



2025-2026

*Kern Community College District Office*

*Administrative Unit Review*

*Workforce and Economic Development (A Division of Ed. Services)*

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and Student Success

**Executive Summary**

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

The Workforce and Economic Development unit continues to respond to state, regional, and local industry needs. Kern Community College District (KCCD) is committed to improving CTE outcomes through advancements in P-16 pathway development, the California Community Colleges Strong Workforce Program (SWP), Carl D. Perkins Vocational Education Act (PERKINS V), CTE program planning and assessment, partnership development, internal and external professional development, leadership of the Adult Education Consortium, and not-for-credit contract education.

The Workforce and Economic Development (WED) unit has used 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 evidence-based initiatives, legislation, planning, procedure, policy, programming, research, resources, and professional development that maximizes and exceeds student outcome goals.
- Seek, identify, and effectively respond to resource development and innovation needs driven by economic and workforce development priorities based on district, county, region, state, and national research and evidence-based trends.
- Increased regional P-16 planning, collaboration, iterative formative evaluation, and improvement.
- 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 WED 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, and Perkins V.
- 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 WED division (district office).

## 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 to 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, CCC Strong Workforce Program, PERKINS V, the Vision for Success, and the Student-Centered Funding Formula. Federal direct and state pass-through funding requires 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 leadership, policy oversight, program expertise, data systems, technical assistance, communication, advocacy, and strategic partnership development.

Given the alignment between workforce development, K12 education, community colleges, adult education providers, and the state university systems, the WED unit recognizes the following needs.

- Continue to develop workforce programs that align with local and regional needs and the CA Jobs First initiatives.
- Build equity-centered capacity in workforce development while monitoring and reporting on CTE student outcomes
- Develop partnerships and convene stakeholders to inform decisions on workforce development and improve alignment between industry needs and workforce programs.
- Collaborate with regional K-12 educators, community colleges, adult education providers, Workforce Industry Boards (WIB), and public four-year colleges to improve responsiveness to the needs of CTE programs, students, and local labor market demands.
- Provide education and training opportunities that respond to economic, industry, education, and community needs using credit, noncredit, and not-for-credit/contract education.
- Use labor market data for initial program planning, approval, and continuation of decision making.
- Continue to support awareness and marketing of aligned K-12 and College CTE programs and guided pathways that lead to quality jobs.

## 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 Workforce and Economic Development unit serves the communities within the KCCD service area (community stakeholders, students and potential students of all ages) by working with KCCD faculty, deans, and other administrators, P-16 teachers, faculty, administrators, and workforce development agencies. The unit's purpose supports the KCCD district mission as detailed in its goals and outcomes (sections 2-5). The unit's purposes are to:

- Manage, coordinate, and provide leadership for the district's workforce and economic development programs
- Maximize career technical education opportunities for students by facilitating program development and implementation, collaboration with regional workforce partners, and supporting marketing and promotion of career education and economic development throughout the district and region
- 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
- 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 employer's needs
- Facilitate strategic planning regarding districtwide-career education
- 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/PERKIN VB, and coordinate articulation and dual enrollment agreement
- Coordinate with college administrators and faculty to evaluate student and program outcomes using available career education data
- 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.

