

Kern Community College District Consortium Regional Comprehensive Plan Final Report

March 1, 2015

Kern AB86 Consortium



KERN AB86 CONSORTIUM

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KERN CONSORTIUM OPENING SUMMARY

The Kern Community College District Adult Education Consortium covers a large region with many challenges and some very promising opportunities. This unique set of circumstances will be illustrated in the following pages.

A tremendous amount of data and information is included in this report, as required by the provided format. What follows is a condensed overview to give our readers the story and the flavor of our communities and our collective efforts to improve outcomes for adults as they seek academic and career success in order to improve their lives, the lives of their families, and the development of their communities.

The Kern AB86 Consortium Region

The Kern CCD Consortium region includes the counties of Kern, Inyo, and a portion of Mono, Tulare and San Bernardino. Due to the size of this region, which is sparsely populated with many miles of open land between communities, the Consortium area has been organized into three sub-regions, each with distinct demographic and economic profiles as well as business and industry strengths. These sub-regions correspond to the Kern CCD services areas for Bakersfield College, Cerro Coso Community College and Porterville College. The sub-regions of the Kern CCD Consortium are **Greater Bakersfield** (and surrounding cities and communities, including the Northern Kern area communities of Delano, McFarland, and Wasco); **Eastern Sierra** (Tehachapi, Mojave, California City, Ridgecrest, and numerous communities in Inyo and Mono Counties) and **Porterville** (the city and the Tulare County portion of the Consortium).

Figure 1. Kern CCD Consortium Region



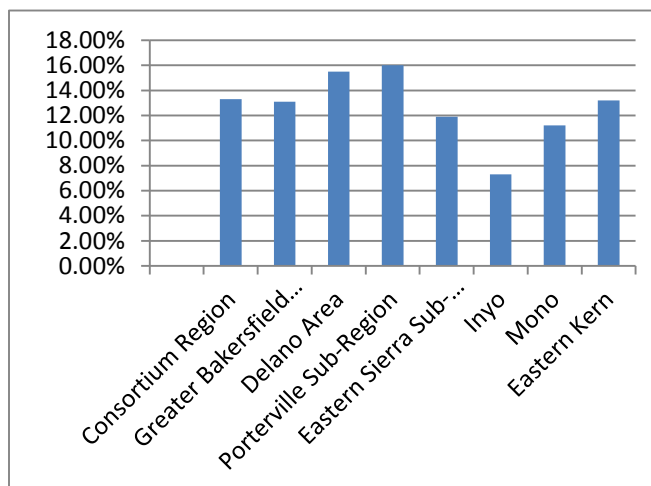
Economics and Labor Force¹

The consortium area is a diverse economic region. In 2014, the region has an estimated 355,600 jobs in industries ranging from agriculture and food processing, to oil and gas production, logistics and distribution, defense industries and tourism, among others. The region is home to a population of 987,800 people and has a civilian labor force of 439,000 workers.

Unemployment rate ranges widely but for most of the region it is higher than the state average. The civilian unemployment rate over the last seven years been as high as 11-16% in most of the region which is largely agricultural and oil production based, and as low as 7% in East Kern County

which has a military supported economy. The Consortium region is projected to see new job growth of nearly 53,000 positions between 2014 and 2023. In addition, 87,600 existing jobs are projected to become available to new workers due to retirements and other worker relocations, providing a total of 140,545 employment opportunities during the decade.

Figure 2. Kern Region Civilian Unemployment Rate



Most New Jobs Will Require at Least Some Post-Secondary Education

With new job growth and job turnover combined, approximately 102,245 employment opportunities are expected to open up between 2014 and 2023 in this sub-region.² More than half of these jobs (52,240) require some education or training beyond a high school level. More than 29,000 of the jobs require less than a BA degree but more than a high school diploma. Of this amount 20,700 require some post high school education but

¹ Applied Development Economics (ADE, 2014). All economic and labor market data presented in this report were obtained, analyzed and parsed from EMSI for the Kern CCD AB86 Consortia planning project. The full ADE (2014) report is contained in Appendix A.

² Certain occupations such as farm labor and certain categories of service workers have been excluded from this analysis because they have no particular education requirements relevant to adult education.

less than an AA degree. These jobs would be particularly suitable for training in adult schools. Prominent occupational categories in this group include office and administrative support, transportation and material moving, sales occupations, construction, protective services, manufacturing (production), food preparation, and certain health care occupations.

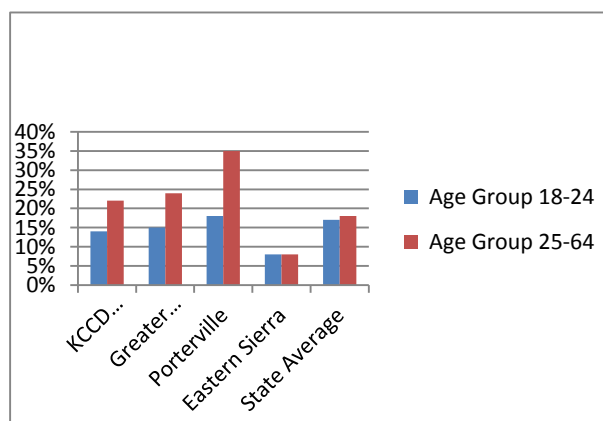
Education

Education levels add to our challenges and also range widely by location. Among unemployed workers, 82 percent have no college degree, compared to 74 percent among all workers in the region.

Healthcare has the highest number of projected new jobs in the Consortium as a whole between 2014 and 2023. For the

sub-regions, Bakersfield and Porterville both show healthcare as the leading job generator. Among education and health workers, about 50 percent overall do not have a college degree. In the Eastern Sierra sub-region, 30 percent of the civilian labor force has a college degree, while in Greater Bakersfield and Porterville the figures are 25 percent and 20 percent, respectively. The Porterville area shows especially high percentages of both younger and older workers without a diploma at 35%. As a whole, the Consortium exceeds the state average for workers aged 25-64 without a high school diploma, in most cases, by 4-17 percentage points. Nearly 90% of all incoming community college students arrive unprepared for college-level math, and 75% are not ready for college-level English.

Figure 3. No High School Diploma, by Age Group



Lower Education Levels and Higher Unemployment

The need for adult education is underscored by the comparison of workers with college degrees and those without. For example, while overall civilian unemployment stood at 13.1 percent for the Greater Bakersfield sub-region, persons in the sub-region without a college degree (e.g. AA, BA, and degrees higher than a Bachelor's) exhibit a 14.1

percent rate of joblessness, versus 9.6 percent for those with a college degree. Moreover, persons without a college degree exhibit lower rates of full-time employment: of all employed persons without a college degree, 63 percent work full-time (i.e., 133,100 out of 209,600), whereas, of all employed persons with a college degree, 69 percent work full-time (i.e., 51,300 out of 74,000). The numbers and percentages vary somewhat between the sub-regions, with the rural communities of Porterville and Delano struggling the most, but the pattern is the same. Steady, living-wage employment in the current labor markets, even without other economic development, will require higher levels of education among the many unemployed adults in these communities.

Loss of Education and Training Capacity

As happened around the state, access for our residents to Basic Skills Education was severely impacted in our region by the recession and the resulting budget flexibility granted to the school districts in 2008 regarding the services provided by the adult schools. This was coupled with reductions in resources for the community colleges. Both the number of locations were reduced and the number of courses at the surviving locations were reduced. Some areas saw over a 50% drop in Basic Skills enrollment. Regarding classes for immigrants there were reductions of enrollment of 40% to over 60%, with Wasco closing its program entirely. Options for low or no cost non-credit Basic Skills education decreased or were replaced entirely in some locations with fee-generating Basic Skills credit courses, making access even more difficult for low income adults.

This is also true for Career and Technical Education (CTE) courses, which are generally high cost programs to run. Communities saw reductions of 40-60% in these programs as well. Enrollments for Adults with Disabilities declined by as much as 55% around the Consortium region. Apprenticeships were decreased by 34% at Bakersfield College, which was the only college in the consortium that offered these types of programs.

Figure 4. Percent Change in Enrollment for Elementary & Secondary Basic Skills

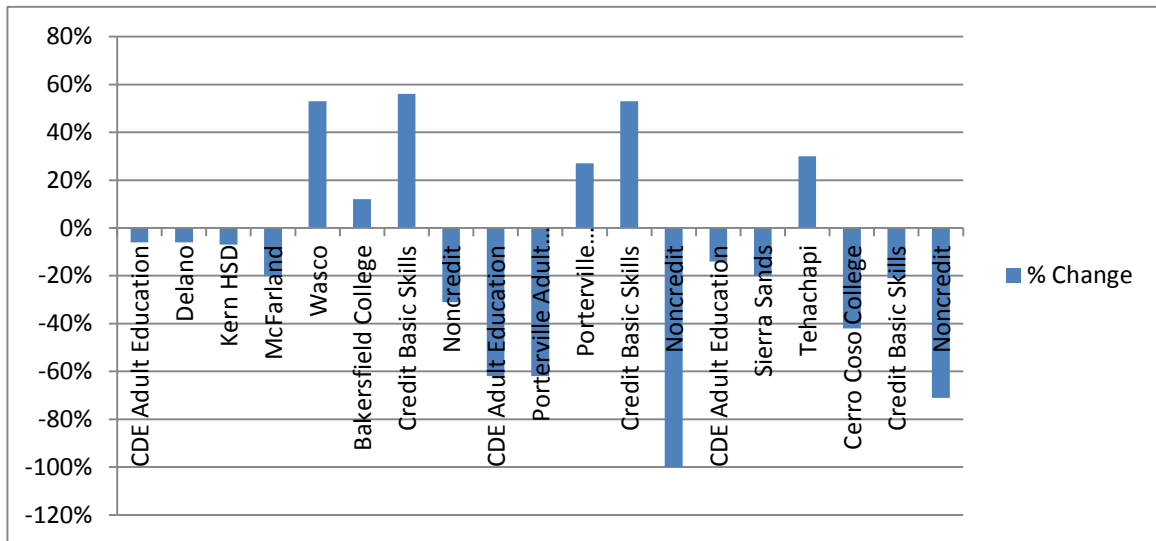


Figure 5. Percent Change in Enrollment for Classes for Immigrants

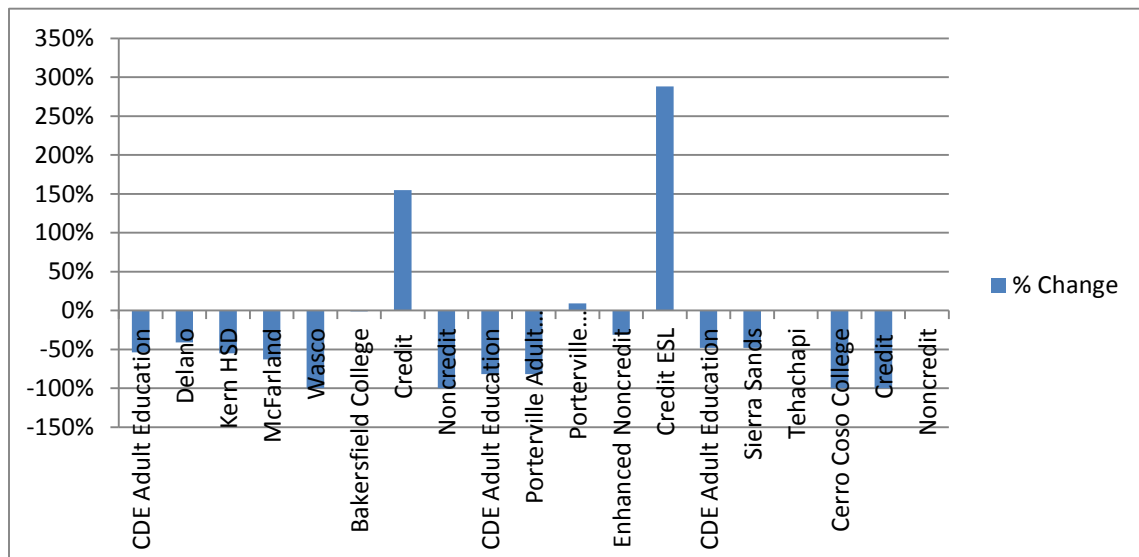


Figure 6. Percent Change in Enrollment for Short-term CTE

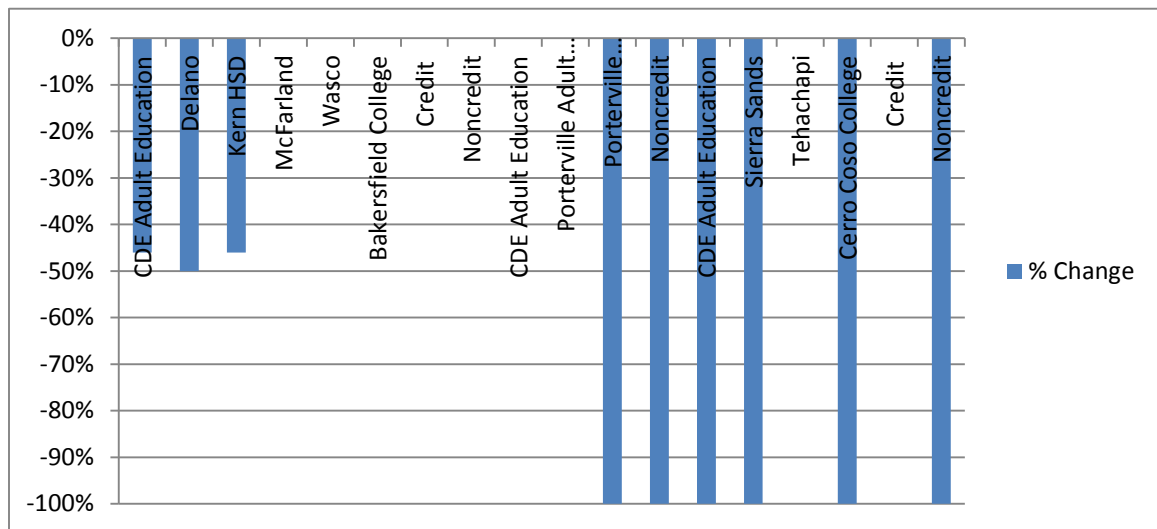
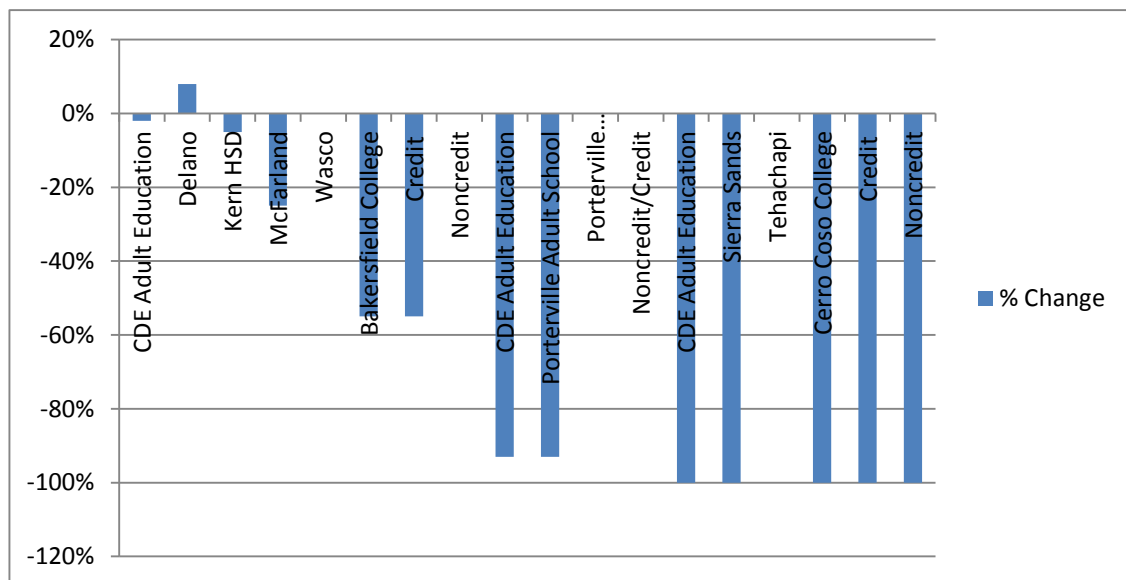


Figure 7. Percent Change in Enrollment for Services for Adults with Disabilities



Emerging Plans across the Consortium

The AB86 Planning process provided the basis for deep conversations that had been rare in the past and were very welcome. Input was gathered from faculty, staff, administrators, and community partners through surveys, interviews, and working group sessions. The Consortium Members synthesized these contributions and arrived at 5 primary themes for moving forward.

Consortium Themes

- *Develop and enhance workforce short-term certificates*
- *Align and accelerate basic skills curriculum*
- *Increase accessibility*
- *Improve and gain efficiencies and effectiveness through collaboration with resources available from partnering (decrease duplication)*
- *Implement innovative programs and strategies*

As you will see in the sections for Objectives 3 and 5, the Consortium Members committed to building on

strong practices already in place and implementing substantial changes, and - to the extent possible - doing so within current funding and through stronger partnerships.

PLEASE NOTE: The activities that are planned to be implemented with current funding can only be carried out in this way with the continuation of current funding levels.

Predictability is vital for planning and implementation. The Consortium strongly supports maintaining these levels, at the very least, and urges increasing resources to meet the needs of our communities. The sub-regions also identified what could only be done with additional resources, including improving access and restoring services that were lost during the Recession. The tables in the Objectives specifically detail the current and proposed activities of the Members. What follows here are the AB86 Plan narratives that provide the contexts for the tables in the Objectives. These narratives, pulled together in one place, describe how the sub-regions, and the Consortium as a whole, are planning to meet the challenge to “rethink and redesign an educational system that *creates seamless transitions for students across adult schools and community colleges to accelerate academic and career success in order to earn a living wage.*”

GREATER BAKERSFIELD SUB-REGION AB86 PLAN

The educational entities in this sub-region include the Bakersfield Adult School (BAS) of the Kern High School District, Bakersfield College (BC) main campus and Northern Kern campuses, and the Northern Kern high school districts (Delano, Wasco and McFarland). All make extensive efforts to serve their students well and continuously improve their programs. They have in the past and will continue to in the future, work together for better alignment and smoother transitions for students, as they seek ways to respond to the changing needs of the community.

In November and December 2014, Working Group meetings were held in Bakersfield as well as in each sub-region with two representatives (faculty and mid-level administrators) from each of the five AB86 program areas from each member institution, plus two student services representatives from each provider organization (adult schools and community colleges). At these meetings, participants provided information about existing resources as well as provided input into the AB86 plan moving forward. Highlights of some information shared at these meetings and other Consortium meetings are presented below:

Bakersfield College is one of the oldest community colleges in the nation, having been founded in 1913. It is one of the three colleges of the Kern Community College District. Bakersfield College serves a diverse population on the 153-acre Panorama Drive (primary) Campus, at the Weill Institute in downtown Bakersfield, at the Delano Center 35 miles to the north, and at various outreach sites. Bakersfield College presents a rich collection of programs and services to meet student needs in the Southern San Joaquin Valley. Classes are offered on a traditional 16-week semester calendar as well as in a variety of non-traditional scheduling options: evenings, weekends, short-term vocational programs and online.

Bakersfield College has instituted a “Making it Happen” Program with 2014 goals that are applicable to adult learners including:

- Increase student engagement through classroom interventions, SARS, Habits of the mind and mentors
- Decrease student time to completion through better placement using multiple measures and a new placement test and testing process as well as faster remediation through specialized curriculum, basic skills support and supplemental education
- Assess Institutional Learning Outcomes (Think, Communicate, Demonstrate, Engage) to guarantee learning

Outcome data has been tracked since implementation in 2013 and already shows positive outcomes in placement testing (264 higher placements), and Accelerated and Compressed Curriculum with 560 students with bumped or accelerated placement. Eight hundred twenty-four semester have been saved for 454 students. Bakersfield College was selected as a Common Assessment & Multiple Measures Pilot Colleges and conducts its placement tests at high school sites. Throughout the 39 feeder high schools for Bakersfield College the new web-based Accuplacer and automated multiple measures has allowed testing and multiple measure placement to occur on the high school campuses. Training of HS counselors as proctors has created a new and productive partnership focused at placing our students on successful pathways based upon high school grades and informed by test results.

In the Bakersfield sub-region, over 17,000 students were served in the *Elementary and Secondary Basic Skills* program during the 2013-14 school year, with Bakersfield College enrolling over 10,000 students of those students. Bakersfield College (BC) staff and faculty are visible on the Delano Adult School campus conducting academic development classes, and coordinating financial aid and student orientations. BC offers a variety of Basic Skills courses, designed for students whose lowest level course attempted in math and/or English was at the remedial level. Recently, BC has shifted how basic skills are taught to move more students into college-level courses faster, and to increase the number of students enrolled in higher-level courses. Some examples of new strategies include: creating accelerated and compressed courses; prioritizing

contextualized learning; using multiple measures in the initial placements of students; and using technology to create alternative learning environments.

Bakersfield College (BC) has a *Classes for Immigrants* program serving 789 students in 2013-14, in comparison to the 3,139 students served by the adult schools. Bakersfield College is implementing the national Achieving the Dream culture of evidence principles to inform praxis. BC also offers compressed learning communities in ESL as a way to help students complete coursework needed to meet their academic goals.

The diversity of CTE pathways at Bakersfield College is reflected in its 19 programs currently available to meet workforce demands in fields ranging from agriculture to the high-demand fields of industrial technology and healthcare. The overall number of Job Skills Certificates and Certificates of Achievement issued by the college and tied to specific careers has dramatically risen, from 411 in 2010-11 to 1,003 in 2012-13.

Bakersfield Adult School (BAS) will work collaboratively with Bakersfield College (BC) and workforce programs to align, articulate and integrate programs to create seamless transitions for AE students through post-secondary opportunities. Their work will focus on three broad, over-arching strategies. It is important to note, BAS as the largest Adult School within the consortium and Kern High School District (largest 9-12 district in the state) have the ability to carry this work forward through their regional partnerships. In order to

The first over-arching strategy aims to increase student access, and includes addressing the ability to track students and increasing community outreach.

BAS is committed to implementing a new Learning Management System (LMS). A new LMS platform and innovative Dashboard (real-time capabilities) will allow an increase in online course offerings in order to reach underserved populations. These course offerings may include: CTE, ESL or HSD/GED and would assist in **reducing the gaps in service** within outlying populations, as well as increasing access to classes through more efficient utilization of funds. For example, currently BAS has online high school diploma options (which contribute to the increase in the number of earned high school diplomas). A new LMS would allow a connection to a diverse mobile population as well

as infusing digital literacy to students, while giving administrators the capability to monitor program attendance and outcomes in real-time. This real time data will result in accelerating student progress to Bakersfield College.

Within the **plan to increase student access and integrate programs** is a “One-Stop-Shop” Storefront would be housed in a high traffic area (i.e., shopping mall) with maximum access to public transportation and would foster collaborative partners in order to meet the needs of the local workforce. BAS and BC will have integrated service resources which may include: Job Developers, Bakersfield Adult School Transition Team, Community College Counselors, Dept. of Rehabilitation Counselors, staff from Department of Human Services, schedule information for other agencies, as well as child care and access options. Within this model, classes in CTE, Job Readiness classes, or Career Coaching may be offered. Collaborative partners share a common goal to increase literacy within the County of Kern as well as connect the community to workforce development opportunities. Adult Education can provide a career ladder; a skill in which an individual can build on or transition within the Bakersfield College and surrounding community college system. Increasing communication between agencies on a daily basis will reduce gaps in service and decrease redundancies.

With current funding BAS has retained two Transition Specialists and would like to expand this service (with additional funding) to two more sites; with optimal funding, four sites.

The second over-arching strategy would be to Leverage existing resources within the 18 comprehensive sites of Kern High School District (KHSD). BAS is to implement high-skill, high-wage CTE programs, based on local labor market and local WIB recommendations, within existing comprehensive sites by utilizing the Regional Occupational Center (ROC) and business partners through Kern County. Research has documented that CTE programs increase student persistence and retention. We will **accelerate progress for students as well as increase workforce development** opportunities for adult students by employing dual enrollment options with Bakersfield College and other regional colleges.

The following CTE programs and outcomes for 2013-2014 were generated at BAS: Business, 16 classes with over 539 program participants; Computer Education 14 classes, over 935 program participants; Health Career classes over 15 classes with 476 participants; Jail education CTE, 9 classes over 1,049 participants; Adult with Disabilities, 3 classes, 366 participants; and other CTE classes in outlying locations, 5 classes, 195 participants. During 2013-2014 over 1,934 program concentrators earned Industry Recognized Certificates. Clearly KHSD/BAS have the maintenance of capacity to expand or enhance CTE programs for the purposes of workforce development.

The third over-arching strategy is to re-engineer Family Literacy by strategically placing ESL evening classes within underserved areas of KHSD. With enhanced funding BAS can potentially leverage 18 comprehensive sites. BAS and BC, with consortium partners, can codify efforts to raise the literacy rates within the County of Kern and improve student access. The importance of Family Literacy must not be understated and was echoed by participating partner institutions such as the Farmworker Institute for Education and Leadership Development (FIELD Institute) and Kern Literacy Council, during the January 28, 2015 Bakersfield Partners Meeting. Kern County has some of the highest illiteracy rates in the nation. As parents acquire English Language skills, assimilation into the community is increased (including parental involvement in schools). Over time, parents gain the confidence to try additional courses often leading to a high school diploma, GED, Career Technical Education program or enrollment at Bakersfield College.

Currently, BAS funds approximately 33 ESL classes on and offsite and Bakersfield College also offers an extensive program of ESL coursework to almost 800 students. In 2013-2014, over 12,000 students were served within the five identified AB86 program areas. With the infusion of additional funds and the leveraging of existing facility resources within the district, BAS can work to bring family literacy to a wider audience. It should be noted each quarter hundreds of students are currently turned away due to budget constraints.

Integrating collaborative efforts with ongoing Professional Development

Bakersfield Adult School and Bakersfield College are committed to continuous

improvement of programs and Professional Development is instrumental for certificated and classified personnel. Both organizations have multiple sites and outlying locations with classes offered day and evening. The importance of proper communication and process becomes paramount.

Professional Development is provided through Professional Learning Community meetings, technology meetings and dedicated teacher collaboration time. In addition, district wide Literacy in-service as well as site in-service (Infusing Literacy in the Adult Education classroom) have been provided at BAS. Writing in-service/workshops have been held, as well as common-core workshops. KHSD has ongoing district-wide in-service opportunities and BAS offer additional professional development opportunities. It is important that staff understands the various opportunities and points at which students may enter or re-enter the Adult Education system. Whether students are focusing on academics or workforce development, staff must understand and clearly communicate various opportunities available to students at BAS, BC and through various partners in order to improve access.

There is a need for professional development regarding English Language Learners (university educated within their home country). Also many new immigrants look to their instructors for career guidance. Understanding a “road map” of resources and developing a highly skilled Transition Team within a consortium may compress the educational time a student invests by reducing redundancy. Streamlining the process for students would be an efficient use of Professional Development hours.

NORTHERN KERN AREA AB86 PLAN

Educational Alliance Introduction and Background

"We cannot seek achievement for ourselves and forget about progress and prosperity for our community...Our ambitions must be broad enough to include the aspirations and needs of others, for their sakes and for our own." ~Cesar Chavez

The Central Valley of California is an area rich in history and resources. For the descriptions below, cited sources are provided in the References list at the end of the Northern Kern Plan section. The fertile soil, flat land, and ideal growing climate have enticed immigrants from across the country and the world to the area, and it has made this part of California the supermarket for the rest of the country: as of 2012, “a third of all produce grown in the United States” is grown here (Bittman, 2012, October 10). In addition to feeding the nation, the valley is also a significant oil producer: in 2009, California was the third largest oil-producing state, with Kern County producing about 75% of the total. From John Steinbeck’s *Grapes of Wrath* to Cesar Chavez’ grape boycott, the valley has inspired artists and activists, and while a few large cities dot the highways stretching north and south, the bulk of the towns have maintained a distinctly rural culture, unlike much of the rest of the state.

Unfortunately, the abundance that the Central Valley shares with the rest of the U.S. has not been returned. Bakersfield-Delano, along with Fresno and Modesto, are “among the top five U.S. regions with the highest percentage of residents living in poverty” (“Census Shows”). Along with the rest of the country, California’s economy suffered during the recession, and the vulnerability of much of the Central Valley’s population became painfully apparent. The northern Kern County rural communities have extremely high poverty rates: Delano 31.3%, McFarland 34.9%, and Wasco 28.4% (US Census Bureau).

While the overall unemployment in Kern County, which includes Bakersfield and surrounding areas, has dropped from its high of 17.8% in March 2010, it has not gone back to its low of 7.5% at the height of the housing boom (State of California, Employment Development Department). In January 2014, the unemployment rate for Kern County was 12.3%, up from 2013’s 11.8% average (CA EDD). When the unemployment rates for the surrounding rural areas are separated out, a bleaker picture emerges: Delano 32.7%, McFarland 27%, and Wasco 24.1% (CA EDD, March 2014 Preliminary Data).

One major reason for the high poverty and unemployment rate is a lack of employment opportunities due in large part to the perception that most of the population lacks the skills that would attract new businesses. State data shows that careers are present and in need of workers, such as home health aides, operating engineers, and software developers; however, some kind of education or training beyond a high school diploma is needed (CA EDD). The same is true for careers that are projected to be in demand: corrections officers, quality control managers, etc. Unfortunately, many of the people living in these communities lack formal education. In the northern Kern cities, between 40% and 50% of all people over 25 have a high school diploma; only 4% to almost 6% have a Bachelor's degree or higher (US Census Bureau). Adding to the areas' troubles are college costs and "brain drain": "Students who want to get a college degree face many barriers . . . Those who do graduate leave to find jobs elsewhere" ("Census Shows").

Latinos make up the majority of these students as the rural communities of Kern County are overwhelmingly Latino, with a low in Delano of 71.5% and a high in Lamont of 94.5% (US Census Bureau). By 2013, "one out of every two youths under the age of 18 in California [was] Latino" and by 2050 they will be the majority in California (The Campaign for College Opportunity). While 39% of Whites have earned a bachelor's degree or higher, only 11% of Latinos have done the same (The Campaign). Even more disturbing, "In 2012, 37.7% of Latinos had not completed high school, compared to 9.7% of African Americans," the next lowest completion rate measured (Public Policy Institute of California). This lack of education can translate to reduced employment opportunities and thus to increased poverty. Educational and economic inequity will persist if these numbers do not change, and the result for Californians will be tragic.

These numbers present a painful reality of the poverty facing rural communities, but they also present an opportunity for transformation. Bakersfield College (BC) can play an important role in changing the lives of area residents. These communities have rich histories of community involvement, and the campus can tap into that passion to build strong alliances and promote equity for those who are being left out of the current

economic system. A clear vision and a solid plan are the first steps toward addressing our rural communities' challenges.

Adult Education

In California, adult education is meant to serve those community members who are over 25 and lack basic skills for employment. Some of these skills have been traditionally taught at Bakersfield College, some have been handled by the adult schools, and others have been covered by both. The alliance members are committed to a partnership that will be able to accomplish tasks in order to provide more economic opportunities for California's most vulnerable populations. Because the KCCD covers such a large geographic area, there are multiple groups working on rural communities' adult education needs. In the northern part of Kern County, Bakersfield College is working with Wasco Independent School, Delano Adult School, and McFarland Learning Center. The recently established alliance (AEA) is preparing a plan detailing how adult education will be handled in these communities. This alliance links the Northern Kern high school districts (Delano, Wasco and McFarland) and Bakersfield College. Its goal is to provide an adult education system that promotes the academic and career skills needed to prepare local community members for post-secondary education and/or employment. The group identifies problems, develops solutions, and implements the education and training required to address the needs of the local adult population. The AEA is committed to regular communication and planning in order to promote student education and training that can lead to higher education or employment.

Academics: Creating a College-Going Culture: Bakersfield College in Rural Adult Schools and Programs

Bakersfield College wants to improve the lives of adults in its rural communities, and one way they are attempting to do this is by partnering with the adult schools and programs. A number of programs and partnerships are underway to help more students see college as a viable option for a better future. The North Kern Alliance plans to implement the Get Focused . . . Stay Focused Initiative developed by Santa Barbara City College. Students are given the information and direction they need to develop a long-term goal called the "10-year Career & Education Plan" (*Get Focused . . . Stay*

Focused). The details of the project will be modified to meet the needs of Northern Kern adults, but BC is creating a curriculum that will allow participating adult school students to get college credit for some of their coursework. The program, currently running in Delano Joint Union High School District schools, can be programmed to the area adult high schools.

As with any new project, challenges and gaps have become apparent. Northern Kern campuses are small and far from the offerings found in greater Bakersfield, they can get lost or be forgotten in the overall adult education planning processes. Bakersfield College has a renewed commitment to these rural areas and will direct more resources to provide support to area adult programs. As these programs succeed in kindling an interest in attending BC, we will need to develop transition strategies to move students smoothly from the adult schools and programs to college. Articulation agreements and dual enrollment are critical in this transition. With the exception of Delano Adult School, all articulation agreements have expired in the Northern Kern communities. Time and personnel will need to be devoted to identifying possible courses for articulation, dual enrollment and assisting in creating and/or renewing agreements.

Students who complete education plans and have access to an informed counselor or advisor are much more likely to successfully navigate the sometimes confusing community college system. Full-time counselors and advisors are needed to cover the rural areas and would be a tremendous benefit to the students. The consistency of an advisement effort across the North Kern AEA would build trust for adult students by providing a familiar face community members can go to if they have questions about college; technical education or career options.

Career and Technical Education (CTE): Workforce Training Programs: Creating Opportunities

The mission of the California Community Colleges places them in a unique position. Unlike their four-year counterparts, community colleges are required to offer employment training for California. Given the high rate of poverty and unemployment and the low level of education in our region, the Alliance has the opportunity to play a

vital role in creating economic equity in the region with its numerous options for creating and expanding CTE programs.

Welding: Trained welders are in demand in Northern Kern; however, welding programs were eliminated in the region. Equipment expense and space requirements have limited how many students can receive training. In Delano, local high schools used to offer welding as one of their many vocational programs, but as school budgets were cut, so were those programs. As a result, facilities at the high schools still exist, but they sit unused. The Delano Joint Union High School District has worked out a joint use agreement with the Delano Campus so that a Welding Certificate of Achievement can be offered. BC has committed enough equipment for 10 stations, and the DJUHSD will potentially help to fund additional stations with grant money. BC has also assigned a full-time Industrial Arts faculty member to begin teaching initial course offerings in fall of 2014 and who will also receive 0.2 reassign time to develop the program.

Corrections: California's overcrowded prisons have been making national headlines for years, and recent legal decisions are resulting in increased demand for Correctional Officers. California has to reduce over-crowding of inmates, and one of the ways they will do this is by transferring inmates to local Correctional Custody Facilities. Delano, Shafter, and McFarland currently operate (or have reopened) Correctional Custody Facilities which traditionally employ people from out of area because the local community lacks training. In addition, the state predicts a need for 7,000 replacement Correctional Officers over the next three years (Simas). WESTEC, a local non-profit training center located near another rural community, Shafter, has developed and maintained a correctional officers training program that is certified by the Department of Corrections-Corrections Standards Authority, and the Delano Campus has the space to offer these classes to the community. Introductory core and firearms safety courses are being taught in summer 2014. These courses are more expensive for students than a traditional BC course, so the demand for the courses will need to be evaluated in order to see if there is demand in the community for the entire series of CO courses.

Oil Industry: Oil has been a major industry in Kern County for over 100 years, and in 2009 Occidental Petroleum announced their discovery of a reserve holding up to 250 million barrels (“Occidental Petroleum Announces”). If validated, this find could result in a need for over 200 additional oil rigs. Operating these rigs is extremely dangerous and requires proper training, training that WESTEC provides. They regularly train off-campus and could easily bring their program to the Northern Kern area. Cost and community interest needs to be further investigated.

Automotive: BC currently offers eight certifications in Automotive, and these certifications are among the most requested in the Northern Kern area. Local business are interested in assisting BC in development of a program to serve the needs of the area. Space and equipment will be required, but with the help of interested business leaders and the DJUHSD, this program could be a possibility in the next 3-5 years.

Industrial Maintenance: Another area that BC’s occupational data shows will be experiencing increased demand is industrial maintenance and repair. A new certificate has been developed in this area, and classes will be soon be brought to the Delano campus. In today’s industry, an engineering team is involved in developing new products or systems. This team is typically composed of engineers, technologists and technicians. Technicians work with equipment, assembling, repairing and testing devices or systems based on technical skills rather than scientific knowledge used in the original design.

Green Energy: For years, Kern County has been working with wind, solar, and utilities companies to bring green technology—and the jobs that go with them—to the area. The county’s goal has been to develop enough wind and solar fields to generate 4,000 megawatts of electricity. The Kern Community College District has already been working on the Green Builders Program. Classes need to be brought to Northern Kern to train our population. Because demand for this kind of work will continue to grow and the district already has a program and equipment, expanding the program in Northern Kern would be a benefit to the community and an idea worth exploring.

Allied Health Programs: As the U.S. population ages and medical advances continue, demand for various health industry careers will continue to rise. BC has been working to expand its allied health offerings to rural communities and also to create new curriculum for additional career opportunities. The Allied Health department is currently developing curriculum for a certificate for Medical Assistant Front Office and is also looking into the cost of running Phlebotomy Training at the Delano Adult School. The adult school will no longer be able to offer a popular Pharmacy Technician program without a partner, so this is another program that Allied Health could develop. In McFarland, the local adult school (McFarland Learning Center) will begin offering Certified Nurse Assistant with Home Health Component courses. Although each of these fields could provide excellent opportunities for community members, clinical placement will be a serious challenge. The expertise of BC's Allied Health faculty will be vital in the surrounding communities, and reassign time may be necessary for selected faculty members to help the programs grow. The campus will also need to continue to cultivate strong relationships with the North Kern Medical Training Advisement Group, a group of medical professionals willing to provide advice on Northern Kern medical training plans.

Agriculture: Agriculture will continue to be a major industry in California, even as the industry must adapt to changes in the environment and consumer demands. Currently, BC is partnering with Paramount Academy in Delano to create an agriculture program that will result in students being able to leave the school with an A.S. degree in Agricultural Mechanics. This is a separate program with its own funding, but some of its ideas could be brought to other rural campuses. There is some local demand for an Agricultural Industrial Certification, and this program would be ideal at Delano. The campus has 20 acres close by that are slated to become a strip mall in the future but might be used as lab space until those plans can be realized. In addition, partnerships with surrounding farmers could result in development of new programs, donations of equipment and space, as well as opportunities for internships and employment.

Student Services and Personnel: Making It All Work

It has been mentioned throughout this report, but it is necessary to mention again: without adequate student support, the plans outlined will not be able to meet their full

potential and some may fail entirely. Across California, severe budget cuts have led to fewer replaced positions which results in work being picked up by others where it can. This can lead not only to employee burnout, but also to a sort of disconnect as work done by one person gets divided up among several and becomes compartmentalized, resulting in a loss of “big picture” understanding. As Northern Kern Adult Education providers can attest, personnel have been consistently lost to budget cuts and program personnel are at less than minimal levels in of our communities, making growth difficult or impossible. Due to their size and demographics, our rural communities have been the forgotten communities in California, often lacking the political clout and voice to advocate for the resources they need.

Counselors: The rural communities need more dedicated counselors/educational advisors for both student advising (especially considering the new Student Success mandates) and outreach. These communities need identifiable persons whom all know and trust to come to with questions about education and training resources in the region. Because so many of the people living in these communities have had no exposure to career training or higher education, the challenge for many is simply knowing where to begin: how to apply, what financial aid is available, etc. A consistent presence could help guide potential students and their families around these early barriers.

Coordinators: Given the distance between these communities and the complexities of the various programs, it would make collaboration both more manageable and efficient to have some coordinators: one for the CTE programs, one for coordination of the projects involving the adult schools, and one for the other rural development programs. These positions would allow each person to focus on developing just one part of the plan yet coordinate with others.

Testing: Throughout the 39 feeder schools for Bakersfield College, including the Northern Kern schools, the new web-based Accuplacer and automated multiple measures has allowed testing and placement to occur on the high school campuses.

Alignment of placement tests is critical to streamline the transition between adult schools and community college.

Tutoring, Supplemental Instruction, and Student Workers: In order to expand and improve these services, time will need to be allotted to an employee to oversee these programs and provide training for the students. More student workers are needed, especially to provide assistance in the existing but underutilized computer labs.

Faculty Needs: Many of these new programs will require additional faculty; whenever possible, these faculty should be full-time and one from each area should get some reassign time to help develop and promote the program in its early years. An all-area chair would also be a great addition and could function as a faculty/program advocate at the main campus.

Conclusion

The task facing North Kern Adult Education Alliance is a daunting one: the challenges are many and deep. But we are committed to doing our part in creating a more equitable system for those in our community who are facing the barriers of poverty and a lack of education. NKAEA's plan for the our communities is how we hope our community members better understand their education and training options and improve their lives.

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EASTERN SIERRA SUBREGION AB86 PLAN

The Eastern Sierra Sub-region encompasses over 18,000 square miles of the Consortia's 25,000 square mile service area and includes parts of Kern, Inyo and Mono Counties. The largest population centers are Tehachapi and Ridgecrest, 30,000+ each in the cities and outlying areas. Most towns in this corridor up the Highway 395 are 45-60 minutes away from each other.

Traditional adult education centers with semester long courses are not always feasible because of the remoteness of the area and the spread-out population. Sierra Sands (Ridgecrest) and Tehachapi are the only concentrated populations with a potential for sufficient enrollment for traditional semester long adult school diploma and basic skill courses. Numbers of students are not sufficient to offer duplicate programs at both the adult school and college levels and coordination has always been essential. Traditional courses often fail to meet the needs of our working adults and adults prefer to enroll in the independent study options at Ridgecrest and Tehachapi. Evening ESL is offered at Sierra Sands Adult Education in Ridgecrest to 60 or more students per semester, down from a high of 90 before adult school cuts limited the number of days courses were offered. Mono County does not offer ESL, yet over sixty percent of Mammoth High School students come from homes where English is not the primary language. Due to funding cuts none of the adult schools are currently offering career technical education despite robust high school and college CTE offerings. The Regional Occupation Program offers limited career technical education courses for adult students in Mojave. Other communities in the Eastern Sierra are not offering or are offering limited adult education programs at this time. The status of ROP and adult programs in the region is of great concern to many of the districts in the region.

Cerro Coso Community College has addressed this unique geographical configuration through separate campuses and extensive on-line courses (CC On-line). Nineteen Associate degrees are offered entirely on-line. The main campus is located in Ridgecrest with satellite campuses that include California City, Edwards AFB, Lake Isabella, Mojave, and most recently Tehachapi. At Tehachapi the K-12 school district is renovating the prior high school and devoting office space and a wing to the College to reinforce its presence in the community. The Eastern Sierra College Center (ESCC) is a comprehensive campus of Cerro Coso Community College serving areas that include Bishop, Big Pine, Lone Pine, Independence, Mammoth Lakes, Death Valley and other areas in Inyo and Mono Counties. College facilities are centered in Bishop and Mammoth Lakes. ESCC offers a wide range of classes for transfer, career technical education and personal fulfillment. Classes are offered on campus in traditional modality, televised through interactive television, or online in course lengths ranging from a few weeks to a semester. Individuals are encouraged to explore the broad spectrum of offerings. Comprehensive student support services are available to all students regardless of instructional modality. Complete programs offered at the ESSC campus include Emergency Medical Technician, Human Services, Kinesiology, Liberal Arts, Psychology, Studio Arts and Vocational Nursing. Students may also take courses at any of the campus locations and Cerro Coso College recently added five new CTE programs to its roster at the Ridgecrest/ Indian Wells Valley campus: 1) Administrative Office Assistant Certificate, 2) Emergency Medical Technician Job Skills Certificate, 3) Administrative Medical Assisting Certificate, 4) Clinical Medical Assisting Certificate and 5) Medical Assisting Associate Degree.

Addressing adult education is critical in order to increase the number of adults who have enough education and skills to enroll in postsecondary training and complete a credential leading to a family-supporting career. A solution for adult education in the Eastern Sierra requires a unique approach tailored to our region. Eastern Sierra plans to redesign our approach to adult education. We propose a nimble approach that is just-in-time, cost efficient, addresses student needs and access issues due to geography, and accelerates and transitions students to postsecondary education and training in an expedited manner.

In order to address identified gaps and need we will focus on the following three essential elements.

Curriculum and Delivery of Basic Skills

Partner districts will work together to define a clear alignment and articulation of basic skills levels (knowledge, skills and context) in order to clarify curriculum, assign responsibilities, and seamlessly transition adult learners from adult school to the community college. To accomplish this approach the partners will utilize an Emporium Model in adult education programs which offers basic skills English and math to move students up to no more than two levels below college level at which time students will then be encouraged and assisted to transition to college coursework. The Emporium model includes diagnostic assessment (i.e. ACCUPLACER), guided content learning and targeted modularized instruction to address specific skill gaps (remediation) and acceleration as appropriate. This model can be offered through learning management systems (i.e. PLATO) with teacher or aide support at learning centers setup in K-12 schools, adult schools, community centers and college campuses. Students with demonstrated skills will be encouraged to enroll in college coursework.

Coordinated Transition and Student Support

With sufficient funding the partners will create dedicated full-time liaison positions that are connected to the communities, who will formalize and facilitate the integration between adult education and college programs (i.e. assessment, class tracking, marketing and outreach). These Liaisons will work with Cerro Coso Community College's Director of Marketing and Outreach to create concise yet informative adult education and college marketing materials. Pathways will be clearly defined and liaisons and guidance staff will work together with students to generate individualized and scaffolded student support and career plans, coordinated and shared between schools, in order to define pathways leading to student completion and certification. At the point where skill and academic level of an adult learner is approaching a sufficient level to provide success in college courses, adult learners will be assisted through enrollment in a college student success course offered at adult education centers and on-line. The

college will work in partnership with the adult schools to establish a college presence and active outreach at adult education locations.

Expand offerings in CTE

Partners will determine relevant and critical CTE pathways for each region, develop and align curriculum, integrate strategies to enable contextualized learning, establish MOUs addressing issues such as facilities and sharing of costs, determine instructor availability, and increase student enrollment in CTE programs leading to certification and employment. Courses will address soft skill development through work study, internships and other work-based learning experiences.

