

Northern Santa Barbara County Adult Education Consortium Planning Project

3.1.15 Final Plan



Allan Hancock Joint Community College District | Lompoc Unified School District

AB86

COLLABORATING TO BETTER SERVE
THE EDUCATIONAL NEEDS OF ADULTS

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Introduction

The Northern Santa Barbara County Adult Education Consortium was formed in December 2013 under the direction of Allan Hancock Joint Community College District (AHC) and the Lompoc Unified School District (LUSD). The collaboration was in response to California Assembly Bill 86 (AB86), Section 76, Article 3, which mandated the California Community College Chancellor's Office and the California Department of Education "jointly provide planning and implementation grants to regional consortia of community college districts and school districts for the purpose of developing regional plans to better serve the educational needs of adults." This mandate required a "statewide collaboration and regional approach" to address the state's critical educational and workforce needs. (For more information on AB86 history and statewide consortium activities, see <http://ab86.cccco.edu>).

While the AB86 project is described by the State as "an opportunity to rethink and redesign an educational system to establish linkages for students across the California Department of Education and the California Community College Chancellor's Office adult education systems," it also became an opportunity for Northern Santa Barbara County stakeholders to identify regional adult education

needs and gaps and develop plans for improvement based on input from faculty, students, community partners, and employers.

The Northern Santa Barbara County Adult Education Consortium welcomed this opportunity and has worked diligently to envision and carefully design a more robust adult education plan tailored to North County residents' needs. If funded, this plan, which is built on enhanced collaboration, leveraged resources, shared data, and best practices, will significantly expand educational and economic opportunities for North County adult learners.



Key Findings

BACKGROUND

The Northern Santa Barbara County Adult Education Consortium (Consortium) Steering Committee guided the AB86 regional planning project and was instrumental in designing stakeholder events, leading subcommittees, gathering data, synthesizing inputs, and designing the regional plan. (Appendix A Steering Committee Meeting Minutes). The Steering Committee agreed that the following elements articulate the key findings and summary recommendations of the regional Consortium planning project. Steering Committee members (page 18) ranked the following key findings in importance, as indicated below.

ADULT EDUCATION POPULATION UNDERSERVED

Northern Santa Barbara County (North County) residents' adult education needs are dramatically underserved, since only two of the former four adult education providers remain in operation. Both providers, AHC and LUSD, have suffered significant program cuts since the state budget crisis.

Comparing the California Community College Chancellor's Office (CCCCO) North County demographic information (page 23) to those served, the service gap is evident. For example, AB86 data indicate that approximately

58,000 North County residents do not possess a high school diploma¹, yet AHC and LUSD serve only 2,000 to 3,000 basic skills students each semester. The CCCCCO's demographic data present a formidable picture of the educational challenges facing the region. Detail lies in some of the following key findings, but the critical message is that even with "maintenance of effort" or enhanced funding, North County's adult education needs far exceed the region's educational capacity.

Vocational Training Gap

A significant gap exists between the number of actual vocational adult education programs current-

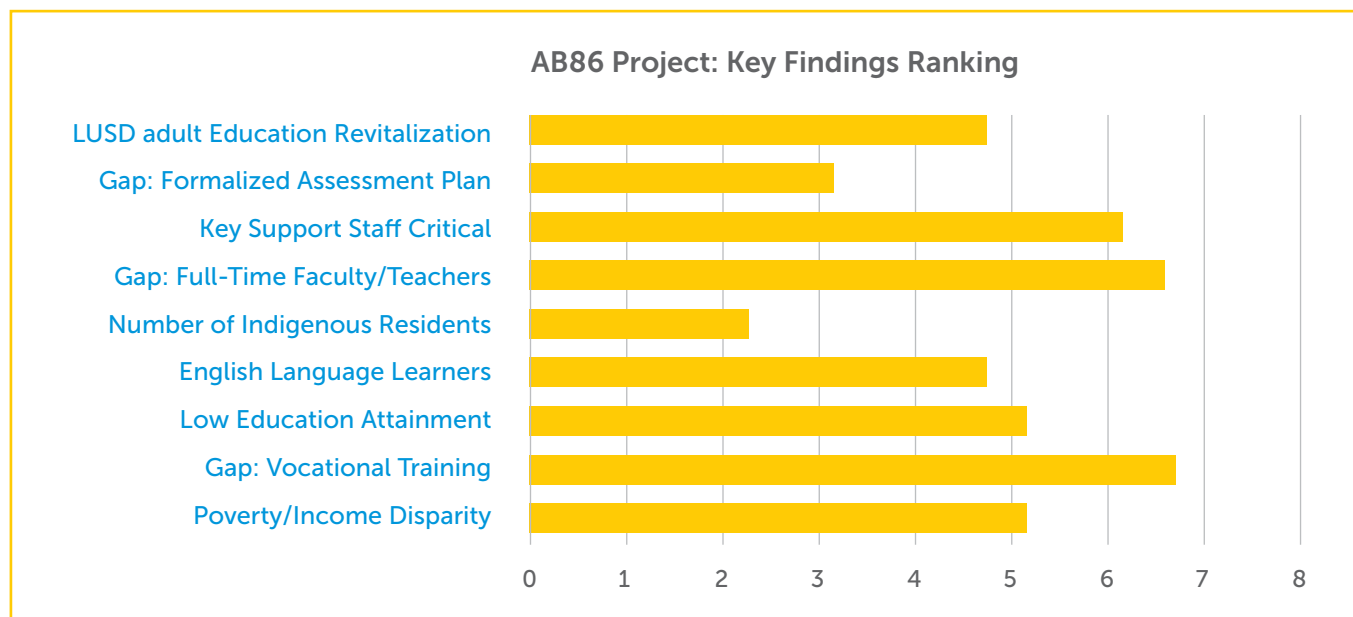


Figure 1: Key Findings Ranking

¹ AB86 Demographic Information, Chancellor's Office, California Community Colleges

ly in place in the region and the vocational interest and need in the North County area. This need was repeatedly identified in surveys and stakeholder meetings. All students who were surveyed, including older adults, rated job training/vocational programs as their primary goal, regardless of their prior training, income, or educational level. Community stakeholders indicated the need for more employer outreach and demand-driven vocational programs, which are extremely important to improving student employability. Currently, AHC and LUSD offer limited opportunities for vocational training. In response to the gap, both systems are proposing multiple, new vocational certificates. Current and future occupational growth will be discussed at the Employer Roundtable to validate job opportunities in order to develop new vocational training programs. Nevertheless, even with additional funding, it will take several years and continued budget increases to create the vocational programs needed. It should be pointed out that AHC offers 91 career technical education certificates and degrees through its credit programs.

Need for Full-Time, Permanent Teachers/Faculty

There are currently no full-time, noncredit faculty at AHC. LUSD adult education teachers are hourly, full-time, but not permanent. This inhibits curriculum development, data gathering and assessment student progress tracking and acceleration. Career pathway development requires

employer and community relationships which is challenging without full-time staff available. Increased funding is needed for full-time, permanent teachers/faculty and professional development. This is a critical first step in adopting the AB86 priorities in the North County region.

Navigators/Counselors Critical to Student Success

Navigators/counselors, who can guide students by developing educational plans and career pathways and provide referrals for wrap-around services, are critical for adult education student success. Many basic skills and English as a Second language (ESL) students find it challenging to navigate the myriad of academic and community resources they require to reach their goals. Job placement and health services, for example, were the two most requested services identified by adult education students in the Consortium's student surveys. Many adult education students are English language learners, single parents, low-income or unemployed, or ex-offenders and require additional support services by trained personnel sensitive to their unique barriers and challenges. Trained counselors, who understand disabled students' barriers, are needed to help them transition from high school to community college programs or the workplace. This need for navigators/counselors is another critical component for adult education programs to be successful.

Low Education Attainment and High Unemployment

While 80% of Santa Barbara County residents have earned a high school diploma², only 46% of those in Guadalupe, 62% of Santa Maria residents, and 74% of Lompoc residents possess a diploma. The AB86 project's student survey data³ indicate low educational attainment rates in North County:

- only 26% of adult education/noncredit students have a high school diploma
- 20% have an education level between seventh and ninth grades
- 18% have completed only grades four through six, with some individuals even citing lower attainment levels.

With these educational challenges, North County's double-digit unemployment numbers are not surprising. (November 2014 Unemployment Data, page 24).

Poverty and Income Disparity

North County has a higher poverty level than the southern part of Santa Barbara County. AB86 demographic information estimates that 23% of the North County population, or 52,413 individuals, are below the poverty line⁴. But the level of income disparity between the North County pockets of poverty and the county as a whole is significant. Per capita income countywide is \$30,333. North County is significantly less: Lompoc \$19,851,

² U.S. Census, 2010

³ Northern Santa Barbara County Adult Education Consortium Student Survey, November 2014

⁴ AB86 Demographic Data

Santa Maria \$18,915, and Guadalupe only \$13,647⁵. According to a representative sampling of over 500 North County adult education students, nearly 35% have incomes of under \$10,000 per year, with another 25% of students reporting incomes under \$20,000 per year⁶. Survey data also indicated while most students are poor, many are employed.

Largest Adult Education Population: English Language Learners

According to the State's AB86 demographic information, English language learners make up the largest sector of the Northern Santa Barbara County potential adult education population (42%). This group also comprises the greatest segment of adult education students in the regional systems. Yet, of the estimated 95,621 potential English language learners who reside in the region, less than 2% are currently enrolled in adult education classes. With job and career choices obviously much more limited for non-English-speaking residents, it is clear that, to support increased employment and regional economic vitality, expanded educational opportunities and services for English language learners are imperative.

Lompoc Unified School District — Revitalizing Adult Education

As the only remaining K-12 adult education provider in the North County, the Lompoc Unified School District (LUSD) provides

critical adult programs to the region. During the State's budget crisis, LUSD's adult education footprint was drastically reduced, but the AB86 initiative has offered the District an opportunity to reverse course. With its proposed career pathways focus, increased staffing and wrap-around student support, the ambitious collaborative adult education plan, if funded, would represent a true revitalization of adult education in the region.

Number of Indigenous Farmworkers

North County's income, poverty, English language learners and levels of education attainment may be seriously under-estimated if a report to the California Endowment on the state's indigenous farmworker population is valid. In the 2010 report, researchers estimate that 26,000 (17%) of the state's 165,000 indigenous farmworkers and family members reside in Northern Santa Barbara County, specifically in the Santa Maria area⁷. This farm-worker subgroup, who are primarily from Southern Mexico, has additional challenges when entering adult education. According to the report, many indigenous farmworkers have little or no literacy, no written native language, and their per capita income is lower than the average farmworker.

Allan Hancock College—Need for Formalized Assessment Process

At Allan Hancock College there is need for a formal ESL, basic skills, and vocational student assess-

ment plan for placement into classes, and pre and post-testing to track knowledge/skill gains. A full-time assessment coordinator is needed to design multiple assessment programs and develop data tracking systems. Institutional research is also needed to track noncredit students as they complete certificates and degrees or move into the workforce. SB 173 legislation mandates recommendations for aligned assessments statewide which will also require increased tracking and reporting. Assessment will help students move more rapidly through the educational system by being appropriately placed into classes and measure outcomes by quantifying their achievements.

⁵ U.S. Census, 2010

⁶ Consortium Student Survey, November 2014

⁷ California's Indigenous Farmworkers, A Report to the California Endowment, 2010

Summary Recommendations

Below is a summary of the recommendations articulated in the Northern Santa Barbara County Adult Education Consortium report (Templates 3-7).

Infrastructure/ Human Capital

The most emphatic recommendation supporting enhanced adult education infrastructure is the need for full-time, permanent, instructors and appropriate support staff to implement the expansion of adult education programs.

It was clear from each element in the Consortium's planning process – surveys, sub-committee meetings, stakeholder event break-out

sessions – that the adult education student requires more support. Immigrant English language learners, non-high school graduates, ex-offenders, adults with disabilities and unemployed workers all require instructors who are trained to support the learning needs of special populations groups. In order for teachers and faculty to focus on subject matter content and student progress, more counselors and instructional assistants are also needed. In addition, adult education students' financial, family, academic and job placement challenges require wrap-around support specialists who can help students navigate the various services which are available to them.

Multiple forms of student assessments – placement, skills, competency, certification, and program completion rates – were recommended as key infrastructure elements necessary to support student success. Sequenced curriculum, career pathways, certificate programs and other program recommendations, as well as SB173, point to a new importance in having effective assessment and evaluation tools.

Programs/Curriculum

An increased need for vocational classes was frequently cited by multiple stakeholder groups. Job and career training was a top priority of adult education students





in the region⁸. Other recommendations including adding work-force and job readiness certificate programs, developing career pathways aligned with employer demand, and offering classes to build basic technology skills. Stakeholders also recommended developing sequenced basic skills curriculum to accelerate student academic progress and conversational ESL classes to foster student language acquisition.

The need for more flexible class scheduling was cited. Different time slots, calendar periods and geographic locations would help students with job, transportation and/or childcare challenges. Online classes were proposed as another alternative to increase student access to adult education.

Support Services

As previously mentioned, many adult education students face multiple barriers in accessing educational opportunity. Navigating the educational system and available community resources is difficult for an adult education student with social, cultural, language, employment and/or intellectual challenges. Navigator/counselor positions

have been repeatedly identified as pivotal in providing student access to academic and community resources. Other recommended key support staff positions include job placement specialists, vocational counselors, career pathways coordinators and outreach specialists.

Professional Development

North County's demographics and adult education students' special needs point to the need for robust professional development programs. Cultural proficiency, the ability to work with special populations, and understanding current best practices for the adult learner are critical in achieving the program success envisioned in the Consortium plan. Even more important, is "instructional excellence," a supporting student success factor addressed in the plan. The Consortium recognizes that the success of its plan requires a significant investment in professional development. Consortium members have agreed to collaborate to make efficient use of the limited professional development resources available.

Partnerships and Collaboration

Partnership and collaboration is a centerpiece of LUSD's revitalization of its adult education program. The El Camino Center's focus on community collaboration (page 14) and its leadership of the Collective Impact Model Initiative provides a rich foundation for resource sharing and leverage.

Allan Hancock College's Community Education program has a long standing history of community partnerships including the City of Santa Maria, the Santa Barbara County Workforce Investment Board and Workforce Resource Center, along with multiple employers and other educational institutions. Partnering will continue as the college plans to leverage city library facilities for adult education classes, participate in the regional United Way/EconAlliance Workforce and Literacy Initiative (WALI) for certificate data sharing, and serve on the new Workforce Innovation and Opportunities Act (WIOA) regional board. All of the preceding activities signify an expanded commitment to community partnership and collaboration.

⁸ Consortium Student Survey

Overview of Consortium

ORGANIZATIONAL STRUCTURE

As the only adult/noncredit education providers in Northern Santa Barbara County, **Allan Hancock Joint Community College District (AHC)** and the **Lompoc Unified School District (LUSD)** co-lead the Northern Santa Barbara County Adult Education Consortium Planning Project. AHC serves as the fiscal agent. The Consortium Steering Committee (Figure 2) is comprised of the two lead organization members, the local Workforce Investment Board (WIB) and the Tri-Counties Regional Center

and includes program representation from the four AB86 educational focus areas: basic skills, ESL/citizenship, adults with disabilities, and vocational/pre-apprenticeships. The region's AB86 consultant and project assistant, who report to the lead organizations, also serve on the Consortium Steering Committee.

At the July 2014 Adult Education Summit, partners, teachers/faculty and agency stakeholders were invited to join the Consortium's subcommittees. Many have continued to participate during multiple stages of this project.

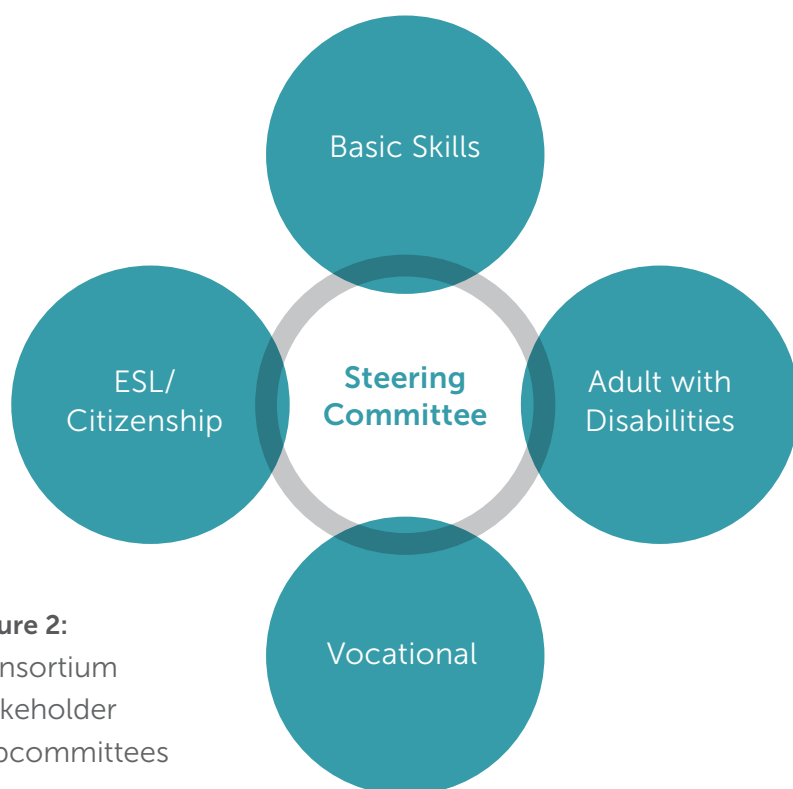


Figure 2:
Consortium
Stakeholder
Subcommittees

Northern Santa Barbara County Adult Education Consortium Steering Committee

PROJECT LEADS

Ardis Neilsen, Dean,
AHC Community Education

Mary Coggins, Principal,
LUSD Adult Education*

COMMITTEE REPRESENTATIVES

Mona Baker, Manager,
Santa Barbara County
Workforce Resource Center
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Katherine Beckelhymer,
ESL/Citizenship Instructor,
Allan Hancock College

Pat Forgey, Consultant,
Tri-Counties Regional Center

Katherine Garcia,
Basic Skills Instructor,
Allan Hancock College

Andria Keiser, ESL/Citizenship
Instructor, Lompoc Unified
School District

Elaine Webber,
Basic Skills Instructor,
Lompoc Unified School District

STAFF

Victoria Conner,
AECPP Consultant

Janet McGee,
AECPP Program Assistant

**Former LUSD Interim
Principal Greg Halfman served
until September 2014*



Above: Allan Hancock College's Community Education building, a center for noncredit classes.

Below: Lompoc Unified School District (LUSD) hosted a grand opening of the El Camino Community Center during August 2014. The center houses the adult education program and varied stakeholder agencies which support adult education students.



MEMBER ORGANIZATIONS

Allan Hancock Joint Community College District (AHC) is a federally designated Hispanic-Serving Institution located in northern Santa Barbara County. Annually, the college enrolls approximately 11,500 credit students and 5,500 Community Education (CE) students. Allan Hancock College's CE division is the largest provider of noncredit/adult education classes in North County, ranking in the state's top 15 - 20 programs in terms of FTES generated and number of courses offered. The noncredit program generates 10 to 15% of the college's annual FTES allocation. All noncredit classes are offered at no charge to local residents 18 and over. Community Education, active since 1973, serves residents from Lompoc, Santa Maria, Santa Ynez, Los Olivos, Los Alamos, Cuyama, Guadalupe, Solvang, Buellton, and Vandenberg Air Force Base. Community Education offers noncredit and fee based classes at multiple on and off campus sites in nine program areas, including ESL, vocational, basic skills, parenting, citizenship, family consumer sciences, health/safety, classes for adults with disabilities, and older adults.

The college has a long-standing history of cooperative relationships with adult education providers in the college's service area. Allan Hancock College's Community Education program maintained formal Memos of Understanding (MOUs) regarding adult education with the following school districts: Santa Ynez Valley Union High School District, Lompoc Unified

School District (LUSD), and Santa Maria Joint Union High School District. Formal agreements were not continued after the 1997 court ruling which no longer required mutual agreements between both parties. During the state's 2009 fiscal crisis, which negatively impacted regional education systems, Santa Ynez and Santa Maria high school districts discontinued their adult education programs, and LUSD became the only high school district adult education provider in North County. Currently, an informal agreement continues with LUSD. The fiscal crisis affected Allan Hancock College's Community Education Program as well. Over a three-year period, class offerings decreased by 171 sections and dropped from 1,380 FTES in 2007-2008 to 900 FTES in 2012-2013.

Lompoc Unified School District (LUSD) serves 9,800 students in the areas of Lompoc, Vandenberg Village, Mesa Oaks, Mission Hills, Vandenberg Air Force Base and the rural areas surrounding these communities. LUSD Adult Education is now co-located at the El Camino Community Center. This center houses and integrates the services and resources of six community agencies in alignment with the adult school, but also serves Lompoc residents from pre-K through senior residents. These agencies include California School Age Families Education (CalSAFE), Center for Employment Training (CET), El Puente Community School, Lompoc Adult School, Migrant Preschool and State Preschool, the Dorothy Jackson Resource Center, Workforce Investment Board (WIB), and the National College of Technical Instruction (NCTI).

Lompoc Unified School District has offered adult education for decades, but the 2009 fiscal crisis severely impacted its program offerings and ability to serve adult education students. In 2007, LUSD Adult Education served 6,403 adults in over a dozen programs. Today, Lompoc serves 967 adults annually in three programs and is the sole high school district adult education provider in North County.

Lompoc Adult Education offers a variety of courses including English as a second language (ESL), English Language Civics, High School Diploma classes, Credit Recovery, CASAS testing, CAHSEE test preparation, CPR, First Aid, and Anaphylaxis and Epinephrine Auto-Injector (AEA). These classes are held weekday mornings and evenings. Managed open enrollment is offered to community members. In addition, the Center for Employment Training and the National College of Technical Instruction will offer multiple classes geared towards certification in health and business services. These are open and available to Adult School students as appropriate within the context of career pathways.

During December 2013, LUSD joined AHC as an AB86 Consortium member, with AHC serving as fiscal agent for the Adult Education Consortium Planning Project (AECPP). At an AB86 overview presented during February 2014, superintendents and principals from the AHC service area were invited to become Consortium members, but LUSD remained the only district which agreed to participate in the AECPP as a member. Local high school representatives

have attended as partners at multiple Consortium events.

PARTNER ORGANIZATIONS

The Northern Santa Barbara County Adult Education Consortium defines "partner" as an organization offering free classes in one of the AB86 educational focus areas. Partner organization offerings are described in more detail on Partner Template #2.

Central Coast Literacy Center (CCLC), a nonprofit organization with a two-member staff and a large team of volunteer tutors, provides volunteer literacy tutoring to those with literacy deficits as well as non-English speakers in parts of the Consortium region. CCLC also offers a workplace literacy program which targets immigrant employees who need basic language/literacy skills.

The Federal Correctional Institution at Lompoc (FCI Lompoc) is a low-security federal prison. Allan Hancock College currently offers credit classes at the prison.

The Santa Barbara County Sheriff's Department (Sheriff's Department) is the chief law enforcement agency in the County of Santa Barbara and operates county jail facilities. An expanded 300-bed jail facility is planned for Santa Maria and should be constructed by 2017. AHC Community Education will collaborate with the Sheriff's Department to develop and provide instructional programs designed to help inmates more successfully re-enter the workforce and the community.



Vocational Training Center (VTC) in Santa Maria and the Life Options and Vocational Resources Center (LOVARC) in Lompoc are the region's primary adult education providers for adults with disabilities. Both agencies are accredited by the Commission on Accreditation of Rehabilitation Facilities (CARF), a recognized, independent, nonprofit accreditor of health and human services facilities. In addition, LOVARC is licensed by the State Department of Developmental Services as an Intermediate Care Facility for Adults with Developmental Disabilities (ICF-DD licensed). Allan Hancock College partners with both agencies to provide classes for adults with disabilities.

Plaza Comunitaria is a community organization receiving a small stipend from the U.S. and Mexican governments to provide Spanish instruction in basic skills and tutoring to prepare for the GED exam.

While the **Santa Barbara County Workforce Investment Board (WIB)** is not an official partner based on the Consortium definition, it is recognized that the WIB funds adult education training programs countywide to support unemployed and dislocated workers. Allan Hancock College is represented on the S. B. County WIB and the Workforce Resource Center Consortium.

Planning Process

The Northern Santa Barbara County Adult Education Consortium Planning project is a participatory research project which utilizes a stakeholder engagement model. An eight-page initial project management plan which was approved by the CCCCCO describes the planning process in detail (Appendix: B Management Plan). The plan has been modified over time to meet the project outcomes.

The project planning process adheres to the guiding principles established by the Consortium Steering Committee. Guiding principles were incorporated into the initial management plan. They focus on collaboration, inclusion, shared governance, transparency, consensus, and respect for all stakeholders.

An eight-member Steering Committee met once to two times per month and assisted with obtaining community stakeholder input, identifying subject matter experts, acquiring and analyzing data, and with prioritizing adult education needs, gaps and solutions. They have reviewed all recommendations that were incorporated into the regional plan. Members have played various roles in the planning and research process depending on their areas of expertise. Their involvement is further described in the Shared Leadership section.

Adult education stakeholder inputs are garnered from two directions:

stakeholder groups such as students, teachers/faculty, community organizations and employers, as well as educational focus areas (basic skills, ESL/citizenship, adults with disabilities and vocational/pre-apprenticeships). Four subcommittees representing the educational focus areas report to the Steering Committee.

Varied strategies were employed in garnering stakeholder inputs, including surveys, large stakeholder meetings with break-out sessions, focus groups and subcommittee meetings.

The following Communication Plan describes how the regional plan was vetted to all stakeholders. The Research Methodology section summarizes the plan for data collection and synthesis.

The Consortium Management Plan (appendix B) outlines the community consortium structure to ensure shared governance and stakeholder inclusion.

STEERING COMMITTEE STRUCTURE/ROLES/ SHARED LEADERSHIP

Ardis Neilsen, AHC Dean of Academic Affairs, Community Education, Languages and Communication, Applied Social Sciences; and Mary Coggins, LUSD Principal of

Adult Education, have the primary responsibility as project leads to guide the planning process for this multi-year project. The Steering Committee includes four adult education faculty members, Kathy Beckelhymer and Katherine Garcia from Allan Hancock College, and Andria Keiser and Elaine Webber from the Lompoc Unified School District. The instructors represent multiple academic discipline areas. The workforce system is represented by Mona Baker, the Northern S.B. County Workforce Resource Center Manager, and the adults with disabilities focus area is represented by Pat Forgey, a Tri-Counties Regional Center consultant. The project consultant, Victoria Conner, a neutral third party, and program assistant, Janet McGee, also are part of the Steering Committee. Several committee members are also program area subcommittee co-chairs.

While overall project guidance is provided by AHC and LUSD, project leads for the various project elements are benefiting from the leadership of the Steering Committee members. Steering Committee faculty/teachers have helped to develop and analyze surveys. Steering Committee members were facilitators for all of the breakout sessions during focus group meetings. The Steering Committee Workforce Investment Board representative assisted with the direction of the Employer

Roundtable, co-lead the vocational subcommittee, and provided technical assistance and perspective in interpreting the impact of the new Workforce Innovation and Opportunities Act (WIOA) on adult education, and shared critical information with the group such as, the region's key employers, WIB-identified industry clusters, etc.

The Tri-Counties Regional Center Steering Committee member has taken the lead in articulating the needs/gaps and prospective solutions for issues involving adults with disabilities. As the disability subcommittee chair, this subject matter expert has engaged community organization experts who are also connected with statewide efforts to improve the lives of those who are disabled.

Allan Hancock College is serving as fiscal agent for the Consortium effort. Key allocations were discussed with the Steering Committee. The budget is transparent and available to Steering Committee participants for review.

RESEARCH METHODOLOGY

The Northern Santa Barbara County Adult Education Consortium Planning project is a participatory research project utilizing a stakeholder engagement model.

The primary planning process tools were customized surveys for target stakeholder groups with follow-up project meetings. The Steering Committee guides the planning project process.

To identify adult education needs, gaps and solutions, as perceived by the student population, faculty, employers, and regional partners, paper and electronic surveys in English and Spanish were administered to the first three of the four stakeholder groups listed below. The Steering Committee participated in the selection of groups and participants.

1. Students: adult education and noncredit students
2. Faculty: noncredit faculty and adult education teachers
3. Regional partners: nonprofit organizations, and government agencies
4. Employers: North County largest employers

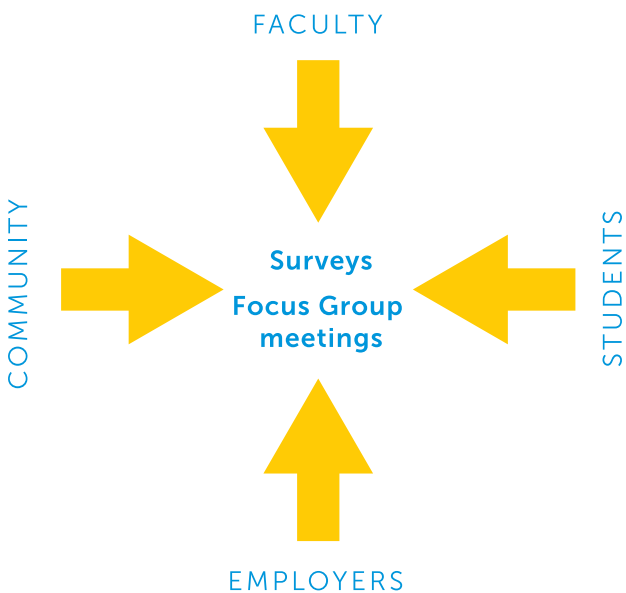
A customized survey was developed for each target group. Post survey distribution, follow-up stakeholder group meetings were scheduled to discuss, validate or refine survey input. Surveys administered to each population had excellent rates of return. For example, 88% of the faculty who received surveys returned a completed survey. Survey highlights are described below with full survey results available in Appendices C, D, E.

The Steering Committee reviewed all findings and data which were included in this AB86 regional plan.

STAKEHOLDER MEETINGS

Stakeholder meetings such as the Adult Education Summit, the faculty/teacher focus group meeting, and Employer Roundtable, were scheduled to obtain more needs and gaps input and to clarify survey findings. During these meetings, stakeholder inputs were gathered and recorded at small group break-out sessions, which focused on the ESL, vocational, basic skills, and adults with disabilities program areas. Follow-up subcommittee meetings also took place. (See appendices for meeting summary information, meeting notes, PowerPoints, etc.)

Figure 3: Stakeholder Data Input



STUDENT SURVEY

The student survey was administered to students who were enrolled in basic skills, ESL, GED, vocational, high school diploma and other classes. Input was sought from students concerning preferences for class schedules and locations, access to training in technology, and potential interest in new courses. Satisfaction was also assessed regarding the condition of facilities, availability and variety of courses desired, class size, and campus safety. Student population demographics were collected regarding education, income, employment, number of household members, race/ethnicity, age, and native language. (Appendix E)

Over 600 hard copy and electronic English and Spanish surveys were delivered to students in 48 randomly selected adult education and noncredit classes throughout North County (526 students responded). Utilizing institutional

MIS data, an institutional researcher also developed profiles for AHC noncredit students enrolled in ESL, vocational, and basic skills classes. (Appendix F: MIS Data Demographic Profile) After comparing data results, it was found that both analyses were in alignment, which supports the research results' validity.

FACULTY SURVEY

Sixty adult education and noncredit faculty were asked to identify the top three needs in their area of academic expertise, including basic skills, ESL, high school diploma, GED, vocational, and adults with disabilities, as well as overall regional needs. Professional development needs and strategies to leverage community resources were also queried. Twenty five person responded and 30 teachers attended the faculty forum on September 19, 2014. (Appendix D)

CONSORTIUM COMMUNITY SURVEY

Prior to the Adult Education Summit Meeting with regional partners, an electronic survey was administered to 95 stakeholders requesting input regarding needs, gaps and solutions in the consortium's catchment area. Results of this input were structured according to the five program focus areas considered in the AB86 planning project. Thirty-one organizations sent 71 attendees to the Adult Education Summit held during July 2014. (Appendix C)

EMPLOYER SURVEY

During February 2015, an online survey was sent to approximately 50 major employers in the region, targeting those with the largest number of employees. Twenty-five employers responded. Full survey analysis is available, Appendix N. Highlights are presented below.

The top three sectors of employer respondents were manufacturing, agriculture, and "other services." Major retailers, healthcare and public administration employers also participated. Over 50% of the employers reported between 100-249 positions in their organizations for applicants with a high school education or less.

The three most frequently mentioned workplace changes expected for entry-level job applicants in the next few years included needs for increased digital literacy skills and higher level reading skills, and the need for more specialized job training. Employers identified numerous entry-level positions held

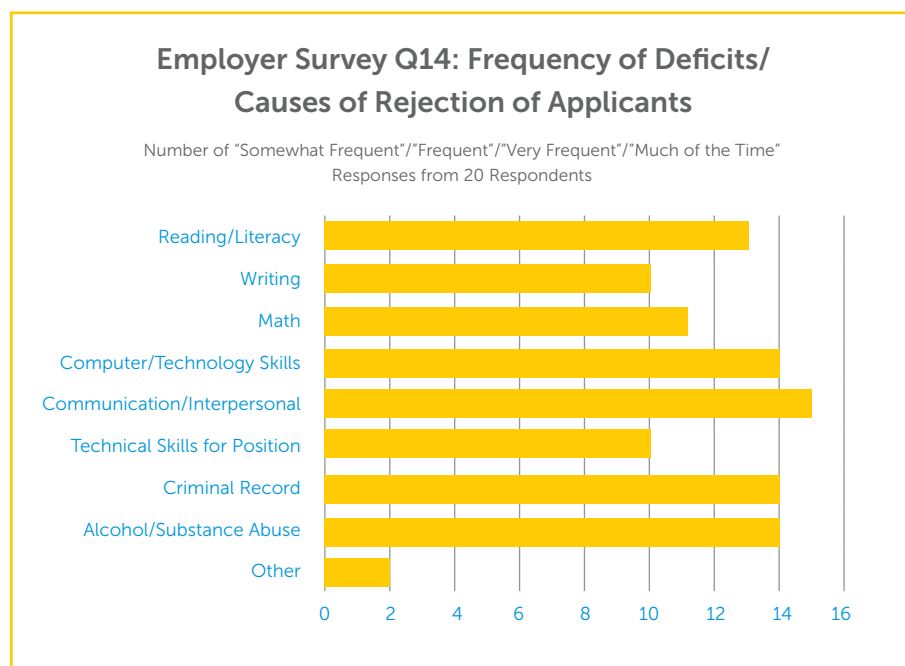


Figure 4: Employer Survey Q14

Employer Survey Q16: Skill Deficits in Employee Termination/Severance

Number of "Somewhat Frequent"/"Frequent"/"Very Frequent"/"Much of the Time"
Responses from 20 Respondents

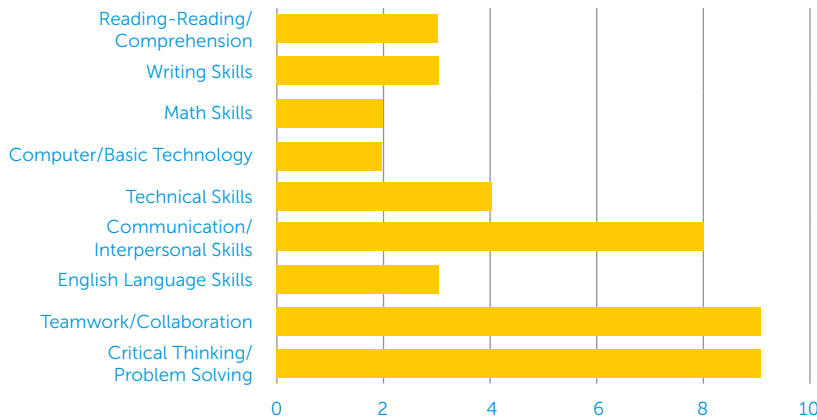


Figure 5: Employer Survey Q16

Employer Survey Q15: Frequency of Issues in Termination/Severance

Number of "Somewhat Frequent"/"Frequent"/"Very Frequent"/"Much of the Time"
Responses from 20 Respondents

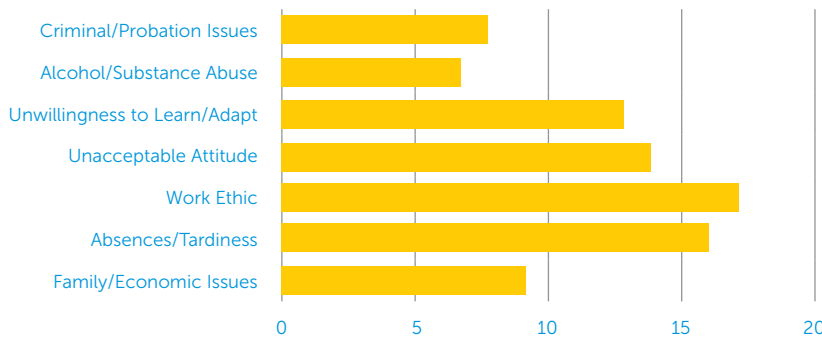


Figure 6: Employer Survey Q15

by five or more employees in their organizations. Examples ranged from package handlers to receptionists to maintenance workers to certified nursing assistants. Employers also identified many skill areas that adult education could assist with by providing training programs and/or provide certificates such as blueprint reading, telephone etiquette, metric system competency, and more. Numerous career pathway entry points were mentioned including office admin-

istration, operations, mechanic, custodian, and others.

Opportunities identified for English language learners and those with disabilities included entry-level positions in hospitality, maintenance, and package handling.

Survey results indicated that the main reasons job applicants are rejected are due to prior criminal records and alcohol and/or substance abuse. Other reasons

included deficits in communication/interpersonal skills, computer/technology skills, and basic skills.

Skills deficits most frequently cited as cause for termination or severance included teamwork and collaboration skills, critical thinking/problem-solving skills and communications/interpersonal skills. The fact that limited reading and digital skills were key reasons for applicant rejection could explain why these areas were not reasons for termination or severance. Interestingly, communications and interpersonal skills scored high as both a cause for rejection of applicants and termination, indicating that while some individuals are competent enough in these areas to convince interviewers they have the appropriate skills, the actual workplace requirements for communications/interpersonal skills make demands on the individual that he/she may not be able to meet. See Figures 4 and 5.

In addition to skills deficits, there are other issues that are factors which cause termination. The key causes identified by the 20 employer respondents include poor work ethic, unaccounted for absences and/or tardiness, unacceptable attitude, and an unwillingness to take direction, learn or adapt to changes in the workplace. Figure 6 below indicates the responses for the issues cited for frequency in termination/severance.

EMPLOYER ROUNDTABLE

An Employer Luncheon Roundtable offered AB86 project leads and Steering Committee members an opportunity to learn about North

County employers' hiring and training needs. The Santa Barbara County Workforce Investment Board (WIB) provided lunch to the 40 attendees. The roundtable was held Friday, February 6, 2015 at Allan Hancock College. Seventeen employers attended along with 23 adult education stakeholders. These stakeholders included regional adult education administrators, instructors, counselors and local government and nonprofit agency representatives including the WIB, Employment Development Department, and the Tri-Counties Regional Center. Several college credit vocational faculty attended as well.

The roundtable included overviews of the Allan Hancock College's noncredit program and Lompoc Unified School District's adult education program. Forty attendees were introduced to the National Career Readiness Certificate (NCRC), and a video was presented featuring employer comments on the industry-recognized certificate.

Table breakouts centered on the following two questions:

- "What are the five most common skills/knowledge deficits which prevent applicants from being hired?"

- "Describe the skills/knowledge components needed to create an 'ideal' workforce readiness certificate that would help employers screen applicants more efficiently and hire qualified employees."

Adults with disabilities stakeholders participated at the breakout tables for the first question regarding skills deficits, then broke out to a separate table for discussion around the "ideal" workforce readiness certificate which would help adults with disabilities become more employable for entry-level positions.

Recap of the Employer Roundtable inputs, Appendix O.

Key Workforce Skills/Knowledge/Soft Skills Elements	Prioritized Causes for Rejection of Applicants <i>Priority Deficits Identified by Employer Survey Respondents ("Somewhat Frequently" to "Much of the Time")</i>	Prioritized Skills/Knowledge Deficits <i>Priority Deficits Identified by Employer Roundtable Breakouts</i>	Prioritized Causes for Termination or Severance <i>Identified by Employer Survey Respondents ("Somewhat Frequently" to "Much of the Time")</i>	Workforce Readiness Certificate: Priority Components <i>Identified by Employer Roundtable Breakouts</i>
Basic Skills – reading, writing, math	• (Reading, writing, or math)	•		•
Technology/Computer Literacy	•	•		
Communication and interpersonal skills	•		•	• (3-way tie)
Critical Thinking/Problem Solving		•	•	• (3-way tie)
Teaming/Collaboration			•	• (3-way tie)
Job Search Readiness – electronic applications/resumes/interview skills		•		•
Workplace Soft Skills: honesty/integrity, attendance, punctuality, positive attitude and willingness to take direction, initiative, professional appearance		•	•	•

Figure 7: Summary of Employer Inputs

SUMMARY/ HIGHLIGHTS OF EMPLOYER INPUTS

The inputs of the employer survey respondents and the employer representatives attending the roundtable were much aligned.

The roundtable breakout sessions, however, were characterized by a significant emphasis on the importance of addressing workplace soft skills to solve the problem of unprepared applicants and incumbent workers at risk of being terminated. Soft skills training opportunities included how to dress professionally for job interviews, self-confidence/esteem building, and the importance of positive attitude in the workplace including willingness to learn, take direction, and become engaged. Combining inputs from the employer survey and the roundtable present a more comprehensive view of the education/training needs for adult students in North County. See Figure 7.

FUTURE RESEARCH: STUDENT MIGRATION STUDY

The last research project, which will be completed during spring 2015, will be a noncredit student migration study. This study will help to determine which educational pathways noncredit students are pursuing and where gaps occur. Vocational, ESL, and basic skills students will be tracked from 2009 to 2013 as they move through the educational system at Allan Hancock College. Tracking will include transition from noncredit to credit, dropping out,

stopping and re-entering the system, and completed degrees and/or certificates. Data should also indicate length of time needed to complete goals. This information will assist in further defining the needs/gaps of adult education students.

TEACHER AND FACULTY INVOLVEMENT

Teacher/faculty involvement in the Northern Santa Barbara County Consortium Adult Education Planning Project was significant. In addition to filling half the positions on the Steering Committee, each of the four educational focus areas sub-committees featured teacher/faculty leadership. Teachers and faculty members facilitated break-outs at the Consortium's Adult Education Summit and at the Faculty/Teacher meeting. Faculty members and teachers facilitated sector break-outs at the Employer Roundtable in February. Faculty/teachers served on sub-committees, made presentations at forums, created the initial project blog, helped to develop project surveys, participated in the faculty/teacher survey, attended the October AB86 meeting in Sacramento, and assisted in the final synthesis of inputs.

COMMUNICATION PLAN

The Consortium communicates to its stakeholders through numerous channels. Mailings, emails, blog posts, webinars, and shared files are some of the various strategies employed to reach out to adult/

noncredit education stakeholders. In addition, the Consortium website will provide project information and transparency to the entire region.

Communication about the planning process has also taken place through stakeholder meetings. For example, over 100 community stakeholders were invited to participate in the first AB86 community survey and attend the Adult Education Summit in July 2014. Forty-eight survey responses were received and 31 organizations attended which included 71 community attendees. (See page 29 for list of organizations). Community organizations participating received survey results and meeting recaps.

Approximately 60 faculty/teachers were surveyed and invited to a follow up meeting in September. Twenty-five faculty/teacher surveys were returned, with 30 attendees participating in the forum. Participants were sent survey results and forum highlights.

Approximately 600 students received surveys, with 526 responding. Survey results have been provided to classroom teachers for further distribution.

Northern Santa Barbara County's 30 largest employers, plus other key companies in the region were invited to the Employer Roundtable during February 2015. Participants will receive survey results and a Roundtable recap.

In addition, Consortium participants were invited to join subcommittees and were informed of future meeting dates and meeting results. Appropriate administrators were kept up to date with AB86 draft reports and face-to-face meetings. Adult/noncredit faculty and teachers were asked to complete a needs survey. Survey and meeting results were forwarded to the faculty/teacher participants and forum attendees.

Once the project website goes live, Consortium and subcommittee meeting minutes, survey results and reports will be posted for public viewing. AB86 presentations continue on an ongoing basis to community members, policymakers, and other stakeholders.

DEMOGRAPHIC AND ECONOMIC PROFILE OF NORTHERN SANTA BARBARA COUNTY

Demographic Profile

The Northern Santa Barbara County AB86 region is a diverse socio-economic area distinct demographically and economically from southern Santa Barbara County.

While a small portion of the region (the Santa Ynez Valley) enjoys considerable wealth and prosperity, the more populated areas of the Consortium region (Santa Maria, Lompoc) are characterized by struggling local economies, higher than average unemployment, dismal graduation rates, a large

number of English as a second language learners, low literacy rates, and pockets of extreme poverty. Figure 8 is indicative of the challenges that North County cities face in comparison with Santa Barbara County as a whole.

The following demographic information was provided by the California Community College Chancellor's Office (CCCCO) and indicates similar challenges.

It is important to note that the data above may be significantly underreported if the 2010 report, California's Indigenous Farmworkers, which was submitted to the California Endowment, is accurate. An estimated 26,000 indigenous farmworkers and their families are living in North County, specifically the Santa Maria area. Of the report's estimated 165,000

SANTA BARBARA COUNTY AND MOST DISTRESSED NORTH COUNTY CITIES

	Santa Maria	Lompoc	Guadalupe	Santa Barbara County
Per Capita Income	\$18,915	\$19,851	\$13,647	\$30,333
Non-Eng Spoken at home	62%	27%	74%	40%
Attained HS Diploma	62%	74%	46%	80%

Source: 2010 U.S. Census

Figure 8: County-City Demographics Comparison

AB86 DEMOGRAPHIC INFORMATION FOR AHC/LUSD CONSORTIUM REGION

Regional Consortium	Total Population	Poverty	No High School Diploma	Unemployment	ESL (English Language Learners)	Adults with Disabilities	Non-Citizenship	Adults w/ Low Literacy
AHC/LUSD	229,881	52,413	58,160	19,080	95,621	23,269	32,841	36,477
		23%	25%	8%	42%	10%	14%	16%

Figure 9: AB86 Demographic Information

UNEMPLOYMENT: DECEMBER 2014 NORTHERN SANTA BARBARA COUNTY AND CALIFORNIA

	Number	Rate
California	1.3M	7%
Santa Barbara County	12,600	5.7%

Northern SB County Area (Shaded areas higher percentage than county)		
Buellton city	100	4.1%
Guadalupe city	300	9.9%
Lompoc city	2,100	10.2%
Los Alamos CDP	100	8.3%
Mission Hills CDP	100	6.8%
Orcutt CDP	1,000	6.4%
Santa Maria city	3,600	9.0%
Santa Ynez CDP	100	2.8%
Solvang city	100	2.1%
Vandenberg AFB CDP	100	9.2%
Vandenberg Village CDP	100	4.8%

Source: California EDD

Figure 10: Northern S.B. County Unemployment

indigenous people (men, women, children) located in California, researchers indicate that 17% reside in the "Santa Maria area." North County has the second largest concentration of indigenous farmworkers after the Fresno-Madera region. This special population brings new challenges to the education infrastructure in North County.

The National Agricultural Workers Survey (NAWS) indicates that

California indigenous workers "have more 'disadvantages' than other Mexican immigrant farm-workers." The report describes the indigenous farm-workers as a "younger and poorer population than other Mexican immigrants. They have fewer assets, less education and speak less English (and Spanish) than other residents." According to the report, the median family income in 2006-2008 for an indigenous farm-worker in California was \$13,750, compared to \$22,500 for non-indigenous farm-workers from Mexico.

Education challenges in the Consortium region are daunting. Northern Santa Barbara County experienced 13% growth over the last decade and has the largest percentage of residents ages 17 and under in Santa Barbara County. Median age of the region's largest city (Santa Maria) is 28.6 years. Ethnic diversity is increasing. North County experienced a 248% increase in Hispanic residents from 1980 to 2000, and increases continue. Over 86% of Guadalupe residents, 70% of Santa Maria residents and over 50% of those in Lompoc report Hispanic origin. In contrast, the county percentage is 43%, and the state median is reported at approximately 38%.

Schools in the region, with the exception of those in Orcutt and Santa Ynez, are designated Title I institutions. At AHC, a federally-designated Hispanic-Serving Institution, approximately 67% of entering college students place into remedial math and English classes.

English language proficiency is a significant barrier to academic success. While the AB86 demographic data cites that English

language learners are 42% of the region's population, in some of the region's cities, it is far greater. The 2010 U.S. Census indicates English language learners in Guadalupe represent 74% of residents and 62% in Santa Maria. The Santa Barbara County average is significantly lower at 40%.

Per capita income in S.B. County is at \$30,330 in contrast to \$13,647 in Guadalupe, \$18,915 in Santa Maria, and \$19,851 in Lompoc.

A regional report states that North County (Santa Ynez Valley excepted), is experiencing 30-year lows in high school diploma and bachelor or above degree attainment, with the number of advanced degrees awarded having fallen 19% in a decade.

While 80% of Santa Barbara County residents have earned a high school diploma, high school graduates make up only 46% of the population in Guadalupe, 62% in Santa Maria, and 74% in Lompoc. Based on the new information cited above regarding the number of indigenous farmworkers in the Santa Maria area, it is now estimated that 25% of Santa Maria's residents have less than a ninth-grade education.

Economic Profile

Unemployment has been a much more serious problem for North County than for Santa Barbara County as a whole. During January 2011, the county unemployment rate was 9% in contrast to the two largest cities the Consortium region, Lompoc and Santa Maria, 18% and 16%, respectively. December 2014 unemployment figures for North County have gone up in

FASTEST GROWING COUNTY INDUSTRIES 2010-2020

	Santa Barbara Co
Mining and Logging (including Oil & Gas Extraction)	20.0%
Trade, Transporta- tion Utilities	17.4%
Construction	24.3%
Financial Activities	10.9%
Professional Science & Technology Services	20.2%
Administrative Services, Waste Management, Reha- bilitation Services	24.4%
Educational Ser- vices, Health Care, Social Assistance	24.9%
Leisure and Hospitality	16.0%

Source: California EDD

Figure 11: Fastest Growing Industries

nine of the eleven census areas in the region.

Seven of the eleven northern Santa Barbara County areas post unemployment figures well above that of the county as a whole. Unemployment, of course, has broad-ranging impacts. For example, Santa Maria has the highest crime rate in the county and continues to address the challenges of community gang-related activity.

Median household income in 2012 for the Consortium region's two largest cities, Santa Maria and Lompoc, are \$44,349 and \$46,550, respectively. This is 24% lower than the median income of California residents at \$58,328 and about 30% lower than that of Santa Barbara County at \$64,766.

The Santa Barbara County Workforce Investment Board (WIB) 2012 Employment Forecast identified the county's key growth industry clusters as Healthcare, Energy and Environment, Building and Design, Technology and Innovation, Business Support Services and Agriculture/Tourism/Wineries. State data for County growth industries (Figure 11) show slightly different growth sectors, with some overlap.

Although the Consortium region benefits from some high-tech

employment and will soon break ground for a new Cuyama solar farm, it does not have significant employment in two of the higher-paying sectors such as Energy/Environment and Technology/Innovation. The region is home to numerous global companies with innovative manufacturing sites in the region. Zodiac Aerospace is an international leader in airplane interiors; DenMat is a leader in dental products; and Hardy Diagnostics, a microbiology firm, is the third largest culture media manufacturer in the United States (U.S.).

The region's manufacturing sector struggles to hire local residents due to the lack of highly-skilled professionals. Employers are often forced to recruit and hire from neighboring San Luis Obispo County to tap into their more highly-skilled and educated workforce.

Agriculture is the largest employer in North County with a \$2.8 billion economic impact on the county and boasts of 25,000 jobs. Strawberries, a labor intensive crop, is the largest crop in the region with sales approaching a half-billion dollars. In 2013, wine grape production was ranked as the second largest crop, and vegetable crops



slipped to the number three spot. The region offers varied levels of agricultural employment, from field workers to agricultural technicians and front-line supervisor positions to international sales and multi-million-dollar operations/management and science/technology positions.

Retail and tourism are also key economic sectors in the region. The area is home to over 100 world-class wineries, with five federally-designated American Viticulture Areas producing over 50 varietals. The wine industry drives year-round tourism, resulting in numerous entry-level jobs in the retail and hospitality sectors.

