

**AEBG**  
PARTNERING FOR A STRONG  
CALIFORNIA WORKFORCE

## **AB104 Adult Education Block Grant - Three-Year Consortia Plan Update from AB86 Final Plan**

### **Section 1: Consortium Information**

**1.1 Consortium Planning Grant Number:**

13-328-003

**1.2 Consortium Name:**

Barstow Area Consortium for Adult Education

**1.3 Primary Contact Name:**

Claire Ellis

**1.4 Primary Contact Email:**

claire\_ellis@busdk12.com

### **Section 2: Three-Year Plan Summary**

**AB86 Final Plan adapted to AB104 requirements**

**2.1 Provide an Executive Summary of your consortium's AB86/104 Plan vision and goals (updated as appropriate). You can attach your summary or enter it below. Please see the Guidance document for attachment instructions.**

Our vision is to offer quality educational services to adults. Designed for adults who wish to earn a high school diploma and enter the job market, or just gain additional training, our programs target specific educational needs. Because of the individual focus, adult learners will find the best road toward a high school diploma and employment.

Our initial goal was **to improve the infrastructure** for our three school districts so that quality educational programs could be offered, as well as improve connections with the community college.

Baker Valley School District did not have a program, so software purchases (Odysseyware and Rosetta Stone) helped the teacher serve the students. The addition of a virtual presence classroom will help the teacher connect to Barstow Community College career tech classes.

Silver Valley School District has the capability to expand services through these same software programs.

Likewise, these programs were purchased, and training provided, to the teachers in Barstow, where Odysseyware in particular, helped expand the GED program.

During the 14-15 year, our goal was to expand and articulate services to **ELL students** and in programs **targeting elementary and secondary skills**. The software programs, the articulation efforts, and the outreach were conducted in these areas.

Our goal **to expand student access and outreach** was addressed by the design and implementation of a webpage. This mechanism, when fully implemented, will contain application forms, student planning guides, and career assessments, which can be utilized by guidance counselors to assist student transitions.

Our goal **to provide guidance services to adult students** will be addressed this year with the addition of software (the Kuder Journey) to the webpage to ascertain career interest, and guidance counselors to work with students. The Student Success Center at Barstow Community College is also providing services to the adult learners in the districts.

Our goal **to develop pathway programs specific to the region** will be addressed through IBEST training, curriculum development, and work with employers to develop certificate programs as well as apprenticeship programs, in addition to the ones already available.

Our goal **to develop services for special needs students** will be addressed through the addition of Best Opportunities to our leadership team, and the development of curriculum.

Our goal, to meet the new requirements of AB104 will be to **further develop tutoring programs** to train adults to work with elementary school children.

**2.2 Provide updates and changes to your submitted AB 86 Final Plan regarding Objectives 1 and 2. It is not necessary to reiterate or attach these sections from your AB86 Final Plan to this document. You can attach your description or enter it below. Please see the Guidance document for attachment instructions.**

**NOTE: The updates shall include data and changes regarding the seven program areas in AB104 (five of which were in AB86):**

1. Programs in elementary and secondary skills, including those leading to a high school diploma or high school equivalency certificate.
2. Programs for immigrants in citizenship, ESL, and workforce preparation.
3. Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce.
4. 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.
5. Programs for adult with disabilities.
6. Programs in career technical education that are short term in nature with high employment potential.
7. Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards.

Changes that have occurred in programs in elementary and secondary skills have been the acquisition of software in all districts that targets individual student needs, and helps students to learn in their “gap” areas. All GED programs have been expanded, and work has been done to open a GED test center in Barstow. We are working on connections to the Barstow Community College Student Success Center.

Outreach has been done to the ELL population in Baker, where the data indicated the most need, and software has been purchased for the program. A hybrid ELL program was offered in Barstow, with a combination of Rosetta Stone and direct instruction (along with child care) that was very successful. On-going curriculum articulation is occurring between Barstow Community College and the districts, and plans are to incorporate the ELL instruction in career courses, and develop a citizenship program that will be offered at the local churches.

Certificate programs exist in new areas of Industrial Maintenance and Mechanics, and we are anxious to include the curricula from New World of Work, 21<sup>st</sup> Century Skill Series to address soft skill training.

In the new area, assisting elementary and secondary school children to succeed academically in school, we are hoping to develop a parenting program (PASS – Parents to Assist Success) which is offered in Silver Valley, and open it to the other districts. We hope to also offer a modified AVID tutor training for older adults, develop modules in the child development class offered by Barstow College, and connect with the foster and kinship parenting classes offered by Barstow College, particularly the module that focuses on how to help your children succeed in school.

