

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 persistence and success. As expected 2018-2019 year, demonstrated increased growth and collaboration among board members and the communities served. This past year the consortium served 1,863 students, an additional 121 students from the previous year. Currently, six of our nine members offer diploma programs of which two are ACS/WASC accredited adult school (Accrediting Commission for Schools, Western Association of Schools and Colleges). Three members now offer High School Equivalency (HSE) preparation at six sites in our service area. This past year our ASE/HSE courses produced one-hundred and ten (110) graduates, an increase of almost 50% from the previous year. Additionally, four members provide ABE courses together addressing the gaps of high school attainment. All consortium members offering ESL courses implement CASAS pre and post-testing. Those members offering ABE/ASE/HSE will initiate the new CASAS GOALS series this fall. Enrollments are tracked by all members and demographic information entered into the CASAS TOPSpro database as mandated by the CAEP office. ESL/Citizenship courses expanded as demand continues to grow. Consortium-wide, we had 31 students who learned sufficient English, passed the citizenship exam, and became US citizens. The WHAEC expanded their CTE trainings which includes basic computer skills, forklift certifications, truck driving and residential electrical. Three-hundred and sixty-seven (367) completed these skills trainings. Plans are underway to include a welding course as part of our 3-Year Plan in 2019-20. The colleges will continue to offer their ESL Certificate of Achievement, which will provide a pathway into advanced CTE and/or College Academic degree programs. The consortium has implemented a goal of strengthening our student transitions/pathways. This led to hiring an academic advising specialist last fall. This position assist students with career options, developing an educational plan, setting short and long-term career goals. Additional courses for immigrants such as ESL, Citizenship, Computer Technology and ABE/ASE/HSE in the rural communities along with expanded high demand short-term CTE courses will help to fill in the identified "gaps" in service in our region. Lastly, WHAEC staff researched data to identify levels of performance. Student retention was identified as a critical area to address. WHAEC has now implemented quarterly data review meetings with all members to assure student persistence plans are in place, attendance is reviewed weekly, and direct student contact has been implemented. The meeting combined data analysis will assist members to understand their current baselines and recognize growth. Members will continue making recommendations for continued improvement and enhanced performance.

Regional Planning Overview

The West Hills Adult Education Consortium has implemented regional strategies to improve program performance and address the academic/training needs of our rural communities. WHAEC will expand/implement a regional marketing plan to further increase outreach to rural communities in our service area.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

Need for additional ABE/ASE/HSE availability

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

These findings are based on data from Hanover Research, CASAS, TOPSpro, Census data and community/student feedback. Additionally, research data indicates that nearly 32% 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?

Student progress is measured through CASAS post-test results, High School Diploma/Equivalency graduation rates and increased achievement scores and number of students employed. Tracking of students enrolled and the number obtaining employment.

Regional Need #2

Gaps in Service / Regional Needs

Need for expanded courses for immigrants, including VESL, ESL, Computer Technology, ESL/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, student surveys, 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, persistence completion, and continued education and/or jobs.

Regional Need #3

Gaps in Service / Regional Needs

Improved student understanding of available career options, academic pathways and scheduling options.

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

This gap was identified via individual student interviews, various industry partners, employers, Workforce Development Board, Federal, State and Local agencies and community input.

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

Effectiveness and progress is measured by reporting the number of students enrolled in career option workshops and the number of students served and educational plans developed by our Advising Specialist.

Gaps In Service

New Strategies

Strategy #1

Provide additional ABE/ASE/HSD/HSE courses/programs in all rural areas. New course sections offered with expanded 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 to increase outreach, course persistence and completion rates.

Strategy #2

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

Strategy #3

Assure all students clearly understand available career options, academic pathways, as well as scheduling options. Expand marketing flyers in two languages to promote multiple pathways information from ESL to post-secondary to understand career options, pathways and opportunities. Each member provide multiple pathway 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

2019-20 will implement expanded WHAEC list of student support systems whether attending Adult Ed, not-for-credit or non-credit programs. WHAEC academic advising specialist 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.

Strategy #2

Colleges will incorporate support from existing counselors to facilitate post-secondary enrollment and success.

Student Acceleration

New Strategies

Strategy #1

Course schedules will better align with times of year that allow seasonal workers to partake in more instructional day/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. Pre-testing assures student placement is optimal to reduce any duplication of instruction

Professional Development

New Strategies

Strategy #1

WHAEC staff informs members, academic teachers, faculty and staff to participate in State and Local training, including CCAE, COABE and CASAS training, and other conferences. CTE course instructors attend local and regional CTE conferences and workshops to 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. This format expands co-enrollment, expanded student support services, and increased student attendance. WHC will continue expanding use of CANVAS hybrid instruction.

Fiscal Management

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

All members have a consortium level voting board member to assure they have an equal voice in distribution of funding to meet their perspective programs. The programs are a culmination of information from each member and include consortium-wide goals to develop both annual and 3-year plans. This format assures all are informed and have a clear direction for consistent expenditure alignment with overall CAEP goals toward addressing gaps in services in our region. 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 2019-20.

Two of the nine WHAEC members fully expended their 2018-2019 funds. Seven consortium members have some carry-over funds and have scheduled activities to utilize their 2018-2019 these funds in the 2019-20 year. This area is addressed by expanding courses/programs and are prepared to expend 2018-2019 well within guidelines. Most members plan to increase the number of CTE course offerings as well in the communities they serve.

Certification

Armona Union Elementary - Member Representative

Laurie Blue
Principal
lblue@aesd.org
(559) 583-5060

Approved by Laurie Blue

2019-08-14

Coalinga-Huron Unified - Member Representative

Luci Rogers
Assistant Superintendent
lrogers@chusd.org
(559) 935-7500

Approved by Coalinga-Huron Unified School District Luci Rogers

2019-08-15

Firebaugh-Las Deltas Unified - Member Representative

Terry Anderson

Director of Administrative Services

tanderson@fldusd.org

(559) 659-3899

Maria Calderon

Business Manager

mcalderon@fldusd.org

Approved by Terry Anderson

2019-08-15

Golden Plains Unified - Member Representative

Armida Espinoza

aespinoza@gpusd.org

(559) 693-1115

Approved by Armida Espinoza

2019-08-14

Lemoore Union High - Member Representative

Chuck Gent

Assistant Superintendent

cgent@luhsd.k12.ca.us

(559) 924-6610 ext: 1202

Approved by Chuck Gent

2019-08-14

Mendota Unified - Member Representative

Rebecca Gamez

rgamez@mendotaschools.org

(559) 655-4412

Approved by Rebecca Gamez

2019-08-16

Reef-Sunset Unified - Member Representative

Estela Jimenez
ejimenez@rsusd.org
(559) 386-1369

Approved by Estela Jimenez

2019-08-15

West Hills CCD - Member Representative

David Castillo
Director
davidcastillo2@whccd.edu
(559) 934-2166

Approved by David Castillo

2019-08-13

West Hills College Coalinga - Member Representative

Brenda Thames
President
brendathames@whccd.edu
(559) 934-2200

Approved by Brenda Thames

2019-08-15

West Hills College Lemoore - Member Representative

Sue Warner
Dean of Educational Services
suewarner@whccd.edu
(559) 925-3222

James Preston
Vice President of Educational Services

jamespreston@whccd.edu
(559) 925-3146

Approved by James Preston

2019-08-16



California
Community
Colleges



2019 © California Community Colleges
NOVA Site Version: [4.8.9](#)