical obstacles had been overcome, people enjoyed the new manner of online education: no commute and often flexible hours. The move to online education enabled the Unified school districts to offer a wide array of classes. Tech devices and digital literacy classes were made available to students to help them move into the online offerings.

The ability to work and study from home saved time from the commute and helped people structure their workday more around the needs of the family. But it also added stress with parents and children having to share the same space for work and school. The social isolation caused by the lockdown during the pandemic created the risk of depression and mental breakdown, especially for those without social connections and those without access to online programs, i.e. those new to the community, the homeless, the aged, the very poor. It weakened the connection among students, teachers and administrators, so crises were hard to anticipate and help was difficult to administer in time. Also, it became harder to reinforce the rules for testing. The continued efforts by the districts to administer assessments were faced with a plethora of barriers that prevented student from participating in remote testing. A variety of resource workshops were added to bring awareness of services available at the adult schools and college.

Others, like the disabled and the immigrant population did not respond well to all-online, since they rely more on person-to-person assistance than others. For the homeless, the move to online classes spelled an almost total break in their access to education.

With safety measures in place and some control of Covid in sight, the Consortium members have started the work of bringing students, staff and faculty back to the facilities. We see enrollment numbers rising again: e.g., number of enrolled disabled students is up; the Adult School has seen higher enrollment numbers as well.

However, at the end of two years of the pandemic it becomes clear that some of the changes it ushered in will not be undone. Many of the online practices will continue, and the facilities will very likely be permanently underutilized. The "Great Resignation" has resulted in a lack of properly trained and experienced administrators and teachers, which will have to be remedied through an extra effort of training.

This report proposes a new strategy to be added to the composition of measures designed before, namely a shift in the use of facilities. It recommends creating support centers for the different student and population groups (details to be developed), which they can visit in-person and where they receive one-on-one tutoring and meet like-minded people to form support groups and build community.

This measure is not only a means to bring students back to the facilities; it also helps the college compete for students, now that the advantage of offering online courses is available everywhere. Support centers can create the level of social interaction that compensates for online isolation and also create the sense of belonging that motivates a student to stay with the college for their chosen education or career plans.

Assessment Work

The Barstow Area Consortium for Adult Education (BACAE) consists of three Unified School Districts (Silver Valley, Baker and Barstow) and the Barstow Community College. The consortium was formed and begun its work in 2018 with funding from the California government to implement programs in Adult Education in the extended Barstow area. This effort has been running for three years. For renewal of funding the consortium needs to present a plan for the next three years.

The new plan requires a new assessment of the state of affairs of Adult Education in the larger Barstow area, because the situation will have changed due to the Consortium's efforts, but also because of external shifts in conditions, chiefly among them the impact of the pandemic on every aspect of teaching and learning.

In order to create the new plan and set the target for the next three years, we look at the present conditions and needs for Adult Education with a view to understanding:

- What has been done in the last three years;
- How needs for, and conditions of, Adult Education have changed, specifically due to the pandemic;
- What goals or activities need to be added to the plan, and how to set strategic priorities for the next period of funding.

The assessment consisted in the following activities.

- **36 + Interviews and Conversations with stakeholders in and around Adult Education, specifically with**
 - Members of the Consortium Board;
 - Administrators and teachers engaged in Adult Education;
 - Administrators and teachers assigned to support specific student population: e.g. Military on Ft. Irwin; Veteran students; Disabled students;
 - Members of the local community with perspectives on Adult Education - business owners, employers, spiritual leaders, long-time residents, former educators.
- Focus groups with stakeholders (Appendix A)
 - Active Military and family members
 - Veteran students
- Visits to places, where Adult Education is delivered
 - Barstow Adult School, Probation Office, BCC at Ft. Irwin;
- Community Survey of regional **agencies and organizations** (Appendix 2)

The summary of the findings is in this report. More details can be found in appendix 1 (summary of the focus groups) and appendix 2 (summary of the survey results.)

Findings

Population Characteristics

The geographic area covered by the consortium is larger than most other regions, its families and communities very spread out. Transportation is for 77 % a daily commute alone in their car. The distance to schools and college add an expense and a difficulty for a population already strained economically. Removing the need for the commute explains some of the success of the move to 100 % online education during Covid.

About 75 % depend on government aid or work in low-paying jobs, with 30 % of residents below the poverty line. The other 25 % are well educated and economically well situated with careers comparable to any other middle-class family in California.

Hispanic, a category comprising people with ancestors from countries in Mesoamerica and Latin America, is the second-largest population group at 45 %. The prediction is that people of Hispanic origin will represent 50 % of the total population of the US in 2060; in Barstow this percentage will be reached much sooner.

The trend for families to move into the area to take advantage of the cheaper prices of living is continuing. 20 % of Barstow's inhabitants moved in the last year either within or beyond the county line, which is more than 1.5 times the number in other counties and in California overall. (Numerical data are based on 2020 Census.) These new residents constitute an especially vulnerable group, because they have no social connections and run the risk of becoming unemployed and homeless, with children attending school only intermittently, thereby transmitting the pattern of poverty and isolation to the next generation.

All of this makes for a complex mixture of conditions and needs. One of the major problems in opening them to the opportunities inherent in education is how to reach these groups: many do not conduct business online, do not trust easily, do not speak with confidence, and their ignorance of formal regulations and procedures makes them unlikely to venture outside their familiar sphere.

Offering assistance in their own language can go a long way to helping them overcome these obstacles. Yet there are only few bi- or multilingual people on staff in the schools or at the college to help them find their feet and navigate the maze of formal processes and procedures.

Young male students are an especially difficult group to understand and attract: Many do not value education, a feeling that is often shared by their immediate family and community; they associate education with traditional employment and with joining a "system," which they distrust and often resent. Teachers need to help them become aware of, and confront the disparity in values; students need to recognize and navigate both value systems successfully – their own local environment and that of the larger society – to build an authentic career for themselves.

One strategy to address this is to offer them alternative forms of earning a living through self-employment in creative careers and to help them persevere in their choices with development plans and counseling.