Double-digit growth is projected from 2010-2020 for several key Consortium region industries, offering family-wage jobs for positions requiring entry-level skills, moderate skill levels and higher skills. (California EDD Labor Market Information, http://www.labormarketinfo.edd.ca.gov/LMID/Projections_of_Employment_by_Industry_and_Occupation.html). The most important challenge for North County's economic development is workforce readiness, English language acquisition attainment, and vocational skills in order to meet employer demand.

AB86 Project Activities

After Allan Hancock Joint Community College District and the Lompoc Unified School District were confirmed as the members of the Northern Santa Barbara County Adult Education Consortium Planning Project, AHC submitted the AB86 initial Management Plan. Project co-lead Ardis Neilsen delivered multiple Allan Hancock College AB86 orientations, including a presentation for Community Education's faculty, counselors and staff; the President's Roundtable for North County K-12 superintendents and principals; the AHC Board of Trustees, Math and English Department faculty; Academic Senate; and the Administrative/Management team. LUSD administrators and adult education staff also received orientations. Project consultants and the project assistant were hired in spring of 2014, with recruitment of Steering Committee members and identification of stakeholder partner organizations also taking place during that time.

The Consortium planning project is being conducted through the following activities. A full list of activities is presented in Appendix G: Consortium Activities.

1. Convening of Steering Committee (June 2014)
2. Consortium Survey (June/July 2014)
3. Steering Committee Meeting (July 2014)
4. Blog Development (July 2014)
5. Community Adult Education Stakeholder Survey (June/July 2014)
6. Community Adult Education Summit (July 2014)
7. First Consortium Report to State (July 2014)
8. Subcommittee Meetings (July/August 2014)
9. Faculty/Teacher Survey (August/September 2014)
10. Steering Committee Meeting (September 2014)
11. Faculty/Teacher Meeting (September 2014)
12. Steering Committee Meeting (October 2014)
13. Second Consortium Report to State (October 2014)
14. Student Survey (November 2014)
15. Steering Committee Meeting (November 2014)
16. Steering Committee Meeting (December 2014)
17. Third Consortium Report to State (December 2014)
18. North County Employer Survey (January 2015)
19. Steering Committee Meeting (January 2015)
20. Employer Roundtable (February 2015)
21. Final AB86 Regional Plan to State (March 2015)

Future Activities:

1. Website development (Spring 2015)
2. Student Migration Study Allan Hancock College (Spring 2015)
3. AB86 Consortium Video, 3-5 Minutes (Spring 2015)

STEERING COMMITTEE MEETINGS

The purpose of the Steering Committee is to help the co-leads guide the Consortium project, validate stakeholder inputs, and review Consortium plans.

The North County Adult Education Consortium Planning Project began with the inaugural Steering Committee meeting held June 6,

2014. Steering Committee member input was solicited to further develop a targeted stakeholder invitation list for the regional Consortium, a Consortium survey, and a draft North County Adult Education Summit agenda. Final summit planning and discussion of survey results took place at a follow-up Steering Committee meeting held June 26, 2014.

The September 5, 2014 Steering Committee meeting reviewed the July Adult Education Summit inputs, State report highlights and October report requirements, provided feedback to stakeholder inputs from the August sub-committee meetings, and offered questions for the Faculty/Teacher survey. Attendees to the State AB86 meeting in Sacramento were also confirmed.

Integration and alignment of inputs of the four sub-committees was the primary work of the October 5, 2014 Steering Committee meeting, with review of the September AB86 Faculty/Teacher. Discussion of the post-AB86 environment also took place, as did planning for the October project report to the State.

The November 21, 2014 Steering Committee meeting featured Santa Maria High School Principal Joe Domingues and Assistant Principal Pete Flores providing an overview of their regional Cultural Proficiency initiative, with discussion about its relevance to AB86 and student success. An update on the student survey was provided and the project co-leads and consultant requested recommendations on key findings for the December report to the State.

Key findings and major inputs from the Lompoc Unified School District adult education program were the primary topics of the December 5, 2014 Steering Committee meeting. A working copy of the current draft report to the State was provided to Steering Committee members. Results of the student survey were shared and discussed, and planning for the Employer Roundtable and survey began.

respondents represented all sectors of the Consortium stakeholder organizations: public education, government, nonprofits, privately-owned organizations and several other types of organizations (see Figure 11). Survey results included information on existing programs and professional development, as well as on respondent-identified priority adult education needs and solutions. Survey results are available for review, Consortium Survey PowerPoint presentation, Appendix C. Survey respondent educational focus areas are shown in Figure 12.

ADULT EDUCATION SUMMIT

To kick off the AB86 Consortium project, AHC hosted an Adult Education Summit for educators and community organizations. The event was held July 11, 2014. Facilitators were recruited, a program was outlined, and 95 potential AB86 Community Consortium partners were identified and invited to the upcoming event.

A facilitator orientation was held July 8 to acquaint the facilitators with agenda elements, break-out

CONSORTIUM COMMUNITY SURVEY

The North County Consortium survey was distributed to 100 contacts with 47 respondents. Survey

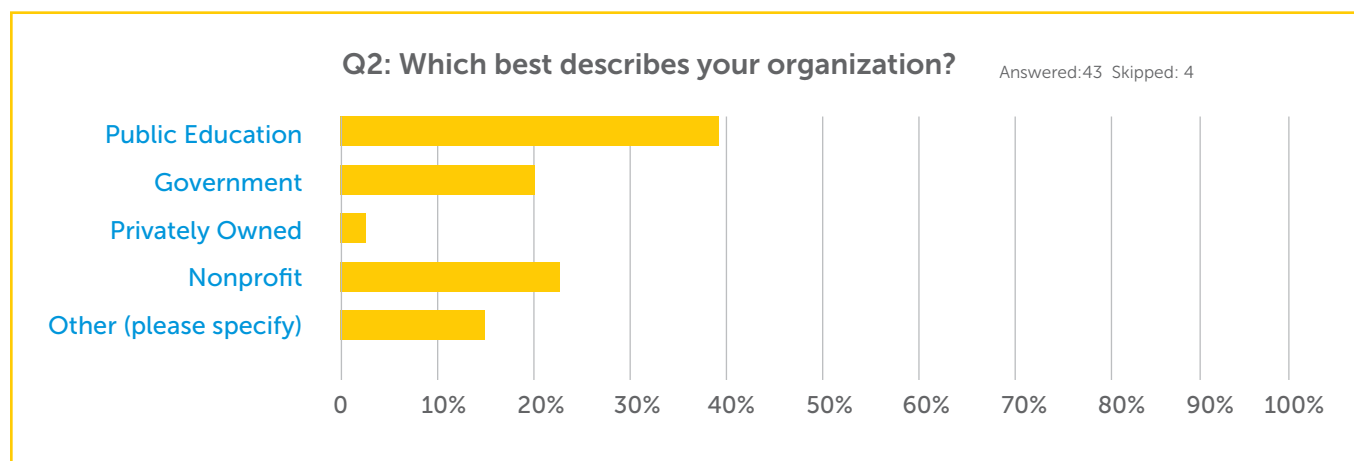


Figure 12: Consortium Community Survey Respondent Organizations

Q5: Which descriptions best align with the focus of your organization's programs or services? (#1 being the most aligned). If options not applicable, select N/A. Note: Choices re-order as ranking is selected from the drop-down.

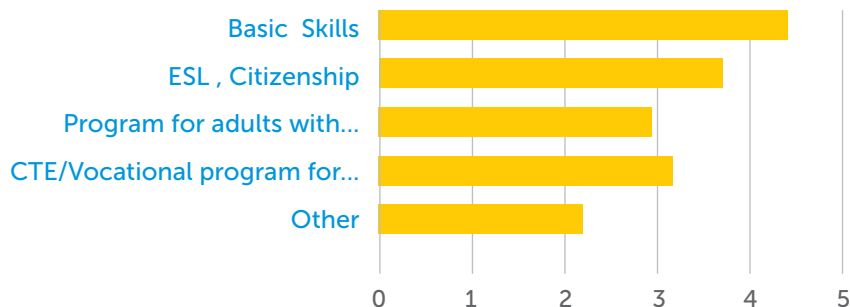


Figure 13: Consortium Community Survey Respondent Programs

objectives and small group facilitation strategies. A project blog was introduced as part of the Summit: <http://aecppblogspot.com>

The event was attended by over 30 organizations and 71 stakeholder representatives. A list of attending organizations is shown on page 29.

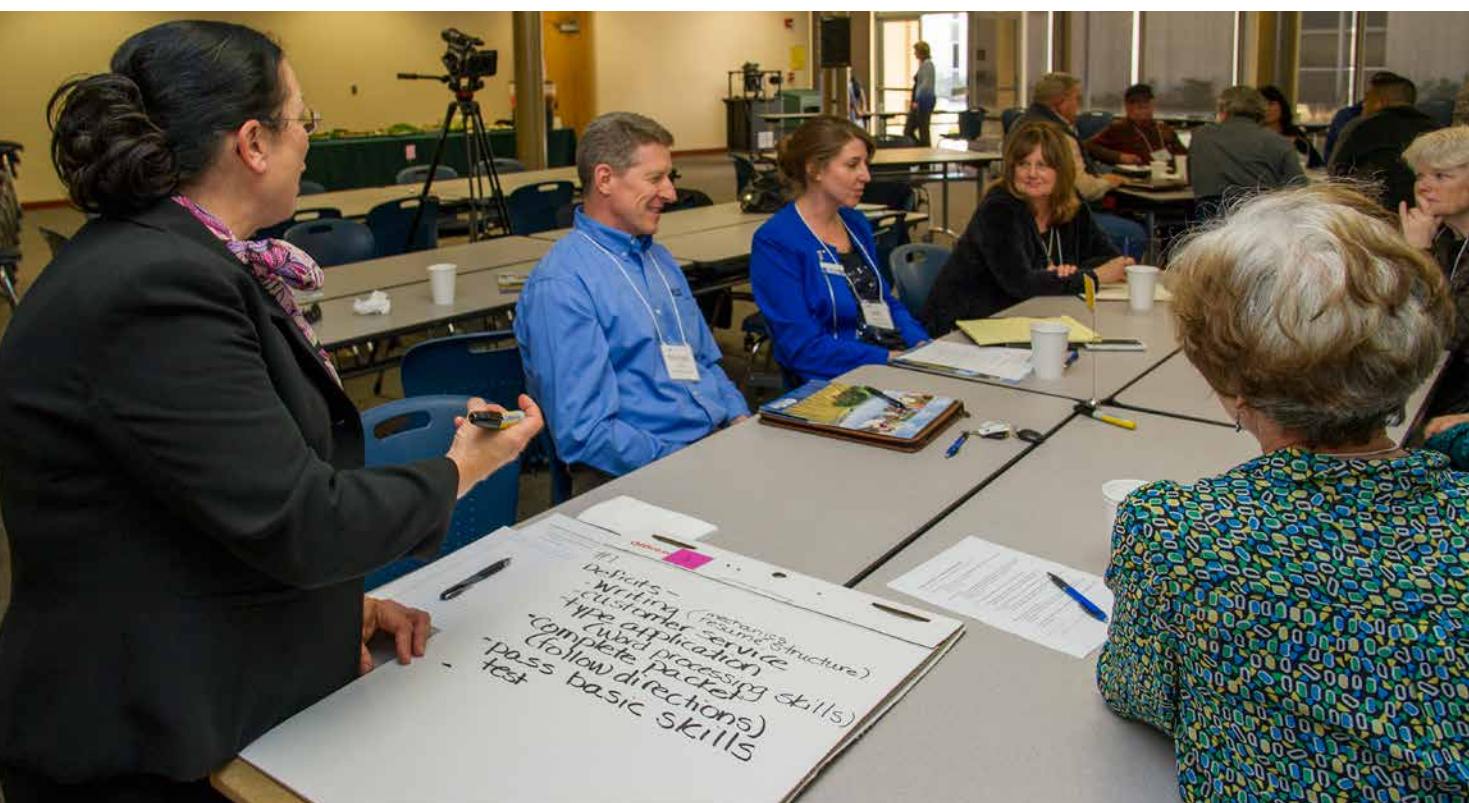
Summit attendees participated in breakout sessions around the AB86 educational focus areas of Basic

Skills, ESL/Citizenship, Adults with Disabilities and Vocational/Apprenticeships. Facilitators led discussions around the region's adult education "NEEDS" and "BEST SOLUTIONS," using the community survey input to begin the conversation. Vocational program expansion, targeted employer and student outreach, more flexibility in class scheduling, and greater attention to assessment were common themes across all groups.

Support service needs identified included bridge programs, citizenship, childcare, and family literacy. Appendix H: Adult Education Summit includes agenda, hand-outs, and stakeholder input.

31 Northern S. B. Co. organizations attended the Adult Education Summit and sent 71 attendees

- Allan Hancock College
- Lompoc Unified School District
- Community Solutions
- S.B. County Workforce Resource Center
- Good Samaritan Shelter
- S. B. County Office of Education
- Vandenberg Air Force Base Education Office
- Federal Correctional Institution, Lompoc
- Community Action Partnership
- Central Coast Literacy Council
- Community Action Commission



- Center for Employment Training
- Head Start
- Tri-Counties Regional Center
- IBEW Union
- City of Santa Maria Public Library
- Life Options & Vocational Resources Center
- Parent Institute for Quality Education
- Office of Congresswoman Lois Capps, 24th Congressional District
- Office of California State Senator Hannah Beth Jackson
- S.B. County Sheriff's Office North County Branch Jail Project
- S. B. Co. Migrant Education
- Plaza Comunitaria
- City of Santa Maria Recreation & Parks
- Santa Barbara Foundation
- Santa Ynez Band of Chumash Indians
- S. B. County Employment Development Department
- United Way
- Vocational Training Center Enterprises
- Santa Barbara Special Education Local Plan Area
- United Cerebral Palsy Work, Inc.



31 Northern S. B. Co. organizations attended the Adult Education Summit and sent 71 attendees

AB86 CONSORTIUM SUBCOMMITTEES

Following the July Summit, the Consortium committee chairs held subcommittee (work group) meetings in the focus areas: basic skills, ESL/citizenship and vocational/apprenticeships, and adults with disabilities. Subcommittee participants were recruited from volunteers at the July Adult Education Summit, as well as among subject matter experts known to subcommittee chairs and/or AB86 Consortium leadership. Subcommittee meetings included break-out sessions at the Faculty/Teacher Meeting described below. Prior to the October AB86 report to the State, the AB86 consultant met with chairs and co-chairs of the subcommittees to review, integrate and align inputs from subcommittee meetings and the Faculty/Teacher Meeting break-out sessions. (Synthesized inputs are on pages 47-49.)

All work group inputs – including event breakouts, committee meetings or other discussions – are listed in the Appendices I, J, K, and L.

FACULTY/TEACHER SURVEY

Prior to the Faculty/Teacher Meeting on September 12, the Steering Committee developed a Faculty/Teacher Survey to gather inputs for discussion at the faculty meeting. The online survey link was sent to 60 adult education/noncredit instructors, with 25 responding. Appendix D: Survey Results Summary. Program areas of Faculty/Teacher Survey respondents are indicated in Figure 10.

The survey included questions about regional needs and professional development.

For the focus area Basic Skills, the top three gaps identified were: full-time, permanent adult education instructors; navigator/advocates; and employment/career specialists.

The top three gaps identified for the ESL/Citizenship area include programs targeting/benefiting the indigenous population; full-time, permanent adult education instructors; and winter intercession class offerings.

Consortium respondents identifying adult education gaps for adults with disabilities cited the development of new models of non-credit vocational certificates with accommodation for adults with disabilities as the number one gap. Exploring potential new opportunities through the new Workforce Innovation and Opportunities Act (WIOA) came in as the second priority gap to address, with two others tied for third: interest/skill inventories for adults with disabilities and staff training for cultural competency and better understanding of the needs of adults with disabilities.



Priority gaps identified for the area of Vocational/Pre-Apprenticeships were the identification or development of industry-driven vocational certificates aligned with employer demand and the development of a cross-industry soft skills certificate. The second as a gap was career awareness-building, i.e., "Get Focused, Stay Focused," a Santa Barbara City College initiative.

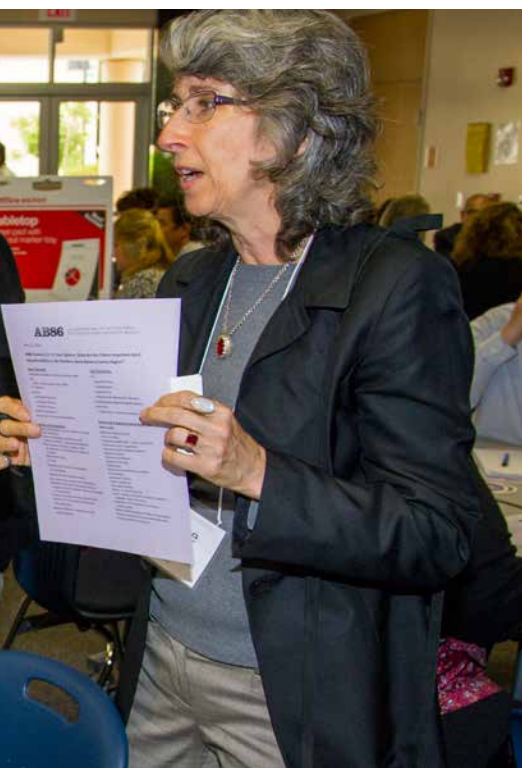
also a topic. The Faculty/Teacher Meeting agenda paralleled that of the Consortium Adult Education Summit, with break-outs aligning once again with AB86 educational focus areas.

Themes across all breakout groups included:

- Vocational, academic and support service "navigators" to guide students in accessing community resources and in effectively selecting careers and classes
- Full-time faculty to ensure quality curriculum development and delivery
- Increased vocational program and vocational certificate focus, with attention to employer demand
- Appropriate classroom support (aides, tutors, equipment, supplies)

FACULTY/TEACHER MEETING

Project leads and Steering Committee members designed a focus meeting for adult education teachers and noncredit faculty members. The purpose of the September 19, 2014 meeting was to provide an overview of the AB86 State initiative and garner other inputs specific to the four educational focus areas. Discussion of ideas for leverage and collaboration across the region was



- More flexible scheduling to accommodate student job and work conflicts

Key inputs also included expanded, appropriate programming for adults with disabilities and the importance of bridge programs, industry partnering, and professional development.

Faculty/Teacher Meeting break-out reports from the various educational focus areas are included in Appendix M: Faculty/Teacher Meeting.

STEERING COMMITTEE PROFESSIONAL DEVELOPMENT

Project Leads AHC Dean Ardis Neilsen and LUSD Principal Mary Coggins, as well as AHC faculty member Kat Beckelhymer and LUSD teacher Andria Keiser, attended the AB86 Summit Conference in Sacramento during October 2014.

Neilsen and Coggins also attended the National Career Pathways Networking Conference in Orlando during October 2014 to obtain information on national best practices regarding pathway models and strategies.

ADULT EDUCATION STUDENT SURVEY

During September and October, development of an English/Spanish student survey began. This resulted in nearly 600 English/Spanish surveys being distributed to 48 randomly selected AHC/LUSD classes, with 526 adult education students completing the electronic

and paper/pencil surveys. Analysis followed in November, and a summary of survey result highlights was presented at the December 5, 2014 Steering Committee meeting. Student survey highlights are indicated on pages 32 through 39, with full summary of the student survey in Appendix E.

AB86 PROJECT NEXT STEPS

The next collection of data will focus on the employer sector. A survey will be sent to the 30 largest employers in North County based on the number of employees that each employer hires. This data collection will focus on training needs for entry level positions, predicted upcoming demand for such positions, and input on vocational certificates.

Following the employer survey analysis, an Employer Roundtable will be scheduled. Multiple adult education community partners will also be invited in addition to the employers, since they have an interest in the employment sector's needs.

Webpage development continues. Two planning meetings have taken place.

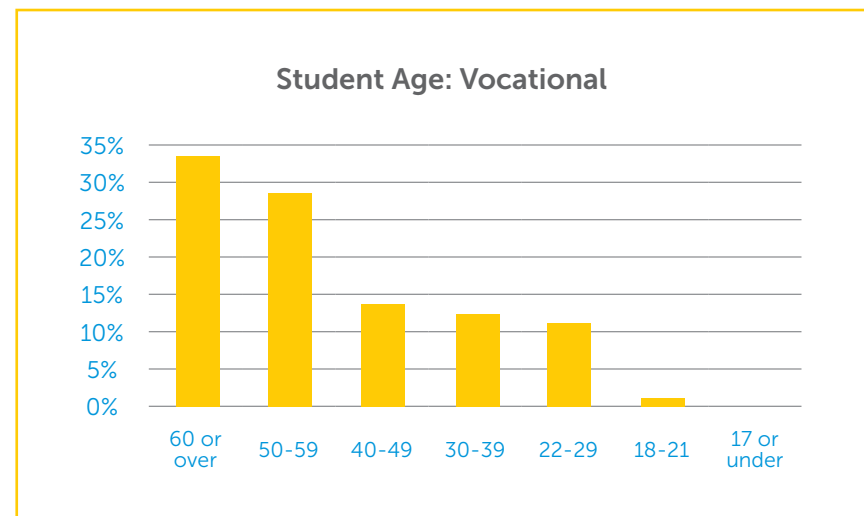
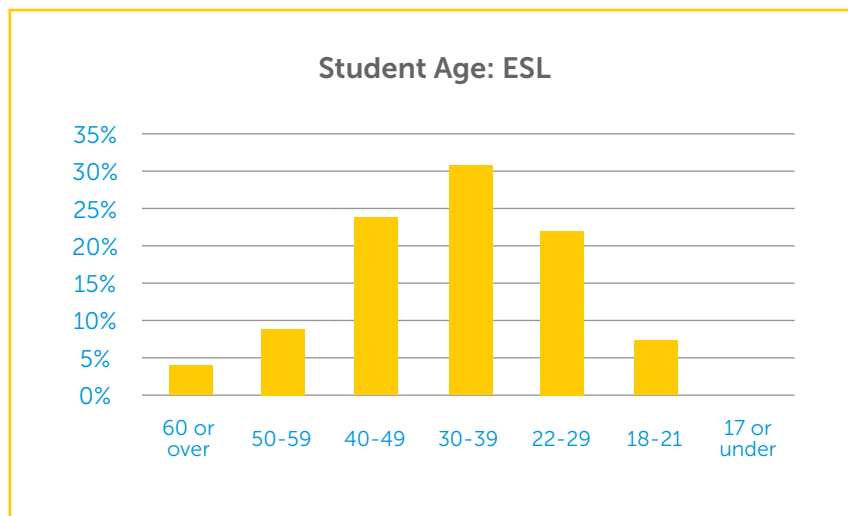
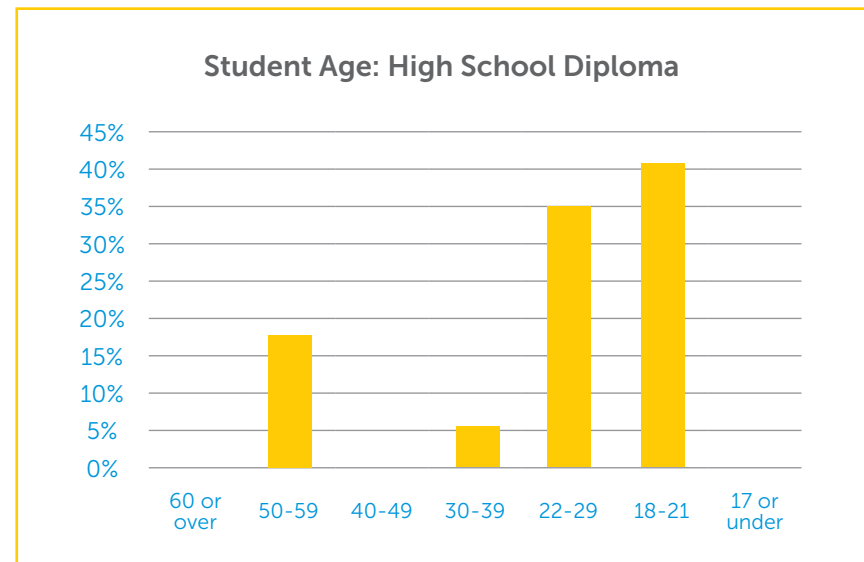
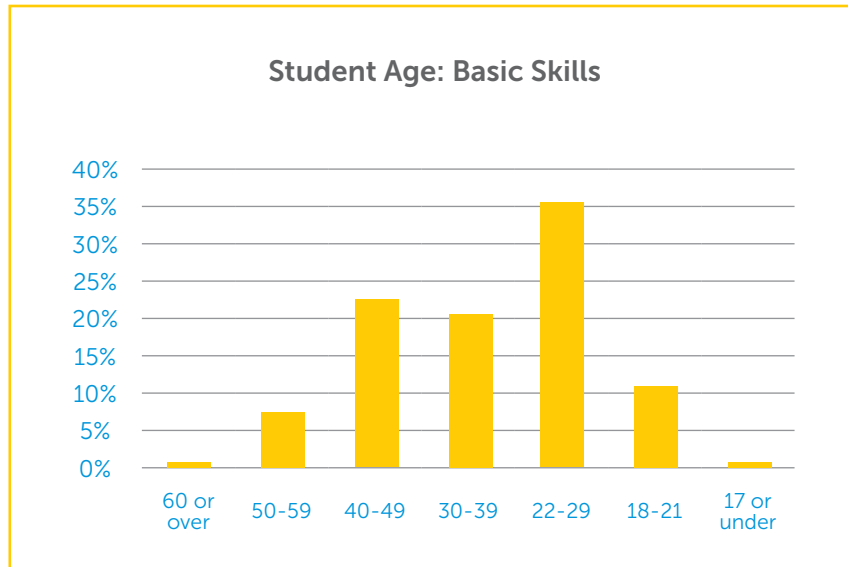
A student migration study will be conducted to track AHC noncredit students from 2009 to 2013 as they navigate the college educational system.

An AB86 project video (3-5 minutes) will be created.

Appendix G: Consortium Activities to Date for a table of every key activity performed under the planning grant to this point.

Age of Student Survey Respondents

Figure 14: Age of Student Survey Respondents



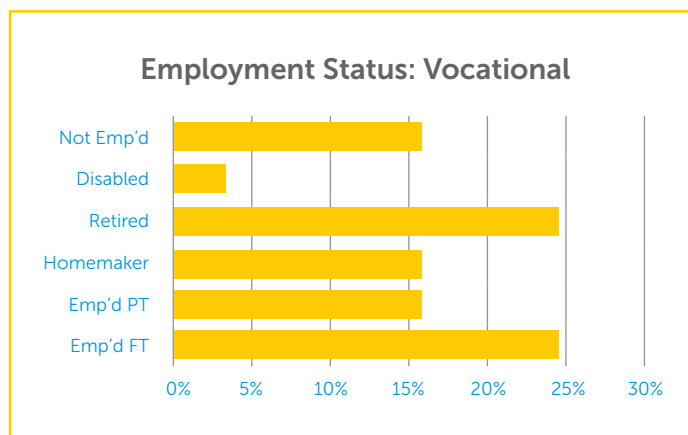
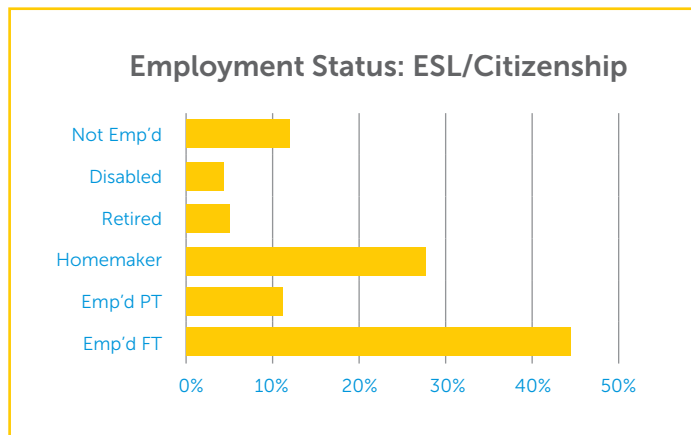
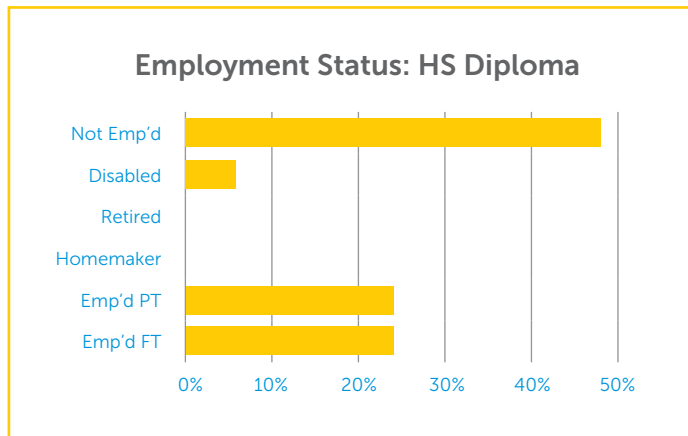
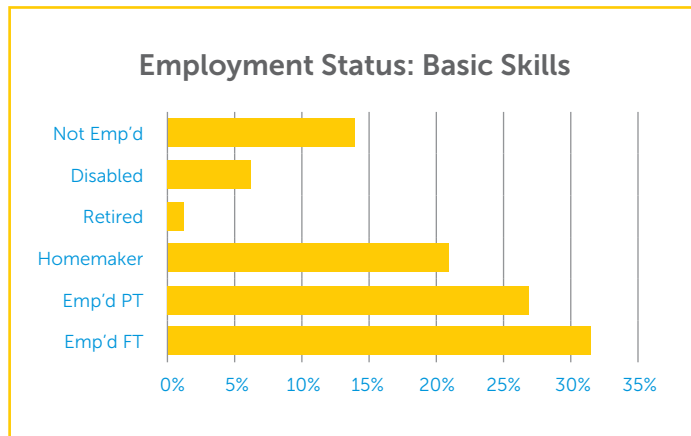
Income of Student Survey Respondents

Figure 15: Income of Student Survey Respondents



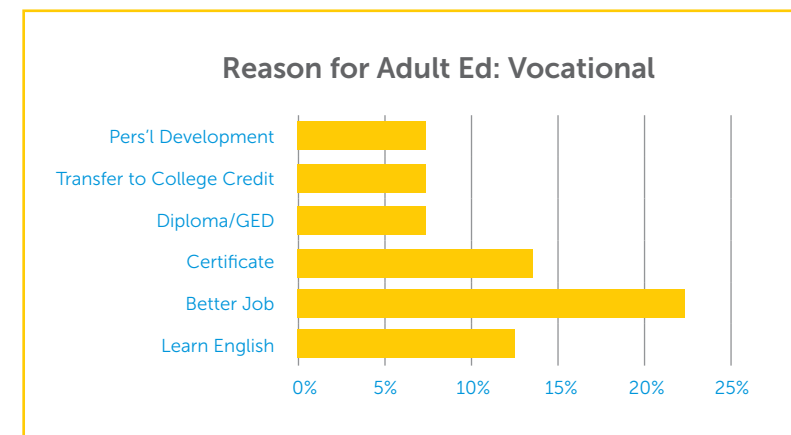
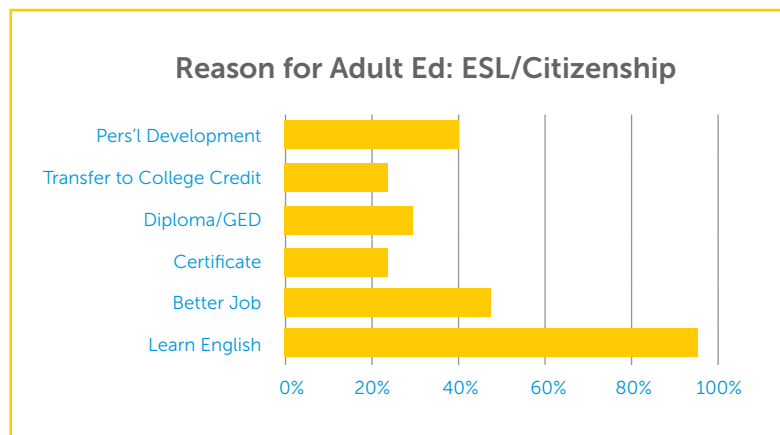
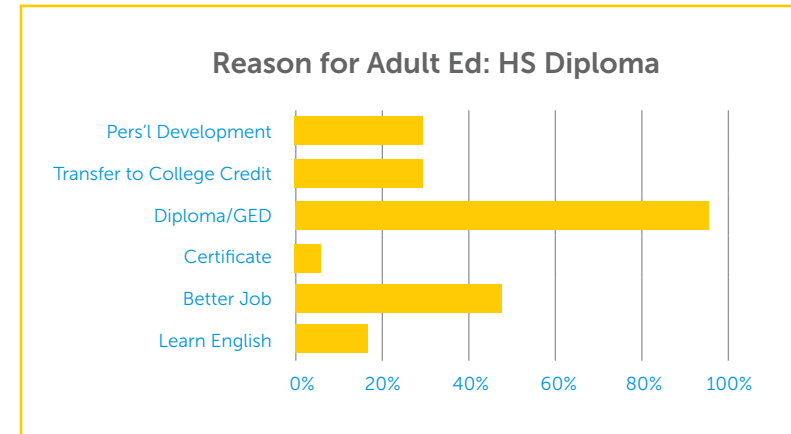
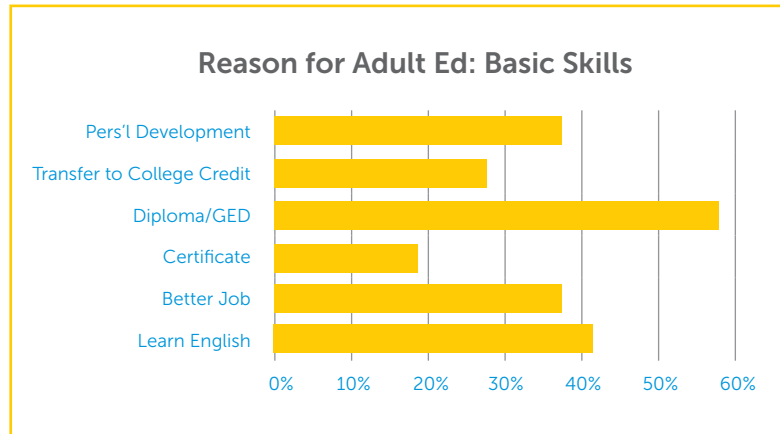
Employment of Student Survey Respondents

Figure 16: Employment of Student Survey Respondents



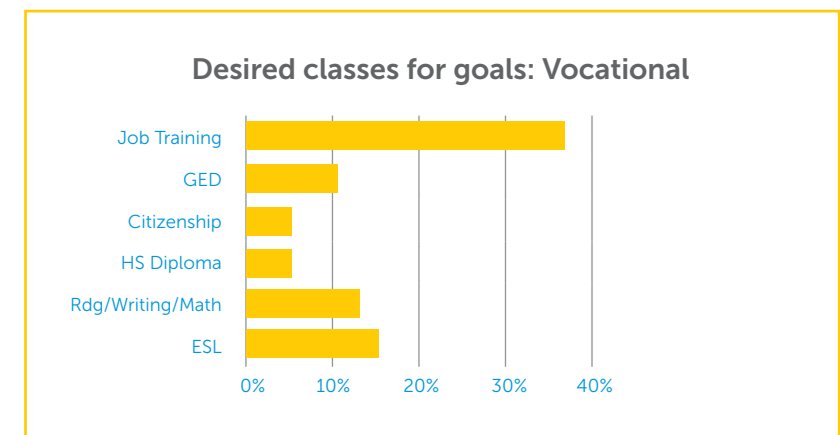
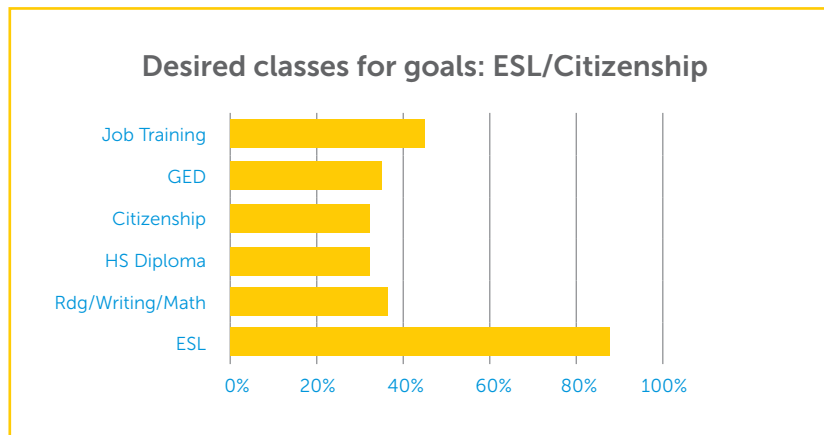
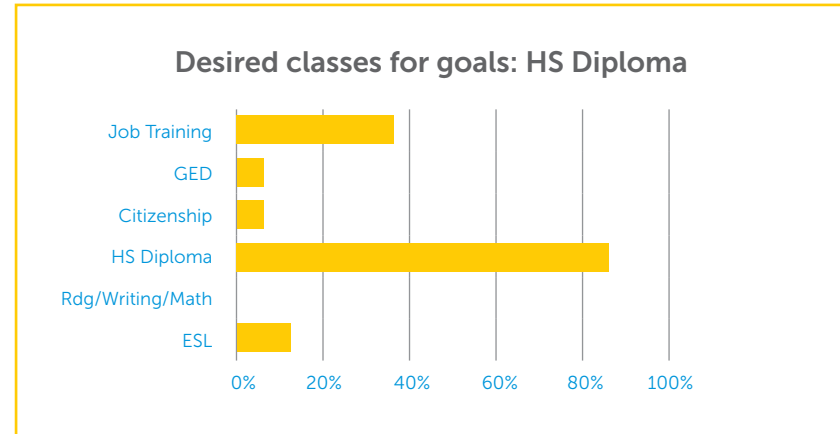
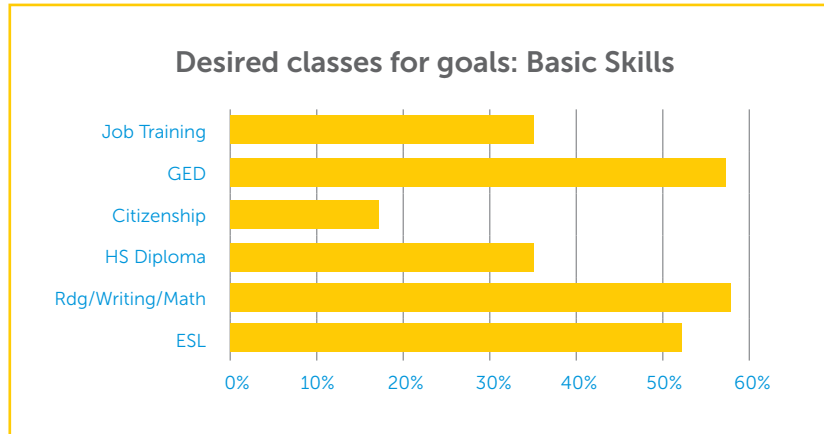
Student Survey Respondents: Reason for Adult Education

Figure 17: Reason for Adult Ed/Student Survey Respondents



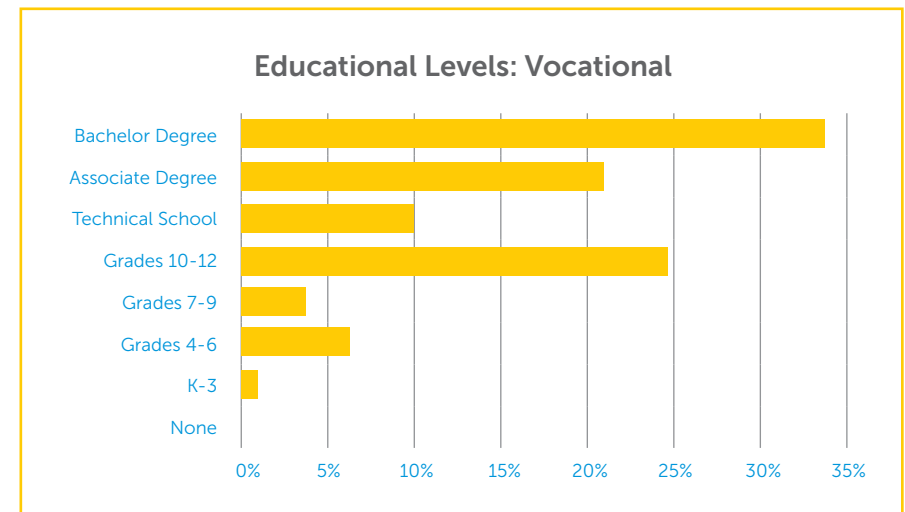
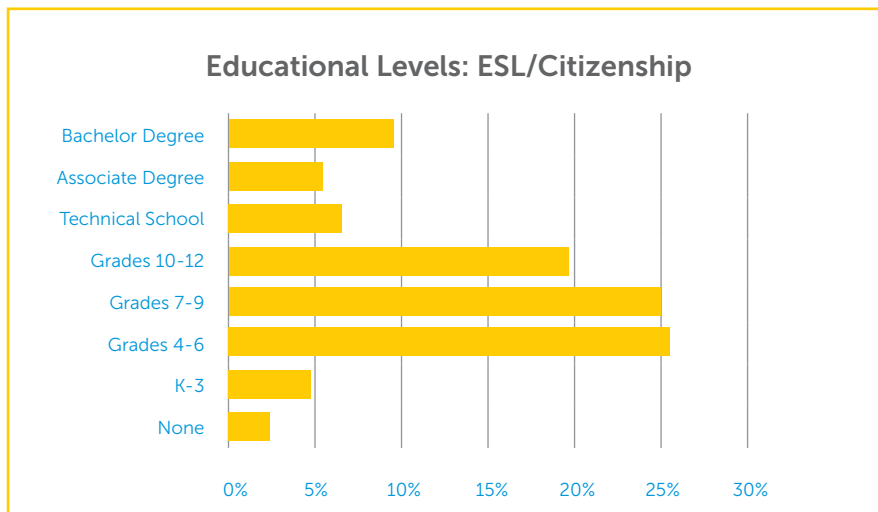
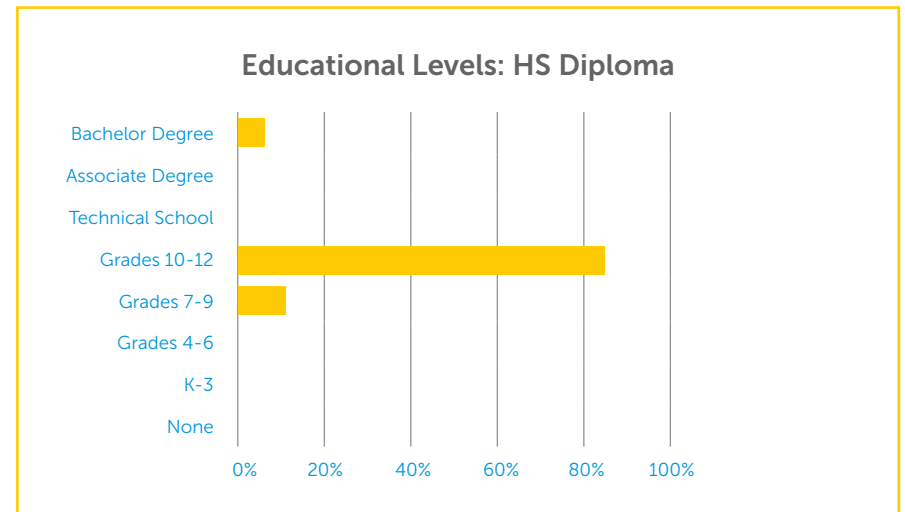
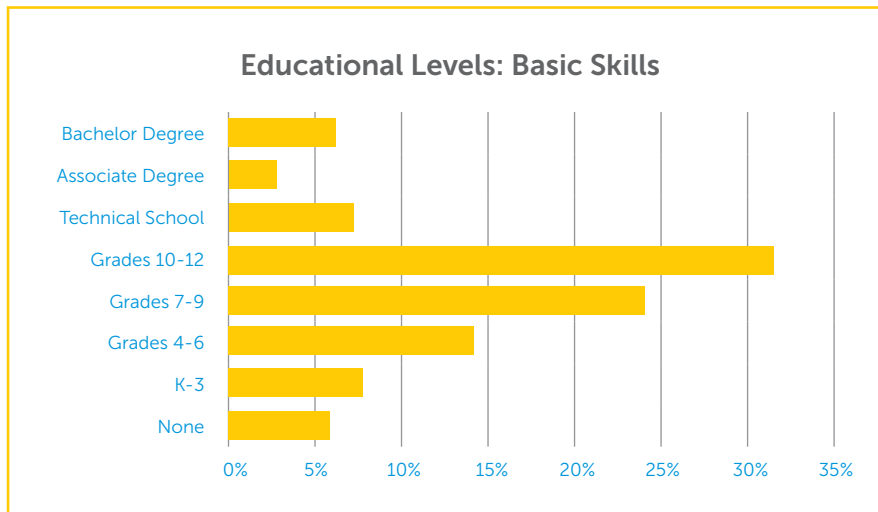
Student Survey Respondents: Desired Classes for Goals

Figure 18: Desired Classes for Goals/Student Survey Respondents



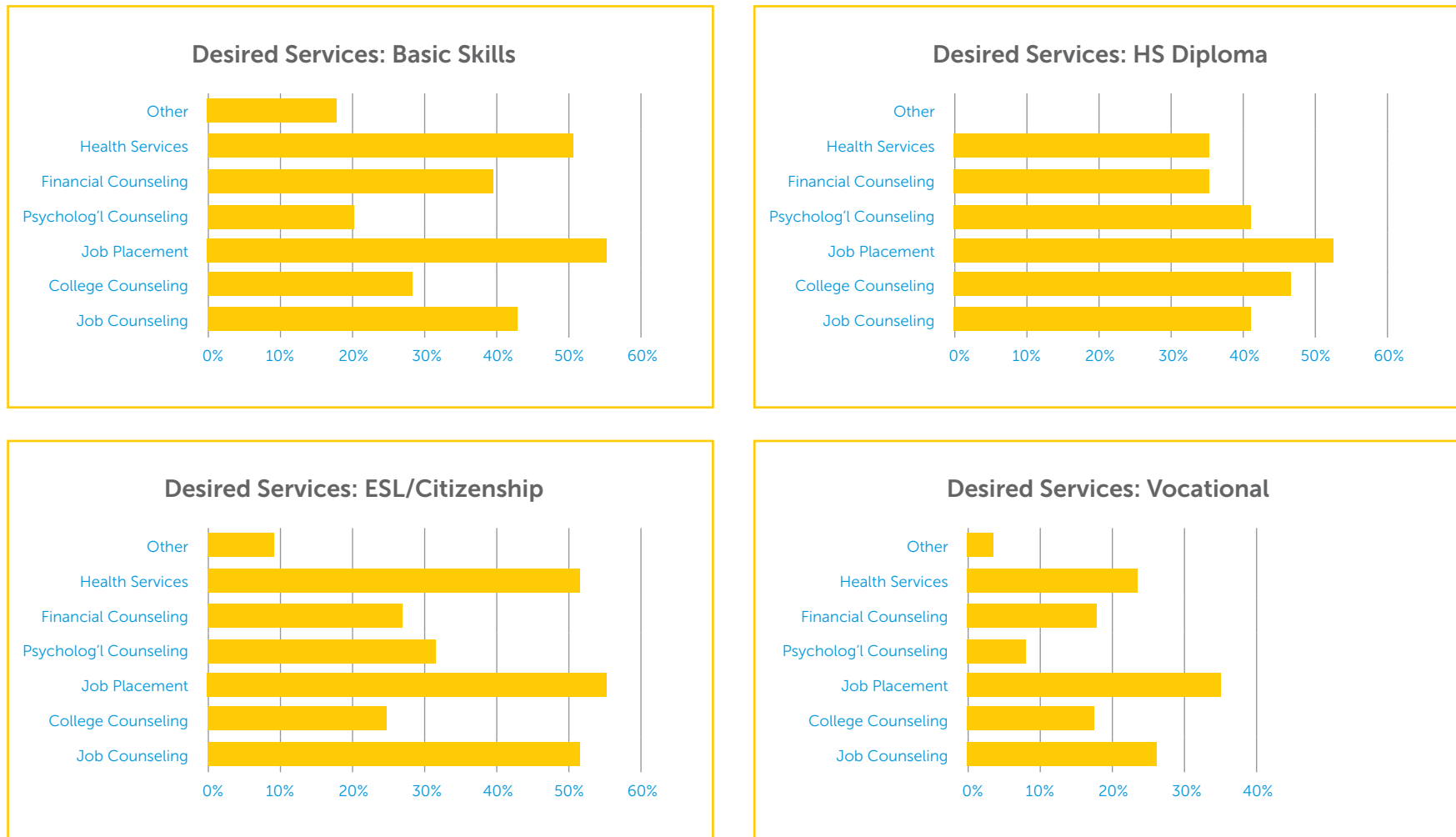
Student Survey Respondents: Educational Attainment

Figure 19: Educational Attainment of Student Survey Respondents



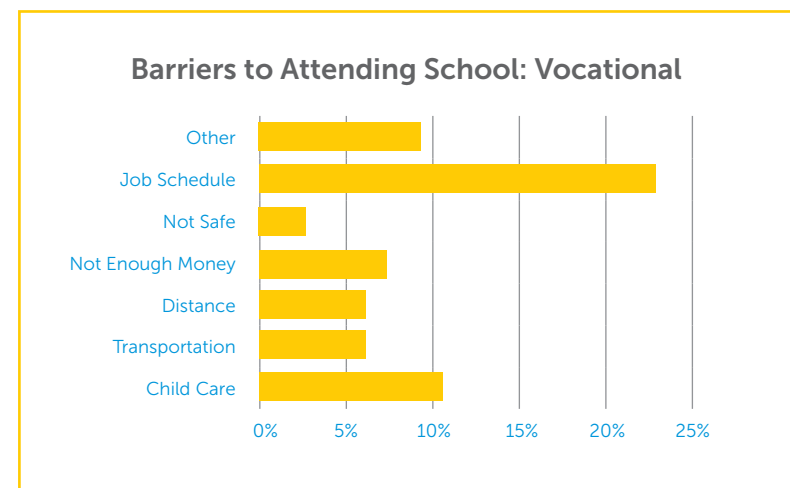
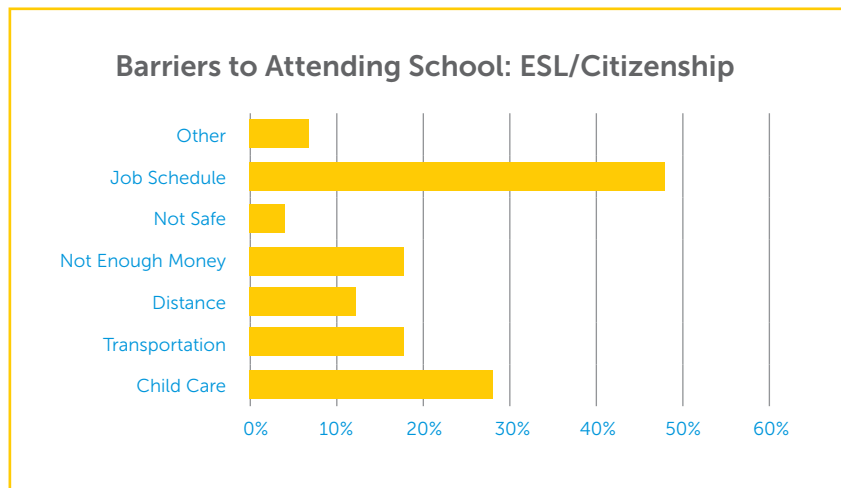
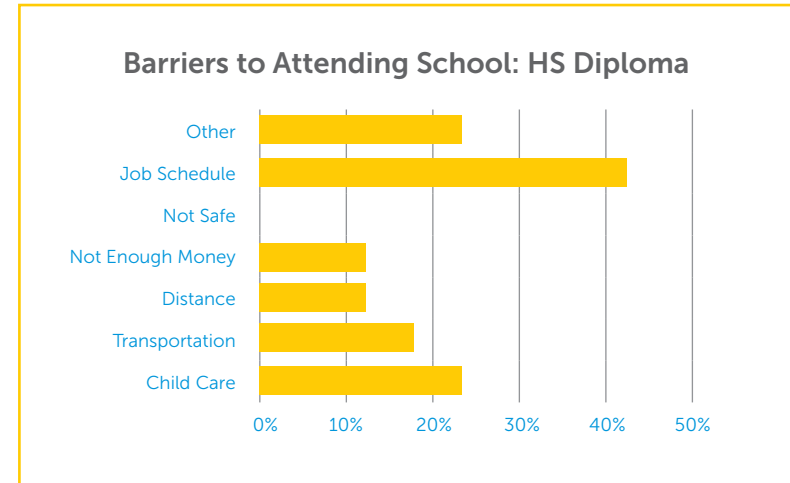
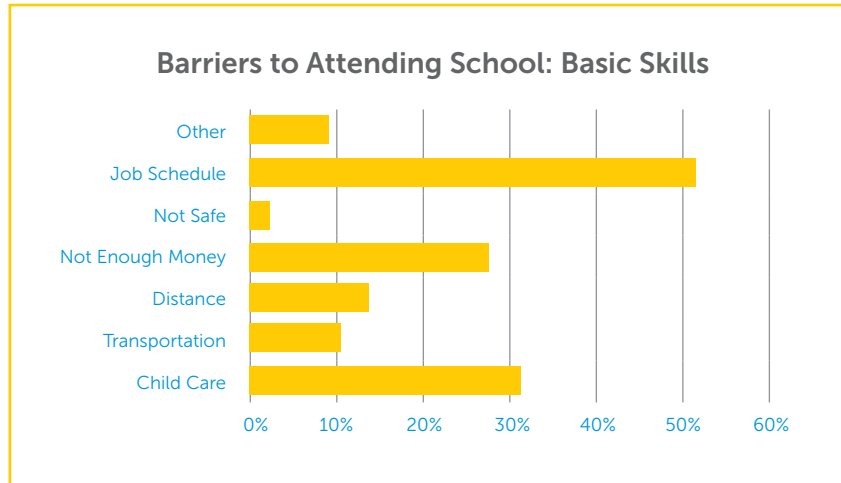
Student Survey Respondents: Desired Services

Figure 20: Barriers to Attending Class of Student Survey Respondents



Student Survey Respondents: Barriers to Attending Classes

Figure 21: Basic Skills Offerings by Consortium Partners



Objective #1: Current Programs

EXISTING PROGRAMS AND SERVICES – FIVE PROGRAM AREAS

Current programs and services were identified informally through the Consortium survey, followed by contact with those citing existing programs in the five program areas. Templates 1.1a, 1.1b and 2.0, the partner template, document existing regional programs and services and funding sources.

