Consortium Annual Plan

This Annual Plan Form has been partially auto-filled for your Consortium based on your AEBG Consortium Fiscal Administration Declaration (CFAD). **Some text is locked** (   ). Should you need to make changes to these sections, please contact the AEBG Office. Submissions are due by **August 15, 2016.**

> **Please Note:** Please use bullet-point lists where appropriate for clarity and concision and spell out acronyms that may not be readily understood by most readers.

Section 1: Consortium Administration   −

Consortium Grant Number	Consortium Name
15-328-19	23 Kern

Primary Contact(s)

The table below lists the current Primary Contact(s) for your Consortium. Each may identify up to **two**. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. All changes are saved automatically.

Name	Title	Phone	Email
Paquette, Angela	Project Director - AEBG	(661) 336-5026	angela.paquette@kccd.edu

Funding Channel

The consortium has chosen direct funding

Fiscal Contact

The table below lists the current Fiscal Contact for your Consortium. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. All changes are saved automatically.To add or remove a Member Representative, click **Add / Remove Member Representatives.**

Name	Title	Phone	Email
Burke, Tom	Chief Financial Officer - KCCD	(661) 336-5117	tburke@kccd.edu

Member Representation

The table below lists the current Membership for your Consortium. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. To **add** or **remove** a Member Representative, click **Add / Remove Member Representatives.**

Name	Member Agency	Phone	Email	Approved
Nuckols, Terri	Delano Joint Union High School District	(661) 720-4101	tnuckols@djuhsd.org	10/31/2015
McGee, Dean	Kern Union High School District	(661) 827-3149	dmcgee@kernhigh.org	04/13/2016
McClelland, JoAnne	Sierra Sands Unified School District	(760) 499-1810	jmcclelland@ssusd.org	04/28/2016
Lonza, Martin	Wasco Union High School District	(661) 758-7450	malonza@wascohsd.org	
Kennedy, Shirley	Sierra Sands Unified School District	(760) 449-1640	skennedy@ssusd.org	04/28/2016
Hopper, Victor	McFarland Unified School District	(661) 792-2447	vhopper@mcfarland.k12.ca.us	
Haughton, Aaron	Mojave Unified School District		aaronhaughton@mojave.k12.ca.us	10/08/2015
Green, Regina	Tehachapi Unified School District	(661) 822-2119	rgreen@teh.k12.ca.us	09/22/2015
Clipperton, Susan	Mojave Unified School District	(661) 824-4001	susanclipperton@mojave.k12.ca.us	
Carrera, Fernando	Porterville Unified School District	(559) 782-7030	fcarrera@portervilleschools.org	04/13/2016
Andreas- Bervel, Susan	Tehachapi Unified School District	(661) 822-2700	sandreas@teh.k12.ca.us	
Albrecht, Lori	Wasco Union High School District	(661) 758-7450	lalbrecht@wascohsd.org	
Adler, Stacey	Mono County Office of Education	(760) 934-0031	sadler@monocoe.org	04/28/2016
Barlow, Mary	Kern County Superintendent of Schools	(661) 636-4632	mbarlow@kern.org	11/17/2015
Wyatt, Mark	Kern Union High School District	(661) 835-1855	mark_wyatt@kernhigh.org	04/13/2016
Loeffler, Jodi	Kern Union High School District	(661) 835-1855	jodi_loeffler@kernhigh.org	09/18/2015
Serrano, Sandra	Kern Community College District	(661) 336-5010	sserrano@kccd.edu	10/06/2015
McCoy, Michael	Muroc Joint Unified School District	(760) 769-4821	mmcoy@muroc.k12.ca.us	04/08/2016
Arias, Rob	Kern County Superintendent of Schools	(661) 636-4625	roarias@kern.org	04/11/2016
Phipps, Staci	Porterville Unified School District	(559) 782-7030	sphipps@portervilleschools.org	04/13/2016
Garcia, Valerie	McFarland Unified School District	(661) 792-3081	vgarcia@mcfarland.k12.ca.us	04/28/2016
Cole, Scott	Kern Union High School District	(661) 827-3100		04/28/2016
Means, John	Kern Community College District	(661) 336-5036	jmeans@kccd.edu	04/29/2016

Governance Plan

Your Governance Plan defines the policies and procedures that guide decision-making and operations for your Consortium. Your Consortium's current Governance Plan may be found below.

