

California Adult Education Program Produced: 06/20/2022 09:59 AM PDT Lori Schultz

23 Kern Adult Education Consortium: Certified

Details

Consortium Information

Consortium Name:

23 Kern Adult Education Consortium

Consortium Short Name:

23 Kern

Address:

2100 Chester Ave. | Bakersfield, CA | 93301

Website:

<https://www.kernaec.org>

Funding Channel 2022-23:

Direct Funded

CAEP Funds 2022-23:

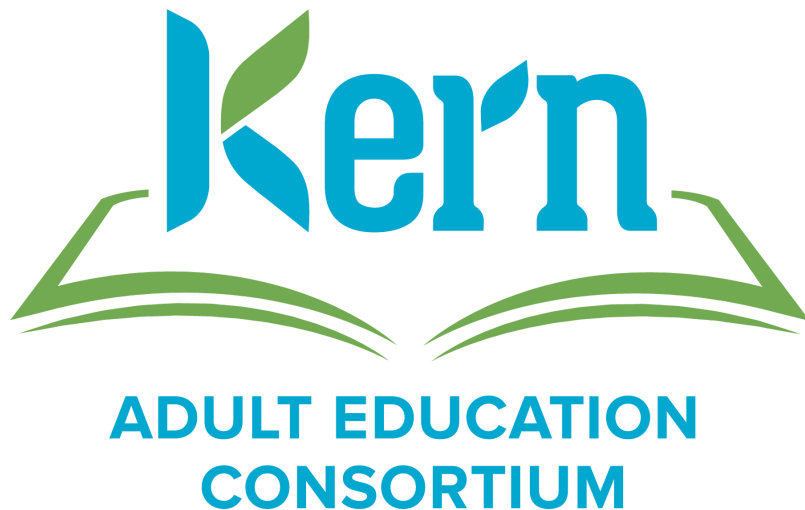
\$19,036,627

CAEP Funds 2021-22:

\$18,073,321

CAEP Funds 2020-21:

\$17,369,837



Consortium Contacts

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Primary Contact	Mike Giacomini	mike.giacomini@bakersfieldcollege.edu	Interim Chief Financial Officer	

Member Agencies

Member Agency	Member Type	Contact	Phone
Delano Joint Union High	High School District	Julio C. Segura	(661) 720-4170
Kern CCD	District	Cathi Jacob	(661) 336-5105
Kern High	High School District	Mark Wyatt Mr	(661) 835-1855
McFarland Unified	Unified School District	Lori Schultz	(661) 792-3178
Mojave Unified	Unified School District	Susan Clipperton Mojave Unified School District	(661) 824-4088 ext: 107
Mono Co. Office of Education	County Office of Education (COE)	Stacey Adler	(760) 934-0031
Muroc Joint Unified	Unified School District	Kevin Cordes	(760) 769-4821
Porterville Unified	Unified School District	Brad Rohrbach 7932458	(559) 793-2458
Sierra Sands Unified	Unified School District	Jo Anne McClelland	(760) 449-1810
Tehachapi Unified	Unified School District	Hojat Entezari	
Wasco Union High	High School District	Marleni Maston	(661) 758-7414
Kern Co. Office of Education	County Office of Education (COE)	Dr. Chris Persons	(661) 619-5942
Inyo Co. Office of Education	County Office of Education (COE)	Barry Simpson	(760) 873-3262 ext: 2101
Trona Joint Unified	Unified School District	Joseph Wolfe	

Executive Summary

Executive Summary *

The Kern Consortium will continue to work on bridges and pathways to college and careers, comprehensive student support, course alignment, increased accessibility, and increased access to college. Our concentration will focus on expanding existing programs as well as looking at census and employment data to prepare new career programs to improve and meet the needs of our students. Based off of the CAEP Fact Sheets job data and demographic data, 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. 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 in Inyo County in partnership with Cerro Coso Community College and Inyo County Office of Education. 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). 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. Using data to inform our decisions the past 3 years has helped us in preparing our metrics to show effectiveness in our three-year plan this year. In terms of funds evaluation, we will follow the upcoming state guidance of requiring our members to only carryover 15% of their current year funding unless there is approval by the board of major projects or purchases that would require more carryover. We will continue to work as a consortium to ensure that all of our students have access to computers, Chromebooks, the internet, digital literacy training, and distance learning to continue their education.

