

Allan Hancock and Lompoc Unified Adult Education Consortium (AHLUAEC)



Special Meeting Agenda: May 28, 2026 | 3:30 p.m.

Board Members: Alicia Paniagua (AHC), Tom Lamica (AHC), Elaine Webber (LUSD), Brian Jaramillo (LUSD)

Meeting Chair: Elaine Webber

Click here to join via Zoom:

<https://lompocschools.zoom.us/j/89612328605?pwd=WmFwMGVINWE1VGtHRGUxME8xODJvZz0>

Meeting ID: 896 1232 8605 | **Passcode:** 141103 **Physical Locations:**

- Allan Hancock College, 800 S. College Drive, Building S-106, Santa Maria, CA 93455
- Lompoc Unified School District, 1301 North A Street, Lompoc, CA 93436

Accessibility & Tech Notice:

- **Disruptions:** Disruptions: If Zoom remote service linking the physical sites is permanently lost, the meeting lacks a split-location quorum and will stand officially adjourned.
- **Translation:** This site uses automated translation; for official records, see the English original.
- **Public Participation:** Real-time comment is available in-person up to three minutes on any topic at Regular Meetings (or agenda items only at Special Meetings). Speakers using interpreters receive double time (six minutes).
- **Accommodations:** To request disability-related modifications, please contact Elaine Webber at 805-742-3100 at least 24 hours before the meeting.

I. Call to Order

II. Roll Call

III. Adoption of Agenda

IV. Public Comment

- **How to Submit:** Live Public Comment: Any member of the public may provide live oral comments at either physical location during Item IV without prior registration. Written Comments: To distribute pre-written documents to the Board ahead of time, please email them 48 hours in advance.
- **Interpreter Policy:** Speakers using interpreters receive double time (six minutes).
- **Board Response:** Board members may briefly respond to statements or ask clarifying questions but cannot take action on items not on the agenda.

V. Consent Agenda / Action Items – Request to Review and Approve the Following

- Approval of Minutes:** March 26, 2026, Executive Board meeting minutes. Minutes are available in the attached meeting packet.
- Financial Report:** Financial Report: The Board will review the 2025-26 Q3 NOVA Financial Reports showing combined actual year-to-date expenditures of \$750,928 (\$715,742 for Allan Hancock Joint CCD and \$35,186 for Lompoc Unified). Fiscal departments for both Allan Hancock College and Lompoc Unified School District have submitted and verified these reports as required by CAEP and the California Education Code. Detailed reports are available in the attached meeting packet.
- Approval of Annual Plan:** The Consortium's 2026-2027 CAEP Annual Plan, which derives from the overarching Three-Year Plan in effect through June 2028.

Summary of Plan: The plan documents consistent growth in student success metrics and prioritizes funding for **Personal Learning Plans, Bridge to Credit** initiatives, and **expanded course offerings** in ESL and CTE to meet regional workforce needs. Key Objectives: Funding is prioritized to support three primary pillars:

- **Educational Needs:** Instituting ongoing data-driven instructional review meetings.
- **Integration of Services:** Expanding "Bridge to Credit" initiatives and transition planning.
- **Effectiveness of Services:** Implementing and maintaining Personal Learning Plans (PLPs) for adult learners.
- **Regional Focus:** The plan specifically addresses gaps in access to technology, rural geographic needs, and high community demand for expanded ESL and CTE course offerings. The Annual Plan text is available in the attached meeting packet.

VI. Discussion Items

A. Brown Act Compliance Statement (2026 Updates)

Agenda changes have been implemented in accordance with standard Brown Act multi-site teleconferencing frameworks (Gov. Code § 54953) ensuring concurrent public access and comment parity across regions.

- **Public Access:** Included on the agenda.
- **Expanded Language Access:** Implemented via LUSD SmartSites.
- **Public Comment Standards:** Included on the agenda.

B. Proposed Bylaws Revisions and the Future of Consortium Collaboration

This item introduces a discussion regarding proposed revisions to the consortium bylaws. Rather than focusing solely on a debate over governance rules, this item is presented as a strategic opportunity to look at *how* we collaborate. The core purpose is to steer the consortium away from adversarial governance mechanisms and return to the historically successful, member-driven processes that have guided our region for over a decade. The item is available in the attached meeting packet.

VII. Adjournment

- **Next Regular Meeting:** Proposed dates are included in the meeting packet.
- **Adjournment**

Public Posting Statement: In accordance with the Brown Act, meeting agendas are posted in the main offices of member agencies and online on member agency websites. Regular meeting agendas are posted at least **72 hours** prior to the meeting. Special meeting agendas are posted at least **24 hours** prior to the meeting.