<div style="border:1px solid #ccc; height:2em;"></div>

Has your Consortium changed how it manages operations since submitting the plan above? (Select Yes or No)

- ⦿ Yes
- ○ No

If you have changes to your Governance Plan Template, please complete a new Governance Plan Template and upload it below for submission with your Annual Plan.

⬇ Download Governance Plan Template

kernccd_governancetemplate_1617updated.docx

Organizational Chart

In your 2016 – 17 CFAD, you were asked to submit an Organizational Chart. Your Consortium's current Organizational Chart may be found below.

Do you have changes to your Organizational Chart? (Select Yes or No)

○ Yes
● No

If there have been changes from what was submitted with your CFAD, please upload a new Organizational Chart below for submission with your Annual Plan. Organizational Charts must be in .jpg format.

Fiscal Management

In your CFAD you answered the following questions: 1) How will the consortium be fiscally managing your block grant in 2016 - 17? 2) How are you rolling up grant expenditures report to the State? Your response is included below for reference.

As the Fiscal Agent for the Kern AEBG, the Kern Community College District has been responsible for disbursement of member allocations in a timely manner as well as programmatic and fiscal report submissions to the state. As the Fiscal Agent, KCCD has been responsible for timely disbursement of all checks to members. John Means, Associate Chancellor of Economic and Workforce Development, has served as the programmatic lead responsible for the timely submission of program reports while Carlene Feichter, Accounting Manager, has been responsible for the submission of fiscal reports. Carlene Feichter reports to Thomas J. Burke, Chief Financial Officer and the consortium's certifying official. All reported data has been provided by members along with appropriate supporting documentation (i.e.: invoices, purchase orders, etc.) and prepared for delivery to Feichter who prepares final documents to be rolled up for submission to the state by the Chief Financial Officer, Thomas J. Burke. In order to prepare detailed information for reporting to the state, each member has prepared a Scope of Work identifying by program, object code, and objective any and all intended to purchases for the year. This information has been uploaded into an electronic database in order that all purchases may be reconciled against a consortium-approved Scope of Work plan. As the consortium moves to a Direct Funding model, the Project Director will gather and coordinate all documentation for state reporting while the individual members will maintain appropriate documentation for all expenditures. Data points will be gathered by the Project Director. Tom Burke, will continue to be the consortium's certifying official.

Does your Consortium have updates or changes to its approach to Fiscal Management to report? If so, click Yes and enter them in the textbox below. Otherwise, click No.

○ Yes
● No

There are no further changes at this time.

Consortium Allocation Schedule

In your CFAD, you submitted your Allocation Schedule for 2016-17. **This item is locked.** It is included here for reference only.

Member Name	Total Allocation
🔒 Kern County Regional Occupational Center	$0
🔒 Porterville Unified School District	$1,388,787
🔒 Mammoth Unified School District	$0
🔒 Mono County Office of Education	$205,922
🔒 McFarland Unified School District	$296,147
🔒 Sierra Sands Unified School District	$222,750
🔒 Wasco Union High School District	$241,292
🔒 Tehachapi Unified School District	$187,036
🔒 Mojave Unified School District	$294,500
🔒 Kern Union High School District	$10,250,051
🔒 Delano Joint Union High School District	$1,354,485
🔒 Kern County Superintendent of Schools	$0
🔒 Kern Community College District	$1,633,096
Total	**$16,074,066**

Section 2: Plan Summary for Program Year 2016-17　　　　　　　　　　　−

The AEBG effort focuses on the purpose described in AB86: "... 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." Your AB104 Adult Education Block Grant Three-Year Plan Update summarizes what your Consortium's vision and goals are for your regional Adult Education system. The Annual Plans focus on what will be done to make progress toward that vision each year.

Executive Summary

Please provide an Executive Summary of your Consortium's implementation plan for the 2016 – 17 Program Year. In your summary, please be sure to provide a clear and concise description of your Consortium's vision, accomplishments made during the prior Program Year, and its primary goals for the the upcoming Program Year.

