



West Hills Community College AB86 Consortium

Final Plan

West Hills College Coalinga

West Hills College Lemoore

Reef-Sunset Unified School District

Coalinga-Huron Unified School District

Riverdale Joint Unified School District

Firebaugh-Las Deltas Unified School District

Mendota Unified School District

Golden Plains Unified School District

Crossroads Charter Academy

Hanover Research

King County Job Training

Fresno County WIB

Hanford Joint Union High School District

Lemoore Union High School District

Stuart Van Horn
AB86 Project Director

David Castillo
AB86 Project Coordinator

Table of Contents

Overview of Consortium	2
Objective 1	16
Objective 2	20
Objective 3	26
Objective 4	31
Objective 5	35
Objective 6	47
Objective 7	52

Overview

The West Hills Community College District (WHCCD) spans across 3,464 square miles on the west side of the San Joaquin Valley. This large region has varied needs as the strengths and educational requirements of each area changes vastly across our district. This means communication with members and partners of this leadership team has to be consistent, effective, and relevant to each of the members and partners of this AB86 consortium. Specific members and partners were sought out and engaged to ensure each of the educational areas in this vast region was represented.

Consortium Members include the following local school districts: Reef Sunset Unified School District, Firebaugh Las Deltas Unified School District, Coalinga Huron Unified School District, Riverdale Joint Union School District, Mendota Unified School District, Golden Plains Unified School District, and Crossroads Charter Academy. In addition to the membership schools, **regional partner** organizations representing a diverse group include: Hanover Research, Kings County Job Training Office, Fresno County Workforce Investment Board, Lemoore Union High School District and Hanford Joint Union High School District. This regional collaborative has a very diverse knowledge base, extensive experience in their field, and is part of an intensive leadership team.

Communication linkages between the different entities has been an integral part of identifying current educational and CTE status levels and this in turn has been the basis of this team identifying the needs and gaps we as educational institutions should provide. In some instances, establishing a culture of communication among disparate entities was challenging, especially at the beginning of the alliance. Conference calls and meetings at secondary school sites have energized the team towards a vision of seamless pathways between K-12 and community college efforts and productive and available adult education courses and trainings. Building sequential pathways, building articulations, expanding dual enrollments, disseminating information on registration, targeted early registration, timely placement testing, financial aid, direct ties to business and industry, and other services have been key conversations toward improving the current status quo that hinders our education system. Moving forward, this consortium will strive to ensure that mechanisms are in place to effectively measure progress, quantify results, and institute changes to continuously improve and enhance all educational and workforce skill building services in the region.

Organizational Structure:

Dr. Stuart Van Horn, Vice Chancellor of Educational Services and Workforce Development at West Hills Community College District (WHCCD), is project director for this consortium. His vast experience in community college level education and career technical education (CTE) aligns perfectly with AB86 objectives. David Castillo, Director of Special Grant Programs is the project coordinator. David brings with him 25 plus years of business and management experience, high school CTE teacher experience, Tech Prep director, and focused adult CTE and workforce development history. Each of the member and partner institutions has assigned a co-chair that again is part of this leadership team. This group from each involved entity helps to lead the consortium of members and partners and ensures all are part of the decision making process, planning, development and implementation of revised target areas and/or identified gaps is addressed. Additionally, member and partner co-chairs supported by the project director and coordinator have comprised sub committees to address five different program areas including: 1) Elementary and secondary basic skills, including high school equivalency, articulations, and dual enrollment; 2) Courses for immigrants including ESL and basic skills; 3) Education programs for adults with disabilities; 4) Short term career technical education and skill set building; and 5) Apprenticeship programs.

The sub-committee(s) leadership teams ensure that each of the AB86 objectives continue to be addressed and any restructuring be in a format to provide clear seamless transitions from high school to community college and/or directly to employment for those from high school and the same for adult education sites to community college advanced level academics and career trainings. Likewise, restructured formats for adult learners that cultivate new, unique pathways of collaboration will offer more focus on contextualized basic skills and pathways with multiple exits points to address short and long term employment and career goals.

Decision-Making:

Both member and partner organizations are involved in the planning and process development. Partners each significantly contributes knowledge, experience, local school related and community feedback, and additional research and data to voting members that ensure all decision making is based upon current and relevant information. All members will continue to hold equal voting rights to ensure the decision making process continues on an equal basis. Having several involved entities requires building and keeping strong relationships between all. With this in mind, holding face to face meetings at alternating locations of members and partners ensures all contribute and have better ties and buy-in with overall goals and objectives.

Decisions were made when information and relevant data was available; all participating entities contribute to discussions while representing their areas. Additionally, Hanover Research has contributed significant research data and made available three detailed reports allowing decisions to be made with all relevant information at hand. Hanover has a historically proven track record of collaborating with over 500 community colleges, universities, school districts, state agencies and educational service providers across the U.S. To date, for our AB86 Consortium, they developed a work plan, have researched current trends in adult education, researched regional market for adult education offerings, and summarized much of our information relating to all the Objectives. All Hanover research reports are included in this update.

Teacher and Faculty Involvement:

We have learned much over since this planning grant has been implemented. One of the hardest and most challenging items was getting teacher and faculty involvement during conference calls and/or at consortium meetings. This was identified as a concern when the initial program began, but was noted that two administrators that attended consistently were also instructors. That being said, many discussions have taken place at each of the schools with the outcomes being brought forth and voiced through attending administrators. We are very confident all partners are well prepared and have buy-in from all involved including all teachers, faculty, and administration. The planning term has proven very valuable in preparation for implementation!

Shared Leadership and Communication:

Every member contributes to discussions adding depth and richness to the collaborative planning process. Most are involved in leading sub-committee(s) to address all AB86 objectives. Additionally, they also lead their site specific staff and administrative teams in researching and defining subject content areas and skills needed for transitioning K-12 students and adults in their area of this physically large region. Currently, WHCCD maintains such relationships with all local area school districts, seven as members and two as partners. Going forward, plans are:

- Meeting monthly to discuss programs that focus on adult education and its advancement.
- Planning for ongoing opportunities for adult education instructors to engage in professional development.
- Exploring best practice models with adult schools that seek to establish logical, legitimate pathways towards student attainment goals.

- Identifying articulations and dual-enrollment opportunities between district K-12 schools and the community college in for-credit offerings.
- Collaboration between district K-12 schools and the community college to optimize recruitment, registration, orientation, initial implementations, student services, and others.
- Initiating the sharing of curricula, lesson plans, best practices, and other strategies for the adult education implementation.

The WHCCD's collaborative relationships will continually inform for future planning—ensuring there are mechanisms in place to measure progress, quantify results, and institute changes that continue to improve and enhance all adult education services in the region. This open dialogue between Consortium members will allow for the most effective practices to be shared and disseminated at every level of adult education. Planning will also be augmented by new employer relationships, which will be sought out to address internships, pre-apprenticeships and additional information.

Partners:

Each of the regional partners in this consortium represents a diverse group and includes: Hanover Research, Kings County Job Training Office, Fresno County Workforce Investment Board, Lemoore Union High School District and Hanford Joint Union High School District. Partners each significantly contribute knowledge, experience, local school related and community feedback, and additional research and data to ensure all decision making is based upon current and relevant information.

Demographic Profile of Region:

Today the West Hills district (including members and partners) encompasses 3,464 square miles, including five counties: Fresno, Kings, Madera, Monterey and San Benito. The following cities are included in our service area:

- | | |
|------------------|----------------|
| ■ Armona | ■ Laton |
| ■ Avenal | ■ Lemoore |
| ■ Cantua Creek | ■ Mendota |
| ■ Coalinga | ■ Riverdale |
| ■ Firebaugh | ■ San Joaquin |
| ■ Hanford | ■ Stratford |
| ■ Huron | ■ Tranquillity |
| ■ Kettleman City | |

As a result of the substantial agricultural presence in the region, many of the more densely-populated areas within the West Hills Community College District service area are spread out among rural areas. Less populated areas often lack reliable public transportation to and from existing adult educational programs.

The district is a “minority-majority area,” whereby minority populations, primarily Hispanic/Latino individuals, comprise the numerical majority in the region. Unfortunately, much of this Hispanic/Latino population has English limited abilities. English as a second language is very common, figure 1 demonstrates how over half of the population speaks a language other than English at home. Additionally, many other languages are becoming more prevalent in this region; that percentage is also included in figure 1.

Figure 1: Language Spoken at Home for Kings County and Fresno County (West), 2012

AGE		ENGLISH	SPANISH	LANGUAGE OTHER THAN ENGLISH OR SPANISH
5-17		22,997	33,625	2,539
18-24		14,581	17,923	557
25-29		10,678	12,006	727
30-34		9,339	11,258	1,307
35-39		9,078	12,498	898
40-44		9,201	8,017	952
45-49		9,091	10,084	644
50-59		15,012	14,949	3,044
60 or Over		20,319	15,751	3,712
18-49	#	61,968	76,871	5,085
	%	44.6%	55.4%	3.7%
Total		120,296	136,111	14,380

Source: PUMS

Many of the laborious and supervisor agriculture related jobs simply require spoken English language skills of varying degrees depending on their job positions. Figure 2 below demonstrates the large disparity of the spoken English language that exists within our educational service area.

Figure 2: English Speaking Ability of the Residents of Kings County and Fresno County (West), 2012

AGE		SPEAKS ONLY ENGLISH	SPEAKS ENGLISH WELL OR VERY WELL	SPEAKS ENGLISH NOT WELL OR NOT AT ALL
5-17		22,997	34,538	1,626
18-24		14,581	16,133	2,347
25-29		10,678	10,182	2,551
30-34		9,339	7,210	5,355
35-39		9,078	5,717	7,679
40-44		9,201	3,457	5,512
45-49		9,091	5,630	5,098
50-59		15,012	8,890	9,103
60 or Over		20,319	9,639	9,824
18-49	#	61,968	48,329	28,542
	%	44.6%	34.8%	20.6%
Total		120,296	101,396	49,095

Source: PUMS

Trends in Immigrant Education

Since 1970, the percentage of the U.S. labor force that is composed of foreign born workers has grown considerably. By 2008, approximately one in six workers in the United States was an immigrant, and it is estimated that by 2030 that proportion will rise to one in five.^{1, 2} While many in this population are well educated, adult immigrants are almost three times more likely than their U.S.-born counterparts to have not completed secondary school. Even among college-educated immigrants, as many as one in four have limited proficiency in English.³ Thus, immigrants are an expanding market for adult education programs, and such programs play an essential role in helping immigrants integrate into their new communities.

It is often presumed that the key gap to immigrant integration into the United States is English language proficiency, and indeed that is true. Between 2000 and 2010, the number of individuals living in the United States who are classified as “Limited English Proficient (LEP)” grew by almost five million.⁴ Today, 23 million adults in the United States, including 2.9 million native-born Americans, have a limited ability to communicate in English.⁵ Individuals with low English proficiency can struggle in myriad ways, so a strong English education can be, in the words of researchers Sean Kennedy

¹ World Education. “Adult Education and Immigrant Integration: Networks for Integrating New Americans Theoretical Framework.” September 20, 2013. p. 6. https://iincs.ed.gov/publications/pdf/NINA_theoretical-framework.pdf

² “Fast Facts - The U.S. Immigrant Population: Demographics, Education, Labor Force, and the Economy.” Community College Consortium for Immigrant Education. <http://www.cccie.org/immigration-and-education-resources/higher-education-facts>

³ Community College Consortium for Immigrant Education, Op. cit.

⁴ Pandya, C. “Limited English Proficient Workers and the Workforce Investment Act: Challenges and Opportunities.” Migration Policy Institute, July 19, 2012. <http://www.migrationpolicy.org/article/limited-english-proficient-workers-and-workforce-investment-act-challenges-and-opportunities/>

⁵ Kennedy, S., and J. Walters. “Repairing the Nation’s Education System for Adult English Learners.” Lexington Institute, July 2013. p.3. <http://www.lexingtoninstitute.org/wp-content/uploads/2013/11/AdultELLpaperJuly13.pdf>

and John Walters, “the difference between holding down three low wage jobs or pursuing a career track position, enrolling in higher education, or simply communicating with physicians and teachers about their child’s well-being.”⁶

However, English language instruction is not a newcomer’s only educational need. Finding a job that pays a living wage and developing an understanding of the civic culture in which they now live is also important. In establishing guidelines for integrating adult immigrants into the United States, education and civil rights groups such as World Education and the National Partnership for New Americans call civic integration, economic mobility, and English language acquisition “the three pillars of integration.”⁷ These organizations suggest that the three goals of any successful immigrant education programs should be to:⁸

- Improve immigrants’ access to effective and innovative English language programs;
- Support immigrants on the path to citizenship; and
- Support immigrants’ career development through training and education.