## Section One: Unit Overview Section One: Unit Overview (continued)

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

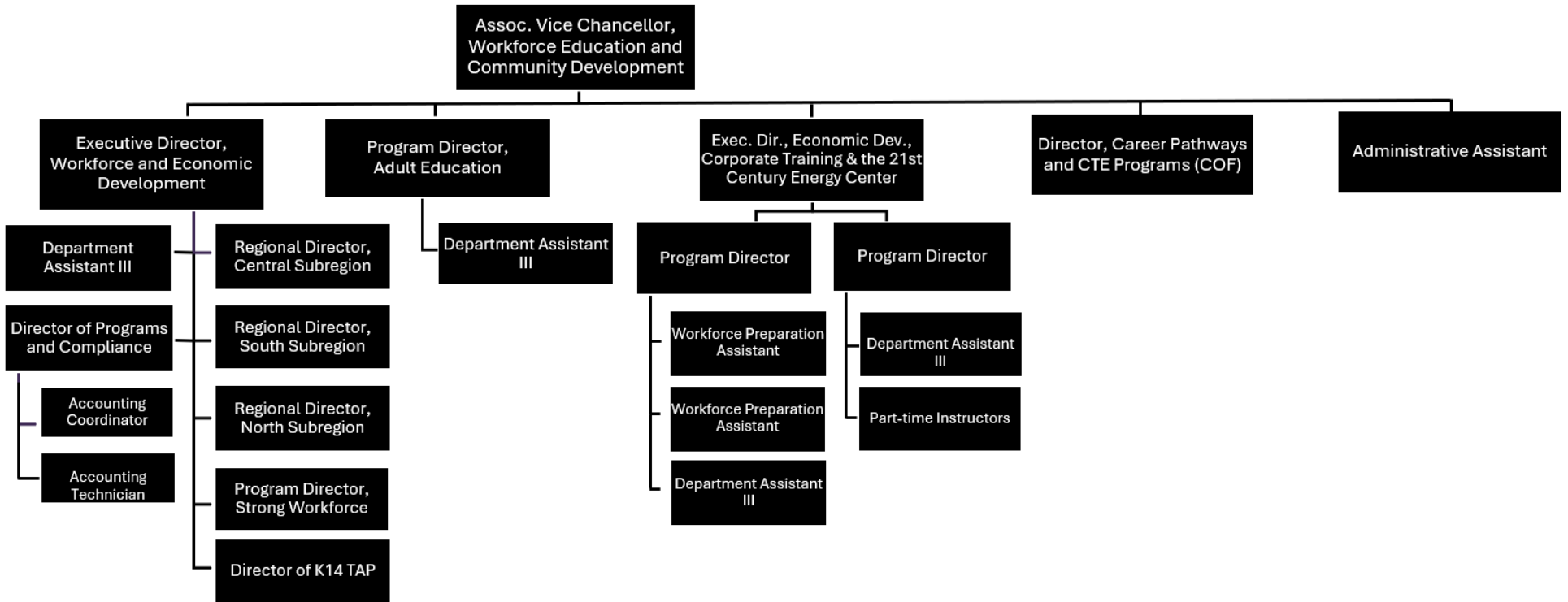
The unit supports the colleges in achieving their missions and efforts to improve student learning and achievement by addressing the goals of the CCC Chancellor's Office Vision for Success framework, the metrics of the Student Centered Funding Formula, and the CCC's mission to develop a strong workforce. 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 college's efforts to achieve their mission and improve student learning and achievement.

- Support the colleges to maximize innovative and promising practice models to increase student learning and achievement.
- 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.
- Entrepreneurial initiatives, apprenticeships, work-based learning opportunities, and student-centered planning.
  - Strengthen the college's connections to essential educational pathway partners, industry, career and other economic development stakeholders.
  - 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.
  - 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.
  - 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.
  - 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.
  - Support and promote the college's 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.
  - Provide oversight, staff support, technical support, resources, and coordination of Kern County's Adult Education Consortium, including dedicated support to college efforts.
  - 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 21<sup>st</sup> century workplace, including dedicated support to college efforts.
  - Lead district partnership with Workforce Development Board (WDB). Serve on WDB, manage district CalJobs account (the system that WDBs use to determine the eligibility of classes and training for individual training account reimbursement).
  - Represent the district to employers, industry associations, economic development agencies, community-based organizations, unions, and other economic and workforce development stakeholders.

