

# 54 Santa Barbara Adult Education Consortium

## Plans & Goals - Consortium Approved

### Executive Summary

Vision: To advance and design new programs tailored for adults in our region using data-driven decision-making, and an inclusive, collaborative and coordinated approach with stakeholders, program leaders, and public feedback. Goals include increasing the development of more pathways from noncredit to credit programs, diversifying educational programming which addresses current gaps and needs and working in tandem with WIOA, Guided Pathways, Vision for Success, and Strong Workforce objectives. In addition to our ten existing CAEP Programs, the Consortium recently increased its programming in its fourth-year cycle with the following: 1) CAEP Study-to-Work Program led by the SBCC Community Education Center which is designed to engage high school students completing their degrees to begin their journey in job search training and placement. Ultimately, the goal is the creation of a noncredit campus Employment Center that integrates all CAEP programs and external clients; 2) The ongoing expansion of the Noncredit Student Support Services (SSS) Program to provide advising and career counseling, improved orientation to noncredit programs, and transitional support to jobs/careers or credit opportunities. Primary Goals for Upcoming 2019-2020: 1) Continue to support our noncredit faculty in building pathways to credit for existing and new CAEP programs; 2) Support new activity resulting from AB705 implementation (focused on mathematics, English, and ESL); 3) Develop a Noncredit Data Collection task force/workgroup that is committed to the collection of accurate data and analytics for all CAEP programs and services; 4) Continue to partner with the local Santa Barbara One-Stop operator and other agencies for career training initiatives; 5) Continue to cross-pollinate CAEP initiatives with WIOA, Guided Pathways, Vision for Success, and Strong Workforce initiatives; 6) Continue to support our existing SBCC programs that are aligned with the CAEP initiatives.

### Regional Planning Overview

Our Consortium supports educational programs that can be integrated into the regional initiatives and/or part of the regional conversation. The SBAE Chair is actively engaged with the South Central Coast Regional Consortium, and the Executive Director of the Workforce Development Board is a SBAE Consortium member. This helps us stay regionally connected and collaborative. The South Central Coast Regional Consortium Director also participates in our Public Meetings and provides feedback on our CAEP plans. The strategy to incorporate the three-year planning work into our public meeting process, during the six-months prior to submission is a useful mechanism for feedback from the public, SBCC students, faculty and administrators, and other community-based partners. The Consortium will continue refining regional programs and services for students in alignment with Statewide initiatives and federally funding initiatives. To ensure each CAEP Program and Partner successfully stays on track and implement their program's plans, the Consortium requires each program to complete quarterly reports which include timelines for expenditures, programmatic benchmarks, and efforts in transitioning students to credit courses or employment. This strategy has been in place for the past three grant cycles and has yielded effective results.

## Meeting Regional Needs

### Regional Need #1

#### Gaps in Service / Regional Needs

Development of Occupational Pathways in Business and Small Business Development.

#### How do you know? What resources did you use to identify these gaps?

We engaged a researcher to conduct an Economic and Workforce Gap Analysis for Adult Education students in our region. The results of the research were that employers deemed the above-referenced gaps as most desirable skills to be competitive in securing employment, particularly in the areas in the North and Central sub-regions of the county where more employers and entry-level job seekers are found.

#### How will you measure effectiveness / progress towards meeting this need?

We plan to develop introductory courses in Accounting and MS Office Software, and leverage existing CAEP programs to offer them in their respective learning sites. Success will be measured by the creation of Career-specific certificates as well as the number of students completing these courses.

## Regional Need #2

### Gaps in Service / Regional Needs

Improve pathways from noncredit to credit programs.

### How do you know? What resources did you use to identify these gaps?

This gap was identified based on ongoing SBCC noncredit and credit faculty, students, and staff feedback, as well as the researcher who was employed to do an Economic and Workforce Gap Analysis for Adult Education students in our region. The results of the gap analysis were that employers deemed that clearer educational pathways were needed in the areas of Construction, Culinary, and HealthCare careers.

### How will you measure effectiveness / progress towards meeting this need?

Effectiveness will be measured by building upon and enhancing existing noncredit SBCC programs and certificates and developing more introductory courses in these cutting-edge fields that lead to credit programs.

## Regional Need #3

### Gaps in Service / Regional Needs

Data collection from external partners and entities.

### How do you know? What resources did you use to identify these gaps?

The MIS, CASAS, TopsPro data that currently exists does not offer an accurate picture of our data.

### How will you measure effectiveness / progress towards meeting this need?

The Consortium will establish a Noncredit Data Collection workgroup for all SBAE Partners and Programs and will include the SBCC Office of Institutional Research and the SBCC Admissions Office to help calibrate our CAEP/WIOA/CASAS/TopsPro data points. Data from our external partners and entities will also be collected.

## Regional Need #4

### Gaps in Service / Regional Needs

Job Placement Assistance.

### How do you know? What resources did you use to identify these gaps?

A program for Job Placement, Internships, and/or Apprenticeships for noncredit students does not exist.

### How will you measure effectiveness / progress towards meeting this need?

The Consortium has implemented the first phase of a program of this nature with the creation of the first noncredit SBCC Community Education Center Study-to-Work CAEP Program. Progress would be phase II of the Study-to-Work program, which would include the development for the eventual plans for an SBCC noncredit Employment Center. It would be fully integrated into our existing CAEP program and external Partner and Entity programming. Effectiveness would be measured by 1) the collection of the number of students receiving referrals from SBCC to an outside partner; 2) The collection of data from our external partners providing these services that show how many students have been served with job placement assistance.

