

54 Santa Barbara Adult Education Consortium: Draft

Details

Consortium Information

Consortium Name:

54 Santa Barbara Adult Education Consortium

Consortium Short Name:

54 Santa Barbara

Address:

721 Cliff Dr. | Santa Barbara, CA | 93109

Website:

<http://www.sbccc.edu/aebg/>

Funding Channel 2022-23:

Fiscal Agent

CAEP Funds 2022-23:

\$912,536

CAEP Funds 2021-22:

\$866,359

CAEP Funds 2020-21:

\$832,637



Consortium Contacts

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Member Agencies

Member Agency	Member Type	Contact	Phone
Santa Barbara CCD	District	Corlei Prieto	(805) 683-8285
Carpinteria Unified	Unified School District	Gerardo Comejo	(805) 684-4107
Santa Barbara Co. Office of Education	County Office of Education (COE)	Noelle Barthel	(805) 964-4710 ext: 4463
Santa Barbara County Workforce Dev. Board	Other	Raymond L. McDonald	(805) 681-4431

Executive Summary

Executive Summary *

The Santa Barbara Adult Education Consortium (SBAEC) continues to have a significant impact in its community. During the previous planning period, the Consortium distributed more than 70% of its funding to adult education programs at Santa Barbara City College (SBCC) and to various community partners. The SBAEC includes nine highly functioning programs (see Entities section) that include community partners that deliver educational programs regionally and provide excellence in education and workforce services to underserved adult learners in the region spanning Santa Barbara, Goleta, and Carpinteria.

Within the last two years, SBCC CAEP-funded programs have served over 6,000 students in the areas of Adult High School/GED, Career Skills Institute, Career Skills Institute Inmate Training, Work Readiness and Career Planning for Adults with Disabilities, English as a Second Language, and the SB Public Library Works! Program. Up to 175 State Certificates have been awarded in noncredit career technical training as well as close to 300 combined in Adult High School and English as a Second Language programs.

Through the spirit of collaboration and partnership, the Consortium leadership chose six overarching Three-Year Plan goals:

- (1) To continue to provide high-impact programming for adults in a variety of program areas based on proven needs within the seven areas allowable under AB104;
- (2) To continue to improve Student Learning and Achievement Goals focused on the needs of adult learners and to

assist in their transfer acceleration and career success;

(3) To continue refining programs and services for students in alignment with statewide initiatives;

(4) To enhance awareness of educational offerings and training options available through a robust local marketing campaign;

(5) To develop a comprehensive data collection and accountability infrastructure for all programs and services funded by the consortium and to encourage cross-pollination with each other and statewide initiatives;

(6) To collaborate and engage partners that specialize in job placement, apprenticeship, internship, and job coaching.

Critical needs based on district data performance evaluations of programs and enrollment figures include:

(1) Restoration of pre-pandemic enrollment levels;

(2) Development of clear pathways between noncredit and credit credentials;

(3) Closer credit/noncredit alignment of student services and operations;

(4) Expanded support services and removal of barriers to transition to credit;

(5) Addressing structural inequities that disadvantage noncredit students

Most recent notable outcomes and SBAEC goals include:

- The launch of the first noncredit Career Skills Institute Employment Center: Ready.Match.Hire! Program that provides job skill training courses with a 1:1 job coach model for job procurement. As of Summer 2021, and in conjunction with the School of Extended Learning Back to Work Program, 100+ adult learners participated resulting in a higher than 80% completion rate. 12% have successfully secured employment.

- Successfully became one of the six entities in partnership with the local Workforce Development Board to secure the Department of Labor Pathway Home 2 grant, which provides incarcerated individuals with workforce services both pre- and post-release. The SBCC Career Skills Institute will provide work readiness, occupational training, and career counseling services to up to 100 South County participants to secure employment.

- In 2021, the noncredit Career Skills Institute piloted the correspondence education course modality for those currently incarcerated in the Santa Barbara County Jail. The pilot has resulted in 15% of the participants successfully completing State certificates. Due to the pilot's success, as of February 2022, this delivery modality was officially approved as a permanent learning option for incarcerated students.

