



ADULT EDUCATION
CONSORTIUM

KERN ADULT EDUCATION CONSORTIUM

THREE-YEAR PLAN
2025-2028



CALIFORNIA
ADULT EDUCATION
PROGRAM



www.kernaec.org

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SECTION 1: CONSORTIUM DETAILS

Helping Adults Pursue Well-Paid Careers, Higher Education, and Brighter Possibilities

Through the Kern Adult Education Consortium, adult schools and community colleges in Kern County are collaborating to expand access to adult education and develop programs that align with local workforce needs. The consortium collaborates closely with the local Workforce Development Board to determine which certification and training programs it should offer to help students secure lucrative employment upon graduation.

Students can earn a high school diploma or prepare for GED/HiSet exams at local adult schools, with no out-of-pocket expense. Committed educators help guide students through the programs, which also include ESL and citizenship. With assistance from the consortium, students have access to affordable associate degree and certificate programs in areas that have a strong workforce demand.

Consortium Members



Bakersfield Adult School: Serving since 1917, we've impacted over 500,000 adult students. Whether you're improving your English skills, exploring U.S. history, enhancing employability, or completing high school, we're here to help.
Primary Contact: **Jodi Loeffler, Director**



Bakersfield College provides adult education across Kern County, offering programs in ESL, basic skills, and career training. Through strong partnerships with adult schools and community organizations, the college supports seamless transitions to college and employment for adult learners.
Primary Contact: **Gamaliel Ocampo, Director**



Cerro Coso Community College serves rural Eastern California with accessible adult education programs in ESL, basic skills, and career training, partnering with schools and workforce agencies to meet regional needs.
Primary Contact: **Michael Chiang, Dean of Instruction, (760)384-6104**



The Delano Adult School is committed to excellence by meeting the needs of diverse learners in a safe, secure, and nurturing environment while providing opportunities for lifelong learning, critical thinking, and problem-solving that foster self-worth and dignity.
Primary Contact: **Julio C. Segura, Director, (661)720-4171**



The Inyo County Office of Education Adult Education Program will educate and empower all students to achieve their career, academic, and personal goals through relevant, high-quality instruction delivered in a supportive, inclusive, and accessible learning environment.

Primary Contact: **Randy Cook, Associate Superintendent, (760)873-3262 ext. 2103**



The Kern Community College District (KCCD) provides accessible, high-quality educational opportunities that empower students to achieve their academic, career, and personal goals. Through its colleges, Bakersfield College, Cerro Coso Community College, and Porterville College, KCCD offers a wide range of programs, including transfer pathways to four-year universities, career and technical education, adult education, and basic skills instruction. The district is committed to delivering relevant, student-centered learning experiences in supportive and inclusive environments, preparing learners of all backgrounds for success in the workforce and beyond.

Primary Contact: **Stacy Pfluger, Vice Chancellor of Educational Services and Student Success, (661)336-5150**



The Kern County Superintendent of Schools (KCSOS) is dedicated to providing equitable, high-quality educational programs and services that empower students to achieve their academic, career, and personal goals. Through its various divisions, including Instructional Support, Student Support, and Local Initiatives & Innovation, KCSOS offers a comprehensive range of programs such as early childhood education, special education, alternative education, and college and career readiness pathways. By fostering inclusive and supportive learning environments, KCSOS ensures that all students, regardless of background, have access to the resources and opportunities needed to thrive academically and personally. Collaborating with 46 school districts across Kern County, KCSOS provides leadership, professional development, and operational support, all aimed at enhancing educational outcomes and preparing students for success in the workforce and beyond.

Primary Contact: **Kierstin Webb, Director, College and Career Programs (661)852-5799**



McFarland USD Adult Education offers free programs in ESL, citizenship, high school diploma/equivalency (GED/HiSET), and career training, including CNA, in collaboration with Bakersfield College and Cerro Coso Community College. Serving McFarland and surrounding communities, the program supports adult learners in building skills, earning credentials, and transitioning to college or the workforce.

Primary Contact: **Leonor Lopez, Principal, (661)792-3178**



Mojave Adult School is a welcoming and accessible hub for adult learners, offering free career training, ESL, GED prep, and high school diploma programs. Our dedicated and diverse staff prioritizes creating a safe and inclusive environment, actively celebrating diversity, and partnering with the community to enrich learning.

Primary Contact: **Victoria Davis, Principal, victoriadavis@mojave.k12.ca.us, (661)824-9351**



Mono County Office of Education Adult Education Program is committed to serving students, schools, and communities by providing and supporting exemplary educational programs in a professional and fiscally sound manner to foster healthy and productive individuals.

Primary Contact: **Shana Stapp, Adult Education Coordinator, (760)914-4131**



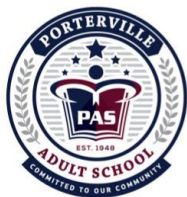
Muroc Joint Unified School District provides instruction to adults to improve their academic skills and/or improve employment status. These programs operate on an open-entry/open-exit basis, which means that most students can start at any time. All of our programs are offered at no cost.

Primary Contact: **David Ellms, Director, Educational Services, (760)769-4821 ext 3527**



Porterville College provides adult education throughout its service area, offering programs in English as a Second Language (ESL), basic skills, high school diploma completion, and career training. Through close collaboration with adult schools and local community partners, the college supports adult learners in making successful transitions to higher education, the workforce, and personal advancement.

Primary Contact: **Erin Wingfield, Interim Vice President of Student Services, (559)791-2332**



Porterville Adult School (PAS), part of the Porterville Unified School District, is a leading provider of adult education in California's Central Valley. Dedicated to lifelong learning, PAS serves adult learners in Porterville and the surrounding communities with programs designed to support academic achievement, workforce readiness, and personal development. The school offers a wide array of educational opportunities, including Adult Basic Education (ABE); High School Diploma and High School Equivalency (HSE/GED) preparation; English as a Second Language (ESL); Citizenship Preparation; and Career Technical Education (CTE) programs such as Medical Assistant, Nurse Assistant, Pharmacy Technician, Phlebotomy, and Surgical Technologist. PAS also provides Integrated Education and Training (IET) and a comprehensive selection of online, on-demand courses to meet the varied needs of adult

learners. Porterville Adult School is an accredited institution through the Western Association of Schools and Colleges (WASC) and is a proud, active member of the Kern Adult Education Consortium (KAEC), while also partnering with the Sequoias Adult Education Consortium (SAEC). Through these collaborations, PAS works with regional educational agencies and local employers to ensure that its programs are aligned with labor market demands and support successful transitions into employment and postsecondary education. With a strong commitment to equity, innovation, and student-centered learning, Porterville Adult School continues to be a transformative force in helping adults achieve their educational and career goals.

Primary Contact: **Larriann Torrez, Director, (559)782-7030 ext: 1796**



Sierra Sands Unified School District Adult School provides students with diploma track courses and English language Development classes. Instruction is open-ended and often differentiated for self-paced progress. New offerings are being created for non-diploma track skill building, ranging from basic academic skills, technical skills, and job readiness professional skills, as they transition to post-secondary education or career pathways. Sierra Sands is also involved in partnerships with CCCC and other organizations to help support and prepare students for careers.

Primary Contact: **John Cosner, Principal of Alternative Education, jcosner@ssusd.org, (760)499-1810**



Tehachapi Unified School District Adult School (TAS) mission is to instill the importance of obtaining a high school diploma in all students and providing the means to accomplish that goal. TAS provides a positive atmosphere for all students that promotes timely academic achievement, confidence, and independence; building a foundation for each student to become productive and responsible citizens.

Primary Contact: **McKenna Liebgott, Program Manager, (661)822-2112, mliebgott@tehachapiusd.com**



The Wasco Adult Education Program, part of the Wasco Union High School District, is committed to helping adults in our community gain the knowledge, skills, and values essential to becoming responsible and productive members of society. We offer a variety of courses designed to support lifelong learning and personal growth, including High School Diploma classes, HiSET exam preparation, English as a Second Language (ESL), and Citizenship preparation. These programs are tailored to meet the unique needs of adult learners and help them achieve their educational, career, and personal goals.

Primary Contact: **Marleni Maston, mamaston@wascohsd.org, (661)758-7414**

Primary Contact

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Executive Summary

The Kern Adult Education Consortium (KAEC) unites adult schools and community colleges from Kern, Inyo, and Mono Counties to provide adult learners with equitable access to quality education and career pathways. KAEC's members include Bakersfield Adult School, Bakersfield College, Cerro Coso Community College, Delano Adult School, Inyo County Office of Education, McFarland Adult School, Mojave Adult School, Mono County Office of Education, Muroc Adult School, Porterville Adult School, Porterville College, Sierra Sands Adult School, Tehachapi Adult School, and Wasco Adult School. Together, they serve a diverse population that includes English language learners, adults with low literacy or income, single parents, veterans, justice-impacted individuals, and those living in rural areas or reentering after incarceration.

The three-year planning process included member engagement through regional planning meetings, consortium-wide workgroups, and alignment discussions with workforce development boards and partner agencies. The 2025 Kern AEC Needs Assessment identified critical regional priorities, including expanding short-term career training, improving transition support and dual enrollment, addressing digital equity, strengthening student engagement and retention, and aligning programs with regional labor market needs in healthcare, information and communication technology (ICT), logistics, and business.

Based on this input, the consortium selected CAEP metrics that focus on transitions to postsecondary and CTE, attainment of high school diplomas or equivalency, credential completion, employment outcomes, and overcoming barriers such as low literacy, unemployment, and lack of support services. Specific metric targets are included for each member agency and the consortium overall.

KAEC's strategies are organized under the three CAEP objectives:

Objective 1: Address Educational Needs

KAEC will expand ESL, GED, ABE/ASE, and CTE programs, develop new contextualized English for the Workplace courses, and launch industry-aligned training such as Pharmacy Clerk IET and IHSS provider programs. New microcredentials will be created in partnership with employers, while flexible delivery models (hybrid, evening, weekend) will expand access in rural areas and for working adults. Agencies will use OTAN and other platforms to support online and tech-based instruction. WASC accreditation and upgraded instructional facilities will support program growth.

Objective 2: Improve Integration of Services & Transitions

Activities include the development of dual enrollment and onramp programs with colleges, coordinated advising and onboarding, and new articulation agreements. Members will collaborate on student transition tracking, data sharing, and alignment of intake and referral systems. Community resource pop-up events, shared student support hubs, and in-person workshops will support transitions. Peer mentoring, joint enrollment workshops, and cross-agency planning meetings are included to build a more connected support ecosystem.

Objective 3: Improve Effectiveness of Services

The plan includes a consortium-wide Professional Development (PD) initiative that builds staff capacity in trauma-informed teaching, digital instruction, and data usage. Member agencies will provide PD aligned to adult learner needs, Northstar digital literacy, CASAS assessments, and project-based learning. Wraparound supports such as academic counseling, mental health referrals, online support hubs, and transition frameworks will increase persistence and reduce drop-off. Retention efforts include faculty early-alert systems, regular check-ins, and accessible orientation modules.

Outcomes and Impact

Short-term outcomes include expanded enrollment, new program launches, increased PD participation, and implementation of shared student support systems. Intermediate outcomes focus on improved student engagement, higher retention, and stronger alignment with workforce needs. Long-term outcomes include increased transition rates, credential attainment, employment outcomes, and reduced equity gaps across the tri-county region. Programs will become more responsive to labor market shifts, and successful models will be institutionalized and scaled.

Funds Evaluation

In 2023–24, KAEC members spent over \$12 million in CAEP funds, with additional leveraged resources from Perkins, SWP, WIOA Title II, and local bond measures. Due to staffing shortages and infrastructure delays, a portion of carryover funds remains. These will be strategically reallocated to support the expansion of short-term CTE, digital equity initiatives, bilingual support, and flexible scheduling. Investments over the next three years will directly align with the strategies and priorities outlined in this plan and the Needs Assessment, ensuring that all member agencies are resourced to achieve equitable, measurable outcomes.

SECTION 2: ASSESSMENT

Pre-Planning Assessment - Overview and Preparation

To guide development of its 2025–2028 Three-Year Plan, the Kern Adult Education Consortium (KAEC) conducted a comprehensive [Needs Assessment](#) to identify adult education needs, evaluate regional alignment, and examine the current landscape of education and workforce services. The consortium followed a structured, multi-phase approach that incorporated quantitative data analysis and qualitative input from a broad range of stakeholders.

The assessment began with a review of demographic, economic, and labor market data to understand the characteristics and challenges of Kern’s diverse adult population. Key data sources included U.S. Census data, California Adult Education Program (CAEP) Fact Sheets, Strong Workforce Program (SWP) and WIOA plans, and the Data Vista platform. These resources helped define educational gaps, employment barriers, and priority workforce sectors across the region.

Next, the consortium evaluated internal reports from member agencies, such as WASC self-studies, WIOA Title II reports, and Continuous Improvement Plans (CIPs), to assess each agency’s strengths, challenges, and capacity to meet community needs. These documents revealed persistent issues related to staffing shortages, outdated infrastructure, access to digital resources, and inconsistencies in student transition support.

Stakeholder engagement was central to KAEC’s process. Surveys were administered to over 1,000 students and 140 staff members across the consortium. Additional feedback was collected from community partners and employers. A consortium-wide self-assessment gathered input from leadership teams to evaluate internal systems and regional

coordination. Student feedback underscored key challenges such as flexible class scheduling, financial barriers, and the need for digital access. Staff and community partners echoed these themes and also identified urgent workforce preparation needs, especially in healthcare, business, construction, and manufacturing.

Labor market analysis identified severe workforce shortages in healthcare (over 17,000 workers), business (11,000+), and energy/construction (7,000+). The region also faces a mismatch between program completions and job demand in high-growth industries such as ICT, logistics, and advanced manufacturing. These findings emphasize the need for short-term CTE programs, work-based learning opportunities, and stronger education-to-employment pipelines.

KAEC's approach integrated these diverse data sources and perspectives into a unified analysis. By cross-referencing quantitative labor and education data with the lived experiences of students, staff, and community organizations, the consortium identified 21 key areas of need. These include improving student access and persistence, expanding equity and support services, increasing workforce alignment, strengthening employer partnerships, and modernizing facilities and instructional strategies.

This assessment process affirms KAEC's commitment to a data-informed and stakeholder-driven planning process. It provides a strong foundation for prioritizing investments, addressing service gaps, and aligning regional strategies to ensure Kern County adults have equitable access to education, training, and career advancement opportunities.

Data Collection Process

The Kern Adult Education Consortium (KAEC) employed a multifaceted, intentional approach to collect data that accurately identified and assessed the needs of adult learners throughout the region. This process prioritized equity, accessibility, and alignment with workforce and educational priorities.

Sources Used:

KAEC gathered data from both internal and external sources to ensure a comprehensive understanding of regional conditions and student needs. Primary sources included:

- Data Vista, CAEP Fact Sheets, and CASAS reports for performance metrics, enrollment patterns, and program completion rates.

- U.S. Census and SAIFE data for socioeconomic indicators such as poverty rates, educational attainment, employment status, and population trends.
- Labor market reports from the Centers of Excellence, Strong Workforce Program, and local Workforce Development Boards to identify high-demand industries and occupational shortages.
- Member agency plans and reports, such as WASC self-studies, CIPs, and WIOA Title II documentation, which offered detailed insights into each agency's operational strengths and gaps.
- Student and staff surveys, distributed in English and Spanish, provided firsthand input from over 1,000 learners and more than 140 educators and administrators.
- Community partner feedback, including responses from organizations in healthcare, legal services, and housing, helped contextualize barriers to access.
- A consortium-wide self-assessment gathered reflections from administrators on current governance, systems, and transition supports.

Barriers Encountered:

KAEC faced several obstacles throughout the data collection phase:

- Participation levels varied by site, especially in smaller or more rural areas, which affected the uniformity of input across the region.
- Some student groups, particularly those with limited English proficiency or minimal digital literacy, were difficult to reach despite offering translated surveys and paper-based options.
- Differences in data collection methods among member agencies led to inconsistencies in program tracking and reporting, especially related to student transitions and completions.
- A lack of centralized systems to monitor cross-agency pathways made it difficult to measure regional impact or follow students into postsecondary or workforce outcomes.

