

## 23 Kern Adult Education Consortium

### Plans & Goals - Consortium Approved

#### Executive Summary

The Kern Consortium continues to work in alignment with the overall plan outlined in its original Regional Comprehensive Plan. This includes bridges and pathways, comprehensive student support, course alignment, increased accessibility, and increased access to college. In 2019-2020, our concentration will be on expanding existing programs to improve and meet the needs of our students. The consortium plans to move toward the refinement of programs, the mindful use of both local and regional data, and the further development of community partnerships. The entire consortium is dedicated to supporting all members as CASAS is fully implemented; on-boarding our smaller, non-WIOA members as well as our Community Colleges will be our focus. Members will continue to reach into their local communities to further develop creative partnerships such as the one established between ETR and the KHSD Culinary program, as well as the collocation of programs and services such as the JobSpot in Bakersfield and at Wasco Adult School. Finally, and perhaps of greatest importance, is the commitment to supporting students through consortium and sub-region wide professional development and collaboration that carves out clear pathways for student success and matriculation. The Kern Consortium oversees the implementation of CAEP programs as far north as Mammoth Lakes east of the Sierra Nevada's and Porterville to the west, and as far south as Bakersfield and Sierra Sands to the southeast. Thus, the consortium is divided into four sub-regions. Progress is reported by sub-region: 1) Greater Bakersfield (Kern UHSD and Bakersfield College), 2) North Kern (BC-Delano, Delano JUHSD, McFarland USD, and Wasco UHSD), 3) Porterville (Porterville USD and Porterville College), and 4) Eastern Sierra (Tehachapi USD, Sierra Sands USD, Mojave USD, Muroc JUSD, Mono COE, Inyo COE, Trona JUSD, and Cerro Coso Community College).

#### Regional Planning Overview

Based off the labor market data and feedback from faculty, students, staff, administration and the public, we have used the information gained during our 3-year plan to address how to build our service areas, provide outreach to the communities of our services, build programs that will best serve our community members and industry partners, and ultimately provide opportunities for success in careers and education for the members of our communities. Action items and priorities have been organized into this annual plan based off the data, information, and goals in our 3-year plan. Because of the size of our consortium, and the differences in our demographics in areas, we will continue to use our sub-regions in planning moving forward \*Porterville: Porterville Adult and Porterville College \*North Kern: Wasco Adult, McFarland Adult, Delano Adult, Bakersfield College Delano Campus \*Bakersfield: Bakersfield Adult and Bakersfield College \*Eastern Sierra: Tehachapi Adult, Mojave Adult, Muroc Adult, Sierra Sands Adult, Cerro Coso Community College, Mono County Office of Education, Trona Adult, Inyo County Office of Education. We will continue to hold our monthly consortium meetings to meet and go over the progress of our programs, annual plans, and three year plan.

### Meeting Regional Needs

#### Regional Need #1

##### Gaps in Service / Regional Needs

Unemployment was identified as a problem in our region. Because of the size of our consortium, each sub-region will work on how to improve these numbers in our areas as each sub-region has different barriers, industries, and resources.

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

We hired a data firm to conduct labor market research in our region for our three-year plan. We performed surveys with partners, staff, faculty, students, and the public. We used the data provided by the state for our consortium facts and figures in 2019.

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

In the previous year, our consortium has been very focused on our data and comparing it to previous years. We will continue to focus on our student data to ensure that members are tracking student progress and outcomes throughout the year. We will also be working on improving our student numbers, gains, and outcomes for members as outlined in our three-year plan. Each year we plan on seeing at least 3 members improve on their student enrollment from last year.

## **Regional Need #2**

### **Gaps in Service / Regional Needs**

Poverty was identified as a problem in our region. Because of the size of our consortium, each sub-region will work on how to improve these numbers in our areas as each sub-region has different barriers, industries, and resources., lack of high school diploma / GED, and high level of low-literacy.

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

We hired a data firm to conduct labor market research in our region for our three-year plan. We performed surveys with partners, staff, faculty, students, and the public. We used the data provided by the state for our consortium facts and figures in 2019.

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

In the previous year, our consortium has been very focused on our data and comparing it to previous years. We will continue to focus on our student data to ensure that members are tracking student progress and outcomes throughout the year. We will also be working on improving our student numbers, gains, and outcomes for members as outlined in our three-year plan. Each year we plan on seeing at least 3 members improve on their student enrollment from last year.

## **Regional Need #3**

### **Gaps in Service / Regional Needs**

Lack of high school diploma / GED was identified as a problem in our region. Because of the size of our consortium, each sub-region will work on how to improve these numbers in our areas as each sub-region has different barriers, industries, and resources.