In order to address identified need and interest, adult programs will provide a focus on ESL enrollment in CTE course offerings that simultaneously integrate academic and technical skill development along with computer proficiency during instruction.

PORTERVILLE AB86 PLAN

The Porterville area has one of the lowest economic and non-education attainment rates in the state. Porterville College needs to identify and list all of the services to adults from all the public agencies in Porterville and in Tulare County in order to streamline and coordinate and avoid duplication. Porterville College will need to continue to meet with all of the local public agencies and the PUSD Adult Program in order to share information, streamline process and assure that our adult population have access and participate in the services. This will take a coordinated effort to provide outreach to our local population.

OBJECTIVE 3: TRANSITIONS

It is extremely important for the local Porterville Unified School District (PUSD) Adult Education Program to streamline and coordinate educational pathways and student support services with Porterville College. Adult Education and community college administrators and faculty need to identify and develop clear and transparent pathways to specific occupational goals and other educational options to assure that all student support and counselors are providing the same information. The following plans and

activities need to be developed jointly in order to assure all adult students are receiving the same accurate information. The focus is on Language Skills levels of ESL all the way up to college credit English courses, but can also be applied to general remediation and CTE and other programs.

- PUSD Adult Education and Porterville College will develop web-based school navigation guidance for all potential students. The student will be able to go to one website to assist them as where to enroll and matriculate and the web-site will provide short-term and long-term options.
- PUSD Adult Education and Porterville College will develop a one-stop Common Career, Education Advising and Enrollment Center to be located in an accessible location to all potential students.
- Counseling will be embedded in the classroom, and provide classroom teachers with specific educational options for our students including students with disabilities.
- Courses will be aligned to ensure that the end of one course at Adult Ed or Community College aligns with the beginning of the next course.
- Students will receive clear information about dual enrollment options at registration, and these opportunities will be expanded.
- PUSD and the Porterville College will collaborate and transfer students who are verbally fluent but have skills gaps that can be readily addressed.

A committee of administrators, faculty and classified staff from both entities needs to be formed in order to identify, review and streamline processes and procedures for students. This committee needs to be able to receive and review data, and use the completion data for transition to the next level, persistence of students and share information with faculty, administrators and staff of both entities.

Porterville College has a unique program which is a hub for sub-regional job placement assistance that will be open to students enrolled in adult education courses or community college courses. The JEC (Job Entrepreneur and Career Center (JEC) provides personalized services and programs to any interested adult students in the community. The JEC will assist adult students in the following areas:

- To identify a possible Career-track,
- To provide information regarding the various occupations,
- To learn how to search for a job

The JEC currently has many business and industry partners to assist the center and specific workshops are scheduled on a regular basis based on the needs of the community.

SUMMARY

Porterville College has many systems already in place for adult students. It will be important to share information with the adult education staff in order for adult education to be incorporated into outreach components and the formal information to be the same in both entities. We recognize that credentialing and qualifications for adult school teachers and college instructors may create a challenge to our plans.

OBJECTIVE 5: ACCELERATION

Porterville College is currently participating in the Career Education Pathways with the Porterville Unified School District regular high schools. Porterville College staff sits on each of the Career Pathway Advisory Boards along with high school staff and local business and industry representatives. A specific career pathway needs to be developed with the Adult School using the same model of having representatives from the high school, community college and business and industry.

Once the curriculum is aligned in a progressive manner and all adult students have access to a web site and/or a one-stop common career center, enrolled students, the joint committee of adult education and community college administrators, faculty and staff can begin to focus on the next steps to move students forward in a timely manner:

- Formalize agreements between community college and adult schools to maximize articulation opportunities
- Identify and develop (if necessary) a clear articulated process for all basic skills courses in English and Mathematics
- Provide Adult Education students with workshops in:

- Financial Aid Opportunities
 - Budgeting
 - Career Planning
 - Resume Building
 - Interviewing
 - Exploration of program options
- Offer Summer Bridge courses for Adult Education Students who desire to work towards a college degree.
- Increase online options for key programs based on students' needs
- Provide course offerings that allow students to progress at their own pace as well as group options for interactive learners
- Work with employers on connecting curriculum to the real world
- Integrate basic skills into CTE coursework

SUMMARY

Once a lead administration/liaison is identified, and a joint committee is established it will be easier to formalize articulation, create a specific educational pathway, streamline and coordinate all educational and student support services for students to complete a certificate or degree in a timely manner to be able to go into the workforce.

OBJECTIVE 7: PLANS TO LEVERAGE EXISTING REGIONAL STRUCTURES, INCLUDING, BUT NOT LIMITED TO, LOCAL WORKFORCE INVESTMENT AREAS:

The Porterville College President currently sits on the Tulare County Workforce Investment Board, the Tulare County Economic Development Board, the Porterville Chamber of Commerce and the Porterville Unified School District Career Pathway Executive Board. Porterville has many other programs and agencies that serve the adult population, such as Proteus, the Porterville Sheltered Workshop, the City of Porterville and Porterville Development Center.

Porterville College has invited representatives from the various programs and agencies that provide services for adults. The coordination and streamlining of all the services to

students will allow us to avoid duplication, serve more students and place student in the appropriate educational entity.

The Porterville area consortium needs to achieve the following tasks:

- Identify and list all the educational courses and programs
- Identify and list all of the student support services
- Coordinate and streamline the support services to avoid duplication of services
- List all educational programs and student support services on a central web-site
- Add representatives from the outside agencies to the Adult Ed. And Community College administrators, faculty and staff joint committee.

SUMMARY

The plan is to continue to meet with representatives from these agencies to allow us to streamline and coordinate regardless of the outcome of AB86. We can then place students in an appropriate specific, accurate educational program and provide them with the support services that they will need. This will minimize their time, avoid duplication of services and allow them to complete their education with a skill, certificate and/or degree in order to be successful in the workforce.

Kern Regional Consortium AB86 Plan Summary

The Members of the Kern AB86 Regional Consortium have clearly taken on the challenge of AB86 and its goals. There is much similarity in the approaches of the sub-regions while at the same time they have adapted those strategies to their particular circumstances. Throughout the consortium focus on their unifying themes is apparent in their plans;

- *Develop and enhance workforce short-term certificates*
- *Align and accelerate basic skills curriculum*
- *Increase accessibility*
- *Improve and gain efficiencies and effectiveness through collaboration with resources available from partnering (decrease duplication)*
- *Implement innovative programs and strategies*

OVERVIEW OF KERN CONSORTIUM

Updated Management Plan

ORGANIZATIONAL STRUCTURE

Describe existing collaborative relationships between the community college district and school districts related to adult education. Identify how these relationships may inform the planning process going forward.

CONSORTIA MEMBERS

The Kern Community College District (Kern CCD) is serving as fiscal agent for this project. The Kern CCD AB86 Consortia currently includes the Delano Joint Union High School District; The Kern High School District; the Wasco Union High School District; the McFarland Unified School District; the Mojave Unified School District, the Porterville Unified School District; the Sierra Sands Unified School District; the Tehachapi Unified School District and the Mono County Office of Education representing the Eastern Sierra Unified School District and the Mammoth Unified School District. Non-member districts have been and will continue to receive additional information as area stakeholders: the Inyo County Office of Education representing the Bishop Unified School District; Big Pine Unified School District; and Lone Pine Unified School District; the El Tejon Unified School District; the Owens Valley Unified School District; and the Muroc Unified School District.

The Kern Community College District serves more than 1.3 million residents (3.5% of Californians)³ in urban and rural communities located over 24,800 square miles comprising all or portions of Kern, Tulare, Inyo, Mono, and San Bernardino Counties. This geographic area is defined as the Consortia service area. Over the past six years the Consortia service area has seen a population growth rate of 8.3%, nearly double that of the state growth rate of 4.6%.⁴

³ Economic Modeling Systems, Inc. (EMSI), Kern, Tulare, Inyo, Mono County Population, utilizing data from the U.S. Census Bureau (2011), the U.S. Postal Service and the National Center for Health Statistics, retrieved 02/10/2014.

⁴ EMSI, Four County Population Growth Rate, supra, retrieved, 02/10/2014.

The Kern Community College District serves area residents at several campuses. Bakersfield College has a main campus in metro Bakersfield and an educational center in Delano. Porterville College's main campus is in the city of Porterville. Cerro Coso Community College has a main campus in the City of Ridgecrest and educational centers in California City, Edwards, Lake Isabella, Bishop, and Mammoth Lakes. A new site at Tehachapi has been recently established.

There are four (4) High School Districts (HSDs) and 13 Unified School Districts (USDs) in the Consortia service area that together serve 332,744 traditional age (5 to 19) students and which host the areas' four (4) adult schools located in Bakersfield, Delano, Porterville, and Ridgecrest, and adult education programs in McFarland and Wasco. Together, these adult schools and adult programs served an additional 17,477 adult students in the 2012/13 Academic Year in completing their high school diploma credits (credit recapture); studying for and taking the GED, raising basic skills, English as a Second Language (ESL), serving adults with disabilities; short-term career technical education (CTE) and apprenticeship programs. Adult schools and education programs in the area are maintaining services as required, but an estimated 1500 adults have been turned away or are on wait lists and are unable to be served.

EXISTING ADULT EDUCATION RELATIONSHIPS:

The Kern CCD and the service area Unified School Districts (USDs) and High School Districts (HSDs) have long established programs and substantial relationships with significant breadth and depth. A few examples include:

Southern and Eastern Sierra CTE Collaborative: The Southern and Eastern CTE Collaborative facilitates the programs and practices to help students transition from high school through college and into careers. The Collaborative has three strategic goals: 1. to increase the number of high school graduates in our region; 2. to increase the number of students entering community colleges in the region who are prepared to do college level work; and 3. to increase the number of students who complete programs and earn degrees or industry recognized credentials. To accomplish these goals, the collaborative has been focused on articulation agreements, dual enrollment, career

exploration, and career pathways. The Collaborative has supported and encouraged the use of CATEMA for tracking and ensuring that students taking articulated courses receive college credit.

High School, Community College & Adult School CTE / Perkins Advisory Boards: Each of the three community colleges and four adult schools in the Consortia service area have established advisory boards comprised of members of the local community, business owners and industry association representatives. Area high school and community college advisory boards in Career Technical Education (CTE) disciplines include: Agriculture, Auto Mechanics, Business, Child Development, Construction, Culinary, Digital Arts, Education, Engineering, Hospitality, Health Careers, Industrial Technology, Information Technology, Manufacturing & Product Development, and Video and TV production; among others. A related type of advisory board is the Bakersfield College / California State University Bakersfield Community Nursing Advisory Committee.

Public / Appointed Boards: A number of project partners participate and/or serve on the following public or appointed boards: Early Childhood Council of Kern, a 30-member appointed advisory board to increase and enhance the quality of early childhood programs in Kern County. The Bakersfield College Child Development Advisory California Early Childhood Mentor Program Selection Committee; who selects experienced classroom teachers to mentor students from the community, college, ROP, and four-year early child development programs. The Eastern Sierra Foundation provides scholarships to Inyo County residents. The Mammoth Lakes Foundation provides scholarships to Mono County residents.

The North Kern Adult Education Alliance (AEA): AEA was established to address gaps in educational programs for adults in the northern Kern County region. The alliance is the link between the Northern Kern High School Districts (Delano, Wasco and McFarland) and Bakersfield College and Bakersfield College Delano Center. The vision is to provide an adult education system that promotes the academic and career skills needed to support local industry and employ local citizens, as well as prepare students

for post-secondary education. The group identifies problems, plans solutions, and implements the education and training needed to address the needs of the local adult population. Bakersfield College and the local school districts are committed to supporting Northern Kern students and adults in higher education. This process involves regular communication and planning to promote student education and training which lead to higher education or employment.

Informal Groups or Associations: The Bakersfield Adult School partners extensively with the California Jail Programs Association, the Kern County Sheriff's Department AB109 collaborative, and many others detailed in the partners section.

Articulation / Dual Enrollment: The members have established articulation agreements and support student transition efforts. In 2013-14 the Bakersfield Adult School (BAS) students earned 304 incidents of credit in 12 articulated courses. Thirty-nine adult learners from Delano Adult School were awarded college credit. When high school students earning articulated credit are added to adult numbers there were 2,179 instances of credit resulting in 72.9% of the students enrolled in these articulated courses earning college credit overall in the Kern Community College District service area in 2013-2014. Currently, the BAS has 14 articulation agreements with Bakersfield College; 465 students in courses articulated to Bakersfield College (BC) and 91 BAS students concurrently enrolled at Bakersfield College.

Co-location of College personnel on Adult School campuses: Bakersfield College is co-located on the Delano Adult School Campus conducting academic development classes, financial aid and student orientations. Students also participate in Bakersfield College Career Tech Open House opportunities at the Bakersfield College Delano Center.

PLANNING PROCESS

Identify how these relationships may inform the planning process going forward.

Our education, workforce training, non-profit, community, business and industry partners (listed in the next section) shared their expertise as to workforce demand;

provided guidance as to the knowledge, skills and abilities needed by employees; the specific needs of target population and sub-populations being served; and served as a liaison with the Consortia.

The established close working relationships between the community colleges and their respective feeder school districts have informed our awareness of the programs offered by each entity and spurred regular ongoing discussions of how we coordinate efforts to best serve the adult education needs in our respective communities. The increased opportunity for collaboration during the AB 86 planning process reinforced this as a priority among our partners

The AB86 Adult Education planning efforts deepened and broadened those relationships as we moved forward to examine the impact of existing system coordination and transition mechanisms while we identified best practices that could result in better outcomes, more effective and efficient use of facilities, equipment and human resources to address the educational, vocational, and language proficiency needs of our adults.

PARTNERS ORGANIZATIONS

List any identified partners and describe how these relationships may inform the planning process going forward.

The consortium drew upon the expertise, leadership, and support of our partners in reaching the community residents that could potentially benefit from additional adult education opportunities. The adult education and community college consortia members regularly partner with:

Educational Entities: Consortia members routinely partner with one another across area education segments (K20). Consortia members regularly engage each other, business, and professional entities in maintaining the rigor and relevance of their existing programs of study through Perkins / Career Technical Education Advisory Committees. Consortia members routinely partner with adjacent colleges, college districts and related entities such as Taft College of the West Kern Community College District, WESTEC,

and College of the Sequoias, among others. In the Eastern Sierra area, Sierra Sands USD and Cerro Coso have formal educational partnerships with NAWC China Lake, and Bishop and Lone Pine Paiute tribal entities work together to provide college preparation, technical, vocational and STEM learning opportunities. The Regional Occupational Centers / Programs in the area (the Kern County ROC, the North Kern Vocational Training Center; the West Kern Vocational Training Center, the Tulare County Office of Organization for Vocational Education, and others) also offer programs in health careers, medical terminology, medical front office, criminal justice, restaurant, auto technology, construction, welding and TV/Video production short-term training opportunities for regional adults.

County Offices & Departments: The members routinely partner with county partners including Employer's Training Resource which is a County Department which reports to the Kern/Inyo/Mono Workforce Investment Board thru the County Board of Supervisors. ETR is a proud partner of the America's Job Center of California (formerly the Career Services Center.) Members also partner with the Kern Economic Development Corporation (KEDC); the Kern County Superintendent of Schools (KCSOS); the County of Kern; the Kern County Department of Human Services; Kern County Sheriff's Office (KCSO) AB109 Collaborative; the California Jail Programs Association; and the Tulare Workforce Investment Board (Employment Connection).

Workforce Training Partners & Nonprofit Community Based Organizations: Consortium members regularly partner with CBOs such as the Kern Adult Literacy Council, the First 5 Kern, the Kern Childcare Association, the United Way of Kern County and the United Way of Tulare County; CBOs serving persons with disabilities such as Associations for Retarded Citizens in area cities, Desert Area Resources and Training, the Delano Association of the Developmentally Disabled, and the Porterville Sheltered Workshop; as well as workforce training partners such as Proteus, MAOF, and others. Consortium members partner with local Delano CBOs such as the Delano Community Alliance and the Delano Area Counselor Collaborative, The Owens Valley Career Development Center operates the Tribal TANF program which supports Native American adults up to

25 years of age. In addition, the Consortium partners meet regularly with statewide, regional and local business and industry associations.

SHARED LEADERSHIP STRATEGIES

Describe the shared leadership strategies that may be used during the planning project.

The Consortia service area of nearly 25,000 square miles has three economically distinct sub-regions with differing compositions of business and industry. This different mix of business and industry in each of the sub-regions results in distinctly different labor market needs. The Consortia analyzed the needs, services and gaps in comparison with the unique workforce demands of the corresponding sub-region.

Organization by Sub-Region

Greater Bakersfield Sub-Region: In the southern portion of the Consortia service area (Greater Bakersfield; north to Delano and south to Arvin/Lamont and Frazier Mountain Park) is dominated by two primary industries, oil and agriculture. The oil and gas extraction industry and its related industries include construction, equipment rentals, and other related industries. The agriculture industry includes carrot, tree fruit and nut production, as well as related industries of food processing (manufacturing), pest management, equipment rentals and other related industries. The very southern end of this sub-region includes the Tejon Ranch, the Tejon Foreign Trade Zone and the Shafter Foreign Trade Zone, both duty-free foreign trade zone, and several logistics / distribution centers.

Eastern Sierra Sub-Region: Located in the eastern portion of the Consortia service area, the Eastern Sierra sub-region, the economic area is home to Edwards Air Force Base, the Naval Air Weapons Center (NAWC), several large alternative energy solar farms, wind farms, and geothermal plants as well as mountain fishing / hiking / recreational hospitality oriented business and accommodations entities. The Eastern Sierra sub-region has higher-than state average rates of employment and educational attainment, owing to its armed

forces and highly skilled technical and engineering workforce. However, the career pathway is fairly limited and most entry level jobs are relatively low-paying hospitality and retail positions. High wage, high demand jobs in the Eastern Sierra sub-region include registered nurses and correctional officers and, to a lesser degree, engineering technicians, drafts persons, etc. (EMSI)

Porterville Sub-Region: Located in the northern portion of the Consortia service area and comprising the eastern half of Tulare County, the Porterville sub-region is heavily dominated by the agricultural and dairy industries, food processing (manufacturing), several logistics / distribution centers, and related service industries. Unemployment levels in the Porterville sub-region range from the state average to well above the state average (10.6% in the city of Porterville, compared to the state rate of 7.4%), varying community by community. The Porterville sub-region will include the Lindsay USD, the Porterville Sheltered Workshop for persons with disabilities, the Tule River Band of Yokuts Indians Education Department, the Tulare County Office of Education ROC, Employment Connection of the Tulare County WIB, and Proteus a workforce training partner.

Coordinating Work Group: A coordinating working group reviewed the needs, services and gaps data for areas within, between, and outside these three primary economic and geographic areas to ensure that adult education students throughout the Consortia service area have the opportunity to improve their knowledge skills and abilities and thereby improve their competitiveness for higher paying jobs.

Shared Leadership Structure

The Consortia membership agreed and adopted shared leadership strategies and specific structural features reflecting the needs of the membership to ensure the effective completion of the consortia-wide planning tasks expected of the Consortia. In order to undertake this work, the Consortia agreed to the following operational principles:

Members:

Members (Districts) are present and participatory.

Members include 1 representative from each Unified School District (USD), High School District (HSD) and community college (CC) within the KCCD service area. The 4 adult schools are part of the HSDs who are members. In some cases, the adult school principals have been designed as the contact for the HSD. The 3 community colleges are part of the Kern CCD who is a member and the fiscal agent for this project. There are other USDs and HSDs that are not presently members. Members will outreach to non-member USDs and HSDs. These districts will be treated as stakeholders and their CEO will be provided additional information regarding this project throughout the project period.

Regular Meetings: On-demand information & On-line collaboration

Regularly scheduled meetings (in person and available via on-line webinar) are expected to occur at least every 2 months; more frequently as needed. The sub-regions will meet monthly. Each sub-region will do an analysis of their current provision of services, service gaps, and needs. Each sub-region will contribute to the comprehensive plan as appropriate. Each sub-region will report out to the full consortia meeting every 2 months. This structure will result in a better stewardship of the available planning funds.

Fiscal Agent, Consortia Staff Functions

The Fiscal Agent will be responsible for timely reporting, sharing information, and providing technical equipment necessary for on-line and telephone-based meetings, collaborative work, and compilation of planning documents.

Consortia staff will record and disseminate meeting minutes, shared documents, and e-mails; make information available on-line on demand; support the on-line and in-person collaborative work, editing and compilation of the final planning documents.

Consortium Decision-Making and Business Agenda

The consortium has been making decisions by consensus. The Consortia may elect to further refine its decision-making process into a voting structure reflective of the principles of shared leadership.

The consortium has agreed that among its' first order of business on implementation is to: formally create a statement of its core principles and values; develop a Memorandum of Understanding or Agreement for Consortia Members and a Memorandum of Understanding or Agreement for Partners; and establish task-based workgroups based on the objective number, or by topic area such as gathering labor market data or exploring / recommending shared on-line document creation.

PROJECT PLANNING ROLES AND RESPONSIBILITIES

Identify the co-chairs, project directors, and/or the person(s) responsible for oversight of the project, and describe the roles and responsibilities that they will assume, including the timely submission of required reports.

Co-Chairs: Sandra Serrano, Chancellor, Kern Community College District, Dr. Don Carter, (former) Superintendent and, later, Dr. Bryon J. Schaefer, current Superintendent of the Kern High School District co-chaired the Consortium during the planning process. The Co-Chairs coordinated the meeting agendas, and provided support for the planning project coordination and implementation.

Programmatic & Fiscal Project Oversight, Roles & Responsibilities

The Kern Community College District, as the fiscal agent, is responsible for programmatic and fiscal report submissions. John Means, Associate Chancellor of Economic and Workforce Development, serves as the programmatic lead responsible for the timely submission of program reports. Carlene Feichter Accounting Manager is responsible for the submission of fiscal reports (including program reports from Mr. Means). Carlene Feichter reports to Thomas J. Burke, Chief Financial Officer.

Identify other staffing that may be necessary for planning.

The Consortium identified several functions that are needed to fully complete the scope of work anticipated under this planning grant. These functions and expertise included: project coordination at the consortium level, staff support at the region and sub-region level, educational consultants to determine adult education need; researchers or consultants to conduct labor market data analysis at the aggregate region, sub-region and city level; educational segment and inter-segmental expertise; authoring the sub-regional comprehensive plans and compiling the aggregate region-level comprehensive plan. These functions were addressed through a mixture of both local talent and the contracted services of researchers or consultant(s), as the Consortium members deemed most appropriate and fiscally prudent. The number of staff necessary to carry out these functions has varied between 5 and 9 over the planning year.

COMMUNICATION

Explain how the planning process will be communicated to districts, adult education providers, and other organizations in the region.

The Consortium communicated with members, partners, and non-member stakeholders within the Consortium area through an email list serve, an online public / private group sites that will functioned as a shared web portal (analogous to Microsoft office SharePoint, Google docs, or Dropbox) accessible to varying degrees by stakeholders, partners and members. Among the functions of this online web site was the ability of non-member stakeholders and business partners to access public information about the work of the Consortium.

Describe strategies that might be used for outreach to regional stakeholders.

Project members actively solicited non-member stakeholders in their area to be informed, provide input when appropriate regarding the work of the Consortium. The members and Co-Chairs disseminated information widely throughout the Consortium service area to ensure that stakeholders were fully informed and had the opportunity to contribute to the work of the Consortium. A variety of appropriate communication strategies were utilized including media releases; face-to-face meetings such as community forums and town hall meetings; print ads, flyers, newsletters or

advertisements; community surveys, business surveys and other innovative approaches to reach stakeholders.

DESCRIPTION OF TEACHER AND FACULTY INVOLVEMENT

KCCD Consortium members are committed to collaborating to collectively address the educational needs of adult learners in the KCCD region. Involvements efforts reached out to teachers and faculty and also included administrator, staff and partners. This March Report outlines activities undertaken to-date in support of the AB86 planning grant for the Kern Community College District (KCCD) consortium, as well as findings from the following:

- **Faculty/Staff Survey:** An online survey was designed and distributed in fall 2014 to faculty, staff, administrators and other stakeholders at all member adult schools and community colleges. Highlights from the survey are presented in Appendix A.
- **Working Group Input and Synthesis:** Faculty, administrators and staff from across the KCCD region were invited to participate in two sets of working group meetings devoted to identifying current service coverage and gaps, and effective strategies and solutions in response to AB86 planning grant objectives. Meetings were held in each of the three KCCD consortium sub-regions in early November and December 2014. In the second round of meetings in December, each sub-regional working group reviewed summaries of other sub-regions' input from the November sessions in order to synthesize key directions.

Working group meetings were professionally facilitated and featured presentations by consultants and key consortium stakeholders on best practices and regional activities. Building off of information from surveys, interviews, other sub-regional meetings, and regional labor market and other data, including research on promising practices, faculty / administrator break-out sessions were held to address the following AB86 regional comprehensive plan objectives 3, 5, 6, and 7. In addition, they created cross-walks of Programs, Student Support and Educational Structures which informed the discussions on Gaps (Objective 4).

Two representatives (faculty and mid-level administrators) from each of the five AB86 program areas from each member institution, plus two student services representatives from each provider organization (adult schools and community colleges), as well as key partners as appropriate were invited to participate. Over 110 faculty and administrators attended the Working Group meetings, many of whom with budgetary oversight and an understanding of facilities and resources at their respective organizations. Break out groups were organized according geographic clusters with adult school and community college representation across all five program areas from each member institution, to the extent possible. Forms derived from the AB86 planning document were used to precipitate conversation and capture outcomes. While professional facilitators were present in each break-out group, groups were encouraged to self-select facilitators and note-takers.

- **Consortium Member Meetings:** The work of the November and December work groups was further refined by the leaders in Consortium Membership, who then prioritized the recommended activities for their sub-regions and reflected on them as they formed their plans to move forward. It was also determined that the gaps identified in Objective 4 were addressed in Objectives 3 and 5. The charts in Objectives 3 and 5 provide the activities that resulted from that work. Building on their evolving plans, the Consortium Members used input from the December working groups on Objectives 6 and 7 to reflect that part of their implementation strategies. A roll-up of the strategies for the Consortia Region is contained in Objectives 3 through 7 in the main body of the report. In the Appendices you will find the sub-regional charts.
- **Partners Meetings:** As planning evolved, meetings with external partners were held in the three sub-regions to provide an overview of the AB86 Planning Initiative and the opportunities presented by it, and to discuss sharing and leveraging resources and structures for the benefit of our communities. There is interest in collaborating between those who participated and as plans continue to develop there will be more discussions along these lines. The chart in Objective 7 provides the partnership efforts to date.

The narrative that follows addresses each of the seven AB86 objectives as articulated in the Certificate of Eligibility (COE).

PROFILE OF KERN CONSORTIUM REGIONAL AREA

Due to the vast acreage of this region, the consortium has been organized into three major sub-regions, each with distinct demographic and economic profiles as well as business and industry strengths.

The Kern Community College District Adult Education Consortium is a diverse economic region encompassing the counties of Kern, Inyo, Mono and parts of Tulare. In 2014, the region has an estimated 355,600 jobs in industries ranging from agriculture and food processing, to oil and gas production, logistics and distribution, defense industries and tourism, among others.

The region is home to a population of 987,800 people and has a civilian labor force of 439,000 workers. Due to the diversity of the job base and the labor force, the adult education planning process has been coordinated through three sub-region: The sub-regions of the Kern CCD Consortium are Greater Bakersfield (the city and surrounding communities, excluding Taft) including the Northern Kern area (referenced in the full report as the communities of Delano, McFarland, and Wasco); Eastern Sierra (Tehachapi, Mojave, California City, Ridgecrest, and numerous communities in Inyo and Mono Counties) and Porterville (the city and the Tulare County portion of the Consortium).

The following sections describe the projected job growth by major industry and major occupational groups, followed by discussion of the industry and occupational backgrounds of the workforce in each sub-region, with emphasis on the unemployed labor force.

ECONOMIC GROWTH AND JOB OPENINGS

The Consortium region is projected to see new job growth of nearly 53,000 positions between 2014 and 2023 (Table 1). In addition, 87,600 existing jobs are projected to become available to new workers due to retirements and other worker relocations, providing a total of 140,545 employment opportunities during the decade.

Table 1. Projected Job Growth and Job Openings: 2014 - 2023

Sub-Region	Job Growth	Additional Job Openings	Total
Greater Bakersfield	45,017	57,228	102,245
Porterville	4,099	19,792	23,891
Eastern Sierra	3,830	10,580	14,410
Total	52,946	87,599	140,545

Healthcare has the highest number of projected new jobs in the Consortium as a whole between 2014 and 2023. For the sub-regions, Bakersfield and Porterville both show healthcare as the leading job generator, while in the Eastern Sierra sub-region accommodations and food services (tourism) is the leading job growth industry with healthcare second. In the Delano area, agriculture far exceeds healthcare, which is second, followed by retail trade. Overall, agriculture is projected to increase by almost as many jobs as healthcare, followed by retail and construction.

In terms of total job openings during the decade, the leading occupational categories are: office and administrative positions, sales jobs, food preparation, transportation, distribution jobs, installation and maintenance occupations, and health and education. The Greater Bakersfield sub-region is much larger than the other two sub-regions and drives the total job growth and occupational demand to some extent. In the Porterville area, there would be more focus on agricultural and food processing production jobs as well as personal care and services occupations. In the Eastern Sierra sub-region, food preparation is the leading occupational category, but other more technical occupations in engineering and protective services show relatively high demand during the 2014 to 2023 period as well.

LABOR FORCE

There are 437,635 persons who are 16 and over and in the civilian labor force and armed forces in the three sub-regions that constitute the Kern County Community College District (Table 2).⁵ Most of the labor force is in the Greater Bakersfield sub-region at 325,008 (or 74 percent). The civilian unemployment rate over the five-year period between 2008 and 2012 for the region was 13.3 percent, with much higher levels in the Delano and Porterville areas. County unemployment rates generally peaked in 2010 (2012 in Mono). By June 2014, unemployment rates were below 12 percent in all Consortium counties and as low as 7 percent in Inyo County. These trends are important to consider as the reader views the estimates of the unemployed labor force from the 2008-2012 data.

**Table 2. Employment Status of the Labor Force 16 Years and Over:
ACS 5-Year 2008-2012 Sample as Adjusted By PUMS 2008-2012**

Geographic Regions	Civilian Labor Force and Armed Forces	Employed Civilian Labor Force	Employed in Armed Forces	Unemployed in Civilian Labor Force	Civilian Unemployed Rate
Consortium Region	437,635	377,082	2,916	57,637	13.3%
Greater Bakersfield Sub-Region	325,008	282,144	506	42,357	13.1%
Delano Area	34,967	29,558	0	5,409	15.5%
Porterville Sub-Region	52,273	43,903	14	8,356	16.0%
Eastern Sierra Sub-Region	60,343	51,024	2,395	6,924	11.9%
Inyo	9,619	8,920	0	699	7.3%
Mono	7,746	6,877	0	869	11.2%
Eastern Kern	42,979	35,227	2,395	5,356	13.2%

Source: Applied Development Economics, based on US Census ACS 5-Year 2008-2012 Table S2404, Table S2405, Table DP03, and US Census PUMS 2008-2012 [iPUMS]

INDUSTRY AND OCCUPATIONAL DISTRIBUTION OF THE WORKFORCE

Among unemployed workers, 82 percent have no college degree, compared to 74 percent among all workers in the region. However, among education and health

⁵ This estimate is based on the Public Use Microdata Series (PUMS), which offers greater demographic detail than the American Community Survey (ACS). The figure is slightly higher (3,300 workers or 0.76 percent) than the comparable ACS estimate.

workers, about 50 percent overall do not have a college degree (Table 3). In the Eastern Sierra sub-region, 30 percent of the civilian labor force has a college degree, while in Greater Bakersfield and Porterville the figures are 25 percent and 20 percent, respectively,

Table 3. Workers by Industry and College Attainment in the KCCD Consortium Region

	Total	Ag., Forestry and Mining	Const.	Mfg.	Whole- sale	Retail	Transp., Ware- housing and Utilities	Inform.	Finance, Insurance and Real Estate	Prof., Science, Business and Admin. and Waste Mgmt.	Educ.	Health	Lodging, Food Services, Enter. and Arts	Other, Except Public Admin.	Public Admin	Civilians in Nat'l Sec.
Full-Time Employed Persons																
No College Deg.	176,276	33,547	12,726	13,423	6,853	19,960	12,483	1,702	7,914	12,114	5,413	13,861	13,642	7,674	12,079	2,822
Percent	100.0%	19.0%	7.2%	7.6%	3.9%	11.3%	7.1%	1.0%	4.5%	6.9%	3.1%	7.9%	7.7%	4.4%	6.9%	1.6%
College Degree	68,171	4,431	2,200	2,817	3,778	3,527	2,133	1,073	3,870	5,668	10,837	14,851	1,651	1,929	7,072	2,334
Percent	100.0%	6.5%	3.2%	4.1%	5.5%	5.2%	3.1%	1.6%	5.7%	8.3%	15.9%	21.8%	2.4%	2.8%	10.4%	3.4%
Part-Time Employed Persons																
No College Deg.	102,365	20,813	6,271	3,207	2,504	14,625	3,735	852	2,552	7,879	5,983	10,426	15,020	6,166	1,984	348
Percent	100.0%	20.3%	6.1%	3.1%	2.4%	14.3%	3.6%	0.8%	2.5%	7.7%	5.8%	10.2%	14.7%	6.0%	1.9%	0.3%
College Degree	30,270	1,046	707	519	1,024	1,546	307	256	699	2,497	8,466	9,295	1,613	1,217	879	199
Percent	100.0%	3.5%	2.3%	1.7%	3.4%	5.1%	1.0%	0.8%	2.3%	8.2%	28.0%	30.7%	5.3%	4.0%	2.9%	0.7%
Unemployed Persons																
No College Deg.	47,289	9,549	4,969	2,844	1,366	6,374	1,704	267	1,113	3,647	2,012	5,715	5,052	1,683	798	193
Percent	100.0%	20.2%	10.5%	6.0%	2.9%	13.5%	3.6%	0.6%	2.4%	7.7%	4.3%	12.1%	10.7%	3.6%	1.7%	0.4%

College Degree	10,348	969	733	606	217	1,056	236	173	545	1,453	1,201	1,405	626	483	449	188
Percent	100.0%	9.4%	7.1%	5.9%	2.1%	10.2%	2.3%	1.7%	5.3%	14.0%	11.6%	13.6%	6.0%	4.7%	4.3%	1.8%
Total																
All Workers	434,719	70,355	27,606	23,415	15,742	47,088	20,598	4,323	16,693	33,258	33,912	55,553	37,605	19,152	23,262	6,084
Percent	100.0%	16.2%	6.4%	5.4%	3.6%	10.8%	4.7%	1.0%	3.8%	7.7%	7.8%	12.8%	8.7%	4.4%	5.4%	1.4%
No College Deg.	325,930	63,909	23,966	19,474	10,723	40,959	17,923	2,820	11,580	23,640	13,408	30,002	33,715	15,523	14,862	3,363
Percent	100.0%	19.6%	7.4%	6.0%	3.3%	12.6%	5.5%	0.9%	3.6%	7.3%	4.1%	9.2%	10.3%	4.8%	4.6%	1.0%
College Degree	108,788	6,446	3,640	3,942	5,019	6,129	2,675	1,503	5,113	9,618	20,504	25,551	3,890	3,629	8,400	2,721
Percent	100.0%	5.9%	3.3%	3.6%	4.6%	5.6%	2.5%	1.4%	4.7%	8.8%	18.8%	23.5%	3.6%	3.3%	7.7%	2.5%

Comparing the percentages of all workers by industry to the unemployed workforce, there is relatively more unemployment among workers in agriculture, construction, retail and accommodations/food services (tourism). Agriculture in particular is subject to a high degree of seasonality and frequently exhibits higher unemployment rates. The higher rates in construction, retail and tourism are likely related to the effects of the recession. Manufacturing workers comprise about 6 percent of the unemployed labor force, slightly higher than the 5.5 percent share of manufacturing among all workers. There is also a relatively high number of college educated professional and business services workers unemployed in the region, an estimated 1,453 workers. In terms of occupational background, construction and maintenance workers, particularly those without a college degree show the highest numbers (Table 4).

Workers without a high school diploma are potential candidates for adult education remedial programs. The Porterville area shows especially high percentages of both younger and older workers without a diploma. As a whole, the Consortium exceeds the state average for workers aged 25-64 without a high school diploma (Table 5).

Table 4. Workers by Employment Status, College Attainment and Occupation

	Total	Occupational Categories				
		Mgmt., Business, Financial, and Other Specialist Occupations	Services Occupations	Sales and Office	Constr. and Maint.	Production, Transp. and Material Moving
UNEMPLOYED WORKERS						
College Degree						
Consortium Region	10,348	3,400	3,326	2,123	978	518
Greater Bakersfield	7,225	2,460	2,361	1,482	609	311
Delano	586	170	152	133	77	53
Porterville Sub-Region	1,159	248	392	284	146	90
Eastern Sierra	1,378	521	421	224	146	64
Inyo	167	51	58	36	17	5
Mono	208	63	72	45	21	6
Eastern Kern	1,003	408	291	143	108	53
No College Degree						
Consortium Region	47,289	3,664	9,940	11,048	14,576	8,058
Greater Bakersfield	29,723	2,530	6,592	7,640	7,866	5,096
Delano	4,823	227	643	717	2,299	937
Porterville Sub-Region	7,197	383	1,272	1,385	2,895	1,262

Eastern Sierra	5,546	523	1,433	1,306	1,516	764
Inyo	532	58	149	131	126	66
Mono	661	72	185	163	156	82
Eastern Kern	4,353	394	1,099	1,011	1,234	615
PART-TIME EMPLOYED WORKERS						
College Degree						
Consortium Region	30,270	18,331	6,137	3,540	1,344	918
Greater Bakersfield	21,075	12,876	4,418	2,321	839	620
Delano	1,519	797	387	147	135	54
Porterville Sub-Region	2,541	1,339	492	432	169	109
Eastern Sierra	5,136	3,320	840	639	202	136
Inyo	994	556	198	199	27	14
Mono	958	598	151	180	21	7
Eastern Kern	3,184	2,166	490	260	154	115
No College Degree						
Consortium Region	102,365	13,603	23,355	25,374	26,774	13,259
Greater Bakersfield	65,628	9,123	15,962	17,788	13,902	8,853
Delano	10,588	487	1,519	1,604	5,528	1,450
Porterville Sub-Region	13,808	1,695	2,343	2,201	5,776	1,793
Eastern Sierra	12,331	2,297	3,528	3,777	1,568	1,162
Inyo	2,270	368	666	714	270	252
Mono	2,034	494	760	524	188	68
Eastern Kern	8,027	1,435	2,101	2,539	1,110	842
FULL-TIME EMPLOYED WORKERS						
College Degree						
Consortium Region	68,171	39,940	12,331	10,126	3,451	2,322
Greater Bakersfield	47,863	28,679	8,287	7,084	2,236	1,577
Delano	3,182	1,352	788	664	219	159
Porterville Sub-Region	6,543	3,348	1,734	747	413	300
Eastern Sierra	10,582	6,561	1,521	1,631	583	286
Inyo	1,739	936	316	366	87	33
Mono	1,103	608	212	204	65	13
Eastern Kern	7,740	5,017	992	1,060	430	240
No College Degree						
Consortium Region	176,276	27,797	30,771	42,337	44,152	31,219
Greater Bakersfield	118,021	18,709	20,435	29,655	27,156	22,065
Delano	14,270	911	2,147	2,465	6,053	2,693
Porterville Sub-Region	21,011	2,750	3,593	4,292	6,943	3,433
Eastern Sierra	22,974	5,428	4,596	5,924	4,000	3,027
Inyo	3,917	752	862	1,221	569	513
Mono	2,782	628	802	756	441	155
Eastern Kern	16,275	4,048	2,932	3,947	2,990	2,358

Source: Applied Development Economics, based on US Census ACS 5-Year 2008-2012 Table S2404, Table S2405, Table DP03, and US Census PUMS 2008-2012 [IPUMS]

Table 5. Workers with No High School Diploma by Major Age Group

Region	Age Group	
	18-24	25-64
KCCD Consortium	14%	22%
Greater Bakersfield	15%	24%
Porterville	18%	35%
Eastern Sierra	8%	8%
State Average	17%	18%

Greater Bakersfield Sub-Region

This sub-region includes the southern-most part of the consortium’s service area, primarily Kern County, anchored by the cities of Bakersfield, Delano, Arvin/Lamont, and McFarland. The area is dominated by two primary industries: oil and agriculture. The oil and gas extraction industry and its related industries include construction and equipment rentals, among others. The agriculture industry includes carrot, tree fruit and nut production, as well as related industries such as food processing (manufacturing), pest management, and equipment rentals. The very southern end of this sub-region includes the Tejon Ranch, the Tejon and Shafter Foreign Trade Zones, and several logistics / distribution centers.

Eastern Sierra Sub-Region

Located on the consortium service area’s eastern edge, this sub-region includes several large alternative energy solar farms, wind farms and geothermal plants, as well as mountain fishing / hiking / recreational hospitality-oriented business and accommodations entities. This sub-region stretches from the eastern boundaries of Kern County into Inyo County and the Mammoth Lakes portion of Mono County. Prominent cities and landmarks include Edwards Air Force Base, the Naval Air Weapons Center at China Lake, Ridgecrest, Tehachapi, Mojave, Mammoth Lakes, Bishop, Big Pine, Lone Pine and the Owens Valley area. Many of this region’s communities are situated near Highway 395 and are surrounded by both national forest

and the Eastern Sierra mountain range to the west and the Death Valley National Park to the east.

Porterville Sub-Region

Located in the northern portion of the consortium service area and comprising the eastern half of Tulare County, the Porterville sub-region is heavily dominated by agriculture and dairy industries, food processing (manufacturing), logistics / distribution centers, and related service industries. Within the city of Porterville, the largest private sector employer is the Walmart Distribution Center, which employs 1,094 people and is looking to hire more.⁶ Unemployment levels in the Porterville sub-region range from the state average to well above the state average (10.6% in the city of Porterville, compared to the state rate of 7.4%), varying community by community. The Porterville sub-region includes the Lindsay Unified School District, the Porterville Sheltered Workshop for persons with disabilities, the Tule River Band of Yokuts Indians Education Department serving the Tule River Indian Tribe, the Tulare County Organization for Vocational Education (TCOVE), which serves as the Regional Occupational Center (ROC) for the county, Employment Connection of the Tulare County Workforce Investment Board (WIB), and Proteus Inc., a workforce development partner.

OBJECTIVE 1: CURRENT PROGRAMS AND SERVICES

What follows is an evaluation of current levels and types of adult education programs within the KCCD consortium region, including education for adults in correctional facilities; credit, noncredit, and enhanced noncredit adult education coursework; and programs

AB86 Program Areas

1. **Elementary** and **secondary basic skills**, including classes required for a **high school diploma** or **high school equivalency** certificate
2. **Classes and courses for immigrants** eligible for education services in citizenship and **English as a second language** and **workforce preparation classes in basic skills**
3. Education programs for **adults with disabilities**
4. **Short-term career technical education** programs with high employment potential
5. Programs for **apprentices**

⁶ City of Porterville Web site "Business." <http://www.ci.porterville.ca.us/mods/BusinessHere/>. Web 22 July 2014.

funded through Title II of the federal Workforce Investment Act, known as the Adult Education and Family Literacy Act (Public Law 05-220). Data have been compiled and reported to consortia members for the July report. Stakeholders surveyed for analysis of adequacy and quality, with follow up interviews with key informants (as identified by sub-regions) for expanded response.ⁱⁱⁱ

The service area of the Kern Community College District (KCCD) AB86 Consortium includes four adult schools in the Bakersfield Sub region: Bakersfield, Delano, McFarland and Wasco, an Adult school in Porterville, and Eastern Sierra programs at Ridgecrest and Tehachapi. Additionally, the Kern Community College District serves adult learners through Bakersfield College, Porterville College and Cerro Coso Community College.

Overall, current enrollments in the five adult education programs in the region totaled almost 30,000, with the largest program being *Elementary & Secondary Basic Skills* with 21,025 enrollments. *Classes for Immigrants* (4,348) and *Short-term CTE* (3,866) are the next largest programs, while programs for *Adults w/Disabilities* (481) and *Apprenticeships* (216) are the smallest.

At the community colleges, *Elementary & Secondary Basic Skills* is the main adult education program offered with over 90% of their enrollments focused in this program area. Although *Elementary & Secondary Basic Skills* is also the largest program at the adult schools, they make up only 50% of the enrollments across programs. The other half of enrollments come mostly from *Classes for Immigrants* (22%) and *Short-term CTE* (25%). Table 6 on page 17 shows enrollments by program area for all the Consortium members for the most current, complete year (2013-14).

Due to the vast acreage of this region, the consortium has been organized into three major sub-regions, each with distinct demographic and economic profiles. A description of current programs by sub-region follows the table below. Highlights of current enrollment follow the descriptions of programs under each sub-region.

Table 6. 2013-14 Enrollments per Program

Consortium Members		Basic Skills (1)	Classes for Immigrants (2)	AWD (3)	Short-term CTE (4)	Apprentice -ship (5)
K-12 Districts	<i>Bakersfield (Kern)</i>	5617	2689	302	2676	0
	<i>Delano</i>	596	388	93	180	0
	<i>McFarland</i>	78	62	3	0	0
	<i>Mojave</i>	0	0	0	0	0
	<i>Mono COE</i>	20	38	0	0	0
	<i>Porterville</i>	950	120	20	1010	0
	<i>Sierra Sands</i>	267	67	0	0	0
	<i>Tehachapi</i>	57	0	0	0	0
	<i>Wasco</i>	144	0	0	0	0
Community Colleges	<i>Bakersfield</i>					
	<i>Credit</i>	7332	789	63	N/A	216
	<i>Noncredit</i>	3251	0	0	0	
	<i>Cerro Coso</i>					
	<i>Credit</i>	788	0	0	N/A	0
	<i>Noncredit</i>	204	0	0	0	
	<i>Porterville</i>					
	<i>Credit</i>	1721	93	0	N/A	0
	<i>Noncredit</i>	0	102	0	0	
Subtotals:						
Sub regions	Porterville	2671	315	20	1010	0
	K-12	950	120	20	1010	0
	CC	1721	195	0	0	0
	Bakersfield	17018	3928	461	2856	216
	K-12	6435	3139	398	2856	0
	CC	10583	789	63	0	216
	Eastern Sierra	1316	67	0	0	0
	K-12	324	67	0	0	0
	CC	992	0	0	0	0
	K-12	7729	3364	418	3866	0
	CC	13296	984	63	0	216
Grand Total		21025	4348	481	3866	216

GREATER BAKERSFIELD SUB-REGION

The Bakersfield sub-region consists of four adult schools (Kern High School District / Bakersfield, Delano, McFarland, and Wasco) and Bakersfield College.

