



## AB104 Adult Education Block Grant - Three-Year Consortia Plan Update from AB86 Final Plan

### Section 1: Consortium Information

<b>1.1 Consortium Planning Grant Number:</b>	15 328 023
<b>1.2 Consortium Name:</b>	Kern Adult Education Block Grant Consortium
<b>1.3 Primary Contact Name:</b>	John Means
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### Section 2: Three-Year Plan Summary

AB86 Final Plan adapted to AB104 requirements

**2.1 Provide an Executive Summary of your consortium's AB86/104 Plan vision and goals (updated as appropriate). You can attach your summary or enter it below. Please see the Guidance document for attachment instructions.**

The Executive Summary of the Kern AB86 / AEBG Three Year Consortia Plan is attached.

**2.2 Provide updates and changes to your submitted AB 86 Final Plan regarding Objectives 1 and 2. It is not necessary to reiterate or attach these sections from your AB86 Final Plan to this document. You can attach your description or enter it below. Please see the Guidance document for attachment instructions.**

**NOTE: The updates shall include data and changes regarding the seven program areas in AB104 (five of which were in AB86):**

1. Programs in elementary and secondary skills, including those leading to a high school diploma or high school equivalency certificate.
2. Programs for immigrants in citizenship, ESL, and workforce preparation.
3. Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce.

4. Programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school.
5. Programs for adult with disabilities.
6. Programs in career technical education that are short term in nature with high employment potential.
7. Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards.

**2.2a Objective #1:** An updated evaluation of *current levels and types of adult education programs* within its region, including education for adults in correctional facilities; credit, noncredit, and enhanced noncredit adult education coursework; and programs funded through Title II of the federal Workforce Investment Act, known as the Adult Education and Family Literacy Act (Public Law 05-220).

Describe any changes regarding the services and programs the consortium members and partners are currently providing in the consortium's region and provide a narrative evaluation of adequacy and quality. Please note that community college district members are requested to provide data separately for credit basic skills, enhanced noncredit, and/or regular noncredit, as applicable.

#### **See Attachment**

**2.2b Objective #2:** An updated evaluation of *current needs* for adult education programs within the consortium's region. Describe and assess current needs for each of the AB86 adult education program areas (1-5), including the needs that are currently unmet. This might be informed by regional data including, but not limited to, student wait lists for classes in the program areas addressed in AB86; school districts' K-12 English Learner statistics; the number of children who qualify for free or reduced lunch; adults who do not have a high school diploma; and other relevant data. Additionally, consider needs in your region documented in state sources that informed the AB86 awards, which were calculated based on community college district boundaries (<http://cccgis.org/CCCDistrictBoundaries/tabid/626/Default.aspx>).

This should provide an updated overview (if applicable) of the consortium's region including:

- Analysis/description of local regional economy
- Additional analysis utilizing other data

#### **See attached**

**2.3 Briefly describe what your regional consortium system will look like by the end of the 2017-18 program year in the areas listed below. NOTE: Responses to items 2.3a, b, c, d and e are required as part of adapting the AB86 Plans to AB104 requirements. The remaining items are optional and are offered to provide updates, if applicable.**

**2.3a** Placement of adults (including but not limited to older adults) seeking education and workforce services. (REQUIRED)

**See attached.**

**2.3b** Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards. (REQUIRED)

**See attached.**

**2.3c** Programs for adults (including but not limited to older adults) that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school. (REQUIRED)

**See attached.**

**2.3d** Collection and availability of data. (REQUIRED)

**See attached.**

**2.3e** Qualifications of instructors (including common standards across entities). (REQUIRED)

**See attached.**

**2.3f** Alignment of academic content and curricula (OPTIONAL)

An update is not available at this time.

**2.3g** Alignment of educational services supported by this grant . (OPTIONAL)

An update is not available at this time.

