



2020-2021

Kern Community College District (KCCD)

District Office Administrative Unit Review

Educational Services - Economic and Workforce Development

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Executive Summary

a) In one paragraph or with bullet points, summarize the key points learned in this evaluation. *[list the highlights of the document]*

- Career Technical Education (CTE) continues to experience increased emphasis and expectations related to advancing state, regional, and local economies. Kern Community College District (KCCD) in concert with the California Community Colleges (CCC) have increased their commitment to creating more and better CTE outcomes through advancements in P-16 pathway development, the California Community Colleges Strong Workforce Program (SWP), Carl D Perkins Vocational Education Act (VTEA), policy and procedure administration, CTE program planning and assessment, critical partnership development, internal and external professional development, leadership of the Adult Education Consortium, and the inclusion of contract education to non-credit programs as an on-ramp approach to postsecondary education.
- The Economic and Workforce Development (EWD) unit has utilized the following strengths to help move the needle in meeting expectations:
 - Development and refinement of equity-centered capacity building through CTE program development, legislative and policy advisement, strategic planning CTE student outcome monitoring and reporting, research and resource providing, crucial stakeholder convening.
 - Representation of KCCD/CCC throughout the region, state and nation while advocating for the critical role of community colleges in meeting the needs of local, regional and state economies.
 - Inform and advocate for adoption of appropriate evidenced-based initiatives, legislation, planning, procedure, policy, programming, research, resources, and professional development that maximizes and exceeds student outcome goals.
 - Rapid execution of resources and supports for those impacted by the move to a remote working environment due to the spread of COVID 19. (e.g., sourced and distributed technology and equipment for students, regional technical support, workforce development trending and planning, and professional development).
 - Facilitation, planning, and support for the districtwide dual enrollment system.
 - Increased regional P-16 planning, collaboration, iterative formative evaluation and improvement.
 - Implementation of National Career Pathways training for administration and faculty throughout the region.
 - Facilitate the creation and implementation of Career Exploration curriculum in 2/3rds of the local high schools.
 - Increased collaboration between colleges and the district office Economic and Workforce Development division.
 - Expanded technical assistance to support targeted research, data, reporting and fiscal management to inform both district-wide and college-level metrics and outcomes regarding K14 transitions, Strong Workforce, Adult Education, Perkins I-C C
 - Sustained funding for Strong Workforce, Perkins and Adult Education and demonstrated agility in obtaining and braiding funding to support CTE efforts.
 - Sustained and expanded employer and workforce stakeholder engagement and collaboration between the colleges and the EWD division (district unit)

Future Directions of the Unit

a) Provide a brief abstract of synopsis of your unit's current circumstances and future needs. Please include any college priorities that affect your unit, and the connection to college planning and priorities.

Workforce and economic development are crucial tactics in addressing employment, income, and wealth disparities. The California Community Colleges Chancellor's Office (CCCCO) continues to deepen its expectations for student outcomes driven by innovation and collaboration between community colleges and our partner networks to deliver more and better workforce programs with better outcomes for all students. This commitment is exemplified by the California Adult Education Program, K12 Strong Workforce Program, California Community Colleges Strong Workforce Program, VTEA, the Vision for Success, and the Student-Centered Funding Formula. Federal direct and state pass-through funding now require greater levels of collaboration, integrated across educational segment planning and preparation, accountability through formative review, and formal evaluations of project and program outcomes. The district acknowledges and supports the achievement of these goals through this unit's provision of leadership, policy oversight, program expertise, data systems, technical assistance, communication, advocacy, and strategic partnership development.

The priorities of this unit are driven by our District and College planning and as identified in the Vision for Success Goals & Student Centered Funding Formula metrics; [KCCD Strategic Plan](#); [Bakersfield College \(BC\) Strategic Directions](#); [Cerro Coso Community College \(CCCC\) Strategic Plan](#); and [Porterville College \(PC\) Strategic Plan](#)

The impact of the enhanced systemic alignment between workforce development, K12, community college, adult education providers, and the state university systems drive the need for greater engagement, collaboration, co-design and co-validation of processes, systems, and customer supports. We recognize the need to:

- Continue development and refinement of CTE programming, equity-centered capacity building, legislative and policy advisement, strategic planning, CTE student outcome monitoring and reporting, research and resource providing, crucial stakeholder convening.
- Collaborate with regional K12, regional community colleges, adult education, Workforce Industry Boards (WIB), and public four-year colleges to strengthen our response to CTE program and student needs.
- Provide education and training opportunities that respond to economic, industry, education and community needs utilizing credit, noncredit, and contract education.
- Use labor market data for initial program planning, approval and continuation decision making.
- Continue to support awareness and marketing of aligned K12 & College CTE programs and guided pathways that lead to quality jobs.

Increased accountability measures are driving the following department's 2019-20 additional needs:

- The implementation of the noncredit CCCApply in the District which will save hours on manual entry for noncredit students allowing the District to conduct longitudinal analysis of noncredit students who move in to credit programs or take noncredit skills building classes in addition to their credit classes. The second augmentation would allow not-for-credit (contract education) students to be entered into the District's data systems (Banner) so longitudinal analysis could be completed.
- Utilization of the Banner document system to support articulation and dual enrollment. Support broader adoption of DualEnroll.com
- Data Warehouse & Report-training (e.g., ODS, Cognos, Kern County Superintendent of Schools (KCSOS)/KIDS, the State Longitudinal Database, CalPassPlus, and any other California Department of Education (CDE) or CCCCCO datasets that support accountability).