The Kern Consortium oversees the implementation and expansion of adult education (AE) programs as far north as Bishop east of the Sierra Nevada's and Porterville to the west, and as far south as Bakersfield and Sierra Sands to the southeast. Thus, the consortium is divided into four sub-regions which focus on the unique needs of each community while mindfully developing continuity across the broader region. Thus, progress is reported by the following sub-regions: Bakersfield (Kern UHSD and Bakersfield CC), North Kern (BC-Delano, Delano JUHSD, McFarland USD, and Wasco UHSD), Porterville (Porterville USD and Porterville CC), and Eastern Sierra (Tehachapi USD, Sierra Sands USD, Mojave Joint USD, Muroc JUSD, and Cerro Coso CC).

By 2017-18, members envision a comprehensive AE program across the entire region with a number of on- and off-ramps to meet the needs of all adult learners.

Bakersfield: In 2015-16, Kern UHSD- Bakersfield Adult School (BAS) implemented a marketing campaign to raise awareness of AE and Career Technical Education (CTE), initiated a One-Stop to coordinate services, expanded Digital Literacy to ensure use of iPads and Chromebooks for more students, and initiated a culinary program within the AJC building, fulfilling a county request for food safety training.

In addition to further developing the One-Stop, BAS anticipates increased coordination of services among members in 2016-17. In preparation for this coordination, BAS collaborated with Delano Adult School (DAS) on DAS's implementation of computer based testing for the HiSet. Similarly, BAS, DAS, and Bakersfield College (BC) collaborated on ESL curriculum development. Collaboration of this type is expected to continue.

North Kern: Once fully staffed with AEBG positions, NK will increase seamless transitions support. Wasco Adult School (WAS), for example, has hired a Program Coordinator while BC will hire an AEBG Program Manager and a Disabled Students Program Service Counselor in 16-17.

In addition to the new positions, NK plans to expand BC courses to Wasco, McFarland and Delano and relocate portables for additional CC courses in Delano and McFarland. In addition to BC courses, WAS and MAP plan to offer industry-approved training by outside partners.

Porterville: PAS will work toward all 3-Year plan goals in 2016-17 by adding additional ESL, ABE and HiSet classes to day and evening programming. PAS will continue to expand a One Stop by further developing partnerships with local employment agencies and will continue to focus on transitioning students to Porterville Community College (PC).

Eastern Sierra: ES will focus on basic skills, computer and welding courses. Additionally, GED and/or high school diploma courses to transition students to CC's will be developed and expanded. ES will provide course articulation collaboration time for CC and AS faculty. The region will focus on outreach activities by CC's to increase AS to CC matriculation.

Computer and Welding labs will be established at all AE facilities in 2016-17. Liaisons will be hired and connected with CC's to better serve students. Finally, professional development (PD) opportunities to collaborate across the region will happen by the end of 2016-2017.

Stakeholder Engagement

In the table below, please list your Consortium's Partner Agencies. These may include, but are not limited to, state, county workforce and / or educational agencies, community based organizations, corrections, advocacy and / or special interest groups, proprietary schools, charter schools, among others. Values may be entered directly into the table below. All changes are saved automatically.

Partner Name	Partner Type	Core Services
America's Jobs Center	Government	Workforce Development
Employment Development Department	Government	Workforce Development
Kern Literacy	Non-Profit	Literacy
The Mission of Kern County	Non-Profit	Homeless
West Tec	Education	CTE

Briefly describe a promising practice that has emerged as a result of your collaboration with one or more of the partners identified above.

Bakersfield Adult School, in collaboration with America's Job Center, developed a culinary program using facilities located within the AJC building. The project will provide Food Safety courses in response to a county request for this type of programming. The facility is in the final stages of securing Health Department approval. A teacher has been hired for the project which will begin in the 2016-17 year.

Levels and Types of Services

Please provide a description of your Consortium's success expanding levels and types of programs within your region, as well as key challenges faced and / or overcome during the 2015 – 16 Program Year.