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

We hired a data firm to conduct labor market research in our region for our three-year plan. We performed surveys with partners, staff, faculty, students, and the public. We used the data provided by the state for our consortium facts and figures in 2019.

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

In the previous year, our consortium has been very focused on our data and comparing it to previous years. We will continue to focus on our student data to ensure that members are tracking student progress and outcomes throughout the year. We will also be working on improving our student numbers, gains, and outcomes for members as outlined in our three-year plan. Each year we plan on seeing at least 3 members improve on their student enrollment from last year.

## **Regional Need #4**

### **Gaps in Service / Regional Needs**

High levels of low-literacy, and English as a second language learners, were identified as problems in our region. Because of the size of our consortium, each sub-region will work on how to improve these numbers in our areas as each sub-region has different barriers, industries, and resources.

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

We hired a data firm to conduct labor market research in our region for our three-year plan. We performed surveys with partners, staff, faculty, students, and the public. We used the data provided by the state for our consortium facts and figures in 2019.

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

In the previous year, our consortium has been very focused on our data and comparing it to previous years. We will continue to focus on our student data to ensure that members are tracking student progress and outcomes throughout the year. We will also be working on improving our student numbers, gains, and outcomes for members as outlined in our three-year plan. Each year we plan on seeing at least 3 members improve on their student enrollment from last year.

## Regional Need #5

### Gaps in Service / Regional Needs

Bakersfield Adult School will continue to partner with the AJCC and Kern Alliance for Business in order to bring Recycling Lives to fruition. Recycling Lives is an innovative partnership consisting of public, private and nonprofit agencies that seek to serve the homeless population through job training. Through paid work experience students will earn stackable credentials with the goal of becoming gainfully employed. BAS will continue to collaborate with Bakersfield College in the matriculation of students completing BAS and transitioning to BC through the continued support of the Job Spot as well as utilizing Transition Counselors from BAS and BC.

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

Several local studies including Housing and Urban Development have noted the rise in homelessness within the county of kern. Within the community of Bakersfield, the Job Spot is located in a historically economically underserved area.

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

Recycling Lives-Number of completers and those who gain employment will be two of the metrics utilized to determine effectiveness given this difficult to serve population. The Job Spot- the number of completers, those who attain employment and those that matriculate to BC.

## Regional Need #6

### Gaps in Service / Regional Needs

Within the Eastern Sierra Sub Region, physical space for operations is continual concern. Each adult school operates on campuses or libraries where adult education was not an initial part of the campus and often the space is very small. Each of these members can greatly benefit from larger and permanent spaces for operation, preferably in a co-location arrangement with Cerro Coso Community College.

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

Each of the members in the Eastern Sierra Sub-region have self reported difficulties with their operational space. MCOE use an extra classroom at the Mammoth Library. SSUSD, after the recent earthquake, is located in an extra classroom at the continuation school. Mojave operates out of an extra classroom at the high school. Tehachapi recently moved the adult education program out of its co-location with Cerro Coso to the local high school.

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

As the situation for each member improves, it can be easily documented that operations are in better locations and the number of adults served should increase dramatically.

## Gaps In Service

### New Strategies

#### Strategy #1

Porterville: PC will offer additional off -site ESL classes PC will co-locate and offer transferable Math/English courses and co-requisite support in line with AB705 PC will co-locate and offer Student Success Career Pathways that meet the Education graduation requirement focus on job readiness online and/or on PAS Campus PC will support students with a bridge from PAS to PC One stop services with PAS and PC Job Readiness, learning support, and mental wellness services Meet and Greet on PC Campus.

#### Strategy #2

1)WAS will increase their ESL, HSD, and short-term job training courses. WAS will continue to collaborate with Bakersfield College and add student support services at the Wasco Adult Education Center. Bakersfield College will continue to provide support staff to the North Kern areas in writing, tutoring, and DSPS counseling for adult school students to provide transition support and pathway to college programs. 2) BC will expand EMLS co-location opportunities at adult schools. 3) DAS will

continue High School Diploma, ESL, Business, and Nursing Assistant Training. DAS will continue to expand the welding pathway. 4)MLC will increase ESL, Citizenship, HSD, CTE.

### **Strategy #3**

Multi-level English Classes - The Bakersfield College support team offers beginner and intermediate conversational English classes weekly in North Kern. GED/HSE Tutoring - Students enrolled in GED or HSE programs often need additional assistance outside the classroom to gain the skills and confidence needed to pass required exams Career Planning/Assistance - General career services available include resume and cover letter writing, applications, internships, foreign degree consultations, etc.

