AEBG Revised Adult Education Block Grant Annual Plan Template for 2015-16

PARTNERING FOR A STRONG
CALIFORNIA WORKFORCE

Updated 10-7-2015

Section 1: Consortium Information

1.1 Consortium Grant Number:

13-328-001

1.2 Consortium Name:

Allan Hancock Community College Consortium

1.3 Primary Contact Name:

Ardis Neilsen

1.4 Primary Contact Email:

aneilsen@hancockcollege.edu

If applicable:

1.5 Fiscal Agent Name:

Allan Hancock College

1.6 Fiscal Agent Email:

Michael.black@hancockcollege.edu

1.7 Identify each member organization currently within your Consortium, and your Consortium representative.

Table 1.7 – Consortium Membership (add rows as needed)

1.7a. Organization	1.7b. Representative Name	1.7c. Representative Phone	1.7d. Representative Email	1.7e. Date Officially Approved
Allan Hancock College	Ardis Neilsen	805-922-6966 ext. 3325	aneilsen@hancockcollege.edu	10/13/2015
Allan Hancock College	Elaine Healy	805-922-6966 ext. 3492	ehealy@hancockcollege.edu	10/13/2015
Lompoc Unified School District	Kathi Froemming	805-742-3250	froemming.kathi@lusd.org	9/22/2015
Lompoc Unified School District	Mary Coggins	805-742-3100	coggins.mary@lusd.org	9/22/2015
S. B. County	Mona Baker	805-967-1960	m.baker@sbcsocialserv.org	N/A

Workforce Investment Board				

1.8 Use the <u>Governance Template</u> to describe how your Consortium operates programmatically and fiscally.

1.9 Attach an organizational chart to this plan submission. Show member relationships (including reporting) and interface with key partners, and identifying the fiscal agent (if applicable) and primary contact. See Guidance for sample and definitions.

1.10 Whether using a single fiscal agent or not, describe how you are fiscally managing your block grant. How are you rolling up grant expenditures to certify and report to the State? Who will be your Certifying Officer?

The Northern Santa Barbara County Consortium has designated Allan Hancock College as the fiscal agent for the Adult Education Block Grant. The fiscal agent will be responsible for tracking all expenditures for Lompoc Unified School District and Allan Hancock College and submitting the bi-annual fiscal report. Both districts have signed a memorandum of understanding outlining terms of agreement for the duration of the funding. The certifying fiscal officer is Michael Black, Associate Superintendent/Vice President, Finance and Administration, AHC.

Section 2: Plan Summary for Program Year 2015-16

The AEBG effort focuses on the this purpose described in AB86: "... **to rethink and redesign an educational system that creates seamless transitions for students across adult schools and community colleges to accelerate academic and career success in order to earn a living wage."** Your *AB104 Adult Education Block Grant Three-Year Plan Update* summarizes what your Consortium's vision and goals are for your regional Adult Education system by the end of the three-year implementation period (by the end of program year 2017-18). The annual plans will focus on what will be done to make progress towards that vision.

2.1 Provide an Executive Summary regarding how your Consortium proposes to make progress in program year 2015-16 towards the realization the vision and goals of your Consortium's AB104 AEBG Three-year Plan referred to above. What will your system look like by the end of 2015-16? **See Guidance document for more information about this narrative.**

The Northern Santa Barbara County Consortium consists of two distinct adult education providers: Allan Hancock Joint Community College District (AHC) Community Education's Program and Lompoc Unified School District's (LUSD) K-12 Adult Education Program. In addition, the Santa Barbara County WIB/Workforce Resource Center Manager serves as a consortium member. The consortium was awarded a $1,061,700 for the 2015-16 fiscal year. This award supports both districts' goals to restore, improve, expand, and align their adult education programs. Both AHC and LUSD are located in different geographic communities, approximately 27 miles apart, but share similar student demographic profiles and needs for increased adult student academic success and workforce readiness. Project activities were designed to meet the needs of the region's most underserved student population based on the AB86 planning research. The disaggregation of the data collected during the AB86 planning phase provided the foundation for the goal setting to begin. Project activities/goals will be achieved by multiple objectives phased in over time.

During 2015-2016, the consortium will focus on four joint goals to support systems alignment including: 1) collaborative allocation of funding and monitoring of goal completion and effectiveness, 2) co-location of AHC and LUSD adult education classes, 3) use of the Comprehensive Adult Student Assessment Systems (CASAS) for both system's ESL and ABE students, 4) and joint professional development activities for faculty and staff.

Examples of new alignment activities include:

- Both educational systems will use CASAS as a tool to compare curriculum, instructional methodologies, and student outcomes through testing. The CASAS data analysis will connect the educational systems and allow sharing of student/program outcome information to ease student transition from one system to another. This data will be also be used for program improvement in addition to system alignment.