Elementary and Secondary Basic Skills

In the Bakersfield sub-region, over 17,000 students were served in the *Elementary and Secondary Basic Skills* program during the 2013-14 school year, with Bakersfield College enrolling over 10,000 students and Kern High School District enrolling another 5,617. Delano is the next largest provider with 596 enrollments, McFarland and Wasco enrolled another 222.

The Delano Adult School, serving the communities of Delano, Earlimart, Richgrove, Pond, Columbine and Allensworth, offers courses in elementary and secondary basic skills in the areas of reading, writing and math, and provides programs for high school diplomas as well as GED preparation. Bakersfield Adult School offers a range of adult basic skills courses as well as courses required for a high school diploma courses and GED preparation. The McFarland Adult Education Program offers instruction for adults seeking a high school diploma, tutorial services, computer literacy courses and GED preparation. Independence High School in Wasco serves as a continuation school that provides high school diploma and GED services to about 200 students. The school equips students with individualized resources.

Bakersfield College (BC) staff and faculty are visible on the Delano Adult School campus conducting academic development classes, and coordinating financial aid and student orientations. BC offers a variety of Basic Skills courses, designed for students whose lowest level course attempted in math and/or English was at the remedial level. The College has noted growth in this student population through assessment results showing that more students than ever before are testing up to four steps below college level work in math and writing. This reality holds true system wide in the community colleges. Nearly 90% of all incoming community college students arrive unprepared for college-level math, and 75% are not ready for college-level English⁷. Recently, BC has shifted how basic skills are taught to move more students into college-level courses faster, and to increase the number of students enrolled in higher-level courses. Some examples of new strategies include: creating accelerated and compressed courses;

⁷ CA Little Hoover Commission. "Serving Students, Serving CA: Updating the CA Community Colleges to Meet Evolving Demands." Executive Summary. Feb. 2012

prioritizing contextualized learning; using multiple measures in the initial placements of students; and using technology to create alternative learning environments⁸.

Classes for Immigrants (ESL, Citizenship)

Bakersfield College (BC) has a small *Classes for Immigrants* program serving 789 students in 2013-14, in comparison to the 3,139 students served by the adult schools. Bakersfield College is using principles of the national Achieving the Dream framework to inform praxis. BC also offers compressed learning communities in ESL as a way to help students complete coursework needed to meet their academic goals. In the Greater Bakersfield Sub-region, the Kern High School District enrolled the largest number of adults in classes for immigrants (2,738). Delano Adult School has an Introduction to Computer Literacy class for ESL learners as part of its Business Education program. Additionally, Delano Adult School offers GED programs in Spanish. Bakersfield Adult School offers six-week online distance learning for ESL students, as well as ESL classes in levels beginning through advanced. The McFarland Adult Education Program provides English language tutoring to English learners, citizenship courses and courses for migrant farm workers seeking their GEDs.

Adults with Disabilities

The Delano Adult School administers the Delano Association for the Developmentally Disabled, which provides services for the community adults with special needs. Students are taught self-care such as assistance with grooming and independent living skills, academic skills and community integration. Students in the program also take various elective classes, participate in vocational education and learn about current events.

Short-Term Career Technical Education

Noncredit *Short-term CTE* programs are only offered by the adult schools –2,676 were enrolled at Kern High School District and 180 at Delano. Bakersfield Adult School has 14 articulation agreements with Bakersfield College. According to the most recent data

⁸ BC Educational Master Plan 2014-17

available, 465 Bakersfield Adult School students are enrolled in courses articulated to the college, and 91 adult school students enrolled at the college. Adult school students also participate in Bakersfield College Career Tech open house opportunities at the college's Delano Campus. The school's Careers, Schools, Success program (CS2) seeks to guide high school graduates and adult learners through basic skills education and vocational opportunities.

Delano Adult School offers a business program designed to prepare students to work as office clerks, clerk-typists or secretaries. The Delano Adult School also offers a three-month Certified Nursing Assistant program that prepares students to care for ill and recovering patients and includes a clinical rotation in a long-term care facility. Bakersfield Adult School provides several CTE programs in Business Education, Computer Education, nurse assistant and vocational nursing courses.

Independence High School in Wasco, as well as the North Kern Vocational Training Center in Wasco, offer short-term certification in several diverse fields including law enforcement, auto technology and health careers. Advisory committees bring together educational, business and industry professionals to guide Northern Kern's CTE programs.

The diversity of CTE pathways at Bakersfield College is reflected in its 19 programs currently available to meet workforce demands in fields ranging from agriculture to the high-demand fields of industrial technology and healthcare. The overall number of Job Skills Certificates and Certificates of Achievement issued by the college and tied to specific careers has dramatically risen, from 411 in 2010-11 to 1,003 in 2012-13.

Apprenticeships

At Bakersfield College, staff works closely with local unions to implement an apprenticeship program (electrician), which can lead to a certificate or degree. Apprentices receive on-the-job training via their employer, and in the evenings or weekends receive an employer's "related and supplemental instruction". Bakersfield

College is the only college in the consortia offering apprenticeship programs and enrolled 216 students in 2013-14.

EASTERN SIERRA SUB-REGION

Eastern Sierra has three entities currently offering adult education services: Sierra Sands Unified School District, Tehachapi Unified School District, and Cerro Coso Community College. It is smallest of the three sub-regions in terms of adult education offerings and enrollments. In 2013-14, classes and programs were offered in two program areas, *Elementary and Secondary Basic Skills* and *Classes for Immigrants*, with a total enrollment of 1,383. Sierra Sands provided *Elementary and Secondary Basic Skills* to 267 students and *Classes for Immigrants* to 67 students in 2013-14.

Elementary and Secondary Basic Skills

Cerro Coso Community College notes in a 2013-14 Basic Skills Action Plan that historically its focus had been on access to all students but it has shifted priorities to track student success as a top priority⁹. Students are “strongly encouraged” to take a “tools for college success” course and to complete a long-term education plan in their first year. The College’s Basic Skills Committee has hired a part-time basic skills coordinator to help unprepared students meet their academic and employment goals. The College offers accelerated courses for unprepared students in English and is considering offering these courses in math¹⁰. The College also recently increased the number of supplemental instructors in basic skills course to provide extra support for unprepared students. The Sierra Sands Adult School in Ridgecrest offers continuous open enrollment for independent study and offers adults the opportunity to earn a high school diploma.

Classes for Immigrants (ESL, Citizenship)

Few classes targeting the needs of immigrants, such as ESL classes, are offered at Cerro Coso Community College, although Cerro Coso Bishop has offered ESL classes,

⁹ 2013-14 Basic Skills Action Plan. <https://www.cerrocoso.edu/sites/cerrocoso.edu/files/2013-2014-BasicSkillsGoals-ActionPlan.pdf>.

¹⁰ Cerro Coso Community College 2013-14 Basic Skills Action Plan, p. 7

as has Inyo County Adult Education. In Ridgecrest, ESL is taught by the Sierra Sands Adult School to over sixty participants per semester.

Adults with Disabilities

Cerro Coso Community College and Tehachapi enrolled 100% of their adult learners in their basic skills programs (992 at Cerro Coso, 57 at Tehachapi).

Short-Term Career Technical Education

Cerro Coso Community College recently added five new CTE programs to its roster: 1) Administrative Office Assistant Certificate, 2) Emergency Medical Technician Job Skills Certificate, 3) Administrative Medical Assisting Certificate, 4) Clinical Medical Assisting Certificate and 5) Medical Assisting Associate Degree¹¹. The College's medical assisting programs are funded by a five-year Department of Labor grant and have been researched through the regional labor market¹². The Sierra Sands Adult School no longer offers courses aimed at improving vocational skills, or courses in personal enrichment.

Apprenticeships

Further research and discussion among KCCD consortium members and key stakeholders in the Eastern Sierra sub-region is needed before a comprehensive action plan can be developed concerning apprenticeships. Approximately sixty Apprenticeships are available per year on NAWC China Lake for technician level jobs (machine shop, electronics) and the base has two people to oversee that process.

PORTERVILLE SUB-REGION

The Porterville sub-region is a small sub-region consisting of one adult school (Porterville adult school) and one community college (Porterville Community College).

¹¹ Cerro Coso Substantive Change Proposal -- CTE, April 2013

¹² Substantive Change Proposal, p. 20

Elementary and Secondary Basic Skills

The Porterville region offers a large *Elementary and Secondary Basic Skills* program (2,671 enrollments), with the adult school providing programs for 36% of the students and community colleges providing for the other 64%. Porterville Adult School provides adult basic education courses in a variety of formats, including independent study and online courses that lead to a GED or high school diploma completion. The school notes that basic skills progression has failed to match state standards and, therefore, warrants a reevaluation.

Likewise, Porterville College's Basic Skills Initiative Committee is focused on facilitating academic success for underprepared students. Among the strategies the College has implemented are increased faculty and staff professional development, Peer Assisted Study Sessions (PASS), establishing linked cohorts/learning communities, enhanced training for writing mentors, and an Early Alert program to assist struggling students¹³.

Porterville's High School Diploma classes range from the social sciences to computer literacy, and seek, through various instructional styles, to engage a wide cross section of students.

Classes for Immigrants (ESL, Citizenship)

Classes for Immigrants make up 315 enrollments at Porterville Adult School. Porterville Adult School offers courses in civics and ESL, as well as a test preparation course for U.S. citizenship. Porterville Unified School District offers distance-learning courses to a number of students, including ESL learners. These online classes enable students to map out education plans relevant to their needs. An adult community lab is also integrated into PUSD facilities in order to assist ESL students who are pursuing distance-learning courses. Through CalWORKS, TANF recipients may access ESL education, as well.

Porterville College's English as a Foreign Language (EFL)/English for 2nd Language Learners (EL2) department offers EFL noncredit courses at four levels to introduce

¹³ Porterville College Educational Master Plan "Basic Skills" 2012-16, p. 24

adults with minimal English speaking skills to ESL instruction and aspects of oral and written English. EL2 courses are for matriculated students with elementary English speaking, reading and writing skills for students who speak a native language other than English. Some challenges noted for this program are difficulty in finding qualified adjunct instructors available during the day and a need to develop strategies to increase student success and retention¹⁴.

Adults with Disabilities

The Kern Community College District, representing the three colleges, reported a total of 2,104 students with disabled status during 2012-13 through the state Disabled Student Program & Services. Bakersfield College has a Disabled Students Programs & Services program that enrolls that 1,138 students. Bakersfield's Student Equity Plan involves targets to move these students to completion of degrees and certificates. Nine hundred sixty-six disabled students total are served at Cerro Coso and Porterville Community Colleges and receive specialized services and support. Current disabilities represented include: Acquired Brain Injury, Developmentally Delayed Learner, Hearing Impaired, Learning Disabled, Mobility Impaired, Psychological Disability, Speech/ Language Impaired, Visually Impaired and Other Disability.

Porterville Adult School has an independent learning program for developmentally disabled adults, which provides classes on living in the community and employment skills. The school also has a Disability Resource Center. A small (n=20) *Adults with Disabilities* program is offered at the adult school.

Short-Term Career Technical Education

Porterville Adult School offered career and technical education (CTE) programs leading to a variety of careers, enrolling over 1,000 students in 2013-14. Firefighting, phlebotomy technician, accounting clerk, clerk-typist/receptionist, computer operator, medical office assistant and medical secretary, and bus driver were among the types of jobs/careers for which students could receive training. Some CTE courses at Porterville

¹⁴ Porterville College Educational Master Plans 2012-16, p. 92

Adult School allowed students to earn credit at local community colleges through articulation agreements. Porterville College recently has focused on several different industries as part of its CTE programs including: 1) an Associate Degree to link Licensed Vocational Nursing (LVN) program to the Registered Nursing (RN) program; 2) a new certificate program in communication studies; 3) fire technology-structural firefighting and industrial maintenance; 4) power technology and building performance inspection programs with an Industrial Technology focus; 5) small business development; and 6) a logistics program to tie into local distribution centers¹⁵. The College also offers several CTE programs primarily in southeastern Tulare County. These include: Police Cadets, Police Reserve Officer Academy, Corrections, and Psychiatric Technician.

Apprenticeships

Porterville College offers apprenticeship programs to students. Further data are needed to assess the current state of apprenticeships at Porterville Adult School.

OBJECTIVE 2: Current Needs

In an effort to inform adult education program and curriculum planning, the Kern Community College District (KCCD) AB 86 Consortium has identified future job growth opportunities and the existing industry and occupational background of the workforce in the region. The analyses for both projected employment opportunities and existing labor force are provided for each of the three sub-regions in the KCCD Consortium: Greater Bakersfield, Porterville and Eastern Sierra. In addition, some of the data have been broken out for the Delano area and the three counties included in the Eastern Sierra sub-region, including Eastern Kern County, Inyo County and Mono County.

¹⁵ Porterville Educational Master Plan 2012-16, p. 146

The KCCD Consortium members are committed to collaborating to collectively address the educational needs of adult learners in our communities. One way to assess need is to compare enrollment in adult education programs before the budget cuts to enrollments after the budget cut. The information below highlights the changes in enrollment between 2008-09 and 2013-14 by sub-region and program area.

GREATER BAKERSFIELD SUB-REGION

Elementary and Secondary Basic Skills

Overall in the sub-region, there was a 5% increase in enrollments between 2008-09 and 2013-14. However, looking at the adult school and community college data separately, we see that the increase in credit enrollments at Bakersfield College has offset the decrease at the adult schools. The adult schools' combined enrollment went from 6,859 to 6,435, a 6% drop. Although Bakersfield College also lost 31% of their noncredit enrollments, they made up for it by increasing their credit enrollments by 56%.

Table 7. Elementary and Secondary Basic Skills – Bakersfield

Consortium Member	FY 08-09 Enrollment	FY 13-14 Enrollment	% Change
CDE Adult Education	6859	6435	-6%
Delano	635	596	-6%
Kern HSD	6032	5617	-7%
McFarland	98	78	-20%
Wasco	94	144	53%
Bakersfield College	9409	10583	12%
<i>Credit Basic Skills</i>	4696	7332	56%
<i>Noncredit</i>	4713	3251	-31%
Total	16268	17018	5%

Classes for Immigrants (ESL, Citizenship)

There was a 49% drop in enrollment in the sub-region, going from 7,675 enrollments in 2008-09 to 3,928 in 2013-14. There is an overall decrease in enrollments at the adult schools (-54%), but no significant change at the community college (-1%). Again, the

decrease in noncredit enrollments at the community college is offset by the increase in credit enrollments.

Table 8. Classes for Immigrants (ESL, Citizenship) – Bakersfield

Consortium Member	FY 08-09 Enrollment	FY 13-14 Enrollment	% Change
CDE Adult Education	6876	3139	-54%
Delano	657	388	-41%
Kern HSD	6026	2689	-55%
McFarland	167	62	-63%
Wasco	26	0	-100%
Bakersfield College	799	789	-1%
<i>Credit</i>	309	789	155%
<i>Noncredit</i>	490	0	-100%
Total	7675	3928	-49%

Adults with Disabilities

The Adults with Disabilities program is a small program in the Bakersfield sub-region with around 500 students. Enrollments have been relatively stable at the adult schools with only a 2% decrease. The program at Bakersfield College went from 141 enrollments in 2008-09 to 63 in 2013-14, a decrease of 55%.

Table 9. Adults with Disabilities – Bakersfield

Consortium Member	FY 08-09 Enrollment	FY 13-14 Enrollment	% Change
CDE Adult Education	407	398	-2%
Delano	86	93	8%
Kern HSD	317	302	-5%
McFarland	4	3	-25%
Wasco	0	0	0%
Bakersfield College	141	63	-55%
<i>Credit</i>	141	63	-55%
<i>Noncredit</i>	0	0	0%
Total	548	461	-16%

Short-Term Career Technical Education

Only Kern and Delano offer Short-term CTE courses. Enrollments at Kern dropped 46% from 4,971 students to 2,676 students. Delano also cut its program in half with enrollments dropping from 359 in 2008-09 to 180 in 2013-14.

Table 10. Short-term CTE - Bakersfield

Consortium Member	FY 08-09 Enrollment	FY 13-14 Enrollment	% Change
CDE Adult Education	5330	2856	-46%
Delano	359	180	-50%
Kern HSD	4971	2676	-46%
McFarland	0	0	0%
Wasco	0	0	0%
Bakersfield College	0	0	0%
<i>Credit</i>	0	0	0%
<i>Noncredit</i>	0	0	0%
Total	5330	2856	-46%

Apprenticeship

Bakersfield is the only organization in the region that reported enrollment numbers for Apprenticeships. There was a 34% decrease in enrollments from 328 in 2008-09 to 216 in 2013-14.

EASTERN SIERRA SUB-REGION

Elementary and Secondary Basic Skills

There was a 37% drop in basic skills enrollment in the Eastern Sierra sub-region, going from 2,079 enrollments in 2008-09 to 1,316 in 2013-14. Adult school enrollments dropped by 14% and enrollment at Cerro Coso College for basic skills and non-credit dropped 42%.

Table 11. Elementary and Secondary Basic Skills – Eastern Sierra

Consortium Member	FY 08-09 Enrollment	FY 13-14 Enrollment	% Change
CDE Adult Education	378	324	-14%
Sierra Sands	334	267	-20%
Tehachapi	44	57	30%
Cerro Coso College	1701	922	-42%
<i>Credit Basic Skills</i>	993	788	-21%
<i>Noncredit</i>	708	204	-71%
Total	2079	1316	-37%

Classes for Immigrants (ESL, Citizenship)

Classes for Immigrants have always been a very small program in the Eastern Sierra sub-region with a combined total of 159 students in 2008-09. Cerro Coso Community College no longer offers any courses in this program area, so Sierra Sands Adult School is the sole provider currently serving 67 students, an almost 50% decrease in enrollments since 2008-09.

Table 12. Classes for Immigrants – Eastern Sierra

Consortium Member	FY 08-09 Enrollment	FY 13-14 Enrollment	% Change
CDE Adult Education	129	67	-48%
Sierra Sands	129	67	-48%
Tehachapi	0	0	0%
Cerro Coso College	24	0	-100%
<i>Credit</i>	24	0	-100%
<i>Noncredit</i>	0	0	0%
Total	156	67	-57%

Adults with Disabilities

There are no longer any programs for Adults with Disabilities in the Eastern Sierra sub-region. In 2008-09 Cerro Coso offered some noncredit and credit programs and served 55 students, while Sierra Sands served 6 students.

Table 13. Adults with Disabilities – Eastern Sierra

Consortium Member	FY 08-09 Enrollment	FY 13-14 Enrollment	% Change
CDE Adult Education	6	0	-100%
Sierra Sands	6	0	-100%
Tehachapi	0	0	0%
Cerro Coso College	55	0	-100%
<i>Credit</i>	31	0	-100%
<i>Noncredit</i>	24	0	-100%
Total	61	0	-100%

Short-Term Career Technical Education

There are no longer any Short-term CTE programs in the Eastern Sierra sub-region. There used to be 1,347 enrollments in 2008-09, with Cerro Coso Community College serving most of the students in their noncredit CTE programs.

Table 14. Short-Term CTE – Eastern Sierra

Consortium Member	FY 08-09 Enrollment	FY 13-14 Enrollment	% Change
CDE Adult Education	60	0	-100%
Sierra Sands	60	0	-100%
Tehachapi	0	0	0%
Cerro Coso College	1286	0	-100%
<i>Credit</i>	0	0	0%
<i>Noncredit</i>	1286	0	-100%
Total	1346	0	-100%

Cerro Coso does offer extensive long term CTE programs, including certificate programs. Through a Department of Labor grant expedited programs in welding and health careers have been offered.

Additional analyses will include interviews with key employer representatives by sub-region regarding workforce and economic development needs and practices and the role of the local educational systems in effecting them. Engagement strategies also include coordinating with employer representatives in problem-solving barriers and building on strengths and opportunities.

PORTERVILLE SUB-REGION

Elementary and Secondary Basic Skills

As noted in the table below, there was a 31% drop in enrollment in basic skills in the Porterville sub-region. Porterville Adult School went from enrolling 2,559 students in 2008-09 to 950 students in 2013-14, a decrease of 62%. In contrast, Porterville College enrollment in basic skills increased 27% due to an increase in credit basic skills courses.

Table 15. Elementary and Secondary Basic Skills – Porterville

Consortium Member	FY 08-09 Enrollment	FY 13-14 Enrollment	% Change
CDE Adult Education	2559	950	-62%
Porterville Adult School	2529	950	-62%
Porterville Community College	1309	1721	27%
<i>Credit Basic Skills</i>	1128	1721	53%
<i>Noncredit</i>	181	0	-100%
Total	3868	2671	-31%

Classes for Immigrants (ESL, Citizenship)

There was a 63% drop in enrollment in the sub-region, going from 844 enrollments in 2008-09 to 315 in 2013-14. There is a significant decrease in enrollments at the adult school (-82%), but not at the community college (9%). Again, the decrease in noncredit enrollments is offset by the increase in credit enrollments.

Table 16. Classes for Immigrants - Porterville

Consortium Member	FY 08-09 Enrollment	FY 12-13 Enrollment	% Change 08-09 - 12-13
CDE Adult Education	673	120	-82%
Porterville Adult School	673	120	-82%
Porterville Community College	171	195	9%
<i>Enhanced Noncredit</i>	147	102	-31%
<i>Credit ESL</i>	24	93	288%
Total	844	315	-63%

Adults with Disabilities

Enrollment for the Adults with Disabilities program at Porterville Adult School, the only organization offering these programs in the sub-region, decreased by 93% from 284 in 2008-09 to 20 in 2013-14.

Table 17. Adults with Disabilities - Porterville

Consortium Member	FY 08-09 Enrollment	FY 12-13 Enrollment	% Change 08-09 - 12-13
CDE Adult Education	284	20	-93%
Porterville Adult School	284	20	-93%
Porterville Community College	0	0	
<i>Noncredit/Credit</i>	0	0	
Total	284	20	-93%

Short-Term Career Technical Education

There was no significant change in Short-term CTE programs between 2008-09 and 2013-14. Although Porterville Community College no longer provides noncredit CTE programs, Porterville Adult School has a robust program serving over a 1,000 students.

Table 18. Short-term CTE - Porterville

Consortium Member	FY 08-09 Enrollment	FY 12-13 Enrollment	% Change 08-09 - 12-13
CDE Adult Education	1007	1010	0%
Porterville Adult School	1007	1010	0%
Porterville Community College	49	0	-100%
<i>Noncredit</i>	49	0	-100%
Total	1056	1010	-4%

Objectives 3 through 7 – Creating the Vision and Planning for Implementation

Most of the content in the following Objectives comes from the Working Groups that were convened in November and December 2014 and January 2015.

Faculty, administrators and staff from all Consortium member schools were recruited to take part in this process. The Working group meetings were professionally facilitated and featured presentations by consultants and key consortium stakeholders on best practices and regional activities. Building off of information from surveys, interviews, other sub-regional meetings, and regional labor market and other data, including research on promising practices, faculty /administrator break-out sessions were held to address the following AB86 regional comprehensive plan objectives 3, 4, 5, 6, and 7. In addition, they created cross-walks of services from the perspectives of Programs (pre-college through CTE certification), Student Support and Educational Structures. These crosswalks were used to establish common ground during faculty and administration working group sessions, and together with the work plan templates provided by the AB86 working group, help form the groundwork for effective collaboration between consortium institutions moving forward.

Working Group Sessions were organized according to geographic clusters with adult school and community college representation across all five program areas from each member institution, to the extent possible. Forms derived from the AB86 planning document were used to precipitate conversation and capture outcomes. While professional facilitators were present in each break-out group, groups were encouraged to self-select facilitators and note-takers. The recommendations gathered were included in the December 31, 2014 Report and presented to the Consortium Members Council for consideration.

The results of the Work Session Groups have been consolidated into master consortium tables which follow. Due to regional needs, items specific to a particular sub region are indicated as such under responsible parties.

OBJECTIVE 3: SEAMLESS TRANSITIONS

Plans for consortium members and partners to integrate existing programs and create seamless transitions into postsecondary education or the workforce.

The working group discussions that took place in November and December 2014 were an opportunity for many faculty and administrators to discuss in depth how their operations are set up, how students are recruited, assessed, taught, and counseled. For many attendees it was the first time to engage in cross agency conversations and planning. There was strong support for keeping these conversations going – meeting regularly, aligning programs, and working together on common services such as recruitment and student support service provisions. As described in the narratives in the Opening Summary and in the tables below, each sub-region has unique resources to build on and unique needs for resources that would enable them to create a truly aligned and seamless system.

Many of the identified activities will be partially implemented to some degree under current funding but additional funding has been identified as an essential element for full implementation. Each consortium partner has identified the need for additional personnel (Adult Education Advocate, Liaison, Transition team) whose role would be to coordinate the adult and college systems, organize purposeful collaboration, ensure coordination of processes (i.e. alignment, articulation, dual enrollment, organize learning centers), expand outreach (develop marketing materials), and improve connectivity between agencies and programs (co-locating or sharing staff at One Stop Shops, and supporting Jail Education.)

For additional narrative descriptions please refer to the Opening Summary.

TABLE 3.1 IMPLEMENTATION STRATEGIES TO CREATE PATHWAYS, SYSTEMS ALIGNMENT AND ARTICULATION AMONG CONSORTIUM PARTICIPANTS

<p>Please note- Responsible Party involvement is defined as follows:</p> <p>Bakersfield (B)- Sub region of Bakersfield city and surrounding communities, excluding Taft: Served by Bakersfield College, Kern Community College District (KCCD), Bakersfield Adult School/ Kern HSD</p> <p>Northern Kern (NK)- area of Bakersfield Sub region including Delano, McFarland Wasco communities - Served by Bakersfield College, KCCD, Delano JUHSD, McFarland USD and Wasco UHSD</p> <p>Eastern Sierra (ES) - Sub region including Tehachapi, Mojave, California City, Ridgecrest and numerous communities in Inyo County, and Mono County. Served by Cerro Coso Community College, KCCD, Mojave USD, Sierra Sands USD, Tehachapi USD, Mono COE, Mammoth USD and other rural districts in east Kern and Inyo County</p> <p>Porterville (P) - the city of Porterville and the Tulare County portion of the Consortium. Served by Porterville College and Porterville Adult School and USD</p>								
Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost			Responsible Parties	Methods of Assessment	Timeline
			Current Funding	Requires Additional Funding	If Optimal Funding Available			
1. Communication and Outreach	1.1 Increase parent involvement in career and education pathways, for themselves and their children	Adult Ed Liaisons Partnership with America's Job Center Outreach activities and materials Collaboration	X X X	6,000 see 3.1 see 3.1	8,000	Bakersfield Northern Kern Porterville	Program Review Enrollment Records of activities and involvement	Pilot August 2015 with full implementation 2018

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost			Responsible Parties	Methods of Assessment	Timeline
			Current Funding	Requires Additional Funding	If Optimal Funding Available			
	1.2 Work with partners to increase outreach to larger community	Adult Ed Advocates (NK) and Liaisons (ES)- see 3.1 Partnership with America's Job Center Outreach materials BAS- strategically expand ESL Family Literacy to outlying underserved areas- need instructors and materials	X X X X	50,000 5,000	300,000	Bakersfield Northern Kern Eastern Sierra Porterville	Enrollment numbers Partner Lists	Fall 2015

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost			Responsible Parties	Methods of Assessment	Timeline
			Current Funding	Requires Additional Funding	If Optimal Funding Available			
	1.3 Expand parent-to-parent; student-to-parent engagement in educational development	Adult Ed Advocate Partnership with America's Job Center Provide trainings See 3.1	X	See 3.1 See 3.1 See 3.1		Bakersfield Northern Kern Porterville.	Sign in sheets and activity records	Beginning Pilot August 2015 with full implementation 2016
	1.4 Establish or expand community and peer mentor programs	Adult Ed Advocate- see 3.1 Connection between BC ASTEP and project Best. Extend ASTEP to include adult schools Establish coordinated pipeline from Project BEST Leverage other student services /		5,000 See 3.1	2,000	Bakersfield Northern Kern	Program review and Equity plan	2015-2018

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost			Responsible Parties	Methods of Assessment	Timeline
			Current Funding	Requires Additional Funding	If Optimal Funding Available			
		groups to facilitate transition						
	1.5 Establish student workshops/ support groups	Counselor-led/ Student-led Devoted to community-building Inter-generational NK- Extra Time for counselor P-additional counselor		20,000 70,000	25,000 70,000	Northern Kern Porterville	Workshop records, calendar and sign in sheets	2016
	1.6 Provide regular campus tours for adult education students	Transportation	X X	2,000 8,000 2,000 5,000	10,000 10,000 2,000 5,000	Bakersfield Northern Kern Eastern Sierra Porterville	Number of tours and # of students	2016
	1.7 Leverage multiple channels	Current Equity funding is		15,000 See 3.1		Bakersfield Northern Kern	# of students responding to	2016

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost			Responsible Parties	Methods of Assessment	Timeline
			Current Funding	Requires Additional Funding	If Optimal Funding Available			
	(e.g. Equity TV) to promote access & opportunities	limited Adult Advocate Support Staff Person		See 3.1		Porterville	programs College level program review	
2. Curriculum Alignment and Articulation	2.1 Offer Counseling 101 – a college success strategies course at Adult School (could be elective credit and transferable credit) at school district facilities	Teacher and class Counselor time as defined in 1,5 Get Focused Stay Focused initiative expand to AS	X	30,000 48,000 Counselor-	60,000 48,000 see 1.5	Bakersfield Northern Kern Eastern Sierra Porterville	Enrollments and completion of courses Dual Enrollment and transition records	Develop 2015 Pilot 2016 Institute 2017
	2.2 Adopt common assessment proctors at adult schools	Collaboration and training time- Proctor OK w/ current funding Expansion requires addl.	X X X	6,000 4,000		Bakersfield Northern Kern Eastern Sierra Porterville	Records of assessments	Fall 2015

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost			Responsible Parties	Methods of Assessment	Timeline
			Current Funding	Requires Additional Funding	If Optimal Funding Available			
	<p>2.3 Establish alignment and articulation of Basic Skills Levels - Knowledge, Skills, and Context - from Adult School to Community College AND</p> <p>2.4 Refine the remedial sequence – where adult school offering ends and where community college offerings begin</p>	<p>Faculty Collaboration Time</p> <p>Requires release time, support staff and counselor involvement</p> <p>BAS- Increase and improve GED curriculum access within the County of Kern Jail Education facility</p>		<p>160,000</p> <p>4,000</p> <p>2,000</p> <p>10,000</p>	<p>50,000</p> <p>12,000</p> <p>4,000</p> <p>15,000</p>	<p>Bakersfield</p> <p>Northern Kern</p> <p>Eastern Sierra</p> <p>Porterville</p>	<p>Course description records</p> <p>Successful transfer and progress in courses</p>	<p>Align 2015-16</p> <p>Pilot 2016</p> <p>Scale up 2017-18</p>

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost			Responsible Parties	Methods of Assessment	Timeline
			Current Funding	Requires Additional Funding	If Optimal Funding Available			
	2.5 Offer basic skills English and Math two or more levels below college at Adult Schools by leveraging a proctored computer lab Emporium model: using diagnostic assessment coupled with targeted modularized instruction to address specific skills gaps	Collaboration Time/Course materials & resources Staff salary and benefits 3 at PAS ES- \$60,000 staff time Computer Labs (\$120,000) Learning Mgmt System \$60,000		10,000 230,000 260,000	20,000	Northern Kern Eastern Sierra Porterville	Multiple Measures- Course completion Enrollment Assessment from Learning Mgmt System (i.e. PLATO) records	Fall 2016

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost			Responsible Parties	Methods of Assessment	Timeline
			Current Funding	Requires Additional Funding	If Optimal Funding Available			
	2.6 Generate scaffold Student Support and Career Plans to develop pathways leading to certification	Adult Ed student support personnel NK, ES, P- addl time and training	X	20,000 13,000 12,000 15,000	40,000 16,000 16,000 0	Bakersfield Northern Kern Eastern Sierra Porterville	Analysis of support and career plans Completions	Fall 2016
	2.7 Program clarity/ transparency for both systems (AE & CC) so pathways & options clear to student support and counselors	Pathways plans and marketing materials	X X X			Northern Kern Eastern Sierra Porterville	Pathways Plans	Spring 2016
3. Coordinated Transition and Student Support	3.1 Create dedicated full-time liaison positions to help formalize the integration of adult education between Adult School and College programs and provide	Assists with activities in section 1 BC 1.0-2.0 FT BAS 1.0-2.0 FT transition team specialists NK 1.0-2.0- 3		240,000 120,000 220,000 170,000	440,000 220,000 360,000	Bakersfield Northern Kern Eastern Sierra Porterville	Program Reviews Activity record Data reports	2015-2018 Multi-year process- Hiring, Training Define courses, Alignment

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost			Responsible Parties	Methods of Assessment	Timeline
			Current Funding	Requires Additional Funding	If Optimal Funding Available			
	transitions. Assist with testing services, class tracking and synchronization. Positions should have connections to the communities	sites ES 3.0FTE- 1 per campus P 1.0 FTE classified and 1.0 liaison						Creation of additional courses, Enhanced student services and research
	3.2 Peer mentors • Texting buddies between schools • Speakers bureau development	Publicity Speakers		2,000	4,000	Northern Kern		Fall 2016
	3.3 Expand job placement centers for graduating students	Facilities and staff	X X			Northern Kern Eastern Sierra		Fall 2015
	3.4 Strengthen bonds with community partners and businesses for	Responsibility of 3.1 positions or support staff/ job developer	X X	2,000 50,000	5,000	Bakersfield Northern Kern Eastern Sierra Porterville	Work Based Learning records Program Review	Spring 2016

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost			Responsible Parties	Methods of Assessment	Timeline
			Current Funding	Requires Additional Funding	If Optimal Funding Available			
	internships, job shadowing, presentations about occupations, etc.	Supplies and outreach activities					Outreach activities Internship program	
	3.5 REAP program expansion (WIA)	Seek policy change to raise age for REAP	X			Porterville	Policy change	ongoing
	3.6 Create and coordinate Student Success Course with modularized curriculum	See 2.1 and 2.6				Bakersfield Northern Kern Eastern Sierra Porterville		Fall 2016
	3.7 Community college outreach to Adult Schools modeled after high school outreach	Outreach director Outreach materials	X X X X			Bakersfield Northern Kern Eastern Sierra Porterville	Marketing materials Outreach program and calendar	2015-16
	3.8 Create web-based school navigation guidance for students	Web Page Addl tech trainings	X X X X	15,000		Bakersfield Northern Kern Eastern Sierra Porterville	Websites	Fall 2016

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost			Responsible Parties	Methods of Assessment	Timeline
			Current Funding	Requires Additional Funding	If Optimal Funding Available			
	3.9 Create a one-stop "Career and Education Advising and Enrollment Center" in the communities. This would be a clearinghouse for both the Adult School and College information and staffed by both.	Refer to 3.1 and 3.3 for Addl personnel to staff Facility costs Include ETR and others	X	400,000 18,000	400,000 125,000 10,000	Bakersfield Northern Kern Porterville	Implement records and usage	Fall 2016 if funding available
	3.10 Collaborate on supporting/accelerating Generation 1.5 students who are verbally fluent but have skill gaps	see staffing in 3.1	X	See 3.1		Northern Kern Porterville		Fall 2015
	3.11 Embed counseling support services in classroom as a conscious process, train teachers with the basics	Professional Development See 2.1 and 2.6		10,000 10,000	50,000	Northern Kern Porterville	Assessment of faculty and staff knowledge Transition numbers	Fall 2016

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost			Responsible Parties	Methods of Assessment	Timeline
			Current Funding	Requires Additional Funding	If Optimal Funding Available			
	3.12 Provide information on services available to students with disabilities at each level/program at enrollment	Request NK- 2.0 FTE Adult Disability Regional Coordinator PAS-Spec Ed teacher ES-Current Access program	X X	70,000	250,000	Bakersfield Northern Kern Eastern Sierra Porterville AS	IEP, multiple measures & identified accommodate.	Spring 2016
	3.14 Clarify and communicate CC / AS dual enrollment options at registration and expand opportunities	Training and marketing materials (see 2.7, 3.1 and 3.7) Director of Outreach- ES	X X X X			Bakersfield Northern Kern Eastern Sierra Porterville	Dual enrollment courses and numbers Student surveys Scorecard and MIS data	2015 2016 Refine plan

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost			Responsible Parties	Methods of Assessment	Timeline
			Current Funding	Requires Additional Funding	If Optimal Funding Available			
	3.15 Establish Intrusive Advising strategies for proactive and constant contact	Hire additional counselors or provide extra time	X X	200,000 50,000	400,000 100,000 180,000 10,000	Bakersfield Northern Kern Eastern Sierra Porterville	Hiring and student contact records Student Ed Plans Successful transitions Student surveys	When funds are available for additional counselor
	3.16 Create AE & CC marketing materials that are concise and provide in a simple info packet	See positions in 3.1				Bakersfield Northern Kern Eastern Sierra Porterville	Marketing materials	Spring 2016
	3.17 Coordinate Student Education Plan documentation between schools	See positions in 3.15 for expansion of current efforts and 2.1 Get Focused Stay Focused prog	X			Bakersfield Northern Kern Eastern Sierra Porterville	Student Ed. Plans Transition records	Spring 2016

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost			Responsible Parties	Methods of Assessment	Timeline
			Current Funding	Requires Additional Funding	If Optimal Funding Available			
4. Integrated Data Systems	4.2 All partners use the same data systems to collect and consolidate educational data: • CATEMA • CALPASS PLUS • ARTIC/DE • Credit Award • K12.CC.4yr. Jobs/wages	Data program Ensure all Cal PASS Plus MOUs are renewed Continue with CATEMA	X			Bakersfield Northern Kern Eastern Sierra Porterville	Data collections	Now
			X					
			X					
			X					
	4.3 Sharing interventions/ resources across elements Intervention team Resource sharing	Collaboration time	X X	see 3.12		Northern Kern Eastern Sierra Porterville	Collaboration meeting minutes	Spring 2016
	4.4 Coordinated CC & AS advisement tracking regarding student matriculation and progress	See 3.1 and 4.3 HS and college AS Liaisons Guidance staff Joint planning time Outreach and MIH programs	X X X X	3,000 3,000 3,000 3,000		Bakersfield Northern Kern Eastern Sierra Porterville	Program reviews Advisement materials alignment between AS and college	Now

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost			Responsible Parties	Methods of Assessment	Timeline
			Current Funding	Requires Additional Funding	If Optimal Funding Available			
	4.5 Improved access to and use by administrators, teachers, and counselors to transition, completion, and persistence data (e.g., "scorecard") within and between AS & CCs	Already available Collaboration and training as needed	X X X X	5,000 2,000 5,000 5,000		Bakersfield Northern Kern Eastern Sierra Porterville	Data usage for program modifications	Now
5. Placement and Assessment	5.1 Use equivalent CASAS scores across the region for progress	Support staff time and training	X X X			Bakersfield Northern Kern Porterville	Assessment data- CASAS	Fall 2015

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost			Responsible Parties	Methods of Assessment	Timeline
			Current Funding	Requires Additional Funding	If Optimal Funding Available			
	5.2 Use PLATO and other common Learning Management Systems at both Colleges and Adult Schools: linked to common assessments (e.g. ACCUPLACER) for all adult school student access across region; students can then access self-paced online programs	Increase licensing on Plato and ALEKS and other defined LMS Student Success Lab- B Need computer lab- NK Need four computer labs- see 2.5- ES	X	300,000 150,000 150,000	400,000	Bakersfield Northern Kern Eastern Sierra Porterville	Built into Plato software; analyzed in Success lab program review	Soon after funds are available
	5.3 Align assessments – use common assessments	Collaboration and training time	X X	5,000		Bakersfield Northern Kern Eastern Sierra Porterville	Assessment data	Fall 2016
	5.4 Cross walk a correlation of CASAS/ACCOMPLICE scores with relevant curriculum	See 5.2	X			Northern Kern Porterville	Crosswalks Student enrollments	Spring 2016

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost			Responsible Parties	Methods of Assessment	Timeline
			Current Funding	Requires Additional Funding	If Optimal Funding Available			
	5.5 Use multiple measures to place students	See 5.2	X X X X			Bakersfield Northern Kern Eastern Sierra Porterville	Multiple measures	Fall 2015
6. Resource Sharing and Co-Location	6.1 Do asset mapping to better utilize existing resources	Collaboration Time		1,000		Bakersfield Northern Kern Eastern Sierra Porterville		Spring 2016
			X X	1,000 1,000				
	6.2 Co-locate services and instruction	Facility rental/ purchase Planning, legal, contractual work	X	5,000 5,000 4,500		Bakersfield Northern Kern Eastern Sierra Porterville		Fall 2016

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost			Responsible Parties	Methods of Assessment	Timeline
			Current Funding	Requires Additional Funding	If Optimal Funding Available			
	6.3 Establish central location in the community for counseling, transition, career guidance - shared by AS and CC	Facility rental/ purchase NK- see 6.4 facility request	X	See 3.9 See 6.4		Bakersfield Northern Kern Porterville		

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost			Responsible Parties	Methods of Assessment	Timeline
			Current Funding	Requires Additional Funding	If Optimal Funding Available			
	6.4 Offer CTE classes at the HS/Adult School <ul style="list-style-type: none"> • MOU's • Curriculum alignment between HS/Adult School with College • Credentialing • Determine qualified instructors • Determine pathways that are critical and relevant to the region • Transition ESL students 	Develop MOUs, facilities, staffs, equipment, and programs BC Currently occurs through CAPP and Statewide pathways; Same as above in 5.3 and requires 6.2 BAS- Increase and improve CTE curriculum access within the County of Kern Jail Education facility NK- either rent or construct facilities- need salary benefits costs P- utilize job developer	X	340,000 650,000 90,000	550,000 5,000,000 300,000	Bakersfield Northern Kern Eastern Sierra Porterville	Courses offered, number enrolled, community outreach success rate Completer rates Certifications awarded	When funding for expansion is available

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost			Responsible Parties	Methods of Assessment	Timeline
			Current Funding	Requires Additional Funding	If Optimal Funding Available			
7. Professional Development and Capacity Building	7.1 Maximize professional development benefits by having Adult School and Community College staff participate in common training opportunities creating seamless program delivery systems	Lead to coordinate Funding for stipends and meetings Collaboration Speaker Costs	X	20,000 8,000 4,000 1,000	40,000 12,000	Bakersfield Northern Kern Eastern Sierra Porterville	Coordination records On site evaluations	Fall 2017
	7.2 Develop a shared lexicon for talking about educational pathways NK- NK AEA Alliance		X X X	2,000		Northern Kern Eastern Sierra Porterville		Spring 2016

OBJECTIVE 4: Plans to address the gaps identified pursuant to paragraphs (1) and (2).

Plans for consortium members and partners to integrate existing programs and create seamless transitions into postsecondary education of the workforce.

The KCCD Consortium members are committed to collectively address the educational needs of adult learners throughout the KCCD Consortium region. So as to ensure the comprehensiveness and quality of remaining data collection efforts, as well as inform the overall regional plan, the consortium has engaged numerous stakeholders, including faculty and administrators with budgetary oversight and an understanding of facilities and resources, to collaborate in the identification of gaps in service. Reflecting on the data in Objectives 1 and 2, as well as survey information etc., the Working Groups began the process by creating cross-walks of services (see Appendix C). The gaps identified in further discussion are organized into the following categories:

1. Student Access – Geography
2. Student Preparedness
3. Counseling and Student Support
4. Differentiation / Coordination of Services
5. Program Services
6. Data Systems
7. Communication and Outreach

GAP 1: STUDENT ACCESS – GEOGRAPHY

Given the vast geographical area of the KCCD consortium and the impact of funding cuts to previously thriving adult programs, access to existing services pose a significant challenge for many adult learners in the region. In the more remote areas, public transportation options are limited and infrequent, and available routes may be circuitous and lengthy. What is more, schedules rarely align with those of the constituents of adult education—especially in the evening. The consortium has discussed several strategies to mitigate this challenge. Solutions will vary based on the unique needs of each sub-region; options discussed include providing shuttle services and/or leveraging existing

transportation services provided by the county, as well as co-location of student services and instruction. Likewise providing centralized access to counseling, transition, and career services either on-campus or via satellite are also under consideration.

GAP 2: STUDENT PREPAREDNESS

Students attending adult schools and community colleges come with a range of experience or preparedness for understanding how to navigate their educational experience including financial aid, career exploration and career/workforce preparation. The consortium discussed strategies such as establishing a mandatory student success course for all freshmen and all new students.

GAP 3: COUNSELING AND STUDENT SUPPORT

Often, adult schools have very limited counseling or student support services, especially in rural communities.

GAP 4: DIFFERENTIATION / COORDINATION OF SERVICES

That adult schools and community colleges, at certain levels, provide duplicative services is not new. Indeed, a key component of the Legislative Analyst's Office report is the recommendation to disentangle the web of services provided by adult schools and community colleges. Doing so would presumably result in financial gains for the state and individual districts where redundancies abound, and streamline entrance for adult learners into college and career pathways. It remains a primary goal of the consortium to provide adult learners with the most expansive opportunities available as efficiently as possible.

GAP 5: PROGRAM SERVICES

There is a lack of information regarding program services options. In particular, a lack of communication with students with disabilities after age 22, has been identified.

GAP 6: DATA SYSTEMS

The Consortium and others identified a gap in readily available data or information about program areas and student outcomes in order to better understand what is working and areas for improvement.

GAP 7: COMMUNICATION AND OUTREACH

There is a need for communication and outreach that will increase awareness of the options available at regional institutions, including continuing skills development for in-demand workforce training.

The following table illustrates strategies that the Working Groups proposed to address the gaps identified in this process. Those strategies form the basis for the responses in Objectives 3, 5, 6, and 7.

TABLE 4.1 IMPLEMENTATION STRATEGIES TO ADDRESS IDENTIFIED GAPS

Kern consortium – Table 4.1. PLEASE NOTE: The gaps identified in this process were systematically compared to activities selected for Objectives 3, 5, 6, and 7 and were found to have been addressed in those sections. To avoid redundancy, this format of this table has been adjusted.