Bakersfield: BAS now offers Accuplacer, the BC placement assessment, on the BAS campus. BC counselors are meeting with students at BAS to complete educational plans and distribute student schedules. Significant discussion regarding Dual Enrollment has occurred within the region due to AEBG collaboration. Continual outreach to the CCs regarding "On Ramps" for students transitioning to CCs or the workforce remain a priority for 2016-17.
    North Kern: NK successfully addressed the AE needs in their area through regular sub-region meetings. DAS has successfully partnered with BC-Delano to offer a new EMSL course at DAS and to discuss adding additional courses in 2016-17. Additionally, DAS successfully planned for the implementation of a new Auto Tech course in 2016-17; collaboration with BC AutoTech teachers has been instrumental in preparing for a successful implementation.
    Porterville: Porterville focused on engaging community partners in the One-Stop in 2015-16.
    Eastern Sierra: A partnership between Mono CCOE and Cerro Coso CC(CCCC) was established whereby MCOE now uses a CCCC facility as a One-Stop. Mojave SD (MSD) saw 14 adult completers in their new Computer Office Application Course and 18 a completed Level One Welding and will begin Level Two in September.

Summarized by Sub-Region:
    Greater Bakersfield: Limited progress has been made within the area of seamless transitions. BAS has had difficulty engaging BC faculty regarding the need to increase articulation agreements and align curriculum which would create seamless on-ramps for AE students. Significant discussion regarding Dual Enrollment has occurred within the region which may have slightly redirected attention from AE alignment discussions.
    North Kern: Funding challenges created noticeable delays during 2015-16. Many of the NK partners were unable to move forward with projects due to late funding arrival. This issue appears to be resolved and the members anticipate that the region's ability to move forward with designated projects will be more successful moving forward.
    Porterville: The Porterville sub-region challenges were linked to funding delays.
    Eastern Sierra: Mono County Office of Education (MCOE) found communicating the new AEBG opportunities to their community challenging; however, the partnership with Cerro Coso Community College (CCCC) whereby MCOE will use a CCCC facility as a One-Stop in 2016-17 should mitigate that challenge.

Regional Needs

Please provide a description of your Consortium's success providing training and educational services to address the needs of adult learners within your region. Please also identify key challenges faced and / or overcome during the 2015 – 16 Program Year. Please also include descriptions of changes in the needs of your region, as appropriate.

Bakersfield: The Bakersfield sub-region has entered into several collaborative opportunities with the DAS campus including support for the implementation of HiSET and EMSL training. Additionally, the new culinary program advances the county's objective to offer a Food Safety course that would support the regions budding food industry.
    North Kern: The NK sub-region has focused energy primarily on the developing a solid infrastructure for AE across the region. Regularly held collaborative meetings among sub-region members has developed a comprehensive vision and a strong sense of collaboration among members as well as community partners.
    Porterville: The Porterville sub-region has focused energy on developing relationships with regional partners to engage in the One Stop project.
    Eastern Sierra: The Eastern Sierra sub-region has focused on developing a strong, comprehensive vision for the sub-region through regularly scheduled sub-region meetings. A strong network among members has led to sub-regional agreement on student assessment platforms as well as on-line instruction offering. The sub region also welcomed Muroc as a new member and supported the re-opening of the Muroc AE program.

Bakersfield: The Bakersfield sub-region hosts two of the region's largest AE programs: BAS and BC. The sub-region is often hard-pressed to arrange collaboration time that would lead to decision making that would advance sub-region objectives.
    North Kern: The NK sub-region is challenged by high poverty across several rural communities. The four AE entities in the sub-region are challenged to develop a full array of AE offerings on each AE campus. Furthermore, many community members lack transportation to commute the 10-20 miles to attend desired programming that may be available in a nearby community. Thus, the sub-region is developing a transportation system to help adults move across the sub-region to attend specific programming to meet their instructional objectives.
    Porterville: The Porterville sub-region is addressing regional needs as would be expected.
    Eastern Sierra: The Eastern Sierra sub-region spans a significant distance from Bishop to the north and Sierra Sands and Tehachapi to the south. Sub-region members are challenged to develop a system that will allow for seamless transitions across all communities. The CCCC is taking a strong lead in developing a collaborative process among the region, focusing on articulation agreements and dual enrollment coursework.

Section 3: Consortium Expenditures by Program Area and Objective   –

Reflecting on what you submitted in your 2015 – 16 Annual Plan, as well as your 2015 – 16 expenditures by Program Area and Objective, estimate the funding that will go to support these efforts in the 2016 – 17 Program Year. Data collected include 2015 – 16 MOE and Consortium Allocations (Budgeted and Spent) by Program Area, Objective, and Object Code, as well as Planned Expenditures by funding source for the 2016 – 17 Program Year, as shown in the tables below.