### **Strategy #4**

The Mojave Adult Education Program serves two main communities. California City is the larger community and those citizens have voiced a desire for adult education to be offered in their community. During 2018 -2019, we began the expansion into California City by offering an ESL course, and will continue in 2019-2020. In order to do this we will use a lab purchased using CTEIG funds, so there will be little additional funds required.

### **Strategy #5**

TAS will continue to service the students who are in the high school diploma track, offering the services of GED prep classes and GED testing site. TAS will also remain committed to work on expanding the welding program to be able to accommodate more members of the community.

### **Strategy #6**

MCOE will partner with large area employer to offer off-site multi-level ESL classes and workforce device literacy classes. In addition MCOE is partnering with Mono Community Corrections Collaboration Partnership to explore opportunities to offer adult education in the corrections facilities.

### **Strategy #7**

Inyo County Office of Education and Trona Joint Unified School District will now be offering Adult Education services in the Eastern Sierra Region.

## **Seamless Transitions**

### **New Strategies**

#### **Strategy #1**

BAS-Continued performance outcomes that support students transitioning to either employment or community college through collaboration with county agencies and community partner agencies.BAS- will continue to work with partners, including BC, in order to maintain current level of service. Additionally, BAS will further collaborate with multiple service providers to reach the homeless population providing education and job training.BAS will continue to partner with AJCC to provide assistance to students with Individual Training Agreements.Mojave: MAS will host Cerro Coso Community College classes on site that meet the IGETZ course requirements to assist students smooth valuable post secondary transitions. Presently MAS hosts three CCCC classes each semester, which vary on a four year cycle. Mojave: MAS will continue to provide counseling pertaining to post secondary course decisions, financial aid, and career training.

#### **Strategy #2**

Mojave: MAS is using Career Technical Education partners in providing internships and entry level jobs in welding at the surrounding gold, borax and silver mines.

#### **Strategy #3**

Co-location of services and staff have been created to allow students to have access to K-12 Adult Education Providers and Community College Providers in familiar settings for a more secure student setting.

#### **Strategy #4**

Eastern Sierra Sub Region members will work to host Cerro Coso Community College classes on site that meet the IGETC and CSU Breadth requirements to assist students smooth valuable post secondary transitions. Mojave Adult school has successfully piloted this by hosting three CCCC classes each semester, which vary on a four year cycle. Cerro Coso will work to specifically offer COLL C101 classes at the adult schools in the sub region for concurrent enrollment. Eastern Sierra Sub Region members will continue to provide counseling pertaining to post secondary course decisions, financial aid, and career training and work to increase Cerro Coso college counselor presences at the adult schools.

#### **Strategy #5**

Cerro Coso will investigate purchase of ESL software such as Rosetta Stone to provide consistent ESL curriculum and content across the sub-region, similar to the PLATO implementation.

#### **Strategy #6**

The Mojave Adult Education Program serves two main communities. California City is the larger community and those citizens have voiced a desire for adult education to be offered in their community. During 2018 -2019, we began the expansion into California City by offering an ESL course, and will continue in 2019-2020. In order to do this we will use a lab purchased using CTEIG funds, so there will be little additional funds required.

#### **Strategy #7**

SSUSDAS, TAS, MAS, and MCOE-AS will continue to service the students who are in the high school diploma track. Cerro Coso and TAS will continue offering the services of GED prep classes and GED testing site. TAS will remain committed to work on expanding the welding program to be able to accommodate more members of the community.

#### **Strategy #8**

WAS will increase their ESL, HSD, and short-term job training courses. WAS will continue to collaborate with Bakersfield College and add student support services at the Wasco Adult Education Center. Bakersfield College will continue to provide support staff to the North Kern areas in writing, tutoring, and DSPS counseling for adult school students to provide transition support and pathway to college programs. 2) BC will expand EMLS co-location opportunities at adult schools. 3) DAS will continue to expand the welding pathway and continue construction on auto facility. 4) MLC will increase ESL, Citizenship, HSD, CTE.

## **Student Acceleration**

### **New Strategies**

#### **Strategy #1**

Consortium members have counselors, teachers and staff members who counsel students in what courses to take to finish their diploma faster.

#### **Strategy #2**

Consortium members have online programs to help students finish faster by offering them a flexible program that still meets state requirements.

#### **Strategy #3**

BAS will continue to utilize seamless transitions to assist students in obtaining their personal goal. Whether their goal is employment, completing adult secondary education, continuing their education at a community college or earning stackable CTE credentials.

