

Long Beach Adult Education Consortium
 Strategic Planning Meeting
 June 14, 2016 | PCC GG-238
 Minutes

Attendees: F. Anderson (LBSA), E. Barrera (LBCC), J. Cassara (LBSA), A. Chean (LBCC), D. Gonzales (LBCC), S. Hagemann (LBCC), B. Hearn (LBSA), C. Levia (LBCC), S. Lewis (LBCC), H. Neu (LBCC), J. Perez (EDD), P. Pettigrew (LBCC), L. Potter (LBCC), A. Purificacion (Job Corps), J. Quintana (Centro CHA), A. Renshaw-Bodnar (Pacific Gateway), C. Robertson (CSULB), A. Rodriguez (LBCC), K. Rothstein (LBCC), C. Samel (LBSA), M. Scott (CSULB), M. Smith (LBCC), D. Van Sinden (LBCC), E. Yasutomi (LBCC)

Agenda	Discussion	Action Items
Introductions	1. Members 2. Partners	
AEBG Where are we now	1. Stephanie Lewis is the Adult Education Program Director. Stephanie is employed by LBCC and hired by the consortium to oversee adult education in the LBAEC. AEBG is on-going funding. 2. Program Design: <ul style="list-style-type: none"> • Program alignment/pathways – POS, placement, assessment • Student support • Seamless transitions 	1. Mollie asked the group to notify her of anything that has been dropped since the AEBG began in 2014 2. Mollie Smith and Dana Van Sinden are co-chairs of a committee
Ice Breaker	What was the worst job you had?	
What does an adult education student look like?	1. Responses included: <ul style="list-style-type: none"> • Someone who is skills deficient • Need to get HS diploma to increase wages • Someone who dropped out of school • Someone who realized they can improve their future by going back to school 2. Stephanie said the statements about adult education student is true but some people were left out. Adult school students are diverse; there are some who have a HS diploma and need a job or are transitioning into a new job. Adult school students will look diverse.	1. Process will need to be student driven, not entity driven

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Question 1: How do we attract and keep adult students?	1. Consider: <ul style="list-style-type: none"> • Assessment • Delineating what they need to be successful • Student learning outcomes 	1. Groups recorded and presented their responses
Question 2: How do we KEEP adult student once they enroll?	1. Consider: <ul style="list-style-type: none"> • Tracking of student progress • Support of their educational goals from intake to exit • Acceleration of programs/courses • Providing support for differing populations 	1. Groups recorded and presented their responses
Question 3: How do we successfully exit the adult student to ensure continued success?	1. Consider: <ul style="list-style-type: none"> • Post transitional support systems • Hand- off to community partners • Employment 	1. Groups recorded and presented their responses
Wrap up/discussions		1. Stephanie asked if the group had expectations, or if there's anything they would like to see come out of the AEBG project. There were no response. 2. Next meeting will be on June 28 and will focus on content areas. 3. Mollie requested that individuals who cannot attend the June 28 meeting send a representative in

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		their place or provide written input.
Meeting adjourned		