Consortium Annual Plan

This Annual Plan Form has been partially auto-filled for your Consortium based on your AEBG Consortium Fiscal Administration Declaration (CFAD). **Some text is locked** (   ). Should you need to make changes to these sections, please contact the AEBG Office. Submissions are due by **August 15, 2016.**

> **Please Note:** Please use bullet-point lists where appropriate for clarity and concision and spell out acronyms that may not be readily understood by most readers.

Section 1: Consortium Administration   −

Consortium Grant Number	Consortium Name
15-328-01	01 Allan Hancock

Primary Contact(s)

The table below lists the current Primary Contact(s) for your Consortium. Each may identify up to **two**. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. All changes are saved automatically.

Name	Title	Phone	Email
Healy, Elaine	Community Education Coordinator / AEBG Projector Director	(805) 922-6966	ehealy@hancockcollege.edu

Funding Channel

The consortium has designated a fiscal agent

Fiscal Contact

The table below lists the current Fiscal Contact for your Consortium. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. All changes are saved automatically. To add or remove a Member Representative, click **Add / Remove Member Representatives.**

Name	Title	Phone	Email
Black, Michael	Assoc. Supt./Vice President, Finance and Admin. Allan Hancock College District	(805) 922-6966	michael.black@hancockcollege.edu

Member Representation

The table below lists the current Membership for your Consortium. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. To **add** or **remove** a Member Representative, click **Add / Remove Member Representatives.**

Name	Member Agency	Phone	Email	Approved
Froemming, Kathi	Lompoc Unified School District	(805) 742-3250	froemming.kathi@lusd.org	09/22/2015
Coggins, Mary	Lompoc Unified School District	(805) 742-3100	coggins.mary@lusd.org	09/22/2015
Ramirez Gelpi, Sofia	Allan Hancock Joint Community College District	(805) 922-6966	sgelpi@hancockcollege.edu	10/13/2015

Governance Plan

Your Governance Plan defines the policies and procedures that guide decision-making and operations for your Consortium. Your Consortium's current Governance Plan may be found below.

[   ]

Has your Consortium changed how it manages operations since submitting the plan above? (Select Yes or No)

◯ Yes

○ No

If you have changes to your Governance Plan Template, please complete a new Governance Plan Template and upload it below for submission with your Annual Plan.

[⬇ Download Governance Plan Template]

Organizational Chart

In your 2016 – 17 CFAD, you were asked to submit an Organizational Chart. Your Consortium's current Organizational Chart may be found below.

Do you have changes to your Organizational Chart? (Select Yes or No)
○ Yes
◉ No

If there have been changes from what was submitted with your CFAD, please upload a new Organizational Chart below for submission with your Annual Plan. Organizational Charts must be in .jpg format.

Fiscal Management

In your CFAD you answered the following questions: 1) How will the consortium be fiscally managing your block grant in 2016 - 17? 2) How are you rolling up grant expenditures report to the State? Your response is included below for reference.

AHC and LUSD are using spreadsheets that have been created by the AB104 program assistant for the purpose of tracking block grant budgets and expenditures by program and objective. The AEBG program assistants for both Lompoc Adult School and Allan Hancock College are tracking and posting expenses to the spreadsheets. The program assistant for Allan Hancock College will be responsible for rolling up expenses and submitting them to the fiscal agent for certification. Each member will individually certify that their expenses are in line with the annual plan submitted to the State. Each member will be accountable for their own expenditures and questions regarding disallowed costs.

Does your Consortium have updates or changes to its approach to Fiscal Management to report? If so, click Yes and enter them in the textbox below. Otherwise, click No.
○ Yes
◉ No

None

Consortium Allocation Schedule

In your CFAD, you submitted your Allocation Schedule for 2016-17. **This item is locked.** It is included here for reference only.