Insight:

- Key obstacle is how to reach and connect to these groups.
- Develop Community Outreach in different media;
- Train staff to provide bilingual support;
- Develop alternative models to traditional careers and employment.

Multi-lingual population

The majority of non-English speakers speak Spanish. At the Logistics Base and at Ft. Irwin many other nationalities are present as soldiers move into the area at one stage of their military career and potentially leave after a few years. The Barstow area also has small, yet growing immigrant communities, in which Portuguese, Arabic, Korean, and other languages are spoken: a shifting landscape of ethnic and linguistic identities.

Participation in an education course for a soldier on active duty is easily disrupted: it depends on their rotation schedule and on the goodwill and support of their superiors to allow time for attendance and homework. They would welcome to learn about finances, train job skills or IT skills, about anything that increases their chances within and outside the military. They want to learn about what is available, especially once they leave the military: what benefits and support programs are available.

Family members of military personnel, on the other hand, may feel isolated on the base and welcome opportunities to continue their education. Advertising for classes on a military base is very restricted due to the rules of the DOD. Efforts are under way to get permission from the Commander in Chief to do xxxxxx – fill in Elena. The focus group research identified some key events, where advertising Adult Education classes will be possible (e.g. the Yellow Ribbon Event for returning soldiers).

Immigrants are often highly educated in their own country, but unfamiliar with American language, culture, history and institutions: as a result they do not know how to connect to local resources, how to enroll in college, how to seek help. Help should be offered at the early stages of contact.

Insight:

- Lack of fluency in English is a general obstacle to success in education and at work.
- Key strategy is to support them in their own languages by creating a cadre of bilingual (English-Spanish) staff and arranging for help in other languages. (While teaching

should be in English to establish proficiency, assistance should ideally be available in the person's native language.)

- Build classes for active military around their rotations schedule. Offer hybrid classes to help with completing coursework despite military duties. Enlist superiors to reinforce the benefits of a trained and educated military force.
- Advertise education options to soldiers and their families at key events;
- Provide assistance with institutional processes;
- Set up an ESL Success Center on BCC's campus, where ESL students can get help and form support groups.
- Hire students in advanced ESL classes to act as tutors for their countrymen.

Adult Education during COVID

With the start of the Covid Pandemic all classes went online. Students received laptops and hot spots to enable them to continue their studies. It seems that the majority took well to the change in format. Enrollment went up, but still remain lower than what it had been prior to the pandemic.

EB Comment: We need to confirm the enrollments for Adult Education specifically however.

They enjoyed the flexibility and convenience of studying at home with easy access to the content. The use of the facilities, on the other hand, fell off dramatically.

The students enjoyed the flexibility and convenience of online so much, that they are hesitant to return to the school sites. This becomes a problem, where testing is required: all schools complain about students, who are enrolled, but do not test. Requirements cannot be explained or reinforced, if the student does not come into the school. The choice is to drop them or allow them to stay in the hope that the end of the pandemic might bring them back and allow the school to reinforce the requirements.

This lack of traction is worrisome to teachers: it makes it difficult to chart the progress of a student, to notice when a problem arises and to offer timely assistance. The number of students who actually complete may drop off, even if many enroll at first.

This situation is what many other schools experienced under Covid. The success of online education is counteracted by the lack of social interaction that accompanies every live class. For some groups, especially those with learning difficulties, this may mean the difference between success and failure in a class.

The wave of people leaving employment during the Covid years that has been called "The Great Resignation," also affected the Barstow area. Staffing has become a general problem during Covid. The Barstow Adult School had a difficult time securing sufficient staffing during COVID and passed some of its students on to the Silver Valley Unified School District. Several schools remain understaffed to this day.

Insight

- Covid has established a new pattern of work and learning that presents its own risks.
- Set up support centers to bring back students to facilities: places to meet like-minded folks, get help, form communities;
- Offer live support and mentoring tied to the physical support centers at the facilities;
- Train more teachers and administrators to fill the gaps in staffing.

Access to online education

For the most part the technology and the transition to individualized learning worked. The majority of students overcame whatever hesitation they might have had and become technology-savvy online-participants. 89% of households now have a computer; and 73% have Internet access.

For those, who were used to traveling to school by car, online study relieved them of the burden and the cost of the commute, and of finding childcare during their absence from home. Other groups suffered in the transition to online. Students with learning disabilities or without sufficient fluency in English, in short, all those, who depended on more personal guidance and more interaction with the teachers and fellow students, were left worse off. Some fields, like maths, do not work well online: it is hard for the teacher to identify who struggles, hard to correct misconceptions, and for students it is hard to catch up, once they have lost the thread.

Teachers and support staff feel the lack of connection with the students: they cannot reinforce requirements; they cannot diagnose crises and offer on-time help. Also with the lack of personal connection the new influx of residents from outside Barstow – from the L.A. basin or elsewhere – remains out of reach to educators. The schools make extra efforts to re-build the trust with students and parents. There is obviously a place for live teaching and live interaction in the world after the pandemic.

Based on the views expressed in the conversations, childcare is still among the obstacles to accessing education. Transportation has lost a fair amount of its earlier urgency due to the move to all online education. But if the desire is to make students return to live classes in the school and college facilities, then better means of transport might well induce more willingness to come.

Insight:

- Online Study is not for everyone: some groups do not have access and some do not fare well under online conditions.
- Offer traditional teaching to groups that have no access to technology or prefer the high-touch of live classes: the disabled, homeless, and formerly incarcerated; Some of these groups need hours outside normal work schedules; Review conditions of work and pay for teachers under such conditions;

- Develop new use patterns for the under-utilized facilities: set up spaces as “Commons” for students meeting like-minded individuals, for getting support, building community;
- Additional strategies to encourage return: Increased availability of childcare and transportation to facilities, maybe in the form of community bulletin boards to organize ridesharing or shared childcare.

DRAFT 2

Status of Adult Education and Further Development

GED and ESL available everywhere.

