

23 Kern | Consortium 2017-18 Annual Plan

INSTRUCTIONS: The form below has been partially completed based on information provided from your prior year's Consortium Annual Plan. Please carefully review and update each section. You may save your progress by clicking the **Save** button at the bottom of the page. As you coordinate with your member agencies to complete your annual plan, you are encouraged refer to the planning materials provided by the AEBG office located on the AEBG website here: <http://aebg.cccco.edu/For-AEBG-Grantees/Reporting-Tool-Kit> (<http://aebg.cccco.edu/For-AEBG-Grantees/Reporting-Tool-Kit>).

Click on the **Section 1: Plans & Goals** header to begin.

Section 1: Plans & Goals

Executive Summary

Please provide an Executive Summary of your consortium's implementation plan for the 2017– 18 Program Year. In your summary, please include a narrative justifying how the planned allocations are consistent with your three-year adult education plan, a clear and concise description of your consortium's vision, accomplishments made during the prior Program Year, and primary goals for the upcoming Program Year. (Limit: 500 words)

The Kern Consortium oversees the implementation of AEBG 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. Progress is reported by sub-region: 1) Greater Bakersfield (Kern UHSD and Bakersfield CC), 2) North Kern (BC-Delano, Delano JUHSD, McFarland USD, and Wasco UHSD), 3) Porterville (Porterville USD and Porterville CC), and 4) Eastern Sierra (Tehachapi USD, Sierra Sands USD, Mojave Joint USD, Muroc JUSD, and Cerro Coso CC).

In 2017-18, the consortium plans to move toward the refinement of programs, the mindful use of both local and regional data, and the further development of community partnerships. The entire consortium is dedicated to supporting all members as CASAS is fully implemented; on-boarding our smaller, non-WIOA members as well as our Community Colleges will be our focus. Members will continue to reach into their local communities to further develop creative partnerships such as the one established between ETR and the KHSD Culinary program. Finally, and perhaps of greatest importance, is the global commitment to supporting students through professional development and collaboration that carves out clear pathways for student success and matriculation.

Eastern Sierra Sub-Region:

Tehachapi HUSD will prepare to launch a culinary program; this project will require financial support to modify a currently existing kitchen. Mono COE will develop and implement a welding program. Mojave AE continue to offer three levels of welding (intro, specialized and new to 17-18, Advanced specialized), CTE computer, and we will implement the separation of ABE and ESL courses to better deliver services. SSUSD will continue to serve ASE students through the HS diploma program and will switch to digital courses replacing the current IS model. In general, the region is focused on increasing participation by expanding offerings in CTE and making ABE/ESL more accessible for students.

Greater Bakersfield Sub-Region:

Bakersfield College has recently hired a program manager for the 2017-2018 school year and anticipates this position will expedite the implementation of AE services in the college and with their partner institution, KHSD. BC will collaborate

with Bakersfield Adult School to co-locate and align basic skills and EMLS/ESL courses. A big push in marketing effort will be made to support EMLS department. BC will provide academic support service in writing to adult school. KHSD will continue to expand services through the newly launched Job Spot, a one-stop that will be staff by both KHSD and BC advisors.

North Kern Sub-Region:

North Kern will continue to collaborate on implementation of short term job training courses. Partners in the sub region will continue to provide support services to students as a way of increasing student matriculation. Delan AS will expand the welding pathway and begin to develop an automotive pathway in collaboration with BC. Wasco AS will expand ABE and increase enrollment in the HS diploma programs. BC will offer academic and counseling services to adult school students to improve seamless transitions. NK will continue to provide support to the McFarland community in collaboration with new district leadership.

Porterville Sub Region: Porterville continues to serve ASE, ABE, HiSet Prep, ESL, and CTE programs. In 2017-2018, ESL and High School Diploma classes will be expanded to outlying communities to better serve our student population.

Clearly, the entire Kern Consortium is focused on increasing service and support to all adults within the vast boundaries of the region. Through work in smaller, sub-region collaboratives, the consortium is confident that the plans agreed upon will lead to stronger resources and overall service in the entire region.

