

**AB86 Regional Consortium Plan Narrative  
West Kern Community College District  
Taft Union High School District  
Maricopa Unified School District**

**February 2015**



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## Cover Sheet

The West Kern Community College District is situated on the vast Midway Sunset Oil field, encompassing a 767-square mile area made up primarily of oil fields. The communities of Taft, Maricopa are the primary population centers within western Kern County, and home to approximately 27,000 residents. Within the region, there is one community college district, one unified school district, one high school district, and five K-8 school districts. These entities form the adult education consortium and associated partners in the AB86 Regional Planning Grant project.

Like many rural regions in California, adult education services within western Kern County are fragmented and in many cases, non-existent. In an area of high need, the lack of an overarching vision of adult education and a well-developed system of services and programs has limited opportunities for local upward mobility, community vitality, and economic growth. The AB86 regional consortium plan however, can spark a transformation in western Kern County and provide a pathway to greater career mobility, economic growth, and community development.

Consider the impact of a well-designed, and adequately funded, system of adult education in western Kern County against the following backdrop:

- Western Kern County is younger and more diverse than Kern County as a whole, California, and the nation. Fifty-five percent of the residents in western Kern County are age 34 or younger as compared to 49% in California and 47% in the nation. Forty-three percent are White/Hispanic as compared to 35% in California and 15% in the United States.
- Western Kern County is less educated than Kern County as a whole, California, and the nation. Of those western Kern County residents age 25 or older, twenty percent hold a two-year degree as compared to 38% in California. Only 12% have earned a bachelor's degree or higher as compared to 31% in California.
- In a region of 27,000 residents, only 25% of adults age 25 or older have a high school diploma or equivalent. This means that nearly 5,000 residents lack a high school diploma or GED.
- Fully 19% of western Kern County's population was born outside the United States, and 27% of residents speak a language other than English at home.



Given the facts noted above, it is not surprising that western Kern County has a lower median income and a higher rate of poverty than that of California or the United States.

The Western Kern County AB86 Regional Plan reflects the needs of the region by placing a priority on supporting high school equivalency, literacy, and citizenship education. The plan leverages existing programs offered at Taft College coupled with new thoughts about effective outreach, assessment, and referral to services offered in places and methods that will meet the needs of the adults within the region.

It bears repeating that currently adult education in western Kern County is fragmented, and in many cases, non-existent. Beyond the ESL, Basic Skills and GED courses offered at Taft College, there is no other source of adult education services in the region. Limited transportation precludes many adults from accessing adult education in Bakersfield. By implementing the Adult Education plan developed under this project, the residents in western Kern County will have greater opportunities to engage in the economy within Kern County, develop meaningful work skills, provide more to their families and support the revitalization of the region.



## **Consortia Membership:**

The West Kern Community College District encompasses a 767-square mile district in western Kern County. The service area within this district has a population base of 27,000 residents. Within the college district, there is one community college district, one unified school district, one high school district, and five K-8 school districts. Consortium members include the unified school district, the high school district, and the community college district.

There is a strong collaborative relationship between the three member districts in the regional consortium. Taft Union High School and Buena Vista High School are adjacent to Taft College and share property lines. Maricopa Unified School District is located 10 miles south of Taft College. All three districts have collaborated in promoting Science, Technology, Engineering and Math (STEM) initiatives through a US Department of Education Hispanic Serving Institution grant secured by Taft College. STEM grant activities have included student outreach, summer programs for secondary students, and use of a Taft College STEM mobile trailer which has provided STEM educational experiences at both K-8 and high schools in the college district.

Taft Union High School has allowed Taft College to conduct classes on its campus and in its ROP Welding lab. In addition, the college has provided 31 dual enrollment classes at the high school for the past five years. Faculty members from the college and the high schools have collaborated in developing articulation agreements to support a seamless transition between secondary and post-secondary educational programs.

Like many regions, adult education services within western Kern County are fragmented. Taft College provides basic skills classes in English, math, and English as a Second Language. These classes are developmental in nature and are below college level. The classes are offered as non-credit courses through Taft College. Approximately 1500 students enroll in these courses each year.

In addition, Taft College offers 24 certificates in career technical education programs leading to employment. Many of these certificates can be completed within 12 months and some are very short term courses offered to industry to upgrade skills of their workforce. The classes are offered as credit courses and are focused on adult learners. Approximately 16,000 students participate in these courses each year.

Taft College also offers Learning Skills 0910, a non-credit GED preparation course to help prepare those seeking GED certification by taking the GED exam.

Taft Union High School District offers Regional Occupational Program (ROP) classes to high school students under the age of eighteen. ROP classes are short term career technical education courses but currently are limited to high school students only.



Nearly 300 Taft Union High School District students participate in ROP classes annually.

Maricopa Unified School District does not offer adult education programs, although there is a strong need for adult education services within the City of Maricopa.

Within the West Kern Community College District service area, there are two correctional institutions. The *Taft Correctional Institution* (TCI) is a contracted correctional institution for the Federal Bureau of Prisons. It has capacity for 2500 inmates. Some of those incarcerated are sentenced criminal aliens who may be deported upon completion of the sentence. A satellite camp in the TCI houses non-alien low-security federal inmates.

The *Taft Community Correctional Facility* (TCF) is a 500-bed facility which houses low-security state inmates. Closed in 2011 due to AB109 Prison Realignment, the City of Taft recently signed a new agreement with the state of California to re-open the facility. Inmates will be incarcerated once again at TCF later this month.

Given the lack of a regional adult school serving the needs of adults in western Kern County, the members of this regional collaborative adult educational grant are eager to work together to plan a more comprehensive, integrated system of delivering adult education to residents in the West Kern Community College Districts. These members share a common vision of adult education and the benefits to the community which will result from this planning effort. There is a strong foundation of collaboration among the members and a willingness to work together to achieve a common goal. In addition, each member has developed strong relationships with local industry, community-based organizations, local workforce investment training providers, and social service organizations which will help support the planning needed to design a more robust system of adult education services in the region.

### **Consortia Partnerships:**

The consortia members have already reached out to regional partners to support the planning effort and be part of the planning team. These partners include:

<b>Identified Partner</b>	<b>Informing the planning process by:</b>
Taft Union High School District ROP	Providing short term career technical education and leveraging connections with industry
Kern County Department of Human Services	Providing outreach to eligible adult learners and providing information on adult education needs
Westside Recreation and Parks District	Providing outreach to eligible adult learners; assisting with programming; potentially providing facilities for services



Maricopa Chamber of Commerce	Providing information on adult education needs and the workforce needs of local employers;
Taft District Chamber of Commerce and Visitors Bureau	Providing information on adult education needs and the workforce needs of local employers;
City of Taft	Providing information on adult education needs and the workforce needs of local employers; leveraging connections with correctional facilities
City of Maricopa	Providing information on adult education needs and the workforce needs of local employers;
Westside Services Training and Education Center	Providing information on adult education needs and the workforce needs of local employers; Currently provides short term career education programs
Employer's Training Resource/America's Job Center	Providing information on workforce needs of local employers; leveraging funding through the Workforce Investment Act to support short term career technical education training; providing outreach to eligible adult learners;
Taft Community Correctional Institution	Providing information on adult education needs for incarcerated prisoners; potentially leveraging funding to support delivery of educational services to incarcerated prisoners in the community correctional facility located in Taft.
Taft Correctional Institution	Providing information on adult education needs for incarcerated prisoners; potentially leveraging funding to support delivery of educational services to incarcerated prisoners in the federal prison located in Taft.
Goodwill Industries	Providing information on adult education needs; potential provider of short term career technical education and training.
Taft City School District McKittrick School District Midway School District Elk Hills School District Belridge School District	K-8 School District, providing information on adult education needs of parents in the areas of citizenship training, ESL, Basic Skills, and short-term vocational training



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## Shared Leadership Strategies

Throughout this project, the consortium members will exercise shared leadership strategies which will guide decision making. The consortium member leadership has engaged in dialogue regarding a shared vision for the delivery of adult education services in western Kern County. Through discussion, the three Superintendents (West Kern Community College District, Taft Union High School District, and the Maricopa Unified School District) reached consensus on which entity would serve as the fiscal agent on this project.

The consortium members will develop a Memorandum of Understanding regarding their respective roles and expectations with regard to the planning project, and will secure the approval of the MOUs by their respective governing boards. A project meeting schedule will be developed and adhered to during the course of this project. Effective meeting management techniques will be used including agenda setting, minutes documenting meeting proceedings, and a decision-making process that values dialogue and discussion.

The consortium members will create a standard agreement template for consortium partners that may take the form of an MOU or some other formal agreement. Decisions regarding the allocation of resources will be made through a process of establishing shared goals and priorities as defined by the consortium leadership. The preliminary budget was developed through a collaborative process by the co-chairs of the consortium. Consensus was achieved in establishing the resource allocations as reflected in the preliminary budget.

A Partnership Committee will be established in order to better understand the educational needs of the adult learners in our region, as well as the workforce needs of regional employers. Through dialogue and discussion, the consortium leadership will create a process for defining the scope and breadth of the partnership committee. This partnership committee will collaborate with the co-chairs representing the consortium members to achieve objectives in this project.

