

# 01 Allan Hancock College Consortium

## Plans & Goals - Consortium Approved

### Executive Summary

The Consortium's goals and strategies for this plan were designed to align with the Consortium's vision and mission and the AEBG Student Progress Framework. These address the "Connection, Entry, Progress, and Completion" elements of the Framework and reflect milestones in the student journey (engagement, measurable progress, transition, completion, and outcome). Basic skills, English language skills, attainment of a high school diploma or equivalent, and Career Technical Education (CTE) are essential needs in the Consortium region. Plans & Goals Executive Summary: Consortium Members responded to the challenges of providing services amid the COVID-19 emergency by adopting distance-learning, remote services, and other strategies. Execution of the Annual Plan will incorporate these and other programmatic changes, supportive measures, supplies/materials purchases, professional development, curriculum development, etc., needed to deliver services to all individuals. The consortium's vision and mission statements were developed/validated by the Consortium during planning sessions for the three-year plan: Vision: The Northern Santa Barbara County Adult Education Consortium is a collaboration providing programs and support to assist adults in reaching academic and career goals. Mission: To provide adults the academic and career skills necessary to foster opportunities for a living wage, high quality of life, and productive community involvement Allan Hancock College, the only provider of noncredit adult education in the region, enrolls over 8,500 students annually within the seven program areas. Classes are offered on its three campuses (SM, LVC, SYVC) and in partnership with a vast network of community-based organizations (CBO) at over 45 satellite locations. Per semester, current academic offerings include approximately 19 sessions in Adult Basic Education, 85 sessions in Noncredit ESL, six sessions in Citizenship, 12 sessions for Adults with Disabilities, 54 sessions in Vocational Education, and two sessions in parent education. Allan Hancock Community Education (noncredit programs) offers 10 certificate programs, is pending approval on six new programs, and is developing a series of Career Technical Education certificate programs. In addition, contextualized learning classes, pre-CTE courses, digital badging, and hybrid classroom development are in the research and development stage. Lompoc Adult School and Career Center: the only K-12 adult education provider in the Northern County, Lompoc Adult School and Career Center (LASCC) provides essential adult programs to the region. Through CAEP, LASCC continues to increase its student enrollment and improve its persistence. LASCC expanded its Career Center to become virtual and remote service support, providing support for incoming students choosing a pathway diploma, navigating students to college and career, resume writing, and other services. Expansion of ASE/ABE and English Language (ESL) classes included newcomer instructors for all incoming students to ensure digital literacy skills and foundational program understanding prior to beginning coursework. Additionally, LASCC expanded distance-learning services for parents of 135 K-12 students, providing specific foundational and digital literacy skills that support children's success. LASCC expanded its High School Diploma class to include several ASE instructors. Additionally, LASCC expanded its programming to include Integrated Education and Training (IET) and Integrated English Literacy and Civics Education (IELCE).

### Regional Planning Overview

To more effectively plan, the consortium engaged in a series of activities: The Member Districts utilized A. The CAEP Three-Year Planning Self-Assessment Tool to assist in the process of planning. B. A professionally facilitated series of planning meetings were held to gather input from the Member District administrators. C. A meeting was held with district members in attendance, where Econ-Alliance hosted a Workforce & Literacy Initiative forum. The presentation included Labor Market information, in addition, seven different leading business industries answered questions on entry-level career positions and the types of education and skills needed for those jobs. D. A meeting was held with consortium members in attendance, where the Workforce development Board delivered presentations on Labor Market information. E. A meeting was held at the Santa Maria Hancock Campus. United Way delivered a presentation and forum on their new report Struggling to Stay Afloat: The Real Cost Measure in California 2018 F. The CAEP Consortium Factsheet, released in April 2019, was used as a cross-reference tool to validate this Plan Allan Hancock College Joint Community College District (AHC) and the Lompoc Unified School District (LUSD) co-lead the Northern Santa Barbara County Adult Education Consortium. The Consortium completed a self-assessment and determined: (1) how it has performed in serving the regional needs with the currently developed programs, (2) additional gaps in adult education programming, and (3) what new program(s) the member agencies Consortium will develop. Evaluating