Section One: Unit Overview

a) What is the purpose of the unit and what populations (internal and external) are served by the unit? *[why does the unit exist and how does the unit support the mission and vision of the Kern Community College District; who benefits directly from the services provided by the unit]*

The unit serves the communities within the KCCD service area (community stakeholders), students and potential students of all ages (external customers) by working with KCCD faculty, deans, and other administrators (internal customers), P-16 education teachers, faculty, and administrators and workforce development agencies (external partners and stakeholders). The unit's purposes support the KCCD district and college vision and mission as detailed in its goals and outcomes (Sections 2 - 5). The unit's purposes are to:

1. manage, coordinate, and provide leadership for the district economic and workforce development programs;
2. maximize career technical education opportunities for students by serving as a catalytic force in formulating and implementing, collaborating and promoting career education and economic development throughout the district and regionally;
3. advance equity through the development and support of postsecondary education and training practices that serve to develop a large-scale workforce delivery system that offers the greatest promise for shared opportunity and prosperity;
4. engage with employers to better understand workforce and labor market trends and partner with the colleges to develop credit, noncredit, and contract education solutions to meet employers' needs;
5. facilitate strategic planning regarding districtwide career education;
6. provide leadership regarding district-wide career / guided pathways, high school to college transition services, early college, adult education, contract education, noncredit, strong workforce, Carl Perkins / VTEA, and coordinate articulation and dual enrollment agreements;
7. coordinate with College administrators and faculty to evaluate student and program outcomes using available career education data;
8. serve as a liaison between the district and federal, state, county and local economic development and career education agencies including the CCCC system office, the CCCC regional structure, county offices of education, and county and city economic development divisions.

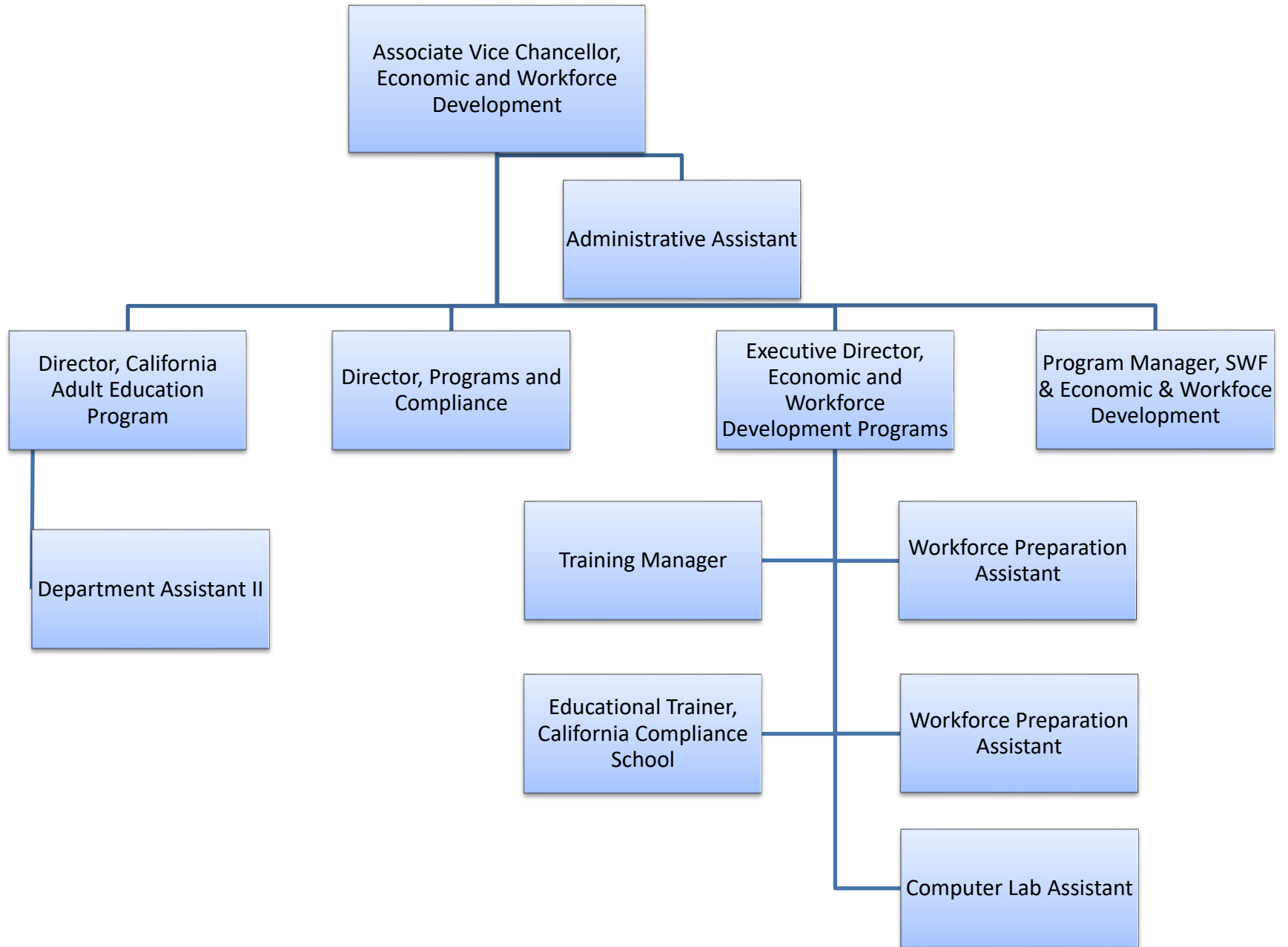
b) Describe how the unit supports the colleges in achieving their mission and their efforts to improve student learning and achievement.