## Project Planning Roles and Responsibilities:

*Project Co-Chairs:* The superintendents of the three member school districts will serve as co-chairs of this project. Each superintendent brings extensive experience in education as follows:

*Dr. Blanca Cavazos: Superintendent, Taft Union High School District.* Dr. Cavazos has been an educator at the elementary, secondary and university levels for over 32 years; 22 years in which she served as an administrator. As superintendent of the Taft Union High School District, Dr. Cavazos has oversight of the finances, instruction and facilities of the District. Her experiences include three years as an assistant principal at



Bakersfield Adult School with oversight of the English as a Second Language program, citizenship education, jail education services, GED program, Independent Study, and child care services. Additionally, she represented the Kern High School District on the local Workforce Investment Board and had oversight of a Job Training Partnership Act (JTPA) program for high school students.

*Dr. Scott Meier: Superintendent, Maricopa Unified School District.* Dr. Meier has served in education for over 34 years in many leadership capacities. He has served in the roles as teacher, vice principal, principal, district office coordinator, director, assistant superintendent and superintendent of several school district both elementary and unified. Dr. Meier has also worked at the county office of education and as a university professor in education and administration. In the past several years, Dr. Meier has dedicated his service to working with smaller school districts to support educational and administrative change. Currently Maricopa Unified is implementing a bold strategic plan to support the use of technology and career/college pathways for the small high school. The district's vision supports the need for adult educational services to the community.

*Dr. Dena Maloney: Superintendent-President, West Kern Community College District.* Dr. Maloney has over 20 years of experience in higher education and is responsible for all aspects of leadership at the West Kern Community College District including instruction, student services, district finances, facilities, community relations and economic development. Dr. Maloney has served as the Superintendent-President at the district for 2 years. Prior to joining the district, Dr. Maloney served as Vice President at the Santa Clarita Community College District. Dr. Maloney has experience in developing programs for displaced workers, incumbent workers, and adult education programs ranging from basic skills to highly technical career training.

*Project Director:* One of the first tasks for the project co-chairs will be to design a process for identifying and selecting a project director for this effort. The project director will be responsible for developing the project timeline and establishing a regular schedule for project team meetings. The project director will work closely with the project co-chairs and the project partners in successfully accomplishing the seven objectives under the AB86 regional consortia planning grant. The project director will be responsible for providing direction and activities related to the project goals within the five program areas included in AB86. The director will report to the project co-chairs who will provide overall guidance and vision for this project.

The project director will be responsible for preparing and submitting all required reports on the project's progress to the state Chancellor's Office. As the West Kern Community College District has agreed to serve as the fiscal agent for this project, the project director will work closely with the West Kern Community College District business office to manage the project funds. The Taft College business office will administer funds received from the Chancellor's Office to operate this project. Funds will be placed in a separate account and managed according to established financial accounting procedures and standards as required by the California Community Colleges and the West Kern Community College District.



*Additional Staffing:* Additional staffing for this project may be required as determined by the Project Co-Chairs and the Project Director. For example, clerical support may be needed once the project team is formed and project activities are launched. Additional support may be required from qualified consultants in order to perform a comprehensive needs assessment for adult education services within the region. Expertise and consultation services from technical experts may be required in developing a plan for more widespread use of technology to deliver adult education training in the Taft region, which lacks widespread broadband technology. Finally, expertise may be needed in designing a community adult education site for delivery of services specific to short term training to support GED certificates or training leading to employment.

### **Communication Plan:**

The West Kern Adult Education Regional Planning Consortia will coordinate and collaborate with partners throughout the region to share information to districts, adult education providers, and other organizations. The planning consortia members have already in place a strong network of relationships within education, training, economic development and adult services organizations including:

- Kern County Office of Education
- Kern County Superintendent of Schools
- Kern County Economic Development Corporation
- Bakersfield Adult School
- City of Taft
- City of Maricopa
- Kern County Board of Supervisors
- Community Based Organizations (Goodwill Industries for example)
- Business Organizations such as Chambers of Commerce
- Local regional structures such as workforce investment boards and job training agencies
- Elementary School Districts

Through these networks and new connections developed through this project, the regional consortium will communicate the project progress and invite input/participation in the planning effort. Regional meetings will be scheduled to share information with stakeholders. A website will be made available to provide a central information site for stakeholders to learn the results of the planning efforts. Planning documents, timelines and other project information will be posted to this site.

A quarterly electronic newsletter will be sent to members of these networks in order to keep stakeholders apprised of our efforts and accomplishments. Partner meetings will be held to invite input and share information. The governing boards of the member school districts will receive information in open session of board meetings.



Presentations will also be made in City Council meetings, Chamber of Commerce meetings, and other public forums. In summary, communication and outreach strategies may include:

- Newsletters, notices and invitations to seminars, workshops and other events;
- Updates at regional conferences, meetings and other business events;
- Distribution of materials and outreach to secondary schools;
- Placement of current information on regional consortium member web sites
- Development of a dedicated website;
- Development and distribution of information to print and electronic media outlets;

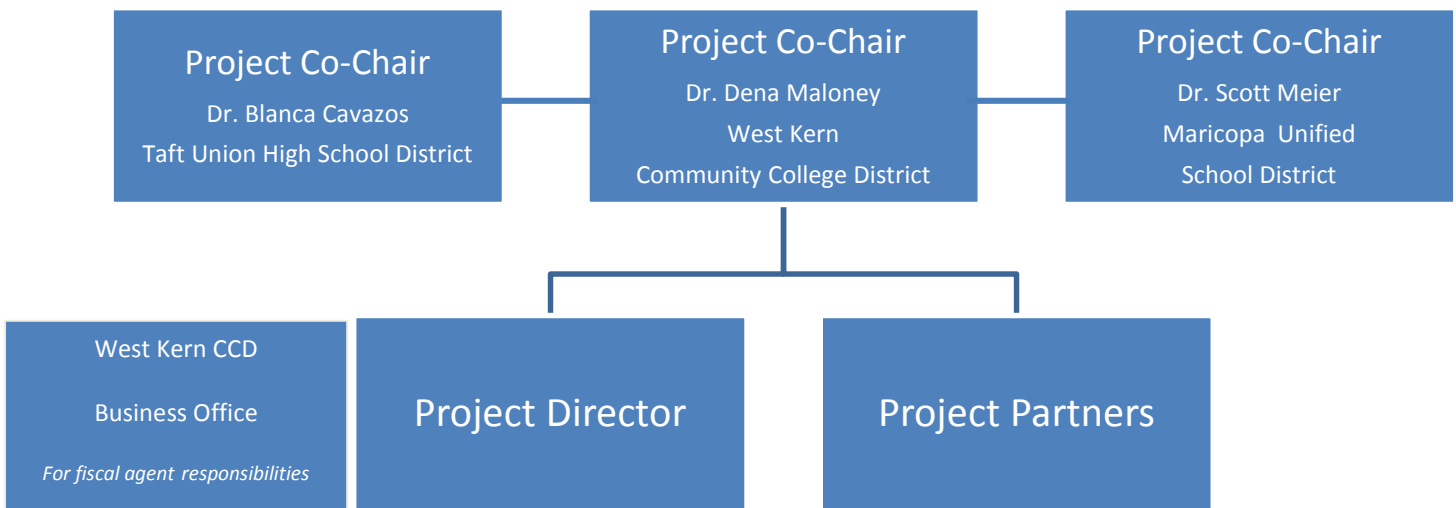
Ensuring that all potential stakeholders are identified and connected with is essential in order to accomplish regional planning objectives as follows:

1. Identifying and assessing current levels and types of adult education programs within the region
2. Evaluating current needs for adult education programs
3. Identifying potential opportunities to integrate existing programs and creating seamless transitions into postsecondary education or the workforce
4. Developing methods to address the gaps identified in #1 and #2 above
5. Creating strategies for accelerating a student's progress toward their academic or career goals
6. Designing opportunities for professional development for faculty and other staff in order to promote student success
7. Developing strategies for leveraging existing regional structures such as local workforce investment areas

The AB86 Adult Education Regional Planning grant provides a framework for bringing stakeholders together to assess, analyze, design and plan a more cohesive, comprehensive system of delivering adult education services in western Kern County. It will enable the region to enjoy a more integrated system of adult education which will contribute to a more vital economy in western Kern County. All stakeholders will have the opportunity to provide input to the plan. The three members of the consortium are eager and excited to work together to improve educational opportunities for adults in our region, and thereby improve the lives of our residents.