Successes and Strengths:

Despite these challenges, the data collection process produced valuable results:

- Survey participation was strong overall, especially among students, offering meaningful insights into their educational goals, access needs, and preferred learning environments.

- The combination of quantitative labor market analysis and qualitative stakeholder input allowed the consortium to directly link educational offerings with regional workforce priorities.
- The self-assessment tool helped uncover process gaps in areas such as orientation, performance tracking, and dual enrollment, providing a clear picture of internal improvement needs.
- By using multiple survey formats and languages, KAEC was able to gather input from populations often underrepresented in planning processes.

The consortium’s commitment to a thorough, inclusive, and data-informed approach has created a solid foundation for targeted planning. This process will guide strategic investments and policy decisions aimed at increasing access, improving outcomes, and aligning adult education with Kern County’s economic development goals.

Regional Alignment and Priorities

Collaboration with Regional Stakeholders

Organization	Type of Partner
Cerro Coso Community College	Educational institutions
Edmentum	Educational institutions
Kern Economic Development Corporation (KEDC)	Workforce development boards
Kern Economic Development Foundation (KEDF)	Nonprofit organizations
Employers' Training Resource (ETR)	Workforce development boards
Kern Community Foundation	Nonprofit organizations
Kern Alliance of Nonprofits (KAN)	Nonprofit organizations
Center for Innovation and Entrepreneurship of Kern County (CIEKC)	Workforce development boards
Bakersfield Department of Economic and Community Development	Workforce development boards
Workforce Development Board (WDB) of Kern County	Workforce development boards
Kern County Administrative Office	County departments
Kern County Department of Human Services	County departments

Kern County Public Health Services Department	County departments
California Nurses Association (CNA)	Industry
SEIU Local 521	Industry
Kern County Farm Bureau	Industry
Kern Oil and Gas Association (KOGA)	Industry
Western States Petroleum Association (WSPA)	Industry
California Independent Petroleum Association (CIPA)	Industry
Kern County Builders Exchange	Industry
International Brotherhood of Electrical Workers (IBEW) Local 428	Industry
United Farm Workers (UFW)	Industry
Kern Health Systems	Industry
Hospital Council of Northern and Central California	Industry
Bakersfield Association of Realtors (BAOR)	Industry
Central California Logistics Council	Industry
California Trucking Association (CTA)	Industry
California Fresh Fruit Association (CFFA)	Industry
Western Growers Association	Industry
California Dairy Campaign (CDC)	Industry
Associated General Contractors of California (AGC)	Industry
American Petroleum Institute (API)	Industry
Kern County Medical Society (KCMS)	Industry
Bakersfield Advanced Manufacturing	Small businesses
Kern County IT Solutions	Small businesses
Green Valley Construction Services	Small businesses
Golden State Health Careers	Small businesses
Central Valley Automotive Repair	Small businesses
Kern Agricultural Services	Small businesses

Bakersfield Electrical Solutions	Small businesses
Innovative Welding Solutions	Small businesses
America Works of CA Inc.	Local government
Aztec Software	Nonprofit organizations
Clover Agency	Nonprofit organizations
College of the Sequoias	Educational institutions
Community Services Employment Training	Nonprofit organizations
CA Department of Rehabilitation (DOR)	Local government
Employment Development Department (EDD)	Local government
The HHSa Tulare WORKs Division	Local government
Porterville College	Educational institutions
Proteus, Inc.	Nonprofit organizations
Porterville Sheltered Workshop (PSW)	Nonprofit organizations
Root & Rebound Reentry Advocates	Nonprofit organizations
Sequoias Adult Education Consortium	Educational institutions
SER California	Nonprofit organizations
Tulare County Office of Education	Educational institutions
The Workforce Development Board of Tulare County	Workforce development boards
Youth at Work	Local government
Delano Community Connection Center	Nonprofit organizations
Family Healthcare Network	Medical Organization
Delano District Skilled Nursing Facility	Medical Organization
Bakersfield College	Nonprofit organizations

Top Priorities in Relation to Regional Alignment

The Kern Adult Education Consortium (KAEC) has identified several key priorities to strengthen regional alignment between adult education programs, workforce systems, and employer needs. These priorities are grounded in the findings of the [Kern AEC Needs Assessment 2025](#) for the CAEP Three-Year Plan and reflect input from students, staff, employers, and

community stakeholders. As Kern County continues to experience rapid shifts in its economic landscape, the consortium recognizes the urgent need to coordinate services, reduce fragmentation, and ensure that adult education efforts are directly linked to the region's high-demand industries and workforce pipelines.

KAEC's top alignment priorities emphasize expanding access to education and training, creating seamless transitions between systems, and ensuring programs respond to the evolving needs of both learners and employers. These priorities guide the consortium's strategic investments, partnerships, and collaborative planning over the next three years.

Alignment with Other Education and Workforce Plans

The Kern Adult Education Consortium (KAEC) has made intentional efforts to align its adult education and workforce services with several regional education and labor force development plans. These include strategies developed through K-12 districts, community colleges, workforce boards, and regional planning bodies. The following plans and partnerships serve as the foundation for regional alignment:

Relevant Plans and Contributors:

- **WIOA Unified State Plan and Local WIOA Plans** – Developed by the Kern/Inyo/Mono Workforce Development Board, in collaboration with local employers, education agencies, and county service providers.
- **Strong Workforce Program (SWP) Plans** – Developed by Kern Community College District and its regional consortia in partnership with adult education providers and sector-specific employers.
- **Kern Regional Plan for the Community and Economic Resilience Fund (CERF)** – Focuses on equitable economic development and includes participation from KAEC members and industry leaders.
- **WASC and CIP Reports** – Submitted by KAEC member districts as part of their accreditation and continuous improvement efforts.
- **Career and Technical Education Incentive Grant (CTEIG) and Perkins V Plans** – Developed by K-12 and community college partners to strengthen pathways into priority sectors.
- **Centers of Excellence Regional Sector Profiles** – Used by KAEC and partners to inform program development based on labor market needs.

Summary of Services in These Plans: These plans consistently emphasize the need to expand access to short-term credential programs, build career pathways in high-demand sectors (such as healthcare, advanced manufacturing, logistics, and business), and improve transitions from education to employment. For example, WIOA plans highlight the need for coordinated case management and co-enrollment strategies. SWP and Perkins plans promote regional articulation agreements, dual enrollment, and the development of employer-validated programs. CTEIG focuses on infrastructure and equipment upgrades to support technical education in secondary schools.

Current Alignment with CAEP Services: Adult education programs funded by CAEP are directly aligned with these priorities in multiple ways:

- KAEC members offer short-term career training aligned to workforce priorities identified by the Centers of Excellence and local employers.
- ESL, HSE, and workforce readiness programs target underserved populations highlighted in both WIOA and CERF plans.
- Some members participate in dual enrollment and articulation efforts with community colleges, and others collaborate with the Workforce Development Board on job placement and transition services.
- Consortium programs help address workforce shortages in healthcare, energy and utilities, construction, and business through certifications and contextualized instruction.

Gaps in Alignment: Despite these areas of overlap, gaps remain in system coordination and service integration:

- Dual enrollment and articulation policies are inconsistent or underdeveloped across some member agencies.
- Few adult education programs are fully embedded in regional sector strategies beyond initial training or orientation stages.
- Student transitions into WIOA services or college programs are often informal or undocumented, leading to missed opportunities for tracking outcomes and leveraging support systems.
- Work-based learning partnerships, such as internships and apprenticeships, are limited in scope and not systematically coordinated across the region.
- Data sharing agreements between adult education and other systems (workforce boards, colleges, and employers) are not consistently in place.

KAEC recognizes these alignment gaps and is prioritizing cross-agency planning, improved policy articulation, and shared data systems to close them. The consortium is also working to better integrate its programs into regional workforce pipelines by leveraging employer partnerships, improving student tracking, and increasing participation in sector-based initiatives.

Evaluate the Educational Needs of Adults in the Region

The Kern Adult Education Consortium (KAEC) used a broad set of data sources to assess the educational needs of adults across its service area. These sources included demographic and labor market data, student and staff surveys, program performance metrics, and extensive input from community partners. The findings, detailed in the [Kern AEC Needs Assessment 2025](#), reveal deep and persistent barriers to educational access, completion, and transition, especially for low-income, rural, limited-English-proficient, and underemployed populations. Stakeholders are encouraged to review the full needs assessment document for detailed data tables and supporting analysis.

Key Data Points Identifying Educational Needs:

- **Low Educational Attainment:** Over 35% of adults in the region do not have a high school diploma, compared to the statewide average of 15%. Among the foreign-born population, nearly 48% have not completed high school.
- **Limited English Proficiency (LEP):** More than 21% of adults in the region speak English “less than well.” Every individual classified as LEP reported difficulty with English, which severely limits access to education and employment.
- **Low Transition Rates:** Only 9% of adult education participants transition into Career and Technical Education (CTE) programs, and just 4% transition into non-developmental credit college courses. Hispanic students, who represent the majority of the adult education population, have the lowest transition rates.
- **High Unemployment and Poverty:** The unemployment rate in Kern County is 8%, and over 55% of adults are not in the labor force. The poverty rate is 19%, significantly higher than the state average of 12%, further limiting educational and economic mobility.
- **Student Barriers to Persistence:** Survey results from over 1,000 students revealed that 65% face childcare challenges, 51% report transportation barriers, and many cite the cost of classes and materials as a deterrent. Evening and weekend classes are in highest demand, indicating the need for flexible scheduling.
- **Digital Access and Literacy Gaps:** Many learners lack reliable internet access,

personal devices, and basic digital skills. These limitations hinder enrollment, participation in online programs, and access to remote resources.

- **Lack of Awareness and Outreach:** Community partners report that low-income, immigrant, and LEP communities often do not know about available adult education services. These populations remain underserved, even though they represent a large segment of those most in need.

Implications for Prioritization and Resource Allocation:

These findings point to a clear and urgent need to expand foundational education services and address critical access barriers. In response to the needs identified in the assessment, KAEC is prioritizing the following strategies:

- Expansion of ESL programs and bilingual student support services to better serve the large LEP population.
- Improved career and college transitions through stronger partnerships with community colleges and workforce boards, expanded dual enrollment, and structured pathways aligned with regional workforce demands.
- Flexible delivery models, including evening, weekend, and hybrid options, to meet the scheduling needs of working adults and parents.
- Investment in digital literacy and technology access, including laptop and hotspot distribution, as well as entry-level computer skills training.
- Targeted outreach campaigns to engage underserved communities, particularly in rural areas, where program awareness and enrollment are lowest.
- Development of short-term CTE programs that prepare students for high-demand careers in healthcare, business, logistics, and the trades.

The educational needs identified in the assessment reflect the complexity of challenges facing adult learners in Kern County. These include not only academic gaps but also systemic and socioeconomic barriers that limit participation and persistence. The consortium is aligning its strategies, partnerships, and resources to respond to these realities and support adult learners in achieving their education and career goals. The full [Kern AEC Needs Assessment 2025](#) document offers additional details for readers seeking a deeper understanding of these regional dynamics and the data driving consortium priorities.

Needs

The Kern Adult Education Consortium (KAEC), serving Kern, Inyo, and Mono counties, has identified a focused set of educational and workforce needs to guide regional planning from 2025 to 2028. These needs reflect shared priorities among member agencies and are grounded in both data analysis and stakeholder input.

1. Expanded Workforce Training in High-Demand Sectors

Kern County continues to face labor shortages in key industries, including healthcare, business, construction, logistics, advanced manufacturing, and ICT/digital media. KAEC recognizes that programs must be directly aligned with regional job market demands to connect adult learners with living-wage employment opportunities. Targeted expansion of workforce training in these fields is a central strategy to meet both student and employer needs.

2. Increased Availability of Short-Term CTE Programs

To help learners rapidly enter the workforce, the consortium is prioritizing the growth of short-term, industry-relevant CTE programs. These programs support both labor market reentry and advancement for underemployed adults. Scaling up CTE certifications in fields like CNA, CDL, welding, and ICT will also help rebuild enrollment and program offerings to pre-pandemic levels in many districts.

3. Stronger Education-to-Employment Pathways

KAEC members agreed that more structured transitions to employment are essential. This includes expanding employer partnerships for internships, apprenticeships, and work-based learning, especially in sectors that can provide long-term stability and career mobility. Pathways must be supported by industry certifications and clearly articulated transitions from education to job placement.

4. Increased Career Readiness Training

In addition to technical training, learners need job search skills, resume development, financial literacy, and interview preparation. These supports are especially critical for underserved populations such as low-income adults, immigrants, and formerly incarcerated individuals, and will be integrated across CTE and ESL programs.

5. Improved Transitions to Postsecondary and Employment

The lack of uniform dual enrollment policies and limited structured career pathways has made it difficult for learners to make smooth transitions. The consortium is prioritizing better

articulation with colleges, co-enrollment with workforce partners, and clearly mapped pathways to help adult learners continue their education or enter the workforce with momentum.

6. More Flexible Scheduling Options

Barriers such as transportation, childcare, and shift-based work schedules affect learner persistence and access. KAEC is responding by expanding evening, weekend, and online classes, as well as launching hybrid models that allow students in remote areas to participate more consistently.

7. Expanded Digital Access and Literacy

Many students lack the devices, internet access, and digital skills needed to fully engage. The consortium is expanding device lending, digital literacy classes, and technical onboarding sessions to close digital equity gaps, especially in rural communities and among older learners.

8. Expanded ESL Programs and Bilingual Support

With over 20% of the regional adult population classified as limited English proficient, ESL remains a high-demand program. The consortium is increasing ESL class levels, bilingual support staff, and contextualized ESL instruction tied to career and workplace settings. These services are critical for both language acquisition and social mobility.

9. Stronger Faculty Professional Development

Staff development is essential to meet evolving instructional needs. Members identified gaps in training around hybrid teaching, project-based learning, digital platforms, and student support strategies. Professional development will also support new instructors entering programs as agencies rebuild and grow post-pandemic.

10. Improved Student Tracking and Data Systems

To better serve a diverse population with varying goals, members need tools that can monitor student progress, transitions, credential completion, and workforce outcomes. Enhanced data systems will help agencies offer more targeted support and make equity-based resource decisions.

11. Increased Public Awareness and Outreach

Despite offering free, high-impact programs, many eligible adults remain unaware of their options. This is especially true for underserved rural communities, working parents, and immigrant populations. The consortium is prioritizing outreach campaigns and

community-based partnerships to ensure services are visible, accessible, and culturally relevant.

These needs, confirmed through the [Kern AEC Needs Assessment 2025](#), will drive KAEC's strategies over the next three years. The consortium will continue to strengthen flexibility, partnerships, and equitable access to expand educational and workforce opportunities throughout Kern, Inyo, and Mono counties.

Challenges

The Kern Adult Education Consortium (KAEC) serves one of the largest and most economically diverse geographic regions in California, presenting a unique combination of challenges that directly impact the planning, implementation, and expansion of adult education programs. Many of these challenges are deeply structural and region-specific, while others reflect broader trends seen across rural and underserved parts of the state.

Lack of Physical and Facility Access:

Many consortium member districts operate in rural or semi-rural communities where physical access to education sites is a barrier. Several programs are housed in aging or repurposed facilities that are not designed for modern Career and Technical Education (CTE) instruction, and there is limited capacity to expand without significant investment in infrastructure. Students in outlying areas may have to travel long distances, often without access to public transit, to attend classes. These logistical issues contribute to lower enrollment and higher dropout rates, particularly among low-income adults who must balance work and family responsibilities.

High Cost of Living and Economic Instability:

Kern County's adult learners face a rising cost of living that is not matched by local wage levels. Although housing costs remain lower than in urban coastal areas, the region's 19% poverty rate and underemployment trends make education a lower priority when basic needs go unmet. A lack of affordable housing and limited access to healthcare often prevent students from persisting in programs, especially when classes are not within walking distance or are not offered outside standard business hours.

Areas of Economic Inequity and Infrastructure Needs:

The needs assessment highlights major disparities between urban hubs like Bakersfield and smaller districts such as Tehachapi, Mojave, and Eastern Kern. While larger districts may have better staffing and facilities, smaller programs often lack stable funding, dedicated space, or

full-time personnel. Regional infrastructure challenges, such as an absence of social service support systems, make program delivery inconsistent across the consortium.