CAEP Deliverables and Due Dates	Proposed Consortium Meeting Date
May 2026 • Annual Plan for 2026-2027 (template available after CFAD submission) • Member Expense Report NOVA Q3 June 2026 • Jun 1: 25/26 Member Expense Report due in NOVA (Q3) • Jun 30: 25/26 Member Expense Report certified by Consortia in NOVA (Q3) * • Jun 30: End of Q4	May 28
July 2026 • Jul 15: Student Data due in TOPSPRO (Q4) FINAL August 2026 • Aug 15: Annual Plan for 2026-27 due in NOVA * (NA if completed prior) September 2026 • Sep 1: 25/26 Member Expense Report due in NOVA (Q4) • Sep 30: 25/26 Member Expense Report certified by Consortia in NOVA (Q4) * • Sep 30: 26/27 Member Program Year Budget and Work Plan due in NOVA • Sep 30: End of Q1; NOVA carryover compliance snapshot taken at 11:59 pm October 2026 • Oct 30: 26/27 Member Program Year Budget and Work Plan certified by Consortia in NOVA * • Oct 31: Student data due in TOPSPRO (Q1) • Oct 31: Employment and Earnings Follow-up Survey November 2026 • Nov 14: Written Expenditure Plan (WEP)* Only for consortia who have exceeded 20% carryover. • December 2026 • Dec 1: 26/27 Member Expense Report Due in NOVA (Q1) • Dec 1: July 1, 2025 to June 30, 2026 Instructional Hours and Expenses by Program Area due (actuals) in NOVA and certified by Consortium * • Dec 31: 26/27 Member Expense Report certified by Consortia in NOVA (Q1) • Dec 31: End of Q2	August 27 October 22 October 22 November 19

ATTACHMENT A: MARCH 26, 2026, MINUTES

ALLAN HANCOCK AND LOMPOC UNIFIED ADULT EDUCATION CONSORTIUM (AHLUAEC)

REGULAR MEETING MINUTES

Meeting Information

- Date: March 26, 2026 Time: 3:30 p.m.
 - Zoom Meeting ID: 860 6990 6456
 - Physical Locations:
Allan Hancock College, 800 S. College Drive, Santa Maria, CA 93455
Lompoc Unified School District, 1301 North A Street, Lompoc, CA 93436
-

- I. Call to Order
The meeting was called to order at 3:33 p.m. by the Meeting Chair.
- II. Roll Call & Establishment of Quorum
Members Present: Alicia Paniagua (AHC), Tom Lamica (AHC), Brian Jaramillo (LUSD), Elaine Webber (LUSD).
A quorum was established.
- III. Approval of Agenda
Motion to approve the agenda as presented.
 - Moved: Paniagua | Seconded: Lamica
 - Roll Call Vote: Ayes: Paniagua, Lamica, Jaramillo, Webber (4)
 - Noes: None (0) | Abstentions: None (0)
 - *Motion Carried.*
- IV. Public Comment
The floor was opened for public comment. No comments were made by members of the public.
- V. Consent Agenda / Action Items
Motion to approve the Consent Agenda/Action Items.
 - Moved: Paniagua | Seconded: Jaramillo
 - A. Minutes of February 26, 2026:
The board discussed and reviewed the February 26, 2026, minutes.
 - B. 25/26 Member Expense Reports (Q2):
The board discussed and reviewed the Q2 expense reports for member agencies.
 - Roll Call Vote:
 - Ayes: Paniagua, Lamica, Jaramillo, Webber (4)
 - Noes: None (0) | Abstentions: None (0)
 - *Motion Carried.*
- VI. Other Business
 - CFAD Updates: Proposed changes to the Consortium Fiscal Administration Declaration (CFAD) from AHC were discussed.
 - Bylaws: Proposed changes to the Consortium Bylaws from AHC were discussed.
- VII. Adjournment
Meeting adjourned at 4:12 p.m.
Next meeting scheduled for May 28, 2026.

RETURN TO AGENDA

ATTACHMENT B: 25/26 MEMBER FINANCIAL REPORT Q3

California Adult Education Program
Fiscal Reporting

Produced: May 19, 2026, 05:06 PM UTC - By Elaine Webber

01 Allan Hancock College Consortium

Consortium Summary | Total Expenditures: \$636,768 Total Allocation: \$2,100,935 Total Carryover: \$1,464,167
(69.69%) Carryover Compliance 

Allan Hancock Joint CCD 2025-26 Q3

Submitted by Dana Avila
Awaiting Approval (Primary Contact)

Object Code	Year to Date (YTD) Expenditure	YTD Forecast	% Expended of YTD Forecast	Project Budget	% Expended of Project Budget	Budget Remaining
1000 - Instructional Salaries	\$22,321	\$6,500	343.4%	\$26,000	85.85%	\$3,679
2000 - Non-Instructional Salaries	\$305,932	\$104,312	293.28%	\$417,249	73.32%	\$111,317
3000 - Employee Benefits	\$110,648	\$44,500	248.65%	\$178,000	62.16%	\$67,352
4000 - Supplies and Materials	\$113,291	\$40,000	283.23%	\$160,000	70.81%	\$46,709
5000 - Other Operating Expenses and Services	\$129,467	\$40,000	323.67%	\$160,000	80.92%	\$30,533
6000 - Capital Outlay	\$0	\$1,300	0%	\$5,200	0%	\$5,200
7000 - Other Outgo	\$0	\$0	100%	\$0	100%	\$0
Indirect Costs	\$34,083	\$11,831	288.09%	\$47,322	72.02%	\$13,239
Totals	\$715,742	\$248,443	288.09%	\$993,771	72.02%	\$278,029

Member Carryover Compliance Status

Description: The Member Carryover Compliance Status table shows how the member's spending is tracking against the allocations for the displayed fiscal year(s) based on expenditures entered as of the time of viewing.

Expenditures: A negative value indicates that current fiscal year spending has not begun, as there are still unused funds from previous fiscal years.

Carryover Amount & Carryover %: If current fiscal year spending has not yet begun (a negative Expenditures amount), Carryover Amount will remain equal to Allocation and Carryover % will remain 100%.