- Successful redesign of the noncredit English as a Second Language/Citizen programs and Vocational English as a Second Language and Adult High School GED programs, resulting in a 35% increase of enrollment and providing State certificates for entry into the workforce, career advancement, and citizenship integration services.

- Recognized nationally via Ed Tech World Education and identified as a CAEP 2021 Advancing CA Adult Education Model Program for the SBCC Noncredit English as a Second Language Program Remote ESOL Case Study.

- In collaboration with the Santa Barbara Public Library, launched the first noncredit programming in Safe Food Preparation and Serving, leading to free access to the ServSafe Food Handler® Online Courses and Assessment certification needed for adult learners to participate and excel in the local food industry.

- Redistribution of funds of up to \$125,000 for computer hardware purchases in response to COVID-19 closures and changes in operations resulted in remote access expansion of noncredit course offerings and the continuance of online ESL and AHS/GED testing.

Assessment

Overview and Preparation *

The Consortium seeks to form mutually beneficial alliances with various types of education and workforce programs and services to create stronger educational and career pathways for adult learners. In addition, the Consortium is committed to integrating existing State initiatives such as the Strong Workforce Program, Guided Pathways, Student Equity and Achievement Program, and to collaborate with our federal WIOA I & II partners to fully leverage different funding sources.

To achieve these overarching goals, we identify partners that provide useful resources, linkages, and community partnerships in support of existing programs as well as programs that create seamless transitions into postsecondary education or the workforce.

Through a rigorous Request for Proposal Process, the Consortium requires all applicants to justify the need of their proposed initiatives, supported by research, labor market information, employer feedback, student surveys, and other relevant information that demonstrate how the proposed initiatives align with the Consortium's primary goals.

The Consortium's approach to developing the Three-Year Plan included monthly meetings beginning in early Fall 2021 following each CAEP SBEAC Public Meeting. Data sources, such as the Workforce 2021- 2025 Local Plan, South Central Coast Strong Workforce Regional Plan, SBCC student data reports, WIOA II Continuous Improvement Plans, and the most recent 2022 South Santa Barbara County BW Research Report on the Economic and Workforce Gap Analysis for Adult Education Students were used to help in drafting the Three-Year Plan.

In every stage of planning, the Consortium continues to adopt the following key performance indicators related to the allowable program areas:

1. Programs in elementary and secondary basic skills:

Increase in enrollments in the AHS/GED program and increased attendance hours resulting in higher FTES. Increase in the numbers completing a high school diploma or GED. Creation of new Integrated Education Training support courses.

2. Programs for immigrants and English language learners:

Increased enrollments and attendance hours in the ESL program resulting in higher FTES generation. Increased certificate completion rates in ESL. Enhanced supportive programming to reach more community members. Increased integration of ESL Student success courses in multiple CAEP programs.

3. Adults Entering or Re-entering the Workforce:

Broadening our reach to the local AJCC One-Stop and other community partners to increase the number of students served. Continued partnership with the One-stop to offer educational programs in various off-site locations. Increased in the Career Skills Institute program resulting in higher FTES. Increased enrollments in the newly founded Employment Center: Ready.Match.Hire! Program and the Santa Barbara County Jail Inmate Transitions Program.

4. Adults who assist secondary school students:

Evaluate existing pilot programs with our community library partners to determine the benefits and number of students served.

5. Programs for Adults with Disabilities:

Create a realistic growth strategy for the new Adults with Disabilities Work Readiness and Career Certificated Program, which was launched in 2019. Increase enrollments as per the outlined strategy.

6. Programs in Short-Term CTE:

Based on the recommendation of the BW Research environmental scan, develop new noncredit programs in CTE areas such as health, business, and information communication technology sectors.

7. Programs offering Pre-Apprenticeship Training Activities:

Explore the possibility of coordinating with a formal apprenticeship program in Construction Technology, leveraging our piloted pre-apprenticeship activities in this department.

Regional Alignment and Priorities *

The Consortium plans to continue leveraging existing regional structures, including but not limited to, local workforce investment areas. The Consortium recognizes the value of its local Workforce Development Board (WDB) and the new constructs of WIOA I and II. As such, the Consortium appointed the WDB as a voting member. Based on the Consortium's vision, a coordinated and collaborative approach is essential to achieve regional alignment and integration with existing

programs. The expertise of the WDB and Community Partners is leveraged to maximize alignment, efficiency, and integration of existing resources and programs.

