

## 23 Kern Adult Education Consortium

2025-26

# Annual Plan Template

## Plans & Goals

### Guidance

The California Adult Education Program (CAEP) annual planning process along with the member work plan and budget, in accordance with Education Code §84914(a)(2) and §84906(a)(1), is designed to provide consortia and members an opportunity to review the current Three-Year Plan, consider key accomplishments and challenges from the prior year, and outline goals and activities for the current program year.

The CAEP Annual Plan is a condition of receipt of an apportionment from CAEP and is a justification demonstrating how planned allocations are consistent with the adult education plan (as mandated in Education Code §84914(a)(2)).

Your progress throughout this workflow is saved as it is completed. As long as you have not submitted the workflow, you may come back and make changes as needed.

## Executive Summary

### Executive Summary \*

The Kern Adult Education Consortium (KAEC), representing the expansive and diverse four county region of Kern, Inyo, Tulare, and Mono counties, is committed to equity, workforce alignment, and broad access to quality adult education. The 2025–28 CAEP Three-Year Plan was created through a data-informed, stakeholder-driven process, incorporating regional demographics, labor market intelligence, and community input. The plan supports pathways to postsecondary education and sustainable employment, while addressing barriers to access for underserved populations.

#### Regional Demographics

KAEC serves a region of over one million people. Kern is the largest population center, while Inyo, Tulare, and Mono are rural and frontier in character. Roughly 35% of adults in the region lack a high school diploma, compared to the statewide average of 15%. Among the foreign-born, 48% have not completed high school. Over 21% of adults have limited English proficiency (LEP), with especially high concentrations among Spanish-speaking, immigrant, and refugee communities. Rural residents also face digital access challenges, lacking reliable internet or devices. Kern's poverty rate is 19%, Tulare's is 18%, and Inyo and Mono are at 11%, compounded by geographic isolation and service scarcity.

#### Educational and Workforce Needs

Findings from the 2025 Needs Assessment include:

- Low transitions: Just 9% of learners transition to CTE and 4% to college-level coursework.

- Barriers to access: Lack of childcare (65%), transportation (51%), and flexible scheduling limit participation and completion.
- Digital inequities: Limited digital skills and internet access affect virtual learning and job exploration.
- Workforce misalignment: Gaps persist between program offerings and employer needs in healthcare, logistics, ICT, and trades.

### Labor Market Trends

As part of the San Joaquin Valley and Associated Counties (SJVAC) Regional Planning Unit, Kern, Inyo, Tulare, and Mono reflect labor market shifts between 2019 and 2024. The region saw a 9.67% gain in nonfarm jobs, led by Education/Health Services (+19.6%) and Trade, Transportation, and Utilities (+12.8%). Agriculture, however, declined 12% due to drought and automation. Unemployment remains high—7.5% in Kern/Inyo/Mono vs. 5.3% statewide. Educational attainment lags behind state averages, hindering mobility and reinforcing inequality.

### KAEC Objectives for 2025–26

#### 1. Address Educational Needs:

- Expand ESL, GED, and ABE/ASE courses using flexible delivery models.
- Create contextualized English for the Workplace and industry-aligned IET programs (e.g., Pharmacy Clerk, IHSS Training).
- Grow short-term CTE aligned with labor demand in healthcare, logistics, ICT, welding, and CDL.

#### 2. Improve Integration of Services and Transitions:

- Build dual enrollment and community college on-ramps.
- Enhance support structures: advising hubs, articulation, mentoring, and coordinated intake.
- Use shared platforms to improve transition tracking.

#### 3. Improve Effectiveness of Services:

- Deliver professional development in trauma-informed teaching, digital tools, and engagement strategies.
- Broaden wraparound supports: counseling, mental health, academic coaching, and portals.
- Implement early alerts, orientations, and learner check-ins to improve retention.

### 2025–26 Strategic Priorities

- Advance digital inclusion via device access, digital literacy, and broadband investment.
- Promote equity-driven outreach, using culturally relevant marketing to reach LEP and rural residents.
- Enhance collaborative governance through updated bylaws and a collective impact model.
- Build workforce partnerships for internships, externships, and apprenticeships.
- Offer flexible, short-term CTE programs in evening, weekend, and hybrid formats to support working adults and parents in accessing high-demand careers in healthcare, business, logistics, and the trades.

This executive summary reflects KAEC's vision for an inclusive, responsive, and effective adult education ecosystem across Kern, Inyo, Tulare, and Mono counties. With a focus on data, equity, and workforce relevance, the consortium aims to uplift adult learners and prepare them for success in school, work, and community life.

Characters : 4161/5000

## Plans & Goals

**How (if at all) do the consortium's previous program year goals differ from the current year's goals? \***

- Goals remain the same
- Goals have changed or new goals have emerged for the upcoming year

**Why have the consortium's goals changed for the upcoming year? \***

- Previous program year goals have been accomplished
- Additional regional needs have been identified
- New audiences are being served
- New partnerships have been created
- New priorities have been identified
- Other

**Please provide further context on any changes to the consortium's goals for the upcoming year. (Optional)**

KAEC's goals for the 2025–2026 program year have evolved in direct response to additional regional needs and new priorities identified through the development of the 2025–2028 Three-Year Plan. The comprehensive planning process revealed deeper equity gaps in rural access, digital inclusion, and alignment with high-growth workforce sectors, prompting the consortium to expand its focus beyond traditional academic programming. As a result, new goals include strengthening short-term, career-focused training aligned with regional labor demand, enhancing wraparound supports such as mental health and advising services, and investing in culturally relevant outreach strategies for limited English proficient populations. These shifts reflect KAEC's commitment to adapt its strategies to emerging community needs and ensure adult learners have access to meaningful, workforce-aligned educational pathways.

Characters : 904/5000

**How much progress did the consortium make towards its previous program year goals? \***

- No progress at all - no goals were met
- Very little progress - few goals were met
- Some progress - around half of the goals were met
- A good deal of progress - most goals were met
- Excellent progress - all goals were met

Please provide further context on the progress made towards previous program year goals including goals that were accomplished and any success stories you would like to highlight. (Optional)

KAEC made strong progress toward the goals outlined in its 2024–2025 Annual Plan, with most objectives successfully achieved despite resource limitations. Key accomplishments included the expansion of flexible learning options, increased access to ESL and high school equivalency programs, and the launch of new short-term CTE pathways aligned with regional labor market needs. The consortium also made meaningful strides in improving student support services and enhancing data-sharing practices among member agencies. While some initiatives were delayed due to staffing and funding constraints, the overall outcome reflects a successful year in advancing KAEC’s mission and responding to the educational and workforce needs of the region.