- Co-location of classes - Beginning spring 2016, AHC will inaugurate a noncredit citizenship class at to be housed at the LUSD adult education campus in Lompoc. This is the first time both educational systems will have their students at one geographic location. This class is not currently offered by LUSD. More co-located classes are planned for the future. Both school systems will offer complimentary but not duplicate classes/programs, unless student need dictates duplication.

- Shared professional development activities will continue as new curriculum, programs, or pilot projects emerge through on-site workshops and seminars and off-site conferences. This will strengthen faculty/staff knowledge and skills and help to align future goals/objectives for all stakeholders.

The Governance Plan is the guiding document for allocating the AEBG funds, which will be monitored and evaluated through quarterly consortium meetings. Consortium members will discuss and make plan adjustments as necessary to meet the needs of the region's students.

During 2015-16, AHC will focus on curriculum/certificate development and implementation, human infrastructure support, and piloting three new programs. New certificates include: *Beginning Computer Skills, Microsoft Office Basics, Digital Photography, Workforce Readiness, Jewelry Making and Repair, Basic Skills/Academic Readiness/GED, and Workforce Readiness for Adults with Disabilities*. The first pilot project will be to research and purchase CASAS to support placement, alignment and outcome tracking for AHC's largest noncredit program, English as a second language (ESL), with over 2,000 students per semester. This will be implemented during spring 2016 and support the beginning of AHC's ESL and LUSD's ESL program alignment. Also piloted will be the first online noncredit ESL class. Curriculum has been submitted to the local and state review and

approval. The third pilot will be an examination and purchase of Power Reading and its implementation in selected basic skills classes. This will also be part of systems alignment since LUSD already has this program in place and has observed significant improvement in in student reading skills and abilities. This activity will also support shared student outcome data between both systems.

To support the AEBG initiatives the following part-time, temporary positions will be hired at AHC: two faculty coordinators for basic skills and vocational areas, an institutional researcher, a program support specialist, an outreach specialist, a disabilities counselor, an employment specialist, and a project director. In addition, a full-time assessment coordinator will be recruited. These positions will be temporary, due to the AEBG funding being awarded on annual basis as opposed to a permanent basis.

The faculty positions will support curriculum development, student learning outcomes and data tracking. They will work with LUSD faculty to align curriculum where feasible. The institutional researcher and assessment coordinator will support assessment activities and data tracking. During the planning phase, a benchmark of noncredit to credit transition was established. Transition and certificate tracking will continue on an annual basis and be indicators of student success.
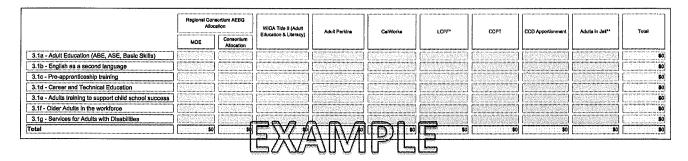
AHC's leveraged funding will be supported through its community partnerships, Title 5 grant activities, campus basic skills projects, and WIOA joint activities. LUSD will leverage funds through its Community Collective and WIOA initiatives.

All of the preceding activities will support systems alignment, result in more effective use of resources, and improved data tracking to indicate student academic and workforce readiness improvement.

Section 3: Consortium Services and Funding Allocations

3.1 Consortium Services by Program area, Member and Funding Source (Estimated). Please identify the types of services your Consortium will provide, and the funding that will go to support these efforts. Information about *Levels of Service* will be gathered in Section 6. Using the **Member Allocations Workbook** for **Table 3.1**, Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Sheet of the Workbook. Below is an overview of the information required.
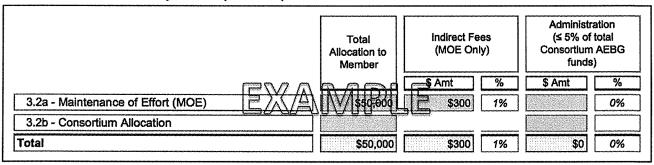
Administration and MOE Indirect amounts are captured in Table 3.2b. The amounts entered in Table 3.1 should not include those expenses.

Table 3.1 Consortium Services by Program area, Member and Funding Source (Estimated)

	Regional Consortium AEBG Allocation		WIOA Title II (Adult Education & Literacy)	Adult Perkins	CalWorks	LCFF*	CCPT	CCD Apportionment	Adults in Jail**	Total
	MOE	Consortium Allocation								
3.1a - Adult Education (ABE, ASE, Basic Skills)										$0
3.1b - English as a second language										$0
3.1c - Pre-apprenticeship training										$0
3.1d - Career and Technical Education										$0
3.1e - Adults training to support child school success										$0
3.1f - Older Adults in the workforce										$0
3.1g - Services for Adults with Disabilities										$0
Total	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0

REVISED 3.2 Consortium AEBG Allocations by Member (Estimated).
NEW INSTRUCTION: Table 3.2 will capture total AEBG MOE and Consortium Allocations, and the amounts of those figures that will go Administration (5% cap) and the MOE Indirect amount that will be charged to the AEBG. Using the **Member Allocations Workbook** for Table **3.2**, Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Sheet of the Workbook. Below is an overview of the information required.