The Consortium works closely with the WIOA I and II faculty and personnel in our noncredit English as a Second Language program, noncredit Adult High School/GED Program, Career Skills Institute, and the local WDB One-Stop in order to coordinate programming for adult learners re-entering the workforce.

By dedicating close to 70% of funding towards community partnerships and integrated educational services, the Consortium prioritized and incorporated various community stakeholders to respond to gaps in services and needs in all seven CAEP areas for our region. Our Consortium plans to continue efforts towards increasing partner membership that more closely aligns with new and existing State initiatives.

More specifically, to better identify gaps in service and community needs, in 2018 and most recently in 2022 the Consortium commissioned BW Research, Inc. to perform a comprehensive environmental scan of the Santa Barbara City College School of Extended Learning service region. The research provided a better understanding of the economic and workforce landscape in our regional service area and is used as a guide in selecting CAEP programs.

Recent 2022 BW Research data affirmed the continuance of the Consortium's regional alignment and priorities with the Workforce Development Board's initiatives that focus on key industry clusters, occupations, and pathways. They include Information & Communication Technologies, Biotechnology and Biomedical Devices, Finance and Banking, Health Care, and Building and Design. The report provided the Consortium with critical conclusions and takeaways that describe the regional need for specific adult education and workforce services.

Priorities include two major recommendations (recommendations of activities are listed in the Activities section):

- (I) Support Employment Opportunities
- (II) Support Education Transitions, Transfers, and Pathways to reduce barriers for adult learners

Evaluate the Educational Needs of Adults in the Region *

Per the 2022 South Santa Barbara County BW Research Economic and Workforce Gap Analysis for Adult Education Students, the following topics were analyzed within the regional demographic overview: Total population, Educational Attainment, Literacy levels, Income, Poverty, and Age Distribution. This information will allow the Consortium to customize adult education programs, services, and resources and to inform the allocation of education and training resources.

The following Three-Tiered system was used in the report:

Tier 1

Occupations are typically the highest-paying, highest-skilled occupations in the economy. In 2021, the median annual wage for Tier 1 occupations in the SBCC Service region was approximately \$106,500 a year. This category includes positions such as managers (e.g., chief executives and sales managers), professional positions (e.g., lawyers and physicians) and highly skilled technology occupations, such as scientists, engineers, computer programmers, and software developers.

Tier 2

Occupations are typically the middle-skill, middle-wage occupations. In 2021, the median annual wage for Tier 2 occupations in the SBCC Service region was approximately \$63,300 a year. This category includes positions such as technicians, teachers, office and administrative positions (e.g., accounting clerks and secretaries), and manufacturing, operations, and production positions (e.g., assemblers, electricians, and machinists).

Tier 3

Occupations are typically the lowest-paying, lowest-skilled occupations that have historically provided the largest portion of employment in the region. In 2021, the median annual wage for Tier 3 occupations in the SBCC Service region was approximately \$43,600 a year. These occupations include positions such as security guards, food service and retail positions, building and grounds cleaning positions (e.g., janitors), and personal care positions (e.g., home health aides and child care workers).

