



**BARSTOW
AREA
CONSORTIUM
FOR ADULT EDUCATION**

Three-Year Plan
2019-2022

May 16, 2019

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Section 1: Consortium Information

Consortium Name: Barstow Area Consortium for Adult Education

Primary Contact Name: Elena Rivera

Title: Consortium Director

Phone: 760.252.2411 Ext. 6703

Email: ERivera@barstow.edu

Section 2: Comprehensive Regional Plan

2.1 Executive Summary

The Barstow Area Consortium for Adult Education (BACAE) is located 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 Unified School District, Barstow Community College, Barstow Unified School District, and Silver Valley Unified School District.

The San Bernardino Workforce Development Board's economic development plans do not address the specific needs of the Consortium. To that end, BACAE undertook several community surveys and a research project to learn more about the communities served by the Consortium and the needs of these communities.

BACAE holds Member Districts to a spirit of collaboration in all decision making. This Three-Year 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.

With a renewed commitment to the CAEP initiative, this plan was developed in a spirit of collaboration and partnership. During the 2019-2022 period, BACAE will primarily address gaps in service and seamless transitions. Additionally, the Consortium will deploy methods to support accelerated learning programs for students in their academic pathways and/or career goals.

The Consortium will work on building relationships with more community partners to leverage existing resources. To address the needs of rural areas, BACAE will develop and implement a Distance Learning policy. Lastly, BACAE Members will begin the process of WASC Accreditation as a precursor for applying for WIOA funds, in full recognition of the importance of braided/blended funding. While this might not be possible for every Member, the BACAE Board commits to exploring options to increase the rigor and credibility of all programs across the Consortium.

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



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.

The BACAE Board recognizes that Adult Education is a key component in building community equity across the region we serve.

2.2 Pre-Planning Assessment

To prepare for drafting the Three-Year Plan, BACAE engaged in a series of activities:

- A. As a first point of understanding the needs of the Barstow area, the Board of the Barstow Community Consortium for Adult Education commissioned an outside consultant to conduct an independent study of adult education in the Barstow area. Part of the task was to uncover gaps in service and identify underserved populations, as well as to cultivate community partnerships as a pathway into education and ultimately employment. The primary goal of the research was to inform the consortium as to the kind of Adult Education (AE) programs to develop, expand, and the types of support needed to help people make use of them. (Appendix A)
- B. The CAEP Three-Year Planning Self-Assessment Tool was utilized by the BACAE Board of Directors to assist in the process of planning for this report.
- C. An online Community Stakeholders Survey was deployed to all organizations operating in the BACAE program area. (Appendix B)
- D. A professionally facilitated “Meeting of the Boards” Stakeholder Meeting was held at Barstow Community College to gather input from the Member Districts Boards of Education and Board of Trustees. (Appendix C)
- E. A meeting was held with the five (5) CAEP Consortium Directors in San Bernardino County, where the San Bernardino Workforce Development Board delivered two presentations on Labor Market Information and the future of the County via the Vision2Succeed initiative. (Appendix D)
- F. American Community Survey; Self-Sufficiency Standard documents were used to better understand demographic data.
- G. San Bernardino County Labor Market Intelligence Report, released in February 2019, was used to identify industry trends and inform educational program offerings.
- H. CAEP Consortium Factsheet, released in April 2019, was used as a cross-reference tool in developing this Plan.

Table 1. Regional Service Providers

Provider Name	Provider Type	Address or location(s) where AE services are provided	Program Areas								If other, provide a brief description of services provided
			ABE	ASE	ESL	CTE	AWD	WR	PA	ACS	
Baker Valley Unified School District	Adult School	72100 Schoolhouse Ln, Baker, CA 92309 760-733-4567	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Adult School
Barstow Community College	College	2700 Barstow Rd, Barstow, CA 92311 760-252-2411	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	College
Barstow Unified School District	Adult School	551 South Avenue "H", Barstow, CA 92311 760-255-6131	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Adult School
Silver Valley Unified School District	Adult School	P.O. BOX 847 35320 DAGGETT-YERMO RD Yermo, CA 92398 760-254-2916	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Adult School
A Greater Hope Foundation	Nonprofit	231 E. Main St. Barstow, CA 760-590-2885	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Foster & Adoption Services
Back to Nature Prep	Daycare	27768 De Anza St. Barstow, CA 92311 760-221-7728	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Day/Childcare

Barstow Area Chamber of Commerce	Nonprofit	229 E. Main Street Barstow, CA 92311 760-256-8617	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Employer Engagement
Barstow Community Coalition	Nonprofit	22 Buena Vista Barstow, CA 760-254-3485	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Referring Agency
Barstow City Hall	Gov't	220 E. Mountain View St #A, Barstow, CA 92311 760-256-3531	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Municipal Government
Barstow Senior Center	Nonprofit	555 Melissa Ave, Barstow, CA 92311 760-256-5023	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Referring Agency
Barstow Christian School	Nonprofit	800 Yucca Ave Barstow, CA 92311 760-256-3556	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Day/Childcare
Barstow Library	Gov't	760-256-4850	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Literacy Programs						
Barstow S.A.F.E. Coalition	Nonprofit	932 Lassen Dr. Barstow, CA 92311 760-843-7003	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Non-profit
Barstow Youth Activities Center	Nonprofit	1401 Nancy St. Barstow, CA 92311 760-255-2422	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Referring Agency
Barstow Pregnancy Center	Nonprofit	521 E. Williams St, Barstow, CA 760-256-8323	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Pregnancy Support Services

Best Opportunities	Nonprofit	120 Cal Ave., Barstow, CA 92311 760-256- 1030	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Development Programs for Disabled Adults
Big Horn Community Center Barstow	Nonprofit	841 Barstow Rd, Barstow, CA 92311	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Referring Agency
Concordia Christian School	Nonprofit	420 Avenue E. Barstow, CA 92311 760-256- 8979	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Day/Childcare
Desert Discovery Center	Gov't	831 Barstow Rd. Barstow, CA 92311 760- 252-6060	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Referring Agency
Desert Sanctuary	Nonprofit	Haley House 703 E Main St. Barstow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Domestic Violence Shelter, Child Care Services, Drug Rehab
Dry River Ranch	Nonprofit	760-267- 4760	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Referring Agency
EC Barstow	Nonprofit		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	GED, Tutoring, and Employability Skills Preparation
Ft. Irwin	Military		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Military
Foursquare Church	Nonprofit	134 Main St. Barstow, CA 92311 760- 256-6076	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Referring Agency
Himmelrick Day Care Center	Day Care	28344 Rimrock Rd. Barstow, CA 92311 760-252- 5535	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Day/Childcare
Indian Health Inc.	Nonprofit	760-256- 9016	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Referring Agency

Lutheran Social Services of Southern California	Nonprofit	309 E Mountain View St #100 Barstow, CA 92311 760-256-7279	<input type="checkbox"/>	Referring Agency							
Mojave United Way	Nonprofit	210 W. Williams Barstow, CA 760-256-8789	<input type="checkbox"/>	Referring Agency							
New Hope Village	Nonprofit	100 W. Fredricks 760-256-1900	<input type="checkbox"/>	Transitional Housing Program							
Newberry Springs Family Center	Nonprofit	Newberry Springs Senior/ Family Center 760-257-3284	<input type="checkbox"/>	Referring Agency							
On the Rise Inc.	Nonprofit	305 E. Buena Vista Barstow, CA	<input type="checkbox"/>	Foster Services							
Positive Alternatives	Nonprofit	22 Buena Vista Barstow, CA	<input type="checkbox"/>	Probation, Reentry							
San Bernardino County Counseling Center	Gov't	805 E Mountain View St Barstow, CA 92311 760-255-5700	<input type="checkbox"/>	Counseling Services							
San Bernardino County Social Services	Gov't	760-256-1435	<input type="checkbox"/>	Social Services							
Stewart's Immigration Services	Immigration	316 E. Buena Vista Barstow, CA 92311 760-250-2845	<input type="checkbox"/>	Immigration Services							

Victor Community Support Services	Nonprofit	222 E Main St., Barstow, CA 92311	<input type="checkbox"/>	Foster Services								
Victor Valley Transit Authority	Gov't	17150 Smoke Tree St. Hesperia, CA 92345 760-948-3030	<input type="checkbox"/>	Transportation								

Table 2. Funding for Adult Education Programs and Services

Source and Type of Funds	Funding Estimates FY2019-20	Funding Estimates FY2020-21	Funding Estimates FY2021-22
State / Federal Funding			
AEP	\$928,474.00	\$928,474.00	\$928,474.00
CalWORKs	\$0	\$0	\$0
CCD Apportionment	\$0	\$0	\$0
Corrections	\$0	\$0	\$0
LCFF / District Funds	\$0	\$0	\$0
Perkins V	\$0	\$0	\$0
WIOA II	\$0	\$0	\$0
Other			
	\$0	\$0	\$0
	\$0	\$0	\$0
Total	\$928,474.00	\$928,474.00	\$928,474.00

*Not assuming COLA for out-years.

2.3 Community Need and Customers

To assess the needs of the Barstow area, the BACAE Board undertook a series of activities to better understand the needs, customers, and demographics of the communities served by the Consortium.

A. Community Research Study

The research study into the needs for Adult Education in the Barstow area was conceived as a Case Study. A case study focuses on a single instance of a subject matter and aims to understand the unique and characteristic features of the specific instance. In this case, the study focuses on the needs of the population in the Barstow area with respect to Adult Education.

To discharge the task the consultant carried out interviews and focus groups with adults participating in AE programs and adults in the community, spoke to professionals in education and social services in the area, participated in meetings, networked with local organizations and visited outlying parts of the region. During the interview process, local researchers associated with Adult Education also assisted.

The aim of the interviews and focus groups was to identify the situations and concerns that characterize the different needs groups in the Barstow area and to illuminate the following topics:

- What motivates adults to return to school? What challenges do they face?
- What keeps non-participating adults from pursuing education?
- Which programs in Adult Education (and possibly beyond) are needed or can attract more participation? How should they be offered?
- What conditions enable and empower people to take advantage of Adult Education?
- What partners in the community can provide access to people in need of, and capable of benefitting from, Adult Education?

The study yielded three key categories of results and suggestions regarding the needs of the Barstow area:

Category 1: Ideas and suggestions to create or expand existing AE programs. These are based for the most part on the voiced interests and actual choices of interviewees, but include also programs envisaged by the Dean of CTE.

Category 2: The establishment of Adult Education support structures and enabling conditions to help the targeted student groups while studying.

Category 3: The creation of favorable environmental conditions in the social environment, which bring promising candidates to AE and enhance the impact of AE in the community.

B. Three-Year Planning Self-Assessment Tool

The CAEP Three-Year Planning Self-Assessment Tool was used by the BACAE Board as a means of better understanding the current strengths and opportunities of the Consortium. The tool was used as a launch point of discussion, and resulted in a consensus outcome. Areas of strength included Capacity and Progress, while areas of opportunities included Connection, Entry, and Completion/Transition.

C. An Online Survey of Community Stakeholder Agencies

Through Barstow Community College, Office of Research an online survey was deployed via the Superintendents of each Member District and the President of the College. The intent of the survey was to gather input from key stakeholder agencies operating in the boundaries of the Consortium. The survey yielded 43 responses.

Agencies responded that knowledge of adult education programs is high, but that understanding the process of referrals needs to be improved.

	1 - STRONGLY DISAGREE	2 - DISAGREE	3 - NEUTRAL	4 - AGREE	5 - STRONGLY AGREE	DON'T KNOW	TOTAL	WEIGHTED AVERAGE
My agency/organization currently partners with adult education providers.	6.98% 3	2.33% 1	11.63% 5	37.21% 16	30.23% 13	11.63% 5	43	4.16
My agency/organization is aware of the adult education programs in the community.	2.33% 1	6.98% 3	13.95% 6	39.53% 17	32.56% 14	4.65% 2	43	4.07
My agency/organization understands how to refer clients to adult education programs.	4.65% 2	18.60% 8	16.28% 7	30.23% 13	23.26% 10	6.98% 3	43	3.70
My agency/organization actively encourages clients to enroll in adult education programs.	4.65% 2	4.65% 2	18.60% 8	37.21% 16	23.26% 10	11.63% 5	43	4.05
My agency/organization currently partners with local members.	2.33% 1	4.65% 2	11.63% 5	44.19% 19	23.26% 10	13.95% 6	43	4.23

Respondents identified the top five (5) barriers to adult education entry as being: Sufficient Childcare, Lack of Knowledge About Programs, Not Sure How to Begin Enrollment, Hesitancy to Return to School, Transportation, and Lack of Technology Knowledge for Online Applications.

ANSWER CHOICES	RESPONSES	
Sufficient childcare	79.07%	34
Transportation	48.84%	21
Hesitancy to return to school	55.81%	24
Lack of knowledge about programs	69.77%	30
Times of classes	23.26%	10
Lack of technology knowledge for online applications	48.84%	21
Not sure how to begin enrollment	58.14%	25
No access to the internet to learn more about classes	13.95%	6
Generational poverty	46.51%	20
Lack of support from family/community	37.21%	16
Other (please specify)	4.65%	2
Total Respondents: 43		

Respondents were also asked to identify the top three (3) interventions/strategies that would have the greatest near-term, positive impact on the Barstow area. Tied for Number 1 were “Develop stronger community outreach to inform people about available education programs, admission processes, documentation requirements, etc.” and “Build stronger links between Adult Education programs and jobs in the community.”

ANSWER CHOICES	RESPONSES	
Host stakeholder meetings for all interested agencies/organizations across the region to better share information.	11.63%	5
Create an easy referral process between agencies and adult education service providers.	44.19%	19
Develop stronger community outreach to inform people about available education programs, admission processes, documentation requirements, etc.	65.12%	28
Create strategies to assist learners with work/life balance.	18.60%	8
Build stronger links between Adult Education programs and jobs in the community.	65.12%	28
Provide workshops to overcome anxiety about re-entering education programs.	23.26%	10
Deliver presentations throughout the community to share information about available programs and services.	37.21%	16
Offer education counseling services in non-traditional locations (community centers, churches, etc.).	30.23%	13
Other (please specify)	4.65%	2
Total Respondents: 43		

When ranking those in the community who were most in need of adult education services, the survey respondents identified the following as the top three groups: High School Dropouts, People coming out of rehabilitation programs (including prison, probation, transitional housing, substance abuse programs, and domestic violence programs), and non-graduating high school seniors. People changing careers, military personnel and/or spouses, and immigrants were the remaining groups.

	1	2	3	4	5	6	TOTAL	SCORE
People coming out of rehabilitation programs, prison reentry program, probation, transitional housing, substance abuse programs, domestic violence programs.	20.93% 9	13.95% 6	25.58% 11	11.63% 5	11.63% 5	16.28% 7	43	3.72
High school dropouts.	23.26% 10	13.95% 6	20.93% 9	20.93% 9	13.95% 6	6.98% 3	43	3.91
Non-graduating high school students.	13.95% 6	30.23% 13	13.95% 6	11.63% 5	20.93% 9	9.30% 4	43	3.77
People who are changing their careers, and need new skills to succeed.	23.26% 10	9.30% 4	11.63% 5	25.58% 11	9.30% 4	20.93% 9	43	3.49
Military personnel and/or spouses.	11.63% 5	20.93% 9	13.95% 6	4.65% 2	30.23% 13	18.60% 8	43	3.23
Immigrants to the region.	6.98% 3	11.63% 5	13.95% 6	25.58% 11	13.95% 6	27.91% 12	43	2.88

HSD/HSE were the top ranked programs needed in the community followed by CTE, ESL, Life Skills, Citizenship, and Entrepreneurship.

	1	2	3	4	5	6	7	TOTAL	SCORE
Citizenship (examples: civic participation, voting, citizenship exam preparation, etc.)	0.00% 0	6.98% 3	2.33% 1	32.56% 14	18.60% 8	27.91% 12	11.63% 5	43	3.07
Entrepreneurship (examples: starting a business, project management, budgeting marketing, etc.)	0.00% 0	2.33% 1	2.33% 1	2.33% 1	9.30% 4	13.95% 6	69.77% 30	43	1.60
Life skills (examples: time management, coping strategies, self-awareness, etc.)	9.30% 4	4.65% 2	11.63% 5	16.28% 7	20.93% 9	25.58% 11	11.63% 5	43	3.42
English as a Second Language (ESL)	11.63% 5	13.95% 6	27.91% 12	20.93% 9	11.63% 5	11.63% 5	2.33% 1	43	4.49
GED or other High School equivalency	20.93% 9	34.88% 15	18.60% 8	4.65% 2	9.30% 4	6.98% 3	4.65% 2	43	5.14
High School diploma completion	27.91% 12	30.23% 13	16.28% 7	9.30% 4	6.98% 3	9.30% 4	0.00% 0	43	5.35
Career and Technical Education programs (examples: welding, automotive, hospitality, etc.)	30.23% 13	6.98% 3	20.93% 9	13.95% 6	23.26% 10	4.65% 2	0.00% 0	43	4.93

The data collected has helped to shape the direction of the Consortium's Three-Year Plan, as well as provide a list of interested agencies that agreed to participate in ongoing, regularly scheduled Stakeholder Meetings, sponsored by the BACAE Board.

D. Meeting of the Boards

A meeting of the Boards Stakeholder Meeting was held in February 2019. This meeting, while open to the public, included the Boards of Education from the three K-12 school districts, and the Community College Board of Trustees. Professionally facilitated, the meeting yielded information about the goals of each Member District, and the areas of focus for the coming 12-month period and beyond.

When asked “What do we want to celebrate in three years?”, the group identified and agreed upon on the following items:

- Hire full-time instructor at Fort Irwin
- Barstow Community College has increased non-credit offerings
- Better, systemized approach to community outreach
- Robust apprenticeship program
- High enrollment across all programs
- Increased CTE opportunities, focused on jobs within the community
- Highly active adult school
- More funding resulting from increased enrollment
- Leveraged relationships with the workforce
- Personalized outreach: embrace students who are hesitant to return to school
- Offer courses in multiple languages
- Expansion of current programs
- Training certification center
- Central location where adult learners can come for information
- 150 GED completers
- Soft skills tied in with basic skills program
- ESL at elementary schools
- WASC accreditation leading to federal funding

Additionally, a SWOT Analysis was conducted which helped to focus the discussion on identifying key accomplishments for the short- and long-term. Ranked in order of importance (with asterisk representing votes from the attendees), the following list represents the key goals of the Meeting of the Boards:

- Educate the community about what we do *****
- Leverage resources (pathways) across the board *****
- Barstow Adult School becomes hub for the community ****
- Expand program hours ***
- Determine what we need to become accredited **
- Educate the educators *
- Address barriers regarding childcare and transportation *
- Revamp curriculum to meet needs *
- Find strategies to better partner with City (i.e., share student success stories at Chamber of Commerce and City Council meetings) *
- Hire full time instructor at Fort Irwin *

E. San Bernardino County Consortia and Workforce Development Meeting:

San Bernardino County is the largest county in the United States. As such, there are five (5) CAEP Consortia that represent 7 Community Colleges, 33 K-12 School Districts, 3 County ROPs, and 1 Workforce Development Board. To ensure alignment between the five (5) CAEP Consortia, a meeting was called in February 2019, for the five CAEP Consortium Directors and the San Bernardino Workforce Development Board.

The meeting included two presentations from the San Bernardino WDB, followed by a discussion of the CAEP Consortium Directors on how best to align Three-Year Plans and other efforts moving forward. The SB WDB presentation focused on the needs of adults in the County, and on the four top growth sectors: Logistics/Transportation; Logistics/Warehousing; Manufacturing; Healthcare.

Moving forward, the five Consortia Directors agreed to meet quarterly to ensure the continued alignment of goals and strategies.

F. American Community Survey; Self-Sufficiency Standard

According to the 2017 American Community Survey (<https://www.census.gov/>), 21.6% of the Barstow area does not complete high school.

The median income of \$36,606 falls short of the required income shown Self-Sufficiency Standard (<https://insightcced.org/2018-self-sufficiency-standard>), a family of four requires an income of \$59,553 or an hourly wage of \$14.10 for each wage-earning adult in the household. This makes the cost of living very high, given the jobs available in the Barstow area. Additionally, 36.4% of the population lives below the federal poverty line.

Non-native English speakers account for 25.4% of the population, with 21.6% being native Spanish speakers. Asian and Pacific Island languages account for an additional 2.3% of the population.

Adult education providers in the Barstow area do not receive federal funding under WIOA, nor are any of the programs WASC accredited. There are no correctional education or jail programs in the Barstow area, but the Probation Department offers GED preparation.

G. San Bernardino County Labor Market Intelligence Report

County employment grew 3.6% year-to-year as of Q1 2018, as compared to the California rate of 2.4%. Additionally, the County's average annual wage increased 2.7% year-to-year. In 2017, the County on net saw roughly 25,000 new residents settle in the region through domestic migration. Home prices in San Bernardino County are 60% less than in neighboring Orange County and 50% less than in neighboring Los Angeles County. In 2017, median contract rent in San Bernardino County accounted for roughly 30% of median household income, below the 33% in Los Angeles and Orange Counties. While San Bernardino County's youths (ages 16 to 24) have a higher Labor Force Participation Rate (LFPR) than their coastal counterparts, among the County's prime working age population (ages 25 to 64), LFPR has been trending down for workers of all educational attainment levels.