Fiscal Year	Allocation	Expenditures	Carryover Amount	Carryover %	Carryover Threshold %	Locked
2025-26	\$879,611	\$601,582	\$278,029	31.61%	40%	-
2024-25	\$857,199	\$743,039	\$114,160	13.32%	N/A	09/12/2025 09:57 AM PDT

Additional Comments

Not Entered

Lompoc Unified 2025-26 Q3

Submitted by Lompoc Adult School and Career Center Elaine Webber

Awaiting Approval (Primary Contact)

Object Code	Year to Date (YTD) Expenditure	YTD Forecast	% Expended of YTD Forecast	Project Budget	% Expended of Project Budget	Budget Remaining
1000 - Instructional Salaries	\$422,781	\$549,019	77.01%	\$885,515	47.74%	\$462,734
2000 - Non-Instructional Salaries	\$115,136	\$255,629	45.04%	\$412,305	27.92%	\$297,169
3000 - Employee Benefits	\$170,014	\$252,780	67.26%	\$407,709	41.7%	\$237,695
4000 - Supplies and Materials	\$30,562	\$31,537	96.91%	\$50,866	60.08%	\$20,304
5000 - Other Operating Expenses and Services	\$51,109	\$100,974	50.62%	\$162,862	31.38%	\$111,753
6000 - Capital Outlay	\$0	\$0	100%	\$0	100%	\$0
7000 - Other Outgo	\$0	\$0	100%	\$0	100%	\$0
Indirect Costs	\$39,480	\$59,497	66.36%	\$95,963	41.14%	\$56,483
Totals	\$829,082	\$1,249,436	66.36%	\$2,015,220	41.14%	\$1,186,138

Member Carryover Compliance Status

Description: The Member Carryover Compliance Status table shows how the member's spending is tracking against the allocations for the displayed fiscal year(s) based on expenditures entered as of the time of viewing.

Expenditures: A negative value indicates that current fiscal year spending has not begun, as there are still unused funds from previous fiscal years.

Carryover Amount & Carryover %: If current fiscal year spending has not yet begun (a negative Expenditures amount), Carryover Amount will remain equal to Allocation and Carryover % will remain 100%.

Fiscal Year	Allocation	Expenditures	Carryover Amount	Carryover %	Carryover Threshold %	Locked
2025-26	\$1,221,324	\$35,186	\$1,186,138	❗ 97.12%	40%	-
2024-25	\$1,190,205	\$396,309	\$793,896	66.7%	N/A	09/12/2025 09:57 AM PDT

Additional Comments

Not Entered



California
Community
Colleges



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NOVA Site Version: [10.3.0](#)

ATTACHMENT C: CONSORTIUM ANNUAL PLAN 2026-2027

CAEP
Annual Plan

Produced: May 19, 2026, 05:12 PM UTC - By Elaine Webber

01 Allan Hancock and Lompoc Unified Adult Education Consortium

2026-27

Annual Plan Template

Plans & Goals

Guidance

The California Adult Education Program (CAEP) annual planning process along with the member work plan and budget, in accordance with Education Code §84914(a)(2) and §84906(a)(1), is designed to provide consortia and members an opportunity to review the current Three-Year Plan, consider key accomplishments and challenges from the prior year, and outline goals and activities for the current program year.

The CAEP Annual Plan is a condition of receipt of an apportionment from CAEP and is a justification demonstrating how planned allocations are consistent with the adult education plan (as mandated in Education Code §84914(a)(2)).

Your progress throughout this workflow is saved as it is completed. As long as you have not submitted the workflow, you may come back and make changes as needed.

Executive Summary

Executive Summary *

The CAEP Allan Hancock and Lompoc Unified Adult Education Consortium (AHLUEC) includes Allan Hancock College (AHC) and Lompoc Adult School and Career Center (LASCC), collaborating to improve adult education services in Northern Santa Barbara County. The consortium focuses on transitions to postsecondary education and the workforce, addressing diverse learner needs and promoting lifelong learning.

Member Overview:

- Allan Hancock College: Serves approximately 8,000 noncredit students annually with basic skills, HSE, ESL, and CTE programs, alongside counseling and job placement.
- Lompoc Adult School and Career Center: Serves over 1,000 learners with high school diploma classes, ESL, citizenship, and career training.

Assessment of Progress:

Both member agencies are showing consistent improvement across all primary goals. By benchmarking current performance against validated baseline year data sets, the consortium observes an upward trajectory in student success. AHC reports increased course completions and stronger transitions through its "Bridge to Credit" initiatives. LASCC, utilizing TOPSPRO Enterprise (TE) data, demonstrates marked growth in Measurable Skill Gains (MSG) and High School Diploma completions. Internal audits confirm that the consortium is meeting or exceeding the benchmarks established in the Three-Year Plan.

