



North Santa Barbara County Adult Education Consortium

Members

Allan Hancock Community College

Lompoc Unified School District (Lompoc Adult School and Career Center)

Annual Plan 2020-2021 North Santa Barbara County Adult Education Consortium (NSBCAEC)

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 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, 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.

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. In 2019-2020, LASCC expanded its Career Center to become a virtual and remote service support, providing support for resume writing, job searching, interview preparation and dressing for success. LASCC expanded its High School Diploma class to include a Basic Skills instructor for 100% of class time. LASCC's new Adults with Disabilities Program, launched in its new Practical Assessment and Exploration System (PAES) facility, began serving adults with disabilities for career readiness and independent living skills training. LASCC opened its Medical Career Exploration center and began its first cohorts in hands-on programming that builds knowledge and skills in up to 13 medical fields. LASCC expanded its programming to include services to local school districts for Work Readiness, Career Exploration, Basic Skills instruction for School District staff, and medical certification programs.

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 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 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) 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 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 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 the 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

Meeting 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 use of best practice research from CAEP agencies and consortia, from educational resources and from partner and industry advisory/input structures, among other things.

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 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 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 baseline year 2018-2019.

This annual plan will assist with 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.

Goal Statement: Enhance student employment readiness and career opportunity					
Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
<i>In order to accomplish our set of activities we will need the following:</i>	<i>In order to address our problem or asset we will accomplish the following activities:</i>	<i>We expect that once accomplished, these activities will produce the following evidence or service delivery.</i>	<i>We expect that if accomplished these activities will lead to the following changes in the next year</i>	<i>We expect that if accomplished these activities will lead to the following changes in 1-3 years</i>	<i>We expect that if accomplished these activities will lead to the following changes in 3-5 years</i>
CAEP funding requirements Other funding opportunities Faculty/staff and salaries/benefits Materials/curriculum Technology Partners/consultants Training/professional development Facilities Data analysis and tools Staff/faculty collaboration Marketing	Activity 2.1: Analyze and monitor labor market information to identify potential student opportunities	Analysis of local, regional, state labor market data for potential employment and career opportunities	Prioritization of program development, enhancement based on labor market data	Implementation of certification programs, / pathways aligned with labor market data	Increase in percentage of students obtaining certification and/or employment gains
	Activity 2.2: Increase alignment between program and course offerings and student, community and employer needs	Identification of career pathways aligning with student, community and employer needs.	Identification of local employers aligned with regional need documented in local labor market data	Enhanced program relevancy through solicitation of skill needs input from target local/regional employers	Increase in active participation of employers in development and implementation of adult ed career pathway programs
	Activity 2.3: Increase course and program completion rates by aligning and leveraging Consortium resources and partnerships	Greater number of student course and program completions over baseline	Identification of strategies and intake processes to inform students and attract engagement in programs and pathways	Identification and implementation of strategies to retain students and increase completion rates and student success	Increase in student transitions to credit coursework, work, or other goals
Assumptions			External Factors		
Manageable enrollment fluctuations, Sustainability or increase in funding, Ability to accurately track Consortium student enrollment, completion, etc.			Stability of economy Changing demographics Potential partner willingness to collaborate		
SMART Progress Indicator 2: By June 2022, we will increase CAEP-aligned partnerships and student participation in the following: employment readiness training and high school equivalency/diploma by 1-3% as measured by baseline 2017-2018..					

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 need 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 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.

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

Goal: Enhance student employment readiness and career opportunity.

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- 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 baseline year 2018-2019.

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 2020, 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 spring 2021.

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 2020, with planning and implementation of strategies by spring 2021.

Professional Development

Opportunities for professional development will be researched beginning in August 2020, 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 winter 2021.

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 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 2020-2021 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 2020-2021 Annual Plan was created.

Carry-Over Funds Approach

Consortium members will review remaining carry-over funds from prior years to examine possibilities for applying them to the 2020-2021 strategies.