Released in February 2019, the Labor Market Intelligence Report identifies four (4) key industries in San Bernardino County.

Industry 1: Transportation

In 2017, the Transportation sector accounted for around 6% of County employment. Since 2010, employment in Transportation has grown by approximately 27% (around 9,000 jobs), which is in line with the sector's growth at the state level. Transportation wages have been growing since 2010 and have increased by 13% since then (compared to 16% for overall wages in the County). The Transportation sector has created more jobs than the locally available talent pool can accommodate.

Industry 2: Warehousing

In 2017, the Warehousing sector accounted for around 9% of County employment. From 2010-2017, the number of warehousing jobs in the County has nearly doubled, growing from roughly 35,000 to nearly 69,000. Wages in the Warehousing industry have grown by 5% since 2010 and on an annualized basis, accounting for inflation, real wages in Warehousing have declined since 2010. Trends in Warehousing wages have acted as a drag on the capacity for wages to increase in the County's broader economy. While the share of temporary help services workers has come down from its peak in 2015, temporary workers have represented a greater share of the County's employment than they have in the state since 1998.

Industry 3: Manufacturing

In 2017, the Manufacturing sector accounted for around 9% of all jobs in both San Bernardino County and the State of California. Although historically declining, Manufacturing employment has grown 22.5% since 2010 in the County (CA, 6% and U.S., 8%). The industry in the County has been growing at three times the pace of the industry's growth in the rest of the state. In 2017, the average Manufacturing job in San Bernardino County paid an annual wage of \$55,670. From 2012-2017, the number of Manufacturing workers commuting from Los Angeles County to San Bernardino County doubled. Among Manufacturing workers in San Bernardino County who have less than a high school diploma, 59% earned less than \$30,000 in 2017, whereas 70% of those with at least a bachelor's degree made at least \$50,000.

Industry 4: Healthcare

In 2017, the Healthcare sector represented 14.3% of County employment. The Center expects the Healthcare industry to make the largest contributions to job gains in San Bernardino County over the period from 2018 to 2028. From 2010- 2017, the Healthcare sector grew by an impressive 59%, adding around 38,000 jobs. Over that same period, wages in the Healthcare industry have been flat, at around \$47,000 per year. The number of County residents working in Healthcare with a bachelor's degree or above increased by 38% over the last five years.

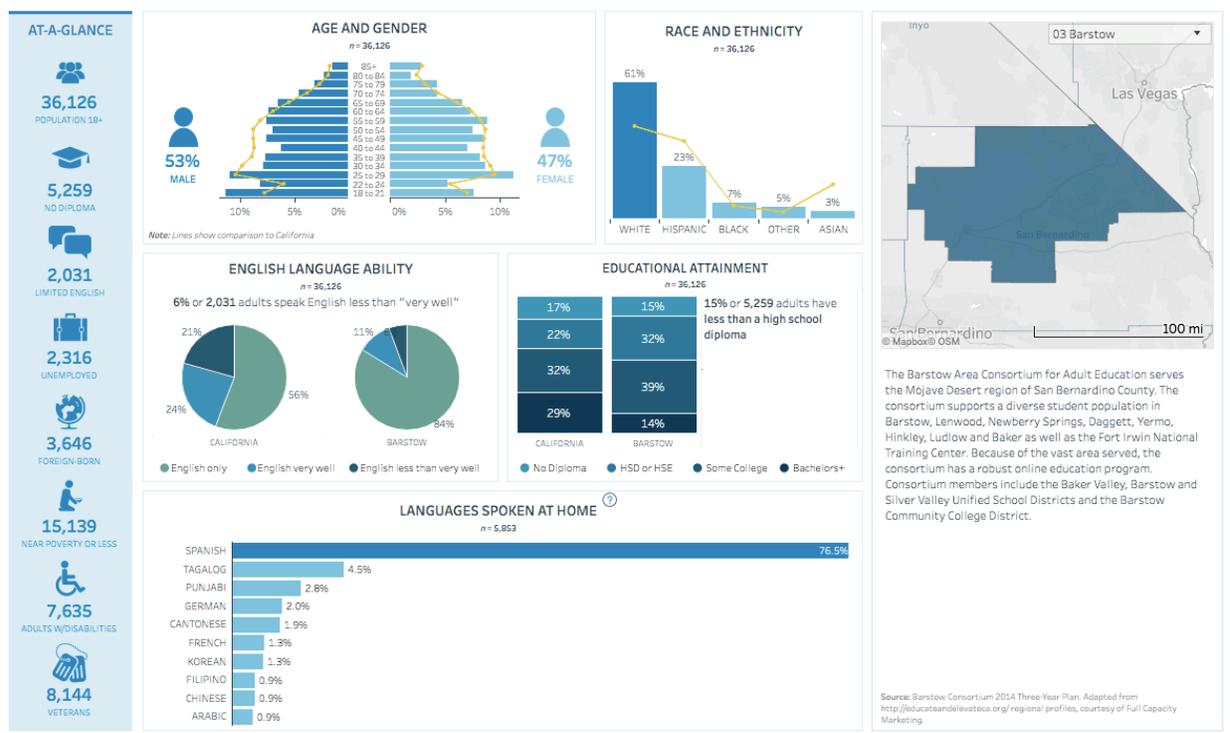
All four industry clusters profiled grew faster in terms of employment in San Bernardino County since 2010 than they did at the state or national levels. Together, these sectors account for around 40% of the County's total employment, but they have accounted for 55% of all job growth in the County since 2010.

Barstow Community College, in partnership with adult education service providers, will utilize the LMI data during the decision-making process of developing noncredit, short-term CTE certifications for gainful employment.

H. CAEP Fact Sheet

Regional Demographics [®]

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The data from this factsheet was used to cross-reference data provided by the San Bernardino County Workforce Development Board.

2.4 Identifying Goals and Strategies

Figure 1. Logic Model

Goal Area	Strategy	Output	Short-Term Outcomes (12-Month)	Intermediate Outcomes (1-3 Years)	Long-Term Outcomes (3-5 Years)
<i>We will focus on the following AB104 Objectives:</i>	<i>We will accomplish the following activities:</i>	<i>These activities will produce the following evidence or service delivery:</i>	<i>If accomplished, these activities will lead to the following outcomes in the next year.</i>	<i>If accomplished, these activities will lead to the following outcomes in 1-3 years.</i>	<i>If accomplished, these activities will lead to the following outcomes in 3-5 years.</i>
1. Seamless Transitions	A. Improve initial student data collection and ongoing data tracking	Accurate Consortium Data for State/Federal Reporting; Data-Driven Instruction	5% increase in the number of literacy gains in all CASAS-tested areas as measured via the DIR and MIS reports	10% higher percentages of program participation as measured via the DIR and MIS reports	15% higher percentages of program participation and completion
	B. Create short-term CTE programs to support Adult Schools students transitioning to the College	Create curriculum to support career exploration and the College Guided Pathways	Implementation of two career CTE pathways	Increased transition to postsecondary & CTE; Pre-Apprenticeship programs	Apprenticeship programs
	C. Increase number of ABE/ASE/ESL courses based on community need and enrollment demand	Increase and more flexible class scheduling (including more hours and weekends); Greater student persistence	Increased attainment of literacy gains; better understanding of data usage	Additional funding streams due to increased performance outcomes and graduation rates	Ongoing community needs evaluation

D. Increase completion in all programs	Greater number of students transitioning to postsecondary programs and the workforce	5% completion growth	10% completion growth	15% completion growth
E. Develop co-enrollment opportunities between Adult Schools and the College	Greater transition of students to postsecondary, for credit programs	Two pathways aligned to college courses	Five pathways aligned to college courses	Pathways for all relevant courses
F. Implement consortia-wide agreement for acceleration into college level courses using EFLs, CASAS scale scores and other multiple measures	Process for a seamless transition to postsecondary	Agreement on criteria for student enrollment and support	Explore implementation of the GED College Ready + Credit Program for students who earn between 175-200 on the GED Tests (3 credits for History; 3 credits for Math; 3 credits for Science; 1 credit Language Arts)	Explore dual enrollment for adult education students at the highest EFL level, with complimentary CASAS scale scores, and at least one College Ready GED Test score.
G. Implement a transition plan for students identified with disabilities from the K-12 programs into Adult Education	Processes and procedures will be created between the Adult Education schools and the SELPAs of each Consortium Member	Implementation of processes and procedures for students	Increased numbers of adults with disabilities enrolled in Adult Schools	Established transition programs for adults with disabilities to postsecondary and/or workforce

H. Create a cadre of Adult Education ambassadors	Implement a program of adult education ambassadors, especially in outlying places, who are trained on the options and pathways available in Adult Education	Conduct needs assessment; define the purpose and vision of the Ambassador program; Identify stakeholders	Create program for pilot implementation	Reevaluate fully implemented program
I. Increase number of pre- and post-test pairs on CASAS tests	Narrow the gap between the state average and Member District pre- and post-test percentages on the DIR and MIS reports	Each Consortium Member will increase their respective pre- and post-test score pairs by 3% - 5%	Each Consortium Member will increase their respective pre- and post-test score pairs by 3% - 5%	Each Consortium Member will increase their respective pre- and post-test score pairs by 3% - 5%
J. Increases number of students who engage in classes for more than 12 hours	Higher performance outcomes across all Member Districts	Each Consortium Member will increase their respective student hours by 3% - 5%	Each Consortium Member will increase their respective student hours by 3% - 5%	Each Consortium Member will increase their respective student hours by 3% - 5%

<p>2. Gaps in Service</p>	<p>A. Expand and improve outreach and marketing to target identified populations</p>	<p>Increased enrollment for all Member Districts</p>	<p>Increased social media presence; Enhanced print marketing campaign; Ongoing radio PSAs</p>	<p>Increased social media presence; Enhanced print marketing campaign</p>	<p>Increased social media presence; Enhanced print marketing campaign</p>
	<p>B. Educate the community about Consortium activities and roles</p>	<p>Greater awareness of community organizations, and stronger partnerships</p>	<p>Bi-Annual Community Stakeholder meetings</p>	<p>Formation of an ongoing advisory council for BACAE</p>	<p>Ongoing engagement with business, faith-based, and non-profit stakeholders</p>
	<p>C. Expanded service hours and classes offered across all Member Districts</p>	<p>Increase number of classes offered; Greater student persistence</p>	<p>Faster and higher literacy gains; Better understanding of data-driven instruction</p>	<p>WASC Accreditation; Fully established ESL program</p>	<p>WIOA Funding; Full time school offerings</p>
	<p>D. Increase student participation in work-based learning activities</p>	<p>Greater transition to the workforce and job promotion</p>	<p>Identify industry sectors interested in offering programs</p>	<p>Develop a pilot program for work-based learning opportunities (linked to short-term CTE programs)</p>	<p>Full implementation of site-based programs</p>
	<p>E. Develop a Career Pathway and courses for entrepreneurship</p>	<p>Greater number of people opening and operating small businesses in the region</p>	<p>Establish a pilot course for entrepreneurship program</p>	<p>Establish an incubator, in partnership with EDD and the Chamber of Commerce, to help start local businesses</p>	<p>Reevaluate and adjust per community needs</p>

F. Workplace / Contextualized ESL (VESL) courses	Increased programs offerings and enrollment	Pilot programs in all Members Districts for contextualized ESL	Fully established VESL programs	Expanded program offerings by all Member Districts as needed
G. Basic Skills Courses	Increased programs offerings and enrollment	Pilot programs for Basic Skills established by all Members	Fully established Basic Skills programs	Expanded program offerings by all Members

3. Student Acceleration	A. Increase enrollment, graduation rates, and transitions to post-secondary and/or employment	Increased performance outcomes	5% increase in transitions validated through DIR and MIS reports	10% increase in transitions validated through DIR and MIS reports	15% increase in transitions validated through DIR and MIS reports
	B. Improve information available to students about career pathways, career opportunities, and alignment between course offerings at the adult schools and the community college	Develop a Student Handbook; Develop Course Catalogue	Conduct a study to determine community needs for Career Pathways	Establish a pilot program	Reevaluate program success and create next-steps
	C. Create structures for work-life-study balance	Support structures that helps people integrate the work and life with the demands of study	Pilot a program for mentorship	Pilot a program for support groups	Have a recognized program that supports the work-life balance of adult learners

<p>4. Professional Development</p>	<p>A. Develop an ongoing professional development plan for all Members and Partners.</p>	<p>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</p>	<p>The BACAE Board and Member District Faculty/Staff will attend regional, state and national conferences and convenings; Information gathered will be used to provide ongoing internal professional development</p>	<p>Ongoing participation in professional development opportunities by Board, Faculty and Staff</p>	<p>Ongoing participation in professional development opportunities by Board, Faculty and Staff</p>
	<p>B. Program-specific professional development</p>	<p>Greater depth of knowledge for adopted assessments, programs, and curricula; Andragogical Instructional Best Practices (differentiated instruction to meet varied learning styles)</p>	<p>Increased level of data-driven placement and instruction</p>	<p>Increased National Reporting System Educational Functioning Level gains</p>	<p>Reevaluate</p>

<p>5. Leveraging Resources</p>	<p>A. Engage with the Workforce Development Board across all Consortium communities.</p>	<p>Develop policies and procedures for cross-agency referrals</p>	<p>Increase in labor force participation; increased job promotions; increased wages</p>	<p>Pilot programs with the Workforce Development Board</p>	<p>Established partnerships with the Workforce Development Board</p>
	<p>B. Leverage resources to serve more adult learners through a collective impact model</p>	<p>Develop a strategic plan to identify economies of scale across Member Districts</p>	<p>Implementation of strategies to leverage existing resources</p>	<p>Additional strategies added to strategic plan</p>	<p>Reevaluation of strategies to align to current funding streams</p>
	<p>C. Barstow Adult School will become a hub for the greater community</p>	<p>Barstow Adult School will sign shared use agreements to provide a greater level of services</p>	<p>BCC will offer ESL classes at Barstow Adult School</p>	<p>Multiple community partners will offer services at Barstow Adult School</p>	<p>Barstow Adult School will be the community hub for adult education, workforce training, and other support services</p>
	<p>D. Partner with the Workforce Development Board on developing an employability skills program, IET opportunities, and employer-focused basic skills training</p>	<p>Identify areas for collaboration</p>	<p>Engage with regional employers, and sign MOUs, to identify programs that can be supported through BACAE and Workforce Development Board</p>	<p>Pilot programs with the Workforce Development Board</p>	<p>Reevaluate and adjust as needed</p>

E. Create a Childcare Resource Guide for Parents	Reduce the impact of the childcare barrier on adult students	Convene a community stakeholder meeting to draft the framework of the Guide	Continue to refine the guide with resources, recommendations, and solutions	Continue to refine the guide with resources, recommendations, and solutions
G. American Job Center representative at select Member sites	Career and job placement liaison	Establish MOU with Workforce Development Board	Dedicated American Job Center time at select Member sites	Expansion of programs to include all Members
H. Identify transportation alternative for adult students	Increased enrollment, program participation and decrease in barrier to academic programs	Identify funding through local transportation providers	Resources available to adult students	Reevaluate community needs

Table 3. Progress Indicators

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

2.5 Piloting and Implementation

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

Silver Valley USD: Self-Study Lab

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

Barstow Adult School: Pearson VUE Test Center

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

Baker Valley USD: Employer Engagement

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

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

The adult basic education programs offered at Ft. Irwin are already recognized by the Department of Defense as a top-tier instructional model. Service members from around the world regularly attend classes to improve basic skills and prepare for military promotions. This program's success is tied closely to the instructor, and the instructional methodology employed in the classroom. To ensure the success and longevity of the program, additional instructors will be added to the faculty, with comprehensive training to ensure the ongoing success of the program.

BACAE: Develop and Implement a Community Engagement Plan

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



BARSTOW
AREA
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FOR **ADULT EDUCATION**

Appendix A

ADULT EDUCATION IN THE BARSTOW REGION:
NEEDS AND OPPORTUNITIES
Community Research Report to the
Barstow Area Consortium for Adult Education

**ADULT EDUCATION IN THE BARSTOW REGION:
NEEDS AND OPPORTUNITIES**

**Community Research Report to the
Barstow Area Consortium for Adult Education**

Helga Wild

With thanks to the Barstow community for their help and for their generosity with their time.

Executive Summary

The research into the Adult Education (AE) needs of the Greater Barstow area uncovered several population groups that can become more successful through improved and expanded Adult Education programs. What kind of AE programs they are most attracted to, and what type of support the groups would require, is the subject of this report.

Participation in AE is made more difficult by the decline of the local economy; its impact and ways to mitigate it need to be considered alongside the efforts to improve and expand AE programs.

On the positive side, there are local charitable organizations working with at-risk groups, which can use education as a way to stabilize their clients' existence. At the moment, they work for the most part in isolation of one another and unconnected to Adult Education institutions in the area. An integrating vision and practice of Adult Education with smooth transitions into, and out of, education can play a central role in bringing the collective effort to fruition.

By 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 the community's economic decline around.

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I. Introduction

The Task of Community Research

The Board of the Barstow Community Consortium for Adult Education (BACAE)¹ asked an outside consultant to conduct an independent study of adult education in the Barstow area. Part of the task was to uncover gaps in service and identify underserved populations, as well as to cultivate community partnerships as a pathway into education and ultimately employment. The primary goal of the research is to inform the consortium as to the kind of Adult Education (AE) programs to develop, expand, and the types of support needed to help people make use of them.

To discharge the task, the consultant carried out interviews and focus groups with adults participating in AE programs and adults in the community, spoke to professionals in education and social services in the area, participated in meetings, networked with local organizations and visited outlying parts of the region. During the interview process local researchers associated with Adult Education also assisted. Their help in carrying out this plan is gratefully acknowledged.

The aim of the interviews and focus groups was to identify the situations and concerns that characterize the different needs of groups in the Barstow area and to illuminate the following topics:

- What motivates adults to return to school? What challenges do they face?
- What keeps non-participating adults from pursuing education?
- Which programs in Adult Education (and possibly beyond) are needed or can attract more participation? How should they be offered?
- What conditions enable and empower people to take advantage of Adult Education?
- What partners in the community can provide access to people in need of, and capable of benefitting from, Adult Education?

What does Adult Education mean?

In order to make best use of the material from the interviews, it is important to come to terms with the meaning of the term 'Adult Education,' or better, with the meaning variations held by different people:

- Adult students at Barstow College took Adult Education to mean that someone over 18 engages in any form of educational activity. This accords with the definitions found in the Oxford Dictionary and in Wikipedia.²
- Participants in ESL classes saw ESL as part of Adult Education; for the rest they entertained the same meaning as their fellow students cited above.

¹ The Barstow Community Consortium consists of the Barstow Unified School District, the Baker Unified School District, the Silver Valley Unified School District and the Barstow Community College.

² https://en.oxforddictionaries.com/definition/us/adult_education/ https://en.wikipedia.org/wiki/Adult_education

- Interviewees outside of college interpreted the term narrowly as pertaining only to finishing one's High School diploma or its equivalent. Some people stated preemptively that their employees, clients or church members all had their High School Diploma, hence were not in need of Adult Education.

The definition issued by the State of California to inform its Adult Education Block Grant is narrower than the dictionary definition, but broader than the one cited immediately above. It encompasses seven funding categories (see Table 1). Only the members of the consortium and people working with them at Barstow College and the Unified School Districts of Barstow, Silver Valley and Baker were aware of, and followed the state's definition.

Table 1.

- | |
|---|
| <ol style="list-style-type: none">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 adults 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. |
|---|

AB104 Program Guidance 031716, p. 6/7

Which meaning of Adult Education was at work in a given conversation or interview will be stated wherever possible and relevant, unless it is obvious from the type of remark. When no modifying remark is added, then the report implies the state's definition of AE.

For the most part it was not attempted to influence the interviewees' interpretation, since what people understood under the term Adult Education was itself relevant for the information they provided. However, the variation in understandings of Adult Education in the population should be kept in mind for the marketing efforts.

II. Methodological Considerations

A Case Study

The research into the needs for Adult Education in the Barstow area is conceived as a Case Study. A case study focuses on a single instance of a subject matter and aims to understand the unique and characteristic features of the specific instance. In this case, the study focuses on *the needs of the population in the Barstow area with respect to Adult Education*.

The findings of this study can be compared and contrasted with the needs of populations in other areas and counties. However, showing a deviation from a national or state average does not invalidate the study. It merely tells us that we are dealing with more of an outlier, not with a case in the center of the distribution. In fact, deviation is to be expected in our case, since Barstow is extreme also in statistical terms (see figures cited below). The median income has further decreased in Barstow in recent years.³

	Poverty rate (%)	Median income (K annually)	People with Disabilities (%)	People w/o Health Insurance (%)	Unemployment rate (%)
California	15.3	61.8	6.8	8.3	5.2
Barstow	33.7	39.6	12.8	11.2	7.9

Figure 2. Population characteristics comparing California to Barstow.