Program Areas	2015 - 16 Expenditures							2016 - 17 Planned Expenditures							
	Budgeted			Spent			+/-	AEBG	WIOA	Adult Perkins	CalWorks	LCFF	CCD Apportionment	Incarcerated Adults	Total
	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total									
3.1a Adult education (ABE, ASE, Basic Skills)	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0
3.1b English as a second language	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0
3.1c Pre-apprenticeship training	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0
3.1d Career and technical training	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0
3.1e Adults training to support child school success	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0
3.1f Older adults in the workforce	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0
3.1g Services to adults with disabilities	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0
Total	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0

Objectives	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	+/-	AEBG	WIOA	Adult Perkins	CalWorks	LCFF	CCD Apportionment	Incarcerated Adults	Total
5.1a Obj. 3: Seamless Transition	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0
5.1b Obj. 4: Gaps in Services	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0
5.1c Obj. 5: Accelerated Learning	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0
5.1d Obj. 6: Professional Development	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0
5.1e Obj. 7: Leveraging Structures	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0
Total	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0

Object Code	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	+/-
1000 Instructional Salaries	$0	$0	$0	$0	$0	$0	-
2000 NonInstructional Salaries	$0	$0	$0	$0	$0	$0	-
3000 Employee Benefits	$0	$0	$0	$0	$0	$0	-
4000 Supplies and Materials	$0	$0	$0	$0	$0	$0	-
5000 Other Operating Expenses	$0	$0	$0	$0	$0	$0	-
6000 Capital Outlay	$0	$0	$0	$0	$0	$0	-
7000 Other Outgo	$0	$0	$0	$0	$0	$0	-
Indirect / Administration	$0	$0	$0	$0	$0	$0	-
Total	$0	$0	$0	$0	$0	$0	-

Key
▼ = Under
▲ = Over

Expenditures data must be submitted for each participating Member agency as a single a comma-separated values (.csv) file for each Consortium. To help ensure the consistency and accuracy of data collected, as well as minimize the administrative burden on Consortium Members, the AEBG Office has developed tools to support collection and reporting of Consortium expenditures data. These include a Member Expenditures Form that Consortia may use to collect data from Member agencies, and a Consortium Expenditures Workbook with built-in automations to import and export Member / Consortium data with the click of a button. Instructions for use of these tools, as well as a sample workflow document and export file may be found in Consortium Expenditures Workbook.

While it is not required that Consortia use these tools, expenditures data must be submitted in the format produced by the Consortium Expenditures Workbook. Consortia using other tools to produce this report are strongly encouraged to reach out to the AEBG Office to ensure their files meet the specifications of the AEBG Office prior to submission. Once you have prepared your Consortium Expenditures file, upload it here for submission with your 2016 – 17 Annual Plan.

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Section 4: Consortium Action Plan Review and Update   –

Regional Assessment Plan Updates

Provide a description of your AEBG Regional Assessment Plan, i.e., how students will be appraised, placed, assessed, etc. into the regional adult system as they progress, and as they move among the various schools.

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Data and assessment systems under consideration by Kern include ASAP, PLATO,CASAS, and the vendor DOM.  NK has considered
Proteus, West Tec, Pearson, GED, HiSet, ProTrain, ASAP, and Aztec.  ES is committed to working together on assessment and
placement processes.
        Bakersfield:  WIOA-funded BAS pre-assesses to determine grade level equivalency and post-tests after
instruction.  Students can be post-tested to assess competencies after 40 hours of instruction.
        North Kern:  NK uses various data methods. DAS appraises students by CASAS and HS transcripts, course
assessments, Accuplacer, HSE scores, interim course assessments and Nurse Assistant Training and Completion rates.  MAP
places student by interest; students don't move during programing.  WAS places students by credits toward HSD; students
move after credit completion.
     Porterville: Students are assessed regularly based on attendance hours.  PAS uses CASAS and ASAP for placement and
assessment.
     Eastern Sierra:  ABS students will be assessed in math and English through Edmentum Plato; these courses will be
aligned with CC courses so that completion places students into CC courses.  ES welding courses will end with industry
certification, providing the pathway into the CC program and students entry level licensure.  AS and CCCC faculty will
align AE curriculum.
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What tools and vendors will you be using for these activities? Responses may be entered directly into the table below. All changes are saved automatically.