GED and ESL courses have been established at all Unified school districts. The new Adult School in the town of Barstow is focused on GED preparation and testing, but could take on more testing or teaching as needs arise. During COVID students enrolled in GED preparation, but often failed to come in to test. Recently Barstow Community College started a GED program in Spanish, which has already attracted a number of interested students.

New Non-Credit GTE programs at Barstow Community College

January 2022 saw the start of three new programs in the Career–Technical Education division of Barstow Community College.

- Customer Service
- Fork-Lift Driving
- Trades Technician

The programs are composed of three classes each, teaching 1. Basic skills; 2. IT essentials; and 3. The specific Subject Matter. Similarly structured programs in the medical field are in the stage of curriculum development and approval.

Workplace Development

BCC now offers job search services, consultation with a job counselor, workforce workshops, and a professional clothing closet for students.

Expanded ESL Classes at College

BCC offers ESL Courses currently at three levels – Beginning, Intermediate and Advanced – with three classes in each level. The courses integrate the teaching of listening, speaking, reading and writing English with knowledge that is vital for immigrants (and residents) to have: US history, culture and governance; a person's rights and responsibilities; institutions of law, healthcare, education and many more.

There is an EL Civics Course specially designed for those who apply for US citizenship, offering knowledge and training with practice interviews.

More Contextualized ESL classes, i.e. combining ESL with specific subject matter areas, like medical, financial and technical, are in the stage of development.

Digital Literacy, Customer Service & Essential Skills for the Formerly Incarcerated

Barstow Community College started three courses in Digital Literacy, Customer Service & Essential Skills for the Formerly Incarcerated in cooperation with the San Bernardino County Probation Department in Barstow. This is an entry pathway into CTE courses and Workforce Development.

Overall the result of the assessment work confirms the direction taken in the first three years.

Further Development

Provide an adaptable set of basic skills courses

The following courses are almost universally useful: they can exist as one-day workshops, as contextualized ESL classes, or as complete programs gathering a number of classes to provide a well-rounded preparation to any career choice.

They can be bundled with counseling appointments to explore real options and help the student with the decision. Several can be considered pre-apprenticeship classes.

- Basic literacy (fluency in reading/ speaking/ writing/ maths);
- Basic introduction to college or the workplace (understand and comply with the institutional procedures and processes);
- Basic IT skills (internet, word processing, spread sheets, presentation, social media);
- Basic job skills (job search, resume building, interviewing, time management, etiquette);
- Finance basics (budgeting, accounting, contracting, small business management)
- Basic People skills (customer service skills, HR, planning, meetings, communication)

Provide an expanded repertoire of hands-on classes with direct job applications

Several conversations mentioned the following professional fields as lacking in the area and potentially rich avenues for apprenticeship, employment and further career development. Each field has the potential to launch the student into a large number of associated careers at different levels of expertise or into an apprenticeship or internship in the area.

- Hospitality (offering careers as chef, waiter, hostess, event manager, prep worker, bookkeeper, buyer, maid, delivery man, barkeeper);
- Graphic Design (for printing, layout, brand development, design, advertiser, writer, visualizer, communicator);
- Real Estate work (to work as agent, administrative assistant, insurance broker, Escrow, advertiser, in staging, etc.);
- Healthcare (as nurse, caretaker, ambulance driver, manager, sanitation, first-aid, lab tech);
- Housekeeping (cleaner, cook, manager, buyer, gardener, handyman);
- IT (for setup, repair, install of Internet access, applications social media, web sites creation or update, Cyber security and Cyber Awareness)

EB coment: Crystal Nasio is the best person to provide information on workforce development

Offer more than basic skills to the military

Preparing them for a career outside or after the military: Transitioning to College or into Entrepreneurship;

- The basic skills course for Active Military that on confers them an immediate career advancement has been highly successful in the past and continues unabated. Other topics have less immediate impact, but prepare the soldier for a life after the military: these include basics in job skills, in finance, and in business: many are looking to form their own company or have formed it already.
- A soldier's education trajectory is often disrupted by different postings. Soldiers are interested in classes that transfer easily to 4-Year colleges, in pathways linking a college to the universities in the areas, and in any way that translates what they have done in the past into present education credits or professions.
- The Adult School and /or college might explore if there is interest in the military for getting a soldier re-certified for California in a degree or certification they have achieved elsewhere (40 % members of the active military focus group held degrees).
- Transitioning out of the military leaves most of the soldiers bewildered and vulnerable. Some places offer more in-depth preparation for a life outside, but many services hand off the leaving soldier to the VA and do no more. Any of the basic skills classes, suitably adjusted to the level of the students, can be made useful for transitioning soldiers.

Creating favorable conditions for the Disabled

The majority of disabled students are dealing with learning disabilities; fewer deal with impaired hearing or eye sight. Disabled students get access to online programs that assist them with their handicap, so they are able to attend normal classes. However, school and college can create more favorable conditions for the disabled by offering:

- Live teaching with support groups and tutoring;
- Small classes;
- Mentorship.

Creating favorable conditions for the homeless

Homeless students need to be in stable living conditions before starting into education; then they need a lot of preparation to be able to join the average student in classes:

- Basics in English reading & writing, maths; Tutoring for Entrance Exam;
- Help with institutional processes; enrolling in classes, etc.;
- Teaching and tutoring in person: do not know how to use technology; Flexible hours;
- IT basics;
- Need transportation and childcare.

Additional support through

- Mentor program or Buddy System
- Ed plan: Setting weekly goals and following up.

Establish channels for outreach

- Partner with community centers, sr. citizen homes and churches to communicate regularly about the Adult Education options;
- Create communication channels in multiple media: print, social media, ads, radio;
- Work with SB County services/ w. Workforce Development Board to identify candidates
- Work with parents for getting their children a better emotional, disciplinary and cognitive start
- Offer parenting classes to teenage parents. Support teenage parents in college.