Labor Market Issues and Instructor Shortages:

Teacher shortages are a widespread issue across all member districts, particularly in high-demand areas like healthcare, skilled trades, ESL, and basic education. Recruitment and retention are especially difficult in rural districts, where low pay, credentialing barriers, and limited professional development opportunities reduce the talent pipeline. The shortage of instructors with CTE credentials directly limits the consortium's ability to expand programming in alignment with labor market needs.

Internet Access and the Digital Divide:

Broadband access remains limited in parts of Kern County, especially in rural and agricultural areas. Many students do not have home internet or personal devices, and some rely on public libraries or school Wi-Fi to complete assignments. The digital divide limits access to hybrid or online learning, which is increasingly essential for working adults. Students who lack digital literacy also struggle to use basic educational platforms, which compounds access issues and undermines persistence.

Staff Turnover and Burnout:

Adult education programs across the consortium are experiencing staff burnout due to increased caseloads, changing accountability requirements, and a shortage of support personnel. Staff in smaller programs often wear multiple hats, handling teaching, outreach, assessment, and transitions without administrative support. Limited funding and instability in part-time roles further contribute to turnover, reducing continuity for students and delaying the implementation of new initiatives.

Diverse Regional Needs:

KAEC must address the needs of both densely populated areas and remote rural communities. The student population is diverse in terms of language, age, educational background, and employment status. This requires customized programming and a wide range of services, including ESL, high school equivalency, short-term CTE, digital literacy, and citizenship. Designing programs that meet all these needs equitably is a constant challenge.

Program Capacity and Waiting Lists:

Some consortium members report that demand exceeds available class space, especially in ESL and healthcare-related programs. Waiting lists are growing, and limited facility space and staffing make it challenging to scale programs quickly. Student surveys and partner

feedback confirm that many potential learners are turned away or placed on hold, which delays access to training and reduces momentum.

Lack of Dual Enrollment and Transition Infrastructure:

The consortium's self-assessment identified inconsistent dual enrollment policies, lack of articulation agreements, and weak transition systems as key barriers. Students often complete adult education programs without clear next steps into postsecondary training or employment. Additionally, limited data-sharing agreements between agencies reduce the ability to track outcomes and coordinate wraparound services.

Summary:

KAEC's challenges are interconnected and rooted in regional inequities that impact access, quality, and continuity of services. The consortium is addressing these challenges through strategic investments in flexible scheduling, access to technology, regional partnerships, and expanded wraparound support. However, sustained progress will require improved funding stability, cross-agency collaboration, and infrastructure investments that match the scale and complexity of the region's needs.

The [Kern AEC Needs Assessment 2025](#) provides detailed evidence and analysis to support these findings and can be referenced for more information on the scope and impact of these regional challenges.

Populations Served by the Kern Adult Education Consortium

The Kern Adult Education Consortium (KAEC), which includes members from Kern County, Mono County, and Inyo County, serves a diverse and dynamic population of adult learners across this vast and varied region. The demographic and economic landscape of the tri-county area reflects a wide range of educational, linguistic, and workforce preparation needs. KAEC's member agencies are committed to meeting individuals where they are, academically, personally, and professionally.

KAEC prioritizes services for populations that face systemic barriers to education and employment. Many learners across Kern, Mono, and Inyo counties are navigating economic hardship, educational gaps, or complex life transitions that require accessible, flexible, and supportive adult education programming. Programs are tailored to reflect the cultural, linguistic, and geographic diversity of the region, particularly among residents in rural communities and high-need urban neighborhoods.

A significant portion of KAEC’s students have limited English proficiency, including foreign-born residents and recent refugees. English as a Second Language (ESL) programming is one of the consortium’s most in-demand services, designed to build both language and workplace readiness skills. KAEC also serves individuals with less than a high school education and those with limited or low literacy, providing foundational skills instruction, high school diploma and equivalency preparation, and transition support into postsecondary or workforce pathways.

Many learners fall near or below the poverty line, and a substantial number are unemployed or underemployed workers seeking to improve their economic prospects. Career education and short-term training programs are designed to upskill adults and prepare them for in-demand jobs in regional priority sectors. KAEC members also serve veterans, workers in need of upskilling, and disconnected youth who have exited the traditional K–12 system and need structured pathways to re-engage in education and employment.

The consortium also serves a growing population of adults over the age of 50, individuals with disabilities, and those who have been incarcerated or are reentering the community. Programs often include wraparound supports, such as case management and transition services, to increase access and persistence. Recognizing the link between mental health and educational success, KAEC agencies are also expanding support for adults with behavioral health issues, often in collaboration with local providers.

Geographic isolation remains a challenge, particularly for residents of remote and underserved areas in Mono, Inyo, and eastern Kern counties. These rural learners often face barriers such as limited transportation, inadequate internet connectivity, and fewer facility-based options. KAEC is addressing these disparities through expanded digital access, flexible program delivery, and remote learning solutions.

In addition, member agencies are working with child welfare and social service partners to reach foster youth and former foster youth, who frequently experience disruptions in education and face additional economic and emotional challenges. Programs are designed to provide supportive, structured transitions into further education and the workforce.

KAEC is deeply committed to promoting equity and economic mobility across underrepresented minority populations in all three counties. Whether through adult basic education, ESL, career training, or reentry support, the consortium’s programs are designed to open doors for those whose life circumstances, language barriers, or educational histories have placed them at a disadvantage. By delivering inclusive, high-quality, and

workforce-relevant adult education, KAEC is helping learners throughout Kern, Mono, and Inyo counties build the skills and confidence needed to thrive.

Contributions by Entities

Name	Role	Three-Year Plan Contribution
Dr. Larriann Torrez	Director of Porterville Adult School	Participated in three year planning meetings and provided input and documentation.
Jodi Loeffler	Director Bakersfield Adult School	Participated in three year planning meetings and provided input and documentation
Chad Provensal	Assistant Principal, Bakersfield Adult School	Participated in three year planning meetings and provided input and documentation.
John Cosner	Principal of Alternative Ed.	Participated in three year planning meetings and provided input and documentation.
Denice McCauley	Director, Kern Adult Ed. Consortium	Participated in three year planning meetings and provided input and documentation.
Randy Cook	ICOE Associate Superintendent	Participated in three year planning meetings and provided input and documentation.
Shana Stapp	MCOE AEP Coordinator	Participated in three year planning meetings and provided input and documentation.
Marleni Maston	Adult Education Coordinator	Participated in three year planning meetings and provided input and documentation.
Julio Segura	Director of Delano Adult School	Participated in three year planning meetings and provided input and documentation.
Maira Ruiz	Assistant, KCCD	Participated in three year planning meetings and provided input and documentation.
Dr. Stacy Pfluger	Vice Chancellor, KCCD	Participated in three year planning meetings and provided input and documentation.
Victoria Davis	Principal, Mojave Adult School	Participated in three year planning meetings and provided input and documentation.

Heather Ostash	Associate Vice Chancellor	Participated in three year planning meetings and provided input and documentation.
Katie Bachman	Dean Enrollment and Retention, Cerro Coso	Participated in three year planning meetings and provided input and documentation.
Michael Chiang	Dean of Instruction, Cerro Coso	Participated in three year planning meetings and provided input and documentation.
Corey Marvin	Vice President, Instruction, Cerro Coso	Participated in three year planning meetings and provided input and documentation.
McKenna Liebgott	Adult Education Program Manager, TUSD	Participated in three year planning meetings and provided input and documentation.
Jessica Wojtysiak	Interim Vice President Instruction, BC	Participated in three year planning meetings and provided input and documentation.
Lizabeth Raimerez	Program Manager, BC	Participated in three year planning meetings and provided input and documentation.
Stephanie Olmedo-Hinde	Interim Dean of Student Success, Porterville College	Participated in three year planning meetings and provided input and documentation.
Erin Wingfield	Vice President Student Services, Porterville College	Participated in three year planning meetings and provided input and documentation.
Gamaliel Ocampo	Director, Bakersfield College	Participated in three year planning meetings and provided input and documentation.
Adult Education Students currently enrolled in Agency Member school*	Kern High - BAS Porterville Adult Mono County Sierra Sands Mojave Tehachapi Wasco Delano McFarland Inyo Muroc	Completed Student Survey
Classified and Faculty Employees at Agency Member Adult School*	Kern High - BAS Porterville Adult Mono County Sierra Sands Mojave	Completed Survey

	Tehachapi Wasco Delano McFarland Inyo Muroc	
David Ellms	Muroc	Participated in three year planning meetings and provided input and documentation.
Amani Crosshabeyeh	Director, Strong Workforce, KCCD	Participated in three year planning meetings and provided input and documentation.
James Hayes	Consultant	Coordinated Three-Year Plan Development

Regional Service Providers

Provider Name	# of Participants in Program Area								
	ABE	ASE	AWD	CSS	CTE	ESL	PA	Short-Term CTE	WR
Delano Adult School	58	146	-	-	29	204	-	27	-
Kern CCD	100	100	300	-	5,500	500	-	-	-
Kern High	269	865	-	-	999	2,371	-	-	-
McFarland	22	64	-	-	-	60	-	36	-
Mojave	121	133	-	-	-	92	-	39	-
Mono COE	-	-	-	-	79	33	-	-	-
Muroc	-	-	-	-	-	-	-	-	-
Porterville	103	384	5	-	203	218	43	-	168
Sierra Sands	-	134	-	-	-	51	-	-	-
Tehachapi	-	57	-	-	-	26	-	14	-
Wasco	40	170	-	-	-	118	-	-	-
Kern COE	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Inyo COE	48	45	-	-	19	116	-	-	-
Trona	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total Participants	761	2,098	305	0	6,829	3,789	43	116	168

Additional Service Providers

Provider Name	Program Area for Which Services are Provided								
	ABE	ASE	AWD	CSS	CTE	ESL	PA	Short Term CTE	WR
Proteus, Inc					X	X		X	
Employers Training Resource					X			X	
Kern County Libraries						X			
Department of Human Services								X	

Industries Served

The Kern Adult Education Consortium (KAEC), encompassing Kern, Inyo, and Mono counties, serves a diverse array of industries, each presenting unique workforce development challenges and opportunities. The following provides an overview of these industries, highlighting specific needs and potential areas for growth:

- Agriculture:** As a cornerstone of the regional economy, agriculture faces challenges such as labor shortages, technological advancements, and regulatory changes. There's a growing need for training in sustainable farming practices, agri-tech, and compliance with environmental regulations.
- Business and Financial Management:** Small and medium-sized enterprises require support in digital literacy, e-commerce, and financial planning. Workforce development programs focusing on entrepreneurship, accounting, and business analytics can bolster this sector.
- Construction and Industrial Trades:** The demand for skilled labor in construction, welding, and industrial automation is rising. Training programs aligned with industry

standards, including certifications in safety and technical skills, are essential to meet this demand.

- **Education:** There's a need for qualified educators, especially in adult education and vocational training. Professional development programs can help educators adapt to new teaching technologies and methodologies.
- **Environmental Technology and Forestry/Conservation:** With an increasing emphasis on sustainability, there is a growing demand for professionals skilled in environmental monitoring, conservation practices, and renewable energy technologies.
- **Fire Safety and Public Safety:** Training in emergency response, disaster preparedness, and public safety is crucial, especially given the region's susceptibility to wildfires and other natural disasters.
- **Healthcare:** The healthcare sector faces shortages in various roles, including nursing, medical assistants, and emergency medical technicians. Programs offering certifications and hands-on training can help fill these gaps.
- **Hospitality/Food Services and Retail:** These sectors require workforce development in customer service, culinary arts, and management. Training programs focusing on soft skills and operational efficiency can enhance service quality.
- **Logistics and Transportation:** The growth of e-commerce has increased the need for logistics professionals and commercial drivers. Training in supply chain management, warehouse operations, and CDL certification is vital.
- **Manufacturing and Advanced Manufacturing:** Modern manufacturing demands skills in automation, quality control, and production management. Workforce programs should incorporate training in these areas to meet industry needs.
- **Technology and Digital Media:** As technology evolves, there is a growing need for professionals in IT support, cybersecurity, and digital content creation. Programs offering certifications in these areas can prepare individuals for in-demand roles.
- **Emerging Industries (EV Technology, Recycling, Digital Video Production):** The rise of electric vehicles and sustainable practices has created new job opportunities. Training in EV maintenance, recycling processes, and digital media production can equip the workforce for these emerging fields.

By aligning educational programs with industry needs, KAEC can effectively prepare the regional workforce for current and future employment opportunities.

Evaluate the Current Levels and Types of Education and Workforce Services for Adults in the Region

The Kern Adult Education Consortium (KAEC) provides a wide range of education and workforce services for adults across its diverse region. Member agencies include K–12 districts, community colleges, county offices of education, and rural education providers. Together, these institutions offer instructional programs and training aligned with the seven California Adult Education Program (CAEP) priority areas, though with varying depth and intensity across member districts.

Levels of Education and Workforce Services

KAEC member agencies collectively provide thousands of instructional hours annually across multiple delivery formats, including in-person, online, and hybrid options. While instructional hours vary by agency size and program focus, larger districts such as Kern High School District and Porterville Unified School District offer the most extensive instructional schedules. Programs generally range from 60-hour ESL modules to 300+ hour CTE certifications, with some high school diploma programs requiring several hundred instructional hours per learner.

Smaller or rural members, such as Mojave Unified or Inyo County Office of Education, offer fewer hours due to limited staffing, facilities, or enrollment, though efforts have been made to expand access through online instruction and satellite sites.

Types of Education and Workforce Services Offered (CAEP Program Areas)

KAEC members offer instruction and services in all seven CAEP-approved program areas:

- 1. Elementary and Secondary Basic Skills (ABE/ASE):**
High school diploma and equivalency programs (GED/HiSET prep) are available across most member sites. These programs address the region's high percentage of adults without a high school credential.
- 2. English as a Second Language (ESL) and Citizenship:**
ESL programs are a cornerstone of service in all major districts, with multiple levels of instruction from literacy to advanced. Some members also offer U.S. citizenship preparation.
- 3. Career and Technical Education (CTE):**
Short-term CTE programs in areas such as healthcare (CNA, MA), business, welding,

and construction are offered. However, access to CTE is uneven across the region due to credentialing limitations, instructor shortages, and facility constraints.

4. **Workforce Reentry:**

Programs designed for justice-involved individuals or those transitioning back into the workforce are present at select sites, but availability varies. Some agencies offer resume support, soft skills workshops, and job search assistance.

5. **Adults with Disabilities:**

Limited services are offered specifically for adults with disabilities, and few members report dedicated programming in this area. Most services are embedded within mainstream programs or offered via partners.

6. **Pre-Apprenticeship and Apprenticeship:**

While a few programs align with apprenticeship or pre-apprenticeship models (e.g., construction or public safety), formal partnerships and structured pipelines are still under development.

7. **Short-Term CTE:**

High-priority sectors identified in the needs assessment, such as healthcare, logistics, and advanced manufacturing, are represented in offerings, though capacity does not currently meet demand across the region.

Evaluation of Whether Existing Services Address Identified Needs

The current portfolio of education and workforce programs reflects the consortium's commitment to addressing the diverse and urgent needs of adult learners in the region. However, gaps remain between existing services and regional demand, especially in underserved and rural areas.

Strengths:

- ESL and high school diploma programs are widely available and highly utilized.
- Short-term CTE offerings are aligned with many regional labor market priorities.
- Several agencies are developing contextualized learning and transition-focused programs.
- Some members are making progress in dual enrollment and pathway development in collaboration with local community colleges.

Gaps and Challenges:

- Instructional hours and service intensity are inconsistent across members, with smaller districts unable to match the capacity of larger ones.
- There is a shortage of qualified instructors in CTE and ESL, limiting program expansion.

- Pre-apprenticeship, apprenticeship, and reentry programs are underdeveloped, despite their importance to workforce transition.
- Few services exist specifically for adults with disabilities, and outreach to this population is limited.
- Digital literacy and basic computer training are not uniformly embedded in all programs, despite high student need.
- Transition systems remain informal at many sites, with a lack of dedicated staff or infrastructure to guide students into postsecondary education or employment.

