



AB104 Adult Education Block Grant - Three-Year Consortia Plan Update from AB86 Final Plan

Section 1: Consortium Information

1.1 Consortium Planning Grant Number:	13-328-67
1.2 Consortium Name:	West Hills College Consortium
1.3 Primary Contact Name:	David Castillo
1.4 Primary Contact Email:	Davidcastillo2@whccd.edu

Section 2: Three-Year Plan Summary

AB86 Final Plan adapted to AB104 requirements

2.1 Provide an Executive Summary of your consortium's AB86/104 Plan vision and goals (updated as appropriate). You can attach your summary or enter it below. Please see the Guidance document for attachment instructions.

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. A culture of good communication amongst all entities is in place and attendance and collaboration is going strong. Conference calls and meetings at

secondary school sites have energized the team towards a vision of seamless pathways between Adult Ed's and community college efforts and productive and available adult education courses and trainings. Building sequential pathways, building articulations, targeted early registration, direct ties to business and industry, and other services have been key conversations toward improving the current status quo that hinders our current 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.

Every member contributes to discussions adding depth and richness to the collaborative planning process. Most are involved in leading groups in their own districts to address all 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. WHCCD maintains good relationships with all local area school districts, eight as members and several more as partners. Going forward, plans include:

- 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.
- Collaboration between district adult 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.

Our region has a high population of Hispanics; this population group traditionally has been employed in agriculture related jobs that only required minimal academics and low skills. The following includes some data to demonstrate:

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 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

These statistics demonstrate the need to address the lack of education in this region with high Hispanic population percentages. Hispanics make up the majority of the rural population; this group has been identified throughout the process as "in high need of assistance" as many have limited English language, experience educational barriers, and commonly are identified as having low employment skills. Addressing these needs will be initiated by providing English as a Second Language (ESL), High School Equivalency, and Citizenship courses. This combined with Career Technical Education courses will assist them in obtaining the advanced levels now required for many agriculture related jobs and also to encourage entrance into post-secondary education.

Our region has historically been an underserved area with most jobs having ties to agriculture. Agriculture related jobs have traditionally been held by Hispanic immigrants. These jobs are typically seasonal, low wage paying and have low education and skills requirements, but times are changing.

Agriculture has been able to endure many challenges by incorporating multiple new technologies. These new technologies in turn are now demanding higher knowledge and skill-sets levels of their employees. This is a challenge our members are confident we can assist with by starting delivery of Basic Skills and additional courses as soon as possible.

Offering basic skills and ESL courses in various communities will vastly improve the opportunities for many. These courses will include, but not limited to Basic Skills, English as a Second Language, Workplace English, Literacy, and potentially Parenting success. All members agree Basic Skills courses should be offered in every rural community as public transportation is almost non-existent and vehicle ownership cost are prohibitive for most of basic farm labor force; additionally, what little public transportation is available is only provided on sporadic schedules in more populated communities, thus continues to be a challenge in the region. Collaboration with various agencies is currently being reviewed for potential cost effective methods of addressing this issue. Basic skills programs will begin with assessments of current levels and scheduling series of applicable courses with overall goals of participants earning a High School Equivalency or high school diploma. Courses will be offered in both traditional and non-traditional schedules to best serve the population. Additionally, bi-lingual assistance will be made available when/where possible to assist and increase success rates. This will encourage completers to continue taking additional academic and/or short-term Career Technical Education (CTE) courses.

Membership leaders recognize the tremendous need for a variety of short term CTE courses and pathways. Identified skills courses will align with employer need and potential employment and/or continued post-secondary education. Recognized certifications will be targeted end results, but may not be fully realized in this initial first year. The CTE initial focus will include employer identified skill-sets that can lead to employment, alignment of curriculum, instructor professional development, and delivering quality instruction.

Members will coordinate schedules to allow students to participate in various sequential levels of instruction with limited duplication. Collaborations among members and partners will allow sharing of facilities, equipment, and even instructors at times. Collaborations with partners will allow for instructor externships that will definitely help align the required knowledge base and employment skills with instructional goals toward addressing identified Implementation Strategies for Gaps.