DRAFT

Strategic Recommendations for the Next Three-Year Plan

- Continue efforts specified in the 2019- 2022 3-Year Plan to develop courses tailored to the needs of specific population groups such as HS dropouts, Military, Disabled, Immigrant, and the Formerly Incarcerated, etc. (See First 3 yr plan).
- Continue the work to bring up enrollment numbers after the slump during Covid.
- Train administrators and teachers to fill the gaps left by the “Great Resignation.”
- Create workshops for staff to have a better understanding of Adult Education.
- Set up support centers at the currently underutilized facilities to counteract the isolation caused by the solitary studying online – places for tutoring, socializing, community-building. (This may require developing new ways to capture and measure attendance.)
- Develop course offerings at the Innovation Center/ Maker Space for people aiming at employment in some highly technical capacity (e.g. 3-D printing, laser cutting, 3 D modeling) or self-employment together with business and entrepreneurship classes.
- Develop a curriculum around community-centered design process and social innovation.
- Educate the faculty and staff to the principles behind design and innovation.
- Develop introductory courses for creative professions to attract students, who want to work in non-traditional ways. Target areas such as Music and Theatre Performance and the technologies associated with the Performing Arts such as Event management, Audio editing, Lighting tech, Costume construction.
- Initiate programs at Ft. Irwin built around the active military’s rotation schedules; offer classes on job skills, IT, finance, CPR, business.
- Start a major community outreach effort to connect to groups recently moved to Barstow and other groups as yet under-represented in the AE numbers.
- Engage or hire more bilingual (English-Spanish) personnel to help overcome the language barrier for the largest non-English speaking group of residents. Provide staff training to better communicate with limited English speaking students (including disabled and those needing mental health services/support).
- Engage native language speakers from ESL classes as student workers to assist students speaking other languages and train them to provide support with institutional processes.
- Integrate offerings across the Consortium partners to avoid duplication and optimize use of resources.
- Consider setting up mentorship program, which would serve the homeless, veterans, immigrants.
- Consider offering childcare and transportation selectively to make attending life classes and support centers more attractive.
- Build cross-agency partnerships in the Barstow area community to obtain external resources to support Adult Ed students.
- Make a special effort to connect to young males, especially African-American, who are not attracted to traditional career paths and employment, exploring a possible start in a creative field. Train educators to address the different values expressed in their often system- and authority-rejecting attitudes.

DRAFT 2

Appendix 1: Summary from the Focus Groups

Plan for 2022 Adult Education Focus groups

The plan is to hold two focus groups *to* assess Adult Education needs and specify ways to assist Transitioning Military into Civilian Society.

- - 1. Focus Group with Active military on Ft. Irwin, including spouses.
- - 2. Focus Group with Former military/ veteran's students on BCC campus.

1. FOCUS GROUP ACTIVE MILITARY AT FT IRWIN

Date Tuesday, March 22nd

Time 4:00 - 5:30 pm.

Location 285/ TLSC, Ft. Irwin

Organizers/ Leaders: Heather Bradford, Elena Rivera, Michelle Bond, Helga Wild

Duration: 1,5 hrs

Participants: 5 Active Military

Topics of conversation:

What are you doing/ have you done and learned in the military?

What does the future look like? Are you pursuing a career in the military or outside?

How do you prepare for the future? What skills would you want to acquire?

What role does education play in your plans?

2. FOCUS GROUP VETERANS STUDENTS AT BCC

Date Thursday, March 24

Start Time 4pm – 5:30 PM

Location K Building/ Veterans Resource Center

Organizers/ Leaders: Michelle Bond, Elena Rivera, Helga Wild

Duration: 1,5 hrs

Participants: 15 Veteran students

Topics of conversation:

What was your transition like from the military like?

What were the things that you wish you had known then?

What would you tell those that are about to leave the military?

What can those on the outside do to help with the transition?

How can we reach veterans?

Appendix 2

Community Survey of regional agencies and organizations

In preparation of the new 3-Year Plan we conducted a community survey with individuals, agencies and organizations in the Barstow area. The survey was based on the one delivered three years ago for the first 3-Year plan, but it has been expanded to also capture the services delivered by these providers.

The survey addresses three topics, each represented by a section of the survey.

Section 1. How well are agencies and organizations in the Barstow area aware of and connected to the existing Adult Education programs and employers?

Section 2. Where does the community see the greatest obstacles and greatest opportunities for Adult Education programs?

Section 3. What services do the agencies and organizations in the area deliver and to whom?

The survey was sent via url to an email list of 100 local providers: agencies, philanthropic not-for-profit and faith-based organizations, and some individuals, who can speak about the situation of Adult Education in the area.

We received 63 responses, an amazing participation rate which in itself is a positive comment on the connections between local organizations and the members of the BACAE consortium.

Type and Number of Agencies/ Organizations that took the survey:

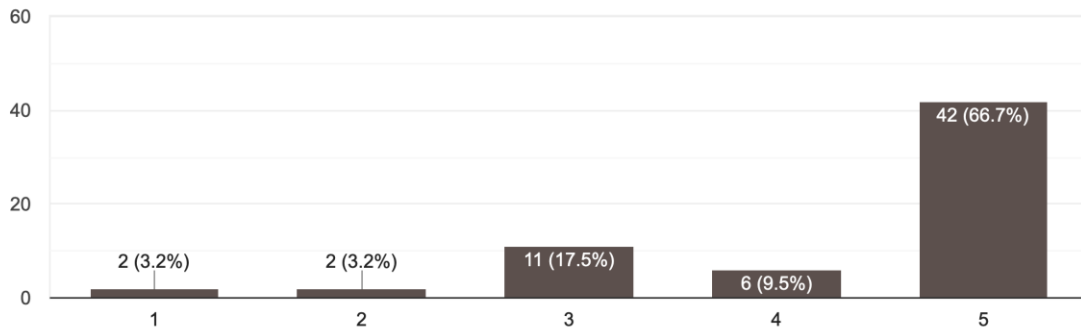
TYPE	NUMBER
Faith-based Organizations	2
Colleges	5
High School Schools	10
Charities/ Not-for-profit organizations	12
Government Agencies	15
Local Employers	19
Other / Individuals	10
Total	63

FINDINGS

Section 1. The following five questions explore an agencies or organization’s awareness of, and relation to, Adult Education Programs.