Meeting Regional Needs

What are the primary gaps / needs in your region? How are you meeting the adult education need and identifying the gaps or deficit in your region? Please provide the reasons for the gap between the need in the region and the types and levels of adult education services currently being offered.

Gaps in service / regional needs	How do you know? What resources did you use to identify these gaps?	How will you measure effectiveness / progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress.
<p>Eastern Sierra Sub-Region: Mojave: Low education in area, low test scores, lack of course completion in basic. 1. EL (MJUSD)</p> <p>Tehachapi USD: 1. ASE 2. Adult CTE (Welding) 3. ABE</p> <p>Mono COE 1. Adult CTE - (Welding) 2. EL</p> <p>Sierra Sands: 1. ABE</p>	<p>Mojave: 1. High EL drop-out rate for Lynch Learning Center/Adult School</p> <p>Tehachapi USD 1. Waiting list at adult school 2. No programs currently in place 3. No programs currently in place (Pilot 2016-2017)</p> <p>Mono COE: 1. No programs currently in place 2. High EL drop-out rate for Mono COE EL program</p> <p>Sierra Sands: 1. No programs currently in place</p>	<p>Mojave AS: Mojave Adult school will measure effectiveness by percentage of certificates earned by students, number of jobs gained, how many children helped, number of CTE skills gained. 1.Hire new EL teacher for Adult School and create hybrid program utilizing PLATO. Indicator of success: Course completion and assessments within the PLATO program. Decrease in drop-out rates.</p> <p>Tehachapi USD: 1.The Tehachapi Adult School has increased the staff and therefore the capacity of the program in order to meet the needs of the community. Indicator of Success: Enrollments in the ASE program, Common Assessments and graduation in comparison to previous years. 2.CTE pathway has been developed for a welding certificate in collaboration with local community college. Indicator of Success: Enrollments, Common Assessments, and course completion rates. 3. ABE courses will be offered at the Tehachapi Adult School for Basic English and Math skills to meet the needs of students enrolling in community college as well as those co-enrolled in WIOA Title I programs. Additional workshops and services to be provided are soft skills training and transition to the workforce. Indicator of Success: Enrollments, Common Assessments and course completion rates</p> <p>Mono Coe: 1. CTE pathway is being developed for an NCCER certificate. Indicators of Success: Enrollments, Common Assessments, and course completion rates. 2. Hire new EL teacher for Adult School and create a more robust program with new curriculum. Indicators of Success: Course completion and assessments. Decrease in drop-out rates.</p> <p>Sierra Sands USD: 1. ABE courses will be offered at Sierra Sands for Basic English and Math skills to meet the needs of students enrolling in community college as well as those co-enrolled in WIOA Title I programs. Additional workshops and services to be provided are soft skills training and transition to the workforce.</p>
<p>Greater Bakersfield Sub-Region: Low educational attainment rate.</p>	<p>Bakersfield College will collaborate with BAS to enhance opportunities to bridge students to postsecondary education and training. Educational advisor will be placed at one-stop shop.</p>	<p>Indicators of Success: Bakersfield College will measure success by number of students supported by an advisor, and how many students make transition to post secondary programs.</p>
<p>North Kern Sub-Region: High unemployment rate due to an unskilled workforce.</p>	<p>Data: Unemployment rate data, poverty data, Low educational attainment Increase short-term job training programs throughout NK. Collaborate with workforce development agencies to align program offerings with industry needs.</p>	<p>Indicator of Success: Completion of certificate programs and rate of job placement. (Will collaborate with ETR for job placement support.)</p>
<p>Porterville Sub Region:</p>		

GAPS IN SERVICE

For 2017-18, what strategies are planned to incrementally increase capacity in identified gap areas and / or help maintain established levels of service (Must list at least one)?