**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.

| <b>Position</b>   | <b>Primary Functions/Processes</b>   | <b>Supplemental Functions/Processes</b>  | <b>Additional notes</b> |
|---|--|--|-------------------------|
| Associate Vice Chancellor, Economic and Workforce Development | Provides overall leadership in 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. | Vacant                  |
| Executive Director, Economic and Workforce Development        | Serve as Regional Chair for the Central Valley Mother Load Regional Consortium.  | Coordinate CVML meetings, ensure disbursement of funds to the consortium members, and oversee accounting to track expenses through the consortium.   |                         |
| Program Director, Adult Education                             | Serves as the coordinator for the Kern CCD Adult Education Consortium.   | Oversee CAEP, ELL Healthcare Pathways, and other grants that support the work of the consortium.   | Vacant                  |

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| Executive Director, Economic Dev., Corporate Training & the 21st Century Energy Center | Lead the district's efforts in not-for-credit education, including corporate education and the 21 <sup>st</sup> Century Energy Center.   |   |  |
| Administrative Assistant   | Supports the Associate Vice Chancellor of Workforce & Economic Development   | Monitor and process expenditures and budget accounts. Coordinate and take minutes for a variety of meetings.  |  |
| Program Director, Strong Workforce Programs (COF)                                      | Provide project leadership and facilitation with deans, faculty, staff, and administrators and the Strong Workforce Program Steering Committee and Workgroup to develop and submit the annual program plan and budget. Identify opportunities for innovative processes to provide ideas to assist in collaboration of project planning. Project management to assist in planning and overseeing a project from its launch through completion to ensure projects are completed on schedule, within budget, and with the desired outcomes. | Monitors Strong Workforce projects for compliance and appropriate utilization of Regional Strong Workforce funds, tracks encumbrances and expenditures. Works with internal parties in producing, and providing a variety of comprehensive, accurate and specialized program reports. Administer programmatic platforms to integrate data sources in a streamlined platform to facilitate data collection, benchmark goals and objectives for project management. |  |
| Director, California Adult Education Program (COF)                                     | 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.  |  |
| Program Manager, Energy and Workforce Development (COF)                                | Conduct and manage activities related to workforce skills in an assigned industries, sectors or subject area.  | Provide oversight, initiative development, project management, resource development and partnership building in assigned discipline area. Strategically position KCCD for advancement and growth in the assigned discipline or sector.  |  |



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|---|---|--|------------------------|
| <p>Regional Directors of Employee Engagement - (Central Valley Mother Lode Regional Consortium-COF)</p> | <p>The Regional Director of Employer Engagement supports the Central Valley Mother Lode Regional Consortium with broad accountability for planning, directing and evaluating assigned functions associated with maintaining quality workforce development, academic and student services programs.</p>  | <p>The Regional Director (RD) of Employer Engagement serves both the 15 colleges in the CVML Regional Consortium and one of the sub-regions within the Consortium— North, Central, and South—to facilitate higher performance levels in achieving the Strong Workforce Program metrics &amp; Vision for Success goals.</p>   | <p>Three positions</p> |
| <p>Director, K14 Technical Assistance Provider (COF)</p>  | <p>Provide regional leadership in the development, administration, and organization of Pathway Improvement initiatives for Career Technical Education Incentive Grants (CTEIG) for K-12 and intersegmental partnerships in the K12 Strong Workforce Program (K12 SWP). The TAP develops key relationships between CTEIG and K12 SWP partners and stakeholders, which include leaders and representatives from the region’s local education agencies (LEAs), community colleges and community college districts, professional organizations, and local business community.</p> | <p>Collaborate with K12 SWP partners to develop a regional technical assistance plan, utilizing needs assessment and diagnostic tools focused on career education and early college credit, aligned with guided pathways and regional economic priorities. The regional technical assistance plan will integrate K12 pathway improvement initiatives and work activities for K12 Pathway Coordinators and be situated within the larger regional plan for each Regional Consortia.</p> | <p>Vacant</p>          |
| <p>Accounting Coordinator, Central Valley/Mother Lode Regional Consortium (COF)</p>                     | <p>Under the direction of an assigned manager, serves as lead worker over accounting, maintenance and preparation of accounting and financial records and/or independently performs a variety of the most complex accounting and financial transactions and reporting.</p>  | <p>Prepare financial and statistical reports for audit preparation, administrative decision support, state and federal reporting. Plan, prioritize, coordinate activities within projects; communicate with a variety of district, county, state and federal offices and agencies regarding specially funded programs.</p>   |                        |