Traditionally, educational institutions have tried to meet each of these goals independent of one another, often resulting in a lack of success for each. For example, the most robust available evidence indicates that most adult English as a Second Language (ESL) programs run by community colleges or K-12 school districts have struggled, marked by “high drop-out rates, low proficiency gains, and rigid barriers to participation and rapid language acquisition.”⁹ Most telling, statistics tracked by the Department of Education’s English Literacy program indicate that of the more than 1.2 million individuals who enrolled in adult ESL programs between 2007 and 2010, only about 40 percent showed any sign of improving their English language skills.

Numbers Tell the Story

Seventy percent (70%) of college students are first generation college students. Hispanics/Latinos are the dominant race/ethnicity within the service area. In 2010, Hispanics/Latinos were 78.86% of the service area population (49,483 persons), compared to 49.34% of the regional population (2,191,699 persons) and 37.62% statewide. The proportion of service area residents without a high school diploma is 53.89% (17,972 persons), far above the regional (Central Valley) proportion of 27.77% (723,547 persons). The proportion of service area population possessing a Bachelor’s

⁶ Ibid.

⁷ World Education, Op. cit., p. 15.

⁸ Bulleted list quoted verbatim from: Ibid., p. 8.

⁹ Kennedy and Walters, Op. cit.

degree is 3.36%, more than *three times less* than the region (11.32%). The median income (population age 25 and over) in the service area is \$20,289. The 2013-14 West Hills academic year demographics:

Ethnicity		
	N=	%
African-American	566	6.1%
American Indian/ Alaskan Native	62	0.7%
Asian/Filipino	637	6.9%
Hispanic	5,060	54.8%
Pacific Islander	32	0.3%
Two or More Races	234	2.5%
Unknown/Declined to State	311	3.4%
White Non-Hispanic	2,332	25.3%

Gender		
	N=	%
Female	5,405	58.5%
Male	3,683	39.9%
Unknown/DTS	146	1.6%

Economic Disadvantage*		
	N=	%
Economically Disadvantaged	6,005	65.0%
Not Economically Disadvantaged	3,229	35.0%

Age		
	N=	%
19 and under	3,099	33.6%
20-24	2,979	32.3%
25-29	1,239	13.4%
30-49	1,619	17.5%
50+	293	3.2%
Unknown/DTS	5	0.1%

Disability Status**		
	N=	%
DSPS	498	5.4%
Not DSPS	8,745	94.6%

Foster Youth***		
	N=	%
Foster Youth	127	1.4%
Not Foster Youth	9,107	98.6%

* Economic Disadvantaged status is based on Workforce Investment Act (WIA) status, Financial Aid Board of Governors waiver (BOGW) and Pell awards, CalWORKs participation, Vocational and Technical Education Act (VTEA) economically disadvantaged status.

** Disability Status is based on student participation in Disabled Student Programs and Services (DSPS) program

*** Foster youth status is based on Chafee Grant recipient, indicated a status as a foster youth or former foster youth on CCC Apply, and received priority registration status as a foster youth.

Often the San Joaquin Valley, non-academic factors drive non-completion of students; external commitments of students have a big impact on attendance. A West Hills College survey (Educational Master Plan, 2013-2018) indicated slightly more than seven of 10 students indicated they needed to spend more time working, 53% could not afford the \$46/unit tuition and 54% said they needed a break from school. Getting to

class is a challenge and students often struggle to create feasible schedules. Students cite lengthy commute times, work schedules change, and that family takes priority.

Common barriers to retention for Hispanic young adults, a population expected to double to 158,000 by 2060 in Kings County (Department of Finance, 2014), include high need for remediation (63.16%), limited financial resources (majority of Hispanic households earn less than \$25,000 annually), and hindered parental involvement (nearly 50% of Hispanic freshmen report too little parental involvement in choosing courses), compared to 24% of all community college freshmen statewide. Based on first-time students entering in fall 2012, 2013, and 2014, **63.16%** of 5,060 Latino/Hispanic students (nearly 60% of student population) required remediation in English and/or math.

Table 1: Assessment Status upon entering West Hills

	No Assessment	Incomplete Assessment	Below College Level (one or both subjects)	College Level
African-American	56.71%	3.29%	37.22%	2.78%
American Indian/ Alaskan Native	48.39%	3.23%	45.16%	3.23%
Asian	62.84%	7.10%	26.23%	3.83%
Filipino	36.84%	2.63%	45.39%	15.13%
Hispanic	27.04%	2.18%	63.16%	7.62%
Pacific Islander	25.00%	5.00%	70.00%	0.00%
Two or More Races	47.98%	2.31%	37.57%	12.14%
Unknown/Declined to State	31.48%	0.93%	59.26%	8.33%
White Non-Hispanic	44.95%	2.95%	40.36%	11.74%
Overall	35.58%	2.61%	53.40%	8.41%

Access to educational institutions is critical in our service area. Despite difficulties faced by our largest student population (Hispanic), the educational programs at West Hills College Lemoore (since its opening in 2002 and Accreditation in 2006), have significantly increased the share of workforce with a Bachelor's Degree or more (Table 2). When compared to Fresno County, the San Joaquin Valley, and statewide, the increase in Kings County is noteworthy.

Table 2: Impact of West Hills on increasing Bachelor's degrees

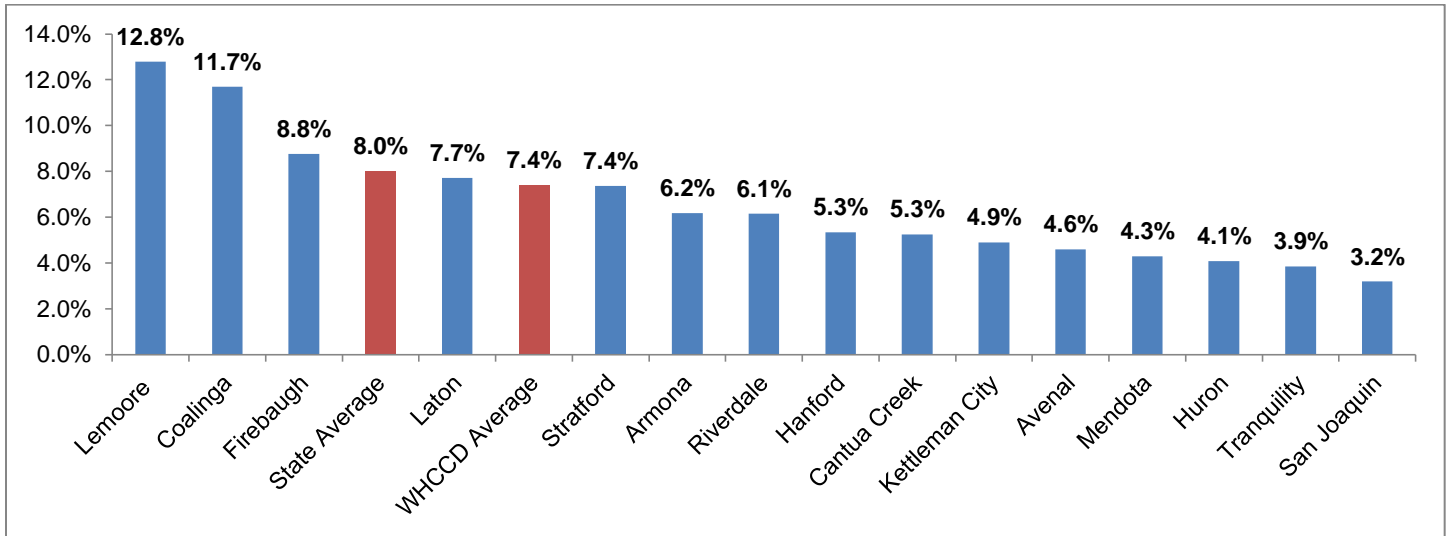
County	2006 share of families in poverty	2012 share of families in poverty	2005 share of workforce degree or more	2012 Share of workforce degree or more
Kings	15.7%	17.3%	10.8%	12.1%
Fresno	16.3%	24.1%	19.7%	18.6%
San Joaquin Valley	10.4%	14.7%	16.0%	16.3%
California	9.7%	12.9%	29.5%	30.9%

Source: Beacon Economics, 2014.

Findings from other studies reveal select institutional characteristics do in fact result in significantly different graduation rates for underrepresented students. A 2009 study found that success rates of underrepresented community college students increased when students had positive relationships and interactions with *institutional agents*. This study correlates with initial focus group findings of the West Hills College Achieving the Dream (ATD) initiative. Thus, partnering institutions (emphasizing secondary school sites) may coordinate informal classroom presentations in which representatives from colleges speak directly with Latino youth. Current Latino male students may be asked to share their college experiences through small group meetings or one-on-one mentoring roles. Several researchers have noted that students' expectations and aspirations are socially constructed through their interactions with institutional agents. Interactions also have important implications for students' sense of belonging and socialization. As such, campus visits may serve as instrumental opportunities for Latino youth to experience a campus environment firsthand with current Latino students as tour guides.

Adult participation in current offerings at West Hills Community College varies among the cities in the district. Unsurprisingly, cities with West Hills Community College campuses have the largest percentages of educational programs participants that are at levels above state averages, as shown below in Figure 3. However, many cities in the region have below state average participation rates, which may indicate that residents in these cities have difficulty accessing the programs offered at the community college.

Figure 3: Adult (18+) Participation Rates in West Hills Community College Programs by City, 2005-10



Source: West Hills Community College Website¹⁰

Economic Profile of Region

Living in the Region

- Home to 4.3 million people in 2010, by 2020 the region's population is projected to increase by more than one million, to total 5.4 million residents
- The region's labor force of 1.8 million workers includes about 317,000 unemployed (17.2%)
- Median household incomes range from \$42,300 (Merced) to \$61,600 (San Benito)
- Served by 15 community colleges and six adult schools
- Seventy-two percent (72%) of the adult population (18 or older) have completed high school, with 45% moving on to college

Across the state, regional economies are slowly improving. As new business or job gains are reported, they add not only to the economic wealth of a region but also signal an uptick in labor market momentum. A cautiously optimistic economic outlook for the San Joaquin Valley was expressed by study released by California State University, Fresno's Craig School of Business. While the study's authors expect the economy to expand slowly over the next three to six months, they concluded that firms with close

¹⁰ "Adult (18+) Participation Rates by City." West Hills Community College.
http://www.westhillscollege.com/district/about/planning_research/student_demographics/city_participation_rates.asp

ties to agriculture as well as businesses selling internationally will continue to lead the regional economy.

The Region at Work

In March 2011, the combined unemployment rate for the nine-county area was at 18% but in the last year it has decreased by 0.8 percentage points to 17.2%. In the same period, the labor force increased by 26,100 participants, adding that many more job seekers to the already competitive market. Overall, these are positive indicators, showing that employment is on the rise even as more adults enter the workforce.

Industry Spotlight: Agriculture

Agriculture employment accounts for more than 210,000 jobs in the Central Valley region. The outlook for employment shown below details anticipated declines in some sectors of agriculture and growth in others. This is not unexpected as employment figures are significantly affected by the seasonality of agriculture activities. Manufacturing and related industries and account for more than 111,000 jobs in the region. Through 2014, the largest job gains are projected for beverage, food, dairy and communications equipment manufacturing sectors. Smaller gains are expected in aerospace product and parts manufacturing, paint and adhesive manufacturing, motor vehicle parts manufacturing and commercial and service industry machinery manufacturing.

Career Opportunities

Within all agriculture sectors, the occupations listed below show potential for growth and, although many of those listed do not require formal education, work experience and on-the-job training are important hiring factors.

Largest growth

Maids and housekeeping cleaners, cashiers, cutting and slicing machine setters, operators and tenders, pest control workers, maintenance workers, sales and related workers, couriers and messengers, grounds maintenance workers, production, planning and expediting clerks, computer support specialists

Fastest growth

Production, planning, and expediting clerks, sales and related workers, computer support specialists, maintenance workers, grounds maintenance workers, cutting and slicing machine setters, operators and tenders, cashiers, conservation scientists, and dispatchers. Looking forward to 2016, industry employment projections estimate gains of as much as 4% or about 72,100 jobs.