Assessment

Overview and Preparation *

Our consortium conducted various forms of assessment in order to receive feedback from students, staff, faculty, employers, partner organizations, stakeholders, and members of the public. Following the three-year planning support provided by the state, the Kern Adult Education Consortium developed online google surveys for students, staff, faculty, employers, partner organizations, and other stakeholders. We also developed Spanish language student feedback forms for many of our ESL students to respond to. Using the responses that we received from these forms, we worked as a consortium on developing our plan based on the CAEP fact sheet data for careers in our area and student and population demographics for the areas we serve. We found that many of the supportive services that students responded to as a need aligned with the data we found in our consortium fact sheet at the CAEP website.

At our board meetings throughout this year, the final hours have been dedicated to brainstorming and reviewing feedback for our three-year plan. We had many activities that were done virtually as well as in person due to the size of our consortium.

We are the largest geographic adult education consortium in the state of California. Because of our size, one positive effect of the COVID-19 pandemic was the development and improvement of connecting virtually for our students and our faculty, staff, and administrators. We encouraged participation not only by our CAEP board members, but from other organizations and community providers in our region. We also encouraged participating from staff, faculty, and other administrators at the sites who are not habitual participants at our monthly board meetings.

Our consortium has used TOPS at each of our meetings for the past 3 years to compare month-to-month and year-to-year comparisons in students served, student outcomes, and student retention. Because we have set-up our own personal excel document to consolidate our TOPS data, we can see each site's growth as well as the consortium's growth month-to-month and year-to-year in students served, CAEP enrollees, student gains, student enrollees, students with one or more hours, pre/post tested students in CASAS, and CAEP outcomes. Pairing this data with the Cal-Pass LaunchBoard data for our consortium and members has allowed us to assess our consortium and develop ideas and thoughts on what we believe it will mean to be effective members and an effective consortium in the next three years.

Regional Alignment and Priorities *

Kern AEC adult education service providers are fully aligned with the workforce needs of the region. Bakersfield College, Porterville College, and Cerro Coso Community College employ counselors who work with each of the Member District adult schools in their region. These counselors are responsible for guiding adult education students into career pathways that align to the job market, provide family-sustaining wages, meet the individual needs of those seeking adult education services, and facilitate regional collaboration. To achieve this goal, the governing board, leadership committee, governing committees, and counselors utilize the following information:

LaborMarket Information and Trends

Based on data, unemployment is trending closer to the , pre-pandemic numbers. The overall labor market in the region continues to grow and is almost aligned with the pre-pandemic numbers of . Economic recovery in the private sector industry jobs is trending in a positive direction but remains several thousand jobs lower than the high. Jobs in the education sector continue to lag significantly behind levels. Government jobs remains strong, with a trend back toward pre-pandemic employment numbers.

The Workforce Development Board's - Local Plans include specific initiatives that link to adult education service provision. These include:

Themes Pertaining to Adult Education Service Provision

- . Continue to identify the skills businesses need most, recognizing that the economic landscape may significantly change and evolve over the next four years and beyond.
- . Focus on foundational skills such as communication and mathematics, digital literacy, financial literacy, and workplace behaviors and attitudes.
- . Considering all of the changes brought by the pandemic and the likelihood the economy will reopen slowly with many changes in the labor market, develop a COVID recovery plan for the workforce system that identifies strategies and services that may need to be developed or enhanced to meet the evolving needs of business and job seekers.
- . Develop new partnerships and expand existing ones to connect to customer groups that are currently underserved.
- . Identify system challenges that could be improved by and otherwise benefit from an intensive application of human- centered design approaches that the WIB and system partners have previously used to achieve improvements.

Technology Objective

Technology Support for Remote Access: Three issues were helped solved by the consortium during the pandemic: broadband access; availability of hardware; and residents' digital literacy skills. KCCD purchased hardware to lend to adult education students in need at all sites throughout the consortium as well as distance learning software (Burlington English) to share throughout the consortium, and our education partners are ramping up digital literacy training, especially for those requiring basic technology skills that will enable them to effectively use web-based services.

Workforce Development Board's Local Plan WIOA II Alignment

WIOA Title II – Adult Education and Literacy: The Adult Education and Family Literacy Act (AEFLA), Title II of WIOA, focuses on helping adults to increase their basic education skills; gain support in attaining a secondary school diploma or prepare for an equivalency exam; and, for English language learners, improving reading, writing, speaking, and comprehension skills in English. The Kern, Tulare, Inyo, and Mono Counties education agencies that are WIOA Title II grantees are partners of the four local adult education consortia. The WDB, AJCC, and local career service providers are consortium partners. Coordination comes in the form of cross-referrals between workforce and education partners, with Title II grantees serving as the primary resource for remedial and basic education and related programs.

