



3 YEAR PLAN DEVELOPMENT PREPARATION TEAM

Lompoc Adult School Team Input (collected from November 2021 through January 2022)

The purpose of this document is to identify LASCC outcomes for the time period of 2019-2022 and to identify our programming direction based on our school's, students' and community's needs as part of our CAEP Consortium 3-Year Plan process. CAEP is our state funding and accounts for almost all of our school's annual funding. That is what keeps LASCC going. With your input, we will be creating our school's plan for how we will spend this money from July 2022 through June 2025.

RESOURCE LINKS

CAEP Three-Year Plan Guidance <https://caladulted.org/DownloadFile/1235>

CAEP Three Year Plan Infographic <https://caladulted.org/DownloadFile/1237>

NEW CAEP Regional Demographic Fact Sheets: <https://caladulted.org/2021FactSheets>

(CAEP) The low-income policy map: <https://sbaeidl.policymap.com/newmaps#/>

Links to economic reports and summaries:

SB WDB Local Plan Draft <http://www.sbcwdb.org/uploadedFiles/sbcwdb/content-2020/reports/2021-2025%20Santa%20Barbara%20County%20Local%20Plan%20Draft%202021-03-19.pdf>

Staff Involved:

- PLCs (ESL, CTE, HSD)
- WASC/WIOA Ongoing Improvement Committee
- Leadership

Input

Topics/Objectives	Outcomes
1. Background	Identify purpose of this document is to provide reflection on program outcomes for 2019 through 2022 time period and to identify needs to include in the planning process for our 3-year plan 2022-2025.
2. Review CAEP Documents	<ul style="list-style-type: none"> ● CAEP 3-Year Plan Infographic ● CAEP 3 Year Plan Guidance ● CAEP 3 Year Plan Template
INITIAL FINDINGS	
3. What have we accomplished from 2019-22?	<p>Huge shift in increased use of technology and online learning Data analysis - increased understanding of impact on instruction</p> <p>LASCC</p> <ul style="list-style-type: none"> ● Achieved WASC accreditation

INPUT SESSIONS ARE ONGOING

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- Agency Continuous Improvement Plan for LASCC (WIOA II plan) includes emphasis on increasing percentage of ESL students who achieve an academic gain over the baseline year of 2019-2020 and includes multiple strategies: targeted professional development, PLC data analysis and instructional planning, one-on-one student/teacher goal-setting and monitoring throughout the school year, practice CASAS assessments throughout the school year.
- New WASC goals for LASCC ongoing and include PD for helping students set goals, technology training, and Student Professionalism/Outcomes adoption and implementation throughout programs.
- We have accomplished creating a robust distance/virtual learning environment. We have implemented a new Career Readiness and Workforce Development program, Dream Catcher. Huge increase in technology skills and online learning abilities for teachers and students. We have developed our website, along with our teacher websites, to provide the most current information to students.

ESL:

- Digital Literacy skills (students and instructors) & expanded ESL levels. Increased professional development participation of instructors. Participation in the EL Civics Exchange.
- Team of ESL Instructors pursued new CalPro training for coaching students and for helping students with Goal Setting.
- New ESL Newcomer teachers implemented mornings and evenings to provide ongoing orientation, placement, essential digital literacy training, and curriculum skills training before students transfer to their instructor.
- New Level I ESL teacher evenings to accommodate more Level I learners.
- Utilization of Core Curriculum for CASAS practice on CASAS Post Testing.
- Instructors and students feel more comfortable using internet resources and tools. Our school is offering online classes. Professional Development on digital literacy. Student technology training. We have been issuing Chromebooks and HotSpots.
- Skills and Pedagogy for Online Teaching offered.
- 100% CASAS pre-testing achieved in 2021-2022 with high-level of post testing anticipated by year-end after being unable to test effectively during semesters impacted initially by Covid-19.
- 100% of ESL classes in our school are offered online now
- To expand LASCC's ability to communicate with diverse populations, LASCC has purchased digital translators that can accommodate up to 70 different languages and provide translation in person, via Zoom, and via telephone.
- To improve persistence and retention, LASCC has created motivational postcards that are delivered to students to welcome them and give them class/school information and to recognize students for individual achievements. Additional postcards to encourage students and acknowledge achievements throughout the year are being released through winter 2022.