Basic Skills:

For the purposes of this planning project, “Basic Skills” is defined as including reading, writing and math curriculum below ninth grade level, as well as test preparation classes for the General Education Development (GED) and California High School Exit Exam (CAHSEE), and High School Diploma, ninth through twelfth grades.

An estimated 25% of North County residents (58,160 individuals) do not have a high school diploma¹⁴. Allan Hancock College noncredit and Lompoc Unified School District, at capacity, are serving only approximately 2,000 basic skills students a year, showing once again the severity of the regional need. Reading, writing and math basic skills also are critical to employment and are the first step in the path out of poverty. 16% of North County residents are con-

BASIC SKILLS CLASSES OFFERED BY CONSORTIUM PARTNERS						
	Reading and Writing	Math	GED Test Prep	GED Testing	CAHSEE Test Prep	HS Diploma
Allan Hancock College	•	•	•	•		
Lompoc Unified Adult Educ	•	•			•	•
Lompoc Federal Prison			•			
S.B. County Sheriff’s Office			•	•		
Central Coast Literacy Council	•					
Plaza Comunitaria	• Spanish Instruction		• Spanish Instruction			
Vocational Training Center	N/A	N/A	N/A		N/A	N/A
Life Options Vocational & Resources Ctr	N/A	N/A	N/A		N/A	N/A

Figure 22: Basic Skills Offerings by Consortium Partners

¹⁴AB86 Demographic Information

sidered illiterate or at low-literacy levels according to AB86 data. More than likely, this number is under-reported, due to the stigma of literacy issues and lack of assessment data. The number of basic skills instructional opportunities for diploma completion or high school equivalency, as well as basic reading, writing, math and computer skills, is far short of what is needed for a healthy regional workforce and for workers to have access to regional job opportunities.

Allan Hancock College offers 24 sections of basic skills classes, including classes in reading, writing, and math; preparation for the GED; Success in College Lab; Basic Math, and Mathematics Lab. Fourteen basic skills class sections are delivered in a bilingual format at seven class locations throughout North County. Classes are held weekday mornings and evenings, with a few afternoon classes. Teaching methodologies vary from individual to small group to computer-assisted instruction via Rosetta Stone, Aztec, and PLATO software programs.

Lompoc Adult Education offers high school diploma classes and CAHSEE test preparation and APEX online instruction to support basic skills.

Both the Lompoc-based federal prison and the Santa Barbara County Sheriff's Office provide GED test preparation. In addition, the Sheriff's Office offers GED testing.

Plaza Comunitaria, a community-based organization, provides Spanish instruction in basic skills

(reading, writing, social sciences, science) leading to grades 1-6 and 7-9 certificates for basic skills in Spanish. The organization also provides tutoring for the GED.

ESL/Citizenship

With 42% of the AHC/LUSD Consortium region qualifying as English language learners¹⁵, it is clear that North County is seriously underserved. At AHC, for example, approximately 2,000 noncredit ESL students enroll each semester. This is only 2% of those in need of language acquisition assistance. The gap in the number of citizenship students is even more significant. Approximately 120 students enroll in citizenship at the current level of course offerings, yet over 32,000 (14%) of regional residents are not U.S. citizens and the percentage is increasing¹⁶.

Currently, while the number of AHC citizenship classes offered meets community demand, but with Immigration Reform looming on the horizon, the number of North County citizenship and ESL sections will need to be substantially increased to address potential community need.

English as a second language (ESL) courses address language skill development in the areas of listening, speaking, reading, writing and comprehension and communication skills for real-life situations. The table below indicates Consortium partner responses regarding ESL and citizenship class availability.

Sequential ESL curriculum is offered by Consortium partners from beginning to advanced levels and includes Spanish literacy and

ESL/CITIZENSHIP CLASSES OFFERED BY CONSORTIUM PARTNERS					
	ESL	Spanish Literacy	Vocational ESL	Workplace ESL	Citizenship
Allan Hancock College	●	●			●
Lompoc Unified Adult Educ	●				
Lompoc Federal Prison	●				
Central Coast Literacy Council					
Plaza Comunitaria	● Spanish Instruction	● Spanish Instruction	● Spanish Instruction	● Spanish Instruction	● Spanish Instruction
Vocational Training Center	N/A	N/A	N/A	N/A	N/A
Life Options Vocational & Resources Ctr	N/A	N/A	N/A	N/A	N/A

Figure 23: ESL/Citizenship Offerings

¹⁵AB 86 Demographic Data

¹⁶2012 Demographic Report, California Department of Finance

vocational ESL. In addition, some regional partners offer English language tutoring. Citizenship classes prepare students for the citizenship test required to become a U.S. citizen. Two Consortium partners offer EL Civics, a blended English literacy and civics program, which has traditionally been funded by the Workforce Investment Act (WIA).

During 2014-15, each semester, Allan Hancock College offers 13 credit and 62 noncredit ESL classes at seven locations throughout North County. Beginning, intermediate and advance, levels A, B, C, and D, classes are scheduled morning, afternoon and evenings. English as a second language is AHC's largest noncredit program, enrolling approximately 2,000 students each semester. The college currently offers four sections of Preparation for Citizenship, at off-campus locations, with three evening classes and one morning class. Three of the four locations are in Santa Maria, and one is in Lompoc.

Lompoc Unified Adult Education offers ESL classes at the Lompoc Adult Education site in beginning, low beginning, low intermediate through intermediate to advanced. Their EL Civics program has been recognized as a promising practice and received a WIA funding award in 2012 for its extraordinary accomplishment in achieving a 586% improvement from 2007-2011.

The LUSD has established a system of tracking (see assessment below) and teacher-student partnering to transition ESL students into the school's diploma programs and then into the workforce or

community college. The program fosters parent-to-student and student-to-parent EL Civics mentoring, and instructors assume the academic/career counseling role to assist adult learners as they progress toward paid employment.

One example of this success is a female adult learner who began the LUSD program reading at a fourth grade level in September. The woman reached a reading level of grade fourteen by March of the same school year.

Other regional partners provided limited ESL learning opportunities. The Federal Correctional Institution (FCI) in Lompoc also offers ESL through the CASAS, EASY Series. The Central Coast Literacy Council (CCLC) provides one-on-one ESL tutoring and ESL classes for primarily Spanish-speaking employees at various worksites in the region at no charge. (Note: One of the CCLC workplace programs is for French native speakers, who transferred to the U.S. as employees for a French corporation which operates in the region.)

Adults with Disabilities

While AB86 Demographic Data report that 10% of the population can be identified as adults with disabilities, it is probable that the number is far greater, as income, language and cultural barriers prevent many individuals from being assessed. With 32,841 adults with disabilities reportedly in the region, it is a significant humanitarian and economic issue that only about 1,000 are being served annually, even if the 10% is a valid figure. A key gap identified as part of the

AB86 effort is that of the need for more (and earlier) assessment of learning disabilities, in addition to assessing the skills and interests of those already identified as adults with disabilities.

In North County, AHC contracts with two programs for adults with disabilities: Vocational Training Center (VTC) located in Santa Maria and Lompoc, and Life Options Vocational and Resources Center (LOVARC) in Lompoc. They offer independent living and vocational programs.

The Vocational Training Center (VTC) serves between 300 and 400 individuals per year in Santa Maria and Lompoc. In addition to its Quality Life Services programs, independent living for those with cognition levels from three months to three years, are under contract with Allan Hancock College. The VTC offers six other programs: Integrated Work Services, designed for those adults with cognition levels of three years to eight years, a six-hour day program; Innovative Print Solutions, a vocational program which provides graphic and print services to the community; the Enhanced Sheltered Workshop offers reverse integration; and the Kick-Back Café, open six hours daily, provides food service training in a restaurant environment.

The VTC Supported Employee Group has 30 different community contracts with a ratio of 1 to 3 ratio of client to supervisor. Groups perform varied work tasks including grounds maintenance, custodial, and retail work. The training center also operates an Individual Placement Program, and a Transition Partnership Program, which

helps to facilitate client progress from high school to adult living and the workplace. Currently, VTC is phasing out of its Blind Field Services program for Independent Living and turning over that program to the Center for the Partially Sighted, but VTC is well positioned to enhance services to those with intellectual disabilities, individuals who collectively make up more than 50% of the VTC client base.

LOVARC, another provider to adult with disabilities, offers on-the-job training; supported employment; and personal, vocational, social and adjustment services to its clients. It also provides "situational vocational assessment."

The Adults with Disabilities work group recently described an issue often overlooked regarding high school students with disabilities, who are served by special educational support programs from ages 18 to 22. As they age out of the

program, transition programs are needed to help this AWD population develop life and vocational skills.

Beginning in the academic year 2015-2016, all LUSD Adult School offerings will be made available to adults with disabilities. Individual education plans, modifications, and a higher level of support will be provided as necessary. Additional classroom support will be provided through instructional assistants and counseling services. The LUSD Department of Special Education will work in close collaboration with the Adult School and the Special Education Local Plan Area (SELPA).

Consortium members will research the Center for the Partially Sighted and other regional program providers for adults with disabilities during the next reporting period. The preceding table indicates those programs which have been

currently identified as active in the region.

Vocational

Recent North County unemployment data, Lompoc at 10.3% and Santa Maria at 9.1%, combined with the fact that there are over 20,000 adults unemployed residents in the region, indicate a strong need for more workforce readiness and short-term CTE/vocational training programs. Survey results also indicate the need for a closer working relationship with employers to ensure timeliness and relevancy of vocational programs and greater understanding of specific employer training needs. The February 2015 Employer Roundtable was an initial attempt to address this need.

Noncredit vocational classes offered by Allan Hancock College include instruction in computer basics, computer applications,

ADULTS WITH DISABILITIES OFFERINGS BY CONSORTIUM PARTNERS						
	Independent Living Skills	Vocational Training	Sheltered Workshop	Supported Employment	Placement	Transition Support-School to Adult
Allan Hancock College	• VTC/LOVARC	• VTC/LOVARC				
Lompoc Unified Adult Educ						
Lompoc Federal Prison						
Central Coast Literacy Council						
Plaza Comunitaria						
Vocational Training Center	•	•	•	•	•	•
Life Options Vocational & Resources Ctr	•	•		•	•	

Figure 24: Adults with Disabilities Offerings

business skills, ESL, gardening, landscaping, and floral design. Over 300 state-approved certificates have been awarded since 2009 in the preceding vocational areas. Many new vocational certificates are proposed for the future, as indicated in Objective #4. The college’s credit CTE program offers 91 certificates and 35 degrees.

In addition, Lompoc Unified School District offers classes in CPR/First Aid/AED, with the district also planning to expand its vocational offerings as a result of AB86 planning, if funded.

The Santa Barbara County Sheriff’s Office provides a ServSafe program, which trains individuals for jobs in the food industry.

The Center for Employment Training, while not technically adult education because its programs are fee-based, provides vocational/ industrial training in four separate occupational areas: Business Office Technology (business office protocols and computer training), Green Construction (construction basics with introduction to green building), Truck Driving (certification for over-the-road, van, light and heavy drivers), and Medical Assisting (training for jobs as medical assistant, medical office assistant, blood donor assistant, and electrocardiograph technician).

The S.B. County Workforce Investment Board offers fiscal support to train unemployed or under-employed adults and dislocated workers through multiple WIB-approved providers.

Pre-Apprenticeship Readiness

At this time, there are no noncredit pre-apprenticeship readiness programs in the Consortium region. This is now being identified as a program gap. Three apprenticeship credit programs are offered by AHC for future electricians, plumbers (pipefitters), and operating engineers. Classes are taught off campus and certificates are awarded.

Program Evaluation – Adequacy, Quality, Assessment

There is currently no regional, aligned evaluation system or strategy in place to evaluate all regional adult education providers or programs. Development of such a

CTE/VOCATIONAL OFFERINGS–CONSORTIUM PARTNERS				
	Allan Hancock College	Lompoc Unified Adult Educ	Santa Barbara County WIB	S.B. County Sheriff's Office North Branch Jail
Career/Job Lab	●		●	
Computers	●			
Computer Applications	●			
Business Skills	●		●	
Green Gardening Landscape Design	●			
Floral Design	●			
Clothing Construction	●			
CPR/First Aid/AED	●	●		
ServSafe				●

Figure 25: Vocational Offerings

strategy would take funding that is not currently available. Having no uniform standard of program evaluation, however, does not mean that current providers are not offering quality programs. Each of the adult education providers in the AHC/LUSD Consortium region is evaluated as an institution by its appropriate credentialing body according to specific criteria for that domain. To ensure quality instruction, Allan Hancock College's Community Education program submits an annual and six-year program review to identify program status and needs and student satisfaction. Varied informal assessments are used by program areas. For example, ESL noncredit students are assessed for placement levels at program entry and at the end of each semester. Citizenship and GED students take

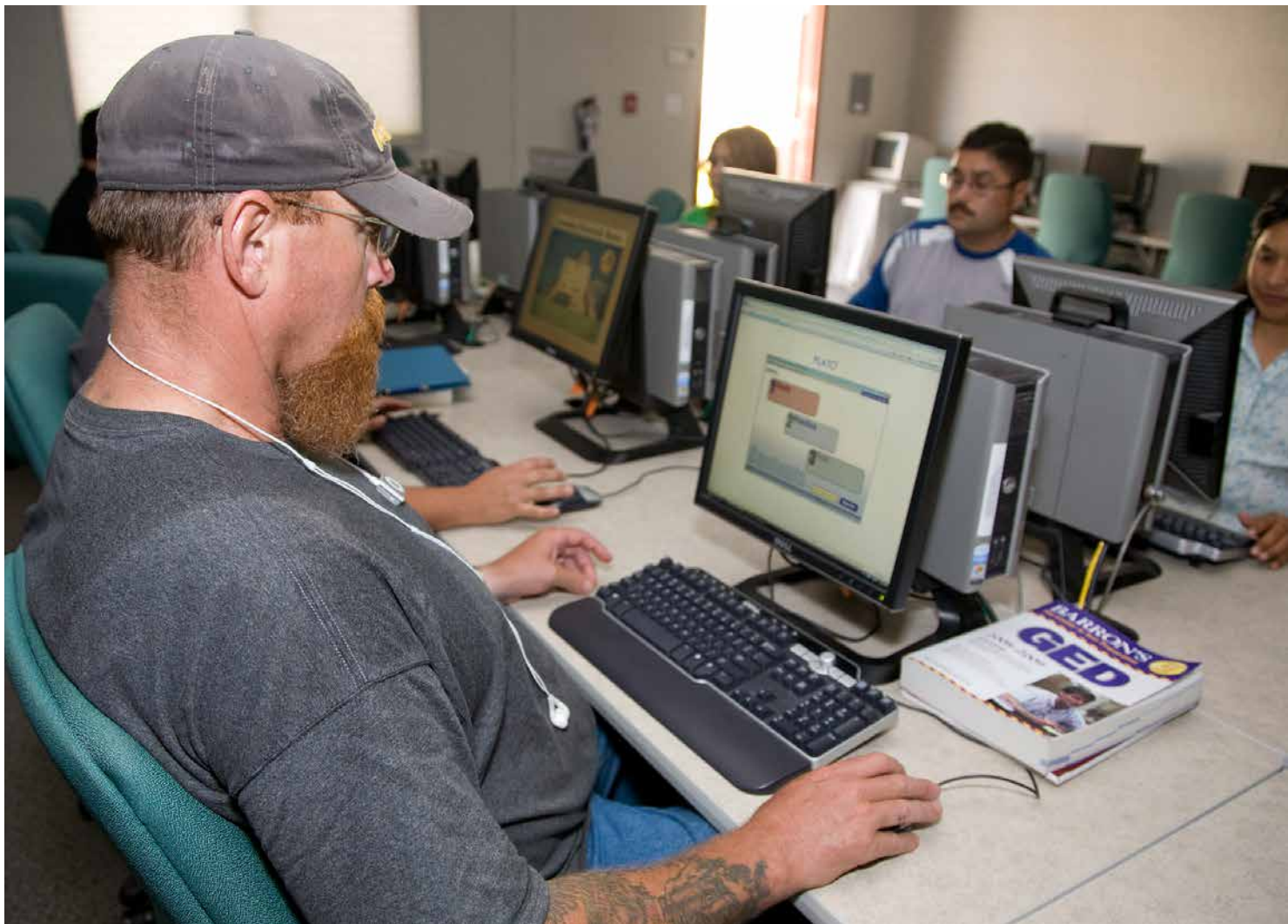
practice tests to identify where additional study is required. GED students are assessed using online software programs including PLATO's Accucess and TABE. Vocational noncredit students working toward certificates are assessed by tracking hours of class completion and skills attainment.

Lompoc Unified School District's Adult Education program has instituted a systems approach to program success assessment. Establishing a student-centered, research and evidence-based system across all adult educational programs and with all instructors, the adult learner is supported not only with academic success, but with progress toward a living-wage future. The Comprehensive Adult Student Assessment Systems (CASAS) is one assessment element

used. LUSD facilitates sharing CASAS student progress data with their adult students using their data as a planning and assessment tool.

In addition, LUSD instructors use curriculum assessments such as Teacher Portfolio Assessments and Checking for Understanding as other assessment strategies. See overview of program and description of assessment strategy at this link: <http://www.casas.org/social-media-newsroom/success-stories/esl/2012/09/28/el-civics-program-improvements>

California legislation, SB 173, mandates recommendations for statewide standardized assessments for noncredit/adult education students. This will facilitate systems alignment and accelerate student success.



Objective #2: Current Needs



CURRENT NEEDS/ UNMET NEEDS AND POTENTIAL SOLUTIONS

Research focused on regional adult education needs began during June 2014, via an electronic survey to community organizations in the region. Survey respondents were asked to identify the “5 Most Important Adult Education

Needs” in northern Santa Barbara County. A follow-up survey question asked “What Are Your BEST Ideas for Addressing the Needs You Identified?”

Since then, numerous strategies have been employed in gathering data regarding adult education needs in North County. The June survey was followed by “Needs/Solutions” breakout sessions at the Adult Education Summit held

in July. Needs were addressed through the Faculty/Teacher survey and follow-up Faculty/Teacher meeting, in addition to focus area sub-committee meetings which addressed adult education needs. Appendix G: Consortium Activities lists all activities which contributed data on regional adult education needs.

The following tables (Basic Skills, ESL/Citizenship, Adults with Disabilities and Vocational/Apprenticeships) identify the needs and proposed solutions specific to each focus area.

The following recommendations are of key importance to all stakeholder groups who were surveyed:

- Expansion of vocational programs and certificates, with accommodation for ESL students and adults with disabilities
- Job search and placement support
- Targeted outreach
- Professional development

Cross-area needs/gaps and strategies are addressed in Template tables 3.1, 4.1, 5.1, 6.1 and 7.1 below, beginning on page 47.

BASIC SKILLS: PRIORITY NEEDS (from meetings, breakouts, surveys to date)

Priority Needs	Aligned Solutions
1. Targeted outreach to potential ABE students	<ul style="list-style-type: none"> 1.1 Working across systems, develop targeted ABE outreach strategy to recruit adults just short of the high school graduation credits necessary for completion 1.2 Encourage farmworker community members to enroll in basic skills classes 1.3 Work with employers to promote ABE programs to their employees 1.4 Explore and employ, if possible, utility bill outreach strategy for attraction of ABE students
2. Expanded ABE offerings throughout the region	<ul style="list-style-type: none"> 2.1 Develop ABE program expansion plan, prioritizing location and scheduling options to accommodate greatest number of students
3. Sequential curriculum	<ul style="list-style-type: none"> 3.1 Develop more lower-level basic skills sequential curriculum to accommodate students
4. Professional development to ensure understanding of special populations, e.g. students on probation, or in rehab	<ul style="list-style-type: none"> 4.1 See <i>professional development template</i>

ESL/CITIZENSHIP: PRIORITY NEEDS (from meetings, breakouts, surveys to date)

Priority Needs	Aligned Solutions
1. Vocational ESL Curriculum Development	<ul style="list-style-type: none"> 1.1 Identify career pathways and/or Career Technical Education (CTE)/ vocational courses most feasible for vocational ESL program 1.2 Determine vocational ESL model most appropriate for team teaching, instructor/aide, subject matter expert/language teacher, etc. 1.3 As funding becomes available, implement model in identified pathways/courses
2. Conversational ESL Curriculum Development	<ul style="list-style-type: none"> 2.1 Develop conversational ESL classes 2.2 Initiate a community outreach strategy to determine volunteer interest in supporting conversational language acquisition program 2.3 Design conversational activities in alignment with desired program outcomes, incorporating volunteer support where appropriate
3. Citizenship facilitator or specialist	<ul style="list-style-type: none"> 3.1 Design program to support citizenship application/testing 3.2 Determine staffing needs to facilitate program success 3.3 As funding is available, implement program
4. Professional development to facilitate cultural understanding	<ul style="list-style-type: none"> 4.1 See <i>professional development template</i>

ADULTS WITH DISABILITIES: PRIORITY NEEDS

(from meetings, breakouts, surveys to date)

Priority Needs	Aligned Solutions
1. Vocational programs specific to interests of adults with disabilities that are aligned with regional job opportunities and employer needs, to be developed collaboratively with third party education/training providers, delivered by third party providers or Allan Hancock College as appropriate	<ul style="list-style-type: none"> 1.1 Research with employers potential vocations available for adults with disabilities 1.2 Create employer/school or college, community partnerships to advise on development of adapted vocational curriculum 1.3 Develop appropriate offerings/curriculum in collaboration with institution, third party providers and employers
2. Develop vocational certificate programs designed with accommodation for adults with disabilities	<ul style="list-style-type: none"> 2.1 Based on available vocational opportunities identified by employers, collaboratively design interest inventories 2.2 Collaboratively, through third party education/training providers, develop placement strategy for aligning student skills with proposed pathways 2.3 Employ placement strategy to assure greatest chance for participation, success
3. Opportunities for employment of vocationally trained adults with disabilities through agreements with local businesses	<ul style="list-style-type: none"> 3.1 Work with the northern SB County WIB to identify potentially appropriate employers for AWD vocational advisory group 3.2 Seek commitments of advisory group employers to hire AWD vocational certificate holders 3.3 Facilitate placement of adults with disabilities once training is completed – supporting hiree with wrap-around services for six months through community collaboration
4. Trained, qualified instructors for adults with disabilities	<ul style="list-style-type: none"> 4.1 Research pool of prospective instructors (current staff of providers serving adults with disabilities, current instructors) 4.2 Evaluate needs of potential instructor pool for education and training 4.3 Create specialized coursework or professional development
5. Professional development to facilitate understanding of adults with disabilities	<ul style="list-style-type: none"> 5.1 <i>See professional development template</i>

VOCATIONAL/PRE-APPRENTICESHIPS: PRIORITY NEEDS

(from meetings, breakouts, surveys to date)

Priority Needs	Aligned Solutions
1. Workforce readiness certification demonstrating minimum level of basic skills plus soft skills	<ol style="list-style-type: none"> 1.1 Adopt ACT National Workforce Readiness Certificate (including soft skills) to meet regional need for workforce readiness certification 1.2 Determine integration of certificate in current programs 1.3 Design/implement outreach strategy to ensure student enrollment
2. Job readiness certification demonstrating ability to search for job, apply, and interview, and soft skills mastery	<ol style="list-style-type: none"> 2.1 Research potential models of job readiness certification demonstrating job search and workplace soft skills 2.2 Select preferred model and incorporate current offerings or determine new courses needed 2.3 Design/implement outreach strategy to ensure student enrollment
3. Pre-apprenticeship certificate	<ol style="list-style-type: none"> 3.1 Evaluate available pre-apprenticeship certificate models 3.2 Adopt or adapt curriculum as needed 3.3 Determine approach in offering pre-apprenticeship programs 3.4 Design/implement outreach strategy to ensure student enrollment
4. Vocational ESL certificate	4.1 <i>See ESL Priority Needs above</i>

Objective #3: Seamless Transitions



EDUCATIONAL PATHWAYS

In addition to the vocational pathways to be discussed below, there are curriculum and instructional strategies being employed to address success factors in transitions from ESL to basic skills. Some ESL students progress well in ESL in terms of English language acquisition, but many do not have as many years of education as other students, so their transfer to basic skills coursework is challenging. Solutions identified for this issue are to 1) sequence ABE curriculum and materials (Systematic English Language Development – SELD),

with greater attention to lower levels, providing a bridge strategy for successful completion of ABE coursework and 2) provide instructional classroom aides for one-on-one support, 3) identify and communicate appropriate guidelines and benchmarks for mastery of material, 4) provide ongoing professional development for classroom instructors and instructional aides, and 5) ensure counseling support is provided throughout sequence of coursework and certification programs.

ALIGNMENT

For each new pathway, design will include consideration of how the adult education/noncredit segment of the pathway transitions to work or to credit pathway coursework. In addition, there is an intention to standardize work readiness certification across systems, to assure employers a predictable level of skill attainment of students coming from adult education/noncredit institutions. SB 173's mandated recommendations for standardized regional assessment will also facilitate systems alignment.

TRANSITION STRATEGIES

Transition strategies are described in Table 3.1 below.

ARTICULATION

Future plans will address the need for an articulation process for non-credit to credit classes. AHC and LUSD's adult education programs will be difficult to articulate unless course outlines, instructional textbooks and supporting software are aligned. This would require substantial new funding and additional staff to accomplish this ambitious goal.

**TABLE 3.1 IMPLEMENTATION STRATEGIES TO CREATE PATHWAYS,
SYSTEMS ALIGNMENT AND ARTICULATION AMONG CONSORTIUM PARTNERS***

*Strategies dependent upon increase in funding as noted in cost estimates

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of Cost	Responsible Parties	Methods of Assessment	Timeline
School to work	National Career Readiness Certificate: <ul style="list-style-type: none"> Obtain regional employer support Standardize regional certificate and curriculum using ACT National Career Readiness (Plus) Certificate (NCRC Plus) Coordinate program delivery among various partners: Allan Hancock College, Lompoc Unified School District, Santa Barbara County Office of Education, Federal Correctional Institution, Santa Barbara County Sheriff's Office, employers NCRC Plus could be used for credit and non-credit pathways 	<ul style="list-style-type: none"> ACT NCRC license Curriculum identified or developed Instructor training Class venue Additional computers 	\$10,000 \$1,500 training for each instructor = \$3,000	Allan Hancock College (AHC), Lompoc Unified School District (LUSD), Santa Barbara County Office of Education/ Regional Occupation Program (SBECOE/ ROP), Federal Correctional Institution, Santa Barbara County Sheriff's Office, employers	Number of certificates awarded	Develop 2015-2016 Implement 2016-2017

**TABLE 3.1 IMPLEMENTATION STRATEGIES TO CREATE PATHWAYS,
SYSTEMS ALIGNMENT AND ARTICULATION AMONG CONSORTIUM PARTNERS***

*Strategies dependent upon increase in funding as noted in cost estimates

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of Cost	Responsible Parties	Methods of Assessment	Timeline
School to work	Soft Skills Certificate: <ul style="list-style-type: none"> Standardize regional certificate and curriculum demonstrating competence in workplace soft skills required Develop accommodated curriculum for certificate levels appropriate for adults with disabilities Consider use of Soft Skills Certificate for credit CTE pathways also 	<ul style="list-style-type: none"> Curriculum development Instructor training Class venue Additional laptops and laptop carts at LUSD 	\$10,000	Allan Hancock College/Lompoc Unified School District	Certificates awarded	Develop 2015-2016 Implement 2016-2017
School to work	Apprenticeship Readiness Certificate <ul style="list-style-type: none"> Collaborate with IBEW (electrician's union) and/or possibly other unions to identify skill needs Develop curriculum, considering ways to expand pathway to facilitate credit certifications, as well 	<ul style="list-style-type: none"> Curriculum Instructor recruitment and training Class venue 	\$10,000	Allan Hancock College SB County WIB/ WRC, IBEW	Certificates awarded	Develop 2015-2016 Pilot 2016-2017

**TABLE 3.1 IMPLEMENTATION STRATEGIES TO CREATE PATHWAYS,
SYSTEMS ALIGNMENT AND ARTICULATION AMONG CONSORTIUM PARTNERS***

*Strategies dependent upon increase in funding as noted in cost estimates

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of Cost	Responsible Parties	Methods of Assessment	Timeline
School to work; school to entrepreneurship	Develop state-approved Vocational Certificate: Jewelry Making & Repair Jewelry Making & Repair – Beginning Jewelry Making & Repair – Advanced	<ul style="list-style-type: none"> Curriculum developed and approved Instructors recruited Lab venue Certificate assessment strategy 	\$10,500	AHC	Certificates awarded;	Develop 2015-2016 Implement 2016-2017
School to work; school to career Job skill development or career pathway starting points for business administration or computer science credit certificates, degrees	Develop Computer Certificates: Basic Office Software Skills Certificate <ul style="list-style-type: none"> Intro to MS Word Intro to Excel Business Skills Lab Beginning Computer Skills Certificate <ul style="list-style-type: none"> Computers & You – Level 1 Computers & You – Level 2 Computers & You – Level 3 Business Skills Lab 	<ul style="list-style-type: none"> Curriculum developed and approved Instructors recruited Class venue Technology and Equipment Assessment strategy 	\$10,000	AHC	Certificates awarded	Develop 2015-2016 Implement 2016-2017

**TABLE 3.1 IMPLEMENTATION STRATEGIES TO CREATE PATHWAYS,
SYSTEMS ALIGNMENT AND ARTICULATION AMONG CONSORTIUM PARTNERS***

*Strategies dependent upon increase in funding as noted in cost estimates

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of Cost	Responsible Parties	Methods of Assessment	Timeline
School to work; Job to career	Demand-Driven Vocational Certificate(s)/pathways <ul style="list-style-type: none"> Collaborate with industry to determine high-priority employer training needs Consider pathways appropriate for both adult education/noncredit and credit as well 	<ul style="list-style-type: none"> Industry advisors Curriculum development Industry and institutions curriculum approval Instructor training Class venue 	\$2,000 per certificate	Allan Hancock College/Employers/ WIB/WRC, LUSD	Number of certificates awarded	Develop 2015-2016 Implement 2016-2017
School to work; school to entrepreneurship	Develop Vocational Certificate Photography Digital photography – Level 1 Digital photography – Level 2	<ul style="list-style-type: none"> Curriculum Instructor recruitment and training Class venue 	\$2,000	AHC	Certificates awarded	Develop 2015-2016 Implement 2016-2017

**TABLE 3.1 IMPLEMENTATION STRATEGIES TO CREATE PATHWAYS,
SYSTEMS ALIGNMENT AND ARTICULATION AMONG CONSORTIUM PARTNERS***

*Strategies dependent upon increase in funding as noted in cost estimates

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of Cost	Responsible Parties	Methods of Assessment	Timeline
School to work; school to college	GED Preparation -Certificate of Completion (Basic Skills/Pre-GED Certificate)	<ul style="list-style-type: none"> Curriculum developed and approved Instructor recruitment and training Class venue 	Additional costs	AHC	Certificates awarded	Implement 2015-2016
School to work	Develop Vocational ESL Certificate/pathway <ul style="list-style-type: none"> Collaborate with employers to determine high-priority VESL employer training needs 	<ul style="list-style-type: none"> Employer advisors VESL models Curriculum approvals Instructor recruitment and training Technology and equipment Class venue Survey employees 		Allan Hancock College, LUSD, Employers, Central Coast Literacy	Certificates awarded	Develop 2015-2016 Implement 2016-2017
School to work for adults with disabilities	<ul style="list-style-type: none"> Collaborate with employers to determine high-priority training needs appropriate for adults with disabilities 	<ul style="list-style-type: none"> Designate employer advisors Development of curriculum Instructor recruitment and training Class venue 	AHC: \$85,000 first year to hire AWD Vocational/academic Counselor	Allan Hancock College, AHC providers, employers, Department of Rehab, high school special education teachers, community partners	Students enrolled	Plan 2015-2016 Implement 2016-2017

TABLE 3.1 IMPLEMENTATION STRATEGIES TO CREATE PATHWAYS, SYSTEMS ALIGNMENT AND ARTICULATION AMONG CONSORTIUM PARTNERS*

*Strategies dependent upon increase in funding as noted in cost estimates

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of Cost	Responsible Parties	Methods of Assessment	Timeline
High school to college for adults with disabilities	<ul style="list-style-type: none"> Collaborate with high school programs, Regional Center, Dept. of Rehabilitation, and other organizations to determine criteria for target students Develop bridge program H. S. to college, to support academic skill-building, peer socialization skills 	<ul style="list-style-type: none"> AWD advisors Models Curriculum and development Instructor training Class venue Counseling support services Professional development corresponding to Individualized Education Program (IEP) 	AHC: \$85,000 first year to hire AWD Counselor	SBCOE/Special Education, Allan Hancock College, LUSD, Adults with Disabilities community partners	Students enrolled 2017	Plan 2015-2016 Develop 2016-2017 Implement 2017-2018
SB 173 requirements	<ul style="list-style-type: none"> Convene meetings to begin discussions on SB 173 	Further State guidance is needed.	None at this point	AHC, LUSD	TBD	Pending until State Legislature provides policy

Objective #4: Addressing the Gaps

The strategy with the greatest impact to effect improvement in adult education in the region is to address the infrastructure, program development and support service needs required to develop, grow, and enrich adult education programs and instruction. This strategy targets a variety of elements, but taken together, these elements lay a foundation for significant enhancement of current adult education program delivery.

INFRASTRUCTURE/ HUMAN CAPITAL

The critical nature of increased staffing cannot be over emphasized. Currently, there are no full-time permanent instructors in AHC's noncredit programs. LUSD teachers are hourly and on contract. Full-time faculty are key to implementing this plan's solutions. Also, the Lompoc Unified School District Adult School is supervised by a part-time site administrator, and no student counseling services are offered. The needs identified have shown the importance of program and curriculum development, sequencing of curriculum, bridge programs, and other instructional challenges. Instructional classroom assistants are also needed to assure individual

student support without risking the integrity of overall classroom instruction.

In addition, the evidence is clear that expanded wrap-around services, as well as targeted services such as citizenship application support, outreach and employment advocacy are needed for students to successfully "navigate" the school to job or school to credit education pathways. Therefore, a variety of student support staff positions are being recommended in Table 4.1 below to provide counseling, navigation, job and career search support, etc.

PROGRAM DEVELOPMENT

The emphatic feedback on the need for more vocational programs and certificates across all educational focus areas is addressed in Table 4.1 under program development. Also addressed is the need for sequenced curriculum to accommodate the multiple levels of competency in basic skills classes, as well as a greater focus on assessment to support more effective student placement and data gathering on program and student success.

Distance learning is a program development element addressed in Table 4.1, as well. Lompoc Unified School District Adult School and Hancock College currently have no offerings in the AB86 educational focus areas to address distance learning, but potential development for a noncredit on-line ESL instruction is tentatively planned for 2015-2016. Both Allan Hancock College and the Lompoc Adult School hope to pilot on-line instruction if new funding is received. Online instruction plans for both systems are included in Table 4.1.

A summary of all identified gaps and strategies across systems is indicated in Table 4.1.

TABLE 4.1: IMPLEMENTATION STRATEGIES TO ADDRESS IDENTIFIED GAPS*

*Strategies dependent upon increase in funding as noted in cost estimates

Description of the Gap	Strategies to Address Gap	Resources Needed	Estimate of Cost	Responsible Parties	Methods of Assessment	Timeline
1. INFRASTRUCTURE: HUMAN CAPITAL						
1.1 Full-time, permanent noncredit AHC faculty	<ul style="list-style-type: none"> Develop job descriptions Recruit Hire, replacing 25% of AHC part-time noncredit faculty with full-time, permanent faculty in core focus areas 	<ul style="list-style-type: none"> Funding Office space Office technology 	\$975,000	AHC	Number of full-time permanent faculty hired	Plan/recruit 2015-2016 Implement 2016-2017
1.2 Full-time AHC academic support staff: <ul style="list-style-type: none"> Basic skills coordinator Vocational coordinator Outreach specialist 	<ul style="list-style-type: none"> Job descriptions Recruit Hire 	<ul style="list-style-type: none"> Funding Office space Office technology 	\$200,000	AHC	Positions hired	Plan/recruit 2015-2016 Implement 2016-2017
1.3 Part-time instructional assistants for every ABE/GED computer lab class with 20 or more students	<ul style="list-style-type: none"> Job descriptions Recruit Create pool of candidates Hire 	<ul style="list-style-type: none"> Funding Training 	\$200,000 = (\$20,000 x 10)	AHC	Number of part-time instructional assistants hired	Plan/recruit 2015-2016 Implement 2016-2017

TABLE 4.1: IMPLEMENTATION STRATEGIES TO ADDRESS IDENTIFIED GAPS*

*Strategies dependent upon increase in funding as noted in cost estimates

Description of the Gap	Strategies to Address Gap	Resources Needed	Estimate of Cost	Responsible Parties	Methods of Assessment	Timeline
1.4 Dedicated part-time institutional researcher for noncredit data tracking	<ul style="list-style-type: none"> • Job descriptions • Recruit • Hire 	<ul style="list-style-type: none"> • Funding • Office space • Office technology 	\$50,000	AHC	Position hired	Plan/recruit 2015-2016 Implement 2016-2017
1.5 Full-time (FTE), permanent adult education instructors at LUSD 12 Certificated Teachers: <ul style="list-style-type: none"> • 3.0 FTE ESL • 1.0 FTE Hi-SET • 1.0 FTE High School Diploma • 1.0 Hi-SET and HS Diploma • 1.0 FTE Hospitality and Tourism • 1.0 FTE Customer Service • 1.0 FTE Technology-Based • 1.0 FTE Non-Profit Government • 1.0 FTE Adults with Disabilities 	<ul style="list-style-type: none"> • Address contract changes to implement, ensuring prep time • Transition existing teaching staff to full-time, permanent status • Develop job descriptions • Recruit • Hire 	<ul style="list-style-type: none"> • Funding • Office space • Office technology 	\$937,995	LUSD	Number of full-time permanent adult education teachers transitioned	Implement 2015-2016

TABLE 4.1: IMPLEMENTATION STRATEGIES TO ADDRESS IDENTIFIED GAPS*

*Strategies dependent upon increase in funding as noted in cost estimates

Description of the Gap	Strategies to Address Gap	Resources Needed	Estimate of Cost	Responsible Parties	Methods of Assessment	Timeline
1.6 Full-time instructional assistants for classes with 20 students or more (6-FTE)	<ul style="list-style-type: none"> • Job descriptions • Recruit • Create pool of candidates • Hire 	<ul style="list-style-type: none"> • Funding • Training 	\$349,000	LUSD	Number of full-time instructional assistants hired	Plan/recruit 2015-2016 Implement 2016-2017
1.7 Director of Career Pathways and Community Partnerships (1-FTE) – LUSD to coordinate District/Adult School, career pathways, in partnership and collaboration with high schools and community partners	<ul style="list-style-type: none"> • Job description • Recruit • Hire 	<ul style="list-style-type: none"> • Funding • Office space • Office technology 	\$122,108	LUSD	Position hired	Implement 2015-2016
1.8 Principal of Adult Education (1-FTE) – LUSD	<ul style="list-style-type: none"> • Job description • Recruit • Hire 	<ul style="list-style-type: none"> • Funding • Office space • Office technology 	\$117,509	LUSD	Position hired	Implement 2015-2016

TABLE 4.1: IMPLEMENTATION STRATEGIES TO ADDRESS IDENTIFIED GAPS*

*Strategies dependent upon increase in funding as noted in cost estimates

Description of the Gap	Strategies to Address Gap	Resources Needed	Estimate of Cost	Responsible Parties	Methods of Assessment	Timeline
<p>1.9 Administrative Support (4 –FTE) – LUSD Administrative Assistant II (to assist Principal)</p> <p>Administrative Assistant III (to assist Director of Career Pathways and Community Partnerships)</p> <p>Staff Secretary (to assist Counselor/Navigator and Coordinator of Job Placement)</p> <p>Home School Community Liaison</p>	<ul style="list-style-type: none"> • Job description • Recruit • Hire 	<ul style="list-style-type: none"> • Funding • Office space • Office technology 	\$225,304	LUSD	Position hired	Implement 2015-2016
<p>1.10 Custodial Support (2-FTE) – LUSD</p>	<ul style="list-style-type: none"> • Job description • Recruit • Hire 	<ul style="list-style-type: none"> • Funding • Facility space • Equipment 	\$117,531	LUSD	Positions hired	Implement 2015-2016

TABLE 4.1: IMPLEMENTATION STRATEGIES TO ADDRESS IDENTIFIED GAPS*

*Strategies dependent upon increase in funding as noted in cost estimates

Description of the Gap	Strategies to Address Gap	Resources Needed	Estimate of Cost	Responsible Parties	Methods of Assessment	Timeline
2. PROGRAM/CURRICULUM DEVELOPMENT						
2.1 Vocational certificates stacked and latticed pathways at various levels, aligned with employer demand	See Table 3.1					
2.2 Transition programs – noncredit to credit	See Table 3.1					
2.3 Online noncredit adult education instruction – AHC	<ul style="list-style-type: none"> • Develop curriculum for online delivery • Develop technology strategy • Implement program 	<ul style="list-style-type: none"> • Online technology platform • Online training for faculty • Curriculum • Positive attendance tracking system 	\$10,000 to pilot 3 classes	AHC	Student enrollment and academic access	Plan 2015-2016 Implement 2016-2017
2.4 Expand online adult education instruction - LUSD	<ul style="list-style-type: none"> • Perform needs assessment • Assess new technology needs, if any, and determine expansion strategy - curriculum, staffing, facility needs 	<ul style="list-style-type: none"> • Online technology platform • Online training for teachers • Curriculum • Positive attendance tracking 	\$16,000	LUSD	Student enrollment and academic success	Plan 2015-2016 Implement 2016-2017

TABLE 4.1: IMPLEMENTATION STRATEGIES TO ADDRESS IDENTIFIED GAPS*

*Strategies dependent upon increase in funding as noted in cost estimates

Description of the Gap	Strategies to Address Gap	Resources Needed	Estimate of Cost	Responsible Parties	Methods of Assessment	Timeline
2.5 Sequential curriculum basic skills, ABE/GED	<ul style="list-style-type: none"> Develop curriculum Determine placement assessment strategy Determine sequenced curriculum delivery strategy Orient faculty Implement 	<ul style="list-style-type: none"> Funding Curriculum Assessment (see below) 	\$20,000 \$2,000 per class to be developed (estimating 10 classes)	AHC	Measure retention and completion against baseline to be developed	Plan 2015-2016 Implement 2016-2017
2.6 Launch high school diploma completion program – AHC	<ul style="list-style-type: none"> Develop curriculum Hire/train instructors Implement program 	<ul style="list-style-type: none"> Curriculum Data tracking 	No additional cost expected (assuming full-time faculty hired as recommended above)	AHC	Student academic access	Plan 2016-2017 Implement 2017-2018
2.7 Expand high school diploma completion program-LUSD	<ul style="list-style-type: none"> Evaluate program and staffing needs Design enhanced program 	<ul style="list-style-type: none"> Staff Equipment Venue 	No additional cost expected (assuming full-time faculty hired as recommended above)	LUSD	Student academic access	Implement 2015-2016
2.8 Common assessment for ABE/ GED, HS Diploma, ESL	<ul style="list-style-type: none"> Evaluate candidate assessments Pilot Adjust if necessary, and implement 	<ul style="list-style-type: none"> Funding Assessment tool or strategy 	TBD	AHC/LUSD	Common assessment implemented	Plan 2015-2016 Implement Pilot Project 2016-2017

TABLE 4.1: IMPLEMENTATION STRATEGIES TO ADDRESS IDENTIFIED GAPS*

*Strategies dependent upon increase in funding as noted in cost estimates

Description of the Gap	Strategies to Address Gap	Resources Needed	Estimate of Cost	Responsible Parties	Methods of Assessment	Timeline
2.9 Adequate Citizenship/ESL (Civics-LUSD) classes to meet increased demand, if immigration reform moves forward	<ul style="list-style-type: none"> Develop or adapt curriculum Develop certificate Design marketing strategy 	<ul style="list-style-type: none"> Funding (staffing) Community partners Instructors Instructor Training Venue(s) 	\$5,000	AHC	Certificates awarded	Plan 2015-2016 Implement 2016-2017
3. STUDENT SERVICES						
3.1 AHC Dedicated wrap-around services: <ul style="list-style-type: none"> Assessment coordinator Citizenship coordinator Vocational counselor Disabilities counselor Noncredit counselor Transportation Services Provider Childcare Services Provider 	<ul style="list-style-type: none"> Perform needs analysis Identify potential resources Collaboratively develop student support services plan Implement 	<ul style="list-style-type: none"> Funding (staffing) Community partner solutions (transportation and childcare) 	\$425,000 - AHC TBD for contracted provider services	AHC	Expanded service options Students served	Plan 2015-2016 Implement 2016-2017

TABLE 4.1: IMPLEMENTATION STRATEGIES TO ADDRESS IDENTIFIED GAPS*

*Strategies dependent upon increase in funding as noted in cost estimates

Description of the Gap	Strategies to Address Gap	Resources Needed	Estimate of Cost	Responsible Parties	Methods of Assessment	Timeline
<p>3.2 LUSD Dedicated wrap-around services:</p> <ul style="list-style-type: none"> Coordinator of Job Placement (1-FTE) – LUSD Adult education counselor/navigator – LUSD (1-FTE) 	<ul style="list-style-type: none"> Determine roles and responsibilities to leverage and avoid duplication Develop job descriptions Recruit Train if necessary Hire 	<ul style="list-style-type: none"> Funding (staffing) Transportation (LUSD) Childcare (Community Action Committee, First 5, Migrant Ed, Cal-SAFE) 	<p>\$172,673 – LUSD \$10,000</p> <p>\$TBD for contracted provider services</p>	LUSD	Expanded service Students served	<p>Plan 2015-2016</p> <p>Implement 2016-2017</p>
<p>3.3 Assessment Tool: PT Learning Disabilities Counselor</p>	<ul style="list-style-type: none"> Identify models Select model Test Employ 	<ul style="list-style-type: none"> Assessment tool or strategy Faculty member or specialist for analysis 	\$125,000	AHC, LUSD	Measure retention and completion against baseline to be developed	<p>Plan 2015-2016</p> <p>Implement 2016-2017</p>
<p>3.4 VESL Driver's License Curriculum</p>	<ul style="list-style-type: none"> Develop curriculum Obtain curriculum approval Develop certificate Recruit bi-lingual instructors Design marketing strategy 	<ul style="list-style-type: none"> Approved curriculum Train bi-lingual instructors 	\$5,000	AHC	Number of students awarded certificate	<p>Plan 2015-2016</p> <p>Implement 2016-2017</p>

TABLE 4.1: IMPLEMENTATION STRATEGIES TO ADDRESS IDENTIFIED GAPS*

*Strategies dependent upon increase in funding as noted in cost estimates

Description of the Gap	Strategies to Address Gap	Resources Needed	Estimate of Cost	Responsible Parties	Methods of Assessment	Timeline
3.5 Conversational ESL classes	<ul style="list-style-type: none"> • Determine approach • Design or adapt curriculum or develop program • Recruit facilitators, moderators or instructors required by approach • Develop certificate 	<ul style="list-style-type: none"> • Develop curriculum • Community partners • Community venues 	\$5,000	AHC	Certificates awarded	Plan 2015-2016 Implement 2016-2017

Objective #5: Accelerating Student Progress

Acceleration of student progress can be accomplished in numerous ways, most of which are represented in Table 5.1 featuring programs and strategies to be implemented in the Northern Santa Barbara County region.

It must be stated that increased staffing - faculty and teachers, counselors/navigators, and instructional assistants - are a critical cross-area solution for many of the issues challenging AE students. Full-time faculty/teachers with adequate preparation and planning time, counselors/navigators knowledgeable about social services and local employment opportunities, and instructional assistants trained to help academically-challenged learners are all valid assets for accelerating student progress in school to work or school to higher education transition. Professional development opportunities that keep faculty, teachers and staff on the cutting edge of adult education and adult learning can also help accelerate progress.

Recent best practices around the country have proven the effectiveness of a navigator or counselor

trained to assist students not only in selecting classes and in charting a future for themselves. The navigator also helps the student "navigate" the various systems required for them to progress, depending on their unique needs. A counselor savvy to community resources, job opportunities and social services can help a student avoid or overcome a variety of obstacles hindering their education.

The contextualized learning strategies of vocational ESL and conversational ESL, are also enhancements fostering student progress acceleration, as is online learning.

In summary, the Northern Santa Barbara County region is proposing employing a variety of methods to accelerate student progress, focusing on the instructional and support staff needed to assure student success.

TABLE 5.1 WORK PLAN FOR IMPLEMENTING APPROACHES PROVEN TO ACCELERATE A STUDENT'S PROGRESS TOWARD HIS OR HER ACADEMIC OR CAREER GOALS*

*Strategies dependent upon increase in funding as noted in cost estimates

Description of Approach	Tasks/Activities Needed	Resources Needed	Estimate of Cost	Responsible Member	Methods of Assessment	Timeline
Hire counselors/navigators, coordinators, specialists	See Gap Table 4.1					
Offer vocational certificate stacked and latticed pathways at various levels, aligned with employer demand	See Pathways/Transition Strategies Table 3.1					
Develop transition/bridge programs facilitating high school to college, noncredit to credit, school to work, ESL to basic skills	See Pathways/Transition Strategies Table 3.1					
Hire instructional aides for adult education/noncredit classrooms	See Gap Table 4.1					
Offer professional development opportunities for teachers to understand special adult education populations, i.e. adults with disabilities, students on probation, students from various cultures, etc.	See Professional Development Table 6.1					

TABLE 5.1 WORK PLAN FOR IMPLEMENTING APPROACHES PROVEN TO ACCELERATE A STUDENT'S PROGRESS TOWARD HIS OR HER ACADEMIC OR CAREER GOALS*

*Strategies dependent upon increase in funding as noted in cost estimates

Description of Approach	Tasks/Activities Needed	Resources Needed	Estimate of Cost	Responsible Member	Methods of Assessment	Timeline
Develop Vocational ESL program	See Table 3.1					
Incorporate conversational ESL into ESL curriculum	<ul style="list-style-type: none"> Develop curriculum Initiate community outreach to gauge volunteer interest Design conversational activities; align with desired program outcomes, incorporating volunteer support 	<ul style="list-style-type: none"> Curriculum Conversational partners (possibly volunteers) 	\$2,000 curriculum development - AHC \$5,000 for curriculum - LUSD	ESL faculty, and Dean, Coordinator, AHC; ESL teachers and principal, LUSD	Pre and post-tests to evaluate increased academic progress	Plan 2015-2016 Implement 2016-2017
Offer accelerated ESL program	<ul style="list-style-type: none"> Determine appropriate schedule Recruit appropriate instructor(s) Include in class offerings 	No additional resources needed	No additional costs expected	ESL Staff and Coordinator, AHC; ESL Staff and principal, LUSD	Pre and post-tests to evaluate increased academic progress	Plan 2015-2016 Implement 2016- 2017
Hire full-time faculty to teach and develop curriculum	See Table 4.1					
Develop sequential Basic Skills/GED program	See Table 4.1					

Objective #6: Plans to Collaborate on Professional Development



Professional development is the key to supporting the quality educational practices, which are needed to effectively support student success.