Section 3: Consortium Member Signature Block

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## **Section 2.1.: KERN CCD ADULT EDUCATION CONSORTIUM THREE YEAR PLAN EXECUTIVE SUMMARY**

This Executive Summary is comprised of edited excerpts from the original Three-Year Plan.

### **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 its size, 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 North 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).

### **Economics and Labor Force**

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.

### **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.<sup>1</sup> 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 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% have no college degree, compared to 74% 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% overall do not have a college degree. In the Eastern Sierra sub-region, 30% of the civilian labor force has a college

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<sup>1</sup> 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.



degree, while in Greater Bakersfield and Porterville the figures are 25% and 20%, 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.

### **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% 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% 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% work full-time (i.e., 133,100 out of 209,600), whereas, of all employed persons with a college degree, 69% 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 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. Adults with Disabilities course enrollments declined by as much as 55% throughout the Consortium. Apprenticeships decreased by 34% at Bakersfield College, which was the only college in the consortium that offered these types of programs.

### **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: (1) Develop and enhance workforce short-term certificates; (2) Align and accelerate basic skills curriculum; (3) increase accessibility; (4) Improve and gain efficiencies and effectiveness through collaboration with resources available from partnering (decrease duplication); and (5) 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. 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.*”

### **OBJECTIVE 1: Current Programs and Services**

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%).

### **OBJECTIVE 2: Current Needs**

The KCCD Consortium members are committed to collaborating to collectively address the educational needs of adult learners in our communities. 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%. 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. 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%. 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. 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%. 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. 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. 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.

### *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. 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. 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. 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.

### **OBJECTIVE 3: Seamless Transitions**

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.)

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

The KCCD Consortium members are committed to collectively address the educational needs of adult learners throughout the KCCD Consortium region. 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. 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, and (7) Communication and Outreach.

### **OBJECTIVE 5: Approaches Proven to Accelerate Student Progress**

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).

### **OBJECTIVE 6: Provision of Professional Development**

The Consortium identified topics around which professional development was needed or would enhance implementation of the regional and sub-regional plans. 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; and 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.

### **OBJECTIVE 7: Leverage Existing Regional Structures**

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.

## **Section 2.2.: KERN CCD ADULT EDUCATION CONSORTIUM Objectives 1 & 2**

### **Section 2.2.a. Objective 1 Update**

There have been no changes to the programs and services offered by consortium members.

### **Section 2.2.b. Objective 2 Update**

#### **Regional Economy Update**

The initial description and analysis of the structural components of the regional and sub-regional economies, as originally provided, is summarized at page 1, paragraphs 2 and 3 in the executive summary, regarding the regional economics and the labor force.

The impact of declining oil prices is reflected in the CA EDD Kern County jobs data. In a year-over-year comparison of jobs in Kern County, as of September 2015, the oil industry (mining and logging) had shed 2,700 jobs and another 1000 jobs were lost in the oilfield construction industry (and were not re-absorbed in civil, commercial, or residential housing construction segments of this industry). Additional job losses were seen in professional and business services (800 jobs), Manufacturing (600 jobs), and financial activities (200 jobs). Jobs were added in government (2200 jobs), trade, transportation and utilities (1,500 jobs), leisure and hospitality (900 jobs) although the total net loss of jobs (500) underrepresents the net loss of potential earnings as lower paying jobs (on average) such as those in leisure and hospitality replaced higher paying jobs (on average) such as those from Mining and logging (oilfield industry), construction (primarily oilfield construction) and financial and professional business services. (CA EDD, [http://www.labormarketinfo.edd.ca.gov/file/1fmonth/bake\\$pds.pdf](http://www.labormarketinfo.edd.ca.gov/file/1fmonth/bake$pds.pdf)). The sub-regional effect of these job losses are most acutely felt in the Greater Bakersfield area with lesser impact restricted to the manufacturing and trade, transportation and utilities job losses in the North Kern and Porterville.sub-regions. For the most part, the impact to the Eastern Sierra sub-region was lessened due to the structure of its sub-regional economy being focused in other industry sectors.

