

01 Allan Hancock Community College Consortium

Plans & Goals - Consortium Approved

Executive Summary

The AHC Consortium made considerable progress meeting the main goals of the 17/18 plan which had been initially identified in the AB86 3-yr plan. These are described as follows: (A) REGIONAL NEEDS: The consortium revised the work groups for ESL, vocational education, basic skills, High School diploma, and ESL Parent Academies to provide ongoing input on area needs. The HiSET testing was adopted and classes underwent revisions to include this new option. A part-time counselor for adults with disabilities is now in place assessing student needs and providing professional development workshops for instructors. Additionally, a CTE Advisory meeting will convene this fall to include input from area employers on gaps and regional needs connected to employability. (B) SEAMLESS TRANSITIONS – The consortium partners continued their work in developing articulation agreements and curriculum alignment in order to seamless transition students and incentivize acceleration of student progress. The consortium also continues developing CTE-related curriculum geared towards workforce preparation. The work groups have a foundational knowledge of best practices for instructional strategies, formative assessments, and expected outcomes. (C) DATA SHARING – With the adoption of CASAS to assess ESL students, the consortium has moved towards program alignment and seamless transitions. CASAS data discussion identifies gaps and patterns and develops effective practices for addressing these. The consortium addressed data collection and sharing, program alignment, seamless transition pathways, and maintaining the consortium's mission. (D) PROFESSIONAL DEVELOPMENT – The consortium continues to provide professional development opportunities to instructors. During 17/18, the consortium convened a regional AEBG consortium forum to share best practices and approaches, and an iBest workshop. The consortium plans to continue these for 2018/2019. (E) LEVERAGING RESOURCES – The consortium was successful in leveraging resources from 3SP, BSI and Title V funding at the community college campus to provide student services and support professional development.

Regional Planning Overview

In preparation for the 3-yr plan, the consortium will hold a fall 2018 retreat to address the following aspects: (1) Effectiveness of the consortium structure and bylaws; (2) Revision of the consortium's mission, vision, and values; (3) Potential rebranding of the consortium; (4) Self-Reflective analysis of the previous 3 years; and (5) Needs analysis. The consortium hired a consortium project coordinator who will provide administrative support to the consortium board (implementing, tracking, assessing, and reporting consortium activities). This position increases the effectiveness of the consortium in areas such as developing and/or expanding partnerships with external agencies and organizations, and also seeking external funding opportunities (and/or leveraging external funding) in order to meet the objectives of AEBG funding for our region. The next 3- year plan will continue to address ongoing gaps for our region. In addition, it will focus on effective tracking and assessment of student outcomes. To

improve and expand effective tracking and reporting of learner outcomes (Bureau of Labor Statistics, census data, Chancellor's Office data, CASAS data), other data options will be incorporated (LaunchBoard, O*Net, Salary Surfer, Centers of Excellence). There are also increased opportunities to leverage AEBG funding with Strong Workforce, BSI, Student Equity, and 3SP funding.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

Low levels of educational attainment in our service area, including HS diploma. For example, (a) 76% of our population have less than a High School diploma when it comes to education; (b) 48% have a HS diploma; (c) 39% have some college or vocational training; (d) 17% of the population have a college degree or higher; and (e) 11% of the population read at the 7th grade level or lower.

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

Data comes from various sources, such as United Way Real Cost Measure, AEBG consortium data sheets, 2010 census data, Bureau of Labor statistics for the region, Department of Social Services data, and California Employment Development Department data. For examples of the data, please see http://cosb.countyofsb.org/social_services/default.aspx?id=46354

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

The data provided serves to establish a baseline in terms of services provided and goals attained/achieved. Data will be tracked through LaunchBoard, as well as through partners' institutional effectiveness data.

Regional Need #2

Gaps in Service / Regional Needs

Need for Citizenship and English language skills. For example, 68% of the population are foreign born non-citizens, 28% of the population are naturalized foreign born, 29% of the population identify as US-born citizens, and 17% of the population have limited English speaking ability.

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

Data comes from various sources, such as United Way Real Cost Measure, AEBG consortium data sheets, 2010 census data, Bureau of Labor statistics for the region, Department of Social Services data, and California Employment Development Department data. For examples of the data, please see http://cosb.countyofsb.org/social_services/default.aspx?id=46354

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

The data provided serves to establish a baseline in terms of services provided and goals attained/achieved. Data will be tracked through LaunchBoard, as well as through partners' institutional effectiveness data.

Regional Need #3

Gaps in Service / Regional Needs

Unemployment rate in our service area (Santa Barbara County statistics). For example, 5% of the population is unemployed, 8% of the population live in poverty, 37% of the population live below a real cost measure, and 77% of the household are run by a single parent, usually a single mother.

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

Data comes from various sources, such as United Way Real Cost Measure, AEBG consortium data sheets, 2010 census data, Bureau of Labor statistics for the region, Department of Social Services data, and California Employment Development Department data. For examples of the data, please see http://cosb.countyofsb.org/social_services/default.aspx?id=46354

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

The data provided serves to establish a baseline in terms of services and goals attained/achieved. Data will be tracked through LaunchBoard, as well as through partners institutional effectiveness' data.

Gaps In Service

New Strategies

Strategy #1

To address low levels of educational attainment, we intend to: (1) Expand the HS Diploma program to increase access to this program; (2) Expand existing GED HS diploma equivalency program to include HiSET; and (3) Increase marketing, promotion, and aggressive outreach to raise awareness in the community of existing educational opportunities.