In the AB86 process, the Allan Hancock region's focus area committees identified key professional development opportunities that would enhance student support and instruction. In many cases, the

various committees identified the same or similar professional development needs.

In other cases the region's demographics define various professional development needs. A funded, well-coordinated professional development program will foster better student support and increased academic success. Cultural proficiency expertise is needed to effectively working with special population groups including diverse ethnicity groups, low-income students, and adults with disabilities.

The professional development topics listed in Table 6.2 would provide needed training not only for faculty/teachers and education staff, but, in some cases, for community agency, government and private sector employees, as well.

TABLE 6.1 CURRENT PROFESSIONAL DEVELOPMENT

*Strategies dependent upon current maintenance of effort funding

Topic (or Type)	Professional Development Strategy	Program Area(s) Addressed	Estimated Cost
Adult Education	Attendance at conferences, workshops, onsite and offsite (AHC)	All	Variable Often self-paid
Online, self-directed	Self-directed, online professional development platform – Edviation (LUSD)	Self-directed, all areas	

TABLE 6.2 COLLABORATIVE PROFESSIONAL DEVELOPMENT PLAN

*Strategies dependent upon increase in funding as noted in cost estimates

Topic (or Type)	Collaborative Professional Development Strategy: <i>Joint, local professional development opportunity for participation by all adult education/noncredit faculty, teachers, Consortium member agencies to be offered once a year, focused on the following:</i>	Program Area(s) Addressed	Estimated Cost
Cultural Proficiency	See above	All	\$3,000
Teaching Adults with Disabilities	See above	All	\$2,500 – AHC \$2,500 - LUSD
Instructional Strategies for Adult Learners	See above	All	\$2,500 – AHC \$2,500 - LUSD
Best Practices in Adult Education	See above	All	\$2,500 – AHC \$2,500 - LUSD
Career Pathways	See above	All	\$2,500
Teaching special populations (re-entry, rehab students, single parents, immigrants, etc.)	See above	All	\$2,000

Objective #7: Plans to Leverage Existing Regional Structures

Many of the regional organizations (regional structures) in the Allan Hancock College Consortium area are already working together effectively. The Central Coast Literacy Council and Allan Hancock College have already instituted an informal cross-referral process, and AHC and other providers are also participating in the regional Workforce and Literacy Initiative (WALI) being led by the United Way and the Economic Alliance of Northern Santa Barbara County (EconAlliance).

Some of the education providers in the Consortium have previously been approved providers through the Workforce Investment Board (WIB). Previous partnerships with Consortium members and the Santa Barbara County Regional Occupation Program (ROP) and the Santa Barbara County Sheriff's Office have taken place.

Lompoc Unified School District (LUSD) has taken the lead in initiating and implementing a robust Collective Impact Model Initiative in partnership with the City of Lompoc. The LUSD Collective Im-

pact work integrates a very diverse group of partners in education, totaling over 50 participants. Representative groups include the Ventura County Office of Education; the Santa Barbara County Office of Education (Child Development Programs); City of Lompoc (Economic Development Committee); Central Coast Literacy Council; Think Through Math; Renaissance Learning; Lompoc Valley Community Healthcare Organization; Healthy Lompoc Coalition; United States Air Force (Vandenberg Air Force Base); Orfalea Foundation; School Improvement Network; Migrant Education; Lompoc Valley Chamber of Commerce; Santa Barbara County Workforce Investment Board (WIB); Dorothy Jackson Resource Center; North County Volunteer Corps; The Lompoc Vision; Imagine Learning; United Boys and Girls Club of Lompoc; Lexia Reading; Juvenile Court Community Schools; The Ware Group; Barbareno Chumash Council Chumash Nation; National College of Technical Instruction; Art of Peace Imagine; First 5 Santa Barbara County; Center for Employment Training; Allan Hancock

College; Cal-SOAP; Children's Resource Network; Lompoc Valley YMCA; United Way; and the American Association of University Women.

These groups have targeted and are leveraging their efforts in support of student achievement. Currently, they are working in subgroups that include Academic Support Programs, Early Childhood Education, Economic Development, Community Support Services, Health and Wellness, and a Backbone group. The efforts of the LUSD Collective Impact Initiative will benefit the district by facilitating the success of the students from pre-K through the Adult School by leveraging and aligning their efforts towards explicitly targeted goals.

The strategies in Table 7.1 formalize some of these activities and identify others to be implemented assuming funding becomes available.

TABLE 7.1 LEVERAGE OF EXISTING REGIONAL STRUCTURES FROM PARTNERS

Partner Institution Supporting Consortium	Program area to be addressed	Tasks/Activities Needed to Implement Support of the Program	Member Counterpart(s)	Partner Contribution	Timeline
Central Coast Literacy Council (CCLC)	ESL and Reading	<ul style="list-style-type: none"> • Convene meeting of AHC, LUSD, CCLC to discuss formalizing referrals • Formalize cross referral program • Develop transition strategy if appropriate 	AHC, LUSD	Student referrals	Ongoing
Santa Maria Public Library	ESL	<ul style="list-style-type: none"> • Inventory space available • Formalize use of venue with Memo of Understanding • Schedule classes in venue 	AHC	Complimentary classroom space	Implement 2015
WIB/ Workforce Resource Center (WRC)	ABE/GED ESL Adults with Disabilities Vocational	<ul style="list-style-type: none"> • Explore new cohort training funding opportunities with Workforce Innovation Opportunity Act (WIOA) • Establish training providers as WIA-approved providers • Organize training desired 	AHC, LUSD	Training funds Facility	Plan 2015-2016 Implement 2016-2017

TABLE 7.1 LEVERAGE OF EXISTING REGIONAL STRUCTURES FROM PARTNERS

Partner Institution Supporting Consortium	Program area to be addressed	Tasks/Activities Needed to Implement Support of the Program	Member Counterpart(s)	Partner Contribution	Timeline
Santa Barbara County Sheriff's Office	ESL/Vocational ABE/GED	<ul style="list-style-type: none"> Establish curriculum Engage faculty Develop MOU for use of venue, delivery of instruction Develop annual program 	AHC	Facilities Student enrollment	Plan 2016-2017 Implement - new jail facility – 2018 (?)
Santa Barbara County Regional Occupation Program (ROP)	Vocational	<ul style="list-style-type: none"> Determine partnership focus (staff sharing, pathway development, skills training) Develop program/schedule 	AHC, LUSD	TBD	Plan 2015-2016 Implement 2016-2017
United Way and EconAlliance -Workforce and Literacy Initiative (WALI)	Literacy, Educational and Vocational Certificates/Pathways	<ul style="list-style-type: none"> Determine partnership focus Data sharing Information sharing (e.g. pathway/certificate development plans, etc.) Joint civic engagement 	AHC, LUSD	Regional, state, national and employer data	Implement 2015-2016
Center for Employment Training	Vocational	<ul style="list-style-type: none"> Determine partnership focus Develop program/schedule Identify in-kind model of pass-through costs 	LUSD	TBD	Plan 2015-2016 Implement 2016-2017

TABLE 7.1 LEVERAGE OF EXISTING REGIONAL STRUCTURES FROM PARTNERS

Partner Institution Supporting Consortium	Program area to be addressed	Tasks/Activities Needed to Implement Support of the Program	Member Counterpart(s)	Partner Contribution	Timeline
National College of Technical Instruction	Vocational	<ul style="list-style-type: none"> • Determine partnership focus • Develop program/schedule • Identify in-kind model of pass-through costs 	LUSD	TBD	Plan 2015-2016 Implement 2016-2017
LUSD/City of Lompoc Collective Impact Model	Economic Development, Academic Programs, Health and Wellness, Community Support Services, Early Childhood Education, Backbone Group	<ul style="list-style-type: none"> • Ongoing meetings, active participation and close collaboration • Determine partnership focus • Identify desired outcomes, benchmarks and deliverables 	LUSD	TBD	Plan 2015-2016 Implement 2016-2017

APPENDIX A: AB86 Steering Committee Meeting Minutes

AB86 Steering Committee Meeting Friday, June 6, 2014, 1 – 3 p.m.

Project Co-Leads:

Ardis Neilsen, Dean,
Allan Hancock College Community Education

Greg Halfman, Interim Principal,
Lompoc Unified School District Adult Education

Meeting Facilitator: Ardis Neilsen

Attendees: Vicki Conner, Greg Halfman, Pat Forgey,
Kat Beckelhymer, Katherine Garcia, Andria Keiser,
Elaine Webber, Mona Baker, Janet McGee,
Cordelia Rackley

- I. Introductions/Welcome Ardis
- II. AECPP Overview Ardis
- III. Feedback and Discussion:
Proposed AECPP Partners. Ardis
 - a. Partner list:
 - i. Reviewed
 - ii. Additions to the list – instructed to give Janet contact information by June 11.
- IV. Presentation: Draft Management Plan Vicki
- V. First Consortium Meeting Vicki
 - a. July 11 from 9 a.m. to 1 p.m.
 - b. Review for Meeting Presentation: Shared Leadership Strategies, Guiding Principles, Ground Rules
 - c. Ardis reinforced the goal to prioritize the top 3 needs in each area.
 - d. Tentative: initial large consortium meeting followed by 2 subcommittee meetings with a final large meeting for wrap-up
 - e. Teaser email to be sent to partner list

by June 11.

- f. Co-chairs need to have proposed date for first subcommittee meeting by July 11.

VI. AECPP Phase I Ardis

- a. Review of Deliverables/Templates
 - a. Gaps in education
 - i. Counseling
 - ii. Transition to credit
 - b. Vicki reinforced that identification of gaps needs to happen at first consortium meeting.

VII. Partner Survey Vicki

- a. Any suggestions for additional questions need to be submitted to Vicki by June 11.
- b. Kat Beckelhymer asked for clarification on Question No. 3: "How many people do you serve?"

VIII. AECPP Steering Committee Meeting Schedule. . . Vicki

- a. 1st Friday of the month from 1-3 p.m.

IX. Other Discussion:

- a. August 6 Workforce Meeting in Solvang
 - i. Ardis offered to pay for any SC members who want to attend.
- b. Pat Forgey brought up considering the interest and expectations of disabled young adults.
- c. Need for subcommittees to record minutes for their meetings.
- d. Send a list of steering committee emails to SC members.

Steering Committee Meeting/Summit Planning Minutes June 26, 2014

Project Co-Leads:

Ardis Neilsen, Dean,
Allan Hancock College Community Education

Greg Halfman, Interim Principal,
Lompoc Unified School District Adult Education

Attendees: Vicki Conner, Greg Halfman, Pat Forgey,
Kat Beckelhymer, Katherine Garcia, Andria Keiser,
Elaine Webber, Mona Baker, Janet McGee

1. Ardis Neilsen, Dean, Community Education, Allan Hancock College, AB86 Co-Lead, advised the Steering Committee that she had set up a telecom for 3:00 p.m. June 26th with Sid Haro in regard to the Lompoc Unified School District (LUSD) new contact for AB86
2. Draft agenda of the July 11th Adult Education Summit was presented for review. Discussion points:
 - a. Greg Halfman is working on LUSD Adult Ed overview, and it will be approximately 7 minutes long
 - b. Kat Beckelhymer and Janet McGee will shoot the "What Is Adult Education?" video. They will go to the mall and other sites.
 - c. Meeting to review "Best Practices" presentation of Marla Allegre and Kelly Underwood, originally scheduled for 7/2, will be rescheduled for Thursday, July 3 at 4:15 p.m.
 - d. Vicki Conner and Ardis Neilsen will jointly present the survey results, after Conner has compiled them
 - e. Several names for Adult Ed student success stories were suggested – Kat Beckelhymer, Kati Garcia will recruit the AHC student, Greg Halfman will recruit the Lompoc Adult Ed student
 - f. Vicki Conner suggested adding a 5 minute "Breakout Instructions" element to agenda
3. Summit attendance was discussed – 20 attending as of June 26 with expectation between 35 and 50.
4. Survey distribution/responses were discussed.
 - a. Six survey completions as of June 26th
 - b. Need reminders re: Survey
 - i. Kat Beckelhymer and Kati Garcia and Janet McGee to call invitees Monday, June 30th, reminding them of need to RSVP for event, and complete the survey (whether or not they plan to attend) by July 3rd
 - ii. Email reminder on survey and event RSVPs to be sent July 2nd
 - iii. Final "Last Call" email/event reminder to be sent July 8th
5. Breakout Facilitators
 - a. ESL/Citizenship – 3 tables expected/Facilitators:
 - i. Kat Beckelhymer (AHC Adult Ed instructor)
 - ii. Andria Keiser (LUSD Adult Ed instructor)
 - iii. Dana Valverde
 - b. CTE/Apprenticeship – 2 tables expected/Facilitators:
 - i. Mona Baker (WIA/WIB)
 - ii. Kati Garcia (AHC Adult Ed instructor)
 - c. Adults with Disabilities – 1 table expected/Facilitators:
 - i. Pat Forgey (Tri-Counties Regional Center consultant)
 - d. Basic Skills/GED/HS Diploma
 - i. Elaine Webber (LUSD Adult Ed instructor - GED)
 - ii. Greg Halfman (retired Adult Ed Principal, LUSD)
6. Discussion ensued regarding facilitation process at Breakouts, with group role-playing Breakout situation. Final process determined:
 - a. Instructions for Breakouts will be given by Conner before the Breakouts convene. "Ground Rules" will be presented.
 - b. Each attendee will have a "survey results" hand-out
 - c. Each group will have the survey results relevant to their group already transcribed on a flip chart.
 - d. Dean Neilsen and Victoria Conner will "float" to assist facilitators as needed

- e. Breakout instructions, Breakout #1:
 - i. Facilitator introduces him/herself and recruits a scribe and a (flip chart) recorder (scribe to take notes on key discussion inputs, as well as action items, recorder to record key new choices for prioritization on flip chart)
 - ii. Each breakout group member receives 3 yellow dots, 3 red dots
 - iii. Facilitator reads existing "Needs" identified from survey responses (from flip chart), asks group if they see any Needs missing.
 - iv. Group members suggest missing Needs, with flip chart recorder and scribe noting them with the others
 - v. Facilitator asks group members to vote on their top 3 most important needs by placing their yellow dots next to the chosen options (okay to use all 3 dots on one item, if participant wants to emphasize that item)
 - vi. Recorder counts dots, and circles three choices with most "votes" (if tie occurs, more than 3 items may be circled/hold "run-off" between items if more than one tie)
 - vii. Group discusses items selected as "most important" (top 3) in relation to other choices, with participants weighing in on rationale for their suggestions, priorities
 - viii. At five minute mark, Facilitator to close off discussion and ask group for any final additions to list of "Needs" options. Participants to vote again, with newfound insights from the discussion. Participants use red dots to vote for top 3 "most important" Needs.
 - ix. Recorder counts red dot "votes" and puts a box around top three. If tie occurs, participants vote again, just between those two, placing an "x" by the one they see as most important of the two
 - x. Facilitator or Recorder reports back to the full group on the group's top 3 choices as well as the discussion
 - xi. Scribe gives table notes to Janet McGee for Vicki Conner to aggregate
- f. Breakout #2:
 - i. Process above is repeated, but instead of "Needs", group considers "Solutions/Strategies"
 - g. Conner to prepare Ground Rules and Breakout instructions for tables and facilitators. Each facilitator will be contacted individually prior to July 10th to ensure understanding and answer questions
7. Other notes:
 - a. Tables to be labeled with colors, rather than names or numbers
8. Meeting ended with a walk-through of Summit venue, discussion of set-up and logistics.

AB86 Steering Committee Meeting Friday, September 5, 2014 Workforce Resource Center, Santa Maria

Project Co-Leads:

Ardis Neilsen, Dean,
Allan Hancock College Community Education

Mary Coggins, Principal,
Lompoc Unified School District Adult Education

Attendees: Ardis Neilsen, Mary Coggins, Pat Forgey,
Vicki Conner, Elaine Webber, Andria Keiser, Mona Baker,
Dana Valverde, Kat Beckelhymer, Katie Garcia, Greg
Halfman, Janet McGee

1. Welcome/Announcements

- Consortium Co-Lead Ardis Neilsen welcomed everyone, reminded them of the upcoming AB86 webinar and requested that anyone having trouble signing onto the webinar contact Janet McGee
- There is some confusion about the AB86 definition of "Gaps", with State being somewhat flexible about the definition. Consortium will use its own definition (Gap: important adult education strategy or resource non-existent in the region)
- October 31 AB86 report due will include integration and leverage, acceleration of student learning and program completion
- AB86 Summit will take place mid-October in Sacramento – the consortium has the opportunity to send four people. Ardis Neilsen and Mary Coggins will attend, as will Kat Beckelhymer and one Lompoc Adult Ed instructor TBD
- Professional development can be funded through AB86, suggestions are welcome
- SB173 passed both house and is on Governor's desk – it features
 - o Common assessments (K-12 adult schools and community college noncredit)
 - o Same instructor qualifications in both systems (so teachers can move back and forth between systems)
- Thank you and best wishes to Greg Halfman,

former principal, Lompoc Adult Education

- Welcome to Mary Coggins, new (part-time) principal of Lompoc Adult Education in addition to serving as K-8 teacher (alternative, home schooling)
 - o Eighth year in alternative education
 - o Lompoc High School grad; three sons graduated from Lompoc High School

2. Committee Report: Basic Skills – Elaine Webber

- Student program attrition in basic skills is significant, with many factors contributing to this (33% - 50% of LUSD basic skills students drop out without completing; 50% - 75% of AHC students, according to instructors Webber, Beckelhymer and Garcia)
 - o Student lack of confidence
 - o Students overwhelmed with family and job responsibilities
- Assessments not reflective of potential student success
- Success strategy: have students register at the right time for them to have the opportunity to be successful; convincing students to delay enrollment can be effective (LUSD)
- LUSD has open enrollment, offers leaves of absence
- LUSD has 60 software licenses, 90 students – creates issues
- Counselor is needed, otherwise teacher becomes counselor
- Instructors have to work to keep students – Beckelhymer conducts telephone conferences to keep students in program
- Student family/job crises interrupt learning, e.g. of 18 students, ten may be lost when grape season begins; AHC GED can be full at the start, down to ten students midway through the course (Elaine Healy)
- Counselor or instructor relationship critical to student success
- LUSD conducts personalized student assessment (Elaine Webber)
 - o Basic math predictive of CAHSEE math
 - o One paragraph of writing shows reading/grammar ability

- o Orient first, then test
- Identified AHC gap: AHC orientations for Basic Skills (Beckelhymer)
- Elaine Webber to forward copy of her LUSD intake form
- LUSD: every student has an individual study plan
 - o Can work online if approved by instructor, coming in once a week
 - o Students in charge and accountable, assessment is constant
- 21st Century formula for technology participation rather than seat time
- Question: where is there funding to run this type of program when ADA not available?
- Online website tracks time online
- Distance learning can be a disadvantage, takes a special kind of student
- Hybrid is easier
- Distance learning provides flexibility for rural students

3. **Committee Report: ESL/Citizenship – Kat Beckelhymer**

- Intensive and conversational ESL are emerging as important
- Online video featuring conversational language project shows students pairing up with seniors in longterm care facilities – great success story
- One level of Spanish literacy not enough to enter ESL – need levels I, II, III
- Gaps: safety and other certificates (for ESL students)
- Need for full-time faculty that can design/adapt curriculum, help students with referrals, navigating system, etc.
- Joint counselor in southern part of northern Santa Barbara County would be good
- Leverage: library facilities
- Lompoc has existing partnership with library and Central Coast Literacy Council
- Lompoc (El Camino) Center will have numerous resources co-located:
 - o WIA – dislocated worker and youth services

- o WIB business services
- o EDD onsite for mini-resource center
- o Job Seeker workshops 2x/month
- Professional Development
 - o Instructors agree on need (survey results)
 - o Could use Lompoc's 360/Edivation as Consortium model
- Digital Citizens literacy
 - o Professional Development training through OTAN, service available to adult education teachers in CA

4. **Committee Report: Adults with Disabilities – Pat Forgey**

- Has had two meetings with committee, including one with Special Education directors from high school
- Definition of "disabilities" for AB86 under discussion
 - o Santa Barbara City College is including individuals with mental health disabilities
 - o Advocates involved in AB86 advocating definition to include those with mental illness, physical and intellectual impairment, etc.
- Professional development
 - o Sensitivity to needs of adults with disabilities
 - o Classroom
- Needs
 - o Classroom readiness and job readiness
 - o Vocational certificates
 - Should be based on interest assessments and survey
 - How to include WIA One-Stop?
 - New models of vocational noncredit certificates, with programming for adults with disabilities
 - o Any certificates need to align with employer needs
 - o Coursework needs certificates
 - o Online options
 - Good route for certain adults with disabilities, e.g. those with autism

- Need time and assistance in learning computers
- o Applied Behavior Analysis
 - Classical conditioning – paradigm very successful
 - Regional Center contracts with providers offering ABA training to staff
 - Regional Center social workers work with schools for grads and adults 22 years of age – transition
- o Mentoring
- o Life skills
- o Assessments – currently no resources for assessment
- o MOUs with employers
 - Incentives for hiring workers with disabilities
 - Viable win – good for workers and employers
- o Community College leadership
 - Suggestion: research number of disabled in the region for stronger influence
 - Suggestion: ask State for official definition of “disabled” for AB86

5. Committee Report: Vocational/Apprenticeships – Mona Baker

- Industry, national, State certificates needed
- Certificates need to be portable, stackable, latticed
- Contact top employers regarding entry level worker needs
- Pre-apprenticeship certificates need to cover basic math
- Apprenticeship collaboration has been difficult to impossible for WIBS
 - o Other community colleges have apprenticeship programs, e.g. American River
 - o IBEW expanding Buellton program, but is not on ETPL list yet
- Difference between workforce readiness certificate and job readiness certificate
 - o Workforce readiness is skill-building
 - o Job readiness is soft skills, job search skills

- Discussing parolee training with Sheriff’s Department
- GAP: lack of short-term vocational certificates
- Santa Barbara County WIB Consortium One-Stops now American Job Centers of California – OneStop run by DSS, AHC, EDD

6. Discussion of Proposed Highlights for Teacher/Faculty Meeting

7. Meeting adjourned

**AB 86 STEERING
COMMITTEE MEETING MINUTES
Friday, October 10, 2014,
2:00 p.m. – 5:00 p.m.
Location: Allan Hancock College
Community Education Conference
Room S-106**

Project Co-Leads:

Ardis Neilsen, Dean,
Allan Hancock College Community Education

Mary Coggins, Principal,
Lompoc Unified School District Adult Education

Attendees: Ardis Neilsen, Mary Coggins, Pat Forgey,
Vicki Conner, Elaine Healy, Elaine Webber, Andria
Keiser, Mona Baker, Dana Valverde, Kat Beckelhymer,
Janet McGee

Introductions/Welcome Ardis Neilsen

**Overview/Highlights October 6-7 AB 86 Conference
in Sacramento:**

- Ardis Neilsen:
 - Lots of interaction
 - Ardis asked to go to the capitol for a hearing
 - K-12 had strong representation
 - State asked questions about funding model – CDE and Chancellor's office.
 - Equity for credit and noncredit part-time faculty.
 - SB 173 – Governor signed
 - Chancellor's Office and Dept. of Education must work together to do policy and guideline recommendations for a common assessment, accountability – high school diploma, placement in secondary institution, training and employment.
 - Submitting more data to the state
 - Consensus on fees – they want it to be the same in both systems
 - Reciprocity in hiring – ease of transferring between institutions
 - 4 key areas to be funded at credit rate by July 2015
- 80% of our curriculum
- San Diego a year in advance is now paying their noncredit and credit part-time faculty at the same rate
- Concern that educational attainment is decreasing – therefore infusion of funds for developmental educations.
- Summary of what's been happening with AB86
 - Met with region – Ventura, Santa Barbara and Cuesta
 - Less people being served due to budget cuts
 - Program officer, Neil, confirmed they are going to come up with better definitions, (possible webinar coming)
 - Cuesta has only had one meeting
 - Santa Barbara moving along well
 - Ventura hired top-notch consultant
- Happy with work but consultant spread thin
- Ardis asked for their copy of student survey
 - CTE – decrease in number of programs and number of students enrolled because of cuts 08/09 while Basic Skills increased (change of focus with what funds were left).
 - Discussed potential for bringing Ventura, Cuesta, Allan Hancock, and Santa Barbara together to share issues and problems at a Mega Meeting.
 - Pat Forgey shared the benefit of deciding as a group where we want to focus and possible direction for possible additional funds.
 - Talked about Solvang or Chumash as possible location
 - Request to "braid," not "silo" everything together.
 - Pat shared that they are the only regional center participating. She is concerned about communicating a strong unified message for adults with disabilities.
 - Steering committee felt this would be a worthwhile venture.
- Ardis shared the state is now looking for the consortiums to prioritize the needs. It is no

longer, “the skies the limit” attitude.

- o Possible grant extension was discussed.
 - Many have not even started to work on their grants.
- o Presentation from economics professor on “class wars.” He discussed how the middle class is shrinking and the poor is increasing.
 - Great need to service the poor.
- o Challenges, next steps – braid it all together.
- o Vicki shared Principal of Santa Maria High would be good contact for the Mixtecan community. He already has an ongoing relationship and many of his staff has had cultural proficiency training.
 - Bringing cultural proficiency conference to Santa Maria June 6-7 of next year.
- o Ardis felt better that it was discussed that there would be tension and ambiguity during this process.
- Mary Coggins:
 - o Felt we were right on target.
 - o Reiterated request for more clarity in definitions i.e. -Adults with Disabilities
 - o The desire for equity, funding model – state needs to decide (CDE & Chancellors office)
 - o Would like to do site visits and attend some of the other consortium meetings
- Andria Keiser:
 - o Lots of time to look at it on the state and regional level. Very curious to see how it all plays out.
 - o Very informative.

AB 86 Faculty Meeting—Overview: Kat Beckelhymer

- Very good turnout and everyone was very engaged.
- Really appreciated the survey.
- Suggested we send a thank you note to attendees
 - o Kat to draft thank you note.
 - o Attach survey results.

Integration for October 31 AB 86 Report:

Vicki Conner

- Vicki met individually with each subcommittee.
 - o Handouts provided were a synthesis of the meetings.
- Committee/Faculty Recommendations and Cross-Committee Alignment
 - o Basic Skills: Elaine Webber
 - To fill the gaps and needs, having a full-time group dedicated to raising the bar was needed.
 - Basic equipment needed.
 - Fulltime staff for assessment and curriculum development needed.
 - o Prep time/office hours.
 - Sequenced curriculum.
 - Skills assessment – correct placement.
 - Learning disability assessment.
 - Community outreach – reaching people with barriers.
 - Did not focus on leveraging partners.
 - o ESL/Citizenship: . . . Kat Beckelhymer, Andria Keiser
 - Top thing discussed in survey – conversational English
 - 14 out of 22 teachers felt conversational English was top need
 - Need conversational English so students can be confident when interacting with employers for jobs.
 - Need citizenship facilitator to get the students ready for residency to be able to hold a job.
 - Need for counselor/navigator/facilitator for citizenship.
 - Dana commented there is possible SSSP money available for this position.
 - Also, computer technology, (mobile digital technology equipment-labs) is a need for both ESL and Citizenship.
 - Intensive ESL, (flexibility), rather than specific 2-3 days a week.
 - o Adults with Disabilities: Pat Forgey
 - Progress on definition of disability.

- Refinement of the AB86 definition – including CDC definition.
- Information from California state plan indicators.
- Possible 3500 individuals, for N. County, that would qualify for disability in this region.
- Tracks with special education population.
- More than likely disability other than LD.
- Mary reported that disabled student s can stay in K-12 program until the age of 22 with an active IEP.
 - Faculty group concerned for this student group because there is no bridge for them after they leave the K-12 program unless they qualify for a day program which is low level functioning, (Down syndrome).
 - o Dana reported that they will drop out and then we will see them around age 26.
 - Pat working with other regions on how to classify the disabled population.
 - Ardis would like data on how many in the 18-22yr. group are being served by Lompoc Unified School District.
- Ardis feels there is a great need for Professional Development on campus for disabilities, especially autism.
- Need for tracking, navigator, bridging, sequence curriculum, counseling, digital equipment
- Will positions that are funded be permanent?
 - Ardis feels it will be based on class size and need.
 - Advocacy at the regional level.
 - o Funding will most likely be lump sum.
- o Vocational/Apprenticeships: Mona Baker
 - Full-time faculty, navigator/counselor a need.
 - Workforce readiness certificate/Job readiness certificate.
- Absence of pre-apprenticeship programs.
- Need for basic skills.
- Soft Skills certificate.
- One-stop housing several programs.
- Braiding the funding for vocational training program at one site.
- WIOA holding a California Workforce overview in San Luis Obispo (11/14) – AB86 will pay for anyone who would like to attend.
- Sections of the new act are very specific to adult education.
- 5yr. plan.

AB 86 STEERING COMMITTEE MEETING
Friday, November 21, 2014, 3 – 5 p.m.
Location: Allan Hancock College
Building C Conference Room C-24

Project Co-Leads:

Ardis Neilsen, Dean,
Allan Hancock College Community Education

Mary Coggins, Principal,
Lompoc Unified School District Adult Education

Attendees: Ardis Neilsen, Vicki Conner, Dana Valverde,
Joe Domingues, Pete Flores, Elaine Healy, Nancy
Meddings, Mary Coggins, Kat Beckelhymer, Kathryn
Garcia, Andria Keiser, Janet McGee

Introductions/Welcome Ardis Neilsen

1. Ardis introduced guest speakers Joe Domingues, Principal, and Pete Flores, Assistant Principal, from Santa Maria High School.
 - a. Ardis applauded the fact that all students at Santa Maria High School will receive a tablet.
2. Cultural Proficiency: (See handouts) Janet to send out Powerpoint presentation Joe Domingues
 - a. Randy and Delores Lindsey's book, Cultural Proficiency
 - i. They live in Escondido
 - ii. Work with Corwin Press
 - iii. Became consultants for SMHS
 - b. Inside out approach
 - i. Starts with the individual
 1. Check their assumptions about the current culture.
 2. Are we limiting ourselves by our expectations?
 3. Cannot be mandated only nurtured.
 4. Treat others how you want to be treated.
 - c. Achievement Gap – handout
 - i. Asked parents, "What kind of school do you want?"
 1. Created changes in policies and schedules based on parental feedback.
 2. Parent involvement is a game changer.

- ii. Professional development is key
 1. For ongoing cycle of constant improvement.
 - iii. Cultural Proficiency conference
 - iv. Two days, Summer 2015, \$275 per person
 1. Joe will send out flyers for conference.
3. Overview/Highlights:
 - a. October 31 AB86 Report to the State
 - i. Handed out objectives 1-7 to review.
 - ii. There will be a new format for this next report.
 - iii. Ardis requested continued feedback for next report.
 - iv. Ardis suggested hiring someone to make a highlight video of events to attach to report.
 1. Group agreed
4. Student Survey Status
 - a. Janet reported that 510 surveys have been completed and currently waiting on a few more classes.
5. Ardis announced area mega-meeting
 - a. Sharing what is happening in the region.
 - b. Santa Barbara is going after a half-million disability package.
 - c. Ventura has a nationally recognized consulting firm.
 - d. AHC just received a grant for basic skills virtual center.
 - i. This will be added to the grant.
 - ii. Hire first full-time noncredit faculty member in ESL.
 1. Position to be institutionalized.
 - iii. More professional development for non-credit
6. Confirmed the December 5 steering committee meeting
7. Employer Survey/Meeting Update
 - a. February 6 Employer Roundtable at AHC
 - i. Ray McDonald will provide the food.
 - ii. Janet will people interested to the invitation list.
 1. Peggy Warrick

2. Bob Weir
3. Alfredo Koch
4. David Hernandez
5. Mary to send Janet a list from Lompoc
6. Glenn Morris
7. AHC Board
8. Chamber of Commerce for
Santa Maria and Lompoc
- iii. Review of large employer list.
 1. Suggestions for other companies were requested. (Send to Janet)
 - a. Restaurant industry
 - b. Kat suggested Winset Farms
 - c. Marian hospital will be added to list
 - i. Janet to check into it.
 - d. Add Driscolls to list
 2. Ardis handed out information on labor market she obtained at career pathways meeting.
 - a. Coastal region including N. Santa Barbara County.
- iv. Volunteers to facilitate breakouts
 1. Kat – manufacturing
 2. Katie – agriculture
- v. Suggested to use Eventbrite for managing the event.
 1. Can limit number of people attending.
- vi. Will be videotaping event
- b. Suggested bring Ken Parker in to help with employer survey.
 - i. Handed out survey draft sample from Vicki for discussion.
 1. Kat questioned question 9.
 - a. They might not be able to identify level of English speaker.
 2. Ask for training needs.

**AB 86 STEERING
COMMITTEE MEETING MINUTES
Friday, December 5, 2014, 3 – 5 p.m.
Location: Allan Hancock College
Community Education Conference
Room S-106**

Project Co-Leads:

Ardis Neilsen, Dean,
Allan Hancock College Community Education

Mary Coggins, Principal,
Lompoc Unified School District Adult Education

Attendees: Vicki Conner, Pat Forgey, Mona Baker,
Elaine Webber, Kat Beckelhymer, Katherine Garcia, Sid
Haro, Mary Coggins, Janet McGee, Ardis Neilsen (via
speaker phone)

1. Update on December 12 Mega-Region Meeting
 - a. Ardis Confirmed those attending meeting
 - i. Ardis Neilsen, Janet McGee, Kat Beckelhymer, Elaine Webber, Vicki Conner, Andria Keiser
 - ii. Mona cannot confirm or deny any attendance next week – called to jury duty.
2. Mary Coggins handed out new report draft with L.U.S.D. additions.
3. Student Survey Results
 - a. Key Findings for December AB86 Report
 - i. Ardis and Vicki identified 7 key charts for all of the four categories for the report.
 - ii. Pat and Kat shared their key findings – see handouts.
 1. Adults with autism report (Pat) – 45% of respondents wanted to go to college after high school - 35% to a community college.
 - a. 1100 people interviewed in a 3-county survey.
 - b. Interest was technology, arts and business administration – Pat to get supporting data to Ardis.
 - c. Ardis reaffirmed to Pat the support for an adults with disabilities survey to be done early next year.
- iii. Kat – see handout
 1. Noted there were a number of requests for cosmetology in Spanish.
 - a. Kat advised that the state licensing exam for cosmetology is available in Spanish.
 2. Very impressed with the draft report and synthesis of information.
- iv. Vicki stated that we chose to include the results by question on the graphs so a comparison can be made between all the groups.
 1. Vicki noted that the average age of vocational students was 50 and above but, feels that the need is much lower.
 - a. Shows and underserved area.
 2. Ardis also felt the needs identified in the student survey are already what has been proposed as where we would like to see funding added.
 - a. Lompoc is also aligned with needs identified in survey.
 3. Ardis noted that indigenous populations are not showing up in the student survey demographic data.
 - a. Possibly because of random sampling.
 - i. Katie noted she has 20-50% indigenous in her classes.
 4. Mary asked for extrapolation of the Lompoc data from the survey.
 - a. ESL – can be pulled by location.
 5. Vicki will send remaining graphs when they are completed.
 6. Ardis thanked everyone for their help with the surveys.
4. Key Findings for December AB86 Report
 - a. New Findings:
 - i. More data to reinforce that our area is severely underserved.
 - ii. Poverty level was shocking, majority of people under \$10,000.
 - iii. Education attainment level
 - iv. Mixtecan community – could be as many as 25,000 in the area.

1. Could significantly raise all of the other numbers.
- v. Vocational and job training:
 1. Need for collaboration with employers to establish meaningful pathways.
 2. Need for full-time faculty.
 3. Need for more vocational certificates and training.
 4. Need for counselor/navigator.
 5. Vicki will send a survey monkey out to the steering committee to rank the findings for importance.
- b. Request for photos for report.
- c. Lompoc additions: (Mary and Sid)
 - i. Leveraging impact group already in place and El Camino site.
 - ii. Looking for connectors to pull in to adult schools
 1. Areas in red are what Lompoc has proposed and put it into the plan.
 - a. Have identified adults with disabilities as an underserved area.
 - i. Have started a conversation with the director of Special Ed to start to get movement in this area.
 - b. Have started to look at educational and career pathways with the career pathway network.
 - i. Have identified 16 pathways and 79 subgroups.
 1. Through targeted specific meetings with our community have been able to get to what we as an adult school can look at doing.
 - a. Adult basic skill needs
 - b. ESL level groups
 - c. High school diploma
 - d. Credit recovery classes
 - c. Working on progressive technology
 - i. Re-wiring Elaine's classroom for better technology
 - d. Counseling support services
 - i. Vocational counseling
 - ii. Adults with disabilities
- e. Administrative cost
 - i. Good oversight for program
- f. Expand online learning
 - i. Possible ESL online
 - ii. Certification programs
- g. Wrap-around services
 - i. Navigator
 - ii. Professional development
 1. From the top all the way into the classroom.
 2. Continuation of established partnerships
 - a. Tri-counties training
5. Ardis went over the webinar from CAEAA – see handout
6. Mona – WIOA
 - a. Disabilities being pulled back in.
 - b. Community meetings on WIOA
 - i. Needs are more vocational and occupational training opportunities.
 - ii. Mona gave overview on AB86.
7. Ardis noted that it looks like consortiums will stay in place.
 - a. Possibly have funding authority.
8. Mary Coggins publicly thanked Sid Haro and Trevor McDonald for their support and hours invested in this project.
9. Meeting dismissed.

APPENDIX B: Management Plan

AB86 ADULT EDUCATION CONSORTIUM PLANNING PROJECT

MEMBERS: ALLAN HANCOCK COLLEGE AND LOMPOC UNIFIED SCHOOL DISTRICT

NORTHERN SANTA BARBARA COUNTY

A. Organizational Structure

1. Consortium Membership

Allan Hancock College (AHC) is a Hispanic-Serving Institution located in northern Santa Barbara County and serves residents from Lompoc, Santa Maria, Santa Ynez, Los Olivos, Los Alamos, Cuyama, Guadalupe, Solvang, Buellton, and Vandenberg Air Force Base. The college has a long-standing history of cooperative relationships with adult education providers in the college's service area. AHC's Community Education (CE) program began in the early 1970s and maintained formal MOUs regarding adult education with the following school districts: Santa Ynez Valley Union High School District, Lompoc Unified School District (LUSD), and Santa Maria Joint Union High School District. These formal agreements were not continued after the 1997 court ruling that no longer required mutual agreements between both parties. Informal agreements were continued between districts and collaborative relationships were maintained.

The state fiscal crisis in 2009 negatively impacted educational systems, resulting in the Santa Ynez and Santa Maria High School Districts discontinuing their adult education programs. The Lompoc Unified School District, the consortium member for this project, is the remaining adult education provider in the college's district. There are various small non-accredited

providers of adult education throughout the college's district run by community-based organizations and nonprofit agencies who will be invited to participate in this project. Because the need is great for English language and adult basic education classes and vocational training, all adult education providers are encouraged and welcomed in the college district. The majority of northern Santa Barbara County residents are low-income (per capita income \$18,301), have limited English proficiency, low educational attainment, and work primarily in agriculture.

AHC's CE division is the largest provider of noncredit/adult education classes in northern Santa Barbara County, ranking in the state's top 15 to 20 programs in terms of FTES generated. This proposal focuses on the noncredit program, which generates 10-15 percent of the college's total annual FTES allocation. The CE program is viewed as a vital part of AHC's mission and is intended to complement and expand the college's activities to meet the community's educational, economic, and life enrichment needs.

To establish the current consortium member relationship, AHC's Superintendent/President, Dr. Kevin Walters, spoke with area superintendents about the AB 86 adult education planning project. A meeting was held in December 2013 with representatives from AHC and LUSD to discuss involvement in the AB 86 project. LUSD agreed to become a member with AHC so the consortium project could begin. It was later agreed that AHC would be the fiscal agent since the college provides the majority of the noncredit/adult education in the service area and has a strong history of successful fiscal management of large grant programs.

There will be an opportunity throughout the AB 86 consortium planning period for other former adult education providers to join the planning consortium as members rather than partners if they request inclusion. AHC will host a Superintendents and Principals Roundtable on February 28, 2014 where the offer to be a consortium member will again be presented.

The consortium members will collaboratively lead an AB 86 steering committee composed of the committee co-chairs and the project facilitator. They will review consortium progress, plan next steps, and review the final project report and action plans due March 2015 to the California Community College Chancellor's Office and the California Department of Education.

2. Partnerships

Potential partners have been identified and will be invited to participate in the consortium to provide input in the planning process. They are specialists and/or stakeholders and include faculty in adult education and noncredit/credit programs, adult education/non-credit students, administrators, and representatives from government agencies and business/industry. The specialists will provide input needed to identify the current level of service in each program area, gaps in service and other problematic issues, and actively participate to create a prioritized action plan to address the identified gaps and future resources needed. Communication with consortium partners will be supported through scheduled meetings, webinars, emails, web page postings of meeting minutes, and monthly/quarterly summary reports. AHC will host the regional consortium web page that will include the preceding information and links to outside resources.

To date, program areas and partners include:

- **Elementary and Secondary Basic Skills - high school diploma or high school equivalency certificate (GED);**
- **Immigrant Education - citizenship, English language, and workforce preparation:**

Allan Hancock College – faculty/counselors/students/administrators from

Basic Skills, GED, ESL

Lompoc Unified School District – GED, ESL faculty/students/administrators

Santa Barbara County Probation Office

Santa Barbara County Sheriffs' Office/Jail

U.S. Federal Penitentiary

United Way (Literacy Initiative)

Santa Maria Public Library

Lompoc Public Library

Literacy Councils

District High Schools

Foster Care Program – Santa Barbara County

CASAS Regional Office

VAFB Education Center

Migrant Education, Santa Barbara County

Plaza Comunitaria

Association of Mexican American Educators

- **Programs for Adults with Disabilities:**

Regional Occupation Program (ROP) - SB County Education Office

Tri-Counties Regional Center

Vocational Training Center

Life Options Vocational and Resource Center (LO-VARC)

AHC Learning Assistance Program

- **Short-term career technical education programs with high employment potential**

- **Programs for apprentices:**

Workforce Investment Board, SB County

Workforce Resource Center, Santa Maria (WRC/WIA), SB County

Employment Development Department, SB/SLO Counties

Chambers of Commerce

Economic Alliance of Northern SB County

EconAlliance - Education/Workforce Initiative Team

Center for Employment and Training (CET)

Santa Barbara County Probation

Santa Barbara County Sheriffs' Office

U.S. Federal Penitentiary, Lompoc

ROTC – High Schools – SB County

Industry/Professional Associations (agriculture, oil/gas, wine/tourism, manufacturing, healthcare)

AHC Apprenticeship programs

Local unions – SB County

Apprenticeship educational programs – SB County

B. Shared Leadership Strategies

A project steering committee will be chaired by the AHC and LUSD lead members, Ardis Neilsen, Dean of Community Education, Languages and Communication, Applied Social Sciences, and Greg Halfman, Principal of Adult Education. The consultant/project facilitator and the program area committee co-chairs will serve on the steering committee. The committee will meet monthly throughout the planning period. They will draft the guiding principles and meeting ground rules, which will be reviewed at the kick-off meeting where all 40-plus partners will be invited. All opinions will be valued and considered, and the group will work in the spirit of collaboration and respect. A news release will precede the first meeting to alert the public at large to the intent of this project and will include a solicitation for additional partners.

The recruitment of an experienced consultant/project facilitator (PF) will be key to the project's success. The consultant will act as an objective third party and will be responsible for project planning and execution under the guidance of Neilsen and Halfman. An RFP process will be used to hire the consultant.

Four committee meetings will be scheduled from April 2014 to March 2015 for the five program area groups, with co-chairs leading each committee. Some of the program areas might be combined for meeting purposes. For example, program area 1 (basic skills education) might be combined with program area 2 (immigrant education) and program area 4 (short-term vocational) with program area 5 (apprenticeship preparation). Co-chairs will determine meeting agendas, facilitate the meetings, determine data collection methodology and plan for execution, summarize committee input, review minutes, and develop a prioritized final action plan that includes resources based on identified needs. Neilsen, Halfman, and the PF will be present at all committee meetings, and the PF will have overall responsibility for successful

meeting management. Smaller work group meetings, consisting primarily of the co-chairs and the PF, may be necessary. Committee meetings will be scheduled primarily in Santa Maria and Lompoc at the member educational sites. A part-time, temporary secretary will be hired to assist with communication, scheduling and logistical/operational duties. The secretary will work at the Santa Maria campus. The consortium will strive to make decisions by consensus, but if consensus cannot be reached, a majority vote will prevail. If a majority cannot be established, the AHC and LUSD superintendents will be tasked to make final decisions.

AHC will develop an initial resource allocation plan in consultation with LUSD. The resources allocated will support the project deliverables and include indirect costs to the fiscal agent. Funds will be used to hire a consultant/PF and a part-time secretary. Any staff that is compensated through this project will have a specified scope of work and track their time on the project. Payments are anticipated for LUSD and AHC to support data acquisition, consultant researchers, faculty stipends, co-chair stipends, and mileage reimbursement. Students will also receive stipends to cover transportation costs. Funds will be allocated for professional development. If additional regional funding opportunities occur, both member parties will review and work in partnership to utilize them.

C. Project Planning Roles and Responsibilities

1. Lead Project Members/Steering Committee/Committee Co-Chairs/Partners

The following positions will be the key staff involved in leading the project and will function as a steering committee: Ardis Neilsen, AHC Dean of Academic Affairs, Community Education, Languages and Communication, Applied Social Sciences; Greg Halfman, LUSD Principal of Adult Education; and a facilitator/consultant will be responsible for consortium leadership along with the committee co-chairs. Two co-chairs will be appointed for each program area committee representing both member districts, AHC and LUSD. The responsibilities of the leads and the committee co-chairs were described in the previous section.

Program area partners identified in A.2. (advisory members) will provide demographic information and determine how data will be collected, i.e., focus

groups, surveys, etc., to answer the following questions:

- What are each program area's demographics? Who is the population?
- How are they currently served through adult and/or noncredit education?
- What are their needs for higher education or vocational training?
- Where are the gaps in providing educational opportunities?
- What would we propose to develop with the prospect of additional funding for educational services to resolve the identified gaps? (non-credit, credit, certification)
- How can we accelerate progress and/or increase efficiency in delivery of education and attainment of education and/or career goals? (curriculum redesign or acceleration, pathways, articulation, matriculation, leveraged resources, etc.)

2. Other Staffing

- Data Acquisition/Researchers: Researchers will be needed to develop surveys, design questions for focus groups, organize and analyze incoming data, and prepare and deliver summary reports for committee use and eventual incorporation into the final Regional Comprehensive Report. They will provide data regarding AHC and LUSD's FTES, ADA, etc. as identified on the AB 86 RFP. If funding allows, AHC will request a researcher to track movement of noncredit students to credit programs over a specific time period and possibly LUSD adult education students to AHC credit or noncredit programs.
- Web Page Developer: Create an AB 86 Adult Education Project webpage linked to the AHC website. Assist with technical support to post meeting minutes, calendars, contact lists, resource links, photos, publicity materials, reports, etc. The project facilitator and secretary will guide the work flow and post information to the site. All materials will be reviewed by the member leads before posting.
- Secretary: A part-time secretary will be hired to perform clerical duties to support the 16-month project and to work collaboratively with member leads and the PF.

- Project Facilitator: The PF, a key position, will be hired to assist the Leads in accomplishing the goals of this regional consortium project. The following list indicates the major responsibilities/duties to be completed over a 16-month period:
 - a) Create a timeline and calendar for group meetings and major deliverables;
 - b) Recruit partners to serve on at least one committee;
 - c) Schedule, plan, and invite stakeholders to four committee meetings over the project period.
 - d) Prepare materials for distribution;
 - e) Draft meeting agendas in collaboration with the committee co-chairs for final review by member leads;
 - f) Coordinate work assignments with the secretary assigned to the project.
 - g) Engage subject matter experts to assist (AHC Office of Institutional Research and Planning, LUSD CASAS regional site contact, etc.)
 - h) Develop tools to provide consortium continuity and information sharing;
 - i) Provide support for consortium members, including:
 - Develop preliminary timeline for completion of a Regional Plan;
 - Assist with identification of partner organizations and points of contact;
 - Develop boiler plate Memos of Understanding if needed;
 - Develop draft roles/responsibilities for dialogue with consortium partners;
 - Define roles/responsibilities of consortium members, committee co-chairs, partners, and project staff;
 - Plan, organize and implement logistical requirements for meetings;
 - Develop a project contact database for partner advisories;
 - Post files to share.

- j) Develop orientation materials (PowerPoint presentation, letters of invitation) for outreach/engagement of target partners;
- k) Facilitate meetings of approximately 40 prospective partners:
 - engage them in the consortium, with commitment for at least one committee;
 - review consortium's role/responsibilities;
 - explore ideas for providing consortium continuity/communication through website and other communication vehicles.
- l) Assist in identifying co-chairs, orient them to role/responsibility for shared governance and collaboration;
- m) Host orientation for education/economic stakeholders who may not become actual consortium partners (elected officials, media, etc.);
- n) Outline purpose, set dates for inaugural and three additional meetings of consortium committee groups:

1st Committee Meeting Focus (full day):

Inaugural project kick-off meeting with all partners, representing the five program areas, with agenda to include:

- Introduction of consortium members, partners, co-chairs, facilitator, and others who will support the project;
- Review timeline, objectives, minimum requirements/tables required to complete the Regional Comprehensive Plan;
- Develop Consortium PowerPoint overview 2.0;
- Overview of work needed to be completed by the committees;
- Discussion of data gathering tools - environmental scan, surveys, needs assessment, focus groups, etc.
- Overview of current regional economy
- Present capacity of existing regional adult education providers and credit basic skills programs;

- Review research-based best practices to accelerate student progress toward academic/career goal.
- Distribute worksheets for partner data input

2nd Committee Meeting Focus (1/2 day):

- Inventory of professional development activities employed by partners and members;
- Review of identified gaps in program delivery;
- Review of current adult education programs and needs;
- Identify potential strategies/solutions (acceleration/system alignment) to address gaps;
- Identify opportunities to leverage resources to support gaps.

3rd Committee Meeting Focus (1/2 day):

- Prioritize strategies/solutions to address gaps, determine resources needed to accomplish recommended actions;
- Develop plan for future collaborative professional development opportunities/activities

4th Committee Meeting Focus(1/2 day):

- Explore strategies to integrate current AE programs to create efficient educational/career pathways, systems alignment, and articulation throughout consortium
- Review first draft of Regional Comprehensive Plan

In coordination with Project Leads, the PF will also:

- Organize monthly webinars for each program area to present updates, progress of work assigned, ask questions, express concerns, etc.;
- Update and maintain consortium collateral materials for outreach and public information;
- Draft news releases at start and end of consortium planning effort;
- Support (if required) consortium member needs for AHC or LUSD project orientation, updates to elected boards, if needed;
- Coordinate research/development of data for required tables of Comprehensive Regional Plan;

- With consortium members/co-chairs, determine appropriate tool(s) to use for local workforce needs assessment (employer surveys, focus groups, interviews, existing WIB reports or etc.). Implement or analyze as required with support from research consultant.
- After inventorying existing adult education programs and performing workforce needs assessment, develop strategy for gap analysis to include input from committee members, and cross-analysis of all three to five committee program areas
- Facilitate as necessary one-on-one or sub-committee meetings with consortium members and partners to garner data and content required for completion of Comprehensive Regional Plan;
- Provide or arrange for industry/workforce perspective on developing articulated student pathways;
- Organize two industry roundtables for discussion of workforce employment and training needs in Santa Maria and Lompoc;
- Develop initial design and gather content for the consortium webpage to be hosted at AHC's website;
- Develop communication plan for website page, email updates (after each round of committee meetings), webinars, presentations, and dissemination of project information and work progress;
- Arrange for and/or support on-campus meetings requested by AHC or LUHSD with college or high school subject matter experts or partners
- Work in collaboration with and report weekly to AHC Dean and the LUSD Adult Education Principal;
- Assist in development of grant performance evaluation strategy
- Draft grant-required reports for the Chancellor's Office/California Department of Education on a quarterly basis;
- Draft Comprehensive Regional Plan for AHC and LUSD steering committee review;
- Vet plan with consortium members and partners;
- Finalize consortium plan project report for submission by AHC and LUSD to CO and CDE.