Individuals Who Are Basic Skills Deficient: Priority for individuals in this category is established at the time of eligibility determination and does not change during participation. Basic skills deficiency criteria include:

- Lacks HS Diploma or equivalency and is not enrolled in postsecondary education;
- Enrolled in Title II Adult Education/Literacy program;
- English, reading, writing, or computing skills below grade level;
- Determined to be limited English skills proficient through staff-documented observations; or
- A standardized test may be used to assess basic skills that include reading, writing, or computing skills.

Evaluate the Educational Needs of Adults in the Region *

The Kern AEC 16+ age group in our consortium region has a 26.6% population that does not have a high school diploma, 28% population that doesn't not speak English well, and 5.2% population that is unemployed with 54.8% of the unemployed being Hispanic, 64.2% being male, and 26.2% being 50 years old or older. We also have 5,462 disconnected youth in our region. Our consortium currently has a majority of female students at 58.5% and also has 13% of the student population being 50 and older. We hope to find ways to reach more of the unemployed male and 50 and older groups moving forward. Our consortium currently serves a majority of Hispanic students at 73.1%. The Kern Adult Education Consortium sees 22% of our students transition to post-secondary school, 15% transition to CTE programs, and 5% transition to non-developmental credit college courses. The transition to post-secondary is 3% higher than the state average, the transition to CTE is 2% higher than the state average, and the transition to non-developmental credit college courses is 2% lower than the state average. Our Hispanic students fall below those percentages in each category at 19%, 13%, and 4% respectively. Our Asian students fall below the transition to post-secondary at 18%. All other student race groups post higher than the averages. Our male students have higher percentages for transitions than our female students at 28% to 18% for post-secondary transitions, 18% to 13% for CTE transitions, and 6% to 4% for transitions to credit college. In terms of transitions by age group, the younger the age group, the higher the transitions to each category.

For job growth in our regions, we found that Kern and Tulare county would see a large growth in healthcare, government work, education, construction and transportation. Inyo and Mono county would see growth in the same fields with the exception of agriculture and with the addition of hospitality growth as well.

The Kern AEC will continue to look at data to make informed decisions about the direction of our consortium and sites. We will continue to focus on our strengths and areas that we are exceeding state averages to develop ideas and plans to bolster the areas that we are falling behind in. We have always had great team-work and rapport within our consortium, and this will be essential in ensuring that all of us are sharing ideas and resources to ensure that the adult education students throughout our consortium have access to top quality education and career training as well as support services to achieve their goals.

Contributions by Entities *

All members of the Kern AEC worked on the development of the Three-Year Plan. The consortium held monthly meetings for the agencies to review the needs of the communities they serve, the impact of the services currently being provided, and plan for future adult education and workforce services in order to provide a rigorous educational program while guiding students to pursue their career and educational goals. Partner agencies such as AJCC, the Kern Literacy Council, along with other community businesses were invited to meetings to provide input regarding regional needs and workforce economic development.

Member agencies collected data via surveys and other methods to examine student outcomes to evaluate the impact of programs of study, identify gaps in services and barriers to student success, and develop strategies and activities to strengthen curriculum and provide seamless transitions to higher education. These surveys included most of the teaching staff, most of the classified staff, students, community members, and industry partners. The survey results will be uploaded to NOVA as a supplemental document if possible, otherwise, they are available upon request.

Regularly scheduled meetings allowed the consortium to continuously monitor progress of current goals and make revisions to meet the needs of the adult students served. Various resources were used for data collection. All K-12 and County Office of Education members gather information from the CASAS Data Portal and TE accountability reports, CASAS Employment and Earnings Surveys, WIOA Title II CIP, Student Technology Surveys, enrollment data and completion rates. Kern Community College District and its three colleges (Bakersfield College, Cerro Coso Community College, and Porterville college), use the COMIS system and student evaluations of classes.

Regional Service Providers

For each Member Agency service provider, enter the number of Participants in each program area.