CONCLUSIONS AND TAKEAWAYS OBSERVED

1. Tier 3 Jobs were hit hardest by the pandemic, but they largely recovered by the end of 2021. While jobs in the SBCC service Region have continued to increase, Tier 3 jobs were impacted severely by the COVID-19 pandemic. Since 2021, job growth has started to recover. More than two Tier 3 jobs would be needed to support a family of four.
2. The majority of Tier 1 jobs were not impacted by the pandemic and have continued to grow since 2020. Tier 1 jobs have grown by about seven percent from 2016 to 2021 - faster than either lower-paying Tier 2 or 3 jobs - and mark a continued shift in the economic makeup of the region. An increase in Tier 1 jobs is beneficial to economic mobility.
3. While healthcare workers still make up a large percentage of the workforce in the SBCC service region (10,607 employees as of 2021), it marks a shift in employment from 2018 when there were 12,978 employees. This shift coincides with state and national trends, and the healthcare profession has been heavily impacted by the COVID-19 pandemic.
4. While tourism, hospitality & recreation still make up the highest percentage of low-wage industry jobs in the region, there has been a decrease in employment from 2018 to 2021. This shift coincides with state and national trends, and the hospitality industry segment has also been heavily impacted by the COVID-19 pandemic.
5. A sizeable Minority (+2,500) of ESL Students whose first language is not Spanish has been identified in the region. The zip code 93117 in the northern part of the SBCC service region had the largest number (6,047) of potential ESL students as of 2020. While this has remained consistent with data collected in 2018, there is a large minority of about 2,580 individuals whose first language is neither English nor Spanish. This includes other Indo-European languages (385), Asian and Pacific Island languages (2,090), and other languages (105). Having tools and resources to support this ESL population will be necessary when offering classes, vocational English as a Second Language (ESL), and citizenship courses.
6. The SBCC region is largely educated and affluent, but there are pockets of residents living in poverty and economic uncertainty due to the high cost of living in the area. Overall, the SBCC region has a relatively low poverty level (12%), but the Northern sub-region, shows a relatively high percentage of adults with low levels of literacy and has a poverty level that is 20 percent higher than the national average (18% vs. 15%). The number of households struggling under the current economic conditions is estimated to be far higher than those captured by the national poverty standard.
7. Professional and business services as well as Finance, Insurance & Real Estate (FIRE) have grown and/or recovered throughout the pandemic. These industry clusters provide average wages above \$70,000 annually, which is generally an indication that economic activity and new business growth is increasing in the region.

Contributions by Entities *

Collaboration and feedback among students, community college faculty, staff, and administrations are central to the transparency and execution of our Consortium's primary goals and objectives. Our Consortium has built a culture of continuous improvement in adult education that integrates assets from multiple partners. Incorporating key external partners ensures that funding accelerates adult learners into robust adult educational programs, provides career-training services, and connects adult learners to multiple educational and training systems. In addition, a newly added collaboration in programming efforts with the Allan Hancock College Consortium has also proven successful in career pathways discussions and enrollment and student support services initiatives.

The Consortium began conducting Three-Year Planning workshops and open sessions held immediately after the monthly public meetings beginning in early Fall 2021.

CAEP SBAEC Programs Leaders, faculty, and staff representing each of the entities listed below participated in relaying needs specific to their programs as well as prospective collaborations for the upcoming three years.

- NC SBCC Adult HS GED Program
- NC SBCC English as a Second Language NC SBCC Career Skills Institute
- NC SBCC Career Skills Institute: Medical Assistant Program
- NC SBCC Career Skills Institute: Adults with Disabilities Work Readiness and Career Planning Program NC SBCC Career Skills Institute: Santa Barbara County Jail: Transitions Program
- NC SBCC Career Skills Institute: Bilingual Computer Skills
- NC SBCC Career Skills Institute: Ready. Match. Hire! Program NC SBCC Student Support Services
- Santa Barbara Public Library: COVID-19 Recovery: Hybrid Services Initiative for Adult Education Programs

The following surveys were also used in the planning and analysis of needs for this Three-Year Plan (also conducted in Spanish):

- 2021 SBCC School of Extended Student Survey
- 2021 Student COVID-19 College Experience Survey
- 2019-2022 BW Research Potential and Current Student Survey
- 2019-200 BW Research Santa Barbara County Employer Survey
- WIOA II ESL AHS/GED Continuous Improvement Plan Teacher Assessments
- WIOA II ESL AHS/GED (also includes CSI respondents) Student Technology Intake Survey

Note: All surveys listed above are currently underway and will be completed by Summer 2022 and will be used as guidance for the CAEP SBAEC 2022-2023 Annual Plan.

Regional Service Providers

For each Member Agency service provider, enter the number of Participants in each program area.