3.2 Consortium Allocations by Member (Estimated)

	Total Allocation to Member	Indirect Fees (MOE Only)		Administration (≤ 5% of total Consortium AEBG funds)	
		$ Amt	%	$ Amt	%
3.2a - Maintenance of Effort (MOE)	$50,000	$300	1%		0%
3.2b - Consortium Allocation					
Total	$50,000	$300	1%	$0	0%

Section 4: Overview of 2015-16 Action Plans

Building off of your AB86 Final Plan, your AB104 Three-Year Consortia Plan Update and expected accomplishments for the 2015-16 program year, briefly outline your Consortium's top **3-5 key activities** for each of the Plan Objectives listed below for 2015-16. The original AB86 Objectives language has been adapted to the AB104 AEBG context.

4.1 Objective 3: Integrate existing programs and create seamless transitions into postsecondary education or the workforce. How will the Consortium align and connect existing and future adult education programs to postsecondary academic pathways and/or career pathways leading to employment? Activities should address how the Consortium will align placement tools, curriculum, assessment tools and rubrics, and student performance outcomes across delivery systems to ensure that student transition paths, both between providers and into postsecondary credit programs, are understood and supported across all systems.

Plans to facilitate transitions from adult education to college or career should include activities to support program alignment and pathways. Plans should also address support services needed to

ensure that students have access to educational advising and that they develop educational plans to help them move toward their academic and career goals. Describe the specific activities the Consortium will employ to create the following:

- Educational pathways: The common goal between AHC and LUSD is to build capacity across programs and seamlessly connect through accountability, alignment of instruction and assessments, collaboration and innovation. To support alignment and to connect education programs to postsecondary academic and career pathways leading to employment, AHC will implement a pilot project to research and implement CASAS to support placement, alignment, and outcome tracking for ESL, vocational and basic skills programs. Such alignment will allow students to seamlessly transition between LUSD's and AHC's ESL programs. To further support this connection and pathway, AHC will offer noncredit classes on the LUSD adult school campus, and explore the possibility of regular visits by an AHC counselor to the LUSD adult school to assist students in their transition to the community college. Counselors will work with students to provide educational advising and develop educational plans. Together, AHC and LUSD will provide joint professional development for instructors and staff to further align the educational programs.

AHC and LUSD will work closely with local employers to develop workforce certificates that meet the local workforce demand. As a result of the feedback received from employers during the AB86 planning phase, AHC plans to develop several workforce demand-driven certificates. These certificates will be recognized by local employers. A career counselor will support students' transition to the workplace.

Noncredit and adult education students, who wish to transition to credit degree programs, will receive counseling support from noncredit counselors and peer support from credit student (worker) ambassadors. Students from LUSD and AHC will access the Workforce Resource Center (noncredit) Career Lab, a partnership with the local WIB and EDD, to support job placement and career development.

- Alignment of: Courses and programs, sequences of materials/instruction of curriculum, evaluation system, student access of support services, similar readiness standards between systems
  - o Placement: Both systems will use the CASAS Pre-Test for initial appraisal and assessments. Then guidance counseling and resources or wrap-around services will support continued enrollment. AHC will continue with informal assessments of ABE students through the PLATO and Aztec software systems.
  - o Curriculum: ESL students will use similar rigorous curriculum across both systems that supports the educational goals in CASAS, EL Civics, intervention with Reading Plus and ALEKS math supporting the APEX on-line learning program. Also horizontal and vertical discussions will take place about relationship of programs and content areas. Standards will be identified for assessing students' progress.

   o Assessments: Includes CASAS testing, formative, summative, and authentic assessments from classroom instruction/curriculum, and documentation for accountability

   o Progress indicators: Includes CASAS testing, formative, summative, and authentic assessments from classroom instruction/curriculum, and documentation for accountability

   o Major outcomes - i.e., awards of high school diplomas, CTE certificates, etc.: High school diploma, educational gains in the CASAS system, GED certificate completion, CTE noncredit certificate completion. (These CTE certificates have been approved by the California Community College Chancellor's Office.)

- Transition strategies among the Consortium participants' systems including:
  - o Communication paths among Consortium participants and higher education institutions will be supported through quarterly consortium meetings, web-site posted meeting information, and shared professional development activities. Credit and noncredit faculty and counselors will be invited to consortium meetings.

