

68 West 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 vision of this Consortium is to provide adult education in western Kern County with a strong emphasis on education services relating to English as a second language, citizenship preparation, literacy, short-term career technical training, and basic skills needed for academic and career success.

During the prior program year we met many of our program goals including:

- Aligning regional academic and career pathways leading to employment and post-secondary education and/or the workforce. WKAEN has collaborated closely with industrial and educational partners to develop strategic pathways for our students. Evidence of this is reflected in new and innovative course development in Career Technical Education. Taft College, WESTEC, Taft Union High School and WKAEN partnered together to develop and offer a short-term CTE course in Personal Care Aide which provided the graduates with the skills to obtain entry level employment in the home health care field. In addition, WESTEC Training Center partnered with WKAEN to provide two Train for Success industrial safety courses which provide the graduates with safety certifications accepted by local industry employers.
- Community outreach development is key in our success. We have increased our efforts to attend local outreach events as well as enhanced visibility in local social media groups. These efforts have resulted in consistent growth in class size as well as increased traffic through our office by prospective students.
- Development of relevant ESL course offerings has been a priority. Staff has been hired to develop a comprehensive ESL program which includes reaching parents of school aged children as well as prospective students in the workforce.
- ESL Civics (Citizenship) classes doubled in enrollment in this academic year with several students obtaining interview dates as well one student actually passing her requirements for Citizenship.

In the current year we expect to focus on:

- Increased enrollment in our GED courses with enhanced student success.
- Increased enrollment in ESL courses with clearer pathways into higher course levels
- Greater instructional efficiency in ESL Civics (Citizenship) in application assistance as well as interview preparation.

- Increased offerings of short-term CTE courses, focusing on preparing students for entry-level employment
- Development of a local Literacy Training program.
- Implementation of professional development schedule for instructors and staff.

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.
ESL non-credit courses for parents of English Language Learners	Local schools have expressed a need for these classes for the parents of their students as well as community outreach data results.	ESL class directed specifically toward parents of English Language Learners are scheduled to begin in the fall 2017. A classroom has been secured which is located in a centrally located community center. Effectiveness and progress towards meeting this need will be initially measured by enrollment, attendance and test results.
Rural centers established for GED, ESL, Literacy and CTE courses.	Collaborative conversations with regional partners have indicated the need for these services as well as requests from potential students in rural areas.	Effectiveness / progress will be measured by enrollment and attendance of students from rural areas. Outreach programs to rural will be measured as will transportation support accepted and utilized by students.
CTE course offerings which provide entry-level job opportunities to students	Current unemployment rates indicate the need for such courses. Industry partners indicate that local residents lack training to compete with applicants from other areas of our county. The Cal-Works department has indicated that their clients lack needed training to compete in the local job market.	Increased short-term vocational training offered at centrally located sites as well as student enrollment, attendance and completion will be used to measure effectiveness /progress. In addition, regular follow up of course completers will be used to measure effectiveness.
Literacy training	Literacy continues to be a problem in our region. Local high school educators are concerned about their students "aging out" without being able to read and write effectively.	WKAEN has developed a partnership with the Kern Literacy Foundation who has offered training opportunities for support staff. A tutoring program is being developed with their assistance to begin meeting the need in literacy and basic skills. Effectiveness / progress will be measured by students served as well as those students enrolling in other course offerings.

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.

ESL non-credit courses - ESL class directed specifically toward parents of English Language Learners are scheduled to begin in the fall 2017. A classroom has been secured which is located in a centrally located community center.

CTE course offerings - Increased short term vocational training offered at centrally located sites

Rural centers established for GED, ESL, Literacy & CTE courses - Conversations with rural educators and employers will be instituted to determine need and feasibility of rural educational services. Transportation vouchers will be offered to rural students to assist in transportation costs of attending classes.

Instructional Professional Development - Strategies are being developed to increase professional development for instructors and instructional support staff. Conducting all training with a trauma-informed approach will be key in addressing barriers to success.

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?
Student Support Services - Counseling	3 - Somewhat implemented	Leveraging existing counseling services through Taft College has been effective in initially offering counseling services through their center. Lacking our own staff counselor has prevented us from enhanced student counseling services.	WKAEN plans on continuing to leverage existing counseling services through Taft College Counseling Center as well as Taft College CTE and Employment Department.	
Student Support Services - Staff	4 - Mostly implemented	WKAEN's office staff and instructors offers student support services to students. Students receive individualized attention in their educational plan as well as extensive referrals and support.	Development of a more comprehensive system to follow up on students who have completed courses will be implemented in this academic year.	

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.

Data Collection - one of our main focuses will be on data collection. Tracking students' progress will assist us in our efforts to support student efforts in transition paths between educational and employment providers.

Accelerated instructional programs will be implemented through instructional professional training. Instructors will become familiar with curriculum which has a graduated approach to learning for the students.

