

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 2020-2022, 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, at Wasco Adult School, and starting this year in Inyo County in partnership with Cerro Coso Community College and Inyo County Office of Education. 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, KCCD District Office, 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, and Cerro Coso Community College). Each subregion and member will look at their student data and outcomes, meet with the community members, and use feedback forms to address how we can best serve the groups in our community that face systemic racial injustices. We will continue to use data at our meetings to inform our decisions on how to address issues of systemic racial injustices and how we can best serve all of the students in our community. In terms of COVID-19, we will continue to work as a consortium to ensure that all of our students have access to computers, chromebooks, internet, digital literacy training, and distance learning software to continue their education safely and effectively.

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 on 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. We will continue to look at new data in terms of career opportunities based on COVID-19, and we will also work on developing short-term CTE offerings, and how to provide credit for prior experience.

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 2020/2021.

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

In the previous years, 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. We saw a drop in students in our last year, but with COVID-19 we could not provide registration and in person classes as in previous years. We will look at outreach opportunities during the pandemic and how to best reach and serve our adult education population.

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 2020/2021.

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 2020/2021.

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 2020/2021.

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. BAS + Kern Alliance for Business with the partnership of the county of kern has secured the program site, lease and is in the stages of classroom buildout. Recycling Lives is located midway between BAS main campus and the 1600 cafe. It is anticipated there will be a synergistic relationship between the programs. The 1600 Cafe will be providing daily lunches to the Recycling lives clients.

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 a smaller facility that makes it more difficult to expand the programs.

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.

Regional Need #7

Gaps in Service / Regional Needs

Unemployment- BAS will continue to work for workforce development programs as well as job skills attainment.

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

Data ascertained from a data research firm which conducted a labor market survey. Additionally, BAS monitors and surveys students in an ongoing manner in order to meet the needs of students when offering academic classes and workforce

development programs.

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

Although BAS cannot assess students utilizing CASAS, TOPS forms are still valuable as we monitor programs and enrollment numbers.

Regional Need #8

Gaps in Service / Regional Needs

Kern County has a well documented homeless issue. A new low barrier shelter was opened near Bakersfield Adult School and the Recycling Lives Program site. BAS plans to continue working towards the opening of this program to help the community with services for the homeless population.

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

This is well documented in Kern county as well as the city of Bakersfield.

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

We realize success may be difficult to measure serving the most difficult to serve clientele. However, there are several partners cooperating for the work to be effective. We wish to be a part of the solution and will monitor client program completion for those clients pursuing a HSD/GED and/or employment.

Gaps In Service

Existing 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

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 2020-2021. 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

Mono County Office of Education 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 will now be offering Adult Education services in the Eastern Sierra Region.

Strategy #8

Wasco will increase ABE services and continue to provide ESL and HSD services. Wasco will continue to collaborate with Bakersfield College to continue support services at Wasco Adult Education Center and add BC remote virtual services. Wasco will increase distance learning services for all students and provide additional learning management platforms for online learning.

Strategy #9

Muroc Adult School will look into the development of CTE Program with the purchase of software to register CTE students or non-tested adult education students.

Strategy #10

During the 2020-21 Academic school year, Delano Adult School will continue to offer a full schedule of HSD, HSE and ABE preparation courses. Site staff is continuously working to increase enrollment and improve course offerings. Furthermore, Delano Adult School will continue to provide the community with access to a fully functioning testing center that delivers GED and HiSet exams for HSE certification, (except during district closure due to COVID-19). DAS will offer multiple ESL courses that range from literacy to Advance levels. Delano Adult School will facilitate and increase distance learning services for all students and provide additional learning management platforms for online learning. The DAS Welding program will continue to grow and be offered when the time is feasible in order for students to obtain their certifications. DAS continues to work with CalRegional to offer other CTE program, such as Pharmacy Tech, Medical Assistant and Phlebotomy. The Nursing Assistant training program continues to be strong and graduates about 60 students per year. Business Department continues to offer courses in Keyboarding, Microsoft Office Suite, Word, Excel, Access, Power Point, Payroll Accounting, Accounting Basic, General Office, Ten-Key, Office and Filing Skill, and Workforce Readiness. We are continuously working to improve our programs and course offerings.

Strategy #11

Covid 19 has forced Mojave Adult to adjust the way we instruct adults. ESL for 2020-21, for at least the first quarter of the school year, students will be served using the internet. Chrome books continue to be checked out to students and the Burlington English program will be used. ESL will continue to be "held" in two communities using two instructors. The diploma track program also is using only the internet for the new school year, at least until we are allowed to have students physically on site. APEX is the program which will be used. During the summer of 2020 is the first year for MAS that the diploma track and ESL have been offered all summer in order to take advantage of the stay-at-home order. Phone and internet use are increasing because of the need to scan and send materials electronically which has shown the demand for student access to internet and computers.

