

## **Annual Plan Consortium 2019-2020 North Santa Barbara County (NSBC)**

The Consortium's goals and strategies for this plan were designed to align with the Consortium's vision and mission, as well as the AEBG Student Progress Framework. They 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, and attainment of a high school diploma or equivalent are essential needs in the Consortium region, with Career Technical Education (CTE) also imperative.

### **Plans & Goals – Draft**

#### **Executive Summary**

The consortium's vision and mission statements were developed/validated by Consortium during recent planning sessions:

**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, a 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 campus and in partnership with a vast network of community based organizations (CBO), at over 42 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 in development of 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.

As 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. In 2018-2019, LASCC launched the Career Center, providing support for resume writing, job searching, interview

preparation and dressing for success. The Career Center is a unique community resource, serving all adults on a walk-in basis and offering workshops on a variety of work-related topics. Additionally, through the Career Center, LASCC offered programming with entities such as the 2020 U.S. Census, Lompoc Unified School District, and the Lompoc Chamber of Commerce. Programs included recruiting and workplace certifications in Customer Service. Microsoft Office and Computer Basics Certification classes were successfully initiated in 2018-2019 and offered essential job skills training to Lompoc employers and adults. The new Citizenship class achieved its first cohort of completed students all registering to begin the Naturalization process before the end of the first semester. LASCC expanded its High School Diploma class to include a Basic Skills instructor for 75% of class time. A Bilingual Paraprofessional joined the English as a Second Language (ESL) class and provided vital support to second language learners, fulfilling a wide variety of programming and instructional needs. Approval for LASCC's new PAES Lab, serving adults with disabilities, was completed during the program year, and full implementation was expected fall of the 2019-2020 school year.

### **Regional Planning Overview**

To more effectively plan, the consortium engaged in a series of activities:

- A. The CAEP Three-year Planning Self-Assessment Tool was utilized by the Member Districts 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 EconAlliance hosted a Workforce & Literacy Initiative forum. 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 held at the Hancock Campus where 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 Factsheet, released in April 2019, was used as a cross-reference tool to validate data in 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 current developed programs (2) identified additional gaps in adult education programming and (3) determine identified 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 as well as exploration and creation/redefinition of partnerships also will be essential components.

To achieve its initial goal, the consortium determined that researching other consortia and best practices would help inform and could provide structures, processes, and concepts for consideration toward 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 that can best inform 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 current status and ensure that industry sectors in the North Santa Barbara County are included in dialogue with the consortium a meaningful and effective fashion to advise and inform the consortium board.

Proposed programs would follow the proposed Consortium guidelines below, with programs to be:

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

## Meeting Regional Needs

### Regional Need #1

#### Increase number of students enrolled by adult education programs in the region

- *Activity 1.1: Expand/create program offerings and certification programs to address gaps that align with student needs and student interests.*
- *Activity 1.2: Enhance marketing/outreach effort to attract more students*
- *Activity 1.3: Leverage partnerships to enhance program offerings, attract students*

This annual plan will assist with implantation 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.

Following is an outline of the initial steps to be considered and taken by the consortium through what was identified as Activity 1.1: Expand/create program offerings and certification programs to address gaps that align with student needs and student interests.

- Review other consortia to identify successful models to emulate for identifying gaps.
- Select methods to obtain and review data on local range of career opportunities for students.
- Collect and review data on student needs and desires.
- Identify, obtain, and analyze local employer and industry needs data, growth expectations, etc.
- Invite representatives from local industry to work with the consortium in an advisory capacity.
- Analyze data collected.
- Identify consortium opportunities, and select appropriate programming/certifications and elements to be implemented.
- Create timeline to launch programming.

A second component to achieving the consortium goal includes Activity 1.2: Enhance marketing/outreach effort to attract more students. The steps include the following:

- Review other consortia to study and identify marketing/outreach methods, tools, and practices that may support local needs.

- Create a plan for conducting a baseline survey analysis of our students to indicate their interests and how they were referred, how they want to get their information about educational opportunities, what students need to make it possible for them to attend school, etc.
- Design a collection method for LASCC and AHC that will streamline acquisition of student data for analysis.
- Analyze data.
- Create marketing/outreach plan based on data analysis.
- Design implementation timeline, needs, etc. for marketing/outreach plan.
- Implement marketing/outreach plan.

The final element to complete the consortium’s goal is Activity 1.3: Leverage partnerships to enhance program offerings, attract students. Improve and increase partnerships.

- Review other consortia to identify practices that support desired outcomes in North Santa Barbara County.
- Review certifications that other consortia/areas that have successfully launched and partnered with local businesses/agencies.
- Invite local agencies/businesses to support trial of certifications.
- Review major employment sectors in consortium area, meeting with employers to identify opportunities for programming niches that are not being met locally.
- Establish a regularly-convening advisory body of agencies/employers that meets specifically to continue the dialogue that will inform and plan effectively with the consortium.

### **Gaps in Service / Regional Needs**

The Consortium planning sessions identified gaps in the regional data. Among these gaps were the need for more Basic Skills and ESL (satellite offerings closer to potential students), the expansion of a High School Diploma, HSE, and Career Technical Education programs.

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

Planning sessions identified gaps in the region, with those centering on the areas identified in the Community data: Basic Skills, English as a Second Language (ESL), high school diploma, High School 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 to inform the regional planning.

- A. The CAEP Three-year Planning Self-Assessment Tool was utilized by the Member Districts 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.
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**How will you measure effectiveness / progress towards meeting this need?**

Effectiveness/Progress will be evaluated by the following progress indicators for the consortium:

- 1. Increase student enrollment by 1-3% from the 2017-18 baseline data
- 2. Increase number of AEP-aligned partnerships by 3-5%
- 3. Increase student participation in Work-Based Learning (WBL) activities by 1-3% over 2017-2018 baseline
- 4. Increase High School Diploma/High School Equivalency (HSD/HSE) completions by 1-3% from the 2017-18 program year
- 5. Increase Career Technical Education (CTE) programs and/or certification completions/success by 1-3% from the 2017-18 program year

SMART Progress Indicator 1: By June 2022, we will increase class and program enrollment by 1-3% as measured in 2018.

## Gaps In Service

**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 (United Ways 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

Seamless transitions for existing and additional course offerings, programs, and certifications will be reviewed beginning in early fall 2019, 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 as early as late fall 2019.

## Student Acceleration

Implementing strategies for student acceleration includes first 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 2019, with planning and implementation of strategies by late fall 2019.

## Professional Development

Opportunities for professional development will be researched beginning in August 2019, to make the best determinations for the annual plan. This will include 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 late fall 2019.

## Leveraging Resources

Employers and select community based organizations are important partners to engage to communicate needs for curriculum development to best 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 midlevel jobs, (Tier 2 jobs) and upper/senior level positions (Tier 3 jobs). Community Key Partners have expressed a need for soft skills and vocational specific classes in order to meet industry needs. 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

This 2019-2020 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, GED, 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 2019-2020 Annual Plan was created.

### **An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2019-20.**

Remaining carry-over funds from prior-years will be reviewed by consortium members to examine possibilities for applying them to the 2019-2020 strategies.



## Certification