Identify strategies planned to incrementally increase capacity in identified gap areas as well as those that help maintain established levels of service. Plans will have identified programming and service gaps including lack of providers, services, access, attainment, and/or performance. These might include, but are not limited to, working with other partners in the service area, developing or expanding programs and plans to assess the effectiveness of these expanded efforts.

Eastern Sierra Sub-Region:

Mojave USD:

1) Mojave AS has PLATO training in place 2016-17, and additionally CASAS testing in place 2017-18. Partnerships are in place and steadily improving.

Tehachapi USD:

2) ASE: TUSD will increase staffing for the ASE program to increase service capacity.

3) CTE pathway has been developed for AS students to provide a welding certificate as well as an industry recognized certificate (CWI) issued by the American Welding Society (AWS).

4) ABE courses will be offered in Basic English and Math skills for students enrolled in CC's and WIOA Title I, and are found to need remediation on those areas.

Muroc JUSD

5) EL courses will be offered to AE students in order to decrease EL drop-outs rates at the AS.

Mono COE

6) ABE: In order to meet the needs of students transitioning from high school to AE, MonoCOE is working closely with the local high schools and Cerro Coso Eastern Sierra to recruit ABE students.

Sierra Sands:

7) SSUSD will transition to digital courses and continue the PLATO remedial courses for Cerro Coso CC.

Greater Bakersfield Sub-Region:

Bakersfield College:

1) The working relationship between BC and BAS has been established; however, there is still a need to enhance joint programs. Effort will focus on collaboration and development of pathways from AE to CC.

KHSD-BAS:

2) BAS plans to open One-Stop in an underserved area in the fall of 2017. The strategic location of the One-Stop, will allow for multiple service partners to bring services to a high traffic area of low socio economic populations. Partners may include, but are not limited to: Bakersfield College, America Job Center, Department of Human Services etc.

North Kern Sub-Region:

Wasco UHSD:

1) WAS will increase their ESL, HSD, and short-term job training courses. Bakersfield College will provide support staff in writing, tutoring, and DSPS counseling for adult school students to provide transition support and pathway to college programs.

Bakersfield College:

2) BC will expand EMLS co-location opportunities at adult schools.

Delano Adult School:

3) DAS will continue to expand the welding pathway and provide job skills and certifications as well as alignment with the community college pathway, DAS will begin the construction of the automotive facility and portable classrooms for future course offerings.

Porterville Sub Region:

1) ESL: Porterville College (PC) and Porterville Adult School(PAS) will offer additional off-site ESL classes to meet the varied needs of our community.

2) ABE: Porterville College will co-locate and offer a remedial Math and remedial English class on the PAS campus that will prepare students for the college level transferrable course.

3) Career Pathways: Porterville College will co-locate and offer Student Success Career Pathways and Management classes on the PAS campus.

4) Student Success Career Pathways meets the Education graduation requirement and the Management classes focus on the job readiness skills.

Seamless Transitions

Explain how consortium members and partners are integrating existing programs and services and creating seamless transitions into post-secondary education or the workforce. Please also identify key challenges faced and / or overcome during the 2016–17 Program Year in your efforts to transition students.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Eastern Sierra: Adopt common assessment proctors	3 - Somewhat implemented	<p>Sub-Region: Lack of training in CASAS for entire region.</p> <p>Tehachapi USD: Challenges faced are students dropping from school before full implementation of the common assessment.</p> <p>Muroc JUSD: Delay in communication and large student turnover rate.</p> <p>Mojave USD: Student motivation and study skills are low; students are far below grade levels.</p> <p>Sierra Sands: Serious decline in enrollment for these courses.</p>	<p>Sub-Region: Facilitate frequent training in PLATO and CASAS for all.</p> <p>Tehachapi USD: Pre assessments will be administered prior to enrollment in classes or if they rollover to following semester, they will be assessed at the beginning of semester. Post at graduation or at the end of each semester if they have not graduated.</p>	<p>Sub-Region: Clear expectations earlier.</p> <p>Tehachapi USD: Require learning management systems to be compatible with CASAS/TOPs Pro in order to allow for easier data exchange.</p> <p>Mono COE: CASAS/TOPs Pro compatible with Mac products. Also, State should understand the uniqueness of our region due to vast physical area with low population and allow collaboration with other organizations so as to not duplicate programs and share space.</p> <p>Mojave: CASAS and PLATO assessments, staff training, more specific courses in 2017-18.</p> <p>Sierra Sands USD: Remove the "stigma" of taking classes at the adult school by creating a CCCC computer lab on our campus. Open Houses once a month. Tutoring once a week</p>
North Kern: Facilitate PD and collaboration time to align curriculum and instruction in ABE and CTE courses.	3 - Somewhat implemented	Lack of approval to offer dual enrolled classes for adults prevented collaboration for successful implementation.	Continued collaboration/communication between AEBG consortium, BC Delano and Adult Schools. Articulation, Co-Location, and continued advocacy of dual enrollment for adults.	Approval of dual enrolled classes for adult students and a reduction of faculty course load limit.

