



Walmart Brighter Futures 2.0: College Sustainability Plan El Centro College (Dallas County Community College District)

I. Best/promising practice(s) identified during the project.

- A. Contextualized Learning Models that infuse adult basic skills required to master course or certification content mastery.
- B. Accelerated Career Pathways, short term courses that allow students to obtain industry recognized certifications and credentials.
- C. Stackable credentials that create off ramps throughout the training sequence which allow students to develop competency-based skills. Co-enrollment models allow students to obtain industry recognized credentials while simultaneously addressing other barriers to learning.
- D. Established partnerships with employers and organizations that provide industry recognized certifications and internships that expose students to workplace experience.

II. Rationale for institutionalizing the best/promising practice(s) identified above.

- A. Students do not possess the adult basic skills needed to master course content. These deficiencies often prevent students from successfully transitioning into the workplace. Contextualized learning models integrate relevant reading, writing, and math curriculum into workplace competencies required to obtain credentials in selected career pathways.
- B. The Dallas economy lacks skilled workers and Individuals need work immediately. There is also a lack of resources Time is of the essence; students can't wait for a two- or four-year degree before entering the workplace. Many students have low adult basic education levels, which is barrier to college-level readiness. Accelerated Career Pathways provide an opportunity for a career jump start by allowing students to begin employment and obtain work experience while seeking a college degree if needed.
- C. Students have multiple challenges to success. Through co-enrollment in courses such as GED preparation, ESL, workplace preparation, and career pathways, students not only reduce the amount of time needed to achieve success, they also receive instructional reinforcement through essential activities required for successful program completion.
- D. Partnerships with employers and training providers create opportunities for students to gain job experience, which improves their marketable skills in a career pathway of choice. This practice also provides potential employers with a preview of the students' competencies and soft skills, as they are considered for permanent positions.

III. Fiscal implication(s) for institutionalizing the best/promising practice(s) identified above.

- A. Contextualized learning requires co-teaching models, and cross training of adult basic skills faculty and career & technology faculty. This requires additional resources to be allocated for instruction and professional development.
- B. Nontraditional students typically face multiple challenges to success. These issues, if not addressed, can prevent students from successfully completing the program. Intrusive advisement and wraparound services are needed to help students address barriers. A dedicated advisor is needed to assist students with these matters on a consistent basis.
- C. Funding assistance for GED examinations, immunizations, background checks, textbooks, classroom supplies, and licensing exams are needed for most students to complete credentialing and certifications.
- D. Funding for continuing education programs is limited, and students who lack a high school diploma or GED are ineligible to receive financial assistance for 100 percent of their training participation.

IV. Partnerships/sponsorships established during the project that should be continued.

- Sponsorships
- United Way grants for students in allied health training
- The Texas Workforce Commission offers Adult Education Literacy grants to individuals in order for them to improve literacy levels/skills .
- Community partnerships
- NPower offers information technology training and job placement to veterans.
- City Square offers classroom sites to facilitate training, which creates an opportunity for grant participants to access other community resources available on-site..
- Skillquest offers restricted funding opportunities for training for financially challenged individuals.
- The Bridge offers classroom sites to facilitate training to individuals in transitional housing.

V. Internal institutional collaboration during the project that should be continued.

- Student services and academic advisement provide student referrals.
- Satellite campus offerings for broader program location offerings
- Braided funding model with the business office and resource development
- Testing Center online services
- Adult Education and Literacy Grant
- Across the DCCCD campuses model expansion and/or replication

VI. Integration timeline for identified activities.

December 2014: Additional funding was received for four full-time staff members from the Texas Workforce Commission through the Adult Education and Literacy Grant.

January 2015 to Present:

- Expanded recruitment and outreach;
- Through Adult Education and Literacy Grant funding, expansion of services to serve over 5,000 adult basic education participants through GED preparation, English language acquisition, and college level readiness.
- Expanded partnerships with employers and organizations that train and provide paid internship opportunities for students in the information technology industry such as ServiceNow, Cyber Security, and A+ certification.