

Taft College CAPP Application Narrative

What Intersegmental Alignment work with a high school is your college currently engaged in? (What types of work? Which high schools? If none, what work do you envision?)

Taft College's current intersegmental alignment work is via a Career and Technical Education Transitions grant award. The focus of that work is to orient junior and senior students at our local high schools, Taft Union High School, Maricopa High School, and Buena Vista Continuation High School, on current CTE programs offered at Taft College, career exploration, and concurrent enrollment. Activities include, individual counseling and group presentations by an adjunct counselor that specifically aims to increase awareness of CTE programs available at Taft College. For high school students that elect to participate in the concurrent enrollment, the counselor assists in the matriculation process including; orientation, assessment/multiple measures, course registration, and development of a comprehensive education plan.

With award of the CAPP grant, the vision is to expand the above listed services to students who have interest beyond the CTE programs. We would expand the efforts from a disjunctive high school to Taft College referral process to a fully collaborative and dual understanding of A-G, general education certification, major preparation, and graduation requirements for both institutions.

What AB705 work with a high school is your college currently engaged in? (What types of work? Which high schools?) If none, what work do you envision?

Currently, there are no high school specific activities pertaining to AB 705. Our interest is in working with our local feeder high schools, which are Taft Union High School, Buena Vista Continuation School, and Maricopa High School.

Taft College envisions creating a culture of intersegmental dialog that aligns policies and practices in supporting student success and implement core values of Guided Pathways and AB 705. Our goal is to reform our Math and English placement practices by directly engaging in two-way collaborations and dual system with cross-training of the Math and English discipline faculty, counselors and administrators for a successful transition to Taft College or other post-secondary institutions. Our goal is to leverage the partnership to bridge curriculum, identify matriculation gaps and experiences, while promoting college and career readiness.

Recognizing that student preparedness for college is a primary indicator of success, Taft College would like to develop a process of readiness evaluation that includes a thorough understanding of high school course work sequencing, high school course rigor, and high school student support services commonly accessed by students.

Taft College would like to develop activities that focus on orienting students and their families to the support programs available within both systems. Additionally, Taft College would like to streamline an early alert process for identification of students who would benefit from services offered by the college.

Planned activities would prepare both the high school student and their families become familiar with the college system, processes of registration, and self-selection of courses that align with their declared educational goals. Taft College envisions direct contact services for the family that include matriculation in the high school environment, provided in both English or Spanish, technology resources needed for registration and technical assistance with financial aid applications, to ensure that every student who wants to attend college obtains access and the families' understanding of the college system.

How might this grant and the partnership with a high need high school in your area advance your equity agenda?

We recognize that our current remedial education structure and success rates were contributing barriers to getting 62.7 % of students to achieve their academic goals. This is primarily because students were unable to successfully access and complete transfer level Math and English courses. Taft College 2018 Student Success Scorecard for Transfer Level Achievement of Math/English show that Hispanic students represent over 50% of our enrollment, yet only 15.7% completed a transfer-level course in Math in two years. Only 51.5% completed a transfer level English class within two years.

Taft College envisions targeting efforts to first generation college students who may be the most vulnerable and underprepared for the high school to college transition, have low academic self-esteem and are unfamiliar with the self-advocacy and autonomy required in the world of academics.

Taft College anticipates providing a pathway for students to explore themselves and their interests, to expand their social and cultural experiences, and to have the ability to self identify academic preparedness deficiencies in order to self-initiate assistance and services on a college campus.

6. Schedule of Events:

Date	Activity/Event
August 1, 2018	CBG Application Release
August 10, 2018	Conference call re frequently asked questions
August 23, 2018	Central Valley Higher Education Consortium (CVHEC) CoRequisite Workshop (technical assistance provided)
September 4, 2018	CBG Grant Applications due
September 7, 2018	CBG Award Notification of \$12,000 (Sep-Jan)
September 10 – January 2019	Facilitator Meetings with Community college and high school team
October 15-16	Intersegmental Alignment Capacity Building Teams to meet in conjunction with Central Valley Counselor Meeting and Guided Pathways Summit (Fresno)
End of October	Release RFA for 3-year Implementation Grant (IG)
January 28, 2019	Applications for 3-year Implementation Grant (IG) Due (may be submitted earlier)
February 14, 2019	Notification of 3-year Implementation Grant (IG) Awards of \$50,000 per year (\$150,000 total) (may award on a flow basis)
Feb/March: date yet to be determined	Convening of all Implementation Grant (IG) awardees in conjunction with the regional community college Guided Pathways convening

7. Funding and Grant Terms

CBG applicants will receive \$12,000 for the grant period of five months. The funds may be used to support human resource expenses including travel to CAPP institutes, meetings of the partnership team and extra duty pay for teachers and faculty contributing to the grant.

Additionally, CBG require active involvement of community college Guide Pathways leadership, and administrators, teachers, and counselors from the identified partner high school(s) throughout the five-month grant period.

8. Capacity Building Grant Invitation

The response to the invitation to participate in the capacity-building grant must complete the application:

Appendix I

A cover page that lists the capacity-building team members, including names and titles of community college participants, along with an authorizing signature;

Email forward from Severo:

This is Yolanda Martinez, facilitator for CAPP and the Guided Pathways Alignment Project at Taft Community College. I am hoping to set up an initial meeting with you and/or Taft personnel who will be working with this project. I realize you have a busy schedule but by any chance would the morning of September 28 work for a meeting ?

I look forward to working with Taft Community College! Yolanda

Meeting was set for September 28, 2018 from 8-10am.

Yolanda Martinez and Bill Vasey will attend from CAPP

Attendees:

Yolanda Martinez

Bill Vasey

Severo Balason

Lori Sundgren

Tammy Sutherland

Juana Rangel-Escobedo