We are still working to partner with Best Opportunities to target training programs for individuals with special needs which culminate in employment, and software programs that provide accommodations.

We now offer CTE courses for elective credit at the districts, and are expanding offerings through virtual classrooms.

Through the expansion of our leadership team, we are planning to connect with individuals whose job it will be to develop apprenticeship opportunities, specifically through the work at Barstow Community College. Additionally we are adding a recruitment/training specialist to our leadership team, as well as individuals from the Career Institute, a local CYEP (Career Youth Education Provider) who offers paid work experience opportunities for students and job development services, as well as representatives from the local ROP.

**2.2a Objective #1:** An updated evaluation of *current levels and types of adult education programs* within its region, including education for adults in correctional facilities; credit, noncredit, and enhanced noncredit adult education coursework; and programs funded through Title II of the federal Workforce Investment Act, known as the Adult Education and Family Literacy Act (Public Law 05-220).

Describe any changes regarding the services and programs the consortium members and partners are currently providing in the consortium's region and provide a narrative evaluation of adequacy and quality. Please note that community college district members are requested to provide data separately for credit basic skills, enhanced noncredit, and/or regular noncredit, as applicable.

The current levels have not changed significantly since our first report. We do not offer programs in correctional institutions because we do not have any correctional institutions in our region. Barstow Community College provides contract training for people who are released from correctional institutions and live in our area. We do not presently utilize Title II monies for adult education.

**2.2b Objective #2:** An updated evaluation of *current needs* for adult education programs within the consortium's region. Describe and assess current needs for each of the AB86 adult education program areas (1-5), including the needs that are currently unmet. This might be informed by regional data including, but not limited to, student wait lists for classes in the program areas addressed in AB86; school districts' K-12 English Learner statistics; the number of children who qualify for free or reduced lunch; adults who do not have a high school diploma; and other relevant data. Additionally, consider needs in your region documented in

state sources that informed the AB86 awards, which were calculated based on community college district boundaries (<http://cccgis.org/CCCDistrictBoundaries/tabid/626/Default.aspx>).

This should provide an updated overview (if applicable) of the consortium's region including:

- Analysis/description of local regional economy
- Additional analysis utilizing other data

Once again, the data has not changed significantly since our initial report. (See attachment 1) However, one important issue is that using county data about our consortium is a little misleading. We are a part of San Bernardino County, but we are an isolated, rural area. Poverty statistics are much higher for our consortium, and the labor market is different. A recent report indicated that 67% of the people in Barstow receive state aid. The poverty rate in 2013 was 30%, double the state average. While unemployment is receding, in Barstow it is still 10.1%.

The major employers in our area are the Marine Corp Logistics Base, Fort Irwin (civil service), Rio Tinto (Boron, mining), Burlington-Northern Santa Fe, and in the energy field. There are many existing and/or planned large scale solar fields and mining operations in the High Desert and surrounding areas.

We still have not met the need of individuals who require basic skills instruction, and have a waiting list of potential students at Silver Valley. We also have a waiting list for ELL services at Baker Valley. We have seen the need increase for career training, and hope to address all those needs through contextualized coursework that we hope to attend this year. (ie. IBEST)

**2.3 Briefly describe what your regional consortium system will look like by the end of the 2017-18 program year in the areas listed below. NOTE: Responses to items 2.3a, b, c, d and e are required as part of adapting the AB86 Plans to AB104 requirements. The remaining items are optional and are offered to provide updates, if applicable.**

**2.3a** Placement of adults (including but not limited to older adults) seeking education and workforce services. (REQUIRED)

We intend to connect with the ROP recruitment/placement specialist, as well as guidance services to help students receive classes and jobs. By the end of 2017-2018 we will have those opportunities available to all of our students, so no one leaves without a transition plan, either more training or a job.

**2.3b** Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards. (REQUIRED)

We are working presently to develop apprenticeship programs in our area, and by the end of 2017-2018 hope to have programs in place for IMM, (Industrial Maintenance and Mechanics) Auto, and Welding.

**2.3c** 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. (REQUIRED)

By 2017-2018 we will have programs connected to PASS in Silver Valley and the foster and kinship program through Barstow Community College.

**2.3d Collection and availability of data. (REQUIRED)**

We will set up a database to identify how many adults are served in each program, how many adults have demonstrated improved literacy skills, how many have completed their high school diploma, the number who have completed post-secondary certificate programs and training programs, the number who have been placed into jobs, and the number who have experienced an increase in wages.

