

Adult Education Block Grant : Annual Plan : 2018-19 Produced: Aug 15, 2018, 9:27 PM UTC Action Taskman

26 Long Beach Adult Education

Plans & Goals - Consortium Approved

Executive Summary

As the consortium moves into the final year of our submitted three year plan, we will continue to focus on providing services that allow for seamless transitions between the community partners and the educational institutions in programs such as the Adult Education Noncredit Summer Bridge as well as focus on spending monies toward the implementation of new noncredit courses in CTE that will allow students to receive certificates and CDCP's upon completion. In addition we continue to build our offering of ESL courses in the community by branching out to neighboring elementary schools, and CBO's as well as strengthen partnerships with our community partners that will allow us to offer basic skills courses, ESL and CTE opportunities to students who are considered nontraditional or disproportionately impacted. This will also mean supporting faculty and aides who can assist in providing these services. We will continue to support efforts on campus that are directed at meeting the seven program areas identified by AEBG. We will also in alignment to our submitted three year plan use funds to continue to provide professional development opportunities for faculty in meeting the needs of adult students as well as the Director of Adult Education. There will be continued support to create marketing plans that will provide focus on the adult education program and courses. Lastly, we will look at how we can begin to strengthen and create a comprehensive infrastructure that will support the colleges mission of a dedicated noncredit adult education program in conjunction with the goals and objectives identified in our three year plan. LBCC adult education will continue to work with the Strong Workforce program to address high interest CTE programs for the community and students. LBSA will provide a greater focus on creating course and programs aimed at meeting the lower literacy skills of potential students in the community. They will also focus on keeping their CTE programs by creating short term, entry -level employment courses that also align to the college career pathways.

Regional Planning Overview

To develop a comprehensive and thoughtful plan for the next three years, our consortium is planning on holding a series of workshops and planning meetings to gain a cross-section of input for the plan. Committees will be formed that consist of consortium members, faculty, community partners and students that will address the needs of our community, the needs of the educational institutions and goals and objectives that will allow us to create a comprehensive plan that builds on our first three year plan. The planning process for this three year plan will differ greatly from the first plan as we are now more aware of what needs to be done to move the adult education goal forward. We now have a Director of Adult Education that has extensive background in adult education and understands how each of us must work together to create a comprehensive plan. Also in the creation of this three year plan we will have more comprehensive data regarding adult education programs, community needs, community partner needs and faculty understanding of the program provided through our labor market research that will serve as a tool in creation of the new plan.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

LBCC continues to identify the lack of noncredit courses that can be offered to adult students in CTE and basic skills courses.

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

LBCC continues to use our labor market supply and research to guide our implementation of noncredit courses. Additionally, we use information received from community partners that service adult education students as well as work closely with the

workforce development department to understand the needs of the community. We have also used data obtained through surveys provided to students in classes and to participants in community based organization programs.

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

We will continue to offer assistance and support to faculty who want to create noncredit courses and programs and support them as they move through the courses through the approval process. Courses that are approved will be available for student enrollment immediately and we will monitor student progress. Tracking of the success of the programs created will be through our awarding of CDCP certificates, stackable credentials and through the partnership with Strong Workforce for entry level job obtainment. We will also be able to track the success and progress through students who move forward in their educational goals at LBCC or any other educational institution. Lastly we will continue to work with Institutional Effectiveness data obtained through student surveys and tableau for information pertaining to adult education.

Regional Need #2

Gaps in Service / Regional Needs

LBCC continues to grapple with the lack of a defined infrastructure aimed at meeting the needs of adult education students.

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

The lack of infrastructure is evident when we are attempting to offer classes to offsite areas. The inability to provide a "one-stop" area that allows for registering and enrolling in courses is a primary concern and focus for our next three years. Students, staff, and partners have expressed their concern in not fully creating an adult education process that includes registration different than CCC apply, counseling staff and courses.

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

For the dedicated infrastructure we have created goals and objectives that will move us toward this process. We will identify monies from our AE budget that can be used to support this effort. Additionally we will continue to hold planning meetings with groups across the campus that will provide input and support in creation of an adult education infrastructure. The goal is to have a dedicated registration process, counseling services, staff assistance and dedicated space for students wishing to enroll in adult education programs, courses or classes.

Regional Need #3

Gaps in Service / Regional Needs

Lack of defined services that support low level literacy students. LBAEC understand and recognizes that they need to create more classes on campus and off site that address the students who have little or no English skills and create comprehensive programs that address this need.

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

LBSA provided in depth surveys to surrounding community partners including Long Beach City College and realized that none of the community partners were addressing this population. Data was used from assessment tests given to potential students; CASAS results and faculty and staff input. Additionally in meeting with the community partners on the ELL Navigator Project intense conversations were had that addressed this need in the community.

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

Progress will be measured by the number of courses that can be offered and the number of students who complete and transition into level one ESL classes upon completion. We will also be able to measure progress through CASAS testing and community partner input.

Regional Need #4

Gaps in Service / Regional Needs

LBSA has identified that they had a need for short term CTE courses that could lead to employment for potential students.