Conclusion: While the existing levels and types of adult education services in KAEC address many of the region’s critical needs, substantial equity gaps remain in terms of access, capacity, and alignment with labor market trends. To close these gaps, the consortium must expand short-term training in high-demand fields, increase outreach and support for underserved populations, and invest in infrastructure to strengthen transitions and regional alignment. These efforts will ensure a more balanced and effective adult education system that meets the needs of Kern County’s diverse communities.

SECTION 3: METRICS

CAEP Barriers and Metrics

Consortium Level Metrics

- Number of Adults Served

Consortium Level Student Barriers

- Displaced Homemaker
- English Language Learner
- Ex-Offender
- Foster Youth
- Homeless
- Long Term Unemployed
- Low Income
- Low Literacy
- Migrant Farmworker
- Reported Cultural Barriers
- Single Parent

Member Level Metrics

- Adults Served Who Became Participants - 12+ hours
- ABE
- ASE
- CTE
- Child School Success
- ESL
- Pre-Apprenticeship
- Adults with Disabilities
- Short-Term CTE
- Workforce Preparation
- Diploma, GED, or High School Equivalency
- Postsecondary Credential
- Completed Educational Functioning Level Gains
- Transitioned to ASE
- Transitioned to CTE
- Transitioned to Non-Developmental Credit College Course
- Employed in the 2nd Quarter After Exit
- Immigrant Integration Milestone

Consortium Level Metric Targets

Metric Description	Consortium Level Metric Targets					
	2022-23 Actuals	2023-24 Actuals	2024-25 Actuals	2025-26 Targets	2026-27 Targets	2027-28 Targets
Number of Adults Served	13,546	15,678		15,678	15,800	15,900
Displaced Homemaker	196	156		156	160	164
English Language Learner	4,669	5,608		5,608	5,620	5,640
Ex-Offender	662	1,141		1,141	1,145	1,150
Foster Youth	150	182		182	190	200
Homeless	182	286		286	296	306
Long Term Unemployed	669	1,018		900	1,000	1,010
Low Income	8,592	10,133		10,150	10,250	10,350
Low Literacy	7,653	9,510		9,510	9,600	9,700

Migrant Farmworker	559	551		551	555	560
Reported Cultural Barriers	1,535	1,585		1,585	1,590	1,595
Single Parent	1,369	1,577		1,577	1,700	1,850

Member Level Metric Targets

Bakersfield Adult School						
Metric Description	Member Level Metric Targets					
	2022-23 Actuals	2023-24 Actuals	2024-25 Actuals*	2025-26 Targets	2026-27 Targets	2027-28 Targets
Adults Who Became Participants	2852	3626	2780	2807	2835	2863
Employed Two Quarters After Exit	1839	2199	2892	2920	2949	2978
Completed Educational Functioning Level Gain	1306	1721	1209	1221	1233	1245
Diploma, GED, or High School Equivalency	250	315	268	294	297	300
Postsecondary Credential	534	386	395	405	420	450
Transitioned to ASE	175	212	149	150	150	150
Transitioned to Non-Developmental Credit College Course	151	212	222	215	218	220
Transitioned to CTE	53	85		90	95	98
Adult Secondary Education	889	992	865	990	995	999
Adult Basic Education	311	379	269	275	265	254
English as a Secondary Language	2074	2698	2371	2250	2200	2150
Career Technical Education	888	1055	999	1050	1100	1150
Workforce Preparation	-	-	-	171	225	245

Pre-Apprenticeship Training Programs	-	-	-	35	35	35
Short-Term CTE Training Programs	-	-	-	75	85	95

Delano Joint Union High						
Metric Description	Member Level Metric Targets					
	2022-23 Actuals	2023-24 Actuals	2024-25 Actuals	2025-26 Targets	2026-27 Targets	2027-28 Targets
Adults Who Became Participants	704	780	778	785	792	800
Employed Two Quarters After Exit	14	41	1	20	22	25
Completed Educational Functioning Level Gain	176	200	163	210	215	220
Diploma, GED, or High School Equivalency	42	43	30	50	55	60
Adult Secondary Education	78	91	81	95	100	105
Adult Basic Education	42	39	32	45	47	50
English as a Secondary Language	180	213	174	220	230	240
Career Technical Education	123	24	68	125	130	140

Inyo County Office of Education						
Metric Description	Member Level Metric Targets					
	2022-23 Actuals	2023-24 Actuals	2024-25 Actuals	2025-26 Targets	2026-27 Targets	2027-28 Targets
Adults Who Became Participants	124	140	183	186	189	192
Completed Educational Functioning Level Gain	55	66	40	65	66	67
Immigration Integration Milestone	4	1	0	1	3	5
Diploma, GED, or High School Equivalency	6	10	0	7	10	13

Postsecondary Credential	0	1	0	1	2	3
Adult Secondary Education	72	66	45	55	60	65
Adult Basic Education	39	54	48	48	51	54
English as a Secondary Language	73	74	115	110	113	116
Career Technical Education	12	11	19	14	17	20
Workforce Preparation	14	24	0	15	20	25

Kern Community College District						
Metric Description	Member Level Metric Targets					
	2022-23 Actuals	2023-24 Actuals	2024-25 Actuals	2025-26 Targets	2026-27 Targets	2027-28 Targets
Adults Who Became Participants	5607	6227	-	6227	6350	7000
Employed Two Quarters After Exit	1251	-	-	500	600	900
Completed Educational Functioning Level Gain	107	212	-	200	210	220
Immigration Integration Milestone	32	33	-	32	35	37
Diploma, GED, or High School Equivalency	125	109	-	100	105	110
Postsecondary Credential	892	412	-	412	424	436
Transitioned to Non-Developmental Credit College Course	101	-	-	50	75	100
Transitioned to CTE	147	-	-	150	175	200
Adult Secondary Education	208	132	-	110	120	130
English as a Secondary Language	417	615	-	500	550	600
Career Technical Education	5137	5549	-	5500	5600	5700
Programs for Adults With Disabilities	215	306	-	300	400	450

McFarland Unified School District						
Metric Description	Member Level Metric Targets					
	2022-23 Actuals	2023-24 Actuals	2024-25 Actuals	2025-26 Targets	2026-27 Targets	2027-28 Targets
Adults Who Became Participants	230	185	213	250	275	300
Employed Two Quarters After Exit	113	192	TBD	200	215	230
Median Change in Earnings	5.8%	8.5%	8.6%	10%	15%	20%
Completed Educational Functioning Level Gain	19	11	66	70	75	80
Immigration Integration Milestone	5	4	13	15	18	22
Diploma, GED, or High School Equivalency	10	16	19	25	30	35
Postsecondary Credential	0	0	0	3	6	9
Transitioned to ASE	1	4	1	5	7	9
Adult Secondary Education	49	55	64	70	75	80
Adult Basic Education	21	25	22	30	35	40
English as a Secondary Language	74	54	60	70	80	90
Short-Term CTE Training Programs	15	29	32	32	32	32

Mojave Adult School						
Metric Description	Member Level Metric Targets					
	2022-23 Actuals	2023-24 Actuals	2024-25 Actuals	2025-26 Targets	2026-27 Targets	2027-28 Targets
Adults Who Became Participants	127	237	349	400	450	500
Employed Two Quarters After Exit	-	-	-	5	10	20
Completed Educational Functioning Level Gain	10	47	64	85	100	115
Immigration Integration Milestone	-	-	-	-	5	10
Diploma, GED, or High School Equivalency	18	41	55	70	80	90
Postsecondary Credential	-	-	-	-	5	10
Transitioned to ASE	-	-	-	5	10	20
Transitioned to Non-Developmental Credit College Course	-	-	-	5	10	20
Transitioned to CTE	-	-	-	5	10	20
Adult Secondary Education	52	98	133	140	160	180
Adult Basic Education	0	64	121	140	160	180
English as a Secondary Language	31	35	94	120	140	160
Career Technical Education	44	69	39	50	60	80
Child School Success	-	-	-	-	20	40
Workforce Preparation	-	-	-	-	20	40
Pre-Apprenticeship Training Programs	-	-	-	-	20	40
Short-Term CTE Training Programs	-	-	-	-	20	40

Mono County Office of Education						
Metric Description	Member Level Metric Targets					
	2022-23 Actuals	2023-24 Actuals	2024-25 Actuals	2025-26 Targets	2026-27 Targets	2027-28 Targets
Adults Who Became Participants	103	102	111	113	115	118
Diploma, GED, or High School Equivalency	5	9	9	9	9	9
English as a Secondary Language	31	32	31	33	33	33
Career Technical Education	33	71	79	79	79	79

Muroc Joint Unified School District						
Metric Description	Member Level Metric Targets					
	2022-23 Actuals	2023-24 Actuals	2024-25 Actuals	2025-26 Targets	2026-27 Targets	2027-28 Targets
Adults Who Became Participants	-	-	-	20	20	20
Diploma, GED, or High School Equivalency	-	-	-	5	5	5
Career Technical Education	-	-	-	15	15	15

Porterville Adult School						
Metric Description	Member Level Metric Targets					
	2022-23 Actuals	2023-24 Actuals	2024-25 Actuals	2025-26 Targets	2026-27 Targets	2027-28 Targets
Adults Who Became Participants	943	1034	1109	1120	1131	1142
Employed Two Quarters After Exit	393	495	486	491	496	501
Completed Educational Functioning Level Gain	284	368	358	362	366	370
Immigration Integration Milestone	225	209	282	285	288	291
Diploma, GED, or High School Equivalency	147	122	248	190	200	210

Postsecondary Credential	68	141	208	200	205	210
Transitioned to ASE	93	211		200	205	210
Adult Secondary Education	406	424	487	472	477	482
English as a Secondary Language	204	211	219	221	223	225
Programs for Adults With Disabilities	1	2	5	5	6	7
Workforce Preparation	129	203	168	170	172	174
Pre-Apprenticeship Training Programs	0	0	2	5	10	15
Short-Term CTE Training Programs	136	196	228	230	232	234

Sierra Sands Unified School District						
Metric Description	Member Level Metric Targets					
	2022-23 Actuals	2023-24 Actuals	2024-25 Actuals	2025-26 Targets	2026-27 Targets	2027-28 Targets
Adults Who Became Participants	172	153	185	190	195	200
Completed Educational Functioning Level Gain	16	26	18	26	28	30
Diploma, GED, or High School Equivalency	30	26	22	28	30	32
Adult Secondary Education	131	117	151	155	160	165
English as a Secondary Language	41	36	34	36	40	42

Tehachapi Adult School						
Metric Description	Member Level Metric Targets					
	2022-23 Actuals	2023-24 Actuals	2024-25 Actuals	2025-26 Targets	2026-27 Targets	2027-28 Targets
Adults Who Became Participants	71	72	67	70	70	70
Completed Educational Functioning Level Gain	17	12	8	15	15	15
Diploma, GED, or High School Equivalency	12	10	5	10	10	10
Adult Secondary Education	53	52	57	60	60	60
English as a Secondary Language	21	22	26	30	30	30
Short-Term CTE Training Programs	16	15	14	15	15	15

Wasco Union High School District						
Metric Description	Member Level Metric Targets					
	2022-23 Actuals	2023-24 Actuals	2024-25 Actuals	2025-26 Targets	2026-27 Targets	2027-28 Targets
Adults Who Became Participants	249	289	231	240	245	250
Completed Educational Functioning Level Gain	96	114	89	90	93	96
Immigration Integration Milestone	37	37	28	35	38	41
Diploma, GED, or High School Equivalency	41	39	22	35	40	45
Postsecondary Credential	15	20	0	2	4	6
Adult Secondary Education	167	177	161	165	170	175
English as a Secondary Language	94	110	114	115	118	121

Member Spending Targets

Member Spending Targets						
Member	Percent of 2022-23 Available Funds Spent	Percent of 2023-24 Available Funds Spent	Percent of 2024-25 Available Funds Spent	2025-26 Targets	2026-27 Targets	2027-28 Targets
Delano Adult School	100%	100%	63%	90%	90%	90%
Inyo County Office of Education	100%	100%	58%	90%	90%	90%
Kern CCD	100%	100%	36%	90%	90%	90%
Kern High	100%	100%	46%	90%	90%	90%
McFarland Unified School District	100%	100%	51%	90%	90%	90%
Mojave Unified	100%	100%	100%	90%	90%	90%
Mono County Office of Education	100%	100%	44%	90%	90%	90%
Muroc Joint Unified School District	100%	33%	0%	90%	90%	90%
Porterville Unified	100%	100%	84%	90%	90%	90%
Sierra Sands Unified School District	100%	100%	53%	90%	90%	90%
Tehachapi Unified	100%	100%	57%	90%	90%	90%
Wasco Union High School District	100%	100%	81%	90%	90%	90%

SECTION 4: OBJECTIVES

Objective #1: Address Educational Needs

The Kern Adult Education Consortium (KAEC) has developed a coordinated set of strategies to directly address the educational needs identified in its 2025–2028 planning process. These strategies are designed to increase access, support student success, and ensure programs align with the region’s workforce and academic demands.

First, the consortium will expand access to industry-recognized certifications across high-demand sectors such as healthcare, business, logistics, construction, ICT, and advanced manufacturing. By increasing credentialing opportunities in short-term programs, KAEC aims to accelerate the timeline from education to employment for adult learners, many of whom seek immediate workforce entry or career advancement.

To support this expansion, KAEC members will research best practices in program design, instructional delivery, and funding acquisition. Identifying innovative models and securing new resources will allow members to build capacity, introduce new programs, and adapt services to better meet community and labor market needs.

Recognizing the need for regional coordination, the consortium will develop and maintain an inventory of short-term CTE certificates available across member agencies. This inventory will help identify service gaps, reduce duplication of effort, and ensure students have a broad range of credentialing options throughout Kern, Inyo, and Mono counties.

To streamline growth and prevent program competition, KAEC will establish a formal review and approval process for new noncredit CTE courses and programs. This process will ensure new offerings align with regional workforce priorities, meet student needs, and complement rather than compete with existing programs.

The consortium will also strengthen educational pathways, ensuring adult school programs offer clear transitions to college or employment. Members will work collaboratively to map programs, embed career readiness milestones, and develop structured on-ramps to postsecondary institutions and workforce placements. Stronger pathways will improve student persistence, completion rates, and employment outcomes.

Additionally, KAEC will expand dual enrollment and dual credit opportunities, with a focus on short-term, workforce-aligned courses such as Safety Training for Skilled Services (STSS) programs. Dual enrollment partnerships between adult schools and colleges will create accelerated pathways to both academic and career success.

To enhance career readiness skills among adult learners, KAEC will strengthen community partnerships. By collaborating with employers, workforce boards, and community-based organizations, the consortium will embed essential job search, financial literacy, resume writing, and interview preparation services within educational programming.

Access to flexible scheduling remains a critical barrier to persistence. In response, members will expand evening, weekend, hybrid, and online offerings to better accommodate working adults, parents, and residents of rural areas. Flexible course delivery models will increase enrollment opportunities and support student persistence.

Finally, to meet the needs of Kern, Inyo, and Mono's large English language learner populations, KAEC will expand and enhance ESL programs. Members will develop new ESL course levels, create integrated support classes tied to diploma and certificate pathways, and increase bilingual support. These efforts will help English learners transition more successfully to college, careers, and community participation.

Together, these strategies form a coordinated, student-centered response to the educational needs identified in the consortium's comprehensive needs assessment. Through expanded

programs, increased flexibility, stronger transitions, and deeper partnerships, KAEC will ensure adult learners have access to the skills, knowledge, and support they need to achieve their educational and career goals.

Objective #2: Improve Integration of Services & Transitions

To support smooth transitions from adult education to college and careers, KAEC is improving data systems, staff development, service alignment, flexible delivery, and employer partnerships.

1. Utilizing Data for Informed Decision-Making

KAEC is committed to leveraging data to inform program development and student support:

- Quarterly Reviews: Regular analysis of student data to monitor progress and identify areas for improvement.
- Data Visualization Tools: Implementation of dashboards to provide real-time insights into student outcomes and program effectiveness.
- Centralized Reporting Services: Expanding access to real-time data across member agencies to support timely, informed decision-making and strengthen education-to-employment pathways.
- Improved Data Sharing: Strengthening cross-agency systems to track student transitions and outcomes, enabling better coordination and support across programs.