## Proposed Project Organization:



## Regional Demographics

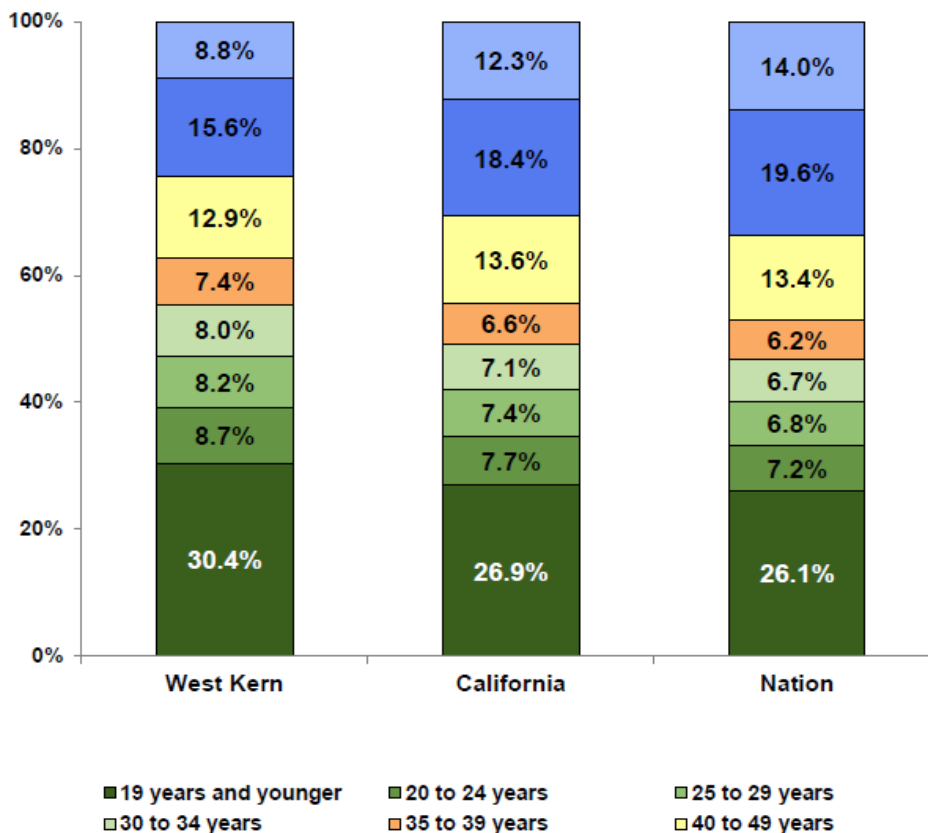
**Table 1: Age**

### REGIONAL DEMOGRAPHIC PROFILE

Kern County is home to approximately 878,000 people, with West Kern County accounting for about three percent of the County's population, or approximately 25,000 residents. While Kern County has experienced an eight percent growth in population since 2007, West Kern has experienced a five percent decline in population from 2007 to 2013. The following section highlights the different demographic characteristics of the West Kern County region.

The figure below displays the proportional composition of the region's population by age. Over half (55%) of West Kern's inhabitants were 34 years of age or younger in 2013. This is larger than the proportion of those that are 34 years of age and younger in California (49%) and for the nation as a whole (47%).

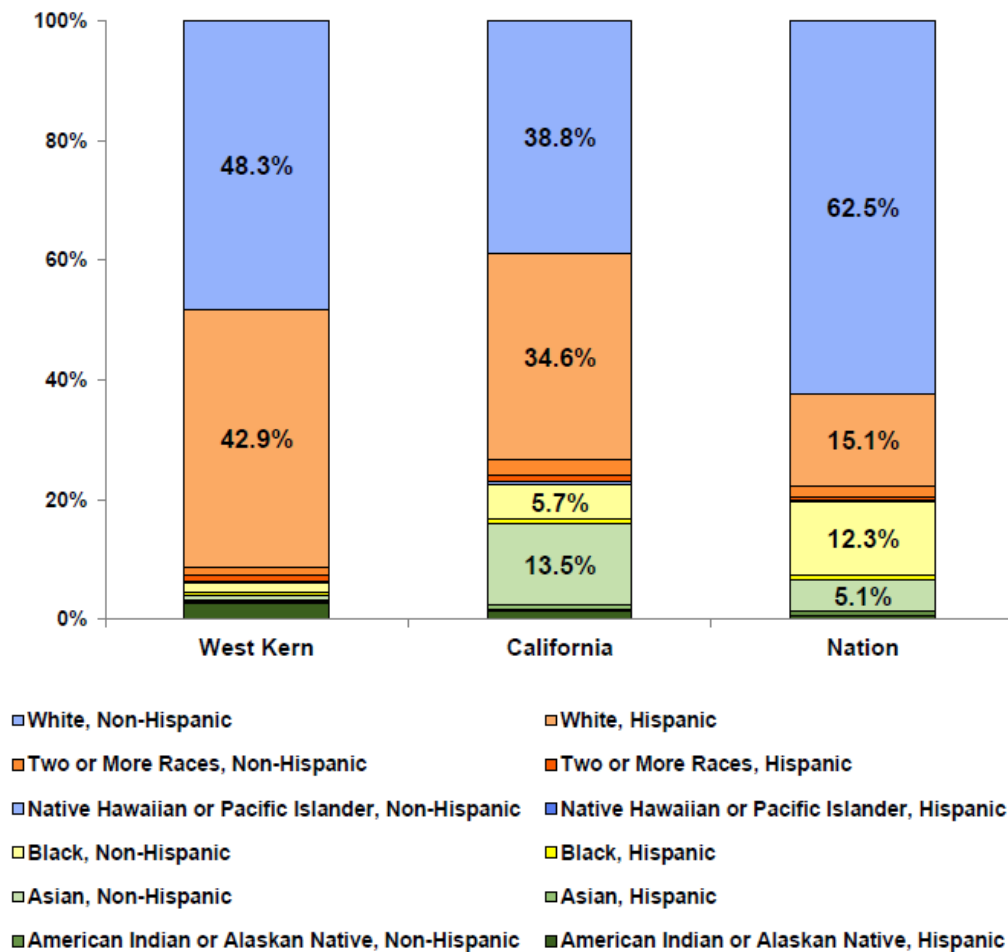
Figure 1: Age (2013)<sup>2</sup>



**Table 2: Race**

The largest proportion (48%) of the population was classified as White, Non-Hispanic in 2013. A further 43 percent identified as White, Hispanic. West Kern has a higher White, Hispanic population (43%) than California (35%) and the nation (15%). Additionally, West Kern has a higher American Indian or Alaskan Native, Hispanic Population (3%) than California (1%) or the nation as a whole (1%).

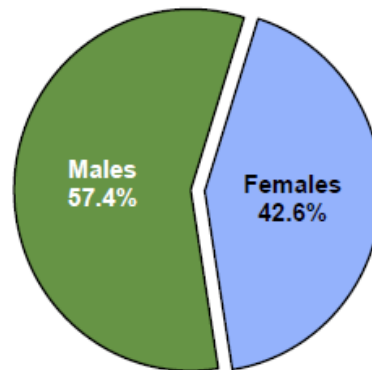
**Figure 2: Ethnicity (2013)<sup>3</sup>**



### Table 3: Gender

A majority (57%) of the population in West Kern were males in 2013, while 43 percent were females. The percentage of males was higher than the proportion of males in California (50%) and for the nation (49%).

Figure 3: Gender (2013)<sup>4</sup>



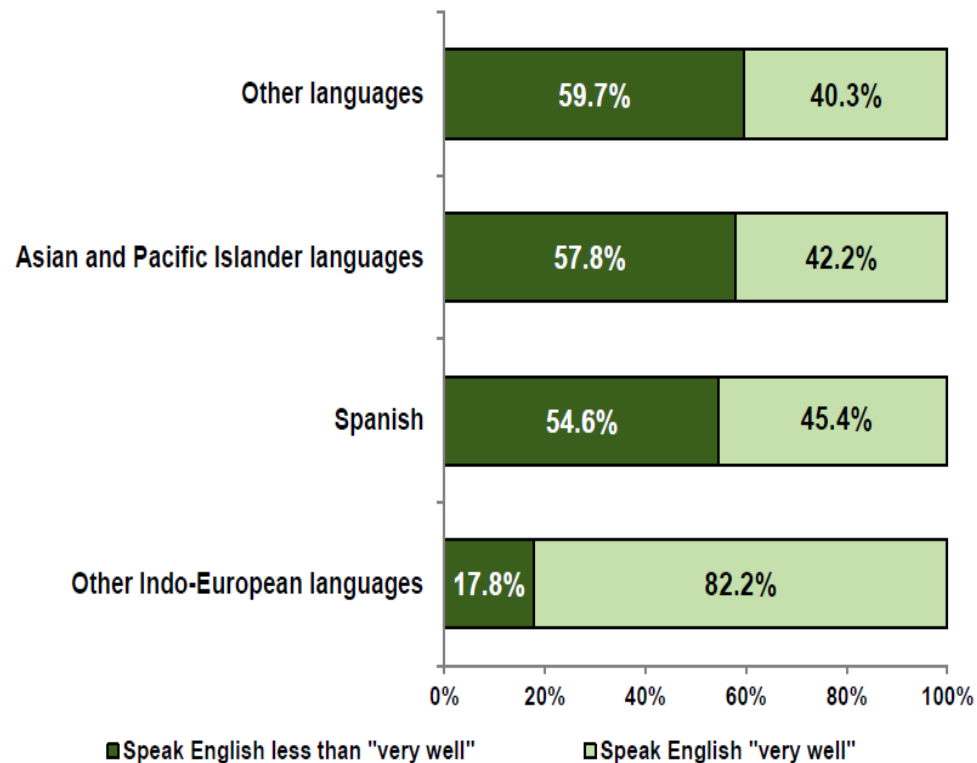


## Table 4: Language

Approximately 4,733 people living in West Kern in 2012 were born outside the United States (foreign born). Furthermore, more than 6,800 individuals spoke a language other than English at home, of which more than half (53.5%) of those spoke English less than “very well”. Approximately 3,342 Spanish speakers, 189 Asian and Pacific Islander language speakers, 111 other language speakers, and 46 other Indo-European language speakers spoke English less than “very well”.