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| <p>Department Assistant III, Central/Mother Lode Regional consortium (COF)</p> | <p>Provide a variety of complex and confidential clerical and secretarial services to college administrators, faculty and staff; to provide information to the faculty, staff, students and public; to provide complex staff assistance to departments.</p> | <p>Perform general secretarial and clerical work; schedule appointments and process personnel information; monitor, order, distribute and maintain office supplies; order textbooks; maintain and troubleshoot new equipment; receive and sort mail.</p>   |   |
| <p>Director, Career Pathways and CTE Programs (COF)</p>                        | <p>Provide leadership and support for the coordination, planning, and fiscal integrity of Career Education and Adult Education programs and initiatives.</p>  | <p>Provide oversight, initiative development, project management, resource development and partnership building in assigned discipline area. Strategically position KCCD for advancement and growth in the assigned discipline or sector. Provide technical assistance, fiscal compliance, and project management support for CTE, Adult Education, and other Career Education programming. Participate in meetings and conferences related to the assigned programs, coordinate projects, develop and complete reports as needed.</p> | <p>Facilitate planning for career education programs; manage course articulation agreements; support all work force development programs.</p> |

## 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.)

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

| Administrative Unit Outcomes (AUOs)   | Strategic Plan Alignment | Review Period | Method of Assessment   | Criteria for determining success in service provided  |
|---|--------------------------|---------------|--|---|
| 1. Workforce and Economic Development (WED) 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    | 2025-2026     | 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. | Continuing 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. WED 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    | 2025-2026     | 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. WED facilitates vision, mission and decision making through oversight, technical assistance and compliance support for CTE program reviews & regional projects and program planning.   | Goals 1, 2, 3, 4, & 5    | 2025-2026     | 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.   |
| 4. Workforce and Economic 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       | 2025-2026     | Evidence includes: K12 College/Career Indicator (CCI) dashboard data, California Department of Education, Perkins Pathways Adult Education data, and state longitudinal database.  | The number of students successfully completing aligned high school to college and adult to college pathways will increase.  |
| 5. Incumbent, under-employed and unemployed workers are trained.  | Goal 4                   | 2025-2026     | Review of training evaluations and billing records.  | The total number of training hours will increase over the next academic year.   |

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|--|--------------------|-----------|--|--|
| 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        | 2025-2026 | 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        | 2025-2026 | 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 connect with college representatives and adult education providers in the consortium to support the development of dual enrollment courses and effective pathways to college and careers. | Goals 1, 3, 4, & 5 | 2025-2026 | Development of workgroups with college and adult school faculty and staff to begin the process of creating dual-enrollment courses at adult schools. Working with colleges, adult schools, and IR to develop effective measurements of student transitions to college and career.  | Student transitions from adult school to college will increase   |