Description of the Gap	Strategies to Address the Gap
Student Access - Geography	<ul style="list-style-type: none"> • Seek community partnerships to improve transportation services to and between sites • Co-locate student services and instruction • Establish centralized advisement counseling – transition, career guidance • Develop asset map to utilize maximize use of existing resources • Increase articulation agreements with stakeholders including industry partners • Coordinate to maximize use of local facilities and expand use of online learning for hybrid and/or distance education approaches
Student Preparedness	<ul style="list-style-type: none"> • Establish, expand or initiate online learning orientation • Mandatory Student Success course for all freshmen and new students • Analyze and address low success rates in online courses • Initiate online learning orientation • Increase guidance to improve student navigation of program requirements and resources
Counseling and Student Support	<ul style="list-style-type: none"> • Improve student knowledge of and ability to adequately identify and access financial support options • Create explicit guidance approaches to facilitate student transitions into and within career pathways Transition • Provide access to wrap-around services at all sites either face-to-face or virtually. As necessary,

	<p>prepare faculty to assist in accessing these services.</p> <ul style="list-style-type: none"> • Coordinate and seek partners to expand child care opportunities
Differentiation / Coordination of Services	<ul style="list-style-type: none"> • Investigate managed enrollment options to enable enrollment on a set basis. Increase adult education course offerings as funding allows. • Align curriculum between adult education and community colleges (e.g., English and math content and requirements, entrance test preparation, preparation for occupational programs.)
Program Services	<ul style="list-style-type: none"> • Establish and/or expand short-term CTE that aligns with college credit bearing CTE programs • Work with professional organizations to enable degreed ESL professionals to gain credentials to work in their field in the US
Data Systems	<ul style="list-style-type: none"> • Use data to support and inform Regional Strategic Planning
Communication & Outreach	<ul style="list-style-type: none"> • Schedule regular events to bring teachers at both schools together to exchange information and coordinate planning. • Create programs that enable teachers from Adult Schools and Colleges to teach at the other's locations. • Develop shared marketing assets and lexicon • Establish support structures to streamline student transition, such as aligned requirements for transition, coordinated student support efforts, etc. • Leverage community and student groups' involvement in outreach to adults who need these services to gain living wage employment. • Incorporate "Giving Back to the Community" into curriculum • Work to mitigate the fear and stigma about Adult School attendance by working together • Increase awareness of the options available at regional institutions for continuing skill development for in-demand workforce training.

OBJECTIVE 5: Approaches Proven to Accelerate Student Progress

Plans to employ approaches proven to accelerate a student's progress toward his or her academic or career goals, such as contextualized basic skills and career technical education, and other joint programming strategies between adult education and career technical education.

The sub-regions each plan to employ approaches proven to accelerate a student's progress toward his or her academic or career goals, such as contextualized basic skills and career technical education, and other joint programming strategies between adult education and career technical education. They intend to build on current good practices and continuously improve by identifying practices that reduce the time it takes for adult learners to progress through basic skills and career education pathways. Common strategies include compressing courses into shorter, more intensive terms (accelerated), individualized instruction based on a student's competencies (competency-based), and putting basic skills content into the context of a student's goals and career path (contextualized). Information on Best Practices used around the country were presented to working groups at their November and December meetings.

Many of the identified activities will be partially implemented to some degree under current funding but additional funding has been identified as an essential element for full implementation.

As described in the narratives in the Opening Summary and in the tables below, each sub-region has unique resources to build on and unique needs for resources that would enable them to implement innovative approaches for joint programming, contextualization, modularization and other means of accelerating students' success and completion.

For additional narrative descriptions please refer to the Opening Summary.

TABLE 5.1- ACCELERATION

<p>Please note- Responsible Party involvement is defined as follows:</p> <p>Bakersfield (B)- Sub region of Bakersfield city and surrounding communities, excluding Taft: Served by Bakersfield College, Kern Community College District (KCCD), Bakersfield Adult School/ Kern HSD</p> <p>Northern Kern (NK)- area of Bakersfield Sub region including Delano, McFarland Wasco communities - Served by Bakersfield College, KCCD, Delano JUHSD, McFarland USD and Wasco UHSD</p> <p>Eastern Sierra (ES) - Sub region including Tehachapi, Mojave, California City, Ridgecrest and numerous communities in Inyo County, and Mono County. Served by Cerro Coso Community College, KCCD, Mojave USD, Sierra Sands USD, Tehachapi USD, Mono COE, Mammoth USD and other rural districts in east Kern and Inyo County</p> <p>Porterville (P) - the city of Porterville and the Tulare County portion of the Consortium. Served by Porterville College and Porterville Adult School and USD</p>								
Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost			Responsible Parties	Methods of Assessment	Timeline
			Current Funding	Requires Additional Funding	IF Optimal Funding Available			
1.Improved Focus and Resources devoted to Career Exploration and Soft Skills	1.1 Financial Education coursework for adults • Budgeting	Course curriculum development and offering P- staff costs	X	2,000	5,000	Bakersfield Northern Kern Porterville	Course assessment and articulation /dual enrollment credits	Develop curriculum for online delivery 2015-16; implement 2016-17
			X	10,000 60,000	50,000			

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost			Responsible Parties	Methods of Assessment	Timeline
			Current Funding	Requires Additional Funding	IF Optimal Funding Available			
	1.2 Career Exploration & Planning <ul style="list-style-type: none"> • Resume • Interviewing • Exploration of program options 	Get Focused Stay Focused curriculum and training on Statewide Pathways and offering Staff time for planning and curriculum development Materials for lessons	X	30,000 20,000	60,000 100,000	Bakersfield Northern Kern Porterville	Student enrollment and completion data	Fall 2015 planning Fall 2016 Implement
	1.3 Expand College Readiness & Student Success Courses	Covered in 1.2 and Obj. 3- 2.1	X X X			Bakersfield Northern Kern Porterville	Student enrollment and completion data	Pilot 2015 Implement 2016
2. Expanded Articulation Agreements	2.1 Formalize agreements between Community College and Adult Schools to maximize articulation	Articulation and planning meetings	X X X	10,000 2,000 2,000 5,000	5,000 5,000 10,000	Bakersfield Northern Kern Eastern Sierra Porterville	Program review and Cal PASS Plus, CTE outcome data and Launch board	Fall 2016

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost			Responsible Parties	Methods of Assessment	Timeline
			Current Funding	Requires Additional Funding	IF Optimal Funding Available			
	opportunities							
	2.2 Articulate and Align Basic Skills courses in English and Mathematics	Articulation and collaboration time	X X	10,000 1,000 6,000	16,000 1,000 16,000	Bakersfield Northern Kern Eastern Sierra Porterville	Successful transfer and progress in courses	Align 2015-16; Implement agreements and pilot 2016-17; Scale-up 2017
3. Bridge Courses	3.1 Summer Bridge Courses <ul style="list-style-type: none"> • Coordinated student tracking and transition • Additional Support Services 	Articulation time & staffing/ counseling BC Already planning pilot for summer 2015 expand each subsequent summer if funding available	X	18,000 60,000 18,000	50,000 90,000	Bakersfield Northern Kern Porterville	Bridge program review and MIH program review	Pilot 2015 expand as funding is available

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost			Responsible Parties	Methods of Assessment	Timeline
			Current Funding	Requires Additional Funding	IF Optimal Funding Available			
4. Cooperative Curriculum Design and Articulation	4.1 Align content (e.g., non-fiction vs. fiction) with college level requirements-e.g., writing with MLA citation, etc.	Already in process- see 2.2	X			Bakersfield Northern Kern Eastern Sierra Porterville	Courses	Fall 2015
			X					
			X					
			X					
	4.2 Align & Articulate (where possible) the end of one level with the beginning of the next—do within-level and between-level norming—and use each other's' materials	Already in process- see 2.2	X			Bakersfield Northern Kern Eastern Sierra Porterville	Courses	Fall 2015
	4.3 Continue conversations between teachers at different institutions	Already expanded discussions occurring for CAPP, CCPT and dual enrollment – addl costs	X			Bakersfield Northern Kern Eastern Sierra Porterville	Meeting records	Fall 2015

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost			Responsible Parties	Methods of Assessment	Timeline
			Current Funding	Requires Additional Funding	IF Optimal Funding Available			
		covered in Obj 3						
5. Alignment of Course Outcomes to Placement by Multiple Measures	5.1 Prepare Basic Skills students at Adult Schools for college, e.g. use placement tests from Colleges as part of curriculum and assessment	Already in progress and expanded in Obj 3	X X X X			Bakersfield Northern Kern Eastern Sierra Porterville	Multiple measure assessment	Fall 2015
	5.2 Use common assessment & multiple measures diagnostics to identify remediation needs	Already in progress and expanded in Obj 3	X X X X			Bakersfield Northern Kern Eastern Sierra Porterville	Multiple measure assessment	Fall 2015
6. Alternative Course Delivery Models	6.1 Modularized Short-Term / Open-Entry / Open Exit course to increase	Course development Increased licensing Acceleration	X X X X	Obj 3-5.2 Obj 3-5.2 Obj 3-5.2 Depends		Bakersfield Northern Kern Eastern Sierra Porterville	Built into Plato and ALEKS software; analyzed in	Fall 2018 or Soon after funding received

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost			Responsible Parties	Methods of Assessment	Timeline
			Current Funding	Requires Additional Funding	IF Optimal Funding Available			
	preparation for enrollment, for example: <ul style="list-style-type: none"> • Internet Research • Map reading • PowerPoint • Study Skills • Learning Styles • IT Skills • Career Expl • Keyboarding • Excel/Word 	strategy built into Obj 3		on available funding Sub regions may propose courses			Success lab program review	
	6.2 Explore and expand options for Online & Computer-Aided Instruction across AS & CCs for Key Programs	Collaboration Time Partially covered in 6.1 and Obj 3- 2.5 Salary and benefits costs needed for expansion	X X X	4,000	12,000 80,000 50,000	Bakersfield Northern Kern Eastern Sierra Porterville	Courses and completion	2016-17 planning 2017-18 implement
	6.3 Expand courses that combine Lab / Self-Study / Lecture Courses	Course development and schedule NK- see Obj 3-	X	Depends on available funding		Courses and completion	Courses and completion	2016-17 planning 2017-18 implement

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost			Responsible Parties	Methods of Assessment	Timeline
			Current Funding	Requires Additional Funding	IF Optimal Funding Available			
	(facilities, spaces, instructional design, outcomes)	6.4 for CTE programs						
	6.4 Expand Basic Skills Distance Learning	Course development and offering	X	Depends on available funding		Eastern Sierra Northern Kern Porterville	Courses and completion	2016-17 planning 2017-18 implement
	6.6 Provide course offerings that allow students to progress at their own pace, as well as group options for interactive learners	Addressed in Obj 3-2.5 Course development and offering Incorporated above with Plato and ALEKS and other LMS PD in acceleration pedagogy		Depends on available funding		Bakersfield Northern Kern Eastern Sierra Porterville	Courses and completion	Fall 2016
	6.7 Expand Accelerated ABE offerings — compress to 1 year		X X			Bakersfield Northern Kern	Courses and completion	Fall 2016
	6.8 Support revision of ed code		X X			Eastern Sierra Porterville	Ed code revision	now

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost			Responsible Parties	Methods of Assessment	Timeline
			Current Funding	Requires Additional Funding	IF Optimal Funding Available			
	funding formula to account for programs with dual enrollment and other non-standard delivery models							
7. Competency-based Skills Assessments	7.1 Research, develop, and implement competency-based & prior-learning models for levels and courses	Staff time, collaboration Course development and offering Travel to look at other programs		3,000 3,000 3,000		Northern Kern Eastern Sierra Porterville	Implement new models	Fall 2017
8. Contextualized Learning	8.1 Design program completion by incorporating academic content into technical courses that meet HSD requirements and CTE certification	Course development and offering	X X X	40,000 65,000	100,000	Bakersfield Northern Kern Eastern Sierra Porterville	Revised courses	Fall 2018
	8.2 Expand	See Above 8.1	X			Bakersfield	Course	

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost			Responsible Parties	Methods of Assessment	Timeline
			Current Funding	Requires Additional Funding	IF Optimal Funding Available			
	contextualized learning in Basic Skills and CTE job certification programs	All areas incorporate in Obj 3- 6.4 courses	X X			Northern Kern Eastern Sierra Porterville	revisions	
9. Concurrent Enrollment	9.1 Incorporate requirements for HSD, dual enrollment with college-level courses	Articulation time covered in Obj 3	X X X X			Bakersfield Northern Kern Eastern Sierra Porterville		Fall 2015
	9.2 Increase opportunities for simultaneous enrollment in basic skills, ESL, and CTE courses (reduce prerequisites)	Coordinated by staff outlined in Obj 3- 3.1 CDCP curriculum (noncredit) program development	X X X X			Bakersfield Northern Kern Eastern Sierra Porterville	Enrollment records by student for college and adult school	Fall 2016
	9.3 Create additional modularized short-term classes for relevant skills	Course development and offering See 6.1 and Obj 3- 6.4		Depends on funding		Bakersfield Northern Kern Eastern Sierra Porterville	Course offerings and enrollment	When funding is available

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost			Responsible Parties	Methods of Assessment	Timeline
			Current Funding	Requires Additional Funding	IF Optimal Funding Available			
	9.4 Institute distance learning & hybrid options where possible	Evaluation and coordination of existing options		Depends on funding		Bakersfield Northern Kern Eastern Sierra Porterville	Course offerings	When funding is available
	9.5 Share information from joint advisory boards for Adult Schools and Colleges as well as employers to ensure that curriculum meets real-world labor needs	Means to organize and implement concept, people and time Expansion dependent upon positions defined in Obj 3- 3.1	X X X X			Bakersfield Northern Kern Eastern Sierra Porterville	Meeting notes and curriculum redesign	Fall 2015
	9.7 Share and update the review of state certification guidelines for different programs		X X X X			Bakersfield Northern Kern Eastern Sierra Porterville		

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost			Responsible Parties	Methods of Assessment	Timeline
			Current Funding	Requires Additional Funding	IF Optimal Funding Available			
10. Expanded Course Offerings	10.1 Address the year long waiting list for basic skills using self-study strategies	AE program expansion	X X X X	Depends on funding		Bakersfield Northern Kern Eastern Sierra Porterville		Depends on funding
	10.2 Provide trades certification opportunities - welding, electrical, etc. - in collaboration with HS to meet industry needs	Facilities & staffing Staff development Obj 5-9.6		Depends on funding		Bakersfield Northern Kern Eastern Sierra Porterville		When funding is available
	10.3 Create additional courses offerings at Adult Schools preparing students to transition to college	Program development See Get Focused Stay Focused counseling course Obj 3-2.1		Depends on funding		Bakersfield Northern Kern Eastern Sierra Porterville		
11. Materials and Technology	11.1 Loan course materials and required technology for synchronous and	Technology resources See Obj 3- 6.4		Depends on funding		Bakersfield Northern Kern Eastern Sierra Porterville	Check out Log	Funding

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost			Responsible Parties	Methods of Assessment	Timeline
			Current Funding	Requires Additional Funding	IF Optimal Funding Available			
	asynchronous courses to students							
	11.2 Increase access to broadband internet, computer hardware and other distance learning supports for Adult School students	Funding Digital 395 efforts		Depends on funding		Bakersfield Northern Kern Eastern Sierra Porterville		Occurring now

OBJECTIVE 6: Provision of Professional Development

Plans to collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes.

The Consortium Working Groups identified topics around which professional development was needed or would enhance implementation of the regional and sub-regional plans. They also identified ongoing professional development resources that could be shared to help staff achieve greater program integration and improve student outcomes. Information on Best Practices used around the country were presented to working group members at the November and December meetings. A variety of recommendations were provided to the Consortium Members for consideration.

Throughout the AB86 project a number of gaps and needs were identified that can be resolved through specific, targeted professional development. Some of these gaps, needs and resources can be addressed regionally. In addition, each sub-region has unique resources to build on and unique needs for resources for professional development that would enable them to carry out their AB86 Plans.

Some of the identified gaps include:

- Lack of joint meetings and trainings between adult school and college faculty
- Limited interaction or communication between college faculty and guidance staff at both college, adult school and high school levels resulting in knowledge gaps concerning program and transition services at all levels
- Inconsistent strategies to address the variety of student needs (re-entry, older adults, veterans, displaced homemakers, English language learners, students with learning disabilities)
- Varying degrees of proficiency with technology and associated tools to deliver integrated instruction and timely assessment
- Lower success rate by students in on-line learning

Collaborative Professional Development Opportunities

It was clear from the consortium meetings that community college and adult schools often work independently. In order to better transition students, staff will benefit from professional development regarding identified topics. Each of these PD opportunities will not only contribute to student persistence but will provide an opportunity for staff from each LEA to learn from one another.

The following Professional Development opportunities are consortium-wide examples of activities that will benefit staff and enhance the educational opportunities afforded students:

- Providing integration and interaction opportunities among consortium members
- Alignment of Curriculum
- Strategies to meet student needs and improve student outcomes
- Enhancement of student support services
- Use of technology in integrated curriculum, on-line learning, development of specific skills and data management and assessment.

Within the consortium meetings it was also determined that multiple measures for assessing and transitioning students are in need of review. Students and staff will benefit from review of diagnostic assessment tools and alignment of assessment tools between community college and adult education.

The following charts outline the main strategies identified by members of the consortium.

TABLE 6.1 CURRENT PROFESSIONAL DEVELOPMENT

Topic	Professional Development Strategy	Program Area(s) Addressed	Estimated Cost to Implement Consortium-wide	Calculation
Integration and Interaction Among Consortium Members	Professional Learning Communities (PLCs)- exist in most districts with differing degrees of dedicated teacher collaboration time	1,2,3,4,5	\$21,000	105 teachers X \$200/day
Improvement of Student Outcomes- College and Career Ready	Currently providing specialized learning disabilities intervention training (Terri Goldstein, Joyce Kist)	1,3,4,5	\$10,000	50 teachers X \$200/ day
Curriculum	Adult school teacher training in Common Core, writing workshops and literacy training through HS and adult school district sponsored workshops	1,2,3,4,5	\$10,000	50 teachers X \$200/ day
	Participation in college district sponsored professional development and high school district professional development	1,2,3,4,5	\$10,000	50 teachers X \$200/ day
	Meeting needs of reentry students- veterans, older adults, head of household (Paul Beckworth- BC)	1,2,3,4,5	\$30,000	150 teachers X \$200/ day
Student Support Services	Some limited meetings of guidance staff with limited interaction between instructional and guidance staff.	1,2,3,4	\$10,000	50 teachers X \$200/ day
Use of technology-specific skills	Training on tools: software	1,2,3,4,5	\$15,000	75 teachers X \$200/ day
Use of Technology-integration in instruction	Training on technology strategies in instruction	1,2,3,4,5	\$15,000	75 teachers X \$200/ day

TABLE 6.2 COLLABORATIVE PROFESSIONAL DEVELOPMENT PLAN

Topic	Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency)	Program Area(s) Addressed	Estimated Cost to Implement Consortium-wide	Calculation
Integration and Interaction Among Consortium Members (required element)	Hold meetings between liaisons, adult school and college instructional staff at least twice per year in order to develop common language and coordinate curriculum, articulation and dual enrollment efforts. Utilize the Professional Learning Communities (PLC) model (with training) where possible.	1,2,3,4,5	\$21,000	105 teachers X \$200/day
Improvement of Student Outcomes-College and Career Ready (required element)	Expand specialized learning disabilities intervention training	1,2,3,4,5	\$10,000	50 teachers X \$200/ day
	Expand training on meeting needs of reentry students- veterans, older adults, head of household	1,2,3,4,5	\$30,000	150 teachers X \$200/ day

Topic	Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency)	Program Area(s) Addressed	Estimated Cost to Implement Consortium-wide	Calculation
Curriculum	Provide joint trainings between adult school and college faculties focused on additional identified needs (i.e. common language assessments, SEPs, program requirements, DegreeWorks- Kris Costa-Statewide Pathway training)	1,2,3,4,5	\$65,000	325 teachers X \$200/ day
	Provide joint specialized training in effective, research based strategies and programs- i.e. AVID, I-BEST	1,2,3,4,5	\$20,000	100 teachers X \$200/ day
	Training on understanding the role of data in curriculum and program development and refinement	1,2,3,4,5	\$10,000	50 teachers X \$200/ day
	Extend communication of and expand participation in college district as well as adult school and high school district sponsored professional development opportunities in the region. Actively utilize CC Confer/ videoconferencing.	1,2,3,4,5	\$10,000	50 teachers X \$200/ day
	Training in CTE essentials including integration of basic skills within CTE coursework, CTE Model standards, contextualization, development of soft skills, academic skills and technical skills.	1,2,3,4,5	\$15,000	75 teachers X \$200/ day
	Provide opportunities for joint training and meetings to develop integrated courses to meet adult learner needs.	1,2,3,4,5	\$33,000	165 teachers X \$200/ day

Topic	Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency)	Program Area(s) Addressed	Estimated Cost to Implement Consortiumwide	Calculation
Student Support Services	Meeting of guidance staff with program staff (2-3 times per year) to increase functional knowledge of course offerings, requirements, CTE pathways, and work based learning opportunities. Provide meetings through CC Confer to expand knowledge throughout the region in order to provide increase access to all of KCCD program offerings.	1,2,3,4,5	\$10,000	50 teachers X \$200/ day
	In order to aid in students transitions, provide professional development on existing education and community structures and opportunities for students	1,2,3,4,5	\$12,000	60 teachers X \$200/ day
	In order to aid in student transitions, provide professional development on existing education and community structures and opportunities for students	1,2,3,4,5	\$10,000	50 teachers X \$200/ day
	Universal student services counseling basics training	1,2,3,4,5	\$20,000	10 teachers- counselors X \$200/ day
Use of technology-specific skills	Training in adopted Learning Management System for basic skills development	1,2,3,4,5	\$15,000	75 teachers X \$200/ day
Use of Technology-Instruction	Training on technology integration strategies in instruction	1,2,3,4,5	\$15,000	75 teachers X \$200/ day
Use of technology-Assessment	Review and training in diagnostic assessment (i.e. Accuplacer)- alignment of assessment tools between community college and adult school programs.	1,2,3,4,5	\$15,000	75 teachers X \$200/ day
	Cal Pass Plus training for consortium partners	1,2,3,4,5	\$17,000	85 teachers X \$200/ day

OBJECTIVE 7: Leverage Existing Regional Structures

Plans to leverage existing regional structures, including, but not limited to, local workforce investment areas.

Throughout the AB86 Planning process, sub-regional Consortium Members have used their networks to discuss the developments in the planning process. Indeed, each of the sub-regions has a number of strong partnerships as a basis for further cooperation. As the final plans emerged, partners were convened in each of the sub-regions. The agenda focused on providing an overview of the AB86 and the opportunities it offered to the communities, an overview of the common themes that the Consortium Region agree to and the major elements of the plans for the particular sub-regions. Next we engaged our partners to get their feedback on the plan, discuss how the AB86 Plan efforts interface with their goals and activities, and concluded with discussions of the opportunities for collaboration that would be beneficial to our communities. Engagement in AB86 planning that began with survey participation and initial meetings will continue as sub-regions convene to create their local action plans and work with their partners to determine future cooperation. The reader will see that many columns are yet to be filled in in some of these tables. Discussions are on-going and those agreements have yet to be finalized.

Due to the large geographical area of this consortium, these partner charts are currently organized by sub region.

For additional narrative descriptions please refer to the Opening Summary.

TABLE 7.1 LEVERAGE OF EXISTING REGIONAL STRUCTURES FROM PARTNERS

GREATER BAKERSFIELD

Table 7.1 Greater Bakersfield- Leverage of Existing Regional Structures from Partners					
Partner Institution Supporting Regional Consortium	Program area to be addressed (1-5)***	Tasks/Activities Needed to Implement Support of the Program	Member Counterpart(s) *	Partner Contribution**	Timeline
Associated Builders and Contractors		Facilities, staff, CTE supplies, student referrals	BAS	Facilities, cash	Ongoing
Bakersfield Association for Retarded Citizens, Adults with Disabilities (AWD)	3	Leverage existing resources to build stronger communities by helping people with disabilities achieve individual goals for a better life. Expansion of classroom facilities	BAS, BC	Facilities, in-kind	Ongoing
Bakersfield City School District	1,2,3,4	Facilities, infrastructure, staff	BAS, BC	Facilities ,in-kind	Current & ongoing
Bakersfield College	1,2,3,4,5	Student access to learning center, remediation tools, and facilities	BAS, BC	Facilities, in-kind	15-16
Building Healthy Communities – California Endowment	1, 2, 3, 4, 5	Leverage existing resources to increase visibility and access to educational and social services available to residents.	BAS, BC	Coordination and communication to community Specialized programs	Fall 2015

Cal-Works/Cal-Learn Students, Workforce Development input	1, 2, 3, 4, 5	Student referrals, and workforce development referrals	BAS, BC		Fall 2015
Chamber of Commerce		Participation in Leadership Bakersfield, Advertising, and activities To be determined	BAS, BC		Fall 2015
City of Bakersfield	1,2,4	Facilities for expansion of classes	BAS	Facilities, in-kind	Fall 2015
Community Based Organizations Lost Hills	1	Expansion of classroom facilities	BAS	Facilities, in-kind, cash	Ongoing
County of Kern	1,2,3,4	Facilities, infrastructure, CTE supplies	BAS, BC	Facilities ,in-kind, cash	Current & ongoing
Department of Rehabilitation Students, Workforce Development input	1, 2, 3, 4, 5	Student referrals, and workforce development referrals	BAS, BC	Coordination and communication to community Specialized programs	Fall 2015

Economic Department of Bakersfield	1, 2, 3, 4	Leverage existing resources to coordinate and plan and implement economic development activities that protect, improve, and diversify the local economy. Economic Development Division administers the Community Development Block Grant, HOME Investment Partnership Program, and Emergency Solutions Grant.	BAS, BC	Coordination and communication to community Specialized programs	Fall 2015
EDD Students, Workforce Development input	1, 2, 3, 4, 5	Student referrals, and workforce development referrals	BAS, BC	Coordination and communication to community Specialized programs	Fall 2015
FIELD Institute	1, 2, 4	Leverage existing resources to promote economic and social prosperity, strengthen rural communities and provide greater access to family literacy. FIELD provides basic education and skills upgrade training to immigrants, farm workers and low-skilled workers in rural communities to give them the confidence to realize their dreams.	BAS, BC	Coordination and communication to community Basic education and skills upgrade training	Fall 2015

Garden Pathways	1, 2	Leverage existing resources to coordinate life-activating services to the community of Kern County through comprehensive mentoring services, Downtown Education Center, and arts mentoring. Goal of agency is to help students reach self-sufficiency through mentoring and building relationships; address trauma and stress first.	BAS, BC	Coordination and communication to community	Fall 2015
Goodwill Industries	1, 2, 3, 4, 5	Leverage existing resource to coordinate more vocational outreach. Goodwill is needing workers with more soft skills training; parent outreach education and wants to increase services for adults with disabilities to access resources.	BAS, BC	Coordination and communication to community	Fall 2015
Kern Adult Literacy Council	1, 2, 3	Leverage existing resources to coordinate offerings in ABE, ESL, GED, and family literacy. The Council transforms lives through literacy education.	BAS, BC	Facilities, cash	Fall 2015
Kern High School District	1,2,3,4	Leverage existing, facilities, infrastructure, CTE Staff Supplies	BAS	Facilities, in-kind, cash	Current & ongoing
Kern County Superintendent of Schools	1,2,4	Facilities, staff, curricular resources	BAS	Facilities, in-kind	Ongoing

Kern Valley Adult School (in prison)	1, 2, 3, 4	Leverage and coordinate offerings for inmates such as Delano campus of Bakersfield College offering English courses at the jail in spring 2015. Current CTE programs include: auto mechanics, office services and related technologies, small engine repair and welding. Want to increase the number industry-recognized certificates.	BAS, BC	Location of courses	Fall 2015
Lamont Elementary School District	1,2,4	Facilities, infrastructure, CTE supplies	BAS	Facilities, in-kind, cash	Current & ongoing
Panama Buena Vista School District	1	Facilities and infrastructure	BAS	Facilities, in-kind	Current & ongoing
Proteus	1, 2, 4, 5	Leverage existing resources to provide education, job training, job placement, and other support services to farm working families and other program participants. Proteus has waiting list for ESL; offers mobile resources on solar buses to serve rural communities; works with CTE Linked Learning to offer construction certificate to high school students in summer.	BAS, BC	Provide education, job training, job placement, and other support services	Fall 2015
Vineland Elementary School District	1	Facilities and infrastructure	BAS	Facilities, in-kind	Current & ongoing
Taft College	1,2,4,5	Facilities, staff, intellectual resources, curricular resources	BAS	Facilities, cash	Ongoing

Workforce Investment Board	1, 2, 3, 4, 5	Leverage existing resources to coordinate WIB strategies such as: on-the-job trainings, group-sized trainings, individual training accounts, work experience, career coaching, job developing, sector advisory groups, and partnerships with key stakeholders to ensure a prepared workforce.	BAS, BC	OTJ training	Ongoing
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NORTHERN KERN

Table 7.1 North Kern Educational Alliance - Leverage of Existing Regional Structures from Partners

Partner Institution Supporting Regional Consortium	Program area to be addressed (1-5)	Tasks/Activities Needed to Implement Support of the Program	Member Counterpart(s) *	Partner Contribution**	Timeline
North Kern Alliance – Programs					
Building Healthy Communities – California Endowment	1,2,3,4,5	Leverage existing resources to increase visibility and access to educational and social services available to residents.	NK, BC	Communication to community	Fall 2015
Cal Works	1,2,3,4,5	Social services support for identified students.	NK, BC	Social services support	Fall 2015
County Office of Education	1,2,3,4,5	Utilize resources to support existing programs.	NK, BC	General support	Fall 2015
Delano Association of Developmentally Disabled (DADD)	3	Leverage existing local resources to provide services for developmentally disabled residents.	NK, BC	Services for SWD	Fall 2015
Delano Chamber of Commerce	1,2,3,4,5	Leverage existing resources to increase visibility and access to educational and social services available to residents. Assist with employer contacts.	NK, BC	Communication to community	Fall 2015
Economic Department of Bakersfield	1,2,3,4	Leverage existing resources to coordinate and plan and implement economic development activities that protect, improve, and diversify the local economy. Economic Development Division administers the Community Development Block Grant, HOME Investment Partnership Program, and Emergency Solutions Grant.	NK, BC	Communication to community Specialized support	Fall 2015

Employers' Training Resource (ETR) of Kern County	1,2,3,4,5	Utilize resources to support and work with area programs tied to basic skills training including professional skills and computer skills especially those that lead to industry-recognized certificates. Utilize resources for funding opportunities.	NK, BC	Basic education and skills upgrade training	Fall 2015
Farmworker Institute of Education and Leadership Development	1,2,4	Leverage existing resources to promote economic and social prosperity, strengthen rural communities and provide greater access to family literacy. FIELD provides basic education and skills upgrade training to immigrants, farm workers and low-skilled workers in rural communities to give them the confidence to realize their dreams.	NK, BC	Basic education and skills upgrade training	Fall 2015
Kern Adult Literacy Council	1,2,3	Leverage existing resources to coordinate offerings in ABE, ESL, GED, and family literacy. The Council transforms lives through literacy education.	NK, BC	Coordinate offerings in ABE, ESL, GED, and family literacy	Fall 2015
Kern County Libraries	1,2,4	Find professional partners and organizations to help students get into their professions, e.g., healthcare, accounting, business.	NK, BC	Assist students with career choices research	Fall 2015
Kern County Workforce Investment Board (WIB)	1,2,4,5	Leverage existing resources to coordinate WIB strategies such as: on-the-job trainings, group-sized trainings, individual training accounts, work experience, career coaching, job developing, sector advisory groups, and partnerships with key stakeholders to ensure a prepared workforce.	NK, BC	Coordinate WIB strategies	Fall 2015
McFarland Lions Club	1,2,3,4,5	Utilize existing resources to support Adult Ed programs.	NK, BC	Personnel, volunteers	Fall 2015
North Kern Vocational Training Center	1,4	Utilize resources to support area CTE programs that lead to industry recognized certificates.	NK, BC	Various support for CTE	Fall 2015

North Kern State Prison Kern Valley State Prison Wasco State Prison	1,2,3,4	Leverage and coordinate offerings for inmates such as Delano campus of Bakersfield College offering courses at the jail in spring 2015. Current CTE programs include: auto mechanics, office services and related technologies, small engine repair and welding. Want to increase the number industry-recognized certificates.	NK, BC	Leverage and coordinate offerings for inmates	Fall 2015
Proteus in Delano	1,2,4	Coordinate with Consortium to leverage One-Stop Center in Delano to provide education, job training, job placement and other support services to farm working families and other program participants.	NK, BC	Education, job training, job placement and other support services	Fall 2015
Small Business Development Center, CSUB	1,2,3,4,5	Utilize existing resources to support Adult Ed programs. Center provides basic education and professional skills training.	NK, BC	Basic education and professional skills training	Fall 2015
Westec	1, 2, 4, 5	Leverage existing resources to coordinate and continue working with WESTEC, which provides cost-effective, short-term, quality training that improves workforce knowledge and skills. WESTEC conducts its activities in collaboration with private companies, government agencies and various California Community Colleges.	NK, BC	Leverage existing resources	Fall 2015

EASTERN SIERRA

Table 7.1 Eastern Sierra - Leverage of Existing Regional Structures from Partners

Partner Institution Supporting Regional Consortium	Program area to be addressed (1-5)***	Tasks/Activities Needed to Implement Support of the Program	Member Counterpart(s) *	Partner Contribution**	Timeline
Airstreams Renewables, Inc.	1, 2, 3, 4, 5	Utilize resources to create courses for basic computer/technology skills and for soft skills including public speaking.	Cerro Coso CC, Tehachapi Adult School other adult programs to be developed (Mojave)	Training opportunities	Fall 2015
California Department of Social Services	1, 2, 3, 4, 5	Utilize regional resources to link accelerated vocational education programs for CalWORKS/Welfare-to-Work clients to help them get high-demand jobs. Need an education center in Mojave/Tehachapi area.	Cerro Coso Community College, Tehachapi Adult School, Sierra Sands Adult School and other adult programs to be developed (Mojave, Inyo, Mono)	Staff times for linkage with other organizations	Fall 2015
California Department of Rehabilitation	1, 2, 3	Leverage existing regional resources (e.g., facilities) to create new cooperative contracts with adult schools and community colleges to provide services for disabled residents, especially in Bishop and Mammoth areas.	Cerro Coso CC, Tehachapi Adult School, Sierra Sands Adult School and other adult programs to be developed (Mojave, Inyo, Mono)	Staff time and new cooperative contracts	Fall 2015
Cerro Coso and Adult Schools	1,2,3,4,5	Jointly apply for grants and other funding sources	Cerro Coso and Adult Schools	Identification of opportunities and staff to write proposals	Fall 2016
City of Ridgecrest	2,3	Identify solutions for transportation issues creating student access issues	Cerro Coso and Adult Schools	Transportation up until 7 PM	Fall 2015
Department of	1, 2, 3	Work closely with Mono County Office	Cerro Coso CC, other adult	Staff time and new	Fall 2015

Social Services in Mono County		of Education and community college to connect people to courses that bridge language skills to prepare them for jobs.	programs to be developed (Inyo, Mono)	cooperative contracts	
Desert Area Resources and Training (DART)	1, 2, 3	Leverage pre-vocational training for clients with intellectual or physical disabilities to get jobs.	Cerro Coso CC, Sierra Sands Adult School	Training of adults with disabilities and job placement	Fall 2015
Employment Development Department (EDD)	1, 2, 3, 4, 5	Utilize existing resources at EDD office in Ridgecrest that focuses on workforce services including assisting employers to find qualified and skilled workers.	Cerro Coso CC, Sierra Sands Adult School	Staff time and new cooperative contracts	Fall 2015
Employers' Training Resource (ETR) of Kern County	1, 2, 3, 4, 5	Utilize resources to support and work with area CTE programs tied to basic skills training including soft skills and computer skills especially those that lead to industry-recognized certificates.	Cerro Coso CC, Tehachapi Adult School, Sierra Sands Adult School and other adult programs to be developed (Mojave, Inyo, Mono)	Staff time and new cooperative contracts	Fall 2015
Goodwill Industries of South Central California	1, 2, 3, 4, 5	Collaborate with educational institutions to address barriers to employment (e.g., basic skills, soft skills)	Cerro Coso CC, Tehachapi Adult School, Sierra Sands Adult School and other adult programs to be developed (Mojave, Inyo, Mono)	Staff time-involvement in consortium efforts	Fall 2015
Naval Air Base (China Lake and Edwards)	1,2, 5	Utilize resources to create 'refresher courses' for students to help them address skills gaps needed to pass pre-collegiate courses. Pursue apprenticeships and internship opportunities open to adult ed and community college students.	Cerro Coso CC, Tehachapi Adult School, Sierra Sands Adult School and other adult programs to be developed (Mojave)	Apprenticeship positions on base	Fall 2015

PORTERVILLE

Porterville Table 7.1 Leverage of Existing Regional Structures from Partners

Partner Institution Supporting Regional Consortium	Program area to be addressed (1-5)***	Tasks/Activities Needed to Implement Support of the Program	Member Counterpart(s) *	Partner Contribution**	Timeline
Porterville Chamber of Commerce	1, 2, 3, 4, 5	PC President serves on the board of directors	Porterville College Porterville Adult School	Serve on board-employer support	Fall 2015
Porterville Developmental Center (PDC)	3	Leverage and connect with existing resources such as PDC's facilities that serve people with intellectual disabilities. The center provides 24-hour residential services for individuals who are intellectually disabled and have serious chronic medical and/or behavior problems for which appropriate services are not currently available through community resources. PDC's education services include IEP classes, High School diploma program, Adult Basic Education, Employment Services and Vocational Training, Speech Language Pathology Services, and Sign Language Interpreter Services.	Porterville College Porterville Adult School	Staff time and new cooperative contracts	Fall 2015

Porterville Sheltered Workshop (PSW)	3	Leverage existing resources to coordinate education programs offered to adults with disabilities such as adult services center, day training activity center, work activity, supported employment, and independent living. PSW provides programs to assist the mentally and physically disabled in effectively dealing with habilitation challenges in the areas of vocational, basic educational, social, independent living and/or recreation needs.	Porterville College Porterville Adult School	Staff time and new cooperative contracts	Fall 2015
Proteus, Inc. – William Maguy School of Education	1, 2, 4, 5	Leverage existing resources to coordinate available education programs at Proteus such as office automation, truck driving, forklift certification, photovoltaic solar design and installation, energy efficiency and renewable energy, Laborer's Union Pre-apprenticeship.	Porterville College Porterville Adult School	Staff time and new cooperative contracts	Fall 2015
Tulare County CalWORKS	1, 2, 3, 4, 5	Porterville college places students	Porterville College Porterville Adult School	Employer contacts- job placements	Fall 2015
Tulare County Office of Education	1, 2, 3, 4, 5	TBD	Porterville College Porterville Adult School		Fall 2015
Tulare County Economic Development Corporation	1, 2, 3, 4, 5	PC President serves on the board of directors	Porterville College Porterville Adult School	Employer support	Fall 2015

Tulare County Workforce Investment Board (WIB)	1, 2, 3, 4, 5	Leverage existing resources to coordinate WIB strategies such as: on-the-job trainings, group-sized trainings, individual training accounts, work experience, career coaching, job developing, sector advisory groups, and partnerships with key stakeholders to ensure a prepared workforce.	Porterville College Porterville Adult School	Leverage and communicate goals	Fall 2015
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Appendix A: ADE Labor Market Report



October 9, 2014

KERN ADULT EDUCATION LABOR MARKET

Prepared for:

**Kern Community College District
AB 86 Adult Education Consortium**

Prepared by:

Applied Development Economics, Inc.

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SUMMARY

In an effort to inform adult education program and curriculum planning, the Kern Community College District (KCCD) AB 86 Consortium has identified future job growth opportunities and the existing industry and occupational background of the workforce in the region. The analyses for both projected employment opportunities and existing labor force are provided for each of the three sub-regions in the KCCD Consortium: Greater Bakersfield, Porterville and Eastern Sierra. In addition, some of the data have been broken out for the Delano area and the three counties included in the Eastern Sierra sub-region, including Eastern Kern County, Inyo County and Mono County.

LABOR FORCE CHARACTERISTICS

The KCCD Consortium has a total civilian and armed forces labor force of 437,635. Unemployment in the consortium was 13.3 percent (2008-2012 average), or 57,600 workers, while the statewide rate was at 11 percent. In the Porterville sub-region, unemployment was 16.0 percent and in the Delano area it was 15.5 percent. Unemployment is lower, at about 11.9 percent, in the Eastern kern sub-region, although still higher than the state average.

Unemployment is much higher for non-college educated workers and is particularly high in the agriculture, construction, retail and tourism industries. Manufacturing and professional and business services workers also exhibit higher than average unemployment rates in the region. From an occupational perspective, the highest numbers of unemployed workers are in construction and maintenance jobs, followed closely by sales and office occupations and service occupations.

In the 16-24 year old age group, 13 percent in the Consortium area do not have a high school diploma and are not in school. This is lower than the statewide average of about 17 percent, although the figure is 18 percent in the Porterville sub-region. In the older age group of 25- 64, however, the KCCD Consortium area has 22 percent of workers with no diploma compared to 18 percent for the statewide average. Again, the Porterville area has a higher 36 percentage figure of prime working age adults without a high school diploma.

JOB GROWTH AND PROJECTED EMPLOYMENT OPPORTUNITIES

The Consortium is projected to see growth of nearly 53,000 new jobs between 2014 and 2023, and an additional 87,600 new job openings due to worker retirement and other relocations. Healthcare has the highest number of projected new jobs in the Consortium as a whole. For the sub-regions, Bakersfield and Porterville both show healthcare as the leading job generator, while in the Eastern Sierra sub-region accommodations and food services (tourism) is the leading job growth industry with healthcare second. In the Delano area, agriculture far exceeds healthcare, which is second, followed by retail trade. Overall, agriculture is projected to increase by almost as many jobs as healthcare, followed by retail and construction.

In terms of total job openings during the decade, the leading occupational categories are office and administrative positions, sales jobs, food preparation, transportation/distribution jobs, installation and maintenance occupations, and health and education. The Greater Bakersfield sub-region is much larger than the other two sub-regions and drives the total job growth and occupational demand to some extent. In the Porterville area, there would be more growth in agricultural and food processing production jobs as well as personal care and services occupations. In the Eastern Sierra sub-region, food preparation is the leading occupational category, but other more technical occupations in engineering and protective services show relatively high demand during the 2014 to 2023 period as well.

More than 35, 700 of the projected job openings in the Consortium region would require educational levels greater than a high school diploma but less than a BA degree. Many of these occupations would be suitable for the adult education curriculum. About 29, 200 of these openings are projected for the Bakersfield sub-region with about 3,000 in Porterville and 3,500 in the Eastern Sierra sub-region.

REGIONAL OVERVIEW

The Kern Community College District Adult Education Consortium is a diverse economic region encompassing the counties of Kern, Inyo, Mono and parts of Tulare (Figure 1). In 2014, the region has an estimated 355,600 jobs in industries ranging from agriculture and food processing, to oil and gas production, logistics and distribution, defense industries and tourism, among others.

The region is home to a population of 987,800 people and has a civilian labor force of 439,000 workers. Due to the diversity of the job base and the labor force, the adult education planning process has been coordinated through three sub-region: Greater Bakersfield, which includes the Valley portion of Kern county, not including Taft; Porterville, which includes the Tulare County portion of the Consortium; and Eastern Sierra, which includes the Eastern portion of Kern County and the counties of Inyo and Mono. This report addresses each of these sub-regions separately, along with sub-areas within them, while this first chapter aggregates the data for the entire Consortium region.

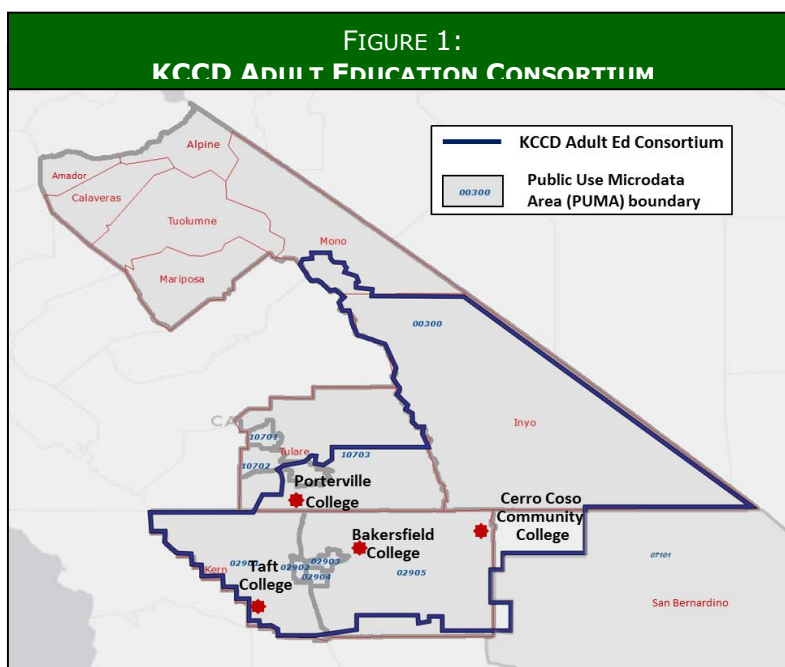


TABLE 1: PROJECTED JOB GROWTH AND JOB OPENINGS: 2014 - 2023			
Sub-Region	Job Growth	Additional Job Openings	Total
Greater Bakersfield	45,017	57,228	102,245
Porterville	4,099	19,792	23,891
Eastern Sierra	3,830	10,580	14,410
Total	52,946	87,599	140,545

Healthcare has the highest number of projected new jobs in the Consortium as a whole between 2014 and 2023. For the sub-regions, Bakersfield and Porterville both show healthcare as the leading job generator, while in the Eastern Sierra sub-region accommodations and food services (tourism) is the leading job growth industry with healthcare second. In the Delano area, agriculture far exceeds healthcare, which is second, followed by retail trade. Overall, agriculture is projected to increase by almost as many jobs as healthcare, followed by retail and construction.