Spanish is the most widely utilized language other than English, with approximately 6,123 residents in 2012 that spoke the language at home (either exclusively or mixed with English or another language).

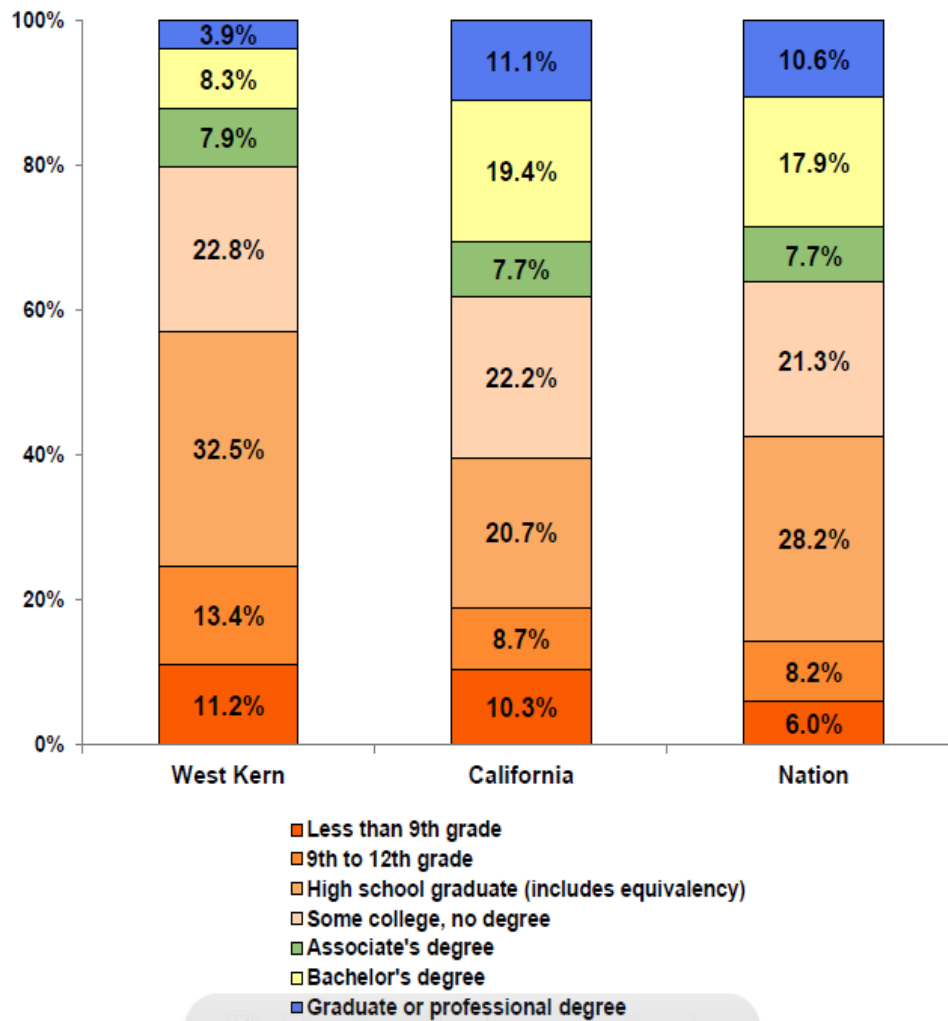
Figure 4: Language Other than English Spoken at Home (2012)<sup>5</sup>



## Table 5: Education

Twenty percent of residents 25 and older in West Kern County (3,671 residents) had completed at least an associate's degree or more in 2012, compared to 38 percent in CA. Twelve percent (2,228 residents) possessed a bachelor's degree or a graduate or professional degree, compared to 31 percent in California. Meanwhile, a quarter of residents 25 and older (4,489) had completed less than a high school degree or its equivalent, compared to 19 percent in California in 2012.

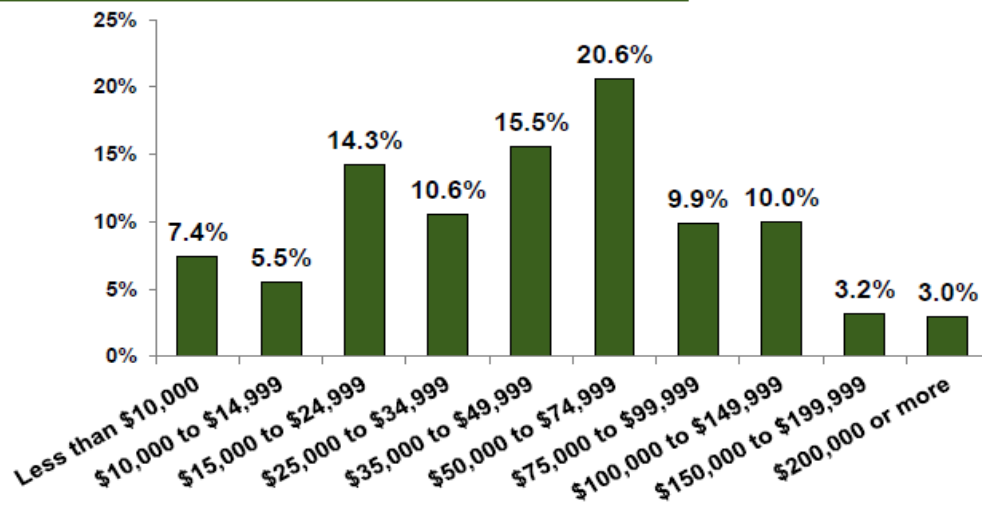
**Figure 5: Educational Attainment (2012)<sup>6</sup>**



## Table 6 & 7: Socioeconomics

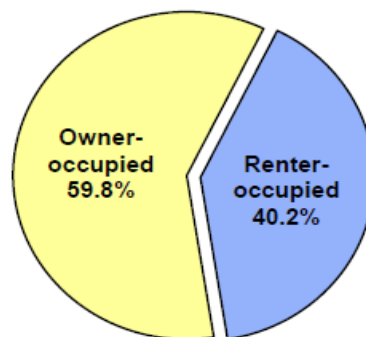
In 2012, the median household income for residents in West Kern was \$45,402. This compares to \$61,400 for California and \$53,046 for the United States as a whole. The percentage of people whose income in the past 12 months was below the poverty level in 2012 was 17 percent. This compares to 15 percent in California and 15 percent in the United States.

**Figure 6: Income and Benefits (In 2012 Inflation-Adjusted Dollars)<sup>7</sup>**



A majority (60%) of West Kern's housing was owner-occupied in 2012, while 40 percent of all housing was renter occupied.

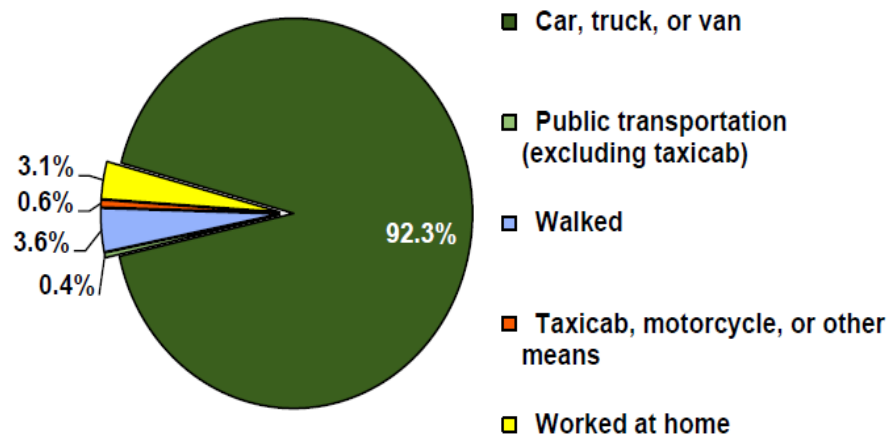
**Figure 7: Housing Tenure (2012)<sup>8</sup>**



## Table 8: Transportation

Over 90 percent of residents in West Kern used a car, truck or van as a means of transportation to work in 2012, while less than 10 percent used public transportation, walked, used a taxicab, motorcycle, or other means, or worked at home.

Figure 8: Means of Transportation to Work (2012)<sup>9</sup>



## **Employer Survey**

One of the projects we worked on in year one was working with BW Research to conduct an employer survey. We wanted to find out what companies were looking for in new hires. BW Research conducted phone interviews from companies within and surrounding companies in our region. The findings assisted us in determining where the greatest need was. The key findings are listed below.

### ***Key Findings & Conclusions***

The following key findings and conclusions are based upon the analysis provided by BW Research for the West Kern County Adult Educational Consortium;

1. **Communication skills are key:** Over one-quarter of West Kern County residents, speak a language other than English in the home and over half (54%) of those individuals, speak English less than “very well”. This combined with the fact that just over 70 percent of regional employers indicated the “***ability to speak and communicate with customers and colleagues***” was extremely important and over half of these same employers stated that their job candidates or recently employed workers were often or sometimes deficient in this area.

In West Kern County specifically over 20 percent of employers, indicated great interest in “A training program and coursework for business communications, including business writing and presentation skills,” more than twice the percentage of employers from East Kern County. This has three potential considerations for adult education in West Kern County;

- Adult education courses should emphasize communication skills, both written and spoken, across the curriculum.
- Classes and courses for immigrants should focus on developing English language skills in the workplace, including writing and speaking skills.