My agency/ organization is aware of the Adult Education programs in the community

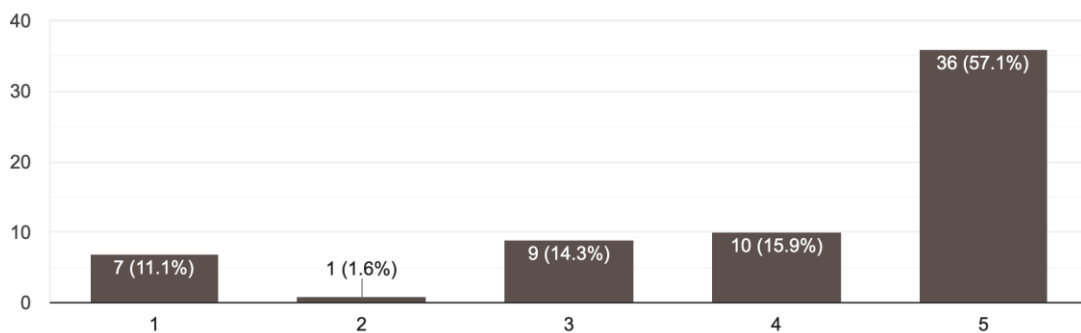
63 responses



The majority of organizations and agencies is aware of the Adult Education programs (66.7 %). 11 of the respondents (17.5 %) responded with neutrality (neither true nor untrue), very likely because they do not represent any agency or organization. A small percentage (6.4 %) responded that their organization is not or very little aware of Adult Education programs.

My agency/ organization encourages clients to enroll in Adult Education programs

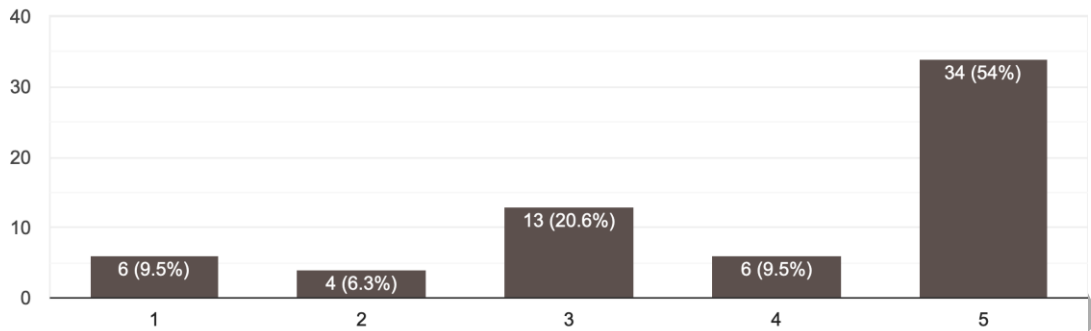
63 responses



Almost 76 % know about the programs (see above percentages answering with 4 or 5), and almost as many of the organizations (73 %) actively encourage their clients to take advantage of Adult Education programs. This means that the awareness is linked with active advice. Seven find that their organizations do not encourage at all; one thinks that this is seldom the case. Nine respondents abstained from saying either true or untrue, possibly because they do not represent an organization and thus felt not in a position to know.

My agency/ organization understands how to refer clients to Adult Education programs

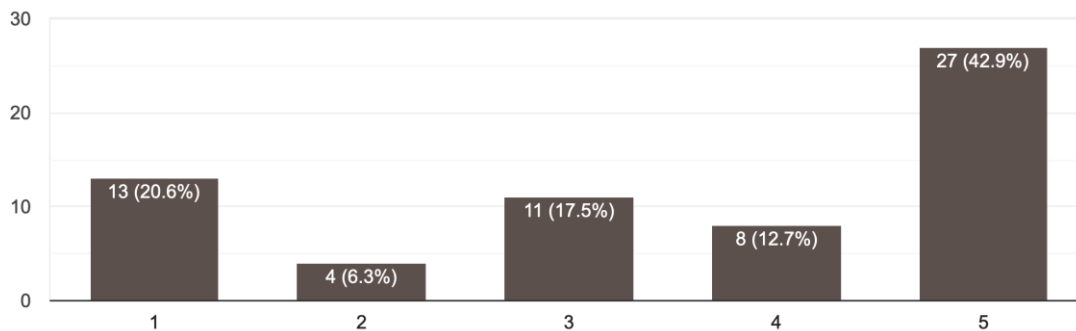
63 responses



A much smaller number of agencies and organizations (44 %) knows how to refer a client. This may correspond with a call for an easier referral process further down. For 13 the question is not relevant. Seven do not even know how to refer, and 4 do not understand it very well.

My agency/ organization currently partners with Adult Education providers

63 responses

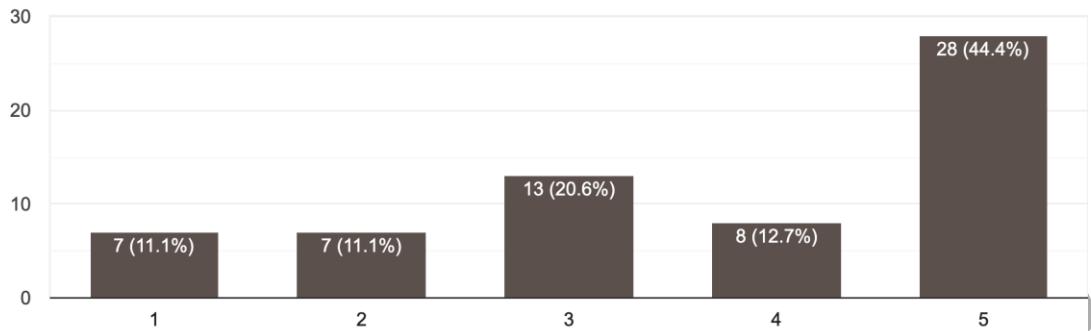


35 agencies or organizations already partner with Adult Education providers, some at least occasionally. This is a total of over 55 %, a good number, but nevertheless one that could be improved.