  - o Defined and articulated pathways to postsecondary education or the workforce is supported by certificate programs and noncredit counselor services which include student educational plans (SEPs) and follow-up meetings.

  - o Embedded access to student services including counseling, guidance, and follow-up. Noncredit counselors and specialists support noncredit students through new student orientations, counseling appointments, customized SEPs, appointment tracking, and referrals for wrap-around services.

4.1a Provide a description of your **AEBG Regional Assessment Plan**, i.e. how students will be appraised, placed, assessed, etc. into the regional adult system, as they progress, and as they move among the various schools. What tools and vendors will you be using for these activities?

>   Both AHC and LUSD's ESL students will be appraised and placed through the CASAS system. Both districts have agreed that CASAS will be the primary vendor for the preceding activities. Power Reading will also be used by both districts allowing faculty and staff to share student outcome data as they move between the systems.

4.1b Describe how you will track student enrollment, demographics, and performance. What system(s) will you be using? How will you collect the data from the student/classroom level? How will this system enable you to meet the targeted program outcomes?

>   LUSD will enter and track student enrollment, demographic, performance and attendance through the School House (Harris School Solutions) system, Comprehensive Adult Student Assessment System (CASAS), and TopsPro Enterprise. In addition, classroom summative and

formative assessments will measure students' attainment of information and drive instruction. The curriculum combined with focused intervention strategies will target adult basic education and English Language acquisition student needs.

AHC will track student enrollment, attendance hours, demographics, and performance through Banner, the campus-wide student software management system, and CASAS after it is implemented. AHC will also continue to implement informal assessments using PLATO and Aztec computer software programs for basic skills students. To track targeted program outcomes at AHC, new reports will be developed by institutional research staff. They will be customized for each outcome area. Faculty coordinators will work with the noncredit faculty to develop formalized assessment methodologies and data archive systems at the classroom level. Student learning outcome results will be analyzed to support instructional improvement at the class and program level.

4.1c – Objective 3 continued: List <u>other</u> activities to integrate existing programs and create seamless transitions into postsecondary education and/or the workforce.

Table 4.1c – Objective 3: Other Key Integration and Seamless Transition Activities (add rows as needed)

4.1c(1) Activity	4.1c(2) Timeline	4.1c(3) Consortium Members Involved	4.1c(4) Outcomes Expected	4.1c(5) Method of Assessing Impact
Align placement and assessment tools with the implementation of CASAS	Jan-June 2016 Research, purchase, implementation	AHC & LUSD	Placement tool and assessment measure established. Alignment with LUSD's ESL program.	Faculty/instructor input on CASAS.
Offer AHC noncredit citizenship class at LUSD	Jan-June 2016	AHC & LUSD	LUSD students are offered class not available through LUSD and become aware of AHC noncredit classes	Survey enrolled students
Develop workforce readiness certificate	2016-2017	AHC & LUSD	Curriculum developed, approved by AHC's curriculum committee, and submitted to CCCCO for approval. Implement fall 2016 or spring 2017	Curriculum to be approved by curriculum committee. Impact will be assessed through employment rates, employer and student feedback.

4.1c(1). Activity	4.1c(2). Timeline	4.1c(3). Consortium Members Involved	4.1c(4). Outcomes Expected	4.1c(5). Method of Assessing Impact
Hire part-time assessment coordinator	Jan-June 2016	AHC	Placement and assessment tools researched for ESL, basic skills, and vocational areas.	Assessment coordinator hired, shares research with faculty and administration.
Hire part-time outreach assistant	Jan-June 2016	AHC	Increased awareness of noncredit classes and educational opportunities	Outreach assistant hired. Increased awareness of noncredit and adult ed programs. Gains not measurable until following semesters.
Hire part-time counselor to assist students with disabilities	Jan-June 2016	AHC	Support for noncredit students with disabilities expected to lead to increased completion rates for adults with disabilities.	Increased course completion rates evident in following semesters. Faculty trained by counselor and better equipped to work more effectively with disabled students as evident through faculty surveys and student success data.
Hire faculty coordinators to develop workforce, basic skills, and vocational curriculum/certificates.	Jan-June 2016	AHC	New curriculum drafted, placement and assessment measures identified, professional development scheduled for faculty. Faculty receive greater support which improves quality of courses.	Track certificate completion rates in future semesters once curriculum is implemented. Assess faculty instruction through faculty and student feedback/surveys.
Develop curriculum for adults designed to develop knowledge and skills to assist elementary and secondary school students	Jan-June 2016	AHC and LUSD	Adult education and noncredit courses developed in partnership	Curriculum developed.