Members have noted some concerns for finding and keeping quality instructors. This will be addressed by fully utilizing available instructors by coordinating schedules thus allowing teachers to instruct at various sites. This format will offer temporary instructors consistent employment and will also assist with consistency and quality of instruction while meeting required employment competencies, alignment with sequential courses, and cultivating relationships between instructors and community members.

Our consortium partners include two local prisons; these partners have shared the population of ex-offender and at-risk adults could really use the instruction offered by adult education. The formats for best serving these populations is still under development, but collaboration again will lead us to success for all.

With this said, the needs of these communities has been identified and this consortium is ready to meet the challenges of delivering quality instruction. We have an implementation start date of January 2016 for delivering instruction in all the local communities; we are excited and committed to making a positive difference for all groups in Adult Education. We know this is only the beginning.

2.2 Provide updates and changes to your submitted AB 86 Final Plan regarding Objectives 1 and 2. It is not necessary to reiterate or attach these sections from your AB86 Final Plan to this document. You can attach your description or enter it below. Please see the Guidance document for attachment instructions.

NOTE: The updates shall include data and changes regarding the seven program areas in AB104 (five of which were in AB86):

1. Programs in elementary and secondary skills, including those leading to a high school diploma or high school equivalency certificate.

All members will be incorporating programs leading to high school equivalency certificates and/or high school diplomas. Firebaugh Unified and West Hills College are both in the process of acquiring site testing authorizations for high school equivalency exams. Multiple sites are currently being planned to assist participants with travel requirements. The basic skills courses will be delivered in each of the rural communities to aid with travel cost and assure more participants will attend. ESL courses will also be made available at several site along with citizenship classes. All course scheduling will be coordinated to allow easier access to various levels of instruction.

Counselors from each district will address classes in group formats to delivery information on potential pathways that can lead to post-secondary education and/or to CTE skill set building courses.

2. Programs for immigrants in citizenship, ESL, and workforce preparation.

Our research indicates immigrants in the United States is one of the fastest growing market for adult education and this region has one of the large concentrations in need of the education. We currently serve a 70 plus mile stretch of rural communities with limited transportation whose primary income base is derived from agriculture. The population serving agriculture has traditionally worked as low skilled general labor and hasn't had to focus on being tech savvy. Additionally, most farm labor typically has limited English skills. This means it will be vital our programs have the ability begin with very low levels of education and skills and increase them to a level where they can enter this new high knowledge, high tech job market.

We are tailoring the courses offered to meet the needs of our region; these are some of the reasons our members will be offering Basic Skills in every community, ESL and citizenship

classes in various locations, and will offer increasing levels in coordinated schedules to ensure there is always a class that students can attend without having to travel far. Longer term goals for many will initially be simply to earn a High School Equivalency Certificate or high school diploma followed by entry into college level courses and/or CTE skill building courses that can help toward obtaining or advancing with employment opportunities.

3. Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce.

Reentry into the workforce is a real need in this region as it commonly has unemployment rates as high as 40%. Most of these unemployed share low English levels that limit job and careers. It is with this in mind that we will be incorporating contextualized workplace English into many of the CTE courses. This will really help with understanding of subject content and will dramatically assist them at their jobs.

Technology is another area that will be targeted for assisting with employment. This will include computer basics, MicroSoft software basics, and utilizing the internet in work related applications. Various levels of these skills will be expanded upon as the base knowledge of participants improves. Several courses are anticipated to be required to be successful. This has concerned some of the members on how to keep students motivated throughout this process. The intent is to keep short term courses available that have high success rates and keep student interest.

Our hope is students will have improved employment opportunities by taking courses and can have multiple entry and exits throughout the education and training process. Goals are to raise participant basic skills levels that can allow entrance into for-credit post-secondary courses and CTE pathways. CTE goals will target recognized certifications that align with regional employers to assure what is being taught relates to what employers need. We will also rely on local employers and county partners throughout this process to help guide and align these programs with current and future skills requirements.

4. Programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school.

Parenting classes, basic skills, ESL, and citizenship courses will all assist parents and potential tutors toward helping school children succeed. Additionally, these will also lead toward college

level education and/or to career technical education. The colleges offer a large selection of for credit courses and thus will be utilized as the infrastructure is already in place.

5. Programs for adult with disabilities.

Our group is planning to address are adults with disabilities thru several avenues. This population group has limited representation at meetings, however various programs are in development stages. College district administration is currently developing strategies to deliver a transition program that can serve much of the regions disabled. The program will include group sessions addressing transition from k-12 to college and transition from adult programs to college and/or employment.

Riverdale Unified has also taken a lead role in plans to serve the disabled population. They are building a program to help in multiple aspects improving the quality of life for disabled students. Additionally, they will also be targeting skill-set building for entry level jobs and careers.

6. Programs in career technical education that are short term in nature with high employment potential.

A few programs will be targeted for this group. Forklift certifications are very short term courses that offer a 3 year certification. Additionally, these certifications really help in obtaining employment. The other course is OSHA safety certification; this course again is one that can make a significant difference for the participant, yet does not require long term training and also really helps in obtaining employment. Other certifications currently being reviewed include Maintenance Mechanic, solar farm installers, janitorial, and security guard. All have been offered in the past with good results for both completion and for employment.

7. Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards.

Internships opportunities in our region are very limited. The rural communities do not have the large scale businesses and unions to fully support. We are however investigating partnering with larger regions and programs to allow expansion of potential programs and opportunities. Larger urban areas have multiple apprenticeships and many potential students will consider moving thus opening up a new avenue for potential careers.

2.2a Objective #1: An updated evaluation of *current levels and types of adult education programs* within its region, including education for adults in correctional facilities; credit, noncredit, and enhanced noncredit adult education coursework; and programs funded through Title II of the federal Workforce Investment Act, known as the Adult Education and Family Literacy Act (Public Law 05-220).

Describe any changes regarding the services and programs the consortium members and partners are currently providing in the consortium's region and provide a narrative evaluation of adequacy and quality. Please note that community college district members are requested to provide data separately for credit basic skills, enhanced noncredit, and/or regular noncredit, as applicable.

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. There are only minimal amounts 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 region has one of 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.

The college is the offers the largest delivery of courses, but is still very limited. This consortium will be offering courses throughout the region and will make a significant difference the opportunities for attendance.

2.2b Objective #2: An updated evaluation of *current needs* for adult education programs within the consortium's region. Describe and assess current needs for each of the AB86 adult education program areas (1-5), including the needs that are currently unmet. This might be informed by regional data including, but not limited to, student wait lists for classes in the program areas addressed in AB86; school districts' K-12 English Learner statistics; the number of children who qualify for free or reduced lunch; adults who do not have a high school diploma; and other relevant data. Additionally, consider needs in your region documented in state sources that informed the AB86 awards, which were calculated based on community college district boundaries (<http://cccgis.org/CCCDistrictBoundaries/tabid/626/Default.aspx>).

This should provide an updated overview (if applicable) of the consortium's region including:

- Analysis/description of local regional economy
- Additional analysis utilizing other data

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; Reef Sunset has continued offering basic skills courses as well but are located a large distance from other sites thus many find it difficult to attend; Firebaugh

continued their program, however only typically offer one course at a time and their funding is very restrictive. Most all the offerings in the various locations 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.

2.3 Briefly describe what your regional consortium system will look like by the end of the 2017-18 program year in the areas listed below. **NOTE:** Responses to items 2.3a, b, c, d and e are required as part of adapting the AB86 Plans to AB104 requirements. The remaining items are optional and are offered to provide updates, if applicable.

2.3a Placement of adults (including but not limited to older adults) seeking education and workforce services. (REQUIRED)

Having a combined marketing program with substantial amounts of partner agencies will allow us to highly publicize all course listings, start times, and locations. Having partnered with multiple employers providing positive results will lock in placement opportunities for participants. Lastly we will continue expanding partnerships with entities that can provide financial and student support systems to ensure high percentage success rates.