Representativeness in Qualitative Methods

A case study does not aim at statistical significance. It attempts to capture what is most characteristic and relevant about the specific case. The main point of our case study is to describe the needs of the Barstow population in enough detail to enable informed decisions on the subject. The methods of the investigation must be verbal, since we are concerned with the motivations and concerns of human beings.

A pre-designed fixed set of questions like in a survey would not be useful, because that requires that one chose the relevant questions beforehand and runs the danger of excluding important aspects, which are unknown at the beginning of the study. Qualitative methods of interviewing, unlike surveys, present non-leading questions and open-ended topics to incite interviewees to talk freely about their situation. The interviewer follows the lead of the persons interviewed rather than dictating the course. In this manner the interviewer hears also about things she did not anticipate and can uncover the total set of concerns over time.

Representativeness has been achieved, when one has unearthed all relevant perspectives on the topic of investigation and new interviews only confirm what one has already

³ See <https://www.census.gov/library/visualizations/2017/comm/change-median-income-2007-2016.html>).

heard. At that point the information gathering can end and one can start with the analysis. Only when all issues have been exhausted in this way, will the researcher create categories to structure and analyze the findings. (This is sometimes called *structured analysis* in the literature.)

Sampling Strategy

When it comes to finding people to interview, the methodology makes use of existing social networks. One starts by speaking with the people that are at the center of the concern and already motivated: with the leadership of the education institutions and the staff working on Adult Education. From there one moves on to people they know and recommend talking to: leaders in the community, counselors in the institutions, teachers in AE programs, etc. This second round of referrals, which is connected to yet other groups, can connect the interviewer to students or to adults in the community. In this manner every interview provides information and also opens new perspectives and new connections. This kind of sampling is called *snowball sampling*, because it starts with a small group of people, expands the sample by asking the first interviewees for referrals from their network, then asks the second round of referrals for their referrals, and so on.

In the present case the consultant contacted and interviewed a hundred people over a period of several months, fanning out from the core group of administrators and teachers in the member organizations of the Barstow Consortium for Adult Education. About a third of the interviewees were students in AE programs; another third were adults working in or residing in the Barstow area, which were considered potential AE students. The last third of interviews were with professionals working with students or potential students situated in educational institutions or social service organizations throughout the Barstow region.

In addition, the consultant went to meetings of social service organizations and visited local organizations and community centers to understand their work and their clients and build potentially useful relationships.

Validity of information

The validity of the information received is established by *triangulation*. When people say the same thing independent of one another, that information becomes trust worthier and more generally applicable. In other words, the more a piece of information is repeated by different sources, the more it goes from being an individual opinion to becoming a recognized and acknowledged social fact.

Benefits of the method

The benefit of following this course of research is that the face-to-face encounters, beyond returning highly detailed and honest information, also build relationships of trust with a large number of people in the community, which can be leveraged when implementing change. This is why this kind of method, even though it seems time-consuming in the beginning, ends up saving time in the end.

Toward the end of the information-gathering phase, conversations naturally shift into a design mode. The in-depth description of the issues in all their variance generates clear

directions, where the core issues reside and where solutions may be found. Building more and tighter connections in the community overcomes communication silos. The conversations with people in different places uncover overlapping interests and lead to a joining of forces, which advances all parties' goals. Thereby the diagnosis of common ills turns into a shared concern for solutions. People in collaboration can generate better ideas how to address acknowledged obstacles. All participants also gain access to a greater range of resources through their participation in the network, and thus have better chances at succeeding in their self-appointed tasks than as a single organization working in isolation.

Change has already started

Sometimes merely bringing people together already results in a positive change, when namely the parties recognize the immediate advantage of linking up. For instance, the probation officer realized that by sending her graduates to a CTE class, she could increase the probability that they find their way into a legitimate existence after incarceration.

By the time of this report some changes have already occurred, due to the activities of the consortium, to the interest of local organizations, and the way in which this research and design methodology has forged connections and built community.

- Many more local organizations and groups are now aware of the Adult Education programs and the work of the Barstow Consortium for Adult Education.
- There is willingness in the churches, the community centers and the social service organizations to work together to advance the education option for their clients.
- A Transition Counselor has been selected to work between local Unified School Districts and the Barstow College to smooth the path between High Schools and college.
- The Transition Counselor has been connected to the local social service organizations in the community and has begun a joint effort to identify and refer potential candidates to AE programs.
- A connection has been established between the probation program and CTE program: five former prisoners coming off probation have successfully gone through the welding program at the Career-Technical Education (CTE) at Barstow College.
- The need for the GED Testing Center has been demonstrated and the investment in building one thus justified.
- The research consultant worked with the director of Mojave United Way to organize a cross-organizational group to explore options for Childcare, which research has identified as a major obstacle to AE participation.

Significant changes and improvements are also already under way at every one of the member institutions of the consortium: Baker USD plans to offer its population of largely Hispanic food workers advanced courses in culinary science. Barstow USD handles the construction of the GED Testing Center and is developing an ESL course for parents. Silver Valley is looking to expand and is modernizing a space to grow their program. Barstow College has hired a transitions counselor and is in the process of expanding its curricular offerings in non-credit ESL and CTE.

These changes were made in response to the respective local situation; they conform well with and are underpinned by the research findings on local needs and local opportunities which are retroactively confirmed by the recommendations in this report.

III. Socio-Economic Situation of Greater Barstow Area

Even if the pursuit of higher education is the business of every individual, there is no denying that the local environment can help or hinder such efforts. In order to give a picture of the context, in which the individual may pursue Adult Education, it is necessary to include observations on the geographic and socio-economic state of the Barstow area. The relevance of the context is confirmed by the frequency with which these external conditions figured in interviews.

The socio-economic situation of the Barstow area offers a significant number of obstacles, but also some resources to struggling individuals. The observations from interviews and conversations are backed by statistical data to the extent these are available or detailed enough.

Highly dispersed population

San Bernardino County is one of the largest counties in the continental U.S. and relatively thinly populated. The area under the Consortium's responsibility encompasses the town of Barstow and a large area that stretches from Baker on HW 15 halfway to Las Vegas to Newberry Springs on HW 40 and Hinkley on Route 66 partway to Victorville.

The town of Barstow is the only larger town in this area. There are smaller clusters of residences in the surrounding county, but at significant distances from the town. A large part of the population lives geographically dispersed and relatively isolated. This condition produces unique challenges for Adult Education: Transportation to a school or college from outlying places may be unreliable or missing. The distance to, hence the time it takes to get to, the place where courses are offered, is an impediment that makes attendance difficult. For instance, one of the students at the ESL class at Barstow College drove from Baker to Barstow, which takes an hour each way. Also, the timing of classes may not be reconcilable with the demands of work and family. If one attempts to bring education closer to the people, one has to address the potential lack of technology at the local facility or home, and the lack of technological know-how on the part of the users.

The three Unified School Districts are responsible for a large geographic area each, and each inherits a distinct character from its location. Barstow USD has to deal with the economic mix and problems of the town. Silver Valley USD has to deal with geographic dispersion on the one hand, from Newberry Springs along Highway 40 to Yermo along Highway 15, and a special needs group at the military base of Ft. Irwin. Baker, a small town halfway to Las Vegas, has a rather homogeneous, mostly Hispanic population working low-level jobs in the local restaurants and gas stations.

Downward trend in jobs and services

The Barstow town has been an important railroad junction as well as a major stopping place along the famous route 66 in the past. The tourists that come in buses to stop at the old railroad station and at the outlet mall for shopping, get a carefully crafted, but misleading image of a vibrant town. The paths the tourist buses take are well cared for, decorated and landscaped. But areas away from tourist eyes look more neglected. Local

businesses have been closing down steadily. Main Street has several boarded-up buildings and what businesses remain are offices with little traffic or customers to give life to the street.

The decline goes deeper: Some county and governmental services have moved away in recent years. People in need of the social security office or other government services must now go by bus or car to Victorville. Other services, too, have become sparser. Many doctors and medical staff have relocated to other parts of the country. The physicians and staff that are still there have to deal with the pressure of an ever-growing panel of patients. Many small businesses have closed and their owners moved out of Barstow. As one person we talked to said, "The owners have left. Only the renters remain." In other words, those who cannot afford to move, stay behind. If this is not quite true, it nevertheless captures a significant trend. There remains a core group committed to the area and some young people even return to build lives in the community.

This demonstrated reduction of the wealthier population drives the spiral of economic decline, in which Barstow appears to be caught, further down. It results in a loss of jobs as well as a reduction in services, followed by a reduction of the number of people who can pay for them. The poorer find less work to do, fewer places that hire them, and end up without jobs and without homes.

Long-term poverty

There is a large number of homeless singles and families in the Barstow area. The police conduct occasional walks through town in the early morning hours to get an accurate count of homelessness in the city of Barstow: the count at the walk in March was 60. The actual figures are estimated to be much higher, because people hide in the surrounding land or live with relatives. Significant numbers of families live in transitional housing arrangements, in motel rooms in town, without the space or the means to cook or wash, having to send their children to school without breakfast.

Sometimes the dire living situation of a family surfaces via the irregular school attendance record of the children. The school liaison then meets with the parents to offer help in the form of food, clothes, shoes and supplies; sometimes this includes taking children, who have not had a medical exam in all their lives, to see a doctor or get vaccination. Such marginal living conditions make participation in education largely impossible. Children, who do not attend school regularly, threaten to become the next generation of High School dropouts. Any help at this stage must first procure enough financial stability to make room for hope and longer-term planning.

More recently arrived families are in danger of being without help when they sink into poverty, since they are largely invisible unless they connect to the local community. If people stay in poverty for a long time, they may give up the struggle to get back on their feet and sink into apathy and permanent dependence on welfare. In some instances, this can lead to generational poverty which can be a mindset that develops a family cycle of dependence on welfare. They can also drift into any form of escape or release within their reach: alcohol and substance abuse, violence, even crime.

Influx of people

In recent years there has been an increased influx of people into the Barstow area. For the most part the influx comes from a largely Hispanic population from surrounding communities motivated by the cheaper Barstow cost of living. Two other contributors to the influx are the spouses and family members brought to Ft. Irwin by husbands and relatives in the military, and immigrants from outside the US unconnected with the military.

Some of the people, who move into the Barstow area to take advantage of the cheaper prices, find themselves disappointed. The lower prices are matched by fewer opportunities. Not only is it not easy to find a job, existing jobs are low paying ones, and the newcomers may remain outside of the local support structures. Since they cannot earn enough money for a stable living situation, they try to reduce costs by moving to yet a cheaper place, moving in with a relative, and so on. The arrangements are seldom of lasting duration; instead they lead to families migrating locally back and forth between Barstow, Hesperia, Victorville and Lucerne. This has been recognized by the school liaison at Barstow USD as one of the causes contributing to why some children do not come to school regularly. The migration, which keeps families constantly unsettled and on the move, disrupts efforts to engage in education or other long-term planning, placing a strain on the community infrastructure as well.

On the other hand, people in retirement, who moved to the area, were happy with their choice – it gave them more value for their money. For some, living in the outlying areas like Newberry Springs were attractive despite the isolation and lack of stimulation, which can be a negative factor. However, several interviews with members of this group did not uncover serious interest in education.

Military personnel come to Ft. Irwin for work and training and bring their spouses and family members from other parts of the US and countries all over the world with them. These may have been well educated in their home state or country, but they often lack documentation or have an education that is not recognized. Even Americans can get isolated in this new place, especially if their main contact leaves for a posting abroad. For people from outside the US it is even harder to find their feet in the Barstow area, since they lack fluency with the English language and are not familiar with the US and its institutions. Once they are made aware of the opportunities and are helped to enter into education institutions, they prove to be motivated, hardworking, conscientious, and can become a positive addition to the local community.

The same is true for immigrants without connection to the military, who follow relatives or members of their own ethnic group into the area. Many of them come with desirable skills and initiative. Some are highly motivated to learn and, as one ESL student said, want to be “reborn in this country.” Once they have become confident speakers of English and versed in the institutional processes and structures of their new country, they are in a good position to leverage their skills to benefit the community. Some of the ESL students interviewed voiced the intention to move on to a higher degree, and several expressed an interest in starting their own business.

Local support – a resource

There is a core community made up in large part of the older generation, which has experienced the economic decline and is trying to help reverse the trend. For the most part their effort focuses on the town. Many of the social service organizations still in Barstow have been founded by members of the local community and are staffed by locals. Long-term members of the local community may act as mentors to the generation of their children and even grandchildren. These organizations and trusted individuals are an important, if informal, resource for spreading the word on Adult Education, something to keep in mind as one constructs marketing and outreach strategies.

The social service organizations are for the most part not-for-profit organizations operating with few paid staff, much goodwill and volunteering, receiving funding from the county and/or through private fundraising efforts, e.g. by Mojave United Way. Some are agencies certified by the county, some operate directly under the county's jurisdiction and some pursue their own agendas without external funding source. The organizations are small, with a small number of staff, small capacity for clients and a narrowly circumscribed focus on a specific problem in the community. They work to alleviate issues mostly associated with prolonged periods of poverty, by providing transitional housing, rehabilitation from substance abuse, running shelters for women exposed to domestic violence or help deal with unexpected pregnancies. Churches also play a large role in this arena, offering spiritual and material support. Community Centers work more with people in stable living conditions to keep them informed of government changes, provide regular health checkups and a meeting place.

However, the many well-intentioned efforts cannot cover up the fact that the organizations are usually underfunded and operate in isolation from one another and thus are unable to integrate their efforts for better results. Their good work thus remains fragmentary and symptom-bound. They can offer short-term help with specific aspects of the larger problems, but they cannot work with their clients on a more permanent change of their conditions. When they release their clients from their programs, as they must, since their capacities are not large, only a small percentage of clients succeed in making it on its own. Many fall back into the old situation or habit and return to these programs. What is missing is a more permanent transformation of their economic situation. But in order to bring this about, they would need a stable existence to begin with.

Education plays a minor role in their thinking so far and not at all as a means towards a more permanent change in status. Foster agencies have to consider parent education, because the law requires it. A center may offer their clients privileges for watching an education presentation or offer an educational option via the public library. But few see education as a complement and extension to their work, which can offer the client a structured way out of their present situation. Few of the staff in those organizations are aware of what Adult Education programs exist or of the kind of support offered to people under economic duress or with other handicaps in education. And fewer still would be able to successfully match their clients with an existing education program.

An important exception is the probation program, which educates its participants over the course of the 12-month probation period in basic life and job skills to prepare them for a life outside prison and away from crime. This program established a connection to

the Career-Technical Education at Barstow College and the first group of formerly incarcerated people has graduated this year from the Welding Program, proof that Adult Education can increase the chances of rehabilitation.

More recently attempts have been made to network for more concerted action: one such effort comes from the Family & Child Services department of San Bernardino county and joins organizations and functions concerned with helping with parenting, schooling and healthcare. The other is an informal network of not-for-profit social service organizations, the *Barstow Community Coalition*, which has started to join forces to address social issues of general concern in the community. For example, the Coalition organizes a suicide prevention fair this spring.

The efforts of the different small organizations can become more effective, if they form a net to catch people and families in crisis, regardless of what form the crisis takes. If the programs help people back on their feet and into a stable living situation, Adult Education, in the form of short programs with good job prospects can extend their efforts to reintegrate the clients into society and further increase their chances of success.

Strength of the community – a resource

Despite the many drawbacks there is a large empathic community in Barstow committed to the local area and to its people that is willing to work hard to make it come to life again. The strength of the Barstow area is its people and the closely-knit community that cares for those in need.

However, the influx of poorer families in recent years increased the strain on the community and local welfare organizations. Many of the motivated community members are of the older generation and nearing retirement or have retired. Many of the younger generation move away when their education is complete for greater employment opportunity and a different quality of life. But again, in recent years, some of them have returned in the hope of helping with the turnaround.

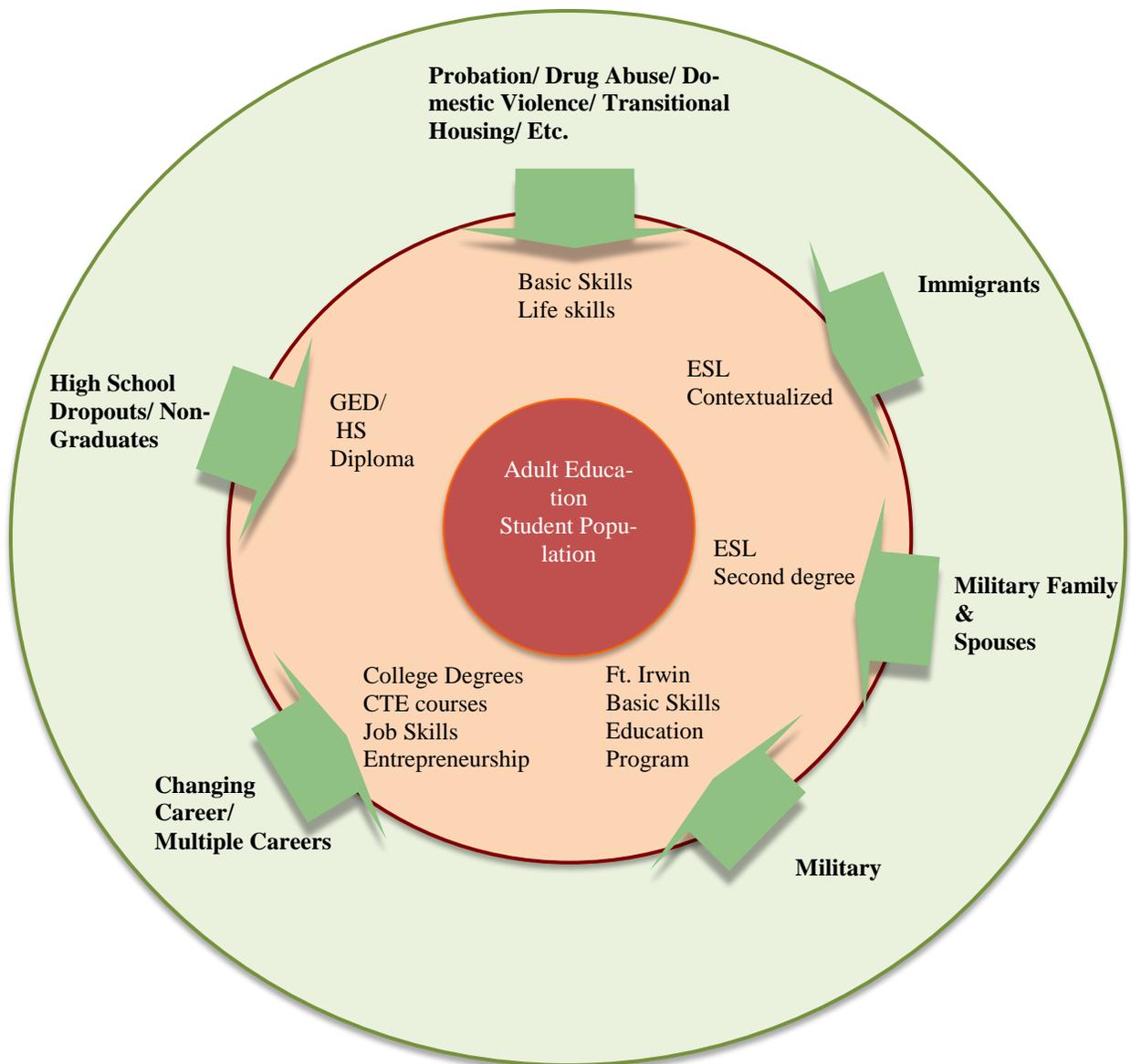
Another example of community investment is the EC Barstow Entrepreneur. The EC organization currently focuses on business development and support along for-profit lines. This entrepreneurship based model offers a powerful alternative to the social services mind set: by appealing to the initiative and creativity of people it encourages them to become independent of welfare and create jobs for themselves. This fits in with what several incomers have announced as their intentions, namely to set up a business. It may also be a better avenue for those locals who come off rehabilitation programs, since their ability of getting a job is reduced by their history.

IV. Adult Education in the Barstow Area

Potential Adult Education students

This section describes the population with the potential to enter into Adult Education programs. One can sort them into five groups, based on their specific situation, entry point and affinity to Adult Education programs. The segmentation is not altogether sharp, since several of the people belong in more than one category: some of the people coming off rehabilitation/ reintegration programs are also High School dropouts. Some of the military spouses are also immigrants and share the program affinity and entry point with non-military immigrants. Below is an image of all groups in relation to AE. In the following their characteristics and the reasons for the grouping will be described in more detail.

Figure 1: Groups of potential students and their affinity to AE programs



1. People coming off rehabilitation or reintegration programs in probation, transitional housing, after substance abuse, domestic violence, etc.