For 2017-18, what NEW strategies are planned to Integrate existing programs and create seamless transitions into postsecondary education or the workforce (Must list at least one)?

How will the Consortium align and connect existing and future adult education programs to postsecondary academic pathways and/or career pathways leading to employment? Activities should address how the Consortium will align placement tools, curriculum, assessment tools and rubrics, and student performance outcomes across delivery systems to ensure that student transition paths, both between providers and into postsecondary credit programs, are understood and supported across all systems.

Greater Bakersfield Sub-Region:

1) Bakersfield College plans to collaborate with BAS to align curriculum, co-locate courses, and share academic support services to create seamless transitions.

KHSD-BAS:

2) BAS has offered its first Dual Enrollment course, allowing BAS students to earn college credit. BAS met with Community College staff to align curriculum in the Business sector pathway, to enhance and expand articulation agreements with Community college. Program expansion is planned.

North Kern Sub-Region:

1) North Kern plans on having ongoing collaborations with BC regarding guided pathways to see that our new CTE course offerings transition seamlessly to their pathways. As new courses are created, we will align our curriculum with BC to make sure articulation is available to our students reducing the courses needed toward certification and reducing the student expenses to gain certification and obtain industry specific job skills. Additionally, collaboration between Adult Ed Faculty and Community College faculty will ensure courses are properly aligned and industry standards are being met.

2) Will be more intentional about collaborating with ETR to provide job placement and career readiness opportunities.

Eastern Sierra Sub-Region:

Tehachapi USD- A One-Stop Shop (Tehachapi Education Center) has been created, which allows for an easy transition from adult school to community college. The Tehachapi Education Center houses a continuation school, an adult school and a satellite campus for a local community college.

1) WIOA Title I- In collaboration with the Employers Training Resource/Americas Job Center, TUSD will offer qualifying students the opportunity to receive job training as well as assistance on their transition into the workforce, military or post-secondary education.

Muroc JUSD-

2) Concurrent enrollment through Cerro Coso community college is being offered to encourage a transition to postsecondary education for students enrolled in the adult school. Program expansion is planned.

MonoCOE

3) Creation of CTE program utilizing NCCER curriculum including the Tools for Success course.

Sierra Sands USD:

4) Implementation of CASAS testing system to track student progress.

Porterville Sub Region:

1) Porterville College (PC) and Porterville Adult School(PAS) will offer additional off-site ESL classes.

2) Porterville College will co-locate and offer a remedial Math and remedial English class on the PAS campus that will prepare students for the college level transferrable course.

3) Porterville College will co-locate and offer Student Success Career Pathways and Management classes on the PAS campus. Student Success Career Pathways meets the Education graduation requirement and the Management classes focus on the job readiness skills.

4) A full-time counselor is will continue to be available to assist all students in completing a transition plan.

5) Career Exploration activities will be included into the elective graduation requirement. Speakers, Career Fairs, and Internship opportunities will be attended.