each consortium member's view of educational priorities, goals were identified regarding the need to enhance current and develop new programs such as pre-career technical training in disciplines that include healthcare, business, information technology, and workplace readiness. Consortium members identified a wide variety of strategies, which the consortium can implement to achieve its goals. This includes adding or expanding staff positions as well as contracting for services. Additionally, consortium members recognized that curriculum, materials, technology, supplies, and professional development may be researched and purchased. Other expenditures, including marketing and capital improvements, may even be required. Expansion and creation of new programming and exploration and creation/redefinition of partnerships will also be essential components. To achieve its initial goal, the consortium determined that researching other consortia and best practices would help inform and provide structures, processes, and concepts for making progress on this first goal. As such, site visits and dialogue with other adult schools will offer a starting point. The consortium will research and identify the ideal methods to collect information from students regarding student needs and interests. Industry and local employers also possess data required to inform the consortium. Partnerships may require expansion, review, and creation as the consortium will examine its status and ensure that industry sectors in North Santa Barbara County are included in dialogue with the consortium in a meaningful and effective fashion to advise and inform the consortium board. Proposed programs would follow the proposed Consortium guidelines below, with programs: 1. aligned with the CAEP seven program areas 2. aligned with Consortium's Community Data 3. aligned with labor market information data 4. developed to include creation, monitoring, and evaluation of measurable program outcomes and metrics.

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## Meeting Regional Needs

### Regional Need #1

#### Gaps in Service / Regional Needs

At the time of this plan writing, changes brought on by COVID-19 continue to create unknown outcomes. However, the Consortium's original goals remain applicable although modifications may be made as the Consortium determines how to best serve the region in these changing times through the use of best practice research from CAEP agencies and consortia, from educational resources, and from partner and industry advisory/input structures, among other things. Following is an outline of the initial Steps/Activities to be considered and taken by the consortium. Goal: Improve Consortium's administrative and program effectiveness

- Refine and formalize Northern Santa Barbara County Consortium governance document, achieving a comprehensive program review of the Consortium/governance structure by June 2022.
- Enhance Consortium professional development opportunities for instructors and staff and evaluate impact and identification of next steps in professional development by June 2022.
- Increase Consortium partnerships to leverage funding and resource opportunities with the formation of an advisory body by June 2022.
- Address sustainability by identifying and leveraging new adult education funding sources, with reevaluation of strategies to align to current funding streams by June 2022.

This annual plan will assist with the implementation of both regional and local strategies to address the priorities identified by labor market data analysis, and stakeholder feedback, student and faculty surveys, as well as the needs analysis done by each consortium member. Goal: Enhance student employment readiness and career opportunity. Steps include the following:

- Analyze and monitor labor market information to identify potential student opportunities to increase the percentage of students gaining certifications and/or employment gains by 1-3% over the baseline year 2018-2019.
- Increase alignment between program and course offerings and student, community, and employer needs to increase by 1-3% over the baseline year 2018-2019 year active participation of employers in development and implementation of career pathways programs.
- Increase course and program completion rates by aligning and leveraging Consortium resources and partnerships to increase student transitions to credit coursework, work, or other goals by 1-3% over the baseline year 2018-2019.

This annual plan will assist with the implementation of both regional and local strategies to address the priorities identified by labor market data analysis, and stakeholder feedback, student and faculty surveys, as well as the needs analysis done by each consortium member. The following chart taken from the Consortium's Three-Year plan illustrates the goals for 2020-2021. Following is an outline of the initial Steps/Activities to be considered and taken by the consortium. Activity 1: Analyze and monitor labor market information to identify potential student opportunities.

1. Analyze local, regional, state labor markets for potential employment and career opportunities.
2. Prioritize program development, enhancement based on labor market data.
3. Implement certification programs/pathways aligned with labor market data.

Activity 2: Increase alignment between program and course offerings and student, community, and employer needs.

1. Identify career pathways aligning with student, community, and employer needs.
2. Identify local employers aligned with regional needs documented in local market data.
3. Enhance program relevancy

through solicitation of skill needs input from target local/regional employers. Activity 3: Increase course and program completion rates by aligning and leveraging Consortium resources and partnerships. 1. Plan for a greater number of student course and program completions over baseline. 2. Identify strategies and initiative processes to inform students and attract engagement in programs and pathways. 3. Identify and implement strategies to retain students and increase completion rates and student success. The Consortium planning sessions identified gaps in the regional data. Among these gaps were the need for more Basic Skills and ESL classes (satellite offerings closer to potential students), the expansion of a High School Diploma program, HSE, and relevant Career Technical Education programs.