D. Communication

1. The Planning Process

The planning process will be communicated to stakeholders through various media including mailings, email, webpage posts, webinars, and shared files. A series of program area committee meetings will be planned as explained earlier. The steering group will meet monthly. The member project leads and project facilitator will meet weekly for the first six months. The PF, assisted by the co-chairs, will write monthly progress reports that will be distributed to all interested stakeholders via the webpage. Quarterly progress reports will also be posted and shared files will be created for working groups. AHC will host the AB86 Adult Education web page and the shared files. A contact list database will be developed and shared to increase communication opportunities among all stakeholders. A blog will be created to allow community input if the steering committee supports the concept. Meeting minutes will be posted after partner committee meetings and steering committee meetings. Additional community information and resources will be linked on the web page. The project member leads and the PF will promote transparency and collaboration as a guiding principle in sharing information.

2. Outreach Strategies

AHC and LUSD will employ varied strategies to recruit region stakeholders

to formally or informally participate in the consortium. Initially, a news release will announce the AB 86 Adult Education Consortium Plan project. An invitation to interested stakeholders to participate in the series of meetings will be included.

AHC will host an AB 86 webpage for public access. It will indicate dates of upcoming meetings, meeting minutes, progress reports, and contact information for inquiries. A community blog will also be created so the community stakeholders can post thoughts and ideas about the consortium and adult education. Two business and industry round tables will be scheduled for employer input regarding employment and training needs. Community stakeholders will continually be encouraged to participate at whatever level they choose in the AB 86 project.

APPENDIX C: Adult Education Consortium Survey

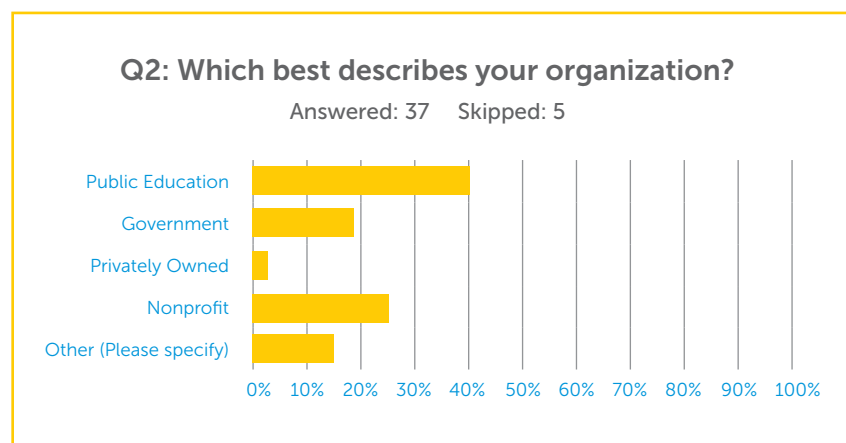
AB86 CONSORTIUM SURVEY ON REGIONAL ADULT EDUCATION

Total Responses 42

Date Created: Friday, June 20, 2014

Complete Responses: 35

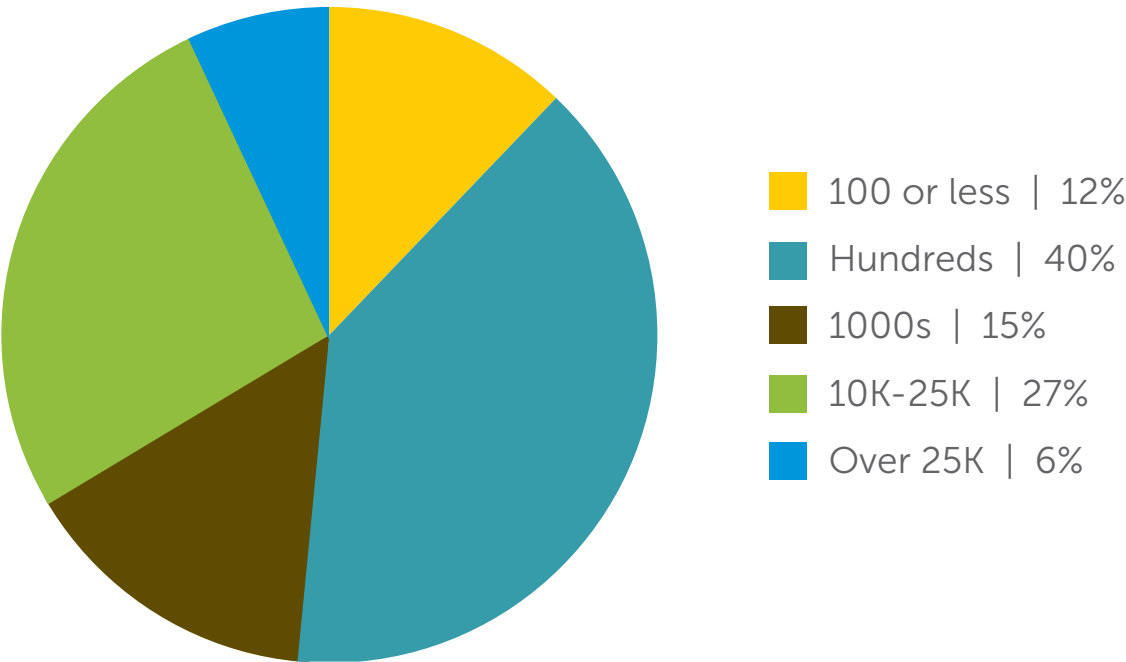
Q2: WHICH BEST DESCRIBES YOUR ORGANIZATION? Answered: 37 Skipped: 5		
Answer Choices	Responses	
Public Education	40.54%	15
Government	18.92%	7
Privately Owned	2.7%	1
Nonprofit	24.32%	9
Other (Please specify)	13.51%	5
Total		37



Q4: How many people does your organization serve annually?

< 100: 3	10,000+: 13	100 or Less: 16
101-500: 8	"I don't know": 2	>1000: 15
501-1000: 5		
1001-9999: 2		

Q3: Adult Served Annually



Q4: Professional Development Offered

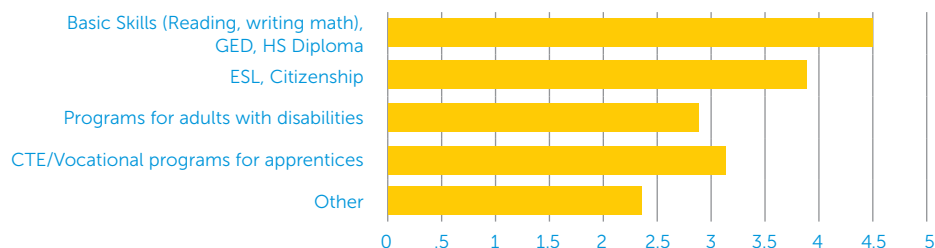
- 3CSN training through CCCCO-Basic Skills
- Attendance at professional conferences
- CET has on-going professional development from our education department along with professional development workshops from our local center
- Common Core PD, online PD 360
- Continuing Education Programs/Opportunities
- Direct Support Professionals and Job Coaches receive up to 80 hours of training every two weeks in a variety of subjects which enhance employability of adults with disabilities, some of those trainings include: Person centered thinking, entrepreneurship, interpersonal communication skills, job skills and job carving. Marketing as well as Food Safe Certification (among other ongoing trainings) ESL, Citizenship and other vocational classes
- GED prep, GED testing, ServeSafe, Thinking for a change, Connections curriculum, Relapse Prevention, Release and Reintegration, Alcohol and Drug curriculum, Anger Management
- GED, Vocational training, Life Skills, Continuing Ed training
- I'm unsure of professional development in the non-credit area
- Internal Capacity Building Training Modules
- Leadership training, Specific training for instructors based on individual needs
- Motivational interviewing, CBT, Employment Services, etc.
- None specific for noncredit adult education
- Occasional workshops, though most of us are trained to work with our target population before hiring
- Our club supports comprehensive immigration reform and a clear path to citizenship
- Our partner, Central Coast literacy Council teaches tutors in ESL
- Quarterly meetings to discuss the needs of Out of School Youth
- Statewide GED Conference/Webinars
- TCRC offers ongoing training to employees, families and persons receiving services around person centered approaches to provision of support services
- Varied information provided at monthly parent meetings
- Variety of offerings every semester
- We train our tutors on a monthly basis

Q5: Which descriptions best align with the focus of your Organization's programs or services for adults? (#1 being the most aligned). If option not applicable, select N/A. Note: Choices re-order as ranking is selected from the drop-down.

Answered: 36 Skipped: 6

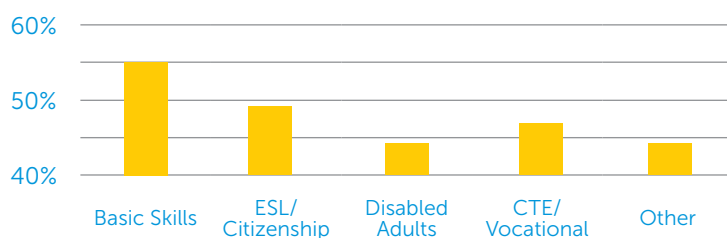
	1	2	3	4	5	N/A	Total	Average Ranking
Basic Skills (reading, writing, math), GED, HS Diploma	47.22 17	30.56% 11	0% 0	2.78% 1	0% 0	19.44% 7	36	4.52
ESL, Citizenship	19.44% 7	27.78% 10	13.89% 5	0% 0	5.56% 2	33.33% 12	26	3.83
Programs for adults with disabilities	8.33% 3	5.56% 2	25% 9	16.67% 6	5.56% 2	38.89% 14	36	2.91
CTE/Vocational programs for apprentices	13.89% 5	13.89% 5	16.67% 6	27.78% 10	0% 0	27.78% 10	36	3.19
Other	8.33% 3	8.33% 3	19.44% 7	8.33% 3	36.11% 13	19.44% 7	36	2.31

Q5: Which descriptions best align with the focus of your organization's programs or services for adults? (#1 being the most aligned). If option not applicable, select N/A. Note: Choices re-order as ranking is selected from the drop-down.



Q5. Percentage of #1s for Each Area

Answered: 36 Skipped: 6



Q6. Adult Offerings: Elementary

- Basic academic instruction, tutorial support (3)
- Beginner, Intermediate, advanced
- Central Coast Literacy Council is a partner organization located in the library and they teach reading
- Certificates
- Independent living skills including basic skills
- Limited
- Literacy
- Power Reading , reading and writing literacy development
- Several
- Tutoring

- Yes (2)

- Yes, noncredit basic skills courses

Q6. Adult Offerings: Secondary

- Basic academic instruction, tutorial support (3)
- CAHSEE and GED tutoring
- Certificates
- GED (4)
- High school diploma
- Many
- Tutoring
- We have a volunteer who works with Spanish reading comprehension skills twice a week
- Yes (3) Yes, credit English 500 & Lab & ESL courses

Q7. Programs: Citizenship

- Citizenship Classes (4)
- Noncredit
- Preparation for citizenship
- Referrals to local community college
- Speaker at parent meeting
- We would like to see AHC do more of this in the Lompoc community
- Yes
- Yes, only at our San Jose facility

Q7. Programs: ESL

- ESL
 - Vocational English; VESL is integrated in our training
 - 5 levels of ESL classes
 - Beginner, Intermediate, Advanced
 - Non-credit ESL
 - Noncredit & credit
 - Yes, four levels
- CASAS, EASY Series
- Central Coast Literacy Council in Library offers one on one tutoring and classes to businesses
- ESL Basic and Advanced Non-Credit Levels/4 levels of credit ESL classes in the areas of reading, writing and grammar.
- From AHC
- Ingles sin Barreras
- Other responses: "Limited"; "Classes"; "Many"
- Referrals to local community college

Q8. Programs for Disabled Adults

- Contracts with LOVARC and VTC
- Course improving basic skills necessary to func-

tion more independently at home, work, and in the community. Taught on location at the Vocational Training Center.

- Elementary and secondary
- Independent Living & Vocational Skills Training; Noncredit independent living/voc'l skills
- Learning Assistance Program offers assessment, services, classes: Independent Living Skills and Vocational Skills Training
- Certifications for adults with disabilities: landscaping, auto detailing, computers, clerical, janitorial, commercial cooking, retail operations.
- UCP WORK (Job Prep 101, Work Adjustment Services): 12 wk apprenticeship – Cottage, Cities of Santa Barbara, Carpinteria
- It's a collaboration with VTC in SM & Lompoc
- Power reading
- TCRC provides supports and services in the community for successful participation
- We practice inclusion of adults with disabilities in all of our programs.
- Other responses: "Classes"; "Limited" "Disabled volunteers who gain work experience"

Q9. CTE/Vocational Programs

- Medical Assistant, Truck Driving, Business Office Technology, Green Building Construction
- Certificates: computer applications, basic ESL, advanced ESL, Floral Design, Clothing Construction, Clothing alterations, and green gardening; income tax preparation. Classes: career lab, welding, jewelry, business skills, landscaping/gardening
- Job Resume Prep
- Certification of 1-6th grade and 7-9th grade
- Designed for adults with developmental disabilities, this course teaches proficiency in foundation skills, workplace competencies, appropriate social behavior, and work habits.
- On the job training, supported employment, personal, vocational social; adjustment

- Referrals to local vocational programs
- SafeServ; ServSafe
- The classes are from AHC
- Santa Ynez Chumash Environmental Office provides variety of environmental training
- Various certificates
- Vocational training certificates
- Youth Corps Program: work experience and skills

Q10. Apprenticeship Programs

- Only referrals to apprenticeships
- All work programs are designed as a progressive program, meaning the individual is learning the skills to perform the job independent of support
- Nursing; medical & dental assisting; culinary; para-legal; veterinary tech; welding; auto mechanics; early childhood studies; machine tech; public safety (fire-police),
- Only on the credit side, electricity, plumbing, and operating engineer
- SafeServ
- Several apprenticeships
- Vocational training but not apprenticeship
- Volunteers learn work skills. We partner with Path-Points to provide senior workforce training

Q11. Support Services

- From financial, human development, academic, to transportation and housing
- Academic and career planning, tutoring, and financial aid for tuition is available for tribal descendants who are adult learners.
- Assist with online GED registration.
- California Training Benefits if on Unemployment
- Case Management: bus passes, educational resources, mentorship
- Childcare for 9 months

- Computer, reading, math
- Cooperative work experience program; counseling/transfer guidance; financial aid & special programs (EOPS, CAN, Degree Works; job placement; bridges to the Baccalaureate; CalSoap; CalWorks, Care, veteran's assistance; scholarship programs;
- Counseling (2)
- Counseling, Tutoring, Orientations , and labs
- Emergency rent, food, transportation, clothing, etc.
- Free GED books, exam fees, free school supplies and tutoring.
- Housing, transportation, counseling, supplies
- Math Center and possibly others that I don't know about
- Non-credit counseling (2)
- Our members have volunteered to help as tutors, drivers, etc
- Research resources for students, wifi and computing equipment, we offer study rooms
- TCRC provides personal aides, staff time through the service of Supported Living Services and Independent Living Services, behavioral support aides and transportation.
- Thinking For Change
- Tutoring programs
- Tutoring, books, computers, literacy, use of calculators
- Vocational assessment, transportation, job placement and job coaching
- Whatever support services are needed for the individual to successfully participate in the program

Q12. Needs

ABE

Achieving Goals

Admin Skills for Intellectually Disabled Apprenticeships

Basic Language Skills Basic Skills (3) Career Planning
Certifications

Child Care (2)

Citizenship (3) Community Involvement Computers (2)
Counseling

Critical Thinking

Education for Intellectually Disabled Enrichment

ESL (13)

Evening Courses Finance

Funding

GED/HS Diploma (7) Grammar/Writing

Health Care Housing

Intellectually Disabled Programs

Interest Inventories for Intellectually Disabled

Job Training Life Skills (3)

Literacy (5) Math

Options Awareness Parenting

Planning

Prep for 4-year

Professional Development for Teachers Reading

Saturday Classes Taking Ownership Technology

Testing for Disabilities Transportation (2)

Understanding Academic Expectations Understanding
Services

Vocational ESL Vocational Training (2)

Q13. Best Ideas to Address Needs

- Identify population most in need, include employers, WIB in query
- Identification of current and pro forma of future regional job opportunities to create vocational tracks for adults, including those with developmental disabilities
- "Stacking" of curricula aligning with job prep and individuals' specific developmental challenges
- Collaboration among the business community, school districts, community college, agencies

- Collaboration among Regional Center and partners to develop/measure success of pilot programs
- Administration being more aware of the needs
- AHC needs steady presence in community to build trust to get people to these citizenship classes.
- Better marketing
- Bolster non academic career preparation in line with projected future work force demand.
- Character-based training as a component for all other training programs, it is the foundation
- Draft a method of implementation & accountability: mandatory orientations & projects
- Formal agreements/collaboration between adult education and transportation providers to get learners to/from school.
- Formal agreements/collaboration between adult education providers and businesses to provide on-site employment training.

Q13. BEST Ideas (continued-1)

Reduce dependency on government funding by building more economically sustainable models for providing adult education - engage philanthropic and business partners in novel problem solving.

- Greater access to training for low-income youth/adults
- Hire competent teachers with adequate salaries.
- Hold classes in the library and partner with Oaxacan organizations to reach underserved in need
- Collaborate with partners in order to fulfill the need
- Budgeting and reinstating adult education in all school districts across California.
- Collective action to identify what programs work best and how to do more of that
- Making these services/classes more accessible and available in Lompoc and Guadalupe.
- Offering classes at a time and location that is accessible to those needing the services.
- Orientations and sign ups to various services

available; strategies for when such things go wrong, assigned counselors who work with groups of students throughout the semester to help them address concerns

- Partnership with Alan Hancock, learning stations where clients are
- Short, local self-paced programs
- Coordinate with employers. Learn your local labor market.
- Creating small classes at evenings or on weekends, almost all adults work late
- Develop more vocational programs; collaborate with local high schools (targeting drop outs)
- Target WRC participants - introduce them to new vocograms
- Basic Skills & GED
- Building stronger program bridges between ESL students and career and academic pathways with linked classes such as VESL, GED graduate tours of college level vocational and academic programs.
- Work with community groups to reach out to potential students
- Workshops, Middle and High School courses that introduce this type of thinking, then carry it over to the college level.
- Improve ability of students/adult learners to transfer from one program or option to another to provide the best outcome for the individual. Currently, too many programs exist in silos and are potentially duplicating efforts
- Include in northern branch jail when built
- Shared professional development among agencies
- Strengthen collaborative ties with existing programs and make awareness of those accessible to students, and ongoing inter agency organization to monitor and guide ongoing development of programs
- Increased state and federal funding and hiring full time faculty
- More funding

Q14. Other Comments

- Long overdue, and hope the most effective team is assembled to meet initiative needs!
- A thing of value is not without "growing pains" (stretching required: physically, mentally, emotionally, economically)
- Adult education in general is tailored to the school year calendar. Many monolingual people who need adult education are farm workers. Their harvest season ends in Oct or Nov. They don't go back to work until March or April. If there was an intensive ESL course they could take part of, that would work around their slow season, you could have increased participation. In November, the semester is almost over and by the time it starts up again in late January, people will only have a few more weeks before they have to go back to work.
- Adult education in the northern Santa Barbara County is almost nonexistent.
- AHC are doing their best to reach our adults to educate them in many areas.
- Any courses offered through Adult Ed are appreciated. We would just like to see more emphasis on citizenship classes and English language learner classes.
- Greater collaboration to meet employer hiring needs
- Offer Conversational Spanish

Q14. Other Comments (continued)

- If we could all get together and figure out the best way to encourage adults to get engaged in their own education, at the level they are at, and guide them, perhaps through incentives, to be persistent and goal oriented, with proper follow through and helping them overcome their barriers, such as childcare, I think we will be successful.
- Increase services to inmates and those involved in criminal justice system
- It is important that agencies offering adult education freely refer adults who inquire about specific classes to the agencies who provide that service. Therefore good communication among agencies

is essential. Also, if agencies communicate freely, expenses could be reduced by not duplicating classes. In addition, for classes where one agency has a waiting list and is unable to open another section, a second agency may choose to open a similar course, getting referrals from the first agency.

- There are too few centers for adult education compared to times past. More avenues for education should be available to the community.
- There needs to be regular and ongoing participation by educators of programs, program reviews, and restructuring based on developing employment needs. More ongoing professional training for non-credit teachers and organizational forums where they have input into book selection, curriculum design, and how to access student outcomes.

APPENDIX D: Adult Education Faculty Survey

AB 86 FACULTY SURVEY NORTHERN SANTA BARBARA COUNTY ADULT EDUCATION CONSORTIUM

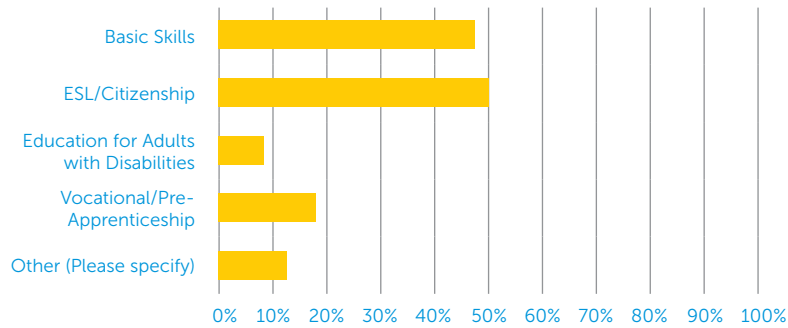
Thursday, September 18, 2014
Faculty Survey Responses

Total Responses: 25
Complete Responses: 22

Date Faculty Survey Created:
September 3, 2014

Q1: Which of the following AB 86 educational focus areas best align with your current position?

Answered:24 Skipped: 1



Q1: WHICH OF THE FOLLOWING AB 86 EDUCATIONAL FOCUS AREAS BEST ALIGN WITH YOUR CURRENT POSITION?

Answered: 24 Skipped: 1

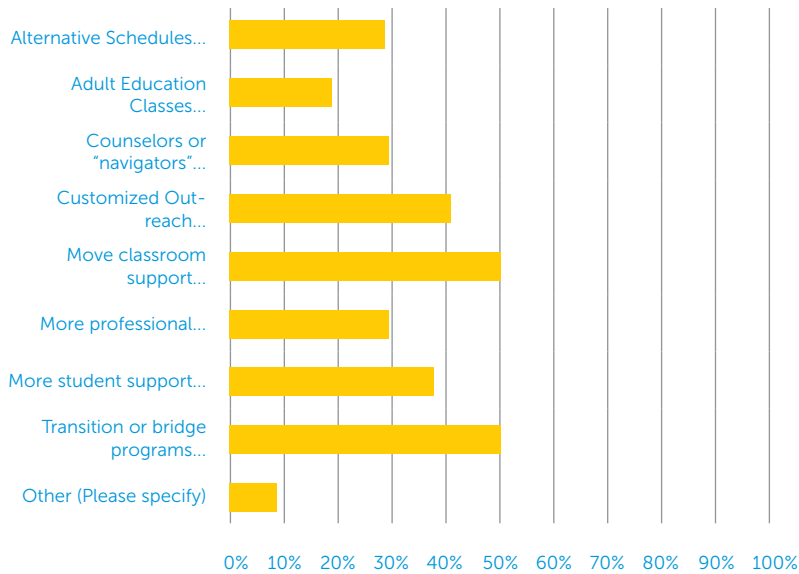
Answer Choices	Responses	
Basic Skills	45.83%	11
ESL/Citizenship	50%	12
Education for Adults with Disabilities - Developmental and Acquired	8.33%	2
Vocational/Pre-Apprenticeship	16.67%	4
Other (Please specify)	12.5%	3
Total Respondents		24

Q1 "OTHER" RESPONSES:

- GED (2 responses)
- Community Based Transition Skills; vocational training/placement on local job sites, safety/self-advocacy, mobility/transportation training, social/recreational

Q2: In the area of BASIC SKILLS, what do you feel are the top THREE (3) northern Santa Barbara County needs?

Answered:24 Skipped: 1



Q2 "Other" Responses:

- Our area is in dire need of community college level programs for adults with disabilities as part of adult education. Too often the only programs available are in Taft or other out of the area locations that most of our intellectually disabled students can not afford to go to
- Basic personal development courses for the mild/moderate disabled population

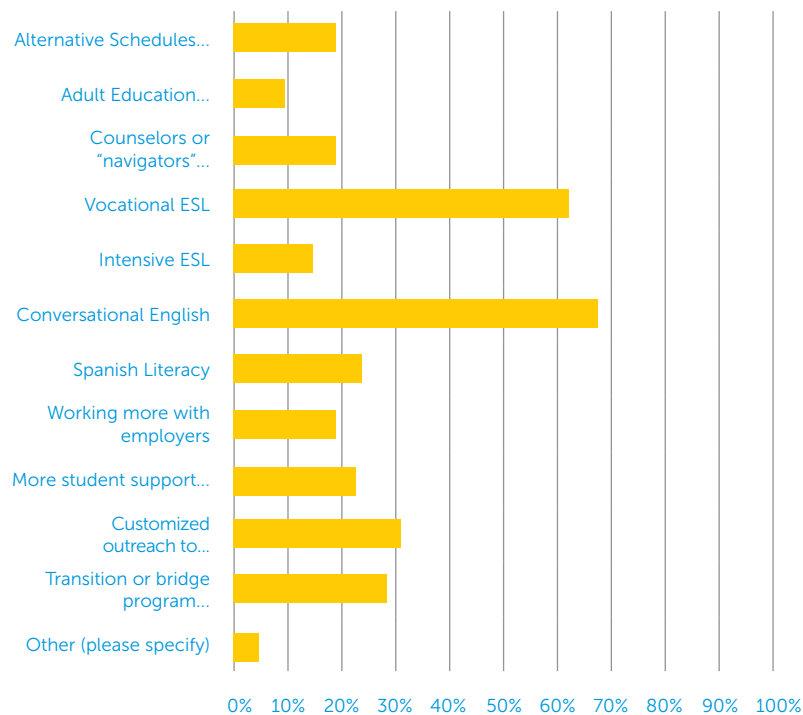
Q2: IN THE AREA OF BASIC SKILLS, WHAT DO YOU FEEL ARE THE TOP THREE (3) NORTHERN SANTA BARBARA COUNTY NEEDS?

Answered: 24 Skipped: 1

Answer Choices	Responses	
Alternative schedules (e.g. weekends, school year intercession offerings) to allow students more flexibility	29.17%	7
Adult education classes offered in more locations around the region	16.67%	4
Counselors or "navigators" to help students achieve academic or vocational goals	29.17%	7
Customized outreach to target student populations	41.67%	10
More classroom support resources (textbooks, software, computers, etc.)	50%	12
More professional development, adult education training for teachers	29.17%	7
More student support services (e.g. transportation, child care, tutoring, etc.)	37.50%	9
Transition or bridge programs (e.g. high school adult education to community college, ESL to basic skills, etc.)	50%	12
Other (please specify)	8.33%	2
Total Respondents		24

Q3: In the area of ESL/CITIZENSHIP, what do you feel are the top THREE regional needs?

Answered:21 Skipped: 4



Q3: IN THE AREA OF ESL/CITIZENSHIP, WHAT DO YOU FEEL ARE THE TOP THREE REGIONAL NEEDS?

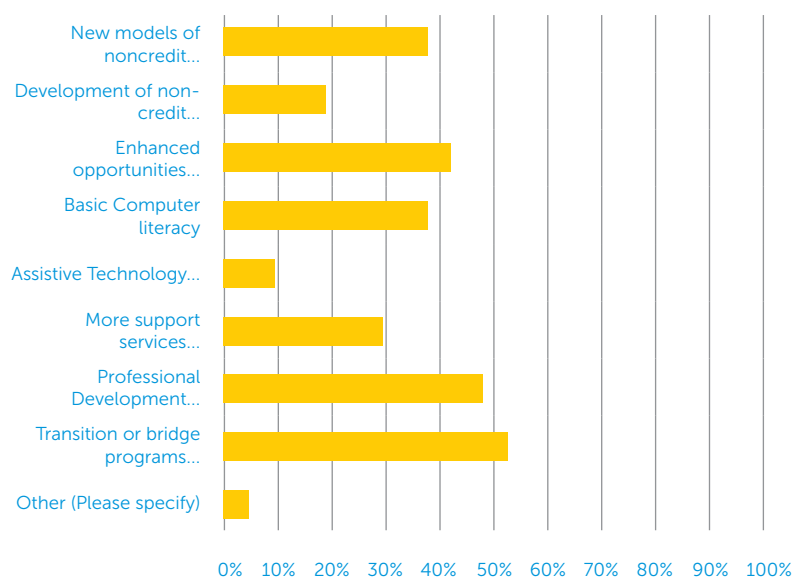
Answered: 21

Skipped: 4

Answer Choices	Responses	
Alternative schedules (e.g. weekends, school year intercession offerings) to allow students more flexibility	19.05%	4
Adult education classes offered in more locations	9.52%	2
Counselors or "navigators" to help students achieve academic or vocational goals	19.05%	4
Vocational ESL	52.38%	11
Intensive ESL (e.g. more hours or days a week, more intensive coursework)	14.29%	3
Conversational English	66.67%	14
Spanish Literacy	23.81%	5
Working more with employers	19.05%	4
More student support services (e.g. Transportation, child care, tutoring, etc.)	23.81%	5
Customized outreach to target ELS/Citizenship students	33.33%	7
Transition or bridge programs (e.g. ELS to Basic Skills; non-credit to credit; high school ESL to community college, etc.)	28.57%	6
Other (please specify)	4.76%	1
Total Respondents		21

Q4: In the area of education of ADULTS with DISABILITIES, what do you feel are the top THREE regional needs?

Answered: 21 Skipped: 4



Q4 "Other" Responses:

- I don't feel qualified to comment

Q4: IN THE AREA OF EDUCATION OF ADULTS WITH DISABILITIES, WHAT DO YOU FEEL ARE THE TOP THREE REGIONAL NEEDS?

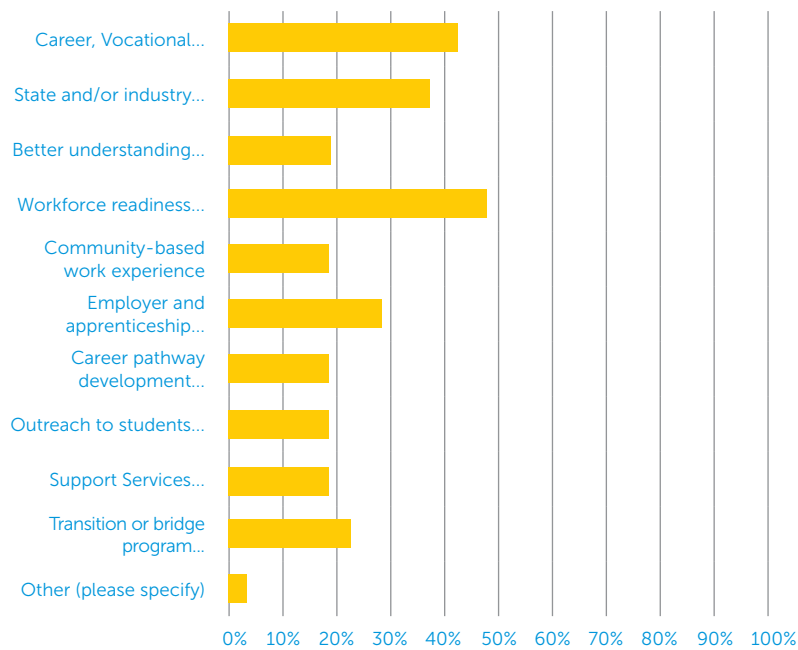
Answered: 21

Skipped: 4

Answer Choices	Responses	
New models of noncredit Vocational Certificate programming specific to interests of adults with disabilities (developmental, acquired or mental health-related)	38.10%	8
Development of noncredit Vocational Certificate programming with accommodation for intellectual impairment	19.05%	4
Enhanced opportunities for employment for adults with disabilities as a result of networking and agreements with regional businesses	42.86%	9
Basic computer literacy classes appropriate for adults with disabilities	38.10%	8
Assistive technology such as iPads and applications for classroom and homework support	9.52%	2
More support services specific to adults with disabilities (e.g. transportation, mentoring, etc.)	28.57%	6
Professional development and training for community college staff focused on the needs of support for adults with disabilities	47.62%	10
Transition or bridge programs (e.g. high school to college or workplace; noncredit to credit)	52.38%	11
Other (please specify)	4.76%	1
Total Respondents		21

Q5: In the VOCATIONAL/APPRENTICESHIP area, what do you feel are the top THREE needs in the region?

Answered: 21 Skipped: 4



Q5: IN THE VOCATIONAL/APPRENTICESHIP AREA, WHAT DO YOU FEEL ARE THE TOP THREE NEEDS IN THE REGION?

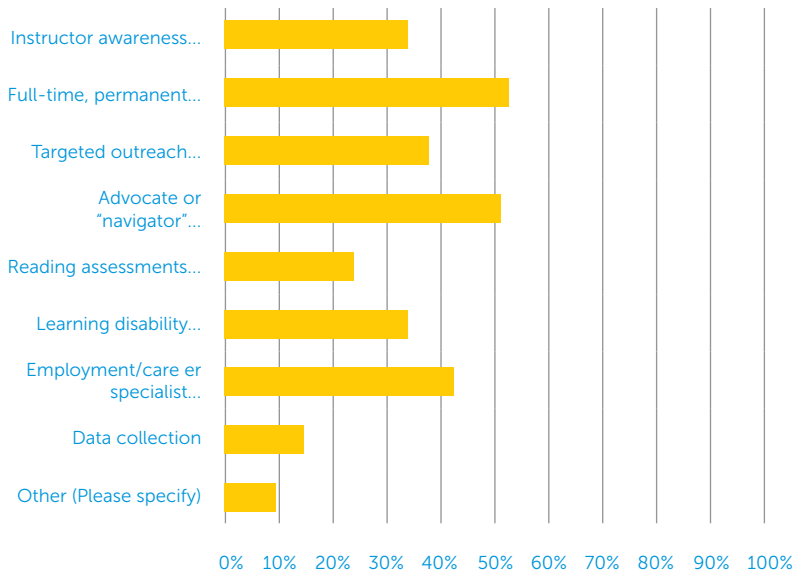
Answered: 21

Skipped: 4

Answer Choices	Responses	
Career, vocational certificates appropriate for regional job opportunities	52.38%	11
State and/or industry-recognized vocational certificates	47.62%	10
Better understanding or regional employment needs	19.05%	4
Workforce readiness, soft skills for workplace	47.62%	10
Community-based work experience	19.05%	4
Employer and apprenticeship (union) partnerships	28.57%	6
Career pathway development facilitating increasing levels of skill building and certification	19.05%	4
Outreach to students regarding available vocational programs	19.05%	4
Support services (e.g. transportation, child care, tutoring, etc.)	19.05%	4
Transition or bridge programs (e.g. noncredit to credit, school to employer)	23.81%	5
Other (please specify)	4.76%	1
Total Respondents		21

Q6: With a "gap" being defined as something currently non-existent, what do you feel are the TOP THREE GAPS for the area of BASIC SKILLS?

Answered:21 Skipped: 4



Q6 "Other" Responses:

- Assess all skill levels, and then place accordingly
- Full-time instructors at the college level, knowledgeable about vocational training, bridging programs (non-credit to credit, school to employer)

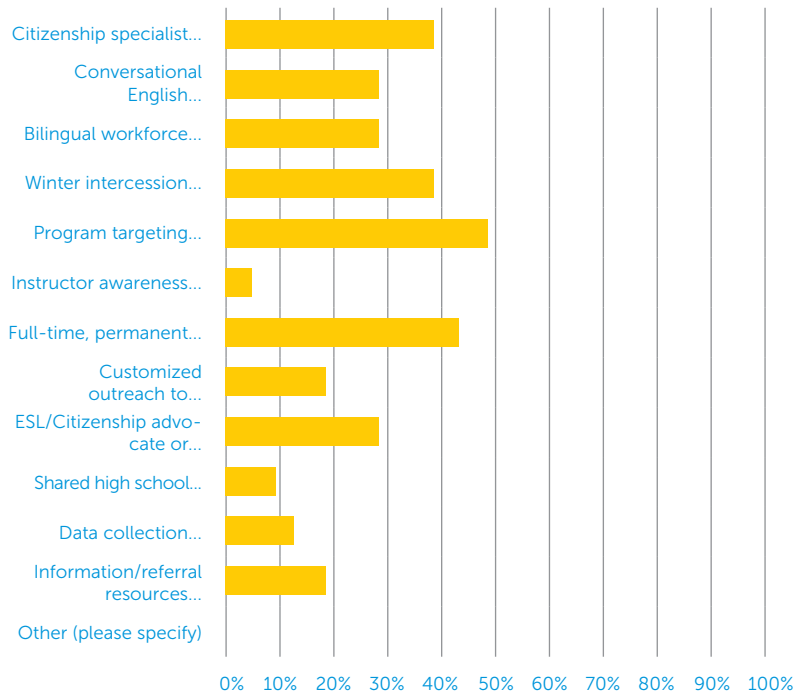
Q6: WITH A "GAP" BEING DEFINED AS SOMETHING CURRENTLY NON-EXISTENT, WHAT DO YOU FEEL ARE THE TOP THREE GAPS FOR THE AREA OF BASIC SKILLS?

Answered: 21 Skipped: 4

Answer Choices	Responses	
Instructor awareness of community support services available	33.33%	7
Full-time, permanent instructors	52.38%	11
Targeted outreach to special student populations (e.g. individuals on criminal probation, high school drop-outs, young mothers without high school diploma or GED)	33.33%	7
Advocate or "navigator" to assist adult education students in understanding their potential and their opportunities, and in determining and achieving academic, skill-building and employment goals	52.38%	11
Reading assessments for student who are enrolling in adult education students	23.81%	5
Learning disability assessments for adult education	33.33%	7
Employment/career specialists knowledgeable about job opportunities in the community and connected to the regional employer network	42.86%	9
Data college resources to measure student and program success	14.29%	3
Other (please specify)	9.52%	2
Total Respondents		21

Q7: With a "gap" being defined as something currently nonexistent, what do you feel are the TOP THREE GAPS for the area of ESL/CITIZENSHIP?

Answered:21 Skipped: 4

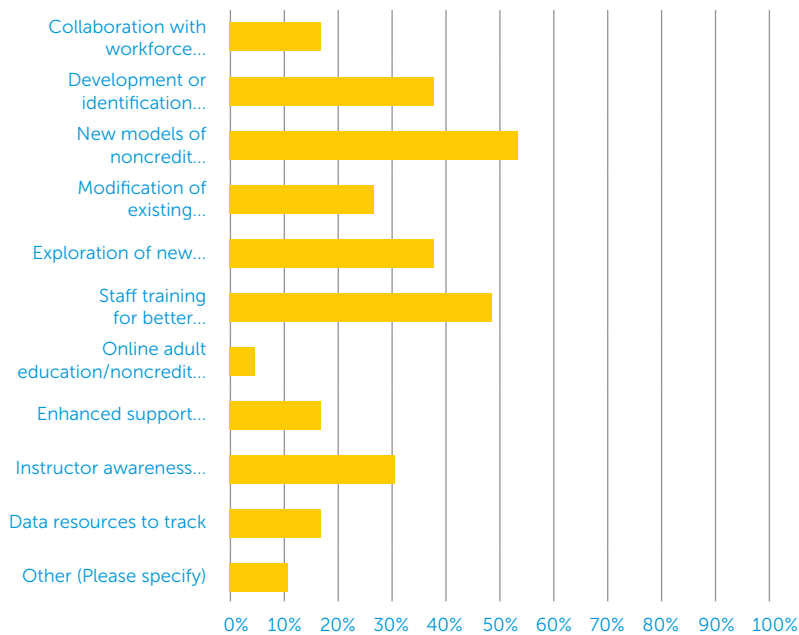


Q7: WITH A "GAP" BEING DEFINED AS SOMETHING CURRENTLY NONEXISTENT, WHAT DO YOU FEEL ARE THE TOP THREE GAPS FOR THE AREA OF ESL/CITIZENSHIP? Answered: 21 Skipped: 4

Answer Choices	Responses	
Citizens specialist to assist students in applying for U.S. citizenship	38.10%	8
Conversational English partners to facilitate student's learning English for diverse settings (e.g. applying for job, shopping, doctor's appointments, DMV, etc.)	28.57%	6
Bilingual workforce readiness (e.g. safety regulation language, basic job instructions)	28.57%	6
Winter intercession classes to accommodate agricultural worker schedules	38.10%	8
Programs targeting/benefiting Miztecan population	47.62%	10
Instructor awareness of community support services	4.76%	1
Full-time, permanent noncredit/adult education faculty	42.86%	9
Customized outreach to target student populations	14.29%	3
ESL/Citizenship advocate or "navigator" to assist students in developing/reaching academic, skill-building and vocational/career goals	28.57%	6
Shared high school district/community college adult education counselor for Lompoc and Santa Ynez Valley	9.52%	2
Data collection resources to track student and program success	14.29%	3
Informational/referral resource directing people to programs and services	19.05%	4
Other (please specify)	0%	0
Total Respondents		21

Q8: With a “gap” being something currently nonexistent, what do you feel are the TOP THREE GAPS for the area of education for ADULTS with DISABILITIES?

Answered:19 Skipped: 6



Q8 “Other” Responses:

- I don’t feel qualified to comment
- Noncredit Personal Development courses that target functional; safety/self-advocacy, vocational/emotional/recreational needs

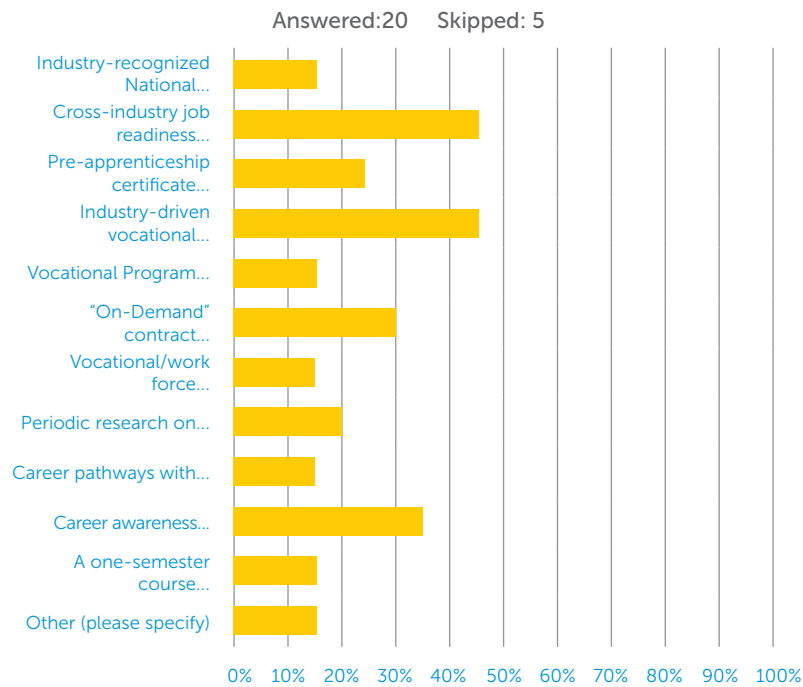
Q8: WITH A “GAP” BEING SOMETHING CURRENTLY NONEXISTENT, WHAT DO YOU FEEL ARE THE TOP THREE GAPS FOR THE AREA OF EDUCATION FOR ADULTS WITH DISABILITIES?

Answered: 19

Skipped: 6

Answer Choices	Responses	
Collaboration with Workforce one Stop Center to enhance services to adults with disabilities	15.79%	3
Development or identification of interest/skill inventories for adults with disabilities	36.84%	7
New models of noncredit vocational certificate programs with accommodation for adults with disabilities	52.63%	10
Modification of existing vocational certificate programming for skills achievable by adults with disabilities	26.32%	5
Exploration of new opportunities for adults with disabilities now available through Workforce Innovation and Opportunities Act (WIOA)	36.84%	7
Staff training for better understanding of needs of adults with disabilities, including building cultural competency (e.g. physical and sensory disabilities)	47.37%	9
Online adult education/noncredit courses	5.26%	1
Enhanced support services for adults with disabilities (e.g. transportation for campus access, mentoring, etc.)	15.79%	3
Instructor awareness of community support services	31.58%	6
Data resources to track student and program success	15.79%	3
Other (please specify)	10.53%	2
Total Respondents		19

Q9: With "gap" being defined as something currently nonexistent, what do you feel are the TOP THREE GAPS in the area of VOCATIONAL/APPRENTICESHIPS?



Q9 "Other" Responses:

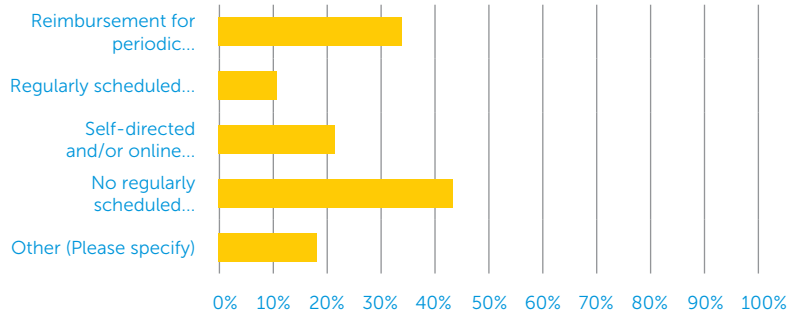
- Training for apprenticeship programs with entry-level careers
- I don't feel qualified to answer
- Full-time vocational counselors using Workability I & II grant programs for vocational placement

Q9: WITH "GAP" BEING DEFINED AS SOMETHING CURRENTLY NONEXISTENT, WHAT DO YOU FEEL ARE THE TOP THREE GAPS IN THE AREA OF VOCATIONAL/APPRENTICESHIPS? Answered: 20 Skipped: 5

Answer Choices	Responses	
Industry recognized National Workforce Readiness Certificate demonstrating competency in target basic skills and some soft skills important to employers	15%	3
Cross-industry job readiness certificate demonstrating competency in employer-desired soft skills as well as resume development, job search, interview techniques, and other important employment skills	45%	9
Pre-apprenticeship certificate demonstrating competency in apprenticeship readiness	25%	5
Industry-driven vocational certificates aligned with local employer demands	45%	9
Vocational program outreach targeting specific populations (e.g. individuals on probation, graduates of alternative high schools)	15%	3
"On-demand" contract industry or company cohort vocational education (vocational programs in which an industry or company could support certification or training for a small group of students entering, progressing and finishing together as one group, fulfilling employer or industry need for a particular skill set)	30%	6
Vocational/workforce transition training for incarcerated persons	15%	3
Periodic research on employer demand to better align vocational program offerings and employer needs	20%	4
Career pathways with increasing levels of skills competency and certification	15%	3
Career awareness (similar to Santa Barbara City College's "Get Focused, Stay Focused" Program)	35%	7
A one-semester course featuring orientation to and exploration of various careers	15%	3
Other (please specify)	15%	3
Total Respondents		20

Q10: What type of professional development does your organization currently provide?

Answered:18 Skipped: 7



Q10 "Other" Responses:

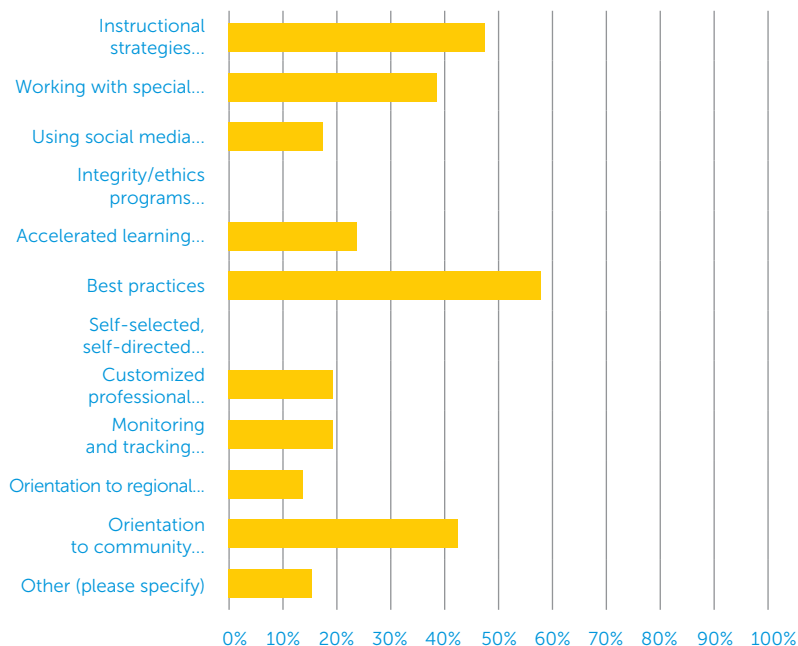
- Effective communication and negotiation skills
- I don't know!

Q10: WHAT TYPE OF PROFESSIONAL DEVELOPMENT DOES YOUR ORGANIZATION CURRENTLY PROVIDE? Answered: 18 Skipped: 7

Answer Choices	Responses	
Reimbursement for periodic conferences and seminars	33.33%	6
Regularly scheduled professional development opportunities relevant to adult/noncredit education	11.11%	2
Self-directed and/or online professional development program	22.22%	4
No regularly scheduled professional development opportunities	44.44%	8
Other (please specify)	16.67%	3
Total Respondents		18

Q11: If collaborative regional professional development were to be offered, what THREE topics would you suggest would be most helpful to you?

