

Adult Education Block Grant : Annual Plan : 2018-19 Produced: Aug 21, 2018, 6:32 PM UTC Action Taskman

68 West Kern Consortium

Plans & Goals - Consortium Approved

Executive Summary

The vision of this Consortium is to provide adult education in western Kern County with a strong emphasis on education services relating to English as a second language, citizenship preparation, short-term career technical training, and basic skills needed for academic and career success. During the prior program year we met many of our program goals including: Aligning regional academic and career pathways leading to employment and post-secondary education and/or the workforce. WKAEN has collaborated closely with industrial and educational partners to develop strategic pathways for our students. Evidence of this is reflected in new and innovative course development in Career Technical Education. Taft College, Taft Union High School and WKAEN collaborated together to develop and offer the following short-term CTE courses: Personal Care Aide forty-hour course provides the graduates with the skills to obtain entry level employment in the home health care field. Welder's Helper forty hours course provides an overview of the necessary safety, theory, and practical Lab experiences associated with local industry types of welding processes. Basic computer forty-hour course provides basic computer training and the foundation for education, training students to be computer literate in the work field, and promote short-term and long-term computer skills. Security Guard Card forty hour provides an opportunity for students to be trained and certified in the Guard card and Gun Safety / Self-Defense program with transitions into Taft College Criminal Justice program and the work field. Fork Lift Certification eight-hour course provides safety instructions specific to the field, to prepare students for the work field, and to certify students with the training and knowledge of Fork Lifting. Drivers Ed Preparation 64 hour course targets adults with disabilities and prepares them to pass the DMV written exam. -Community outreach development is key in our success. We plan to increase our efforts to attend local outreach events as well as enhanced visibility in local social media groups. We expect this to result in consistent growth in class size as well as increased traffic through our office by prospective students. -Development of relevant ESL course offerings will be a priority. We have developed a comprehensive ESL program which resulted in three levels of effective ESL offerings. A priority of this year's ESL program includes reaching new students.

Regional Planning Overview

Our planning process for the next 3-year plan will be different from the original process in that we have established a core schedule of classes within the seven AEBG program areas. We plan on building on our successes and bringing enhancement to the courses we have established.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

ESL non-credit courses for parents of English Language Learners

How do you know? What resources did you use to identify these gaps?

Local schools have expressed a need for these classes for the parents of their students as well as community outreach data results.

How will you measure effectiveness / progress towards meeting this need?

ESL class directed specifically toward parents of English Language Learners are again scheduled to begin in the fall 2018. A classroom has been secured which is located in a centrally located community center. Advertising this course offering through the school system as well as social media will begin prior to the class starting as well as ongoing advertisement. Word of mouth has long been determined to be as one the most effective ways of reaching prospective ESL students and our

instructors will offer incentives to current students for bringing new students. Effectiveness and progress towards meeting this need will be initially measured by enrollment, attendance and test results.

Regional Need #2

Gaps in Service / Regional Needs

Rural centers established for GED, ESL and CTE courses.

How do you know? What resources did you use to identify these gaps?

Collaborative conversations with regional partners have indicated the need for these services as well as requests from potential students in rural areas.

How will you measure effectiveness / progress towards meeting this need?

Effectiveness / progress will be measured by enrollment and attendance of students from rural areas. Outreach programs to rural areas will be measured as will transportation support accepted and utilized by students.

Regional Need #3

Gaps in Service / Regional Needs

CTE course offerings which provide entry-level job opportunities to students

How do you know? What resources did you use to identify these gaps?

Current unemployment rates indicate the need for such courses. Industry partners indicate that local residents lack training to compete with applicants from other areas of our county. The Cal-Works department has indicated that their clients lack needed training to compete in the local job market.

How will you measure effectiveness / progress towards meeting this need?

Increased short-term vocational training offered at centrally located sites as well as student enrollment, attendance and completion will be used to measure effectiveness / progress. In addition, regular follow up of students who complete courses will be used to measure effectiveness.

Gaps In Service

New Strategies

Strategy #1

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

Strategy #2

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

Strategy #3

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

Strategy #4

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

Seamless Transitions

New Strategies

Strategy #1

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

Strategy #2

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

Strategy #3

Pathways into post-secondary education and employment opportunities will be encouraged through student support services. Students are presented with educational opportunities through classroom presentations by Taft College counseling and instructional staff. Staffing agencies partner with the consortium by offering pre-employment screening in the CTE classrooms. Consortium staff will be in contact with local industry partners and will develop training courses in accordance with their needs.

Student Acceleration

New Strategies

Strategy #1

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

Strategy #2

CTE - Our short term work readiness courses are offered in less than two week segments which has shown to be very effective during the past program year. Over 80 percent of our enrolled students complete the courses and we have found that many of them obtain employment and/or enroll in other adult ed courses as a result. We are developing and implementing additional courses, such as Welder's Helper, Security Guard Card, Forklift, Basic Computer, ServSafe which align with this philosophy.

Professional Development

New Strategies

Strategy #1

Instructors and support staff are receiving professional development through periodic staff training events on-site. Planning is ongoing to institute professional development opportunities for instructors and other staff to ensure improved student outcomes and cultural sensitivity.

Strategy #2

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

will be strongly implemented in this program year.

Leveraging Resources

New Strategies

Strategy #1

Partnerships with local educational agencies are being developed in order to leverage resources. These agencies provide valuable resources such as classroom space and instructors in the development of our CTE course offerings. We plan on expanding these relationships in order to become more effective in benefiting the adult learners in our region.

Strategy #2

Taft College Workforce department is partnering with WKAEN in order to develop and offer short-term workforce readiness courses in our region in the areas of criminal justice and welding. These short-term CTE courses lead directly into employment opportunities and/or post-secondary education.

Fiscal Management

A narrative justifying how the planned allocations are consistent with the annual adult education plan which is based on your AEBG 3-year plan.

The planned allocations are consistent with the annual adult education plan which is based on our AEBG 3-year plan as follows: 1. Programs in elementary and secondary skills, including those leading to a high school diploma or high school equivalency certificate. 2. Programs for immigrants in citizenship, ESL, and workforce preparation. 3. Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce. 4. Programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school. 5. Programs for adult with disabilities. 6. Programs in career technical education that are short term in nature with high employment potential. 7. Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2018-19.

WKAEN has incorporated remaining funds into the implementation of courses in all programs areas. CTE Workforce Readiness: WKAEN has developed short-term CTE pilot courses in several areas which will serve the unemployed adults in our communities with the skills to obtain entry level employment as well as create pathways into post-secondary education and upper level Career Technical Education. Investing carry-over funds on the initial supplies and curriculum for these courses will ensure that the courses will be sustainable. Professional Development: WKAEN will also invest in the professional development of their instructors and support staff by providing ongoing training opportunities that will insure staff and teachers continue to be educated in best practices and improved student learning outcomes. We expect all 2016-17 unspent funds to be spent by December 2018.

Certification

Kern County Superintendent of Schools, Member Representative

Robert Arias
Approved
2018-08-21

Maricopa Unified School District, Member Representative
Scott Meier
Approved
2018-08-21

Taft Union High School District, Member Representative
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2018-08-21

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