Provider Name	Provider Type	Number of Participants in Program Area								
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
*Delano Joint Union High	Member Representative	122	239	220	0	0	0	30	72	0
*Inyo Co. Office of Education	Member Representative	0	0	12	0	0	0	0	0	0
*Kern CCD	Member Representative	0	36	482	0	0	0	0	26	0
*Kern Co. Office of Education	Member Representative	0	0	0	0	0	0	0	0	0
*Kern High	Member Representative	543	1,017	1,941	0	183	0	1,307	0	0
*McFarland Unified	Member Representative	25	35	64	0	0	0	32	0	0
*Mojave Unified	Member Representative	47	36	35	0	0	47	54	0	0
*Mono Co. Office of Education	Member Representative	10	17	17	0	0	0	35	0	0
*Muroc Joint Unified	Member Representative	0	9	1	0	0	0	10	0	0
*Porterville Unified	Member Representative	214	597	268	0	0	0	25	137	0
*Sierra Sands Unified	Member Representative	66	66	21	0	0	0	0	0	0
*Tehachapi Unified	Member Representative	60	60	10	0	0	0	19	0	0
*Wasco Union High	Member Representative	15	172	34	0	0	0	40	0	0
Total Participants		1102	2284	3105	0	183	47	1552	235	0

* Member Agency required to input number of Participants

For each service provider added, check the box in the program areas where services are provided.

Provider Name	Provider Type	Program Area Where Services Are Provided								
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
Kern Literacy Council	Community Organization	✓	✓	✓	✓	×	×	×	×	×
The Mission at Kern County	Community Organization	×	×	×	×	×	×	×	✓	×
America's Job Center of California	Workforce Development Board	×	×	×	×	×	×	×	✓	×
Kern Inyo Mono Workforce Development Board	Community Organization	×	×	×	×	×	×	×	✓	×
US Cal Fresh	Community Organization	×	×	×	×	×	×	×	✓	×

Evaluate the Current Levels and Types of Education and Workforce Services for Adults in the Region *

Based on the data review the Kern AEC conducted, and the data provided by the state, as a consortium, we recognize that we are offering close to a sufficient number of classes in academic areas designed to improve students' employability and post-secondary options including Adult Secondary Education classes at all the adult schools and English as a Second Language at all the adult schools and the community college. We are working towards offering more on-site college non-credit courses to help transition students into career pathways that align with the adult school courses and the job market of our region. We recognize that some of our lower level academic programs including Adults with Disabilities and Adult Basic Education classes are in need of more support.

Additionally, while the majority of our agencies offer career training, we recognize that we are not able to meet all of the regional needs for upskilling to align to all the regional high growth areas. This is an area that we will improve upon during this three-year period.

Multiple agencies' abilities to fill adult education teacher vacancies in CTE are difficult due to the fact that these potential instructors can make so much more money in the private sector right now. Education salaries do not match what these individuals can make in the private sector and the credentialing requirements for adult school and ROP teachers are both time consuming and expensive particularly when the job offer is for part-time work.

All member agencies are committed to using CAEP funds to the best of our ability to meet the needs of our students. Across the consortium, we are in agreement that when funds are limited, the most important classes are those that have the most short-term, high impact on poverty measures and these continue to be Adult Secondary Education (high school diploma, high school equivalency), English as a Second Language and Citizenship, and short term Career Technical Education classes in high employment and living wage sectors.

Metrics: CAEP Barriers & Metrics

✓ Student Barriers

Adult Ed Metrics

- English Language Learner (AE 305 - Overall)
- Low Income (AE 310 - Overall)
- Low Literacy (AE 311 - Overall)

✓ Progress: Learn about skills gains in adult basic education, ESL, workforce preparation, and CTE programs.

Adult Ed Metrics

- Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)

× Transition: Learn about student transition into postsecondary education and college credit pathways.

✓ Success: Information on completion of diplomas, certificates, and college credit awards.

Adult Ed Metrics

- Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

× Employment and Earnings: Access 2nd and 4th quarter employment, annual earnings, and earning gains data.