Characters : 740/5000

**What barriers did the consortium face in making progress towards its previous program year goals? \***

- Lack of financial resources
- Lack of human resources
- Lack of time
- Other

Please provide further context on the barriers faced towards achieving the consortium’s previous program year goals. (Optional)

During the 2024–2025 program year, KAEC faced limitations that impacted the scope and pace of its planned initiatives. A shortage of human resources, including instructors, counselors, and support staff, limited the consortium’s ability to meet growing learner demand, particularly in rural areas. Compounding these challenges was a general lack of time—staff were stretched thin balancing instruction, administrative duties, and compliance requirements, which impeded innovation and full execution of planned strategies. These constraints highlighted the need for more sustainable funding, staffing, and scheduling solutions moving forward.

Characters : 641/5000

**What are the goals for the consortium for the current program year? \***

- Add new program offerings
- Add student and staff support
- Address gaps in services
- Align offering with regional needs
- Collect and review data
- Develop career pathways
- Develop industry-based programs
- Diversify program delivery modalities

- Expand current program offerings
- Hire teachers/teaching assistants/tutors for ESL courses
- Identify community needs
- Implementing best practices
- Improve instruction
- Improve support services
- Improve the integration of services and transitions
- Increase awareness of services through marketing and outreach
- Increase course offerings (new and existing)
- Increase employer collaboration
- Increase enrollment
- Increase professional development for staff
- Increase transitions to postsecondary
- Increase transitions to workforce
- Increase workforce-specific offerings
- Provide credentialing opportunities for staff
- Restore education plans
- Track transition program efficacy
- Upgrade facilities
- Other

**Please provide further context on the consortium's goals for the current program year. (Optional)**

One of the core goals of the Kern Adult Education Consortium (KAEC) for the 2025–2026 program year is to ensure the sustainability of adult education services across the region despite the suspension of WIOA Title II (AEFLA) funding by the federal government. Recognizing the critical role these funds have played in supporting literacy, English language acquisition, and transitions to postsecondary education and employment, KAEC is proactively developing alternative strategies to preserve program capacity. These include leveraging CAEP resources more strategically, expanding partnerships with workforce boards and local employers, and aligning with other state and regional funding streams. The consortium is also prioritizing cross-agency collaboration and integrated service delivery models to maintain service levels and minimize disruption to learners most impacted by the funding suspension.

Characters : 902/5000

**How will the consortium measure progress towards the goals set for the current program year? \***

- Conducting progress review meetings
- Course completion/graduation
- Gathering feedback from partners/participants
- Number of courses offered

- Participant surveys or interviews
- Program assessments
- Self-studies
- Student assessment scores
- Student enrollment numbers
- Student retention
- Students using support services
- Other

Please provide further context on how the consortium will measure progress towards goals in the current program year.  
(Optional)

KAEC will track its progress toward 2025–2026 goals through a combination of internal and external evaluation methods. Key strategies include conducting regular progress review meetings and implementing formal program assessments and self-studies to ensure continuous improvement. The consortium will monitor student-level outcomes such as enrollment, retention, course completion, graduation rates, and assessment scores. Additionally, the number of courses offered and participation in support services will be analyzed to assess program reach and effectiveness. Feedback from partners and participants will be gathered through surveys and interviews to inform decision-making and guide program adjustments throughout the year.

Characters : 729/5000

## Assessment

### Guidance

Provide an assessment of current program year needs, as well as future year funding plan usage.

## Regional Needs Assessment

Please identify the categories of needs in your region. \*

- Access to technology
- Alignment of education and workforce needs (incl. addressing labor shortages)
- Basic/life skills attainment
- Citizenship support
- Digital literacy
- Educational advancement (degree programs)
- English language learner supports (e.g., incl. programming availability)
- High school/equivalency education needs

- Immigrant/refugee needs
- Increased access to, and development of, accelerated learning model programs (e.g., bridge, co-enrollment, dual enrollment, pre-apprenticeship, IET, etc.)
- Increased awareness of services available to employers
- Increased awareness of services available to students (incl. educational services, social services, career services, etc.)
- Literacy programming
- Living wage job attainment/career development
- Rural geographic needs
- Services for adults with disabilities
- Short-term Career Technical Education (CTE) training
- Strengthening partnerships
- Student access supports: transportation, childcare, etc.
- Other

**Please identify resources used to identify these gaps. \***

- CAEP consortium Fact Sheet
- Community stakeholder input
- Data gathering/student needs assessment
- DataVista
- Employer input
- External consultant/research firm
- Labor market data (U.S. Bureau of Labor Statistics, Labor Market Index (LMI), California Employment Development Department (EDD))
- Partner meetings
- Population demographic data (U.S. Census, etc.)
- Regional plans
- Student data (TOPSPro, MIS)
- Survey, interview, and/or focus group data
- Other

**How will you measure effectiveness/progress toward meeting this need? \***

KAEC will measure its success in addressing key gaps through a combination of student outcome data, partner feedback, and program performance metrics. Progress will be tracked using indicators such as increased enrollment and retention in digital literacy and ESL programs, completion of basic skills and high school equivalency courses, and growth in accelerated learning models like IET, bridge, and dual enrollment. Success will also be measured by improved access to technology and support services (e.g., childcare, transportation), expanded literacy and citizenship programming, and higher rates of transitions into living wage careers and postsecondary education. The consortium will assess alignment with workforce needs by monitoring participation and employment outcomes in short-term CTE programs and tracking engagement with employers and workforce boards. Finally, KAEC will evaluate the effectiveness of

outreach efforts by collecting student and employer survey data and monitoring utilization of educational, social, and career services across its rural and urban service areas.

Characters : 1094/5000

Provide any further context on the need gap(s), your process for collecting data, how needs are being met, how they plan to be met, or how the needs of adults served by your region may be unique. \*

KAEC's identification of regional need gaps is grounded in a thorough, data-informed process that includes analysis of demographic and labor market data, student outcome metrics, and direct input from community partners, educators, and learners. Data were gathered through regional needs assessments, member surveys, focus groups, and stakeholder interviews, ensuring a comprehensive understanding of barriers such as low educational attainment, digital exclusion, and limited access to career pathways in rural and underserved communities. While some needs—like high school equivalency and ESL—are being met through expanded course offerings and flexible delivery models, others, such as workforce-aligned CTE and integrated support services, are in development through strategic partnerships and pilot programs. The needs of adults in KAEC's four county region are particularly unique due to its vast rural geography, high immigrant populations, and deep economic disparities, requiring culturally responsive programming, mobile service delivery, and cross-sector collaboration to ensure equitable access and meaningful outcomes.