Provider Name	Provider Type	Number of Participants in Program Area								
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
*Carpinteria Unified	Member Representative	0	0	0	0	0	0	0	0	0
*Santa Barbara CCD	Member Representative	42	128	1,107	0	30	0	125	85	0
*Santa Barbara Co. Office of Education	Member Representative	0	0	0	0	0	0	0	0	0
*Santa Barbara County Workforce Dev. Board	Member Representative	0	0	0	0	0	0	0	0	0
Total Participants		42	128	1107	0	30	0	125	85	0

* Member Agency required to input number of Participants

For each service provider added, check the box in the program areas where services are provided.

No Service Providers for this consortium.

Evaluate the Current Levels and Types of Education and Workforce Services for Adults in the Region *

Refer to the table above for the types of services provided by each partner agency.

Metrics: CAEP Barriers & Metrics

✓ Student Barriers

Adult Ed Metrics

- English Language Learner (AE 305 - Overall)

✓ **Progress:** Learn about skills gains in adult basic education, ESL, workforce preparation, and CTE programs.

Adult Ed Metrics

- Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)

× **Transition:** Learn about student transition into postsecondary education and college credit pathways.

× **Success:** Information on completion of diplomas, certificates, and college credit awards.

× **Employment and Earnings:** Access 2nd and 4th quarter employment, annual earnings, and earning gains data.

Consortium Level Metric Targets

* Mandatory for all consortia

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Number of Adults Served (AE 200 - Overall)	2,189	2,733		2,000	2,250	2,500
Student Barriers	English Language Learner (AE 305 - Overall)	1,335	1,097		750	850	950

Member Level Metric Targets

* Mandatory for all members

Carpinteria Unified (No reporting institution)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				0	0	0

Santa Barbara CCD (Reported by Santa Barbara District)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	1,335	2,324		1,500	1,750	2,250
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	269	76		76	100	150

Santa Barbara Co. Office of Education (No reporting institution)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				0	0	0

Santa Barbara County Workforce Dev. Board (No reporting institution)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				0	0	0

Member Spending Targets

Member	Percent of 2019-20 Available Funds Spent	Percent of 2020-21 Available Funds Spent	Percent of 2021-22 Available Funds Spent	2022-23 Target	2023-24 Target	2024-25 Target
Santa Barbara CCD	100%	46%	0%	40%	60%	60%

Objectives

Address Educational Needs

Description of Objective *

To address the programming and service needs of the Santa Barbara south county region, the Consortium will engage in a series of activities that support the gaps in services and leveraging of partnerships and resources.

The Consortium’s ability to pivot and address the needs in the region is possible due to the successful planning that began in 2016. The research provided by previous education and workforce gap analysis has confirmed that the Consortium needs to continue enhancing programming in the following areas:

1. Short-Term CTE in career skills training courses
2. Short-Term CTE with a focus on areas such as Health Care and Health Training services
3. Adult High School/GED
4. English as a Second Language
5. Adults with Disabilities

To ensure students can navigate through the SBCC system, the Consortium also identified the need for a robust Student Support Services program to help students plan their educational and vocational objectives.

Gaps in Service Activities

- Engage in quarterly reviews of student data from MIS and WestEd
- Host local Workforce Development Board representatives to provide local economic and workforce updates
- Increase collaboration with the South Central Coast Regional Consortium, Guided Pathways Program, and Student Success Program
- Continue to engage with local employer and sector representatives in the region
- Engage the CASAS team in Consortium activities and initiatives
- Continue to engage WIOA II Continuous Improvement Committees to regularly identify and address emergent issues and strategies
- Continue to develop a comprehensive data collection and accountability infrastructure for all CAEP programs and services that cross-pollinate with statewide initiatives
- Engage faculty to explore a Basic Skills Institute concept that would integrate all basic skills under one umbrella and leadership to increase enrollment in AHS/GED programs
- Continue to develop ESL Vocational certificates and fuse efforts with the Community Education Center and/or the newly founded SBCC Dream Center to provide citizenship support services

Leveraging of Resources

- Work with partner agencies to provide wrap-around services not currently offered at the district level such as transportation, childcare, food distribution services, and mental health counseling
- Continue to engage with Strong Workforce to identify emergent CTE career pathways
- Continue to engage and support the local library systems that support adult learner literacy and career advancement
Increase engagement with the Economic Development Collaborative: Small Business Development Center to provide business and community-based lending services to community members
- Increase partnerships and community memberships that host SBAEC programming and services
- Continue to engage CAEP program leaders and partners to support collaboration to develop joint programming and services