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

This gap was identified by the number of potential students who were coming into the school asking for courses in CTE other than health careers. As a result they created short term surveys that were provided to students asking what course other than

health careers they would like to see offered at the school. Overwhelmingly there were requests for short term courses in areas such as building and grounds, security etc.

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

As these classes are developed and implemented LBSA will measure effectiveness by the number of certificates that are awarded as well as the number of students who are able to take and pass employment test at the district level. They will also measure effectiveness by tracking the number of students who enroll in CTE courses at their site.

Gaps In Service

New Strategies

Strategy #1

1. Increased access to classes offered in the community and on campus. Continued working with staff and faculty to create courses that meet the seven areas and address the need in the community for high entry level employment.

Strategy #2

Continued focus on creating a dedicated infrastructure. To do this we will continue to work with the various college offices to gain input on the best ways to offer services. We will also work with other consortiums and colleges that have dedicated adult education noncredit programs to use as a model for building our program. Community partners will also be able to provide input so that we are sure that we are meeting the needs of the Long Beach community.

Strategy #3

LBSA has indicated that they see a huge gap in translating of various languages in the Long Beach Community, with staff at their site as well as marketing materials for the program. They will work with community partners that will provide teams that can come in on high registration days to provide translation services. They have also through the local workforce development department been granted access to the 24 hour translation line created by the City of Long Beach.

Seamless Transitions

New Strategies

Strategy #1

LBCC will continue to develop new courses in CTE, basic skills and ESL to attract students to the program. Curriculum that is created will be those that can provide a seamless pathway between the adult school and the college as well as a pathway between noncredit to credit programs. Progress will be evaluated by how many CDCP certificates or credentials that can be awarded at both educational sites. We work with IE to measure and provide data.

Strategy #2

The adult education program at LBCC will continue to work with the Strong Workforce program in the creation of courses and programs that lead to entry level employment. All new courses will be aligned to the goals and objectives of both programs but will also be in conjunction to the information and data received in the labor market information. We will also work with workforce development to create programs that lead to employment opportunities such as a commercial truck driving program.

Student Acceleration

New Strategies

Strategy #1

LBCC will work with the contextualized courses created through the CTE Noncredit Readiness regional programs. These courses will allow us to offer in conjunction with our noncredit courses VESL classes that are aimed at providing additional student support for completion.

Strategy #2

LBCC will provide to LBSA a dedicated counselor that will help to monitor and access student progress from the adult school into the college setting. They will work with students to create career and academic pathways that meet the adult education goals and objectives.

Professional Development

New Strategies

Strategy #1

LBCC will work with the professional development coordinator to identify and provide opportunities for staff to participate in opportunities that support the goals and objectives of adult education. We will also work with LBSA faculty and staff to include them when possible with professional development opportunities through adult education.

Leveraging Resources

New Strategies

Strategy #1

LBCC and LBSA has partnered with the local workforce development department and community partners on the ELL Navigator Pilot project. This has given us additional monies to be used in serving limited English proficient students as well as access to additional staff to meet underserved needs within our sites, i.e. language translation for the adult school. It has also allowed for the offering of offsite courses for LBSA and LBCC and marketing funds for LBSA.

Strategy #2

LBCC and LBSA has collaborated with neighboring CBO's to offer offsite ESL classes that meet the needs of the community. These collaborations have resulted in our being able to offer additional ESL courses and target larger student populations needing services.

Strategy #3

LBSA will continue to partner with the local workforce agency to offer short-term CTE courses that support students looking for and needing skills to obtain employment.

Strategy #4

LBCC will partner with a community based organization that provides support to reentry, disproportionately impacted, and basic skill deficient individuals to provide CTE, basic skills and ESL classes to help prepare them for enrolling at LBSA or LBCC.

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.

LBAEC will continue to focus on expending funds in the seven AEBG program areas ensuring that they are consistent with the objectives and activities outlined in our adult education regional plan. We will also address funds in the order received with focus on incorporating and spending in a thoughtful way that aligns to our submitted three year plan. Both members will continue to expend funds that can be use for the marketing of programs and courses throughout the Long Beach community and target potential adult education students. Additionally, LBAEC will continue to focus on creating new courses and programs that support the seven program areas which will also include professional development opportunities as needed. Additionally, LBCC will work toward creating a comprehensive adult education infrastructure by supporting staff in counseling, registration, and information technology to meet the community needs. Funds will be used in the programs to provide support as needed to adult education students.

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

LBCC will focus on using a large number of our carry over funds in the development of a dedicated infrastructure for adult education. We will ensure that money is used to support and further our adult education goals and objectives as well as meet the need of the community and potential students. As a result we will continue to provide support to tutors, faculty, and staff in offering comprehensive service. We will also use money to support the offering of off site courses and programs with an increase in supporting student success by supplying materials and supplies as needed. Additionally, we will continue to support counseling services between the adult school and the college for students to create seamless career and academic pathways.

Certification

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Approved

2018-08-15

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