Consortium Level Metric Targets

* Mandatory for all consortia

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Number of Adults Served (AE 200 - Overall)	10,292	8,185		8,349	8,516	8,686
Student Barriers	English Language Learner (AE 305 - Overall)	3,961	2,461		2,510	2,560	2,611
Student Barriers	Low Literacy (AE 311 - Overall)	8,396	5,966		6,085	6,207	6,331
Student Barriers	Low Income (AE 310 - Overall)	4,863	3,845		3,922	4,000	4,080

Member Level Metric Targets

* Mandatory for all members

Delano Joint Union High (Reported by Delano Joint Union High School District (DJUHSD))

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	475	423		431	440	449
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)	85	74		75	77	79
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	100	34		35	35	36
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	49	57		58	59	60

Inyo Co. Office of Education (Reported by Inyo County Office of Education)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	20	72		73	75	76
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)		15		15	16	16
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)		11		11	11	12
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				2	3	4

Kern CCD (Reported by Kern District)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	542	1,257		1,282	1,307	1,333
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	192	109		111	113	116
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				0	0	0

Kern Co. Office of Education (No reporting institution)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				0	0	0
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				0	0	0

Kern High (Reported by Kern High School District (KHSD))

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	4,192	2,371		2,418	2,466	2,516
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)	325	194		198	202	206
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	800	50		51	52	53
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	260	172		175	179	183

McFarland Unified (Reported by McFarland USD - Kern AEBG Consortium)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	113	108		110	112	115
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)		16		16	17	17
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)		16		16	17	17
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)		13		13	14	14

Mojave Unified (Reported by Mojave Unified School District)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	119	76		78	79	81
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				16	17	17
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				15	16	16
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)		10		5	6	7

Mono Co. Office of Education (Reported by Mono County Office of Education)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	65	20		20	21	21
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				5	6	7
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				5	6	7
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				1	2	3

Muroc Joint Unified (Reported by Muroc Joint Unified School District)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)				10	11	12
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				3	3	4
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				1	1	2
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				1	2	3

Porterville Unified (Reported by Porterville Unified School District (PUSD))

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	954	468		477	487	497
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)	206	157		160	163	167
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	82	24		24	25	25
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	144	104		106	108	110

Sierra Sands Unified (Reported by Sierra Sands Unified School District)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	92	135		138	140	143
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				15	15	16
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	15			5	5	6
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				2	3	4

Tehachapi Unified (Reported by Tehachapi Unified School District (TUSD))

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	78	39		40	41	41
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)	23	13		13	14	14
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				1	2	3
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)		14		15	15	16

Wasco Union High (Reported by Wasco Union High School District)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	221	239		244	249	254
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)	59	56		57	58	59
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				11	11	12
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	36	43		44	45	46

Member Spending Targets

Member	Percent of 2019-20 Available Funds Spent	Percent of 2020-21 Available Funds Spent	Percent of 2021-22 Available Funds Spent	2022-23 Target	2023-24 Target	2024-25 Target
Delano Joint Union High	100%	100%	22%	15%	15%	15%
Inyo Co. Office of Education	100%	100%	11%	15%	15%	15%
Kern CCD	100%	100%	1%	15%	15%	15%
Kern High	100%	100%	12%	15%	15%	15%
McFarland Unified	100%	100%	43%	15%	15%	15%
Mojave Unified	100%	35%	0%	15%	15%	15%
Mono Co. Office of Education	100%	100%	10%	15%	15%	15%
Muroc Joint Unified	100%	100%	36%	15%	15%	15%
Porterville Unified	100%	100%	78%	15%	15%	15%
Sierra Sands Unified	100%	100%	41%	15%	15%	15%
Tehachapi Unified	100%	79%	0%	15%	15%	15%
Wasco Union High	100%	100%	59%	15%	15%	15%

Objectives

Address Educational Needs

Description of Objective *

Based on the surveys that we conducted, we found that our students need support services in multiple areas to succeed in their career and education pathways. These barriers include the following: child care, transportation, class schedules, online courses, remote locations, academic counseling, information about jobs and job training, and pathway mapping. The consortium will develop and maintain necessary support services to help our adult education population have the resources to attend our schools.

We found that for all of our students, child-care was the #1 barrier to completion of coursework and goals with the #2 barrier being distance to programs and transportation. We will be looking at partnering with service providers for child-care at our sites in order to limit this barrier for our students, and we have already began addressing the distance barrier by providing more distance learning opportunities for our students. In addition, Inyo County Office of Education has started a co-location with Cerro Coso Community College, and they are looking at remote classrooms with video technology to interact with a live teacher and classroom at another location hundreds of miles away. KCCD is also planning on developing distance learning opportunities for "Get Focused, Stay Focused" curriculum that will be available with distance learning opportunities through funding from the upcoming Perkins Reserve Grant. This will help bridge many of the gaps that our rural students face in access

to not only classes, but also to support services in career counseling. KCCD and its colleges are also bolstering their non-credit offerings and have begun offering some of these courses on-site at our K-12 and COE adult education partners throughout the consortium. This will help bring more career pathways opportunities to our adult education students throughout the consortium.