As outlined in the earlier section, a significant number of people in Barstow go through programs for social reintegration or rehabilitation after life crises of different kinds. There are 17 or more organizations in Barstow (we talked to ten of them) that provide programs in transitional housing, rehabilitation after substance abuse, in cases of domestic violence, assistance in case of loss of income or home, in addition to the San Bernardino county's social welfare offices and the fifteen churches in the town of Barstow alone.

Each of these programs deals with a relatively small number of clients at a time – on average 10 – 15⁴, but there is turnover as well; overall one can estimate that at any time over a hundred people are being taken care of in these organizations. Many more are taken care of by the churches. A percentage of this number can become candidates for Adult Education. A first meeting of the Transition Counselor with several of the local organizations resulted in five referrals.

The point of entry into an Adult Education program of these potential students will need to be determined by their prior education. But independent of that, one must expect them to be in need of training or re-training in basic learning skills, life skills and job skills in direct correlation to the amount of time they spent dependent on welfare and outside of a normal existence.

In addition to learning or re-learning how to get and keep a job, manage a household, and deal with everyday challenges, many must overcome a mindset centered on failure and develop confidence in their capabilities (again). Especially those coming out of prison or off substance abuse will have learning and concentration issues that limit their ability to benefit from education. These issues may require the establishment of additional support services to aid in their success.

What unifies them and makes these people a promising group is that they all have gone through a major upheaval in their lives and – having experienced the very precariousness of existence – they may be highly motivated not to return there. The first step is the rehabilitation program they are in, but that is seldom enough to make a permanent change in the way they lead their lives. Those coming off serious dependencies need structure to fill the empty hours, days and weeks they have to go through without the benefit of drug or alcohol and to counteract the pull of the social group they were in before. Those willing should welcome being offered a structured path to reinvent themselves complete with a new environment, new contacts and new behavior norms. It offers an alternative to strive for.

⁴ The probation program accommodates maximal 20 people; the Dry River Ranch has 15 places; the Desert Sanctuary deals with similar numbers, and also has an outreach center. So, a clientel of 10 -15 persons on average/ per organization is a conservative estimate. AE classes are of similar size; some of the UCD's provide AE to few individuals at a time.

✓ **SUCCESS STORIES.** Two people from the Dry River Ranch, a facility that offers people out of substance dependency a cheap place to live while getting established, graduated from Barstow College. Five formerly incarcerated persons coming out of the probation program graduated this year from the CTE welding program. ✓

The candidates need support and schooling to overcome their issues and take advantage of formal education, but it may be possible to do that in parallel with AE courses. Support can take the form of mentoring by others that have gone through the programs or by a support group of their equals. Entering into an educational program can fill the space formerly occupied by drugs or alcohol consumption, and a cohort of students can reinforce the right behavior and strengthen their resolve to pursue a different career. Once they experience first successes the new practice will be further consolidated.

The other reason this is a promising group is that the members of this group become known as individuals to the organizations that work with them. That means that their disposition can be evaluated, potential candidates for AE can be identified and offered appropriate education options and advice.

Some of the organizations already work with their clients on establishing basic social and life skills. If the network of small programs and organizations becomes aware of the promise of AE for their clients, their referrals can become a resource for the AE programs, and AE can become a resource for them.

✓ **COLLEGE DROPOUT AT THE PREGNANCY CENTER.** The young woman had to drop out of college, where she studied psychology, when she became pregnant and lost the support of her family. She moved to Barstow for the lower prices and is now living in poverty depending on the pregnancy center for basic supplies. ✓

✓ She was convinced, that she could not go back to school and receive Financial Aid, because she could not access her documents, which were with her family. According to the Transition Counselor, to whom she was referred, the situation turns out to be much more encouraging: She will be eligible for Financial Aid, she can get additional support for herself and the child, including childcare while studying. There is a good chance that she will make her way back to school. ✓

2. Former High-School dropouts and recent non-graduating High-School students

The second candidate group for AE is the most obvious one: that of the High School dropouts. This group is in dire need of Adult Education to complete their High School diploma or get the equivalent through GED Testing: they are more likely to fall into crisis and thus show up in the first group mentioned, since they are less likely to get a job and what jobs they get will be the least paid and least secure ones.

Seven of the individual interviewees had no High school diploma: two were encountered at the Desert Sanctuary and at the pregnancy center; two were living at the Dry River Ranch, and three were employed at a fast food restaurant.

While two women were not interested in completing High School, the two men at the Dry River Ranch were searching for a place to get GED testing. (At the time of the conversation they had not found a place yet.) One woman from Mexico told the interviewer that she had completed High School in her home country, but that it was not recognized in the States. She planned to repeat it, once her daughter was off to college in fall of 2018. One of the women at a fast food restaurant was in the process of completing her High School diploma.

STORY OF FOOD WORKER DOING HER HS DIPLOMA. She was the youngest of the three people interviewed in the same fast food restaurant, although she, too, had a grown child already. She said that she decided to complete her HS diploma for two reasons: She had applied for a job at Ft. Irwin and was rejected, because she had no diploma, and she was tired of working in the food industry, where she had been working for over a decade already. She said that it took her three years already to get this far with the diploma, but that she hoped to complete by the end of this year. It had taken so long, she explained, because she could not get documentation from another school and thus had to repeat classes she had already taken. Once her HS diploma is obtained she plans to go back to Ft. Irwin and ask for a job in warehousing.

Three women at a local community center demonstrated an interest in AE after an introductory presentation on the subject; one told us that she planned to finish GED testing, which she had interrupted at some point in the past. More may have been in the meeting at the community center without High School diploma, but might have hesitated to volunteer the fact in this public space.

The cases bring out the problems people face when they return to school after a long hiatus to do their HS diploma. Much is forgotten, documentation is missing, they cannot get the classes they need at the time they are free, and with work on the side it takes them so long to complete High School, that the danger is great that they may drop it yet again.

Even though every one of the people interviewed knew about GED testing, it was not clear that they understood how it related to their options. They receive their information usually from friends and colleagues and are given options that worked for their friends regardless of the difference in situations. They need to understand that a careful evaluation of their status must be the first step and that expert advice on the best course for them can save them time and effort.

One can only hope that the GED Center is able to offer such counseling and can find enough people to provide the needed expert advice. Ideally students could also come to the Center for a certain amount of logistical and emotional support on a case-by-case basis, when they need help locating documentation, for instance, or have to deal with an upset of the ever-precarious balance of work-life-and-study.

Non-graduating High School students. Precisely because any delay brings its own problems, an effective additional strategy would be to approach those High School students that will not be able to graduate with their class, right around graduation time, and offer them help with completing High School, while school is still fresh in their minds and the failure still rankles. Since the students unable to graduate are known to

the school in advance, it should not be difficult to single them out and give them a counseling appointment to encourage them to complete their High School diploma in an alternative way.

A similar strategy could help foster children, once they reach the age of 18 and can make choices of their own, take advantage of the free tuition and education support they are entitled to. Foster Agencies are the places to find out about candidates; they are eager to help their clients.

3. People Changing their Career

In the same places that HS dropouts can be found – in a low-paying job, at the community center, or as client of a social service program – one runs into people, who want to change their career or have changed their career already. Two persons in this group were in the focus group at the domestic violence shelter, others were found in the workplace, and one was studying at CTE.

What characterizes them as a group is that when they embark on a new career, they have very concrete and decisive ideas about where they want to go next. They usually have their HS diploma and are looking for specific career options. They may look for them in Barstow, but when their choices fall outside of what is offered in the Barstow area, they will go elsewhere without compunction.

Online is the best option for them, since they are usually mature and knowledgeable enough to handle format and technology and have a job on the side. Online courses also present the most convenient way to changing careers, unless these involve skills that can be only learned hands-on, such as welding at CTE. A young clerk at one of the outlet stores said that he was training online to get a realtor's license. The manager at a local chain restaurant explained that every one of her employees studies something online. The people in these jobs all have their HS diploma.

One person wanted to take a course in property management, another one showed interest in logistics. A woman with child at the Pregnancy Center is studying for her Master in Entrepreneurship after obtaining a degree in business from Barstow College; she does so online at another college, because Barstow College does not offer such an advanced degree. Another person is completing a Business Administration certification at Barstow and plans to go on to cosmetology and eventually start her own business. Lastly, one person is going through the welding program at CTE hoping to start a new career.

For all of these variations, this is not an easy group to get a hold of, and it is often not feasible to fulfill their concrete career wishes. What may be attractive to them are courses of a general nature that advance their career, no matter what they chose to do: for instance, how to present themselves (job searching, resume building, interviewing, etc.), how to upgrade their job skills (through more managerial or technical skills such as project management). Those who are thinking of starting a business can be offered classes on how to run a business (– an expanded version of the entrepreneurship classes that already exist at Bartow College), courses on project planning, budgeting, marketing, etc.

STORY OF THE YOUNG WOMAN in the domestic violence program. She had trained for Emergency Medical services, but could not stand the work and instead went to work at a fast food restaurant. Now she is working in food preparation and likes it very much. She was thinking of going into business for herself as a caterer, preparing sandwiches and simple food to order. She asked about how she might start a business and was referred to the courses on entrepreneurship at Barstow College.

4. Military Personnel

Barstow College has run for many years a highly successful basic skills program at Ft. Irwin, exclusively tailored to the needs of military personnel and the qualifications they need to advance in their position. The program is a refresher course in English vocabulary, basic math skills and reasoning. Military personnel that complete the course and satisfactorily complete the testing required may apply for a promotion or change in assignment, often connected with a higher salary.

This program is run by an experienced and dedicated teacher, who makes himself constantly available to his students for all their questions; this is part of its success: the face-to-face teaching, the personal engagement of the teacher and the relationship building between student and teacher.

The program could be expanded in scope to be made available to more people; prime candidates would be adults interested in a military career who are preparing to take the Armed Services Vocational Aptitude Battery (ASVAB). The attraction is clear: for those who want to advance quickly in their career, this is a high and predictable return on a short-term investment. Success will depend, however, upon maintaining the high quality of teaching and support that the original program offers. It would depend on the availability of the teacher and the expectations of the students. Alternatively, one might experiment with a change in format – for instance, a hybrid version, part online and part face-to-face, with the new group of students.

5. Spouses and Family of military personnel

Military personnel move within the United States and overseas as their postings demand. A substantial number marry at the places they are posted to and then bring their spouse, their children and sometimes their in-laws back to the US. This group is accessible through their connections with the military and their location: they live on the military base at Ft. Irwin.

It is usually difficult for them to find their way in an unfamiliar place and society: their lives revolve around the work and location of their husband, father, or son and they live in relative isolation at military bases. Consequently, they have few contacts outside the military, fewer opportunities to learn about the world outside and to explore their options with studying or finding a job. This much can be said even for non-immigrant American wives and families of soldiers.

The children of ethnically mixed marriages may grow up bilingually, but the spouse and other family members may be handicapped by their lack of English language skills and their lack of familiarity with the US institutions, processes and documentation requirements. They are prime candidates for ESL classes to help them become fluent in the

English language, and for contextualized ESL classes, which give them background knowledge on the country and the society they entered into.

The problem is that they have to find out about the existence of such classes first: a targeted effort at marketing to this group will be needed. Especially the tuition-free non-credit classes will attract them. Participation in an ESL class can be doubly beneficial for them, because it also helps overcome their isolation and connects them to others in a similar position – a potential support group in times of need.

This group is easy to market to through the centralized services at the military base, and they can benefit from AE and be good additions to the local community, even if they don't always stay long enough. Often they come with completed education or professions already, have held a job in the past, but cannot find a fitting job or are not looking to work (in this profession).

Some of the more enterprising spouses and family members find their way to Barstow and into the local education system. They may want to look for a different career, but usually act out of motives other than the need to get a job. Even for American spouses with a completed education under their belt, going back to school is a source of anxiety and it takes an extra impulse to overcome it.

STORY OF WIFE OF SOLDIER GOING BACK TO SCHOOL. The young woman came with her husband in the military. He has been posted abroad and she is living at Ft. Irwin alone with her child. Her husband told her that he expected her to either study or get a job, while he was gone. Even though she has had a professional education, she was anxious about going back to college, and not feeling confident that she could cope. She enrolled at first in three classes only, found studying to her liking and increased to a full course load over the following semesters. She related with pride that she would graduate before her husband returns and is looking forward to surprising him with her degree.

ESL classes are offered at Ft. Irwin, but they do not satisfy the needs of this group completely. Classes in ESL at Ft. Irwin have been difficult to fill, which could be timing or unsuccessful marketing. At other times, it has been difficult to find a qualified instructor willing to go to the base for an ESL teaching assignment.

6. Immigrants

California attracts immigrants from countries all over the world, not just those connected with the military. Many follow relatives or their own ethnic groups into the area. The ESL teacher at BCC documents the countries of origin of her students and has gathered a list of over 60 countries of origin over the last several years. At the time of the focus group the majority of participants spoke either Spanish or Arabic, but there were also students from different Asian countries present.

The consortium for AE should cultivate this group of immigrants assiduously, because they can easily be made to benefit through AE, and in turn their education can benefit the local community. Many come with a high degree of education, experience and initiative, which contrasts sharply with the lack of motivation encountered in local residents. What prevents them from putting their skills to work is their lack of fluency in the

English language and their lack of cultural know-how: they are not familiar with the way the American systems of government, social services and education work and how they can make use of them.

They seldom are able to document their education in a form the US system will accept. But once they have grasped what the program requirements are and what is expected of them, they are usually motivated, conscientious and hard working.

The first step is to make them aware of the ESL classes in a more systematic manner. At present they hear about them through chance encounters (See summary of their comments in the appendix). The education system and its processes for accessing education are very likely also one that foreigners are not familiar with, so they need to have the process explained to them. The fact that the non-credit levels are tuition-free can function as a major attractor, if once it is explained.

A targeted marketing campaign needs to utilize the relationships within the ethnic groups and extended families and recruit those that already made their way into education institutions to market to others in the same group.

While language skills are important, other skills are just as important for giving them the means to bring their prior experience to bear on their present situation. The ESL courses at Barstow College are exemplary in that way: they teach participants basic computer applications, job and presentations skills, and provide a basic understanding of American institutions, notably its government structure and history. Such topics should be offered in ESL classes as a matter of course.

ESL classes combined with information about American institutions, governance structure and history (i.e. a Citizen class in ESL) with practical advice how to deal with such institutions would be helpful for all new residents, whether they are connected to the military or not.

HIGH ASPIRATIONS ONCE OBSTACLES ARE OVERCOME. People at the ESL classes speak with assurance of their future plans, which for some is to start their own businesses. Barstow College ESL classes are an easy point of entry for them, because teacher and assistants help participants with admission and other processes and thus lower the threshold into the education institution. (For a summary of their ideas and aspirations see *Summary of comments from AE students* in the appendix.)

One can imagine a winning combination of English for business, business-related institutions and entrepreneurship advice. This might be a class or classes that participants are willing to pay for, since it speeds them along the path they set for themselves. Many other topics can be envisioned in combination with ESL. Which ones repay the effort must depend on the interest shown by the potential audience. Testing what topics will produce enough interest can be done within existing ESL classes. The consortium is in the perfect position to probe interest in all ESL classes in the larger Barstow area. A small survey could be issued to everyone in an ESL class to find out what would generate enough interest for a class, and what people would be willing to pay for.

Second Generation Immigrants. One must include in the immigrant group also *second-generation immigrants*, who have spent most of their lives in a cultural and linguistic

enclave modeled after their home country. These can benefit from ESL classes and ESL classes enriched with civic and cultural topics as much or almost as much as first-generation immigrants.

With the high percentage of Middle and Latin American population groups in California, an American-born person of Hispanic descent can choose to live and work in an all Hispanic-speaking neighborhood and never truly enter American society, never become functionally literate in English. This may appear to them to make their lives easier, because they do not need to face these challenges, and more securely anchored in their tradition and culture, but the stability is only a relative one: they are often only eligible for low-level jobs in the service industry, becoming a source of cheap labor also for members of their own group, and are the first to be let go, when there is not enough business.

The best illustration for this is the community at Baker with its population of largely Hispanic people working low-income jobs at the Baker restaurants and gas stations that serve travelers along Highway 15. These people need to be encouraged to become fluent in the English language and be presented the opportunity to get education to qualify for higher-level jobs. Thankfully, Baker Unified School District is already offering the ESL classes and is adding a certification program in culinary skills, which expand people's skills and careers in a locally supported direction.

HISPANIC ESL STUDENT FROM BAKER. The woman stated that she came to ESL classes, because she did not want to work in a restaurant all her life, but she was also motivated by concern for her community. She worried that their tendency to stay within the narrowly circumscribed Spanish-speaking world made them vulnerable to crisis and exploitation. She expressed a determination to overcome this confinement for herself through education and to then help her community become more connected and politically active.

Entry Points and Transitions

Recommendations for targeted Adult Education investments

While the above describes all possible AE needs groups within the Barstow area as they have been encountered in the research, some groups are better "investments" for AE than others. What makes a group a good investment is the relation between the amount of effort to reach and recruit them into AE and the chances of a positive outcome for the individual, the institution and the larger community. So, a group that is easily recruited into AE may still be a good investment, even if chances of success are middling. A large effort in a group, where high benefits can be expected, even if that expectation will only materialize in some of the cases, is equally justified.

Group 1. Coming off rehabilitation and reintegration programs. Based on the above considerations, focus on group 1, i.e. on people coming off programs for rehabilitation and reintegration, is recommended, because they become well known to the organizations that work with them, and with the organizations' assistance it becomes easy to identify and refer promising candidates to AE programs.

Also, they are for the most part linked to the local community and an improvement in their economic conditions will benefit also local families and children. Investing in this group is a way to assist in halting a further decline in Barstow's socio-economic downward trend. Some of this group may have trouble entering the workplace, even if they complete AE programs successfully, because of their history. The option of starting a small business, which bypasses this difficulty and lets them exploit what social relations they still possess, offers them a chance at making it on their own.

Group 2. High School dropouts and High School students that have not graduated with their class, are another recommended focus: they can be contacted through their former schools and referred to the GED Testing Center, once it is opened, for counseling and be offered a potentially faster way to complete High School.

Merely completing High School or its equivalent will already give them a leg up economically, no matter where they are and what they are doing. Some may then be encouraged to go on to study for a higher degree or seek further improvement of their condition through a short-term professional program.

Group 5/6. Immigrants, immigrants who are military spouses or spouses' families, and second-generation immigrants, is a third group that recommends itself for investment, because they all have the basic need to learn the language and can all be gathered at the same entry point, namely ESL.

Once they have acquired a basic understanding of the language, they can be further helped on their way by ESL classes that combine language training with specific topics, and eventually they may move on to normal professional education.

Especially the group of immigrants that has arrived in this country recently, can be counted on to work hard and be successful in their chosen career. Often they come already with a professional education and expertise from their home country, which they can leverage once they are able to speak and function in this society. Their education and initiative can be counted on to give a positive impulse to the larger community.

Group 3. The group of *people who are about to change their career* is not a very promising AE focus: it is difficult to reach this group of people in a targeted campaign, because they have little in common: they chose their next career highly individually based on what they have done and experienced before, and often the one they choose is outside of what Barstow offers. They choose among competing programs with a careful consideration of the costs – and study most often online. The effort to convince them to come to Barstow AE will be high and the ability to retain them is low.

The way they may become attracted is by either offering a technical skill that is highly prized at the moment (Welding is such a skill, and it appears to be a unique one in the area. Suggestions for others are listed below. But anything that can be readily assembled, may put one in competition with other places of education) or offer general courses on career advancement. One might bundle the entrepreneurship courses with courses about running a business for the aspiring business owner, or create a set of courses to teach formal processes (such as project management, change management, supply chain management, etc.), which can be applied in different industries.

Group 4. The program at Ft Irwin for *military personnel*, which enables them to satisfy educational criteria for promotion, can be expanded, if one is able to maintain the quality of the original program. Working more with the military will benefit the education institutions by attracting more candidates from the military. The benefit of the program will otherwise stay – or leave – with the individual. The impact on the local community is limited.

Transitions and Pathways

With the needs and conditions of the recommended groups above in mind, one can construct potential paths for AE students from their entry point towards higher education and greater professional expertise. The HS diploma or equivalent is a precondition for a professional certificate; ESL courses are a precondition for contextualized ESL classes and professional courses and programs. This arrangement of programs indicates the natural path from lower level to higher-level AE programs into degree-bearing higher studies or professional certification, and into the workplace.