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?
Instructor training in contextualized instruction	3 - Somewhat implemented	Staff hiring delays	Instructional Professional Development - Strategies are being developed to increase professional development for instructors and instructional support staff. Conducting training in contextualized instruction will help students gain a deeper understanding of subject matter by relating material to meaningful situations they encounter in real life.	
Student Counseling Services	3 - Somewhat implemented	Lack of in-house counseling staff	Taft College Counseling Interns provided information and offered services to all GED and ESL students. Increased classroom presentations by counseling staff is planned for the current program year.	

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).

ESL - In becoming familiar with CASAS testing we are recognizing certain competencies that need to be addressed in each level of ESL. We are aligning our curriculum to correspond with these content standards. In doing so, our instructors can teach more effectively, ensuring student success.

CTE - Our short term work readiness courses are being condensed into two week segments which has shown to be very effective during the past program year. Over ninety percent of our enrolled students complete the courses and we have found that many of them obtain employment and/or enroll in other adult ed courses as a result. For example, we are developing additional courses, such as "Welder's Helper" which will lead to entry level employment but also have strong pathways into Taft College welding program.

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?
Cultural Training	3 - Somewhat implemented	First year delays in hiring our program director resulted in the same delays in hiring instructors and program implementation.	Instructors have received training through the in-service programs at Taft College as well as periodic staff training events on-site. Support staff will be hired this program year who will develop and institute professional development opportunities for instructors and other staff to ensure improved student outcomes and cultural sensitivity.	Referrals to local training opportunities.
Learning Outcomes training	3 - Somewhat implemented	First year delays in hiring our program director resulted in the same delays in hiring instructors and program implementation.	Instructors have received training through the in-service programs at Taft College as well as periodic staff training events on-site. Support staff will be hired this program year who will develop and institute professional development opportunities for instructors and other staff to ensure improved student outcomes and cultural sensitivity.	Referrals to local training opportunities.

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.

Statewide and regional partner agencies who offer professional development activities are being sought out. Instructors are encouraged to attend county based training. In-house training of instructors and support staff in being further developed and will be strongly implemented in this program year.

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?
GED offered to outlying communities	3 - Somewhat implemented	The sparsely populated rural communities are spread out across the 767 square mile area comprising Western Kern County. Providing adequate services within each of these communities is our greatest challenge.	WKAEN started a Spanish high school equivalency course (HiSET) in Maricopa last year with only two students enrolling initially. That number has grown to five students. Our plan is to continue this class, and with community outreach, anticipate it increasing in numbers. Transportation assistance will be offered to prospective students in rural communities. Bus passes will be offered as an incentive for students to attend GED classes. Gas vouchers will be purchased for students in areas not served by public transportation.	None
Train for Success	5 - Fully implemented		Train for Success is an awareness training program taught over two weeks eight hours per day. Participants who completed the training received safety certifications in eight industrial categories. Fifty-four WKAEN students completed the training course in 2016/2017. WKAEN anticipates increasing the number of training courses offered annually as well as adding CPR and Forklift safety courses.	None

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.

Taft College Workforce department is partnering with WKAEN to develop and offer short-term workforce readiness courses in our region. The courses being planned and/or offered are: Personal Care Aide; Forklift certification; and Welder's Helper. All of these courses are less than two weeks in duration and student's completing can have a reasonable expectation of obtaining entry level employment. WKAEN is also partnering with the Taft Chamber of Commerce to reach out to the Spanish speaking business community through a "mixer" with the goal of reaching business owners to discuss their employees' ESL educational needs. In addition, WKAEN would like to familiarize business owners with WKAEN's educational opportunities for their customers.

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	\$750,000	\$665,796	\$84,204
2016-17	\$773,016	\$123,469	\$649,547
Total	\$1,523,016	\$789,265	\$733,751

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

Unavoidable delays in hiring our Director and support staff hindered the spending of Program Year 2015-16 funds. In addition, delayed implementation of our programs for the same year created a surplus of unspent funds.

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

WKAEN has incorporated remaining funds from 2015-16 and 2016-17 into the implementation of courses in all programs areas.

ESL program development: During this program year we have plans to double the amount of ESL students served by hiring staff to develop an ESL program that will appeal to students throughout our region.

CTE Workforce Readiness: WKAEN is also developing short-term CTE Workforce Readiness courses in several areas which will serve the unemployed adults in our served communities with the skills to obtain entry level employment as well as create pathways into post-secondary education and upper level Career Technical Education.

Professional Development: WKAEN will also invest in the professional development of their instructors and support staff by providing ongoing training opportunities that will insure staff and teachers continue to be educated in best practices and improved student learning outcomes.

We expect all 2015-16 unspent funds to be spent by December 2017.

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)

A handwritten signature in black ink that reads "Kathleen Johnson". The signature is enclosed within a dashed rectangular border.

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