Characters : 1131/5000

## Activities & Outcomes

### Objective #1: Address Educational Needs

#### #1 Expand Core & Develop New CTE Programs THREE-YEAR PLAN 2025-28

##### Brief Description of Activity and Significance of Activity to Outcome \*

For each activity listed, provide a description that includes:

- The activity that will be carried out
- What agencies or individuals will carry out the activity
- Key deliverables
- How the activity will contribute to achieving one or more of the three CAEP objectives
- How the activity will contribute to achieving short-term, intermediate, and (optional) long-term outcomes
- How the activity will contribute to addressing and achieving targets related to the selected Student Barriers and adult education Metrics

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.

**Adult Education Metrics and Student Barriers \***

Select from the drop-down menu one or more Adult Education Metrics and Student Barriers that align with the proposed Strategy. The drop-down menu will include **only** the Adult Education Metrics and Student Barriers that were selected in the Metrics section of this workflow.

All: Participants (202AE)      All: Reportable Individuals (200AE)

Employment & Earnings: Employed Two Quarters After Exit (505AE)

Progress: Completed Educational Functioning Level Gain (400AE)      Progress: Immigration Integration Milestone (411AE)

Student Barriers: Displaced Homemaker (148AE)      Student Barriers: English Language Learner (149AE)

Student Barriers: Long Term Unemployed (153AE)      Student Barriers: Low Income (154AE)

Student Barriers: Low Literacy (155AE)      Student Barriers: Reported Cultural Barriers (147AE)

Student Barriers: Single Parent (159AE)      Students and Programs: Adult Basic Education (1001)

Students and Programs: Adult Secondary Education (1000)      Students and Programs: Career Technical Education (1003)

Students and Programs: English as a Secondary Language (1002)

Students and Programs: Programs for Adults With Disabilities (1004)

Students and Programs: Short-Term CTE Training Programs (126AE)

Students and Programs: Workforce Preparation (124AE)      Success: Diploma, GED or High School Equivalency (633AE)

Success: Postsecondary Credential (624AE)      Transition: Transitioned to ASE (500AE)

Transition: Transitioned to CTE (636AE)      Transition: Transitioned to Non-Developmental Credit College Course (637AE)

**Responsible Positions, Responsible Consortium Members, and Proposed Completion Date \***

Responsible Position	Responsible Member	Proposed Completion Date
Principal	Kern High	06/30/2028
Dean	Kern CCD	06/30/2028
Director	Delano Joint Union High	06/30/2028
Director	Muroc Joint Unified	06/30/2028
Director	Porterville Unified	06/30/2028
Principal	Sierra Sands Unified	06/30/2028

## #2 Expand Access: Flexible & Centralized Delivery

THREE-YEAR PLAN 2025-28

### Brief Description of Activity and Significance of Activity to Outcome \*

For each activity listed, provide a description that includes:

- The activity that will be carried out
- What agencies or individuals will carry out the activity
- Key deliverables
- How the activity will contribute to achieving one or more of the three CAEP objectives
- How the activity will contribute to achieving short-term, intermediate, and (optional) long-term outcomes
- How the activity will contribute to addressing and achieving targets related to the selected Student Barriers and adult education Metrics

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.

Characters : 1655/5000

#### Adult Education Metrics and Student Barriers \*

Select from the drop-down menu one or more Adult Education Metrics and Student Barriers that align with the proposed Strategy. The drop-down menu will include **only** the Adult Education Metrics and Student Barriers that were selected in the Metrics section of this workflow.

All: Participants (202AE)      All: Reportable Individuals (200AE)

Progress: Completed Educational Functioning Level Gain (400AE)      Student Barriers: English Language Learner (149AE)

Student Barriers: Long Term Unemployed (153AE)      Student Barriers: Low Income (154AE)

Student Barriers: Low Literacy (155AE)

#### Responsible Positions, Responsible Consortium Members, and Proposed Completion Date \*

Responsible Position	Responsible Member	Proposed Completion Date
Dean	Kern CCD	06/30/2028
Coordinator	Mono Co. Office of Education	06/30/2028

### #3 Boost Digital Literacy & Technology Access THREE-YEAR PLAN 2025-28

#### Brief Description of Activity and Significance of Activity to Outcome \*

For each activity listed, provide a description that includes:

- The activity that will be carried out
- What agencies or individuals will carry out the activity
- Key deliverables
- How the activity will contribute to achieving one or more of the three CAEP objectives
- How the activity will contribute to achieving short-term, intermediate, and (optional) long-term outcomes
- How the activity will contribute to addressing and achieving targets related to the selected Student Barriers and adult education Metrics

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.

Characters : 1729/5000

Adult Education Metrics and Student Barriers \*

Select from the drop-down menu one or more Adult Education Metrics and Student Barriers that align with the proposed Strategy. The drop-down menu will include **only** the Adult Education Metrics and Student Barriers that were selected in the Metrics section of this workflow.

All: Participants (202AE)      All: Reportable Individuals (200AE)

Progress: Completed Educational Functioning Level Gain (400AE)      Student Barriers: English Language Learner (149AE)

Student Barriers: Low Income (154AE)      Student Barriers: Low Literacy (155AE)

Students and Programs: Workforce Preparation (124AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date \*

Responsible Position	Responsible Member	Proposed Completion Date
Principal	Mojave Unified	06/30/2028
Director	Porterville Unified	06/30/2028

## #4 Expand Student Support & Resource Access

THREE-YEAR PLAN 2025-28

### Brief Description of Activity and Significance of Activity to Outcome \*

For each activity listed, provide a description that includes:

- The activity that will be carried out
- What agencies or individuals will carry out the activity
- Key deliverables
- How the activity will contribute to achieving one or more of the three CAEP objectives
- How the activity will contribute to achieving short-term, intermediate, and (optional) long-term outcomes
- How the activity will contribute to addressing and achieving targets related to the selected Student Barriers and adult education Metrics

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
- Sierra Sands Adult School
- Porterville Adult School
- KCCD

#### 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.

Characters : 2161/5000

**Adult Education Metrics and Student Barriers \***

Select from the drop-down menu one or more Adult Education Metrics and Student Barriers that align with the proposed Strategy. The drop-down menu will include **only** the Adult Education Metrics and Student Barriers that were selected in the Metrics section of this workflow.