Another barrier that effects all students in our programs is the cost of courses and materials. We will continue to look at opportunities to acquire funding sources to help with these barriers, like the Title V Health Sciences Grant.

Many students were not aware of counseling support, so that is a key area that we are focused on in the following years. We will bolster access to college counselors both virtually and in-person at all of our K-12 and COE partner sites throughout the consortium. Focusing more on distance offerings of both courses and support services will be a very effective strategy due to the overall geographic size of our consortium and the fact that many of our sites serve some of the most rural parts of California.

Improve Integration of Services & Transitions

Description of Objective *

Many of our K-12 and county office of education adult education providers have established co-locations with their community college partners. We will look to continue these collaborations as well as to offer more non-credit college courses and career pathways courses on-site at our adult school partner sites. We will develop dual enrollment opportunities with our K-12 and COE partners and will incentivize these courses with additional hours/credits toward completion. We also will provide more wrap around services at our locations to meet the needs of our adult education students.

KCCD and its colleges (Bakersfield College, Cerro Coso Community College, and Porterville College) have started offering non-credit courses on-site at McFarland Adult School. In addition, Bakersfield College and Cerro Coso Community College have developed co-locations with Bakersfield Adult School, Wasco Adult School, and Inyo County Office of Education. Cerro Coso Community College also has satellite locations within walking distance of Tehachapi Adult School and Mono County Office of Education. Bakersfield College has strengthened its rural offerings and locations in the communities that they serve, and with more non-credit offerings being added, this will be a great opportunity to develop adult education pathways to careers.

Porterville College has finished the alignment of its ESL curriculum with Porterville Adult School. This process has helped strengthen the partnership in that region. Porterville College and Porterville Adult School also worked together to provide a job fair, which was partnered with the workforce development board, for all the students in their region at the Porterville College Campus. In addition, having college counselors on-site at the Adult School campus has been instrumental in developing students' awareness of career and educational pathways at the college when they have finished their adult school coursework and are ready. The consortium is looking at the ESL alignment of Porterville College and Porterville Adult School as a model to serve for a consortium-wide alignment of curriculum and pathways mapping.

The AJCC and Workforce Development Board are strong partners in our consortium, and we will continue to develop these relationships to work on referral efficiency with partners and within our consortium.

Improve Effectiveness of Services

Description of Objective *

The Kern AEC will establish a consortium Chair that can manage the fiscal side of the consortium and facilitate the process. KCCD has recently developed a Program Director of Strong Workforce Programs who will divide her time among various grants and programs to provide support with the fiscal management process for the Adult Education Consortium. KCCD has also recently hired a department assistant position that is dedicated to adult education and provides support to the Executive Director of the Kern AEC in the day-to-day management.

As a consortium, we will consolidate tech tools so that we have economies of scale. We will then explore having "consortium funds" support those needs vs. individual adult schools based off the needs in our multiple regions and sites. KCCD has been a great lead in assuring that all members had access to education hardware and distance learning software so that our programs were still available to students during the COVID-19 pandemic. In the future, the consortium will look at the member allocations that do not meet the 15% carry-over requirement in order to establish funding for needs throughout the consortium. We will develop a strategy to assess the needs of members brought to the board to fund projects for adult education students.

In addition, KCCD has began focusing on ensuring that they are meeting the needs of adult education students in the region, and with their new Chancellor, they have brought a focus on team-work and working together as one entity (not three community colleges) to develop plans and strategies to address needs in regions where one college may not have certain programs yet another college does. With the development of distance learning that we all experienced during the pandemic, this will be a great opportunity to provide career and educational pathways that were not thought of or developed in the past because of the community college service areas. We also have seen much success in developing virtual counseling services for our rural students and for students who are more comfortable in a virtual learning environment.

Some K-12 and COE adult education providers also saw students succeed during the pandemic who were not able to attend traditional in-person day or night classes. We found some students would work two jobs during the day and evening, but they would get home and work through the night and early morning on their coursework to develop their skills. Continuing to provide these self-paced distance learning opportunities will bolster our students served as well as student attendees and outcomes in the future while more and more of our traditional students return to in-person learning.

Activities & Outcomes

Activity Name *

Consortium-Wide Survey Development

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

Deeper annual survey to gain feedback from students to address the barriers and needs in our regions. This will help boost persistence rates as well as student outcomes and success.