Member Name	Total Allocation
🔒 Department of Social Services, Santa Barbara County	$0
🔒 Lompoc Unified School District	$908,755
🔒 Allan Hancock Joint Community College District	$663,431
Total	**$1,572,186**

Section 2: Plan Summary for Program Year 2016-17   −

The AEBG effort focuses on the 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. The Annual Plans focus on what will be done to make progress toward that vision each year.

Executive Summary

Please provide an Executive Summary of your Consortium's implementation plan for the 2016 – 17 Program Year. In your summary, please be sure to provide a clear and concise description of your Consortium's vision, accomplishments made during the prior Program Year, and its primary goals for the the upcoming Program Year.

The Allan Hancock Community College consortium consists of two distinct adult education providers: Allan Hancock Joint Community College District (AHC) Community Education and Lompoc Unified School District's (LUSD) K-12 Lompoc Adult School (LAS). In addition, the Santa Barbara County Department of Social Services co-located at the local Workforce Resource Center serves as a consortium member. The consortium will build upon the gaps and needs identified in the summary of recommendations from the AB86 consortium planning project and continue to assess the adult education landscape in the region.

Specifically, in 2016-2017, the consortium will work collaboratively to focus on several main goals:
1.   Assess regional adult education needs to provide ongoing input:
a.   Establish advisory board and work groups for each program area to elicit ongoing feedback on current needs and regional trends.
b.   Survey employers, the community, CBOs, staff, faculty, and current students to assess needs and track changing trends.
2.   Align placement, assessment, articulation, and curriculum between AHC and LAS, as feasible.
3.   Increase vocational programs and pathways to postsecondary education by developing new programs and certificates:
a.   Create pathways to employment for individuals to re-enter or enter the workforce in order to earn a living wage.
b.   Create pathways to postsecondary education and credit degree programs for academic and career success.
c.   Provide instruction to individuals to obtain the English language and basic skills needed to obtain employment or transition to postsecondary education.
d.   Meet the needs of adults with disabilities.
e.   Prepare adults to assist elementary and secondary students succeed in school.
4.   Strengthen program infrastructure/develop human capital to provide a better quality program.
5.   Develop data gathering and data sharing methods that allow for a more integrated regional approach to adult education.
6.   Leverage existing resources and expand quality educational opportunities for all students.

Stakeholder Engagement

In the table below, please list your Consortium's Partner Agencies. These may include, but are not limited to, state, county workforce and / or educational agencies, community based organizations, corrections, advocacy and / or special interest groups, proprietary schools, charter schools, among others. Values may be entered directly into the table below. All changes are saved automatically.

Partner Name	Partner Type	Core Services
Children's Resource and Referral	Community based organization	Support to individuals in the childcare business or pursuing a new business.
Santa Barbara County EDD / WIB / WIOA / Department of Social Services	State and county workforce agencies	Facility, equipment, support and manpower for shared noncredit workforce resource center career lab
Santa Maria Bonita School District (K-12)	Educational agency	Classroom facilities, student support with childcare, textbooks, snacks, program marketing and outreach
WALI- Workforce and Literacy Initiative / United Way	Community based organization	Support collaboration with community based organizations, regional employers; partner on vocational programs with outreach

Briefly describe a promising practice that has emerged as a result of your collaboration with one or more of the partners identified above.

As a result of the consortium's partnership with the Workforce and Literacy Initiative (WALI), an initiative supported by the United Way and local CBO Econ Alliance, a promising practice has emerged. The consortium has formed a partnership with the local CBO Children's Resource and Referral to develop two noncredit certificates at AHC. The certificates are being jointly developed with Children's Resource and Referral, noncredit ESL faculty, and credit Early Childhood Studies (ECS) faculty. The two certificates will be stackable, allowing students to progress to employment or a credit degree program.