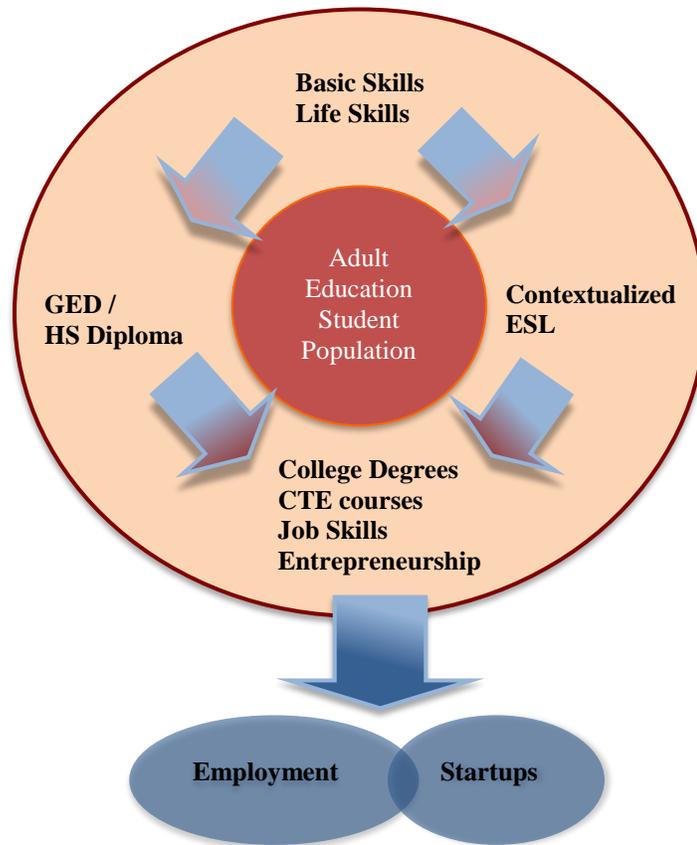


Figure 2. AE Pathways

Candidates enter into AE at any of these programs based on their prior education and become eligible through successful course work to advance to a higher-level program with better prospects. The key is to *create for every potential student group a low-barrier entry point into AE* and offer links to other programs and courses based on student interest and goals.

In many cases students will be satisfied to have completed the first program they enter into – the local population, we are told, does not care to go to school and will leave as soon as they have done the least possible. However, some of the interviewees unexpectedly became interested in studying, attached to teachers and gained confidence in their intellectual abilities. Even the fact that they could compete with their better-educated siblings was mentioned as a source of motivation for more study.

A low-barrier entry point is, when there is personal contact between student and AE staff, such as a personalized counseling session to tailor the education path for the person, and a warm handoff from one function to the other in the admission process.

Ideally the AE student is counseled again at, or close to, the end of each program or level and offered help with the transition to the next step.

Counseling will become easier, the more familiar a student has become with the processes and options. Alternative support structures like a support groups or a mentor alleviate some of the burden on the counselors. However, degrees of ignorance can be found everywhere; very few are really in possession of all the facts when it comes to available support, eligibility criteria, performance criteria or employment.

At the end of a program the counseling should focus on employment options. It would be helpful to include in the offers also the option to start a business of one's own. For some, this is the only thing they contemplate – several from the immigrant group declared it so – and for others it can be their best option, when their history makes for meager job prospects.

One can expect that people will at first be hesitant to commit themselves to more studying, but the easier the transitions are made for them and the more reliable the result, the more likely they will be to stay longer or return to AE, when they get tired of one job or ready to move up.

Lowest Level Entry Point: Basic Skills/ Life skills. A student can be asked to work on *Basic Skills/ Life skills* before or contemporaneous with AE courses proper. The key to success will be the point of entry into the education institution: this transition must be carefully managed, as the prospective student will have little understanding and the least confidence at that point. They will be afraid of the institution as a whole and the coming challenges, worried about being shown up as ignorant or unintelligent, and resentful in advance on that account. Placing them in classes so they must make an effort, but also giving them enough support so they can manage it, is crucial for retaining them. With the first success comes a greater willingness to work at obstacles and to persist in a program.

People coming off programs of welfare and rehabilitation need more help to succeed in a study course than others. Offering such help is new terrain and possibly peripheral to AE. How much is needed and where this will be provided, would need to be worked out in collaboration with the not-for-profit organizations and adjusted to the individual. In some cases, preparatory training in Basic skills/ Life skills can be integrated with the education these organizations provide or replace it. (Several of the organizations offer education, but taking it up is often left to the person's initiative; only the probation program has a captive audience and a fully thought-out curriculum.) The recommendation

is to develop this as part of the collaboration between the AE consortium and these social service providers in the Barstow area, together with regular communication and an evaluation and referral process for potential AE candidates.

Second Lowest Entry point: Completing High School or GED Testing. Until recently High School dropouts could complete High School only by going through the school years they missed. Silver Valley offered a somewhat faster route by letting students take courses compressed online, but GED Testing has not been available in Barstow for a long time. Several people told us that they had been searching for GED Testing in vain.

Two efforts started in 2017/ 18 to change that: GED Testing began at the EC Barstow Entrepreneur in spring of 2018. By end of May there were over 60 people had gone through this GED Testing site with more on the waiting list. The Barstow School District also decided that offering a GED test site was sensible use of their adult education allocation. They are currently in the process of fitting out a building on Main Street in the heart of Barstow to become a GED Testing center and offer related services; the opening date is fall of 2018.

Several of the people interviewed were in the process of completing High School. Several more confessed that they had not completed High School. For many, non-completion is not a fact they are proud of, and one must assume that it is information not readily volunteered. Several complained about problems with missing documentation from former colleges. Some of the immigrants and second-generation immigrants had completed High School in another country and would be forced to repeat it in the US.

Again, a careful counseling session that evaluates what the person has done and offers the best way forward will be a major success factor. In addition, *help with locating documentation* would make a very appealing service at the new GED Testing Center.

∕ HISPANIC FATHER REPEATS HIS HS DIPLOMA AT SILVER VALLEY USD. ∕

∕ The father was incited by his daughter to come to the Silver Valley Facility to redo his ∕
∕ High School diploma. It has given him a chance of promotion he did not have before. ∕
∕ This is also a lesson for the marketing effort: several of the interviewees had been in- ∕
∕ spired to come back to school by their children. ∕

Entry Point: ESL courses. For some, little academic preparation is needed for those who enter AE via ESL courses: many can be well educated already and are motivated by their desire to find their way in a new country. Many of the immigrants in ESL classes accept studying as the natural course of life. Two young male adults were studying for degrees at Barstow College in parallel with their ESL courses.

The barrier for them to overcome – where they can use help – lies with navigating the institutional processes aspect of Adult Education: the structure of the education system, the admission process, documentation requirements, etc.

The majority of participants in the ESL classes were women from young to middle age. Once they are in the class, external challenges like childcare, time management, transportation and cost of tuition can become inhibitors. Financial issues come into play once they are at the point of moving from free non-credit to credit courses. Showing them the value of these courses for their own plans should encourage this transition: whether they lie in getting a degree, a profession or to start a business.

Entry Point: CTE courses. This year five formerly incarcerated persons completed the welding program at the Career Technical Education (CTE) State Street location of Barstow College. This was a challenge for the students (and for the program) and it would not have been possible without the preparation in terms of basic skills and job skills they went through at the probation program. This shows that people from these programs can be successful with enough preparation and assistance. A path has been established that can bring more from this group into CTE programs and into AE in general. One should find out how they coped and make this the basis for offering extra support to help them through the critical periods.

The three people in the CTE courses, which were interviewed, were not in need of support: one is about to finish the Early Child Development program with prospects of working in childcare; one is taking welding to start a new career, and one studies three – welding, automotive and industrial maintenance – in parallel. Each of these three will have excellent job prospects and could easily start a business of their own with the skills acquired.

LOCAL BUSINESS BASED ON CTE PROGRAM. The CTE program on Industrial Maintenance became the source of wealth for a local business man: he created a successful company offering industrial maintenance to businesses in the area and hiring graduates of the program as staff.

His is an example of a successful business built directly on a CTE program. Others can follow his example and be made successful with courses and startup help.

Obstacles and Challenges

By talking to adult students one hears about the factors that make it at times difficult to attend. People not currently interested in furthering their education can speak to the reasons why they abandoned going to school or why returning to school is not an option for them. In many cases the reasons are similar, varying only to a degree: what is for some an obstacle that prevents them from going to school altogether, can be for others a challenge to be managed. Sometimes people name a determinable event that forced them to abandon school, such as becoming pregnant. In other cases, school is interrupted at some point, just because the total burden has become unmanageable, and never taken up again. Having support – and knowing how to claim it – might make the difference between an insurmountable obstacle and one that can be overcome.

Childcare. Three-fourths (27 of 36) of the students interviewed were women, and all but three of them had children. They stated that for them the greatest obstacle to returning to school and the greatest challenge to manage school on a daily and weekly basis was childcare – to have arrangements that freed them for the right times and made them feel that their children were safe during their absence. Some said that they had waited to go back to school until their children were old enough to be safely left to themselves. A couple of mothers in the ESL class were there together with their adolescent children.

This obstacle is more severe for single women than families, and is felt more by women in general than men. Even in families it is often the woman who has the main responsibility for the children, and thus finds her ability to study curtailed. In the absence of affordable and convenient childcare, one parent has to provide childcare, when the other is at work. It gets more difficult the more children are in a household.

Professionals who work with families or women in the area confirm that childcare plays a major role in making education accessible. Foster agencies complain that parents cannot get the needed education, when they lack childcare. Women living in the Domestic Violence shelter need childcare in order to work or study. People in transitional housing arrangements work late night shifts to get back on their feet; that is not possible at the moment unless one parent provides childcare due to a lack of nighttime childcare options.

Even if a student is able to pay for it or can get reimbursed for childcare, one cannot always get it for the times one needs it. There are a number of childcare providers in the area, but they mostly offer pre-school and after-school programs, and seldom take children under two years of age or children still in diapers, since that requires a higher percentage of staff per child.

The problem is well known: If one wants parents to participate in an activity, one needs to solve the childcare issue. Churches offer childcare for their services by asking parents to volunteer. But that is only possible because they do not have to satisfy legal requirements. Schools experiment with offering education to parents while their children are in school, thus solving the childcare dilemma for that time. This can work as long as the parents have *all* their children in school.

Work/ Life/ Study Balance. The stress of balancing work, study and household be-sets all students and their families, but those living at the limit of their capacities can be made ill by it. Thus the very means to get them out of poverty – education – is contrib-uting to keeping them there. Once they have managed to move through education into a social class with better earning potential, their health improves, statistically speaking.⁵ This argues, as some interviewees have done as well, that education adds to the difficul-ties of one’s existence in the short-term.

Sometimes people called the combined challenges and stresses of work, children, house-hold and studying a problem with ‘time management.’ This implies that one might be able to cope with better time management skills. But if there is not enough time to take care of all obligations, better time management cannot solve the problem. In that case, it becomes a matter of deciding what can be dropped, and the prime candidate to be dropped is often school, because it does not contribute to survival in the short-term.

With support structures in place a student may be able to avoid this point and keep up studying until the long-term benefits kick in. But, again, the student must know about the support and how to get it before the crisis hits; if the person is not aware of existing support structures, they will not be able to ask for help and to shift some of their burden onto the support.

This suggests that AE students should get extra support to cope with the added stress of studying, because of the multiple obligations they are dealing with. Ways to mitigate the stress during education (through mentoring or support groups) can lower the threshold for entry and increase the chances of success. Offering *short-term education pro-grams + support, with solid job prospects* at the end have the best chance to convince some-one in a strained position to try AE. Success in a first short program can be the step-ping-stone to further education activities.

Documentation and Credit Transfer. Quite a few people spoke of the trouble getting the proper documentation for course work in other colleges or other countries. People from outside the US often did not have a way to contact their former places of education or get documents with any legal standing in the US. They do not expect help from American institutions, but they may be reticent to redo a degree they have already com-pleted, especially if that means investing several years. American students, on the other hand, were annoyed and resentful, when lacking documentation forced them to repeat work they had done already.

The difficulty may not lie with lack of documentation, but with an interpretation of the former work in terms of credit. The difference between having documentation and being credited with academic work was most likely not clear to the interviewees themselves. The latter is what counselors have to struggle with. We were told there were no com-mon standards for how to assess the coursework from other and different level educa-

⁵ Education as a Social Determinant of Health/ Issues Facing Indigenous and Visible Minority Students in Postsecondary Education in Western Canada.pdf
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3799536/>

tion institutions. All they can do is assess the course descriptions and hope that the contents listed are equivalent to contents in the home institution. There is too much room for interpretation and guessing, felt the counselor interviewed. She argued that the *counselors of different institutions should work together to formulate a consistent process and policy* for placement and credit transfer. This is peripheral to AE, but it can help reduce the time people spend on completion of the needed diploma.

Tuition and other expenses. Adult Students complained about the cost of tuition and associated costs for studying. They *asked for the equivalent of the “College Promise” for adults* – a free semester or year to explore educational offerings. The step from free non-credit ESL courses to credit courses constitutes a financial obstacle for many. Books add a considerable cost to studying. Added to that is the cost of transportation – some came from places as far as Lucerne Valley, Victorville and Baker – and the cost of childcare.

Technology in outlying areas and/ or transportation. Outlying areas are less aware of what is available in terms of education in general and AE in particular. Family centers, like the one in Newberry Springs, and churches fill the role of meeting places. They could offer access to education, but they usually operate on a limited budget and lack the needed equipment – such as public computers, projectors or electronic whiteboards – and the knowledge to operate it.

The lack of equipment may reflect the lack of interest in education in these areas; several interviews in the Newberry Springs area seemed to suggest that (see summary of interviews with people in the community). However, until people in those places have the ability to connect and experience some of the things offered, this cannot be ascertained. All of the research has shown that good candidates for AE show up in all different places and situations. The alternative to bringing education to these outlying places would be to arrange for transportation to existing education facilities for those who want to study. In that case, one would need to help them get a good enough understanding, so they can make informed choices.

If one wants to connect outlying places to more education, one needs to identify the places where the community really gathers. The Community Center at Newberry Springs, for instance, is really the office of the park & recreations manager and plays no role in the social life of the community. The real community center is the Senior or Family Center down the road. This is where people come to find company, have lunch and receive an occasional presentation from SB county officials or monthly healthcare services from a mobile unit. This would be the place to alert locals to the AE offerings and to find out if enough interest exists to warrant investments in either technology or transportation or both.

The first step – ideally, one that is repeated at regular intervals – would in any case be to offer a stimulating event to residents to inform them of services that are available and find out about their interests. Printed materials would not have the same effect. The community centers in Barstow and Newberry Springs voiced interest in organizing such events on behalf of their residents.

Anxiety and Social Distance. Distance can take non-spatial forms as well. People in the town of Barstow, who live blocks away, complained that the college is too far up on

the hill. This indicates not so much a sense of physical than of *social distance* in the local community. The people did not know about the location of the CTE courses, even though these are much closer to downtown. They more likely respond that way because to them the college, and by implication all institutions of higher education, is a high-brow affair closed to them, while feeling resentful that this should be so.

It seems that the local population, in a different manner than the immigrants, suffer from lack of confidence, when it comes to dealing with education. While immigrants do not doubt their intellectual abilities, once institutional issues are removed, the local community feels both in awe of the institution and also lacks confidence in their ability to live up to its intellectual standards.

In our short presentation on AE at the Barstow community center, very few of the 30 people in the audience asked questions, even though they had voiced in an earlier meeting an interest in education. Retroactively it appears that our presentation was already intimidating and took too much prior knowledge for granted. It will be important to repeat the exercise in this and similar places and create *presentations, which explain the basics of AE in simple non-academic language.*

In order to overcome the sense of distance to education in the local population, something other than transportation will be required. Local residents need to feel more at home with the education facilities. More and more frequent community events like the Health Fair, which brings the local community to the facilities in a non-threatening manner, will lower their anxiety to engage with them in their educational functions. It has been suggested that reaching out to the parents through events for children will be a good strategy, since there are few places for children to play safely and for parents to relax.

V. Suggestions for Change and First Designs

The suggestions for change that result from the community research fall into three categories: Category One is ideas and *suggestions to create or expand existing AE programs*. These are based for the most part on the voiced interests and actual choices of interviewees, but include also programs envisaged by the Dean of CTE. Category Two suggests to establish support structures and enabling conditions to help the targeted student groups while studying, while the third category considers creating conditions in the social environment, which bring promising candidates to AE and enhance the impact of AE in the community.

1. Creating or Expanding AE Programs

Based on what we have learned about the motivation, staying power and situation of the AE student groups, the focus of Adult Education in the Barstow area should be to provide people quickly with solid skills to enter the workplace. This demand can be satisfied by generating *programs that can be combined with general skills courses* (such as basic learning/ life skills course, job skills or entrepreneurship courses) to fit an individual's situation and goal. ESL classes can be combined with worthwhile topics to make attractive offerings.

For the format of the classes one might experiment with hybrid forms to combine the benefits of face-to-face – rich social interaction – with that of online classes, i.e. an individualized pace and timing. In general, online classes work better for mature students, who have the needed technology know-how and discipline. For the beginning student traditional teaching classes are better. The interaction in the classroom deepens the understanding through discussion and exposure to different viewpoints. The cohort can become a resource to the struggling student; others with similar difficulties may form a support group, which helps all of them. Some subjects are better presented face-to-face: Mathematics is such a one. This is so, students declared, because “once you lost the thread [in the online class], you stay lost,” while in a face-to-face class you can recover with the help of the others and the teacher.

These are the new or expanded courses suggested by research:

- ***Basic learning and life skills course(s)***: this would be a non-credit course preparing people coming out off of rehabilitation or reintegration programs for the work in ordinary programs. This could be offered to those in need either before or in parallel to normal AE. Its contents can be modeled in part after the curriculum that the probation program carries out, suitably modified to fit all groups. This curriculum contains classes on self-awareness, time management, learning strategies, coping strategies, and more.

- ***Job and Career Skills courses*** for everyone at the point of looking for a job. Topics covered include or can include self-evaluation, resume building, job search, interviewing, job etiquette, etc. Classes might be offered stand-alone or bundled with any other program.

- ***Entrepreneurship/ Start your own company courses*** (with topics on product development/ business plan/ budgeting/ marketing/ project management/ etc.) can be of-

ferred alone or in combination with CTE programs. Entrepreneurship classes already exist at the Barstow College. This may be an expanded offering of the original to make it stand-alone.

Graduates of Early Childhood Development can work in childcare facilities and might start one of their own given the lack of childcare in Barstow. The same is true for a graduate of the Automotive or Welding program. Others mentioned their intention to start a business in catering or cosmetology. Even people with degrees in, say accounting, might consider taking the entrepreneurship courses on the side to explore the startup option.

- **New/ expanding ESL classes combining ESL** with practical and/ or academic topics such as Citizenship, Business, Mathematics and more. The ESL teacher at Barstow College has experimented with different topics that her students find useful and attractive. An ESL/ Citizen Class is planned and she will start a new class with emphasis on “Learning to Earn.” The latter overlaps in several areas with the Entrepreneurship and job skills courses and can function as a preparatory course for people in ESL wanting to start their own business.

- **New/ expanded CTE programs.** (These are based on suggestions from people in the workplace and the Dean of CTE at Barstow College. These can offer services locally, which are at present satisfied by services from out of town.)

- Multimedia Design (for marketing, branding, etc.) based on the existing photography class
- Medical support services (coding, billing) – good for working from home
- Homecare for the sick or elderly
- Retail (business practices, customer service, etc.) – to work at local retailers
- Culinary Skills (this cannot be offered, until new facilities for CTE are found)

2. Establishing AE Support Structures

Targeted Marketing of AE. Ignorance of the AE programs and the existing support coupled with anxiety pervades the local scene. Residents do not know or understand existing programs, and they feel they do not dare let their ignorance show. Students say that they would have come sooner, if they had only known. This condition is not overcome simply by sending out written materials to everyone. It must be accompanied by people, who can relate the material to the people’s specific interests. While getting one’s HS diploma is a straightforward project, there are too many options hiding under the label of a professional certificate program, and unless the person hears the very word they want to hear, the general label might not attract them to AE.

The consortium has begun with a general marketing campaign for AE. In addition, one should engage in outreach and marketing tailored to the different needs groups, locations and conditions. This means modifying the approach as well as the message. Suggestions are gathered here:

Marketing to remote places

- Give presentations in outlying places, at community centers, churches, the Marine base, to explain AE and what it can do for them;
- Offer counseling services in conjunction with a presentation
- Identify long-time residents that have the trust of their community and educate them to become reliable sources of AE information;

Marketing to complete High School

- Locate information on HS dropouts from their former schools and target them for marketing. (Messages e.g. “We miss you and you are missing out”; “Make your setback your comeback”; additional suggestions can be found in the comments from AE students: Summary in the appendix.)
- Approach students, who cannot graduate, just at the graduation of their classmates with options to complete HS;
- Make GED Testing a Resource Center: offer counseling, help with getting documentation, and access to social services such as Social Security, etc.

Marketing through events for children or school

- Market to parents via children in school or college using the motivation to help each other create a better future;
- Combine school for children with parental education that addresses childcare issue
- Market by sending material home to parents with school children

Marketing through community events

- Such as *Education Fair* (with ethnic food and music), *Makers’ Faire* (with local artisans to show their work and display techniques),
- *Open House at the GED Center*,
- Tours to education facilities to be arranged for school children, probationers, etc.