Employment Projections by County

Figure 4 presents industry employment projects for Fresno County. High-volume, high growth jobs in this county include these industries:

- Educational services (25.1 percent projected growth),
- Health care and social assistance (23.7 percent projected growth); and
- Trade transportation and utilities (19.1 percent projected growth).

Figure 4: Fresno County Industry Employment Projections, 2010-2020

INDUSTRY	AVE. ANNUAL EMPLOYMENT		EMPLOYMENT CHANGE		EMPLOYMENT JUNE 2014
	2010	2020	2010	2020	
Total, All Industries	364,200	423,100	58,900	16.2%	377,000
Total Farm	46,000	49,400	3,400	7.4%	58,500
Total Nonfarm	279,500	331,100	51,600	18.5%	318,500
Goods Producing					37,800
Manufacturing	24,100	26,200	2,100	8.70%	22,900
Construction	12,000	18,700	6,700	55.80%	14,500
Mining and Logging	200	200	0	0.00%	400
Service Providing					280,700
Government	67,100	72,400	5,300	7.90%	67,400
Trade, Transportation & Utilities*	55,100	65,600	10,500	19.10%	63,300
Educational Services*	40,700	50,900	10,200	25.10%	58,900
Health Care and Social Assistance*	35,900	44,400	8,500	23.70%	54,200
Retail Trade	32,800	38,800	6,000	18.30%	36,200
Leisure & Hospitality	26,800	33,300	6,500	24.30%	30,100
Professional & Business Services	26,700	33,700	7,000	26.20%	33,000
Accommodation & Food Services	23,800	29,900	6,100	25.60%	26,100
Food Services & Drinking Places	21,500	27,000	5,500	25.60%	24,600
Ambulatory Health Care Services	14,400	18,300	3,900	27.10%	16,500
Financial Activities	13,400	14,800	1,400	10.40%	12,900
Wholesale Trade	11,500	14,100	2,600	22.60%	14,200
Transportation, Warehousing & Utilities	10,800	12,700	1,900	17.60%	12,900
Hospitals	10,300	11,800	1,500	14.60%	11,500
Other Services	10,000	11,500	1,500	15.00%	11,200
Transportation & Warehousing	8,900	10,500	1,600	18.00%	10,900
General Merchandise Stores	7,100	8,700	1,600	22.50%	7,700
Food & Beverage Stores	6,400	7,400	1,000	15.60%	7,500
Information	3,400	3,800	400	11.80%	3,900
Nursing & Residential Care Facilities	--	--	--	--	7,300
Social Assistance	--	--	--	--	18,900

Source: California Employment Development Department¹¹

*Higher employment numbers and above-average projected growth

¹¹ Data accessed through "LMI for Fresno County, California." California Employment Development Department.
<http://www.labormarketinfo.edd.ca.gov/county/fresno.html> ; "Projections of Employment by Industry and Occupation,"
Op. cit.

In Kings County, several industries have both high employment numbers and above-average projected growth, as shown in Figure 5. These include the following:

- Manufacturing (34.1 percent projected growth);
- Trade, transportation, and utilities (23.1 percent projected growth); and
- Education and health services (22.2 percent projected growth).

Figure 5: Kings County Industry Employment Projections, 2010-2020

INDUSTRY	AVE. ANNUAL EMPLOYMENT		EMPLOYMENT CHANGE		EMPLOYMENT JUNE 2014
	2010	2020	#	%	
Total All Industries	47,000	53,900	6,900	14.7%	43,700
Total Farm	6,600	7,100	500	7.6%	6,900
Total Nonfarm	35,600	41,800	6,200	17.4%	36,800
Goods Producing					4,900
Manufacturing*	4,100	5,500	1,400	34.10%	4,100
Mining, Logging, And Construction	900	1,100	200	22.20%	600
Service Providing					31,900
Government	15,000	16,000	1,000	6.7%	14,100
Trade, Transportation & Utilities*	5,200	6,400	1,200	23.1%	5,700
Educational & Health Services*	4,500	5,500	1,000	22.2%	5,800
Retail Trade	3,900	4,700	800	20.5%	4,100
Leisure & Hospitality	2,700	3,400	700	25.9%	3,200
Professional & Business Services	1,700	2,000	300	17.6%	1,400
Financial Activities	900	1,100	200	22.2%	900
Transportation, Warehousing & Utilities	800	1,100	300	37.5%	1,000
Wholesale Trade	500	600	100	20.0%	600
Other Services	500	600	100	20.0%	600
Information	200	200	0	0.0%	200

Source: California Employment Development Department¹²

*Higher employment numbers and above-average projected growth

¹² Data accessed through "LMI for Kings County, California." California Employment Development Department.
<http://www.labormarketinfo.edd.ca.gov/county/kings.html> ; "Projections of Employment by Industry and Occupation,"
California Development Department.
http://www.labormarketinfo.edd.ca.gov/LMID/Projections_of_Employment_by_Industry_and_Occupation.html

Objective 1

The amount of Adult Education opportunities has changed tremendously over the last several years for the worse. All members and partners recognize that adult education programs cannot be offered with funding limitations at their current status. Education providers, as a whole, are trying to provide the highest caliber of education possible on a successively restrictive budget. The attached Excel documents demonstrate the minimal amount of courses offered throughout this consortium's vast and sparse region, which spans over 80 miles from one educational provider to the next. It is important all understand this region has high poverty and great needs.

The Fresno, Modesto and Bakersfield-Delano areas are among the top five U.S. regions with the highest percentage of residents living below the poverty line. The valley's poverty rate is high even though its agricultural productivity is soaring. California is home to a \$35 billion agricultural industry and Fresno County produces more than \$5.6 billion in agricultural products. One-fourth of people in the county, compared to the state's one-sixth average, lived under the poverty line in 2011.

A few school sites have managed to continue offering limited numbers of classes; partner Hanford Adult School has experienced superior support and been able to provide most of the adult instruction in the region; the offerings are primarily for basic skills and some English as a Second Language (ESL). Limited further are courses for immigrants, those that impact the disabled population, and some limited short term Career Technical Education (CTE).

In addition to programs offered by consortium members, the Fresno County Public Library offers an Adult Literacy Program that provides one-on-one tutoring for individuals with low literacy skills. Proteus, Inc., an organization that provides job training, placement, and support services in the San Joaquin Central valley, also offers adult basic education programming and General Education Development (GED) courses.

Golden Hills Adult School in Avenal State Prison offers high school and GED programs, which are required of inmates who have not completed a high school diploma or equivalent. The school also offers basic skills for those individuals who are not yet prepared for secondary-level material.

Classes and Courses for Immigrants

Classes and courses for immigrants are available through the following providers:

- Hanford Adult School
- Firebaugh Adult School

According to the principal of Firebaugh Adult School, English as a second language (ESL) programs are in high demand because many adults in the region speak little or no English. Proteus, Inc. also offers ESL courses and citizenship preparation for immigrant adults. Also – in addition to its Adult Literacy Program – the Fresno County Library provides Conversation Circles for English language learners.

Adults with Disabilities

Of the consortium member and partner organizations that have completed the data tables, none report offering educational programs that are specifically intended for disabled students. Additional data collection and interviews with representatives in the region who service these populations may yield additional information for this section. In particular, the Central Valley Regional Center (CVRC) may help to identify current needs and offerings for individuals with developmental disabilities.

Short Term CTE Programs

Among the West Hills Regional Consortium members, only West Hills College and Hanford Adult School reports enrollment figures for short-term Career Technical Education (CTE) programs in the 2013-14 academic year.

Proteus, Inc., also appears to offer the following six CTE programs based on its website:

- Office Automation
- Forklift Certification
- Truck Driving
- Weatherization
- Photovoltaic “Solar” Design and Installation
- Energy Efficiency & Renewable Energy Technician

While these programs reflect the type of programming that stakeholders identify as important for the region, the information on Proteus programming is based on secondary research only and thus far no interviews have attested to the quality or quantity of this organization’s offerings.

Numerous CTE programs encompassing a variety of occupations are also offered through Regional Occupational Programs (ROPs) in both Kings and Fresno Counties. These programs, however, are offered to high school students as well.

Also, according to the principal at Golden Hills Adult School, vocational programs are by far the most popular for inmates at Avenal State Prison, and the school offers a variety of short-term CTE programming for these individuals.

Apprenticeships

The California Department of Industrial Relations (CDIR) identifies 117 committees that oversee apprenticeships in Kings and Fresno Counties. These apprenticeships are available for a variety of occupations that range from cosmetology to ironworking. However, according to a representative from the California Community Colleges Chancellor's Office, many of these programs **are not accessible** to residents in the West Hills Regional Consortium service area because the required coursework is offered in other counties. The representative also notes that many of the currently available apprenticeship programs are focused on construction, and there are few available jobs in the region for this sector.

Quality and Adequacy

Interviews with adult education providers and other stakeholders indicate that the quality of current adult education programming in the West Hills Regional Consortium service area is relatively high, although a few acknowledged that there were differences in quality among various providers.

Nonetheless, the overwhelming majority of stakeholders in the region maintain that the quantity of programming is inadequate to suit the demand. ESL courses, high school diploma programs, and vocational training relating to the regional economy are considered to be the most important programming for the region. Furthermore, stakeholders indicate that programming must be made accessible to individuals located outside of the more densely-populated areas of the consortium service area.

Table 1 Attached as Excel Document.

Objective 2 - Funding

The region we serve is one of the poorest in the nation, where educational attainment levels are extremely low, and job training opportunities are few and far between. Unfortunately, state funding restrictions have resulted in minimal course offerings. This has been one of the main barriers to providing adult education opportunities in the region. With the decrease in budgets for public education, funding that originally allocated to adult schools has been diverted to fill budgetary gaps in traditional education. The way in which funding is allocated is also important. Because an increasing percentage of Workforce Investment Act funds must be allocated specifically to training, funding necessary for non-training elements such as transportation has been dramatically reduced. These elements are important to ensuring that adults are able to access educational opportunities. Therefore, it is valuable to allocate funding for activities that go beyond education and training.

Firebaugh Unified, Mendota Unified, and Golden Plains are communities in the north district area where unemployment rates are typically between 20% and 40%. The number of adult education courses in this area however is at an all-time low. Residents from this area benefit substantially from academic and job training classes that will help propel out of poverty. Other cities within our District include Avenal and Huron, also plagued by below poverty levels, low educational attainment levels and limited technical working skills. Providing services to these communities is critical and our goal is to be able to offer the academics and trainings that can change their trajectory.

Basic Skills

In Kings County and Fresno County (West), about one-third of adults aged 18-49 do not have a high school diploma, and approximately 15 percent of individuals this age group either have no formal schooling or did not complete the eighth grade. These data, coupled with the fact that about 16 percent of adults have low literacy skills, indicate that there is a strong need for elementary and secondary basic skills in the region. As an example, the mayor and city council of San Joaquin point to high school diploma programs as one of the most pressing needs for the city's adult population.

A representative from the region's Health Workforce Initiative also highlights in particular the need for basic computer skills training. She states that many health care employers note that graduates of vocational programs have mastered the occupation-specific work that is required of them but cannot navigate basic computer skills like saving a file to the desktop. As health care and other fields become increasingly computerized, these skills are necessary for many adult workers in the region.

Courses for Immigrants

About one-quarter of adults aged 18-49 in the service region are not U.S. citizens, and roughly 20 percent do not speak English well or at all. As such, programs for immigrants, particularly Hispanic/Latino populations, are very important and can be life changing for those who attend. Both the superintendent of Reef-Sunset Unified School District and the principal of Firebaugh Adult School identify ESL courses as the most popular programming in the region.

While the current adult education course offerings in the WHCCD service area are extremely limited, we continue to move forward with our mantra that states “***the relentless pursuit of student success***”. Most agree, California is now acknowledging and understanding the needs of its underrepresented constituents. This region has tremendous potential to recover and grow. We urge positive consideration for funding to provide optimal academic and career pathway opportunities to the residents of this district.