These job losses are reflected in the Kern County unemployment rate of 8.4% in September 2015, down month to month since the January - February 2015 peak of roughly 11%. For comparison the Kern Inyo Mono local workforce investment board (LWIB) regional unemployment rate was 8.2%, reflecting higher rates of employment in Inyo & Mono counties. Inyo County's unemployment rate in September 2015 was 4.9% and Mono County's unemployment in the same month was 5.5%. The relatively lower population base of these two counties accounts for the small reduction in the LWIB's area unemployment rate.

### **Section 2.3.: KERN CCD ADULT EDUCATION CONSORTIUM**

**2.3 Briefly describe what your regional consortium system will look like by the end of the 2017-18 program year in the areas listed below. NOTE: Responses to items 2.3a, b, c, d and e are required as part of adapting the AB86 Plans to AB104 requirements. The remaining items are optional and are offered to provide updates, if applicable.**

#### **2.3a Placement of adults (including but not limited to older adults) seeking education and workforce services. (REQUIRED)**

By the end of 2017-18, the Kern AEBG Consortium will have developed the data collection mechanisms to reliably count the numbers of adults (including older adults) who have sought placement in education and workforce service programs.

#### **2.3b Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards. (REQUIRED)**

By the end of 2017-18, the Kern AEBG Consortium will have worked with industry and labor to determine which additional pre-apprenticeship programs should be implemented.

#### **2.3c Programs for adults (including but not limited to older adults) that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school. (REQUIRED)**

By the end of 2017-18, the Kern AEBG Consortium will have developed the data collection mechanisms to reliably count the numbers of adults (including older adults) who participate in programs primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school.

Regarding 2015-16 enrollment, this data is only available from a few limited sources rather than a comprehensive data point. One such source of data is a count of parents participating in child care programs utilizing the Head Start curriculum (which includes this type of support and training for adult parents, including older adults). Another source of this data is available from Perkins CTE and WIOA. An additional source of data relevant to this question is CASAS data on Family Literacy participation, expanded under this year's LCAP, reaching parents at several of the 18 comprehensive high school sites as well as several other satellite centers. However, we have been advised that this data is inappropriate insofar as it is not considered a program "primarily designed ..." for these purposes.

**2.3d** Collection and availability of data. (REQUIRED)

All Kern AEBG members and voluntary partners have agreed to use the same data systems to collect and consolidate educational data including but not limited to CASAS / WIOA reporting, CATEMA, Cal PASS Plus / Launchboard, and any other suggested or required data system. The AEBG members are aware of the importance of and have committed to ensuring that its staff members have allocated dedicated time to the understanding of the necessary systems and mechanisms needed to collect, summarize and report adult education data on behalf of the consortium. (Reference: Kern CCD AB86 Three Year Plan, Table 3.1., item # 4 Integrated Data Systems, including but not limited to sub-items 4.2, 4.3., 4.4., and 4.5.). Once a state-level decision has been made on a common data system, the Kern AEBG consortium will have fully implemented the collection and reporting of data within this system across the consortium by the end of FY 2017-18.

**2.3e** Qualifications of instructors (including common standards across entities). (REQUIRED)

This response will evidence the addition of a new item on final approval to be incorporated into the updated Kern CCD AB86 Three Year Plan, Table 3.1., at item #7 Professional Development and Capacity Building, Sub-item 7.3. Development of common standards regarding the qualifications of instructors across entities, as follows:

Transition to be addressed	Strategy Approach to be Employed	Resources Needed	Cost Estimate			Responsible parties	Methods of assessment	Timeline
			Current Funding	Requires additional funding	If Optimal funding available			
7.3. Development of common standards regarding the qualifications of instructors across entities	Work with others around the state		X			Greater Bakersfield, North Kern, Eastern Sierra & Porterville	Project records	2016-18