

Adult Education Block Grant : Annual Plan : 2018-19 Produced: Aug 16, 2018, 6:07 PM UTC Action Taskman

67 West Hills College Consortium

Plans & Goals - Consortium Approved

Executive Summary

The West Hills Adult Education consortium (WHAEC) will continue to enhance educational programs and expand course offerings through its partnerships with educational institutions, workforce development organizations, employers and community members while focusing on student retention and success. The 2017-2018 has demonstrated increased growth potential and expanded collaboration among board members, outside agencies, and the communities served. This past year the consortium served 1,742 students, a significant increase from the previous year. Consortium member, Firebaugh Las Deltas Unified School District applied for and received ACS/WASC Accreditation, which will further enhance the post-secondary opportunities that come with an accredited program. This has inspired another member, Reef Sunset Unified School District whom have already begun the process to become ACS/WASC accredited as well. Currently, six of our nine members offer diploma programs and one member offers High School Equivalency (HSE) preparation at four sites in the region. Additionally, four of our members provide ABE courses, which address the gap of high school attainment in this region. All consortium members initiated CASAS pre and post-testing and will continue providing CASAS assessments for their ESL/ABE/ASE/HSE courses. Additionally, all members will expand the tracking of their enrollments and enter student demographic information into the CASAS TOPSpro database as mandated by the State CAE office. Citizenship courses continue to expand as the demand continues to grow. The WHAEC expanded their CTE trainings which included forklift certifications, truck driving and residential electrical. Two-hundred and fifty-nine (259) completed skills trainings. A primary goal for our college members this year is to implement an ESL Certificate of Achievement, which will provide a pathway into either advanced CTE and/or Academic degree programs. These four level ESL classes will be offered as non-credit at both WHC-Coalinga and WHC-Lemoore. Additional goals include expanding courses for immigrants such as ESL, Citizenship, and Computer Technology; we will also expand ABE/ASE/HSE availability in the rural communities and expand offerings of high demand short-term CTE courses. The consortium approved hiring a consortium level career pathways advisor. They will disseminate consortium, college, and partner agencies programs, career options, develop ed plans and set long-term goals.

Regional Planning Overview

The West Hills Adult Education Consortium is currently working on the next 3-year plan by creating a workgroup that is responsible for confirming our region's needs continue being met and the offerings are still in alignment. The workgroup is compiling and analyzing data needed to generate a thorough narrative descriptive of continued adult education needs in our region. The workgroup along with the WHAEC members hope to have a better understanding of how to utilize all workforce partners, community organizations and further identify available regional resources to best impact and serve our communities members. Additionally, our workgroup will utilize current member enrollment and outcome data tracked through the TOPSpro database to create a model 3-year plan for our region.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

Need for expanded availability of ABE/ASE/HSE courses/programs

How do you know? What resources did you use to identify these gaps?

These findings are based data from CASAS, TOPSpro, Census data, and community/student feedback. Additionally, research data indicates that nearly 35% of residents in our region lack a high school diploma or its equivalent that results in limited job opportunities.

How will you measure effectiveness / progress towards meeting this need?

We will measure student progress through CASAS post-test results, High School Diploma/Equivalency graduation rates, increased achievement scores, and number of students employed. We will track the number of students enrolled, those completing the programs, and those obtaining employment.

Regional Need #2**Gaps in Service / Regional Needs**

Need to expand courses for immigrants, including VESL, ESL, Computer Technology, Citizenship classes, and CTE skill building courses.

How do you know? What resources did you use to identify these gaps?

These findings identified the gaps by initial research provided by Hanover Research Company and input from consortium members in the region. Based on input from multiple agencies and follow up interviews with enrolled students, the gaps previously identified are still relative although we have experienced increased request numbers for short-term vocational ESL and CTE courses. CASAS e-testing of students has identified computer literacy/technology skills.

How will you measure effectiveness / progress towards meeting this need?

Monitor the increase in ESL, VESL, Computer/Technology and Citizenship course offerings and track student progress, retention, completion, and continued education and/or jobs.

Regional Need #3**Gaps in Service / Regional Needs**

The need for more students to gain a clearer understanding of available career options, academic pathways, along with scheduling opportunities.

How do you know? What resources did you use to identify these gaps?