The unit supports the colleges in achieving their mission and efforts to improve student learning and achievement by addressing the goals of the CCC Chancellor's Office Vision for Success framework, the metrics of the Student Centered Funding Formula, and the California Community College's mission to develop a strong workforce. This includes the need for strategic alignment with current labor market data, local economic ecosystems, and linked P-16 collaborative partners. The following are examples of the many supports, initiatives and resources the unit offers that strengthen and support the colleges' efforts to achieve their mission and improve student learning and achievement:

1. Support the colleges to maximize innovative and promising practice models to increase student learning and achievement.
2. Advance equity through the development and support of postsecondary education and training practices, including career pathways, dual enrollment integration, stackable credentials, job-driven/student-centered planning, research and data sharing, and professional development.
3. Entrepreneurial initiatives, apprenticeship, work-based learning opportunities, and student-centered planning.
4. Strengthen the colleges' connections to essential educational pathway partners, industry, career and other economic development stakeholders.
5. Support the colleges' development and refinement of educational and training opportunities that are responsive to industry and community needs utilizing credit, noncredit and contract education.
6. Provide professional development and technical assistance to college and partner faculty and staff to increase their overall knowledge of current and future trends, policies, innovative and best practices, guidelines and regulations in career education and workforce development.
7. Provide technical assistance for districtwide research, data analysis, data reporting, fiscal reporting, grant development, grant management, program planning, and the review and evaluation of project and program outcomes.
8. Strengthen and support the colleges' efforts by connecting colleges to resources that can help them evaluate and implement evidence-based best practices that have demonstrated the greatest promise toward increasing student success.
9. Support and promote colleges' critical role and impact on workforce and economic development through participation and leadership with local and regional economic and workforce agencies and by serving as a communication liaison and career education advocate at the local, regional, state and national level.
10. Provide oversight, staff support, technical support, resources and coordination of Kern County's Adult Education Consortium, including dedicated support to college efforts.
11. Provide oversight, staff support and coordination of Kern County initiatives to develop sustained K-16 career pathways that connect businesses, K-16 and community colleges to better prepare students for the 21st century workplace, including dedicated support to college efforts.
12. Lead district partnership with Workforce Development Board (WDB). Serve on WDB, manage district CalJOBS account (the system that Workforce Development Boards use to determine the eligibility of classes and training for Individual Training Account reimbursement).
13. Represent the district to Employers, Industry Associations, Economic Development Agencies, Community Based Organizations, Unions and other Economic and Workforce Development stakeholders (e.g., Kern Economic Development Corporation, Kern Initiative for Talent and Entrepreneurship, Kern County Builders' Exchange, East Kern Economic Alliance, San Joaquin Valley Electric Vehicle Partnership, Kern, Inyo, Mono Building Trades Council).

Section One: Unit Overview *continued*

c) How is the unit structured within the district? Modify the org chart template below to illustrate the unit's organization.



Section One: Unit Overview *(continued)*

d) For the positions included in the unit’s organizational chart, please provide a brief description of what primary processes or areas each position is responsible for as it relates to the work of the unit, district and colleges.

Position	Primary Functions/Processes	Supplemental Functions/Processes	Additional notes
Associate Vice Chancellor, Economic and Workforce Development	Provide overall leadership in the planning, organization, administration, evaluation, policy development, and implementation for all CTE and Economic and Workforce Development programs and initiatives throughout the District.	Manage, coordinate, and provide leadership for the district economic and workforce development programs and initiatives to assure the viability and legality of the programs, improve processes, maintain established academic and legislative standards, maximize the Career and Technical Education Opportunities for students and facilitate economic development in the many communities served by the Kern Community College District. Serve as a liaison between the District and agencies administering Districtwide economic development and Career and Technical Education areas.	Serve as a catalytic force in formulating and implementing, collaborating, promoting, and implementing Career and Technical Education and economic development throughout the district and regionally.
Director, California Adult Education Program	Lead and facilitate Adult Ed. Consortium, student data reporting, fiscal reporting, budgeting, planning, support, consortium management, ensuring we are in alignment with state requirements, program area reporting.	Develop programs, conduct outreach and alignment of programs and data. Assist Adult Education principals, directors, and managers on program implementation. Perform student outreach, marketing support, and distance learning support.	Provide support / professional development in fiscal reporting, student data management, testing, program alignment, and any Adult Education related area.
Director, Programs and Compliance	Provides support, technical assistance, and oversight as needed, to various college and district grant funded projects. Recommends and implements systems to ensure contractual, fiscal, and operational compliance with all district, state, and federal grants management and reporting policies and procedures. Responsible for project leadership, planning, budgeting, program and fiscal reporting, CATEMA training, support, and technical assistance, and support in achieving CCCC project goals.	Provides individual support and technical assistance on college and district program and fiscal reporting. Works with HS & CC administrators and faculty within the KCCD service area to ensure students’ seamless transition from HS to CC, CSU, 4-yr college or the workplace, marketing aligned HS to CC career pathways / programs, and strengthen employer and stakeholder engagement.	Provide districtwide college and district staff support, technical assistance, and professional development regarding grant fiscal process, federal and state grant policies, career pathways, CATEMA, and related data systems and component elements.