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

**Administrative Unit Outcome (AUO) #1** - Ongoing

**Administrative Unit Outcome (AUO) #2:** Partially met and ongoing

**Administrative Unit Outcome (AUO) #3:** Ongoing

**Administrative Unit Outcome (AUO) #4:** Partially met and ongoing

**Administrative Unit Outcome (AUO) #5:** Partially met and ongoing

**Administrative Unit Outcome (AUO) #6:** Ongoing

**Administrative Unit Outcome (AUO) #7:** Ongoing

**Administrative Unit Outcome (AUO) #8:** Ongoing

**Section Three: Key Performance Indicators (KPI s)**

a) List the KPI's 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)  | 2021-22  | 2022-23  | 2023-24                             |
|--|--|--|-------------------------------------|
| 1. Number of PERKINS V Core Indicator outcome gaps greater than 10%  | BC: 1<br>CC: 4<br>PC: 1<br>Total: 6                  | BC: 1<br>CC: 3<br>PC: 2<br>Total: 6                  | BC: 1<br>CC: 3<br>PC: 2<br>Total: 6 |
| 2. Students Who Earned a Degree or Certificate or Attained Apprenticeship Journey Status   | Total CTE Awards: 3,413                              | Total CTE Awards: 3,047                              | Total CTE Awards: 3,435             |
| 3. Participation in local, regional, state and national CTE and WED organizations, ad hoc committees, task forces, conferences, meetings, and related leadership opportunities.  | 47   | 56   | 56                                  |
| 4. Number of contract training hours provided  | 35,057   | 47,415   | 42,686                              |
| 5. Number of students who completed a contract education or not-for-credit program<br>21 <sup>st</sup> Century Energy Center<br>California Compliance School<br>Customized and Corporate Training (Contract Education) | 3656   | 6649   | 2252                                |
| 6. 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.                                    | Total funding: \$94,175,897<br>Number of grants: 103 | Total funding: \$110,606,831<br>Number of grants: 61 |                                     |
| 7. Number of meetings with campus deans and other CTE faculty. Leadership and staff in support of CTE programming and student outcomes.  | 76   | 81   | 86                                  |
| 8. Number of meetings with CTE deans   | 12   | 12   | 12                                  |
| 9. Adult Education Students (Unduplicated), 1 hour of instruction [Consortium totals]  | 6370   | 7154   | 8528                                |
| 10. Adult Education Students (Unduplicated), 12 hours of instruction [Consortium totals]   | 4550   | 4938   | 6050                                |

**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?**

Leadership in the Workforce and Economic Development unit transitioned from an Associate Vice Chancellor to a Vice Chancellor two years ago. With the retirement of the Vice Chancellor (announced in August 2024), the unit has moved back into the Department of Educational Services and will be led by an Associate Vice Chancellor of Workforce Education and Community Development. The Associate Vice Chancellor position is currently filled in an interim capacity with an intent to fill the position permanently by July 1, 2025. The vacancy has diminished the unit's ability to support district-wide efforts in workforce education, economic development, and career and technical education.

## 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 groups (besides ones of the colleges) requesting accomplishment of this goal. (Include supporting documentation.)                                   |
|--|---|--|--|---|---|
| 1. Provide professional development that creates engagement, inclusion and meaningful involvement of all stakeholders in the E&WD process. Including topics related to critical local and regional sector and workforce needs. | Goal 1 – Maximize Student Success   | <input type="checkbox"/> Completed: _____ (Date)<br><input type="checkbox"/> Revised: _____ (Date)<br><input checked="" type="checkbox"/> Ongoing: | Deans' meeting and professional development event agendas and attendance records, or records of individual meetings, Scheduled Counselor's Conference cancelled due to COVID restrictions. Other prof. development continued via web-based applications. | Bakersfield College (BC) Cerro Coso Community College (CCCC), and Porterville College (PC).                                     | Educational Services and 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 type="checkbox"/> Completed: _____ (Date)<br><input type="checkbox"/> Revised: _____ (Date)<br><input checked="" type="checkbox"/> Ongoing: | Make presentations, and organize conferences, seminars and meetings. Staff members served as presenters at prominent CTE and Adult ED conferences. Dual Enrollment efforts will primarily continue under new leadership.                                 | Bakersfield College (BC) Cerro Coso Community College (CCCC), and Porterville College (PC).                                     | Adult Education presentations in partnership with local WIB, Adult Ed leaders. conference; offered webinars on career pathways, postsecondary transition. |