Adults with Disabilities

Less than 10 percent of the 18-49 age group in Kings County and Fresno County (West) are disabled. Nonetheless, no dedicated programs have been identified to date that serve this population although programming for these students is important. A California Community Colleges Chancellor’s Office study finds that overall, students with disabilities show greater persistence and similar retention levels to non-disabled students. Notable exceptions to this, however, are basic skills and workforce development courses, in which disabled students are less likely to be successful.¹³ Such is the case for West Hills Community College’s campuses as well, as Figure 6 demonstrates.

Figure 6: Retention in Adult Basic Skills and Workforce Development Courses at Coalinga and Lemoore, 2008-9

POPULATION	# COMPLETED	# ATTEMPTED	% COMPLETED
BASIC SKILLS			
Disabled Students	145	269	53.9%
Non-Disabled Students	1,393	2,104	66.2%
Total	1,538	2,373	64.8%
WORKFORCE DEVELOPMENT			
Disabled Students	288	489	58.9%
Non-Disabled Students	6,382	9,624	66.3%
Total	6,670	10,113	66.0%

¹³ “Disabled Student Programs and Services Report.” California Community Colleges Chancellor’s Office. August 2013, p. 2.
http://californiacommunitycolleges.cccco.edu/Portals/0/reportsTB/REPORT_DSPTS_081613_FINAL.pdf

Source: California Community Colleges Chancellor's Office¹⁴

Such data indicate that programs for students with disabilities may need to extend beyond traditional accommodations. This is particularly true as these accommodations have to adapt to a wide variety of disabilities.

Short Term CTE Programs

A number of consortium stakeholders, including the principal and superintendent of two adult schools in the region and the mayor and city council of San Joaquin, highlight the importance of short-term vocational programming in the region. One representative from the region's Health Workforce Initiative suggests that there are a number of entry-level health care positions that are available in the West Hills service area, many of which remain unfilled. The representative maintains that training for these health care occupations may be an important way to address the relatively high level of unemployment in the region.

With regard to short-term CTE programming, several stakeholders maintain that vocational programs must be created in conjunction with input from major employers in the region. For example, the city council of San Joaquin contends that connections with agricultural employers will help to identify demand and secure employment for students who have completed relevant programs.

Others point to the importance of "contextualized learning," or incorporating academic coursework into practical training. According to a representative from Coalinga One Stop Workforce Connection, adult students often become frustrated when they find they lack the basic math and reading skills required to participate in CTE programming. Therefore, he argues, contextualizing these skills into "real-world" situations would help students to persist in pursuing and completing this type of education. The representative from the region's Health Workforce Initiative echoes these sentiments, stating that contextualized programs streamline educational programs and lead to a more holistic form of learning. Our consortium has recognized this and has included this as part of our accelerated learning and implementation plans.

Another important aspect of expanding CTE training in the region is aligning similar programs and occupations to ensure that courses taken at one institution are easily transferrable to another. This can be particularly important when creating programming that can be "stackable," or "part of a sequence of credentials that can be accumulated over time to build up an individual's qualifications and help them to move along a career

¹⁴ "Outcome Data for 2010 DSPS Report to Legislature." California Community Colleges Chancellor's Office.
<http://extranet.cccco.edu/Divisions/StudentServices/DSPS/ResourcesReportsDataForms.aspx>

pathway or up a career ladder to different and potentially higher-paying jobs.”¹⁵ Stackable programs ensure that employees have the ability to learn and apply “additional skills” that can transform their current job into a career with these earned short-term training.

Apprenticeships & Pre-Apprenticeships

A representative from the California Community Colleges Chancellors Office indicates that there may be a particular need in the West Hills region for apprenticeship programs relating to agriculture. The representative maintains that machinists and other skilled agricultural employees are growing older, and new employees must be trained for when they retire. While he acknowledges that establishing apprenticeships in the region would be challenging because of concerns about unionization, he states that working closely with agricultural employers in the region may help to allay concerns with regard to establishing these programs.

Reef-Sunset Unified School District has recently established an apprenticeship program for its traditional high school students in conjunction with a large agricultural employer in the region. The superintendent of the districts indicates that this program may be expanded into adult education in the future.

Pre-apprenticeship programs may also be an avenue to consider. Providing preliminary certificates to program applicants will allow adult students to receive priority status once an apprenticeship becomes available. According to the chancellor’s office representative, such certificates also benefit apprenticeship committees, which often lack deliberate processes for selecting apprentices.

Lack of Transportation

An often-cited barrier for students trying to access education in the West Hills Regional Consortium service area is the lack of transportation. The consortium services a region that spans over 80 miles with many rural areas, and access to adult education is often limited to the densely-populated regions. Furthermore, public transportation is almost non-existent in most of the areas within the relevant counties. Without access to reliable transportation, distances of a few miles can seem like insurmountable obstacles to those adults seeking to pursue educational opportunities, particularly those who are currently employed and those with families with more than one family member working as most cannot afford to pay for more than one vehicle per family.

¹⁵ Dortch, C. “Career and Technical Education (CTE): A Primer. Cornell University ILR School. February, 2014, p. 10.
http://digitalcommons.ilr.cornell.edu/cgi/viewcontent.cgi?article=2237&context=key_workplace

Such is the case, for example, in the city of San Joaquin. The mayor and city council maintain that despite the growing need and relative poverty of its citizens, San Joaquin currently has no easily accessible adult education in the region. Furthermore, public transportation and previous shuttle services were drastically reduced. For residents of San Joaquin, therefore, traveling four miles to attend courses in another city is often impossible. As an example, such barriers are reflected in low participation numbers of San Joaquin adults in West Hills Community College programming in Mendota 22 miles away or in Firebaugh 30 miles away.

Childcare and Course Timing

Similarly, the lack of daycare opportunities is also a barrier to adults wishing to pursue educational opportunities. For those who work during the day, programs offered at night may be necessary. However, those with children may wish to take courses during the day, preferably in the same facility where their children are attending school. As most programs for adults are offered in the evening, this could present a barrier to those who are unwilling or unable to entrust their children to the care of another.

Outreach

The Health Workforce Initiative representative for the region notes that adults may not pursue additional education programs because they are unaware of the opportunities available. A number of stakeholders and providers echo this statement, saying that there is no deliberate method for attracting potential students. Furthermore, as noted above, several consortium members and partners indicate that undocumented immigrants may not enroll in educational programs because they fear that doing so would affect their immigration status. Providing detailed, accurate information to a wide range of potential students is critical in ensuring that adult students enroll in programs that are appropriate for their needs and goals.

The city council of San Joaquin indicates that potential outreach in the city can be accomplished with town meetings, flyers, and information presented at local farmers' markets, where many San Joaquin residents congregate. Council members also state that having a facility or building dedicated to adult education would be extremely useful in attracting potential students.

Soft Skills

Many stakeholders also highlight the need to teach "soft skills" – including arriving to work on time, dressing appropriately, and other workplace behavioral abilities – in conjunction with academic and vocational training. This is especially true when employers expect a firm handshake and eye to eye contact as many Hispanic/Latino

consider both disrespectful. The superintendent of Reef-Sunset Unified School District states that these skills are often provided for high school students, but need to be more deliberately incorporated into adult educational curricula.

Articulations

Several stakeholders maintain that many of the credits that students earn at adult schools are not transferrable to the community college level. The principal of Golden Hills Adult School states that articulation is extremely difficult for students once they are released from Avenal State Prison. Lack of communication and articulation may cause some students to become frustrated when a course they take at one institution cannot be used toward a similar program at another. Such articulation is especially critical for stackable vocational programs, which allow employees to build on their existing education in order to pursue careers in their given field.

Data Sources

A variety of sources were incorporated into this report. Numerical data from the AB 86 website, the U.S. Census Bureau, and consortium members and partners were critical in providing an overall assessment of the region. Additionally, a number of interviews were conducted with members, partners, and other stakeholders to provide a qualitative, narrative analysis of the region. The perceptions of the following organizations were gathered through interviews:

- California Community Colleges Chancellor's Office (Apprenticeship & Electrician Certification Programs)
- Coalinga One Stop Workforce Connection
- Golden Hills Adult School at Avenal State Prison (Principal)
- Reef-Sunset Unified School District (Superintendent)
- Health Workforce Initiative (Central Region Deputy Sector Navigator)
- Firebaugh Adult School (Principal)
- The City of San Joaquin (Mayor, City Council)

Table 2 Attached as Excel Document.

Objective 3

Educational Alignment:

This consortium covers a very large geographic region (over 80 miles from end to end) with varied strengths and needs. This brings with it many challenges towards building educational and technical pathways that accommodate all partners and their residents. This team has reviewed these challenges and will make every effort to adapt each pathway as required to ensure success. Meeting discussions have reiterated WHCCD must offer as many pathways as possible while disseminating the information using various means to sufficiently serve the entire region. Additionally, employers depend heavily on the community college to provide focused short term training, structured skills pathways, contextualized instruction, and to provide recognized credentials they value.

Existing for-credit pathways at West Hills College include Administration of Justice, Agriculture, Business, Child Development, Liberal Studies, Health Careers, Psychiatric Technician, and Welding among others. These particular groups of pathways are popular and directly relate to most of this region, however does not meet every request or need; the consortium will work diligently to identify additional pathways utilizing existing courses to expand/offer more opportunity.

Additional not-for-credit short term trainings are also offered and include: forklift certification, janitorial, residential electrical, industrial electrical, motors & controls, truck driving, residential solar, solar farm installation, OSHA safety training, and others.

Although these lists cover many different career paths, the consensus is much more are needed to allow students and employers enough variety to meet today's workforce challenges. West Hills College is currently working with K-12 and adult ed. partners to identify potential re-packaging of courses in unique groups to expand pathways toward employment and career choices. This "re-packaging" format will allow for expanded for-credit and not-for-credit pathways without the time delay and expense of creating large numbers of new courses.

The development and alignment of curriculum is directly tied to academic rationalization and sequencing, career technical skill building objectives, and career advancement potential. As noted on the attached report from Hanover research, many changes to CTE curriculum have taken place; revisions of courses now typically include contextualized basic skills and competency based skills training delivered over a shorter timeframe. One of our goals is to review courses and focus on common knowledge and skill-sets required for several topics, thereby making revised courses usable for various

career pathways. This will ensure greatest class fill potential and make more programs sustainable.

Alignment of Assessments:

Alignment of assessments that have input from K-12 and community college staff are currently being developed thru an innovative project at West Hills College. The project is named “Bridging the Gap” and brings together high school, adult ed, and college staff together to discuss why K-12 students whom had been very successful with honors classes in high school were not testing high enough for college level courses. This project is now in its 3rd year and shows tremendous potential for making a difference in the alignment of curriculum, course delivery formats, and smoothest transition for students. CTE technical courses are also being reviewed to meet tougher criteria.

Technical courses offering knowledge and skill-set focuses are being restructured to include contextualized basic skills and meet a series of competency based assessments. Each learned skill has attached competency assessments to ensure students have achieved subject content mastery and consistency to prepare them to earn recognized certifications.

WHCCD has identified various pathways and determined an implementation plan to deliver an applicable and regional approach to addressing priorities. The plan will offer CTE courses on multiple sites with varying degrees of difficulty. Providing entrance and mid-level courses at adult schools will expand the student base numbers while emphasizing skills that have been deemed vital to regional employers. Advance skills classes will be offered at community college sites and potentially in the various rural communities if student enrollments confirm the need. CTE courses will include semester and short term courses leading to recognized certifications that have been deemed to have employment potential and are in high demand within our region. Additionally, WHCCED has created pathways that lead from adult education CTE programs to college CTE programs and workforce certification.

One goal is to expand English Language Learners knowledge by providing Basic Skills, ESL, and Literacy Workforce Certificates. Students will transition from secondary adult education to community college noncredit and/or for-credit classes with the ultimate goal of completing short term CTE certification.

Adult education providers in the region advocate for the alignment of all existing programs to provide a pathway to various levels of education and training. For example, ESL providers will highlight the importance of aligning ESL programs to ensure that adults are able to progress from Basic English training to the academic English courses

that West Hills College Coalinga and West Hill College Lemoore offer. In order for these students to acquire employable skills, it is imperative that they be able to read and comprehend technical workplace manuals, a basic requirement for career success.