2. **Technical training in administrative and technician occupations:** Over half of regional employers indicated at least some difficulty finding qualified job applicants for occupations that required less than a 4-year college degree. This is valuable, for most adult education students, who typically do not have a 4-year college degree and can be looking for employment. Some of the key skills that employers indicated were important and deficient among current applicants and new hires, for those positions that require less than a 4-year college degree, include;

- Ability to write and document complex information.
- Technical training and expertise in the position they are applying for
- At least one year industry related work experience
- Ability to speak to and communicate with customers and colleagues

These results indicate the importance of Career and Technical Education (CTE) and provide some direction for some of the emphases for technical programs that are needed based on the industry and occupational profile of the region. These industry or occupational priorities for Kern County with an emphasis on West Kern, include;

- Technician positions in mining, quarrying and oil & gas extraction.
- Registered nurses and medical assistants in healthcare positions.
- Truck driver and mechanic positions in logistics & transportation.

### **Broadband Study**

The Consortium also investigated the viability of delivering adult education services via the internet in a distance education format. This strategy requires a solid technology infrastructure within the region. The Consortium contracted with Tellus Ventures to conduct an assessment of the technology infrastructure in the Taft/Maricopa area. The report indicates that the technology in this part of western Kern County is below average and in many parts of the region, either insufficient or altogether lacking. The full report is located at [www.westkernab8.com](http://www.westkernab8.com)



**Objective #1: An evaluation of *current levels and types of adult education programs* within its region.**

The west Kern region has been without an adult school or program for over twenty years. Although there are adult services, like the State, many of those services are fragmented, poorly advertised or non-existent. Below is a chart of the services provided in the region.

**Table 9: Regional Services**

	Adult Education High School Equivalency	Citizenship, ESL and Workforce Prep in Basic Skills	Short Term Technical Education Programs	Adults with Disabilities	Apprenticeship Programs
Taft College	✓	✓	✓	✓	NA
TUHS	NA	NA	NA	NA	NA
Maricopa Unified School District	NA	NA	NA	NA	NA
DHS	NA	NA	✓	NA	NA
West Side Recreation & Parks	NA	NA	NA	NA	NA
Maricopa School District	NA	NA	NA	NA	NA
City of Taft	NA	NA	NA	NA	NA
City of Maricopa	NA	NA	NA	NA	NA
Westside Services Training and Education Center	NA	NA	✓	NA	NA
Employer's Training Resource/ America's Job Center	NA	NA	✓	NA	NA





TCI (Federal Prison)	✓	✓	✓	NA	NA
Taft CCF (City Prison)	✓	✓	✓	NA	NA
Goodwill Industries	NA	NA	NA	NA	NA
Taft City School District	NA	NA	NA	NA	NA
McKittrick School District	NA	NA	NA	NA	NA
Midway School District	NA	NA	NA	NA	NA
Elk Hills School District	NA	NA	NA	NA	NA
Belridge School District	NA	NA	NA	NA	NA

## **Basic Skills/ High School Equivalency**

Taft College provides a wide range of Basic Skills/GED classes. Basic Skills classes are defined as pre-college level classes in English and Math, and are designed to prepare the student for success in college-level courses upon completion of the Basic Skills course sequence. Through the college's assessment process, students are identified for placement in the appropriate level of English and math courses based on their test score.

Currently, Taft College offers three basic skills English courses (English 800, 900, and 1000) and three basic skills reading courses (Reading 805, 905, and 1005). All of these classes are worth college units, but those units do not count towards a degree.

The course descriptions are as follows:

Introductory Writing and Grammar - English 800 – This course reviews basic writing and grammar skills. It focuses on correct usage of a variety of grammatical structures and the implementation of these into well-developed paragraphs. Additionally, this course teaches practical application of basic spelling rules and patterns.





Intermediate Writing and Grammar - English 900 – This course reviews basic communication skills, specifically targeting academic writing through composing, revising, and editing essays. It fuses writing and reading skills through vocabulary acquisition and reading short works. Particular attention is placed on applying grammar, punctuation, and mechanic rules to writing. **Prerequisite:** Qualification by assessment process or successful completion of English 800 with a grade of “C” or better or requalification by assessment process after completion of English 800.

Interactive Writing and Grammar - English 1000 – This course is a review of the mechanics of written composition: sentence structure, punctuation, and spelling. Paragraph and theme writing, reading for understanding, and vocabulary are included. **Prerequisite:** Qualification by assessment process or English 900 with a grade of “C” or better.

Introductory Reading 805 – This course introduces essential reading skills necessary for college success. It offers specialized instruction in phonics, vocabulary development and application, comprehension, and improved reading fluency. This course is designed for a variety of backgrounds and learning skill levels; it increases college success and will be beneficial for any chosen field.

Intermediate Reading 905 – This course develops reading strategies that are essential for college advancement. Through extended practice, reading techniques such as recognizing the main idea, outlining and mapping, and determining inferences by drawing conclusions are developed, and also vocabulary expansion and application of new vocabulary are emphasized. In this course, the enhancement of reading strategies, vocabulary, and the ability to apply acquired skills will transfer to other college courses.

Interactive Reading 1005 – This course enhances reading strategies and strengthens study skills crucial for academic achievement. A broad spectrum of reading techniques are introduced, examined, developed, and applied to an array of genres. Vocabulary acquisition is achieved through a variety of methods, and practical applications of new terminology are emphasized. Through the development of critical reading and the ability to read academically challenging material, this course transfers to other courses.

Taft College GED classes are part of the college’s Learning Skills courses. These classes are currently offered for college credit but are in the process of being re-designated as non-credit bearing classes. The classes most directly linked to GED preparation are:

LRSK 0240	Math Concepts (2 units per semester, limit of 8 units)
LRSK 0910	Improving Learning Potential (3 units)
LRSK 0930	Math Concepts (2 units)



The College also offers GED Test services. Community members wishing to obtain a GED certification can take the computer-based GED test by appointment Monday – Thursday 8 am – 8 pm or on Friday from 8 am – 5 pm. Taft College offers both the 2014 computer based GED exam and the newly approved 2014 paper and pencil based HiSET exam. Both are California State approved high school equivalency exams. Having both exams have proven to be a benefit to our community as some residents do not feel comfortable taking the exam on a computer. This will continue to be an asset as we move forward with the program.

Two consortium partners offer Basic Skills and GED classes. Taft City Correctional Facility (a city-run facility for state inmates) and Taft Correctional Institute (a federal facility) offer both basic skills and GED classes to incarcerated inmates. No other partner offers classes in these areas at this time.

### **A. ESL/ Citizenship**

Taft College provides a wide sequence of ESL courses. The sequence begins with literacy level of English and progresses through advanced level of encompassing vocabulary, grammar, writing, listening, speaking, and reading. The 5 most basic classes are offered on a non-credit basis and are open entry/open exit. In addition, the College offers English as a Second Language for Early Childhood Education, incorporating workplace English used in the childcare industry. The remaining nine courses in the ESL sequence are offered for college credit but are non-degree-applicable.

In 2012, 58% of all Kern County residents spoke only English at home. However, in a 12-year period, the number of Kern County residents whose dominant language in the home was Spanish rose by 73%. Fully 40% of Kern County residents indicate that their dominant language in the home is Spanish. It is reasonable to assume that western Kern County as a subset of Kern County is experiencing similar demographic trends.

In regards to citizenship, our local Methodist church has been spear heading this charter for several years. They have a group of volunteers who prepare students to take their citizenship exam. The challenge they are facing is they are using dated curriculum and there are no legal services in town to assist in the application process. According to the church they do not have the resources to take candidates to Bakersfield or hire legal services to come to Taft to provide information.

### **B. Career Technical Training**



The College offers a wide range of short-term (18 month or less) career technical education certificate programs. These programs are designated as either Locally Approved Certificates or Certificates of Achievement. The table below lists the various certificates offered by the college as of Fall 2014:

**TC Certificate Programs 18 Months or Less**

Length & Location	0-6 units (2-4 months)	6-12 units (4-8 months)	13-20 units (8-12 months)	20+ units (12-18 months)
<b>Taft College</b>	Microsoft Applications Child Development Assistant Teacher IES Hazardous Materials Customer Service Well Control & Drilling Welders Helper	Administrative Services I Child Development Associate Teacher Family Care Provider I Energy Technology Foundation Info Tech & Management Pipe Code Welding Structural Code Welding Gas Tungsten Arc Welding Metal Arc & Flux Core Welding	Administrative Services II Criminal Justice Corrections Disabilities Studies Family Care Provider Energy Technology Entry Level Energy Technology Petroleum Engineer Energy Technology Field Technician Energy Technology Health & Safety Advanced Info Tech & Management IES Foundation	Accounting COA Administrative Services ECEFS Child Development Master Teacher Child Development Teacher Early Intervention Assistant I Master Teacher Infant Master Teacher School Aged Master Teacher Special Needs Info Tech & Management IES Midlevel Management
<b>Westec</b>	Train for Success Well Control Campus Security Agricultural Safety Safety & Environmental	Corrections Officer Academy		