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| <p>3. Implement external and internal data collection, reporting systems, and process improvements:<br/>         CCCApply Non-Credit application: Adult Education: TOPS PRO and CCCC MIS data, Articulation: CATEMA - Banner interface, Dual Enrollment: DualEnroll.com, Perkins: Core Indicator reporting, and Strong Workforce metrics</p> | <p>Goal 1 – Maximize Student Success<br/><br/>         Goal 5 – Strengthen Organizational Effectiveness</p> | <p><input type="checkbox"/> Completed: _____ (Date)<br/> <input type="checkbox"/> Revised: _____ (Date)<br/> <input checked="" type="checkbox"/> Ongoing:</p> | <p>Provide institutional support for internal data collection systems that are aligned with state data systems. Support research and planning for Program reviews.<br/>         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 CCCC MIS college dataset upload.</p> | <p>Adult Ed: Worked with IR, CCCC, PC, and BC.<br/><br/>         KCCD IR worked with IT to develop a streamlined and automated report and transcription process.<br/><br/>         BC has implemented DualEnroll.com. Application now being implemented districtwide. Ongoing support for full implementation under new leadership</p> | <p>Kern (CCD) AE Consortium, 21<sup>st</sup> Century Energy Center, Educational Services and Student Success</p>   |
| <p>4. Enhance Contract Education: Monthly P&amp;L assessments; expansion of college contract education portfolios.<br/>         2022-24 goal: Increase in contract education training hours by 20%.</p>  | <p>Goal 5 – Strengthen Organizational Effectiveness</p>   | <p><input type="checkbox"/> Completed: _____ (Date)<br/> <input type="checkbox"/> Revised: _____ (Date)<br/> <input checked="" type="checkbox"/> Ongoing:</p> | <p>Monthly profit and loss statements have been created and utilized.<br/><br/>         2022-24 goal: Increase in contract education training hours by 20%.</p>  | <p>Bakersfield College, Cerro Coso Community College, and Porterville College</p>  | <p>We continue to partner with the Bishop Paiute Tribe, and Walmart Distribution Our industry partners continued to request training from the California Compliance Center, and we met the need.</p> |
| <p>5. Support colleges' improvement of Perkins Core Indicators.</p>  | <p>Goal 5 – Strengthen Organizational Effectiveness</p>   | <p><input type="checkbox"/> Completed: _____ (Date)<br/> <input type="checkbox"/> Revised: _____ (Date)<br/> <input checked="" type="checkbox"/> Ongoing:</p> | <p>Reform of Perkins Program Review and Planning Processes on campuses; Increased timely institutional research data District moved from 9 to 4 Core Indicators missing the metric by 10% or more.</p>   | <p>Bakersfield College, Cerro Coso Community College, and Porterville College.</p>   | <p>California Community College Chancellors' Office (CCCCO) and the U.S. Department of Education.</p>  |

## 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 KCCCD Strategic Plan will be advanced upon completion of this goal?  | Status Update — Progress on goal- Action Plan -  | Colleges requesting accomplishment of this goal or colleges' planning indicating this need. (Include supporting documentation.)   |
|---|---|--|---|
| 1. Increase total number of adult students served in the Kern Adult Education Program Consortium by 8% annually                             | Strategic goal #2 – Ensure student access   | Review adult students served numbers at each Kern Adult Education Consortium Board meeting.  | Kern Adult Education Consortium   |
| 2. Support colleges' improvement of meeting Vision for Success Goals  | Goal 1 – Maximize Student Success<br>Goal 2 – Ensure Student Access<br>Goal 4 – Reduce Equity Gaps<br>Goal 5 – Strengthen Organizational Effectiveness. | Use Institutional Research data to conduct targeted advertising campaigns and outreach/recruitment among hard-to-reach populations to optimize enrollment in non-credit and credit CTE programs.<br><br>Increase non-credit offerings by 15% annually between 2022-2024.   | California Community College Chancellors' Office (CCCCO) and the U.S. Department of Education.  |
| 3. Lead and facilitate regional consortium efforts to reach and surpass student instructional and workforce development goals and outcomes. | Goal 1 – Maximize Student Success<br>Goal 2 – Ensure Student Access<br>Goal 4 – Reduce Equity Gaps<br>Goal 5 – Strengthen Organizational Effectiveness. | 2022-2024: Develop baseline, planning and evaluation of success in meeting regional goal: <ul style="list-style-type: none"> <li>• Students who earned 9 or more career education units in a Single Year</li> <li>• Students enrolled in apprenticeships</li> <li>• Students who complete a certificate, degree, job skill, or apprenticeship</li> </ul> | California Community College Chancellors' Office (CCCCO) and the Central Valley Mother Lode Regional Consortium. Academic Senate for California Community Colleges CTE Leadership Committee |