13 organizations are not partnering with Adult Education providers at all, and four (4) might do so. The 11 at value 3, which expresses neutrality (= neither true nor untrue), represent for the most part individuals unaffiliated with any agency or organization. All these groups together represent a substantial percentage (approx. 45 %) without connections to Adult Education programs. It will be worthwhile to develop relations with these respondents to extend the reach of Adult Education programs into the community.

My agency/ organization currently partners with local employers

63 responses



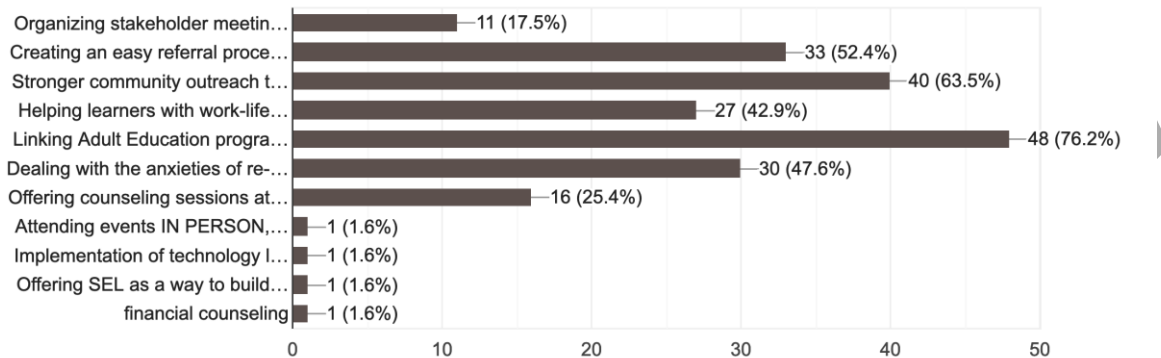
A somewhat larger number of agencies and organizations has connections to employers (57.1 %). The organizations that do not yet could be contacted to be connected to both providers and employers. The 13 that are neutral may be employers, to whom the question about employers does not make sense.

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Section 2. The following selection pertains to the community’s perception of the most advantageous interventions and programs as well as the existing barriers and opportunities for Adult Education in the Barstow area.

Please, check those interventions that will have the greatest impact in the Barstow area at this time. (Choose up to three).

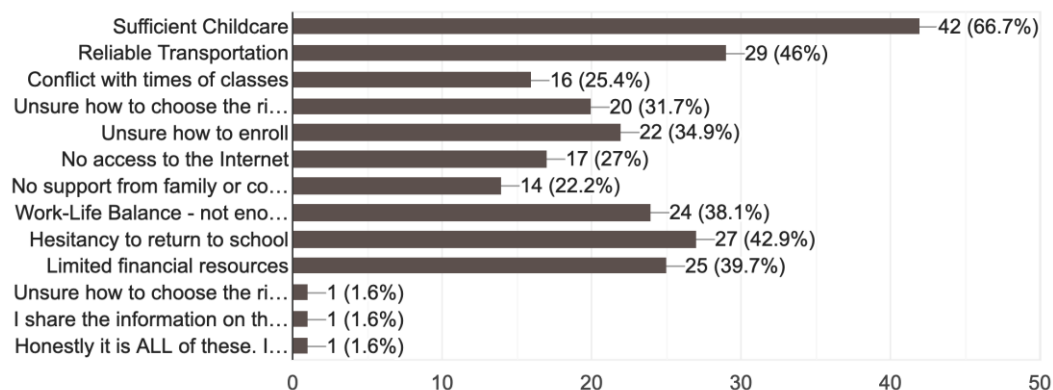
63 responses



The top interventions are “Linking Adult Education Programs with job placement” selected by 76.2 % of the respondents. This is a clear vote for the Workplace Development effort already under way. Second best is “Stronger community outreach” at 63.5 %, followed by “Creating an easy referral process” (52.4 %) and “Dealing with the anxieties of returning to school” (47.6 %) and “Helping learners with work-life balance” (42.9 %). These recommendations align well with the direction taken in the last year and planned for the coming one.

Please, check the top barriers that prevent people from enrolling in Adult Education programs. (Choose up to three).

63 responses

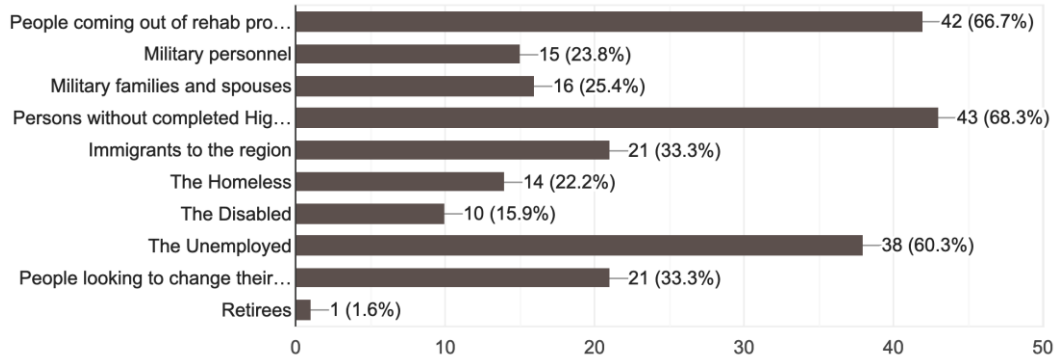


The top barrier is still “sufficient childcare” at 66.7 %. This confirms what we were told in the interviews. It does not seem to have changed significantly in the last three years. All other barriers represent a plethora of social and personal causes, and place in the mid-range – from the highest

at 46% (Reliable transportation) to the lowest at 22 % (No support from family or community). As one respondent remarked; “Honestly, it is ALL of these.”

Please, select the groups with the greatest potential to enroll in Adult Education programs.
(Choose up to three).