Executive Director, Economic and Workforce Development Programs	Provides strategic leadership and administrative oversight for the 21 st Century Energy Center, California Compliance School, and Contract Education related to training programs, funding resources, technical assistance, and program and curriculum development. <i>Regional Resource for Energy, Construction, and Utility Sectors role:</i> Technical assistance to colleges and K1 partners. Manage State Agency relationships.	Employer engagement, customized training planning, budgeting, Program and Fiscal reporting. Contract development. Stakeholder engagement. Provide support for the BC Launchpad. Professional development events and career exploration events.	Provide support / technical assistance on leveraging noncredit and contract education.
Training Manager	Employer needs assessment. Schedule training and instructors. Employment Training Panel (ETP) contract processing. Program marketing.	Instructor training. Customized course development. Support the BC Launchpad.	Provide support / technical assistance on contract education
Educational Trainer, California Compliance School	Direct Hazardous Waste compliance training for businesses and agencies statewide. Interface with county/state enforcement staff. Develop curriculum with state experts in Hazardous Waste. Review to maintain correctness of curriculum.	Negotiate customized training to meet agency/business needs, engage state/local agency stakeholders and conduct program marketing. Coordinate all actions and planning with State DTSC Partners and submit monthly reports.	Contract Development. Maintain 3-day class venues on calendar at least 24 times a year. Assist state in development and use of Supplemental Environmental Projects (SEPS).
Workforce Preparation Assistants	Manage enrollments and training schedules for Contract Education, California Compliance School and the BC Launchpad. Track ETP revenues and invoice clients for payment. Process purchase orders and payroll.	Customer service, program marketing, budget and profit and loss reporting. Supervise student workers.	Contract preparation, processing and auditing.
Computer Lab Assistant	Support BC Launchpad. Maintain department websites and social media accounts. Support ASAP enrollment software.	Generate enrollment and assessment reports.	
Administrative Assistant	Provide support and technical assistance to the Associate Vice Chancellor and division directors supervising Adult Education. Support to the California Career Pathways Trust (CCPT) grant, CTE Transitions program, and contract and community education.	Assist in the implementation of goals and objectives. Monitor, control and process expenditures and budget accounts. Organize and maintain filing. Coordinate and participate in a variety of meetings and conferences.	
Program Manager	Provide oversight, technical assistance and compliance support. Manage implementation of assigned program activities and budgets. Ensure program compliance with GAAP, BAM and agency regulations.	Participate in meetings and conferences related to the assigned programs, coordinate projects, develop and complete reports as needed.	Market the assigned program(s) and participating colleges to the community and the general public.

Section Two: Administrative Unit Outcomes (AUOs)

a) **List all the AUOs for the unit.** AUOs describe what a customer or end-user will understand, experience or obtain as a result of the service the unit provides to the colleges and other internal stakeholders. Describe the method of assessment and the criteria used to determine success in the service provided. The assessment method should include some way of measuring college, internal or external stakeholders' demand or need for and satisfaction with the service. (add additional rows as necessary.)

Administrative Unit Outcomes (AUO)	Strategic Plan Alignment	Review Period	Method of Assessment	Criteria for determining success in service provided
Goal 1 – Maximize Student Success; Goal 2 – Advance Student Equity Measures; Goal 3 - Ensure Student Access; Goal 4 - Enhance Community Connections; Goal 5 - Strengthen Organizational Effectiveness				
1. Economic and Workforce Development (EWD) provides a forum for district-wide discussion related to CTE topics of interest, best practices, regional and state initiatives and resource development.	Goals 1, 2, 3, 4, & 5	2020-2021	CTE Deans and program leadership staff meet monthly to plan, review outcomes and discuss needs, best practices, resources, and data. Meeting minutes are taken to document these forums. Meeting agendas, minutes, and other information are retained on the CTE Deans share point site.	Districtwide continued educational topics of interest are discussed, best practices are piloted and adopted, and information and resources are shared among CTE Deans and program leadership staff.
2. EWD provides technical assistance, oversight and compliance support in the development, implementation and evaluation of VTEA and Strong Workforce plans.	Goals 1, 2, 3, 4, & 5	2020-2021	CTE Outcomes data and SCFF data are reviewed to inform the development of Strong Workforce Plans to meet local and regional workforce needs. Perkins Title I-C VTEA Plans include implementation of evidence-based practices to close core indicator gaps.	Colleges demonstrate a 2.5% increase in more and better CTE is documented through CTE Outcome data and SCFF Metrics, Colleges demonstrate a 2.5% improvement in VTEA core indicator gaps is noted in Perkins IC trend data.
3. EWD facilitates vision, mission and decision making through oversight, technical assistance and compliance support for CTE program reviews & regional projects and program planning.	Goals 1 & 4	2020-2021	Completed program reviews are submitted on schedule to the board of trustees. Program reviews evidenced direct industry relevance of each program and local and regional Labor Market Information (LMI) justification for each program.	100% of all Kern Community College District CTE program reviews meet Title 5 regulations.