Tuition waivers for credit courses will accommodate an expanded student base for our regional rural populations which are primarily farm laborers with limited budgets for anything beyond basic food and housing essentials. The necessity for individual financial literacy education has been identified as a critical need among this underserved population. Providing the necessary and appropriate support systems to a population demonstrating low educational attainment and lack of employment skills is crucial to our service area. Basic financial literacy workshops and parenting success workshops will encourage parents to become more involved and proactive in their children's education and future career goals. Workshops will include reviewing the current status of their child's academics, understanding potential academic interventions, and assisting them to recognize how they can be an active member in their child's overall education.

Implementation Strategies

Table 3.1

Transition Addressed	Strategy Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
System Alignment: Concurrent Enrollment of Adults in Adult Secondary Ed., CTE and/or Degree Programs	Schedule to allow taking CTE courses on multiple sites with varying degrees of difficulty	Instruction and Technology Support for applied learning	\$60,000	Firebaugh, Mendota, Golden Plains, Riverdale, Avenal, and Coalinga K-12 Districts and WHCCD CTE Deans	Successful Enrollment and Persistence in Adult Programs	2015-2017
System Alignment: Concurrent Enrollment of Adults in Adult Secondary Ed., CTE and/or Degree Programs	Tuition Waivers of Credit Courses as is the traditional practice at K-12 Districts	WHCCD Student Service Support	\$25,000	Firebaugh, Mendota, Golden Plains, Riverdale, Avenal, and Coalinga K-12 Districts and WHCCD CTE Dept.	Number enrolled, number completers	2015-2017
System Alignment: Establishment of Short Term 3 rd Party CTE course certifications	Team Effort between education and workforce for Planning and Development of applicable areas	Planning/Development time, professional development, technology, equipment, and supplies	\$150,000	K-12 Districts, Fresno & Kings County Office of Ed's, WIB's, Industry Employers, and WHCCD	Codifying number of applicable industry certifications, job retention, advancements, and placements	2015-2017
Articulation & Pathways: Expand Adult Ed Pathways taught on	Combined CC and Adult Ed effort to expand articulations, dual enrollment, pre-	Articulation of various pathways including health careers, welding, business,	\$75,000	Partner k-12 districts and WHCCD	Number of applied and active articulations, new program	2015-2017

Implementation Strategies

Table 3.1

K-12 sites	apprenticeships, soft skills, and basic skills	Computer Programming			development	
Providing Basic Skills, ESL, and Literacy Workforce Certificate	Combined CC, WIB's, and K-12 effort to provide sequential course formats & schedules	Employer, Instructor, and school collaborations	\$150,000	Employers, Partner k-12 districts, and WHCCD	Number enrolled, number of completers/number with improved work related skills	2015-2017
"Consumer" financing	Engage adults in "real world" applicable financial literacy	k-12 & CC districts	\$40,000	Partner k-12 districts and WHCCD	Number enrolled, completers, written exam	2015-2017
Parenting success Workshops	To inform and engage adults of k-12 student status, intervention, and success	Additional counseling time, organizational structure, facilities	\$35,000	Partner k-12 districts and WHCCD	Number enrolled, surveys	2015-2017

Objective 4

Addressing gaps strategies include alignment of curriculum to GED, high school diploma, workforce skills trainings, inclusion of technology, and targeting subgroups of veterans and assistive technology for disabled. The following expands on discussions for several of the areas.

Providing a wide variety of academic programs, career technical education pathways, ESL and Basic Skills options can be very demanding on staff and counselors. We propose to share curriculum resources among all the delivery sites to assure the identified areas are being addressed and the most current dissemination of information is being provided to participants and the general public.

Case management for participants will ensure participant needs are being met. Progress reports will be monitored by a counselor and academic interventions will be implemented before students fall too far behind in the courses. This early intervention will address students struggling in courses and provide the appropriate guidance towards course completion.

Tutor availability is a major ongoing concern that has led WHCCD to develop a peer tutor training model, with volunteers assisting other students needing remediation. This format will help control escalating costs associated with hiring tutoring specialists by providing a class at no cost to students in exchange for their agreement to volunteer for the term of one course. This has unofficially been implemented at various adult education programs and has worked well.

GED and/or a high school diploma are a requirement for a great number of jobs and careers in this region. Unfortunately, most adult schools do not currently offer these courses due to limited funding. Funding these high school equivalency programs will allow each of the adult education partners to offer local courses in the rural communities. This will further the opportunities for participants to advance to more advanced academic and career technical courses. Schools, employers, and the community residents all agree this can be the best-starting point.

Employers are recognizing the importance of certifications and how they ensure minimum standards have been met in the content knowledge and skill-sets trainings. Employers are increasingly becoming more involved with career technical programs and expressing their views and workforce needs to ensure a workforce development plan is in place. A large portion of focused instruction will target skills trainings leading to employer recognized certifications.

The WHCCD AB86 Consortium identified and is including a several areas of concern. As this vast region has no public transportation system, many courses will be offered at the various communities. The lack of transportation concern will also be addressed by providing community based general automotive transportation basics. This automotive class will address auto basics, which can make a significant impact for this high poverty region that requires everyone to provide their own transportation to class. Computer and internet basics provided in an open entry/open exit format have also been deemed a necessity and will be addressed in each community through the adult education programs. This area is comprised of a large veteran population as well as a large ex-offender population, many of whom require assistance in technology to be productive citizens. Technology assistance for computing access and applications will be offered in various communities. The WHCCD AB86 Consortium will also address interpersonal skills-building, allowing our students to navigate today's workforce with Job Readiness Workshops.

Data on the disabled population in the West Hills region, which help to identify the demand for programs and services aimed at disabled individuals, are provided in Figure 7. In total, PUMS data estimate that 13.0 percent of the population has a disability, of which 40.9 percent is over 60. The roughly 12,500 disabled individuals between the ages of 18 and 49 make up 9.0 percent of that age group.

Figure 7: Disability Status of Individuals in Kings County and Fresno County (West), 2012

AGE		WITH A DISABILITY	WITHOUT A DISABILITY
Under 18		2,470	81,734
18-24		1,146	31,915
25-29		760	22,651
30-34		1,829	20,075
35-39		3,122	19,352
40-44		2,801	15,369
45-49		2,867	16,952
50-59		7,664	25,341
60 or Over		15,702	24,080
18-49	#	12,525	126,314
	%	9.0%	91.0%
Total		38,361	257,469

Source: PUMS

Implementation Strategies for Gaps

Table 4.1

Transition Addressed	Strategy Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
ESL, Basic Skills, Adult Secondary Ed. Program options, alignment of curriculum, and quality staffing	Counselors and advisors from k-12 and CC to provide case management, educate students on available options, share curriculum among sites, combined professional development	Instruction and Technology Support for courses, supplies	\$85,000	Firebaugh, Mendota, Golden Plains, Riverdale, Avenal, and Coalinga K-12 Districts and WHCCD	Successful Enrollment and Persistence in Adult Programs	2015-2017
Self-Support Training: Train individuals to assist groups with ESL, and Basic Skills instruction	Team Effort between education entities	Planning/Development time, professional development strategies, some technology, and supplies	\$50,000	K-12 Districts, and WHCCD	Codifying number of participants and placements	2015-2017
GED/Diploma Adult Ed Programs taught on K-12 sites	Combined CC, high schools, and Alt Ed effort	Application of programs at various high school sites.	\$175,000	Partner k-12 districts and WHCCD	Number of applied and active participants, completers	2015-2017
Providing Workforce Skills Trainings certifications, pre-apprenticeships, and internships – Basic skills integration	Combined CC, WIB's, and K-12 effort to provide sequential course formats& schedules	Employer, Instructor, and school collaborations including, but not limited to health careers, welding, business, Computer Programming	\$250,000	Employers, Partner k-12 districts, and WHCCD	Number enrolled, number of completers/number with improved work related skills	2015-2017
Transportation Basics	Educate, skill training of automotive basics (no public transportation)	k-12 & CC districts	\$75,000	Partner k-12 districts and WHCCD	Number enrolled, completers	2015-2017
Computer Basics Basic computer and internet usage	Open Entry, Open Exit	K-12 & CC districts	\$60,000	Partner K-12's and WHCCD	Number enrolled, completers	2015-2017
Veterans - workforce introduction	Interpersonal skills-building, navigating today's workplace	K-12 & CC facilities, counselors, faculty, employers	\$75,000	Partner K-12 districts, WHCCD,	Number enrolled, completers, placements into jobs	2015-2017

Implementation Strategies for Gaps

Table 4.1

				WIB's, Counties		
Ex-offender & at-risk Adults	Interpersonal skills-building, skills trainings	K-12 & CC facilities, counselors, probation, CDC	\$75,000	CC, county offices, WIB's	Number enrolled, completers, placed at jobs	2015-2017
Assistive technology	Implementing applying various technologies to assist the disabled population	K-12 & CC facilities, IT departments, county service agencies, equipment & supplies	\$250,000	K-12 & CC staff, IT staff, county service agencies	Number enrolled, completers, life quality enhancement	2015-2017

Objective 5

WHCCD has a high degree of experience with implementing various teaching methodologies geared toward accelerated learning in CTE pathways. Over the past 12 years, through multiple grants funded by the U.S. Department of Labor, West Hills Community College District administered numerous consortium partnerships. West Hills Community College has been in the forefront of building educational consortiums and collaboratively developing a pipeline with a regional focus on education and career pathways. The ultimate goal of the AB86 Consortium is to accelerate program completion which will subsequently increase success rates.

The WHCCD AB86 Consortium will utilize many of the lessons and best practices learned from the successful completion of the DOL C6 program. Best practices will include modified registration methods to encourage lower level responses, compressed instruction timelines, cohesive program design to ensure no unnecessary courses are taken, utilizing cohort formats, and contextualized instruction that will provide relevant math and English skills. Student supportive services will provide counselors and combine professional development for staff ensuring integrated academic attainment goals and aligned curriculum to provide the shortest and most effective academic or career pathway.

Hanover Research has studied a tremendous amount of information regarding the acceleration of student progress. The first of these areas is Contextualized Teaching and Learning (CTL). Below are some of the results of their findings:

Contextualized teaching and learning (CTL) has been defined as:

A diverse family of instructional strategies designed to more seamlessly link the learning of foundational skills and academic or occupational content by focusing teaching and learning squarely on concrete applications in a specific context that is of interest to the student.¹⁶

There are several psychological and educational theories driving the implementation of CTL as a learning mechanism, which bolster it as a legitimate pedagogy.¹⁷ Some of the principles upon which the CTL conception is based are highlighted in Figure 8 on page 37. Overall, CTL focuses on placing learning in a broader framework that illustrates the

¹⁶ Mazzeo, C. "Supporting student success at California community colleges: A white paper." Prepared for the Bay Area Workforce Funding Collaborative Career by the Career Ladders Project for California Community Colleges, 2008. p. 3. Cited in: Kalchik, S. and K. Oertle. "The Theory and Application of Contextualized Teaching and Learning in Relation to Programs of Study and Career Pathways." Office of Community College Research and Leadership, September, 2010. p. 1. <http://files.eric.ed.gov/fulltext/ED513404.pdf>

¹⁷ Ibid.

relevancy of skills, which motivates students to make connections between subject knowledge and real-world application.

According to a Community College Research Center (CCRC) report, CTL strategies often contain one or more of the following components:¹⁸

- Interdisciplinary learning;
- Use of students' informal, out-of-school knowledge;
- Active, student-centered learning;
- Student collaboration;
- Use of explicit literary strategies;
- Authentic assessment; and
- Teacher collaboration to identify real world examples.

¹⁸ Perin, D. "Facilitating Student Learning Through Contextualization." Community College Research Center, February 2011. p. 4.
http://knowledgecenter.completionbydesign.org/sites/default/files/232%20Perin%20February%202011-1_0.pdf

Constructivist Learning Theory

- Relies on the notion that students create their own meaning of concepts when they learn through experience, which furthers an innate motivation and desire to learn.

Motivation Theory

- Focuses on students' perceived value of the mode of instruction and the development of self-efficacy, which is a key component of CTL.
- Students are encouraged to reflect on their own ideas and the experiences in which the instruction and materials are embedded.

Problem-Centered Learning

- Requires students to work in teams to progress through a network of interconnected problems that leads to a relevant conclusion.
- Helps students to see the usefulness of certain skills because they are connected to a real-life problem-solving situation.

Social Learning Theory

- Emphasizes a shift away from solitary studying and passive listening toward collaboration with peers.
- Students are encouraged to create and understand their own learning within a social situation associated with CTL.
- The social context of collaborative learning also often emulates what students can expect in a future work environment.