**2.3e Qualifications of instructors (including common standards across entities). (REQUIRED)**

All Barstow College instructors must meet the directives of “Minimum Qualifications for Faculty and Administrators in California Community Colleges” or the equivalent. All instructors in the school districts are teachers credentialed by the Commission on Teacher Credentialing in the State of California.

**2.3f Alignment of academic content and curricula (OPTIONAL)**

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**2.3g Alignment of educational services supported by this grant . (OPTIONAL)**

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COLLABORATING TO BETTER SERVE  
THE EDUCATIONAL NEEDS OF ADULTS

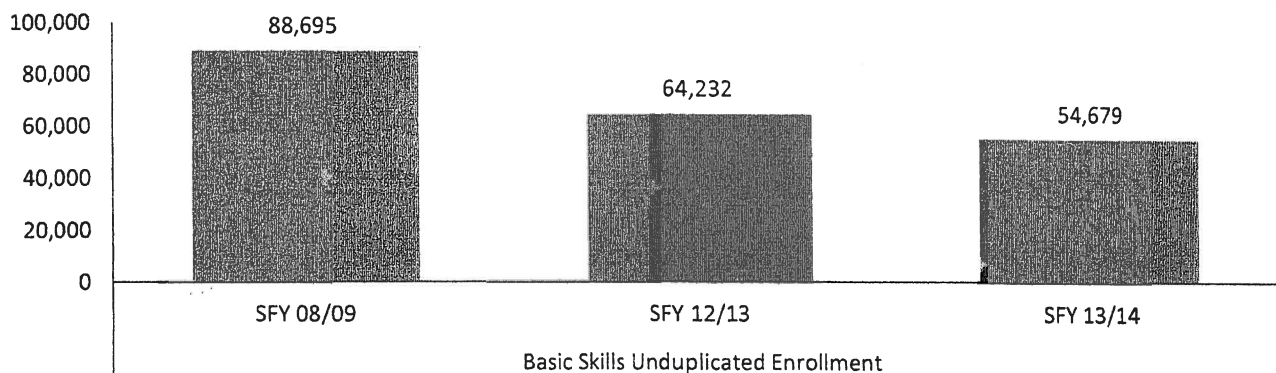
## REGIONAL FACT SHEET: INLAND EMPIRE

### BASIC SKILLS

#### NEED

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

#### ENROLLMENT



#### PERCENT OF NEED MET

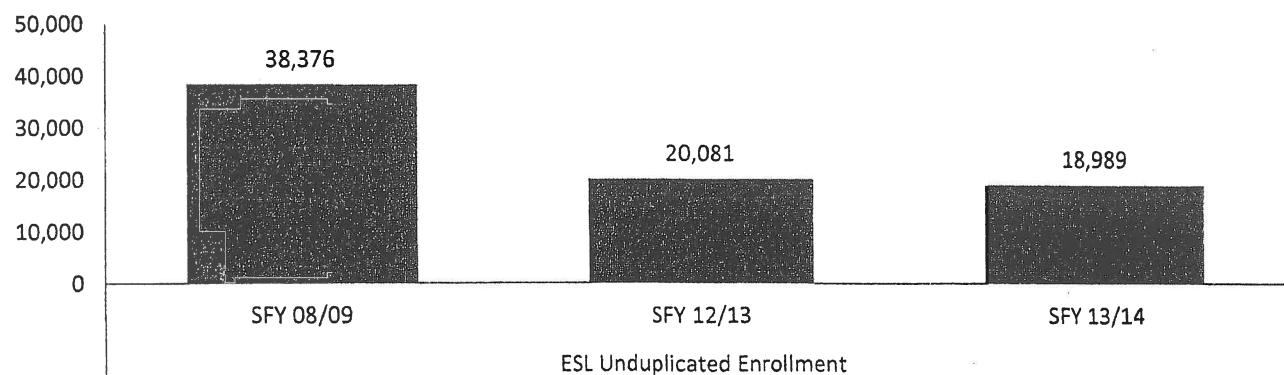
SFY 08/09	SFY 13/14
13.6%	8.4%

### ENGLISH AS SECOND LANGUAGE (ESL)

#### NEED

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

#### ENROLLMENT



#### PERCENT OF NEED MET

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



COLLABORATING TO BETTER SERVE  