The first certificate will prepare individuals to own and operate a home-based childcare business. AHC will offer the certificate programs using the I-BEST model. This model will provide students with the English language and vocational skills needed to operate a business and obtain licensure. Children's Resource and Referral will offer support with the application and licensing process. The second certificate, also offered as a VESL I-BEST model, will create a pathway to the credit ECS program for students interested in employment in the childcare field or who wish to earn a four-year degree program. AHC and LAS will collaborate to determine CASAS placement levels for student entry into the program.

Levels and Types of Services

Please provide a description of your Consortium's success expanding levels and types of programs within your region, as well as key challenges faced and / or overcome during the 2015 – 16 Program Year.

The consortium has several important successes to report regarding expanding services, and progress toward the consortium's goals. The consortium
·   developed nine new vocational certificate programs currently under curriculum review;
·   developed human infrastructure that includes instructional assistants, an outreach specialist, and soon-to-hire assessment technician and faculty program leads;
·   formed a new partnership with Children's Resource and Referral to support development of vocational certificate for daycare providers;
·   established work groups/advisory boards to provide continuous feedback to the consortium;
·   AHC launched the Reading Plus pilot project;
·   LAS continued use of Reading Plus programs;
·   implemented CASAS assessment at AHC;
·   LAS continued use of CASAS;
·   provided professional development to faculty and staff;
·   collaborated with community organizations to leverage resources;
·   AHC and LAS adopted and aligned new ESL textbooks;
·   hired a consultant to develop strategic plan to enhance current programs and future expansion;
·   sought ongoing feedback from students, staff, and community through surveys and meetings.

The consortium has faced some challenges:
·   The slow approval process for new courses and programs, which inhibit LAS and AHC's ability to implement new programs as quickly as needed. Because of this, we do not expect to see the full impact of our efforts to expand and develop new programs and serve more adult students until 2017-2018.
·   Inability to hire full-time, permanent staff and faculty. Because AEBG funding is deemed temporary, this affects the consortium's potential.
·   Inability to easily share student data between members, track students who transition between adult education providers, track employment and wage data. We expect the accountability funds to allow us to help with this issue.

Regional Needs

Please provide a description of your Consortium's success providing training and educational services to address the needs of adult learners within your region. Please also identify key challenges faced and / or overcome during the 2015 – 16 Program Year. Please also include descriptions of changes in the needs of your region, as appropriate.

·   AHC increased number of students passing the GED exam: 76 students earned their GED in 2015-2016 compared to 55 in 2014-2015.
·   AHC implemented the Reading Plus pilot project to serve students in ESL, high school diploma, and GED prep programs. LAS continue to implement Reading Plus program.
·   Obtained approval for a pre-GED course to meet the needs of students with low-level basic skills.
·   Piloted CASAS assessment at AHC with full implementation expected in fall 2016. LAS will continue assessing students with CASAS. In the future, the AHCC consortium will have a uniform platform to obtain data and provide professional development opportunities based on the National Reporting System reports.
·   Continued to offer vocational training programs and develop nine new noncredit certificate programs.

·   The slow approval process for new courses and programs, which inhibits the consortium's ability to implement new programs as quickly as needed. Because of this, we do not expect to see the full impact of our efforts to expand and develop new programs and serve more adult students until 2017-2018.
·   Inability to hire full-time, permanent staff and faculty. Because AEBG funding is deemed temporary, this affects the consortium's potential.
·   Inability to easily share student data between members, track students who transition between adult education providers, track employment and wage data. We expect the accountability funds to allow us to help with this issue.

Section 3: Consortium Expenditures by Program Area and Objective   –

Reflecting on what you submitted in your 2015 – 16 Annual Plan, as well as your 2015 – 16 expenditures by Program Area and Objective, estimate the funding that will go to support these efforts in the 2016 – 17 Program Year. Data collected include 2015 – 16 MOE and Consortium Allocations (Budgeted and Spent) by Program Area, Objective, and Object Code, as well as Planned Expenditures by funding source for the 2016 – 17 Program Year, as shown in the tables below.