All: Participants (202AE)      All: Reportable Individuals (200AE)

Progress: Completed Educational Functioning Level Gain (400AE)      Student Barriers: Homeless (152AE)

Student Barriers: Long Term Unemployed (153AE)      Student Barriers: Low Income (154AE)

Student Barriers: Reported Cultural Barriers (147AE)      Student Barriers: Single Parent (159AE)

Students and Programs: Programs for Adults With Disabilities (1004)

Students and Programs: Workforce Preparation (124AE)      Success: Diploma, GED or High School Equivalency (633AE)

**Responsible Positions, Responsible Consortium Members, and Proposed Completion Date \***

Responsible Position	Responsible Member	Proposed Completion Date
Principal	Mojave Unified	06/30/2028
Director	Tehachapi Unified	06/30/2028
Dean	Kern CCD	06/30/2028
District Superintendent/Principal	Sierra Sands Unified	06/29/2026
District Superintendent/Principal	Porterville Unified	06/29/2026
Consortium Director	Kern CCD	06/29/2026

**#5 Strengthen College & Career Readiness**      THREE-YEAR PLAN 2025-28

**Brief Description of Activity and Significance of Activity to Outcome \***

For each activity listed, provide a description that includes:

- The activity that will be carried out
- What agencies or individuals will carry out the activity
- Key deliverables
- How the activity will contribute to achieving one or more of the three CAEP objectives
- How the activity will contribute to achieving short-term, intermediate, and (optional) long-term outcomes
- How the activity will contribute to addressing and achieving targets related to the selected Student Barriers and adult education Metrics

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
- KCCD

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.

Characters : 1691/5000

Adult Education Metrics and Student Barriers \*

Select from the drop-down menu one or more Adult Education Metrics and Student Barriers that align with the proposed Strategy. The drop-down menu will include **only** the Adult Education Metrics and Student Barriers that were selected in the Metrics section of this workflow.



All: Participants (202AE)      All: Reportable Individuals (200AE)

Employment & Earnings: Employed Two Quarters After Exit (505AE)

Employment & Earnings: Median Change in Earnings (801AE)

Progress: Completed Educational Functioning Level Gain (400AE)

Students and Programs: Workforce Preparation (124AE)      Transition: Transitioned to CTE (636AE)

Transition: Transitioned to Non-Developmental Credit College Course (637AE)

**Responsible Positions, Responsible Consortium Members, and Proposed Completion Date \***

Responsible Position	Responsible Member	Proposed Completion Date
Assistant Superintendent	Inyo Co. Office of Education	06/30/2028
Principal	Mojave Unified	06/30/2028
Dean	Porterville Unified	06/30/2028
Consortium Director	Kern CCD	06/29/2026

**#6 Opening of The Job Spot 2.0**      THREE-YEAR PLAN 2025-28

**Brief Description of Activity and Significance of Activity to Outcome \***

For each activity listed, provide a description that includes:

- The activity that will be carried out
- What agencies or individuals will carry out the activity
- Key deliverables
- How the activity will contribute to achieving one or more of the three CAEP objectives
- How the activity will contribute to achieving short-term, intermediate, and (optional) long-term outcomes
- How the activity will contribute to addressing and achieving targets related to the selected Student Barriers and adult education Metrics

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.

Characters : 1669/5000

**Adult Education Metrics and Student Barriers \***

Select from the drop-down menu one or more Adult Education Metrics and Student Barriers that align with the proposed Strategy. The drop-down menu will include **only** the Adult Education Metrics and Student Barriers that were selected in the Metrics section of this workflow.

All: Participants (202AE)

All: Reportable Individuals (200AE)

Progress: Completed Educational Functioning Level Gain (400AE)

Student Barriers: Low Income (154AE)

Student Barriers: Low Literacy (155AE)

Students and Programs: Adult Basic Education (1001)

Students and Programs: Adult Secondary Education (1000)

Students and Programs: Workforce Preparation (124AE)

**Responsible Positions, Responsible Consortium Members, and Proposed Completion Date \***

Responsible Position	Responsible Member	Proposed Completion Date
Assistant Principal	Kern High	06/30/2028

**#7 Targeted Support for Literacy & Retention**

THREE-YEAR PLAN 2025-28

**Brief Description of Activity and Significance of Activity to Outcome \***

For each activity listed, provide a description that includes:

- The activity that will be carried out
- What agencies or individuals will carry out the activity
- Key deliverables
- How the activity will contribute to achieving one or more of the three CAEP objectives

- How the activity will contribute to achieving short-term, intermediate, and (optional) long-term outcomes
- How the activity will contribute to addressing and achieving targets related to the selected Student Barriers and adult education Metrics

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.

### Adult Education Metrics and Student Barriers \*

Select from the drop-down menu one or more Adult Education Metrics and Student Barriers that align with the proposed Strategy. The drop-down menu will include **only** the Adult Education Metrics and Student Barriers that were selected in the Metrics section of this workflow.

All: Participants (202AE)

All: Reportable Individuals (200AE)

Progress: Completed Educational Functioning Level Gain (400AE)

Student Barriers: Displaced Homemaker (148AE)

Student Barriers: English Language Learner (149AE)

Student Barriers: Ex-Offender (150AE)

Student Barriers: Homeless (152AE)

Student Barriers: Long Term Unemployed (153AE)

Student Barriers: Low Income (154AE)

Student Barriers: Low Literacy (155AE)

Student Barriers: Reported Cultural Barriers (147AE)

Student Barriers: Single Parent (159AE)

Students and Programs: Programs for Adults With Disabilities (1004)

Students and Programs: Workforce Preparation (124AE)

Success: Diploma, GED or High School Equivalency (633AE)

Transition: Transitioned to CTE (636AE)

### Responsible Positions, Responsible Consortium Members, and Proposed Completion Date \*

Responsible Position	Responsible Member	Proposed Completion Date
Director	Kern CCD	06/30/2028
Principal	McFarland Unified	06/30/2028
Principal	Mojave Unified	06/30/2028
Director	Tehachapi Unified	06/30/2028

## Objective #2: Improve Integration of Services & Transitions

### #1 Seamless Transition Systems Development

THREE-YEAR PLAN 2025-28

#### Brief Description of Activity and Significance of Activity to Outcome \*

For each activity listed, provide a description that includes:

- The activity that will be carried out
- What agencies or individuals will carry out the activity
- Key deliverables
- How the activity will contribute to achieving one or more of the three CAEP objectives
- How the activity will contribute to achieving short-term, intermediate, and (optional) long-term outcomes

- How the activity will contribute to addressing and achieving targets related to the selected Student Barriers and adult education Metrics

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.

Characters : 2256/5000

**Adult Education Metrics and Student Barriers \***

Select from the drop-down menu one or more Adult Education Metrics and Student Barriers that align with the proposed Strategy. The drop-down menu will include **only** the Adult Education Metrics and Student Barriers that were selected in the Metrics section of this workflow.