HSD

- Scholarships for quarterly achievements (Elks partnership) are being awarded to students

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- Addition of two Newcomer instructors to coordinate incoming students, orient students and track requirements such as CASAS assessments, and other processes
- Implement goal setting processes for all incoming students
- Addition of dedicated instructors for proctoring CASAS assessments
- Revision of graduation requirements to accelerate completion
- Addition of 3 new instructors for subject-specific instruction
- To improve persistence and retention, LASCC has created motivational postcards that are delivered to students to welcome them and give them class/school information and to recognize students for individual achievements.

CTE

- New Paraeducator Certification program preparing residents to fill local school district job vacancies.
- New Phlebotomy Certification program initial cohort completed with students preparing for Lompoc Hospital externship.
- International Isograd TOSA Certification for Microsoft Office program.
- New Director of Nursing preparing medical programs, including Nursing certification toward Certified Nursing Assistant and Licensed Vocational Nursing program establishment.
- New Healthcare Careers, hands-on medical training program covering foundational skills and knowledge for the following medical fields: nursing, veterinary medicine, dentistry, emergency medical, ophthalmology, health information management, environmental health, medical imaging, biomedical, clinical lab, pharmacology, therapeutic services.

Parent Academy

- Limited services due to Covid-19, but gradual increase in services as LASCC determined ways to support parents of K-12 students.
- New Early Learning Project opportunities being harnessed to provide/support parent education throughout the community and in partnership with various organizations.
- Issuance of technology, including free computers from partnership, loan of hot spots, etc.

Adults with Disabilities

- Due to loss of space and loss of Lompoc clientele, drop-in program has been suspended.
- Students with special needs self identify and are supported with various services, technologies, accommodations, and supportive services through partner agency connections such as Tri-Counties Regional and Department of Rehab.
- LASCC collaborates as a member of the Tri-Counties Regional Employment Collaborative, connecting services for all North County agencies with eligible individuals. Through this project, paid internships for eligible individuals are being considered and pursued for LASCC for fall 2022.

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<p>4. Where are we now?</p>	<p>December 2021</p> <ul style="list-style-type: none"> ● Ongoing COVID concerns ● Continuing to build CTE programs to serve our students ● Limited capacity for students because of spacing required in the rooms to meet safety concerns <p>CTE GROUP December 2021:</p> <ul style="list-style-type: none"> ● Career Technical programming to include entrepreneurial venues that are currently in development, including digital marketing, jewelry making, and garment construction. ● Medical programming is under development. <p>ESL GROUP December 2021:</p> <ul style="list-style-type: none"> ● Burlington Core is used for core instruction and we continue to focus on benchmarks for all levels ● Not offering in-person classes, due to overwhelming student requests to remain virtual and due to gang-related activity and safety issues. ● Online classes are now being offered, which were not offered pre-COVID. Different considerations for attendance of staff and students due to COVID precautions. Daily symptom checks for all staff. <p>CASAS Pre and Post-testing is administered on site, in labs with students on campus and socially distanced 6 feet. Orientation is virtual. Testing is on campus on Mondays and Wednesdays.</p>
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<p>5. What do we want to accomplish over 2022-25?</p>	<ul style="list-style-type: none"> ● Improve percent of students achieving gains (Align primary goals with member WIOA Continuous-Improvement and WASC Action Plans) ● Implement advertising campaign with marketing strategies to improve recognition and increase student enrollments ● Targeted teacher professional development in technology, instructional skills, and supportive elements ● Improve Persistence and Retention ● Expand CTE programs to respond to economic climate and student interest
<p>6. What are our challenges moving forward?</p>	<ul style="list-style-type: none"> ● Declining enrollment during Pandemic – Unknown future due to ongoing Covid-19 variants and uncertainty ● Lack of exposure, people still do not know we exist/what we do and what we have to offer. ● Staffing shortages throughout the region causing vacancies, creating issues with program expansion/creation, impacting services we can provide to students ● Teacher shortages ● Remote instruction is yet to be understood for its long-term impact on learner outcomes.