Short-Term Outcomes (12 Months) *

Developed consortium surveys for all sites to use for annual evaluations.

Intermediate Outcomes (1-3 Years) *

Higher enrollments and students served than the previous year starting with 2019-2020 data for the upcoming year. We will focus on improvement each academic year.

Long-Term Outcomes (3-5 Years) *

Higher levels of completion and transfer to the workforce and/or postsecondary education each year starting with the baseline 2019-2020 student data and building on our success each year.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

Responsible person(s)

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Jodi Loeffler
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Randy Cook
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Stephanie Teodosio
Susan Clipperton
Thatcher Weldon
Trudy Gerald

Activity Name *

Graduation Rate Increase

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

By the end of the 2024-2025 school year, Kern AEC will increase the number of graduates by 5%, compared to the 2019-2020 graduation rates.

Short-Term Outcomes (12 Months) *

Work to develop PLC groups amongst staff at our sites to analyze data and use of effective support and instructional strategies as identified by students in their exit surveys.

Intermediate Outcomes (1-3 Years) *

Kern AEC will work to retain students who drop out for the adult education system through a system of support and teacher relationships. We will focus on increasing our retention rates by 5% each year. This will be a focus at our monthly board meetings.

Long-Term Outcomes (3-5 Years) *

Kern AEC will see an increase of at least 5% of our graduates

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

Responsible person(s)

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Activity Name *

Goal - Setting (ESL)

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

Kern AEC will focus on goal-setting with all ESL students who come through our programs. This will be done via faculty and/or counseling staff to ensure that each of our ESL students has a clear short-term and long-term goal in mind while attending our schools. With goal-setting, it is believed that our persistence rates will increase.

Short-Term Outcomes (12 Months) *

All ESL students will have clear goals established upon entering our programs. This should include updates on their goals at the end of each academic year.

Intermediate Outcomes (1-3 Years) *

Persistence rates will increase by at least 2% each year in our ESL programs.

Long-Term Outcomes (3-5 Years) *

Persistence rates will increase by at least 6% for ESL students from the 2019-2020 data at the end of the 2025 academic year.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)

Responsible person(s)

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Activity Name *

Goal - Setting (High School Diploma)

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

Kern AEC will focus on goal-setting with all HSD students who come through our programs. This will be done via faculty and/or counseling staff to ensure that each of our HSD students has a clear short-term and long-term goal in mind while attending our schools. With goal-setting, it is believed that our persistence rates will increase.

Short-Term Outcomes (12 Months) *

All students will have clear goals established upon entering our programs. This should include updates on their goals at the end of each academic year.

Intermediate Outcomes (1-3 Years) *

Persistence rates will increase by at least 2% each year in our HSD programs.

Long-Term Outcomes (3-5 Years) *

Persistence rates will increase by at least 6% for HSD students from the 2019-2020 data at the end of the 2025 academic year.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

Responsible person(s)

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Activity Name *

Online Instruction Effectiveness

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

Kern AEC will implement research-based instructional strategies for online teaching and learning such as SAMR Model of Technology Integration and the ISTE Standards. Many ABE, ASE, and ESL students will be enrolled in a digital learning platform such as Aztec, Edgenuity, Burlington English or Google Classroom. Technology will be used to formatively assess, provide feedback, and provide data informed instruction with a goal of increasing student learning outcomes.

Short-Term Outcomes (12 Months) *

Increased access to distance learning software for all members in the consortium. We will focus on providing access to online learning software at all of our sites for ABE, ASE, and ESL.

Intermediate Outcomes (1-3 Years) *

Investigate research-based instructional strategies for online learning possibilities including SAMR Model of Technology Intergration. Provide a consortium-wide training to ABE/ASE/ESL teachers using the SAMR Model of technology integration as well as Burlington English, Aztec, Edgenuity, and Google training for ABE/ASE/ESL teachers.

Long-Term Outcomes (3-5 Years) *

Use PLCs to complete data review of implementation and student achievement. Share research-based best practices and instructional strategies with colleagues.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: English Language Learner (AE 305 - Overall)
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- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

Responsible person(s)

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Activity Name *

Data Sub-Committee

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

Kern AEC will collaborate to develop a comprehensive assessment process to collect data from multiple sources including CASAS and MIS data, analyze the data, and utilize the information to effectively evaluate programs and refine instruction and services. Kern AEC will target agency performance at or below the identified WIOA II statewide quarter as well as CAEP averages.