Student Acceleration

Explain how your consortium members and partners have employed 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, post-secondary institutions, and career technical education.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Bakersfield: Further develop and expand online program	1 - Not at all implemented	BC-Inability to fully staff at the beginning of the school year	BC-The goal is to fully staff by beginning of 2017-2018 school year.	BC-Continued funding support
Eastern Sierra: Begin ABE courses in AS to align admission to CCCC	3 - Somewhat implemented	TJUSD: Fully implemented MJUSD: Not at all implemented. No knowledge of students in need and no program previously in place. SSUSD: Lack of time for coordination	TUSD: Promoting course by collaborating closer with local CC. Mono COE: Improve communication with CC instructors. SSUSD: Liaison will assume some of these duties now that a full time teacher has been hired	No support required.
North Kern: Create additional course offerings at AS that prepare students to transition to college	5 - Fully implemented	Although we were able to fully implement, it took longer than expected due to restrictions on spending. Community college had to subcontract to adult schools, and adult schools had to modify plans so that we met AEBG guidelines.	Now that we know how to overcome barriers, we will continue to expand and enhance existing programs in NK. Marketing efforts will be key in expansion efforts.	Ongoing funding with the understanding to fully implement new pathways and courses will take time and infrastructure development, delaying student participation.
Porterville: Offer PC classes at PAS	5 - Fully implemented	Full Implementation Complete	Promoting courses using multiple media sources.	No support require

For 2017-18, what strategies are planned to accelerate student progress (Must list at least one)?

Identify activities that you will implement and/or improve through using specific evidence-based strategies across the region, within and between systems where they currently don't exist, to accelerate student's progress. 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).

Greater Bakersfield Sub-Region:

1) BC will provide academic support services and will align curriculum with BAS to accelerate student progress into postsecondary education.

KHSD-BAS:

2) Has accelerated and compressed Medical Coding and Billing to one semester utilizing online/blended instruction. Four business and computer classes have been offered in an online format option. Additionally, Culinary is a one semester, fast paced compressed program. It is an alternative to the local community college two year program, for those individuals looking to quickly gain employment but also seeking an entrepreneurial component to instruction. These programs will continue to be refined or expanded in 2017-18.

North Kern Sub-Region

1) Bakersfield College will provide academic support services such as tutoring and writing assistance to high school diploma and ESL students, in an effort to bridge students into community college basic skills and EMLS courses.

2) Aligning basic skills curriculum to career goals, specifically with our career choices classes, students are more prepared about career path opportunities available to them.

Eastern Sierra Sub-Region:

TUSD:

1) Differentiated instruction offered through online PLATO platform that allows for individualized (competency-based) instruction. Learning lab open Monday-Friday staffed with an instructor available for students to receive assistance on courses.

MJUSD:

2) Evening courses available for students working full-time.

Porterville Sub Region:

1) CASAS competency based score reports and evaluations will be given to teachers to develop an individualized learning plan for each student.

2) CTE courses will include basic skills as well as work skills competency and certification.

3) ASE will include college/career content required for graduation.

PAS

4) Needs-based weekly Professional Development on-site, on-line, webinars, and local trainings. CASAS, OTAN and CALPRO will be utilized monthly.

5) Subject specific collaboration between PC and PAS.

Shared Professional Development

Explain how your consortium has collaborated in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration, consortium alignment, and improve student outcomes.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Bakersfield: Align one program area with CC. Offer El Civics conference in central valley aligned with Wioa	2 - Mostly not implemented	BC-Lack of staffing to implement.	BC-Management will facilitate PD opportunities for BAS instructors and BC faculty.	Continued funding support
Eastern Sierra: Training with Edmentem with additional faculty	4 - Mostly implemented	No challenges at this time. Mono COE: Although PD opportunities were offered, due to the remote location of MonoCOE, members were not able to participate.	No challenges at this time.	No support needed at this time.
North Kern: Ongoing PD for AE staff	5 - Fully implemented	There were no challenges that prevented implementation. DAS and WAS have provided PD for AE staff as planned.	DAS and WAS will continue to provide PD for AE staff	Ongoing funding for AE.
Porterville: Curriculum collaboration meetings between PAS and PC	2 - Mostly not implemented	Scheduling and rescheduling of meetings.	Calendar in advance of scheduled training.	None needed at this time.