Name	Vendor	Core Services
Accuplacer		
ASAP		
CASAS		
Course Assessments		
Credit Completion		
Edmentum	Plato	
HS Transcripts		
HSE Scores		
Nurse Training and Completion Rates		
Proteus		

Student Data Tracking

Describe how you will track student enrollment, demographics, and performance. What system(s) will you be using? How will you collect the data from the student / classroom level? How will this system enable you to meet the targeted program outcomes?

Greater Bakersfield Sub Region: The CASAS system tracks students and programs and disaggregates enrollment and student demographics. BAS annually monitors and logs student demographics and performance. Gathering employment data remains an on-going challenge.
    North Kern Sub Region: Most NK AE sites use ASAP to track student enrollment and demographics upon the completion of district-specific intake forms. BC-Delano currently uses ODS to track student enrollment and demographics. DAS uses CASAS and Topper Enterprise to gather student data, measure growth and show student gains. Classroom data is collected by teachers and aides at the end of each quarter to update forms. These systems track student attendance, participation, hours completed, and programs completed as well as student growth upon entering programs and completing or transferring to continuing education.
    Porterville: Enrollment and demographics information is tracked by ASAP. All other demographic and employment information is requested at registration. Performance is tracked by teacher observation and CASAS assessments.
    Easter Sierra Sub Region: Q Adult Ed Enrollment Forms capture demographic information each AE program. Attendance and formative and summative assessments are used to collect student classroom progress data. Grades or certificate completion data along with student learning outcome results from each class determine overall program effectiveness.

List the systems used for student data tracking. Responses may be entered directly into the table below. All changes are saved automatically.

Name	Vendor	Core Services
AERIES		Performance and demographic data.
ASAP		
CASAS		
ODS		
Tops Enterprise (E)	Tops Pro Enterprise	Generates performance and demographic data based on our assessment data that the campus submits.

2015 – 16 Annual Plan Review and Update

Considering the activities proposed and / or implemented this year, please evaluate your Consortium's effectiveness meeting the following student outcomes identified in AB104:

(A) Improved literacy skills
(B) Completion of high school diplomas or their recognized equivalents
(C) Completion of postsecondary certificates, degrees, or training programs
(D) Placement into jobs
(E) Improved wages

In your responses, please include a description of your progress toward implementation of your 15 - 16 strategies. Please also be sure to highlight key successes, challenges, and any new strategies proposed as a result of lessons learned during the 15 – 16 program year.

Objective 3: Integration and Seamless Transition

Activities and plans to align regional academic and career pathways leading to employment and student transition into postsecondary education and / or the workforce.

> Bakersfield: BAS counselors continue to develop opportunities to move students seamlessly into the CC system. Conversations are on-going.
> North Kern: North Kern members have hired or are in the process of hiring staff members to assit with transitions between AS and CC's. BC has partnered with the AS's to increase college course offerings. In addition, BC is also woring with the ASs to provide Dual enrollment opportunities for CTE classes.
> Porterville: The Porterville sub-region hired counselors to support all areas of student planning and placement. The sub-region was initially challenged in the hiring process. The sub-region will continue to develop the counseling and placement of students int he 2016-17 year.
> Eastern Sierra: The Eastern Sierra sub-region focused energy on counseling and assessment procedures during 2015-16. Professional development was delivered within the region to all members. Developing clear and smooth transitions between AS and CC's is on-going.

Objective 3 Activities

Activities and plans to align regional academic and career pathways leading to employment and student transition into postsecondary education and / or the workforce.

Response: (200 words max.)

Activity	Outcomes Expected	Method of Assessing Impact
North Kern: Facilitate PD and collaboration time to align curriculum and instruction in ABE and CTE courses.	NK AS will meet with BC-Delano to increase BC courses CTE/ABE on AE sites.	Increased CTE courses on AE campuses.
Porterville Sub-Region: Host PC classes at PAS	Increase 30% of class offerings available to students.	Course enrollment data.
Eastern Sierra: Adopt common assessment proctors	Consistency in course placement and success in courses.	Total record of assessment across the Eastern Sierra Collaborative sub-rgion.