Improve Integration of Services & Transitions**Description of Objective ***

To improve the effectiveness of services and transitions in the Santa Barbara region, the SBAEC consortium will engage in the following activities:

- Continue progress on the newly adopted Guided Pathways mapping project for noncredit certificate CAEP programs. This project will create clear curricular pathways to employment. Program maps include specific course sequences, milestones, and program learning outcomes to provide students with clear academic pathways leading to degree completion or employment attainment
- Enhance student support services to ensure maximum advisement to credit or career pathways
- Integrate credit student support services, admissions, and career offices in noncredit planning strategic planning sessions
Enhance academic and career counselor engagement, both in-person and online with students to maximize services
- Continue to engage CASAS staff and administrators to aid in identifying emergent trends
- Enhance professional development efforts to include field trips to other education and workforce agencies to learn best practices
- Engage guest speakers from partner entities, local employers, local Workforce One-Stop to raise awareness of workforce options and opportunities
- Continue supporting existing community partners who provide career training and job placement services

- Continue to support the Career Vocational Adults with Disabilities Program with an emphasis on distance education
- Continue supporting noncredit pre-apprenticeship programming and explore coordinating a formal apprenticeship program in the areas of Construction Technology, Culinary Arts, Information Technology or Business Administration
- Continue to develop the inmate training curriculum to better integrate with the credit Transitions Program and enhance partnerships with local workforce agencies to increase employment opportunities

Improve Effectiveness of Services

Description of Objective *

In order to maintain the vision of offering exceptional and comprehensive learning options tailored to the education needs of our adult community, it is necessary to continuously evaluate the effectiveness of our programming and services. Improving the effectiveness of services in our region will require professional development and continuous improvement planning activities.

Professional Development

- Continue to focus both internally and externally on 'best practices' in programing and service practices
- Develop a robust Diversity, Equity, and Inclusion plan for all CAEP staff and faculty
- Support CAEP program faculty to participate in the SBCC Affective Learning Institute faculty training, which emphasizes the culturally responsive pedagogy and affective intended to provide an inclusive learning environment
- Continue training that is focused on the Consortium's identified industry sectors and occupations to aid students in their respective career pathways
- Provide tailored professional development plans for the noncredit Student Support Services and Admissions Offices Provide continued online distance education pedagogy training with an emphasis on emerging curriculum delivery modalities including HyFlex
- Encourage Consortium members, SEL staff, and faculty to take Career Skills Institute Workplace Essential courses that relate to Professional Development such as Thriving in the Workplace, Best Practices in Customer Service, Critical Thinking, Problem Solving & Decision Making, and Thriving in a Multigenerational Workforce
- Engage data professionals from WestEd and CASAS to provide training on updated data elements, trends, and how to properly analyze data to help foster a data-informed culture

Continuous Improvement Planning

- Integrate CAEP plans and WIOA CIP SMART goals by creating a committee that meets regularly to identify and address plans and to streamline supporting key action steps that calibrate the measure of successes between agencies
- Provide training for faculty in the areas of adult learner advisement and counseling Continue efforts to enhance distance education for instructors and administrators
- Continue to evaluate existing courses and certificates and programming efforts
- Evaluate existing resources to determine the necessary redistribution of services that include shifting staffing efforts, growing online courses, and increasing transition services

Activities & Outcomes

Activity Name *

Support Employment Opportunities

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

Increase the number of SBCC Career Skills Institute certificates that focus on programs in short-term vocation CTE in employment sectors relevant to our service area that fall within the identified industry clusters. Increase ESL Integrative Education Training (IET) and programs offered with each CSI course and certificate. Work with existing and new community partners on the development of these certificates.