Short-Term Outcomes (12 Months) *

Kern AEC will establish a Data Sub-Committee with a data manager representative from each sub-region (Porterville, Eastern Sierra, North Kern, Bakersfield) and with college and K-12/COE partners.

Intermediate Outcomes (1-3 Years) *

Kern AEC will establish annual goals and plans based on input from the data sub-committee's input and feedback. The data sub-committee will establish reports on student outcomes, student numbers, payment points for WIOA programs, and transitions to college and career at least twice per academic year.

Long-Term Outcomes (3-5 Years) *

Kern AEC will have clear and accurate data to show CAEP outcomes consortium wide, including transition to college and careers.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: English Language Learner (AE 305 - Overall)
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- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

Responsible person(s)

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Activity Name *

Pre/Post Testing

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

Kern AEC will increase the number of ABE/ASE and ESL students with a pre/post pair by 3% each year compared to the prior years CAEP Data Integrity Report. We will start with 2019-2020 baseline data for the 2022-2023 academic year.

Short-Term Outcomes (12 Months) *

The data sub-committee of Kern AEC will focus on our pre/post test data of ESL, ABE, and ASE students. Sites will be contacted to focus on this data if their percentages and numbers are falling behind.

Intermediate Outcomes (1-3 Years) *

We will see a 3% increase in pre/post testing each academic year.

Long-Term Outcomes (3-5 Years) *

We will have a 90% pre/post testing pair for our ESL, ABE, and ASE students by the end of 2027.

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)

Responsible person(s)

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Funds Evaluation

Member Allocations and Expenditures

Member Agency	Prior Year Total Leveraged Funds	Program Reporting Status
Delano Joint Union High	\$1,514,686	Certified
Inyo Co. Office of Education	\$121,652	Certified
Kern CCD	\$2,153,788	Certified
Kern Co. Office of Education (Optional)	\$0	Draft
Kern High	\$12,250,687	Certified
McFarland Unified	\$525,339	Certified
Mojave Unified	\$266,067	Certified
Mono Co. Office of Education	\$211,150	Certified
Muroc Joint Unified	\$135,956	Certified
Porterville Unified	\$2,272,625	Certified
Sierra Sands Unified	\$230,000	Certified
Tehachapi Unified	\$176,438	Certified
Trona Joint Unified	\$0	Certified
Wasco Union High	\$426,592	Certified
Totals	\$20,284,980	13/14 Certified

Funds Evaluation *

The following details funding allocation by each member and consortium wide efforts to address educational needs of adults in the region:

- K-12 and COE partners will use funding to staff and provide the appropriate technology and educational materials to students to be successful in various models of instruction, whether it be in-person or in a virtual classroom. They will use funds to align with and to support consortium objectives as well as to support student academic, transition and support service needs particular to our site. CAEP funding will be used to cover staff and programming in ESL, Citizenship, ABE and ASE. They will also use CAEP funding to provide staff and programming in K-12 Success and in AWD.
- BC, CCCC, and PC will continue to grow and develop their ESL programs and CTE pathways to help pipeline students into college level English courses or to obtain the skill level to join the job market. CAEP funds will be used to help strengthen pathways from our Adult School partners to degrees and certificates at the colleges. We will look to

expand our current non-credit offerings to broaden our reach to meet our student needs. CAEP funds will also be used on a strategic marketing plan to help students return to the classroom.

- All members will continue to use multiple data sources to allocate resources including student learning data and community demographics. We will continue with programming and will amplify our work for our ESL, HSD/HSE, and CTE students. All members will use CAEP funds to add new, relevant CTE programming in Tech related courses and pathways.

Members will collaborate to develop outreach and marketing efforts to increase awareness of adult school offerings and resources across the consortium. When unused funds are available, members will pool them to meet strategic planning goals and objectives.

Many members also receive additional funding including WIOA and Perkins to provide classroom supplies and materials, curriculum support and professional development, and to purchase tech devices and educational software. Members will continue to leverage these funds to provide necessary educational and workforce training. In addition, members will examine ways to increase outside funding sources. KCCD is currently looking at receiving a Perkins Reserve Grant to braid with CAEP funding to provide “Get Focused, Stay Focused” curriculum to our adult education students throughout the consortium.

Certification

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06/17/2022 08:32 AM PDT

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06/18/2022 12:48 PM PDT

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06/17/2022 09:27 AM PDT

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06/20/2022 09:59 AM PDT

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06/17/2022 08:55 AM PDT



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