Answered: 21 Skipped: 4



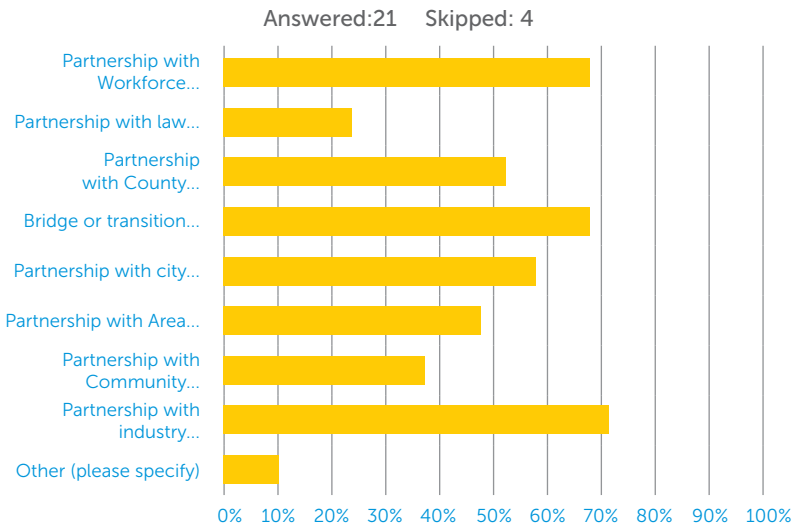
Q11 "Other" Responses:

- Annual conference where collaborative learning and key topics are discussed
- Using technology and innovation web resources in the classroom
- Best practices of other community college programs, who have developed educational programs/courses geared towards adults with disabilities

Q11: IF COLLABORATIVE REGIONAL PROFESSIONAL DEVELOPMENT WERE TO BE OFFERED, WHAT THREE TOPICS WOULD YOU SUGGEST WOULD BE MOST HELPFUL TO YOU? Answered: 21 Skipped: 4

Answer Choices	Responses	
Instructional strategies	47.62%	10
Working with special populations (former felons, at-risk young adults, non-English speakers, Miztecan population, adults with disabilities, etc.)	38.10%	8
Using social media in educating adults	19.05%	4
Integrity/ethics programs	0%	0
Accelerated learning success factors	23.81%	5
Best practices	57.14%	12
Self-selected, self-directed online professional development	0%	0
Customized professional development for program providers at different organizations	19.05%	4
Monitoring and tracking student and program success	19.05%	4
Orientation to regional education option/offerings to refer to students	14.29%	3
Orientation to community support services/support service provider organizations and requirements	42.86%	9
Other (please specify)	14.29%	3
Total Respondents		21

Q12: What strategies/partnerships do you feel might enhance program integration and leverage resources in the region? (Select all that apply)



Q12 "Other" Responses:

- Partnerships with area high schools to identify and develop diploma recovery programs for current high school drop-outs
- Partnership with Department of Vocational Rehabilitation, Transition Partnership Program

Q11: IF COLLABORATIVE REGIONAL PROFESSIONAL DEVELOPMENT WERE TO BE OFFERED, WHAT THREE TOPICS WOULD YOU SUGGEST WOULD BE MOST HELPFUL TO YOU? Answered: 21 Skipped: 4

Answer Choices	Responses	
Partnership with Workforce Resource Center/WIB WIA funding	66.67%	14
Partnership with law enforcement agencies: Santa Barbara County Sheriff's Office, County Probation, etc.	23.81%	5
Partnership with County Office of Education (to reach at-risk youth and young adults at risk of dropping out of high school, or those attending alternative high schools, to coordinate curriculum development for vocational programs common to high schools and adult education	52.38%	11
Bridge or transition programs (ESL to Basic Skills independent living skills for graduating high school student with disabilities; noncredit to credit coursework, etc.)	66.67%	14
Partnership with city library and Central Coast Literacy for shared space, coordination of ESL partners	57.14%	12
Partnership with Area Agency on Aging for ESL students who need conversational English partners	47.62%	10
Partnership with Community Action Commission for information/referral services for adult education students	38.10%	8
Partnership with industry and economic development entities for employer needs and workforce demand data	71.43%	15
Other (please specify)	9.52%	2
Total Respondents		21

APPENDIX E:

Adult Education Student Survey

Full combined report (Engl/Span)

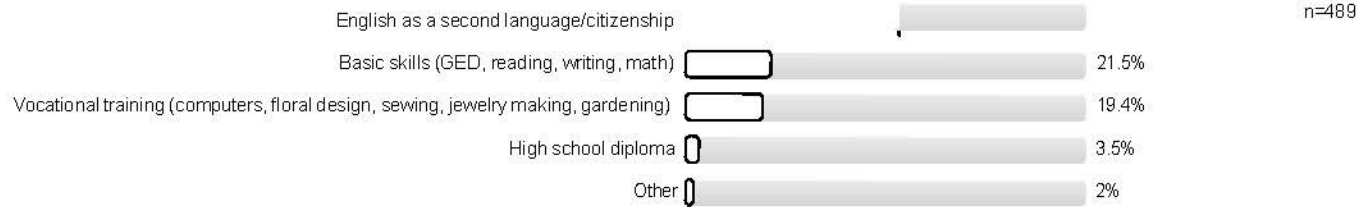
No. of responses = 526



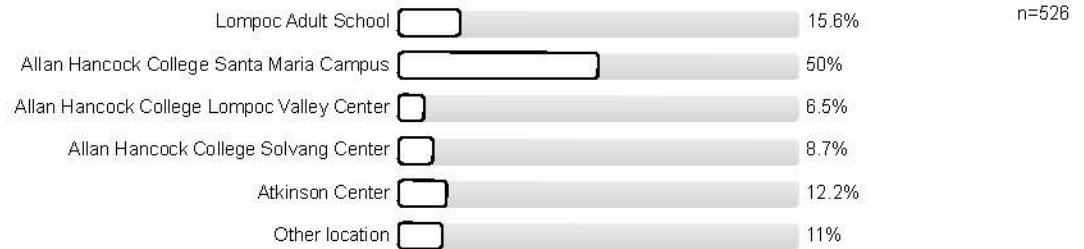
Survey Results

1.

1.1) In what class are you taking this survey?



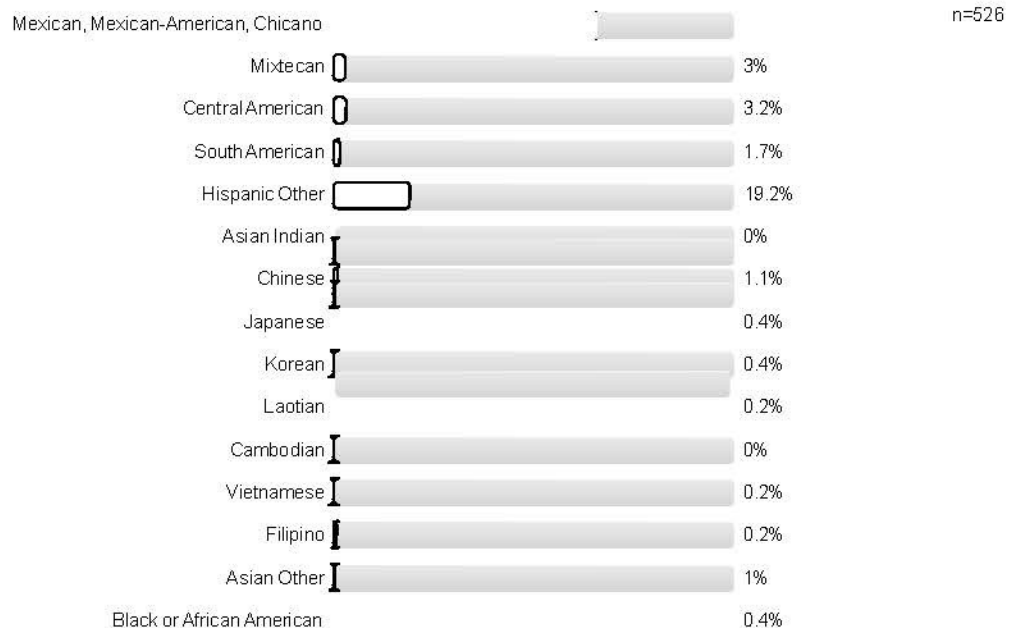
1.2) Where do you attend classes? (Mark all that apply)

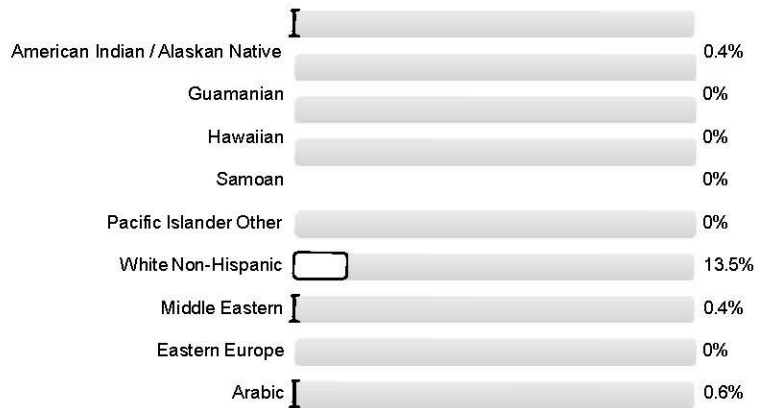


1.3) Your gender?

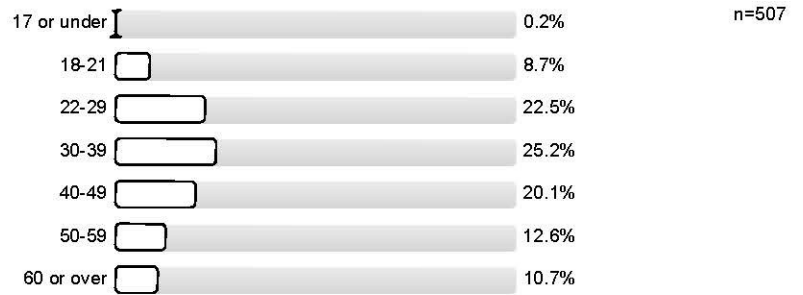


1.4) What is your race/ethnicity? (mark one or more)





1.5) How old are you?



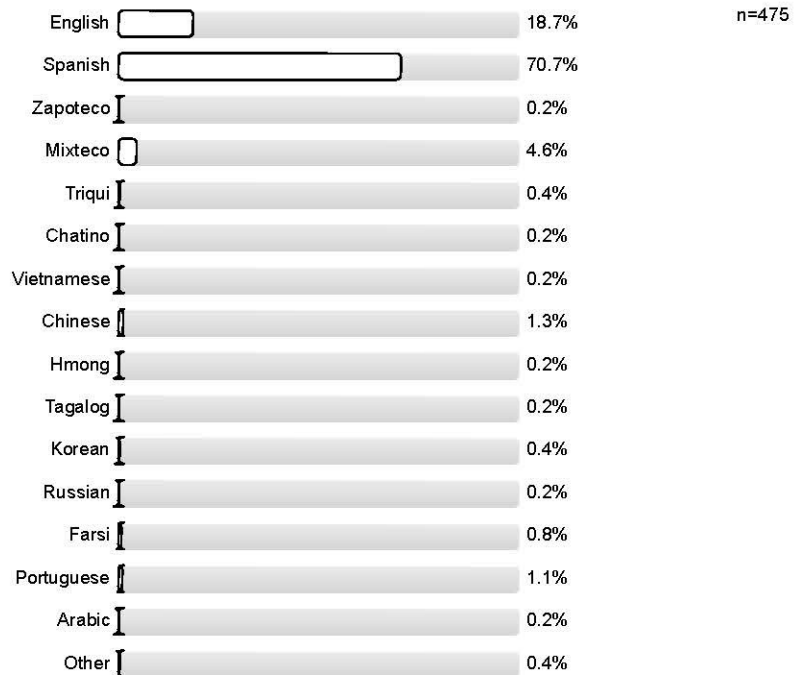
1.6) How many people live at your address?



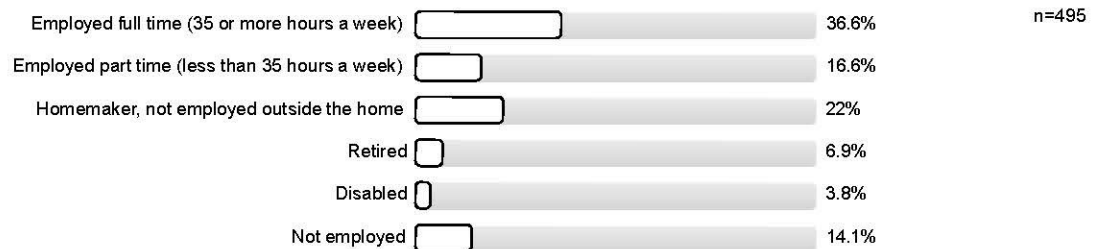
1.7) How much money did you make last year?



1.8) What is your native language?



1.9) What is your current employment status?



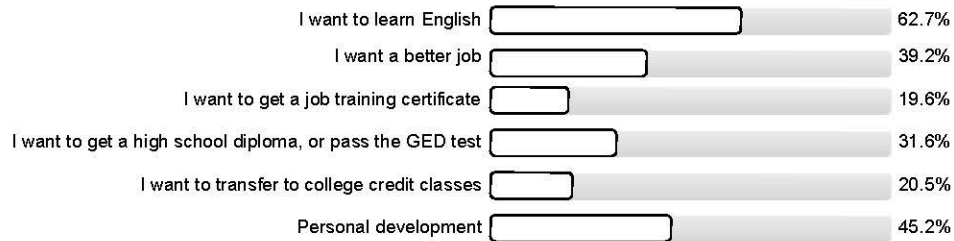
1.10) Since age 18, I have attended classes:



1.11) Are you currently enrolled in a college credit class?

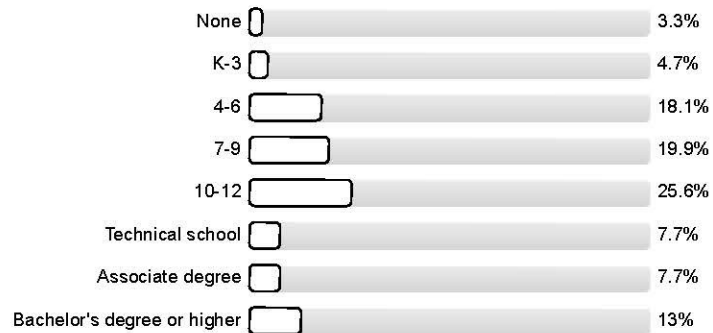


1.12) I come to school because: (mark all that apply)



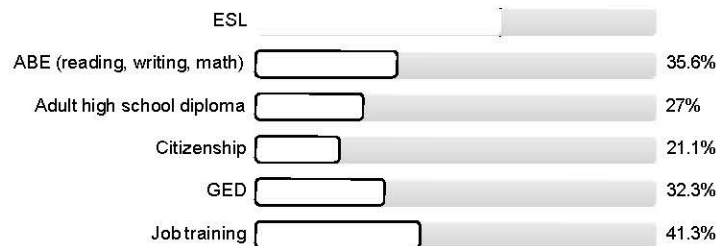
n=526

1.13) My highest level of education is:



n=492

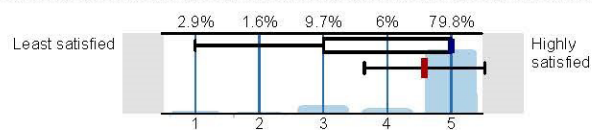
1.14) What classes would you like to attend to help you reach your goals? (mark all that apply)



n=526

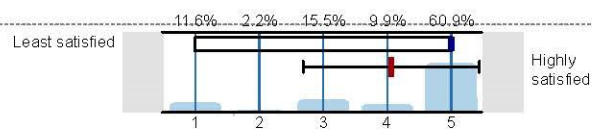
Please rate your satisfaction for the following areas:

1.15) Classroom experience



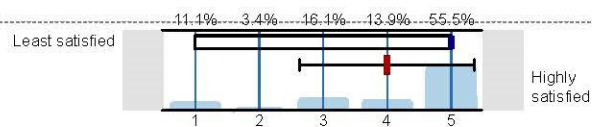
n=485
av.=4.58
md=5
dev.=0.94
ab.=10

1.16) Availability of classes



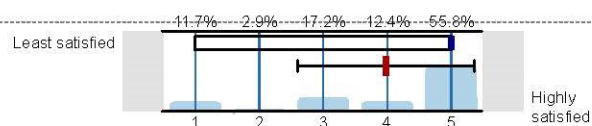
n=465
av.=4.06
md=5
dev.=1.38
ab.=19

1.17) Variety of courses offered



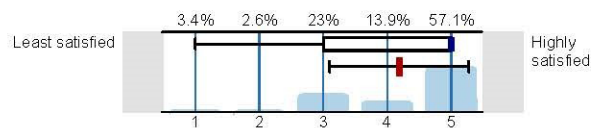
n=467
av.=3.99
md=5
dev.=1.36
ab.=23

1.18) Technology, books and learning materials



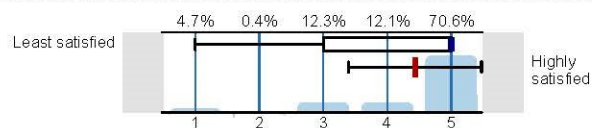
n=453
av.=3.98
md=5
dev.=1.38
ab.=24

1.19) Class size (number of students in a class)



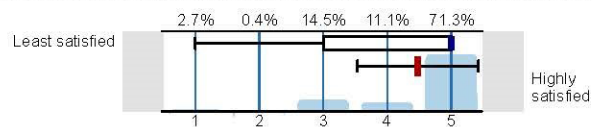
n=466
av.=4.19
md=5
dev.=1.09
ab.=23

1.20) Appearance of classroom



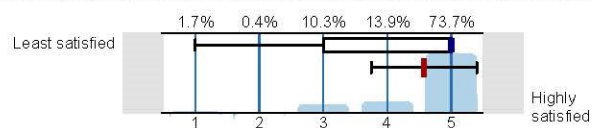
n=472
av.=4.43
md=5
dev.=1.04
ab.=16

1.21) Campus safety/security



n=477
av.=4.48
md=5
dev.=0.94
ab.=17

1.22) Overall school/campus experience



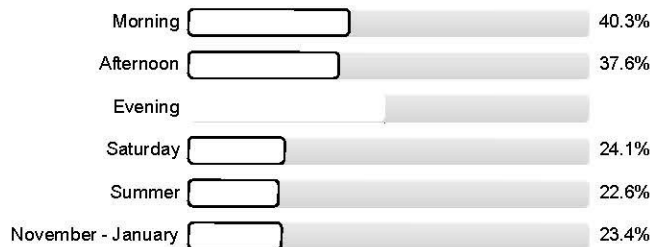
n=476
av.=4.58
md=5
dev.=0.82
ab.=14

1.23) Are there any courses, currently not available, that you would like the school to offer?



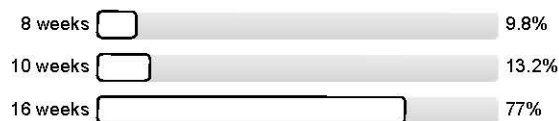
n=455

1.25) What time, or when, do you prefer classes to be offered? (mark all the apply)



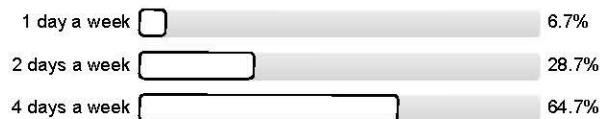
n=526

1.26) Do you prefer classes that are scheduled for:



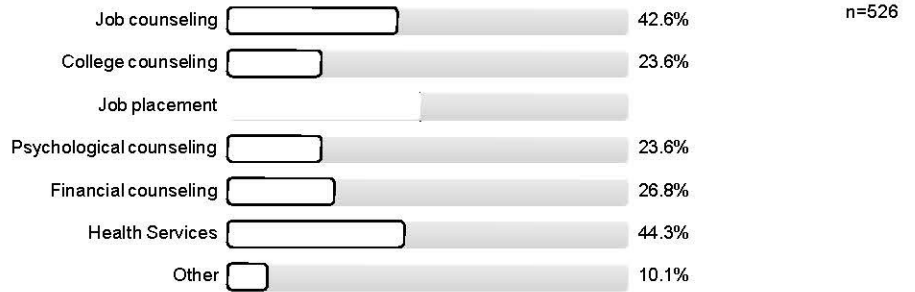
n=469

1.27) Do you prefer to attend school:



n=481

1.28) What services would you like offered? (mark all that apply)

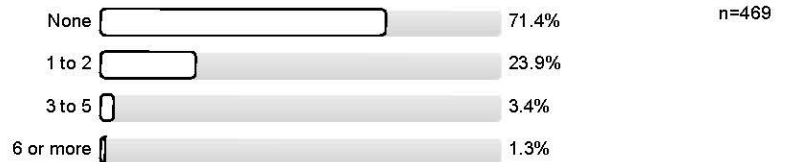


1.30) If you are an ESL student, please answer the following question

Would you be interested in attending job training at the same time as your academic or ESL class? For example, attending ESL class in the morning and job training in the afternoon.



1.31) How many times have you met with a counselor this year?



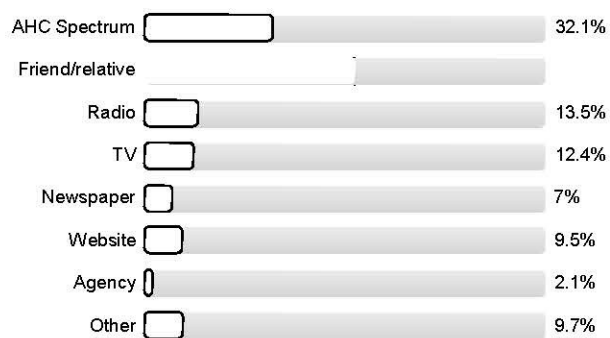
1.32) What barriers/problems prevent you from coming to school? (mark all that apply)



1.34) How many miles will make it too far for you to go to school?



1.35) How did you find out about this class? (mark all that apply)



n=526

Thank you for taking the time to take this survey!

Profile



Compilation:

Full combined report (Engl/Span)

Values used in the profile line: Mean

1.

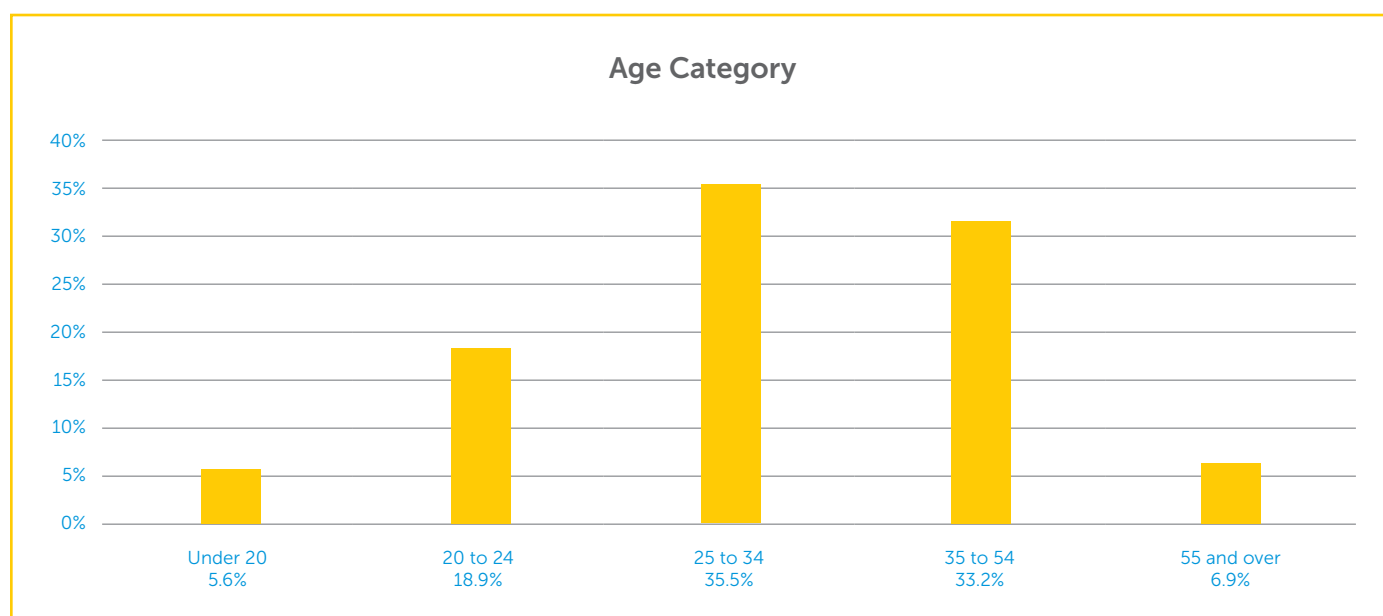
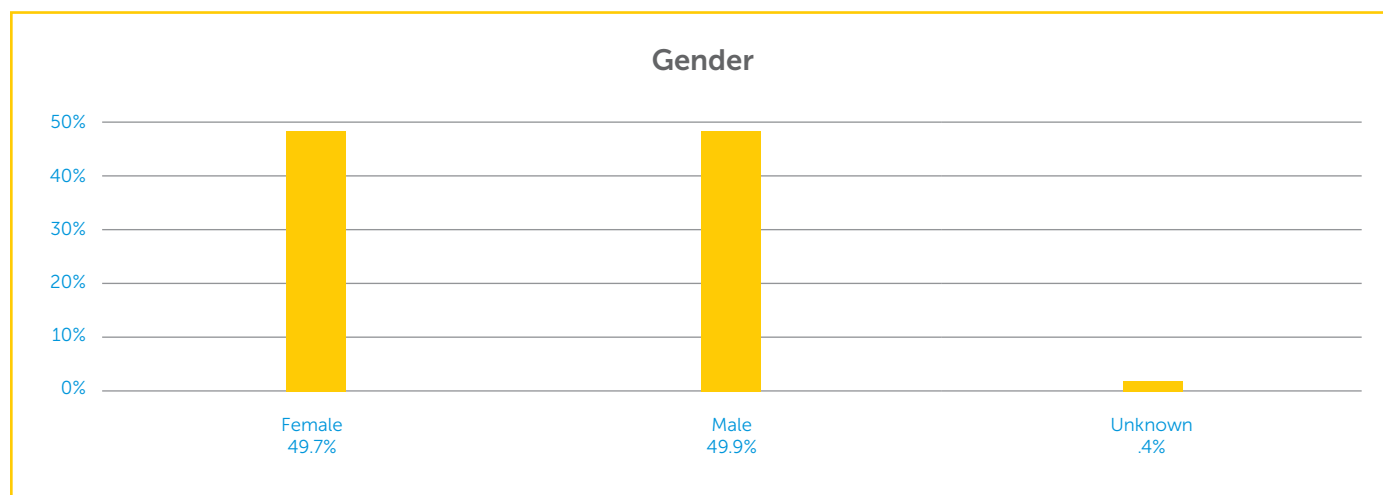
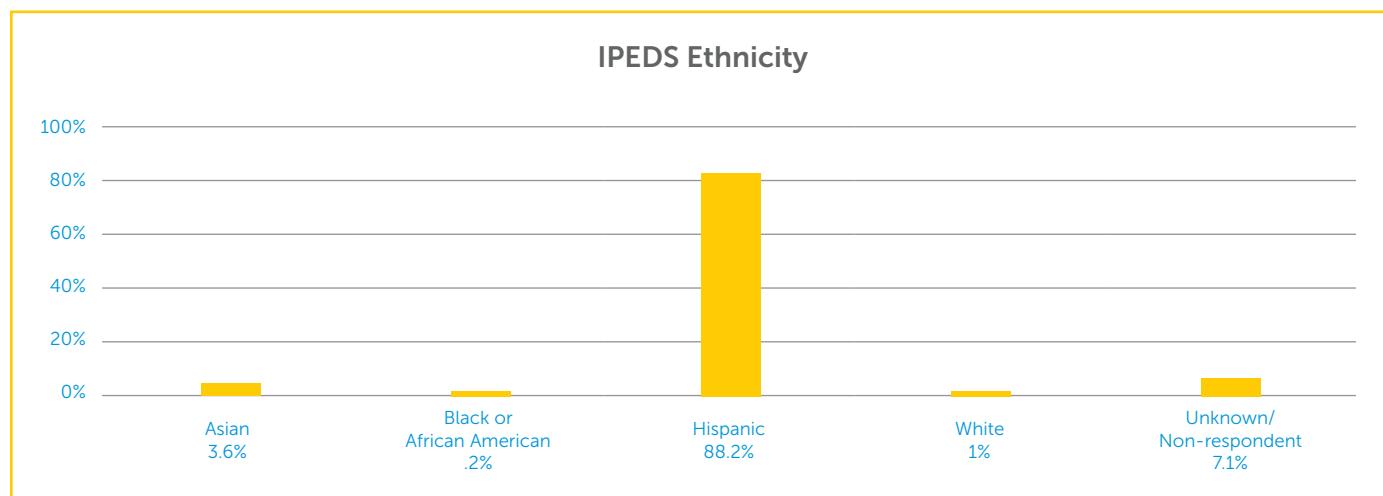
1.15) Classroom experience	Least satisfied  Highly satisfied	n=485 av.=4.58nd=5.00dev.=0.94
1.16) Availability of classes	Least satisfied  Highly satisfied	n=465 av.=4.00nd=5.00dev.=1.38
1.17) Variety of courses offered	Least satisfied  Highly satisfied	n=467 av.=3.99nd=5.00dev.=1.36
1.18) Technology, books and learning materials	Least satisfied  Highly satisfied	n=453 av.=3.98nd=5.00dev.=1.38
1.19) Class size (number of students in a class)	Least satisfied  Highly satisfied	n=466 av.=4.19nd=5.00dev.=1.09
1.20) Appearance of classroom	Least satisfied  Highly satisfied	n=472 av.=4.43nd=5.00dev.=1.04
1.21) Campus safety/security	Least satisfied  Highly satisfied	n=477 av.=4.48nd=5.00dev.=0.94
1.22) Overall school/campus experience	Least satisfied  Highly satisfied	n=476 av.=4.58nd=5.00dev.=

APPENDIX F:

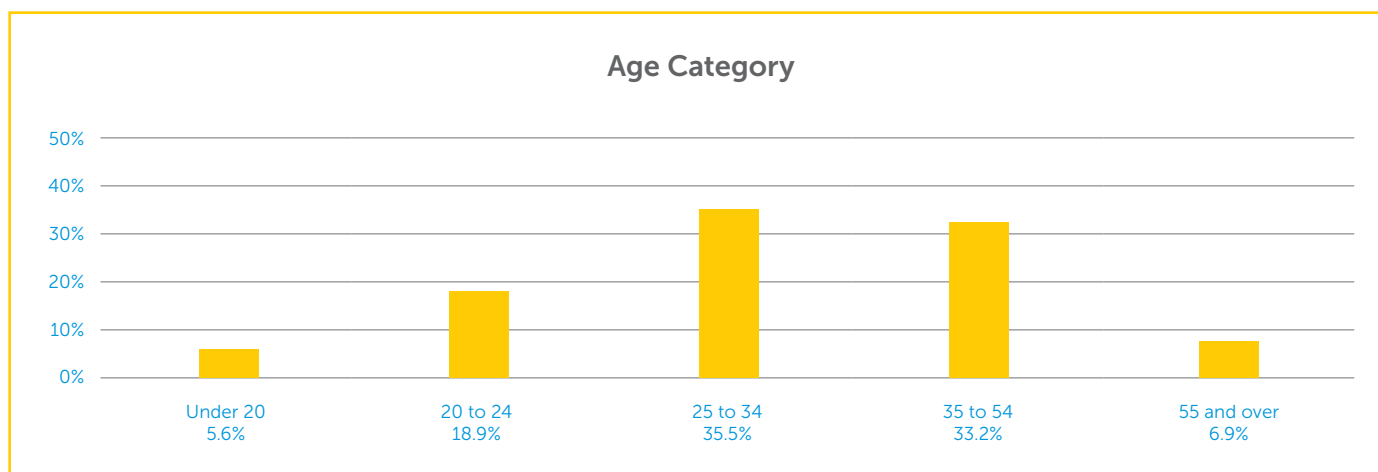
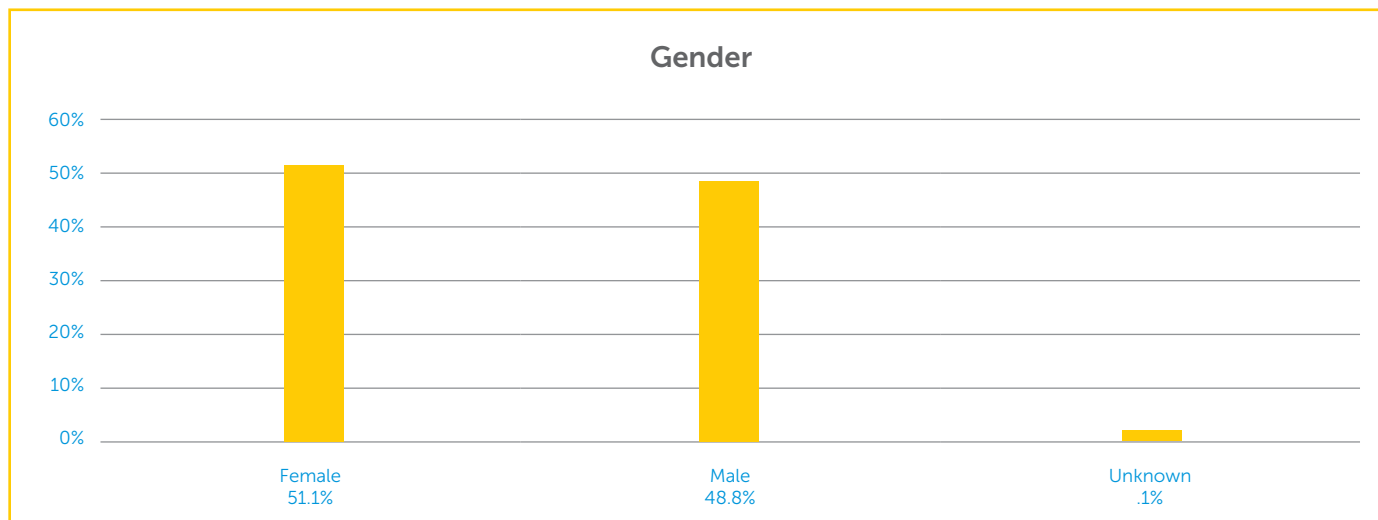
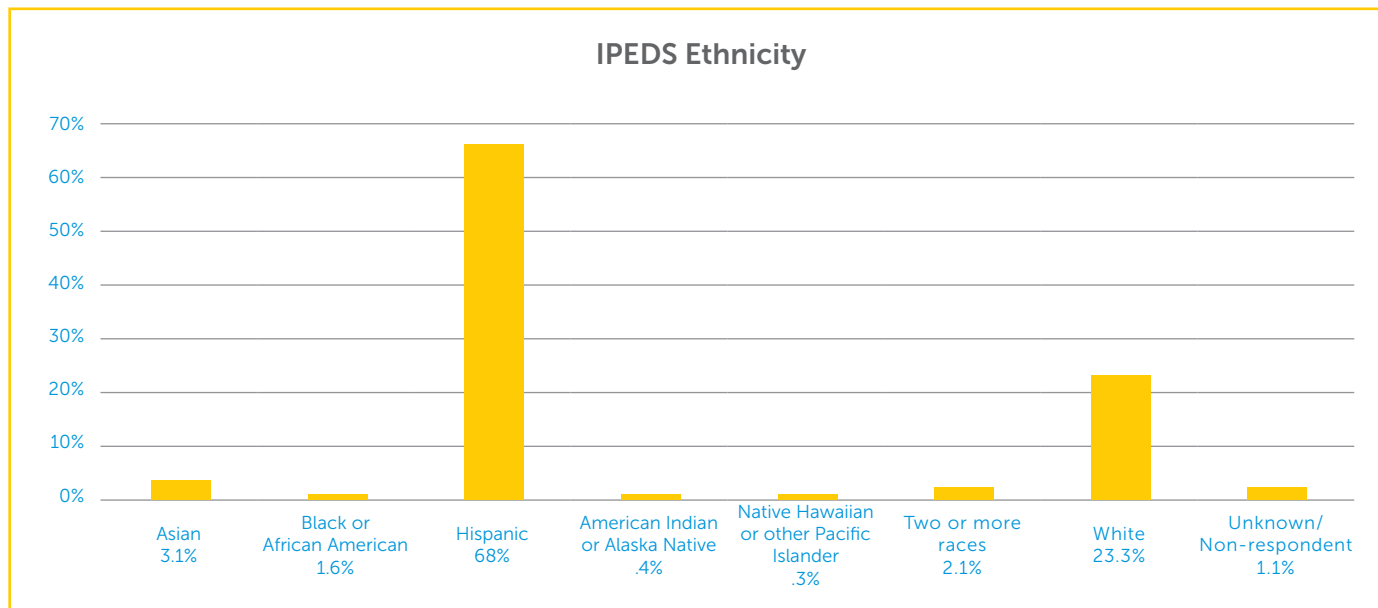
MIS Data Demographic Profile

ABE, ESL, Basic Skills, Vocational Students

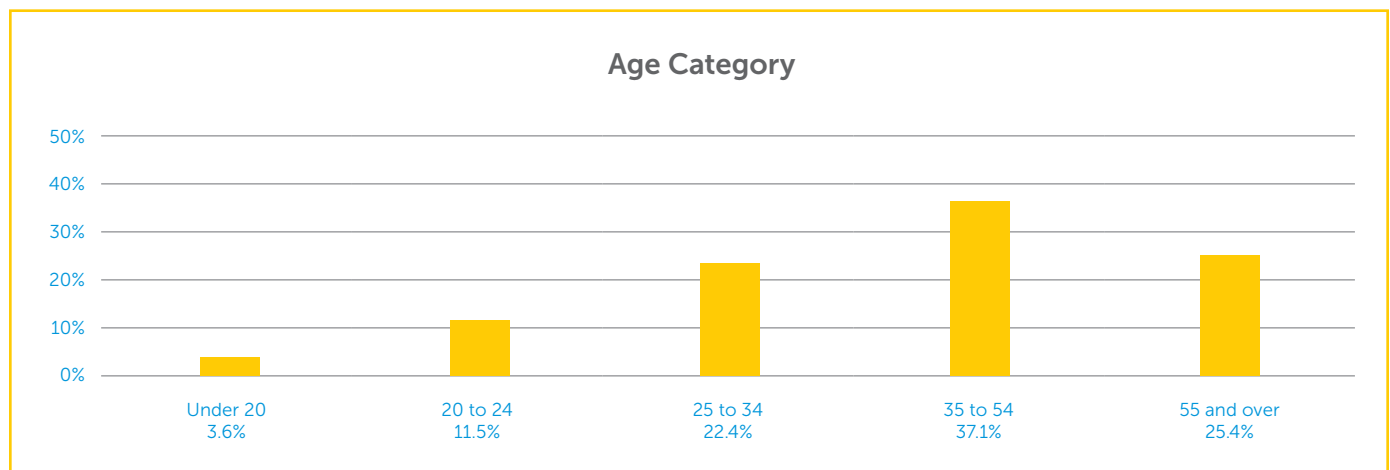
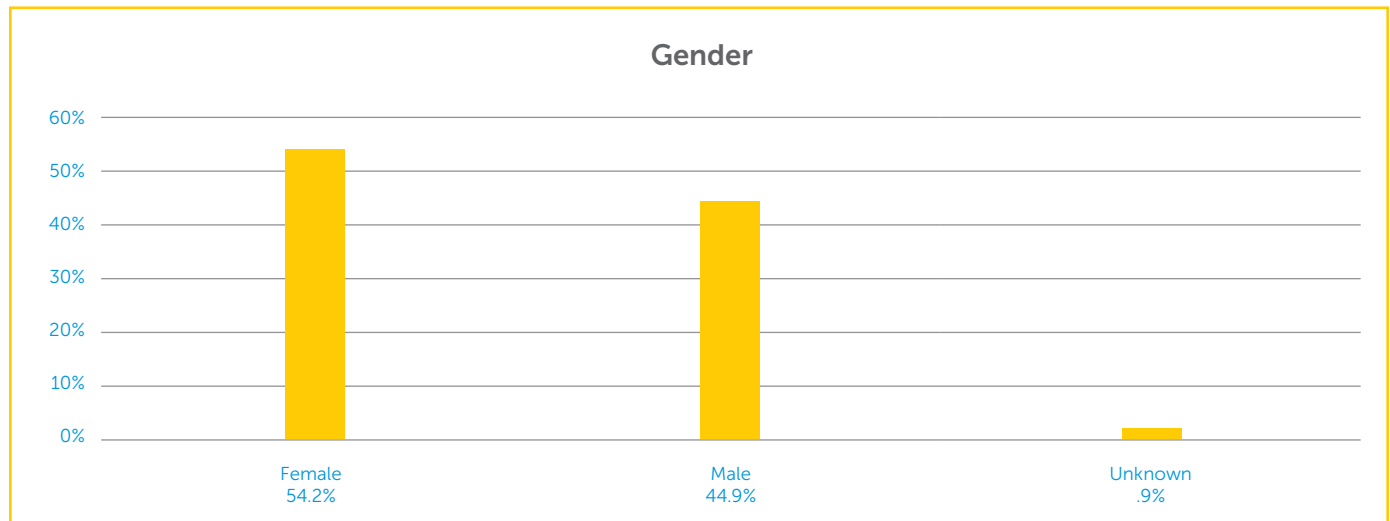
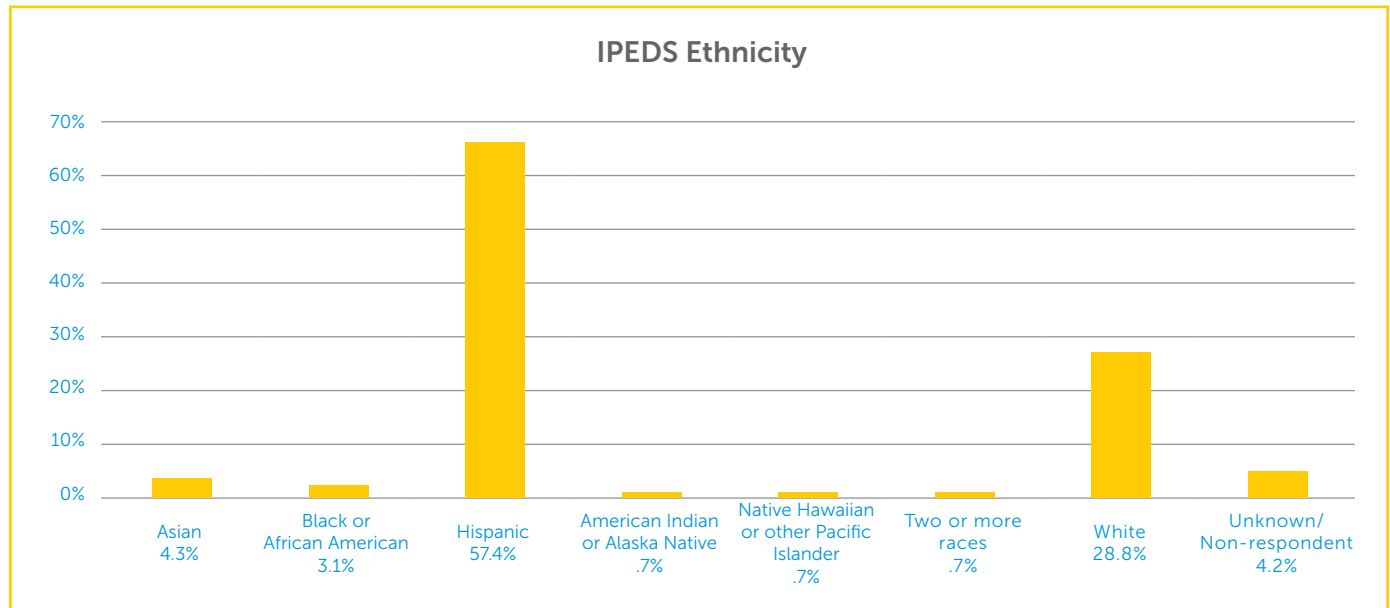
AHC NONCREDIT ESL STUDENTS



AHC NONCREDIT BASIC SKILLS STUDENTS



AHC NONCREDIT SHORT-TERM VOCATIONAL STUDENTS



APPENDIX G:

Consortium Activities to Date

CONSORTIUM ACTIVITIES TO DATE					
Project Reporting Period	Activity	Date(s)	Participants	Location	Notes
July 31, 2014	Steering Committee convened	June 6, 2014	Co-Project Leads Committee Chairs Consultant and AB86 Project Specialist	Allan Hancock College	<ul style="list-style-type: none"> • Overview of Allan Hancock College noncredit and Lompoc Unified School District adult education • Overview of AB86 • Overview/discussion of proposed Consortium partners • Work group planning (educational focus area work groups) • AB86 Adult Education Consortium Summit Planning
July 31, 2014	Consortium re-cruiting	June – July, 2014	Project Co-Leads Steering Committee	Northern Santa Barbara County	Consortium participants include stakeholders from community college, high school adult education, government, and other agencies
July 31, 2014 (continued)	AB86 Consortium Survey on Adult Education	Developed June 20, 2014	42 respondents from adult education regional community	Northern Santa Barbara County	72 surveys distributed to 32 stakeholder organizations
July 31, 2014	Steering Committee Meeting	June 26, 2014	Steering Committee members	Allan Hancock College	AB86 Adult Education Consortium Summit planning meeting
July 31, 2014	Summit breakout facilitator meeting	July 8, 2014	Committee Chairs, volunteer facilitators, AB86 team members, consultant	Allan Hancock College	Facilitators

CONSORTIUM ACTIVITIES TO DATE

Project Reporting Period	Activity	Date(s)	Participants	Location	Notes
July 31, 2014	AB86 Adult Education Consortium Summit	July 11, 2014	72 adult education community stakeholders from 31 organizations	Allan Hancock College	<ul style="list-style-type: none"> • Overview of AB86 • Partial review of survey results • Educational focus area work group breakouts
July 31, 2014	Template data gathering meetings, teleconferences	July 2014	<ul style="list-style-type: none"> • AHC • LUSD • Central Coast Literacy • Vocational Training Center • S. B. Co. Sheriff's Office • Federal Correctional Institution 	Northern Santa Barbara County	
July 31, 2014	Northern Santa Barbara County Economic development research (unemployment, growth sectors, etc.)	June-July, 2014	Consultant Project Co-Lead - AHC	N/A	
July 31, 2014	Educational focus area Committee (work group) planning	July 16, 2014	AHC Co-Lead Consultant	Allan Hancock College	
July 31, 2014	Steering Committee participation in AB86 community Central Coast webinar	July 29, 2014	Steering Committee members	Allan Hancock College	
July 31, 2014	Submission of first AB86 report	July 31, 2014	Project Leads Consultant AB86 Project Specialist	N/A	Daily report development meetings; draft revisions July 25-31
July 31, 2014	Weekly status meetings (minimum of once per week)	May – July, 2014	Project Co-Lead(s) Consultant, Project Specialist	Allan Hancock College	Monitoring activities, planning upcoming meetings, etc.
October 31, 2014	Adults with Disabilities (AWD) work group telecom	August 1, 2014	Chairperson AWD agency stakeholders, special education teachers	N/A	

CONSORTIUM ACTIVITIES TO DATE

Project Reporting Period	Activity	Date(s)	Participants	Location	Notes
October 31, 2014	Community College ESL/ Citizenship AB86 meeting	August 14, 2014	Project Co-Lead Community college teacher, adult education coordinator, AB86 project specialist, consultant	Allan Hancock College	Information sharing, discussion of gaps
October 31, 2014	Basic skills work group meeting	August 14, 2014	Project Co-Lead Chairperson ABE instructors Consultant	Lompoc Adult Education	First official meeting of educational focus area work group
October 31, 2014	Vocational/Apprenticeship work group meeting	August 21, 2014	Project Co-Lead Co-Chairs Vocational/ Apprenticeship stakeholders, i.e. Regional Occupation Program, Sheriff's Office/ Good Sam Shelter, EDD and IBEW representatives	WIB/Workforce Resource Center, Santa Maria	
October 31, 2014	ESL/Citizenship work group meeting	August 22, 2014	Project Co-Leads Co-Chairs City Librarian AHC Noncredit Counselor Plaza Comunitaria Director and Assistant Director Head Start Director	Allan Hancock College	
October 31, 2014	Faculty/Teacher Survey (online)	August: Development September: Distribution Analysis	25 noncredit/ adult education/ special education faculty members and teachers responded (survey distributed to 75 faculty members)	N/A	See page 29 for breakdown of survey respondents by educational focus area
October 31, 2014	Steering Committee Meeting	September 5, 2014	<ul style="list-style-type: none"> Steering committee members 	WIA Workforce Resource Center	

CONSORTIUM ACTIVITIES TO DATE

Project Reporting Period	Activity	Date(s)	Participants	Location	Notes
October 31, 2014	Adults with Disabilities work group teleconference	September 8, 2014	<ul style="list-style-type: none"> • Chairperson • Santa Barbara County SELPA • Federal Correctional Institution • Tri-Counties Regional Center • SYV Special Education Consortium • Santa Maria Joint Union H.S. District • Path Point, Inc. • No. S.B. Co. Dept. of Rehabilitation • City of Santa Maria Recreation • Vocational Training Center • Allan Hancock College • UCP-Work, Inc. 	N/A	
October 31, 2014	Faculty/Teacher Meeting	September 19, 2014	<ul style="list-style-type: none"> • Project Leads • Consultant/Project Specialist • Steering Committee • Allan Hancock noncredit faculty • Lompoc Adult School teachers • Special education instructors/administrators from the region 	Allan Hancock College	<p>Agenda included:</p> <ul style="list-style-type: none"> • Overview of AB86 • Overviews of noncredit/adult education at AHC and LUSD <p>Breakouts:</p> <p>Basic skills ESL/Citizenship Adults with Disabilities Vocational/Apprenticeships</p>

CONSORTIUM ACTIVITIES TO DATE

Project Reporting Period	Activity	Date(s)	Participants	Location	Notes
October 31, 2014	Adults with Disabilities work group teleconference	September 29, 2014	<ul style="list-style-type: none"> • Chairperson • Santa Barbara Co. SELPA • Tri-Counties Regional Center • Santa Ynez Valley • Special Education Consortium • Santa Maria Joint Union H.S. District • Pat Point, Inc. • No. S.B. Co. Dept. of Rehabilitation • Vocational Training Center • Allan Hancock College • UCP-Work, Inc. • AB86 Consultant 	N/A	
October 31, 2014	Basic Skills work group meeting	October 3, 2014	Allan Hancock College Lompoc Adult School	Allan Hancock College	
October 31, 2014	"Synthesis" meetings – Project team and chairs – all work groups	October, 2014	Basic Skills Chair ESL/Citizenship Co-Chairs Adults with Disabilities Chair Vocational/Apprenticeships Co-Chairs	Allan Hancock College WRC	AB86 Consultant discussions with educational work group chairs to "synthesize" information from faculty/teachers' survey/meeting and work group inputs
October 31, 2014	AB86 weekly status meetings (minimum once per week)	August-October, 2014	Project Lead(s) Consultant Project Specialist Others as needed	Allan Hancock College	
October 31, 2014	Adult Education Summit	October 2014	AHC Dean and faculty member LUSD Adult Education principal and faculty member	Sacramento	
October 31, 2014	National Career Pathways Networking Conference	October 2014	AHC Dean and LUSD principal	Orlando, FL	

CONSORTIUM ACTIVITIES TO DATE

Project Reporting Period	Activity	Date(s)	Participants	Location	Notes
October 31, 2014	Drafting of October report	October 2014	Project Lead(s) Consultant Project Specialist	N/A	Near daily meetings and/or conversations week of October 20 and October 27; cost and program re-search; draft revisions
December 31, 2014	Steering committee meeting	November 21, 2014	Steering committee members	AHC	Special presentation re: Cultural Proficiency
December 31, 2014	Student survey	October – December 2014	528 students AHC Institutional Researcher Steering committee	AHC LUSD	Student survey developed with assistance of Allan Hancock College Institutional Research Department. Translated into Spanish. Survey was distributed to nearly 600 AHC and LUSD adult ed students. 526 students responded. Survey analysis was presented at December 5 steering committee meeting.
December 31, 2014	Participation in regional Workforce Innovation and Opportunities Act orientation	November 14, 2014	Project Leads Consultant Some steering committee members	San Luis Obispo	Several steering committee members attended
December 31, 2014	Large employer survey development	November-December, 2014	Consultant Project Leads Steering committee	N/A	Draft employer survey presented at November steering
December 31, 2014	AB86 Community Consortium website	October – December 2014	AHC Project Lead Project Assistant	N/A	Initial website planning meeting held, with website development in progress
December 31, 2014	Steering committee meeting	December 5, 2014	Steering committee members	AHC	Draft of Key Findings distributed; student survey results reviewed
December 31, 2014	Organizing of Employer Roundtable	November – December, 2014	Project Leads Project Assistant Project Consultant	N/A	Date set; names of 30 largest employers obtained; other key employers identified
December 31, 2014	Weekly meetings for drafting of December report	November – December, 2014	Project Lead(s) Project Consultant	AHC	

CONSORTIUM ACTIVITIES TO DATE

Project Reporting Period	Activity	Date(s)	Participants	Location	Notes
December 31, 2014	Drafting of December report	November – December, 2014	Project Leads LUSD Asst. Supt. Project Consultant Project Assistant	N/A	
March 1, 2015	North County Employer Survey	January, 2015	North County Employers	N/A	Survey sent to 56 employers with 25 responses
March 1, 2015	Steering committee meeting	January 16, 2015	Steering committee members	N/A	Reviewed December 31 report; reviewed employer survey; reviewed agenda for Employer Roundtable
March 1, 2015	Employer Roundtable	February 6, 2015	North County Stakeholders and Employers	AHC	<ul style="list-style-type: none"> • Overview of AB86 • Overview of NCRC • Cross-sector group breakouts
March 1, 2015	Final AB86 Regional Plan to State	March 1, 2015	Project Leads LUSD Asst. Supt. Project Consultant Project Assistant	N/A	

APPENDIX H:

Adult Education Summit

ADULT EDUCATION SUMMIT AGENDA

Friday, July 11, 2014, 9 a.m. to 1 p.m.

Student Center (Building G 106)

8:30 a.m. Coffee and pastries available – check in please!