Strategy #12

To address the lack of any adult education option in Inyo County, Inyo COE was welcomed in 2019-20 into the Kern Consortium to provide adult education options in California's second largest county by area. In addition, Inyo County is a subregion of the state's largest adult education consortium service area. Inyo COE will continue to offer high school diploma, ABE, and ESL services to the community of Bishop while expanding these options through our Plato online learning curriculum to the numerous small towns and communities across Inyo County that have connectivity. Potential CTE programs/pathways are also being explored.

Strategy #13

The Eastern Sierra Sub Region will continue to improve upon existing and create new partnerships with local industry, community organizations and entities to promote adult education. Inyo COE has received input and collaborated with the Bishop Paiute Tribe, the Owens Valley Career Development Center, and the California Indian Manpower Consortium to leverage their services and resources to benefit both tribal members and all adult learners

Strategy #14

BAS will continue to focus on workforce development programs to mitigate unemployment numbers. Additionally, BAS will focus on skill improvement and attainment to assist in job attainment and job security.

Strategy #15

BAS is unable to CASAS assess at this time. KHSD is not allowing face to face student contact. We will continue to complete CASAS forms for tracking enrollment of students and programs.

Strategy #16

BAS will continue to offer HSD, GED at multiple sites as well as workforce development programs which offer elective credits towards a HSD. BAS will continue to offer ESL at multiple sites. Additionally, our consortium has purchased Burlington English to assist in the acceleration of language attainment.

Strategy #17

Sierra Sands will continue to provide two main identified services for the adults in the Indian Wells Valley: Adult Basic Education courses leading to an Adult High School Diploma and English as a Second Language. During the 2019-2020 school year we introduced Rosetta Stone as the curriculum for the ESL courses. Due to the positive reception of Rosetta Stone, SSAS will continue to use the program for ESL students.

Strategy #18

KCCD District Office will continue to look at ways that they can not only help the community colleges in the development of non-credit, short-term CTE curriculum, but also in helping to ensure that all members of the consortium have essentials to meet their student and community needs.

Strategy #19

Mono County Office of Education AEP will provide online, teacher-led ESL, Citizenship and other classes to our students in outlying areas of our county. During COVID-19 we moved to a 100% online, teacher led ESL program. This model was so successful for improving attendance that we have decided to continue this hybrid model. It will also allow for continuity of classes during bad weather events.

Strategy #20

Mono County Office of Education AEP moved the HS Diploma program to 100% online using Plato Edmentum on March 1, 2020. 13 days later we closed all face-to-face meetings due to COVID-19. Due to temporary unemployment our HS Diploma program grew exponentially and the online model helped to increase the success rate of students. We will continue this model

Amendment: New Strategies**Strategy #21**

Mono County Office of Education AEP will provide online, teacher-led ESL, Citizenship and other classes to our students in outlying areas of our county. During COVID-19 we moved to a 100% online, teacher led ESL program. This model was so successful for improving attendance that we have decided to continue this hybrid model. It will also allow for continuity of classes during bad weather events.

Strategy #22

Mono County Office of Education AEP moved the HS Diploma program to 100% online using Plato Edmentum on March 1, 2020. 13 days later we closed all face-to-face meetings due to COVID-19. Due to temporary unemployment our HS Diploma program grew exponentially and the online model helped to increase the success rate of students. We will continue this model

Seamless Transitions

Existing 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.

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

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 #4

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 #5

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 #6

Consortium will investigate purchase of ESL software such as Burlington English to provide consistent ESL curriculum and content across the sub-region, similar to the PLATO implementation.

Strategy #7

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 2020-2021. In order to do this we will use a lab purchased using CTEIG funds, so there will be little additional funds required.

Strategy #8

Sierra Sands Adult School, Tehachapi Adult School, Mojave Adult School, Muroc Adult, Inyo County Office of Education and Mono County Office of Education-Adult School 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 #9

Wasco Adult School 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.

Strategy #10

Bakersfield College will expand EMLS co-location opportunities at adult schools.

Strategy #11

Delano Adult School will continue to expand the welding pathway.

Strategy #12

McFarland Learning Center will increase ESL, Citizenship, HSD, CTE.

Strategy #13

Bakersfield College support staff will continue to provide support services to WAS and help with the transition to college pathways. WAS will continue to refer students to BC Student Outreach Technician upon graduation. BC DSPS counselor will be available to WAS students to help with transition/support to college.

Strategy #14

Delano Adult School will continue working with Bakersfield College Delano in providing students a smooth transition to higher learning. Bakersfield College support staff are welcome to provide support services to DAS and help with the transition to college pathways. WAS will continue to refer students to BC Student Outreach Technician upon graduation. BC DSPS counselor will be available to WAS students to help with transition/support to college.

Strategy #15

Mojave Adult School continues to partner with the local community college in aiding students in steps toward post-secondary transition are also now completed electronically.