Learning Styles

- Students have different prior knowledge and experience, motivational factors, and personalities. These elements affect the ways in which students learn most effectively.
- CTL reaches a variety of learning styles in the classroom because the instructor can use different approaches within the experiential context, such as hands-on learning and collaborative learning.

Brain Research

- Emotion, practice, experience, and the environment can shape learning because "the human brain is highly responsive to association and sensory experience."
- Brain research is important to CTL because it demonstrates that the brain can develop through connections between experience, sensory information, and learning new concepts.

Studies have also illustrated that CTL often has a positive impact on students' learning behavior.¹⁹ University of Georgia professor Richard Lynch states that "94 percent of the students said that they learned a lot more in CTL strategy classes than in traditional courses in that same subject area" because CTL experiences allowed students to "think more deeply about the topics and [...] participate more actively in the learning."²⁰

¹⁹ Contextualized Teaching & Learning: A Faculty Primer

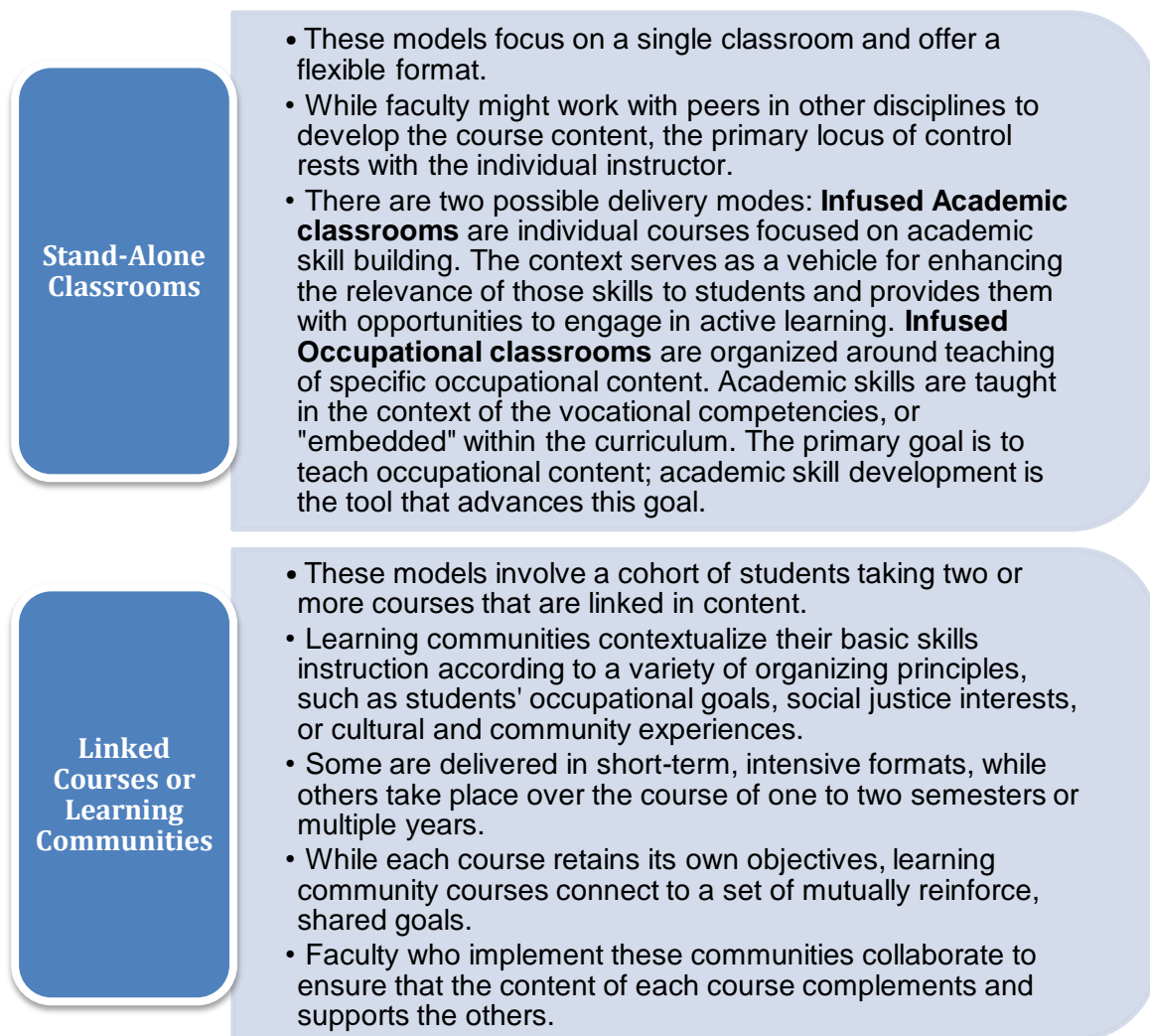
²⁰ Ibid.

Although data are self-reported, they suggest that “through this deep engagement, a learner may be able to demonstrate knowledge without articulating the aspects or dimensions of that knowledge, distinguishing knowing how to do something from knowing something.”²¹

Models of Implementation

The California Careers Ladder Project report focuses on CTL strategies as promising learning pathways for community college students. It examines how such strategies emerge in practice. There are two general categories of settings for CTL practices – **stand-alone classroom practices** and **linked courses or learning communities**.²² Details of these two models are outlined in Figure 9 below.

Figure 9: CTL Models for Implementation



²¹ Ibid.

²² Ibid., p. 15.

Sustainability

As “funds alone will not maintain innovation,” faculty interest and leadership are crucial to sustain. With all CTL practices, “initiatives that contribute to institutional change at the programmatic level must be integrated into the campus culture,” and administrative leadership. Figure10: Components/recommendations for implementing CTL in college.

Interdisciplinary Collaboration

- Create conditions for collaboration so that basic skills and content area instructors can familiarize with each others curricula, assessment approaches, standards, and teaching techniques.
- Instructors should visit each other's classrooms, look for intersects between instructional topics, and collaborate to align curricula.

Professional Development

- Provide ongoing professional development led by trainers with experience. Leaders should be from within the institution.
- Should use evidence-based professional development methods.
- Follow-up activities and supportive monitoring should be provided after the conclusion of formal training sessions.

Assessment Procedures

- Develop assessment procedures that incorporate both basic skills and content area knowledge to evaluate the effects of CTL.
- Measures should be locally developed as curricula changes, basic tests don't capture progress in contextualized basic skills.

Selection of CTL Courses

- Select discipline-area courses that are needed for graduation by large numbers of students but that also have high failure rates.

Collection of Outcome Data

- When CTL courses are established, collect outcomes data that will be useful for instructors and administrators alike.
- Evaluating CTL will indicate whether the effort is worthwhile and may point to the need to modify teaching techniques.

Accelerated Education

Accelerated developmental education aims to improve these curricular sequences so that more students are ultimately able to enroll in and be successful with courses.

Community college students can greatly benefit from accelerated developmental education. When taking placement exams to assess their readiness for college-level work, many students are “deemed unprepared” and are “referred to a three-or even four-course developmental education sequence in math or English before they can proceed to college-level work.”²³ However, such students are likely to drop out before completing these sequences, often due to course failure or not enrolling in the next course.²⁴ Accelerated developmental education is a strategy for community college students to complete remediation more quickly.

Supporters of accelerated developmental education point to two main benefits – **fewer opportunities for exiting the developmental course sequences** and **better alignment with college-level curricula**.²⁵ These benefits are more closely detailed in Figure 11 on the next page.

Critics of this strategy, on the other hand, state that “underprepared students need more time – in and out of class – to master competencies required for college-level coursework,” and therefore “acceleration may not be an effective alternative to the traditional sequence” for these students.²⁶

Offering additional support to students enrolled in accelerated development education programs helps to fully maximize student outcomes. For example, the following strategies may further support at-risk students in these programs:²⁷

- Required tutoring or co-requisite coursework;
- Early-warning systems to identify underperforming students so that instructors may intervene early in the course; and
- A support network for instructors to help them collaboratively develop strategies for working with struggling students.

²³ Jaggars, S., N. Edgecombe, and G. Stacey. “What We Know About Accelerated Developmental Education.” Community College Research Center, Columbia University, March 2014. p. 1. <http://ccrc.tc.columbia.edu/media/k2/attachments/accelerated-developmental-education.pdf>

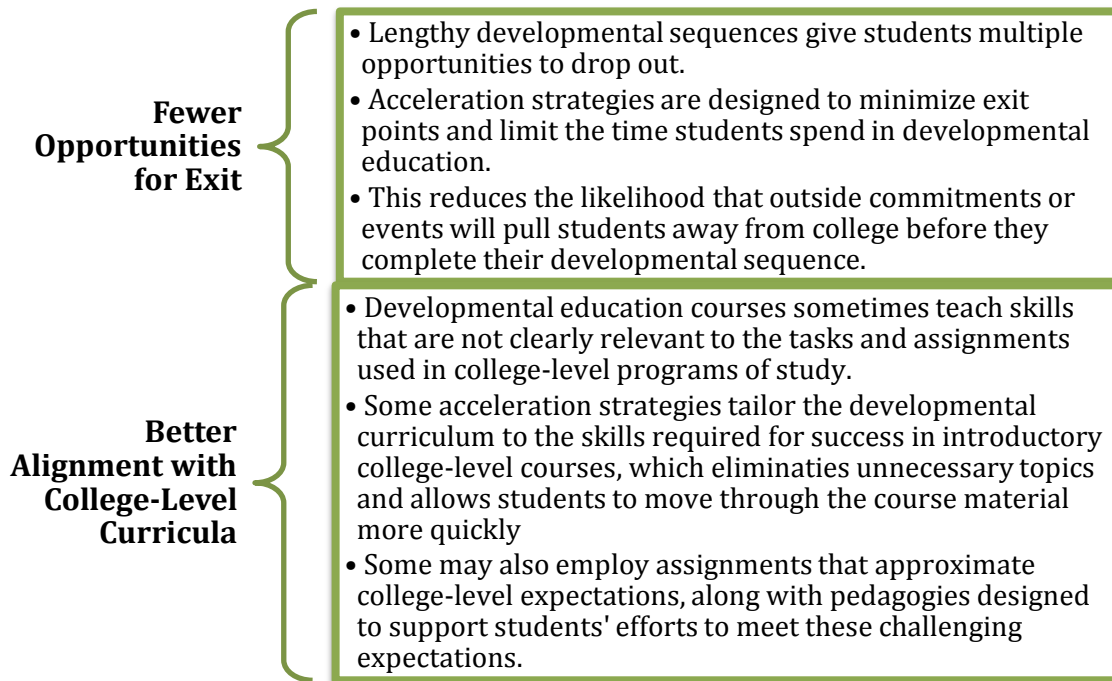
²⁴ Ibid.

²⁵ Ibid., p. 3.

²⁶ Edgecombe, Op. cit., p. 3.

²⁷ Bulleted points taken verbatim from: Jaggars, Edgecombe, and Stacey, Op. cit., p. 6.