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

Planning sessions identified gaps in the region using data from a variety of sources. Data centered on the areas identified in the Community data: Basic Skills, English as a Second Language (ESL), High School Diploma, High School Diploma Equivalency (HSE), Career Technical Education (CTE), and career readiness programs. In addition to reviewing regional data as well as addressing the infrastructure and governance gaps. Consortium goals and strategies were also established. Surveys and input from stakeholders, including staff, industry, partners, and community, helped inform the regional planning. A. The CAEP Three-year Planning Self-Assessment Tool was utilized by the Member Districts to assist in planning. B. A professionally facilitated series of planning meetings were held to gather input from the Member District administrators. C. A meeting was held with district members in attendance, where Econ-Alliance hosted a Workforce & Literacy Initiative forum. The presentation included Labor Market information, in addition, seven different leading business industries answered questions on entry-level career positions and the types of education and skills needed for those jobs. D. A meeting was held with consortium members in attendance, where the Workforce development Board delivered presentations on Labor Market information. E. A meeting was held at the Santa Maria Hancock Campus. United Way delivered a presentation and forum on their newly released report: Struggling to Stay Afloat: The Real Cost Measure in California 2018. F. The CAEP Consortium Fact sheet, released in April 2019, was used as a cross-reference tool to validate data in this Plan.

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

Goal #3: Improve Consortium's administrative and program effectiveness

- Completion of and implementing a formal Consortium governance document by June 2022.
- Surveys to measure engagement in professional development activities and follow-up surveys to assess how information from these training and workshops is being utilized in the classroom to retain students and accelerate learning and program completion/.
- Increased Consortium partnerships to leverage funding and resource opportunities through advisory body creation by June 2022.
- Development of a plan to address sustainability by identifying and leveraging new adult education funding sources by June 2022.

Goal: Enhance student employment readiness and career opportunity.

- Analyze and monitor labor market information to identify potential student opportunities to increase the percentage of students gaining certifications and/or employment gains by 1-3% over the baseline year 2018-2019.
- Increase alignment between program and course offerings and student, community, and the employer needs to increase by 1-3% over the baseline year 2018-2019 year active participation of employers in developing and implementing career pathways programs.
- Increase course and program completion rates by aligning and leveraging Consortium resources and partnerships to increase student transitions to credit coursework, work, or other goals by 1-3% over the baseline year 2018-2019.

## **Gaps In Service**

### **New Strategies**

#### **Strategy #1**

The following chart taken from the Consortium's Three-Year plan illustrates the goals for 2021-2022. Following is an outline of the initial Steps/Activities to be considered and taken by the consortium. Goal #3: Improve Consortium's administrative and program effectiveness

- Activity 3.1: Refine and formalize Northern Santa Barbara County Consortium governance document
- Revised governance document outlining Consortium policies, procedures, practices
- Drafting and adoption of revised governance document
- Annual review of governance compliance
- Comprehensive program review of Consortium/governance structure
- Activity 3.2: Enhance Consortium professional development opportunities for instructors and staff
- Develop a deeper and broader understanding of how Adult Ed. is funded, structured, delivered, and evaluated
- Identification of relevant, high-priority strategic professional development
- Identification of relevant, high-priority

strategic professional developmentoCreation of a schedule of professional developmentoEvaluation of impact and identification of next steps in professional development

- Activity 3.3: Increase Consortium partnerships to leverage funding and resource opportunitiesoStronger and more established community partnershipsoDevelop a strategic plan to identify economies of scale across regional partnership and resourcesoImplement strategies to leverage existing resources and identify new funding sourcesoAdd strategies to the strategic planoReevaluation of strategies to align to current funding streams
- Activity 3.4: Address sustainability by identifying and leveraging new adult education funding sources.oDevelop a strategic plan to identify economies of scale across regional partnership and resourcesoImplement strategies to leverage existing resources and identify new funding sourcesoAdd strategies to the strategic planoReevaluation of strategies to align to current funding streams

### Strategy #2

Consortium Gaps were identified by analyzing the community data of those 25 and older against existing programs:

1. 27% have less than a high school diploma
- Need for more ABE (basic skills) offerings than currently being delivered
- Increase in High School Diploma (HSD) offerings needed
- Enhancement of High School Equivalent (HSE) programs to foster more completions
- Infrastructure support required for identified gaps
2. 27% speak English less than “very well”
- Provision of English language literacy offerings in more convenient sites
3. 9% living in poverty (Fed Standard), 37% struggling (UnitedWays of CA standard), 9.4% unemployment in Santa Maria and 6.3% in Lompoc (EDD LMID)
- Shortage of programs aligned with student interests, regional employment opportunities, and State occupational projections
- Need for more pre-apprenticeship, CTE, and other programs

## Seamless Transitions

### New Strategies

#### Strategy #1

Seamless transitions for existing and additional course offerings, programs, and certifications will be reviewed beginning in early fall 2021, to deepen understanding of needs from the consortium’s 2019 2022 planning data and to identify relevant successes from other consortia. Consortium members will evaluate and identify key transition elements for planning and implementation by June 2022.