#### **Strategy #4**

Mojave: A bilingual full time counselor for the adults aids the students in the understanding of educational requirements and benefits of a diploma and transition into post secondary. Students are encouraged to take the COLL C101 Cerro Coso course Foundations for Success in College and Life (3 units) so they experience receiving college and high school credits at the same time, while increasing knowledge of self, career goal setting, finances, and general college practices.

**Strategy #5**

Wasco Adult School now has the Wasco Adult Education Center, and can offer Adult Education classes during the day and night.

**Strategy #6**

Eastern Sierra sub region will continue to use the Edmentum Plato system to offer individualized independent study options that can move that the pace that is most effective for the students. The members using this system will also provide instructional support for these students.

**Strategy #7**

PAS: College and Career Readiness, INST P152, is offered on campus as an articulated course and is available for all students to accelerate their transition to PC. Students interested in our CTE programs may start their career goal by taking prep courses to accelerate their path and to frontload information until they have met the requirements for enrollment in their CTE program of choice. Short-term courses will continue to be created and offered to all students with the opportunity to stack certificates.

**Professional Development****New Strategies****Strategy #1**

Consortium members will be represented by a few members to attend professional development opportunities such as the 2019 CAEP Summit, CASAS Summer Institute, and the CCAE State Conference.

**Strategy #2**

Members are highly encouraged to attend the webinars offered CAEP to stay updated with information from the state.

**Strategy #3**

We will work on a consortium retreat to provide professional development, feedback, and to have faculty and staff from each site meet colleagues from other sites to share successes, difficulties, and ideas.

**Strategy #4**

Eastern Sierra sub-regions will work to meet collaboratively in person or virtually to share best practices and receive targeted support for using the Edmentum Plato system.

**Leveraging Resources****New Strategies****Strategy #1**

Consortium members are partners with Employer's Training Resource (ETR), which administers the Federal Work Innovation and Opportunity Act (WIOA) Grant. Consortium members who receive this grant, offer work opportunities, mentoring, and other services for students in the consortium who qualify.

**Strategy #2**

The Job Spot hosts the co-location of an ETR Job Developer, two days per week, to assist students as they complete BAS or BC. The Job Developer works primarily with students to develop resumes, complete job searches and host Job Fairs. The Job Spot is open to the community and individuals from the community meet with the Job Developer to seek employment.

**Strategy #3**

BAS will continue to support the Culinary Arts Program within the local AJCC. This cross pollination places students and their families in the county agency which provides the resources these families most need. Furthermore, this partnership provides BAS and AJCC staff the opportunity to collaborate on a regular basis providing synergy for two agencies to affect change.

#### Strategy #4

Wasco Adult School and McFarland Adult School offer Bakersfield Courses on their sites.

#### Strategy #5

Mojave: MAS will improve partnerships with local industry by attending National Night Out sponsored by the chamber of commerce to further advertise the classes and benefits of the adult school. Flyers are provided to the local workforce locations, churches, schools, and facebook.

#### Strategy #6

Mojave Adult School has been using Career Technical Education partners in providing internships and entry level jobs in welding at the surrounding gold, borax and silver mines. The Eastern Sierra Sub Region will continue to improve partnerships with local industry by attending events such as National Night Out sponsored by the chamber of commerce to further advertise the classes and benefits of the adult school. Flyers are provided to the local workforce locations, churches, schools, and facebook.

## Fiscal Management

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

Kern CAEP Consortium Board Members regularly engage in data, program, and budget analysis to ensure continuous success and improvement among all members at their monthly meetings. The analysis is aligned with the 3-year plan and annual plan progress and success. The Program Director for the Kern CAEP Consortium facilitates the review of quarterly expenditures and verifies members' spending. Each member will maintain up to date and accurate records for audits or local review and is accountable for their own expenditures regarding the CAEP guidelines and regulations as well as alignment to the Consortium's annual plan. Each member will follow the Consortium Standard Operating Procedures and work with the Program Director in order to ensure that all fiscal and data reporting is being met.

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

KCCD colleges and the DO will work on allocating carryover funds to support in building new programs and developing current programs with partners. KCCD will also look into hiring a fiscal representative for the consortium. Cerro Coso will work to establish co-locations with Eastern Sierra Sub-Region members. Cerro Coso will work to develop a program for providing parents with a program to help them help their k-12 students. The program may require the creation of a program manager position to facilitate partnerships and operations of such a program. Cerro Coso will investigate purchasing mobile computer carts to be housed at the sub-region member locations to used for PLATO and for college counseling. All members with any carry-over funds from the previous year will be working implementing those funds into needed supplies, outreach, and equipment for their programs and students.

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