2015 - 16 Expenditures

Program Areas	Budgeted			Spent			+/-
	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	
3.1a Adult education (ABE, ASE, Basic Skills)	$0	$0	$0	$0	$0	$0	-
3.1b English as a second language	$0	$0	$0	$0	$0	$0	-
3.1c Pre-apprenticeship training	$0	$0	$0	$0	$0	$0	-
3.1d Career and technical training	$0	$0	$0	$0	$0	$0	-
3.1e Adults training to support child school success	$0	$0	$0	$0	$0	$0	-
3.1f Older adults in the workforce	$0	$0	$0	$0	$0	$0	-
3.1g Services to adults with disabilities	$0	$0	$0	$0	$0	$0	-
Total	$0	$0	$0	$0	$0	$0	-

Objectives	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	+/-
5.1a Obj. 3: Seamless Transition	$0	$0	$0	$0	$0	$0	-
5.1b Obj. 4: Gaps in Services	$0	$0	$0	$0	$0	$0	-
5.1c Obj. 5: Accelerated Learning	$0	$0	$0	$0	$0	$0	-
5.1d Obj. 6: Professional Development	$0	$0	$0	$0	$0	$0	-
5.1e Obj. 7: Leveraging Structures	$0	$0	$0	$0	$0	$0	-
Total	$0	$0	$0	$0	$0	$0	-

Object Code	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	+/-
1000 Instructional Salaries	$0	$0	$0	$0	$0	$0	-
2000 NonInstructional Salaries	$0	$0	$0	$0	$0	$0	-
3000 Employee Benefits	$0	$0	$0	$0	$0	$0	-
4000 Supplies and Materials	$0	$0	$0	$0	$0	$0	-
5000 Other Operating Expenses	$0	$0	$0	$0	$0	$0	-
6000 Capital Outlay	$0	$0	$0	$0	$0	$0	-
7000 Other Outgo	$0	$0	$0	$0	$0	$0	-
Indirect / Administration	$0	$0	$0	$0	$0	$0	-
Total	$0	$0	$0	$0	$0	$0	-

2016 - 17 Planned Expenditures

Program Areas	AEBG	WIOA	Adult Perkins	CalWorks	LCFF	CCD Apportionment	Incarcerated Adults	Total
(3.1a)	$0	$0	$0	$0	$0	$0	$0	$0
(3.1b)	$0	$0	$0	$0	$0	$0	$0	$0
(3.1c)	$0	$0	$0	$0	$0	$0	$0	$0
(3.1d)	$0	$0	$0	$0	$0	$0	$0	$0
(3.1e)	$0	$0	$0	$0	$0	$0	$0	$0
(3.1f)	$0	$0	$0	$0	$0	$0	$0	$0
(3.1g)	$0	$0	$0	$0	$0	$0	$0	$0
Total	$0	$0	$0	$0	$0	$0	$0	$0

Objectives	AEBG	WIOA	Adult Perkins	CalWorks	LCFF	CCD Apportionment	Incarcerated Adults	Total
(5.1a)	$0	$0	$0	$0	$0	$0	$0	$0
(5.1b)	$0	$0	$0	$0	$0	$0	$0	$0
(5.1c)	$0	$0	$0	$0	$0	$0	$0	$0
(5.1d)	$0	$0	$0	$0	$0	$0	$0	$0
(5.1e)	$0	$0	$0	$0	$0	$0	$0	$0
Total	$0	$0	$0	$0	$0	$0	$0	$0

Key
▼ = Under
▲ = Over

Expenditures data must be submitted for each participating Member agency as a single a comma-separated values (.csv) file for each Consortium. To help ensure the consistency and accuracy of data collected, as well as minimize the administrative burden on Consortium Members, the AEBG Office has developed tools to support collection and reporting of Consortium expenditures data. These include a Member Expenditures Form that Consortia may use to collect data from Member agencies, and a Consortium Expenditures Workbook with built-in automations to import and export Member / Consortium data with the click of a button. Instructions for use of these tools, as well as a sample workflow document and export file may be found in Consortium Expenditures Workbook.