Plans & Goals

How (if at all) do the consortium's previous program year goals differ from the current year's goals? *

- ☒ Goals remain the same
- ☐ Goals have changed or new goals have emerged for the upcoming year

How much progress did the consortium make towards its previous program year goals? *

- ☐ No progress at all - no goals were met
- ☐ Very little progress - few goals were met
- ☐ Some progress - around half of the goals were met
- ☒ A good deal of progress - most goals were met
- ☐ Excellent progress - all goals were met

Please provide further context on the progress made towards previous program year goals including goals that were accomplished and any success stories you would like to highlight. (Optional)

What barriers did the consortium face in making progress towards its previous program year goals? *

- ☐ Lack of financial resources
- ☒ Lack of human resources
- ☐ Lack of time
- ☐ Other

Please provide further context on the barriers faced towards achieving the consortium's previous program year goals. (Optional)

What are the goals for the consortium for the current program year? *

- ☐ Add new program offerings
- ☐ Add student and staff support
- ☐ Address gaps in services
- ☐ Align offering with regional needs
- ☐ Collect and review data

- ☐ Develop career pathways
- ☐ Develop industry-based programs
- ☐ Diversify program delivery modalities
- ☐ Expand current program offerings
- ☐ Hire teachers/teaching assistants/tutors for ESL courses
- ☐ Identify community needs
- ☐ Implementing best practices
- ☒ Improve instruction
- ☐ Improve support services
- ☐ Improve the integration of services and transitions
- ☐ Increase awareness of services through marketing and outreach
- ☐ Increase course offerings (new and existing)
- ☐ Increase employer collaboration
- ☒ Increase enrollment
- ☐ Increase professional development for staff
- ☒ Increase transitions to postsecondary
- ☒ Increase transitions to workforce
- ☐ Increase workforce-specific offerings
- ☐ Provide credentialing opportunities for staff
- ☐ Restore education plans
- ☐ Track transition program efficacy
- ☐ Upgrade facilities
- ☐ Other

Please provide further context on the consortium's goals for the current program year. (Optional)

How will the consortium measure progress towards the goals set for the current program year? *

- ☐ Conducting progress review meetings
- ☒ Course completion/graduation
- ☐ Gathering feedback from partners/participants
- ☐ Number of courses offered
- ☐ Participant surveys or interviews
- ☐ Program assessments
- ☒ Self-studies
- ☐ Student assessment scores

- ☐ Student enrollment numbers
- ☐ Student retention
- ☐ Students using support services
- ☐ Other

Please provide further context on how the consortium will measure progress towards goals in the current program year.
(Optional)

Assessment

Guidance

Provide an assessment of current program year needs, as well as future year funding plan usage.

Regional Needs Assessment

Please identify the categories of needs in your region. *

- ☒ Access to technology
- ☐ Alignment of education and workforce needs (incl. addressing labor shortages)
- ☐ Basic/life skills attainment
- ☐ Citizenship support
- ☐ Digital literacy
- ☐ Educational advancement (degree programs)
- ☐ English language learner supports (e.g., incl. programming availability)
- ☐ High school/equivalency education needs
- ☐ Immigrant/refugee needs
- ☐ Increased access to, and development of, accelerated learning model programs (e.g., bridge, co-enrollment, dual enrollment, pre-apprenticeship, IET, etc.)
- ☐ Increased awareness of services available to employers
- ☐ Increased awareness of services available to students (incl. educational services, social services, career services, etc.)
- ☐ Literacy programming
- ☐ Living wage job attainment/career development
- ☐ Rural geographic needs

- ☐ Services for adults with disabilities
- ☐ Short-term Career Technical Education (CTE) training
- ☐ Strengthening partnerships
- ☐ Student access supports: transportation, childcare, etc.
- ☐ Other

Please identify resources used to identify these gaps. *

- ☒ CAEP consortium Fact Sheet
- ☒ Community stakeholder input
- ☒ Data gathering/student needs assessment
- ☒ DataVista
- ☒ Employer input
- ☒ External consultant/research firm
- ☒ Labor market data (U.S. Bureau of Labor Statistics, Labor Market Index (LMI), California Employment Development Department (EDD))
- ☒ Partner meetings
- ☒ Population demographic data (U.S. Census, etc.)
- ☒ Regional plans
- ☒ Student data (TOPSPro, MIS)
- ☒ Survey, interview, and/or focus group data
- ☐ Other

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

To measure the effectiveness and progress of the Allan Hancock and Lompoc Unified Adult Education Consortium in meeting the identified needs—access to technology, increased awareness of services, rural geographic needs, and strengthening partnerships, the following strategies and local indicators can be employed:

1. Access to Technology

Implementation of Surveys: Conduct pre- and post-enrollment surveys assessing students' access to technology (computers, reliable internet) and their comfort level with digital tools.

Technology Usage Metrics: Track login rates to online learning platforms, participation in virtual classes, and the number of students utilizing provided devices.

Success Rates: Monitor completion rates of online courses and programs that require technology.

2. Increased Awareness of Services Available to Students

Awareness Surveys: Use surveys to measure student awareness of available services before and after informational sessions. This can include career counseling, tutoring, and other support services.

Attendance Data: Track participation in workshops, orientations, and informational events designed to inform students about available services.

Feedback Mechanisms: Gather qualitative data through focus groups or feedback forms post-events to understand if students feel better informed about services.

3. Rural Geographic Needs

Accessibility Reviews: Assess the geographic distribution of students and the distance to service locations. Use GIS mapping tools to visualize access issues and tailor services to rural areas.

Program Reach Analysis: Measure enrollment rates from various geographic segments to identify participation gaps in rural areas.

Transportation Solutions: If transportation services are provided, collect data on usage rates and student satisfaction to evaluate the effectiveness of solutions to rural access issues.

4. Strengthening Partnerships

Partnership Development Metrics: Track the number and types of partnerships formed with local organizations, businesses, and community groups.

Collaboration Outcomes: Measure outcomes from collaborative events, such as job fairs or community workshops, including student attendance and feedback.

Engagement Surveys: Reach out to partner organizations for feedback on the collaboration's effectiveness and impact on student services.