All: Participants (202AE)

All: Reportable Individuals (200AE)

Employment & Earnings: Employed Two Quarters After Exit (505AE)

Progress: Completed Educational Functioning Level Gain (400AE)

Student Barriers: Displaced Homemaker (148AE)

Student Barriers: English Language Learner (149AE)

Student Barriers: Long Term Unemployed (153AE)

Student Barriers: Low Income (154AE)

Student Barriers: Low Literacy (155AE)

Student Barriers: Reported Cultural Barriers (147AE)

Student Barriers: Single Parent (159AE)

Students and Programs: Adult Secondary Education (1000)

Students and Programs: Career Technical Education (1003)

Students and Programs: English as a Secondary Language (1002)

Students and Programs: Programs for Adults With Disabilities (1004)

Students and Programs: Short-Term CTE Training Programs (126AE)

Students and Programs: Workforce Preparation (124AE)

Success: Diploma, GED or High School Equivalency (633AE)

Success: Postsecondary Credential (624AE)

Transition: Transitioned to ASE (500AE)

Transition: Transitioned to CTE (636AE)

**Responsible Positions, Responsible Consortium Members, and Proposed Completion Date \***

Responsible Position	Responsible Member	Proposed Completion Date
Principal	Kern High	06/30/2028
Dean	Kern CCD	06/30/2028
Director	Delano Joint Union High	06/30/2028
Assistant Superintendent	Inyo Co. Office of Education	06/30/2028
Director	Porterville Unified	06/30/2028
Principal	Sierra Sands Unified	06/30/2028
Director	Tehachapi Unified	06/30/2028
Director	Wasco Union High	06/30/2028
Principal	Mojave Unified	06/30/2028
Director	Muroc Joint Unified	06/30/2028
Coordinator	Mono Co. Office of Education	06/30/2028

## #2 Expanding Employer Partnerships & Pathways

THREE-YEAR PLAN 2025-28

### Brief Description of Activity and Significance of Activity to Outcome \*

For each activity listed, provide a description that includes:

- The activity that will be carried out
- What agencies or individuals will carry out the activity
- Key deliverables
- How the activity will contribute to achieving one or more of the three CAEP objectives
- How the activity will contribute to achieving short-term, intermediate, and (optional) long-term outcomes
- How the activity will contribute to addressing and achieving targets related to the selected Student Barriers and adult education Metrics

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.

Characters : 2255/5000

Adult Education Metrics and Student Barriers \*

Select from the drop-down menu one or more Adult Education Metrics and Student Barriers that align with the proposed Strategy. The drop-down menu will include **only** the Adult Education Metrics and Student Barriers that were selected in the Metrics section of this workflow.

All: Participants (202AE)      All: Reportable Individuals (200AE)

Employment & Earnings: Employed Two Quarters After Exit (505AE)      Student Barriers: Displaced Homemaker (148AE)

Student Barriers: English Language Learner (149AE)      Student Barriers: Long Term Unemployed (153AE)

Student Barriers: Low Income (154AE)      Students and Programs: Career Technical Education (1003)

Students and Programs: Short-Term CTE Training Programs (126AE)

Students and Programs: Workforce Preparation (124AE)      Success: Postsecondary Credential (624AE)

Transition: Transitioned to CTE (636AE)      Transition: Transitioned to Non-Developmental Credit College Course (637AE)

### Responsible Positions, Responsible Consortium Members, and Proposed Completion Date \*

Responsible Position	Responsible Member	Proposed Completion Date
Principal	Kern High	06/30/2028
Dean	Kern CCD	06/30/2028
Director	Delano Joint Union High	06/30/2028
Assistant Superintendent	Inyo Co. Office of Education	06/30/2028
Principal	Mojave Unified	06/30/2028
Principal	McFarland Unified	06/30/2028
Director	Wasco Union High	06/30/2028
Principal	Sierra Sands Unified	06/30/2028
Director	Muroc Joint Unified	06/30/2028

## #3 Integrating Student Support Services & Practice THREE-YEAR PLAN 2025-28

### Brief Description of Activity and Significance of Activity to Outcome \*

For each activity listed, provide a description that includes:

- The activity that will be carried out
- What agencies or individuals will carry out the activity
- Key deliverables
- How the activity will contribute to achieving one or more of the three CAEP objectives
- How the activity will contribute to achieving short-term, intermediate, and (optional) long-term outcomes
- How the activity will contribute to addressing and achieving targets related to the selected Student Barriers and adult education Metrics

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.

Characters : 2909/5000

**Adult Education Metrics and Student Barriers \***

Select from the drop-down menu one or more Adult Education Metrics and Student Barriers that align with the proposed Strategy. The drop-down menu will include **only** the Adult Education Metrics and Student Barriers that were selected in the Metrics section of this workflow.

- All: Participants (202AE)      All: Reportable Individuals (200AE)
- Employment & Earnings: Employed Two Quarters After Exit (505AE)
- Progress: Completed Educational Functioning Level Gain (400AE)      Progress: Immigration Integration Milestone (411AE)
- Student Barriers: Displaced Homemaker (148AE)      Student Barriers: English Language Learner (149AE)
- Student Barriers: Foster Youth (151AE)      Student Barriers: Long Term Unemployed (153AE)
- Student Barriers: Low Income (154AE)      Student Barriers: Low Literacy (155AE)
- Student Barriers: Reported Cultural Barriers (147AE)      Student Barriers: Single Parent (159AE)
- Students and Programs: Adult Secondary Education (1000)      Students and Programs: Career Technical Education (1003)
- Students and Programs: English as a Secondary Language (1002)
- Students and Programs: Programs for Adults With Disabilities (1004)
- Students and Programs: Short-Term CTE Training Programs (126AE)
- Students and Programs: Workforce Preparation (124AE)      Success: Diploma, GED or High School Equivalency (633AE)
- Success: Postsecondary Credential (624AE)      Transition: Transitioned to ASE (500AE)
- Transition: Transitioned to CTE (636AE)      Transition: Transitioned to Non-Developmental Credit College Course (637AE)

**Responsible Positions, Responsible Consortium Members, and Proposed Completion Date \***

Responsible Position	Responsible Member	Proposed Completion Date
Dean	Kern CCD	06/30/2028
Principal	Mojave Unified	06/30/2028
Director	Wasco Union High	06/30/2028
Principal	Sierra Sands Unified	06/30/2028
Director	Tehachapi Unified	06/30/2028

## #4 Data Sharing & Systems Integration THREE-YEAR PLAN 2025-28

### Brief Description of Activity and Significance of Activity to Outcome \*

For each activity listed, provide a description that includes:

- The activity that will be carried out
- What agencies or individuals will carry out the activity
- Key deliverables
- How the activity will contribute to achieving one or more of the three CAEP objectives
- How the activity will contribute to achieving short-term, intermediate, and (optional) long-term outcomes
- How the activity will contribute to addressing and achieving targets related to the selected Student Barriers and adult education Metrics

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:

- 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.