(refer to Objectives section for further proposed activities)

Short-Term Outcomes (12 Months) *

Identification of three Career Skills Institute Certificates that align with the results of the Workforce Gap Analysis Report

Intermediate Outcomes (1-3 Years) *

Create curriculum and identify faculty for respective certificates

Long-Term Outcomes (3-5 Years) *

Three active certificates and student enrollment in each of the respective certificates

Proposed Completion Date

06/30/2023

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)

Responsible person(s)

Name
Corlei Prieto

Activity Name *

Support Education Transitions, Transfers, Pathways

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

(I) While non-credit courses are free to enroll in, current and potential students still face logistical (transportation, daycare, etc.) considerations and opportunity costs in the time spent on coursework or in the classrooms when they could otherwise be making money through employment. It is likely that this is a substantial barrier as individuals or families who are already barely getting by are unlikely to forgo additional income today for less immediate and tangible long-term benefits of education. **Ensure courses have flexible scheduling options and offer manageable course loads** to remove existing obstacles.

(II) Evaluate current adult education courses and programs to assess whether they could be made more accessible for current and potential adult education students. **Examine opportunities to increase online learning** that provides flexible scheduling, where it is appropriate, and gather additional information from students on what aspects of current programs and courses are currently presenting barriers.

(III) **Increase marketing efforts.** Communicate and market to potential students the free non-credit and/or low-cost education and training options available at the SBCC SEL. Intentional messaging may help prospective students realize courses are feasible within their current workload.

(refer to Objectives section for further proposed activities)

Short-Term Outcomes (12 Months) *

Identify specific courses that can be moved to more accommodating schedules.

Identify the personnel needed to steer wrap-around services efforts.

Identify the most effective marketing efforts with an emphasis in ESL, AHS/GED,CSI, AWD, and Partner Career Advancement programs as stated in the results of the Workforce Gap Analysis Report.

Intermediate Outcomes (1-3 Years) *

Hire personnel to coordinate wrap-around partner services.

Hire personnel to coordinate marketing efforts to execute a robust and diverse marketing plan.

Long-Term Outcomes (3-5 Years) *

Outcome is an increase in student enrollment in targeted areas.

Proposed Completion Date

06/30/2023

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)

Responsible person(s)

Name
Corlei Prieto

Funds Evaluation

Member Allocations and Expenditures

Member Agency	Prior Year Total Leveraged Funds	Program Reporting Status
<u>Carpinteria Unified</u> (Optional)	\$0	Draft
<u>Santa Barbara CCD</u>	\$1,096,229	Certified
<u>Santa Barbara Co. Office of Education</u> (Optional)	\$0	Draft
<u>Santa Barbara County Workforce Dev. Board</u> (Optional)	\$0	Draft
Totals	\$1,096,229	1/4 Certified

Funds Evaluation *

The Consortium approves all programs and budget allocations for each annual CAEP allocation during regular CAEP SBAEC Public Meetings. The SBCC District Fiscal Officer and the CAEP SBAEC Director are responsible for tracking the approved budgets and all expenditures related to all program areas. Each program area has a program lead that reports expenditures directly to the CAEP SBAEC Director. The Director verifies the Consortium-approved expenditure(s), obtains approval from the CAEP SBAEC Consortium Chair, and submits for payment by the fiscal agent. The fiscal agent creates a CAEP account for each year of funding that reflects each Consortium-approved expenditure and certifies those expenditures. This process is aligned with our governance documents.

Our Consortium's approach to incorporating carry-over funds from prior years into planned activities is built into our successful process established from the beginning of Year 1. The Consortium has a Request for Proposal process, which includes documenting the timeline and activities for expenditures for each program and prior allocations. Once allocated through this process, funding recipients must expend in accordance with their submitted Request for Proposal and Itemized Budget Plan, which include deadline expenditure dates. As a result, each program has an approved and tailored plan to expend funds in a timely manner. These plans, activities, and expenditures are monitored by the CAEP Director. If a program lead wishes to change activities or allocate differently than what was originally approved by the Consortium, they are required to petition for a change to the Consortium. In certain circumstances, if there are any unspent funds from a prior allocation for a variety of reasons (e.g., a program has completed its initiatives and spent less than expected, or the program has been terminated), the Consortium has the discretion to recapture those funds and to solicit a new public Request for Proposal with an adjusted deadline to ensure expenditures for those carry-over funds are expedited and timely.

With the continued impact of the COVID-19 pandemic, the Consortium remains committed to adjusting funds and allocations to best meet the needs of the adult learners served in our district.



California
Community
Colleges



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