2. Providing Professional Development

To ensure staff are equipped to support integrated services and transitions:

- Workshops and Conferences: Encouraging attendance at events focused on technology integration and student tracking.
- Training in Technology: Offering sessions on the use of digital tools for education and data management.
- Visibility of Opportunities: Expanding awareness and access to professional development opportunities across consortium member agencies.
- Collaborations with State Services: Partnering with OTAN, CALPRO, and other state-supported providers to deliver targeted, high-quality training.

3. Identifying and Aligning Best Practices

To improve integration and ensure seamless transitions across the region, the consortium is aligning internal systems and adopting proven practices:

- **Alignment of Practices:** Standardizing intake, assessment, orientation, and referral processes across member agencies to ensure students experience a consistent and coordinated journey, regardless of where they enter the system.

4. Offering Flexible Courses and Services

Recognizing the diverse needs of adult learners:

- **Hybrid and Hyflex Delivery:** Implementing flexible course formats to accommodate varying schedules.
- **Tutoring and Support Centers:** Providing both virtual and in-person assistance to support student success.

5. Strengthening Employer Partnerships and Work-Based Learning

To ensure adult education programs are directly connected to regional employment pipelines, KAEC is expanding its collaboration with industry partners and aligning educational services with real workforce needs:

- **Collaborations with Employers:** The consortium will engage regional employers to co-design and expand work-based learning opportunities, including internships, externships, clinical placements, and job shadowing. These experiences will help learners transition more smoothly from the classroom to the workplace by building hands-on skills and industry familiarity.
- **Regional Employer Meetings:** Hosting roundtables where employers can share input on labor needs, skill gaps, and credential alignment.
- **Apprenticeship and Pre-Apprenticeship Development:** Exploring new pathways in sectors like healthcare, construction, and ICT that start in adult education and connect to college-level apprenticeship programs. Professional development will also support staff in understanding state and regional models.

6. Enhancing Transition Support

To reduce drop-off and confusion as learners move between systems, KAEC is formalizing support:

- **Program Inventory:** A living inventory of available programs will help members identify overlap, gaps, and better align offerings.

- 'Warm-Handoff' Systems: Structured protocols will be developed to ensure smooth student transitions, such as shared counseling, aligned referrals, and integrated enrollment between adult education and postsecondary programs. These systems will also support dual enrollment opportunities that minimize risk and accelerate student progress.

KAEC is improving integration and transitions by aligning services, enhancing data and professional development, and partnering with employers to create seamless pathways from education to college or careers.

Objective #3: Improve Effectiveness of Services

To ensure that adult education programs across Kern, Inyo, and Mono counties deliver high-quality, equitable outcomes, the Kern Adult Education Consortium (KAEC) is implementing targeted programmatic and operational strategies to improve instruction, support services, and internal systems.

Programmatic Strategies

1. Professional Development: Provide ongoing, targeted training in technology integration, instructional design, culturally responsive teaching, and student engagement in collaboration with OTAN and CALPRO.
2. Student Pathways/Maps: Develop clear visual roadmaps for students to understand their progress from basic skills to college or career, including stackable credentials and integrated ESL-CTE pathways.
3. Community Partnerships: Strengthen relationships with nonprofits, libraries, workforce boards, and community-based organizations to expand outreach, referrals, and support services.
4. Transition and Counseling Services: Embed dedicated counselors or transition specialists who guide students through education and employment pathways, financial aid, and enrollment.
5. Distance Learning Capabilities: Expand hybrid, online, and flexible course options supported by professional development and digital learning infrastructure.
6. ESL Instruction: Expand access to ESL with contextualized and workforce-focused instruction, bilingual support, and digital literacy integration.
7. Close Gaps in Services: Use student data to identify and fill service gaps for underserved populations through mobile units, satellite sites, and targeted expansion.
8. Pre-Apprenticeship, Apprenticeship, and Work Experience: Partner with industry and workforce agencies to develop sector-specific apprenticeship pathways and expand internships and work-based learning.

9. **Wraparound Services:** Offer or connect students with childcare, transportation, food security, and mental health services to reduce barriers and increase program completion.
10. **Dual Enrollment/Onramps:** Strengthen co-enrollment and bridge course models between adult schools and colleges to accelerate transitions and reduce redundancy.
11. **Guest Speakers:** Bring in professionals, alumni, and employers to offer real-world context, networking opportunities, and career insight.
12. **GED and Basic Skills Programs:** Modernize ABE/ASE instruction with diagnostics, technology tools, and career-aligned curriculum to support GED attainment and college readiness.
13. **Justice-Involved Students:** Expand reentry and education services for incarcerated or formerly incarcerated students, including transitions into college or training.
14. **Improve Digital Access Visibility:** Increase outreach and communication around availability of devices, hotspots, and tech support to ensure students know what's accessible to them.
15. **Expand IET and Align ESL with Job Training:** Strengthen Integrated Education and Training (IET) models by aligning ESL instruction with job training programs. This approach helps accelerate language acquisition while building industry-specific skills, ultimately improving career pathways for adult learners.

Operational Strategies

1. **Industry-Driven Course Development:** Use labor market analysis and employer input to shape training in high-demand fields such as healthcare, logistics, and construction.
2. **Data and Analytics for Evaluation:** Expand the use of tools like TOPSpro, MIS, and dashboards to assess program effectiveness and guide service improvements.
3. **Staff Training and Development:** Continue to invest in training for educators and support staff on instructional methods, compliance, technology, and learner engagement.
4. **Marketing and Messaging:** Launch region-wide campaigns and site-level outreach with multilingual, culturally relevant messaging to raise program awareness.
5. **Student Completion, Recruiting, and Retention:** Improve recruitment through community events, enhance persistence with support services, and track milestones to boost completion.
6. **Rebuild Staff and Programs Post-Pandemic:** Restore staffing levels and program capacity affected by the pandemic, prioritizing essential programs and learner supports.

7. Data to Prioritize Services: Use disaggregated student data to inform service priorities, address equity gaps, and allocate resources more effectively.
8. Exit Surveys: Implement exit surveys to gather feedback from learners and use the data to improve program design, retention, and re-engagement strategies.
9. Community Outreach Visibility: Deepen local engagement and ensure programs are visible through partnerships, local events, and place-based outreach.
10. Shared Marketing Materials: Develop unified marketing materials consortium-wide to communicate available services, success stories, and adult education benefits consistently across the region.

SECTION 5: ACTIVITIES AND OUTCOMES

Objective 1: Address Educational Needs

Activity #1: Expanding Core Programs & Developing New Educational/CTE Offerings

This activity focuses on strengthening and diversifying the consortium's core educational programs and Career and Technical Education (CTE) offerings to better meet the academic, workforce, and credentialing needs of adult learners. Expansion efforts include:

- Remodeling and growing capacity in the existing Business Lab
- Launching short-term, industry-aligned courses such as the In-Home Support Services (IHSS) provider training
- Implementing new contextualized English for the Workplace courses
- Reintroducing GED preparation pathways
- Launching a Culinary Arts training program
- Offering an Integrated Education and Training (IET) course for Pharmacy Clerk roles
- Developing stackable micro-credentials co-designed with local employers in high-demand sectors
- Embedding Subject Matter Experts (SMEs) into instructional models to improve content quality and support pathway development

These efforts aim to rebuild and expand adult education programming post-pandemic, align with regional workforce needs, and create accessible, short-term options for learners to upskill and transition into employment or further training.

Agencies Involved:

- Bakersfield Adult School
- Cerro Coso College
- Delano Adult School
- Muroc Adult School
- Porterville Adult School
- Porterville College
- Sierra Sands Adult School

Key Deliverables:

- Renovation and re-equipment of the Business Lab
- Launch of new IHSS, GED, Culinary Arts, and Pharmacy Clerk programs
- English for the Workplace curriculum integrated with local job sectors
- Stackable credential pathways with employer validation
- Subject Matter Expert collaboration models and teaching support systems
- Updated graduation and credential attainment tracking
- Increased HSD, HSE, and CTE program completions
- Course materials, instructional plans, and assessment tools
- WASC accreditation support for new program additions

CAEP Objective Contribution:

This activity directly contributes to CAEP Objective 1: Address Educational Needs by creating new, relevant learning opportunities and improving the quality and availability of foundational and career-oriented instruction. Expanding both ESL and short-term CTE programs directly addresses workforce gaps, supports students with limited time or flexibility, and meets the pressing need for adult learners to earn credentials that lead to living-wage employment.

The integration of SMEs and employer partnerships ensures educational content remains current and responsive to labor market shifts. These expansions also address learners who are returning post-pandemic or newly entering the system due to economic hardship.

Short-Term Outcomes (within 12 months):

- New courses launched across IHSS, ESL for the workplace, GED, and CTE
- Expanded capacity in existing programs such as the Business Lab
- Subject Matter Experts embedded in instruction models
- Curriculum aligned with employer needs and occupational standards
- Early increases in program enrollment and re-engagement of lapsed students

Intermediate Outcomes (within 1–3 years):

- Increased HSD, HSE, and CTE completion rates
- Credentialing in Pharmacy Clerk and other IET/CTE pathways
- Enhanced articulation agreements with community colleges
- Teachers trained in language development, contextualized instruction, and employer engagement
- Positive course persistence and completion rates

Long-Term Outcomes (within 4–5 years):

- Higher postsecondary and workforce transition rates
- Increased job placement for program completers
- Improved wages and stability for graduates
- Development of sustained partnerships with employers and colleges
- Replication of successful models across the region

Adult Education Metrics Addressed:

- Participants
- Reportable Individuals
- Completed Educational Functioning Level Gain
- Immigrant Integration Milestone
- ABE
- ASE
- ESL
- CTE
- Short-Term CTE
- Workforce Preparation
- Diploma, GED, or Equivalency
- Postsecondary Credential
- Employed in the 2nd Quarter After Exit
- Transition to ASE
- Transition to CTE
- Transition to Non-Developmental Credit College Course

Student Barriers Addressed:

- Low Income
- Low Literacy
- English Language Learner
- Adults with Disabilities
- Long Term Unemployed
- Single Parent
- Reported Cultural Barriers
- Displaced Homemaker

Responsible Position	Responsible Member	Proposed Completion Date
Principal	Bakersfield Adult School	6/30/2028
Dean	Cerro Coso College	6/30/2028
Director	Delano Adult School	6/30/2028
Director	Muroc Adult School	6/30/2028
Director	Porterville Adult School	6/30/2028
Dean	Porterville College	6/30/2028
Principal	Sierra Sands Adult School	6/30/2028

Activity #2: Enhancing Access through Flexible Delivery and Centralized/Community-Based Locations

This activity focuses on increasing educational access for adult learners by expanding flexible course delivery models and consolidating support resources into a centralized platform. Participating agencies are implementing strategies to reach more learners by offering hybrid, in-person, and Zoom-based class formats tailored to the needs of working adults and rural communities. In addition, a centralized Adult and Re-Entry Learner Hub is being planned for the college website and campus to streamline student onboarding, services, contacts, and workshop access.

Agencies Involved:

- Mono Adult School
- Porterville College

Key Deliverables:

- Expanded hybrid, evening, and online instructional formats
- Planning and design of a centralized Adult and Re-Entry Learner Hub
- Implementation of flexible class attendance options at rural sites (e.g., libraries)
- Increased visibility of support services and staff through the hub
- Tracking of individualized student goals and completion metrics

CAEP Objective Contribution:

This activity directly supports Objective 1: Address Educational Needs by removing key access barriers through scheduling flexibility and centralized student support. It supports adult learners by expanding when, where, and how they can engage with programs. For rural learners and working adults, these flexible options help bridge transportation and availability gaps. The centralized hub will offer a one-stop resource for orientation, workshop schedules, key contact information, and transition services, especially helpful for older learners returning to education. These actions strengthen pathways into both postsecondary and workforce programs.

Short-Term Outcomes (within 12 months):

- Finalize design and content of the Adult and Re-Entry Learner Hub
- Pilot hybrid and community-based flex-class models

Intermediate Outcomes (within 1–3 years):

- Increase in adult learner enrollment and participation
- Improved tracking and completion of individual student learning goals
- Expanded use of the centralized hub for accessing services, enrolling in classes, and engaging with staff

Long-Term Outcomes (within 4–5 years):

- Improved retention and persistence of rural and working adult learners
- Reduction in access-related barriers to completion and transition
- Stronger alignment of digital and in-person support systems

Adult Education Metrics Addressed:

- Participants
- Reportable Individuals
- Completed Educational Functioning Level Gain

Student Barriers Addressed:

- Low Income
- English Language Learner
- Low Literacy
- Long Term Unemployed

Responsible Position	Responsible Member	Proposed Completion Date
Dean	Porterville College	6/30/2028
Coordinator	Mono Adult School	6/30/2028

Activity #3: Strengthening Digital Literacy and Access to Technology

This activity focuses on strengthening digital literacy instruction and improving student access to technology across multiple sites. Consortium members will deliver digital skills workshops that teach foundational competencies such as internet navigation, email usage, basic computer operations, and online safety. In addition, Porterville Adult School will implement and integrate the Northstar Digital Literacy Assessment into its ABE, ESL, and CTE instructional programs. New computer equipment will be installed in high-need locations to expand digital access and support blended/hybrid learning environments.

Agencies Involved:

- Mojave Adult School
- Porterville Adult School
- Bakersfield Adult School

Key Deliverables:

- Development and scheduling of digital literacy workshops
- Integration of Northstar modules into ESL, ABE, and CTE course syllabi
- Staff training on the instructional use of Northstar and digital platforms
- Administration of Northstar assessments at least once per term
- Distribution of Northstar certificates for students who meet proficiency benchmarks
- Purchase and installation of new computers in instructional labs or student learning centers

CAEP Objective Contribution:

This activity directly supports CAEP Objective 1: Address Educational Needs. Digital literacy is essential for student success in academic programs, workforce training, and everyday life. By expanding digital literacy instruction and increasing access to devices, the consortium addresses foundational learning gaps that prevent students from progressing. This activity helps students meet the demands of modern education and the digital workforce, while also enhancing their ability to complete transitions into postsecondary and career pathways.

Short-Term Outcomes (within 12 months):

- Students participate in digital literacy workshops and Northstar instruction
- Staff trained in using Northstar and digital instructional tools
- New computers installed in high-priority learning environments

Intermediate Outcomes (within 1–3 years):

- Students demonstrate measurable gains on digital assessments
- Northstar certificates awarded to students meeting proficiency thresholds
- Increased use of digital platforms and improved learner persistence

Long-Term Outcomes (within 4–5 years):

- Greater student success in digital and hybrid courses
- Improved transition rates into postsecondary education and employment
- Sustained digital literacy supports lifelong learning and workplace readiness

Adult Education Metrics Addressed:

- Participants
- Reportable Individuals
- Completed Educational Functioning Level Gain
- Workforce Preparation

Student Barriers Addressed:

- English Language Learner
- Low Income
- Low Literacy

Responsible Position	Responsible Member	Proposed Completion Date
Principal	Mojave Adult School	6/30/2028
Director	Porterville Adult School	6/30/2028

Activity #4: Implementing General Student Support, Counseling, and Resource Access

This activity focuses on expanding student access to comprehensive support services and community resources to remove non-academic barriers that frequently hinder the progress of adult learners. This includes organizing Community Resource Pop-Up events that connect students to local employment, housing, healthcare, and social service providers. It also includes improving digital access to information through centralized support hubs and increasing the availability of academic and personal support materials like tech guides, study skills resources, and onboarding support. To enhance the depth and consistency of support, the consortium will also strengthen collaboration among Employment Connection partners and other external organizations, ensuring adult learners benefit from a more coordinated network of referrals, services, and transitional support. Together, these efforts aim to increase persistence, completion, and successful transitions.

Agencies Involved:

- Mojave Adult School
- Tehachapi Adult School
- Porterville College

Key Deliverables:

- Schedule and host recurring Community Resource Pop-Up events
- Build and maintain partnerships with local community service organizations
- Provide physical space and coordination support for resource providers
- Develop and launch an online student support hub with FAQs, tech guides, and academic resources
- Promote consistent use of onboarding and orientation materials across programs
- Design and implement a centralized services hub tailored to adult learners on the Porterville College campus and website

CAEP Objective Contribution:

This activity supports CAEP Objective 1: Address Educational Needs by addressing a range of personal, technological, and informational barriers that impact students' ability to begin, persist, and complete adult education programs. Community connections and digital hubs reduce friction in accessing essential services and increase awareness of academic supports. These initiatives foster greater student belonging, academic success, and transition readiness by reducing external stressors and enhancing access to support when needed.