In terms of total job openings during the decade, the leading occupational categories are office and administrative positions, sales jobs, food preparation, transportation. Distribution jobs, installation and maintenance occupations, and health and education. The Greater Bakersfield sub-region is much larger than the other two sub-regions and drives the total job growth and occupational demand to some extent. In the Porterville area, there would be more focus on agricultural and food processing production jobs as well as personal care and services occupations. In the Eastern Sierra sub-region, food preparation is the leading occupational category, but other more technical occupations in engineering and protective services show relatively high demand during the 2014 to 2023 period as well.

LABOR FORCE

There are 437,635 persons who are 16 and over and in the civilian labor force and armed forces in the three sub-regions that constitute the Kern County Community College District (Table 2).¹⁶ Most of the labor force is in the Greater Bakersfield sub-region at 325,008 (or 74 percent). The civilian unemployment rate over the five-year period between 2008 and 2012 for the region was 13.3 percent, with much higher levels of the Delano and Porterville areas. As shown in Figure 2, county unemployment rates generally peaked in 2010 (2012 in Mono). By June 2014, unemployment rates were below 12 percent in all Consortium counties and as low as 7 percent in Inyo County (Figure 3). These trends are important to consider as the reader views the estimates of the unemployed labor force from the 2008-2012 data.

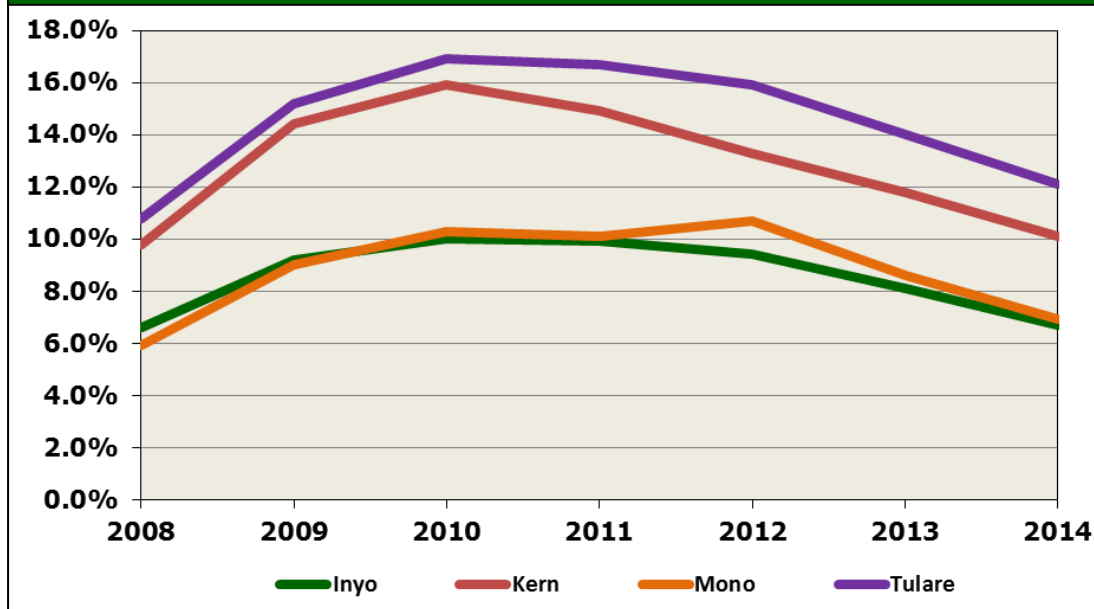
¹⁶ This estimate is based on the Public Use Microdata Series (PUMS), which offers greater demographic detail than the American Community Survey (ACS). The figure is slightly higher (3,300 workers or 0.76 percent) than the comparable ACS estimate.

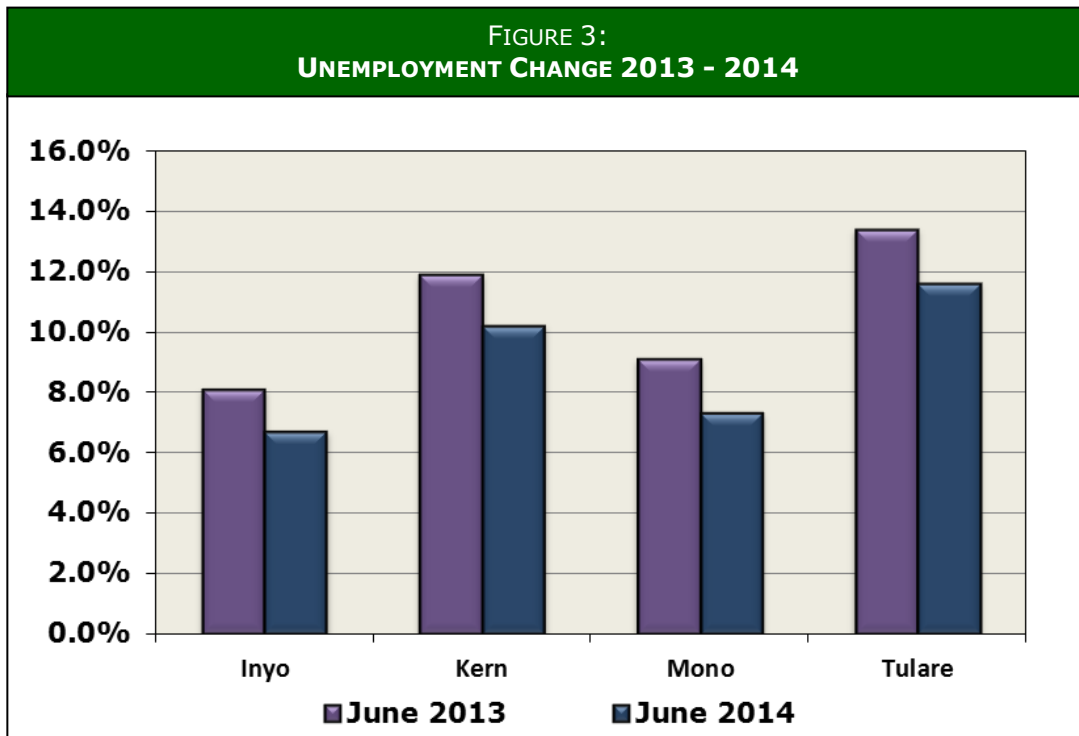
**TABLE 2:
EMPLOYMENT STATUS OF THE LABOR FORCE 16 YEARS AND OVER:
ACS 5-YEAR 2008-2012 SAMPLE AS ADJUSTED BY PUMS 2008-2012**

Geographic Regions	Civilian Labor Force and Armed Forces	Employed Civilian Labor Force	Employed in Armed Forces	Unemployed in Civilian Labor Force	Civilian Un-employed Rate
Consortium Region	437,635	377,082	2,916	57,637	13.3%
Greater Bakersfield Sub-Region	325,008	282,144	506	42,357	13.1%
Delano Area	34,967	29,558	0	5,409	15.5%
Porterville Sub-Region	52,273	43,903	14	8,356	16.0%
Eastern Sierra Sub-Region	60,343	51,024	2,395	6,924	11.9%
Inyo	9,619	8,920	0	699	7.3%
Mono	7,746	6,877	0	869	11.2%
Eastern Kern	42,979	35,227	2,395	5,356	13.2%

Source: Applied Development Economics, based on US Census ACS 5-Year 2008-2012 Table S2404, Table S2405, Table DP03, and US Census PUMS 2008-2012 [iPUMS]

**FIGURE 2:
ANNUAL CHANGE IN UNEMPLOYMENT**





INDUSTRY AND OCCUPATIONAL DISTRIBUTION OF THE WORKFORCE

Among unemployed workers, 82 percent have no college degree, compared to 74 percent among all workers in the region. However, among education and health workers, about 50 percent overall do not have a college degree (Table 3). In the Eastern Sierra sub-region 30 percent of the labor force has a college degree, while in Greater Bakersfield and Porterville the figures are 25 percent and 20 percent, respectively.

Comparing the percentages of all workers by industry to the unemployed workforce, there is relatively more unemployment among workers in agriculture, construction, retail and accommodations/food services (tourism). Agriculture in particular is subject to a high degree of seasonality and frequently exhibits higher unemployment rates. The higher rates in construction, retail and tourism are likely related to the effects of the recession. Manufacturing workers comprise about 6 percent of the unemployed labor force, slightly higher than the 5.5 percent share of manufacturing among all workers. There is also a relatively high number of college educated professional and business services workers unemployed in the region, an estimated 1,453 workers. In terms of occupational background, construction and maintenance workers, particularly those without a college degree show the highest numbers (Table 4).

Workers without a high school diploma are potential candidates for adult education remedial programs. The Porterville area shows especially high percentages of both younger and older workers without a diploma. As a whole the Consortium exceeds the state average for workers aged 25-64 without a high school diploma (Table 5).

**TABLE 3:
WORKERS BY INDUSTRY AND COLLEGE ATTAINMENT IN THE KCCD CONSORTIUM REGION**

	Total	Ag., Forestry and Mining	Const.	Mfg.	Whole- sale	Retail	Transp., Ware- housing and Utilities	Inform.	Finance, Insurance and Real Estate	Prof., Science, Business and Admin. and Waste Mgmt.	Educ.	Health	Lodging, Food Services, Enter. and Arts	Other, Except Public Admin.	Public Admin	Civilians in Nat'l Sec.
Full-Time Employed Persons																
No College Deg.	176,276	33,547	12,726	13,423	6,853	19,960	12,483	1,702	7,914	12,114	5,413	13,861	13,642	7,674	12,079	2,822
Percent	100.0%	19.0%	7.2%	7.6%	3.9%	11.3%	7.1%	1.0%	4.5%	6.9%	3.1%	7.9%	7.7%	4.4%	6.9%	1.6%
College Degree	68,171	4,431	2,200	2,817	3,778	3,527	2,133	1,073	3,870	5,668	10,837	14,851	1,651	1,929	7,072	2,334
Percent	100.0%	6.5%	3.2%	4.1%	5.5%	5.2%	3.1%	1.6%	5.7%	8.3%	15.9%	21.8%	2.4%	2.8%	10.4%	3.4%
Part-Time Employed Persons																
No College Deg.	102,365	20,813	6,271	3,207	2,504	14,625	3,735	852	2,552	7,879	5,983	10,426	15,020	6,166	1,984	348
Percent	100.0%	20.3%	6.1%	3.1%	2.4%	14.3%	3.6%	0.8%	2.5%	7.7%	5.8%	10.2%	14.7%	6.0%	1.9%	0.3%
College Degree	30,270	1,046	707	519	1,024	1,546	307	256	699	2,497	8,466	9,295	1,613	1,217	879	199
Percent	100.0%	3.5%	2.3%	1.7%	3.4%	5.1%	1.0%	0.8%	2.3%	8.2%	28.0%	30.7%	5.3%	4.0%	2.9%	0.7%
Unemployed Persons																
No College Deg.	47,289	9,549	4,969	2,844	1,366	6,374	1,704	267	1,113	3,647	2,012	5,715	5,052	1,683	798	193
Percent	100.0%	20.2%	10.5%	6.0%	2.9%	13.5%	3.6%	0.6%	2.4%	7.7%	4.3%	12.1%	10.7%	3.6%	1.7%	0.4%
College Degree	10,348	969	733	606	217	1,056	236	173	545	1,453	1,201	1,405	626	483	449	188
Percent	100.0%	9.4%	7.1%	5.9%	2.1%	10.2%	2.3%	1.7%	5.3%	14.0%	11.6%	13.6%	6.0%	4.7%	4.3%	1.8%
Total																
All Workers	434,719	70,355	27,606	23,415	15,742	47,088	20,598	4,323	16,693	33,258	33,912	55,553	37,605	19,152	23,262	6,084
Percent	100.0%	16.2%	6.4%	5.4%	3.6%	10.8%	4.7%	1.0%	3.8%	7.7%	7.8%	12.8%	8.7%	4.4%	5.4%	1.4%
No College Deg.	325,930	63,909	23,966	19,474	10,723	40,959	17,923	2,820	11,580	23,640	13,408	30,002	33,715	15,523	14,862	3,363
Percent	100.0%	19.6%	7.4%	6.0%	3.3%	12.6%	5.5%	0.9%	3.6%	7.3%	4.1%	9.2%	10.3%	4.8%	4.6%	1.0%
College Degree	108,788	6,446	3,640	3,942	5,019	6,129	2,675	1,503	5,113	9,618	20,504	25,551	3,890	3,629	8,400	2,721
Percent	100.0%	5.9%	3.3%	3.6%	4.6%	5.6%	2.5%	1.4%	4.7%	8.8%	18.8%	23.5%	3.6%	3.3%	7.7%	2.5%

**TABLE 4:
WORKERS BY EMPLOYMENT STATUS, COLLEGE ATTAINMENT AND OCCUPATION**

	Total	Occupational Categories				
		Mgmt., Business, Financial, Specialist Occupations	Services Occupations	Sales and Office	Constr. and Maint.	Production, Transp. and Material Moving
UNEMPLOYED WORKERS						
College Degree						
Consortium Region	10,348	3,400	3,326	2,123	978	518
Greater Bakersfield	7,225	2,460	2,361	1,482	609	311
Delano	586	170	152	133	77	53
Porterville Sub-Region	1,159	248	392	284	146	90
Eastern Sierra	1,378	521	421	224	146	64
Inyo	167	51	58	36	17	5
Mono	208	63	72	45	21	6
Eastern Kern	1,003	408	291	143	108	53
No College degree						
Consortium Region	47,289	3,664	9,940	11,048	14,576	8,058
Greater Bakersfield	29,723	2,530	6,592	7,640	7,866	5,096
Delano	4,823	227	643	717	2,299	937
Porterville Sub-Region	7,197	383	1,272	1,385	2,895	1,262
Eastern Sierra	5,546	523	1,433	1,306	1,516	764
Inyo	532	58	149	131	126	66
Mono	661	72	185	163	156	82
Eastern Kern	4,353	394	1,099	1,011	1,234	615
PART-TIME EMPLOYED WORKERS						
College Degree						
Consortium Region	30,270	18,331	6,137	3,540	1,344	918
Greater Bakersfield	21,075	12,876	4,418	2,321	839	620
Delano	1,519	797	387	147	135	54
Porterville Sub-Region	2,541	1,339	492	432	169	109
Eastern Sierra	5,136	3,320	840	639	202	136
Inyo	994	556	198	199	27	14
Mono	958	598	151	180	21	7
Eastern Kern	3,184	2,166	490	260	154	115
No College degree						
Consortium Region	102,365	13,603	23,355	25,374	26,774	13,259
Greater Bakersfield	65,628	9,123	15,962	17,788	13,902	8,853
Delano	10,588	487	1,519	1,604	5,528	1,450
Porterville Sub-Region	13,808	1,695	2,343	2,201	5,776	1,793
Eastern Sierra	12,331	2,297	3,528	3,777	1,568	1,162
Inyo	2,270	368	666	714	270	252
Mono	2,034	494	760	524	188	68
Eastern Sierra Kern	8,027	1,435	2,101	2,539	1,110	842

	Total	Occupational Categories
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		Mgmt., Business, Financial, and Other Specialist Occupations	Services Occupations	Sales and Office	Constr. and Maint.	Production, transp. and material moving
FULL-TIME EMPLOYED WORKERS						
College Degree						
Consortium Region	68,171	39,940	12,331	10,126	3,451	2,322
Greater Bakersfield	47,863	28,679	8,287	7,084	2,236	1,577
Delano	3,182	1,352	788	664	219	159
Porterville Sub-Region	6,543	3,348	1,734	747	413	300
Eastern Sierra	10,582	6,561	1,521	1,631	583	286
Inyo	1,739	936	316	366	87	33
Mono	1,103	608	212	204	65	13
Eastern Kern	7,740	5,017	992	1,060	430	240
No College degree						
Consortium Region	176,276	27,797	30,771	42,337	44,152	31,219
Greater Bakersfield	118,021	18,709	20,435	29,655	27,156	22,065
Delano	14,270	911	2,147	2,465	6,053	2,693
Porterville Sub-Region	21,011	2,750	3,593	4,292	6,943	3,433
Eastern Sierra	22,974	5,428	4,596	5,924	4,000	3,027
Inyo	3,917	752	862	1,221	569	513
Mono	2,782	628	802	756	441	155
Eastern Kern	16,275	4,048	2,932	3,947	2,990	2,358

Source: Applied Development Economics, based on US Census ACS 5-Year 2008-2012 Table S2404, Table S2405, Table DP03, and US Census PUMS 2008-2012 [iPUMS]

TABLE 5: WORKERS WITH NO HIGH SCHOOL DIPLOMA BY MAJOR AGE GROUP		
Region	Age Group	
	18-24	25-64
KCCD Consortium	14%	22%
Greater Bakersfield	15%	24%
Porterville	18%	35%
Eastern Sierra	8%	8%
State Average	17%	18%

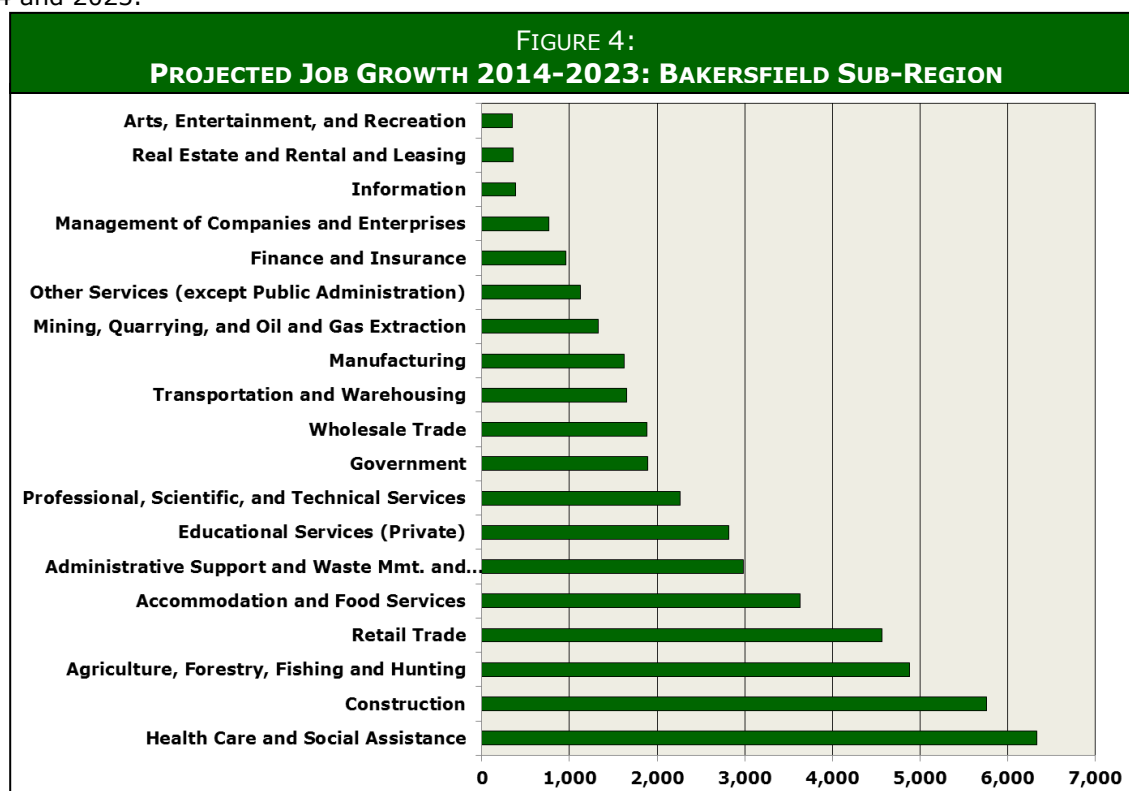
GREATER BAKERSFIELD SUB-REGION

JOB GROWTH AND NEW OPENINGS

About 45,000 new jobs are projected in the Greater Bakersfield sub-region between 2014 and 2023, with about 4,800 of those in the North Bakersfield area that includes Delano and Wasco. An additional, 57,000 jobs are projected to open during the decade in the existing job base, for a total of 102,200 employment opportunities.

JOB GROWTH

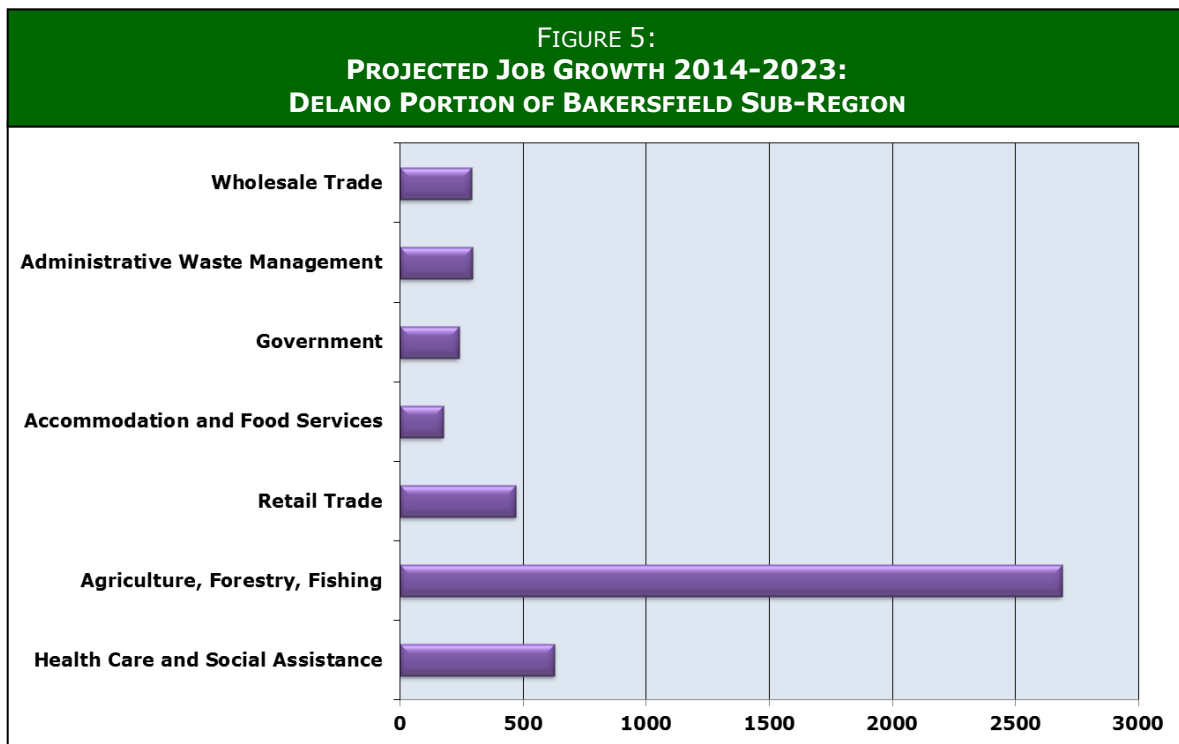
The Health Care and Social Assistance industry, NAICS 62¹⁷, is projected to have the highest job increase between 2014 and 2023. It is expected to add 6,081 jobs by the end of the projection period (Figure 4). The Construction industry, NAICS 23, with 5,488 jobs and Agriculture and Forestry industry, NAICS 11, with 4,914 jobs are projected as the second and third largest growing sectors. In the Bakersfield sub-region, except for Unclassified industries, NAICS 99, and the Utilities industry, NAICS 22, all other industries are projected to grow by more than 350 new workers. The Healthcare Practitioners and Technical Occupations, and the Healthcare Support Occupations, under NAICS 62, will increase by 1,887 and 1,135 persons, respectively. As part of the Construction sector, the Construction and Extraction positions, SOC 47, will increase by 3,245 persons.¹⁸ Farming, Fishing, and Forestry openings, SOC 45, offered by the Agriculture industry will grow by 3,659 positions between 2014 and 2023.



¹⁷ North American Industry Classification System (NAICS).

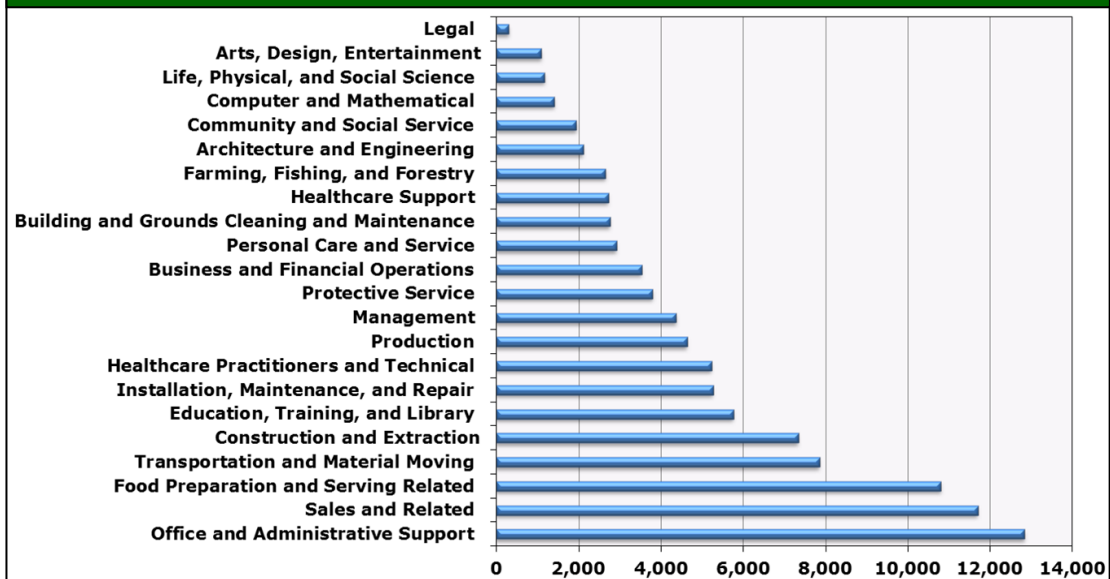
¹⁸ Standard Occupational Code (SOC).

The Delano portion of the Greater Bakersfield sub-region expects to see a large growth of 2,705 jobs in its Agriculture industry (Figure 5). EMSI report 17,090 jobs in Agriculture in Delano in 2014 and foresees the industry reaching 19,795 jobs by 2023. The Farming occupational category, SOC 45, is projected to add 2,080 new employees by 2023. It has the highest demand among the 16 occupations listed under the Agriculture industry. Health Care and Social Assistance, NAICS 62, is expected to see a smaller growth of 600 jobs in the Delano sub-region. Personal Care and Service Providers, SOC 39, with 154 openings by 2023 is the Health Care related occupational category that foresees the highest demand. The Retail Trade industry, NAICS 44, is also projected to add 471 jobs.



Job openings through retirement and attrition are projected by occupation, rather than by industry. However, it may be expected that the industry distribution of job opening will reflect the overall economic structure of the region. Agriculture is the pre-dominant industry sector in the Bakersfield sub-region, with 21.5 percent of the jobs (Table 6). Industrial sectors, including oil and gas production, manufacturing, wholesale, distribution and transportation support 38,600 jobs, or 13.5 percent of the total employment base in the sub-region. Health care and social assistance is the next highest job sector with 10.2 percent, followed by retail with 9.6 percent and education with 8.0 percent.

**FIGURE 6:
JOB OPENINGS IN BAKERSFIELD SUB-REGION, 2014-2023**



**TABLE 6:
DISTRIBUTION OF JOBS BY INDUSTRY, BAKERSFIELD SUB-REGION, 2014**

NAICS Code	Description	2014 Jobs	Percent
11	Agriculture, Forestry, Fishing and Hunting	61,266	21.5%
21	Mining, Quarrying, and Oil and Gas Extraction	9,090	3.2%
22	Utilities	917	0.3%
23	Construction	17,021	6.0%
31	Manufacturing	12,902	4.5%
42	Wholesale Trade	8,855	3.1%
44	Retail Trade	27,479	9.6%
48	Transportation and Warehousing	7,770	2.7%
51	Information	2,276	0.8%
52	Finance and Insurance	5,514	1.9%
53	Real Estate and Rental and Leasing	3,255	1.1%
54	Professional, Scientific, and Technical Services	7,851	2.8%
55	Management of Companies and Enterprises	3,455	1.2%
56	Administrative and Support and Waste Management	12,063	4.2%
61	Educational Services (Private)	22,836	8.0%
62	Health Care and Social Assistance	29,144	10.2%
71	Arts, Entertainment, and Recreation	2,176	0.8%
72	Accommodation and Food Services	18,504	6.5%
81	Other Services (except Public Administration)	8,351	2.9%
90	Government	21,040	7.4%
901200	Federal Government, Military	3,076	1.1%
99	Unclassified Industry	536	0.2%
Total		285,377	100.0%

Source: QCEW Employees & Non-QCEW Employees - EMSI 2014.2 Class of Worker

With new job growth and job turnover combined, approximately 102,245 employment opportunities are expected to open up between 2014 and 2023 in this sub-region.¹⁹ More than half of these jobs require some education or training beyond a high school level (Table 7). More than 29,000 of the jobs require less than a BA degree but more than a High school diploma (Table 8). Of this amount 20,700 require some post high school education but less than an AA degree. These jobs would be particularly suitable for training in adult schools. Prominent occupational categories in this group include office and administrative support, transportation and material moving, sales occupations, construction, protective services, manufacturing (production), food preparation, and certain health care occupations. The detailed occupations within the major groups (Table 8) may be found in the Appendix.

**TABLE 7:
TOTAL PROJECTED JOB OPENINGS BY EDUCATIONAL REQUIREMENT, BAKERSFIELD, 2014-2023**

SOC	Occupations	High school diploma or Lower	Other Post-secondary award	Some college, no degree	AA degree	BA degree or Higher	Total
11-0000	Management	35	63	93	103	4,080	4,374
13-0000	Business and Financial Operations	54	83	73	51	3,271	3,532
15-0000	Computer and Mathematical			264	93	1051	1,408
17-0000	Architecture and Engineering	39			543	1530	2,112
19-0000	Life, Physical, and Social Science				359	815	1,174
21-0000	Community and Social Service	96	9	47	93	1,700	1,946
23-0000	Legal	34	8		78	184	304
25-0000	Education, Training, and Library	119	107	1054	397	4081	5,758
27-0000	Arts, Design, Entertainment, Sports, and Media	338	61	19	22	653	1,093
29-0000	Healthcare Pract.and Technical	409	896		2330	1596	5,231
31-0000	Healthcare Support	1079	1599		45		2,723
33-0000	Protective Service	2,220	555	564	334	127	3,798
35-0000	Food Preparation and Serving Related	9,176	519	288	324	504	10,810
37-0000	Building and Grounds Cleaning and Maintenance	2,144	276	138	83	120	2,761
39-0000	Personal Care and Service	1,920	396	109	138	360	2,922
41-0000	Sales and Related	8,209	151	1,362	908	1,074	11,704
43-0000	Office and Administrative Supp	7,363	428	1,327	2,140	1,584	12,842
45-0000	Farming, Fishing, and Forestry	2,475	87	35		53	2,649
47-0000	Construction and Extraction	5,333	1,101	856	24	24	7,339
49-0000	Installation, Maintenance, and Repair	1,290	3,075	469	267	169	5,270
51-0000	Production	3,247	893	380	117		4,637
53-0000	Transportation and Material Moving	4,425	2,555	781	16	82	7,858
Total		50,005	12,861	7,858	8,465	23,056	102,245

¹⁹ Certain occupations such as farm labor and certain categories of service workers have been excluded from this analysis because they have no particular education requirements relevant to adult education.

**TABLE 8:
SELECTED JOB OPENINGS BY EDUCATIONAL REQUIREMENT, BAKERSFIELD, 2014-2023**

SOC	Occupations	Other Post-secondary award	Some college, no degree	AA degree	Total
43-0000	Office and Administrative Support	428	1,327	2,140	3,895
49-0000	Installation, Maintenance, and Repair	3,075	469	267	3,811
53-0000	Transportation and Material Moving	2,555	781	16	3,351
29-0000	Healthcare Practitioners and Technical	896		2330	3,226
41-0000	Sales and Related	151	1,362	908	2,421
47-0000	Construction and Extraction	1,101	856	24	1,982
31-0000	Healthcare Support	1599		45	1,644
25-0000	Education, Training, and Library	107	1054	397	1,558
33-0000	Protective Service	555	564	334	1,452
51-0000	Production	893	380	117	1,390
35-0000	Food Preparation and Serving Related	519	288	324	1,130
39-0000	Personal Care and Service	396	109	138	642
17-0000	Architecture and Engineering			543	543
37-0000	Building and Grounds Cleaning and Maintenance	276	138	83	497
19-0000	Life, Physical, and Social Science			359	359
15-0000	Computer and Mathematical		264	93	357
11-0000	Management	63	93	103	259
13-0000	Business and Financial Operations	83	73	51	207
21-0000	Community and Social Service	9	47	93	149
45-0000	Farming, Fishing, and Forestry	87	35		122
27-0000	Arts, Design, Entertainment, Sports, and Media	61	19	22	102
23-0000	Legal	8		78	86
Total		12,861	7,858	8,465	29,184

LABOR FORCE

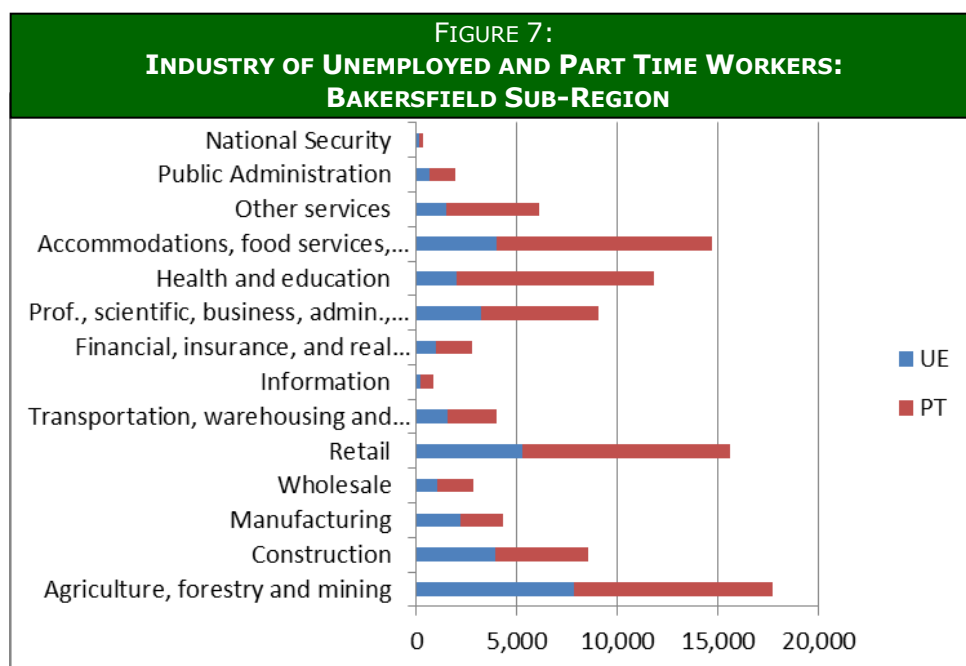
The Greater Bakersfield sub-region has a civilian labor force of just over 325,000 with just over 500 in the armed forces. The civilian unemployment rate over the five-year period was 13.1 percent in the sub-region, with a much higher rate of 15.5 percent in the Delano area.

An estimated 184,300 (57 percent) are employed full-time and 99,200 (30 percent) are employed part-time, with 42,400 (13.1 percent) unemployed. For the Delano area, almost 35 percent of the civilian labor force works part-time, at 12,100 out of 34,900.

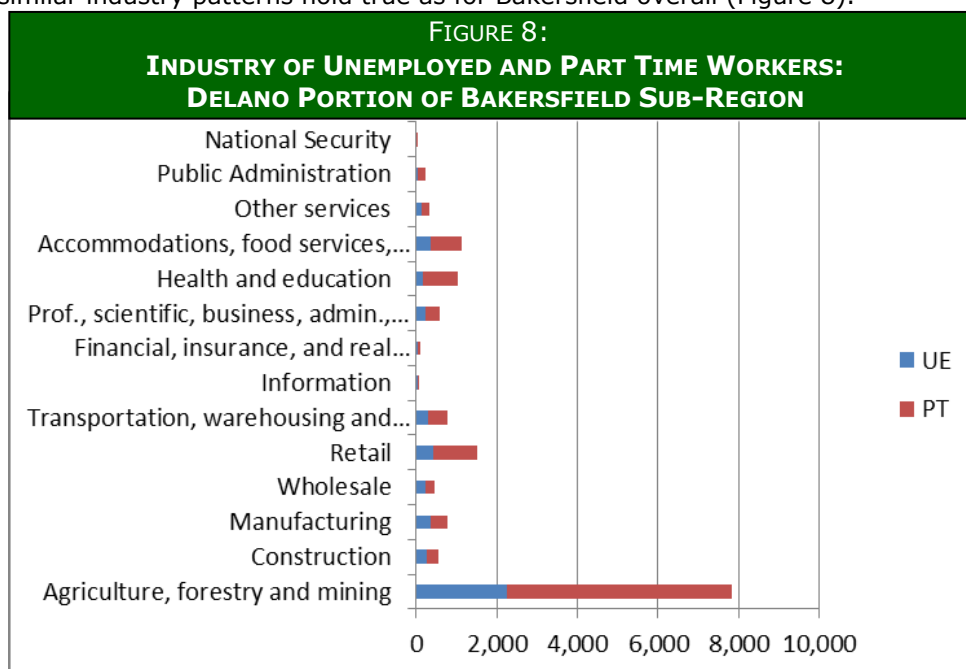
The need for adult education is underscored by the comparison of workers with college degrees and those without. While overall civilian unemployment stood at 13.1 percent for the sub-region, persons in the Greater Bakersfield sub-region without a college degree (e.g. AA, BA, and degrees higher than a Bachelor's) exhibit a 14.1 percent rate of joblessness, versus 9.6 percent for those with a college degree. Moreover, persons without a college degree exhibit lower rates of full-time employment: of all employed persons without a college degree, 63 percent work full-time (i.e., 133,100 out of

209,600), whereas, of all employed persons with a college degree, 69 percent work full-time (i.e., 51,300 out of 74,000).

Unemployed and part time workers are heavily concentrated in agriculture, retail and tourism (accommodations and food services). A large number of part time workers are also employed in health care and education (Figure 7).



In the Delano area, there is a much higher level of unemployment in the agricultural sector, but otherwise similar industry patterns hold true as for Bakersfield overall (Figure 8).



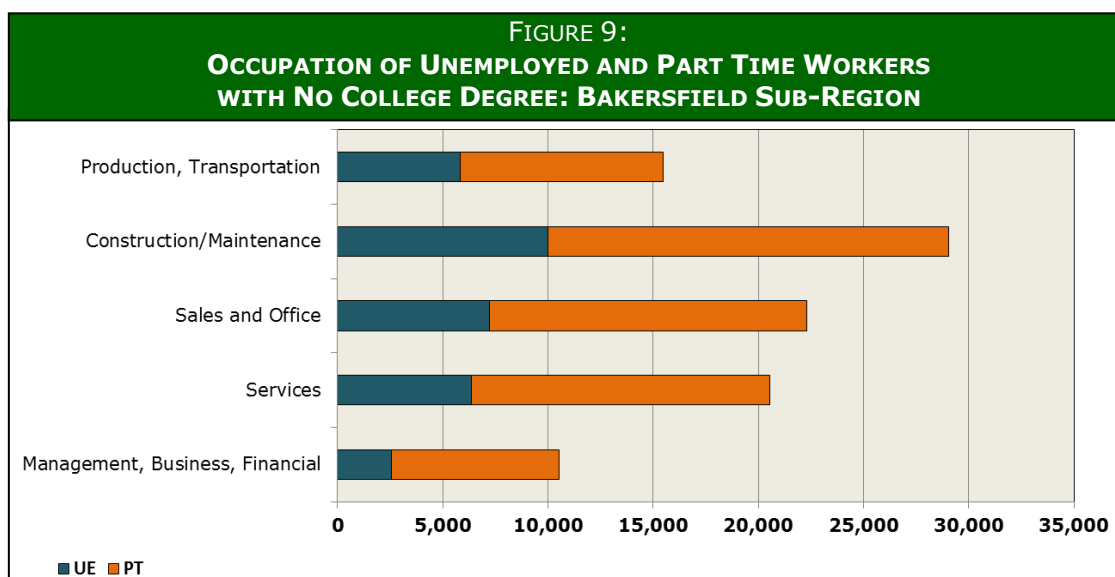
Of the 132,300 full-time employed civilians without a college degree in the Greater Bakersfield sub-region, 19,700 (15 percent) are in management and professional-level occupations. In contrast, of the

51,045 full-time employed civilians with a college degree in the Greater Bakersfield sub-region, 30,100 (59 percent) are in management and professional-level occupations. The same pattern holds for employed civilians working part-time: whereas of the 76,200 part-time employed civilian persons with no college degree, 9,600 (13 percent) are in management and professional-level occupations, 61 percent of persons with college degree are in management and professional-level occupations (i.e., 13,700 out of 22,600).

Full-time employed persons without a degree are concentrated in agriculture, at 26,700 out of 132,300 (or 20 percent) (Table 9). The sector in which full-time employed persons with a college degree are most concentrated in is health care with 12,300 workers (39 percent).

Part-time employed persons without a degree are concentrated in agriculture, at 14,900 out of 76,300 (or 20 percent). The sector in which part-time employed persons with a college degree are most concentrated in is health care with 7,853 workers (53 percent).

As noted earlier, there are an estimated 42,400 unemployed persons in the Greater Bakersfield sub-region. Of this amount, 7,800 have a college degree and 34,500 do not have a degree. The bulk of unemployed persons without a college degree are in construction and maintenance occupations (Figure 9), at 30 percent (10,200 out of 34,500), although not necessarily in the construction industry per se. As shown in Table 9, unemployed persons without a degree are concentrated in agriculture, with 6,645 workers, with about 3,300 formerly in the construction industry. A similar occupational distribution of unemployed workers without college degrees is found in the Delano area (Figure 10).



Unemployed persons with a college degree were either in management/professional occupations (at 2,600 out of 7,800, or 34 percent) or in service occupations (2,500 out of 7,800, or 32 percent). The sectors in which unemployed persons with a college degree were most concentrated is health and education, at 2,000 out of 7,800 (or 26 percent).

There are an estimated 2,200 persons in the Greater Bakersfield sub-region employed in national security industries and 506 in the armed forces.

In terms of potential students for adult education, there are nearly 16,100 workers aged 16-24 who are unemployed or working part time who have not completed a BA degree and are not in school (Table 10). These are workers who may benefit from increasing their skill levels through adult education. Of this group, at least 17 percent are English learners and 3.8 percent have disabilities.

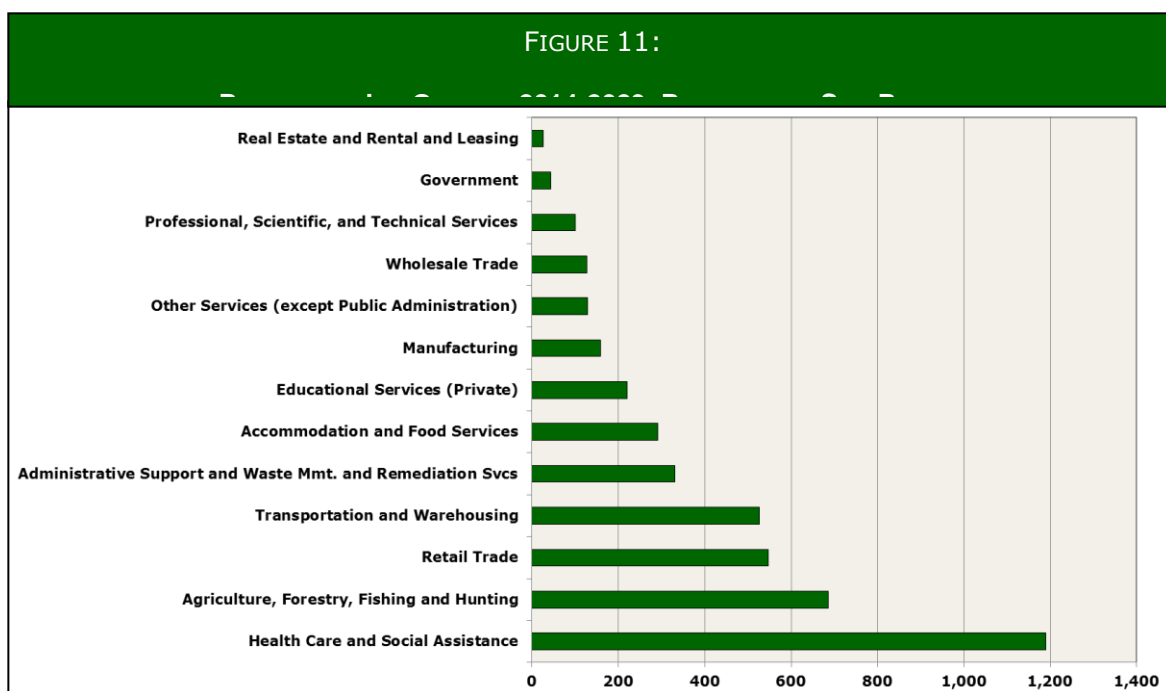
TABLE 9: WORKERS BY INDUSTRY AND COLLEGE ATTAINMENT IN THE GREATER BAKERSFIELD SUB-REGION																
	Total	Ag., Forestry and Mining	Const.	Mfg.	Whole- sale	Retail	Transp., Ware- housing and Utilities	Inform.	Finance, Insuran ce and Real Estate	Prof., Science, Business and Admin. and Waste Mgmt.	Educ.	Health	Lodging, Food Services , Enter. and Arts	Other, Except Public Admin.	Public Admin	Civilian s in Nat'l Sec.
Full-Time Employed Persons																
No College Degree	132,290	26,737	9,959	9,750	5,586	15,020	9,565	1,466	6,413	9,078	3,984	9,568	9,419	6,238	8,349	1,099
College Degree	51,045	3,763	1,753	2,063	3,098	2,823	1,609	920	3,119	4,001	8,018	12,262	956	1,501	4,486	673
Part-Time Employed Persons																
No College Degree	76,226	14,932	4,749	2,402	1,937	10,989	2,834	600	1,757	5,988	4,776	7,921	11,043	4,700	1,394	204
College Degree	22,593	746	516	381	706	1,063	165	142	442	1,756	6,450	7,853	980	818	525	51
Unemployed Persons																
No College Degree	34,547	6,645	3,290	1,877	903	4,524	1,334	197	845	2,767	1,765	5,089	3,372	1,252	589	98
College Degree	7,810	797	538	431	165	811	190	119	439	1,142	962	1,029	419	350	334	79

TABLE 10: CIVILIAN LABOR FORCE TRENDS FOR PERSONS 16 TO 24 WHO MEET SELECT CONDITIONS: GREATER BAKERSFIELD SUB-REGION										
	Persons 16 to 24 Working Part-Time (Less than BA and Out of School)					Persons 16 to 24 Who Are Unemployed (Less than BA and Out of School)				
	Sub- Total	Speaks English		Does Not Speak English		Sub- Total	Speaks English		Does Not Speak English	
		No Disabilities	At Least One Disability	No Disabilities	At Least One Disability		No Disabilities	At Least One Disability	No Disabilities	At Least One Disability
Greater Bakersfield Sub-Region, with Delano Area	14,543	11,406	532	2,476	129	1,546	1,203	75	268	0
Greater Bakersfield Sub-Region (w/o Delano)	12,637	10,146	483	1,914	94	1,267	1,010	75	182	0
Delano Area	1,906	1,260	49	562	35	279	193	0	86	0

PORTERVILLE SUB-REGION

JOB GROWTH AND NEW OPENINGS

The Porterville sub-region is projected to add just over 4,000 jobs between 2014 and 2023. Similar to other study areas, the Health Care and Social Services industry is projected to grow by 1,100 jobs, reaching 3,966 workers by 2023 (Figure 11). In speaking with local government officials, there is some concern that the Porterville Developmental Center may be repurposed by the state of California. If this occurs, it would shift the industry balance in the area, but not necessarily affect the projections of growth in the health care industry, which are based on local demographic factors. However, any new use of the facility would create different job opportunities. For example, if the facility were to be used instead as a criminal justice facility, it would open up jobs in protective services in the area. On the other hand, the Agriculture industry remains the largest job sector with 10,368 jobs in 2014 and 11,065 jobs in 2023, adding 697 jobs during this period. The Transportation and Warehousing industry, NAICS 48, would increase its employment by 524 jobs.