Marketing in different media- at billboards, on radio, in newspaper (Tidbits); also to the people in transitional housing arrangements, motels and such;

Marketing with success stories from targeted groups. Interview adult students for their success story and publicize on AE web site or in print.

Counseling/ Transition help. The better the education path is tailored to the person’s needs and interests, the greater the chances of success. Counseling and Transition help is needed especially at the point of entering into AE. At that point the new student needs advice on what options are open and what it will take to get real about the one she chooses. Once the student is settled in a program, other support structures should take over. A counselor might assign at-risk students to a mentor or a support group to help them through the initial or tricky parts of an AE program.

Counseling should again be offered – or made mandatory – at the end of each major phase to make sure the student takes the right next step.

All this places a considerable responsibility on the counseling and transition services. A first Transition Counselor is working at the intersection of High School, College and

governmental support programs. The Transition Counselor also responds to all referrals generated in the local not-for-profit social service organizations. As the program and outreach grow, one might have to think of bringing in additional counselors and possibly cross-training counselors to create the same level of expertise.

Work-life-study balance support. The ultimate goal of all the support is to make sure that the students can maintain a balance between work, household and study. *Work-life-study balance support* is anything that helps people integrate the work and life with the demands of study.

Companies have started programs to help employees better integrate work and life (See <https://worklifebalance.com/5steps/>), but these programs are not made to help integrate work, life *and studying*. In the absence of any available model we suggest *mentoring and support group* as specific measures to help people maintain the work/life/study balance, not, of course, at the exclusion of others. They are recommended especially for first semester/ first year students.

MENTORSHIP PROGRAM. A mentorship program needs to be designed with the special purpose and goal in mind: e.g. to help newcomers with special challenges make it through the first semester or year. Mentors are carefully selected and trained to understand and embrace their role; mentor and mentee are carefully matched and there is supervision to make sure the match is working and the mentoring relationship works the way it is supposed to do. This implies a fair amount of work and the need for a person dedicated to running the program.

People who have a hard time accepting authority might not do well in them and for them the mentor relationship will always be conflict-laden. The probation program asks its graduates to become mentors and this works well, since the mentors come out of the same situation and speak with the authority of one 'who has been there.'

SUPPORT GROUPS. Support groups form easily, sometimes almost spontaneously, in face-to-face settings where everybody shares the same situation and concerns. This argues against pure online classes for those in need of extra support. Support groups offer a space, where individuals can come together informally to share their stories and experiences. They help one meet others in similar situations, possibly with coping mechanisms to imitate. Support groups are of varying sizes; they organize on volunteer basis, and every member has the same standing. They often start with a specific goal— i.e. learning together, but the focus can shift and deepen over time to provide help also with personal crises. They work better for those who feel embarrassed to tell a mentor or teacher about their problems.

3. Creating Favorable Environmental Conditions

Recruiting Adult Education ambassadors. When asked how they found out about their AE options, students recalled chance encounters with people they knew or ran into. Often the information given in this manner is not systematic or exhausting; at

times it may even be misleading. However, the fact that people feel more inclined to listen to the experience of others and more likely to act on a personal suggestion, must be taken seriously.

Over the course of the research we found that some people hold an important informal role in their respective communities: in virtue of their long residence and balanced outlook they had acquired the status of “elder,” a sort of respected and trusted advisor. They are able to speak to different generations and give advice to parents and children alike. Sometimes they are also professionally in a position, where they deal with the public – as secretary or manager in centers or programs. This together with their informal status as trusted community member makes them a valuable resource: they can broker AE in the community, if they but have the requisite knowledge. They can become *ambassadors for AE*.

Creating a set of ambassadors especially in outlying places, where people are isolated and knowledge does not travel well, would mean identifying this set of people (long-time residents of the community can easily name them⁶) and training them in the conditions and options of AE. This group of ambassadors can then be counted on to inject more awareness of AE into their respective communities and to refer promising candidates.

Forming A Collaborative Network with Local Organizations. In a similar vein, but this time for the urban culture in the city of Barstow, one should develop, and connect to existing networks of local organizations. The network would comprise the *social service organizations, churches and government institutions*; in other words, all programs and organizations that work with the different at-risk groups. Establishing good working relationships with them is precondition for establishing AE in their minds as a resource and potential path for their clients.

The collaboration might take on the project of integrating what education is at the moment – possibly informally and unsystematically – provided to the clients in these organizations. This can help upgrade their education, reduce duplications, and finally *open the possibility for the sites to deliver basic levels of AE at their sites*, become, in other words, *secondary places for AE*.

The collaboration would serve to establish a feeder system into AE, where promising candidates are evaluated and referred to the Transition Counselor. As said before, this process has already started in some places, i.e. through meetings between the Transition Counselor and the Barstow Community Coalition, which is itself already a cluster of local organizations. Expanded to encompass other organizations, churches and county programs, it can become a tool for outreach and marketing, and a system, which helps identify and refer candidates to AE.

One approach would be a *patient-discharge-like* process and cross-organizational task force, which gets together in regular intervals to discuss clients at a transition point on

⁶ At the Institute for Research on Learning we sent a survey to identify the informal social roles in a company, and people had no difficulty naming the people who were informal advisors for the local community.

a case-by-case basis and considers their best options, including that of entering an education pathway. The Transition Counselor could be chairing these sessions, if they are solely focused on education, or be a member, if not.

Removing/ Reducing external obstacles. Lowering existing barriers or removing obstacles will enable more people to choose AE.

Childcare was considered one of the major barriers. First steps to deal with the challenge of childcare are described in the insert below.

A CHILDCARE RESOURCE GUIDE FOR PARENTS.

United Way and consultant organized a cross-organizational group to discuss childcare. Composed of key members of local organizations, which have an interest in childcare, either because they need it, because they can supply the staff, or because they offer it. Members have been recruited from Foster Agencies, Transitional Housing, Domestic Violence Shelter, Early Childhood Development Program, AE programs.

The group has decided to develop as a first step a *Childcare Resource Guide* for the Barstow area. A questionnaire and a list of local childcare providers have been developed already. The director of the Domestic Violence shelter offered her staff to collect responses. The group also designed helpful instructions for parents, who look for childcare.

Transportation from outlying places to educational programs should be tackled in combination with the concerns about the local technical infrastructure. It is to be decided (through the findings from outreach events and the work of local ambassadors) whether it makes more sense to bring education to the place – and upgrade the technology – or help transport people to existing education sites.

Creating employment opportunities. Handshake with employers. The research has not extended to the employers in the area, though local employment opportunities are an important part of creating favorable environmental conditions. What is reported here relies predominantly on inference from people's personal observations and on the work of the Dean of CTE, who actively maintains connections to local employers. She organizes events to have employers see the CTE facilities and can place many of the graduates in local jobs.

- Locally owned and run businesses are few and getting fewer as the older generation retires and closes down their own. This contributes to the downturn, but it also creates openings for new businesses in the area.

- The local social service organizations tend to hire locally. But higher positions at the county's social welfare offices tend to be occupied by people from outside Barstow.

- The local food industry catering to the tourist buses consists for the most part in fast food franchises and chain restaurants; they hire local people without HS diploma, but only into the lowest ranks and the lowest-paying jobs as busboys and cleaners.

- Retailers with branches at the outlet mall rarely accept applications from people without HS diploma. This is also true of the military base at Ft. Irwin. They have strict hiring policies and often ask for a drug test from applicants. This seems to reduce the local hiring dramatically; Home Depot, for instance, has hardly any employees from Barstow.

- BNSF Railroad is a large employer of people with technical expertise. It has an interest in people graduating from the welding program at CTE Barstow College. Negotiations are under way to train welders to the precise needs of the company in a dedicated facility.

An Incubator to help start local businesses. For many coming from the rehabilitation programs into AE the chances of landing a job after completing a program are slim. They may be better off bypassing local hiring restrictions and set up a business of their own with the skills they acquired. Others are looking to start their own business because they do not want to, or are not able to, enter into a normal 8-to-5 job. Both groups would benefit more from incubator services than of job placement.

Incubator services can obviously only be offered to those who have a “product”, whether it is a product or a service, not just a diploma. The consortium can thereby benefit its graduates by giving them better chances at succeeding, itself by becoming part-owner in the new businesses, and the larger community by making the new business stay local, hire local or both. Below is a brief introduction to the function and services of a business incubator.⁷

A *business incubator* helps new and startup companies to develop by providing services such as management training or office space. Business incubators are dedicated to startup and early-stage companies. Some colleges – such as Long Beach – and many research and technology parks house incubation programs. Incubators help startups get through the initial hurdles in starting up a business. These hurdles include space, funding, legal, accounting, computer services and other prerequisites to running the business. Some of these services overlap with skills developed in AE and beyond and thus are themselves enrich the local job scene.

COMMON INCUBATOR SERVICES

- Help with business basics
- Networking activities
- Marketing assistance
- Market Research
- High-speed Internet access
- Help with accounting/financial management
- Access to bank loans, loan funds and guarantee programs
- Links to higher education resources
- Links to strategic partners
- Access to angel investors or venture capital

⁷ Adapted from wikipedia (https://en.wikipedia.org/wiki/Business_incubator)

- Comprehensive business training programs
 - Advisory boards and mentors
 - Management team identification
 - Technology commercialization assistance
 - Help with regulatory compliance
 - Intellectual property management
- 

VI. A Turnaround Strategy

Taken all the suggestions together the picture that emerges is that of a flow of people from different groups and locations into AE and back out into the community equipped with higher level skills and better chances at succeeding in the workplace.

AE should offer easy transitions, reliable advice, appealing classes and teachers, and support to help balance life, work and studying.

AE can draw for help on the strength of the local community and the work of churches and charitable organizations to create awareness and refer people to AE. In return AE offers them education as a way to further their mission of helping those in need.

Lastly, by placing graduates of AE so their personal successes also benefit the local community, AE can contribute to turning the community's economic decline around.

Appendix

- List of research activities and places – below.
- List of the type and content of Education provided by the local social organizations – see below.
- Summary from focus groups with students in Barstow College, ESL classes, CTE programs - attached
- Summary from interviews with people in the community – at workplace, community centers, in social service programs - attached

Barstow Community Research: Places and Organizations visited

PLACES	ADDRESS/ PHONE
Barstow Unified School District, office	551 Ave H (L off Main) Barstow
Barstow HS Counselor	430 S. 1 st Ave, L off Main
BCC Student Services/outreach	BCC
BCC Counselor	Counseling
BCC research	Admin office, BCC
BCC CTE	1501 E. State Street, Barstow
CTE tour	
ESL program	Two classes/ Two Focus groups
USD Outreach Liaison	760-255-6026
Silver Valley USD	35320 Daggett-Yermo Rd, Yermo, off HW 15
Baker USD	72100 Schoolhouse Ln, Baker, R off Death Valley Rd, R off HW 15
Barstow Community Coalition	760-254-3485, 22 Buena Vista
On the Rise Inc. Foster Family Agency	office at 305 E. Buena Vista
Barstow Pregnancy Center	521 E. Williams St, R off Barstow, 760-256-8323
Greater Hope Foster Agency	760-590-2885, 231 E. Main Str. Barstow
Barstow Library/ literacy program	760-256-4850
Indian Health Inc.	IV and meeting
Positive Alternatives, Probationer Re-integration	22 Buena Vista, Barstow
Desert Sanctuary, Domestic Violence Shelter, Child Care Service, Drug rehab	Haley House, 703 E Main St, Barstow
Newberry Springs Family Center	Newberry Springs Senior/ Family Center
Newberry Springs	Community Center
Dry River Ranch	760-267-4760, Phone IV
New Hope Village, Transitional Housing Program	760-256-1900 100 W. Fredricks
CFS, SB county	Building Community Partners Meeting
San Bernardino County	Social Service manager
Victor Community Support services	222 E Main St., Barstow, CA 92311 Foster kids
Mojave United Way	210 W. Williams, Barstow; Meeting place for group on childcare
Entrepreneurs/ BCC	IV and tour

Military/ Fort Irwin	Kim Y.
Big Horn Community Center Barstow	760-256-8814 xt 8304
Foursquare Church	134 W Main Street. Barstow, New dir. of minister association
Other churches	501 Ave A, Barstow, CA 92311 Former dir. of minister association

Interviews w. education and social service professionals;	32
Focus groups/ interviews with Students;	39
Focus groups/ interviews w. adults (27 from Community Center Presentation);	17 (+ 27)
Meetings w. local organizations, groups and coalitions	8
Tours at CTE and Entrepreneurs Center	2
Visit to Community Centers Barstow and Newberry Springs;	4
New Life Church, Talks with pastors, director of Association of Pastors	3

Local charitable organizations provide some (preparatory) education to their clients.

This list is based on the places visited during research. The list does not claim to be complete: organizations that have not been contacted may also provide education.

Organization	Education offered
Barstow Community Coalition	Organizes Fair on mental health/ suicide prevention
Churches	Support groups for alcohol and substance abuse, medical and relationship issues
Entrepreneurship Center	GED testing, tutoring
Pregnancy Center*	Presentations on child development and childcare, Parenting education
Domestic Violence Shelter*	Offers HS diploma through online program at public library, parenting education
Probation program 'Positive Alternatives'	12-month curriculum includes life skills (– self-assessment, relationship-, time-, and anger-management), Job skills (– such as resume, applying for a job, interviewing); help with documents. (Teachers from Barstow College.)
Sober Living Ranch	None
Transitional Housing	Life/ basic household skills
Foster Agencies	Parenting Education on child development/ child safety

*Mojave United Way provides funding to those entities and also runs programs for senior meals and school supplies.



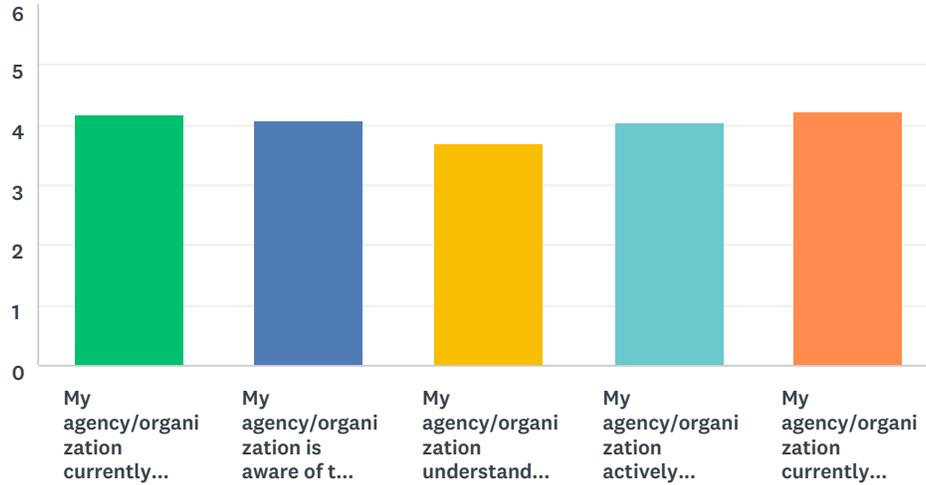
BARSTOW
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Appendix B

BACAE Community Online Survey

Q1 Please rate the following statements on a scale of 1 to 5. 1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

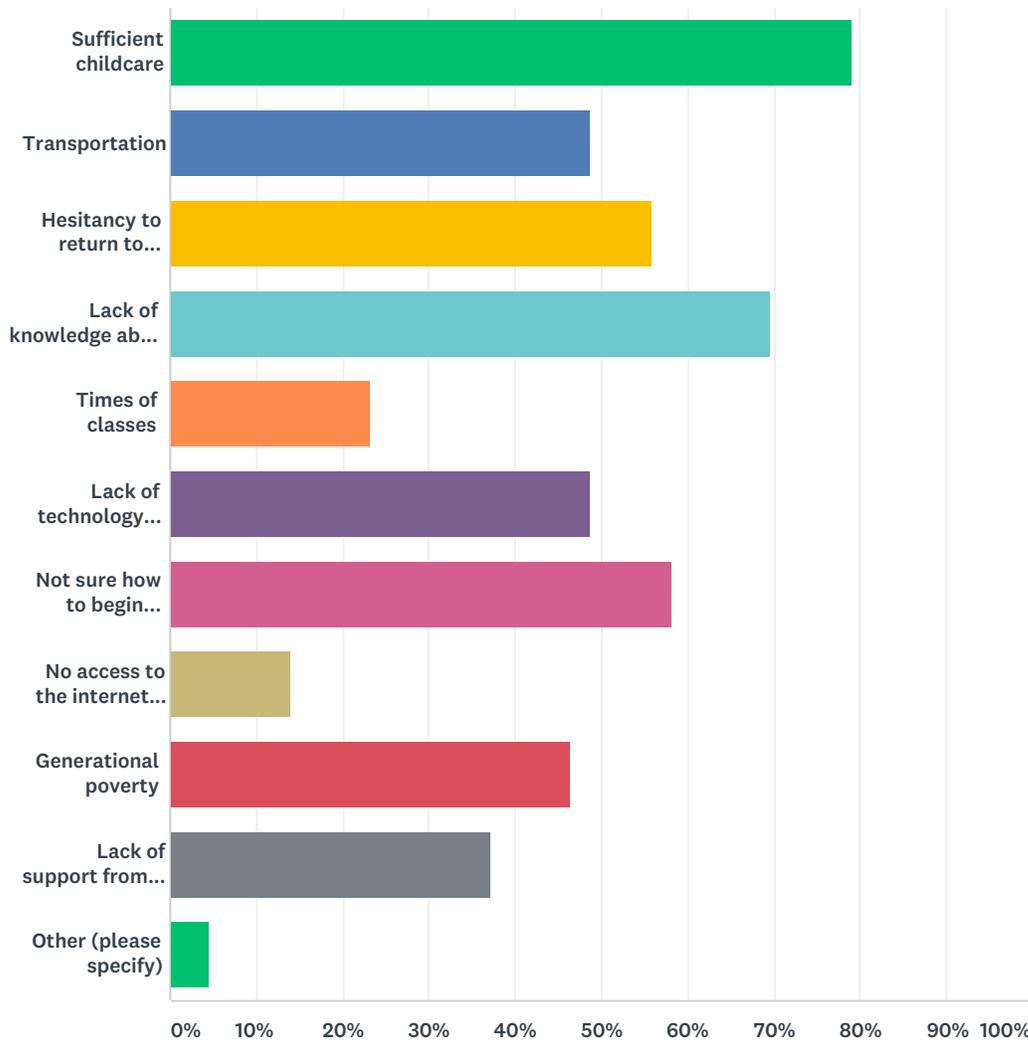
Answered: 43 Skipped: 0



	1 - STRONGLY DISAGREE	2 - DISAGREE	3 - NEUTRAL	4 - AGREE	5 - STRONGLY AGREE	DON'T KNOW	TOTAL	WEIGHTED AVERAGE
My agency/organization currently partners with adult education providers.	6.98% 3	2.33% 1	11.63% 5	37.21% 16	30.23% 13	11.63% 5	43	4.16
My agency/organization is aware of the adult education programs in the community.	2.33% 1	6.98% 3	13.95% 6	39.53% 17	32.56% 14	4.65% 2	43	4.07
My agency/organization understands how to refer clients to adult education programs.	4.65% 2	18.60% 8	16.28% 7	30.23% 13	23.26% 10	6.98% 3	43	3.70
My agency/organization actively encourages clients to enroll in adult education programs.	4.65% 2	4.65% 2	18.60% 8	37.21% 16	23.26% 10	11.63% 5	43	4.05
My agency/organization currently partners with local members.	2.33% 1	4.65% 2	11.63% 5	44.19% 19	23.26% 10	13.95% 6	43	4.23

Q2 Please select the top five barriers that prevent people from enrolling in adult education programs. (Please choose 5).