		MINUTES
Welcome - Opening Remarks	Kevin Walthers, Ph.D., Superintendent/President Allan Hancock College (AHC)	5
	Art Diaz, Director Pupil Support Services Lompoc Unified School District (LUSD)	3
Introductions	Victoria Conner, Project Consultant	15
Did You Know? 2014	YouTube	5
Overview of Agenda	Victoria Conner	5
What is the AB86 Adult Education Consortium Project?	Ardis Neilsen, Dean, Academic Affairs, AHC	5
What is Adult Ed? (video)	Kat Beckelhymer, Steering Committee Member	5
Adult Ed Overview	Greg Halfman, Interim Adult Ed Principal, LUSD Ardis Neilsen, Dean, Academic Affairs, AHC	10
Break		15
Adult Ed Best Practices	Marla Allegre, AHC English Faculty Kelly Underwood, AHC Writing Center Coordinator Francisco Navarro, AHC student Rosie Ocegüera, LUSD student	20
Breakout (instructions)	Victoria Conner	5
Breakout #1	Prioritize top 3 needs	20

Report Back	(3 minutes/table)	25
Lunch - working		20
Breakout #2	Create solutions tied to prioritized needs determined in breakout #1	20
Report Back	(3 minutes/table)	25
Wrap Up	Victoria Conner	5

July 11, 2014

AB86 Survey Q 12: In Your Opinion, What Are the 5 Most Important Adult Education NEEDS in the Northern Santa Barbara County Region?

Basic Education

Adult Basic Education (reading, writing, math)

GED

—GED: Lompoc/Santa Ynez Valley

H.S. Diploma

Literacy

—Workplace literacy

—Computer literacy

—Financial literacy

CAHSEE preparation

Assessments for learning disabilities

Adults with Disabilities

Customized credit/noncredit classes for adults with disabilities

Vocational training for certificates with stacked curricula—adults with disabilities

Pilot Programs: Culinary, Theater, Child Development, Auto Mechanics, Medical Assisting

Independent Living

Life Skills

Skill/interest Inventories—individuals with disabilities

Regional Center vocational rehab

AHC resources for people with disabilities

Identified tracks within existing vocational programs (may be outside industry) for people with disabilities

Greater continuity between school/home

Incentives for businesses hiring adults with disabilities

Business affiliations adult hirees with disabilities

ESL/Citizenship

ESL

—Spanish literacy

—Vocational ESL

—Saturday ESL

—Intensive ESL (November-February)

Conversational Spanish/English speakers

Citizenship

—Citizenship – broadly distributed locations

Vocational & Apprenticeship Readiness (Noncredit)

Skills training/vocational

Career training

Vocational certificates – state recognized

Community work experience

Relevant career-related programs

Apprenticeships

Technical certificates

Access to training

Technology

Weekend and evening vocational

Job training

Computer literacy

Career readiness
Soft skills training
Online or digital tutoring
Cross-cutting curriculum modules to address multiple career pathways
Certificate of Competency to enhance employability
Better understanding of needs of local industry
Classes customized to meet identified needs
Evening certificate program

Support Services

Centralized adult education clearinghouse
Funding- direct placement
Counseling
Tutoring
Career planning (career choice)
Educational goal setting
Understanding of education
Awareness of services
Academic expectations
Professional development for instructors/counselors
Family literacy
Outreach on specific programs to potential adult students/HR professionals (Solution: blurbs for employee newsletters, social media, utility bills, church bulletins for adult learners)
Professional development for educators and providers on rapidly changing educational needs and new educational solutions
Professional development: Generation Z and characteristics of five adult learner generations

AB86 SURVEY Q13: WHAT ARE YOUR 5 BEST IDEAS FOR ADDRESSING THE NEEDS YOU IDENTIFIED?

- Identify local industry and specific employer needs, courses benefiting employers/employees
- Identification of current and pro forma of future regional job opportunities to create vocational tracks for adults, including those with developmental disabilities
- Designated counselors
- "Stacking" of curricula aligning with job prep and individuals' specific developmental challenges
- Identify population most in need, include employers, WIB
- Collaboration among the business community, school districts, community college, agencies
- Collaboration among Regional Center and partners to develop and measure success of pilot programs
- Administration being more aware of the needs
- AHC needs steady presence in community to build trust to get people to these citizenship classes.
- Orientations and sign-ups for services available
- Problem-solving for support services
- Increased State/Federal funding
- Better marketing
- Bolster non academic career preparation in line with projected future work force demand.
- Character-based training as a component for all other training programs, it is the foundation
- Draft a method of implementation & accountability: mandatory orientations & projects
- Formal agreements/collaboration between adult education and transportation providers to get learners to/from school.
- Formal agreements/collaboration between adult education providers and businesses to provide on-site employment training.
- Reduce dependency on government funding by building more economically sustainable models for providing adult education - engage philanthropic and business partners in novel problem solving
- Greater access to training for low-income youth/adults
- Hire competent teachers with adequate salaries.
- Hold classes in library and partner with Oaxacan organizations to reach underserved in need
- Collaborate with partners in order to fulfill the need
- Budgeting and reinstating adult education in all school districts across California.
- Collective action to identify what programs work best and how to do more of that
- Making these services/classes more accessible and available in Lompoc and Guadalupe.
- Offering classes at a time and location that is accessible to those needing the services.
- Orientations and sign ups to various services available; strategies for when such things go wrong, assigned counselors who work with groups of students through out the semester to help them address concerns
- Partnership with Alan Hancock, learning stations where clients are
- Short, local self-paced programs
- Shared professional development among agencies
- Create mentorship programs that partner students participating in vocational tracks with adults with disabilities working on certain competencies
- Strengthen collaborative ties with existing programs and make awareness of those accessible to students, and ongoing inter agency organization to monitor and guide ongoing development of programs
- Increased state and federal funding and hiring full time faculty

- Identifying tracks within existing vocational programs that would allow opportunities for people with disabilities to earn certificate of competency to enhance employability
- Ensure courses and programs are time-limited to avoid permanent students
- Partnerships through continuity of care to support students off-campus to ensure they meet requirements of chosen courses
- More funding
- Coordinate with employers. Learn your local labor market.
- Creating small classes at evenings or on weekends, almost all adults work late
- Develop more voc programs; collaborate with local high schools (targeting drop outs)
- Target WRC participants - introduce them to new vocational programs
- Basic Skills & GED
- Building stronger program bridges between ESL students and career and academic pathways with linked classes such as VESL, GED graduate tours of college level vocational and academic programs.
- Work with community groups to reach out to potential students
- Workshops, Middle and High School courses that introduce this type of thinking, then carry it over to the college level.
- Improve ability of students/adult learners to transfer from one program or option to another to provide the best outcome for the individual. Currently, too many programs exist in silos and are potentially duplicating efforts
- Include in northern branch jail when built

JULY 11, 2014

AB86 ADULT EDUCATION SUMMIT

INPUT AND FEEDBACK NOTES

1. ADULT EDUCATION SUMMIT BREAKOUT SUMMARIES – PRIORITY NEEDS/SUGGESTED SOLUTIONS

Top 3 Priority Needs	Solutions/Strategies
BREAKOUT: BASIC SKILLS	FACILITATOR: GREG HALFMAN
1. Adult Basic Education (reading, writing, math)	<ul style="list-style-type: none"> • Alternative schedules/customized schedules • Alternative locations • Childcare, food, transportation • Counselors, navigators, librarians
2. GED/H.S. Diploma – CAHSEE (California High School Exit Examination)	<ul style="list-style-type: none"> • Alternative schedules, customized schedule • Alternative locations • Childcare, food, transportation • Counselors, navigators, librarians
3. Opportunity Awareness/Outreach	<ul style="list-style-type: none"> • Alternative locations • Counselors, navigators, librarians • Partnerships
BREAKOUT: BASIC SKILLS	FACILITATORS: MARLA ALLGRE/KELLY UNDERWOOD
1. Assessments for learning disabilities	<ul style="list-style-type: none"> • Initial learning disabilities screening based on high school, self-report, or teacher observation • Earlier collaboration community college & K-12
2. Targeted GED (Cost/Attainment)/ H.S. Diploma – (CAHSEE Prep)	<ul style="list-style-type: none"> • Identify target population • Outreach • Provide locally accessible services
3. Adult Basic Education	<ul style="list-style-type: none"> • Identify target population • Outreach • Provide locally accessible services • Awareness of the needs (on the part of the institution)
BREAKOUT: BASIC SKILLS	FACILITATOR: ELAINE WEBBER
1. Adult Basic Education	<ul style="list-style-type: none"> • Flexibility in funding • Hub liaison – service staff goes to agencies
2. GED/Credential Achievement H.S. Diploma – CAHSEE certificates	<ul style="list-style-type: none"> • Add resources/access/providers to areas of learners <ul style="list-style-type: none"> o Licenses, locations, etc.
3. Literacy – comprehensive workplace/computer	<ul style="list-style-type: none"> • Identify local industry and specific (STEM) employer needs • Workplace training
<i>See at right common solutions for all (Webber table) Basic Skills priorities above</i>	<ul style="list-style-type: none"> • Collective action on what works for our region and how to do more of it • Flexible funding • Transparency – continuous quality improvement based on ongoing data analysis

1. ADULT EDUCATION SUMMIT BREAKOUT SUMMARIES – PRIORITY NEEDS/SUGGESTED SOLUTIONS

Top 3 Priority Needs	Solutions/Strategies
BREAKOUT: ESL/CITIZENSHIP	
FACILITATOR: KAT BECKELHYMER	
1. Vocational ESL	<ul style="list-style-type: none"> • Increase State/Federal Funding • Designated counselors • Identify local industry and specific employer needs/employees' needs • Hire competent teachers with adequate salaries
2. Intensive ESL	<ul style="list-style-type: none"> • Teacher time available/schedule • Hire competent teachers with adequate salaries • Make money available for more programs and resources
3. Funds for Citizenship applications	<ul style="list-style-type: none"> • AHC needs steady presence in community to build trust to get people the citizenship classes • Increase State/Federal funding • Onsite application assistance, orientation
If more funding available: <ul style="list-style-type: none"> • Spanish literacy • Vocational ESL – better approach • Saturday ESL • Intensive Conversational 	
BREAKOUT: ESL/CITIZENSHIP	
FACILITATOR: DANA VALVERDE	
1. Spanish literacy – leveled/badges	<ul style="list-style-type: none"> • Levels I – II- III • Badges, marketing • Increase locations and classes • Offerings year round
2. Vocational ESL/bi-lingual <ul style="list-style-type: none"> a. Welding b. Early Childhood studies c. Accounting d. Business e. Medical billing 	<ul style="list-style-type: none"> • Childcare and tutoring for ESL students • Develop more vocational programs • Collaborate with local high schools • Collaborate with local industry
3. Saturday ESL/Intensive ESL when needed	<ul style="list-style-type: none"> • Scheduling classes according to community needs • Creating small classes evenings/weekends
Also need citizenship support	<ul style="list-style-type: none"> • Help completing citizenship forms
BREAKOUT: ESL/CITIZENSHIP	
FACILITATOR: ANDRIA KEISER	
1. Vocational ESL	<ul style="list-style-type: none"> • Work with employers/learn labor market • Awareness program • Transportation/Childcare • Offer classes at accessible time/location
2. Conversational English	<ul style="list-style-type: none"> • Hire a facilitator to pair students, create a pool of partners • Phone, online, Skype media
3. Citizenship Application Process	<ul style="list-style-type: none"> • Hire a citizenship specialist • Collaborate with Mexican Consulate • Increase awareness of citizenship process

1. ADULT EDUCATION SUMMIT BREAKOUT SUMMARIES – PRIORITY NEEDS/SUGGESTED SOLUTIONS

Top 3 Priority Needs	Solutions/Strategies
If not a large funding issue, tie Intensive ESL (Nov-Feb/Dec & Jan) to Academic ESL	Did not discuss solutions for these
BREAKOUT: ADULTS WITH DISABILITIES	FACILITATOR: PAT FORGEY
1. Create vocational certificate programs specific to the interests of adults with disabilities that are aligned with regional job opportunities and employer needs	<ul style="list-style-type: none"> • Create and use “stacked” curriculum resulting in certificates, accommodating needs of adults with disabilities • Identify current and future regional job opportunities • Establish partnerships with the local business community • Use Economic Development Plans data to monitor opportunities for employment
2. Ensure successful participation and completion of vocational certificate programs designed with accommodation for adults with disabilities	<ul style="list-style-type: none"> • Create an infrastructure to assess skills and interests of adults with disabilities, aligning those with education (certification) and vocational opportunities • Create life skills courses emphasizing skills for success in the classroom and in employment settings • Enhance use of assistive technology such as iPads and applications for classroom and homework support • Ensure access to basic computer skill-building through development of computer course designed for adults with disabilities
3. Create continuing opportunities for employment of adults with disabilities who have attained vocational certifications by expanding the number of agreements with local businesses	<ul style="list-style-type: none"> • Sustain ongoing relationships with regional employment to establish positions for adults with disabilities • Educate and expand a network of potential employers through campaigns about the benefits of hiring adults with disabilities
BREAKOUT: VOCATIONAL	FACILITATOR: MONA BAKER
1. Career, Vocational, Technical Training	<ul style="list-style-type: none"> • Funded on-the-job (OJT) training opportunities • Partnerships with private sector • Customized training <ul style="list-style-type: none"> o Subject matter experts (SMEs)
2. Career Readiness/Soft Skill Training	<ul style="list-style-type: none"> • Classes for “how to be employed” • Outreach, community awareness • Embed soft skills programming in all other vocational curriculum • Navigator-based program (like WA) • Employer involvement
3. Community-Based Work Experience	<ul style="list-style-type: none"> • On-the-job training – State funded (WIA-like) • Closer partnerships with industry • Stackable industry-recognized certifications
BREAKOUT: VOCATIONAL	FACILITATOR: KATHERINE GARCIA
1. Vocational certificates: State and Industry-recognized	<ul style="list-style-type: none"> • Develop recognized pathway markers to badges/certificates/stackable credentials
2. Better understanding of local community and industry needs	<ul style="list-style-type: none"> • Local Labor Market studies - identify existing resources and eliminate redundancy
3. Community work experience through employer partnerships, apprenticeships, and relevant career-related programs	<ul style="list-style-type: none"> • Replicate successful (Los Angeles) workforce readiness certificate • Develop customized “apprenticeship readiness” certificate

2. “Parking Lot” Inputs (additional inputs posted by individual attendees)

- a. Adults with Disabilities: partnering with Department of Rehabilitation to improve assessments
- b. Citizenship: help with filling out forms
- c. Classrooms: better equipped classrooms in the community
- d. Childcare for ESL students
- e. Tutoring for noncredit students
- f. Esteem building
- g. Access to classes evening and weekends
- h. Cultural understanding
 - i. Bridges from high school to:
 - i. Vocational
 - ii. Military
 - iii. College
 - iv. Crafts

3. Support Services – prioritized support services from survey and Summit inputs

- a. Professional Development/Staff Training - customer service/cultural proficiency/on rapidly-changing educational needs and new educational solutions (39)
- b. Family Literacy (22)
- c. Counseling (20)
- d. Tutoring (17)
- e. Other options received under 10 votes each

APPENDIX I:

Basic Skills Inputs

PRIORITY NEEDS: BASIC SKILLS AB86 SUMMIT BREAKOUTS

Priority Needs	Aligned Solutions
Adult Basic Education (Reading, Writing, Math) General Education Development (GED)/H.S. Diploma/California High School Equivalency Exam	<ul style="list-style-type: none"> • Support collaboration; seek collective action behind effective programs • Foster transparency and continuous quality improvement • Provide central ABE "hub" (liaison organization, POC), with outreach to agencies • Create system for ongoing understanding of AE needs, especially in special populations <ul style="list-style-type: none"> ◦ identify target AE students ◦ create baseline needs assessment ◦ update assessment on regular schedule ◦ use assessment for curriculum planning and marketing • Adapt curriculum planning to meet needs identified • Create outreach strategy <ul style="list-style-type: none"> ◦ identify target populations ◦ determine coursework alignment ◦ develop custom outreach strategy
Address unique AE target student group needs (e.g. greater access for low-income adults)	<ul style="list-style-type: none"> • Using target student information from needs assessment, determine delivery priorities <ul style="list-style-type: none"> ◦ Semester or specialized timeframe (e.g. farmworker availability, need for accelerated schedule, Nov-Feb) ◦ Days/evenings/weekends (e.g. employees being targeted may need weekend classes) ◦ Locations (e.g. target populations without transportation who need neighborhood sites – more off-campus sites in general) • Address special support service needs to provide access to target student groups <ul style="list-style-type: none"> ◦ Partner with organizations for transportation and/or child-care ◦ Consider "Navigators" or specialized counselors for certain target students ◦ Attainment costs of GED
Assessments for learning disabilities	<ul style="list-style-type: none"> • Identify or create appropriate assessment tool for students entering ABE, GED, HS Diploma classes • Seek standardization across the region • Create regional referral/adaptation strategy for students identified as having learning disabilities
Literacy: Comprehensive (Reading/Writing/Math, Workplace, Computer)	<ul style="list-style-type: none"> • Assess comprehensive literacy employer needs • Develop program or "repackage" coursework to address • Provide workplace class offerings

RECAP: BASIC SKILLS COMMITTEE MEETING

August 14, 2014

Lompoc Unified High School (LUSD)
Adult Education

1. Meeting attendees:

Elaine Webber, LUSD Adult Education Instructor/
Committee Chair

Greg Halfman, former LUSD Adult Education
Principal

Mary Coggins, LUSD Adult Education Principal

Eva Macias, instructor, Allan Hancock College
Adult Education and Center for Employment
Training

Victoria Conner, AB 86 Project Consultant

2. Preliminary Discussion – Adult Education Success Factors

- Confidence-building – biggest problem in achieving adult education student success is lack of confidence
- Perception of broad student support fosters comfort, confidence in student success
- “Managed” open enrollment (LUSD currently open enrollment). Students need enrollment flexibility.
- One-stop classroom structure accepts all ABE/ Diploma/GED students and serves them through a hybrid learning program (direct instruction/online/ group learning, etc.) that supports their re-entry into the academic community based on each individual’s needs. Many students are not always mentally/emotionally ready to return to academics even though they register for classes.
- More realistic student expectations about diploma/GED attainment
 - Some students think they are so unskilled and earning a diploma or passing GED test is so hard they cannot possibly succeed
 - Some students think that an adult education diploma or GED is so much easier than succeeding in high school that they drop out to do the adult education “easy diploma” (students do not realize that requirements for a diploma are the same in high school and adult education)
- Selecting appropriate student goal - earning diploma now quicker and easier than earning GED
 - 2014 GED revamp (revisions made to address perception that GED is less valuable than a diploma)
 - Math from beginning algebra added
 - Chemistry and physics added
 - Revamped GED now requires two years of preparation for most students, while diploma can be earned in two – three semesters
 - Math now easier on CAHSEE exam than GED exam
 - Test atmosphere for CAHSEE fosters success (untimed paper test); GED timed test atmosphere and commute to test site is intimidating to many
 - GED testing sites too far for students without transportation or with jobs (Oxnard – need to go two days in a row)
 - Students want a diploma rather than GED status (GED status seen as a lower achievement)
- Good relationship between instructor and student
- Rigor in the program to keep students on track
- Clear relevance between program success and better quality of life for student to discourage program drop-outs
- Effective outreach to students most likely to succeed
- School/instructor awareness of community support programs
 - Adult education students come with so many outside needs that their academic success is threatened without referrals to programs for housing, drug/alcohol rehabilitation, programs for persons with disabilities, etc.
- Effective intake process critical to success – LUSD Adult Ed principal and teachers both participate in intake evaluation
 - Principal:
 - Why was the student not able to complete high school?
 - Why does student want to earn GED or diploma?

- Can expectations be met in time/energy student willing to devote? (See “More realistic expectations” above)
- o Instructor:
 - Intake process includes preliminary dialogue/week of evaluation
 - o Dialogue can include instructor suggestion that student postpone entering the program at this time (due to obligations of pregnancy; unemployment or intense employment; family/childcare/transportation issues or unwillingness to devote the time)
 - First week almost entirely student evaluation because initial assessments with the population are often inaccurate
 - Adult education students generally have a history of failure, low self-esteem, so providing opportunities for early success is critical to retention
 - o Assist students in determining if timing is right for earning diploma or preparing for GED test, eliminating yet another failed attempt
 - o Have them perform work in favorite subjects, or in areas of past success first, to build success and confidence
- Student accountability for success
 - o Development of individualized student study plan is created by the student and instructor. Plan is constantly monitored. Program is measured weekly through various assessment options.
 - o Student access to his/her progress data, with counseling available to address needs data reveals
- A “student-centered” system
 - o A non-forgiving system fosters failure
 - o To increase diploma/GED attainment, customization of programs to address adult education student needs is critical, without it, increased attainment is unrealistic
- Individual support
 - o Understanding where student “is” in academic or career pathway; a holistic approach to meeting student needs

- o Helping guide “next step” decisions
- o Facilitating next steps (to employment, to Hancock)
 - Staying abreast of employers who hire adult education graduates, referring and supporting students applying
 - Helping students to complete AHC paperwork, “navigate” system

3. Review of Needs/Solutions from July 11 meeting

- Identification of target population for GED/H.S. Diploma
 - o Target those students with just a few classes short of diploma
- Flexibility in funding for ABE
 - o Need funding for technology – technology funding not available generally, unless request is tied to something else
- “Hub” solution had two meanings
 - o Information hub liaison providing adult education information to agencies
 - o “Hub” feeder class for intake/evaluation/assessment, then appropriate placement
- New needs/solutions identified:
 - o Outreach and classes in churches
 - o Dispel myths about adult education being easier than high school earlier in student’s high school experience to avoid drop-outs
 - Presentations about adult education requirements in freshman year?

4. Brainstorm to identify program/service “Gaps” for state-funded education

- Full-time permanent adult education teachers
 - o All of AHC adult education teachers are part-time faculty
 - o LUSD Adult Education teachers are now hourly full-time (through December)
- o Discussion:
 - Instructor preparation and follow-up is difficult when instructors need more than one job to survive

- Part-time adult education instruction at the high school level attracts FT high school teachers interested in additional pay, but not necessarily committed to or experienced in adult education
- Data-driven adult education enhancement and student attainment of GED/diploma can only be accomplished by teachers with time to collect, analyze and address student data
- Student support (referrals to AHC, employers, child care, transportation, other services) is critical to attainment and FT adult education instructors have a vested interest in supporting student success by orienting themselves to community services, employer needs, AHC requirements, etc.
- Targeted outreach to specific populations:
 - o Those students only a few classes short of a diploma
 - o Individuals on probation
 - o Other specific populations
- Reading assessments for entering adult education students
- Intake placement assessment for entering adult education students (to accelerate student progress)
- Intermediary (advocate, navigator) between LUSD (or any high school adult education program offered) and Allan Hancock College, IBEW – students sent on their own are not successful in transitioning, as adult education students need more support than the average AHC students entering
- Counseling regarding job opportunities
 - o Students have no awareness of the kinds of jobs available in the region; students will say, “I am getting my GED or diploma to be a _____” and the position mentioned does not exist in northern Santa Barbara County or in their community
 - o Job and career “pathway” counseling would be good for adult education students

5. Brainstorm to identify strategies for integrating or aligning regional or local programs (current or recommended)

- More cross-provider curriculum awareness to provide better alignment between adult education offered in high school program and AHC academic programs
- Cross-talk and curriculum awareness between ESL and ABE program providers to foster better alignment between ESL and ABE adult education to benefit students transitioning from ESL to ABE

6. Brainstorm suggested areas for professional development of adult education staff and instructors

- At least some of the professional development funding should be flexible, to be used by each program to design what it needs
 - o Survey instructors:
 - What do you want to learn?
 - Do you want someone brought in, or do you want to research and provide training in-house?
- Collaborative professional development of potential interest to instructors, program providers
 - o Joint professional development for navigators in every program
 - Train for intimate knowledge of various regional program offerings, requirements, etc.
 - o Innovative, effective teaching strategies
 - ABE
 - Common Core
 - o Working with special populations (those likely to be adult education students)
 - Millennials
 - Felons
 - Individuals on probation
 - Substance abusers
 - Students with low self-esteem
 - Psychologically “damaged” students

7. Report findings/Close

- Mary Coggins was invited to the September 5 Steering Committee meeting
- Ms. Conner expressed the need for perhaps a follow-up telecom with Allan Hancock adult education instructors, to review the day's inputs and garner more AHC input

Chairman Elaine Webber thanked the group for attending and adjourned the meeting.

FACULTY MEETING TABLE REPORTS

Friday, September 19, 2014 AB 86

Faculty Meeting

**Table Focus Area: Basic Skills Facilitator:
Elaine Webber**

NEEDS

- Navigator to support students in exploring careers, linking to agencies, City, HS Diploma and CAHSEE counseling; navigator for partnerships with counseling and disability resources, social services.
- Equipment and supplies for Basic Skills classrooms: Computers/Internet
- Projector/Digital camera/calculators and whiteboards
- Curriculum books for students to own
- Library books; sets of library books (multiples so numerous students can check out classroom resource books)
- Basic classroom supplies: pencil sharpeners, staplers/staples/pencils

GAPS

- Appropriate classroom resources for all levels ABE/GED/Diploma
- Basic Skills single subject classes, GED and HS Diploma in Spanish to support transitioning learners (e.g. Mixtecans)
- Incentives for students to progress
- Assessment to effectively place learners due to missing education, absent knowledge of language
- Navigators to assist with the above
- Full-time employment to support effective implementation and achievement of learner goals, monitor data, have planning prep time

STRATEGIES/SOLUTIONS

- Books in multiple sets in library
- Standard class sets of 30 books for 30 students
- Books for students to take home
- Standard set of class supplies and list for resources, technology, etc.
- Consumable booklets, resources
- Professional development to find free resources, identify best practices
- Create Spanish elementary level beyond Spanish literacy for learners with low level academic experience
- Establish placement transition meetings for staff
- Full-time staff to collaborate on data/strategies
- Create incentive programs to propel learners' esteem and to foster pride in achievement
- Create full-time, professional positions to facilitate excellence and realistic approaches to achieve AB 86 goals

BASIC SKILLS: SYNTHESIS OF INPUTS FOR OCTOBER 2014 STEERING COMMITTEE MEETING

1. Priority Needs/Gaps – All Areas

- Full time faculty
- Basic classroom equipment/supplies, instructional materials
- Adult education/noncredit Counselors/navigators
- knowledgeable about vocational opportunities and
- community support, trained to serve diverse student
- needs
- Digital literacy

2. Priority Needs/ Gaps Basic Skills-Specific

- Faculty curriculum development, prep time
- Assessment (learning disabilities and skills assessments)
- Sequenced curriculum aligned with assessment
- More differentiated levels of ABE, with special need for lower levels of basic skills
- Levels of basic skills appropriate for ESL learners
- Bridge programs – high school to college or workplace
- Outreach/community awareness of Adult Ed/ Noncredit Basic Skills offerings

3. Leverage/Accelerating Student Progress

- Assessments
- Sequenced curriculum
- Counselor/navigator

APPENDIX J:

ESL/Citizenship Inputs

PRIORITY NEEDS: ESL/CITIZENSHIP AB86 SUMMIT BREAKOUTS	
Vocational ESL bi-lingual ESL e.g. in welding	<ul style="list-style-type: none"> • Work with employers to identify and understand workplace needs • Identify industries/sectors of greatest number of employees needing vocational ESL • Develop strategy to design and deliver vocational ESL in these areas
Enhance support for completion of citizenship applications for U.S. citizenship	<ul style="list-style-type: none"> • Provide onsite application assistance/orientation through a citizenship specialist hired to "navigate" applicants through the process • Increase awareness through AHC outreach and ongoing presence in the community, building trust in potential citizenship applicants/students • Advocate increased state/federal funding for citizenship application support
Address unique ESL/Citizenship target student support needs	<ul style="list-style-type: none"> • Using target student information from needs assessment, determine delivery priorities for target ESL/Citizenship students <ul style="list-style-type: none"> ◦ Semester or specialized timeframe (e.g. farm-worker availability, need for accelerated schedule Nov-Feb) ◦ Days/evenings/weekends (e.g. employees being targeted may need weekend classes) ◦ Locations (e.g. target populations without transportation need central or neighborhood sites – more geographical sites in general) • Address special support service needs to provide access to target student groups <ul style="list-style-type: none"> ◦ Partner with organizations for transportation and/or child-care ◦ Consider "Navigators" or dedicated counselors for certain target students
Consider offering Spanish literacy to accelerate English language learning	<ul style="list-style-type: none"> • Provide year round offerings at Levels I-II-III • Address unique support services needs
Address student need for conversational English	<ul style="list-style-type: none"> • Hire a facilitator to pair students; create a pool of partners for English language conversation • Foster student conversational English in all media and situations, e.g. phone, Skype, Facetime; work settings, friends/family situations, community interfaces

RECAP: AB 86 ESL/CITIZENSHIP MEETING

August 22, 2014, 3:00 p.m. – 5:00 p.m.
Allan Hancock College (AHC)
Community Education, Room S-106

8. Meeting attendees:

Ardis Neilsen, Dean, Allan Hancock College Community Education/AB86 Project Co-Lead

Mary Coggins, Principal, Lompoc Unified School District (LUSD) Adult Ed/AB86 Project Co-Lead

Kat Beckelhymer, AHC Adult Education Instructor/ESL-Citizenship Committee Co-Chair

Andria Keiser, LUSD Adult Education Instructor/ESL-Citizenship Committee Co-Chair

Avea Dominguez, CAC Head Start and Assistant Director, Plaza Comunitaria

Dana Valverde, AHC Adult Education Counselor; Director, Plaza Comunitaria

Mary Housel, City Librarian

Janet McGee, AHC AB86 Project Specialist

Victoria Conner, AHC AB86 Consultant

9. Review of Needs/Solutions from July 11 meeting

- “Intensive” English
 - Four days/week instead of two days
 - Five – six hours a day
 - More academically rigorous
 - Goal: accelerate student progress
- Conversational English classes
 - Need for English conversation on variety of everyday topics, with a variety of people
 - Opportunity to practice U.S. living skills
 - conversations typical at Post Office, bank, school, hospital, etc.
 - common language needs: safety, health, traffic

- Consider conversational English as part of curriculum
- Partner with City Library to leverage classroom space, volunteers, recruiting them as conversation partners
- Have Andria Keiser share her knowledge and experience from another program regarding conversational English

10. Identification of program/service “Gaps” for state-funded education

- Bilingual workforce readiness
 - Possible bilingual workforce or job readiness certificate
 - SafeServe bilingual certificate
 - Need for safety understanding – required by HR departments – explore certificate and/or curriculum options, especially for agriculture-related jobs
- Alternative scheduling: winter intercession classes
 - Accommodation for agricultural workers with more availability for classes November – February
- Develop curriculum targeting/benefiting local Mixtecan population
 - Estimated 12,000 – 25,000 Mixtecan in Santa Maria; 1700 in Lompoc
 - Multiple dialects, most are non-Spanish speaking
 - Spanish literacy prior to ESL needed
 - Bridge program needed that provides Spanish Literacy I, II, III (curriculum development required) before students transition to ESL.
 - Staff position for outreach to this particular community would be optimum solution
- Hire full-time adult education faculty, instructors
 - Adult education students need more learning support, which is difficult for part-time instructors
- Hire shared AHC/LUSD adult education counselor for southern part of Northern SB County consortium district
- Develop North County information/referral resource directing people to programs, services

- o Funding over and above instructor funding would be needed
- Develop AHC noncredit faculty professional development opportunities
- Employ Citizenship application coordinator
- Create standardized noncredit assessments (discussed in SB 173)
- Employ Adult education data/research analysts
 - o SB 173 Adult Education bill requires more data/accountability/tracking – looks to become law.
 - o Staff position would be required to meet this need fully

11. Identification of strategies for integrating or aligning regional or local programs, leveraging programs

- Leverage library facilities for classroom, study, tutoring space
 - o Library receives literacy funding from State, and funding likely to grow
- Use library as community information resource center
- Use Central Coast Literacy Council for volunteers (conversational English, etc.)
- Develop joint library/community college/high school district Adult Education Fair
- Recruit English conversational partners from Area Agency on Aging
- Community Action Commission is trying to obtain management authority for “211” information from United Way – could be used for adult education outreach as an information hub
- AHC/Workforce Resource Center (WRC) Industry Roundtable November 14 to identify training and hiring needs and solutions

12. Suggested collaborative professional development topics

- Need a district-wide professional development survey of adult ed instructors/program providers
- Collaborative professional development opportunities around “working with special populations” (Vocational Committee recommendation), groups of students who share experience of particular culture, academic or personal barrier or obstacle

- o “Working with Latinos” could address things like cultural hesitancy to lead a group or take over instructor role when asked to team, etc.
 - o “Working with students on probation” could address self-esteem and success strategies, etc.
- LUSD is using district-wide an online professional development resource
 - o schoolimprovement.com – “edivation”
 - not as robust in adult education, but growing in depth
 - for teachers and administrators, real-time, online training
 - self-structured, flexible, private or trackable
 - uses “badges” for completion of modules
 - can create groups, e.g. ESL or non-credit teachers
 - library continually updated, constantly growing
 - website navigation system customizable to student professional
 - research component embedded

FACULTY MEETING TABLE REPORTS

Friday, September 19, 2014 AB 86

Faculty Meeting

Table Focus Area: ESL/Citizenship

Facilitator: Kat Beckelhymer

NEEDS	STRATEGIES/SOLUTIONS
<ul style="list-style-type: none">• Vocational ESL• Intensive ESL• Computer-based study• Conversational ESL	<ul style="list-style-type: none">• ESL – liaison to employers and development of selected short-term Voc-ed classes, partnering on resources where possible.• Special navigator for Mixtecan population, one linked to the community to reach out and refer them to Spanish 1, 2, 3.• Offer Spanish 1, 2, 3 prior to English as a means of supporting special student populations.• Tangible rewards for improvement in reading and achievement each semester. Incentivize progress (e.g. shorter term certificates granted by the college on the way to the Chancellor recognized certificate, and/or reading materials or scholarships to pay for books).
GAPS	
<ul style="list-style-type: none">• Programs for Mixtecan population• Data collection on student outcomes• ESL/Citizenship “navigator”	
Collaboration Ideas	
<ul style="list-style-type: none">• Collaborate with local libraries and literacy programs to get books. Prepare grants to provide free books. Have reading hours and reading programs.• Joint professional development. Curriculum planning. Share counselors or navigators (between educational systems).	

ESL/CITIZENSHIP:

Synthesis of Inputs for October 2014 Steering Committee Meeting

1. Priority Needs/Gaps – ESL/Citizenship

- Vocational ESL - ESL in vocational setting or w/ vocational linkage
- Conversational English with facilitator to coordinate (preferably with native speakers)
- Citizenship facilitator or specialist (plus program to support)
- Citizenship element should be linked to all VESL classes
- Spanish literacy 1,2,3

2. Priority Needs/Gaps – All Areas

- Full time faculty with basic classroom equipment/ supplies
- Counselors knowledgeable about vocational opportunities and community support trained to serve special needs of ESL and students with disabilities
- Digital literacy

3. Leverage/Accelerating student progress

- Intensive ESL: 4-5x/week(?)
- ESL-supportive counseling

APPENDIX K:

Adults with Disabilities Inputs

PRIORITY NEEDS: ADULTS WITH DISABILITIES AB86 SUMMIT BREAKOUTS	
Priority Needs	Aligned Solutions
Create vocational certificate programs that are aligned with regional job opportunities and employer needs	<ul style="list-style-type: none"> • Create and use “stacked” curriculum resulting in certificates • Identify current and future regional job opportunities • Establish partnerships with the regional business community • Use economic development plan data to monitor opportunities for employment
Ensure successful participation and completion of vocational certificate programs designed with accommodation for adults with disabilities	<ul style="list-style-type: none"> • Create an infrastructure to assess skills and interests of adults with disabilities, aligning those with education (certification) and vocational opportunities • Create life skills courses emphasizing skills for success in the classroom and in employment settings • Enhance use of assistive technology such as iPads and applications for classroom and homework support • Ensure access to basic computer skill-building through development of computer course designed for adults with disabilities
Create continuing opportunities for employment of adults with disabilities who have attained vocational certifications by expanding the number of agreements with local businesses	<ul style="list-style-type: none"> • Sustain ongoing relationships with regional employers to establish positions for adults with disabilities • Educate and expand a network of potential employers through campaigns about the benefits of hiring adults with disabilities

ADULTS WITH DISABILITIES WORK GROUP

Meeting #1 August 1, 2014

Gotomeeting:
Phone Conference Santa Barbara City College
10:30 a.m. – Noon

Group Members

Jarice Butterfield, Director, Santa Barbara County SELPA
Daniel Clardy, Lompoc Prison
Colleen Duncan, Autism Coordinator, Tri-Counties Regional Center

Steven Graff, Director of Clinical Services, Tri-Counties Regional Center
Aline Graham, Vice President/Director, Path Point, Inc.
Teresa Reyburn, Recreation Services Manager, City of Santa Maria Recreation Services
Luciano Santini, Santa Maria Office Employment Development Department (EDD)
Andrea Schacht, Manager Services and Supports, Santa Maria Office, Tri-Counties Regional Center
Eddie Taylor, President & CEO, Northern Santa Barbara County United Way
Jason Telander, CEO, VTC Inc.
Margaret Tillery, Learning Disabilities Specialist, Alan Hancock College
Stacy Tolkin, Coordinator, Santa Barbara County SELPA
Kathy Webb, Executive Director, UCP-Work Inc.

Topic Actions	Time	Discussion
Review of the outcome of the Adults with Disabilities breakout group for top three Needs and Solutions.	10 min	See Break-Out Report Desired Outcome: Participants learn about the final text for the top priorities, as developed by AHC AB 86 leadership.
Identification of program/service "Gaps" for state-funded adult education	30 min	For the purposes of AB 86, we are defining "Gaps" in funding for program-ming or services that do not currently exist, but are needed, e.g. assess-ments for learning disabilities. Desired Outcome: Consideration of what is missing to support each of the priorities?
Strategies for integrating or aligning regional or local programs (current or recommended)	20 min	Desired Outcome: How will partners collaborate? for aspects of each priority? What will be the impact on the resources of partners to accomplish the AB 86 goals?
Suggested areas for professional de-velopment of adult education staff and instructors	20	Desired Outcome: How will training goals be developed and implemented to best implement the priorities and goals?
Next steps	10	Steering Committee meeting early September Report for additional content October 31st Need for further discussion -

MEETING #1 ADULTS WITH DISABILITIES - MINUTES

August 1, 2014

Focus Area: Adults with Disabilities

Facilitator: Pat Forgey

Top 3 Priority NEEDS	Solutions/Strategies	What is Missing/What are the Gaps?
1. Create vocational certificate programs specific to the interests of adults with disabilities that are aligned with regional job opportunities and employer needs	<ul style="list-style-type: none"> • Create and use "stacked" curriculum resulting in certificates, accommodating needs of adults with disabilities • Identify current and future regional job opportunities • Establish partnerships with the local business community • Use Economic Development Plans data to monitor opportunities for employment 	<ol style="list-style-type: none"> a. The Workforce One Stop Centers/ American Job Centers that are already in place for collaboration with the Community Colleges to create career and technical opportunities should become inclusive of adults with disabilities. b. Programming should be developed based on the results of interest inventories and possibly surveys (e.g. autism survey recently administered by TCRC and SELPAs survey.) c. Develop new model of non-credit vocational certificate programming with accommodation for adults with disabilities such as administrative and clerical support aid certificate, culinary support aid certificate and others so be determined. d. Analysis of existing certificate programs, including identification of those with entry-level skills in the work force that could be modified for adults with disabilities leading to existing or newly developed jobs. e. With input from surveys and experts such as providers, school districts, regional centers, people receiving services, and families create modified vocational tracks. f. Facilitate Focus Groups for further input from the community and develop basis for Advisory Board membership from the local business community to provide input about the current and future job environment. g. Create additional Advisory Boards at the Community College and in secondary school settings comprised of people receiving services and their families to review and provide feedback about the results of pilot programs and recommendations for additional programming. h. Consider the community specific opportunities for training and employment e.g. the tourism industry is aligned with Santa Barbara city and other regions have strength in different industries.

Top 3 Priority NEEDS	Solutions/Strategies	What is Missing/What are the Gaps?
2. Ensure successful participation and completion of vocational certificate programs designed with accommodation for adults with disabilities	<ul style="list-style-type: none"> • Create an infrastructure to assess skills and interests of adults with disabilities, aligning those with education (certification) and vocational opportunities • Create life skills courses emphasizing skills for success in the classroom and in employment settings • Enhance use of assistive technology such as iPads and applications for classroom and homework support • Ensure access to basic computer skill-building through development of computer course designed for adults with disabilities <p>What is Missing/What are the Gaps: There are interest inventories by the Department of Labor – but adults with disabilities cannot complete – for example, people who do not use words to communicate. The industry currently has tools such as the Person Centered Life Plans that could be used to build this information. It is a matter of what would work best for the CC system.</p>	<ul style="list-style-type: none"> a. Community Colleges and Adults Education could be funded to research existing inventories and/or develop new tools for assessment of individuals' interests and skills related to vocational training and work in collaboration with experts in the field of developmental disabilities, i.e. providers of services and regional center leadership. b. Exploration of the efforts aligned with the Workforce Innovation and Opportunities Act (WIOA) to increase employment opportunities for youth leaving secondary education can benefit persons with disabilities. The Department of Vocational Rehabilitation will be working towards the requirements of the WIOA and can direct efforts that reflect the objectives of AB 86. c. Staff training requirements exist for understanding of the needs of adults with disabilities, including building cultural competency (e.g. physical and sensory disabilities.) d. Transportation for access to campuses for public networks is needed. e. On-line options for completion of coursework will be a good fit for certain adults with disabilities such as those with autism. f. Campus sites for access to technology for a range of available assistive technologies could provide support for adults with disabilities. g. Establishing or enhancing the scope of courses for Applied Behavioral Analysis (ABA) at the community colleges would assist to enhance the work pool of individuals who support adults with disabilities. h. On-campus mentoring of individuals attending community college, with a model including on-campus support office, would support adults with disabilities as well as provide an opportunity for other students to experience an internship in the field of developmental disabilities. i. Off-campus sites could be created for externships (learn by doing) for individuals to use skills related to the modified certificate programming. j. Life and study/classroom skill programming along with the content curriculum can be integrated to ensure successful participation.

Top 3 Priority NEEDS	Solutions/Strategies	What is Missing/What are the Gaps?
3. Create continuing opportunities for employment of adults with disabilities who have attained vocational certifications by expanding the number of agreements with local businesses	<ul style="list-style-type: none"> • Sustain ongoing relationships with regional employment to establish positions for adults with disabilities • Educate and expand a network of potential employers through campaigns about the benefits of hiring adults with disabilities 	<ul style="list-style-type: none"> a. Create positions at the Community College to promote and educate about the certificate programming for adults with disabilities and creating official networks with the regional business community. b. Develop MOUs to establish formal relationships and agreements with the business community. c. Create regular community access to information and training about the benefits of employment of adults with disabilities (graduates of the regional certificate programs.) d. Include adults with disabilities and the educational opportunities (certificate programs) in development of internships, job fairs.

AGENDA

MEETING #2 ADULTS WITH DISABILITIES

September 8 2014

Participants:

Jarice Butterfield, Director, Santa Barbara County SELPA

Daniel Clardy, Lompoc Prison

Colleen Duncan, Autism Coordinator, Tri-Counties Regional Center

Claudia Echavarria, Director of Special Education, Santa Ynez

Frances Evans, Director of Special Education, SM-JUHSD

Steven Graff, Director of Clinical Services, Tri-Counties Regional Center

Aline Graham, Vice President/Director, Path Point, Inc.

Shirley Raun, Coordinator, Northern SB County Dept of Rehab

Teresa Reyburn, Recreation Services Manager, City of Santa Maria Recreation Services

Luciano Santini, Santa Maria Office Employment Development Department (EDD)

Andrea Schacht, Manager Services and Supports, Santa Maria Office, Tri-Counties Regional Center

Jason Telander, CEO, VTC Inc.

Margaret Tillery, Learning Disabilities Specialist, Alan Hancock College

Stacy Tolkin, Coordinator, Santa Barbara County SELPA

Kathy Webb, Executive Director, UCP-Work Inc.

Facilitator:

Pat Forgey, Consultant ~ Representing Tri-Counties Regional Center

Purpose of Today's Meeting:

Review of drafted Priorities, Solutions, and Gap Analyses for enhancement of post-secondary education for Adults with Disabilities

Topic	Discussion	Actions
Brief Discussion of Background	<p>Desired Outcome: Provide information for new participants, Claudia Echavarria, Director of Special Education, Santa Ynez Frances Evans, Director of Special Education, SMJUHS and opportunity for update for all.</p> <ul style="list-style-type: none"> Summit for input from all partners 7/11/14 Faculty Meeting 9/19/14 Next reporting cycle – 10/31/14 <p>Press Release for Summit for input from all partners 7/11/14 http://ousearch-3.omniupdate.com/query.html?hidden=&col=ahc&style=AH-C&charset=utf-8&qt=AB+86</p>	

Topic	Discussion	Actions
Consideration of Content and description of the Top 3 Prioritized Needs (as developed at the 7/11/14 Summit)	<p>Desired Outcome:</p> <p>Respond to these questions:</p> <ol style="list-style-type: none"> 1. Do these priorities represent the best plan to represent the needs of post-secondary education for adults with disabilities? 2. For three top priorities, are there missing components to the priorities? 	<p>Top 3 Prioritized Needs:</p> <ol style="list-style-type: none"> 1. Create vocational certificate programs specific to the interests of adults with disabilities that are aligned with regional job opportunities and employer needs. 2. Ensure successful participation and completion of vocational certificate programs designed with accommodation for adults with disabilities. 3. Create continuing opportunities for employment of adults with disabilities who have attained vocational certifications by expanding the number of agreements with local businesses.
Review of the Solutions/Strategies	<p>Desired Outcome:</p> <p>Respond to these questions:</p> <ol style="list-style-type: none"> 1. Do the solutions/strategies align with the priorities? 2. What is missing? 	
Discussion/Review of the Gaps	<p>Desired Outcome:</p> <ol style="list-style-type: none"> 1. Clarification around the role of Workforce One Stop Centers 2. Description of the needs for professional development of teachers to implement the plan 	

Top 3 Priority NEEDS	Solutions/Strategies	What is Missing/What are the Gaps?
4. Create vocational certificate programs specific to the interests of adults with disabilities that are aligned with regional job opportunities and employer needs	<ul style="list-style-type: none"> • Create and use “stacked” curriculum resulting in certificates, accommodating needs of adults with disabilities • Identify current and future regional job opportunities • Establish partnerships with the local business community • Use Economic Development Plans data to monitor opportunities for employment 	<ul style="list-style-type: none"> i. The Workforce One Stop Centers/ American Job Centers that are already in place for collaboration with the Community Colleges to create career and technical opportunities should become inclusive of adults with disabilities. j. Programming should be developed based on the results of interest inventories and possibly surveys (e.g. autism survey recently administered by TCRC and SELPAs survey.) k. Develop new model of non-credit vocational certificate programming with accommodation for adults with disabilities such as administrative and clerical support aid certificate, culinary support aid certificate and others so be determined. l. Analysis of existing certificate programs, including identification of those with entry-level skills in the work force that could be modified for adults with disabilities leading to existing or newly developed jobs. m. With input from surveys and experts such as providers, school districts, regional centers, people receiving services, and families create modified vocational tracks. n. Facilitate Focus Groups for further input from the community and develop basis for Advisory Board membership from the local business community to provide input about the current and future job environment. o. Create additional Advisory Boards at the Community College and in secondary school settings comprised of people receiving services and their families to review and provide feedback about the results of pilot programs and recommendations for additional programming. p. Consider the community specific opportunities for training and employment e.g. the tourism industry is aligned with Santa Barbara city and other regions have strength in different industries.

Top 3 Priority NEEDS	Solutions/Strategies	What is Missing/What are the Gaps?
5. Ensure successful participation and completion of vocational certificate programs designed with accommodation for adults with disabilities	<ul style="list-style-type: none"> • Create an infrastructure to assess skills and interests of adults with disabilities, aligning those with education (certification) and vocational opportunities • Create life skills courses emphasizing skills for success in the classroom and in employment settings • Enhance use of assistive technology such as iPads and applications for classroom and homework support • Ensure access to basic computer skill-building through development of computer course designed for adults with disabilities <p>What is Missing/What are the Gaps: There are interest inventories by the Department of Labor – but adults with disabilities cannot complete – for example, people who do not use words to communicate. The industry currently has tools such as the Person Centered Life Plans that could be used to build this information. It is a matter of what would work best for the CC system.</p>	<p>k. Community Colleges and Adults Education could be funded to research existing inventories and/or develop new tools for assessment of individuals' interests and skills related to vocational training and work in collaboration with experts in the field of developmental disabilities, i.e. providers of services and regional center leadership.</p> <p>Exploration of the efforts aligned with the Workforce Innovation and Opportunities Act (WIOA) to increase employment opportunities for youth leaving secondary education can benefit persons with disabilities. The Department of Rehabilitation will be working towards the requirements of the WIOA and can direct efforts that reflect the objectives of AB 86.</p> <p>Requirements for staff training exist for understanding of the needs of adults with disabilities, including building cultural competency (e.g. physical and sensory disabilities.)</p> <p>Transportation for access to campuses for public networks is needed.</p> <p>On-line options for completion of coursework will be a good fit for certain adults with disabilities such as those with autism.</p> <p>Campus sites for access to technology for a range of available assistive technologies could provide support for adults with disabilities.</p> <p>Establishing or enhancing the scope of courses for Applied Behavioral Analysis (ABA) at the community colleges would assist to enhance the work pool of individuals who support adults with disabilities.</p> <p>On-campus mentoring of individuals attending community college, with a model including on-campus support office, would support adults with disabilities as well as provide an opportunity for other students to experience an internship in the field of developmental disabilities.</p> <p>Off-campus sites could be created for externships (learn by doing) for individuals to use skills related to the modified certificate programming.</p> <p>Life and study/classroom skill programming along with the content curriculum can be integrated to ensure successful participation.</p>

Top 3 Priority NEEDS	Solutions/Strategies	What is Missing/What are the Gaps?
6. Create continuing opportunities for employment of adults with disabilities who have attained vocational certifications by expanding the number of agreements with local businesses	<ul style="list-style-type: none"> • Sustain ongoing relationships with regional employment to establish positions for adults with disabilities • Educate and expand a network of potential employers through campaigns about the benefits of hiring adults with disabilities 	<p>e. Create positions at the Community College to promote and educate about the certificate programming for adults with disabilities and creating official networks with the regional business community.</p> <p>f. Develop MOUs to establish formal relationships and agreements with the business community.</p> <p>g. Create regular community access to information and training about the benefits of employment of adults with disabilities (graduates of the regional certificate programs.)</p> <p>h. Include adults with disabilities and the educational opportunities (certificate programs) in development of internships, job fairs.</p>

SEPTEMBER 9, 2014 FACULTY MEETING TABLE REPORT

Table Focus Area: Adults w/Disabilities
Facilitator: Victoria Conner

NEEDS	STRATEGIES/SOLUTIONS
<p>New models of vocational education programming appropriate for adults with disabilities</p> <p>Parent education</p> <p>Enhanced learning assessment</p>	<p>STRATEGIES/SOLUTIONS</p> <p>Engage AHC Learning Assistance Program specialist to help develop new models learning certificates that will articulate with high school, college coursework</p> <p>Break down existing vocational certificates into modules that can be used to train persons with disabilities</p>
GAPS	
<p>Transitional life skills programming in 12th grade</p> <ul style="list-style-type: none"> • Transition programming for college-bound • Transition programming for those going to work • Transition programming for those with DOR services <p>Job Developer</p> <p>No existing curriculum meeting needs of adults with intellectual impairment or autism, spectrum disorder</p> <p>Resolution for undocumented students</p>	<p>Explore VTC supported employment as model for AHC adaptive certificates</p> <p>Engage PIQE for parent education of students with disabilities</p> <p>Create business interface for employer needs assessment specific to adults with disabilities</p> <p>Tie certificates to actual jobs for adults with disabilities</p> <p>Explore feasibility of providing parent education model adaptable to:</p> <ul style="list-style-type: none"> • Non-English speaking parents • Parents who are disabled themselves (parent education to include working with various systems, understanding diagnosis, being aware of resources, etc.) <p>Bi-lingual class on "Introduction to Disabilities"</p>
Collaboration Ideas	
<p>Request AHC attendance at the District/SELPA Inter-Agency Transition Group (4x/year)</p> <p>AHC Learning Assistance partnerships with School Districts, Tri-Counties Regional Center, Department of Rehabilitation (DOR) to develop a "school within a school" at Allan Hancock to address:</p> <ul style="list-style-type: none"> • Needs of students who will be seeking meaningful work through DOR services • Needs of students who will be transitioning to Tri-Counties Reg'l Center services • Needs of students with learning disabilities (special curriculum) <p>School Districts and PIQE to increase parent awareness of challenges, agencies, resources for students with disabilities</p> <p>Support services: partnerships to support transportation for adults with disabilities to education locations</p>	

NOTES MEETING #3 ADULTS WITH DISABILITIES

Allan Hancock/Lompoc Unified School District Consortium

September 29, 2014
10:00 a.m. to 11:00 a.m.