Strategy #16

Inyo COE and Cerro Coso have signed an MOU to create a co-location program in downtown Bishop. Cerro Coso has provided the funding to lease and renovate a strategically located property that will become an adult education center in the central business district of Bishop and within walking distance of many residents. Program goals and strategies include: the creation of student-centered programs that create seamless service delivery (common intake process for example); improved access to programs and services that lead to postsecondary academic pathways and/or career pathways leading to employment; removal of barriers to access in order to create seamless transitions; enhancement of the overall student experience and setting to increase the chance of success. Programs will include High School Diploma, ESL, ABE, Parent Education, Workforce Reentry and potentially AWD programs and CTE.

Strategy #17

Sierra Sands Adult School continues to partner with Cerro Coso CC. We employ a student liaison to help students with the transition to CCCC. There will be efforts to create a connection with the various China Lake NAWs departments that could employ our adults after graduation.

Student Acceleration**Existing 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

Bakersfield Adult School 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 Adult has 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 the pace to what is most effective for the students. The members using this system will also provide instructional support for these students.

Strategy #7

Porterville Adult School has 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.

Strategy #8

Wasco Adult School will increase remote/virtual services for students. WAS will increase distance learning services for students and have online ESL, HSD, and ABE programs.

Strategy #9

Tehachapi Adult School has an established online program where students will be able to continue their virtual learning with the assistance of the teacher as well as a counselor. All other services provided by TAS will be virtual as well but offered to the public at the best capacity possible. The welding program will have to be put on hold for the fall semester, until the state allows in-person class time.

Strategy #10

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

Strategy #11

Inyo COE and Cerro Coso will seek to provide comprehensive support services including educational planning support that are embedded in the systems and protocols developed through our co-location program. We will collaboratively seek to provide academic and non academic advising, career services, personal, social and financial services through an integrated approach and look for opportunities to facilitate co-enrollment strategies that facilitate acceleration. In addition, diploma students can earn summer credit in ELA through summer reading projects that are writing intensive. Diploma students can also accelerate based on performance on prediagnostic assessments (competency-based).

Strategy #12

Sierra Sands Adult School is changing to a different ABE curriculum provider for the 20 -21 school year. The adult students have not had positive reviews of the Acellus program used in the past. We have purchased licenses for the BYU Independent Study program for our students to complete the ABE courses needed to graduate. The courses are housed in a program called High School Suite - students will be able to test out of parts of courses by showing competence on the pretest for every course. Students will be able to move in a more accelerated manner because this program does not use videos exclusively.

Professional Development

Existing Strategies

Strategy #1

Consortium members will be represented by a few members to attend professional development opportunities such as the virtual 2020 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.

Strategy #5

Due to COVID- 19, professional development has been limited to a virtual setting, however, members will still attend any PD provided by the state, CAEP, COABE, CCAE and CASAS. Members in the consortium will also collaborate with each other to supplement any professional development.

Strategy #6

Other Professional Development: OTAN, CAEP, CASAS, CalPro, CCAE, Distance Learning (various programs) Zoom, Schoology, Burlington English, Otan & CalPro resources

Strategy #7

The Eastern Sierra sub-region continues to share strategies and work collaboratively to improve quality program implementation. This was particularly effective in accelerating the Inyo COE startup who received face-to-face training from Cerro Coso and TAS for Plato curriculum implementation and MCOE support and training in many areas of school operations in 2020-21. This level of support and sharing best practices will continue. There are regional Zoom meetings planned to share best practices and specific training scheduled as requested by members.

Strategy #8

This will be an area of focus for Sierra Sands Adult School this year, We have a new teacher who has little experience in adult education. She will be attending all recommended adult ed professional developments and independent study trainings. She will attend regional meetings with the administrator.

Leveraging Resources

Existing 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

Bakersfield Adult School 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 Adult School 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.

Strategy #7

Many smaller members need to develop effective advertising campaigns in order to maintain numbers due to COVID-19. A consortium wide advertising campaign will be looked into.

Strategy #8

In response to physical space limitations common throughout the Eastern Sierra subregion, Cerro Coso and Inyo COE have created a co-location partnership in downtown Bishop. This arrangement allows for two Eastern Sierra subregion members to offer complimentary services under one roof to create seamless transitions to post secondary educational opportunities.

Strategy #9

KCCD purchased 500 chromebooks for the consortium to distribute to students in need of hardware to study online as well as 1,000 seats for Burlington English to share as a group last May. We will look at ways to work as a group to ensure all student needs are served with the need for distance learning and reaching our most in need populations.

Strategy #10

Sierra Sands Adult School is shifting more services to online. Because of the earthquake damage at the start of the 19-20 year, we had to move to a small area at the continuation school. Now with COVID- 19 limiting out in classroom availability, we will register all students online and assign classes through electronic means. We will offer math tutoring and ESL class time through Zoom meetings.

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 2020-21.

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 if possible during COVID-19. Cerro Coso has done and will continue to 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. KCCD will investigate expansion mobile computer carts, chromebooks, and mifi to be housed at the sub-region member locations to used for distance learning and for college counseling during COVID-19. 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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