<b>WSROP</b>				Applied Office Skills Automotive Technology Careers in Education Commercial Photography Commercial Printing Construction Trades Cosmetology Fashion Merchandising Food Preparation & Service Retail Merchandising Video Production Virtual Enterprise
<b>ETR</b>	Offers certs through Taft College, all others are not in West Kern County			
<b>Adult Ed Center</b>	Class A Drivers Training Medical Assistant Dental Assistant Look at study and identify top three areas of projected growth Something related to Farm (insect , etc.) Something related to hotel Waitress Bartending			

It should be noted the trainings funded through ETR and provided through ETR contracts are offered in Bakersfield, which is a 45 minute drive from West Kern. The transit system to/from West Kern to Bakersfield is limited and creates a barrier to participation by adults in western Kern County



## **Current Training Programs**

### **Taft College Training Programs**

Name	Units
Accounting*	21.5
Administrative Services I	9
Certificate of Achievement Administrative Services	20.5
Administrative Services II	16 units
Microsoft Applications	6 units
Criminal Justice Administration Corrections	18 units
Disabilities Studies*	18 units
ECEFS	30 units
Child Development Assistant Teacher	6 units
Child Development Associate Teacher	12 units
Child Development Master Teacher	33 units
Child Development Teacher	24 units
Family Child Care Provider I	6.5
Family Child Care Provider II	15.5
Early Intervention Assistant I	24 units
Master Teacher Infant Development	6 units
Master Teacher School Age Care/Development	6 units
Master Teacher Special Needs	6 units
Energy Technology Entry Level	14 units
Energy Technology Foundation	11 units
Energy Technology Petroleum Engineer	19 units
Energy Technology Field Technician	18 units
Energy Technology Industry Health & Safety	18 units
Information Technology & Management	25-28 units
Advanced Information Technology & Management	13.5-15.5 units
Certificate Information Technology & Management	8.5 units
Industrial Health & Safety- Entry Level Hazardous Materials	3.25 units
Industrial Health & Safety- Midlevel Certificate of Achievement	25 units
Industrial Health & Safety Foundation	18 units
Management	21-23 units
Management Customer Service	5 units
Petroleum Technology Well Control & Drilling Certificates I-IV	1.25-11.75
Pipe Code Welding	12 units
Structural Code Welding	12 units
Gas Tungsten Arc Welding	9 units
Gas Metal Arc & Flux Core Welding	9 units
Welding Assistant/Helper	6 units



## Supportive Services

Taft College Career Center

- Career Counseling
- Career Transition
- Resume Building
- Job Search
- Career Exploration
- Goal Setting
- Interview Prep
- Internship Placement
- Major Exploration
- Barrier Identification/Action Planning
- Industry Connections

## **C. Programs for Adults with Disabilities**

Taft College offers several programs to serve adults with disabilities. The College's Disabled Students Program and Services (DSPS) program provides support services, specialized instruction and educational accommodations to students with disabilities so they can participate as fully and benefit as equitably from the college experience as their non-disabled peers. An educational contract is developed for each student that links goals, curriculum program and academic accommodations to his/her specific disability-related educational limitation.

The College also offers courses in the Learning Skills program designed to provide specialized computer assisted instruction and cognitive rehabilitation for students with learning disabilities, acquired brain injuries, or other disabilities to maximize their learning potential and increase their academic efficiency. The College has a High Tech Center with assistive technologies to support students with disabilities.

The college also offers the unique "Transition to Independent Living Program" (TIL). TIL is a 2-year residence program designed to teach independent living skills to students with developmental and intellectual disabilities. Students enrolled in TIL live on specially-designed living laboratory on-campus living quarters for their first year. During the second year of this program, students live off campus in the community. A third year curriculum is available through a federal grant. The program serves approximately 60 students per year.

## **D. Apprenticeship Programs**

No apprenticeship courses are offered in the West Kern adult education region as there are no DAS (Division of Apprentice Standards) apprenticeship programs available in the region.



## **Objective #2: An evaluation of *current needs* for adult education programs within the consortium's region.**

### **A. Basic Skills/ High School Equivalency**

The need for Basic Skills and GED courses is not being adequately met at this time in the following ways:

- Current demand for Basic Skills and GED courses exceeds the current capacity
- The format of current offerings may not be aligned with regional needs for adult learners who are not interested in or yet prepared to pursue a college degree
- The sections of current GED courses are not sufficient for the needs of our region.

The College offers approximately 16 sections of Basic Skills Math and English each term, serving approximately 480 students if each class has 30 enrolled students.

In 2013, fully 13.1% of Kern County adults age 25 or older had less than a 9<sup>th</sup> grade education. If one assumes that the population in western Kern County has a similar educational attainment level, the number of adults requiring basic skills and GED services far exceeds the number currently being served through existing college programs.

Further, the Basic Skills offerings are structured to prepare Taft College students for college-level English and Math. They are designed for those students whose educational goal is to earn a college degree. One can assume that many adults with less than a 9<sup>th</sup> grade education need Basic Skills or GED services but are not prepared to begin the courses leading to a college degree. Therefore, their needs may dictate a different approach to adult basic skills education.

Based on the basic skills classes Taft College offers, it is recommended that two new classes be created to best serve the literacy and communication needs of adult students who are not adequately prepared for the basic skills classes offered by Taft College.

These classes should be offered in both English and Spanish instruction.

These classes should be offered in both a traditional, face-to-face instructional method and in an online lab format.

These classes should be offered during the morning, afternoon, and night to accommodate the schedules of adults.



These classes should also be recommended for students that test into them who are working towards their GED.

## **B. ESL/ Citizenship Needs**

The need for ESL and Citizenship preparation is not being adequately met at this time in the following ways:

- There is a disconnect between parents of English Language Learners at the K-12 level and the resources of the College, which are designed primarily for those adults seeking a college degree.
- There are no onsite ESL classes for employees in the local workforce at this time.
- There is no resource for citizenship preparation classes in the West Kern Community College District at this time.

The data from the BW Research study show that there is a high level of need for English as a Second Language training in western Kern County. Fully 19 % of residents in western Kern County were born outside of the United States, and 27% speak a language other than English in the home. Of those, more than half indicate they speak English “less than very well”. The demand and need for ESL education is very high and is a barrier to helping adult residents obtain employment.

## **C. CTE Needs**

While there are a variety of short-term CTE programs available in western Kern County, the courses and programs can be strengthened by focusing on the needs of adult learners who are seeking immediate employment. This necessitates a comprehensive, one stop approach to employment preparation. This could be accomplished through the development of career training center, which offers adult basic skills, vocational ESL, and specific job training aligned with local industry needs.

Our local ROP program can and has provided services in the past. However, due to budget cuts those services are no longer available.

The CTE program needs consistency and job placement services. One of the major issue we are currently facing is the lack of consistent course offerings. Many of our certificated programs are eighteen months or less; however, they are not always offered consecutively. As a result a program/certificate that should take eighteen months or less are taking longer. The need would be to identify the trainings that have the highest job demand and block schedule those courses so





students can in fact complete training within the eighteen month time frame. Another need for CTE is job placement services. Currently the lack of job services

#### **D. Programs for Adults with Disabilities**

The services and programs at Taft College are not scaled to meet the needs of western Kern County. Additional resources are needed to assist the disabled with:

- Workforce preparation
- Job Placement
- Transportation Services

#### **E. Apprenticeship Programs**

No apprenticeship courses are offered in the West Kern adult education region as there are no DAS (Division of Apprentice Standards) apprenticeship programs available in the region.

### **Objective #3: Integrate existing programs and create seamless transitions into postsecondary education or the workforce.**

One of the consortia goals is to establish pathways that are driven by one to two year career goals. Being able to assess each person's unique set of challenges and skill sets is critical. Helping them with creating realistic short term goals is important to their success. Once again if funds were made available, when a resident adult learner walks into our Adult Learning Center they would go through a comprehensive intake process that would address career goals. Either during or shortly after their initial intake meeting, an intake specialist or career advisor would help each individual develop a one to two year career plan. This is similar to what Taft College does with each matriculating student. Each student is required to complete a Student Education Contract. There would be many benefits to implementing this practice into our adult education process. A couple which stand out would be these clear defined goals would give the student guidance. It would allow us to easily and quickly assess where students are in their goal and why students are or are not succeeding. In summary, we would use career ladders and educational contracts to enhance our pathways.



## Curriculum

In regards to curriculum we plan on using what we currently have available. We will inventory both systems to assure we do not purchase a product we already have. Some of the texts we may have to invest in would be for adult literacy. We currently do not have material in this area. Another purchase we may need to make would be for citizenship material. In talking with one of our local churches who provide citizenship classes they have been working off of photocopied material “for years”. Besides the actual material needed to run these programs, are plans are to research the newest programs in adult education. Identifying accelerated programs with contextualized learning is a priority to the consortia.

One of the major challenges of joining two or more systems is tracking students’ participation. At the AB86 Fall Summit, one of the topics echoed by many were “we do not have a common ID system,” and “we never know what happens after they leave our facility.” One system currently utilized by Taft College that can resolve this issue is the use of SARS. This program has the ability to: schedule appointments, track student history, make follow-up phone calls, create reports, aggregate data, and track attendance, just to name a few. There are other systems on the market, which can be researched to compare features and cost.