While it is not required that Consortia use these tools, expenditures data must be submitted in the format produced by the Consortium Expenditures Workbook. Consortia using other tools to produce this report are strongly encouraged to reach out to the AEBG Office to ensure their files meet the specifications of the AEBG Office prior to submission. Once you have prepared your Consortium Expenditures file, upload it here for submission with your 2016 – 17 Annual Plan.

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Section 4: Consortium Action Plan Review and Update   −

Regional Assessment Plan Updates

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.

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Starting July 2016, AHC's and LAS's ESL students will be assessed and placed in appropriate program levels through the
CASAS system. LAS implemented CASAS prior to the AEBG funding. AHC launched a pilot CASAS assessment project for its ESL
program in summer 2016 with full implementation expected in fall 2016.  AHC and LAS both use the Power Reading program.
AHC piloted Power Reading in spring 2016. ESL and basic skills students have shown steady gains in reading levels.

Aligning placement and assessments, development of a joint ESL curriculum rubric between systems, and the LaunchBoard
Adult Education tab on the AHC website are examples of tools that will allow the districts and faculty to share data, and
thus support students in a smoother transition between programs.  Professional development opportunities, enhancement of
current programs, and data-driven future expansion will support the personal and professional goals for adult education
students.
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What tools and vendors will you be using for these activities? Responses may be entered directly into the table below. All changes are saved automatically.

Name	Vendor	Core Services
CASAS/TOPspro	CASAS/TOPspro	Student assessment and placement

Student Data Tracking

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?

AHC will use CCCApply to gather demographic data and the Banner student information system to access positive attendance and enrollment data. CASAS and instructor-generated assessments will monitor student academic progress and performance. AHC will develop a supplemental questionnaire to gather data requested by AEBG that is not collected by CCCApply, i.e. homeless, ex-offender, etc.

LAS will continue to use School House to enroll students and record student progress. TOPSpro will be used to meet WIOA accountability requirements and access necessary data to direct classroom instruction. Formative and summative classroom assessments from teacher or curriculum generated materials provide ongoing and timely feedback about student progress.

These methods track student data and promote collaboration within the consortium to evaluate program outcomes between systems.

List the systems used for student data tracking. Responses may be entered directly into the table below. All changes are saved automatically.

Name	Vendor	Core Services
Banner Student Information System	Sunguard	Student enrollment data
CASAS TOPspro	CASAS	Student placement and assessment data
CCCApply	CCCApply/Chancellor's Office	Application/demographic data
MIS-Chancellor's Office	Chancellor's Office	Student enrollment/FTES
SchoolHouse	Harris School Systems	Student enrollment, attendance, and academic progress records system

2015 – 16 Annual Plan Review and Update

Considering the activities proposed and / or implemented this year, please evaluate your Consortium's effectiveness meeting the following student outcomes identified in AB104:

> *(A) Improved literacy skills*
> *(B) Completion of high school diplomas or their recognized equivalents*
> *(C) Completion of postsecondary certificates, degrees, or training programs*
> *(D) Placement into jobs*
> *(E) Improved wages*

In your responses, please include a description of your progress toward implementation of your 15 - 16 strategies. Please also be sure to highlight key successes, challenges, and any new strategies proposed as a result of lessons learned during the 15 – 16 program year.

Objective 3: Integration and Seamless Transition

Activities and plans to align regional academic and career pathways leading to employment and student transition into postsecondary education and / or the workforce.

In 2015-2016, the consortium agreed on the CASAS assessment system as a common instrument for ESL and basic skills programs. LAS uses CASAS testing for ABE and ESL programs. Full implementation for the AHC's ESL programs will begin in fall 2016, and a pilot will begin in spring 2017 for the basic skills program. Banner, CCCApply, TOPSpro Enterprise at AHC, and TOPSpro Enterprise and SchoolHouse will track student enrollment, academic progress and demographic data. Class-level student surveys will collect additional feedback.