4.1c(1). Activity	4.1c(2). Timeline	4.1c(3). Consortium Members Involved	4.1c(4). Outcomes Expected	4.1c(5).Method of Assessing Impact
Implement team teaching/ESL	Jan-June 2016	AHC and LUSD	Increased student awareness of credit courses. Transition rates expected to increase in future semesters.	Student surveys/ Transition rates.
Initiate regular AHC counselor visits to Lompoc Adult Education site.	Jan-June 2016	AHC and LUSD	Increased transition rates from LUSD to AHC	Track transition rates from LUSD to AHC
Provide referrals to Workforce Resource Center	2015-2016	AHC and LUSD	Higher employment rates for entering or re-entering the workplace	Student and other stakeholder surveys
Provide support to high school students with disabilities as they transition to college	2015-2016	LUSD	More adults with disabilities will transition into post-secondary school or training	Workforce entry or re-entry, post-secondary enrollment
Purchase and implement Power Reading Program	2016	AHC and LUSD	Increased literacy knowledge and skills gain	Post-assessment testing

4.2 - Objective 4: Activities to address the gaps identified in Objective 1 (evaluation of *current levels and types of adult education programs* within its region, and Objective 2 (evaluation of *current needs for adult education programs within the Consortium's region*), updated in your Updated AB104 3-year Plan. Describe how the Consortium will respond to the gaps identified in the region. These might include, but are not limited to, working with other partners in the service area, developing or expanding programs and plans to assess the effectiveness of these expanded efforts.

Plans will have identified programming and service gaps including lack of providers, services, access, attainment, and/or performance. Activities to address these should include strategies to incrementally increase capacity in identified gap areas (e.g., using distance learning to reach adult populations in a Consortium's region who are currently underserved).

Table 4.2 - Objective 4: Key Activities for Addressing Gaps (add rows as needed)

4.2a. Activity	4.2b. Timeline	4.2c. Consortium Members Involved	4.2d. Outcomes Expected	4.2e. Method of Assessing Impact
Programs for adults designed to develop knowledge and skills to	2015-2016	LUSD's Adult Education K-12	Greater number of adults enabled to provide effective	Pre and post – survey of adults in program area

assist elementary and secondary school children academically			assistance to children succeed academically	
Programs for adults related to entry or reentry in the workforce	2015-2016	LUSD's Adult Education K-12	Focus on specific soft skills, vocational ESL, introductory level computer applications	Data for adults new entries and reentries into the workforce Labor force survey
ESL distance learning noncredit classes	2016	AHC	Increased academic success	Surveys
Team teaching (ESL)	2016	AHC	Increased transition noncredit to credit	Student data tracking
Shared classroom facilities for ESL students, Santa Maria Bonita School District (10 additional sites)	Ongoing	AHC/Santa Maria Bonita School District	Increased enrollment	Data analysis by Institutional Research
More assessment, data analysis, student services intervention, curriculum/certificates, choices, locations and delivery methodologies	2015-2016	AHC and LUSD	Increase completion and academic success rates	Data analysis by Institutional Research

4.3 - Objective 5: <u>Employ approaches proven to accelerate a student's progress toward his or her 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.</u> Research has emerged in recent years identifying practices that reduce the time it takes for adult learners to progress through basic skills and career education pathways. Common strategies include compressing courses into shorter, more intensive terms (accelerated), individualized instruction based on a student's competencies (competency-based), and putting basic skills content into the context of a student's goals and career path (contextualized).

Many examples of these "best practices" are already in place within and among California adult education and community college programs. These "best practices" are not new to faculty; in fact, they have been developed *by* faculty. AB104 expects that the work done by regional consortia will include plans to make use of these strategies within their basic skills and career programs and in joint programming strategies.

In many places in the country, Integrated Basic Skills Training (IBEST) models, which contextualize the development of basic skills with the acquisition of workforce competency, have produced impressive

data showing how learning can be accelerated while joining skills development with career readin ess certifications. The AB104 website will continue to build links and resources tied to best practices and research done through adult education and community colleges.

Identify activities that you will implement and/or improve through using specific evidence-based strategies across the region, within and between systems where they currently don't exist, to accelerate student's progress.

Table 4.3 - Objective 5: Key Activities for Accelerating Student Progress (add rows as needed)

4.3a. Activity	4.3b. Timeline	4.3c. Consortium Members Involved	4.3d. Outcomes Expected	4.3e. Method of Assessing Impact
CASAS	2015-2016	LUSD and AHC	Shared CASAS data between systems as students matriculate into post-secondary education	LUSD and AHC will have quarterly meetings to review data for trends, strengths of transition to post-secondary or CTE, and subsequent recommended improvements in preparing students for transition to higher education
ESL credit/noncredit team teaching	2016	AHC	Increased transition rate	Track transition
Power Reading pilot program	2016-2018	AHC and United Way	Improved literacy skills	Pre and post-testing

4.4 - Objective 6: <u>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.</u> A critical element to ensuring the effective implementation of the Consortium's plans to improve adult education programs are faculty and staff equipped with the skills, knowledge, and support needed to deliver high-quality instruction and use classroom support strategies that foster learner persistence and goal achievement. Significant and effective professional development will be required to build capacity within the existing systems to deliver this new vision for adult learning throughout the state.