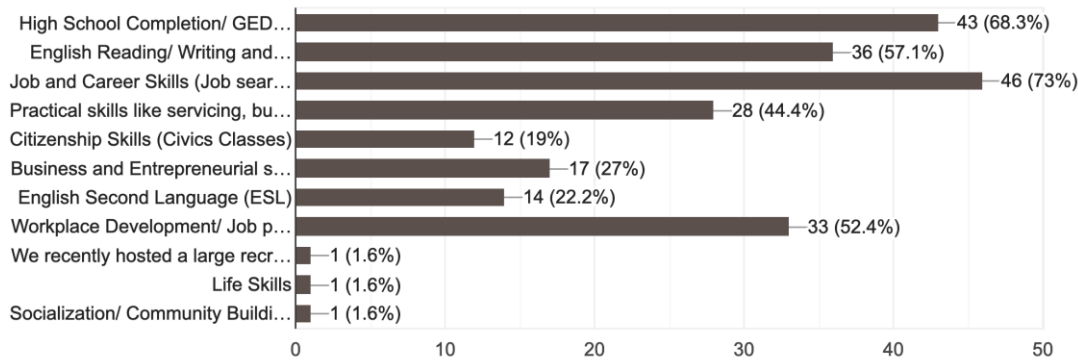
63 responses



When it comes to choosing the group with the greatest potential for Adult Education programs there are three clear favorites: People coming off rehab programs at 66.7 %, Persons without completed High School at 68.3 %, and the Unemployed at a lesser 60.3 %. All other groups figure substantially lower, at half of those values and below.

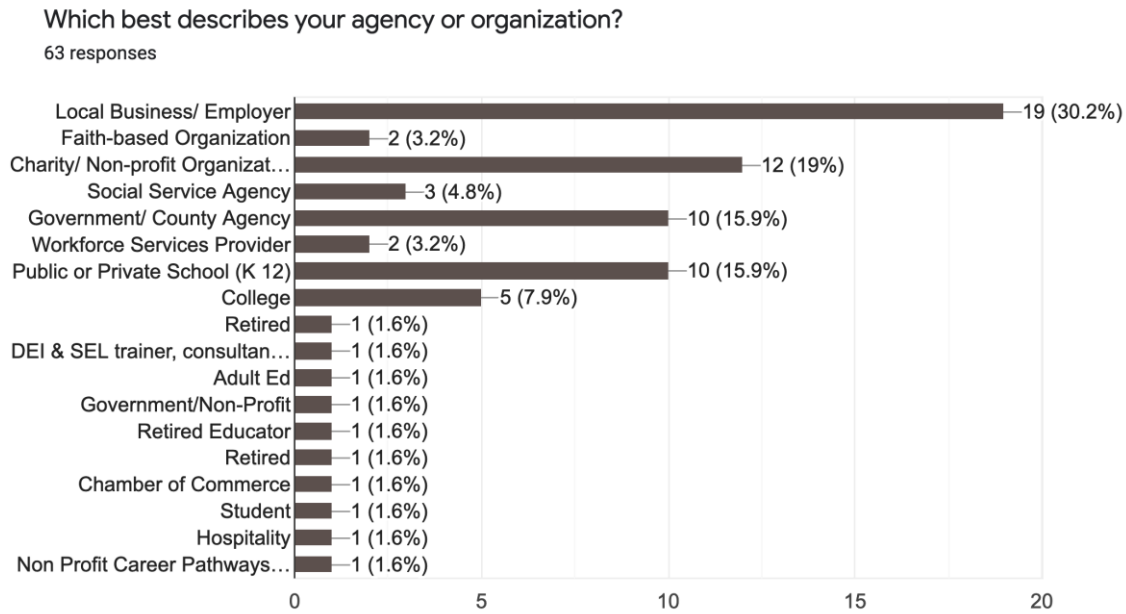
Please, select which skills and Adult Education programs are most needed in the community.
(Choose up to three).

63 responses



The programs that deliver the skills that are seen as those most needed, focus on High School completion (68.3 %) and Job & Career skills (73%). The second best tier shows a similarly concrete and practical outlook with English Reading/ Writing & Math selected by 57.1 % and Workplace development and Job placement by 52.4 %. That seems to indicate that the community wants to place the major effort in Adult Education on re-connecting young adults, who dropped out of school, and older adults, who dropped out of the society for one or another reason, to a viable career path and a skilled job.

Section 3. The following questions deliver a description of the respondents’ agencies or organizations, their services and their clients.