The AHCC consortium will continue to collaborate on tools to share data. For example, the consortium will pilot the LaunchBoard Adult Ed tab supported by the Chancellor's Office and Cal-PASS.

Objective 3 Activities

Activities and plans to align regional academic and career pathways leading to employment and student transition into postsecondary education and / or the workforce.

Response: (200 words max.)

Activity	Outcomes Expected	Method of Assessing Impact
Provide student support with admission and registration by hiring student worker	Student worker hired and assisting students navigate the cumbersome CCCApply application and registration process	Track number of students assisted with services and registration
Implement assessment system (CASAS): Launch full implementation for ESL and pilot for basic skills/GED program	All ESL students assessed. English-speaking basic skills/GED students assessed.	Track student assessments with CASAS/Enterprise TOPS Pro
Design implementation strategy for noncredit vocational childcare business and pathway to ECS program	Implementation strategy designed in collaboration with counseling, credit and noncredit faculty, and Children's Resource and Referral.	Certificate program offered and a cohort of students enroll
Continue Assessment Technician	Placement and assessment tools researched and implemented for ESL, basic skills, and vocational areas.	Assessment technician hired, shares research with faculty and administration.
Continue to co-locate a noncredit citizenship class at LAS campus	Increased number of students attain desired citizenship	Track number of students who complete this process
Assess regional training needs for adults with disabilities	Collaborate with employers to determine high-priority training needs	Track number of students in need of services and training
Continue part-time counselor position to assist students with disabilities	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.
Continue faculty lead/coordinator positions to support basic skills and vocational program areas	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. faculty instruction through faculty and student feedback/surveys.
Research pre-apprenticeship program models	Report developed on pre-apprenticeship models including best practices, curriculum, and student support.	Research gathered to begin program development in 17-18
Continue to utilize the CASAS assessment system, TOPSpro Enterprise	Student assessments, placement, and monitor student progress	Review data
Provide ongoing, collaborative professional development to support new ESL curriculum	Cohesive instruction between educational systems, comparative data analysis, seamless transitions between schools	Review of data, reflective adjustments to instruction, monitor student transfers
Hire consultant to develop strategic infrastructure plan for Lompoc Adult School expansion	Enhance current programs and development of future workforce preparation courses	Review of data, surveys, analysis of region needs, new branding strategy, expansion and enhancement reports

Objective 4: Gaps in Services

Activities and plans to address gaps in programs and services within your region.

The AHCC consortium will continue to address the gaps identified in the regional assessment plan and identified in feedback from program area work groups and advisory boards. The goals for 2016-2017 is to build capacity to develop new vocational and basic skills programs, connect with regional employers, assess ongoing employment needs, outreach to new student populations, and support current students with counseling and registration assistance. The activities will also help to alleviate barriers identified by students offering support for childcare.