Faculty and staff from all local Consortium members and partners will need to implement collaborative professional development strategies to foster alignment and to support ongoing assessment and improvement of student outcomes.
Collaborative professional development plans should identify topic areas the Consortium considers a priority, such as:
- Practices in basic and secondary skills that build the "college readiness" skills.

- Team building, critical thinking, problem solving, study skills, soft skills, and career assessment.
- Technology use and integration to enhance and expand technology in Instruction.
- New models and instructional strategies for contextualized and/or accelerated teaching and learning.
- Skills building intercultural competence among faculty, staff, and administrators.

Examples of collaborative activities might include developing professional learning communities comprising faculty in the same content area, representing all Consortium participants. Plans might also describe joint team participation in professional development activities offered through regional/statewide associations and how these teams might share what they learn with other faculty. Consortia may also want to consider having field experts come to a regional facility to provide in-house training to greater numbers of staff, faculty and administrators. Consortia in areas where transportation may pose a problem may want to develop plans to use technology to overcome that challenge.

List activities that your consortium will implement 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.

Table 4.4 - Objective 6: Key Activities for Professional Development Collaboration (add rows as needed)

4.4a. Activity	4.4b. Timeline	4.4c. Consortium Members Involved	4.4d. Outcomes Expected	4.4e. Method of Assessing Impact
Faculty training on new soft skills curriculum/certificate	2015-2016	LUSD and AHC	Increased instructor knowledge	Measure increase in instructor knowledge
Faculty textbook review and possible adoption of new ESL curriculum	2016	LUSD and AHC	New ESL curriculum adopted, increased student engagement and knowledge gain	Summative, formative assessments, CASAS tests
CASAS online training, face-to-face regional meetings, CITRIX	2015-2016	LUSD and AHC	Greater understanding of the CASAS system	Fidelity to CASAS reporting system, data reports, National Reporting System (NRS)
OTAN professional development opportunities, online workshops, face-to-face workshops	2015-2016	LUSD and AHC	Technology support, collaboration with colleagues	Increased technology use in the classroom
CAL-PRO regional workshops, online	2015-2016	LUSD	Increased knowledge: cultural	More effective lesson plans,

4.4a. Activity	4.4b. Timeline	4.4c. Consortium Members Involved	4.4d. Outcomes Expected	4.4e. Method of Assessing Impact
professional learning, Moodle, virtual workrooms			diversity, distance learning, family literacy, instructional strategies, adults with disabilities, transitions, workforce	strategic management of multi-leveled ESL classes, learner persistence, survey of post-secondary or CTE student transfers
Working with disabled students	2016	LUSD and AHC	Increased instructor knowledge	Survey instructors to measure knowledge gains
Faculty/staff training on Power Reading	2016	LUSD and AHC	Increased instructor knowledge and competency	Measure instructor knowledge increase

4.5 - Objective 7: <u>Leverage existing regional structures, including, but not limited to, with local workforce investment areas.</u> Describe how the Consortium will leverage existing assets or structures to benefit the adult learners in the region. These assets or structures might include, for example, contributions from or collaborations with local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, and county libraries.

For example, a Consortium might include in its plan to offer classes, taught by one of the member districts, at a local Workforce Development Center which is easily accessible by members of the community. Another Consortium might opt to work with the industries in its region to develop a career transition program focused on helping students with disabilities gain the necessary skills to enter the workforce.

Partners might include but are not limited to:
- o WIBs: WIB/Workforce Resource Center is co-located at the Lompoc Adult Education Center. LUSD is part of a community Collective Impact Group which addresses targeted areas of education, health and wellness which is also co-located at the center.

- o County Libraries: Shared facilities

- o Industry Employer Groups: Workforce and Literacy Initiative (WALI)

- o Literacy Coalitions: The Central Coast Literacy Council provides tutoring to adults for basic reading. Recently, LUSD Adult Education program has connected with this Council to be part of their referral system for adults seeking assistance with English Language acquisition and adult basic education. AHC and Central Coast Literacy Council (CCLC) provides cross referrals. CCLC also send their more advanced students to AHC as they progress from the

beginning to intermediate literacy levels.

o County Social Services – CalWORKs: LUSD Adult Education application for 2015-2016 has been submitted through the Santa Barbara County Office of Education to the State. This will further facilitate the goals of building capacity for employment for qualifying students.

o Employment Development Department (EDD): AHC meets with S. B. County EDD, WIOA, and Department of Social Services every two months to support Workforce Resource Center Career Lab, where all AHC, WIOA, and EDD are co-located to provide educational services for unemployed residents through job search and related employment activities, i.e. resume development, interview skills etc.