|   |   |   |  |
|---|---|---|--|
| 4. Assist colleges and District Office with progress on achieving equity goals. | Goal 1 – Maximize Student Success<br>Goal 2 – Ensure Student Access<br>Goal 4 – Reduce Equity Gaps<br>Goal 5 – Strengthen Organizational Effectiveness. | Use Institutional Research data to conduct targeted advertising campaigns and outreach/recruitment among hard-to-reach populations, including adult-ed students and parents of students to optimize enrollment in non-credit and credit CTE programs. | California Community College Chancellors’ Office (CCCCO) and the U.S. Department of Education. |
|---|---|---|--|

**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   |  |
|---|---|--|
| <b>Staffing</b><br>(list current staffing levels) | <ul style="list-style-type: none"> <li>• 1.0 FTE Associate Vice Chancellor; 8.0 FTE Dean, Directors, Program Managers, or TAPs;</li> <li>• 1.0 Institutional Research Analyst; 1.0 FTE Administrative Assistant;</li> <li>• 2.0 FTE Department Assistant III; 2.0 FTE Workforce Assistant (Excludes temporary labor)</li> </ul> |  |
| <b>Technology / Equipment</b>                     | <ul style="list-style-type: none"> <li>• EMSI, CATEMA, and standard office and classroom equipment e.g., desktop and laptop computers, projectors, and copiers.</li> </ul>  |  |
| <b>Space / Facilities</b>                         | <ul style="list-style-type: none"> <li>• 6,926 sq. ft. 1<sup>st</sup> floor &amp; 1,378 sq. ft. sq. ft. 2<sup>nd</sup> floor Total sq. ft. = 8,304 sq. ft. [No change; corrected prior estimate.]</li> </ul>  |  |
| <b>Budget (Unrestricted) Total</b>                | <b>\$440,875.97 (Current)</b>   | <b>\$ 804,546 (proposed)</b>                                       |
| 1000 (Academic Salaries)                          | \$228,236.72  | \$241,000  |
| 2000 (Classified Salaries)                        | \$50,102.01   | \$ 92,765 (Proposed -Director Economic Mobility (Grade G, step 2)) |
| 3000 (Employee Benefits)                          | \$139,087.24  | \$ 273,907   |
| 4000 (Supplies & Materials)                       | \$1,450.00  | \$ 40,000  |
| 5000 (Operating Expenses and Services)            | \$18,000.00   | \$ 30,000  |
| 6000 (Capital Outlay)                             | \$3,000.00  |  |
| 7000 (Other Outgo)                                | \$1,000.00  |  |