Objective 4 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Outcomes Expected	Method of Assessing Impact
Continue basic skills faculty lead position	Basic skills develops new curriculum, coordinates professional development, assess community needs for basic skills programming, identify assessment for Spanish-speaking GED students.	Number of new courses/programs developed; Number of professional development opportunities provided and best practices identified; new ideas to support basic skills students identified.
Continue adults with disabilities counselor position	Students with disabilities identified, served, and connected to support services.	Number of students served.
Develop workforce driven certificates	Increased vocational certificates developed to meet regional workforce needs.	Number of new CTE courses/programs developed.
Develop new vocational programs designed for adults with disabilities	Agencies serving adults with disabilities surveyed to assess need. Vocational certificate developed designed for adults with disabilities that connect with regional employers.	Survey to agencies to determine if curriculum meets needs.
Continue outreach activities to reach new adults (outreach specialist)	Increased enrollment in core AEBG areas.	Survey individual/students to assess how they learned about program.
Continue CTE Faculty Lead	CTE Faculty hired	Number of new CTE course/programs developed; Number of professional development opportunities provided and best practices identified; vocational advisory board established.
Provide instructional supplies/software for classroom	Basic skills and ESL classes have instructional supplies needed.	Survey instructors and students. Software usage reports.
Provide childcare	5-7 students receive access to childcare.	Number of students whose children receive childcare services. Student survey to measure impact.
Continue to assess noncredit students (assessment technician)	All ESL students assessed. All English-speaking basic skills/GED students assessed.	Number of students assessed. Placement and exit exam scores will establish success rates.
Establish citizenship support services. Hire citizenship specialist	Citizenship specialist hired. Support services offered to individuals pursuing citizenship.	Number of individuals receiving citizenship support services.
Support GED learners with GED practice test vouchers	50% of GED students take the GED practice test, which allows them to assess their GED exam readiness.	Number of GED students using vouchers. Number of students who successfully complete GED exam.
Provide English language support through language learning software Burlington English	Increased literacy rates, introduction to career pathways	Monitor student progress through learning modules
Hire consultant to develop strategic infrastructure plan for Lompoc Adult School expansion	Enhanced programs and development of future workforce preparation courses	Review of data, surveys, analysis of region needs, new branding strategy, expansion and enhancement reports

Objective 5: Acceleration

Activities and plans to accelerate student progress toward academic and/or career goals.

In an effort to accelerate students' progress toward their academic and career goals, in 2016-2017 the consortium will focus on developing a childcare VESL I-BEST model in partnership with AHC's Early Childhood Studies program. This will result in two VESL noncredit vocational certificates. Students will gain English language skills and career readiness skills in an accelerated program. This program will be available to LAS students who wish to pursue this field. AHC and LAS will collaborate to identify a cohort of students to monitor progress, compile data, and evaluate surveys. The consortium will implement an assessment system, support instructional assistants in large classes, and provide instructional supplies and software to support student acceleration.

Objective 5 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Outcomes Expected	Method of Assessing Impact
Hire instructional assistants to increase student success and accelerate student progress	Instructional assistants placed in all large classes. Students receive support to accelerate learning.	Number of instructional assistants placed. Number of students receiving assistance. CASAS exit test scores.
Provide instructional software/supplies for classroom to support quality programming	Basic skills and ESL classes have instructional supplies needed.	Number of students using purchased software.
Implement a plan to deliver noncredit VESL programs together with the Early Childhood Studies program. Programs will be offered as a VESL I-BEST model	Program developed and submitted to curriculum committee and Chancellor's Office	Programs approved by Chancellor's Office
Implement a plan to deliver noncredit workforce readiness certificate for adults with disabilities	Certificate developed	Certificate approved by curriculum committee and Chancellor's Office
Continue the Power Reading program	Improved literacy rates	Pre and post-testing

Objective 6: Shared Professional Development

Activities and plans to implement collaborative professional development strategies designed to foster program alignment and support ongoing assessment and improvement of student outcomes.

The consortium plans to provide joint professional development activities for faculty, staff, and administrators related to the following topics:
·   Individuals with disabilities
·   Best practices to accelerate student learning
·   ESL curriculum and teaching strategies
·   Alignment and articulation of programs, classes/courses, and pathways for career and personal development
·   Development of comprehensive student support services for seamless transitions
·   Programs for adults to assist elementary and secondary students to succeed in school

Objective 6 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Outcomes Expected	Method of Assessing Impact
Provide professional development for administrators, instructors, and staff to learn and identify best practices to accelerate student learning, alignment and articulation of programs.	Faculty, staff, administrators participate in professional development and identify best practices to support adult learner success.	Two best practices identified to be implemented in 2017-2018.
Provide collaborative professional development for new ESL curriculum	Teachers to participate in joint professional development to review, monitor and provide support for new ESL curriculum	Professional development workshops offered. Evaluations show knowledge gained.
Provide professional development to identify strategies to serve students as they transition between consortium partners	Services to support student access to educational opportunities	Professional development workshops offered. Evaluations show knowledge gained.