Objective 4: Gaps in Services

Activities and plans to address gaps in programs and services within your region.

> Bakersfield: Transition Specialist, culinary arts, and HSD algebra teacher hired. Culinary art program final approvals pending. Computer lab expanded. Chromebooks and iPads bring digital literacy to instruction and nursing clinicals. ESL expanded to new locations. Obstacles challenging One-Stop have been resolved a; project continues.
>   North Kern: EMSL training and Auto Tech discussions held with DAS and BC-Delano. DAS and BC Ag discussed expansion. Career Choices training conducted with DAS and WAS. MUSD hosted a BC CAN/Health to Home course. DAS, WAS, and MUSD explored potential course vendors. Coordinator hired in WAS. WAS purchased ASAP. BC-Delano hired Disability Specialist.
>   Stronger community connection and expanded collaboration with the CCs are sub-region needs. NK plans to offer many new CTE courses. BC-Delano will expand prison programs. MAP will expand ESL and Family Literacy. WAS will provide ESL, Office Automation, and Citizenship and use HiSET for HSD
> Porterville Sub Region: PAS launched a One Stop and hired a liaison.   Agreements are in place with local employment agencies to One-Stop collocate. Value of community collaboration was reinforced.
> Easter Sierra: MCOE discovered the need for a One-Stop and space was identified and offered at the CC to provide this service in the future.

Objective 4 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Outcomes Expected	Method of Assessing Impact
Bakersfield: increase online participation and transitions with an Outreach Specialist	Gaps - one stop and evening classes	Student enrollment data
North Kern: Co-locate student services and instruction	Collaborate with other NK AE schools and BC-Delano	AE schools increase BC courses on AE campuses
Porterville: Monthly sub-region collaboration/coordination meetings	Increase in services, decrease in duplicated services, clear goals.	Meeting Sign-in Sheets, flyers
Eastern Sierra: Hold regular sub-region "collaborative" meetings to bring AE and CC faculty and administrators together for plan coordination.	Increased consistency across the service area; Program pathways will be planned. Increased tracking of student success and completion.	Program reviews. Activity records of outreach personnel. Increased in student AE to CC transitions.

Objective 5: Acceleration

Activities and plans to accelerate student progress toward academic and/or career goals.

Bakersfield: BAS accelerated student progress by expanding the online HSD program. The addition of an algebra teacher also supported the acceleration of students in math.
    North Kern Sub Region - The NK region implemented on-site assessments for students to support seamless transitions. The region intends to continue to refine this implementation in 2016-17.
    Porterville Sub Region: PAS, in partnership with PCC, hired an additional PCC counselor assigned to work at PAS three days a week. Using several assessment instruments, the counselor works directly with ABE students and supports college transition and vocation program students. The counselor conducts outreach to both the PAS students in class to PCC students. Additional outreach is planned within the Porterville community in 2016-17.
    Easter Sierra Sub Region: The sub-region adopted and trained in Edmentum/PLATO math and English at the basic level. Additionally, both basic math and the welding curriculum were aligned with the CCCC curriculum. In 2016-17, additional CCCC math levels will be aligned in order to transition students more easily from AS to CCCC. The sub-region will continue to collaborate on curriculum and career exploration while expanding their Student Success courses.

Objective 5 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Outcomes Expected	Method of Assessing Impact
Bakersfield: Further develop and expand online program		Student enrollment numbers in on-line courses
North Kern: Create additional course offerings at AS that prepare students to transition to college	Each AE site in the NK region will offer a minimum of 2 new course offerings by the end of 2016-17	Number of students who successfully complete the course vs. the number of students enrolled in the course
Porterville: Offer PC classes at PAS	Remedial classes completed at PAS, smooth transition to upper level courses.	Course enrollment data
Eastern Sierra: Begin ABE courses in AS to align admission to CCCC	Increase enrollment	Assessment data

Objective 6: Shared Professional Development

Activities and plans to implement collaborative professional development strategies designed to foster program alignment and support ongoing assessment and improvement of student outcomes.