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Goal 1 – Maximize Student Success; Goal 2 – Advance Student Equity Measures; Goal 3 - Ensure Student Access; Goal 4 - Enhance Community Connections; Goal 5 - Strengthen Organizational Effectiveness				
4. Economic and Workforce Development provides oversight and technical assistance to colleges and high schools to support the development and implementation of high school to college pathways for traditional and adult age students.	Goals 1, 2, 3, & 4	2020-2021	Evidence includes: K12 College/Career Indicator (CCI) dashboard data, California Department of Education, Perkins Pathways Adult Education data, and state longitudinal database.	An increase of 5% of students successfully completing aligned high school to college and adult to college pathways. (Data not available last year).
5. Incumbent, under-employed and unemployed workers are trained.	Goal 4	2020-2021	Review of training evaluations and billing records.	The total number of training hours will increase by 5% over the 2018-2019 academic year.
6. Leadership provided supports college leaders' implementation of national, state, and regional Economic and Workforce Development and Career Technical Education best practices.	Goals 1 & 5	2020-2021	Document leadership in the form of testimony; draft legislation, policies, procedures, and operational guidelines; presentations made, seminars, workshops or forums organized or supported; and direct communication with college leaders on issues related to national, state, and regional EWD and CTE best practices	Evidence of impactful leadership on current or timely district and collegiate practices and processes.
7. District staff will support colleges in acquiring, braiding, and leveraging additional resources to support CTE programs, projects, regional, and statewide initiatives.	Goals 1 & 5	2020-2021	Review and summary of the utilization of the additional resources acquired.	Colleges implement, expand, enhance, or scale-up student success interventions, or other strategies that result in improved student completions.
8. District staff will work with the colleges and adult education providing partners in the consortium to develop dual-enrollment courses and effective pathways to college and careers.	Goals 1, 3, 4, 5	2020-2021	Development of workgroups with college and adult school faculty and staff to begin the process of creating dual-enrollment courses at the adult schools. Working with the colleges, adult schools, and IR to develop effective measurements of student transitions to college and career.	The development of at least 1 dual enrollment course for fall 2021. An increase of 5% of student transitions from adult school to college from the 2019-2020 year.

b) Summarize the results from any AUOs evaluated during the past year, including feedback on services rendered during the year. Provide details regarding findings and plans for change or improvement of service, if needed.

Administrative Unit Outcomes (AUOs) #1 2018-2019: Completed. Ongoing AUO.

Administrative Unit Outcomes (AUOs) #2 2019-2020: Partially Completed. Ongoing AUO. Colleges have historically demonstrated significant progress toward attaining the goal of a 2.5% increase in more and better CTE. This goal is most commonly measured by the CTE Employment Outcomes Survey (CTEOS), which is a statewide study to assess employment outcomes of students who have participated in career technical education (CTE) coursework at California Community Colleges. The CTEOS results have been delayed until November and will not be available for this report. CTE enrollments did decline due to COVID-19, but despite the drop in enrollment, FTES still managed to grow by 5 %. VTEA core indicator gaps below the negotiated state standard were reduced by 49% from 2019-2020 to 2020-2021.

Administrative Unit Outcomes (AUOs) #3 2018-2019: Completed. Ongoing AUO.

Administrative Unit Outcomes (AUOs) #4 2019-2020: Completed. Ongoing AUO. Launchboard and CalPassPlus data systems have been under development and, while they have some utility, they have not resulted in the comprehensive intersegmental data that CDE expected. The KCSOS KIDS, local intersegmental data warehouse, is being piloted but has not yet included college or CSU data. The 13+ aligned high school to college pathways supported by the Career Pathways Trust Grant for the 2015-16 through 2020-21 period, is an illustrative sampling of career technical education pathways. The nine pathways include Ag Mechanics, Business, Construction, Energy & Power Tech, Engineering, IT Networking, Patient Care, Manufacturing and Product Development (industrial automation and welding), and Transportation (auto repair and logistics). College enrollments in these nine pathways totaled 11,898 in 2019-20 and completions totaled 692, a significant increase over prior years.

Administrative Unit Outcomes (AUOs) #5 2019-2020: Completed. Ongoing AUO. Contract Ed. hours were down by 33,760 or 53.85%. Total students served decreased by 282 or 11.7%. Revenue decreased by \$117,738 or -16.7%. While revenue declined 16.7% that is less than the anticipated 25% decline due to the COVID-19 Pandemic shutdown. Total hours reflected substantial reductions in hours by Nestle and Grimmway as well as the COVID-19 shutdown. While number of trainees and hours per trainee declined, revenue per hour of training increased by 80.2% to \$20.27.

Administrative Unit Outcomes (AUOs) #6 2019-2020: Completed. Ongoing AUO. The current and former Associate Vice Chancellor evidenced impactful leadership on district and collegiate practices and processes regarding the implementation of national, state, and regional Economic and Workforce Development and Career Technical Education best practices including high school to college guided pathways as described by US Dept. of Education Office of Vocational and Adult Education (OVAE). The Associate Vice Chancellor provided guidance and professional development on VTEA, Strong Workforce, high school to college guided pathways, and other national, state, and regional topics, and research on dual enrollment and career pathways, all of which supports best practices implementation districtwide.

Administrative Unit Outcomes (AUOs) #7 2019-2020: Completed. Ongoing AUO. Oversight in the streamlining of fiscal reporting and grant budget management. Reduced late reporting and increased CTE deans' confidence in budget and reporting numbers. Initiating processes to enhance collection of data and reporting that better links resource spending and efforts to student success outcomes.

Section Three: Key Performance Indicators (KPIs)

a) List the KPIs for the unit along with the relevant outcomes for the last 3-5 years. KPI data tracks process efficiency and demand for services. Examples of KPIs include a count of customers served, a count of services performed, the average time to complete a service, etc. They are closely related to the AUOs and should reflect the unit's core function or purpose.