THE EDUCATIONAL NEEDS OF ADULTS

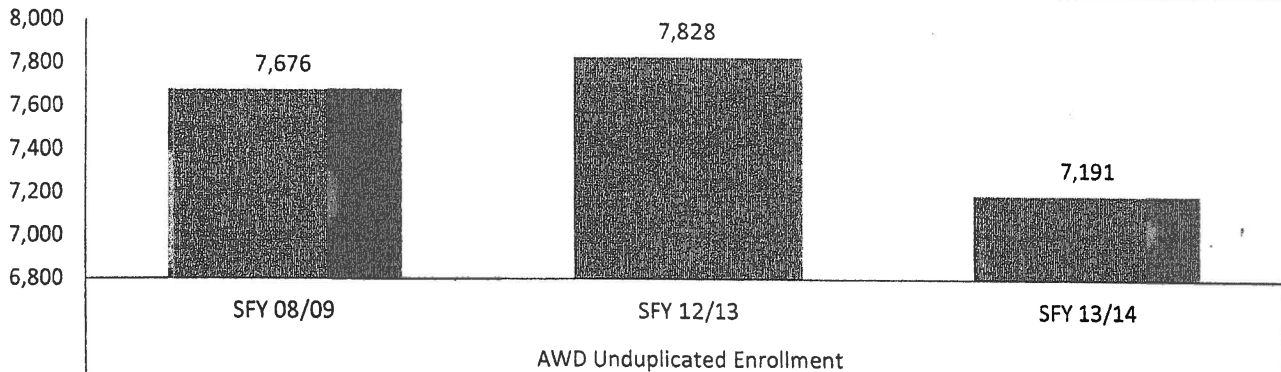
## REGIONAL FACT SHEET: INLAND EMPIRE

### ADULTS WITH DISABILITIES (AWD)

#### NEED

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



#### PERCENT OF NEED MET

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

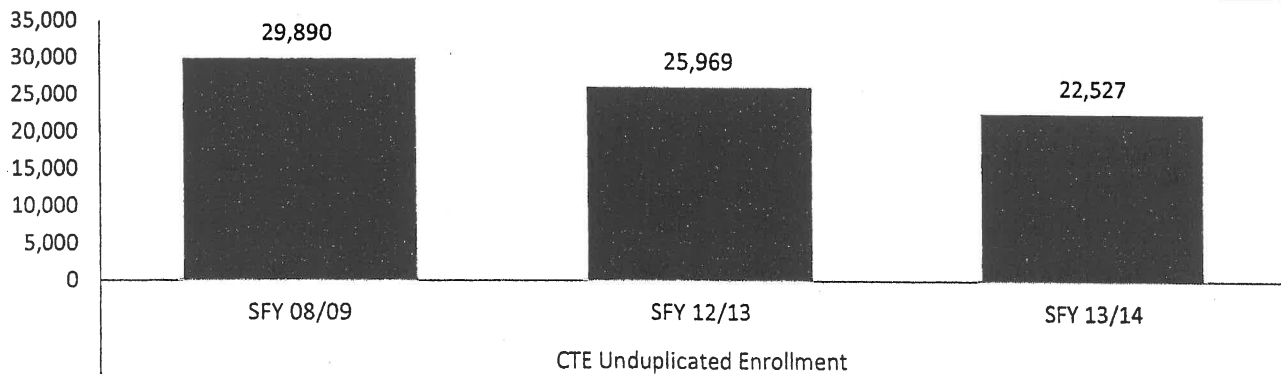
### CAREER TECHNICAL EDUCATION (CTE)

#### NEED

GAP: Number of unemployed people aged 25 to 64 with less than a high school diploma	72,867
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GAP: Number of unemployed people aged 20 to 24	83,370
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#### ENROLLMENT



#### PERCENT OF NEED MET

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

<sup>1</sup> Source for "Need" data comes from the U.S. Census Bureau's 2012 American Community Survey (ACS).

## Consortium Member Signature Block

Name:

M. Scott Godfrey, Assistant Superintendent, Ed. Services

Consortia Member:

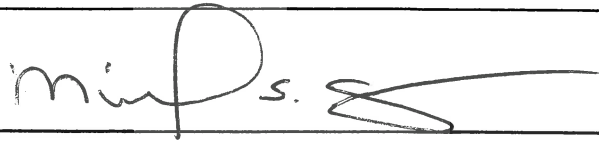
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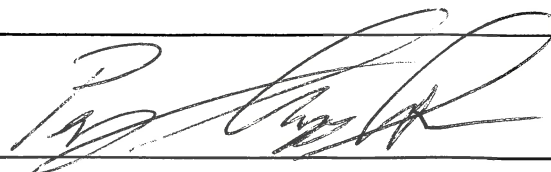
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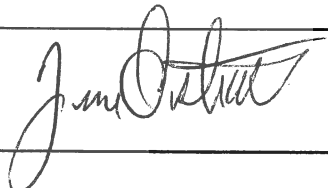
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