For 2017-18, what NEW strategies are planned to provide shared professional development (Must list at least one)?

A critical element to ensuring the effective implementation of the Consortium’s plans to improve adult education programs are faculty and staff equipped with the skills, knowledge, and support needed to deliver high-quality instruction and use classroom support strategies that foster learner persistence and goal achievement. Significant and effective professional development will be required to build capacity within the existing systems to deliver this new vision for adult learning throughout the state.

Eastern Sierra Sub-Region:
 1) Professional development opportunities will be coordinated for the Eastern Sierra to cover topics such as CASAS Assessments, PLATO platform, and TOPs Pro.

Greater Bakersfield Sub-Region:
 1) Bakersfield College will ensure that faculty is connected with BAS instructors, in order to truly create seamless transitions in CTE and ESL programs.
 KHSD-BAS:
 2)BAS The consortium is sending a large group to CASAS; we plan to build off that foundation with local CASAS mini workshops.
 3) Co-teaching is planned as well as co-location of classes between the community college and BAS at the one-stop.

North Kern
 1) The North Kern Sub-Region will continue collaboration between agencies to develop classes and curriculum. NK management will facilitate collaborative meetings between CC faculty and AE instructors, to ensure curriculum alignment in CTE and ESL programs.

Porterville Sub Region:
 1) PAS-Needs-based weekly Professional Development on-site, on-line, webinars, and local trainings. CASAS, OTAN and CALPRO will be utilized monthly.
 2) Subject specific collaboration between PC and PAS.

Leveraging Resources

See the attached adult education fiscal resources table on your consortium fact sheet. Explain how your consortium is leveraging and braiding these funds sources including those provided by consortium members and partners, incorporating existing regional structures, and reaching out to stakeholders and partners for participation and input.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Bakersfield: Start Culinary instruction	5 - Fully implemented		The Culinary Program has graduated two classes. Both semesters students who had previously been unable to earn employment due to Felony Convictions were able to earn employment upon completion of the Culinary Program. The dedicated teachers have built a relationship with local eateries who have hired BAS students.	
Easter Sierra: Identify appropriate partners in the sub-region	4 - Mostly implemented	Mostly implemented- TUSD: Working on developing CTE welding courses and community partners will be brought together to provide input. State and federal laws and regulations relating to facility use and development.	Bringing all key stakeholders together to problem solve facilities issues (TUSD). Food truck vs. full kitchen for implementation of culinary arts program.	Consolidation of bureaucracy and policies to simplify process for permitting facilities and programs.
North Kern: Provide education, job training, and other support services through regional partners such as Proteus	3 - Somewhat implemented	It took several months to figure out how to utilize funds between all NK partners. Not being able to share K-12 facilities with adult programs due to regulations delayed implementation of programs.	Continue collaborations between AEBG and outside stakeholders.	More flexibility with how funds can be spent within partners, as well as how AEBG resources are shared with K-12 schools.

For 2017-18, what NEW strategies are planned to leverage existing regional structures, including, but not limited to, with local workforce investment areas (Must list at least one)?

Identify strategies planned to leverage existing regional structures and utilization of resources, including leverage existing assets or structures to benefit the adult learners in the region. These assets or structures might include, for example, contributions from or collaborations with local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, and county libraries.

Greater Bakersfield Sub-Region:

1) BC will collaborate with BAS to engage WIB and industry partners in pathway development.

KHSD-BAS:

2) The Culinary Program is located in AJCC. Several offsite ESL programs partner with Elementary schools to benefit parents of the children. Our Digital Literacy program is located within a KHSD comprehensive site for evening access to the program by parents; it is strategically designed to accelerate adult students into employment. On-going development or expansion of these programs will take place in 2017-18.