Greater Bakersfield- BAS provided regional PD training on the new ESL curriculum. BAS staff attended the Building Bridges Conference at BC and attended the GOOGLE (GAFE) conference to learn to infuse Google and general technology into the classroom. In 2016-27, BAS will host the central valley EL Civics Conference for implementation of the new El Civics workforce COAPPS.
    North Kern: BC-Delano participated in ESML Course training with DAS. DAS and WAS attended Career Choices Training. All NK entities agree that PD and collaboration time is needed for AE staff the region. NK plans to survey AS staff in the region regarding desired PD for 2016-17.
    Porterville: PAS and PCC have participated in collaborated in several curriculum workshops to discuss course offerings, share curriculum, and coordinate services to eliminate duplication and facilitate mainstreaming students. PAS staff attended the CASAS National Institute.
    Easter Sierra: In 2015-2016 three professional development days were held to implement Edmentum/Plato and to establish collaborative relationships between MCOE, Mammoth Unified School District, and CCCC. Muroc School District was brought into the sub-region. During 2016-2017, PD opportunities will focus on continued curriculum alignment, use of common technological tools, and student services to ease student transitions.

Objective 6 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Outcomes Expected	Method of Assessing Impact
Bakersfield: Align one program area with CC. Offer El Civics conference in central valley aligned with Wioa		
North Kern: Ongoing PD for AE staff	Provide ongoing Career Choices PD	Offer Career Choices courses at NK AE sites
Porterville: Curriculum collaboration meetings between PAS and PC	Unduplicated services, clear student learning outcomes	Sign-in sheets, enrollment numbers
Eastern Sierra: Training with Edmentem with additional faculty	Create easier access for students	Enrollment numbers
Kern AEBG Consortium		

Objective 7: Leveraging Resources

Activities and plans to leverage resources to create or expand programs and services to adult learners in your region. Resources may include contributions from, or collaborations with, local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, county libraries, etc.

Bakersfield - BAS is developing a One-Stop model and is working with architects. The opportunity to leverage the AJCC for the culinary program is a real success story. The program is a low cost alternative, a traditional two year programs for locals who desire to be entrepreneurs.
        North Kern: In 2015-16, DAS met with BC-Delano Campus for several trainings and to discuss prospective courses. MAS and WAS met with Proteus to explore how they could work together to provide certificate programs and courses for the WAS and MAS AE programs. Finally, BC-Delano met with DAS, MAS and WAS for AE support. The sub-region, through their conversations, discovered resources that were not known prior. In 2016-17, the region intends to continue to leverage existing resources.
    Porterville: PAS established an MOU with Proteus, Porterville Shelter Workshop and Porterville Developmental Hospital (PDH). PDH agreed to expand PAS programs onto the hospital campus and to offer PAS training to their staff. PAS is negotiating with Proteus to coordinate services.
    Easter Sierra: The Eastern Sierra sub-region did not make headway in leveraging support from existing regional partners in 2015-16. This topic will be addressed and strategies developed/implemented during one of the sub-region's collaborative meetings.

Objective 7 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Partners	Partner Contributions	Outcomes Expected	Method of Assessing Impact
Bakersfield: Start Culinary instruction	AJC	Facilities	Additional courses in Food Safety	Student participstion data
Porterville: Engage community partnerships in One-Stop		Career placement opportunities, literacy support		Referrals to agencies, presence of agency in One-Stop setting
Easter Sierra: Identify appropriate partners in the sub-region			Stronger connections for pathways	Established partners
North Kern: PRovide education, job training, and other support services through regional partners such as Proteus	Proteus		Expanded CTE courses	Course completion, increased student enrollment

Section 5: Annual Plan Submission   −

As a condition of receiving AEBG funds, each Consortium must confirm they have read, understand, and agree to adhere to the measures put forth in the 2016 – 17 AEBG Program Assurances Document.

Certification (Required)

☑ I hereby certify that the Consortium operates in a manner consistent with all legislative mandates, Consortium, and Member requirements as set forth in the by the AEBG Office and the AEBG 2016 – 17 Program Assurances Document.

☑ I hereby certify a) the information contained in this report is true and accurate to the best of my knowledge, b) that this Annual Plan has been approved following established Consortium governance policies, and c) that I am an official representative of the Consortium authorized to submit this Annual Plan on its behalf.

Signature

☑ Click here to confirm that you are ready to submit your Annual Plan.