<https://www1.gotomeeting.com/join/523674600>

**1-877-846-6718 Passcode: 0330101 Meeting ID:
523-674-600**

Purpose of Today's Meeting: Review of REVISED Plan

Members: (Participants)

Jarice Butterfield, Director, Santa Barbara County
SELPA

Colleen Duncan, Autism Coordinator, Tri-Counties
Regional Center

Claudia Echavarria, Director of Special Education, San-
ta Ynez Valley Special Education

Consortium

Frances Evans, Director of Special Education, SM-
JUHSD

Steven Graff, Director of Clinical Services, Tri-Counties
Regional Center

Aline Graham, Vice President/Director, Path Point, Inc.

Shirley Raun, Coordinator, Northern SB County Dept
of Rehab

Teresa Reyburn, Recreation Services Manager, City of
Santa Maria Recreation Services

Andrea Schacht, Manager Services and Supports, Santa
Maria Office, Tri-Counties Regional Center

Jason Telander, CEO, VTC Inc.

Margaret Tillery, Learning Disabilities Specialist, Alan
Hancock College

Stacy Tolkin, Coordinator, Santa Barbara County
SELPA

Kathy Webb, Executive Director, UCP-Work Inc.

Vicki Conner, AB 86 Consultant

Facilitator:

Pat Forgey, Consultant ~ Representing Tri-Counties
Regional Center

Topic	Actions/Input	Discussion
1. Review of action items from last meeting	Pat contacted DOR about communication with potential regional employers about competency of graduates of vocational certificate programs, including the digital/e-badge.	Julie Holmes, DOR Program Director, indicated that: <ul style="list-style-type: none"> • A certificate with check boxes designating the specific skills acquired is a good solution. • ROP uses this approach. • The digitized portfolio (icon) is expensive to publicize. It may be difficult to use this approach, especially with employers who are not using technology extensively.
2. REVIEW OF CAREER PATHWAY (Career Pathway Toolkit was distributed)	<p>Desired Outcome: Consideration of the Pathway Model as the guide for our further work together.</p> <p>Discussion: The Career Pathway supports the development of inclusive vocational programming that is aligned with regional employer needs. This is an excellent reference document.</p>	

Topic	Actions/Input	Discussion
3. Review of definition of disabilities	<p>Desired Outcome: Agreement or consensus about use of the ADA definition of disability:</p> <p>The ADA definition is: An individual with a disability is as a person who has a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such impairment, or a person who is perceived by others as having such impairment. http://www.ada.gov/cguide.htm</p> <p>Discussion: A definition of the population is important as the planning becomes more detailed around the curricula recommendations as well as the infrastructure for admissions to any new or accommodated current program.</p> <ul style="list-style-type: none"> • This is a widely accepted definition and consistent with needs of the population of adults with disabilities. • If we use this definition, admissions criteria for new accommodated programming would need to reflect this broad scope. • K-12 and community college have different definitions of disability. Input from the Faculty Meeting held by the Steering Committee on 9/19/14 resulted in the Adults with Disabilities break-out group indicating that there is a high need to support transition to the community from secondary school. There are no easy routes at this time. This broad of a definition would assist individuals served by the regional center as well as others with disabilities that are barriers to successfully attending post-secondary programs. 	<p>Vicki asked that Pat send out the results from the Q & A with the Transition Teachers (which will be completed when final review of input is received from the Teachers.)</p>

Topic	Actions/Input	Discussion
4. Size of the population	<p>Desired Outcome: Review of references indicating the total size of the population of adults 18+ with disabilities and the current incidence of post-secondary education as well as employment.</p> <p>Reference: The Centers for Disease Control reports incidence of disability according to two categories of disability (relative to health)</p> <ol style="list-style-type: none"> 1. Basic actions difficulty captures limitations in movement, emotional, sensory, or cognitive functioning associated with a health problem 20 – 25% (18 – 65) 2. Complex activity limitation is the inability to function successfully in certain social roles, such as working, maintaining a household, living independently, or participating in community activities. 12 – 13% (18 – 65) http://www.cdc.gov/nchs/data/atus/atus13.pdf#049 <p>Discussion: These categories appear to track with other known statistics. The Complex Activity Limitation most closely reflects statistics referenced in education.</p> <p>Reference: In 2011, According to the National Center for Special Education Research (IES), 85% of students with disabilities were reported to be productively engaged in the community either through being engaged in employment, post secondary education, or job training since leaving high school. They were less likely to engage in these activities than were their same-age peers in the general population, of whom 95 % reported being engaged in employment, post secondary education, or job training since leaving high school.</p> <p>Interpretation: (Discussion did not occur during the meeting for this as the remaining references. The content is provided for consideration by the members for the next scheduled meeting.) The inference is that 15% of those with disabilities are not engaged in employment or job training after leaving the public school system). http://www.ies.ed.gov/ncser/pubs/20113004/</p>	<p>Julie Holmes, DOR Program Director, indicated that:</p> <ul style="list-style-type: none"> • A certificate with check boxes designating the specific skills acquired is a good solution. • ROP uses this approach. • The digitized portfolio (icon) is expensive to publicize. <p>It may be difficult to use this approach, especially with employers who are not using technology extensively.</p>

Topic	Actions/Input	Discussion
	<p>Reference: Reporting of the California State Performance Plan Indicator 14 (2011) indicated:</p> <ul style="list-style-type: none"> • 32.8 % of students (who formerly had IEPs) enrolled in higher education, • 41.3 % were enrolled in higher education or competitively employed or both, and • 80.5 % were enrolled in higher education, in some other post-secondary education, or training program, competitive employed, or in some other employment in the 2012–13 year. <p>Interpretation: By default, the implication is that, conservatively, that 19.5% were not employed or enrolled in higher education of some sort.</p> <p>Reference: The AB 86 web site provides demographic data per region for consideration for all populations being addressed through the planning. For Allan Hock: Total population of adults to be served: 229,881 Those adults with disabilities: 23,269</p> <p>http://ab86.cccco.edu/HelpfulResources/PlanningDemographicData.aspx</p> <p>Interpretation: The incidence of disability is 10% for this population sector. This tracks with the Complex Activity Limitation from the CDC.</p> <p>Other References: Research citations also include: After leaving high school, most transition-age youth do not receive adequate services designed to help them acquire the skills they need to successfully pursue postsecondary education and training and/or obtain competitive employment (Davis and Hunt, 2005)</p> <p>Research suggests that enhanced self-determination skills may improve student outcomes, including employment status and participation in postsecondary education and training (Carter, Lane, Pierson and Glaeser, 2006).</p> <p>SUMMARY The size of the population that are not being served could then be considered to be, in this region, according to the California Performance Indicator #14, to be 3,490 individuals. (15% of 23,269)</p>	

Topic	Actions/Input	Discussion
<p>5. Review of the revised plan for adults with disabilities</p>	<p>Desired Outcome: Further input and refinement of the draft- ed Plan and Model Elements</p> <p>Discussion:</p> <ul style="list-style-type: none"> • Positions are being recommended to be developed based on the funding. Would this funding be ongoing or strictly for implementation? • One consideration about the model coming from the Transition Teachers discussion was that rather than denoting a specific counselor position for adults with disabilities, that all counselors be trained to support individuals enrolling in the programming. • Develop curriculum for Behavioral Aide Training to provide employee base for behavioral services. • Determine how other Community Colleges are successfully running similar programming. • A "navigator" position could be developed to support individuals regardless of disabilities, for example services for an individual who does not qualify for regional center services but has anxiety as a behavior to participation. • This position would align with the needs of those with mental health issues. • A navigator position is being recommended by ESL and other committees – our recommending this concept would be a reinforcement of this need. • There is a need to emphasize funding for K-12 as well as community college. • A 12th grade transition program could be recommended. • All agreed that a position and support for programming that networked programming across both K- 12 and post secondary, including parent education around transition, would be ideal. • The unmet need is for 18 – 22 year old. At 22, the regional center can assist with providing day program services. However for 18 – 22 year olds, structured day, employment or school activity is typically not managed by the regional center. • Jarice – where she sees the big gap – the 18 – 22 year olds • Workability has not been able to target this group • Ideally, one position, a school liaison, would support transition the post-secondary program. 	

Topic	Actions/Input	Discussion
	<ul style="list-style-type: none"> • This support would be for all individuals with disability in this age group, including but exclusively targeted for those receiving regional center services. This position would also provide outreach to the community for transition needs such as for the youth providers through the Work Investment and Opportunities Action (WIA) • A subset of this population is those who are undocumented. Immigration reform is awaited to address concerns to provide in-depth support to this population. 	
6. Review of community partners	<p>Desired Outcome: Identification of community partners, in addition to the Public Library. How can supports be leveraged through new and existing partnerships? NO DISCUSSION TIME</p>	

NOTES MEETING #4 ADULTS WITH DISABILITIES

Allan Hancock/Lompoc Unified School
District Consortium

October 13, 2014
10:00 a.m. to 11:00 a.m.

<https://www1.gotomeeting.com/join/218235713>

1-877-846-6718 Passcode: 0330101 Meeting ID:
218-235-713

Purpose of Today's Meeting: Develop content for
Objectives 3, 5, 6, 7 for Regional Plan

Members in Attendance:

Jarice Butterfield, Director, Santa Barbara County
SELPA

Colleen Duncan, Autism Coordinator, Tri-Counties
Regional Center

Steven Graff, Director of Clinical Services, Tri-Counties
Regional Center

Facilitator:

Pat Forgey, Consultant ~ Representing Tri-Counties
Regional Center

Topic	Discussion	Action/Input
1. Review of action items from last meeting and revision of elements of the model	Vicki Conner asked that Pat send out the results from the Q & A with the Transition Teachers (which will be completed when final review of input is received from the Teachers.) Completed.	
2. Size of the population	<p>Desired Outcome: Review of completed analysis of references indicating the total size of the population of adults 18+ with disabilities and the current incidence of post-secondary education as well as employment.</p> <p>Reference: The Centers for Disease Control reports incidence of disability according to two categories of disability (relative to health)</p> <p>3. Basic actions difficulty captures limitations in movement, emotional, sensory, or cognitive functioning associated with a health problem 20 – 25% (18 – 65)</p> <p>4. Complex activity limitation is the inability to function successfully in certain social roles, such as working, maintaining a household, living independently, or participating in community activities. 12 – 13% (18 – 65)</p> <p>http://www.cdc.gov/nchs/data/hus/hus13.pdf#049</p>	

Topic	Discussion	Action/Input
	<p>Discussion: These categories appear to track with other known statistics. The Complex Activity Limitation most closely reflects statistics referenced in education.</p> <p>Reference: In 2011, According to the National Center for Special Education Research (IES), 85% of students with disabilities were reported to be productively engaged in the community either through being engaged in employment, post secondary education, or job training since leaving high school. They were less likely to engage in these activities than were their same-age peers in the general population, of whom 95 % reported being engaged in employment, post secondary education, or job training since leaving high school.</p> <p>The inference is that 15% of those with disabilities are not engaged in employment or job training after leaving the public school system. http://www.ies.ed.gov/ncser/pubs/20113004/</p> <p>Reference: Reporting of the California State Performance Plan Indicator 14 (2011) indicated:</p> <ul style="list-style-type: none"> • 32.8 % of students (who formerly had IEPs) enrolled in higher education, • 41.3 % were enrolled in higher education or competitively employed or both, and • 80.5 % were enrolled in higher education, in some other post-secondary education, or training program, competitive employed, or in some other employment in the 2012–13 year. <p>Interpretation: By default, the implication is that, conservatively, that 19.5% were not employed or enrolled in higher education of some sort.</p> <p>Reference: The AB 86 web site provides demographic data per region for consideration for all populations being addressed through the planning. For Allan Hancock: Total population of adults to be served: 229,881</p> <p>Those adults with disabilities: 23,269</p> <p>http://ab86.cccco.edu/HelpfulResources/PlanningDemographicData.aspx</p> <p>Interpretation: The incidence of disability is 10% for this population sector. This tracks with the Complex Activity Limitation from the CDC.</p>	

Topic	Discussion	Action/Input
	<p>Other References: Research citations also include: After leaving high school, most transition-age youth do not receive adequate services designed to help them acquire the skills they need to successfully pursue postsecondary education and training and/or obtain competitive employment (Davis and Hunt, 2005)</p> <p>Research suggests that enhanced self-determination skills may improve student outcomes, including employment status and participation in postsecondary education and training (Carter, Lane, Pierson and Glaeser, 2006).</p> <p>SUMMARY The size of the population that is not being served in the Allan Hancock Consortium could then be considered to be, approximately 3,490 individuals. (15% of 23,269)</p>	
<p>3. Objectives for October report:</p>	<p>Desired Outcome: Statements for Plan and/or verify existing plan content.</p> <p>OBJECTIVE 3. PLANS TO INTEGRATE EXISTING PROGRAMS AND CREATE SEAMLESS TRANSITIONS INTO POSTSECONDARY EDUCATION OR THE WORKFORCE Results – derived from Discussion and existing content:</p> <ol style="list-style-type: none"> 1. Collaboration with community partners including Tri-Counties Regional Center, Department of Rehabilitation, Lompoc Unified School District for development of pilot programs and curricula 2. Local business partnerships to create apprenticeship opportunities 3. Parent and/or family support groups to facilitate successful participation including transition to the Community College. 4. Awareness building campaign around the existence of accommodated vocational certification programming at Allan Hancock College. 5. Use of Navigator position as support 6. Counselor position 7. Transition Liaison position (from high school to Community College) 8. Assessment for Knowledge/Skills and Interests 9. Use input from surveys of the regional center, Area Board 9 and SELPA to develop vocational training pilots. 	

Topic	Discussion	Action/Input
	<p>OBJECTIVE 5. PLANS TO EMPLOY APPROACHES PROVEN TO ACCELERATE A STUDENT'S PROGRESS TOWARDS ACADEMIC OR CAREER GOALS, SUCH AS CONTEXTUALIZED BASIC SKILLS AND CAREER TECHNICAL EDUCATION, AND OTHER JOINT PROGRAMMING STRATEGIES BETWEEN ADULT EDUCATION AND CAREER TECHNICAL EDUCATION. Results – derived from Discussion and existing content:</p> <ol style="list-style-type: none"> 1. Explore on-line offering of program components 2. Accommodated curriculum 3. Workforce and job readiness certifications 4. Incorporation of Job Readiness training in all curricula 5. Navigator support 6. Counseling <p>OBJECTIVE 6. PLANS TO COLLABORATE IN THE PROVISION OF ONGOING PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR FACULTY AND OTHER STAFF TO HELP THEM ACHIEVE GREATER PROGRAM INTEGRATION AND IMPROVE STUDENT OUTCOMES. Results – derived from Discussion and existing content:</p> <ol style="list-style-type: none"> 1. Create training/professional development specific to developmental disabilities, including autism for faculty and staff. <p>OBJECTIVE 7. PLANS TO LEVERAGE EXISTING REGIONAL STRUCTURES, INCLUDING, BUT NOT LIMITED TO LOCAL WORKFORCE INVESTMENT AREAS. Results – derived from Discussion and existing content:</p> <ol style="list-style-type: none"> 1. Collaboration with community partners including Tri-Counties Regional Center, Department of Rehabilitation, Lompoc Unified School District 2. Interaction and collaboration with Work Investment Board 3. Local business partnerships to create apprenticeship opportunities 	
4. Review of synthesized version of overall regional plan for needs/gaps and leverage/accelerating student progress	DONE – and reflects content from #3. See attached document – Synthesis for Objectives	

Topic	Discussion	Action/Input
5. Prospective student input	<p>Desired Outcome: AHC is developing a student survey. What recommendations can this group provide to ensure that prospective students who are currently not enrolled in school can be reached (e.g. transition age youth aged out of K- 12)</p> <p>Discussion: Is there a way for an outreach to occur with questions around prospective enrollment that would go to individuals who could be interested but are not current students.</p> <p>Ideas:</p> <ul style="list-style-type: none"> • Survey people served in SLS • Confer with AB 9 – could we use their results and data? • 18 – 22 yr olds – could be surveyed – SELPA could reach them through case managers – • Reference results from the TCRC 2013 Autism Survey <p>Need to also consider Mental Health population and injured veterans.</p>	<p>Confer with AB 9 about administration schedule and sharing of results of their survey about education and training. – Pat</p> <p>Jarice to review the draft of survey under development by AHC Steering Committee – Pat to provide a copy if possible.</p> <p>(Possibly develop questions for case managers of students 18 -22 year olds through SELPA)</p> <p>Confer with Marcia Eichelberger, Autism Society, about recent survey results</p> <p>Confer with Naj Alikhan at Mental Health Association.</p>

SYNTHESIS OF PRIORITY NEEDS/GAPS – OCTOBER 2014

ALL AREAS (exception of Adults with Disabilities final input)

1. Full time Faculty with basic classroom equipment supplies
2. Counselors knowledgeable about vocational opportunities and community support trained to serve special needs of ESL and students with disabilities – (Same)
3. Digital Literacy (Technology Training)
4. Bridge Programs – high school to college or work-place (Liaison)

Adults with disabilities – what’s missing from the list above?

1. Accommodated curriculum
2. Develop programming with input from Advisory Board including Regional Center, School District and Department of Rehabilitation
3. Develop programming based on interest inventories of adults with disabilities
4. Create training/professional development specific to developmental disabilities, including autism for faculty and staff. CAPTAIN (California Autism Professional Training and Information Network) is a national training project for teachers and community groups that will serve as an excellent resource for professional development. Regional Center and SELPA professionals are involved in this group.
5. Create agreements for Apprenticeships
6. Part time instructors (with specific expertise for teaching adults with disabilities)
7. Integration with peers, e.g., accessing delivery of community hours for peer support for socialization. Student service projects can be developed including the adults with disabilities programming.
8. Applied Behavioral Analysis (ABA) curriculum to support the education of Behavioral Aides.
9. Use of service provider sites (through the regional center funding) for classroom space for adults with disabilities served by the regional center. Vocational skills training at the day program site would serve

as a good fit for accommodated curriculum. (This would alleviate barriers to classroom participation such as transportation.)

SYNTHESIS OF LEVERAGE/ ACCELERATING STUDENT PROGRESS

ALL AREAS (exception of Adults with Disabilities final input)

1. Assessments
2. Sequenced curriculum (Same)
3. Counselor/navigator – (Same)
4. Intensive scheduling (4-5 times per week) – ESL
5. Multi-level vocational certificates, allowing for interim progress milestones (Same)
6. Workforce and job readiness certifications (Same)
7. Industry advisory boards to support curriculum development, internships, career awareness (Same)

Adults with disabilities— what’s missing from the list above?

4. Collaboration with community partners including Tri-Counties Regional Center, Department of Rehabilitation, Lompoc Unified School District
5. Explore on-line offering of program components
6. Interaction and collaboration with Work Investment Board
7. Local business partnerships to create apprenticeship opportunities
8. Infrastructure of support including: Transportation, Childcare and Peer Counseling and Advocacy such as individuals with disabilities who have been successful in education.
9. Parent and/or family support groups to facilitate successful participation including transition to the Community College.
10. Awareness building campaign around the existence of accommodated vocational certification programming at Allan Hancock College.

APPENDIX L: Vocational/ Pre-Apprenticeship Inputs

PRIORITY NEEDS: VOCATIONAL AB86 SUMMIT BREAKOUTS	
Priority Needs	Aligned Solutions
Build and enhance the number and diversity of vocational certificate programs in the region: <ul style="list-style-type: none"> State- recognized certificates Industry-recognized certificates Certificates developed for local employers or regional industry sectors 	<ul style="list-style-type: none"> Engage industry, sectors first to identify appropriate career pathways, then to develop career pathways and certificate programs leading to available jobs in the region Validate industry input with Labor Market Information Division (LMID) data (California Employment Development Department) Employ “stacked and latticed” pathway approach to offer students maximum flexibility for jobs and interests; utilize subject matter experts (SMEs) to ensure relevance Motivate progress through badges, interim recognition on pathways
Increase vocational training offerings in the region	<ul style="list-style-type: none"> Partner with employers to build capacity Explore funded on-the-job (OJT) opportunities
Vocational certificate: <ul style="list-style-type: none"> State recognized Industry-recognized 	<ul style="list-style-type: none"> Embed soft skills programming in all other vocational curriculum Create navigator-based program to help students “navigate” to a job or career Engage employers in curriculum design and training “How to Be Employed” classes Replicate successful Los Angeles Workforce Readiness certificate
Address unique AE target student group needs (e.g. greater access for low-income adults)	<ul style="list-style-type: none"> Using target student information from needs assessment, determine delivery priorities <ul style="list-style-type: none"> Semester or specialized timeframe (e.g. farmworker availability, need for accelerated schedule, Nov-Feb) Days/evenings/weekends (e.g. employees being targeted may need weekend classes) Locations (e.g. target populations without transportation who need neighborhood sites – more off-campus sites in general) Address special support service needs to provide access to target student groups <ul style="list-style-type: none"> Partner with organizations for transportation and/or child-care Consider “Navigators” or specialized counselors for certain target students Attainment costs of GED
Foster greater understanding of Local/Community Needs, Community Work Experience Opportunities	<ul style="list-style-type: none"> Partner with employers to stay current on job market needs

RECAP: VOCATIONAL COMMITTEE MEETING

August 21, 2014

Workforce Resource Center, Santa Maria

Attendees:

Mona Baker, Director, WIB and Workforce Resource Center/Committee Co-Chair

Katherine Garcia, Allan Hancock College (AHC) Adult Ed Instructor/Committee Co-Chair

Tony Bauer, Santa Barbara County Office of Education ROP Director

Brian Gregory, IBEW

Thomas Jenkins, Sheriff's Office and Board Member, Good Sam Shelter

Eva Macias, AHC and Center for Employment Training (CET) Instructor

Luciano Santini, Employment Development Department (EDD)

Teresa Valencia, EDD

Ardis Neilsen, Dean, Allan Hancock College Community Education/AB 86 Project Co-Lead

Janet McGee, Allan Hancock College AB 86 Project Specialist

Victoria Conner, AB 86 Consultant

14. Review and refine needs identified in the report

- Add "alignment to local demands" regarding certificate development, whether state or industry recognized
- Work readiness certificate (soft skills)
 - o Labor roundtable with top 30 employers (tentative Nov 14)
 - Survey employers on most needed soft skills
 - o Cross-industry certificate
 - o SBCOE only able to service 20% of H.S. student population in the county
 - o High schools in Lompoc, Orcutt, Santa Maria and Santa Ynez offering Santa Barbara's "Get Focused, Stay Focused" Program

- One semester course on career awareness for freshman
- Information on careers available and their requirements
- Pre-apprenticeships
 - o Curriculum exists through the building trades
 - Basic skills that cross all trades
 - OSHA 10 certificate – job site safety
 - Based on national curriculum
 - State building trades
 - No age requirement (under18)
 - Need eligible training providers – per Mona
 - Tony Bauer suggested partnering with Hancock
- Basic skills certificate
 - o Employers want people who can read and write
 - Reading for industry is technical based which is very different than literature based

15. Identify Gaps and Strategies to overcome barriers

- Need for more vocational training in region
- Identified young adults formerly or incarcerated not being served.
- More funding for Adult Ed schools
- More contract Ed for workforce
 - o WRC able to provide services

16. Strategies to integrate services & leverage current resources

- Develop pre-apprenticeship program using curriculum that already exists
 - o Possible partnership between AHC and high schools
- WIOA – fund group-sized training programs
- New corrections facility
 - o Intent to offer training
 - Identify 4-5 groups for target group
 - Liaison to track progress

17. Identify professional development resources & priorities

- Professional development discussed
 - o Work-based ethics
 - o Customer service

FACULTY MEETING TABLE REPORTS

Table Focus Area:
Vocational/Apprenticeships
Facilitator: Kati Garcia

NEEDS	STRATEGIES/SOLUTIONS
Multi-level, vocational certificates	Align curriculum with industry <ul style="list-style-type: none">• Interview employers on video• Resources to support each program• Bridge with ESL re: vocational training• Bi-lingual vocational faculty• ESL-accessible curriculum• Develop curriculum for certificates• Marketing to increase industry awareness• Ensure appropriate space, equipment, storage• Technology, videos, computers• Full-time faculty for continuity/point person• Budget for consumables Customize existing program <ul style="list-style-type: none">• Video on soft skills• Outreach funding• Soft skills reinforced in class• ESL-accessible curriculum• Ensure appropriate space, equipment, storage• Technology, videos, computers• Full-time faculty for continuity/point person• Budget for consumables Create or enhance industry advisory boards <ul style="list-style-type: none">• Full time faculty person as point person• Address issue of ESL-accessible curriculum
Mentorship-navigator/counselor	
Industry partnerships	
GAPS	
Soft skills job training	
Career awareness	
Collaboration Ideas	
Partner with major industries <ul style="list-style-type: none">• Tour facilities• Engage guest speakers• Sponsorships/funding	
Conduct industry survey <ul style="list-style-type: none">• With electronics companies to develop curriculum• With apprenticeship programs to develop pre-apprenticeship programs• Develop curriculum that can be modularized into short (6-8 week) courses in three semesters	
Partner with EDD to identify students appropriate for vocational education programs	
Partner with temp agencies – walkthrough(?)	

VOCATIONAL/APPRENTICESHIPS: SYNTHESIS OF INPUTS FOR OCTOBER 10, 2014 STEERING COMMITTEE MEETING

1. Priority Needs/Gaps

- Workforce readiness certification (e.g. National Workforce Readiness (Plus) certificate – key skills plus soft skills)
- Job readiness certification (e.g. Los Angeles model – job search, interview skills, soft skills for work environment)
- Pre-apprenticeship program (statewide – for building trades)
- Certificate(s) aligned with local industry demand
- Navigator/Counselor
- Vocational ESL

2. Leverage/Accelerating student progress

- Multi-level vocational certificates, allowing for interim progress milestones
- Navigator/counselor to guide students on certification
- Vocational ESL
- Workforce and job readiness certifications
- Industry advisory boards to support curriculum development, internships, career awareness, etc.

APPENDIX M:

Faculty/Teacher Meeting

FACULTY FOCUS GROUP MEETING

Friday, September 19, 3:00-5:30 p.m.
Allan Hancock College Student Center (Building G 106)

Light Refreshments • No Parking Permit Required

AGENDA

Welcome/Introductions	Kat Beckelhymer/Elaine Webber, AB86 Steering Committee Members,
Agenda Review	AHC/LUSD Faculty
Did You Know? (YouTube)	
Overview: Adult Education Consortium Project	
AHC Community Education	Ardis Neilsen, AHC Dean, Academic Affairs
What Is Adult Education? (video)	Kat Beckelhymer & Janet McGee
Overview: LUSD Adult Education	Mary Coggins, LUSD Adult Ed Principal
Break	(15 min)
Breakout Instructions	Victoria Conner, AB 86 Consultant
Breakout #1: Needs/Gaps, Report	Educational Focus Areas - Table Facilitators
Adult Education Best Practice	Andria Keiser, AB86 Steering Committee Member, LUSD Faculty
Breakout #2: Strategies/Solutions, Report	Educational Focus Areas - Table Facilitators
Breakout #3: Collaboration Ideas, Report	Educational Focus Areas - Table Facilitators
Student Surveys/Meetings	Kati Garcia, Steering Committee Member, AHC Faculty
Closing Remarks	Ardis Neilsen

ADULT EDUCATION FACULTY MEETING

Post-Event Evaluation Results Questions 1,2 & 4

September 19, 2014

Allan Hancock College Student Center

of results posted: 9

Thank you for attending the September 19 meeting. Please provide feedback and let us know if you would like to remain involved with this project through June 2015.

1. What worked well?

- Working in small groups with the same kind of needs.
- I thought breakouts were engaging and there were some surprising priorities from teachers.
- Short segments; short presentations; attention-grabbing videos; well organized; info on handouts for everyone, people with similar experience grouped together. And...perfect time of day: not too early!
- The structure and introduction of why we were there went very well.
- The meeting was well-organized and run very efficiently. It was interesting learning about the needs all of the different groups and their ideas for addressing them.
- The meeting was excellent. We did everything specified in the agenda. Each one of the assistants participated actively. Kat, Katie and Janet did a great job.
- I am still new to ESL (Summer 2014), so I found it beneficial to socialize before the meeting's start time. The overviews.
- Different groups of educators brought together.
- Everyone in our breakout group participated.

2. What could be improved?

- I think if we had gotten the survey out and the results back earlier, teachers might have had more opportunity to think about the choices.

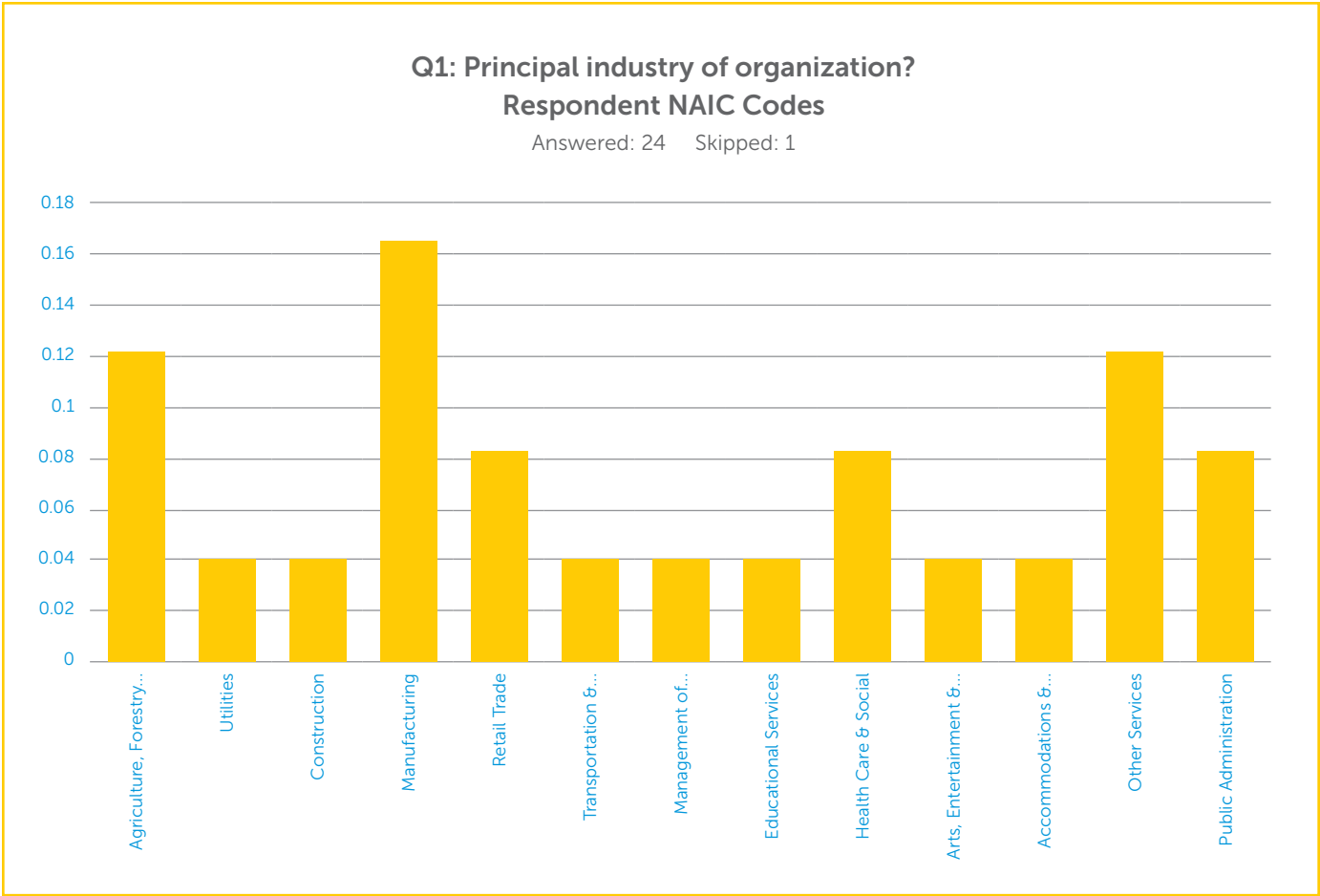
- Allowing just a tad more time to group dynamics at the beginning prior to jumping into the topic. Maybe an introduction exercise.
 - More time for group discussions.
 - I would say that, at my table at least, the needs and gaps flowed into one another and we could have done those together. We needed more time for this area and less time for the third break-out session.
 - Because time was limited and so many issues were addressed, it was difficult to absorb all the information and keep all the groups straight. If it is possible, it would be very helpful if we could receive a summary of the needs, etc, of each of the groups.
 - Nothing to improve because everything was fine.
 - Less refreshments, I appreciate the effort, but a drink would have been enough.
 - A full day of group meetings.
 - Increase attendance
4. Before the final recommendation report is submitted to the California Department of Education and the California Community College Chancellor's Office for improvement of North County adult education service delivery, which of the following would you prefer (please check):
- Post draft report on website and send email to request your review of the report: 7
 - Prefer to not be involved in review of the draft report: 0

APPENDIX N: AB86 Employer Survey

NORTHERN SANTA BARBARA COUNTY AB86 LARGE EMPLOYER SURVEY

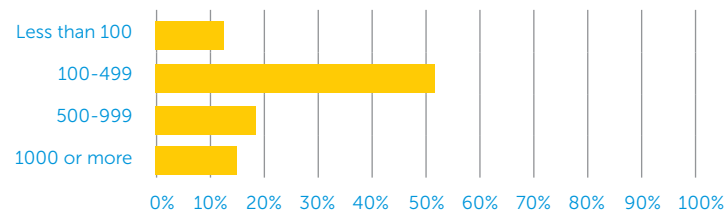
Tuesday, February 03, 2015

25 Total Responses
Date Created: Thursday, January 08, 2015
Complete Responses: 18



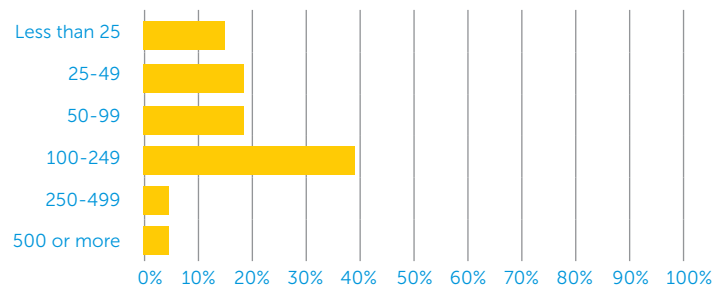
Q2: How many people are employed in your organization?

Answered: 21 Skipped: 4



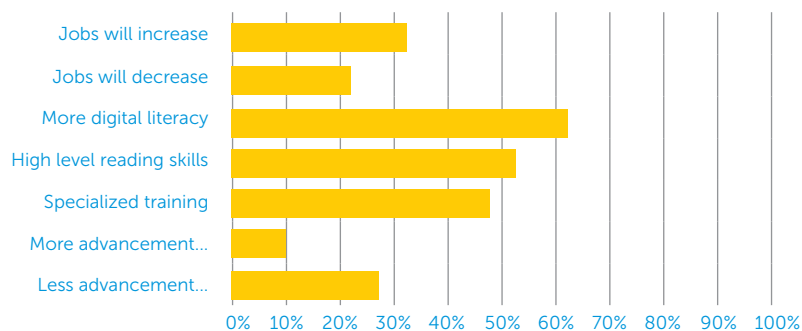
Q3: Jobs in your organization for those with a high school education or less?

Answered: 21 Skipped: 4



Q4: Employment changes expected, job opportunities (high school education or less)?

Answered: 21 Skipped: 4



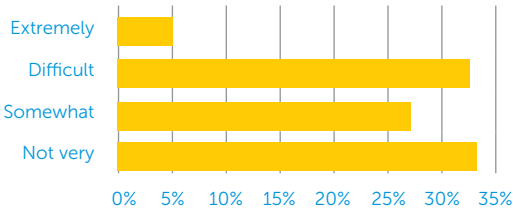
**Q5: Five entry-level jobs held
by 5 employees or more**

Answered: 17 Skipped: 8

- Package Handler Operations Admin
- Vegetable Harvester/Harvester Irrigation/Irrigator
- Cooler Employee
- CNC Machine Operator Painter/Sander Manufacturing/Production Technician
 - Final Assembly Technician
 - Milling Operator/Décor Operator QA Technician/QC Technician
- Quality Inspector Admin Asst/HR Asst
- Receptionist/Front Office support
- Inventory Control
- Clerk (typist, warehouse, asst. ward) Shipping associate/shipping clerk Model Worker (dental lab) Expeditor
- Manual labor, Fields, Processing Plant
- Field Supervisor/Plant Supervisor Receptionist Medical Asst. (nds trng) Stocker (Stockman, overnight stocker)
- Cashier (Assoc. cashier)
- Maintenance (Clnng & Maint., janitor, custodian)
- Dishwasher/Busser/Food Svc Worker/Kitchen Utility Worker
- Cook Server
- Certified Nursing Assistant Environmental Services Technician Engineering

**Q6: How Difficult Is It To Find
Qualified Entry-Level Applicants?**

Answered: 18 Skipped: 7



Q7: Type & Number of Entry-Level Jobs with Hiring Difficulties

Answered: 11 Skipped: 14

None

Vegetable harvest: fast-paced, hard work, outside in all kinds of weather conditions. Lots of bending, ability to use a knife safely. Approx 85 positions

N/A

Field workers

Not so much entry-level as post high school certified personnel like x-ray techs and certified medical billers

Harvester (physically fit to fill position)

Irrigator (ability to work safely around mechanized equipment)

Administrative Assistant (basic reading, writing, and math skills, Excel & Word)

Overnight stockers & Sales Associates (quick pace, accuracy, willingness to learn, multi-task, and organization – approximately 100)

Customer service – computer skills

Warehouse clerk – computer skills

Manufacturing technician – English/reading

Certified welders Bookkeeping Technical dispatchers Supervisors

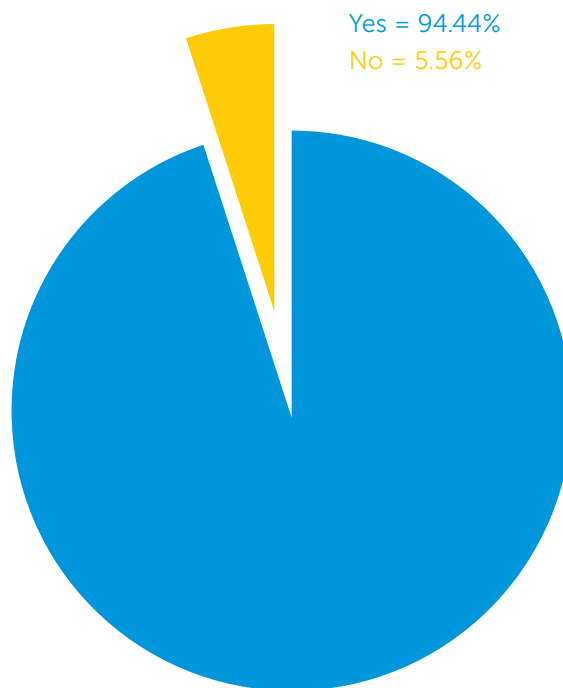
Production technician – consistency, attention to detail, desire & ability to innovate, working knowledge of the metric system, basic scientific intuition.

Customer service – ability to consider the affect of a decision on multiple aspects of a project, attention to detail, consistency

Cook Housekeeper Night auditor Courtesy patrol

Q8: Do You See Value in the Development of Vocational Certificates?

Answered: 18 Skipped: 7



Q9: Are You Familiar with the National Career Readiness Certificate?

Answered: 18 Skipped: 7

No = 83.33%
Yes = 16.67%



Q10: Any Specialized Workforce Needs Which Adult Ed Could Help Address?

Answered: 13 Skipped: 12

Cooler employees – forklift training, as well as basic math and organizational skills

Yes, specifically blueprint reading and understanding

Work ethics along with skills/vocational training

CAD/CAM Dental Lab training (model working, impression taking, etc.)

Qualified X-ray technicians Certified medical billers
Mechanics

Welders

Equipment operators

Truck drivers

Housekeeping

Hospitality

English proficiency

Computer proficiency

Metric system proficiency

Business and job etiquette

Internships to provide experience

All the labor and clerical and technical – all different but comes hand in hand

Most of what we need would be considered remedial training: a working knowledge of basic math, the ability to write correct, clear email messages, digital literacy, consistent attention to detail and a good work ethic would solve 99% of problems we see with a high school diploma or GED

Integrity, work ethic, team skills

Understanding behavioral style, flexibility

Attitude, respect, service Phone etiquette

Q12: Positions of Opportunity for Adults with Disabilities?

Answered: 13 Skipped: 12

Package handler N/A (2)

No (2)

Yes. Employment Program Reps – adults with an AA and 2 yrs customer service experience or a BS

Depending on physical disability, if we can accommodate, we have no problem doing so. We do not have positions for intellectually disabled

Greeter Yes

Yes, customer service

It would depend on the limitation, we are more likely to be able to accommodate physical limitations in areas like where we package our product

Dishwasher Call center Warehouse

Housekeeper, houseman

Landscape

Q13: Potential Career Pathways Beginning with Entry-Level Jobs in Your Organization?

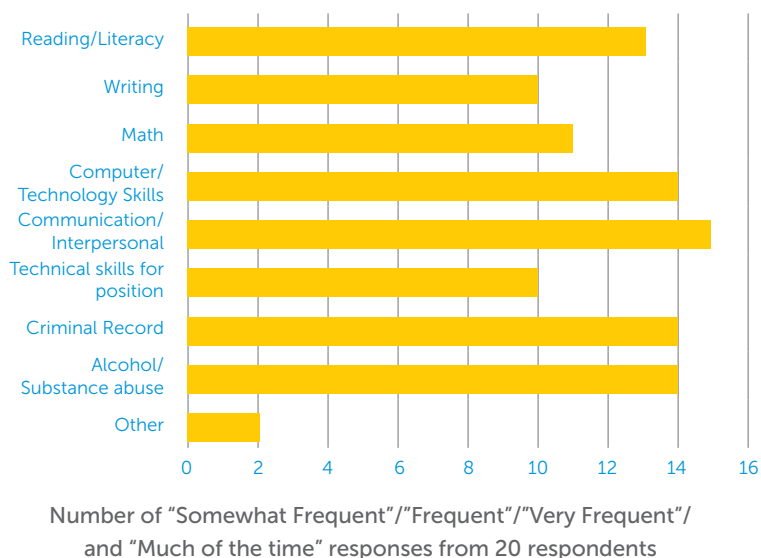
Answered: 15 Skipped: 10

Management
Office administration
Operations Management
Floor supervisor
Planning
Material control
Job seekers with an AA and at least 2 years of customer service or BS degree
None
Floor supervisor
Medical technician
Nurse (2)
Mid-level provider, even physician at some point
All management positions start at entry level if you want it

All positions in hotel
Tractor driver to ranch foreman to ranch supervisor
HR assistant to HR Generalist
Mechanic to mechanic supervisor to shop supervisor
All field or operational jobs Assistant Manager training Management technician positions Production supervisor Administrative assistant
We have people in lead, supervisor, manager, and even director-level positions who started in entry-level positions. Typically, people who start in entry-level jobs top out at Supervisor level. However, we also have a parallel track for technicians who can continue to advance without moving into traditional management positions
Food and beverage; dishwasher; line cook; lead line; sous chef
Custodian level; housekeeping levels

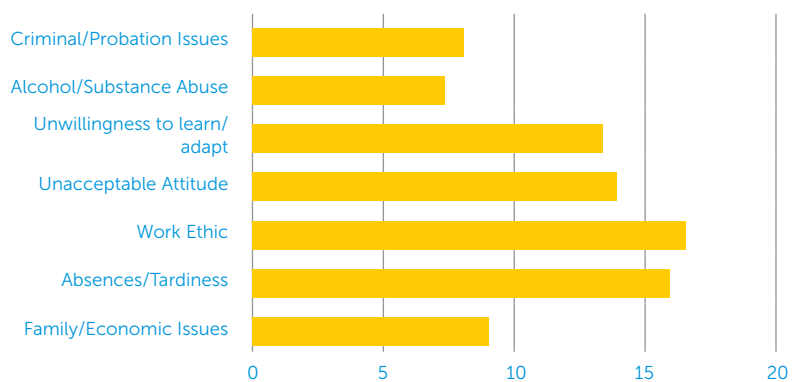
Q14: Most Frequent Deficits/Causes for Rejection of Applicant?

Answered: 18 Skipped: 17



Q15: Most Frequent Issues in Termination or Severance?

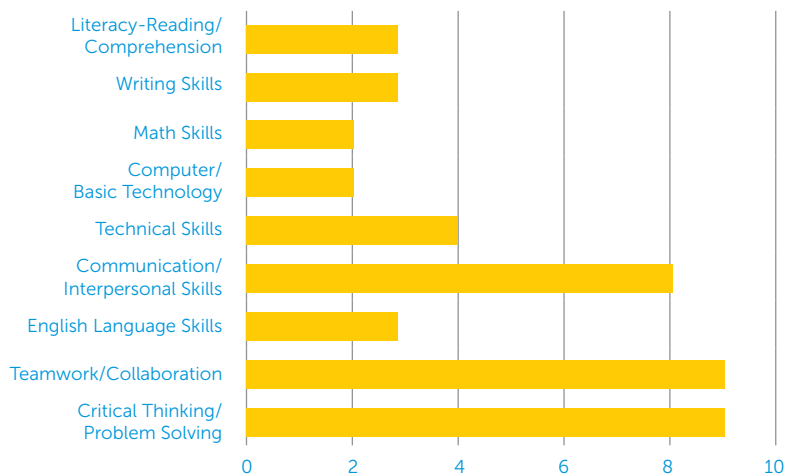
Answered: 18 Skipped: 17



Number of "Somewhat Frequent"/"Frequent"/"Very Frequent"/
and "Much of the time" responses from 20 respondents

Q16: Skill Deficits Frequently Cause for Termination or Severance?

Answered: 18 Skipped: 17



Number of "Somewhat Frequent"/"Frequent"/"Very Frequent"/
and "Much of the time" responses from 20 respondents

APPENDIX O:

Employer Luncheon Roundtable

Friday, February 6, 2015
Allan Hancock College, Room G-106
11:30 a.m. – 1:30 p.m.

AB86 Adult Education
Enhancement Project Co-Leads:

Ardis Neilsen, Dean,
Allan Hancock College Community Education
Mary Coggins, Principal,
Lompoc Unified School District Adult Education

1. Attendees – Education/Workforce/Community Stakeholders

Eulalia Apolinar, Tri-Counties Reg'l Center
Mona Baker, WIB/Workforce Resource Center
Tony Bauer, Santa Barbara County ROP/CTE
Mary Coggins, LUSD Adult School
Victoria Conner, Consultant (Strategic Vitality LLC)
Pat Forgey, Consultant (representing Tri-Counties Regional Center)
Katherine Garcia, Allan Hancock College
Stephen Graff, Tri-Counties Regional Center
Elaine Healy, Allan Hancock College
David Hernandez, Allan Hancock College
Linda Hillman, Santa Barbara County WIB
Andria Keiser, Allan Hancock College/LUSD
Robert Mabry, Allan Hancock College
Janet McGee, Allan Hancock College
Ardis Neilsen, Allan Hancock College
Nancy Saengjaeng, Department of Social Services, SB County
Virginia Sanchez, VTC Enterprises
Andrea Schact, Tri-Counties Regional Center

Grace Schoch-Manzano, EDD
Suzanne Valery, Allan Hancock College
Dana Valverde, Allan Hancock College
Kevin Walthers, Allan Hancock College
Peggy Warrick, Allan Hancock College
Bob Weir, Allan Hancock College

Attendees – Employers

Lisa Bennett-Lopez, Zodiac Aerospace
Terrie Concellos, Department of Social Services, SB County
Terri Djafroodi, Hardy Diagnostics
Anthony Forney,
Atlas Copco Mafi-Trench Company
Ed Gonzales, Marian Regional Medical Center
Patty Grady, Santa Maria Bonita School District
Yolanda Hernandez, United Staffing Associates
Greg Johnson, FedEx Ground
Evelyn Maldonado, FedEx Ground
Serena Martinez, Zodiac Aerospace
Jared Reindel, Walmart – Lompoc
Janet Rodriguez –
Chumash (Employee) University
Susan Smith, Walmart – Santa Maria
Jason Telander – VTC Enterprises
Victor Tognazzini, Gold Coast Packing, Inc.
Kelly Underwood, Allan Hancock College HR
Michael Welch – Hardy Diagnostics

2. Welcome

Kevin Walthers, President/Superintendent, Allan Hancock College, welcomed attendees and expressed appreciation to the Santa Barbara County Workforce Investment Board for sponsoring the luncheon.

3. Introductions

Allan Hancock College Community Education Dean Ardis Neilsen led participant introductions by asking attendees to introduce themselves and to describe the first paid job they held. Attendees, who were employers, workforce and education professionals, briefly described their first jobs in varied sectors such as retail, janitorial, baby-sitting, newspaper carrier, sandwich artist and other areas. This created an interesting opening discussion about skills and training needs for entry-level applicants.

4. Northern Santa Barbara County Adult Education

- a. Overview of Allan Hancock Noncredit (Adult) Education was provided by Ardis Neilsen, Dean, Community Education, Allan Hancock College
- b. Lompoc Unified School District Adult School Principal Mary Coggins presented an overview of the school's adult programs

5. Working Lunch (Buffet) - Sponsored by Santa Barbara County Workforce Investment Board

6. Overview: National Workforce Readiness Certificate

- a. A brief video introduced the National Career Readiness Certificate (NCRC)
- b. Victoria Conner, AB86 Project Facilitator, presented slides explaining elements of the NCRC

7. Breakouts – Summary of Table Inputs - First Discussion Question:

"What are the 5 most common skills/knowledge deficits which prevent applicants from being hired?"

See Figure 1 below

8. Breakouts – Summary of Table Inputs – Second Discussion Question:

"Describe the skills/knowledge components needed to create an 'ideal' workforce readiness certificate that would help employers screen applicants more efficiently and hire qualified employees."

See Figure 2 below

9. Closing remarks included thank yous and appreciation to the employers who attended.

FIGURE 1:
Employer Roundtable Breakout Question #1: "What are the 5 most common skills/ knowledge deficits which prevent applicants from being hired?"

Table 1	Table 2	Table 3	Table 4	Table 5
Technology deficit/ access issue	Learning culture of the workforce	Basic etiquette	Basic computer literacy (transition from per-pencil to electronic applications difficult for both new and incumbent workers)	Application/resume skills – word processing, following application directions, etc.
Job Readiness – Completing application, interviewing, resume skills	How applications are completed	Making a good first impression	Realistic expectations of work, pay	Basic skills competency through assessment
Critical thinking skills	No resume presented	Computer skills – key-boarding, Word, Excel	Language barriers – for training purposes, employees need to be able to read – safety issues, etc.	Lack of knowledge about job or company
Basic skills – reading, writing, math, problem-solving, test-taking skills	Lack of experience, need to show internships, extra-curricular activities	Reading, technical comprehension	Continuing education (beyond high school)	Integrity, honesty, personality, enthusiasm
Work ethic - attitude	No work history/certification	Time management and multi-tasking	Soft skills – recognized soft skills certificate would be a plus	Professional attire

FIGURE 2:
Employer Roundtable Breakout Question #2:
“What are the ‘ideal’ components of a workforce readiness certificate?”

Table 1	Table 2	Table 3	Table 4	Table 5 Breakout: (Adults with Disabilities Voca- tional Certificate)	Table 6
Resume skills for job readiness	Readiness certi- cate for basic skills	Communication	Basic skills	Soft skills – Following direc- tions, understand- ing workforce culture	Basic skills
Basic skills – reading, writing, math	Basic computer skills (wpm)	Soft skills	Integrity	Problem solving	Integrity/ethics
Means of deter- mining “culture fit”	Communication skills	Basic skills	Organizational skills	Teamwork and collaboration	Interview prepa- ration
Need employer input (involvement) in devel- oping certificate	Critical thinking/ problem solving	Resume develop- ment	Ability to work under pressure	Basic skills (in- cluding reading/ following blue- print)	Basic communication
	Initiative	Presentation/in- terview skills	Familiarity with technology	Computer literacy	Critical thinking and problem solving