Examples of activities include:
   o Outreach by the regional Consortium to existing regional structures not yet involved Adult Education that could address a gap or need: 2016-17 North County Jail Project program to support prisoner re-entry to the community and workforce

   o Participation of Consortium Members in organizations that involve employers, Economic and Workforce Development to enhance responsiveness to economic needs: WRC/WIB Consortium

List activities to leverage existing regional structures and utilization of resources.

Table 4.5 - Objective 7: Key Activities for Leveraging Structures and Assets (add rows as needed)

4.5a. Activity	4.5b. Partner(s)	4.5c. Contribution(s) Made	4.5d. Consortium Members Involved	4.5e. Timeline	4.5f. Customers Expected	4.5g. Method of Assessing Impact
Partner with Community Collective Impact Group (CCIG)Lompoc, CA	LUSD and CCIG	Community advisory group for literacy awareness	LUSD	2015-2016	ESL and ABE students	Stakeholder surveys
Partner with Central Coast Literacy Council (CCLC)	CCLC	Referrals for ESL /ABE students to adult education or noncredit education	LUSD and AHC	2015-2016	ESL and ABE students	Enrollment data, CASAS assessments
Implement CalWORKs Grant	S. B. County Social Services/CalWORKs	Extra support and academic	LUSD	2015-2016	ESL and ABE students	Enrollment data, course completion, high school

4.5a. Activity	4.5b. Partner(s)	4.5c. Contribution(s) Made	4.5d. Consortium Members Involved	4.5e. Timeline	4.5f. Customers Expected	4.5g. Method of Assessing Impact
		intervention for qualifying students				diploma attainment, employment follow-up survey
Partner with WALI – Workforce and Literacy Initiative	LUSD and AHC	Innovative and collaborative initiative focused on meeting the needs of employers with qualified, prospective employees	LUSD and AHC	2015-2016	ESL and ABE students	Power Reading data, CASAS assessments, high school diploma attainment, employment follow-up survey
Partner with Santa Maria Bonita School District – 10 classroom sites located at elementary and middle schools	AHC and SM Bonita School District	Shared classroom facilities with support services, i.e., childcare, textbooks, snacks	AHC	ongoing	ESL noncredit students	Track student attendance, certificate completion
Shared resources to support unemployed adults	S. B. County EDD, WIB/WIOA/Department of Social Services	Provide facility, equipment, support and manpower for shared noncredit Workforce Resource Center Career Lab	AHC, WIB, WIOA	ongoing	Unemployed adults	Track number of students served

Section 5: Estimated Allocations by Objective

5.1 Allocation by Objective, Member and Funding Source (Estimated). Provide an estimate of the budget the Consortium will plan to expend in order to carry out the activities (including

those not listed above) relevant to each Objective. It is understood that these figures will change over the course of implementation, so this would be your best estimate at this time. Using the **Member Allocations Workbook** for **Table 5.1,** Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Sheet of the Workbook. Below is an overview of the information required.

Administration and MOE Indirect amounts are captured in Table 3.2b. The amounts entered in Table 5.1 should not include those expenses.
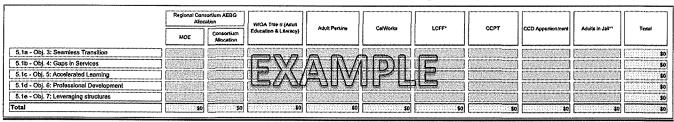
Table 5.1 - Allocation by Objective, Member and Funding Source (Estimated)

	Regional Consortium AEBG Allocation		WIOA Title II (Adult Education & Literacy)	Adult Perkins	CalWorks	LCFF*	CCPT	CCD Apportionment	Adults in Jail**	Total
	MOE	Consortium Allocation								
5.1a - Obj. 3: Seamless Transition										$0
5.1b - Obj. 4: Gaps in Services										$0
5.1c - Obj. 5: Accelerated Learning										$0
5.1d - Obj. 6: Professional Development										$0
5.1e - Obj. 7: Leveraging structures										$0
Total	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0

Section 6: Levels of Service and Assessment of Effectiveness

6.1 Projected Levels of Service. Provide a the number of students served in 2013-14 as identified in your AB86 Final Plan, as applicable, and target numbers for each of the AB104 AEBG Program Areas listed in the table shown below. *Estimates for the figures for the new AB104 AEBG program areas (Pre-Apprenticeship training, Adults training to support child school success, and Adults in the Workforce, Including Older Adults) are acceptable.* Duplicated headcounts are acceptable as some students may be in more than one program. You may add notes to explain your baseline and target figures, if necessary. **It is understood that these figures will change over the course of implementation, so this would be your best estimate at this time.**

Using the **Performance Measures Workbook** for **Table 6.1,** Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Page of the Workbook. Below is an overview of the information required.