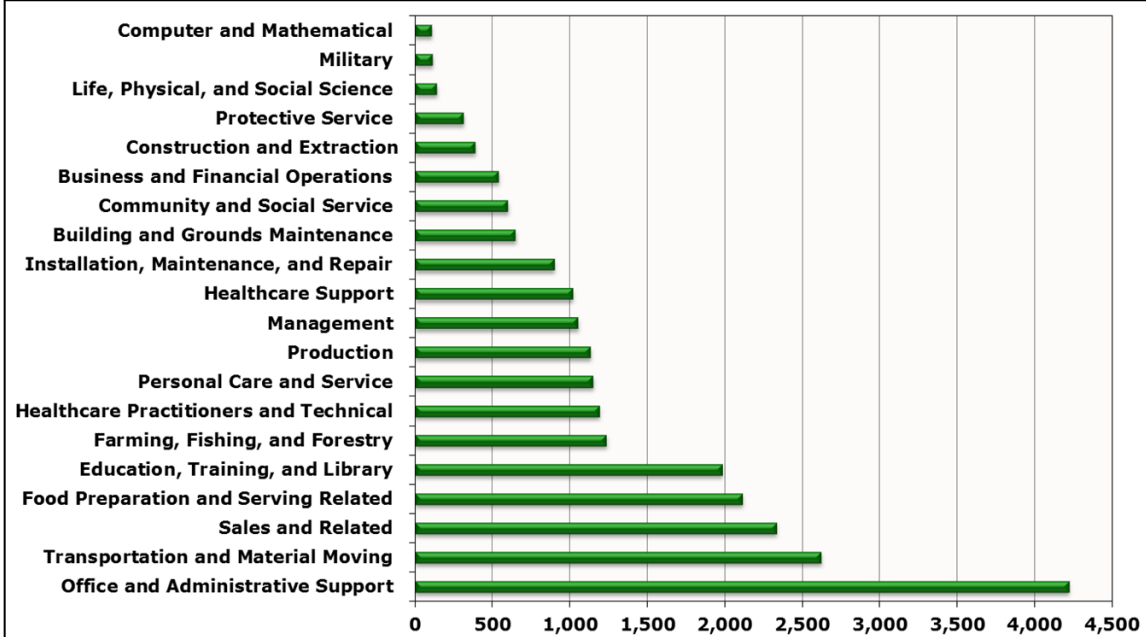
In addition to the projected new job growth, nearly 20,000 additional job openings are anticipated due to worker retirement and other relocations. These jobs are projected by occupation rather than by industry as with the new job growth. However, job opening would be expected to occur in proportion to the concentration of employment by industry currently, as shown in Table 11.

TABLE 11: DISTRIBUTION OF JOBS BY INDUSTRY, PORTERVILLE SUB-REGION, 2014			
NAICS Code	Description	2014 Jobs	Percent
11	Agriculture, Forestry, Fishing and Hunting	10,438	34.2%
21	Mining, Quarrying, and Oil and Gas Extraction	18	0.1%
22	Utilities	81	0.3%
23	Construction	599	2.0%
31	Manufacturing	1,491	4.9%
42	Wholesale Trade	422	1.4%
44	Retail Trade	2,891	9.5%
48	Transportation and Warehousing	2,668	8.7%
51	Information	149	0.5%
52	Finance and Insurance	419	1.4%
53	Real Estate and Rental and Leasing	186	0.6%
54	Professional, Scientific, and Technical Services	371	1.2%
55	Management of Companies and Enterprises	131	0.4%
56	Administrative and Support and Waste Management	845	2.8%
61	Educational Services (Private)	2,637	8.6%
62	Health Care and Social Assistance	3,563	11.7%
71	Arts, Entertainment, and Recreation	94	0.3%
72	Accommodation and Food Services	1,666	5.5%
81	Other Services (except Public Administration)	557	1.8%
90	Government	1,121	3.7%
901200	Federal Government, Military	130	0.4%
99	Unclassified Industry	67	0.2%
Total		30,545	100.0%

Source: QCEW Employees & Non-QCEW Employees - EMSI 2014.2 Class of Worker

In total about 23,900 job opening are expected to occur by 2023, including both job opening and replacement employment opportunities (Figure 12 and Table 12). More than half of these jobs require more than a high school diploma and about 3,000 require education between a high school diploma and a BA degree (Table 13). Among this group, office and administrative support occupations have the most opening followed by transportation and material moving occupations. Health care and installation and maintenance jobs also are leading employment opportunities in the Porterville sub-region. The detail job titles that correspond to these broad occupational categories may be found in the appendix.

**FIGURE 12:
JOB OPENINGS IN PORTERVILLE SUB-REGION, 2014-2023**



**TABLE 12:
TOTAL PROJECTED JOB OPENINGS BY EDUCATIONAL REQUIREMENT, PORTERVILLE, 2014-2023**

SOC	Occupations	High school diploma or Lower	Other Post-secondary Award	Some College, No Degree	AA Degree	BA Degree or Higher	Total
11-0000	Management	28		52	96	877	1,052
13-0000	Business and Financial Operations	10	9	9	11	501	539
15-0000	Computer and Mathematical			45		62	107
17-0000	Architecture and Engineering					27	27
19-0000	Life, Physical, and Social Science				44	96	140
21-0000	Community and Social Service	134				466	600
23-0000	Legal				13	28	41
25-0000	Education, Training, and Library	21	13	298	58	1,591	1,981
27-0000	Arts, Design, Entertainment, Sports, and Media					33	33
29-0000	Healthcare Practitioners and Technical	134	290		456	309	1,189
31-0000	Healthcare Support	461	555				1,016
33-0000	Protective Service	284	28				312
35-0000	Food Preparation and Serving Related	1,564	127	148	42	233	2,114
37-0000	Building and Grounds Cleaning and Maintenance	649					649
39-0000	Personal Care and Service	1,071			0	79	1,150
41-0000	Sales and Related	1,325	44	155	132	676	2,332

SOC	Occupations	High school diploma or Lower	Other Post-secondary Award	Some College, No Degree	AA Degree	BA Degree or Higher	Total
43-0000	Office and Administrative Support	1,680	164	696	574	1,106	4,220
45-0000	Farming, Fishing, and Forestry	1,095	24	24	37	56	1,236
47-0000	Construction and Extraction	387					387
49-0000	Installation, Maintenance, and Repair	350	344	108	98		898
51-0000	Production	1,033	100				1,133
53-0000	Transportation and Material Moving	1,296	1,063	229		34	2,622
55-0000	Military	112					112
99-0000	Unclassified						0
Total		11,633	2,761	1,763	1,561	6,173	23,891

**TABLE 13:
SELECTED JOB OPENINGS BY EDUCATIONAL REQUIREMENT, PORTERVILLE, 2014-2023**

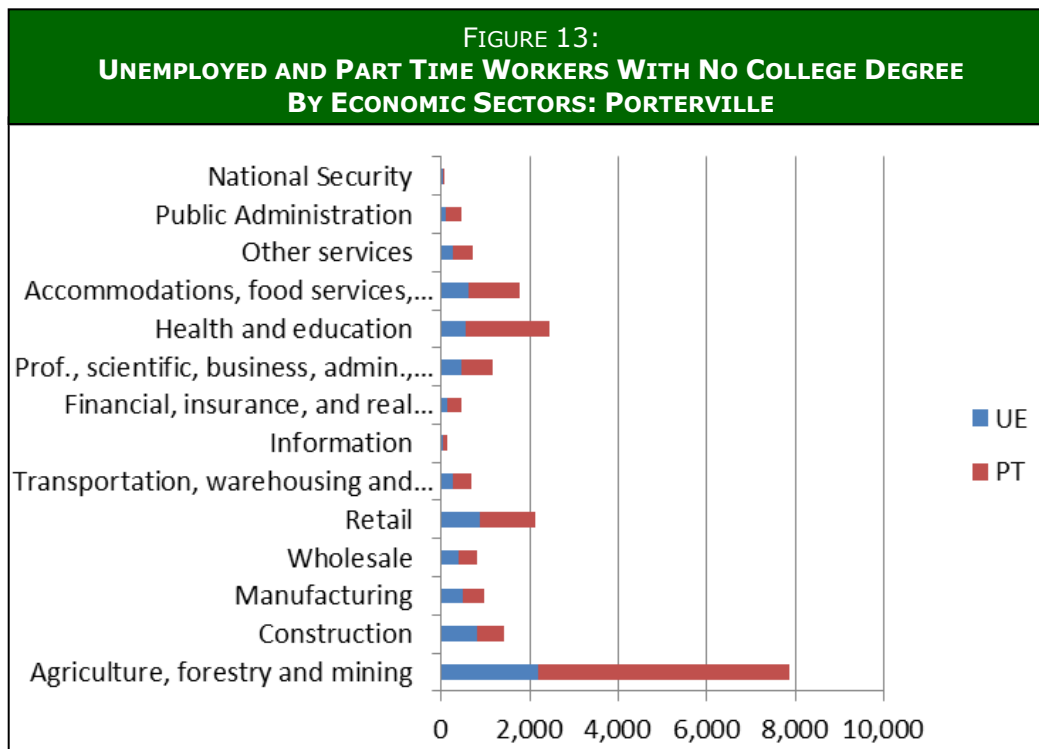
SOC	Occupations	Other Post-Secondary Award	Some college, No Degree	AA Degree	Total
43-0000	Office and Administrative Support	164	696	574	1,434
53-0000	Transportation and Material Moving	1,063	229		1,292
29-0000	Healthcare Practitioners and Technical	290		456	746
31-0000	Healthcare Support	555			555
49-0000	Installation, Maintenance, and Repair	344	108	98	549
25-0000	Education, Training, and Library	13	298	58	369
41-0000	Sales and Related	44	155	132	331
35-0000	Food Preparation and Serving Related	127	148	42	317
11-0000	Management		52	96	148
51-0000	Production	100			100
45-0000	Farming, Fishing, and Forestry	24	24	37	85
15-0000	Computer and Mathematical		45		45
19-0000	Life, Physical, and Social Science			44	44
13-0000	Business and Financial Operations	9	9	11	28
33-0000	Protective Service	28			28
23-0000	Legal			13	13
Total		2,761	1,763	1,561	3,015

LABOR FORCE

The Porterville sub-region has a civilian labor force of about 52,300 (12 percent of the Consortium total). An estimated 27,600 (53 percent) are employed full-time and 16,300 (31 percent) are employed part-time, with 8,400 (16 percent) unemployed. Similar to the Bakersfield sub-region, unemployment is higher among non-college graduates in the Porterville sub-region. While overall civilian unemployment stood at 16 percent for the sub-region, persons in the sub-region without a

college degree exhibit a 17.1 percent rate of joblessness, versus 11.3 percent for those with a college degree. In addition, of all employed persons without a college degree, 60 percent work full-time (i.e., 21,000 out of 34,800), whereas, of all employed persons with a college degree, 72 percent work full-time (i.e., 6,500 out of 9,000). Relative to persons with a college degree, persons without a college degree exhibit lower rates of full-time employment.

Similar to Delano, Porterville has a high proportion of part time and unemployed workers in agriculture (Figure 13). At 2,200 out of 7,200 (or 30 percent), most unemployed persons were previously employed in the agriculture sector, followed by construction (11 percent) and retail (12 percent). The sector in which unemployed persons with a college degree were most concentrated in is health and education, at 345 out of 1,200 (or 30 percent).



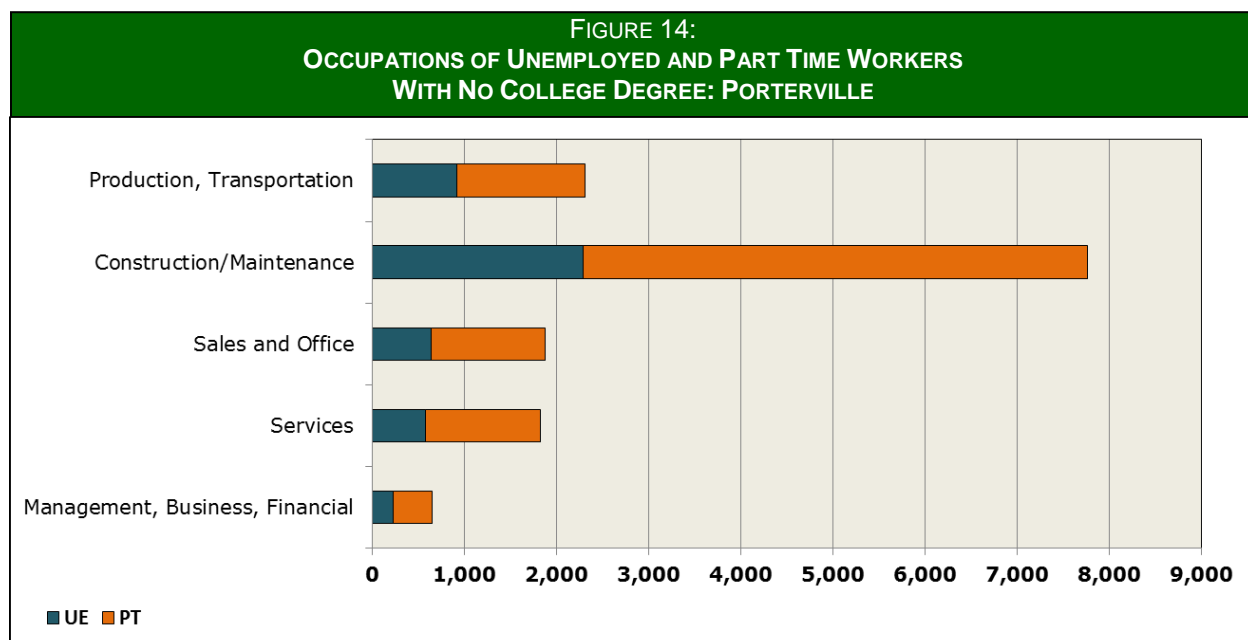
Of the 21,100 full-time employed civilians without a college degree, 2,800 (13 percent) are in management and professional-level occupations. However, of the 6,500 full-time employed civilians with a college degree in the Porterville sub-region, 3,300 (51 percent) are in management and professional-level occupations. The same pattern holds for employed civilians working part-time: of the 13,800 part-time employed civilian persons with no college degree, 1,700 (12 percent) are in management and professional-level occupations, versus the 53 rate for part-time persons with college degree (i.e., 1,300 out of 2,500).

Full-time employed persons without a degree are concentrated in either agriculture (28 percent, i.e., 5,900 out of 21,000) or health care (12.3 percent, i.e., 2,600 out of 21,000) (Table 14). The sector in which full-time employed persons with a college degree are most concentrated in is health and education, at 2,900 out of 6,500 (or 46 percent), with civilians in public administration (excluding national security) the next largest category at 14 percent (900 out of 6,500).

Part-time employed persons without a degree are concentrated in agriculture, at 5,700 out of 13,800 jobs (or 41 percent). In addition, of all part-time workers without a college degree, 14 percent of part-time workers are in health and education (e.g., 1,200 out of 13,800).

The sector in which part-time employed persons with a college degree are most concentrated in is health and education, at 1,150 out of 2,500 (or 47 percent). Wholesale and retail contain approximately 12 percent of all part-time civilian workers with a college degree.

As noted earlier, there are an estimated 8,400 unemployed persons in the Porterville sub-region. Of this amount, 1,100 have a college degree and 7,200 do not have a degree. While the bulk of unemployed persons without a college degree are in agricultural industries, they are distributed among a variety of occupations, including production, transportation, and maintenance (Figure 14). Unemployed persons with a college degree were either in services occupations (at 390 out of 1,100, or 34 percent), sales (280 out of 1,100, or 24 percent), and/or management and professional occupations (250 out of 1,100, or 21 percent).



There are more than 2,700 workers aged 16-24 who are unemployed or working part time who have not completed a BA degree and are not in school in the Porterville sub-region (Table 15). These are workers who may benefit from increasing their skill levels through adult education. Of this group, at least 23 percent are English learners and 4.9 percent have disabilities.

**TABLE 14:
WORKERS BY INDUSTRY AND COLLEGE ATTAINMENT IN THE PORTERVILLE SUB-REGION**

	Total	Ag., Forestry and Mining	Const.	Mfg.	Whole- sale	Retail	Transp., Ware- housing and Utilities	Inform.	Finance, Insuran ce and Real Estate	Prof., Science, Business and Admin. and Waste Mgmt.	Educ.	Health	Lodging, Food Services , Enter. and Arts	Other, Except Public Admin.	Public Admin	Civilians in Nat'l Sec.
Full-Time Employed Persons																
No College Degree	21,011	5,891	896	1,563	885	2,237	1,147	105	540	772	814	2,577	1,294	773	1,508	8
College Degree	6,543	374	86	207	633	349	186	83	226	235	1,619	1,360	103	158	918	7
Part-Time Employed Persons																
No College Degree	13,808	5,665	606	450	429	1,250	428	120	308	690	666	1,223	1,154	461	359	1
College Degree	2,541	234	42	55	309	272	32	39	34	123	717	433	85	64	103	0
Unemployed Persons																
No College Degree	7,197	2,186	822	504	378	881	252	26	137	462	128	414	625	262	88	34
College Degree	1,159	107	63	66	46	150	27	14	37	104	142	203	39	73	42	45

**TABLE 15:
CIVILIAN LABOR FORCE TRENDS FOR PERSONS 16 TO 24 WHO MEET SELECT CONDITIONS: PORTERVILLE SUB-REGION**

	Persons 16 to 24 Working Part-Time (less than BA and Out of School)					Persons 16 to 24 Who Are Unemployed (less than BA and Out of School)				
	Sub- Total	Speaks English		Does Not Speak English		Sub- Total	Speaks English		Does Not Speak English	
		No Disabilities	At Least One Disability	No Disabilities	At Least One Disability		No Disabilities	At Least One Disability	No Disabilities	At Least One Disability
Porterville Sub-Region	2,472	1,826	104	539	3	342	237	26	79	0

EASTERN SIERRA SUB-REGION

JOB GROWTH AND NEW OPENINGS

The Eastern Sierra sub-region is projected to add about 3,800 jobs new jobs between 2014 and 2023. EMSI projects the Accommodation and Food Services industry, NAICS 72, as the top growing industry in the Eastern Sierra sub-region (Figure 15). This industry had 6,367 jobs in 2014 and is expected to grow by 912 jobs, reaching 7,279 workers in 2023. Health Care and Social Assistance, NAICS 62, with 636 jobs and the Retail Trade, NAICS 44, with 569 jobs are the second and third largest growing industries. However, this sub-region consists of three subareas and the industry growth in each area reflects differences in their local economies. Mono County has a relatively large tourism sector and growth in this industry drives hospitality jobs as the top growth sector for the sub-region overall (Figure 16). In Inyo county and the eastern portion of Kern County, health care is the leading growth industry with tourism second (Figures 17 and 18).

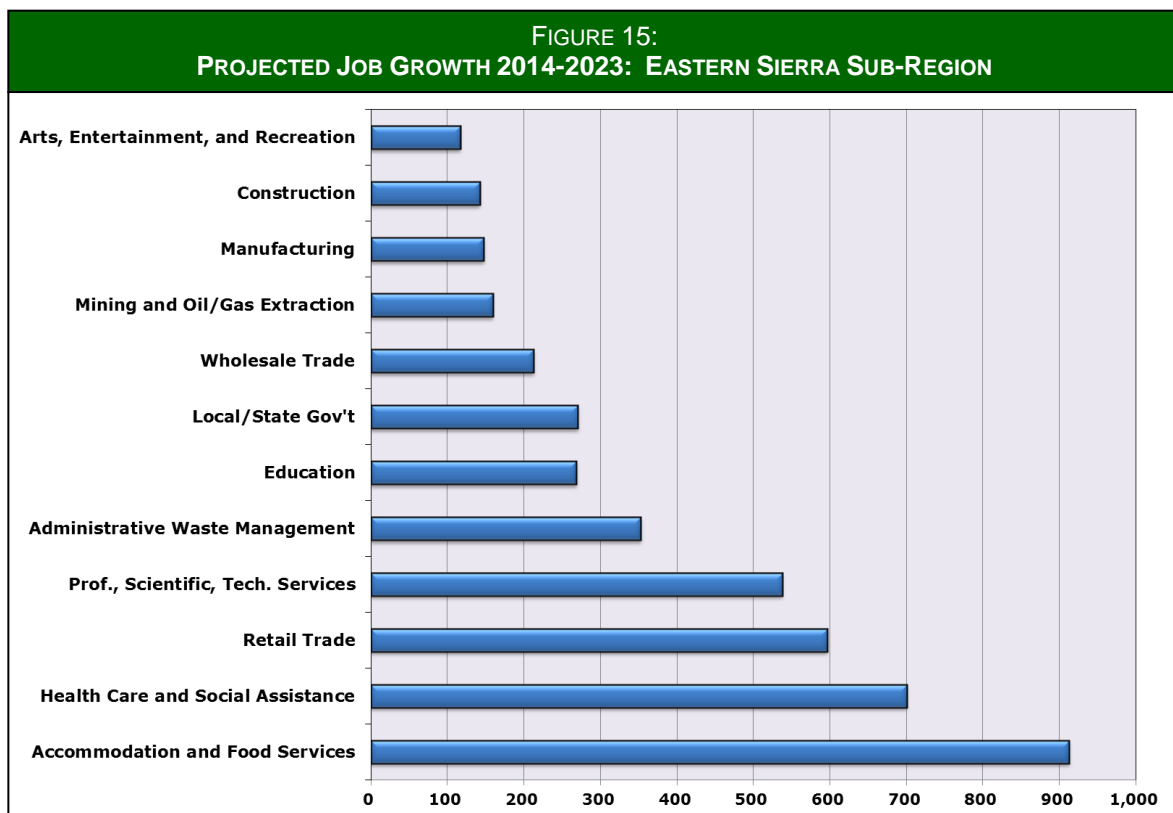


FIGURE 16:
PROJECTED JOB GROWTH 2014-2023:
MONO PORTION OF EASTERN SIERRA SUB-REGION

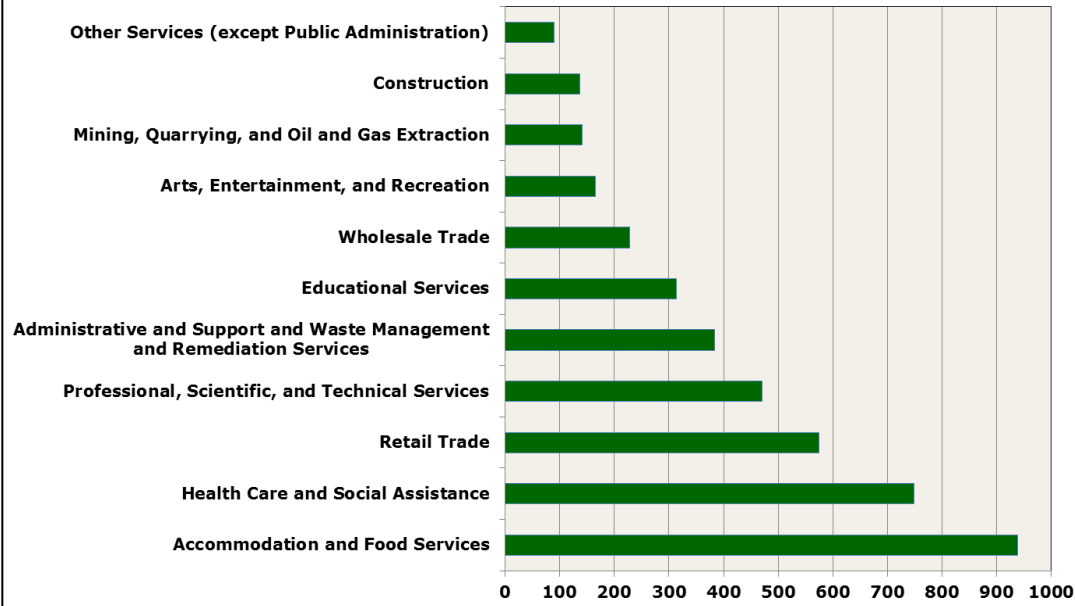
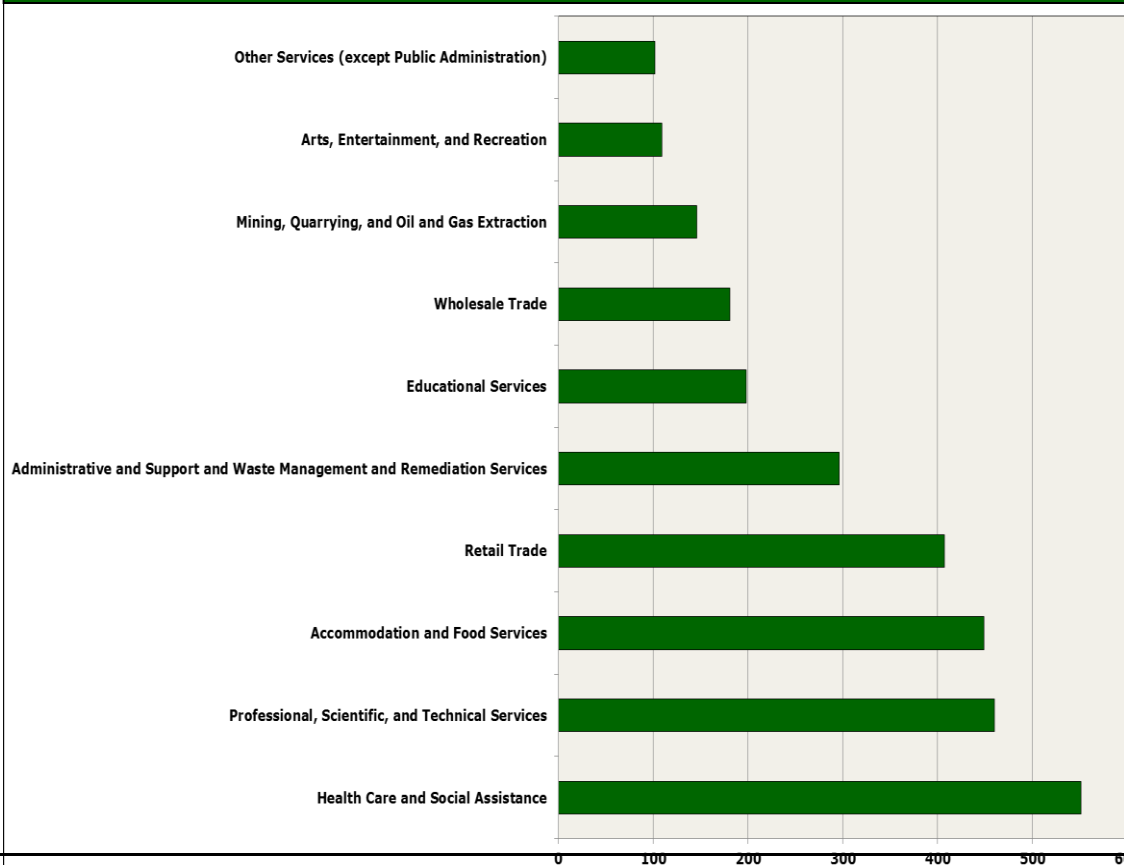
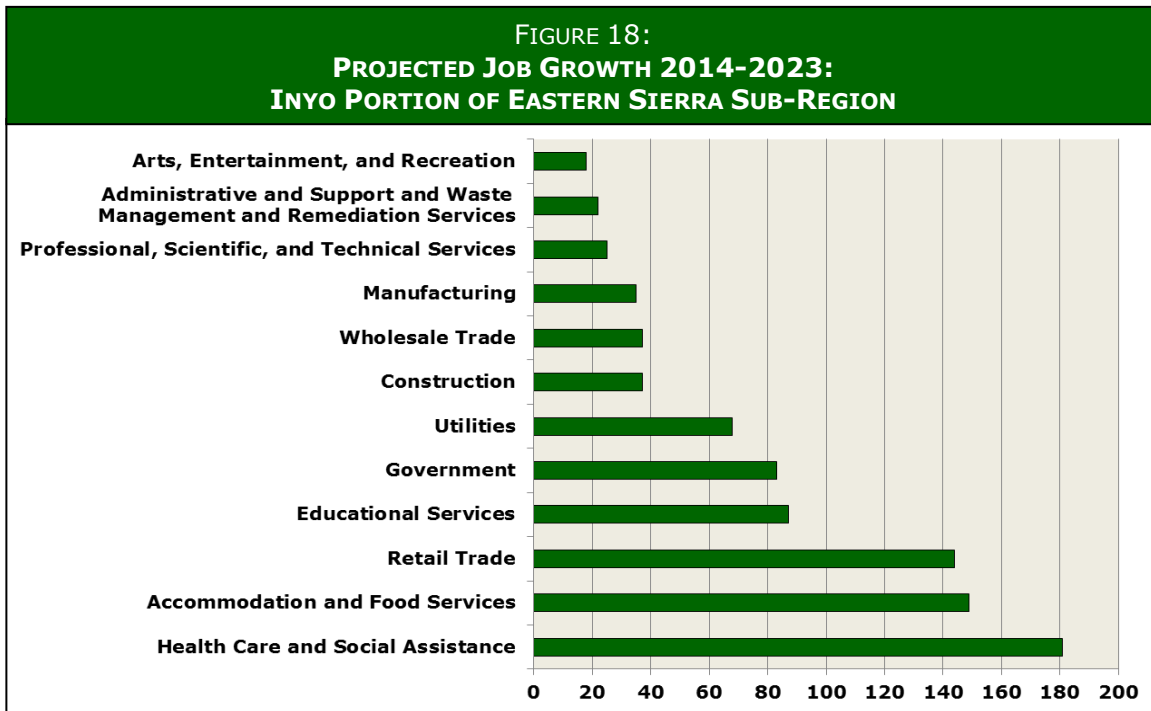
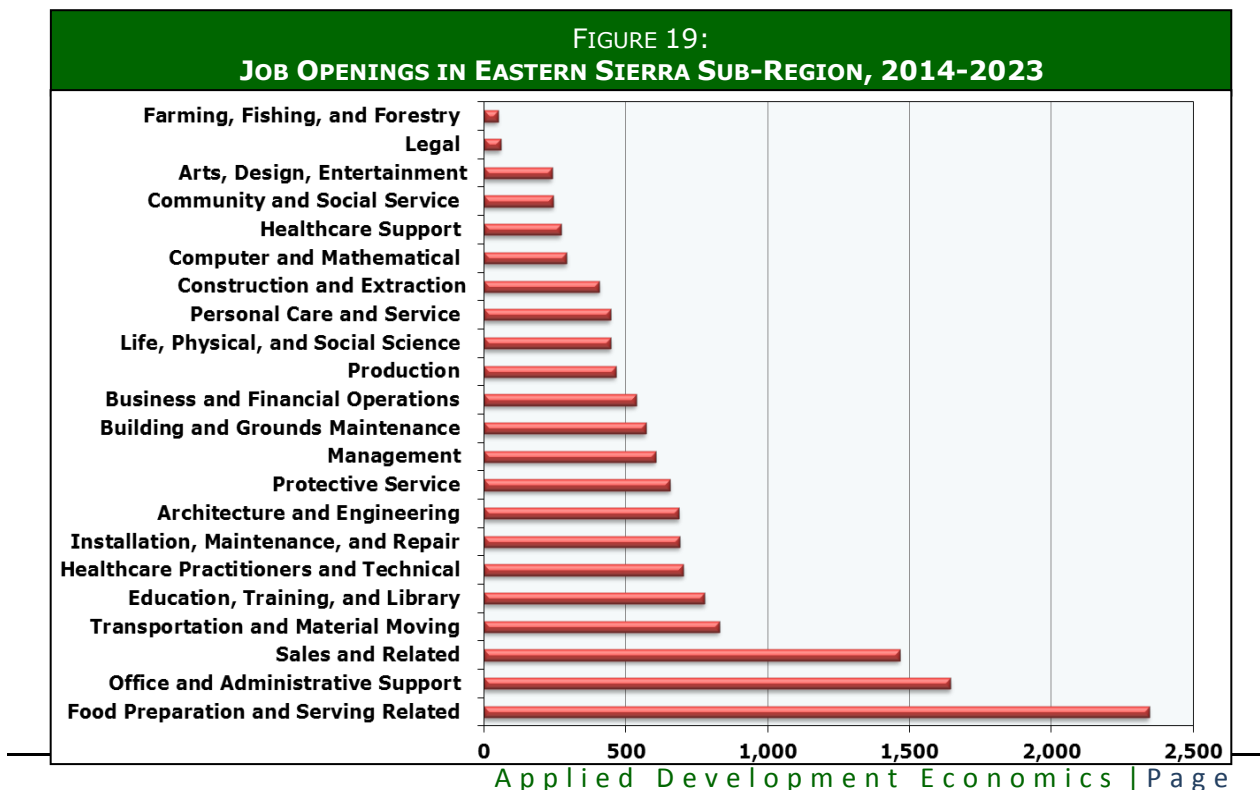


FIGURE 17:
PROJECTED JOB GROWTH 2014-2023:
EASTERN KERN PORTION OF EASTERN SIERRA SUB-REGION





In addition to the 3,800 new jobs, about 10,600 existing jobs are projected to open up during the decade due to worker retirement and other relocations, creating a total of 14,410 employment opportunities (Table 16 and Figure 19). The job replacements are projected by occupation rather than by industry, but they may be expected to occur in proportion to existing employment by industry in the region (Table 17). Nearly 55 percent of these jobs require more than a high school diploma and more than 3,500 require less than a BA degree.



**TABLE 16:
TOTAL PROJECTED JOB OPENINGS BY EDUCATIONAL REQUIREMENT, EASTERN SIERRA, 2014-2023**

SOC	Occupations	High School Diploma or Lower	Other Post-Secondary Award	Some College, no Degree	AA Degree	BA Degree or Higher	Total
11-0000	Management	118			5	481	604
13-0000	Business and Financial Operations	159	5			371	535
15-0000	Computer and Mathematical			37	14	239	290
17-0000	Architecture and Engineering	8			149	530	687
19-0000	Life, Physical, and Social Science				174	272	446
21-0000	Community and Social Service	71				173	244
23-0000	Legal	8	5		7	38	58
25-0000	Education, Training, and Library	21	24	133	60	539	777
27-0000	Arts, Design, Entertainment, Sports, and Media	87	10	5	5	132	239
29-0000	Healthcare Practitioners and Technical	46	148		263	245	702
31-0000	Healthcare Support	129	141				270
33-0000	Protective Service	296	175	116	63	5	655
35-0000	Food Preparation and Serving Related	1,701	172	212	71	188	2343
37-0000	Building and Grounds Cleaning and Maintenance	527	6	17		20	570
39-0000	Personal Care and Service	375	9			61	445
41-0000	Sales and Related	986	33	171	149	125	1464
43-0000	Office and Administrative Support	865		124	103	551	1644
45-0000	Farming, Fishing, and Forestry	41				8	49
47-0000	Construction and Extraction	303	71	15	12	5	406
49-0000	Installation, Maintenance, and Repair	162	406	25	71	26	689
51-0000	Production	293	58	48	24	40	464
53-0000	Transportation and Material Moving	459	230	52	73	13	828
55-0000	Military						0
99-0000	Unclassified						0
Total		6,655	1,494	955	1,243	4,063	14,410

TABLE 17: DISTRIBUTION OF JOBS BY INDUSTRY, EASTERN SIERRA SUB-REGION, 2014			
NAICS Code	Description	2014 Jobs	Percent
11	Agriculture, Forestry, Fishing and Hunting	101	0.3%
21	Mining, Quarrying, and Oil and Gas Extraction	1,124	2.8%
22	Utilities	448	1.1%
23	Construction	1,163	2.9%
31	Manufacturing	1,523	3.8%
42	Wholesale Trade	519	1.3%
44	Retail Trade	3,837	9.7%
48	Transportation and Warehousing	610	1.5%
51	Information	249	0.6%
52	Finance and Insurance	377	0.9%
53	Real Estate and Rental and Leasing	652	1.6%
54	Professional, Scientific, and Technical Services	3,025	7.6%
55	Management of Companies and Enterprises	<10	NA
56	Administrative and Support and Waste Management	1,306	3.3%
61	Educational Services	3,378	8.5%
62	Health Care and Social Assistance	3,412	8.6%
71	Arts, Entertainment, and Recreation	533	1.3%
72	Accommodation and Food Services	6,367	16.0%
81	Other Services (except Public Administration)	1,259	3.2%
90	Government	8,963	22.6%
901200	Federal Government, Military	723	1.8%
99	Unclassified Industry	122	0.3%
Total		39,693	100.0%

Source: QCEW Employees & Non-QCEW Employees - EMSI 2014.2 Class of Worker

For occupations that would require training commensurate with adult school programs, installation and maintenance workers is the leading occupational group (Table 18). The detailed occupations that fall within this category are shown in the appendix, but these kinds of jobs may be found in a wide range of industries, including tourism, agriculture manufacturing and service industries. The second highest category is food preparation, consistent with the projected growth in the hospitality industry. It should be noted that the jobs shown in Table 18 include higher skill levels than waitressing or housekeeping jobs would require. Healthcare technicians and support staff are two growing occupational categories, along with protective services, that require post-secondary certificates. There are also a fair number of middle skill construction, architecture and engineering jobs projected for this sub-region.

**TABLE 18:
SELECTED JOB OPENINGS BY EDUCATIONAL REQUIREMENT, EASTERN SIERRA, 2014-2023**

SOC	Occupations	Other Post-Secondary Award	Some College, no Degree	AA Degree	Total
49-0000	Installation, Maintenance, and Repair	400	31	75	506
35-0000	Food Preparation and Serving Related	165	195	69	429
29-0000	Healthcare Practitioners and Technical	148		238	386
53-0000	Transportation and Material Moving	40	167	149	356
33-0000	Protective Service	204	33	63	300
41-0000	Sales and Related	94	114	65	273
43-0000	Office and Administrative Support	31	112	102	245
25-0000	Education, Training, and Library	24	133	60	217
19-0000	Life, Physical, and Social Science			159	159
17-0000	Architecture and Engineering	64	51	28	143
31-0000	Healthcare Support	141		0	141
51-0000	Production			134	134
47-0000	Construction and Extraction	69	14	17	100
15-0000	Computer and Mathematical		37	14	51
37-0000	Building and Grounds Cleaning and Maintenance	21	21	3	45
27-0000	Arts, Design, Entertainment, Sports, and Media	9		0	9
23-0000	Legal	0		7	7
39-0000	Personal Care and Service	5	0	0	5
11-0000	Management			0	0
13-0000	Business and Financial Operations	0			0
Total		1,415	908	1,183	3,506

LABOR FORCE

Almost 14 percent of all persons in the Consortium region's civilian labor force and armed forces are in the Eastern Sierra sub-region, at 60,300 (51,000 employed civilians, 6,900 unemployed civilians, and 2,400 armed forces). Of the 57,900 persons 16 and over in the Eastern Sierra civilian labor force, an estimated 33,600 (58 percent) are employed full-time and 17,500 (30 percent) are employed part-time, with 6,900 (12 percent) unemployed.

As in the other sub-regions, unemployment is higher among workers with no college degree. While overall civilian unemployment stood at 11.9 percent, persons in the sub-region without a college degree exhibit a 13.6 percent unemployment rate, versus 8.1 percent for those with a college degree. Unlike other sub-regions, however, 65 percent of employed persons without a college degree work full-time (i.e., 22,900 out of 35,300), compared to 67 percent of employed workers with a college

degree. With these ratios so close for both groups, it suggests there may be more jobs opportunities for persons without a college degree in the Eastern Sierra relative to the other sub-regions.

There are an estimated 8,300 persons 16 and over in the Consortium area employed in either armed forces or in national security industries. Of the 8,300, 5,900 (71 percent) are in the Eastern Sierra sub-region, with an estimated 3,500 being civilians and 2,400 in the armed forces. The China Lake Naval Air Station and Edwards Air Force Base are located in this sub-region. Discussions with local economic officials in the area suggest that little change is expected in the level of military and defense related employment in the sub-region.

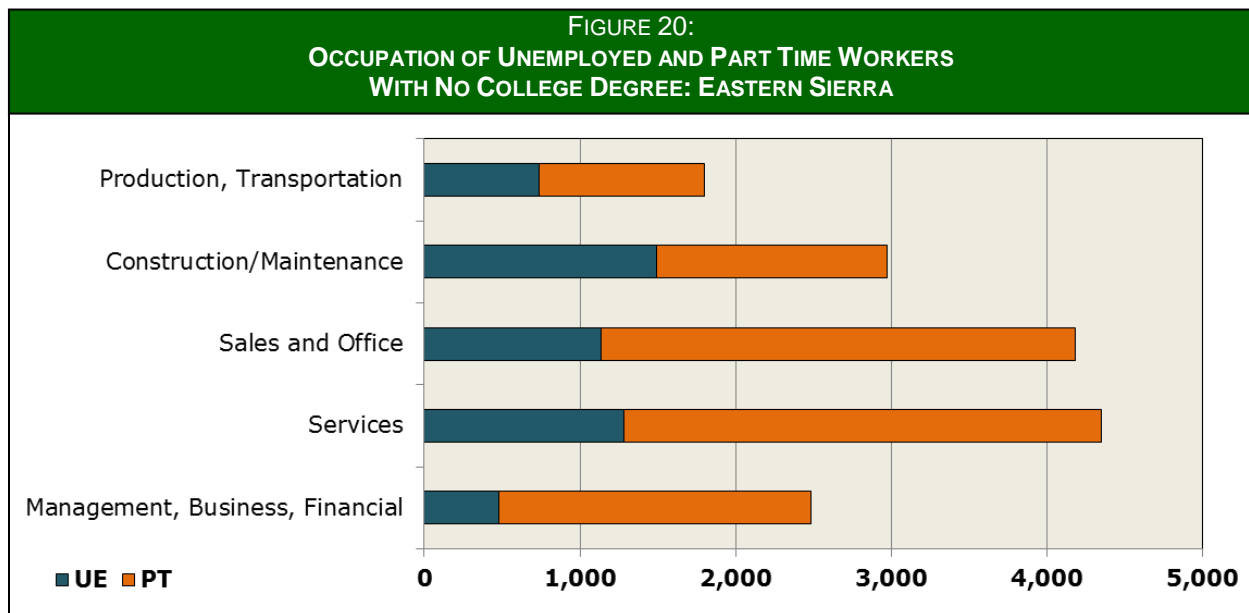
As further evidence of better opportunities in the Eastern Sierra sub-region for persons without a college degree relative to the rest of the Consortium region, of the 22,900 full-time employed civilians without a college degree in the Eastern Sierra sub-region, 5,400 (24 percent) are in management and professional-level occupations. The comparable rate in the Porterville sub-region is 13 percent, and in the Greater Bakersfield sub-region, 15 percent. Persons with a college degree in the Eastern Sierra sub-region still exhibit greater numbers in the management and professional-level occupations relative to persons without a degree. Of the 10,600 full-time employed civilians with a college degree in the Eastern Sierra sub-region, 6,500 (62 percent) are in management and professional-level occupations. The same pattern holds for employed civilians working part-time: of the 12,300 part-time employed civilians with no college degree, 2,300 (19 percent) are in management and professional-level occupations, versus the 65 rate for persons with college degree (i.e., 3,300 out of 5,100).

As indicated above, there were 33,500 persons who worked full-time, all-year in the civilian labor force. Of this amount, nearly 23,000 (68 percent) do not have a college degree (Table 19). Full-time employed persons without a degree are concentrated in health care (12.7 percent, 2,900 workers) and retail (12 percent, 2,700 workers), but also have significant numbers in manufacturing, professional services and other services. The sector in which full-time employed persons with a college degree are most concentrated in is health and education, at 2,400 out of 10,600 (or 23 percent), followed by public administration (16 percent, 1,670 workers) and national security (also 16 percent, or 1,660 workers).

Part-time employed persons without a degree are concentrated in food services/accommodations, at 2,800 out of 12,300 (or 23 percent). Of all part-time workers without a college degree, 19 percent of part-time workers are in retail (2,400 workers). The sector in which part-time employed persons with a college degree are most concentrated is education, at 1,300 workers (or 45 percent), followed by health care with 1,010 workers. Professional, scientific and business services also exhibits a relatively high concentration level at 12 percent of all part-time civilian workers with a college degree, or 618 out of 5,100. In total, there were an estimated 17,500 part-time workers in the Eastern Sierra sub-region.