Short-Term Outcomes (within 12 months):

- Online support hub launched and promoted consortium-wide
- Community Resource Pop-Up events scheduled and hosted
- All instructors publish consistent office hour schedules and track student feedback
- Design work for centralized in-person support hub at college campus completed
- Orientation module delivered to new students introducing support services and collecting data

Intermediate Outcomes (within 1–3 years):

- Increased use of community and academic support services by students
- Improved visibility and access to student services across the region
- Higher engagement with workshops, counseling services, and resource materials
- Improved student retention and persistence as a result of targeted supports
- Improved cross-agency service navigation through partner referrals and Employment Connection collaboration.

Long-Term Outcomes (within 4–5 years):

- Stabilized retention rates
- Higher rates of course and program completion due to consistent, accessible support systems

Adult Education Metrics Addressed:

- Participants
- Reportable Individuals
- Completed Educational Functioning Level Gain
- Workforce Preparation
- Diploma, GED, or Equivalency

Student Barriers:

- Low Income
- Long Term Unemployed
- Homeless
- Single Parent
- Reported Cultural Barriers
- Adults with Disabilities

Responsible Position	Responsible Member	Proposed Completion Date
Principal	Mojave Adult School	6/30/2028
Adult Program Manager & Adult Program Director	Tehachapi Adult School	6/30/2028
Dean	Porterville College	6/30/2028

Activity #5: Strengthening College and Career Readiness, Counseling, and Workforce Preparation

This activity focuses on improving student transitions to postsecondary education and employment by expanding workforce readiness training, career counseling, and targeted support services. Activities include the implementation of a Workforce Readiness Training Program (WRTP) covering essential skills such as job retention, communication, internships, and access to higher-wage positions. Members will also deliver regular workshops and courses on college application processes, financial aid, career exploration, resume building, and interview skills. Personalized counseling and job placement services will support students in achieving their career and education goals. A job board, employer outreach efforts, and student surveys will be used to tailor offerings and better align with regional workforce opportunities.

Agencies Involved:

- Inyo Adult School
- Mojave Adult School
- Porterville College

Key Deliverables:

- Developed WRTP curriculum and training modules
- Workshop series on college and career topics
- One-on-one advising sessions and structured college & career exploration course
- Career goal and barrier survey of adult learners
- Employer outreach for job placements and internship opportunities
- Job board or centralized listing of employment openings

CAEP Objective Contribution:

This activity contributes to CAEP Objective 1: Address Educational Needs by ensuring that adult learners gain the foundational career readiness and postsecondary navigation skills required to advance beyond adult education. Career advising, structured workforce training, and tailored workshops address academic, informational, and access-related needs that prevent students from achieving long-term success.

Short-Term Outcomes (within 12 months):

- Launch College & Career Exploration course
- Conduct learner surveys to identify career goals and support needs
- Begin outreach to employers for job opportunities and guest speakers

Intermediate Outcomes (within 1–3 years):

- Increase in adult learners enrolling in postsecondary education
- More students obtaining employment in fields aligned with training
- Development of a digital and physical library of workshop resources
- Documented gains in job readiness and student confidence

Long-Term Outcomes (within 4–5 years):

- Higher postsecondary transition and job placement rates
- Established partnerships with employers offering regular pathways to jobs/internships

Metrics and Barriers Addressed:

- Participants
- Reportable Individuals
- Workforce Preparation
- Completed Educational Functioning Level Gain
- Employed in the 2nd Quarter After Exit
- Median Change in Earnings
- Transition to CTE
- Transition to Non-Developmental Credit College Course

Student Barriers:

- Low Literacy
- Low Income
- Long Term Unemployed
- English Language Learner
- Single Parent
- Displaced Homemaker

Responsible Position	Responsible Member	Proposed Completion Date
Assistant Superintendent	Inyo Adult School	6/30/2028
Principal	Mojave Adult School	6/30/2028
Dean	Porterville College	6/30/2028

Activity #6: Opening of The Job Spot 2.0

This activity involves the launch of The Job Spot 2.0, an innovative partnership with the Housing Authority of Kern, strategically located on the first floor of a low-income housing development with more than 80 apartment units directly above. The site is designed to provide direct access to adult education services and community resources for residents and surrounding neighborhoods.

The Job Spot 2.0 will serve as a walk-in hub for adult learners to participate in academic classes (ABE/ASE), life skills development, resume writing, and other workforce preparation offerings. By placing this education and support center at the heart of an underserved community, the consortium removes transportation barriers, increases access to technology, and meets learners where they are.

Agencies Involved:

- Bakersfield Adult School

Key Deliverables:

- Hire instructional and support staff
- Develop and implement schedule of class offerings (ABE, ASE, life skills, workforce readiness)
- Install additional computers and digital access infrastructure
- Provide wraparound services to support learners in the housing complex and surrounding neighborhood
- Launch Job Spot 2.0 and begin service delivery

CAEP Objective Contribution: This activity supports CAEP Objective 1: Address Educational Needs by directly delivering adult education and workforce preparation services into an underserved residential area. It expands access to foundational and transitional educational services, increases digital inclusion, and removes key barriers like transportation and childcare. This approach also strengthens equity and community engagement by bringing education into the spaces where learners live.

Short-Term Outcomes (within 12 months):

- Site fully staffed
- Class offerings developed and launched
- Community outreach initiated
- Computers and digital resources deployed

Intermediate Outcomes (within 1–3 years):

- Residents and surrounding community members participate in ABE, ASE, and life skills classes
- Resume workshops and workforce readiness programs delivered
- Increased enrollment and participation among low-income adults

Long-Term Outcomes (within 4–5 years):

- Sustained increases in academic progress, educational attainment, and transition to employment or postsecondary training for local residents
- Deepened community partnerships and expansion of satellite models based on success of Job Spot 2.0

Adult Education Metrics Addressed:

- Participants (All)
- Reportable Individuals (All)
- Completed Educational Functioning Level Gain
- Workforce Preparation
- ABE
- ASE

Student Barriers Addressed:

- Low Income
- Low Literacy

Responsible Position	Responsible Member	Proposed Completion Date
Assistant Principal	Bakersfield Adult School	6/30/2028

Activity #7: Implementing Targeted Support for Specific Populations, Literacy Development, and Retention

This activity focuses on strengthening student success by addressing the distinct needs of specific populations and promoting persistence through tailored instructional and support strategies. Adult learners facing justice system involvement, low literacy, or geographic isolation will benefit from targeted interventions. These efforts include:

- Wraparound support and workforce readiness programming for justice-impacted learners
- Expanded academic and counseling support for concurrently enrolled adult learners in rural areas
- Literacy intervention for diploma-seeking students using CASAS diagnostic and instructional follow-up
- Conversation groups to support oral fluency for English language learners
- Retention-focused initiatives, including early alerts, flexible scheduling, and mid-course interventions

By customizing support to meet students where they are academically and personally, this activity addresses systemic barriers that often inhibit completion and long-term success.

Agencies Involved:

- Bakersfield College
- McFarland Adult Education
- Mojave Adult School
- Tehachapi Adult School

Key Deliverables:

- Establish community partnerships for justice-impacted students
- Deliver noncredit college success and workforce readiness courses
- Facilitate employer engagement and mock interviews
- Provide peer mentoring and academic check-ins for concurrent rural learners
- Pre- and post-CASAS testing with enrollment into targeted ABE literacy courses
- Conduct quarterly progress monitoring of literacy intervention
- Launch and maintain ESL conversation groups with structured prompts
- Deploy early alert and intervention systems to boost retention
- Integrate feedback into curriculum revision cycles

CAEP Objective Contribution:

This activity supports CAEP Objective 1: Address Educational Needs by removing access and persistence barriers for some of the consortium’s most vulnerable adult learners. It enhances instruction, intervention, and support services aligned with student needs, particularly those related to basic skills, literacy, and college and career transitions. These approaches help learners remain enrolled, build skills, and complete programs. The use of targeted literacy interventions and justice-involved reentry pathways also supports transitions and post-program success, contributing to broader CAEP goals.

Short-Term Outcomes (within 12 months):

- Literacy gains among diploma-seeking students through CASAS tracking
- Increased engagement in ESL conversation groups
- Launch of early alert and retention initiatives
- Delivery of support services to justice-impacted learners

Intermediate Outcomes (within 1–3 years):

- Improved retention and course completion rates for at-risk learners
- Increased program persistence among rural and concurrently enrolled learners
- Ongoing refinement of curriculum and support models using learner feedback and outcome data

Long-Term Outcomes (within 4–5 years):

- Growth in high school diploma and transition rates for targeted learners
- Strengthened enrollment pipelines through positive student outcomes and word-of-mouth
- Stronger relationships with reentry partners and employers

Adult Education Metrics Addressed:

- Participants
- Reportable Individuals
- Completed Educational Functioning Level Gain
- Diploma, GED, or Equivalency
- Workforce Preparation
- Transition to CTE
- Adults with Disabilities

Student Barriers Addressed:

- English Language Learner
- Low Literacy
- Low Income
- Long Term Unemployed
- Single Parent
- Homeless
- Reported Cultural Barriers
- Displaced Homemaker
- Ex-Offender

Responsible Position	Responsible Member	Proposed Completion Date
Director	Bakersfield College	6/30/2028
Principal	McFarland Adult Education	6/30/2028
Principal	Mojave Adult School	6/30/2028
Adult Program Manager & Adult Program Director	Tehachapi Adult School	6/30/2028

Objective 2: Improve Integration of Services & Transitions

Activity #1: Seamless Transition Systems Development

The Kern Adult Education Consortium is launching a coordinated, cross-agency initiative to develop and implement seamless transition systems that guide students from adult education into postsecondary education and workforce training. This activity addresses long-standing fragmentation across member institutions by creating standardized intake, referral, counseling, and advising systems. It includes structured “warm handoff” protocols, mapped career pathways, dual/concurrent enrollment bridges, and student-facing resources designed to reduce drop-off points and confusion.

In addition, the activity supports transition services tailored to rural students, English language learners, students nearing high school diploma completion, and justice-impacted populations. Collectively, these efforts will ensure that every adult learner in the region has access to clear, personalized pathways and guidance for reaching their college and career goals.

Agencies Involved:

- Bakersfield Adult School
- Bakersfield College
- Cerro Coso College
- Delano Adult School
- Inyo Adult School
- Porterville Adult School
- Porterville College
- Sierra Sands Adult School
- Tehachapi Adult School
- Wasco Adult School
- Mojave Adult School
- Muroc Adult School
- Mono Adult School

Key Deliverables:

- Shared intake forms and referral protocols
- Consortium-wide transition advising framework and roadmap
- List of approved dual/concurrent enrollment courses
- Transition workshop calendar and attendance logs
- Onboarding-to-enrollment success rate tracking
- Personalized student transition plans
- MOUs with community colleges for dual/concurrent enrollment
- Consortium-wide staff training materials
- Student-facing resources (orientation guides, application/FAFSA tools)
- Implementation of pilot transition framework at 1–2 sites
- Monthly transition workshops across sites
- Annual transition data reports

CAEP Objective Contribution:

This activity is directly aligned with Objective 2: Improve Integration of Services and Transitions. It strengthens institutional coordination, ensures a consistent experience for learners across programs, and provides the necessary structure and support for successful transitions into college and the workforce. It reduces redundancy and closes access gaps, especially for underserved and rural learners.

Short-Term Outcomes (within 12 months):

- Improved coordination between adult schools and colleges
- First pilot of concurrent enrollment with 15 students
- MOUs signed with college partners
- Transition workshops launched and tracked
- Framework piloted at select sites
- Transition advising begins at key campuses
- Student-facing roadmap distributed across consortium

Intermediate Outcomes (1–3 years):

- Increase in successful transitions to college and workforce programs
- 70% pass rate for adult students enrolled in community college courses
- 50% increase in Wasco Adult School's college participation
- Adoption of the transition framework consortium-wide
- 75% of adult learners nearing program completion receive transition advising
- Expanded cohort-based concurrent enrollment
- Coordinated progress tracking and mid-course interventions

Long-Term Outcomes (3–5 years):

- Measurable increases in college enrollment, credential attainment, and job placements
- Institutionalization of the case management and advising model
- Integration of noncredit-to-credit and ESL-to-CTE bridges across consortium
- Formalization of dual/concurrent enrollment pipelines with Bakersfield College and Cerro Coso
- Increased articulation agreements and pathway clarity
- Ongoing refinement of transition strategies based on longitudinal data

Adult Education Metrics Addressed:

- Participants
- Reportable Individuals
- Transition to CTE
- Transition to ASE
- Postsecondary Credential
- Diploma, GED, or Equivalency
- Completed Educational Functioning Level Gain
- Employed in the 2nd Quarter After Exit
- Workforce Preparation
- Short-Term CTE
- ESL
- CTE
- ASE

Student Barriers Addressed:

- Low Literacy
- Long Term Unemployed
- Low Income
- Reported Cultural Barriers
- Single Parent
- English Language Learner
- Adults with Disabilities
- Displaced Homemaker

Responsible Position	Responsible Member	Proposed Completion Date
Principal	Bakersfield Adult School	6/30/2028
Director	Bakersfield College	6/30/2028
Dean	Cerro Coso College	6/30/2028
Director	Delano Adult School	6/30/2028
Asst. Superintendent	Inyo Adult School	6/30/2028
Director	Porterville Adult School	6/30/2028
Dean	Porterville College	6/30/2028
Principal	Sierra Sands Adult School	6/30/2028
Adult Program Manager & Adult Program Director	Tehachapi Adult School	6/30/2028
Director	Wasco Adult School	6/30/2028
Principal	Mojave Adult School	6/30/2028
Director	Muroc Adult School	6/30/2028
Coordinator	Mono Adult School	6/30/2028

Activity #2: Expansion of Employer Partnerships and Workforce Pathways

This consortium-wide activity strengthens the alignment between adult education and workforce needs by deepening employer partnerships and embedding work-based learning across programs. It focuses on developing industry-informed educational offerings, expanding internships and apprenticeships, and launching microcredential pathways tailored to high-demand local sectors such as healthcare, ICT, and logistics.

In addition to engaging local employers and workforce boards, the consortium will strengthen collaboration among Employment Connection partners and other external organizations to ensure that adult learners benefit from a coordinated ecosystem of career services, job placement resources, and sector-informed training opportunities. These efforts are designed to provide students with relevant, real-world experiences and direct access to

employment pipelines, leading to higher job placement rates, wage gains, and long-term economic mobility for adult learners.

Agencies Involved:

- Bakersfield Adult School
- Bakersfield College
- Cerro Coso College
- Delano Adult School
- Porterville Adult School
- Porterville College
- Wasco Adult School
- McFarland Adult School
- Muroc Adult School
- Inyo Adult School
- Mojave Adult School
- Sierra Sands Adult School

Key Deliverables:

- Formalized employer partnerships and MOUs
- Launched micro-credential programs in high-demand sectors
- Creation and delivery of the Workforce Readiness Training Program (WRTP)
- College & Career Exploration course implemented
- Job shadowing, internship, and apprenticeship placements facilitated
- Launch of adult-focused job and internship fairs
- Expanded Transfer and Career Resource Center services
- Career workshop series tailored to adult learners (age 25+)
- Development of an adult learner section on career center websites
- Workshop materials, job boards, and alumni engagement tools
- Microcredential tracking and employer satisfaction reports
- Quarterly coordination meetings with Employment Connection partners to align job placement and training services.

CAEP Objective Contribution:

This activity contributes primarily to Objective 2: Improve Integration of Services and Transitions, by linking education to employment through employer-informed programming, co-designed career training, and integrated support services.