Local Indicators for Measuring Student Progress

Enrollment and Retention Rates: Monitor the number of enrolled students over time and their continuation in programs.

Skill Development: Use assessments to measure skill acquisition pre- and post-instruction, particularly for technology and life skills.

Transition Rates: Examine how many students progress to higher education, vocational training, or employment after completing adult education programs.

Success Stories: Collect qualitative data, including success stories from students who have benefited from the services, to provide a narrative on the impact.

By implementing these strategies and local indicators, the Allan Hancock and Lompoc Unified Adult Education Consortium can effectively measure their progress in addressing these community needs and ensure they adapt and optimize their services accordingly.

Provide any further context on the need gap(s), your process for collecting data, how needs are being met, how they plan to be met, or how the needs of adults served by your region may be unique. *

Narrative Summary: The consortium made a good deal of progress toward its goals. Our evaluation is based on a "bridge" approach: we utilize the most recent fully validated data as a benchmark while monitoring real-time indicators for the current year.

Member Agency Success: Internal audits and TOPSPRO Enterprise (TE) reporting indicate that both Allan Hancock College and Lompoc Adult School and Career Center are meeting or exceeding the benchmarks established in the Three-Year Plan.

Metric Improvement: We observed an upward trajectory in student success metrics, specifically in course completions and high school diploma/equivalency attainment.

Transition Efficacy: AHC's "Bridge to Credit" initiatives and LASCC's improved data tracking for skill gains (MSG) have strengthened the pipeline between adult education and postsecondary or workforce outcomes.

Continuous Monitoring: While current year-end data is not yet complete at the state level, the consistent implementation of quarterly data review meetings and Personalized Learning Plans (PLPs) has ensured that both agencies remain on track to meet their long-term growth targets.

Activities & Outcomes

Objective #1: Address Educational Needs

Ongoing data meetings to improve student gains THREE-YEAR PLAN 2025-28

Brief Description of Activity and Significance of Activity to Outcome *

For each activity listed, provide a description that includes:

- The activity that will be carried out
- What agencies or individuals will carry out the activity
- Key deliverables
- How the activity will contribute to achieving one or more of the three CAEP objectives
- How the activity will contribute to achieving short-term, intermediate, and (optional) long-term outcomes
- How the activity will contribute to addressing and achieving targets related to the selected Student Barriers and adult education Metrics

The Allan Hancock and Lompoc Unified Adult Education consortium will enhance student learning gains by instituting ongoing data review meetings. These meetings aim to foster a culture of data-driven decision-making, enabling educators and administrators to refine strategies that directly improve student outcomes.

Activity Details:

- Regularly scheduled data review meetings will be conducted to assess student learning progress, identify trends, and implement targeted interventions. These meetings will involve analyzing key metrics such as skill attainment, learning gains, and program completion rates, with a focus on continuous improvement.
- Allan Hancock College and Lompoc Adult School consortium members, including administrators, educators, data specialists, and program coordinators, will lead these meetings. Additional insights and contributions may be provided by community partners, workforce development boards, and external evaluators.
- Key deliverables:
 1. Development of a structured data review protocol.

2. Creation of accessible dashboards for monitoring learning gains and outcomes.
3. Implementation of data-informed strategies to enhance instruction and support services.
4. Periodic reports documenting progress and areas for improvement.

This activity supports achieving the following CAEP objectives:

1. Improving Program Effectiveness: The analysis of learning data ensures programs are better aligned to student needs, leading to measurable improvements.
2. Promoting Equity and Accessibility: Disaggregating data by demographic groups helps address disparities and ensures underserved populations receive targeted support.
3. Strengthening Workforce Connections: Data-driven insights allow for better alignment of educational outcomes with workforce requirements.

SMART Outcomes:

- Short-Term: (COMPLETED) By the end of the first quarter, 100% of instructional and support staff will participate in initial data review meetings, with actionable strategies identified for improving learning gains.
- Intermediate: (COMPLETED) Within one year, student skill attainment levels will improve by 15%, as evidenced by post-assessment results.
- Long-Term (optional): Over three years, the consortium will achieve a 30% increase in overall program completion rates among adult learners.

Impact on Serving All Learners: Through rigorous data analysis, the consortium will ensure equitable access and outcomes for all students. Particular emphasis will be placed on identifying and addressing the needs of marginalized and underrepresented learners, including English language learners, individuals with disabilities, and those from economically disadvantaged backgrounds. These efforts will create a more inclusive and supportive environment for adult learners.

Adult Education Metrics and Student Barriers *

Select from the drop-down menu one or more Adult Education Metrics and Student Barriers that align with the proposed Strategy. The drop-down menu will include only the Adult Education Metrics and Student Barriers that were selected in the Metrics section of this workflow.

Student Barriers: English Language Learner (149AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
AHC Dean	Allan Hancock Joint CCD	06/30/2028
Principal	Lompoc Unified	06/30/2028

Objective #2: Improve Integration of Services & Transitions

Transition Data Review & Planning Meetings THREE-YEAR PLAN 2025-28

Brief Description of Activity and Significance of Activity to Outcome *

For each activity listed, provide a description that includes:

- The activity that will be carried out
- What agencies or individuals will carry out the activity
- Key deliverables
- How the activity will contribute to achieving one or more of the three CAEP objectives
- How the activity will contribute to achieving short-term, intermediate, and (optional) long-term outcomes
- How the activity will contribute to addressing and achieving targets related to the selected Student Barriers and adult education Metrics

The activity involves conducting Transition Data Review & Planning Team meetings aimed at improving the integration of services and transitions for adult learners. These meetings will focus on analyzing transition data, identifying gaps, and planning strategies to enhance student transitions from adult education programs to postsecondary education, training, or employment.