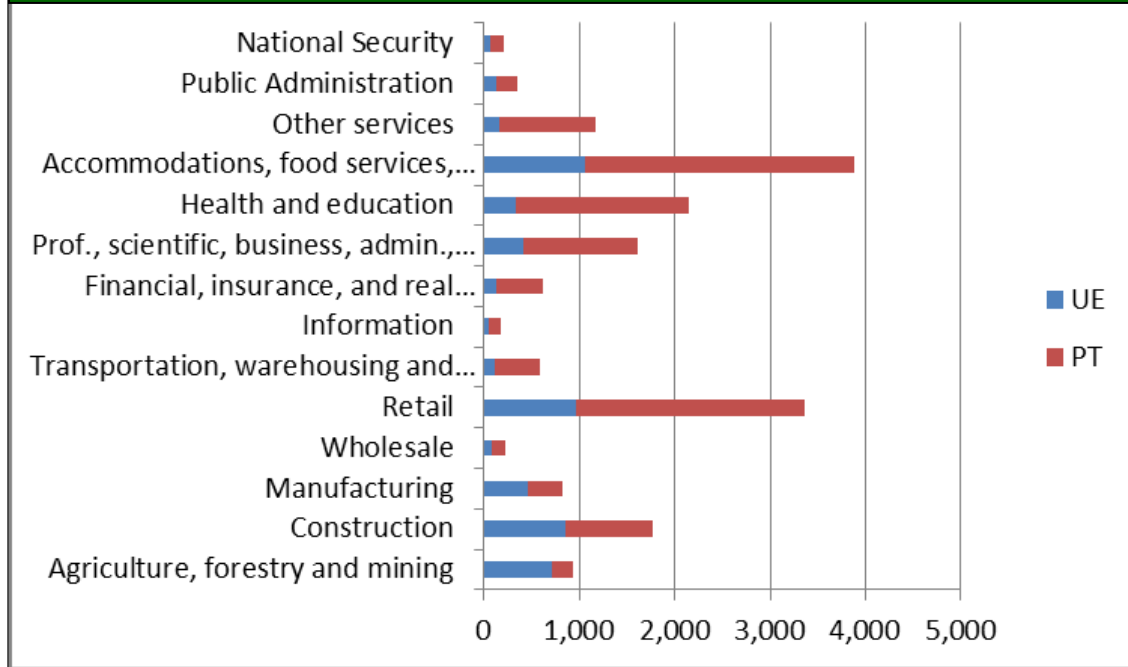
In addition to the 17,500 part-time workers, there are an estimated 6,900 unemployed persons in the Eastern Sierra sub-region. Of this amount, 1,400 have a college degree and 5,500 do not have a

degree. The bulk of unemployed persons without a college degree were in construction occupations (27 percent, 1,500 workers) and services occupations (26 percent, 1,400 workers) (Figure 20). Unemployed persons with a college degree were either in management/professional occupations (at 521 out of 1,400, or 38 percent) or in service occupations (421 out of 1,400, or 31 percent).



Unemployed persons without a degree are concentrated in food services/accommodations, at 1,000 out of 5,500 (or 19 percent), followed by retail (17 percent) and construction (15 percent). The sector in which unemployed persons with a college degree were most concentrated in is health, at 173 workers (or 20 percent), followed closely by the lodging/restaurant industry with 168 workers (Figure 21 and Table 19).

**FIGURE 21:
UNEMPLOYED AND PART TIME WORKERS WITH NO COLLEGE DEGREE
BY ECONOMIC SECTORS: EASTERN SIERRA**



The industry mix varies by county within the Eastern Sierra sub-region. Eastern Kern County has most of the defense industry workers and also higher concentrations in manufacturing (7.5 percent) and professional services (12.6 percent), than does Inyo County, at 3.5 percent and 4.3 percent, respectively. (The lower portion of Table 19 shows workers counts by industry for each county area within the sub-region). Inyo County, on the other hand, has a high concentration of public administration employees, due in part to the number of federal agencies represented there. The Mono County economy is much more focused on tourism, with 18 percent of the workers in the lodging and restaurant industry.

In each of these areas, unemployment is heavily concentrated in the construction, retail and hospitality sectors. In Eastern Kern, there is also relatively high unemployment in agriculture and forestry, manufacturing, and professional and business services.

The sub-region has an estimated 2,316 part time workers 16 to 24 years old who have less than a BA degree (and are not currently in school) and 170 unemployed workers in this category (Table 20). About 13 percent of these two groups do not speak English and 3.6 percent are disabled.

**TABLE 19:
WORKERS BY INDUSTRY AND COLLEGE ATTAINMENT IN THE EASTERN SIERRA SUB-REGION**

	Total	Ag., Forestry and Mining	Const.	Mfg.	Whole- sale	Retail	Transp., Ware- housing and Utilities	Inform.	Finance, Insuran ce and Real Estate	Prof., Science, Business and Admin. and Waste Mgmt.	Educ.	Health	Lodging, Food Services, Enter. and Arts	Other, Except Public Admin.	Public Admin	Civilians in Nat'l Sec.
EASTERN SIERRA																
All Workers	57,948	2,277	4,286	3,667	667	6,719	2,831	493	2,397	6,139	5,587	6,836	5,849	4,062	4,061	2,070
Full-Time Employed Persons																
No College Degree	22,974	919	1,871	2,110	383	2,703	1,772	131	962	2,264	2,331	2,929	663	2,222	1,715	0
College Degree	10,582	294	361	547	47	355	338	70	524	1,432	1,200	1,229	593	270	1,668	1,654
Part-Time Employed Persons																
No College Degree	12,331	216	916	355	139	2,386	474	131	487	1,201	541	1,283	2,823	1,005	232	143
College Degree	5,136	65	149	83	9	212	110	76	222	618	1,299	1,010	548	335	251	148
Unemployed Persons																
No College Degree	5,546	719	857	463	85	968	119	45	132	417	119	212	1,055	169	122	61
College Degree	1,378	65	132	110	6	95	19	40	69	206	97	173	168	60	73	64
INYO COUNTY																
Full-Time Employed Persons																
No College Degree	3,917	60	384	163	102	617	506	41	126	166	414	778	142	394	25	0
College Degree	1,739	69	80	65	47	141	131	27	63	77	240	253	159	29	353	4

	Total	Ag., Forestry and Mining	Const.	Mfg.	Whole- sale	Retail	Transp., Ware- housing and Utilities	Inform.	Finance, Insuran ce and Real Estate	Prof., Science, Business and Admin. and Waste Mgmt.	Educ.	Health	Lodging, Food Services, Enter. and Arts	Other, Except Public Admin.	Public Admin	Civilians in Nat'l Sec.
INYO COUNTY (Continued)																
Part-Time Employed Persons																
No College Degree	2,270	18	167	54	13	485	82	29	31	69	110	221	641	239	105	5
College Degree	994	16	39	14	7	67	37	10	23	50	250	227	123	32	97	4
Unemployed Persons																
No College Degree	532	23	113	35	5	91	11	11	20	36	11	22	115	25	11	1
College Degree	167	9	20	11	2	16	2	10	8	19	11	21	23	7	8	1
MONO COUNTY																
Full-Time Employed Persons																
No College Degree	2,782	101	342	113	0	200	131	0	313	127	221	984	67	174	11	0
College Degree	1,103	37	85	54	0	45	30	0	89	82	141	147	199	28	162	2
Part-Time Employed Persons																
No College Degree	2,034	40	131	44	2	180	2	11	205	231	93	186	781	100	29	1
College Degree	958	17	8	30	1	23	5	24	82	110	220	199	174	43	21	2
Unemployed Persons																
No College Degree	661	29	141	44	7	114	14	14	24	45	14	27	143	31	13	1
College	208	12	24	13	2	20	2	12	10	24	13	27	28	8	11	1

	Total	Ag., Forestry and Mining	Const.	Mfg.	Whole- sale	Retail	Transp., Ware- housing and Utilities	Inform.	Finance, Insuran ce and Real Estate	Prof., Science, Business and Admin. and Waste Mgmt.	Educ.	Health	Lodging, Food Services, Enter. and Arts	Other, Except Public Admin.	Public Admin	Civilians in Nat'l Sec.
Degree																
EASTERN KERN																
Full-Time Employed Persons																
No College Degree	16,275	758	1,145	1,834	281	1,887	1,136	89	523	1,971	1,695	1,167	454	1,655	1,680	0
College Degree	7,740	188	196	428	0	168	176	44	372	1,273	819	830	235	213	1,152	1,648
Part-Time Employed Persons																
No College Degree	8,027	158	618	257	124	1,722	390	91	252	901	338	876	1,401	666	98	137
College Degree	3,184	33	103	40	1	122	68	42	118	459	829	584	251	260	133	142
Unemployed Persons																
No College Degree	4,353	667	602	384	73	763	94	20	88	337	94	163	796	114	98	60
College Degree	1,003	43	88	86	1	58	15	19	51	164	73	125	116	45	54	62

**TABLE 20:
CIVILIAN LABOR FORCE TRENDS FOR PERSONS 16 TO 24 WHO MEET SELECT CONDITIONS: EASTERN SIERRA SUB-REGION**

	Persons 16 to 24 Working Part-Time (Less than BA and Out of School)					Persons 16 to 24 Who Are Unemployed (Less than BA and Out of School)				
	Sub- Total	Speaks English		Does Not Speak English		Sub- Total	Speaks English		Does Not Speak English	
		No Disabilities	At Least One Disability	No Disabilities	At Least One Disability		No Disabilities	At Least One Disability	No Disabilities	At Least One Disability
Eastern Sierra Sub-Region	2,316	1,918	87	309	2	170	148	2	20	0
Inyo	359	326	23	9	1	21	21	0	0	0
Mono	328	298	21	8	1	28	26	2	0	0
Eastern Kern	1,629	1,294	43	292	0	121	101	0	20	0

APPENDIX:

DETAILED LABOR MARKET DATA

BAKERSFIELD SUB-REGION PROJECTED OPENINGS 2014-2023 BY SELECTED EDUCATION REQUIREMENT

BAKERSFIELD SUB-REGION PROJECTED OPENINGS 2014-2023 BY SELECTED EDUCATION REQUIREMENT						
Occupation	Description	Post-Secondary Non-degree Award	Some College, No Degree	AA degree	Total	Median Hourly Earnings
11-3071	Transportation, Storage, and Distribution Managers	4	8	0	12	\$36.38
11-9013	Farmers, Ranchers, and Other Agricultural Managers	61	29	77	167	\$49.30
11-9051	Food Service Managers	21	11	14	46	\$21.03
11-9071	Gaming Managers	1	0	1	2	--
11-9081	Lodging Managers	3	4	6	13	\$19.90
11-9131	Postmasters and Mail Superintendents	1	0	1	2	\$44.39
11-9141	Property, Real Estate, and Community Association Managers	6	4	6	16	\$33.49
11-9199	Managers, All Other	5	0	0	5	\$51.14
13-1021	Buyers and Purchasing Agents, Farm Products	3	3	2	8	--
13-1022	Wholesale and Retail Buyers, Except Farm Products	5	5	3	13	\$22.19
13-1023	Purchasing Agents, Except Wholesale, Retail, and Farm Products	12	12	9	33	\$32.49
13-1031	Claims Adjusters, Examiners, and Investigators	18	19	14	51	\$31.77
13-1032	Insurance Appraisers, Auto Damage	13			13	\$37.72
13-1074	Farm Labor Contractors	4	4	3	11	\$18.43
13-1199	Business Operations Specialists, All Other	31	32	22	85	\$34.85
13-2082	Tax Preparers	2	2	2	6	\$23.93
15-1134	Web Developers			38	38	\$28.09
15-1151	Computer User Support Specialists		264		264	\$24.57
15-1152	Computer Network Support Specialists			55	55	\$29.34
17-3011	Architectural and Civil Drafters			49	49	\$23.01
17-3012	Electrical and Electronics Drafters			14	14	\$25.99
17-3013	Mechanical Drafters			17	17	\$27.30
17-3019	Drafters, All Other			6	6	--
17-3021	Aerospace Engineering and Operations Technicians			10	10	--
17-3022	Civil Engineering Technicians			31	31	\$28.84
17-3023	Electrical and Electronics Engineering Technicians			146	146	\$37.25
17-3024	Electro-Mechanical Technicians			76	76	\$26.20
17-3025	Environmental Engineering Technicians			36	36	\$20.16
17-3026	Industrial Engineering Technicians			15	15	\$28.54
17-3027	Mechanical Engineering Technicians			45	45	\$24.77
17-3029	Engineering Technicians, Except Drafters, All Other			98	98	\$34.84
19-4011	Agricultural and Food Science Technicians			59	59	\$13.50
19-4031	Chemical Technicians			113	113	\$21.66
19-4041	Geological and Petroleum Technicians			57	57	\$23.67
19-4051	Nuclear Technicians			15	15	--
19-4061	Social Science Research Assistants			7	7	\$24.13

**BAKERSFIELD SUB-REGION PROJECTED OPENINGS 2014-2023
BY SELECTED EDUCATION REQUIREMENT**

Occupation	Description	Post-Secondary Non-degree Award	Some College, No Degree	AA degree	Total	Median Hourly Earnings
19-4091	Environmental Science and Protection Technicians, Including Health			62	62	\$21.21
19-4093	Forest and Conservation Technicians			24	24	\$17.57
19-4099	Life, Physical, and Social Science Technicians, All Other			22	22	\$20.03
21-1011	Substance Abuse and Behavioral Disorder Counselors	1	4	8	13	\$22.13
21-1093	Social and Human Service Assistants	9	41	79	129	\$15.84
21-1094	Community Health Workers	1	4	7	12	\$16.04
23-2011	Paralegals and Legal Assistants			78	78	\$21.87
23-2091	Court Reporters	8			8	\$42.83
25-2011	Preschool Teachers, Except Special Education			397	397	\$13.76
25-4031	Library Technicians	107			107	\$16.83
25-9041	Teacher Assistants		1,054		1,054	\$12.36
27-2011	Actors		19		19	\$15.38
27-4011	Audio and Video Equipment Technicians	46			46	\$22.22
27-4012	Broadcast Technicians			22	22	\$14.34
27-4014	Sound Engineering Technicians	15			15	--
29-1124	Radiation Therapists			8	8	\$25.51
29-1126	Respiratory Therapists			88	88	\$31.30
29-1141	Registered Nurses			1,682	1,682	\$41.23
29-2012	Medical and Clinical Laboratory Technicians			143	143	\$15.41
29-2021	Dental Hygienists			116	116	\$39.47
29-2031	Cardiovascular Technologists and Technicians			31	31	\$23.00
29-2032	Diagnostic Medical Sonographers			59	59	\$35.49
29-2033	Nuclear Medicine Technologists			10	10	\$40.35
29-2034	Radiologic Technologists			116	116	\$31.03
29-2035	Magnetic Resonance Imaging Technologists			20	20	\$33.04
29-2041	Emergency Medical Technicians and Paramedics	120			120	\$14.62
29-2051	Dietetic Technicians			14	14	\$15.12
29-2053	Psychiatric Technicians	21			21	\$22.09
29-2054	Respiratory Therapy Technicians			15	15	--
29-2055	Surgical Technologists	66			66	\$18.34
29-2056	Veterinary Technologists and Technicians			28	28	\$16.07
29-2057	Ophthalmic Medical Technicians	16			16	\$15.84
29-2061	Licensed Practical and Licensed Vocational Nurses	489			489	\$22.87
29-2071	Medical Records and Health Information Technicians	184			184	\$15.61
31-1014	Nursing Assistants	629			629	\$11.66
31-2011	Occupational Therapy Assistants			10	10	--
31-2021	Physical Therapist Assistants			35	35	\$29.12
31-9011	Massage Therapists	20			20	\$15.62
31-9091	Dental Assistants	202			202	\$12.97
31-9092	Medical Assistants	595			595	\$11.53
31-9094	Medical Transcriptionists	26			26	\$16.58
31-9097	Phlebotomists	127			127	\$15.09
33-1011	First-Line Supervisors of Correctional Officers	7	17	10	34	\$57.18

**BAKERSFIELD SUB-REGION PROJECTED OPENINGS 2014-2023
BY SELECTED EDUCATION REQUIREMENT**

Occupation	Description	Post-Secondary Non-degree Award	Some College, No Degree	AA degree	Total	Median Hourly Earnings
33-1012	First-Line Supervisors of Police and Detectives	3	6	4	13	\$56.45
33-1021	First-Line Supervisors of Fire Fighting & Prevention Workers	40			40	\$41.91
33-1099	First-Line Supervisors of Protective Service Workers, All Other	3	7	4	14	\$26.07
33-2011	Firefighters	308			308	\$30.78
33-2021	Fire Inspectors and Investigators	1	2	2	5	\$42.99
33-2022	Forest Fire Inspectors and Prevention Specialists	1	3	2	6	--
33-3011	Bailiffs	1	3	2	6	--
33-3012	Correctional Officers and Jailers	88	239	141	468	\$45.11
33-3021	Detectives and Criminal Investigators	5	10	6	21	\$44.18
33-3031	Fish and Game Wardens	1	3	2	6	--
33-3041	Parking Enforcement Workers	1	3	2	6	--
33-3051	Police and Sheriff's Patrol Officers	35	94	56	185	\$33.38
33-3052	Transit and Railroad Police	1	3	2	6	--
33-9011	Animal Control Workers	1	3	2	6	\$16.66
33-9021	Private Detectives and Investigators	2	5	3	10	\$27.65
33-9031	Gaming Surveillance Officers and Gaming Investigators	1	1	1	3	\$25.24
33-9032	Security Guards	42	112	67	221	\$10.52
33-9091	Crossing Guards	2	6	4	12	\$15.07
33-9092	Lifeguards, Ski Patrol, and Other Recreational Protective Service Workers	6	15	9	30	\$18.98
33-9093	Transportation Security Screeners	1	2	1	4	\$16.18
33-9099	Protective Service Workers, All Other	17	44	26	87	\$17.40
35-1011	Chefs and Head Cooks	7	2	12	21	\$13.96
35-1012	First-Line Supervisors of Food Preparation and Serving Workers	65	0	23	88	\$11.41
35-2011	Cooks, Fast Food	8	14	0	22	\$8.82
35-2012	Cooks, Institution and Cafeteria	5	0	5	10	\$15.04
35-2013	Cooks, Private Household	15			15	--
35-2014	Cooks, Restaurant	54	2	0	56	\$9.46
35-2015	Cooks, Short Order	9	2	0	11	\$9.14
35-2019	Cooks, All Other	2	1	0	3	\$11.17
35-2021	Food Preparation Workers	35	0	7	42	\$9.08
35-3011	Bartenders	28	96	4	128	\$9.13
35-9031	Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop	0	33	0	33	\$8.91
37-1011	First-Line Supervisors of Housekeeping and Janitorial Workers	11	6	4	21	\$17.59
37-1012	First-Line Supervisors of Landscaping, Lawn Service, and Groundskeeping Workers	3	2	1	6	\$22.77
37-2011	Janitors and Cleaners, Except Maids and Housekeeping Cleaners	14	40	0	54	\$10.64
37-2021	Pest Control Workers	3	0	0	3	\$13.53
37-3011	Landscaping and Groundskeeping Workers	86	0	11	97	\$12.22
37-3012	Pesticide Handlers, Sprayers, and Applicators, Vegetation	13	3	35	51	\$10.76
37-3013	Tree Trimmers and Pruners	1	1	3	5	\$14.59
39-1011	Gaming Supervisors	1	2	0	3	\$19.26
39-1012	Slot Supervisors	0	1	0	1	\$17.30

**BAKERSFIELD SUB-REGION PROJECTED OPENINGS 2014-2023
BY SELECTED EDUCATION REQUIREMENT**

Occupation	Description	Post-Secondary Non-degree Award	Some College, No Degree	AA degree	Total	Median Hourly Earnings
39-1021	First-Line Supervisors of Personal Service Workers	9	9	8	26	\$16.68
39-2011	Animal Trainers	3	3	1	7	\$8.98
39-2021	Nonfarm Animal Caretakers	8	7	3	18	\$9.92
39-3012	Gaming and Sports Book Writers and Runners	1	0	0	1	\$8.72
39-3091	Amusement and Recreation Attendants	0	0	4	4	\$8.89
39-3092	Costume Attendants	1	0	1	2	--
39-3093	Locker Room, Coatroom, and Dressing Room Attendants	1	1	0	2	\$8.27
39-4011	Embalmers	15			15	--
39-4031	Morticians, Undertakers, and Funeral Directors			13	13	\$21.01
39-5011	Barbers	15			15	--
39-5012	Hairdressers, Hairstylists, and Cosmetologists	107			107	\$9.24
39-5091	Makeup Artists, Theatrical and Performance	15			15	--
39-5092	Manicurists and Pedicurists	23			23	\$10.62
39-5094	Skincare Specialists	12			12	\$12.63
39-7012	Travel Guides	0	6	2	8	--
39-9011	Childcare Workers	18	30	77	125	\$10.27
39-9021	Personal Care Aides	231	75	11	317	\$9.04
39-9031	Fitness Trainers and Aerobics Instructors	5	20	20	45	\$10.56
39-9041	Residential Advisors	0	6	0	6	\$11.19
41-1011	First-Line Supervisors of Retail Sales Workers	56	183	138	377	\$17.32
41-1012	First-Line Supervisors of Non-Retail Sales Workers	7	22	17	46	\$26.15
41-2011	Cashiers	0	529	245	774	\$9.40
41-2012	Gaming Change Persons and Booth Cashiers	0	2	0	2	\$27.86
41-2022	Parts Salespersons	0	0	3	3	\$14.52
41-2031	Retail Salespersons	0	0	36	36	\$10.57
41-3011	Advertising Sales Agents	1	7	5	13	\$19.29
41-3021	Insurance Sales Agents	6	40	27	73	\$22.96
41-3031	#N/A	81			81	\$24.94
41-3041	Travel Agents	1	1	1	3	\$17.55
41-3099	Sales Representatives, Services, All Other	8	64	43	115	\$18.52
41-4012	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	14	117	79	210	\$30.30
41-9011	Demonstrators and Product Promoters	2	9	6	17	--
41-9012	Models	1	2	2	5	--
41-9021	Real Estate Brokers	1	1	1	3	\$24.09
41-9022	Real Estate Sales Agents	1	3	2	6	\$14.70
41-9041	Telemarketers	1	5	3	9	\$9.84
41-9091	Door-to-Door Sales Workers, News and Street Vendors, and Related Workers	1	2	2	5	--
41-9099	Sales and Related Workers, All Other	3	15	10	28	\$12.99
43-1011	First-Line Supervisors of Office and Administrative Support Workers	34	101	162	297	\$22.91
43-2011	Switchboard Operators, Including Answering Service	3	6	8	17	\$10.77
43-2021	Telephone Operators	1	2	3	6	--
43-3011	Bill and Account Collectors	9	25	40	74	\$14.66

**BAKERSFIELD SUB-REGION PROJECTED OPENINGS 2014-2023
BY SELECTED EDUCATION REQUIREMENT**

Occupation	Description	Post-Secondary Non-degree Award	Some College, No Degree	AA degree	Total	Median Hourly Earnings
43-3021	Billing and Posting Clerks	13	38	62	113	\$15.72
43-3031	Bookkeeping, Accounting, and Auditing Clerks	27	83	135	245	\$18.15
43-3041	Gaming Cage Workers	1	1	2	4	\$23.50
43-3051	Payroll and Timekeeping Clerks	8	24	37	69	\$16.99
43-3061	Procurement Clerks	2	7	10	19	\$20.91
43-3071	Tellers	10	28	45	83	\$11.55
43-3099	Financial Clerks, All Other	1	2	4	7	\$17.30
43-4021	Correspondence Clerks	1	1	1	3	\$15.81
43-4031	Court, Municipal, and License Clerks	2	4	6	12	\$22.00
43-4041	Credit Authorizers, Checkers, and Clerks	1	2	2	5	\$15.97
43-4051	Customer Service Representatives	37	113	180	330	\$14.26
43-4061	Eligibility Interviewers, Government Programs	2	4	6	12	\$15.94
43-4071	File Clerks	5	13	20	38	\$17.66
43-4081	Hotel, Motel, and Resort Desk Clerks	10	28	44	82	\$9.57
43-4111	Interviewers, Except Eligibility and Loan	5	12	18	35	\$17.28
43-4121	Library Assistants, Clerical	4	10	16	30	\$11.96
43-4131	Loan Interviewers and Clerks	1	3	4	8	\$18.40
43-4141	New Accounts Clerks	1	1	1	3	\$14.41
43-4151	Order Clerks	5	14	22	41	\$15.02
43-4161	Human Resources Assistants, Except Payroll and Timekeeping	4	10	15	29	\$19.65
43-4171	Receptionists and Information Clerks	22	65	104	191	\$11.30
43-4181	Reservation and Transportation Ticket Agents and Travel Clerks	1	1	2	4	\$12.22
43-4199	Information and Record Clerks, All Other	3	7	11	21	\$18.83
43-5011	Cargo and Freight Agents	2	4	6	12	--
43-5021	Couriers and Messengers	2	4	7	13	\$12.17
43-5031	Police, Fire, and Ambulance Dispatchers	4	9	13	26	\$22.71
43-5032	Dispatchers, Except Police, Fire, and Ambulance	8	21	35	64	\$17.45
43-5041	Meter Readers, Utilities	1	2	3	6	\$18.73
43-5051	Postal Service Clerks	1	2	2	5	\$25.53
43-5052	Postal Service Mail Carriers	5	13	19	37	\$27.16
43-5053	Postal Service Mail Sorters, Processors, and Processing Machine Operators	2	2	3	7	\$25.47
43-5061	Production, Planning, and Expediting Clerks	8	23	37	68	\$24.15
43-5071	Shipping, Receiving, and Traffic Clerks	18	53	86	157	\$13.39
43-5081	Stock Clerks and Order Fillers	48	148	237	433	\$9.45
43-5111	Weighers, Measurers, Checkers, and Samplers, Recordkeeping	5	14	22	41	\$11.21
43-6011	Executive Secretaries and Executive Administrative Assistants	9	26	41	76	\$25.27
43-6012	Legal Secretaries	2	4	6	12	\$20.35
43-6013	Medical Secretaries	12	37	59	108	\$14.55
43-6014	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	39	119	191	349	\$16.50
43-9011	Computer Operators	1	2	3	6	\$21.89
43-9021	Data Entry Keyers	3	5	7	15	\$14.75
43-9022	Word Processors and Typists	2	4	5	11	\$16.93

**BAKERSFIELD SUB-REGION PROJECTED OPENINGS 2014-2023
BY SELECTED EDUCATION REQUIREMENT**

Occupation	Description	Post-Secondary Non-degree Award	Some College, No Degree	AA degree	Total	Median Hourly Earnings
43-9041	Insurance Claims and Policy Processing Clerks	14	40	63	117	\$20.38
43-9051	Mail Clerks and Mail Machine Operators, Except Postal Service	1	3	4	8	\$12.47
43-9061	Office Clerks, General	60	184	296	540	\$13.18
43-9071	Office Machine Operators, Except Computer	2	4	6	12	\$13.99
43-9199	Office and Administrative Support Workers, All Other	13	40	63	116	\$15.23
45-1011	First-Line Supervisors of Farming, Fishing, and Forestry Workers	16	7	0	23	\$17.17
45-2021	Animal Breeders	1	1	0	2	\$10.33
47-1011	First-Line Supervisors of Construction Trades and Extraction Workers	25	11	71	107	\$33.59
47-2011	Boilermakers	1	1	3	5	\$32.21
47-2021	Brickmasons and Blockmasons	6	3	16	25	\$13.19
47-2022	Stonemasons	1	1	3	5	--
47-2031	Carpenters	12	6	32	50	\$18.12
47-2041	Carpet Installers	1	1	1	3	\$23.74
47-2042	Floor Layers, Except Carpet, Wood, and Hard Tiles	1	1	1	3	\$27.65
47-2044	Tile and Marble Setters	1	1	2	4	\$24.81
47-2051	Cement Masons and Concrete Finishers	5	2	13	20	\$17.35
47-2061	Construction Laborers	63	26	186	275	\$14.48
47-2071	Paving, Surfacing, and Tamping Equipment Operators	3	2	9	14	\$19.77
47-2072	Pile-Driver Operators	1	1	2	4	\$21.39
47-2073	Operating Engineers and Other Construction Equipment Operators	39	16	114	169	\$21.55
47-2081	Drywall and Ceiling Tile Installers	1	1	3	5	\$23.34
47-2082	Tapers	1	1	1	3	\$21.52
47-2111	Electricians	20	9	57	86	\$30.18
47-2121	Glaziers	2	1	5	8	\$18.55
47-2131	Insulation Workers, Floor, Ceiling, and Wall	1	1	1	3	\$15.33
47-2132	Insulation Workers, Mechanical	1	1	2	4	\$13.77
47-2141	Painters, Construction and Maintenance	3	1	8	12	\$16.76
47-2151	Pipelayers	7	3	20	30	\$21.29
47-2152	Plumbers, Pipefitters, and Steamfitters	11	5	30	46	\$23.31
47-2161	Plasterers and Stucco Masons	1	1	1	3	\$25.83
47-2171	Reinforcing Iron and Rebar Workers	2	1	5	8	\$31.60
47-2181	Roofers	1	1	2	4	\$17.05
47-2211	Sheet Metal Workers	2	1	4	7	\$26.25
47-2221	Structural Iron and Steel Workers	3	2	9	14	\$20.95
47-2231	Solar Photovoltaic Installers	1	1	3	5	\$18.13
47-3011	Helpers--Brickmasons, Blockmasons, Stonemasons, and Tile and Marble Setters	3	2	8	13	\$14.08
47-3012	Helpers--Carpenters	1	1	2	4	\$12.45
47-3013	Helpers--Electricians	3	1	7	11	\$15.48
47-3014	Helpers--Painters, Paperhangers, Plasterers, and Stucco Masons	1	1	1	3	\$10.65
47-3015	Helpers--Pipelayers, Plumbers, Pipefitters, and Steamfitters	4	2	10	16	\$15.66
47-3019	Helpers, Construction Trades, All Other	1	1	2	4	\$15.33

**BAKERSFIELD SUB-REGION PROJECTED OPENINGS 2014-2023
BY SELECTED EDUCATION REQUIREMENT**

Occupation	Description	Post-Secondary Non-degree Award	Some College, No Degree	AA degree	Total	Median Hourly Earnings
47-4011	Construction and Building Inspectors	3	1	7	11	\$32.61
47-4031	Fence Erectors	2	1	6	9	\$15.50
47-4041	Hazardous Materials Removal Workers	2	1	5	8	\$17.01
47-4051	Highway Maintenance Workers	2	1	5	8	\$20.00
47-4061	Rail-Track Laying and Maintenance Equipment Operators	1	1	2	4	\$20.17
47-4071	Septic Tank Servicers and Sewer Pipe Cleaners	1	1	3	5	\$13.05
47-4099	Construction and Related Workers, All Other	1	1	3	5	\$16.71
47-5011	Derrick Operators, Oil and Gas	13	6	39	58	\$24.30
47-5012	Rotary Drill Operators, Oil and Gas	9	4	25	38	\$32.49
47-5013	Service Unit Operators, Oil, Gas, and Mining	25	10	75	110	\$21.48
47-5021	Earth Drillers, Except Oil and Gas	5	2	13	20	\$28.25
47-5071	Roustabouts, Oil and Gas	22	9	66	97	\$16.09
47-5081	Helpers--Extraction Workers	4	2	12	18	\$14.88
47-5099	Extraction Workers, All Other	1	1	3	5	\$17.11
49-1011	First-Line Supervisors of Mechanics, Installers, and Repairers	16	7	46	69	\$33.43
49-2011	Computer, Automated Teller, and Office Machine Repairers		78		78	--
49-2021	Radio, Cellular, and Tower Equipment Installers and Repairs			11	11	\$12.86
49-2022	Telecommunications Equipment Installers and Repairers, Except Line Installers	207			207	\$24.63
49-2091	Avionics Technicians			11	11	\$29.07
49-2092	Electric Motor, Power Tool, and Related Repairers	13			13	\$19.62
49-2093	Electrical and Electronics Installers and Repairers, Transportation Equipment	13			13	\$25.71
49-2094	Electrical and Electronics Repairers, Commercial and Industrial Equipment	52			52	\$33.19
49-2095	Electrical and Electronics Repairers, Powerhouse, Substation, and Relay	8			8	\$36.19
49-2096	Electronic Equipment Installers and Repairers, Motor Vehicles	6			6	\$12.67
49-2097	Electronic Home Entertainment Equipment Installers and Repairers	23			23	\$16.21
49-2098	Security and Fire Alarm Systems Installers	1	1	3	5	\$20.74
49-3011	Aircraft Mechanics and Service Technicians	108			108	\$28.62
49-3021	Automotive Body and Related Repairers	5	3	13	21	\$24.21
49-3022	Automotive Glass Installers and Repairers	1	1	2	4	\$10.13
49-3023	Automotive Service Technicians and Mechanics	17	8	48	73	\$17.26
49-3031	Bus and Truck Mechanics and Diesel Engine Specialists	10	5	27	42	\$18.82
49-3041	Farm Equipment Mechanics and Service Technicians	4	3	12	19	\$11.73
49-3042	Mobile Heavy Equipment Mechanics, Except Engines	12	6	32	50	\$24.11
49-3043	Rail Car Repairers	2	2	4	8	\$16.87
49-3051	Motorboat Mechanics and Service Technicians	1	1	1	3	\$9.79
49-3052	Motorcycle Mechanics	1	1	2	4	\$16.21
49-3053	Outdoor Power Equipment and Other Small Engine Mechanics	1	1	2	4	\$16.94
49-3091	Bicycle Repairers	1	1	2	4	\$11.39
49-3092	Recreational Vehicle Service Technicians	1	1	2	4	\$20.23
49-3093	Tire Repairers and Changers	6	3	15	24	\$13.21
49-9011	Mechanical Door Repairers	1	1	2	4	\$20.58

**BAKERSFIELD SUB-REGION PROJECTED OPENINGS 2014-2023
BY SELECTED EDUCATION REQUIREMENT**

Occupation	Description	Post-Secondary Non-degree Award	Some College, No Degree	AA degree	Total	Median Hourly Earnings
49-9012	Control and Valve Installers and Repairers, Except Mechanical Door	3	2	8	13	\$30.88
49-9021	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	95			95	\$26.66
49-9031	Home Appliance Repairers	1	1	3	5	\$17.63
49-9041	Industrial Machinery Mechanics	26	11	74	111	\$25.88
49-9043	Maintenance Workers, Machinery	4	2	9	15	\$17.51
49-9044	Millwrights	2	1	5	8	\$23.02
49-9051	Electrical Power-Line Installers and Repairers	6	3	17	26	\$42.67
49-9052	Telecommunications Line Installers and Repairers	7	3	19	29	\$25.65
49-9062	Medical Equipment Repairers			30	30	\$18.41
49-9069	Precision Instrument and Equipment Repairers, All Other	1	1	2	4	\$31.97
49-9071	Maintenance and Repair Workers, General	33	14	98	145	\$16.54
49-9081	Wind Turbine Service Technicians		7		7	\$20.86
49-9091	Coin, Vending, and Amusement Machine Servicers and Repairers	1	1	1	3	\$17.80
49-9094	Locksmiths and Safe Repairers	1	1	2	4	\$13.33
49-9096	Riggers	2	1	4	7	\$23.56
49-9097	Signal and Track Switch Repairers	1	1	1	3	\$26.63
49-9098	Helpers--Installation, Maintenance, and Repair Workers	7	4	17	28	\$11.78
49-9099	Installation, Maintenance, and Repair Workers, All Other	5	3	11	19	\$20.64
51-1011	First-Line Supervisors of Production and Operating Workers	245			245	\$26.08
51-2011	Aircraft Structure, Surfaces, Rigging, and Systems Assemblers	3	2	1	6	\$13.98
51-2022	Electrical and Electronic Equipment Assemblers	4	3	1	8	\$9.77
51-2023	Electromechanical Equipment Assemblers	2	1	1	4	\$8.91
51-2041	Structural Metal Fabricators and Fitters	6	4	2	12	\$16.92
51-2092	Team Assemblers	53	32	10	95	\$11.92
51-2099	Assemblers and Fabricators, All Other	15	9	4	28	\$9.52
51-3011	Bakers	14	8	4	26	\$13.11
51-3021	Butchers and Meat Cutters	19	12	4	35	\$12.74
51-3022	Meat, Poultry, and Fish Cutters and Trimmers	3	2	1	6	\$12.09
51-3091	Food and Tobacco Roasting, Baking, and Drying Machine Operators and Tenders	8	5	3	16	\$16.26
51-3092	Food Batchmakers	24	14	5	43	\$11.10
51-3093	Food Cooking Machine Operators and Tenders	8	5	2	15	\$13.62
51-3099	Food Processing Workers, All Other	5	3	1	9	\$9.78
51-4011	Computer-Controlled Machine Tool Operators, Metal and Plastic	5	3	1	9	\$16.54
51-4012	Computer Numerically Controlled Machine Tool Programmers, Metal and Plastic	3	2	1	6	\$26.40
51-4021	Extruding and Drawing Machine Setters, Operators, and Tenders, Metal and Plastic	1	1	1	3	\$15.16
51-4022	Forging Machine Setters, Operators, and Tenders, Metal and Plastic	1	1	1	3	\$9.01
51-4031	Cutting, Punching, and Press Machine Setters, Operators, and Tenders, Metal and Plastic	3	2	1	6	\$13.59
51-4032	Drilling and Boring Machine Tool Setters, Operators, and Tenders, Metal and Plastic	1	1	1	3	\$17.10

**BAKERSFIELD SUB-REGION PROJECTED OPENINGS 2014-2023
BY SELECTED EDUCATION REQUIREMENT**

Occupation	Description	Post-Secondary Non-degree Award	Some College, No Degree	AA degree	Total	Median Hourly Earnings
51-4033	Grinding, Lapping, Polishing, and Buffing Machine Tool Setters, Operators, and Tenders, Metal and Plastic	2	1	1	4	\$16.43
51-4034	Lathe and Turning Machine Tool Setters, Operators, and Tenders, Metal and Plastic	1	1	1	3	\$20.81
51-4041	Machinists	36	23	8	67	\$18.61
51-4072	Molding, Coremaking, and Casting Machine Setters, Operators, and Tenders, Metal and Plastic	2	1	1	4	\$24.15
51-4081	Multiple Machine Tool Setters, Operators, and Tenders, Metal and Plastic	2	1	1	4	\$11.85
51-4111	Tool and Die Makers	1	1	1	3	\$31.93
51-4121	Welders, Cutters, Solderers, and Brazers	79	48	15	142	\$30.67
51-4122	Welding, Soldering, and Brazing Machine Setters, Operators, and Tenders	3	2	1	6	\$16.91
51-4193	Plating and Coating Machine Setters, Operators, and Tenders, Metal and Plastic	1	1	1	3	--
51-5111	Prepress Technicians and Workers	4			4	\$18.65
51-5112	Printing Press Operators	4	3	1	8	\$16.55
51-5113	Print Binding and Finishing Workers	1	1	1	3	--
51-6011	Laundry and Dry-Cleaning Workers	17	10	3	30	\$10.44
51-6021	Pressers, Textile, Garment, and Related Materials	6	4	2	12	\$9.83
51-6031	Sewing Machine Operators	2	2	1	5	\$12.37
51-6052	Tailors, Dressmakers, and Custom Sewers	2	1	1	4	\$12.90
51-6093	Upholsterers	1	1	1	3	\$17.92
51-7011	Cabinetmakers and Bench Carpenters	2	1	1	4	\$14.00
51-7041	Sawing Machine Setters, Operators, and Tenders, Wood	3	2	1	6	\$15.57
51-7042	Woodworking Machine Setters, Operators, and Tenders, Except Sawing	1	1	1	3	\$16.11
51-8013	Power Plant Operators	9	5	2	16	\$35.27
51-8021	Stationary Engineers and Boiler Operators	4	3	1	8	\$31.57
51-8031	Water and Wastewater Treatment Plant and System Operators	19	12	5	36	\$25.42
51-8092	Gas Plant Operators	2	1	1	4	\$31.26
51-8093	Petroleum Pump System Operators, Refinery Operators, and Gaugers	33	20	6	59	\$31.07
51-8099	Plant and System Operators, All Other	4	3	1	8	\$26.53
51-9011	Chemical Equipment Operators and Tenders	2	2	1	5	\$27.91
51-9012	Separating, Filtering, Clarifying, Precipitating, and Still Machine Setters, Operators, and Tenders	16	10	4	30	\$16.99
51-9021	Crushing, Grinding, and Polishing Machine Setters, Operators, and Tenders	3	2	1	6	\$17.50
51-9022	Grinding and Polishing Workers, Hand	1	1	1	3	\$16.21
51-9023	Mixing and Blending Machine Setters, Operators, and Tenders	13	8	3	24	\$16.93
51-9032	Cutting and Slicing Machine Setters, Operators, and Tenders	4	2	1	7	\$16.46
51-9041	Extruding, Forming, Pressing, and Compacting Machine Setters, Operators, and Tenders	4	2	1	7	\$16.02
51-9051	Furnace, Kiln, Oven, Drier, and Kettle Operators and Tenders	2	2	1	5	\$28.80
51-9061	Inspectors, Testers, Sorters, Samplers, and Weighers	43	25	8	76	\$12.91
51-9071	Jewelers and Precious Stone and Metal Workers	1	1	1	3	\$25.97
51-9081	Dental Laboratory Technicians	2	2	1	5	\$15.02

**BAKERSFIELD SUB-REGION PROJECTED OPENINGS 2014-2023
BY SELECTED EDUCATION REQUIREMENT**

Occupation	Description	Post-Secondary Non-degree Award	Some College, No Degree	AA degree	Total	Median Hourly Earnings
51-9083	Ophthalmic Laboratory Technicians	2	2	1	5	\$11.21
51-9111	Packaging and Filling Machine Operators and Tenders	80	47	15	142	\$12.35
51-9121	Coating, Painting, and Spraying Machine Setters, Operators, and Tenders	3	2	1	6	\$13.27
51-9122	Painters, Transportation Equipment	5	3	1	9	\$20.87
51-9123	Painting, Coating, and Decorating Workers	1	1	1	3	\$17.41
51-9151	Photographic Process Workers and Processing Machine Operators	5	3	1	9	\$10.26
51-9192	Cleaning, Washing, and Metal Pickling Equipment Operators and Tenders	5	4	2	11	--
51-9193	Cooling and Freezing Equipment Operators and Tenders	2	1	1	4	\$10.84
51-9195	Molders, Shapers, and Casters, Except Metal and Plastic	2	2	1	5	\$17.10
51-9196	Paper Goods Machine Setters, Operators, and Tenders	1	1	1	3	\$35.86
51-9198	Helpers--Production Workers	35	21	8	64	\$12.52
51-9199	Production Workers, All Other	35	22	7	64	\$15.86
53-1011	Aircraft Cargo Handling Supervisors	1	2	0	3	\$37.83
53-1021	First-Line Supervisors of Helpers, Laborers, and Material Movers, Hand	10	7	14	31	\$24.35
53-1031	First-Line Supervisors of Transportation and Material-Moving Machine and Vehicle Operators	30	32	0	62	\$30.23
53-2012	Commercial Pilots	25	23	8	56	\$29.55
53-2021	Air Traffic Controllers			16	16	\$48.49
53-3032	Heavy and Tractor-Trailer Truck Drivers	2,034			2,034	\$18.50
53-4011	Locomotive Engineers	3	4	0	7	\$22.38
53-4021	Railroad Brake, Signal, and Switch Operators	1	3	1	5	\$34.53
53-4031	Railroad Conductors and Yardmasters	2	4	1	7	\$24.16
53-4041	Subway and Streetcar Operators	2	5	2	9	\$35.94
53-6051	Transportation Inspectors	10	1	3	14	\$21.13
53-6061	Transportation Attendants, Except Flight Attendants	4	1	1	6	\$26.36
53-6099	Transportation Workers, All Other	26	1	8	35	\$12.65
53-7011	Conveyor Operators and Tenders	2	23	0	25	\$18.45
53-7021	Crane and Tower Operators	4	171	0	175	\$27.12
53-7032	Excavating and Loading Machine and Dragline Operators	1	51	0	52	\$25.00
53-7051	Industrial Truck and Tractor Operators	27	11	0	38	\$10.79
Grand Total		9,077	5,931	9,161	24,169	

**PORTERVILLE SUB-REGION PROJECTED OPENINGS 2014-2023
BY SELECTED EDUCATION REQUIREMENT**

Occupation	Description	Post-secondary non-degree award	Some college, no degree	AA degree	Total	Median Hourly Earnings
11-3071	Transportation, Storage, and Distribution Managers	3	0	5	8	\$37.44
11-9051	Food Service Managers	2	0	3	5	\$22.75
11-9141	Property, Real Estate, and Community Association Managers	1	0	2	3	\$26.04
11-9199	Managers, All Other	2	0	3	5	\$46.26
13-1023	Purchasing Agents, Except Wholesale, Retail, and Farm Products	1	1	1	3	\$22.50
13-1199	Business Operations Specialists, All Other	2	2	2	6	\$26.38
15-1151	Computer User Support Specialists		11		11	\$20.78
19-4011	Agricultural and Food Science Technicians			5	5	\$15.25
19-4093	Forest and Conservation Technicians			11	11	\$15.05
21-1011	Substance Abuse and Behavioral Disorder Counselors	1	1	1	3	\$19.89
21-1093	Social and Human Service Assistants	3	4	3	10	\$14.71
23-2011	Paralegals and Legal Assistants			3	3	\$20.32
25-2011	Preschool Teachers, Except Special Education			20	20	\$15.18
25-3021	Self-Enrichment Education Teachers	1	1	1	3	\$14.16
25-4031	Library Technicians	7			7	\$17.98
25-9041	Teacher Assistants		83		83	\$13.47
29-1126	Respiratory Therapists			5	5	\$32.59
29-1141	Registered Nurses			146	146	\$35.15
29-2012	Medical and Clinical Laboratory Technicians			11	11	--
29-2021	Dental Hygienists			16	16	\$45.67
29-2034	Radiologic Technologists			9	9	\$31.43
29-2041	Emergency Medical Technicians and Paramedics	27			27	\$12.30
29-2053	Psychiatric Technicians	3			3	\$25.55
29-2061	Licensed Practical and Licensed Vocational Nurses	68			68	\$21.71
29-2071	Medical Records and Health Information Technicians	21			21	\$17.48
31-1014	Nursing Assistants	107			107	\$10.71
31-9091	Dental Assistants	29			29	\$16.19
31-9092	Medical Assistants	70			70	\$13.28
33-2011	Firefighters	10			10	\$24.86
35-1012	First-Line Supervisors of Food Preparation and Serving Workers	5	6	2	13	\$11.39
35-2011	Cooks, Fast Food	3	4	1	8	\$8.82
35-2012	Cooks, Institution and Cafeteria	2	2	1	5	\$13.49
35-2014	Cooks, Restaurant	3	4	1	8	\$9.70
35-2015	Cooks, Short Order	1	1	1	3	\$9.56
35-2021	Food Preparation Workers	3	3	1	7	\$10.24
35-3011	Bartenders	2	2	1	5	\$8.91
35-9031	Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop	2	3	1	6	\$8.96
41-1011	First-Line Supervisors of Retail Sales Workers	6	18	14	38	\$15.52
41-1012	First-Line Supervisors of Non-Retail Sales Workers	1	1	1	3	\$26.62
41-2011	Cashiers	0	50	23	73	\$9.28
41-2022	Parts Salespersons	0	3	2	5	\$13.69
41-2031	Retail Salespersons	0	45	21	66	\$9.64
41-3021	Insurance Sales Agents	1	1	1	3	\$20.69