Short-Term Outcomes (within 12 months):

- Launch new internship and apprenticeship pilots
- Establish industry-driven career exploration workshops and advising
- Create employer advisory groups

- Develop job board and adult-focused outreach
- Deliver WRTP and collect learner career goal data

Intermediate Outcomes (1–3 Years):

- Expand microcredential offerings
- Increase student enrollment in CTE and WRTP pathways
- Track student job placement and persistence
- Strengthen employer feedback loops
- Boost usage of transfer/career services by adult learners
- Improve curriculum alignment through employer input
- Increased student referrals and engagement with Employment Connection services across the region

Long-Term Outcomes (3–5 Years):

- Improve wage outcomes and employment stability for program completers
- Establish adult education as a reliable talent pipeline for employers
- Sustain industry partnerships and employer advisory councils
- Institutionalize career services and adult learner supports
- Scale successful models and embed them consortium-wide

Adult Education Metrics Addressed:

- Participants
- Reportable Individuals
- Employed in the 2nd Quarter After Exit
- Short-Term CTE
- Workforce Preparation
- Transition to CTE
- Transition to Non-Developmental Credit College Course
- Postsecondary Credential
- CTE

Student Barriers Addressed:

- Low Income
- Long Term Unemployed
- Displaced Homemaker
- English Language Learner

Responsible Position	Responsible Member	Proposed Completion Date
Principal	Bakersfield Adult School	6/30/2028
Director	Bakersfield College	6/30/2028
Dean	Cerro Coso College	6/30/2028
Director	Delano Adult School	6/30/2028
Director	Porterville Adult School	6/30/2028
Dean	Porterville College	6/30/2028
Ass. Superintendent	Inyo Adult School	6/30/2028
Principal	Mojave Adult School	6/30/2028
Principal	McFarland Adult School	6/30/2028
Director	Wasco Adult School	6/30/2028
Principal	Sierra Sands Adult School	6/30/2028
Director	Muroc Adult School	6/30/2028

Activity #3: Integration of Student Support Services and Practices

This activity focuses on improving the integration and alignment of student support services across member agencies, aiming to provide a more consistent, efficient, and student-centered experience regardless of where learners enter the system. By streamlining intake, orientation, referral, and support procedures, this initiative helps reduce student confusion, prevent drop-offs, and ensure timely access to academic and non-academic supports. This is significant for adult learners navigating complex life demands, limited resources, and multiple systems. A coordinated and equitable support system across the region will help increase student persistence, credential attainment, and transitions to college or employment.

Consortium members will:

- Align intake, assessment, orientation, and referral processes across the region.
- Host semi-annual meetings between adult schools and Cerro Coso College’s student support staff to coordinate services.
- Deliver joint trainings on referral systems and student support eligibility.
- Develop a shared intake form or digital kiosk system.
- Plan for co-located services like drop-in counseling, financial aid support, and basic needs assistance at adult school sites.
- Identify key contacts at each agency to streamline cross-institutional communication.
- Include adult schools in scheduled community college events (e.g., college fairs, enrollment days, CC Rocks).
- Launch an online support hub for adult learners, including FAQs, orientation materials, study tools, and workshop calendars.

- Host Community Resource Pop-Ups that connect learners with employment, housing, and social services.
- Deliver College & Career workshops and one-on-one career counseling.
- Implement a College & Career Exploration course.
- Launch monthly tailored workshops and adult learner-facing career tools on campus websites.
- Provide personalized advising, resume/interview coaching, job search support, and internship referrals.
- Improve faculty-student engagement through consistent office hours and early alert systems.

Agencies Involved:

- Cerro Coso College
- Bakersfield College
- Porterville College
- Mojave Adult School
- Sierra Sands Adult School
- Tehachapi Adult School
- Wasco Adult School

Key Deliverables:

- Standardized intake and referral tools (form/kiosk)
- Joint training materials and meeting agendas
- Online support hub launched and maintained
- Orientation module for all new students
- Community Resource Pop-Up events and attendance logs
- College & Career Exploration curriculum implemented
- Monthly adult learner-specific workshops hosted
- Student tracking and early alert system implemented consortium-wide
- Career services materials and job board maintained
- Staff training module on engaging adult learners

CAEP Objective Contribution:

This activity contributes primarily to Objective 2: Improve Integration of Services and Transitions by building bridges between systems and aligning student support processes across institutions.

Short-Term Outcomes (within 12 months):

- Launch Adult & Reentry Learner webpage.
- Conduct staff trainings on adult learner needs and referral processes.
- Host first Community Resource Pop-Up events.
- Roll out Orientation Module and online support tools.

- Begin data collection on student usage of support services.

Intermediate Outcomes (within 1–3 years):

- Increased persistence, retention, and completion among adult learners.
- Improved coordination of services at local sites.
- Growth in community partnerships and referral network reach.
- Greater usage of support services and improved tracking of student outcomes.
- Widened participation in academic planning, career exploration, and job placement activities.

Long-Term Outcomes (within 3–5 years):

- Sustainable student support systems embedded into regional service models.
- Increased degree and credential completion.
- Reduced equity gaps in service access and persistence.
- Institutionalized partnerships and systems for continued collaboration.
- Enhanced alumni engagement and employer confidence in student preparedness.

Adult Education Metrics Addressed:

- Participants
- Reportable Individuals
- Completed Educational Functioning Level Gain
- Diploma, GED, or Equivalency
- Postsecondary Credential
- Transition to Non-Developmental Credit College Course
- Transition to CTE
- Transition to ASE
- Employed in the 2nd Quarter After Exit
- Workforce Preparation
- Short-Term CTE
- CTE
- ESL
- ASE
- Immigrant Integration Milestone

Student Barriers Addressed:

- Low Income
- Long Term Unemployed
- English Language Learner
- Low Literacy
- Single Parent
- Adults with Disabilities
- Homeless

- Foster Youth
- Displaced Homemaker
- Reported Cultural Barriers

Responsible Position	Responsible Member	Proposed Completion Date
Dean	Cerro Coso College	6/30/2028
Director	Bakersfield College	6/30/2028
Dean	Porterville College	6/30/2028
Principal	Mojave Adult School	6/30/2028
Director	Wasco Adult School	6/30/2028
Principal	Sierra Sands Adult School	6/30/2028
Adult Program Manager & Adult Program Director	Tehachapi Adult School	6/30/2028

Activity #4: Data Sharing and Systems Integration for Tracking Transitions

This activity focuses on building an integrated data system across all Kern AEC member agencies to track student progress, transitions, and outcomes. The significance of this initiative lies in its ability to support informed, data-driven decision-making and provide the infrastructure required to monitor the effectiveness of transition-related strategies. By improving how student data is collected, analyzed, and shared, the consortium will ensure that instructional and support services are continuously refined to improve outcomes.

The consortium will design and implement cross-agency data sharing systems, explore shared student identifiers, and create secure data exchange protocols. Member agencies will enter into formal data-sharing agreements. Staff will receive training on using dashboards and tools to analyze student progress and outcomes. Key efforts include transition tracking protocols, use of early alert and student tracking tools, and quarterly reviews of key metrics. Specific actions include establishing a Professional Learning Community (PLC) to guide data-driven instruction, analyzing withdrawal trends, and using assessment data to adjust instruction and identify transition bottlenecks.

Agencies Involved:

- McFarland Adult School
- Mono Adult School
- Tehachapi Adult School
- Wasco Adult School
- All Consortium Members

Key Deliverables:

- Cross-agency data sharing agreements and infrastructure
- Secure data exchange protocols and shared student identifiers
- Transition tracking reports and early alert systems
- PLC established and operational
- Quarterly program growth reports
- Pre/post CASAS score tracking and documentation of student outcomes
- Standardized data collection procedures
- Faculty training in data use and dashboard interpretation
- Integration of data analysis into consortium-wide PD
- Annual reviews of persistence, completion, and transition data

CAEP Objective Contribution:

This activity directly supports Objective 2: Improve Integration of Services and Transitions by providing the infrastructure necessary to monitor transitions and inform alignment between programs.

Short-Term Outcomes (12 Months):

- Full implementation of standardized data collection processes
- Launch of instructor PLC focused on data use
- CASAS testing data reviewed for all diploma-seeking students
- Enrollment and attendance data regularly reported
- Initial staff training on dashboards and tracking tools
- Begin implementation of transition tracking protocols

Intermediate Outcomes (1–3 Years):

- Enhanced tracking of transitions and student progress across the region
- Increased use of data in referral and counseling systems
- Ongoing quarterly program growth reports and instructional adjustments
- Improved staff capacity to analyze and act on student data
- Student tracking embedded into program operations
- Transition workshop outcomes analyzed and used for improvement

Long-Term Outcomes (3–5 Years):

- Fully institutionalized and sustainable data sharing and analysis system
- Continuous improvement model based on data refinement

- Increased accuracy in pathway tracking and metric reporting
- Program design and resource allocation increasingly guided by student outcomes
- Clear evidence of improved transitions and persistence across programs

Adult Education Metrics Addressed:

- Participants
- Reportable Individuals
- Completed Educational Functioning Level Gain
- Transition to Non-Developmental Credit College Course
- Transition to CTE
- Transition to ASE
- Employed in the 2nd Quarter After Exit
- Postsecondary Credential

Student Barriers Addressed:

- Low Literacy
- Reported Cultural Barriers
- Low Income
- Adults with Disabilities
- Long Term Unemployed
- Single Parent

Responsible Position	Responsible Member	Proposed Completion Date
Principal	McFarland Adult School	6/30/2028
Coordinator	Mono Adult School	6/30/2028
Adult Program Manager & Adult Program Director	Tehachapi Adult School	6/30/2028
Director	Wasco Adult School	6/30/2028

Activity #5: Consortium-Wide Centralized Professional Development Program

This activity focuses on establishing a centralized professional development (PD) system to enhance educator effectiveness across the consortium. By equipping instructors, counselors, and support staff with high-impact strategies in areas such as digital instruction, trauma-informed teaching, career readiness, student tracking, and data use, the consortium

ensures consistent, high-quality services. This is critical for achieving smoother transitions, improving student outcomes, and supporting integrated service delivery across agencies. It directly contributes to adult learners' persistence, completion, and postsecondary success.

A PD committee will be formed to lead the development of a shared professional development strategy. Initial steps include conducting a consortium-wide needs assessment, organizing PD sessions, creating a shared calendar, and developing an evaluation/feedback system. Training will cover key areas such as digital and hybrid instruction, use of Northstar Digital Literacy modules, project-based learning, data collection/analysis, and supporting adult learner transitions. Instructors and staff will receive coaching and participate in PLCs. Specific PD will also focus on technology integration (e.g., Edgenuity, CASAS), adult learner engagement, and student support strategies.

Agencies Involved:

- Wasco Adult
- Bakersfield Adult School
- Bakersfield College
- Cerro Coso College
- Delano Adult School
- Porterville College
- McFarland Adult School

Key Deliverables:

- PD committee formation and completion of needs assessment
- At least two consortium-wide PD sessions held annually
- PD feedback system developed
- Shared consortium-wide PD calendar
- Staff trained on data dashboards, student tracking, and for Porterville Adult School only Northstar Digital Literacy
- Annual PD plan distributed across all member sites
- Training sessions aligned with digital equity, CTE, student support, and transitions
- Creation of a staff training module on adult learner needs
- Ongoing coaching, workshops, and PLC participation opportunities

CAEP Objective Contribution:

This activity contributes to Objective #2 by creating a centralized, cross-agency professional development system that strengthens instructional alignment and continuity across member programs. By training faculty and staff on key transition-related strategies, such as data-informed student tracking, digital instruction, career readiness, and wraparound supports, the consortium fosters more integrated and coordinated services. These shared PD efforts improve staff ability to guide adult learners through educational transitions, ensure consistent support across entry points, and promote smoother student movement into postsecondary, CTE, and employment pathways.

Short-Term Outcomes (within 12 months):

- PD committee formed and consortium-wide needs assessment completed
- Two or more cross-consortium PD sessions held
- Shared PD calendar published
- Feedback system established for ongoing PD improvement
- Initial training completed on data use and digital tools
- Staff trained on adult learner support and instructional adaptations

Intermediate Outcomes (within 1–3 years):

- Annual PD program fully implemented and refined based on staff feedback
- Increased staff participation and engagement in PD and PLCs
- Demonstrated improvements in instruction and student engagement
- Expanded use of Northstar Digital Literacy across programs
- Data usage becomes embedded in instructional decision-making
- Equity-focused and transition-aligned training integrated into staff onboarding

Long-Term Outcomes (within 4–5 years):

- Improved student completion, transition, and employment outcomes
- Institutionalization of professional development practices across the consortium
- Ongoing refinement of PD programming informed by student and staff outcomes
- Stronger regional alignment in adult education instructional standards and delivery

Adult Education Metrics Addressed:

- Participants
- Completed Educational Functioning Level Gain
- Postsecondary Credential
- Transition to Non-Developmental Credit College Course

- Transition to CTE
- Transition to ASE
- Employed in the 2nd Quarter After Exit
- CTE
- Short-Term CTE
- Workforce Preparation

Student Barriers Addressed:

- Low Literacy
- Adults with Disabilities
- Long Term Unemployed
- Reported Cultural Barriers
- Low Income
- English Language Learner

Responsible Position	Responsible Member	Proposed Completion Date
Director	Wasco Adult	6/30/2028
Principal	Bakersfield Adult School	6/30/2028
Director	Bakersfield College	6/30/2028
Dean	Cerro Coso College	6/30/2028
Director	Delano Adult School	6/30/2028
Dean	Porterville College	6/30/2028
Principal	McFarland Adult School	6/30/2028

Activity #6: Development of Targeted Transition Curriculum and Programs

This activity focuses on the development and expansion of educational programs and curriculum specifically designed to support seamless transitions into postsecondary education and employment. By creating clear, job-aligned pathways, such as Integrated Education and Training (IET), short-term Career and Technical Education (CTE), English for the Workplace, and stackable microcredentials, students receive the academic and technical training they need to enter high-demand industries. This approach ensures adult learners gain meaningful, marketable skills while also fostering persistence, completion, and upward mobility.

- Utilize needs assessment data to identify pathway gaps and curriculum development priorities.
- Develop and deliver a series of short-term, noncredit English for the Workplace courses for English Language Learners (ELLs), integrating job-specific vocabulary, soft skills, and contextualized instruction.
- Expand short-term, industry-recognized certificate programs in high-demand fields like healthcare, logistics, tech support, and customer service.
- Implement the In-Home Support (IHSS) program with ELL instructional support.
- Launch the Pharmacy Clerk IET class, combining classroom instruction and hands-on training.
- Develop and pilot stackable microcredential programs aligned with employer needs.
- Offer non-diploma track skill-building courses focused on academic, technical, and workplace readiness skills.

Agencies Involved:

- Cerro Coso College
- Bakersfield College
- Delano Adult School
- Porterville Adult School
- Porterville College
- Bakersfield Adult School
- Sierra Sands Adult School

Key Deliverables:

- Series of noncredit, short-term English for the Workplace courses developed and launched
- New or revised pathway programs implemented in priority sectors
- Expansion of industry-recognized certificate programs
- In-home support provider class established and delivered
- Pharmacy Clerk IET curriculum finalized and implemented
- Three new employer-aligned microcredential programs developed
- Skill-building offerings created for non-diploma adult learners
- Microcredential cohort tracking initiated

CAEP Objective Contribution:

This activity advances Objective #2 by creating structured, aligned transition pathways that connect adult education to postsecondary and employment opportunities. Programs such as Integrated Education and Training (IET), English for the Workplace, and industry-recognized

microcredentials bridge adult learners into credit-bearing coursework and in-demand careers. Contextualized instruction and job-aligned curricula support smoother transitions, reduce service fragmentation, and help learners build the academic and technical skills needed to move effectively between education and the workforce. These efforts strengthen integration across providers and systems, making transitions more accessible and successful for diverse learners.