|   |  |                         |
|---|--|-------------------------|
| <b>Budget (Restricted) Total</b>            | <b>\$ 8,368,409</b>  | <b>\$ 8,368,409</b>     |
|   | CAEP/AEBG 24-25 (\$1,046,802)  |                         |
|   | SWP K-12   | \$104,381,563.02        |
|   | SWP College  | \$54,271.601            |
|   | Employer Engagement  | \$4,616,616             |
|   | Perkins/RCC Funds  | \$1,004,062.50          |
|   | CERF Funds   | \$18,000,000            |
|   | <b>Total</b>   | <b>\$128,056,513.12</b> |
|   | California Energy Commission Zero Emission Vehicle Workforce Pilot 6/27/22 – 5/30/25 \$490,237<br>California Workforce Development Board – High Road Training Partnership Resilient Workforce Fund (Energy) 7/1/23 – 3/30/26 \$2,493,267<br>US Department of Energy Vehicle Technologies Office 11/1/23 – 10/31/26 (on 11/9/23 Board Agenda) \$847,404<br>US Department of Energy Solar Energy Technologies Office approx. 12/1/23 -11/30/26 (awaiting final contract) \$1,000,000<br><br>Employment Training Panel CCCF ET22-0180 12/20/21- 3/30/24 \$988,654<br>Employment Training Panel Workplace Literacy 7/24/23 – 7/23/25 \$190,836<br>Employment Training Panel Core ET24-0102 7/24/23 – 7/23/25 \$583,543<br>Employment Training Panel Healthcare Workforce Advancement 7/24/23 – 7/23/27 \$749,000 |                         |
|   | CAEP: 22/23 – \$1,482,101<br>23/24 - \$1,602,595<br>24/24 - \$1,046,802<br><br>ELL Healthcare Pathways: \$610,802<br><br>Perkin’s Reserve Innovation Grant: 22/23 - \$300,000<br>23/24 – Most like \$300,000   |                         |
| <b>Budget (Contract/Community Ed) Total</b> | <b>\$8,754,158</b>   | <b>\$ 9,172,955</b>     |

## 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<br>(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 from your unit. (Leave blank if no college requests the new resource.)  | Rank |
|---|---|---|---|------|
| <b>Positions:</b><br><i>Discuss the impact new and/or replacement management and/or staff will have on your unit's service to the colleges.</i>   | <input checked="" type="checkbox"/> 1. Classified Staff<br><input type="checkbox"/> 2. Administrator                        | The CVML Regional Chair (Exec. Director of Workforce and Economic Development) is currently supported by a Department Assistant III; however, the work needed more closely aligns with the role of an administrative assistant. The request is to transition the DA III position to an administrative assistant. The change would require an increase in salary and benefits, all of which is covered by the grant funds supporting the CVML Regional Consortium. |   | 1    |
| <b>Professional Development:</b><br><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<br><input type="checkbox"/> 2. Attend Professional Development | The unit plans to provide professional development for faculty, staff, industry, and others as appropriate. Topics will vary but will largely focus on closing the employment and skill gaps through strategic interventions that better prepare our current and future workforce for success. The staff attend an array of industry-related conferences as both presenters and attendees.  | Members of the team work with all colleges to provide support, resources and professional development as needed.<br><br>CCCAOE is an example of a semi-annual conference attended in partnership with representatives from all 3 colleges |      |

|   |  |  |  |  |
|---|--|--|--|--|
| <p><b>Facilities:</b><br/>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.</p> | <input type="checkbox"/> 1. Space Allocation<br><input type="checkbox"/> 2. Renovation<br><input type="checkbox"/> 3. Furniture<br><input type="checkbox"/> 4. Other<br><input type="checkbox"/> 5. Beyond Routine Maintenance |  |  |  |
| <p><b>Technology:</b><br/>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.</p>         | <input type="checkbox"/> 1. Replacement Technology<br><input type="checkbox"/> 2. New Technology<br><input type="checkbox"/> 3. Software<br><input type="checkbox"/> 4. Other: _____   |  |  |  |
| <p><b>Other Equipment:</b><br/>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.</p>  | <input type="checkbox"/> 1. Replacement<br><input type="checkbox"/> 2. New<br><input type="checkbox"/> 3. Other: _____   |  |  |  |
| <p><b>Total cost of resource needs over and above current budget allocation:</b></p>  |  |  | <p>\$ 0 cost to the district, grant-funded</p> |  |

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 this Administrative Unit Review, the WED district unit has documented the operational responsibilities and functions of the unit from those of the colleges. The goal of the unit is to consistently adhere to this practice. The new Associate Vice Chancellor, once identified, will be instrumental in shaping the efforts of the WED unit over the next few years. The unit ensures that the colleges have received effective and adequate unit provided services to support the colleges in achieving their missions. Where the WED 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 a part of the District's regular documentation of its evaluation of the district unit and college role delineations, governance and decision-making process 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).