**PORTERVILLE SUB-REGION PROJECTED OPENINGS 2014-2023
BY SELECTED EDUCATION REQUIREMENT**

Occupation	Description	Post-secondary non-degree award	Some college, no degree	AA degree	Total	Median Hourly Earnings
41-3099	Sales Representatives, Services, All Other	3	1	2	6	\$17.91
41-9022	Real Estate Sales Agents	0	1	0	1	\$26.70
41-9099	Sales and Related Workers, All Other	1	3	2	6	\$14.11
43-1011	First-Line Supervisors of Office and Administrative Support Workers	4	15	12	31	\$20.55
43-3011	Bill and Account Collectors	2	0	2	4	\$14.86
43-3021	Billing and Posting Clerks	3	0	3	6	\$13.57
43-3031	Bookkeeping, Accounting, and Auditing Clerks	4	0	5	9	\$16.25
43-3051	Payroll and Timekeeping Clerks	2	0	2	4	\$16.71
43-3071	Tellers	5	0	5	10	\$11.96
43-4031	Court, Municipal, and License Clerks	0	1	1	2	\$18.03
43-4051	Customer Service Representatives	0	11	10	21	\$14.87
43-4071	File Clerks	0	2	2	4	\$12.71
43-4081	Hotel, Motel, and Resort Desk Clerks	0	2	1	3	\$9.71
43-4111	Interviewers, Except Eligibility and Loan	1	1	1	3	\$15.73
43-4121	Library Assistants, Clerical	1	1	1	3	\$14.09
43-4131	Loan Interviewers and Clerks	1	1	1	3	\$18.24
43-4141	New Accounts Clerks	1	1	1	3	\$14.73
43-4151	Order Clerks	1	1	2	4	\$12.94
43-4161	Human Resources Assistants, Except Payroll and Timekeeping	1	1	2	4	\$19.93
43-4171	Receptionists and Information Clerks	2	4	7	13	\$12.34
43-4199	Information and Record Clerks, All Other	1	1	1	3	\$16.07
43-5031	Police, Fire, and Ambulance Dispatchers	1	1	1	3	\$20.99
43-5032	Dispatchers, Except Police, Fire, and Ambulance	2	3	1	6	\$17.77
43-5052	Postal Service Mail Carriers	1	2	1	4	\$26.95
43-5061	Production, Planning, and Expediting Clerks	2	3	1	6	\$19.52
43-5071	Shipping, Receiving, and Traffic Clerks	6	10	1	17	\$13.50
43-5081	Stock Clerks and Order Fillers	22	37	4	63	\$9.30
43-5111	Weighers, Measurers, Checkers, and Samplers, Recordkeeping	2	4	1	7	\$11.21
43-6011	Executive Secretaries and Executive Administrative Assistants	2	5	4	11	\$19.82
43-6012	Legal Secretaries	1	1	1	3	\$15.56
43-6013	Medical Secretaries	5	19	15	39	\$14.29
43-6014	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	7	28	22	57	\$15.23
43-9011	Computer Operators	1	1	1	3	\$16.74
43-9021	Data Entry Keyers	1	1	2	4	\$14.48
43-9022	Word Processors and Typists	1	1	1	3	\$16.11
43-9041	Insurance Claims and Policy Processing Clerks	1	2	3	6	\$15.59
43-9061	Office Clerks, General	15	31	62	108	\$13.65
43-9199	Office and Administrative Support Workers, All Other	4	8	16	28	\$12.64
49-2022	Telecommunications Equipment Installers and Repairers, Except Line Installers	4			4	--
49-9021	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	11			11	\$20.89
51-1011	First-Line Supervisors of Production and Operating Workers	26			26	\$22.99

**PORTERVILLE SUB-REGION PROJECTED OPENINGS 2014-2023
BY SELECTED EDUCATION REQUIREMENT**

Occupation	Description	Post-secondary non-degree award	Some college, no degree	AA degree	Total	Median Hourly Earnings
51-2022	Electrical and Electronic Equipment Assemblers	2	1	1	4	\$14.90
51-2092	Team Assemblers	2	2	0	4	\$12.89
51-2099	Assemblers and Fabricators, All Other	1	1	0	2	\$12.78
51-3011	Bakers	2	2	1	5	\$10.44
51-3021	Butchers and Meat Cutters	1	2	0	3	\$14.18
51-3092	Food Batchmakers	0	1	0	1	\$14.33
51-4021	Extruding and Drawing Machine Setters, Operators, and Tenders, Metal and Plastic	2	2	1	5	\$14.90
51-4041	Machinists	2	2	1	5	\$15.20
51-4072	Molding, Coremaking, and Casting Machine Setters, Operators, and Tenders, Metal and Plastic	1	1	1	3	\$11.54
51-4081	Multiple Machine Tool Setters, Operators, and Tenders, Metal and Plastic	1	2	1	4	\$12.99
51-4121	Welders, Cutters, Solderers, and Brazers	1	8	2	11	\$15.72
51-7041	Sawing Machine Setters, Operators, and Tenders, Wood	2	2	0	4	\$12.65
51-7042	Woodworking Machine Setters, Operators, and Tenders, Except Sawing	1	1	0	2	\$12.52
51-8031	Water and Wastewater Treatment Plant and System Operators	1	1	1	3	\$20.58
51-9012	Separating, Filtering, Clarifying, Precipitating, and Still Machine Setters, Operators, and Tenders	0	2	3	5	\$21.00
51-9021	Crushing, Grinding, and Polishing Machine Setters, Operators, and Tenders	0	1	1	2	--
51-9023	Mixing and Blending Machine Setters, Operators, and Tenders	0	1	2	3	\$16.19
51-9061	Inspectors, Testers, Sorters, Samplers, and Weighers	0	2	3	5	\$15.59
51-9111	Packaging and Filling Machine Operators and Tenders	0	1	5	6	\$15.61
51-9198	Helpers--Production Workers	0	1	4	5	\$9.64
51-9199	Production Workers, All Other	0	1	1	2	\$10.47
53-1021	First-Line Supervisors of Helpers, Laborers, and Material Movers, Hand	2	2	3	7	\$21.84
53-1031	First-Line Supervisors of Transportation and Material-Moving Machine and Vehicle Operators	1	1	2	4	\$21.91
53-2012	Commercial Pilots	4	4	1	9	\$13.80
53-7011	Conveyor Operators and Tenders	1	8	0	9	\$10.13
53-7051	Industrial Truck and Tractor Operators	1	57	0	58	\$12.73
Grand Total		563	559	552	1,674	

**EASTERN KERN PROJECTED OPENINGS 2014-2023
BY SELECTED EDUCATION REQUIREMENT**

Occupation	Description	Post-secondary non-degree award	Some college, no degree	AA degree	Total	Median Hourly Earnings
15-1134	Web Developers	0		6	6	\$32.40
15-1151	Computer User Support Specialists	0	37	0	37	\$23.63
15-1152	Computer Network Support Specialists	0		8	8	\$31.91
17-3011	Architectural and Civil Drafters	0		9	9	\$23.00
17-3012	Electrical and Electronics Drafters	0		7	7	\$27.11
17-3013	Mechanical Drafters	0		6	6	\$27.19
17-3022	Civil Engineering Technicians	0		14	14	\$29.71
17-3023	Electrical and Electronics Engineering Technicians	0		38	38	\$37.35
17-3024	Electro-Mechanical Technicians	0		7	7	\$26.35
17-3025	Environmental Engineering Technicians	0		8	8	\$21.28
17-3027	Mechanical Engineering Technicians	0		13	13	\$24.74
17-3029	Engineering Technicians, Except Drafters, All Other	0		32	32	\$34.41
19-4031	Chemical Technicians	0		14	14	\$20.64
19-4051	Nuclear Technicians	0		7	7	\$31.02
19-4091	Environmental Science and Protection Technicians, Including Health	0		10	10	\$17.49
19-4093	Forest and Conservation Technicians	0	0	22	22	\$15.43
19-4099	Life, Physical, and Social Science Technicians, All Other	0		9	9	\$20.08
23-2011	Paralegals and Legal Assistants	0		7	7	\$20.30
25-2011	Preschool Teachers, Except Special Education	0	0	55	55	\$14.18
25-4031	Library Technicians	14	0	0	14	\$26.67
25-9041	Teacher Assistants	0	90	0	90	\$12.60
27-4011	Audio and Video Equipment Technicians	5		0	5	\$19.21
29-1126	Respiratory Therapists	0		6	6	\$33.73
29-1141	Registered Nurses	0	0	119	119	\$40.06
29-2012	Medical and Clinical Laboratory Technicians	0		10	10	\$14.41
29-2021	Dental Hygienists	0		9	9	\$51.70
29-2032	Diagnostic Medical Sonographers	0		5	5	--
29-2034	Radiologic Technologists	0		7	7	\$29.92
29-2041	Emergency Medical Technicians and Paramedics	19		0	19	\$16.96
29-2055	Surgical Technologists	6		0	6	\$21.72
29-2056	Veterinary Technologists and Technicians	0		3	3	\$17.42
29-2061	Licensed Practical and Licensed Vocational Nurses	43		0	43	\$22.70
29-2071	Medical Records and Health Information Technicians	15		0	15	\$17.67
31-1014	Nursing Assistants	65		0	65	\$11.35
31-9011	Massage Therapists	4		0	4	\$21.72
31-9091	Dental Assistants	16		0	16	\$15.14
31-9092	Medical Assistants	32		0	32	\$11.62
31-9097	Phlebotomists	6		0	6	\$20.60
33-1011	First-Line Supervisors of Correctional Officers	1	3	2	6	\$43.98
33-1012	First-Line Supervisors of Police and Detectives	1	2	1	4	\$39.83
33-1021	First-Line Supervisors of Fire Fighting and Prevention Workers	8		0	8	\$23.29
33-1099	First-Line Supervisors of Protective Service Workers, All Other	1	2	1	4	\$19.39

**EASTERN KERN PROJECTED OPENINGS 2014-2023
BY SELECTED EDUCATION REQUIREMENT**

Occupation	Description	Post-secondary non-degree award	Some college, no degree	AA degree	Total	Median Hourly Earnings
33-2011	Firefighters	20	0	0	20	\$30.78
33-3012	Correctional Officers and Jailers	3	31	17	51	\$43.28
33-3021	Detectives and Criminal Investigators	0	6	2	8	\$45.61
33-3051	Police and Sheriff's Patrol Officers	0	16	3	19	\$34.94
33-9032	Security Guards	8	15	10	33	\$13.24
33-9092	Lifeguards, Ski Patrol, and Other Recreational Protective Service Workers	0	11	8	19	\$12.77
33-9093	Transportation Security Screeners	0	2	0	2	\$15.96
33-9099	Protective Service Workers, All Other	0	11	8	19	\$17.77
35-1012	First-Line Supervisors of Food Preparation and Serving Workers	7	13	2	22	\$12.13
35-2011	Cooks, Fast Food	9	10	4	23	\$8.95
35-2012	Cooks, Institution and Cafeteria	0	2	2	4	\$14.80
35-2014	Cooks, Restaurant	11	15	6	32	\$11.20
35-2021	Food Preparation Workers	7	9	4	20	\$10.24
35-3011	Bartenders	4	2	2	8	\$9.40
35-3021	Combined Food Preparation and Serving Workers, Including Fast Food	39	25	19	83	\$9.08
35-3022	Counter Attendants, Cafeteria, Food Concession, and Coffee Shop	3	0	2	5	\$9.10
35-3031	Waiters and Waitresses	32	14	15	61	\$9.09
35-9011	Dining Room and Cafeteria Attendants and Bartender Helpers	1	3	0	4	\$9.06
35-9031	Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop	8	11	3	22	\$9.04
37-1011	First-Line Supervisors of Housekeeping and Janitorial Workers	0	0	0	0	\$15.68
37-2011	Janitors and Cleaners, Except Maids and Housekeeping Cleaners	0	5	0	5	\$11.19
37-2012	Maids and Housekeeping Cleaners	0	5	0	5	\$11.00
37-3011	Landscaping and Groundskeeping Workers	3		0	3	\$14.94
39-5012	Hairdressers, Hairstylists, and Cosmetologists	9		0	9	\$12.90
41-1011	First-Line Supervisors of Retail Sales Workers	0	4	5	9	\$17.73
41-1012	First-Line Supervisors of Non-Retail Sales Workers	1		1	2	\$40.90
41-2011	Cashiers	15	59	51	125	\$10.00
41-2022	Parts Salespersons	1		2	3	\$17.84
41-2031	Retail Salespersons	10	37	30	77	\$10.86
41-3011	Advertising Sales Agents	1	1	1	3	\$21.73
41-3021	Insurance Sales Agents	1	1	1	3	\$21.82
41-3099	Sales Representatives, Services, All Other	0	5	3	8	\$21.15
41-4012	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	3	11	10	24	\$29.43
41-9011	Demonstrators and Product Promoters	1	2	2	5	\$22.89
41-9022	Real Estate Sales Agents	0	0	1	1	\$13.86
41-9099	Sales and Related Workers, All Other	1	2	2	5	\$12.46
43-1011	First-Line Supervisors of Office and Administrative Support Workers	3	1	2	6	\$22.26
43-3011	Bill and Account Collectors	1	1	1	3	\$19.55
43-3021	Billing and Posting Clerks	0	1	0	1	\$15.18
43-3031	Bookkeeping, Accounting, and Auditing Clerks	0	5	0	5	\$18.77

**EASTERN KERN PROJECTED OPENINGS 2014-2023
BY SELECTED EDUCATION REQUIREMENT**

Occupation	Description	Post-secondary non-degree award	Some college, no degree	AA degree	Total	Median Hourly Earnings
43-3051	Payroll and Timekeeping Clerks	1	2	2	5	\$16.93
43-3061	Procurement Clerks	1	2	2	5	\$20.42
43-3071	Tellers	1	3	4	8	\$11.82
43-4081	Hotel, Motel, and Resort Desk Clerks	0	18	16	34	\$10.59
43-4171	Receptionists and Information Clerks	0	1	1	2	\$12.20
43-4181	Reservation and Transportation Ticket Agents and Travel Clerks	1	1	1	3	\$14.35
43-4199	Information and Record Clerks, All Other	1	3	3	7	\$18.20
43-5061	Production, Planning, and Expediting Clerks	1	3	2	6	\$24.17
43-5071	Shipping, Receiving, and Traffic Clerks	0	2	2	4	\$15.10
43-5081	Stock Clerks and Order Fillers	0	13	12	25	\$9.76
43-6013	Medical Secretaries	0	3	0	3	\$15.49
43-6014	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	0	2	0	2	\$16.07
43-9061	Office Clerks, General	1	8	8	17	\$13.38
43-9199	Office and Administrative Support Workers, All Other	0	2	2	4	\$14.64
47-1011	First-Line Supervisors of Construction Trades and Extraction Workers	7	#N/A	1	#N/A	\$32.57
47-2031	Carpenters	3	0	2	5	\$25.85
47-2051	Cement Masons and Concrete Finishers	2		0	2	\$14.62
47-2061	Construction Laborers	5		0	5	\$15.43
47-2071	Paving, Surfacing, and Tamping Equipment Operators	2	1	1	4	\$17.37
47-2073	Operating Engineers and Other Construction Equipment Operators	16	4	3	23	\$21.91
47-2111	Electricians	7	2	1	10	\$28.38
47-2141	Painters, Construction and Maintenance	6	0	2	8	\$14.65
47-2152	Plumbers, Pipefitters, and Steamfitters	9	0	1	10	\$20.89
47-4011	Construction and Building Inspectors	3	1	1	5	\$30.16
47-5041	Continuous Mining Machine Operators	0	1	0	1	\$23.11
47-5042	Mine Cutting and Channeling Machine Operators	1	1	0	2	\$23.33
49-1011	First-Line Supervisors of Mechanics, Installers, and Repairers	24	0	4	28	\$33.36
49-2011	Computer, Automated Teller, and Office Machine Repairers	0	8	0	8	\$21.01
49-2022	Telecommunications Equipment Installers and Repairers, Except Line Installers	19	2	0	21	\$23.15
49-2091	Avionics Technicians	0		6	6	\$29.74
49-2094	Electrical and Electronics Repairers, Commercial and Industrial Equipment	10		0	10	\$33.72
49-2095	Electrical and Electronics Repairers, Powerhouse, Substation, and Relay	5		0	5	\$36.82
49-3011	Aircraft Mechanics and Service Technicians	68		0	68	\$28.42
49-3021	Automotive Body and Related Repairers	6	1	2	9	\$29.35
49-3023	Automotive Service Technicians and Mechanics	26	2	6	34	\$17.87
49-3031	Bus and Truck Mechanics and Diesel Engine Specialists	10	1	2	13	\$19.85
49-3042	Mobile Heavy Equipment Mechanics, Except Engines	22	2	5	29	\$24.38
49-3043	Rail Car Repairers	7	1	2	10	\$16.86
49-9012	Control and Valve Installers and Repairers, Except Mechanical Door	5	1	1	7	\$28.03
49-9021	Heating, Air Conditioning, and Refrigeration Mechanics and	12		0	12	\$28.56

**EASTERN KERN PROJECTED OPENINGS 2014-2023
BY SELECTED EDUCATION REQUIREMENT**

Occupation	Description	Post-secondary non-degree award	Some college, no degree	AA degree	Total	Median Hourly Earnings
	Installers					
49-9041	Industrial Machinery Mechanics	32	2	8	42	\$25.35
49-9043	Maintenance Workers, Machinery	6	1	2	9	\$17.79
49-9051	Electrical Power-Line Installers and Repairers	18	1	5	24	\$39.53
49-9052	Telecommunications Line Installers and Repairers	10	1	3	14	\$29.69
49-9071	Maintenance and Repair Workers, General	61	0	17	78	\$16.91
49-9098	Helpers--Installation, Maintenance, and Repair Workers	9	1	2	12	\$13.58
49-9099	Installation, Maintenance, and Repair Workers, All Other	6	1	2	9	\$17.96
51-1011	First-Line Supervisors of Production and Operating Workers	25	0	0	25	\$23.10
51-2092	Team Assemblers	2	4	2	8	\$11.50
51-2099	Assemblers and Fabricators, All Other	1	2	1	4	\$10.42
51-3011	Bakers	2	2	0	4	\$13.62
51-3092	Food Batchmakers	1	1	1	3	\$18.15
51-4041	Machinists	2	3	2	7	\$17.13
51-4121	Welders, Cutters, Solderers, and Brazers	2	4	2	8	\$28.85
51-4193	Plating and Coating Machine Setters, Operators, and Tenders, Metal and Plastic	1	2	1	4	--
51-8013	Power Plant Operators	2	4	2	8	\$36.42
51-8021	Stationary Engineers and Boiler Operators	1	1	1	3	\$31.45
51-8031	Water and Wastewater Treatment Plant and System Operators	2	3	2	7	\$22.91
51-8091	Chemical Plant and System Operators	1	2	1	4	\$25.94
51-8099	Plant and System Operators, All Other	1	2	1	4	\$25.64
51-9011	Chemical Equipment Operators and Tenders	1	2	1	4	\$18.92
51-9012	Separating, Filtering, Clarifying, Precipitating, and Still Machine Setters, Operators, and Tenders	1	2	1	4	\$15.62
51-9021	Crushing, Grinding, and Polishing Machine Setters, Operators, and Tenders	1	2	1	4	\$16.73
51-9023	Mixing and Blending Machine Setters, Operators, and Tenders	1	2	1	4	\$15.63
51-9051	Furnace, Kiln, Oven, Drier, and Kettle Operators and Tenders	1	1	1	3	\$25.15
51-9061	Inspectors, Testers, Sorters, Samplers, and Weighers	2	4	2	8	\$14.75
51-9111	Packaging and Filling Machine Operators and Tenders	2	3	2	7	\$12.37
51-9121	Coating, Painting, and Spraying Machine Setters, Operators, and Tenders	1	2	1	4	\$13.25
51-9199	Production Workers, All Other	2	3	2	7	\$14.09
53-2012	Commercial Pilots	1	1	1	3	\$28.13
53-2021	Air Traffic Controllers	0	0	29	29	\$48.14
53-3031	Driver/Sales Workers	0	1	0	1	\$14.20
53-4031	Railroad Conductors and Yardmasters	0	1	1	2	\$24.54
53-6051	Transportation Inspectors	1	1	1	3	\$29.01
53-6099	Transportation Workers, All Other	2	1	1	4	\$14.25
53-7021	Crane and Tower Operators	3	2	1	6	\$28.20
53-7032	Excavating and Loading Machine and Dragline Operators	5	3	2	10	\$26.04
53-7051	Industrial Truck and Tractor Operators	11	7	4	22	\$17.35
53-7061	Cleaners of Vehicles and Equipment	5	0	0	5	\$9.51
53-7064	Packers and Packagers, Hand	10	9	0	19	\$8.89

**EASTERN KERN PROJECTED OPENINGS 2014-2023
BY SELECTED EDUCATION REQUIREMENT**

Occupation	Description	Post- secondary non- degree award	Some college, no degree	AA degree	Total	Median Hourly Earnings
Grand Total		955	84	856	1,895	

**MONO PROJECTED OPENINGS 2014-2023
BY SELECTED EDUCATION REQUIREMENT**

Occupation	Description	Post-secondary non-degree award	Some college, no degree	AA degree	Total	Median Hourly Earnings
19-4093	Forest and Conservation Technicians			33	33	\$16.73
25-9041	Teacher Assistants		19		19	\$13.57
29-1141	Registered Nurses			11	11	\$46.43
33-2011	Firefighters	13			13	\$35.28
33-3012	Correctional Officers and Jailers	2	2	1	5	\$27.37
33-3021	Detectives and Criminal Investigators	1	1	1	3	\$56.55
33-3051	Police and Sheriff's Patrol Officers	3	1	1	5	\$41.64
33-9032	Security Guards	1	1	0	2	\$16.17
33-9092	Lifeguards, Ski Patrol, and Other Recreational Protective Service Workers	1	2	0	3	\$11.37
33-9099	Protective Service Workers, All Other	1	1	0	2	\$18.33
35-1012	First-Line Supervisors of Food Preparation and Serving Workers	2	0	2	4	\$13.88
35-2011	Cooks, Fast Food	1	1	0	2	\$9.92
35-2012	Cooks, Institution and Cafeteria	1	1	0	2	\$14.37
35-2014	Cooks, Restaurant	2	1	0	3	\$12.55
35-2015	Cooks, Short Order	1	1	0	2	\$16.04
35-2021	Food Preparation Workers	1	1	0	2	\$11.43
35-3011	Bartenders	1	1	0	2	\$9.94
35-3021	Combined Food Preparation and Serving Workers, Including Fast Food	3	2	0	5	\$10.07
35-3022	Counter Attendants, Cafeteria, Food Concession, and Coffee Shop	1	1	0	2	\$9.66
37-1011	First-Line Supervisors of Housekeeping and Janitorial Workers	2	2	1	5	\$14.38
37-2011	Janitors and Cleaners, Except Maids and Housekeeping Cleaners	1	2	0	3	\$11.46
37-2012	Maids and Housekeeping Cleaners	2	4	0	6	\$11.65
37-3011	Landscaping and Groundskeeping Workers	6	0	1	7	\$15.83
39-1021	First-Line Supervisors of Personal Service Workers	1	1	1	3	--
39-6011	Baggage Porters and Bellhops	1	1	0	2	\$16.35
39-9011	Childcare Workers	1	1	2	4	\$12.34
39-9021	Personal Care Aides	1	1	1	3	\$12.51
39-9031	Fitness Trainers and Aerobics Instructors	4	1	4	9	\$19.47
41-1011	First-Line Supervisors of Retail Sales Workers	1	3	3	7	\$18.46
41-2011	Cashiers	0	13	6	19	\$11.72
41-2021	Counter and Rental Clerks	0	4	2	6	\$12.15
41-2031	Retail Salespersons	0	11	6	17	\$10.75
41-3099	Sales Representatives, Services, All Other	1	2	3	6	\$27.20
41-9022	Real Estate Sales Agents	1	1	0	2	\$13.03
43-1011	First-Line Supervisors of Office and Administrative Support Workers	1	4	3	8	\$19.93
43-3021	Billing and Posting Clerks	1	1	2	4	\$16.32
43-3031	Bookkeeping, Accounting, and Auditing Clerks	3	1	5	9	\$18.33
43-4051	Customer Service Representatives	1	3	3	7	\$29.11

**MONO PROJECTED OPENINGS 2014-2023
BY SELECTED EDUCATION REQUIREMENT**

Occupation	Description	Post-secondary non-degree award	Some college, no degree	AA degree	Total	Median Hourly Earnings
43-4081	Hotel, Motel, and Resort Desk Clerks	7	26	30	63	\$10.70
43-4171	Receptionists and Information Clerks	1	3	2	6	\$12.47
43-5071	Shipping, Receiving, and Traffic Clerks	1	1	1	3	\$18.21
43-5081	Stock Clerks and Order Fillers	1	1	1	3	\$10.63
43-6011	Executive Secretaries and Executive Administrative Assistants	1	2	2	5	\$19.03
43-6013	Medical Secretaries	1	1	1	3	--
43-6014	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	1	2	6	9	\$15.16
43-9061	Office Clerks, General	2	2	1	5	\$13.58
43-9199	Office and Administrative Support Workers, All Other	1	1	1	3	\$13.48
47-1011	First-Line Supervisors of Construction Trades and Extraction Workers	1	2	1	4	\$28.70
47-2031	Carpenters	5	2	0	7	\$29.27
47-2061	Construction Laborers	1	0	0	1	\$17.06
47-2141	Painters, Construction and Maintenance	1	0	4	5	\$14.26
49-1011	First-Line Supervisors of Mechanics, Installers, and Repairers	3	1	1	5	\$29.75
49-3011	Aircraft Mechanics and Service Technicians	7			7	\$26.40
49-9071	Maintenance and Repair Workers, General	21	3	1	25	\$16.46
51-1011	First-Line Supervisors of Production and Operating Workers	3			3	\$17.66
53-1031	First-Line Supervisors of Transportation and Material-Moving Machine and Vehicle Operators	1	1	1	3	\$25.74
53-2021	Air Traffic Controllers			4	4	\$52.13
Grand Total		122	140	149	411	

**INYO PROJECTED OPENINGS 2014-2023
BY SELECTED EDUCATION REQUIREMENT**

Occupation	Description	Post-secondary non-degree award	Some college, no degree	AA degree	Total	Median Hourly Earnings
19-4093	Forest and Conservation Technicians			64	64	\$13.89
25-2011	Preschool Teachers, Except Special Education			5	5	\$14.50
25-4031	Library Technicians	10			10	\$29.55
25-9041	Teacher Assistants		24		24	\$12.09
27-4014	Sound Engineering Technicians	0			0	\$0.00
29-1126	Respiratory Therapists			3	3	\$36.11
29-1141	Registered Nurses			55	55	\$37.64
29-2021	Dental Hygienists			3	3	--
29-2034	Radiologic Technologists			3	3	\$28.52
29-2041	Emergency Medical Technicians and Paramedics	45			45	\$19.14
29-2056	Veterinary Technologists and Technicians			4	4	--
29-2061	Licensed Practical and Licensed Vocational Nurses	15			15	\$21.99
29-2071	Medical Records and Health Information Technicians	5			5	\$20.98
31-1014	Nursing Assistants	15			15	\$10.40
31-9091	Dental Assistants	3			3	\$24.01
33-2011	Firefighters	28			28	\$28.58
33-3012	Correctional Officers and Jailers		1	1	2	\$25.19
33-3021	Detectives and Criminal Investigators	1	1	2	4	\$46.74
33-3051	Police and Sheriff's Patrol Officers	4	2	7	13	\$33.76
33-9032	Security Guards	1	1	0	2	\$19.14
33-9091	Crossing Guards	1	1	0	2	\$8.18
33-9092	Lifeguards, Ski Patrol, and Other Recreational Protective Service Workers	3	1	0	4	\$13.49
33-9099	Protective Service Workers, All Other	1	1	0	2	\$18.49
35-1012	First-Line Supervisors of Food Preparation and Serving Workers	3	0	1	4	\$11.44
35-2011	Cooks, Fast Food	1	1	0	2	\$8.58
35-2012	Cooks, Institution and Cafeteria	1	1	0	2	\$14.90
35-2013	Cooks, Private Household	0			0	\$0.00
35-2014	Cooks, Restaurant	1	1	0	2	\$11.16
35-2021	Food Preparation Workers	1	1	0	2	\$10.70
35-3011	Bartenders	2	6	1	9	\$8.90
35-3021	Combined Food Preparation and Serving Workers, Including Fast Food	9	31	1	41	\$8.67
35-3022	Counter Attendants, Cafeteria, Food Concession, and Coffee Shop	2	7	1	10	\$8.49
35-3031	Waiters and Waitresses	10	35	2	47	\$8.69
35-3041	Food Servers, Nonrestaurant	1	2	1	4	\$9.64
35-9011	Dining Room and Cafeteria Attendants and Bartender Helpers	1	0	1	2	\$8.74
35-9021	Dishwashers	1	0	1	2	\$8.76
35-9031	Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop	1	0	1	2	\$8.64
37-1011	First-Line Supervisors of Housekeeping and Janitorial Workers	1	1	1	3	\$15.52
37-2011	Janitors and Cleaners, Except Maids and Housekeeping Cleaners	1	1	0	2	\$12.74
37-2012	Maids and Housekeeping Cleaners	1	2	0	3	\$12.29
37-3011	Landscaping and Groundskeeping Workers	4	0	1	5	\$17.79

**INYO PROJECTED OPENINGS 2014-2023
BY SELECTED EDUCATION REQUIREMENT**

Occupation	Description	Post-secondary non-degree award	Some college, no degree	AA degree	Total	Median Hourly Earnings
39-5011	Barbers	0			0	\$0.00
39-5091	Makeup Artists, Theatrical and Performance	0			0	\$0.00
41-1011	First-Line Supervisors of Retail Sales Workers	2	5	4	11	\$18.10
41-2011	Cashiers	0	2	8	10	\$10.33
41-2021	Counter and Rental Clerks	0	2	1	3	\$11.27
41-2031	Retail Salespersons	0	2	8	10	\$11.53
41-3021	Insurance Sales Agents	1	1	1	3	--
41-3041	Travel Agents	0	0	0	0	\$0.00
41-3099	Sales Representatives, Services, All Other	1	1	1	3	\$28.15
41-4012	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	0	0	0	0	\$26.71
41-9012	Models	0	0	0	0	\$0.00
43-1011	First-Line Supervisors of Office and Administrative Support Workers	1	4	3	8	\$22.59
43-3011	Bill and Account Collectors	1	1	1	3	\$23.11
43-3021	Billing and Posting Clerks	1	1	1	3	\$13.79
43-3031	Bookkeeping, Accounting, and Auditing Clerks	1	1	2	4	\$20.73
43-3071	Tellers	1	1	1	3	\$11.67
43-4031	Court, Municipal, and License Clerks	0	1	1	2	\$10.68
43-4051	Customer Service Representatives	0	2	2	4	\$31.09
43-4061	Eligibility Interviewers, Government Programs	0	1	1	2	\$9.90
43-4081	Hotel, Motel, and Resort Desk Clerks	0	5	5	10	\$11.43
43-4111	Interviewers, Except Eligibility and Loan	1	1	1	3	\$15.71
43-4151	Order Clerks	1	1	1	3	\$8.97
43-4171	Receptionists and Information Clerks	1	1	2	4	\$13.63
43-5071	Shipping, Receiving, and Traffic Clerks	1	1	1	3	\$21.44
43-5081	Stock Clerks and Order Fillers	3	1	1	5	\$9.92
43-6011	Executive Secretaries and Executive Administrative Assistants	1	3	2	6	\$21.12
43-6013	Medical Secretaries	1	3	3	7	\$15.84
43-6014	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	2	7	6	15	\$15.44
43-9022	Word Processors and Typists	0	0	0	0	\$21.89
43-9031	Desktop Publishers			0	0	\$0.00
43-9061	Office Clerks, General	1	5	4	10	\$14.16
43-9199	Office and Administrative Support Workers, All Other	1	2	1	4	\$12.48
49-1011	First-Line Supervisors of Mechanics, Installers, and Repairers	3	2	2	7	\$35.62
49-2022	Telecommunications Equipment Installers and Repairers, Except Line Installers	1	2	2	5	\$16.25
49-3023	Automotive Service Technicians and Mechanics	3	0	1	4	\$22.58
49-3031	Bus and Truck Mechanics and Diesel Engine Specialists	4	0	2	6	\$20.72
49-9051	Electrical Power-Line Installers and Repairers	1	1	0	2	\$30.54
49-9061	Camera and Photographic Equipment Repairers			0	0	\$0.00
49-9071	Maintenance and Repair Workers, General	1	2	0	3	\$19.11
49-9092	Commercial Divers	0			0	\$0.00
51-1011	First-Line Supervisors of Production and Operating Workers	6			6	\$19.94
51-9141	Semiconductor Processors			0	0	\$0.00

**INYO PROJECTED OPENINGS 2014-2023
BY SELECTED EDUCATION REQUIREMENT**

Occupation	Description	Post-secondary non-degree award	Some college, no degree	AA degree	Total	Median Hourly Earnings
53-1031	First-Line Supervisors of Transportation and Material-Moving Machine and Vehicle Operators	1	2	0	3	\$27.75
53-2021	Air Traffic Controllers			7	7	\$44.80
53-7051	Industrial Truck and Tractor Operators	1	21	0	22	\$20.56
Grand Total		216	206	235	657	

Appendix B: Survey results

AB86 Adult Education Bakersfield Adult School Student Survey Highlights

In fall of 2014, Bakersfield Adult School designed and administered a survey to gather information about their students. A total of 405 surveys were completed.

Below are some characteristics of the respondents who completed the survey.

About half the students are married (51%), majority are females (79%) and most (71%) have children. About half have a diploma (52%) and most (72%) are currently unemployed. About a third of respondents do not speak English at work (30%) and 34% do not speak English at home. Of the 282 who have children, 126 (45%) are in elementary school, 71 (25%) are in middle school, and 85 (30%) are in high school. When asked what services or help they would like offered, job counseling/job placement and college counseling were requested by 81% of the respondents.

The tables on the following page provide details as to the number and percentage of respondents per question.

Table 1. What is your marital status?

n = 403

Married	Total
Yes	51% (207)
No	49% (196)
Total	100% (403)

Table 2. What is your gender?

n = 405

Gender	Total
Female	79% (321)
Male	21% (84)
Total	100% (405)

Table 3. Do you have children?

n = 400

Children	Total
Yes	71% (282)
No	29% (118)
Total	100% (400)

Table 4. Do you have a diploma?

n = 401

Diploma	Total
Yes	52% (192)
No	52% (209)
Total	100% (401)

Table 5. Do you speak English at work?

n = 345

English	Total
Yes	70% (243)
No	30% (102)
Total	100% (345)

Table 6. Do you speak English at home?

n = 396

English	Total
Yes	66% (263)
No	34% (133)
Total	100% (396)

Table 7. Do you have children currently enrolled in Elementary, Jr High/Middle or KHSD?

n = 282

KHSD	Total
Elementary	37% (126)
Middle	25% (71)
High School	30% (85)
Total	100% (282)

Table 8. Are you currently employed?

n = 399

Employed	Total
Yes	28% (110)
No	72% (289)
Total	100% (399)

KCCD FACULTY SURVEY HIGHLIGHTS

Kern County Adult Education Consortium Survey Highlights

I. SURVEY RESPONDENTS BY COMMUNITY COLLEGES AND ADULT SCHOOLS

Below are highlights from the survey. Results are separated by community colleges and adult schools. Question numbers are bolded and indicated after each item.

- A total 117 surveys were completed in fall 2014.

Table 1. Number of responses per school/college (Q2)

Colleges	Responses (total: 38)	Adult Schools	Responses (total: 79)
Bakersfield College	18% (7)	Delano Joint Union High School District	22% (17)
Cerro Coso College	26% (10)	Kern High School District	46% (36)
Porterville College	55% (21)	Mammoth Unified School District	5% (4)
		McFarland Union School District	1% (1)
		Mojave Unified School District	3% (2)
		Porterville Unified School District	11% (9)
		Sierra Sands Unified School District	5% (4)
		Tehachapi Unified School District	3% (2)
		Wasco Unified School District	5% (4)

Table 2: What is your current role or position? (Q3)

Community College	Responses (total: 38)	Adult School	Responses (total: 79)
Community College Admin/Dean	21% (8)	Community College Adm/Dean	1% (1)
K-12 School/District Admin	3% (1)	K-12 School/District Admin	18% (14)
Program Coordinator/Manager	11% (4)	Program Coordinator/Manager	3% (2)
Teacher/Faculty	45% (17)	Teacher/Faculty	58% (46)
Counselor	13% (5)	Counselor	1% (1)
Classified Staff	8% (3)	Classified Staff	14% (11)
Other	0%(0)	Other	5% (4)

- An overwhelming number of both **community college** and **adult education** surveys were completed by teachers/faculty. **(Q3)**
- The largest proportion of both **community college** (46%, n=17) and **adult school** (51%, n=39) respondents were affiliated with the *Elementary, Secondary and Postsecondary Basic Skills* program. Another 24% (n=9) of **community college** and 30% (n=23) of **adult school** respondents were affiliated with *Short-term CTE*. Many **adult school** respondents (43%, n=33) were also affiliated with *ESL*. **(Q4)**

II. OVERALL QUALITY AND/OR EFFECTIVENESS OF PROGRAMS, SERVICES, AND COURSES.

- *Short-term CTE* (86%, n=24) and *College Basic Skills* (81%, n=25) programs were rated by the largest number of **community college** respondents as being *Above Average* or *Very High* in terms of quality/effectiveness. There were no programs that stood out as being of low quality based on the ratings of the **community college** respondents. **(Q6)**

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- There were five programs/services rated by over 70% of **adult school** respondents as being of *Above Average* or *Very High* quality/effectiveness. These were *ESL*, *High School Diploma (GED)*, *Adult Basic Education*, *Short-Term CTE* and *Programs and Services Preparing Students to Transition into Postsecondary Education*. (Q6)

III. ADEQUACY (SUFFICIENCY, COMPREHENSIVENESS) OF THE PROGRAMS, SERVICES, AND COURSES

- The largest number of **community college** respondents rated *College Basic Skills* (70%, n= 23) and *Short-Term CTE* (69%, n=20) programs and services as being *Very* or *Extremely Adequate*. *Adult Basic Education* and *Programs for Adults in Correctional Facilities* were the only two programs where over 40% of the **community college** respondents rated the programs and services as *Not at all Adequate*. (Q7)
- There were four programs/services rated by over 70% of **adult school** respondents as *Very* or *Extremely Adequate*. These were *ESL*, *High School Diploma (GED)*, *Adult Basic Education*, and *Short-Term CTE*. *Programs for Apprentices* and *Programs for Adults in Correctional Facilities* were rated by the most **adult school** respondents as being *Not at all Adequate* (32% and 35% respectively). (Q7)

IV. PROGRAM AREAS OFFERED HAVE THE GREATEST NEED FOR ADDITIONAL COURSE OFFERINGS, SERVICES, OR OTHER IMPROVEMENTS

- **Community college** respondents identified *College Basic Skills* programs with the greatest need for additions (60%, n=19), followed by *Short-Term CTE* (47%, n=15), *ESL* (44%, n=14) and *Support Services* (44%, n=14). (Q8)
- **Adult education** surveys identified *High School Diploma/GED* programs and services with the greatest need for additions (47%, n=27), followed by *Short-Term CTE* (38%, n=22) and *Programs and Services Preparing Students to Transition to Workforce* (38%, n=22) (Q8)

V. ADDITIONAL COURSE OFFERINGS NEEDED

- **Community College** respondents most often identified the following additional needs in course offerings: *ESL* courses and *Basic English* and *math skills*. (Q9)
- The most common suggestions by **adult school** respondents to this open-ended question included offering more *CTE/Technical* courses and *ESL* courses. (Q9)

VI. ADDITIONAL SERVICES NEEDED

- *Counseling* (mental, career and academic), *increased staffing*, and *outreach and wrap-around services* for students were among the most common open-ended responses by **community college** members. (Q10)
- *Counseling* and *services for the disabled* garnered the most responses by **adult school** respondents. (Q10)

VII. RATING OF PARTICIPANTS KNOWLEDGE OF THE RESOURCES AND SERVICES PROVIDED BY THE SPECIFIC AGENCIES

- **Community college** respondents have the most amount of knowledge about their area community colleges and the least amount of knowledge about the resources and services provided by area adult schools, Chambers of Commerce, and City/County Social Services. (Q12)
- **Adult school** respondents have the most amount of knowledge about their area adult schools and the least amount of knowledge about the resources and services provided by the Office of Economic Development, Chambers of Commerce, and County Office of Education. (Q12)

VIII. COLLABORATION EFFORTS WITH OUTSIDE SERVICE PROVIDERS (E.G., NON-PROFITS, COMMUNITY BASED ORGANIZATIONS) TO IMPROVE OR EXPAND PROGRAMS AND SERVICES.

- Almost half of **community college** respondents (44%, n=12) and 38% of **adult school** respondents stated that they or their school have *frequently* collaborated with outside service providers. About 22% (n=6) of **community college** respondents and 23% (n=11) of **adult school** respondents have *infrequently* or *rarely* collaborated with outside service providers. (Q13)
- In terms of collaboration with area adult schools or community colleges, 40% (n=11) of **community college** respondents and 46% (n=21) of **adult school** respondents have frequently done so. (Q14)
- **Community college** respondents currently collaborate most in the area of *Alignment of Curriculum* (65%, n=20). *Joint Grant Writing/Fund Development*, *Joint Professional Development*, and *Team Teaching* were areas in which the smallest number of people collaborated. (Q15)
- *Dual and Concurrent Enrollment* and *Articulation of Courses* were the areas where the most collaboration currently occurs for **adult school** respondents (44% and 43% respectively). (Q15)
- *Lack of funding* and *Insufficient Time* were selected as the largest barriers to collaboration with outside service providers by both **community colleges** and **adult school** respondents. (Q17)

IX. OBSTACLES FOR STUDENTS

- An overwhelming majority of **community college** respondents cited *Limited Financial Resources* (94%, n=29) as obstacles to adult learners/students. A large majority of **community college** respondents (74%, n=23) also selected *Lack of Childcare* and *Inadequate Transportation* as major obstacles. (Q19)
- *Lack of Childcare* stood out as the greatest obstacle to adult learners/students by **adult school** respondents (74%, n=40). (Q19)

X. STRATEGIES TO ACCELERATE STUDENT PROGRESS

- *Accelerated Courses* and *Learning Communities* are the two strategies to accelerate student progress that are currently most in use by most **community college** respondents. Half of the respondents would like to see more of these two strategies in their programs. On the other hand, at the **adult schools**, Competency-based strategies to accelerate student progress is currently in use by most (67%, n=29) respondents and 42% (n=20) would like to see more competency-based strategy in their programs. 40% (n=19) **adult school** respondents also would like to see *Accelerated Courses* in their programs. (Q20 & Q22)
- Four out of the five co-location strategies between community colleges and adult schools are not currently in use according to between 43% and 73% of **community college** respondents. *Support Services on Campuses* is the only co-location strategy in use to a *Great or Moderate Extent* by **community colleges**. **Adult school** survey responses show that all of the five co-location strategies are not in use at all by 33% to 65% of **adult school** respondents. (Q24)
- *Systemic Access to Student Services* is the Transition strategies in use to a *Great or Moderate Extent* by most **community college** respondents (62%), while for **adult school** respondents, it was a tie between *Communication Among Teachers/Faculty Across Educational Systems* (50%) and *Defined Articulated Pathways to Postsecondary Education or Workforce* (50%). (Q25)
- *Physical Accommodations for Adults with Disabilities* is the Physical Access strategy in use to a *Great or Moderate Extent* by most **community college** respondents (65%), while for **adult school** respondents, *Location within Easy Access of Student Population* is the physical access strategy in use the most (73%). (Q26)
- **Community college** responses show *Learning Accommodations for Students with Disabilities* (75%) and *Evening Hours* (69%) are the top two strategies used to facilitate student access to services. The top two strategies in use by adult school respondents are *Evening Hours* (77%) and *Childcare* (56%). (Q27)

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- *Lack of funding* was selected as the greatest challenge to implementing these strategies by both **adult school** and **community college** participants. (Q28)
 - *Lack of funding* was also selected as the challenge that most needs to be addressed at the **community colleges**, followed by *Lack of Time* and *Lack of Information about Programs and Services*. (Q29)
 - At the **adult schools**, *Lack of funding* was also selected as the challenge that most needs to be addressed, followed by *Lack of Incentives*, and *Lack of Information about Programs and Services*.

XI. PROFESSIONAL DEVELOPMENT

- The top two requested professional development topics by **adult school** respondents was the *Use of Technology* (74%) and *Building of Career Pathways* (53%). *Articulation and Dual/Concurrent Enrollment* and *Building of Career Pathways* are the two kinds of professional development requested the most by **community college** respondents (55% and 52%, respectively). (Q30)

XII. SUMMARY

- When **adult school** survey respondents were asked, “what is the most important thing that can be done to improve/expand services?” the most prominent themes included: 1) Increase Funding and 2) Expanding CTE and other course offerings. No common theme emerged out of the 12 responses from the **community college** respondents. (Q31).