Short-Term Outcomes (within 12 months):

- Curriculum for English for the Workplace courses drafted and piloted
- IHSS and Pharmacy Clerk IET programs implemented
- Microcredential curriculum and proposals developed
- Increased program availability and early enrollment in new offerings
- Greater student engagement through contextualized, career-focused content

Intermediate Outcomes (within 1–3 years):

- Launch and scale revised pathways in priority sectors
- Increased student access to aligned educational and training opportunities
- Improved program completion rates
- Higher employment rates among graduates
- Cohort data gathered for microcredential completers
- Integration of Northstar digital literacy in workforce courses at Porterville Adult

Long-Term Outcomes (within 4–5 years):

- Strong alignment between program offerings and regional workforce demand
- Sustained increase in program enrollment and credential completion
- Higher rates of transition into postsecondary education and employment
- Measurable increases in wages and employment stability
- Expansion and institutionalization of microcredentials and IET offerings

Adult Education Metrics Addressed:

- Participants
- CTE
- Short-Term CTE
- Workforce Preparation
- Employed in the 2nd Quarter After Exit
- Median Change in Earnings
- Transition to CTE
- Postsecondary Credential

Student Barriers Addressed:

- English Language Learner
- Low Literacy
- Low Income

Responsible Position	Responsible Member	Proposed Completion Date
Principal	Sierra Sands Adult School	6/30/2028
Principal	Bakersfield Adult School	6/30/2028
Dean	Porterville College	6/30/2028
Director	Porterville Adult School	6/30/2028
Director	Delano Adult School	6/30/2028
Director	Bakersfield College	6/30/2028
Dean	Cerro Coso College	6/30/2028

Activity #7: Flexible Learning Options to Facilitate Access and Transitions

This activity expands flexible course scheduling and delivery models, including evening, weekend, hybrid, fully online, and community-based instruction, to increase access for adult learners facing barriers such as employment demands, caregiving responsibilities, transportation issues, and limited digital access. While this work aligns with Objective 1 (Address Educational Needs), Mono Adult School identifies it specifically as contributing to Objective 2 (Improve Integration of Services and Transitions) by facilitating persistence and increasing the likelihood of successful student transitions into postsecondary education and higher-wage employment. Expanding instructional access is critical to increasing equity, completion rates, and transition outcomes across the consortium.

The activity that will be carried out:

- Implement flexible course schedules, including evening, weekend, and online formats
- Increase the number of hybrid in-person/Zoom classes
- Utilize public library sites as satellite learning locations
- Expand curriculum options that support flexible learning, including use of platforms like OTAN and Burlington
- Provide digital access support to help students succeed in remote and hybrid environments

Agencies Involved:

- Bakersfield College
- Cerro Coso College
- Inyo Adult School
- McFarland Adult School
- Muroc Adult School
- Tehachapi Adult School
- Mono Adult School (specifically aligned with Objective 2)

Key Deliverables:

- Launch of new evening, weekend, and hybrid course offerings
- Establishment of library-based learning hubs with teacher support
- Increased number of flexible classes using platforms like Zoom and OTAN
- Expanded curriculum to align with flexible delivery needs
- Documented growth in digital platform usage and attendance

CAEP Objective Contribution:

This activity supports Objective #2 by expanding flexible learning options that help adult learners stay engaged and persist through transitions into postsecondary education or employment. Evening, weekend, hybrid, and online classes reduce barriers related to work, caregiving, and transportation. Community-based learning hubs and digital platforms increase access and continuity. These efforts promote smoother transitions, improve completion rates, and align services across education and workforce systems.

Short-Term Outcomes (within 12 months):

- Higher student enrollment and improved attendance
- A variety of curriculum delivered with fidelity in flexible formats
- Increased digital access and baseline technology skills
- Increase in adult learner participation

Intermediate Outcomes (within 1–3 years):

- Improved persistence and program completion rates
- Greater retention among adult learners
- Increased transitions to postsecondary education and higher-wage careers
- More frequent and effective use of digital platforms
- Implementation of a continuous improvement model for HyFlex delivery

Long-Term Outcomes (within 4–5 years):

- Sustained educational attainment and credential acquisition across diverse populations
- Increased student self-efficacy and completion of personal education goals
- Long-term digital literacy that supports ongoing education and employment
- Regional replication of the HyFlex model to serve adult learners across Inyo and Mono counties

Adult Education Metrics Addressed:

- All Participants
- Completed Educational Functioning Level Gain
- ASE
- Diploma/GED or Equivalency
- Postsecondary Credential
- Transition to CTE
- Workforce Preparation

Student Barriers Addressed:

- Low Income
- Single Parent
- Low Literacy
- English Language Learner

Responsible Position	Responsible Member	Proposed Completion Date
Director	Bakersfield College	6/30/2028
Dean	Cerro Coso College	6/30/2028
Assistant Superintendent	Inyo Adult School	6/30/2028
Principal	McFarland Adult School	6/30/2028
Director	Muroc Adult School	6/30/2028
Adult Program Manager & Adult Program Director	Tehachapi Adult School	6/30/2028
Coordinator	Mono Adult School	6/30/2028

Objective 3: Improve Effectiveness of Services

Activity #1: Professional Development for Adult Educators

This consortium-wide activity strengthens educator capacity across the Kern Adult Education Consortium by providing targeted professional development (PD) focused on enhancing instructional quality, addressing student barriers, and supporting equity and transitions. By equipping teachers, counselors, and support staff with relevant tools, such as digital instruction, trauma-informed teaching, data usage, and student engagement strategies, this initiative directly supports Objective 3: Improve Effectiveness of Services.

Agencies Involved:

- Bakersfield Adult School
- Bakersfield College
- Cerro Coso College
- Delano Adult School
- Porterville College
- McFarland Adult Education
- Porterville Adult School
- Sierra Sands Adult
- Tehachapi Adult
- Wasco Adult

Key Deliverables:

- Formation of a PD committee and completion of a needs assessment
- Consortium-wide professional development calendar published
- At least two consortium-wide PD sessions held annually
- Staff trained on digital platforms, Edgenuity, CASAS, and hybrid instruction
- Implementation of an early-alert checklist system
- Staff training module on adult learner needs (Porterville College)
- Instructor office hour consistency and attendance tracking (Tehachapi Adult)
- Teachers hired as Subject Matter Experts to support instruction (Sierra Sands Adult)
- Staff access to ongoing coaching and PLCs

CAEP Objective Contribution:

This activity directly advances Objective 3 by increasing the effectiveness of educational services through improved educator capacity.

Short-Term Outcomes (within 12 months):

- Increased educator participation in PD
- Improved instructional strategies and student engagement
- PD committee formed and needs assessment completed
- Consortium-wide PD sessions launched
- Subject Matter Experts hired to support faculty
- Consistent use of office hours and attendance tracking

Intermediate Outcomes (within 1–3 years):

- Fully integrated, consortium-wide annual PD program
- Evidence of improved instructional quality and learner outcomes
- Regular use of early alert systems and student data tools
- Staff gain deeper skills in data usage, CTE integration, and learner equity
- Improved student retention and course completion

Long-Term Outcomes (within 4–5 years):

- Higher rates of credential attainment, employment, and student transition
- Institutionalization of digital literacy and instructional best practices
- Continued staff development aligned with learner needs and workforce changes
- Curricula refined based on PD feedback and retention data

Adult Education Metrics Addressed:

- Participants
- Reportable Individuals
- Completed Educational Functioning Level Gain
- Employed in the 2nd Quarter After Exit
- Median Change in Earnings
- CTE
- ABE
- ASE
- ESL
- Short-Term CTE
- Workforce Preparation
- Postsecondary Credential
- Diploma, GED, or Equivalency
- Transition to ASE
- Transition to CTE
- Transition to Non-Developmental Credit College Course

Student Barriers Addressed:

- Low Literacy
- Low Income
- English Language Learner
- Long Term Unemployed
- Adults with Disabilities
- Single Parent
- Displaced Homemaker
- Reported Cultural Barriers

Responsible Position	Responsible Member	Proposed Completion Date
Principal	Bakersfield Adult School	6/30/2028
Director	Bakersfield College	6/30/2028
Dean	Cerro Coso College	6/30/2028
Director	Porterville Adult School	6/30/2028
Principal	Sierra Sands Adult	6/30/2028
Director	Delano Adult School	6/30/2028
Adult Program Manager & Adult Program Director	Tehachapi Adult	6/30/2028
Director	Wasco Adult	6/30/2028
Principal	McFarland Adult Education	6/30/2028
Dean	Porterville College	6/30/2028

Activity #2: Enhanced Wraparound Services and Referrals

This activity aims to address non-academic barriers to education by implementing expanded student support services such as academic counseling, mental health referrals, and retention outreach. Ensuring students receive comprehensive support from enrollment through completion increases persistence, credential attainment, and transition rates, directly contributing to Objective 3: Improve Effectiveness of Services.

- Implement expanded student support services (academic counseling, mental health referrals, retention outreach).
- Develop and implement a consortium-wide transition framework with consistent counseling and ongoing support (Wasco Adult).
- Launch centralized online support hub and student orientation module (Tehachapi Adult).

- Host Community Resource Pop Up Events to connect students to services such as housing, healthcare, and employment (Mojave Adult).
- Coordinate joint trainings and referral alignment between adult schools and student support services (Cerro Coso College).

Agencies Involved:

- Wasco Adult
- Tehachapi Adult
- Mojave Adult
- Sierra Sands Adult
- Cerro Coso College

Key Deliverables:

- Community Resource Pop Up events with tracked attendance and partnerships
- Centralized online support hub and orientation module launched
- Consistent office hours and attendance/feedback tracking by instructors
- Consortium-wide referral training sessions and shared intake protocols
- Increased documentation of student support service access and utilization
- Transition framework designed and piloted
- Intake coordination and support roles defined

CAEP Objective Contribution:

This activity contributes to CAEP objectives by improving the overall effectiveness of services through enhanced outreach, more streamlined referral processes, and the implementation of supportive retention practices. By building a more consistent service experience across sites, it expands access and responsiveness to underserved populations, including foster youth, low-income individuals, and single parents. These integrated supports increase student engagement and persistence, creating a stronger foundation for successful transitions and program completion.

Short-Term Outcomes (within 12 months):

- Community Resource Pop Ups launched with 4 initial events completed (Mojave)
- Online support hub launched and promoted (Tehachapi)
- Orientation module completed by new students
- Office hours and feedback tracking implemented by instructors
- Initial partnerships and resource referrals established

Intermediate Outcomes (within 1–3 years):

- Student retention increases by 5–10%
- Increased use of resource hubs and support services
- Ongoing partnerships with community service providers formalized
- Improved tracking of support service usage and student satisfaction
- Term-to-term persistence rates improve
- Framework for wraparound services standardized and scaled

Long-Term Outcomes (within 4–5 years):

- Higher rates of employment and postsecondary transition
- Institutionalized student support systems and case management
- Completion rates stabilize and increase
- Enhanced equity and access to essential resources
- Positive word-of-mouth boosts enrollment and community trust
- Improved long-term educational and economic outcomes for underserved students

Adult Education Metrics Addressed

- Participants
- Reportable Individuals
- Completed Educational Functioning Level Gain
- Employed in the 2nd Quarter After Exit
- Diploma, GED, or Equivalency
- Postsecondary Credential
- Workforce Preparation
- Transition to CTE
- Transition to ASE

Student Barriers Addressed

- Low Income
- Long Term Unemployed
- Low Literacy
- Single Parent
- Homeless
- Foster Youth
- English Language Learner
- Adults with Disabilities
- Reported Cultural Barriers

Responsible Position	Responsible Member	Proposed Completion Date
Director	Wasco Adult	6/30/2028
Adult Program Manager & Adult Program Director	Tehachapi Adult	6/30/2028
Principal	Mojave Adult	6/30/2028
Principal	Sierra Sands Adult	6/30/2028
Dean	Cerro Coso College	6/30/2028

Activity #3: Dual Enrollment and Onramp Programs

This activity focuses on the development and expansion of dual enrollment and onramp programs that create seamless transitions from adult schools to community colleges and career training. It supports smoother student transitions, increases persistence, and boosts completion rates, directly addressing Objective 3: Improve Effectiveness of Services.

- Align course sequencing between adult schools and community colleges.
- Provide shared counseling and advising.
- Offer credit-bearing CTE bridge courses.
- Establish or renew MOUs with adult school partners.
- Identify priority programs and approved courses for dual enrollment.
- Host joint workshops and enrollment support events.
- Coordinate cohort enrollment (e.g., Bakersfield College and Wasco Adult).
- Implement mid-term check-ins and peer mentoring.
- Provide professional development for staff and develop targeted outreach materials.

Agencies Involved:

- Bakersfield College
- Cerro Coso College
- Delano Adult School
- Porterville College
- Tehachapi Adult School
- Wasco Adult School

Key Deliverables:

- Signed MOUs with adult school partners
- Approved dual/concurrent enrollment course list
- Workshop attendance logs and event summaries
- Enrollment data for dual/concurrent adult students
- Mid- and end-of-term course completion data
- Cohort progress tracking and transition data
- Annual reports on persistence, completion, and transition

CAEP Objective Contribution:

Enhances program effectiveness by creating structured bridges from adult education into credit-bearing college coursework.

Short-Term Outcomes (within 12 months):

- Increased participation in dual enrollment/onramp programs
- Launch of initial concurrent enrollment cohorts (e.g., 15 Wasco students)
- MOUs signed with all adult school partners

Intermediate Outcomes (within 1–3 years):

- Improved student success in college-level courses
- Increased student retention and credential attainment
- Expanded course offerings aligned with local labor market needs
- Target pass rates achieved (e.g., 70% in BC courses)
- Enhanced participation in advising and workshop services

Long-Term Outcomes (within 4–5 years):

- Increased enrollment and persistence of adult learners in credit-bearing programs
- Higher transition rates from non-credit to credit
- Institutionalized dual/concurrent enrollment pipelines
- Increased postsecondary credential completion and employment
- Regular tracking of completion, transition, and workforce outcomes

Adult Education Metrics Addressed:

- Participants
- Reportable Individuals
- Transition to CTE
- Transition to Non-Developmental Credit College Course
- Postsecondary Credential
- Employed in the 2nd Quarter After Exit
- Completed Educational Functioning Level Gain

Student Barriers Addressed:

- Low Income
- Low Literacy
- English Language Learner
- Adults with Disabilities
- Single Parent
- Displaced Homemaker
- Reported Cultural Barriers
- Long Term Unemployed
- Foster Youth
- Homeless

Responsible Position	Responsible Member	Proposed Completion Date
Director	Wasco Adult	6/30/2028
Adult Program Manager & Adult Program Director	Tehachapi Adult	6/30/2028
Director	Bakersfield College	6/30/2028
Director	Delano Adult School	6/30/2028
Dean	Cerro Coso College	6/30/2028
Dean	Porterville College	6/30/2028

Section 6: Funds Evaluation

Member Allocations and Expenditures

Member Agency	Prior Year Total Leveraged Funds
Delano Joint Union High	\$1,919,925
Inyo Co. Office of Education	\$258,046
Kern CCD	\$1,891,689
Kern Co. Office of Education	\$0
Kern High	\$17,312,186
McFarland Unified	\$507,209
Mojave Unified	\$652,880
Mono Co. Office of Education	\$255,758
Muroc Joint Unified	\$125,268
Porterville Unified	\$5,253,785
Sierra Sands Unified	\$283,903

Tehachapi Unified	\$451,324
Wasco Union High	\$406,343
Totals	\$29,318,316

Funds Evaluation

Evaluation of 2023–24 CAEP Funds and Alignment with 2025–28 Strategies

In 2023–24, Kern Adult Education Consortium (KAEC) members reported over \$12 million in total CAEP expenditures across ESL, ABE/ASE, CTE, and workforce readiness programs. A substantial portion of unspent carryover funds remains due to persistent staffing shortages, limited facility access, and infrastructure delays, especially in rural districts. These carryover funds will be strategically reallocated over the next three years to expand capacity in high-priority areas, such as short-term CTE, ESL, digital access, and workforce transition programs.

Each agency will direct future allocations toward initiatives identified in the [Kern AEC Needs Assessment 2025](#) including short-term training in healthcare, logistics, and business; dual enrollment; expanded hybrid/online programming; and bilingual student support. Funds will also support flexible scheduling, outreach to underserved communities, and technology upgrades that address regional gaps in digital equity.

In addition to CAEP funds, members are leveraging significant external resources. These include Perkins and SWP (supporting CTE pathway development and dual enrollment), WIOA Title II (co-enrollment and integrated education/training), CTEIG (equipment for technical programs), and local bond measures used for facility upgrades. Partnerships with the Kern County Workforce Development Board, employers, and community colleges offer braided funding to support job placement, training, and case management services.

CAEP funding will be combined with these resources to implement cross-agency initiatives such as shared data systems, regional articulation agreements, career readiness training, and improved student transition support. This braided approach enables KAEC to address systemic access barriers, scale high-impact programs, and align services with Kern County's labor market needs. Ongoing investment in staffing, facilities, and digital infrastructure is essential to ensure that all learners, especially those in rural and underserved communities, can fully participate in and benefit from the region's adult education system.