North Kern Sub-Region:

Develop and enhance a working relationship with Local Workforce Investment Board (WIB). WIB representatives will be invited to monthly NK planning meetings.

Eastern Sierra Sub-Region:

TUSD- In collaboration with the Employers Training Resources/ Americans Job Center, the Tehachapi Adult School is able to offer students enrolled who meet the required criteria the opportunity to receive paid job training. Collaborating with local restaurant association to determine needs of industry in the area. Collaborating with industries who employ welders in the area. Creating advisory board for Hospitality and Welding programs.

MJUSD- Collaborating with Chamber of Commerce and military base to expand Adult Education offerings to military personnel and families.

MonoCOE - collaborate with Sheriff's Dept to expand AE offerings to inmates.

Porterville Sub Region:

Section 2: Fiscal Management

Please provide an update on your AEBG fiscal spending. In the table below, identify the total MOE & Non-MOE funding spent or encumbered for the 2015-16 and 2016-17 program years.

Program Year	Total AEBG Funding	Total Spent	Total Funds Remaining
2015-16	\$15,982,534	\$0	\$15,982,534
2016-17	\$16,126,066	\$0	\$16,126,066
Total	\$32,108,600	\$0	\$32,108,600

Please identify challenges faced related to spending or encumbering AEBG funding.

Delano JUSD: DAS was challenged by the requirement that AEBG funding had to remain separate from K12 funding, even in facilities; the initial plan was to use funding to bring an existing K12 CTE facility up to industry standard using AEBG fund and then to share the facility with K12 students. Reworking this plan delayed SOME spending.

Kern CCD: Bakersfield College had some challenges with spending due to restrictions on community colleges being able to provide Not-For-Credit courses, which was a large part of our initial plan with some CCs.

Kern HSD:

McFarland USD: Mcfarland was unable to move forward with initial capital outlay projects.

Mojave USD:

Mono COE:

Muroc JUSD: No challenges

Porterville USD: No challenges

Sierra Sands USD: Original funding amount included one time costs rather than recurring expenses. Also, the late application of the funds delayed the hiring of the new liaison position.

Tehachapi USD: Challenges faced in spending the funds were the late start-up of the AEBG funded positions. Due to a late start, the program was not able to spend all allocated funds for the first program year.

Wasco HSD: Funding challenges created delays for the 2015-2016 program year.

Please describe your approach to incorporating remaining funds from 2015-16 and 2016-17 into activities planned for 2017-18. (Limit: 250 words)

Kern CCD:

Kern HSD:

Mono COE:

Delano JHSD: Our 2015-2016 funds and our 2016-2017 funds are being used to begin the construction process for our newly created automotive pathway, which will be completed with the 2017/2018 funds. Additionally these funds will also support our welding implementation and other planned activities.

Kern CCD: Bakersfield College will provide as much support to AE partners as possible through academic support services. 2015-2016 funds will be used for these purposes until they are fully expended.

Kern HSD:

McFarland USD: McFarland will support NK partners in order to continue providing services to the McFarland community.

Mono COE: to use or encumber all funds to support implementation of Welding Program.

Wasco HSD: 2015-2016 funds will be fully spent before the 2017-2018 program year. 2016-2017 funding will be used offer HSD, ABE, and CTE courses.

Mojave USD:

Muroc JUSD: All funds have been expended.

Porterville USD: Year B funds (2016-2017) will fund additional ESL classes and materials and supplies to enhance the CTE courses.

Sierra Sands USD: Most funds will be used for city bus passes to enable more access for students

Tehachapi USD: Remaining funds from the FY 15/16-16-17 will be utilized to fund programs listed on the three year crosswalk.

Section 3: Certification and 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 2017-18 AEBG General Assurances Document.

Failure to meet the requirements listed in the 2017-18 AEBG General Assurances Document may result in a determination of non-compliance and lead to partial or complete loss of Consortium and / or Member funding.

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 2017-18 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 (Required)

Bonita Steele

Click to indicate you are ready to Submit your 2017-18 Consortium Annual Plan