

Allan Hancock College Consortium Retreat March 10 and March 17 , 2022 Worksheet for Stakeholder Input on Consortium Three Year Plan 2022-2025

At a series of Retreats to gain public and other stakeholder input for the Consortium's upcoming three year plan:

1. Retreat attendees reviewed a brief PowerPoint presentation that summarized the main areas of Consortium funding: ESL/Citizenship, Basic Skills (ABE), ASE Adult Secondary/High School Equivalency, Career Readiness, Adults with Disabilities, Parents Supporting K-12 Student Success. Prior Three Year goals and outcomes were reviewed.
2. Attendees were encouraged to ask questions to learn more about the consortium.
3. To fully capture all input from these sessions, we asked attendees to enter their recommendations for the consortium into a Google Document.
4. Consortium representatives also entered text as needed for speakers.
5. Attendees were able to leave the session with a Google Doc link and continue collecting input from additional attendees.

A. Programming Recommendations – Allan Hancock College Noncredit Programs

General Comments

1. Online classes are still in demand. Provide technology to students.
2. Want to see continued offering of online learning options. This allows students in remote areas to be served.
3. Look at new developing technologies.

English as a Second Language (ESL) / Citizenship Programming Recommendations for AHC

1. Need lead faculty. Need to work with other faculty in the region. Conduct program review. Develop curriculum, etc.
2. Used to be full-time faculty coordinators.
3. Does not have to be full time. Need lead faculty to lead in above areas.
4. Counselors for bilingual, career, etc.
5. Vocational counselors to specifically assist students in preparing for interviews, follow-up etc.
6. Maybe explore with career readiness academy for adult learners and bilingual students as well.
7. SBCC is leveraging other funds (such as WIOA) to support such programs.
8. Also looking at cell phone available support/resources.
9. Survey questions to ask students:
 - What keeps you from completing a certificate?
 - How do you feel about having a teacher in your ESL class that doesn't speak your native language?
 - Do you know where to go to get help with your basic needs at the college?
 - Are you aware of the noncredit counseling services?
 - Are classes offered at a convenient time for you?
 - How often do you attend your classes regularly?
 - How important is homework to your learning English?
 - Do you have time for homework?
 - How much time do you spend outside of class practicing English?
 - What apps are most effective in helping you learn English?
 - What is your experience like attending class?
 - Do you feel you are learning what you need to make progress at home or work?
 - Do you feel classes are well planned and meet your needs?
 - In what ways do you wish teachers could help you that you aren't receiving now?
 - How do you feel you are able to communicate with your instructors and fellow students?
 - To what level do you feel you receive encouragement and positive feedback from the teacher and fellow students? Do you feel you receive adequate...
 - Do you receive positive feedback from your teacher and fellow students in the classroom?
 - Would you be able to buy the book if it were for sale?
 - What level are you currently enrolled in? What classes are you taking?

Allan Hancock College Consortium Retreat March 10 and March 17 , 2022
Worksheet for Stakeholder Input on Consortium Three Year Plan 2022-2025

- Do you plan to transition to credit courses?
 - What are your long-term goals?
 - Why are you taking ESL classes? (Provide a drop-down list w/ other category)
 - Are you planning to transition to credit?
 - What modality do you prefer? Zoom or in-person? Hybrid?
 - Is lack of childcare a barrier?
 - How important are setting goals for your learning?
 - Do you have a clear understanding of your progress towards those goals?
 - What would help you to establish goals?
 - What do you think of the book and how it is being taught in the classroom?
 - Would you like a skills class to help you learn how you learn? (Most students haven't gone to school in a long time or didn't go to school)
10. Support/Teacher Assistant - what can a support role do for you?
- Student management systems - banner
 - registration/add/drop follow ups
 - Instructional support
 - Assistance with PA checks for errors
 - Clerical tasks
11. Placement Test - Self Assessment - for placement
- Development complete
 - Implement text message
12. Noncredit pathways toward CTE - pre- apprenticeship
- EnGen - software possibility
13. Transition assessment
- SP Grading
 - CASAS, bring it back? Yes, please
14. Regarding NESL Courses
- Consider review of outline for lowest level further defining who the class is for
- -Pre-A is for students that don't have a formal education in their native country -
 - -Pre-a -primary language support transition/spanish - meeting student where they are
 - -Level A =
 - Level B = pre-recq is Level A
 - Level C =
 - Level D
 - Bridge=
 - Grammar/intermediate=
 - Spanish Literacy =