Agencies or Individuals Involved

- Allan Hancock College: Adult Education Program Leadership, Staff/Faculty, and Transition Specialists.
- Lompoc Unified School District: Adult Education Leadership, Staff/Teachers, and Transition Specialists.

Key Deliverables

1. Comprehensive Data Reports: Detailed analysis of transition data, highlighting key trends and areas for improvement.
2. Action Plans: Strategic plans outlining specific actions to address identified gaps and enhance transitions.
3. Progress Reports: Regular updates on the implementation of action plans and progress towards goals.
4. Stakeholder Engagement: Documentation of meetings and feedback from stakeholders to ensure continuous improvement.

Contribution to CAEP Objectives

1. Objective 1: Increase the number of adults served: By identifying and addressing barriers to transitions, the activity will help increase enrollment and retention in adult education programs.

2. Objective 2: Improve the quality of services: The data-driven approach will ensure that services are tailored to meet the needs of adult learners, leading to better outcomes.
3. Objective 3: Enhance transitions to postsecondary education and employment: The strategic planning will focus on creating clear pathways for students, improving their chances of successful transitions.

Contribution to Outcomes

- Short-term Outcomes: (COMPLETED) Quarterly meetings in place by October 1, 2025, for a Transition Team to review data, identify gaps, and recommend improvements to student services for improving/increasing postsecondary and employment transitions.
- Intermediate Outcomes: Through June 30, 2028, enhanced student support services will increase transition rates to postsecondary education and employment annually by 5% annually over prior year.
- Long-term Outcomes: Sustained improvements in transition rates will lead to a 25% increase in partnerships with transition partners such as community organizations, secondary institutions, and employers by June 30, 2030, with annual growth rate of 5% over prior year.

Addressing English Language Learner Student Barriers and Adult Education Metrics

The activity will specifically target barriers faced by English Language Learners (ELLs) by:

- Identifying ELL-specific challenges: Using data to pinpoint areas where ELLs face the most significant barriers.
- Tailoring support services: Developing targeted interventions to support ELLs in their transitions.
- Monitoring progress: Regularly tracking metrics related to ELL transitions and adjusting strategies as needed to ensure continuous improvement.

This comprehensive approach will help the consortium achieve its goals and improve outcomes for adult learners.

Adult Education Metrics and Student Barriers *

Select from the drop-down menu one or more Adult Education Metrics and Student Barriers that align with the proposed Strategy. The drop-down menu will include only the Adult Education Metrics and Student Barriers that were selected in the Metrics section of this workflow.

All: Reportable Individuals (200AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
AHC Dean	Allan Hancock Joint CCD	06/30/2028
Principal	Lompoc Unified	06/30/2028

Objective #3: Improve Effectiveness of Services

Personal Learning Plans to Improve Persistence

THREE-YEAR PLAN 2025-28

Brief Description of Activity and Significance of Activity to Outcome *

For each activity listed, provide a description that includes:

- The activity that will be carried out
- What agencies or individuals will carry out the activity
- Key deliverables
- How the activity will contribute to achieving one or more of the three CAEP objectives
- How the activity will contribute to achieving short-term, intermediate, and (optional) long-term outcomes
- How the activity will contribute to addressing and achieving targets related to the selected Student Barriers and adult education Metrics

The Allan Hancock and Lompoc Unified Adult Education consortium will implement Personal Learning Plans (PLPs) as a strategy to improve student persistence and overall effectiveness of services for adult learners. This initiative aims to provide tailored, student-centered educational pathways that meet diverse needs and goals.

The consortium will design, implement, and monitor individual PLPs for adult learners. These plans will outline academic goals, skill development objectives, and tailored support resources. Educators and advisors will collaborate with students to assess their needs, establish achievable milestones, and regularly evaluate progress.

This effort will be led collaboratively by the Allan Hancock College and Lompoc Unified Adult Education teams, including administrators, faculty, career advisors, and support staff. Partnerships with local workforce development boards, community-based organizations, and employers will also be integral to the process.

Key deliverables:

1. Development and adoption of a standardized PLP framework.
2. Training sessions for staff on effective implementation and monitoring of PLPs.
3. Creation of digital tools to track student progress.
4. Quarterly evaluation reports on persistence rates and student feedback.

Alignment with CAEP Objectives: This activity will directly support achieving the following CAEP objectives:

1. Ensuring Equity and Accessibility: PLPs provide personalized learning experiences that address the unique needs of adult learners, reducing barriers to educational success.

2. Improving Program Effectiveness: By focusing on individual student goals and outcomes, PLPs enhance retention and completion rates, demonstrating measurable program improvement.
3. Strengthening Workforce Connections: The integration of career-focused milestones in PLPs prepares students for seamless transitions into employment or further education.

SMART Outcomes:

- Short-Term: (COMPLETED) By the end of the second quarter, 90% of participating students will have a completed PLP outlining academic and career goals.
- Intermediate: (ONGOING AWAITING DATA) By June 30, 2026, persistence rates for students with PLPs will increase by 20%, as measured by attendance and progression data.
- Long-Term (optional): Over the next three years, 50% of students who completed their PLPs will transition successfully to employment or higher education programs.