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<p>7. What community characteristics may have changed since the development of the 2019-22 Plan? Are you noticing any changes with your local population?</p>	<ul style="list-style-type: none"> ● Students desire for online only learning options (LASCC) ● Population changes: ● Poverty level changes: Lompoc remains at about 17%, well above the state average of 12%. Santa Maria 14.5%, Guadalupe 18%, ● Other Demographic changes: ● Employment sector changes: Employment opportunities abound in the low-paying jobs, but students want higher paying positions with opportunities for advancement and training. ● Student changes: Students are more hesitant about setting goals for post graduation. ● Students need more clarity about making wise decisions for post-secondary education. Students are interested but need a clear vision of the pathways. ● Redistricting changes may cause shifts.
<p>8. What industries should we be focused on to continue providing training and/or develop new pathways? What information/data is this based on?</p>	<ul style="list-style-type: none"> ● Health/Medical ● Skilled Trades ● Education including early childhood and education support staff ● Entrepreneurial ● Technical/Computer ● Business Office and Administration ● Other pathways based on economic climate, employer need, student demand, and other opportunities/factors. ● (Based on student feedback and industry reports)
<p>9. Are there programs we should consider scaling back?</p>	<p>None at this time</p>
<p>10. Which partners might we engage with to participate in this planning process? Note any that may be unique or close to your site.</p>	<ul style="list-style-type: none"> ● Workforce Development ● Vandenberg Space Force Base: <ul style="list-style-type: none"> ○ Need CompTIA A+ for entry-level tech support positions that go unfilled ● School District <ul style="list-style-type: none"> ○ Need many entry-level Classified positions filled ● Vintner ● Hospitals and Skilled Nursing <ul style="list-style-type: none"> ○ Need Home Health Aids, Medical Assistants, Phlebotomy, CNA's and LVN staffing ● Denmat ● Unions ● Chambers of Commerce ● EconAlliance ● Lompoc Library ● Other LUSD School sites ● SpaceX/other base vendors