One of the fortunate aspects of our consortium is the fact that we do not have an adult education system in place. Consequently, our efforts will not be trying to sort out current duties but rather figuring out who will be responsible for these new duties. Currently, the way we plan on doing this is Taft College will be responsible for ESL, GED and CTE. One of our local churches will be responsible for citizenship. Our local ARC center will assist with our disabled population. We have not discussed how we will or if we will bring an apprenticeship program in. We are not sure if we have the infrastructure or resources offer this service at this time. Our K-12 and other partners will be responsible for referring students to the Center and classroom space.

## Objective #4- Response to Gaps Identified in the Region

### Strategies to Address Gaps

- Collaborate with the Taft City School District to design a non-credit ESL program for parents of English Language Learners. The program should be offered at elementary



- school sites, not the college campus because the sites are more familiar and accessible to the parent population
- Design a basic skills curriculum for adults seeking immediate employment. Offer the program in a Job Training Center.
  - Identify a Citizenship Training provider and offer citizenship training in an environment and location not directly connected to a government agency.
  - Collaborate with industry partners to identify the most in-demand job skills for the region and offer short term vocational training in a Job Training Center centrally located and convenient to adult education learners. Work with industry to identify curriculum requirements, and to develop the Center, and to assist in evaluating the programs.
  - Collaborate with regional partners to provide comprehensive, wrap around services for adults seeking basic skills and job preparation training. Include all partners in defining the services needed to achieve this goal.
  - We are going to need to work together to establish the Adult Education program. Basic Skills/GED, ESL and job training are going to be the most pressing areas of need in our community
  - To improve services for students, we should:
    - - offer Adult Basic Education classes in both English and Spanish
    - - offer both face-to-face instruction and an online lab format
    - - always offer morning, afternoon, and night sections of each class
    - - keep enrollment to 20 students to best ensure student-instructor contact
    - - offer free childcare services to students

## **A. Resources needed to Implement Strategies**

- Project Management for ESL strategy
  - Needs assessment, curriculum designer or turn-key curriculum, school sites
  - Marketing and outreach to parents and potential participants
  - Child Care
- Project Management for Adult Education Basic Skills
  - Needs assessment, curriculum designer or turn-key curriculum
  - Development of Job Training Center (design, construction, operations plan and funding)
- Citizenship Preparation Training Provider
  - Location for program



- Marketing and outreach to potential participants
- Child Care
- Development of Job Training Center (see above)
- Job developer for program participants

## **Additional Resources Needed**

At one of our all consortia meetings, we responded to the gaps in adult education our community and several resource needs were discussed that would improve our current situation. Below are a few of those recommendations.

### **Transportation:**

The West Kern Region is made up of the City of Taft and several small towns within a thirty-mile radius. Some of those towns include: McKittrick, Maricopa, Fellows, Cuyama, New Cuyama, Derby Acres, Dustin Acres, Valley Acres and Tupman. The geographical make up of West Kern is similar to the make up of the Central Valley, being there are many little towns throughout it. This adds another layer of difficulty to the delivery of adult education services. To that end, transportation is a major barrier in our region. The need for a consistent and reliable transit system throughout the region is desperately needed if we want to offer equitable services to all of our residents. Currently, our transit system does not have routes through all areas of the region.

### **Communication:**

In our assessment/ inventory of our current services we were reminded that many of the services we provide are not known to adult education consumers, or are poorly advertised. The consortium agreed we could do a better job promoting these services to the community. Some of the ideas that have come up to better communicate these services include but are not limited to the following: an adult education website, ads in local newspapers, brochures, billboards, community events, and town meetings. There is much more that can be done to improve the communication gap.

### **Broadband:**

As stated above with the West Kern Region being spread out and transportation being limited, many residents could benefit from on-line instruction. This too is a challenge as our broadband coverage is inconsistent and in some areas non-existent. Thus, it is critical that the West Kern Region has the infrastructure needed to deliver adult education to its residents. Moreover, a broadband system is needed to help with all aspects of life i.e. employment, education, and medical services. The consortium has met with broadband experts including the San Joaquin



Valley Regional Broadband Consortium. We are requesting a proposal to analyze the broadband infrastructure in the region and its capacity for supporting educational uses.

**Alternate Delivery Sites:**

Another idea that has emerged to address the gap in adult education services is to create an accessible location which all community partners could share to deliver services. Through our assessment and conversations it was discovered many students did not feel comfortable coming to the college as maybe “college was not for them”. Some students felt intimidated to attend classes at the college. This would be similar to “Community Center” you would find in some cities. It is conceivable to offer, high school equivalency, ESL, literacy, and short term career training in this location. The consortium is exploring the feasibility of such an approach and will be discussing it in greater depth during the course of the planning grant.

**B. Methods and Metrics to Track Success of Implementation**

- Intake/registration process
- Milestone of achievements identified and tracked
- Number of participants in programs
- Number of participants completing programs
- Number of participants attaining GED certification
- Number of participants achieving citizenship
- Number of participants qualified for employment
- Job Placement or internship results



## Objective #5: Accelerated and Contextualized Programs

One of our main focuses with this new program will be on data collection. We believe the tracking of students' progress will assist us in our efforts. For example, we could use GED practice exams to track progress. We could use positive attendance to measure retention. Another metric could be certificate count. Thus, creating a program on data foundation will allow us to ultimately accelerate a students' progress.

One of the ways we will implement accelerated programs into our curriculum is to model our current QFS (Quest for Success) basic skills cohort program. This program allows students to complete what would be two semester of work into one semester. There are many benefits to this type of teaching. First, students in the cohort form a bond. These bonds are very helpful when a student is overwhelmed and maybe thinks about quitting. Another benefit would be momentum. Many adults need to get in, meet their goal and get to work. The QFS model would assist in this area.

### Instructional Strategies

In order to meet the growing adult learner needs in the Taft community, a simplified intake and placement system needs to be created. This system should lead directly into English as a Second Language (ESL), GED (both English and Spanish), and vocational certificate programs.

English as a Second Language should be offered in two formats: basic English and contextualized ESL certificates. At present, we could be offering welding, early childhood and family education, energy technology and customer service certificates paired with ESL support classes to ensure those transitioning from basic English can qualify for increasingly rewarding careers. Once these certificates, paired with ESL support, are attained, students can choose whether to work immediately in these fields, or continue their academic journey into the community college and beyond.

Based on the I-BEST model, Taft Adult School students can meet their career goals in a variety of ways. If industry needs are not being met with the above four listed pathways, Taft College, in collaboration with our business community, can develop additional certificates and training paths to meet our students' and community's needs.

Students entering the Taft Adult Center will meet with a counselor, identify goals and create a plan to achieve them. Class sessions will be condensed from semester long offerings to more intensive eight week sessions.

Barrier reduction supports need to be available to students enrolled in classes at the Taft Adult Center in a one-stop shop format. These supports include: tutoring, childcare, counseling, placement, job coaching, and access to bus transportation. Student support classes including soft skills development and mindset shifting should accompany these ESL series. Weekly student



support group meetings focused on personal development will be offered to supplement student success.

My Foundations Lab (Pearson), or a similar individualized computer program, with cohort meeting support groups will be used to further accelerate students in their quest to achieve their academic and career goals.

**Table 5.1: Work Plan for Implementing approaches proven to accelerate a student's progress toward his or her academic or career goals**

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline
English as a Second Language Self-paced Lab  Basic Skills & Literacy	Non-credit course series	Classroom space Teacher Materials Technology Childcare Parking Electricity Restrooms	60 hours of lab coverage; faculty cost included within two full-time ESL below, computer lab below, childcare, etc.	College	SLOs	Fall 2015
ESL classes	Non-credit course series	Faculty office space Classroom space	40 hours of instruction per semester Two full-time ESL instructors: 250,000	College	SLOs	Fall 2015
Tutoring Center within the self-paced computer lab	Non-credit tutoring courses	Tutors Language coaches Faculty	60 hours of access per week 8 – 19 hour certificated tutors 2 tutors available at all times, 4 tutors during peak hours. Change as needed	College	SLOs	Spring 2016



Childcare facility	Developmentally appropriate care provided by certificated child providers	TC Children's Center	60 hours of childcare per week; multiple care providers; outdoor space; licensed facility; Head Start site	College	Accreditation and state licensing processes	Spring 2016
Computer labs	Place for self-paced study	Computers Space Electricity Technical support IT access Maintenance and updating	150,000	college	On-going data collection	Fall 2015
Student Support Services High Tech Lab for students with learning difficulties	Support students with learning challenges	Software access with campus licensing agreements Technicians Additional staff to collaborate with main campus		College	SLOs	Fall 2015
Counseling	Career and goal planning; coordinate advisors and collaborate with on-campus support programs	Counselor with expertise in basic skills	100,000	College	Banner and SLOs	Fall 2015
Peer mentors	Job description in place	Student worker or CALWORKs funds and successful former students	10 peer mentors - \$30,000	College student workers	Create a checklist and data collection tool	Fall 2015
Satellite Taft Adult School Sites	Take classes to our students	Sites in Maricopa, Cuyama,		College	MOUs and reporting to the various boards	On-going relationship development





## Objective #6: Professional Development

The need to develop methods for providing professional development for teachers and staff is essential. Professional development helps equip teachers and staff with the skills, knowledge, and support needed to deliver instruction and use support strategies that foster life-long learning. This may be in the form of conferences, workshops, and webinars. It is recommended that some be mandatory while others are as needed and/or others as references.