Characters : 2004/5000

**Adult Education Metrics and Student Barriers \***

Select from the drop-down menu one or more Adult Education Metrics and Student Barriers that align with the proposed Strategy. The drop-down menu will include **only** the Adult Education Metrics and Student Barriers that were selected in the Metrics section of this workflow.

All: Participants (202AE)      All: Reportable Individuals (200AE)

Employment & Earnings: Employed Two Quarters After Exit (505AE)

Progress: Completed Educational Functioning Level Gain (400AE)      Student Barriers: Long Term Unemployed (153AE)

Student Barriers: Low Income (154AE)      Student Barriers: Low Literacy (155AE)

Student Barriers: Reported Cultural Barriers (147AE)      Student Barriers: Single Parent (159AE)

Students and Programs: Programs for Adults With Disabilities (1004)      Success: Postsecondary Credential (624AE)

Transition: Transitioned to ASE (500AE)      Transition: Transitioned to CTE (636AE)

Transition: Transitioned to Non-Developmental Credit College Course (637AE)

**Responsible Positions, Responsible Consortium Members, and Proposed Completion Date \***

Responsible Position	Responsible Member	Proposed Completion Date
Principal	McFarland Unified	06/30/2028
Coordinator	Mono Co. Office of Education	06/30/2028
Director	Tehachapi Unified	06/30/2028
Director	Wasco Union High	06/30/2028
District Superintendent/Principal	Delano Joint Union High	06/29/2026
District Superintendent/Principal	Inyo Co. Office of Education	06/29/2026
Consortium Director	Kern CCD	06/29/2026
District Superintendent/Principal	Mojave Unified	06/29/2026
District Superintendent/Principal	Porterville Unified	06/29/2026
District Superintendent/Principal	Kern High	06/29/2026
District Superintendent/Principal	Muroc Joint Unified	06/29/2026
District Superintendent/Principal	Sierra Sands Unified	06/29/2026
District Superintendent/Principal	Kern Co. Office of Education	06/29/2026

## #5 Centralized Consortium Professional Development

THREE-YEAR PLAN 2025-28

### Brief Description of Activity and Significance of Activity to Outcome \*

For each activity listed, provide a description that includes:

- The activity that will be carried out
- What agencies or individuals will carry out the activity
- Key deliverables
- How the activity will contribute to achieving one or more of the three CAEP objectives
- How the activity will contribute to achieving short-term, intermediate, and (optional) long-term outcomes
- How the activity will contribute to addressing and achieving targets related to the selected Student Barriers and adult education Metrics

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:

- All Consortium Members

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.

Characters : 2614/5000

Adult Education Metrics and Student Barriers \*

Select from the drop-down menu one or more Adult Education Metrics and Student Barriers that align with the proposed Strategy. The drop-down menu will include **only** the Adult Education Metrics and Student Barriers that were selected in the Metrics section of this workflow.

All: Participants (202AE)      Employment & Earnings: Employed Two Quarters After Exit (505AE)

Progress: Completed Educational Functioning Level Gain (400AE)      Student Barriers: English Language Learner (149AE)

Student Barriers: Long Term Unemployed (153AE)      Student Barriers: Low Income (154AE)

Student Barriers: Low Literacy (155AE)      Student Barriers: Reported Cultural Barriers (147AE)

Students and Programs: Career Technical Education (1003)

Students and Programs: Programs for Adults With Disabilities (1004)

Students and Programs: Short-Term CTE Training Programs (126AE)

Students and Programs: Workforce Preparation (124AE)      Success: Postsecondary Credential (624AE)

Transition: Transitioned to ASE (500AE)      Transition: Transitioned to CTE (636AE)

Transition: Transitioned to Non-Developmental Credit College Course (637AE)

**Responsible Positions, Responsible Consortium Members, and Proposed Completion Date \***

Responsible Position	Responsible Member	Proposed Completion Date
Director	Wasco Union High	06/30/2028
Principal	Kern High	06/30/2028
Dean	Kern CCD	06/30/2028
Director	Delano Joint Union High	06/30/2028
Principal	McFarland Unified	06/30/2028
District Superintendent/Principal	Delano Joint Union High	06/29/2026
District Superintendent/Principal	Mojave Unified	06/29/2026
District Superintendent/Principal	Mono Co. Office of Education	06/29/2026
District Superintendent/Principal	Muroc Joint Unified	06/29/2026
District Superintendent/Principal	Porterville Unified	06/29/2026
District Superintendent/Principal	Sierra Sands Unified	06/29/2026
District Superintendent/Principal	Tehachapi Unified	06/29/2026
District Superintendent/Principal	Wasco Union High	06/29/2026
District Superintendent/Principal	Kern Co. Office of Education	06/29/2026
District Superintendent/Principal	Inyo Co. Office of Education	06/29/2026

**#6 Transition Curriculum & Program Development**      **THREE-YEAR PLAN 2025-28**

**Brief Description of Activity and Significance of Activity to Outcome \***

For each activity listed, provide a description that includes:

- The activity that will be carried out

- What agencies or individuals will carry out the activity
- Key deliverables
- How the activity will contribute to achieving one or more of the three CAEP objectives
- How the activity will contribute to achieving short-term, intermediate, and (optional) long-term outcomes
- How the activity will contribute to addressing and achieving targets related to the selected Student Barriers and adult education Metrics

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.

Characters : 2858/5000

**Adult Education Metrics and Student Barriers \***

Select from the drop-down menu one or more Adult Education Metrics and Student Barriers that align with the proposed Strategy. The drop-down menu will include **only** the Adult Education Metrics and Student Barriers that were selected in the Metrics section of this workflow.

All: Participants (202AE)      Employment & Earnings: Employed Two Quarters After Exit (505AE)

Employment & Earnings: Median Change in Earnings (801AE)      Student Barriers: English Language Learner (149AE)

Student Barriers: Low Income (154AE)      Student Barriers: Low Literacy (155AE)

Students and Programs: Career Technical Education (1003)

Students and Programs: Short-Term CTE Training Programs (126AE)

Students and Programs: Workforce Preparation (124AE)      Success: Postsecondary Credential (624AE)

Transition: Transitioned to CTE (636AE)

**Responsible Positions, Responsible Consortium Members, and Proposed Completion Date \***

Responsible Position	Responsible Member	Proposed Completion Date
Principal	Sierra Sands Unified	06/30/2028
Principal	Kern High	06/30/2028
Dean	Kern CCD	06/30/2028
Director	Delano Joint Union High	06/30/2028
Director	Porterville Unified	06/30/2028

## Brief Description of Activity and Significance of Activity to Outcome \*

For each activity listed, provide a description that includes:

- The activity that will be carried out
- What agencies or individuals will carry out the activity
- Key deliverables
- How the activity will contribute to achieving one or more of the three CAEP objectives
- How the activity will contribute to achieving short-term, intermediate, and (optional) long-term outcomes
- How the activity will contribute to addressing and achieving targets related to the selected Student Barriers and adult education Metrics

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.