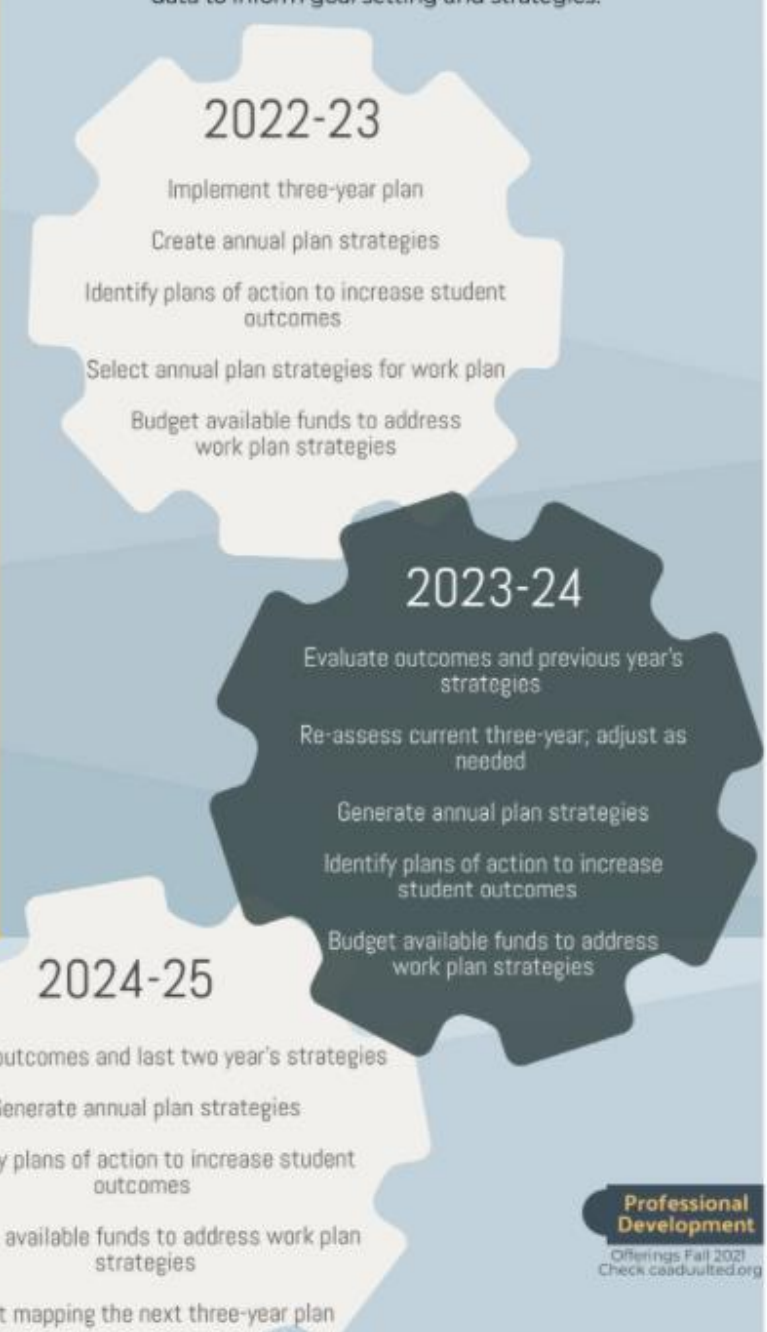


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<p>11. How can we better support our immigrant population on our campuses?</p>	<p>Continued surveying for needs and interests Search for emerging partnership opportunities to bring additional services</p>
<p>12. Do you have any innovative ideas you would like to see implemented either at the consortium level or at your site?</p>	<p>What do you think we could do in partnership with Allan Hancock College to better serve Lompoc or North Santa Barbara County?</p> <ul style="list-style-type: none">● Joint professional development - common topics, etc?● Joint job Fair collaboration with local agency/organizer including advertising and attendance by students● Discuss program development that can benefit the imminent need, such as Spanish instruction for Spanish speakers to have translator level-skills, custodian instruction, etc.● Joint file share drive● Classroom/best practice sharing via online means● More talks to students about Hancock<ul style="list-style-type: none">-Dayna Zepeda (AHC counselor)-Pathways discussions-Opportunities for students in this area● Align a guest speaker series for students regarding employment in SM and Lompoc

Three-Year Plan 2022-2025

An opportunity to collaborate with all member agencies and use data to inform goal setting and strategies.



Objective #1

Assess the impact of services provided over the previous period.
Offerings Fall 2021
Check caladulいたd.org/events

Objective #2

Define strategies and activities to meet needs.

Objective #3

Identify educational and workforce needs among beneficiaries and providers in the region.

2022-23

- Implement three-year plan
- Create annual plan strategies
- Identify plans of action to increase student outcomes
- Select annual plan strategies for work plan
- Budget available funds to address work plan strategies


2023-24

- Evaluate outcomes and previous year's strategies
- Re-assess current three-year; adjust as needed
- Generate annual plan strategies
- Identify plans of action to increase student outcomes
- Budget available funds to address work plan strategies



2024-25

- Evaluate outcomes and last two year's strategies
- Generate annual plan strategies
- Identify plans of action to increase student outcomes
- Budget available funds to address work plan strategies
- Start mapping the next three-year plan

Professional Development
Offerings Fall 2021
Check caadulいたd.org



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