The conferences, seminars and workshops would be on specific subject areas (see below). These conferences and workshops may be outside speakers or conferences outside of the district

Monies will need to be set aside for conferences and workshops and the development of webinars. Professional development is an important component to the success of the development and implementation of adult education.

### *SPECIALIZED TEACHING METHODS*

Adult students covers a wide array of people and across a wide spectrum of cultures, economic backgrounds, and history of education that may include sporadic attendance, history or failures, disabilities, veterans, and an environment that was not supportive of the importance of education. Ongoing professional development is important to provide the tools, techniques and knowledge on best practices with working with adult students. Specialists in these areas are needed to provide expertise in these areas.

### *TEACHING RELEVANT SKILLS*

Specific skills may be beneficial to be taught to all adult students. Many adult students have not had exposure or access to technology. It is difficult to participate in education without a working knowledge and technological skills. However, it is important to not to assume that technology is the “best” or only way to provide education. For many students, technology is a hindrance to education. Alternative modes need to be taught to teachers and staff. The following basic skills classes are recommended:

- Basic skills in reading, writing, math, study skills, time management, organizational skills
- Critical thinking, problem solving, soft skills and career assessment
- Use of technology in education
- Develop cultural competency among faculty, staff, administration and students



## TRAININGS

Provide a professional development day which would be provided for anyone working with adult education. This would include a variety of the topics that are needed to work with adult students. Ongoing trainings on working with adult students, legal Issues, cultural awareness, Veterans, and working with adults with disabilities would be provided. Continuing education would be provided on different themes with the most recent best practices. The recording and video taping of the trainings and seminars could be the basis of a resource library. Mandatory continuing education units for reimbursement would help insure that staff and teachers continue to be educated in best practices and improvement of student learning outcomes.

**Table 6.1 Current Professional Development**

In the table below, identify current, effective professional development strategies carried out by consortium members that could be adapted for consortium-wide use. Table rows can be added.

Topic	Professional Development Strategy	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
NA	There currently are no strategies in place at this time.	NA	NA

**Table 6.2 Collaborative Professional Development Plan**

In the table below, address topics the consortium considers priorities for collaborative professional development. Include, at a minimum, topics to help achieve integration among consortium members and improvement of student outcomes. Table rows can be added.

Topic	Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency)	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Annual Summit	Host an annual two-day mandatory conference with break- out sessions. This would be a combination of breakout sessions on different topics with opportunity to meet in groups to incorporate into classes, programs and working with adult learners.	Disabilities, Veterans, ESL, leadership skills, cultural differences, issues of poverty, digital versus non-digital learners (equal	20,000.00*



		access), diverse learners, mentoring programs.	
Professional Development Library	Books, DVDs, magazines, and journal articles available in one centralized areas.	Continuing Education	2,000
Peer Mentoring	Set up a network of peers to assist staff, faculty or students have questions.	All areas	2,500
Consulting	A consultant to review our process	All areas	5,000
List Serve	Setting up a list serve to ask questions.	AB86 Consortium	1,000
Conferences	Attending conferences. Information, power points, audio of presentations maintained in common shared drive.	All areas	5,000
Video	Develop videos of presentations for faculty, staff and students	All areas	10,000

\*Cost dependent on presenters

## Regional Comprehensive Plan Objective #7: Plans to leverage existing regional structures.

### Taft College GED Preparation

Taft College offers GED preparation courses both in English and Spanish. These courses are offered in the day and in the night. We will use these classes to serve the residents in our region. Our plans are to enhance our advertising efforts to inform the community of class availability, and to schedule additional classes in community settings using AB86 funding. It is also the vision of the consortium to offer similar courses in our outlying areas. Many residents living in rural parts of the region are faced with transportation barriers. Frequency and locations would ultimately depend on allocated funds. In order to accomplish the above task we would have to work with Taft Colleges Basic Skills division and Office of Instruction to determine scheduling and coverage.

### Taft College Basic Skills Program



The consortium plans on using Taft College's basic skills program to assist with planning efforts. One of the gaps that will need to be addressed is a literacy program. Currently there are no literacy classes being offered in the region. As stated in Objective Two, courses will need to be developed to satisfy this deficit.

#### First United Methodist Church

Given available funding through AB 86, citizenship classes will be offered by First United Methodist Church. The church has been providing these services to the community for over eight years. Residents seeking citizenship are taught by volunteer parishioners. In speaking with the church they indicate course material is dated and gaining trust from residents are two major barriers in their program. The church indicated one way of building trust from the residents would be for more Taft City Officials, school districts and local business to support the program. Bev Harper, citizenship volunteer, stated their program is not as vibrant as it could be as there really is no support and no one really knows about the program. Another barrier the church faces is once students are ready to test for citizenship they are uncertain of the "next step". The church asked is monies became available if it could be used to help commute individuals to Bakersfield to complete necessary paperwork or have citizenship organizations come out to Taft. Regardless of mode of delivery, in order to make this program a vital part of adult education, community support and sufficient advertisement is needed.

#### Taft College ESL

Like much of our plan, we will use existing services to address ESL gaps. Taft College offers an array of credit and non-credit ESL courses. The plan will be to work with Taft College's Office of Instruction and ESL department to assist in these efforts. The consortia recommends ESL courses be offered to our rural communities. With transportation being a major barrier delivering services to these communities would be an ideal service. Another potential plan is to work with the elementary schools in the region to hold ESL classes at school sites in the evening. Outreach to the parents of elementary school students would be a priority.

#### ARC Taft- Disabled Persons Services

The consortium will work closely with ARC Taft. The ARC provides multiple services for adults with disabilities including but not limited to intervention, supported employment, job training, transition planning, respite care, supported living and transportation to name a few. Additional services available may be case management, medical and dental care and therapeutic services such as occupational and physical therapy, behavior management, speech therapy and more. Depending on the stage of life a person is in, the supports may vary and are meant to be tailored to meet that person's individual needs. The ARC believes that people with intellectual and developmental disabilities belong in the community and have fundamental moral, civil and constitutional rights to be fully included and actively participate in all aspects of society.

#### Taft College DSP&S



The consortium will utilize Taft College's DSP&S department to assist students with disabilities while participating in classes. Taft College's Student Support Services program focuses on serving students with disabilities through assistance in acquiring academic knowledge at all levels, promoting a life-long desire for learning, developing and increasing the understanding and appreciation of diversity, and aiding in preparing students for personal, academic, and vocational success. Through collaborative process with Taft College instructors, staff, and with local, state, and federal agencies, we endeavor to align students with appropriate services as they transition from high school, to college, and beyond.

#### West Side ROP

West Side ROP (WSROP) will be another anchor agency the consortium will rely on to provide CTE services. Students who are interested in vocational training specific to ROP will be referred directly to its location. Students will be required to follow the necessary registration process set by ROP. West Side ROP has training programs in food service, general business, welding, auto mechanics, graphic design and others. WSROP can accommodate all adults up to the age of twenty four; however, due to budget cuts they have not been able to offer these trainings to out of school adults. If funding becomes available it is planned to open up these trainings to all.

#### Taft College Career Center

One of the key existing services the consortium will utilize is Taft College's Career Center. The Center specializes in goal setting job searching & employ ability training, resume and cover letter training/critique, career development & transition coaching skills, interests, values, and personality assessments, interview preparation career and major exploration, career profile and action plan building & an endless amount of resources to assist students in every step of the career planning process. Unlike other TC services, the Career Center will remain on campus. Adults who request career services will be referred to the Career Center.

#### WESTEC

Another agency who currently provides vocational services in the region is WESTEC. WESTEC provides cost-effective, short-term, quality training that improves workforce knowledge and skills. Toward that end, we determine training requirements, create and carry out training programs, develop means to effectively conduct these programs, and keep accurate training records. WESTEC conducts its activities in collaboration with private companies, government agencies and various California Community Colleges. WESTEC provides quality training in a variety of subject areas that may be useful to job seekers. At this time, however, WESTEC does not provide any type job placement assistance to our students



**Table 7.1 Leverage of Existing Regional Structures from Partners**  
(expand table as necessary)

Partner Institution Supporting Regional Consortium	Program area to be addressed (1-5)	Tasks/Activities Needed to Implement Support of the Program	Member Counterpart	Partner Contribution	Timeline
Taft College GED Prep	1	Advertise, schedule, outreach, communicate with consortium partners	NA	Instructors, curriculum, time	July 2015
Taft College Basic Skills	1	Advertise, schedule, outreach, communicate with consortium partners	NA	Instructors, curriculum, time	July 2015
First United Methodist Church	2	Advertise, schedule, outreach, communicate with consortium partners	NA	Staff, time, direction	July 2015
Taft College ESL	2	Advertise, schedule, outreach, communicate with consortium partners	NA	Instructors, curriculum, time	July 2015
ARC- Taft Disabled Person Services	3	Advertise, schedule, outreach, communicate with consortium partners	NA	Staff, time, direction	July 2015
Taft College DSP&S	3	Advertise, schedule, outreach, communicate with consortium partners	NA	Instructors, curriculum, time	July 2015
Westside ROP	4	Advertise, schedule, outreach, communicate with consortium partners	NA	Instructors, curriculum, time	July 2015
Taft College Career Center	4	Advertise, schedule, outreach, communicate with consortium partners	NA	Instructors, curriculum, time	July 2015
WESTEC	4	Advertise, schedule, outreach, communicate with consortium partners	NA	Instructors, curriculum, time	July 2015