Characters : 2276/5000

**Adult Education Metrics and Student Barriers \***

Select from the drop-down menu one or more Adult Education Metrics and Student Barriers that align with the proposed Strategy. The drop-down menu will include **only** the Adult Education Metrics and Student Barriers that were selected in the Metrics section of this workflow.

All: Participants (202AE)      Progress: Completed Educational Functioning Level Gain (400AE)

Student Barriers: English Language Learner (149AE)      Student Barriers: Low Income (154AE)

Student Barriers: Low Literacy (155AE)      Student Barriers: Single Parent (159AE)

Students and Programs: Adult Secondary Education (1000)      Students and Programs: Workforce Preparation (124AE)

Success: Diploma, GED or High School Equivalency (633AE)      Success: Postsecondary Credential (624AE)

Transition: Transitioned to CTE (636AE)

**Responsible Positions, Responsible Consortium Members, and Proposed Completion Date \***

Responsible Position	Responsible Member	Proposed Completion Date
Dean	Kern CCD	06/30/2028
Assistant Superintendent	Inyo Co. Office of Education	06/30/2028
Principal	McFarland Unified	06/30/2028
Director	Muroc Joint Unified	06/30/2028
Director	Tehachapi Unified	06/30/2028
Coordinator	Mono Co. Office of Education	06/30/2028

**Objective #3: Improve Effectiveness of Services**

**#1 Professional Development for Adult Educators**      **THREE-YEAR PLAN 2025-28**

**Brief Description of Activity and Significance of Activity to Outcome \***

For each activity listed, provide a description that includes:

- The activity that will be carried out
- What agencies or individuals will carry out the activity
- Key deliverables
- How the activity will contribute to achieving one or more of the three CAEP objectives
- How the activity will contribute to achieving short-term, intermediate, and (optional) long-term outcomes
- How the activity will contribute to addressing and achieving targets related to the selected Student Barriers and adult education Metrics

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.

**Adult Education Metrics and Student Barriers \***

Select from the drop-down menu one or more Adult Education Metrics and Student Barriers that align with the proposed Strategy. The drop-down menu will include **only** the Adult Education Metrics and Student Barriers that were selected in the Metrics section of this workflow.

All: Participants (202AE)      All: Reportable Individuals (200AE)

Employment & Earnings: Employed Two Quarters After Exit (505AE)

Employment & Earnings: Median Change in Earnings (801AE)

Progress: Completed Educational Functioning Level Gain (400AE)      Student Barriers: Displaced Homemaker (148AE)

Student Barriers: English Language Learner (149AE)      Student Barriers: Long Term Unemployed (153AE)

Student Barriers: Low Income (154AE)      Student Barriers: Low Literacy (155AE)

Student Barriers: Reported Cultural Barriers (147AE)      Student Barriers: Single Parent (159AE)

Students and Programs: Adult Basic Education (1001)      Students and Programs: Adult Secondary Education (1000)

Students and Programs: Career Technical Education (1003)

Students and Programs: English as a Secondary Language (1002)

Students and Programs: Programs for Adults With Disabilities (1004)

Students and Programs: Short-Term CTE Training Programs (126AE)

Students and Programs: Workforce Preparation (124AE)      Success: Diploma, GED or High School Equivalency (633AE)

Success: Postsecondary Credential (624AE)      Transition: Transitioned to ASE (500AE)

Transition: Transitioned to CTE (636AE)      Transition: Transitioned to Non-Developmental Credit College Course (637AE)

**Responsible Positions, Responsible Consortium Members, and Proposed Completion Date \***

Responsible Position	Responsible Member	Proposed Completion Date
Principal	Kern High	06/30/2028
Dean	Kern CCD	06/30/2028
Director	Porterville Unified	06/30/2028
Principal	Sierra Sands Unified	06/30/2028
Director	Delano Joint Union High	06/30/2028
Director	Tehachapi Unified	06/30/2028
Director	Wasco Union High	06/30/2028
Principal	McFarland Unified	06/30/2028

## #2 Enhanced Wraparound Services and Referrals THREE-YEAR PLAN 2025-28

### Brief Description of Activity and Significance of Activity to Outcome \*

For each activity listed, provide a description that includes:

- The activity that will be carried out
- What agencies or individuals will carry out the activity
- Key deliverables
- How the activity will contribute to achieving one or more of the three CAEP objectives
- How the activity will contribute to achieving short-term, intermediate, and (optional) long-term outcomes
- How the activity will contribute to addressing and achieving targets related to the selected Student Barriers and adult education Metrics

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
- KCCD

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.

Characters : 2129/5000

Adult Education Metrics and Student Barriers \*

Select from the drop-down menu one or more Adult Education Metrics and Student Barriers that align with the proposed Strategy. The drop-down menu will include **only** the Adult Education Metrics and Student Barriers that were selected in the Metrics section of this workflow.

All: Participants (202AE)      All: Reportable Individuals (200AE)

Employment & Earnings: Employed Two Quarters After Exit (505AE)

Progress: Completed Educational Functioning Level Gain (400AE)      Student Barriers: English Language Learner (149AE)

Student Barriers: Foster Youth (151AE)      Student Barriers: Homeless (152AE)

Student Barriers: Long Term Unemployed (153AE)      Student Barriers: Low Income (154AE)

Student Barriers: Low Literacy (155AE)      Student Barriers: Reported Cultural Barriers (147AE)

Student Barriers: Single Parent (159AE)      Students and Programs: Programs for Adults With Disabilities (1004)

Students and Programs: Workforce Preparation (124AE)      Success: Diploma, GED or High School Equivalency (633AE)

Success: Postsecondary Credential (624AE)      Transition: Transitioned to CTE (636AE)

**Responsible Positions, Responsible Consortium Members, and Proposed Completion Date \***

Responsible Position	Responsible Member	Proposed Completion Date
Director	Wasco Union High	06/30/2028
Director	Tehachapi Unified	06/30/2028
Principal	Mojave Unified	06/30/2028
Principal	Sierra Sands Unified	06/30/2028
Dean	Kern CCD	06/30/2028

**#3 Dual Enrollment and Onramp Programs**      THREE-YEAR PLAN 2025-28

**Brief Description of Activity and Significance of Activity to Outcome \***

For each activity listed, provide a description that includes:

- The activity that will be carried out
- What agencies or individuals will carry out the activity
- Key deliverables
- How the activity will contribute to achieving one or more of the three CAEP objectives
- How the activity will contribute to achieving short-term, intermediate, and (optional) long-term outcomes
- How the activity will contribute to addressing and achieving targets related to the selected Student Barriers and adult education Metrics

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
- Sierra Sands 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.

