



AEBG
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AB104 Adult Education Block Grant - Three-Year Consortia Plan Update from AB86 Final Plan

Section 1: Consortium Information

1.1 Consortium Planning Grant Number:

13-328-001

1.2 Consortium Name:

Allan Hancock Community College Consortium

1.3 Primary Contact Name:

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1.4 Primary Contact Email:

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Section 2: Three-Year Plan Summary

AB86 Final Plan adapted to AB104 requirements

2.1 Provide an Executive Summary of your consortium's AB86/104 Plan vision and goals (updated as appropriate). You can attach your summary or enter it below. Please see the Guidance document for attachment instructions.

Executive Summary

The following addresses only changes or additions to the adult education goals previously outlined in the AB86 project plan. The Consortium has reviewed and agreed to the inclusion of two additional areas in adult education: 1) older adults returning to the work place and training for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge; and 2) skills to assist elementary and secondary school children to succeed academically in school. The first new program area will be supported with direct, explicit instruction and curriculum to enhance learners job skills and basic education needs. North County employer surveys indicated a need for more vocational training and certificates for the following areas: soft skills, vocational ESL, fundamental math and English literacy, and introduction to technology for adults entering or re-entering the workforce. AHC is developing new courses and certificates to support the vocational needs identified. It will take two to three years to fully implement them.

The second new program area promotes and fosters the development of knowledge and skills to

assist elementary and secondary school children to succeed academically. Both of these two new areas will require methods of assessment, possible remedial education, data collection and specific performance indicators to evaluate the consortium's effectiveness in the allocation of funding in these types of education and workforce needs in the area. The data will reflect, for all programs, the number of adults served and those who demonstrate progress in job placement, improved wages, literacy skills, high school diplomas or equivalent, postsecondary training, degrees, or certificates to address the seven mandated areas for adult learners per AB104.

During the next three years, and depending on additional AEBG funding, AHC will become more involved in jail inmate educational program to support their transition back into society and the workforce. The focus will be ESL, vocational, basic skills, and GED preparation classes. The new jail facility should be completed by 2018.

The main challenge that AHC will face during the next three years is availability of classroom space as the college is now in a growth mode and credit classes take priority in space allocation. If funds are available, an off-site center should be established in the Santa Maria Town Center Mall, which currently has much vacant space available. The mall is located where low-income residents can easily access it via public transportation. Needed spaces include a computer lab, two lecture classrooms, and two vocational labs. This space expansion would allow for increased noncredit enrollments and accommodate the needed vocational programs. This space could also be used for a high school diploma program. A feasibility study should be conducted in the next two years to determine if it should be pursued. Currently, the only high school diploma program is offered by LUSD, which is 27 miles from Santa Maria where the majority of the North County's low-income population resides. This gap was evident in the AB86 planning project but not directly addressed.

2.2 Provide updates and changes to your submitted AB 86 Final Plan regarding Objectives 1 and 2. It is not necessary to reiterate or attach these sections from your AB86 Final Plan to this document. You can attach your description or enter it below. Please see the Guidance document for attachment instructions.

NOTE: The updates shall include data and changes regarding the seven program areas in AB104 (five of which were in AB86):

1. Programs in elementary and secondary skills, including those leading to a high school diploma or high school equivalency certificate.
2. Programs for immigrants in citizenship, ESL, and workforce preparation.
3. Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce.

4. Programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school.
5. Programs for adult with disabilities.
6. Programs in career technical education that are short term in nature with high employment potential.
7. Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards.

2.2a Objective #1: An updated evaluation of *current levels and types of adult education programs* within its region, including education for adults in correctional facilities; credit, noncredit, and enhanced noncredit adult education coursework; and programs funded through Title II of the federal Workforce Investment Act, known as the Adult Education and Family Literacy Act (Public Law 05-220).

Describe any changes regarding the services and programs the consortium members and partners are currently providing in the consortium's region and provide a narrative evaluation of adequacy and quality. Please note that community college district members are requested to provide data separately for credit basic skills, enhanced noncredit, and/or regular noncredit, as applicable.

Currently, the Lompoc Unified School District's Adult Education K-12 and Allan Hancock Joint Community College District are building on successful practices and continued examination of areas of need from the summary of recommendations of the AB86 Consortium Planning Project. The expanded AEBG focus is to empower a wide range of adult learners to be successful in the workforce. The most significant change is the purposeful dialogue not only between educational systems but also local community members, employers, and partnerships with industry. This enhanced collaboration intentionally leverages resources, shares data and best practices to facilitate a plan for educational and economic opportunities for Northern Santa Barbara County adult students. However, through this thoughtful planning process, gaps in each educational system, and then collectively, were revealed. For example, programs for adults with disabilities or for adults to prepare them to assist elementary and secondary students are not fully developed. The consortium has examined ways either to establish classes and a certificate or incorporate curriculum in current classes to meet the new objectives. AHC is working on a workforce readiness certificate for adults with disabilities with regional experts. Again, all changes will be monitored and evaluated for effectiveness through systematic disaggregation of data and assessments.