Answered: 43 Skipped: 0



ANSWER CHOICES	RESPONSES	
Sufficient childcare	79.07%	34
Transportation	48.84%	21
Hesitancy to return to school	55.81%	24
Lack of knowledge about programs	69.77%	30
Times of classes	23.26%	10
Lack of technology knowledge for online applications	48.84%	21
Not sure how to begin enrollment	58.14%	25
No access to the internet to learn more about classes	13.95%	6
Generational poverty	46.51%	20

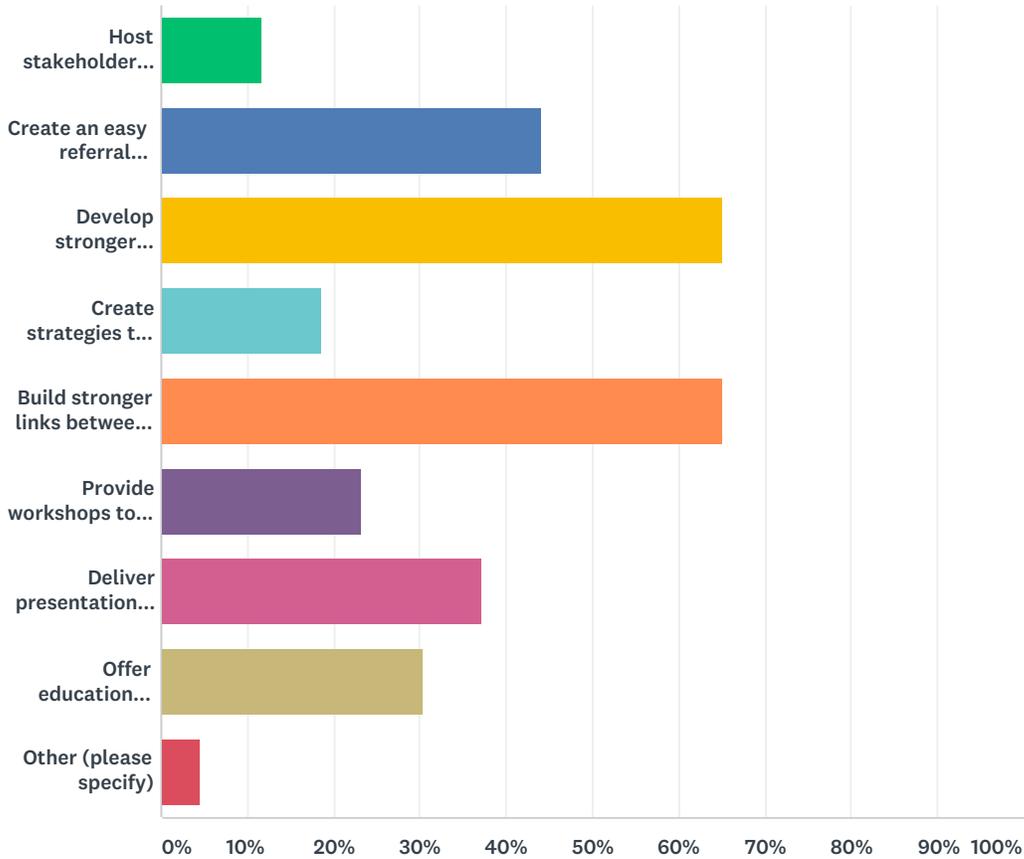
BACAE Community Survey

Lack of support from family/community	37.21%	16
Other (please specify)	4.65%	2
Total Respondents: 43		

#	OTHER (PLEASE SPECIFY)	DATE
1	<p>It is difficult sometimes for adult students to fit education in their busy lives. Personally daycare is a challenge. As well as distance from home to this school. I like that this school offers student working position. But I have to re route my way.. Accessibility to how I can submit my assignments can also help because of the internet accessibility I have at home. I work I get home tired to actually do work, and perhaps education that benefits my job or that guarantees me a job will be beneficial. Or study and work in the same field so that I have experience once I graduate. Accessibility to sources or community resources available to me to help simplify the way I can be more productive as a mom, employee and student.</p>	2/14/2019 9:48 AM
2	<p>I have spoke to many townspeople who do not know about our new adult program. I do feel that our members are doing their best to address this issue here at BCC. I really think that as a community we need to find ways to get these programs noticed and make a true effort to change the mental dynamics of Barstow because I feel that almost all have lost hope.</p>	2/14/2019 9:30 AM

Q3 Please select the top three interventions/strategies that, at this time, will have the greatest near-term, positive impact on the Barstow area. (Please choose 3).

Answered: 43 Skipped: 0



ANSWER CHOICES	RESPONSES
Host stakeholder meetings for all interested agencies/organizations across the region to better share information.	11.63% 5
Create an easy referral process between agencies and adult education service providers.	44.19% 19
Develop stronger community outreach to inform people about available education programs, admission processes, documentation requirements, etc.	65.12% 28
Create strategies to assist learners with work/life balance.	18.60% 8
Build stronger links between Adult Education programs and jobs in the community.	65.12% 28
Provide workshops to overcome anxiety about re-entering education programs.	23.26% 10
Deliver presentations throughout the community to share information about available programs and services.	37.21% 16
Offer education counseling services in non-traditional locations (community centers, churches, etc.).	30.23% 13
Other (please specify)	4.65% 2
Total Respondents: 43	

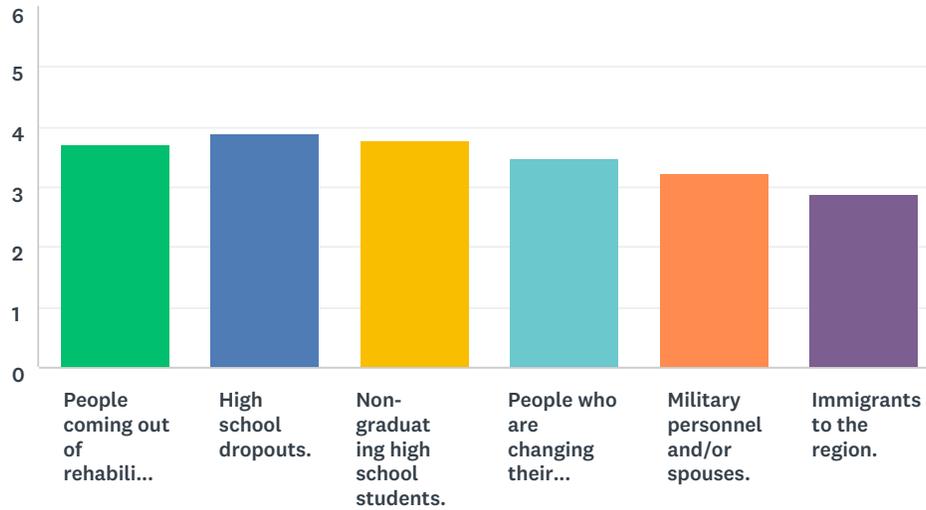
#	OTHER (PLEASE SPECIFY)	DATE
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BACAE Community Survey

1	Be open during day time hours. Most without a diploma or GED are not working, and some would like to go to school while their kids are in school not after hours.	2/18/2019 9:53 PM
2	If a person wants to do something they will. Providing resources to get them going is sufficient, just needs to be more accessible. Having to go to meetings or orientations takes time and should be available online. Time is something that many parents lack. I would seek resources if I had the time. I qualify for gas cards and daycare help, but I do not have time to come in as needed to get the help I most need. Some adult students that I know need help with filling out forms like FAFSA, and other grants.	2/14/2019 9:48 AM

Q4 Please rank the following groups in order of their greatest potential to enroll in adult education programs. (1 = greatest enrollment potential).

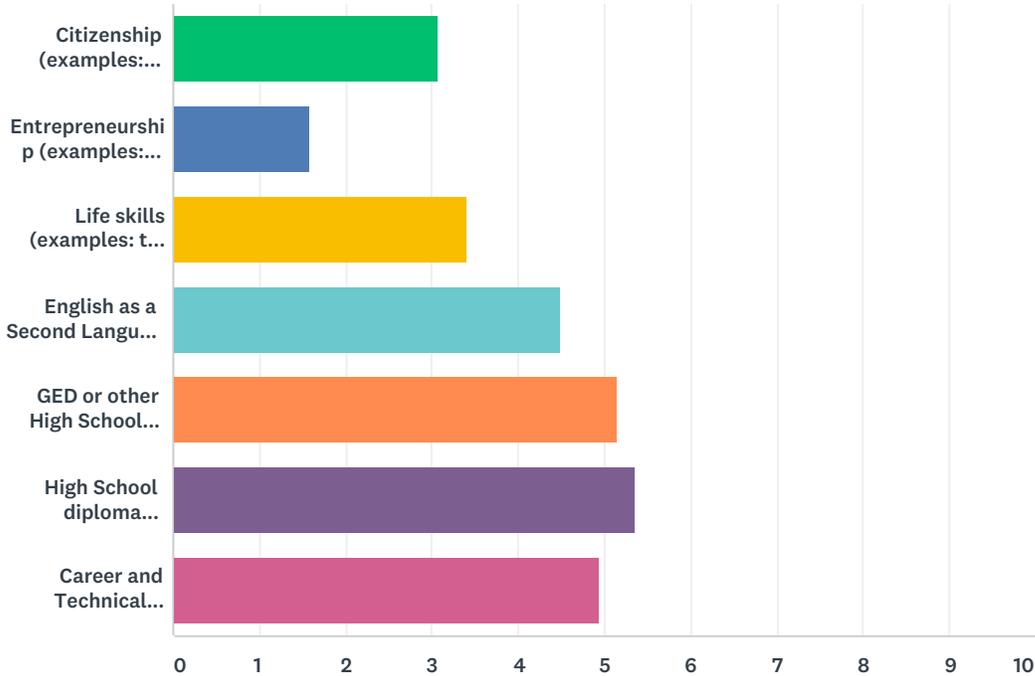
Answered: 43 Skipped: 0



	1	2	3	4	5	6	TOTAL	SCORE
People coming out of rehabilitation programs, prison reentry program, probation, transitional housing, substance abuse programs, domestic violence programs.	20.93% 9	13.95% 6	25.58% 11	11.63% 5	11.63% 5	16.28% 7	43	3.72
High school dropouts.	23.26% 10	13.95% 6	20.93% 9	20.93% 9	13.95% 6	6.98% 3	43	3.91
Non-graduating high school students.	13.95% 6	30.23% 13	13.95% 6	11.63% 5	20.93% 9	9.30% 4	43	3.77
People who are changing their careers, and need new skills to succeed.	23.26% 10	9.30% 4	11.63% 5	25.58% 11	9.30% 4	20.93% 9	43	3.49
Military personnel and/or spouses.	11.63% 5	20.93% 9	13.95% 6	4.65% 2	30.23% 13	18.60% 8	43	3.23
Immigrants to the region.	6.98% 3	11.63% 5	13.95% 6	25.58% 11	13.95% 6	27.91% 12	43	2.88

Q5 Please rank the following adult education programs in order of greatest community need. (1 = greatest need).

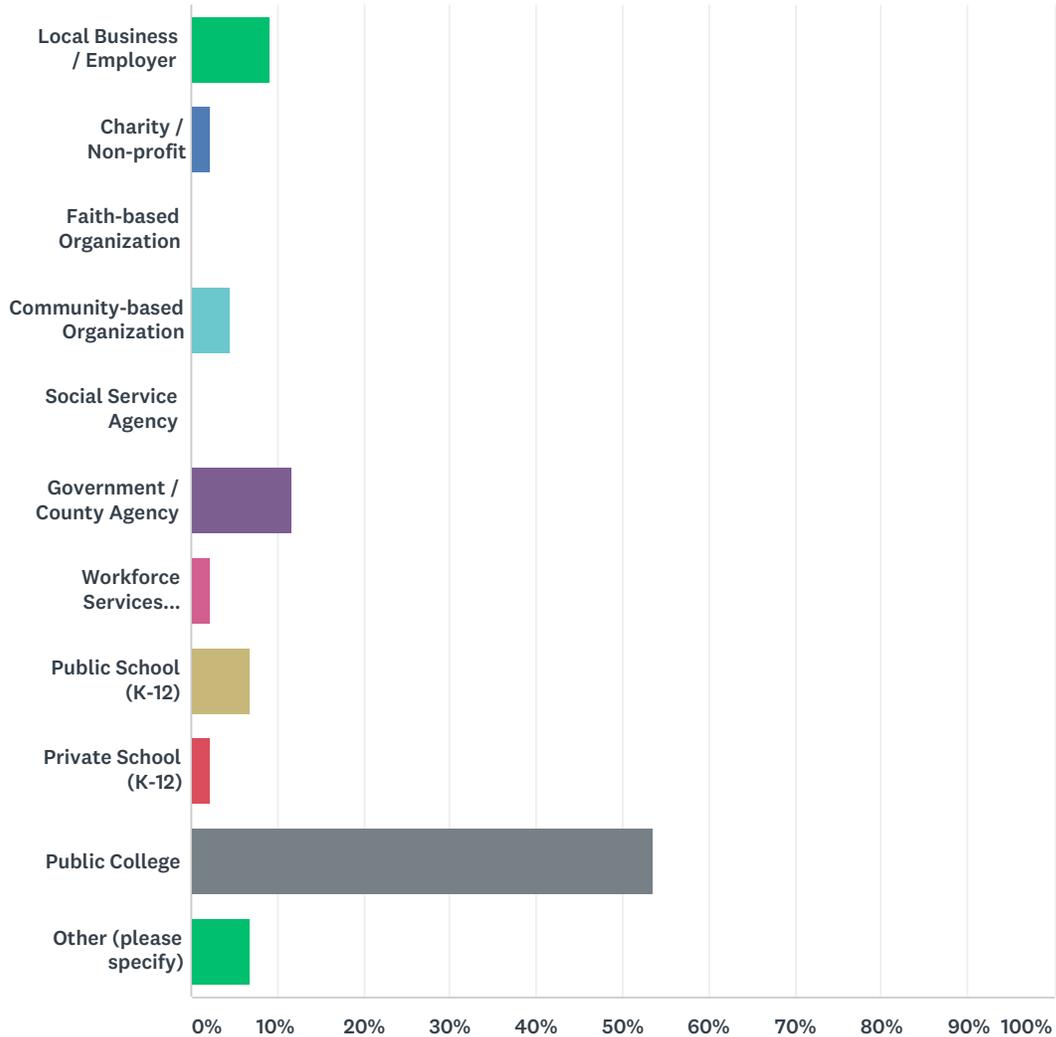
Answered: 43 Skipped: 0



	1	2	3	4	5	6	7	TOTAL	SCORE
Citizenship (examples: civic participation, voting, citizenship exam preparation, etc.)	0.00% 0	6.98% 3	2.33% 1	32.56% 14	18.60% 8	27.91% 12	11.63% 5	43	3.07
Entrepreneurship (examples: starting a business, project management, budgeting marketing, etc.)	0.00% 0	2.33% 1	2.33% 1	2.33% 1	9.30% 4	13.95% 6	69.77% 30	43	1.60
Life skills (examples: time management, coping strategies, self-awareness, etc.)	9.30% 4	4.65% 2	11.63% 5	16.28% 7	20.93% 9	25.58% 11	11.63% 5	43	3.42
English as a Second Language (ESL)	11.63% 5	13.95% 6	27.91% 12	20.93% 9	11.63% 5	11.63% 5	2.33% 1	43	4.49
GED or other High School equivalency	20.93% 9	34.88% 15	18.60% 8	4.65% 2	9.30% 4	6.98% 3	4.65% 2	43	5.14
High School diploma completion	27.91% 12	30.23% 13	16.28% 7	9.30% 4	6.98% 3	9.30% 4	0.00% 0	43	5.35
Career and Technical Education programs (examples: welding, automotive, hospitality, etc.)	30.23% 13	6.98% 3	20.93% 9	13.95% 6	23.26% 10	4.65% 2	0.00% 0	43	4.93

Q6 Which best describes your agency/organization?

Answered: 43 Skipped: 0



ANSWER CHOICES	RESPONSES	
Local Business / Employer	9.30%	4
Charity / Non-profit	2.33%	1
Faith-based Organization	0.00%	0
Community-based Organization	4.65%	2
Social Service Agency	0.00%	0
Government / County Agency	11.63%	5
Workforce Services Provider	2.33%	1
Public School (K-12)	6.98%	3
Private School (K-12)	2.33%	1
Public College	53.49%	23

BACAE Community Survey

Other (please specify)	6.98%	3
TOTAL		43

#	OTHER (PLEASE SPECIFY)	DATE
1	Mine	2/15/2019 4:00 PM
2	Chamber	2/15/2019 1:45 PM
3	community college	2/14/2019 9:00 AM

Q7 Did we miss something? If you have any other comments or suggestions, please feel free to let us know!

Answered: 13 Skipped: 30

#	RESPONSES	DATE
1	No	2/17/2019 12:00 PM
2	I would suggest more advertising about the program through social media, radio and personal interactions.	2/17/2019 7:11 AM
3	Additional resources for CTE instructors. Encouragement to enroll in CTE courses.	2/15/2019 4:00 PM
4	Limiting time consuming workshops or making workshops available to fit the schedule of working people would help. Workshops should not have to be a burden, they should help. perhaps allowing voluntary work like helping at our children's school or community or even church spreading the word or implementing new strategies in local events should help both parties.	2/14/2019 9:48 AM
5	Overall, I truly think our community is very segregated and as said before, has lost hope. We have nothing for kids to do in this town and adults just seem to rool through each day, we need an overall community change to really bring the better out of Barstow.	2/14/2019 9:30 AM
6	contact information and time of office open would be appreciated	2/14/2019 9:00 AM
7	People need basic skills to fill gaps. We need to to offer remedial reading and math for those who have a diploma but are still not at a level to be successful in the college world.	2/13/2019 9:47 PM
8	Embracing our adults and offering encouragement and support with the right resources.	2/13/2019 8:35 PM
9	Now that Community colleges will be reducing remediation classes, basic skills ; math and English remediation, could be a huge population boost. Also, will adult attendees be able to get County financial assistance for attending school through the Consortium?	2/13/2019 5:18 PM
10	N/A	2/13/2019 5:08 PM
11	no	2/12/2019 8:29 AM
12	While I do not think better coordination between organizations and support groups outweighs other needs in your 3-yr. plan, it needs to happen. Chambers, cities or a community-based org. would be in a better position to take that task on.	2/11/2019 5:12 PM
13	Large Billboards with contact number and the words ADULT EDUCATION printed on them and place in various places in the community can be productive.	2/11/2019 9:14 AM

Q8 Thank you for taking the time to complete this survey! If your agency/organization is willing to participate in ongoing community stakeholder meetings hosted by BACAE, please provide contact information below. Thank you!

Answered: 14 Skipped: 29

ANSWER CHOICES	RESPONSES	
Agency / Organization:	85.71%	12
Contact Name:	92.86%	13
Contact Email:	100.00%	14
Contact Phone:	92.86%	13

#	AGENCY / ORGANIZATION:	DATE
1	Barstow Community College	2/14/2019 9:00 AM
2	Barstow Community	2/14/2019 9:00 AM
3	Barstow Christian Academy	2/13/2019 9:47 PM
4	Barstow Community College	2/13/2019 8:35 PM
5	Barstow Community College	2/13/2019 5:08 PM
6	LSSSC	2/12/2019 8:29 AM
7	San Bernardino County Probation	2/12/2019 7:34 AM
8	Barstow Area Chamber of Commerce	2/11/2019 10:09 PM
9	Soroptimist Int'l	2/11/2019 5:12 PM
10	Dee-Lux Realty, Inc.	2/11/2019 9:41 AM
11	Excelsior Charter School CTE Academy	2/11/2019 9:37 AM
12	SBC Preschool Services Department	2/11/2019 9:14 AM

#	CONTACT NAME:	DATE
1	Jerome Payne	2/17/2019 7:11 AM
2	Eugene Butticci	2/15/2019 1:45 PM
3	Lucia De La Rosa	2/14/2019 9:00 AM
4	lilia franco	2/14/2019 9:00 AM
5	Heather Bradford	2/13/2019 9:47 PM
6	Nance Nunes-Gill	2/13/2019 8:35 PM
7	James Lee	2/13/2019 5:08 PM
8	Felix Hallig	2/12/2019 8:29 AM
9	Cecil Smith	2/12/2019 7:34 AM
10	Louise Carmichael Miller	2/11/2019 10:09 PM
11	Edythe Seehafer	2/11/2019 5:12 PM
12	Camren Jones	2/11/2019 9:37 AM
13	Deborah Harris	2/11/2019 9:14 AM

BACAE Community Survey

#	CONTACT EMAIL:	DATE
1	jcp5152003@yahoo.com	2/17/2019 7:11 AM
2	ebuttici@aol.com	2/15/2019 1:45 PM
3	ldelarosa@barstow.edu	2/14/2019 9:00 AM
4	lfranco@barstow.edu	2/14/2019 9:00 AM
5	Barstowchristianprincipal@gmail.com	2/13/2019 9:47 PM
6	nnunes-gill@barstow.edu	2/13/2019 8:35 PM
7	jlee@barstow.edu	2/13/2019 5:08 PM
8	fhallig@lsssc.org	2/12/2019 8:29 AM
9	cecil.smith@prob.sbcounty.gov	2/12/2019 7:34 AM
10	Louweze@aol.com	2/11/2019 10:09 PM
11	eseehafer@gmail.com	2/11/2019 5:12 PM
12	trustdee@aol.com	2/11/2019 9:41 AM
13	camrenj@excelsior.com	2/11/2019 9:37 AM
14	deborah.harris@sbcpsd.com	2/11/2019 9:14 AM
#	CONTACT PHONE:	DATE
1	7602568617	2/15/2019 1:45 PM
2	(760)252-2411	2/14/2019 9:00 AM
3	760-252-2411	2/14/2019 9:00 AM
4	7602563556	2/13/2019 9:47 PM
5	760-252-2411 x 7234	2/13/2019 8:35 PM
6	760.252.2411 X 7386	2/13/2019 5:08 PM
7	2138406119	2/12/2019 8:29 AM
8	(760) 256-4744	2/12/2019 7:34 AM
9	7604470702	2/11/2019 10:09 PM
10	442-247-9685	2/11/2019 5:12 PM
11	7602564045	2/11/2019 9:41 AM
12	760-508-8435	2/11/2019 9:37 AM
13	760.255.5764	2/11/2019 9:14 AM



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Appendix C

BACAE Board Stakeholder Meeting



Stakeholder Planning Meeting

February 19, 2019

Barstow, California

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Victory

What do we want to celebrate in three years?