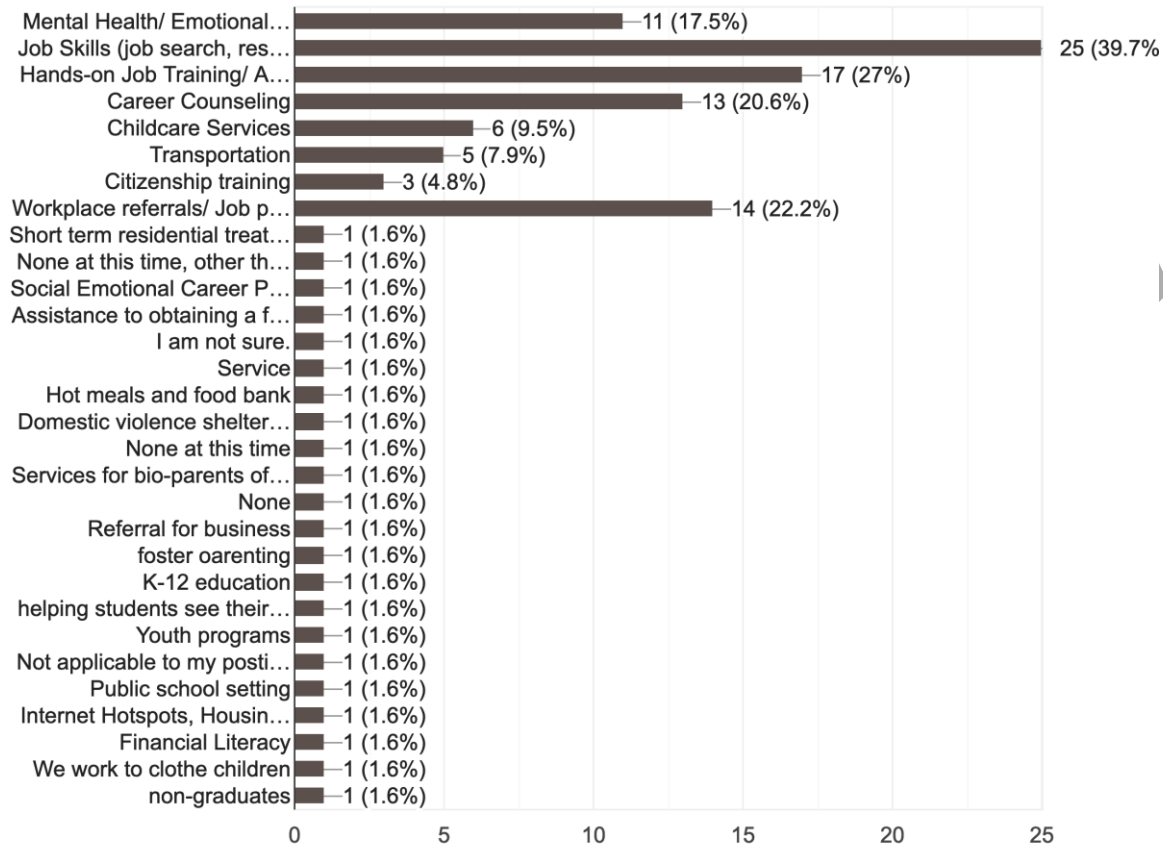


The data in this diagram have been already presented in the chart at the beginning of the Appendix 2. The only difference is that the inputs from the field “Other” in the survey have been fused into one category called “Other/ Individual”.

DRAFT

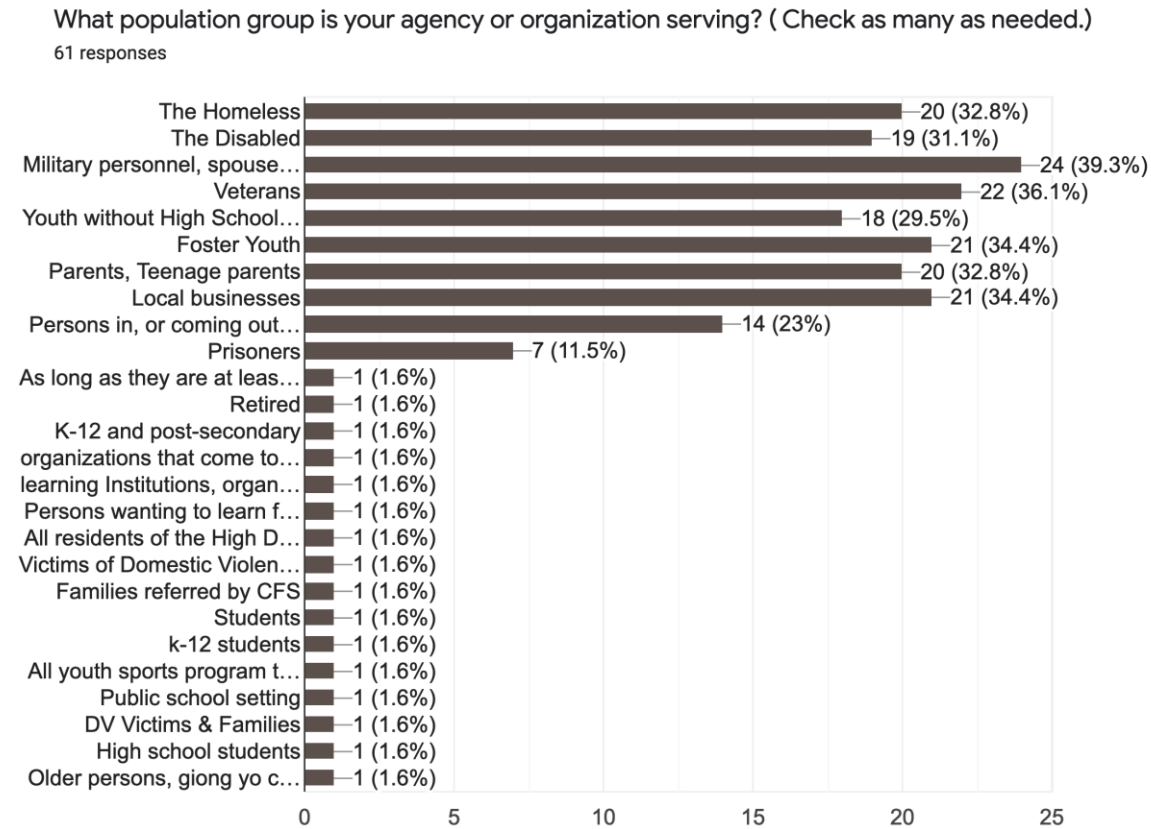
What services does your agency or organization provide that prepares for, or benefits from, Adult Education programs? (Check as many as needed.)

63 responses



The organizations and individuals relate the services they provide to their clientel. At the top stands job skills training with 39.7 %, followed by Hands-on training/ Apprenticeship at 27 % and Workplace referrals at 22.2 %.

Five respondents say, “None” or “ none at this time.” Instrcutive also what they describe as their services.



The chart shows the profusion of client groups the providers are serving. Almost all of the offered categories have takers in the middle range (39.3 % for Military and spouses; 36.1 % for veterans; 34.4 % for Foster Youth and local businesses ; 32.8 % for homeless and parents/ teenage parents; and so on. It is almost more noticeable that two groups do not get selected with equal frequency: persons coming out of rehab programs (23%) and prisoners (11.5 %).

Then there are a large number of additions to the chart, which suggests that the classification needs to be rethought. Some categories cut across the classification (like “Families referred by DFS” or “All residents of the High Desert;”) and some are highly specific with respect to content. One receives the impression of a large number of programs, which are not very well integrated.

Adult Education targets specific groups; students of K 12 or such are not among them unless they dropped out.