2.2b Objective #2: An updated evaluation of *current needs* for adult education programs within the consortium's region. Describe and assess current needs for each of the AB86 adult education program areas (1-5), including the needs that are currently unmet. This might be informed by regional data including, but not limited to, student wait lists for classes in the program areas addressed in AB86; school districts' K-12 English Learner statistics; the number of children who qualify for free or reduced lunch; adults who do not have a high school diploma; and other relevant data. Additionally, consider needs in your region documented in state sources that informed the AB86 awards, which were calculated based on community college district boundaries (<http://cccgis.org/CCCDistrictBoundaries/tabid/626/Default.aspx>).

This should provide an updated overview (if applicable) of the consortium's region including:

- Analysis/description of local regional economy
- Additional analysis utilizing other data

The Northern Santa Barbara County economy has improved slightly, but the data provided in the original AB86 Northern Santa Barbara County Adult Education Consortium Planning Project is basically still relevant. The following economic trends are emerging: 1) Unemployment rates continue to decline. It is currently at 5% for the largest cities in North County. 2) AHC credit student enrollments are declining and decreases have been seen in pockets of noncredit discipline areas, i.e. GED noncredit classes. This is not unusual when an economy is improving. 3) The construction sector is re-emerging as an employer. 4) The lack of rainfall and shortage of field workers is causing a negative impact on agriculture, the primary employer in North County. Some farmers have changed to different types of crops that need less water and less manual labor. Also, some farmers have decreased production by deciding not to plant fields. 5) Due to the drop in oil prices, there have been layoffs in the regional industry and expansion plans have halted. 6) Locally, there has been an increase in immigrant deportation which can effect class enrollments even when legal status is not an issue. 7) Job fairs are starting to be scheduled for entry-level jobs. These have been absent since 2009.

2.3 Briefly describe what your regional consortium system will look like by the end of the 2017-18 program year in the areas listed below. NOTE: Responses to items 2.3a, b, c, d and e are required as part of adapting the AB86 Plans to AB104 requirements. The remaining items are optional and are offered to provide updates, if applicable.

2.3a Placement of adults (including but not limited to older adults) seeking education and workforce services. (REQUIRED)

Adults entering or re-entering can face obstacles including lack of necessary educational experience, outdated technology skills, and limited work experience. AHC and LUSD Adult

Education can offer these students basic skills classes needed to obtain a high school diploma, GED preparation classes and CTE classes. Customized pre-apprenticeship courses are being planned. They will also track these students with follow-up meetings. Noncredit counselors will meet with new students to create student educational plans with goals. CASAS, PLATO, Power Reading, and Aztec software programs are some of the placement tools used.

2.3b Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards. (REQUIRED)

Allan Hancock College noncredit and credit faculty are developing pre-apprenticeship and soft-skills workforce readiness certificates. The pre-apprenticeship program will support the credit apprenticeship programs currently offered at the college including electricians, plumbing and pipefitting, and heavy equipment.

2.3c Programs for adults (including but not limited to older adults) that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school. (REQUIRED)

A recent survey at the Lompoc Unified School District (LUSD) Adult Education School K-12 revealed over 50% of adults with children in their household are requesting extra instruction in reading, writing and math to better assist their elementary and secondary school children. Additionally, over 50% of these same adults surveyed sometimes find assignments in these subjects difficult. So, over the next three years all ESL and High School Diploma classes will have links to curriculum presented in the local schools, review of common core strands, and also extra tutoring to be offered to facilitate the development of the skills and basic education for personal improvement and to assist younger students.

Allan Hancock College will be developing courses to support parents in helping their children to become academically more successful and to prepare for college.

2.3d Collection and availability of data. (REQUIRED)

LUSD Adult Education School uses data from CASAS (Data Integrity, Persister, and Tables 1-4 reports), formative, authentic, and summative assessments as part of classroom instructional practices, surveys, and EL Civics assessments. These assessments measure gains of students' academic progress, areas of remediation, and a collective review of overall effectiveness. Allocations of funds are carefully assessed for the strongest areas of academic growth or which areas need remediation. For example, the increase of technology such as Burlington English and ALEKS math for intervention for both ESL and ABE students is projected to increase students' ability to assist elementary and secondary students and for others workforce readiness. Data needs to be purposeful and applicable to guide instruction.

**2.3e Qualifications of instructors (including common standards across entities).
(REQUIRED)**

The LUSD Adult Education K-12 teachers are hired based on the requirements of the State of California Commission on Teacher Credentialing for Designated Subjects, Adult Education Teaching Credentials (AB1374). All teachers' credentials are verified by the Lompoc Unified School District's Human Resources Department.

Per California Education Code, all AHC noncredit faculty are required to meet educational/professional experience qualifications set by the California Community College Chancellor's Office (CCCCO). These qualifications are updated frequently by the State. The AHC Professional Standards Committee, a subcommittee of the Academic Senate, oversees hiring through the equivalency process. This process is used when an instructor cannot meet the minimum qualifications. Human Resources verifies that qualifications are met. It would be helpful if the CCCCCO and CDE would recognize the CLAD or BCLAD certificate as equivalent to a TESL certificate to make hiring easier between Lompoc Adult School and AHC. This would start the alignment of hiring qualifications to allow teachers to be hired by both systems without requiring additional preparation.

2.3f Alignment of academic content and curricula (OPTIONAL)

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2.3g Alignment of educational services supported by this grant . (OPTIONAL)

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Section 3: Consortium Member Signature Block

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