Impact on Serving All Learners: The activity will address and achieve targets related to serving all learners by promoting inclusivity and equitable access to resources. PLPs will be designed to cater to a diverse population, including English language learners, individuals with disabilities, and low-income students. By focusing on personalized support and clear milestones, the consortium will ensure that all students have the tools and encouragement they need to succeed.

Adult Education Metrics and Student Barriers *

Select from the drop-down menu one or more Adult Education Metrics and Student Barriers that align with the proposed Strategy. The drop-down menu will include only the Adult Education Metrics and Student Barriers that were selected in the Metrics section of this workflow.

All: Reportable Individuals (200AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
AHC Dean	Allan Hancock Joint CCD	06/30/2028
Principal	Lompoc Unified	06/30/2028

Fiscal Management

Guidance

The Financial Management section addresses how the consortium plans to use the allocations and outlines how they will be aligned with the Three-Year Plan. This section also requires the consortium to address how it will incorporate carryover funds into the plan.

Text may be copied and pasted from a Google or Word document. NOVA allows for some special characters such as bold, italics, underline, etc. Note that some special characters, graphics, tables, etc. are not allowed in NOVA

Alignment & Carryover

Alignment with Three-Year Plan *

The 2026-27 annual allocations are directly aligned with the AHLUEC Three-Year Plan (2026-29) strategies. Specifically, funding is prioritized to support the three primary objectives:

1. Addressing Educational Needs through data-driven instructional improvements.
2. Improving Integration of Services by funding staff time for transition planning and "Bridge to Credit" initiatives.
3. Improving Effectiveness of Services by supporting the rollout and maintenance of Personal Learning Plans (PLPs). The budget ensures that both Allan Hancock College and Lompoc Adult School have the personnel and technological resources (such as TOPSPRO Enterprise) necessary to track and achieve the growth targets set for this cycle.

Describe the consortium's approach to incorporate carryover funds from prior year(s) into planned activities. *

AHLUEC follows a strategic "first-in, first-out" fiscal policy to ensure carryover funds are utilized efficiently. Carryover funds resulting from previous staffing vacancies and delayed equipment procurement will be directed toward:

- Expanding CTE and ESL course offerings to meet high community demand.
- One-time professional development costs for staff to improve data integrity and student persistence strategies.
- Updating instructional technology and software to better support students working toward High School Equivalency and Diplomas.
- Technical assistance to ensure all member agencies remain on track to reduce fund balances while meeting state-mandated service levels.

Usage

How does the consortium plan to use allocated funds in the upcoming year? *

- ☐ Acquire new facilities
- ☒ Fund new adult education programs
- ☒ Fund staff salaries
- ☒ Fund teaching salaries
- ☒ Improve student learning
- ☒ Improve technology
- ☒ Increase marketing and outreach
- ☒ Maintain/improve facilities
- ☒ Provide new/additional wraparound services
- ☒ Provide staff professional development and resources
- ☒ Purchase equipment
- ☒ Purchase program materials
- ☒ Purchase software
- ☒ Strengthen existing activities
- ☒ Support existing adult education programs
- ☐ Other

Please provide further context on how funds will be used in the upcoming year. (Optional)



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ATTACHMENT D: DISCUSSION ITEM B - PROPOSED BYLAWS REVISIONS AND THE FUTURE OF CONSORTIUM OF COLLABORATION

STATEMENT ON PROPOSED BYLAW REVISIONS & THE FUTURE OF CONSORTIUM COLLABORATION

Introduction: A History Built on Mutual Respect

Throughout our history, this consortium has operated on a strong foundation of mutual respect. The strength of our model has always been that member agencies regularly meet to explore how to better serve our schools and region and then bring those collaborative plans to the consortium for review. The fact that we have never had anything other than unanimous votes in our entire history is a testament to the success of that specific process.

Indeed, even before California Adult Education Program (CAEP) funding existed, our agencies worked and planned side-by-side to secure the resources we enjoy today. Those foundational years were defined by unprecedented cooperation, where staff from both agencies worked as true partners and actively supported one another.

The true objective of this consortium has always been to lift up our member agencies and support our region. I believe this is where our focus should be. I propose that we return to that collaborative model as our guiding light, evaluating the bylaw proposals within this context:

Bylaw proposals currently before us represent a drastic change and a significant departure from how our two agencies have historically worked together since this consortium funding model began. I want to frame our current discussion not just as a debate over rules, but as an important opportunity to look at how we collaborate.

The Legal & Operational Guardrails of Collaboration

To protect this spirit of collaboration, our governance structure must remain firmly anchored in California law. True collaboration cannot exist if our bylaws violate state statutes or strip away the statutory autonomy of individual members.

1. Preservation of Public Duty (The "Tie-Breaker" Clause)

The proposal to introduce a neutral third party to serve as a final, binding tie-breaker over deadlocked board decisions is legally non-compliant.

- **Unlawful Delegation of Authority (Ultra Vires Act):** Under California common law and public agency doctrine, an appointed public governing board cannot delegate its discretionary legislative or fiduciary authority to an unelected, unaccountable third party (see *Kuhland v. City of Clarksville* or standard California municipal law doctrine). The representatives designated to our Executive Board hold non-delegable fiscal oversight obligations over state adult education apportionments that cannot be signed away.
- **Limits of CAEP Technical Assistance (California Education Code § 84912):** The proposal inappropriately attempts to position the CAEP Regional Technical Assistance Provider (TAP) as an automatic, binding arbitrator. Under California Education Code § 84912, the state-funded TAP exists exclusively to provide "technical assistance to members". The state Chancellor's Office and the California Department of Education have granted TAP absolutely no statutory or administrative jurisdiction to issue binding arbitration or alter local fund distributions.