Key Performance Indicators (KPIs)	2017-18	2018-19	2019-20
1. Number of VTEA Core Indicator outcome gaps greater than 10%	BC 37; CC 22; PC 24; Total: 83	BC 29; CC 18; PC 12; Total: 59	BC 18; CC 10; PC 6; Total: 34
2. Number of vocational programs reviewed and sent to BOT –	45	Not yet available	49
3. Number of high school and college career pathways programs of study established	10	13 CCPT	14 CCPT
4. Number of CTE High School to Community College articulated courses offered	BC 46; CC 20; PC 24; Total: 90	BC 51; CC 21; PC 24; Total: 96	BC 128; CC 5; PC 28; Total: 161
5. Number of dual enrollment courses offered	BC 338; CC 40; PC 44; Total: 422	BC 425; CC 102; PC 47; Total: 574	BC 649; CC 116; PC 30; Total: 795
6. Participation in local, regional, state and national CTE and EWD organizations, ad hoc committees, task forces, conferences, meetings, and related leadership opportunities.	15	20	30
7. Number of contract training hours provided	55,207.75 hours	62,794 hours	29,039 hours
8. Number of grants obtained that support district colleges and or support the provision of technical assistance regional and/or state CTE or economic development grants obtained.	See Educational Services AUR	See Educational Services AUR	See Educational Services AUR
9. Number of meetings with individual deans providing technical assistance for VTEA and Strong Workforce planning	8	20	95
10. Number of meetings with CTE deans	8	9	10
11. Adult Education non-credit hours	43,546 hours	80,551 hours	70,881 hours

b) What unexpected changes or challenges did your unit encounter this cycle? How does your trend data impact your decision-making process for your unit?

Engagement with CTE leadership has been consistent within and across the three years reported. Participation in local, regional, state, and national CTE and EWD organizations, committees, conferences, has remained high. However, there was an unexpected decrease in those activities in March 2020 due to the spread of COVID-19. The virus also impacted our Contract Education (CE) efforts. CE hours were down by 33,760 or 53.85%. Revenue decreased by \$117,738 or -16.7%. Adult Education also experienced a decrease in non-credit hours from 80,551 to 70,881 or 12%. Fortunately, our districtwide CTE student outcome efforts continued to make strides and the number of VTEA core indicators below negotiated levels improved from 9 to 4 districtwide. Additionally, the Logistics pathway launched in 2020, and the first HS Logistics course will be offered in Spring 2021. There were 161 unique articulated courses and 795 dual enrollment courses, the fourth year in a row in which the number of dual enrollment courses significantly increased. In 2019-20, 9,595 students resulted in 17,097 enrollments. Our ongoing planning will factor in distance and remote learning and work.

Section Four: Progress on Unit Goals

a) **List the unit's current goals.** For each goal, discuss progress and changes. Provide an action plan for each goal that gives the steps to completing the goal and the timeline. If unit goal is for service to a group outside of the unit, indicate which group in the last column. (Add additional rows as necessary.)

Unit Goal	Which institutional goals from the KCCD Strategic Plan will be advanced upon completion of this goal?	Progress on goal achievement (choose one)	Status Update — Action Plan	Colleges requesting accomplishment of this goal or colleges' planning indicating this need. (Include supporting documentation.)	Other group (besides ones of the colleges) requesting accomplishment of this goal. (Include supporting documentation.)
1. Provide professional development for CTE Deans and faculty. Topics including but not limited to: College and Career Pathways, Perkins, Strong Workforce, Contract Education and ETP, Adult Education and Dual Enrollment at CTE Deans Meetings and other venues.	Goal 1 – Maximize Student Success	<input checked="" type="checkbox"/> Completed: 6/30/20 <input type="checkbox"/> Revised: ____ (Date) <input checked="" type="checkbox"/> Ongoing: 7/1/20	Deans' meeting and professional development event agendas and attendance records, or records of individual meetings, and the creation and utilization of a repository of resources.	Bakersfield College (BC) Cerro Coso Community College (CCCC), and Porterville College (PC).	High school faculty and administrators, business and community stakeholders have requested systemic professional development in support of student success.
2. Provide national, state, regional, and local leadership on areas of practice including but not limited to career pathways, career education, dual enrollment, adult education, and contract education.	Goal 1 – Maximize Student Success	<input checked="" type="checkbox"/> Completed: 6/30/20 <input type="checkbox"/> Revised: ____ (Date) <input checked="" type="checkbox"/> Ongoing: 7/1/20	Provide testimony, make presentations, and organize conferences, seminars and meetings.	Bakersfield College (BC) Cerro Coso Community College (CCCC), and Porterville College (PC).	The California Community College Chancellors Office (CCCCO) has invited and requested leadership in these practice areas. Oct. 2019 partnered with Kern Inyo Mono WIB conference; offered webinars on career pathways, postsecondary transition.