Workforce Connection is an example of partners who by design assist people to locate and meet the qualifications to apply. Workforce will be very integrated in assisting this consortium; they will be providing supportive services for students and have resources they will be sharing such as computers and job prep trainings. Proteus is another agency who will be providing like services, Department of Social Services will be looking to co-enroll and will also be assisting with the recruitment of attendees. All these agencies provide placement services for those enrolled in the programs. Additionally, they are willing to share in any additional employment opportunities.

2.3b Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards. (REQUIRED)

Apprenticeships are difficult in the rural region we serve as they are very limited. This is an area we are currently expanding our reach to enter into the influence of larger cities that have multiple apprenticeship programs and opportunities.

2.3c Programs for adults (including but not limited to older adults) that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school. (REQUIRED)

Our consortium has plans to incorporate a continued “tutor training program”. The method for this will include providing training at no cost with participants agreeing to participate in tutoring services at various school sites. This program will really assist with controlling cost as it will also be incorporated into CTE courses. The intent is to use bi-lingual participants as much as possible for the adult ed and CTE courses.

2.3d Collection and availability of data. (REQUIRED)

Employment Projections by County

Although unemployment rates are high, many employment opportunities are available now and will increase in the near future. Figure 1 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 1: 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
<i>Goods Producing</i>					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
<i>Service Providing</i>					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

INDUSTRY	AVE. ANNUAL EMPLOYMENT		EMPLOYMENT CHANGE		EMPLOYMENT JUNE 2014
	2010	2020	2010	2020	
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 Department¹

*Higher employment numbers and above-average projected growth

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%

¹ 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.

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%

2.3e Qualifications of instructors (including common standards across entities).

(REQUIRED)

Our consortium is currently initializing course deliveries and will be using each entities approved hiring standards and policies. The 3 year goal, however includes building common wage rates and standards to allow additional sharing of part time instructors. This format will assist with consistency of content instruction at all sites. This will also help by making it easier to provide professional development for existing teaching staff.

2.3f Alignment of academic content and curricula (OPTIONAL)

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2.3g Alignment of educational services supported by this grant . (OPTIONAL)

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Section 3: Consortium Member Signature Block

Name:

Joe Casarez

Consortia Member:

Coalinga Huron Unified

Email:

jasarez@chusd.k12.ca.us

Date:

01 -19 - 16

Signature Box:



Name:

Xavier Pina

Consortia Member:

Crossroads Charter

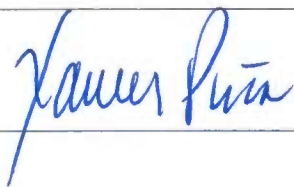
Email:

xpina@armona.k12.ca.us

Date:

01 -19 - 16

Signature Box:



Name:

Rebecca Gamez

Consortia Member:

Mendota Unified

Email:

rgamez@mendotaschools.org

Date:

01 -19 - 16

Signature Box:



Name:

Suzy VanDerMolen

Consortia Member:

Reef Sunset Unified

Email:

svandermolen@rsusd.net

Date:

01 -19 - 16

Signature Box:



Name:

Jeff Percell

Consortia Member:

Riverdale Unified

Email:

jpercell@rjusd.org

Date:

01 -19 - 16

Signature Box:




Name: Howard Yamagiwa

Consortia Member: Firebaugh Las Deltas Unified

Email: hyamagiwa@fldusd.org

Date: 01 -19 - 16

Signature Box: 

Name: Martin Macias

Consortia Member: Golden Plains Unified

Email: mmacias@gpusd.org

Date: 01 -19 - 16

Signature Box: 

Name: Debbie Muro

Consortia Member: Lemoore Union

Email: dmuro@luhad.k12.ca.us

Date: 01 -19 - 16

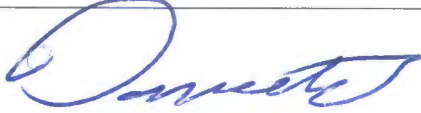
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