Figure 11: Potential Benefits of Accelerated Developmental Education



Limiting Student Options

Adding limits to student options is another strategy for accelerating students' pathways to completion. This approach typically involves block scheduling "in which students select a block of time to take all their courses, with the same schedule each semester," with the goal of making sure that "students select the correct courses, that courses are available when students need them, and that more students can attend college full-time."²⁸

Some students find the predictability in scheduling and promised availability of courses attractive. Other students add that they would enjoy this type of cohort structure in which they could form friendships with peers.²⁹ However, this type of model imposes a variety of potential complications, such as not having enough students to fill a course, issues with students completing college part-time, or time blocks not matching up with students' schedules.³⁰

The Indiana Commission for Higher Education report also highlights strategies that might be more effective for reducing a student's time to degree in addition to or instead

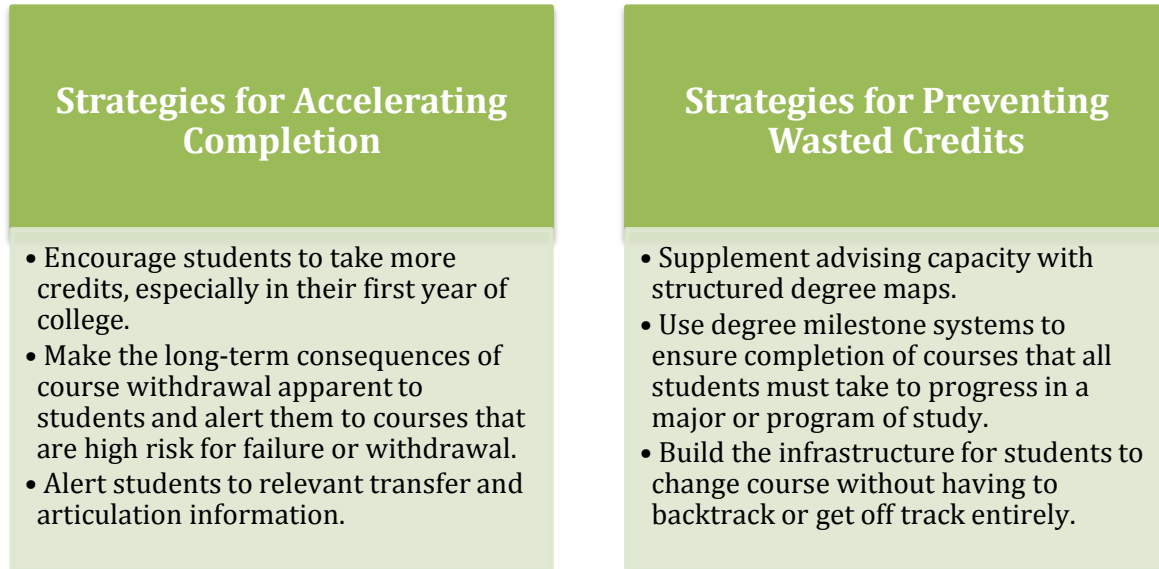
²⁸ Kadlec, A., J. Immerwahr,, and J. Gupta. "Guided Pathways to Student Success: Perspectives from Indiana College Students and Advisors." Indiana Commission for Higher Education, September 2013. p. 20. http://www.in.gov/che/files/3-FINAL-PA-ICHE_Guided_Pathways_Research_9_10_2013.pdf

²⁹ Ibid., p. 21.

³⁰ Ibid.

of adding limitations to student options. These methods fall into two general categories – **strategies for accelerating completion** and **strategies for preventing wasted credits**. Main components of these strategies are presented below in Figure 12

Figure 12: State- and Institution-Level Best Practices in Reducing Time to Degree



Source: Indiana Commission for Higher Education³¹

Student Support

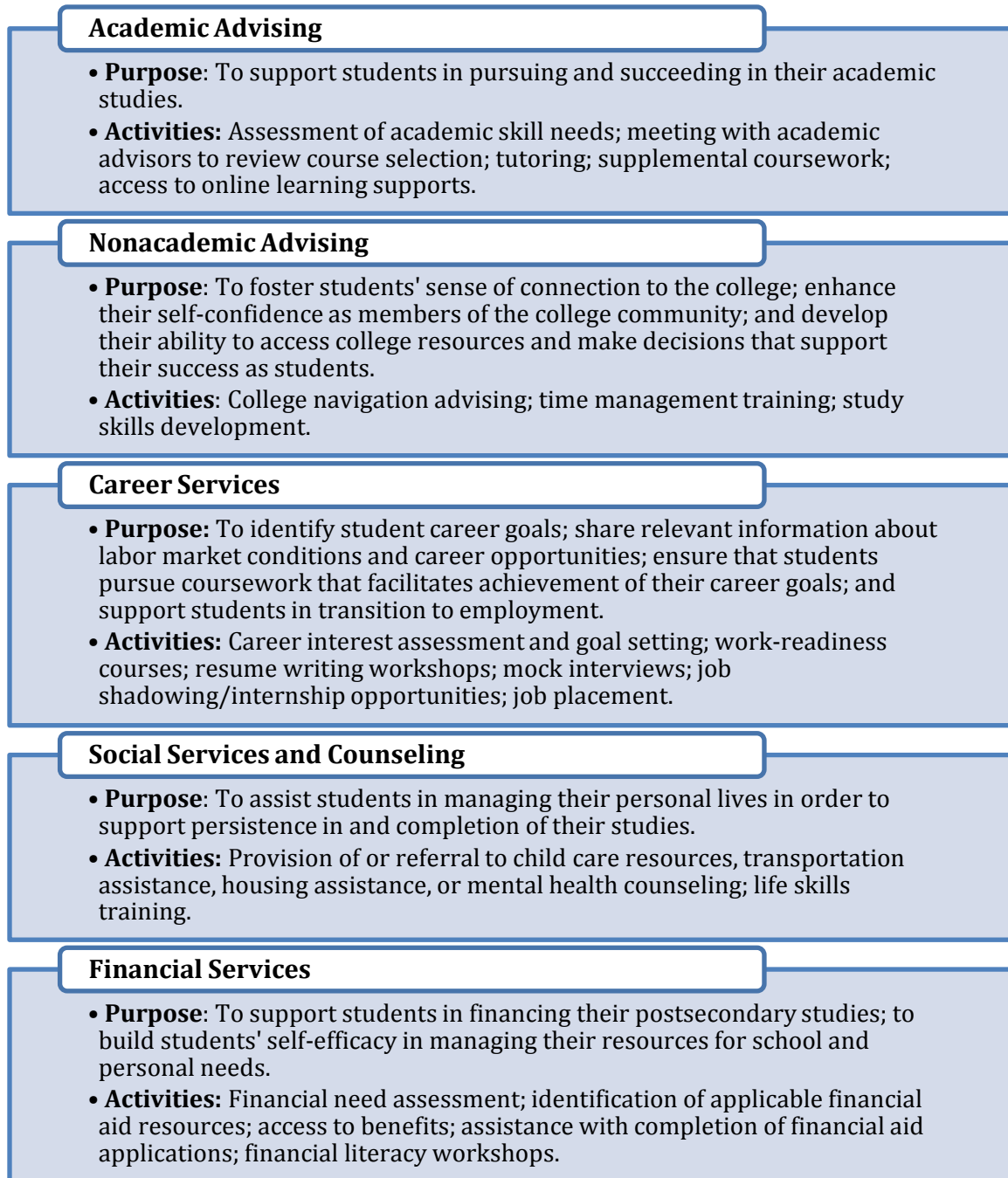
Research has shown that providing students with direction and support in adult educational planning, including regularly following up with students, is important for accelerating progress toward goals. A Jobs for the Future report, which works to “expand access to college and careers for low-income and underprepared learners across the country,” states that comprehensive support services should be a key component of any sort of accelerated learning practices.³² Specifically, support services should be available to all students and should be personalized for each student’s individual needs.³³ Support services should incorporate academic, nonacademic, career, personal, and financial elements, as highlighted in Figure 13 on the next page.

³¹ Ibid., p. 23.

³² McDonnell, R., L. Soricone, and M. Sheen. “Promoting Persistence Through Comprehensive Student Supports.” Jobs for the Future, March 2014. p. 1. http://www.jff.org/sites/default/files/publications/materials/Promoting-Persistence-Through-Comprehensive-Student-Supports%20_031814.pdf

³³ Ibid., p. 4.

Figure 13: Components of Comprehensive Student Support Systems



Source: Jobs for the Future³⁴

³⁴ Figure contents taken verbatim from: Ibid., p. 5.

To maximize student outcomes, it is important for institutions to regularly follow up with students in such programs. Research has shown that students may benefit from “intrusive advising,” which can include “structured meetings with advisors, mandatory activities such as academic planning, and close tracking of student success.”³⁵ Regularly following up with students and requiring participation in promising activities often leads to positive student outcomes.

Tutor availability is a major concern and will be addressed with internal training of volunteers to assist students in remediation courses. This format will control the escalating costs associated with hiring tutoring specialist. Training will be provided at no cost in exchange for volunteering for the term of one course. This practice has unofficially been implemented at various adult education programs and has generated positive results.

As the West Hills Community College District service area span 3,646 square miles, expanding distance learning options will promote the shortest possible program completion time. This program will ensure each partner has one classroom with the capacity to offer distance learning classes. It will also provide a combined IT professional development series to ensure each agency has the ability to maintain their site; will integrate instructional best practices, will ensure each site has the minimum equipment and supplies for efficient delivery of services. The college will lead several of the courses and additional service area sites will be encouraged to expand their college offerings.

The Consortium communities have expressed the need for additional technology support. General technology support will educate, train, and tutor basic computer skills and internet applications to community members at all of the partner locations. Funding will be utilized for equipment, connection services, and supplies.

In addition, internships and pre-apprenticeships will be an integral component of our adult education plan. Employers have demonstrated increased participation in advisory committees expressing the skills sets requirements needed to maintain well trained employees. The WHCCD AB86 adult education program will work directly with industry and business employers, WIB's, Unions, and non-union programs to assure as many possibilities and options are available for job placements and agreed upon skills will be valued by industry.

³⁵ Ibid., p. 8.

Work Plan for Implementing Approaches to Accelerate

Table 5.1

Description of Approach	Tasks/Activities Needed to Implement	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Basic Literacy Skills to advance transitions from ESL, Basic Skills, Adult Secondary Ed., and/or CTE Programs to begin or advance in career	Utilize modified registration methods, modified scheduling, compressed instruction, integrated program design, cohorts, advising, student support services, case management, contextualized learning, integrated counseling, sharing curriculum among sites, and combined professional development while emphasizing employer participation and identifying of advised workplace skills. To include articulations at high schools and adult ed. programs where/when possible, advance short term CTE, target recognized certificates, and include use of technology throughout program.	Instruction, counseling, professional development, and Technology Support for courses, equipment, supplies	\$1,250,000	Firebaugh, Mendota, Golden Plains, Riverdale, Avenal, and Coalinga K-12 Districts and WHCCD , WIB's, and employers	Successful Enrollment and Persistence in Adult Programs, increase certification numbers, increased attendance numbers at all sites, and job advancements and/or placements	2015-2017
Self-Support Training: Train individuals to volunteer/assist groups with ESL, and Basic Skills instruction/tutoring	Team Effort between educational entities to provide initial childcare instruction and tutoring training to participants to build a self-provided tutoring	Planning/Development time, professional development strategies, some technology, and supplies	\$60,000	K-12 Districts, and WHCCD	Codifying number of participants and placements	2015-2017
Expanded Distance Education to k-12 sites– to include ESL, Basic Skills, and CTE	Combined CC and Adult Ed effort- integrate instructional practices, combined IT professional development, equipment, supplies	Application of programs at various high school & CC led sites.	\$355,000	Partner k-12 districts and WHCCD administration	Number of enrolled and active participants and completers	2015-2017

Work Plan for Implementing Approaches to Accelerate

Table 5.1

Integrated Student support-	Combined CC and K-12 effort to provide tutoring, bi-lingual instruction, and counseling services. WIB's to provide case management and support services where applicable to complete education/trainings	Employer and WIB participation, Instructor, and school collaborations	\$150,000	Employers, WIB's, Partner k-12 districts, and WHCCD	Number enrolled, number of completers/number with improved work related skills	2015-2017
Technology Support	Provide technology support, Educate, train, and tutor basic computer skills and internet applications.	k-12 & CC districts IT departments, instructional cost, some equipment, connection services, and supplies	\$250,000	Partner k-12 districts and WHCCD	Number enrolled, completers	2015-2017
Internship Connections & pre-apprenticeships	Provide internship employer connections, focus on internship criteria, pre-apprenticeships and apply school provided trainings and job training support.	Employers, K-12 and CC advisory committee's	\$250,000	Employers, WIB's, K-12 districts and WHCCD	Number interested, number confirmed, placements	2015-2017

Objective 6

Providing a sufficient amount of Professional Development (PD) opportunities can strengthen the delivery and quality of staff instruction. Limited funding over the past few years due to budget constraints has restricted the number of professional development days for adult education staff. All staff members agree that they can reinvent their subject content sparking new life and interest in their curriculum and delivery when given the opportunity to polish their skills and gain information on renewed best practices. The real question is - what can we do to improve the commitment, establish a culture of continuous improvement and foster increased opportunities for continuous professional development.

The WHCCD AB86 consortium partners addressed these issues and agree improved methods of securing quality and availability of PD are possible. The manner we have discussed and chosen includes collaboration and coordination among all partners; we plan to combine much of the PD delivery in joint sessions by subject with Basic Skills intertwined across all areas. This will allow both high school and college staff sufficient time to discuss latest trends, best instructional practices, newest tools, curriculum, pathways, certifications, and many other related topics. It additionally improves connections and relations making it easier to support and ultimately improves overall communication when questions arise or a new idea needs to be shared.