Strategy #2

To address the need to citizenship and English language skills, we intend to (1) Increase marketing and promotion of existing classes; **Citizenship classes and Parent Academies** (2) Continue to develop iBest model opportunities; and (3) Continue to develop meaningful Vocational ESL and Basic Skills courses.

Strategy #3

To address the high level of unemployment in our service area, we intend to: (1) Continue collaboration with local WRC, DSS, & EDD offices; (2) Continue development of meaningful vocational education curriculum; (3) Leverage existing resources through WRC, DSS, EDD, CalWORKS, etc. to provide increased comprehensive services & opportunities; and (4) Continue to seek opportunities to develop pre-apprenticeship programs or provide internship-like opportunities to students to gain on-the- job skills.

Strategy #4ⁱ

To address the needs of Adults with Disabilities, we will provide students with opportunities to participate in programs/classes for basic careers and life skills training

Strategy #5

To address the overall needs of adult education students, we have identified in our budgets work plans areas of expenditures such as hire staff (teachers, instructional assistants, clerical and classified support and /or other), administrators (principal, academic dean, and/or other), purchase curriculum, materials and supplies, and technology that supports gaps in services and student acceleration.

Seamless Transitions

New Strategies

Strategy #1

Provide professional development opportunities for Allan Hancock College (AHC) and Lompoc Adult School and Career Center (LASCC) faculty to meet and discuss curriculum alignment.

Strategy #2

Provide professional development opportunities for Allan Hancock College (AHC) and Lompoc Adult School and Career Center (LASCC) faculty to meet and discuss articulation opportunities.

Strategy #3

Provide professional development opportunities for Allan Hancock College (AHC) and Lompoc Adult School and Career Center (LASCC) faculty to meet and discuss identification of comparable metrics to assess student progress consistently.

Strategy #4

Provide professional development opportunities for Allan Hancock College (AHC) and Lompoc Adult School and Career Center (LASCC) faculty to meet, share and discuss data to ensure continuous program improvements, student access, achievement, and success.

Student Acceleration

New Strategies

Strategy #1

Align curriculum (i.e. develop shorter courses & stackable certificates, provide digital badges, develop accelerated learning models, intensify and compact existing curriculum, develop competency-based examinations that allow students to move to the next level in less time, common assessment, contextualized instruction and lesson planning, and clear transition pathways for students being served by the consortium).

Strategy #2

Develop articulation agreements among the consortium partners.

Strategy #3

Identify comparable metrics in order to assess student progress consistently between the schools.

Strategy #4

Share and discuss data to ensure continuous program improvements, in addition to accelerating student access, achievement, and success.

Professional Development

New Strategies

Strategy #1

We will hold PD opportunities (workshops, retreats, discipline-focused meetings) to address curriculum alignment.

Strategy #2

We will hold PD opportunities (workshops, retreats, discipline-focused meetings) to address articulation opportunities.

Strategy #3

We will hold PD opportunities (workshops, retreats, discipline-focused meetings) to address identification of comparable metrics.

Strategy #4

We will hold PD opportunities (workshops, retreats, discipline-focused meetings) to share and discuss data.

Strategy #5

We will hold PD opportunities (workshops, retreats, discipline-focused meetings) to address effective teaching strategies and learning styles

Strategy #6

We will hold PD opportunities (workshops, retreats, discipline-focused meetings) to address teaching adults with disabilities.

Strategy #7

We will hold PD opportunities (workshops, retreats, and discipline-focused meetings) to have all partners connect and leverage resources accordingly.

Strategy #8

Adult education staff will participate in local, regional, and state conferences, seminars, and workshops that are aligned with AEP objectives.

Leveraging Resources

New Strategies

Strategy #1

Convene a Vocational Education Advisory meeting to expand partners, seek further opportunities for resource leveraging, seek innovative employment/training opportunities, seek continuous employer feedback; and develop the necessary synergy to start work on the next 3-year plan.

Strategy #2

We will hire a Consultant to provide guidance in the development of the Consortium's three-year plan, 2019-2022, and the site-specific strategic plans.

Strategy #3

We will hire an AEBG Consortium Director.

Fiscal Management

A narrative justifying how the planned allocations are consistent with the annual adult education plan which is based on your AEBG 3-year plan.

Planned allocations are used to meet activities listed in the annual plan and according to AEBG objectives. These funds have been used to: (a) develop meaningful CTE-related curriculum (courses and programs); (b) expand existing programs for increased student access; (c) define metrics to track student retention and success; (d) share and align data; (e) explore opportunities for potential course articulation; (f) explore student referral methods for student placement and/or education; (g) provide technology; (h) identify assessment tools; (i) provide meaningful professional development, and (j) encourage continued collaboration identifying other strategies for students' seamless transition and acceleration.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2018-19.

Carry-over funds are being used to meet AEBG objectives. The 2016-17 funds will be expended by December 2018. The 2017- 2018 funds will continue to be expended in 2017-18 to support ongoing activities. The 2018-2019 funds will be used to support ongoing activities as well as fund new activities, especially activities related to the development of the next 3-year plan (i.e. advisory meetings, survey, data collection and analysis, narrative development, etc.)

Certification:

2018 © California Community Colleges NOVA Site Version: 4.0.7

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* Consortium Board Meeting: 5/2/2019 - Edits approved noted in orange text