Adult Basic Skills Programming Recommendations AHC

1. Can we have a basic math skills test offered to help students understand their need (not mandatory)?
2. Need to update the website for current information.
3. Need instructional assistants.
4. Need more sections to be offered (example basic math in the morning needed).
5. Need bilingual tutors in the evenings.
6. Need reading and writing lab bilingual tutors as well day and night.

Adult Secondary/High School Equivalency Programming Recommendations for AHC

1. We need an instructor/coordinator for this program who can help provide professional development for our instructors; help lead instructors to develop CORs, identify SLO's, and develop certificates and program learning outcomes. Our instructors should not be expected to take this guidance from a classified staff person. During the

Allan Hancock College Consortium Retreat March 10 and March 17 , 2022
Worksheet for Stakeholder Input on Consortium Three Year Plan 2022-2025

first three year plan for the North Santa Barbara County Consortium, full time faculty coordinators were the number #1 priority for the entire plan. Qualified instructors need to lead our faculty, and also conduct evaluations and professional development. This is precisely what this funding should be used to ensure. I do not understand why this has been completely reversed and erased from the plan. We are an educational institution. With AB 705 causing shifts on the credit side, the Basic Math, Basic Skills classes may be even more important. Add to this continuing training for our Basic Skills instructors to keep pace with new technologies and modalities of instruction such as DL. All the COR's in Basic Skills need to be developed so that DL can be accessed. COVID has changed how students want to learn. Additionally, offering some sections in DL means we can solve the age old problem of not being able to service

2. Update the course outline for BASK7013. Additionally, consider the possibility to offer the class for students who can only attend morning classes.
3. During the presentation for Estudiantes Unidos, it would be good to promote this course as well.
4. For BASK7004A Supervised tutoring
5. We need bilingual tutors available during the evening and Saturday times. The bilingual tutors are not available during evening times
6. For BASK7015 Reading and Writing Lab
7. We need bilingual assistance working during the evening time or Saturdays
8. We need a new Santa Maria GED testing site
9. Definitely need GED testing with Hise and GED offered in Santa Maria where most of our students live. If AHC will not reopen the testing center, perhaps we can partner with the Work Resource Center to Develop a Testing Site there. This might be something they could receive grant funds to help accomplish. There is also the possibility of partnering with the SM Public Library to access more grant money. There is some kind of national or state grant that has allowed Public libraries to teach GED test Prep.
10. GED Classes in Lompoc (Bilingual?)

Career Readiness Programming Recommendations for AHC

1. Funeral Services
2. Small business and micro business
3. More variety of programs
4. Tino - don't know what is available
5. Emphasis on project based - in class - support student portfolios
6. Ser job project - GED
7. Computerized accounting - instruction - paid classes
8. Medical billing
9. Apprenticeship
10. Job placement –
11. Short term career readiness certifications.
12. Janitorial agencies locally might offer partnership to offer certification.
13. ECE new IBEST model classes to schedule two VESL classes joined to that.
14. Entrepreneurial training classes. Could be developed as part of a certificate.
15. Dream Catcher for (Stephanie Crosby and Mr. Dowell)
16. Chinese language classes for noncredit for career readiness, working place? To support business, etc. Cultural awareness, proper business etiquette, etc.

Parents Supporting K-12 Student Success Programming Recommendations for AHC

N/A

Adults with Disabilities Programming Recommendations for AHC

1. 18-22 Independent skill building and training Taft College model - adult ed side - 18 - 22 - Stephanie Crosby - Adaptive
2. Tipps CAEP employability and DOR
3. Building programing with DEAN Mr. Dowell
4. UMAS initiatives

B. Service Recommendations. Please record your recommendations for services needed.

Services recommendations. / Partner agencies/grants that may be able to provide/fund these services. N/A