Unit Goal	Which institutional goals from the KCCD Strategic Plan will be advanced upon completion of this goal?	Progress on goal achievement (choose one)	Status Update — Action Plan	Colleges requesting accomplishment of this goal or colleges' planning indicating this need. (Include supporting documentation.)	Other group (besides ones of the colleges) requesting accomplishment of this goal. (Include supporting documentation.)
3. Implement external and internal data collection, reporting systems, and process improvements: CCCApply Non-Credit application: Adult Education: TOPS PRO and CCCCO MIS data, Articulation: CATEMA - Banner interface, Dual Enrollment: DualEnroll.com, Perkins: Core Indicator reporting, and Strong Workforce metrics	Goal 1 – Maximize Student Success Goal 5 – Strengthen Organizational Effectiveness	<input checked="" type="checkbox"/> Partially Completed: 6/30/20 <input checked="" type="checkbox"/> Ongoing: 7/1/20	Provide institutional support for internal data collection systems that are aligned with state data systems. Support research and planning for Program reviews. Adult Ed: Worked with IR, CCCC, PC, and BC to identify adult education courses offered and collect total student hours in non-credit ESL, basic skills, and CTE courses and submitted as part of the CCCCO MIS college dataset upload.	Adult Ed: Worked with IR, CCCC, PC, and BC. KCCD IR worked with IT to develop a streamlined and automated report and transcription process. BC has implemented DualEnroll.com.	Data systems are evolving, the KCSOS KIDS data warehouse has begun piloting, a new state longitudinal data system is under development. Changes in the data environment will support effective student transitions among area high schools, adult schools, and colleges. Kern (CCD) AE Consortium: Developed student data tables to track student numbers, gains, and outcomes.
4. Enhance Contract Education: Monthly P&L assessments; expansion of college contract education portfolios; and development of contract / community education to non-credit programs.	Goal 5 – Strengthen Organizational Effectiveness	<input checked="" type="checkbox"/> Completed: 6/30/20 <input type="checkbox"/> Revised: ____ (Date) <input checked="" type="checkbox"/> Ongoing: 7/1/20	Monthly profit and loss statements have been created and utilized. We have Contract Education projects in progress with all three colleges. We have one community education to noncredit project nearing completion.	Bakersfield College, Cerro Coso Community College, and Porterville College	Bishop Paiute Tribe, Alta One Credit Unions, and Walmart Distribution have requested contract training. The North Kern sub-region Adult Schools and Employers' Training Resource exploring noncredit job skills training.

Unit Goal	Which institutional goals from the KCCD Strategic Plan will be advanced upon completion of this goal?	Progress on goal achievement (choose one)	Status Update — Action Plan	Colleges requesting accomplishment of this goal or colleges' planning indicating this need. (Include supporting documentation.)	Other group (besides ones of the colleges) requesting accomplishment of this goal. (Include supporting documentation.)
5. Support colleges' improvement of Perkins Core Indicators.	Goal 5 – Strengthen Organizational Effectiveness	<input checked="" type="checkbox"/> Completed: 6/30/20 <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing: 7/1/20	Reform of Perkins Program Review and Planning Processes; Ensure timely institutional research data is provided. Notes: Strategies for improving Core Indicators	Bakersfield College, Cerro Coso Community College, and Porterville College.	California Community College Chancellors' Office (CCCCO) and the U.S. Department of Education.
6. Support colleges' expansion of dual enrollment and career pathways.	Goal 1 – Maximize Student Success Goal 5 – Strengthen Organizational Effectiveness	<input checked="" type="checkbox"/> Completed: 6/30/20 <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing: 7/1/20	District Dual Enrollment Committee will focus on districtwide issues, development of resources, and professional development opportunities	Adult Education funded the development of BC non-credit CTE curriculum. Worked with BC on potential alignment with Carpenters' union curriculum leading to potential dual enrollment with Delano JUHS District. Worked with BC, CCCC, PC, and their respective feeder high schools on the implementation of 13+ career pathways featuring articulated and dual enrollment courses.	Adult education programs, high schools, middle schools, and business and industry within the Kern Community College District service area. Adult Education developing regional workgroups to develop dual enrollment courses for adult education students.

Section Five: New or Revised Goals

a) List new or revised goals, if applicable. (Add additional rows as necessary.)

Replacement Goal	Which institutional goals from the KCCD Strategic Plan will be advanced upon completion of this goal?	Status Update — Action Plan	Colleges requesting accomplishment of this goal or colleges' planning indicating this need. (Include supporting documentation.)	Other group (besides ones of the colleges) requesting accomplishment of this goal. (Include supporting documentation.)
1. Increase total number of adult students served in the Kern Adult Education Program Consortium	Strategic goal #2 – Ensure student access	<p>Review adult students served numbers at each Kern Adult Education Consortium Board meeting</p> <p>Status Update on COVID impact – Enrollments down. Adult Education saw 6,630 unduplicated students in the consortium for the 2019-2020 academic year compared to 8,481 in the 2018-2019 academic year. However, in March of 2019-2020 unduplicated students were at 6,261 and in 2018-2019 they were at 5,796. When schools shut down in March, we were on pace to out-perform the previous year.</p>	BC, CCCC, and PC are working on non-credit pathways for adult education students to transfer to college.	<p>Our K-12 and county office of education adult education partners are working on building their programs to provide services to more students throughout our region.</p> <p>Employment of American General Media: social media outreach campaign.</p>

Section Six: Current Unit Resources

a) List the unit's current resource levels by outlining existing staff, listing (major) technology/equipment the unit uses, describing the space the unit occupies, and the unit's current budget.

Resources	Current Level
Staffing (list current staffing levels)	<ul style="list-style-type: none"> • 1.0 FTE Associate Vice Chancellor; 8.0 FTE Directors, Program Managers, or TAPs; • 1.0 Institutional Research Analyst; 1.0 FTE Administrative Assistant; • 1.5 FTE Department Assistant II; 2.0 FTE Workforce Assistant (Excludes temporary labor)
Technology / Equipment	• EMSI, CATEMA, and standard office and classroom equipment e.g., desktop and laptop computers, projectors, and copiers.
Space / Facilities	• 6,926 sq. ft. 1 st floor & 1,378 sq. ft. sq. ft. 2 nd floor Total sq. ft. = 8,304 sq. ft. [No change; corrected prior estimate.]
Budget (Unrestricted) Total	\$456,043 Notes (If any)
1000 (Academic Salaries)	\$164,225
2000 (Classified Salaries)	\$157,340
3000 (Employee Benefits)	\$116,678
4000 (Supplies & Materials)	\$ 7,100
5000 (Operating Expenses and Services)	\$ 10,700
6000 (Capital Outlay)	\$ 0
7000 (Other Outgo)	\$ 0
Budget (Restricted) Total	\$3,550,685 CAEP/AEBG 20-21 (\$1,484,506) 19-20 (\$1,493,375); CAEP/AEBG 18-19 (\$409,944); CRC/SCCRC Regional Energy, Construction and Utility Pipeline (\$162,860).
Budget (Contract/Community Ed) Total	\$4,006,728