Table 6.1 Levels of Service by Program Area and Member (Projected Targets)

Table 6.2: Performance Outcomes by Member – Projected Targets

EXAMPLE

	Projected number of Students with this goal	Projected number achieving the performance outcome	Projected Target Rate (%) for 2015-2016
6.2a - For WIOA students - % that completes at least one Educational Functioning Level as defined in the NRS system, for those who had this goal during the current program year.			
6.2b - For Non-WIOA students - % that achieves at least one course completion, for those who had this goal during the current program year.			
6.2c - % Completion of HSD or Equivalent, for those who had this goal during the current program year.			
6.2d - % Transition from K-12 adult to post-secondary, for those who had this goal during the current program year.			
6.2e - % Transition from non-credit to credit in post-secondary, for those who had this goal during the current program year.			
6.2f - % Completion of post-secondary certifications, degrees, or training programs, for those who had this goal during the current program year.			
6.2g - % Placed in jobs, for those who had this goal during the current program year.			
6.2h - % With increased wages, for those who had this goal during the current program year.			

	AY 2013-2014 Numbers From AB86 Final Plan	Projected Target for 2015-2016	Projected Percent Change (%) for 2015-2016	Notes
6.1a - Adult Education (ABE, ASE, Basic Skills)				
6.1b - English as a second language				
6.1c - Adults in the workforce (including older adults)				
6.1d - Adults training to support child school success				
6.1e - Adults with Disabilities				
6.1f - Careers and Technical Education				
6.1g - Pre-apprenticeship Training				

6.2 Project Performance Outcome Targets. Provide target percentages for each of the performance measures listed in the table shown below. See the Guidance document for more information on this section, and resource links for goal-setting approaches.

Using the **Performance Measures Workbook** for **Table 6.2**, Consortium Members will fill out their own spreadsheets.   The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Page of the Workbook. Below is an overview of the information required.

If you have unique, extenuating circumstances that you wish to describe regarding any of these measures, please name the measure by number and briefly describe the issue.

Not Applicable

6.3 List and describe any additional measures your Consortium will be tracking in order to gauge the impact of the Consortium's plan efforts. (Optional – see Guidance document for information)

No additional measures.

6.4 List and describe the approaches or measures you as a Consortium will be looking at to evaluate the effectiveness of your Consortium. (Required)

Stakeholder surveys will be administered to gauge effectiveness of consortium objectives/activities. Student success data will be tracked and archived.   Each member agency will be required to certify and validate their data for accuracy. Evaluation of funds will be consistent with AB 104, Section 39, Article 9, 84916. Allan Hancock College is serving as the fiscal agent, so all funds will be subject to an annual internal audit by a third party.
Schedule one-day annual consortium retreat. Members will review consortium accomplishments and determine strengths and weaknesses of governance, project activities and funding allocations. A report will summarize the findings for public review. An outside evaluator will facilitate the retreat and write the report.

Section 7: Consortium Member Signature Block

Name:

| Ardis Neilsen |

Consortium Member:

| Allan Hancock College, Dean Academic Affairs |

Email:

| aneilsen@hancockcollege.edu |

Date:

| December 4, 2015 |

Signature Box:

| *[signature: Ardis Neilsen]* |

Name:

| Elaine Healy |

Consortium Member:

| Allan Hancock College. Coordinator Community Education |

Email:

| ehealy@hancockcollege.edu |

Date:

| December 4, 2015 |

Signature Box:

| *[signature]* |

Name:	Mary Coggins
Consortium Member:	Adult Education, K-12 Lompoc Unified School District, Principal
Email:	coggins.mary@lusd.org
Date:	December 4, 2015
Signature Box:	*Mary Coggins*

Name:	Kathi Froemming
Consortium Member:	Assistant Superintendent, Lompoc Unified School District
Email:	Froemming.kathi@lusd.org
Date:	December 4, 2015
Signature Box:	*Kathi Froemming*

Name:	Mona Baker
Consortium Voting Partner:	S..B. County Dept. of Social Services AJCC/WIOA Manager
Email:	m.baker@sbcsocialserv.org
Date:	December 4, 2015
Signature Box:	

Name:	
Consortium Member:	
Email:	
Date:	
Signature Box:	

Name:	
Consortium Member:	
Email:	