This gap was identified through various industry partners, employers, Workforce Development Board, Federal, State and Local agencies and community.

How will you measure effectiveness / progress towards meeting this need?

Effectiveness and progress to be measured by reporting the number of students enrolled in career option workshops and the number of student educational plans developed by our career pathways advisor.

Gaps In Service**New Strategies****Strategy #1**

Need to offer additional ABE/ASE/HSD/HSE courses/programs in all rural areas. Will market the new course section offering while expanding schedules to include morning, evening, and weekend scheduling options to improve student access, ability to complete pathways, and improve student success. Continue to expand local partnerships to take advantage of all available student support services; this will increase course retention and completion rates.

Strategy #2

Need to expand the number of courses for immigrants, including VESL, ESL, Computer Technology, Citizenship, and CTE classes. Expand pool of ESL faculty/teachers. Collaborate with community organizations in order to offer additional ESL/Citizenship courses and services. Expand the number of evening course offerings.

Strategy #3

The need for all students to gain a clearer understanding of available career options, academic pathways, along with scheduling opportunities. Create marketing flyers to promote multiple pathways information from ESL to post-secondary

programs, diploma to career, etc. to be disseminated to students at each course orientation, each school site, and online. Work with local employers to align marketing with community job fair opportunities. Offer the newly created non-credit certificate programs.

Seamless Transitions

New Strategies

Strategy #1

2018-19 will implement expanded WHAEC list of student support systems whether attending Adult Ed, not-for-credit or non-credit programs. WHAEC will hire a career pathways advisor to advise on career options, develop ed plans, inform on requirements/pre-requisites, set long-term goals, financial aid information, and student support services available. They will integrate existing programs and schedules within consortium to create seamless transitions to post-secondary and/or workforce.

Student Acceleration

New Strategies

Strategy #1

Course schedules will better align with months that allow seasonal workers to partake in instructional days/times to improve attendance and completion rates. Additional use of CANVAS will allow more hybrid offerings as well as utilize computer-based instruction, implement block scheduling to match seasonal work hours and provide supplemental instruction to small group and one-on-one support.

Professional Development

New Strategies

Strategy #1

Teachers, faculty and staff will participate in State and Local training, including CCAE, COABE and CASAS training, and other conferences. WHC-Lemoore will expand staff trainings in field-testing for the CASAS Listening Goals assessment. CTE course instructors will connect with additional business and industry to gain insight to the latest equipment, skills required, and trends.

Leveraging Resources

New Strategies

Strategy #1

All WHAEC members entered into WIOA Phase II/AJCC agreement. This agreement includes referring of students and leveraging of facilities and equipment at no cost. Will expand co-enrollment with agencies to expand available student services. WHC will expand use of CANVAS hybrid courses

Fiscal Management

A narrative justifying how the planned allocations are consistent with the annual adult education plan which is based on your AEBG 3-year plan.

Member expenditures align well with overall goals of addressing the gaps in services in our region as stated in our 2018-2019 Annual Plan and our 3-Year Plan. Some members experienced administrative and staffing turnover, thus did not expend ideal number of AEBG dollars due to these delays. All members are on schedule to expand course offerings with no concerns of utilizing the funds in the allotted timelines.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2018-19.

Two of the nine WHAEC members fully expended their 2017-2018 funds. Seven consortium members with carry-over funds have scheduled activities to utilize their 2017-2018 carry-over funds in the 2018-2019 year. This will be accomplished by expanding the number of courses/programs and are prepared to expend 2017-2018 well within guidelines. Most members plan to increase the number of CTE course offerings as well in the communities they serve.

Certification

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Approved
2018-08-16
Coalinga/Huron Joint Unified School District, Member Representative
Andy Marinello
Approved
2018-08-16
Firebaugh-Las Deltas Joint Unified School District, Member Representative
Terry Anderson
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Approved

2018-08-16

Golden Plains Unified School District, Member Representative

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2018-08-16

Lemoore Union High School District, Member Representative

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Approved

2018-08-16

Mendota Unified School District, Member Representative

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2018-08-16

Reef-Sunset Unified School District, Member Representative

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2018-08-16

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2018-08-16

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2018-08-16

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Approved

2018-08-16



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