Technology is a content area that crosses most all subjects including CTE. Once again, combining PD in a collaborative fashion will ensure there will always be someone who attended and you can ask questions or can help with provided documentation. We would also like to include technology within the technology PD by recording the sessions whenever possible. This may not happen initially, but the intent is to make it an available option for most of the PD sessions across all subjects; teachers can review the materials, lectures, concepts shown, and would also be available when someone was unable to attend. Additionally, these recordings could be very valuable to new teachers wanting to advance by viewing archived sessions.

CTE staff have additional challenges when dealing directly with employer questions and/or concerns with employee or potential employee trainings. Our PD plan includes instructor externships consortium wide with educational institutions and industry partners. The combined efforts will dramatically the potential for knowledge transferring and skill-set. It will ease the tensions of fast paced technology advancements, new equipment knowledge, and the latest trends in food processing and manufacturing that can make a significant difference for industry partners. Here again, the use of recording (where/when allowed) will offer staff members whom did not attend a session a chance

to review at their leisure. Externships offer an opportunity to learn and truly understand the reasons “why” things are done in a particular fashion or sequence can totally change the curriculum content and incorporate real world hands-on applications relevant in today’s jobs. This consortium will expand the CTE PD to be inclusive of certifications for the CTE instructors. This combined effort will truly help to align pathways region wide and a united front will also assure the skill-sets being addressed are indeed aligned with business and industry need.

Current Professional Development

Table 6.1

Topic	Professional Development Strategy	Program Area Addressed	Estimated Cost to Implement Consortium wide
Basic Skills	<p>K-12 level: Current Basic Skills professional development (PD) is somewhat limited as funding to support adult education programs is very restricted. Current PD focuses on safety: mandated reporting/child abuse/lockdown/ and additional PD focusing on instruction is typically provided by local administration.</p> <p>West Hills College: College Basic Skills instructors are offered PD opportunities several times a year as well as further subject area focused meetings. In addition, they collaborate with instructors in a variety of subjects to incorporate basic skills across the curricula.</p>	Basic English and Math	<p>N/A</p> <p>\$30,000 per year</p>
Basic Skills	West Hills College: Additional PD for Basic Skills instructors includes collaborative meetings with several regional colleges.	Basic English and Math best practices	\$18,000 per year
CTE	K-12 level: In addition to mandatory PD advisory meeting, some high school CTE instructors attend annual CA Educating for Careers Conference .	Best Practices, Articulation, innovative instructional concepts	\$29,000 per year
CTE	West Hills College: PD for college staff varies by content area and most include area meetings and advisory boards.	Funding, curriculum, developing SLO's, and Externships	\$18,000 per year
CTE	Additionally, most instructors attend at least 3 conferences a year. This can include the annual AG teacher CATA conferences , summer, mid-winter and regional CATA conferences.	Best Practices, safety updates & OSHA compliance, latest tools & equipment, jobs & careers, and funding opportunities	\$9,000 per school per year sending different staff to ea.= 7x\$9,000 = \$63,000 per year
CTE	West Hills College offers CTE Connect Day which brings professional development to teachers, counselors, and administration from the college and high schools to explain forms and process for course articulations, dual credit, introduce CTE and academic college counselors, focus on available CTE pathways, and offer short tours.	Maintenance Mechanic Culinary, Administration of Justice, Health Careers, Welding, and	\$20,000 per year

Current Professional Development

Table 6.1

		others	
CTE/General	West Hills College offers Eagle Dayz to offer professional development to teachers, counselors, and administration from the college and high schools to expand on priority registration, introduce all counselors, student services, discuss scholarships, financial aid, student loans, and offer short tours.	CTE, engineering, and academics.	\$20,000 per year
Technology	West Hills College implemented a technology focus approximately two years ago which provides “tablets” along with a series of professional development training to instructors, counselors, administration, and students. This effort is recognizing the tremendous value to instruction in/out of the classroom; is changing/advancing how our IT department moves forward; is allowing students to view/review course materials while working with other students regardless of their location.	Across all instructional areas	Est of \$1,600 per person for tablet and PD training series 1600x's 140=224,000
CTE	CTE Trainings for recognized certifications – this includes various certifications from The National Center for Construction Education and Research (NCCER), American Welding Society (AWS), and Manufacturing Skill Standards Council (MSSC).	Agricultural Mechanical, Heavy Equipment, welding, and Maintenance Mechanics	Est of \$4,000 per certification @3 ea/per instructor- 4 per school= 3x'\$4k=\$12x7=\$84000
CTE/Academic	West Hills College offered professional development to instructors, counselors, and administration toward revamping instructional practices as they partnered with 11 colleges to develop the following: defined/accelerated CTE programs, competency based skills training, contextualized basic skills, industry recognized certificates, block scheduling, enhanced student services, incorporating technology, and student cohorts.	Various CTE programs, Basic Skills, curriculum development, instructional practices	\$38,000 per year
CTE	CTE College instruction “at” High Schools: West Hills College has partnered with two high schools to offer concentrated CTE focused instruction. Currently offering college courses on the Avenal High School campus concentrating on Agricultural Science and Mechanical. Mendota High School has college courses with a health careers focus (CNA, EMT, pre Paramedic).	Agriculture at Avenal HS and Health Careers at Mendota HS.	Est of \$14,000 per semester X's 2 per/year per/school= 2X7(HS's)x14= \$196,000 per year.

Collaborative Professional Development Plan

Table 6.2

Topic	Collaborative Professional Development Strategy	Program Area Addressed	Estimated Cost to Implement Consortium wide
Basic Skills	Address common limited English concerns, will combine Basic Skills professional development consortium wide and plan/implement contextualized basic skills into CTE courses . All partners will share facilities/resources to expand communication between consortium partners, employers, and additional entities. Will create/expand student opportunities by acknowledging consortium member programs on everyone's websites.	Basic English and Math	\$50,000 per year
General	Combine consortium wide professional development across many subject contents to enhance communication between partners, have professional content speakers, better align pathways, share facilities and resources, and assure dissemination of pertinent information to all. To include but not limited to: English, Math, History, Agriculture, Health Careers, Administration of Justice, Welding, and others	Across all subjects and programs.	\$60,000 per year
CTE	CTE Instructor training/testing for industry recognized certifications – The consortium will share facilities and resources to facilitate CTE instructor trainings toward preparing and testing for industry recognized certifications. This will include National Center for Construction Education and Research (NCCER), Manufacturing Skill Standards Council (MSSC), American Welding Society (AWS), and potentially additional certifications. This will expand opportunities for students to receive actual certifications on their educational pathways to jobs/careers.	Agricultural Mechanical, Heavy Equipment, Welding, Maintenance Mechanic Administration of Justice, Health Careers, Culinary, and more	\$53,000 per year for two years
Technology	To purchase technology tablets and provide a professional development series to implement its use in/out of the classroom. PD training series will be open to teachers, counselors, administration, and students.	Across all instructional areas	\$1,600 per person for tablet and PD training series. Est. 140 staff \$224,000
CTE and General	Will coordinate instructor externships consortium wide with educational institutions and industry partners to apply real world professional development . Will allow for expanded curriculum alignment to regional workforce needs and impact high schools, adult ed., and college programs. Process will ensure instructors are up-to-date on latest technologies and applications and best align course pathways ensuring student success.	Primarily CTE focus	\$54,000 per year for substitutes, stipends, and travel

Objective 7

West Hills College has traditionally partnered with multiple agencies and leverages funds and strengths of each to promote student success. Existing partnerships include the Fresno County Workforce Investment Board (WIB), the Economic Development Corporation (EDC), Economic Opportunity Corporation (EOC), Department of Social Services (DSS), Reading & Beyond (R&B), and most municipalities in this region.

West Hills is also a “service provider” for Fresno County WIB which allows the college to continuously assist community members by educating, training, and placing them into jobs. The services provided are proactive, customer-oriented, and user friendly providing positive results for both job seekers and employers.

These partnerships are vital, especially in our region that is made up of rural communities and resources are very limited. Our WIB partners share large amounts of labor market data by county, region, and career field that can greatly assist this consortium to assure the knowledge and skills trainings are pertinent to the needs of the region. The combined partnerships with EDC, EOC, DSS, and R&B all contribute a very significant amount of funding to provide training programs directly in the rural communities which further alleviates any associated training transportation cost for the participating students.

West Hills College has an additional partnership with 3 K-12 school districts that are also in this consortium (Firebaugh Unified, Mendota Unified, and Golden Plains Unified) to develop a CTE focused training venture named the Westside Institute of Technology (WIT). WIT is an added benefit to the consortium as the program contributes supplies and equipment use to high school CTE and potentially adult ed. programs. WIT also provides trainings in multiple communities utilizing donated school site classrooms and/or city owned facilities. The training information is shared with each school district to pass along to the local families. These services promotes a well prepared workforce for local employers and assist to encourage further development of manufacturing and processing plants in the region.

Additionally, each of the consortium partners has a CTE advisory committee made up of many local employers. Each advisory committee contributes valuable information and direction to their school on CTE programs and curriculum. This is a real asset to our consortium and will be taken into consideration on implementation strategies.

The leveraging of available resources will impact the program, especially the sustainability of the program. The WHCCD AB86 consortium recognizes many challenges will develop as program implementation begins. We also recognize the

tremendous benefits of consortium implementation for our communities. The AB86 Adult Education program has the potential to elevate the quality of life and economic impact of the region and can contribute to the overall attainment and productivity of the region.

Consortium members recognize their contributions are essential to overall program implementation and success. All are willing to contribute facilities usage and sharing of available resources and will collaborate for a smooth transition with scheduling, program development, and project coordination. All consortium members are willing to work together with staff scheduling and coordination for new and improved professional development. Additional time will be essential for attending PD especially when staff members cover more than one subject area; initially, it will be difficult as bringing in additional substitutes can be challenging.

Consortium members acknowledge that alignment of pathways and CTE certifications will positively impact overall program effectiveness and student success. Few school districts have worked with business and industry partners to the extent we envision for the AB86 implementation, but building these collaborative partnerships will ensure student success.

The service area is one of the poorest in the nation and we are reminded daily of the challenges our population faces in the classroom and on the farm. Our goal is to make the availability of adult education one of the biggest improvements in this region. All consortium team members agree the benefits greatly outweigh any upcoming challenges and the importance of keeping a focused lens on the outcomes will keep reminding us of how positive this venture will become.

Leverage of Existing Regional Structures from Partners

Table 7.1

Partner	Program Area to be Addressed	Task/Activities Needed to Implement Support of the Program	Member Counterpart	Partner Contribution	Timeline
All consortium partners	CTE/general ed	Facility usage and available resources for all professional development and CTE trainings	All members of consortium	Facility usage and available resources	throughout program implementation
West Hills College	CTE	Maintenance Mechanic tools and equipment required for professional development trainings and program usage	All members of consortium	Tools and equipment	Throughout program implementation
All consortium partners	Professional Development	Coordination of instructor time, substitutes, and related to attend professional development opportunities	All members of consortium	Schedule coordination	Throughout implementation
All	Counseling	Dedicated time for counselors for expanded student services	All members of consortium	Counselors time	Throughout implementation
All	Distance Education	Course identification and scheduling coordination for expanded number of distance education courses	All members of consortium	Admin and counselor planning time	Throughout implementation
All	Internships, externships, and pre-apprenticeships	Dedicated staff time to connect with business and industry for internships, externships, and pre-apprenticeship opportunities	All members of consortium	Admin and staff time for development and coordination	Throughout implementation
All	Offering additional courses	Offer additional courses for Adult populations including basic skills, literacy, technology, CTE and others	All members of consortium	Admin and staff time for development and coordination	Throughout implementation
All	Pathways alignment and articulations	Alignment of career pathways offerings and expanded number of articulated and dual enrollment courses	All members of consortium	Admin and staff time for development and coordination	Throughout implementation
WIB and County	Student support services	Provide student support services as available, applicable, and meet qualifications	All member program students	Student support	Throughout implementation

Closing Note:

To: *The AB86 State Team*

The West Hills Community College AB86 Consortium would like to “Thank You” for all of your guidance and support of this effort for much needed Adult Education in California.



**West Hills Community College AB86 Consortium
Final Plan**