## Student Acceleration

### New Strategies

#### Strategy #1

Student Acceleration Implementing strategies for student acceleration includes existing curriculum review to identify opportunities for acceleration, researching the successes of other consortia, assessing viable options to meet our consortium’s needs, and analyzing this information among consortium members in early fall 2021, with planning and implementation of strategies by spring 2022.

## Professional Development

### New Strategies

#### Strategy #1

Professional Development Research on ongoing opportunities for professional development will continue in 2021-2022 while seeking experts on a variety of topics to make the best determinations for the annual plan. This will include contracting with agencies that provide professional development, such as COABE, ACCE, and CAEL while reaching out to other consortia to learn from their experiences. Recommendations for professional development also will be obtained from the consortium members and their staff as it supports the annual plan. Consortium-wide professional development planning and implementation will begin as early as spring 2022.

## Leveraging Resources

### New Strategies

#### Strategy #1

Leveraging Resources Employers and select community-based organizations are important partners to engage to communicate needs for curriculum development and serve the needs of students and the community. The consortium is working with community partners to assess needed education level for entry-level positions, Tier 1 jobs, as well as necessary skills needs for mid-level jobs, (Tier 2 jobs) and upper/senior level positions (Tier 3 jobs). Community Key Partners have expressed a need for soft skills (career readiness/preparation) and specific vocational training classes in order to meet industry needs and standards. By exploring partnerships with community-based organizations and businesses, the Consortium can align needs through course offerings as well as explore employment pathways while also creating a pathway from adult school/noncredit classes to industry certificates. The Consortium will use Labor Market data, employer needs, student feedback and regional demographics to guide the development of new programs and partnerships opportunities. Current key partners, such as Goodwill Industries, Department of Rehabilitation, Workforce Resource Center, and Vocational Training Center offer classes, case management, support services and/or paid internship opportunities. The Consortium will review programs, wrap-around services, and develop course work and certifications for vocational skills training, retaining employment, and advancing in current employment.

## 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.**

Fiscal Management This 2021-2022 Program Year Plan derives from the Consortium's 2019-2022 Three-Year Plan which was created through a variety of steps that included the inventory of current adult education programs and services offered within the Consortium region. Additionally, the Consortium members completed the Self-Assessment worksheet identifying areas in need of governance, policy and consensus. The Consortium student survey was administered to over 700 students enrolled in basic skills, ESL, HS Diploma/ Equivalency, Vocational, and other classes. Forty-four adult education and noncredit faculty responded to a survey and 32 faculty attended faculty forums. From this, the consortium created a summary of recommendations. It is from this data that the 2021-2022 Annual Plan was created.

**An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2021-22.**

Consortium members have been reviewing remaining carry-over funds to examine possibilities for applying them to the 2021-2022 strategies. Reduced student participation during the COVID-19 pandemic resulted in the consortium experiencing reduced learner enrollments. With the anticipated return of students to consortium members, operating and staff costs are expected to return to normal levels. Additionally, new services and programming to address economic opportunities and challenges are anticipated to consume carry-over funds. Specifically, Allan Hancock College (AHC) continues to use carry-over funds to provide professional development opportunities to noncredit instructors, technology assistance to students (laptop and Wi-Fi hot spot lending program), textbook lending program, instructional equipment lending program, hiring marketing and outreach staff, developing an aggressive marketing plan to educate the community about instructional delivery and services during the COVID-19 pandemic, and ongoing curriculum development (noncredit-to-credit pathways, program review to

identify bottlenecks and opportunities for accelerated learning and program completion, and more). Carryover funds continue to be used at LASCC to support CAEP-related programming and operations in areas such as the following, for example: Covid-19 related costs that include technology and other needs, new program development and implementation, increased staffing, expanded marketing, and professional development. Among other things, Lompoc Adult School and Career Center (LASCC) is scheduled to develop new programs in 2021-2022, including the following: Certified Nursing Assistant, Clinical Medical Assistant, and Licensed Vocational Nursing. Additionally, LASCC is adding new staff positions to include a Director of Nursing Education and bilingual support staff such as Paraeducator and Community Bilingual Liaison. LASCC is also developing new programming such as Integrated Education and Training (IET) and Integrated English Literacy and Civics Education (IELCE) opportunities in key fields. Finally, LASCC is attempting to replace staffing positions that remained unfilled during 2020-2021 due to Covid-19 related hiring challenges. LASCC also plans to develop and offer new services such as Career/College aligned counseling through the purchase of the Dream Catcher Program. New ASE/ABE tutors and math instructors are also included for 2021-2022. Redesign of the K-12 Student Success parent education program is scheduled for 2021-2022 with a cohort model design that supports success along the entire continuum of education. LASCC is also developing improved transitions to college credit programs and to local employers.

## Certification

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