Objective 7: Leveraging Resources

Activities and plans to leverage resources to create or expand programs and services to adult learners in your region. Resources may include contributions from, or collaborations with, local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, county libraries, etc.

The AHCC consortium will collaborate with the following entities in an effort to engage the community, leverage resources, and partner to develop new programs:
·   South Central Coast Regional Consortiums (SCCRC) comprised of representatives from business, industry, and economic development programs. The SCCRC will contribute information from its members through surveys on industry needs.
·   The Department of Social Services will provide input on workforce needs.
·   An AHC noncredit counselor will regularly visit the LAS campus to assist students who wish to transition to AHC.
·   The United Way will continue to support common goals of improving literacy in the region and providing additional childcare support for students working towards their educational and career goals.
·   The CBO Children's Resource and Referral will collaborate to support students enrolled in the vocational daycare provider program and provide input on program development.
·   The basic skills initiative, the Title V grant, and SSSP at AHC continue to support common goals of transitioning noncredit students into credit programs and supporting students in basic skills courses. The AHCC project director is a member for the basic skills committee, Title V advisory board, and co-chair of the noncredit counseling and student success and support counseling advisory committee. These connections promote collaboration on joint projects for noncredit to credit vocational pathways.

Objective 7 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

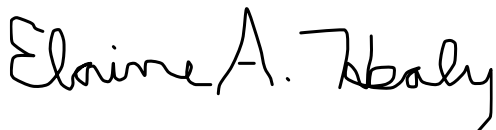| Activity	Partners	Partner Contributions	Outcomes Expected	Method of Assessing Impact
Collaborate with CBO Children's Resource and Referral to develop noncredit VESL family daycare provider vocational certificate offered in an I-BEST structure	AHC, Children's Resource and Referral, WALI, United Way, and Econ Alliance, credit ECS program	Support to students, program marketing	VESL family daycare provider certificate developed	Curriculum approved by curriculum committee and Chancellor's Office
Collaborate with Title V grant and the basic skills initiative to support the development of pathways from noncredit to credit, and support noncredit and credit basic skills program through software and instructional supplies support	AHC, Title V grant, basic skills initiative	Support transition between noncredit and credit, student scholarship, software	VESL certificate developed. Instructional software PLATO and Rosetta Stone co-funded.	Curriculum approved by curriculum committee and Chancellor's Office. Number of students using software evaluated and gains measured.
Offer Power Reading in collaboration with the United Way	United Way	Faculty training and support	Improved student literacy skills	Pre and post assessments

Section 5: Annual Plan Submission   −

As a condition of receiving AEBG funds, each Consortium must confirm they have read, understand, and agree to adhere to the measures

put forth in the 2016 – 17 AEBG Program Assurances Document.

Certification (Required)

☑ I hereby certify that the Consortium operates in a manner consistent with all legislative mandates, Consortium, and Member requirements as set forth in the by the AEBG Office and the AEBG 2016 – 17 Program Assurances Document.

☑ I hereby certify a) the information contained in this report is true and accurate to the best of my knowledge, b) that this Annual Plan has been approved following established Consortium governance policies, and c) that I am an official representative of the Consortium authorized to submit this Annual Plan on its behalf.

Signature

Elaine A. Healy

☑ Click here to confirm that you are ready to submit your Annual Plan.

Activity	Partners	Partner Contributions	Outcomes Expected	Method of Assessing Impact
Collaborate with CBO Children's Resource and Referral to develop noncredit VESL family daycare provider vocational certificate offered in an I-BEST structure	AHC, Children's Resource and Referral, WALI, United Way, and Econ Alliance, credit ECS program	Support to students, program marketing	VESL family daycare provider certificate developed	Curriculum approved by curriculum committee and Chancellor's Office