- Full time instructor at Fort Irwin
- Barstow Community College has increased non-credit offerings
- Better, systemized approach to community outreach
- Robust apprenticeship program
- High enrollment across all programs
- Increased CTE opportunities, focused on jobs within the community
- The community knows where to go and how to access programs
- Highly active adult school
- More funding resulting from increased enrollment
- Leveraged relationships with the workforce
- Personalized outreach: embrace students who are hesitant to return to school
- Offer courses in multiple languages
- Expansion of current programs
- Training certification center
- Central location where adult learners can come for information
- 150 GED completers
- Soft skills tied in with basic skills program
- ESL at elementary schools
- WASC accreditation leading to federal funding

SWOT Analysis: Strengths & Weaknesses

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> • Have a facility • Increased funding • Ties between educational institutions & workplace • Lots of resources to draw on from within the consortium • New (supportive) governor • GED testing center • Revamped programs to increase flexibility for adult learners • Jumpstart on CTE program & willingness to continue • Lots of nonprofits to interface with • We know what's needed • Well-established relationships across consortium • High quality materials • Increased number of interested potential students 	<ul style="list-style-type: none"> • Lack of community awareness • Hard to minimize student anxiety • Non-credit pathways could be strengthened • Hours & funding of adult school are limited • Not enough personnel • Education not encouraged at home • Lack of coordination with nonprofits, and lack of understanding of what they do leads to duplication of services • Nonprofits not connected with each other ('ownership mentality') • Lack of communication within consortium • Faith based agencies not involved • Logistical issues for potential students (childcare, transportation, etc.) • Technology issues for potential students

SWOT Analysis: Opportunities & Threats

OPPORTUNITIES	THREATS
<ul style="list-style-type: none">• Get teachers involved• Educate teachers and the community about what we do• Develop local economy by providing workforce skills• Define specific tasks and who will do them• Get buy-in from the City and partner with them• Create strong relationships with the media• Coordinate more with other consortia• Leverage K-12 relationships to give information about the program to potential students• Strengthen relationships among consortium partners• Create stronger alignment among consortium partners	<ul style="list-style-type: none">• Lack of affordable childcare• Transportation and other barriers• Lack of technology among potential students• Slow-growth local economy• Apathy in the community• Behavioral issues (substance abuse, etc.) among potential students• Competition from other businesses• Miscommunication (people “bad mouthing” the program)• Not enough funding for everything we want to do• Migratory community• “Initiative fatigue”

Accomplishments

What must we achieve over the next 12 months?

(Participants brainstormed as a group and then prioritized by placing a mark next to the three activities they thought were most important. These marks are indicated with asterisks and the list below is ordered accordingly.)

- Educate the community about what we do *****
- Leverage resources (pathways) across the board *****
- Barstow Adult School becomes hub for the community ****
- Expand program hours ***
- Determine what we need to become accredited **
- Educate the educators *
- Address barriers regarding childcare and transportation *
- Revamp curriculum to meet needs *
- Find strategies to better partner with City (i.e., share student success stories at Chamber of Commerce and City Council meetings) *
- Hire full time instructor at Fort Irwin *
- ESL certification at each level (in progress)
- Create relationships with nonprofits and faith based agencies (not selected as top priority)
- Complete transition from consultant to part-time faculty (not selected as top priority)



BARSTOW
AREA
CONSORTIUM
FOR **ADULT EDUCATION**

Appendix D

San Bernardino County Workforce Development Board
Labor Market Information PowerPoint

1 **LMI REPORT**
Examine the labor market of San Bernardino County and its interactions with local industries.

2 **UCR ENGAGEMENT**
Identify policy recommendations based on findings

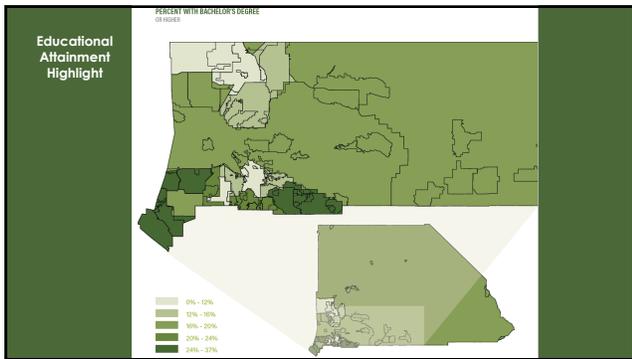
UCRIVERSIDE School of Business
CENTER FOR ECONOMIC FORECASTING & DEVELOPMENT

Educational Attainment Highlight

SHARE OF SAN BERNARDINO COUNTY RESIDENTS WITH BACHELOR'S DEGREE OR HIGHER BY GEOGRAPHY

	Less than HS	HS/GED	Some College	Bachelor's Degree	Graduate Degree
CHINO, ONTARIO, RANCHO CUCAMONGA, & UPLAND	16.4	215	341	18.8	9.1
CITY OF SAN BERNARDINO	31.8	272	29.0	8.8	3.2
FONTANA & RIALTO	25.9	29.4	28.4	11.7	4.6
LOMA LINDA, REDLANDS, & YUCAIPA	16.5	218	30.4	18.7	12.8
TWENTYNINE PALMS, VICTORVILLE, HESPERIA, & LAKE ARROWHEAD	17.0	30.2	37.9	9.6	5.3
SAN BERNARDINO COUNTY TOTAL	20.1	25.9	33.1	13.8	7.1
LOS ANGELES	20.5	20.7	26.6	21.1	11.1
ORANGE	15.0	17.5	22.0	25.9	14.6
RIVERSIDE	17.5	27.8	32.6	14.4	7.7
CALIFORNIA	16.6	20.7	29.0	21.1	12.6

Source: U.S. Census Bureau, ACS 1-Year PUMS; Analysis by UCR Forecast Center

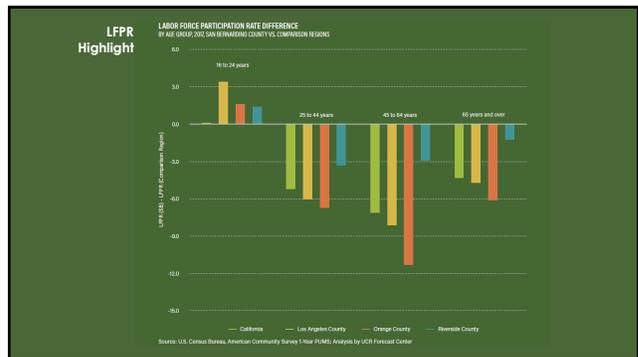


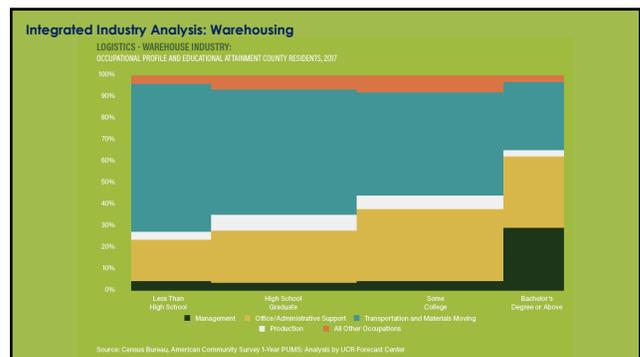
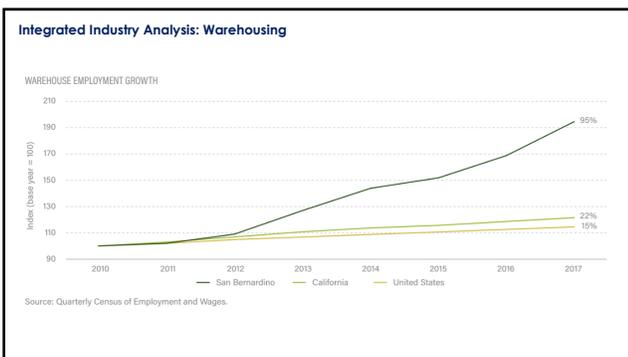
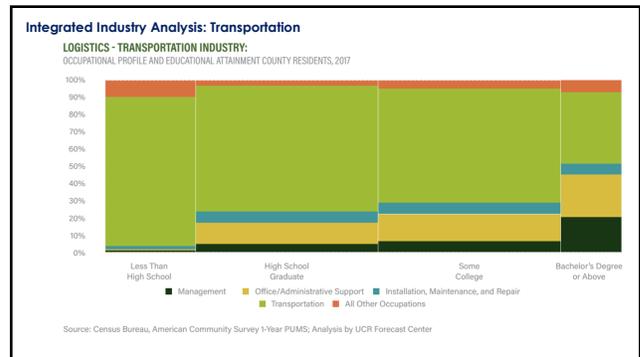
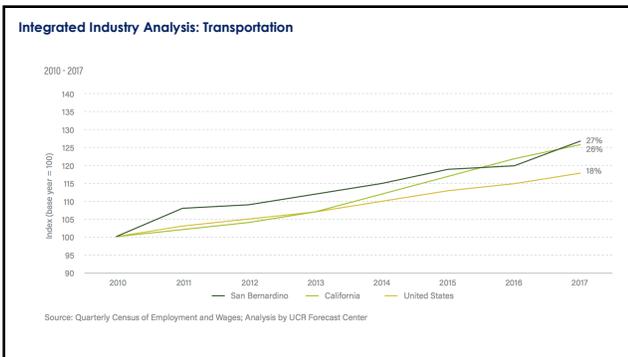
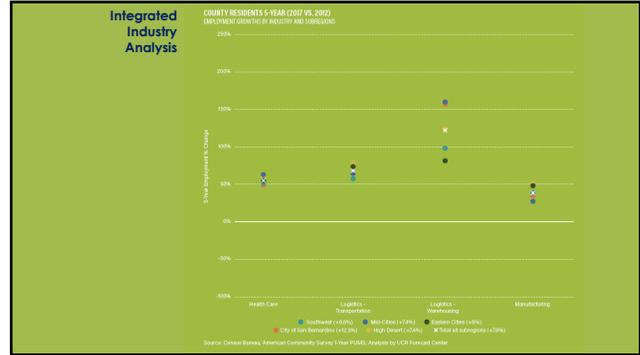
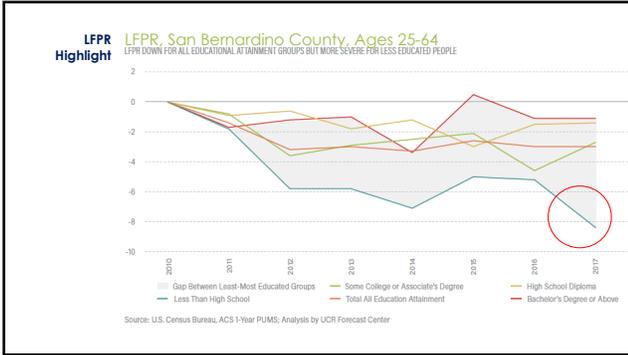
Cost of Living Highlight

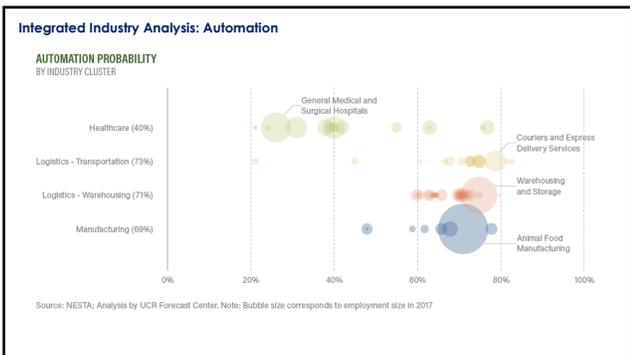
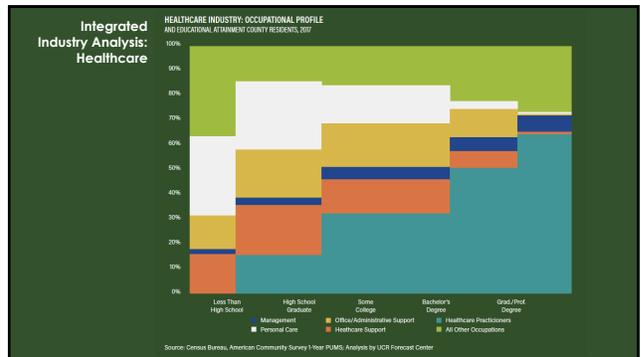
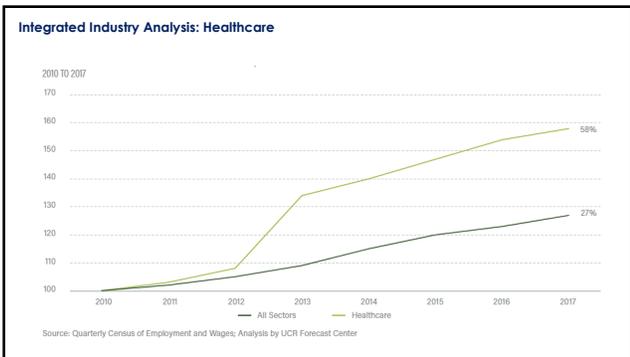
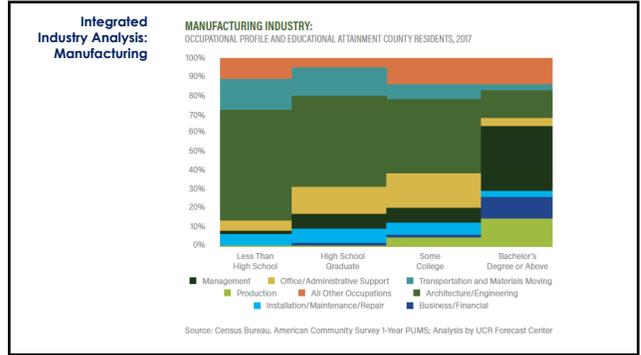
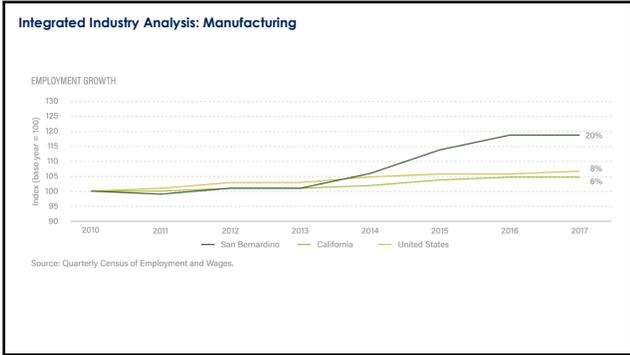
MEDIAN HOME PRICE BY COUNTY

County	Median Home Price	Monthly Mortgage Payment	Property Tax	Annual Cost of Ownership	Real Annual Cost	Wage Share of Cost (%)	Ave. Annual Wage
Los Angeles	614,832	3,036	6,148	42,583	40,502	66.0	64,564
Orange	774,292	3,824	7,743	53,627	51,006	85.5	62,732
Riverside	378,865	1,871	3,789	26,240	24,958	58.2	45,050
San Bernardino	304,895	1,506	3,049	21,077	20,085	44.7	42,012
San Diego	592,377	2,960	5,924	41,374	39,352	66.6	62,146
Ventura	623,979	3,089	6,240	43,207	41,004	79.6	54,322

Source: Core Logic, U.S. Bureau of Labor Statistics; Analysis by UCR Forecast Center







Insight and Feedback

Process-oriented

Skills-oriented

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"While there are no easy solutions and there have been mixed empirical results with stackable credentials, there are risks – some of which pertain to the behavioral economic decision-making of students themselves – in framing vocational training as something substantively different from a credit-bearing education."

Community Colleges: Training grounds for U.S. workforce

- Understand goals of different student population segments and set goals accordingly
- Avoid demographic pigeonholing and tracking students – particularly low-income or minority students – into a narrow vocational path.

Process optimization

Strategic Rollout: a la Mental Health Act

Unified vision and priorities aligned with funding cycle and industry needs

Individuals	[Pops Immigrant status formerly incarcerated female, single head of household]
CBOs	Community communication; perception vs. reality (pigeonholing)
Government	Convene; provide and fund frameworks and data-driven opportunities for partnership
Firms	Partner with universities and peers to fund pre-competitive solutions and foundational skillsets
Education	Community colleges judged by outcomes; students need skin in the game too

Geographies
Incentives alignment
Networks; Innovation ecosystems

Skills-oriented Feedback

Via stakeholder interview and focus group.

Technical	Behavioral	Mindset
<ul style="list-style-type: none"> Computation/math/STEM Technical reading and writing Mechatronics (cluster) Machinist/fabrication 	<ul style="list-style-type: none"> Conflict mediation, ethics Radical candor Safety and safety mgmt. Inter-cultural personality and communications 	<ul style="list-style-type: none"> Process-orientation and systems-thinking Entrepreneurial skillset Problem-solving skills

Behavioral Skills: B2C Skills in a connected market

In an increasingly hollowed out market environment where technology diminishes the need for the middle men and firm of supply chains, opportunities for direct business-to-customer interactions and transactions abound.

"We're moving away from the archaic supply chain of extraction, manufacturing, distribution center, warehouse, retailer. That paradigm has evolved. Many of the manufacturers are going direct to consumer for improved efficiency."

Mindset Skills: Entrepreneurial competency development

Entrepreneurial competencies are a useful framework for thinking about the value of entrepreneurship in terms of a skillset and further a teachable one.

Entrepreneurial competencies include: opportunity recognition; opportunity assessment; risk management and mitigation; conveying a compelling vision; creative problem solving and imaginativeness; value creation; and building and using networks.

Recommendations: Process-oriented

Clarify the workforce development paradigm(s) for the County's portfolio(s) of interventions: As discussed, workforce development can be thought about from a variety of vantage points that may different sets of goals and activities. While the County may engage all three paradigms through different programmatic investments, it can be useful to organize programmatic portfolios around particular paradigms so that broad goals, constraints, and essential ecosystem partners are considered.

Engage managerial policy and managers of local employers on High Road employment practices and collaboratively further explore High-Performance Work Organization practices the County can engage leaders in the local business community to improve the quality of the County's existing jobs, leveraging models like Best for NYC and anchor institution models.

Facilitate a collaborative effort among community colleges to identify their distinct student populations and their respective goals, connecting those populations among institutions. Juggling institutional goals, partnerships, and strategy development for all three student populations discussed in the report is burdensome for any one community college; government bodies can help facilitate the sharing of that burden particularly as it applies to employer-driven curriculum development and training opportunities. This also decreases redundant outreach with the private sector.

Consider establishing a backbone organization or coalition of organizations for the coordination of workforce development efforts across the County: Backbone organizations are tasked with solving challenges around coordination and communication. They are also responsible for articulating shared goals and keeping partner organizations accountable to clearly defined metrics for success.

Recommendations: Skills-oriented

Identify potential ways of codifying regionally-relevant vocational training in the traditional credit-bearing education system. San Bernardino County employers voiced frustration around translating their needs into credit-bearing courses in the formal education system. When vocational training lives outside of the education-to-career system, there is increased risk for demographic pigeonholing and self-selection bias.

Focus on challenges around (1) communicating those high-productivity skills employers are willing to pay more for and community colleges are willing to pivot training toward; and (2) coordinating investments for which payoff is acceptable to employers and costs are acceptable to training institutions but for which there is no initiating investor. In disaggregated industry clusters, communication and coordination between employers and workforce training institutions is difficult and act as barriers to mutually beneficial investments in upskilling.

Explore need for customer-facing skills including skills around value proposition. Based on San Bernardino County stakeholders' feedback, employers in the region noted the ability to proposition value as a higher priority skillset given the increased interaction firms are having with customers directly, as a result of technology.

Identify which specific entrepreneurial competencies are most useful to San Bernardino County's core industries and their respective firms. Entrepreneurial competencies help articulate the value of entrepreneurship and entrepreneurial experiences into skills and standards which can be integrated into training. There may be industry-specific trends around entrepreneurial competencies and their respective value to the processes and dynamics of particular industries in San Bernardino County.

Recommendations

Use sustainability and green regulatory frameworks to explore cross-sectoral upskilling initiatives. San Bernardino County given its assets, core sectors, and regulatory infrastructure is well-positioned to explore a competitive advantage in green regulatory infrastructure across its core sectors.

Leverage GVC (global value chain) approaches in development to identify global market opportunities for competitiveness. The County may consider green regulatory initiatives or any other initiatives in a GVC context which introduces a different set of priorities than those of a local industry-cluster approach to workforce development. GVC approaches focus on global market entry and success and factors influencing that trajectory like lead firms which often act as gatekeepers or facilitators for international trade.

UCR Center
Questions

Thank you for your time and attention.

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