The Collaborative Solution: We cannot outsource our statutory governing duties to an outside individual to avoid the hard work of building consensus. We must rely on our historically successful practice of mutual negotiation to resolve disagreements.

2. Compliance with Open Meeting Laws (The "Simple Majority" and "Proxy" Clauses)

The proposal to shift decisions to a simple majority vote and allow proxy voting introduces direct statutory violations.

- The Brown Act Proxy Prohibition (California Government Code § 54950 et seq.): The California Attorney General has repeatedly affirmed that proxy voting by members of a local legislative body subject to the *Ralph M. Brown Act* is entirely invalid (68 Ops. Cal. Atty. Gen. 65). California Government Code § 54953 requires that all votes be cast by individuals who are contemporaneously present (physically or via compliant teleconferencing) to hear public testimony and participate in active board debate.
- Mandatory CAEP Voting Thresholds (California Education Code § 84905): Shifting the voting standard to a "simple majority" using unseated proxies directly undermines the statutory parity built into the program. Under California Education Code § 84905, core decisions relating to the Consortium Fiscal Administration Declaration (CFAD)—such as member fund allocations or threshold setups—require a certification by *all* members. Official state *AB 1491 Guidance* explicitly confirms that while an initial "finding" of carryover can be made by a majority vote, "*All other decisions (excessive carryover %, the reduction amount %, the tech asst., etc.) require agreement by all members.*"

The Collaborative Solution: Local bylaws cannot legalize a voting mechanism that is explicitly banned under state statute. We must preserve the legally mandated, unanimous voting thresholds that protect the voice of each member agency.

3. Support Over Penalty (Carryover, Catchment Funds, and Member Effectiveness)

The proposals regarding "Excessive Carryover," local "Innovation/Catchment Funds," and the penalization of "ineffective members" fundamentally misinterpret state policy.

- The NOVA CFAD System Architecture: The proposal incorrectly frames localized, 20% member-level fiscal penalties as a mandatory state requirement. In reality, the state-mandated NOVA software infrastructure includes an intentional local configuration tool within the annual CFAD certification module. State CAEP policy explicitly allows consortia to *opt out* of internal member threshold tracking entirely by toggling the carryover setting to "Off". The state only monitors and evaluates carryover at the aggregate, region-wide consortium level; imposing individual member caps and fund redistribution rules is a highly restrictive local policy choice, not an automated or state-enforced software directive.
- Subversion of the Legal Remedy Framework (California Education Code § 84914(e)): For consortia that do choose to track member carryover, the state explicitly defines and limits the permissible remedies for addressing balances above the threshold. Under California Education Code § 84914(e)(1)-(2), the state-prescribed tools are strictly restricted to *corrective, supportive actions*: (1) the submission of a formal written expenditure plan detailing future corrective actions to reduce the carryover below the threshold, and (2) the prescription and assignment of state-level technical assistance. The statute does not grant a local consortium the legal authority to bypass these mandated, non-punitive interventions to execute localized fund sweeps or create penal "catchment funds".
- The Strict Definition of Member Effectiveness (California Education Code § 84914(b)(1)(A)-(C)): A consortium cannot subjectively declare a member "ineffective" because they dislike their spending timeline or internal operations. To reduce an agency's funding under the "ineffective" banner, the consortium must prove by a majority vote that the member meets one of three strict statutory criteria: (A) the member no longer wishes to provide services, (B) the member *cannot* provide services, or (C) the member has been *consistently ineffective*, and reasonable interventions/technical assistance have been applied and have failed.
- The "Reasonable Intervention" Requirement: Per the *State CAEP Policy Memo on Member Effectiveness* (June 30, 2021), effectiveness is measured strictly by a member's compliance with annual State CAEP Assurances

certified in NOVA (such as timely deliverable submissions, participating in the three-year regional planning cycle, and spending funds exclusively on eligible adult populations per Education Code § 84901(a)). Official State CAEP Guidance explicitly notes, *"You cannot be deemed ineffective simply for having carryover."* Under Education Code § 84914(b)(1)(C), a member cannot be stripped of funding unless the consortium creates a documented paper trail proving technical assistance (through TAP) was provided and the member consistently failed to comply over a multi-year period.

The Collaborative Solution: Both member agencies remain completely compliant with all state assurances, data deliverables, and regional planning cycles. Under California statute, an agency is legally "effective" if it is providing its designated services, submitting its state data on time, and spending its money on adult learners. The law requires us to support our member agencies through structured technical assistance, not to establish predatory funding sweeps.

Moving Forward: A Standard of Best Practice

The true strength of our consortium has always been its bottom-up approach to governance. For over a decade, we have relied on our member agencies to meet locally, discuss proposals openly, and mutually bring well-crafted and evidenced plans to the board for final review. This process ensured that both of our districts had a meaningful voice before any policy reached the voting floor. Returning to this collaborative, member-driven framework is the only way to ensure our decisions remain practical, respectful, and legally sound.

Let us return to the collaborative model that has successfully served our adult learners, our schools, and our region for over a decade.