Characters : 1520/5000

**Adult Education Metrics and Student Barriers \***

Select from the drop-down menu one or more Adult Education Metrics and Student Barriers that align with the proposed Strategy. The drop-down menu will include **only** the Adult Education Metrics and Student Barriers that were selected in the Metrics section of this workflow.

All: Participants (202AE)

All: Reportable Individuals (200AE)

Employment & Earnings: Employed Two Quarters After Exit (505AE)

Progress: Completed Educational Functioning Level Gain (400AE)

Student Barriers: Displaced Homemaker (148AE)

Student Barriers: English Language Learner (149AE)

Student Barriers: Foster Youth (151AE)

Student Barriers: Homeless (152AE)

Student Barriers: Long Term Unemployed (153AE)

Student Barriers: Low Income (154AE)

Student Barriers: Low Literacy (155AE)

Student Barriers: Reported Cultural Barriers (147AE)

Student Barriers: Single Parent (159AE)

**Responsible Positions, Responsible Consortium Members, and Proposed Completion Date \***

Responsible Position	Responsible Member	Proposed Completion Date
Director	Wasco Union High	06/30/2028
Director	Tehachapi Unified	06/30/2028
Dean	Kern CCD	06/30/2028
Director	Delano Joint Union High	06/30/2028
District Superintendent/Principal	Sierra Sands Unified	06/29/2026

**Alternate Funding Sources** ANNUAL PLAN 2025-26

**Activity Name \***

Alternate Funding Sources

**Brief Description of Activity and Significance of Activity to Outcome \***

For each activity listed, provide a description that includes:

- The activity that will be carried out
- What agencies or individuals will carry out the activity
- Key deliverables
- How the activity will contribute to achieving one or more of the three CAEP objectives
- How the activity will contribute to achieving short-term, intermediate, and (optional) long-term outcomes
- How the activity will contribute to addressing and achieving targets related to the selected Student Barriers and adult education Metrics

WIOA Title II (AEFLA) funded Consortium Member Districts will explore alternative funding sources, including but not limited to grants, to create a more sustainable adult education service network.

Characters : 198/5000

**Outcomes**

Use the space provided to identify the Outcomes that the activity will accomplish in the next year (Short-Term), in one to three years (Intermediate), and in three to five years (Long-Term). The brief description of each of these three types of outcomes should include one or more outcomes that are specific, measurable, achievable, relevant, and time-bound (SMART).

**Short-Term Outcomes (12 Months) \***

In the space provided, describe how, if the activities are accomplished within 12 months, the following outcomes will be achieved.

Sustainable Funding

Characters : 19/1000

**Intermediate Outcomes (1-3 Years) \***

In the space provided, describe how, if the activities are accomplished within one to three years, the following outcomes will be achieved.

Sustainable Funding

Characters : 19/1000

**Long-Term Outcomes (3-5 Years) \***

In the space provided, describe how, if the activities are accomplished within three to five years, the following outcomes will be achieved.

Sustainable Funding

Characters : 19/1000

**Adult Education Metrics and Student Barriers \***

Select from the drop-down menu one or more Adult Education Metrics and Student Barriers that align with the proposed Strategy. The drop-down menu will include **only** the Adult Education Metrics and Student Barriers that were selected in the Metrics section of this workflow.

All: Participants (202AE)

**Responsible Positions, Responsible Consortium Members, and Proposed Completion Date \***

Responsible Position	Responsible Member	Proposed Completion Date
District Superintendent/Principal	Delano Joint Union High	06/30/2026
District Superintendent/Principal	Kern High	06/30/2026
District Superintendent/Principal	McFarland Unified	06/30/2026
District Superintendent/Principal	Porterville Unified	06/30/2026
District Superintendent/Principal	Tehachapi Unified	06/30/2026
District Superintendent/Principal	Wasco Union High	06/30/2026

## Fiscal Management

### Guidance

The Financial Management section addresses how the consortium plans to use the allocations and outlines how they will be aligned with the Three-Year Plan. This section also requires the consortium to address how it will incorporate carryover funds into the plan.

Text may be copied and pasted from a Google or Word document. NOVA allows for some special characters such as bold, italics, underline, etc. Note that some special characters, graphics, tables, etc. are not allowed in NOVA

## Alignment & Carryover

### Alignment with Three-Year Plan \*

KAEC will ensure strong alignment with its 2025–2028 Three-Year Plan by using CAEP allocations for the 2025–2026 program year to directly support the strategic priorities and objectives identified during the planning process. Funding will be invested in expanding short-term CTE programs in high-demand sectors as called for in the plan’s workforce alignment goals. Resources will also support the implementation of flexible instructional models—including evening, weekend, and hybrid formats—to meet the needs of working adults and parents, as outlined in the plan’s commitment to equity and access. Additionally, allocations will fund integrated student support services, professional development, and data infrastructure to improve transitions, retention, and measurable skill gains—key focus areas of the Three-Year Plan. This alignment ensures that every funded activity contributes to the long-term vision of building a responsive, inclusive, and workforce-connected adult education system across Kern, Inyo, Tulare, and Mono counties.

Characters : 1041/5000

Describe the consortium's approach to incorporate carryover funds from prior year(s) into planned activities. \*

KAEC is committed to responsible fiscal stewardship and adherence to Education Code §84914 by actively monitoring carryover levels and working with member agencies to ensure funds do not exceed the 20% threshold from one year to the next. For the 2025–2026 program year, the consortium has developed a strategic plan to incorporate carryover funds into activities that align with the Three-Year Plan and the CAEP legislative objectives. Carryover allocations will be prioritized for high-impact initiatives that can be rapidly implemented and sustained, ensuring both compliance and measurable progress toward KAEC's regional goals. Consortium Member Districts are exploring options for carryover and WIOA (AEFLA) instability.

Characters : 727/5000

## Usage

How does the consortium plan to use allocated funds in the upcoming year? \*

- Acquire new facilities
- Fund new adult education programs
- Fund staff salaries
- Fund teaching salaries
- Improve student learning
- Improve technology
- Increase marketing and outreach
- Maintain/improve facilities
- Provide new/additional wraparound services
- Provide staff professional development and resources
- Purchase equipment
- Purchase program materials
- Purchase software
- Strengthen existing activities
- Support existing adult education programs
- Other

Please provide further context on how funds will be used in the upcoming year. (Optional)

Characters : 0/5000



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