Section Seven: Resource Request Analysis

Discuss the impact of new resources your unit is requesting for next year's cycle that are in addition to what your unit currently has in this cycle. Indicate the expected cost along with the rationale. If a college is not requesting the new resource, leave the "College(s) requesting" column blank. Rank the proposals in order of their importance to the unit ("1" is most important; "5" is least important)

Resource Category	Resource Requested (Include Cost)	Discuss how the new resource will impact your unit's effectiveness in providing service to the colleges or other groups and what college planning reflects or suggests this need.	College(s) requesting this new resource to your unit. (Leave blank if no college requests the new resource.)	Rank
Positions: <i>Discuss the impact new and/or replacement management and/or staff will have on your unit's service to the colleges.</i>	<input type="checkbox"/> 1: Classified Staff <input type="checkbox"/> 2: Administrator			
Professional Development: <i>Describe briefly, the effectiveness of the professional development your unit will be engaged in (either providing or attending) during the next cycle</i>	<input type="checkbox"/> 1: Provide Professional Development <input type="checkbox"/> 2: Attend Professional Development			
Facilities: <i>If your unit receives a building remodel or renovation, additional furniture or beyond routine maintenance, explain how this request or requests will impact your unit's service to the colleges.</i>	<input type="checkbox"/> 1: Space Allocation <input type="checkbox"/> 2: Renovation <input type="checkbox"/> 3: Furniture <input type="checkbox"/> 4: Other <input type="checkbox"/> 5: Beyond Routine Maintenance			
Technology: <i>If your unit receives technology (audio/visual – projectors, TV's, document cameras) and computers, explain how this request or requests will impact your unit's service to the colleges.</i>	<input type="checkbox"/> 1: Replacement Technology <input type="checkbox"/> 2: New Technology <input type="checkbox"/> 3: Software <input checked="" type="checkbox"/> 4: Other: IT expertise, consultation, and technical assistance. Time and cost estimates are not yet available.	IT support is needed to: 1. Select a cloud-based platform to host on-demand web-based training, which will improve the division's effectiveness in responding to clients and stakeholders. Platform and maintenance costs will be borne by existing funding and revenue streams. 2. Implement Dual Enroll.com that will improve effectiveness and reduce costs by automating manual enrollment.	1. Department of Toxic Substances Control (DTSC) and contract education clients. 2. BC, CC, PC & the DO have all submitted IT project prioritization requests for the DualEnroll.com project. 3. BC, CC, PC & the DO have all submitted IT project prioritization requests for the CATEMA import/export project.	

Section S: Resource (cont.)

Discuss the impact of new resources your unit is requesting for next year’s cycle that are in addition to what your unit currently has in this cycle. Indicate the expected cost along with the rationale. If a college is not requesting the new resource, leave the “College(s) requesting” column blank. Rank

Resource Category	Resource Requested (Include Cost)	Discuss how the new resource will impact your unit’s effectiveness in providing service to the colleges or other groups and what college planning reflects or suggests this need.	College(s) requesting this new resource to your unit. (Leave blank if no college requests the new resource.)	Rank
Other Equipment: <i>If your unit receives equipment that is not considered audio/visual or computer equipment technology, explain how this request or requests will impact your unit’s service to the colleges.</i>	<input type="checkbox"/> 1: Replacement <input type="checkbox"/> 2: New <input type="checkbox"/> 3: Other _____			
Total cost of resource needs over and above current budget allocation:			\$ unknown; not yet estimated	

Discuss the impact of new resources your unit is requesting for next year’s cycle that are in addition to what your unit currently has in this cycle. Indicate the expected cost along with the rationale. If a college is not requesting the new resource, leave the “College(s) requesting” column blank. Rank the proposals in order of their importance to the unit (“1” is most important; “5” is least important)

Section Eight: Conclusions

Present any conclusions and findings about the unit and its connection to the work of the colleges. (ACCJC Std IV.D.2, IV.D.5, IV.D.7):

In each annual Administrative Unit Review, the EWD district unit has consistently delineated, documented, and communicated the operational responsibilities and functions of the unit from those of the colleges and consistently adheres to this delineation in practice. The unit ensures that the colleges have received effective and adequate unit provided services to support the colleges in achieving their missions. Where the EWD district unit has the responsibility for resources, allocation of resources, and planning. ACCJC Standard IV.D.2 is used to evaluate the unit and its performance is reflected in the district and college accreditation documents and accredited status of the institution (ACCJC IV.D.2). The EWD district unit has participated in regular, integrated, district and college planning and evaluation to improve student learning and achievement and institutional effectiveness (ACCJC IV.D.5). This document is part of the District’s regular documentation of its evaluations of the district unit and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district publicly posts and thereby widely communicates the results of these evaluations and uses them as the basis for improvement (ACCJC IV.D.7).

Routing and Review

Submitter's Name: Trudy Gerald

Title: Associate Vice Chancellor

Submitter's Signature: *Trudy Gerald*

Date Submitted: 10/13/2020

Submitter's Immediate Supervisor: John Means

Date of Review: 10/13/2020

Chancellor's Signature: _____

Date of Review: _____

Date of Presentation to Administrative/Consultation Council: _____