## Regional Need #5

### Gaps in Service / Regional Needs

The need to support efforts resulting from the new AB705 legislation.

### How do you know? What resources did you use to identify these gaps?

We are working with our credit partners to identify specific needs that noncredit programming can fill.

### How will you measure effectiveness / progress towards meeting this need?

The number of courses developed to support AB705. Eventually, the total number of students served by supportive noncredit courses.

## Regional Need #6

**Gaps in Service / Regional Needs**

Marketing of existing CAEP programs and offerings to increase enrollment.

**How do you know? What resources did you use to identify these gaps?**

We engaged a researcher to conduct an Economic and Workforce Gap Analysis for Adult Education survey on students and employers in our region. The results of the research were that both populations were not fully aware of the existing programs and/or noncredit School of Extended Learning courses in professional training and development.

**How will you measure effectiveness / progress towards meeting this need?**

Effectiveness will be the development of a robust local CAEP Marketing Plan to attract and retain students thereby increasing enrollment in our seven CAEP target areas. The SBCC noncredit Student Support Services and SBCC Admissions staff will have CAEP marketing materials that currently do not exist. More specifically, students who do not have access to computers or need materials to gain course offering information and awareness of SBCC noncredit School of Extended Learning will not only have hard copy references but also bilingual hard copy materials.

**Gaps In Service****New Strategies****Strategy #1**

Gap Area: Development of Occupational Pathways in Business and Small Business Development. Several of our existing CAEP Program Leaders are faculty and SBCC Career Skills Institute staff are actively realigning their programs to improve job advancement and upskill in areas employees need. They will begin to construct academic plans and courses that meet these needs with a focus on business, design and technology.

**Strategy #2**

Gap Area: Improve pathways from noncredit to credit programs.1) Improve access to data from our existing pathways to allow us to count the number of noncredit to credit transfers; 2) Focus specifically on Construction, Culinary, and Health Care skill development.

**Strategy #3**

Gap Area: Data Collection from external partners and entities. Establish a Noncredit Data Collection workgroup and hire a data collection technician to focus on MIS and external partner data collection.

**Strategy #4**

Gap Area: Job Placement Assistance Focus on developing a noncredit Employment Center by utilizing existing SBCC School of Extended Learning programs such as the Career Skills Institute and the Community Education Center Study-to-Work Program. Engage all existing CAEP external Partners such as the libraries, the County, the local One-Stop, the Department of Rehabilitation, and other local agencies to support job placement.

**Strategy #5**

Gap Area: Support new AB705 legislation. Continue the collaboration between noncredit and credit faculty, deans, and department chairs to meet State goals and tailor noncredit programming to support credit Math, English, and English as a Second Language students.

**Strategy #6**

Gap Area: Marketing of existing CAEP programs and offerings to increase enrollment. Work with SBCC Office of Communication and commission an external marketing and media agency to assist the Consortium in developing a low-cost sustainable hard copy and online marketing plan.

## Seamless Transitions

### New Strategies

#### Strategy #1

Seamless transition into the Workforce. We will continue to work with the Workforce Development Board, WIOA, SB South Central Coast Regional Consortium, Public Libraries, Santa Barbara and Goleta Community Education Centers and refer SBCC adult students to the job placement assistance programs at the One-Stop and the Libraries. In addition, we are offering the Career Strategist certificate at the One-Stop location and at SBCC to connect students with self-assessment and career planning tools, and job-seeking skills. Finally, we are working to implement an Employment Center for noncredit students.

#### Strategy #2

Seamless transition to credit. We are working with our Guided Pathways, Vision for Success, and Strong Workforce partners on the credit campus to explore noncredit's role in these initiatives to help students understand their credit options, and seamlessly transfer.

## Student Acceleration

### New Strategies

#### Strategy #1

Accelerate Completion and Retention. Our Adult High School, ESL, Career Skills Institute and Inmate programs are supported by CAEP to implement acceleration options for students, either through a pedagogical and curriculum approach, or through course scheduling strategies. For example, we offer open entry/open exit options for some programs. The faculty is continuing to address an accelerated option and other motivations to keep students engaged for longer, to improve their accelerated completion of either the GED or a diploma, and improve retention.

#### Strategy #2

Improve Basic Skills for English Language Learners. Our noncredit English as a Second Language program is supported by CAEP to revise curriculum, with an emphasis on vocational opportunities, and is working to support vocational programs with topic-based English Language skills. These initiatives will work toward accelerating student completion of not only the ESL program but also other vocational certificate offerings. Additionally, the Santa Barbara Public Library CAEP Pre-English Program leverages resources to accelerate completion.

#### Strategy #3

The noncredit SBCC Student Support Services will acquire and utilize new and current database platforms (i.e. Starfish) currently used by the SBCC credit campus in order to enhance a smoother transition and acceleration into the credit program.

## Professional Development

### New Strategies

#### Strategy #1

Ensure Professional Development for program faculty and leaders. Program Leaders and Program faculty and classroom aids attend professional development training and conferences such as CASAS training, California Workforce Association, and California Chancellor's Office conferences such as CCCAOE, in addition to any required CAEP training and webinars.

#### Strategy #2

Diversity and Antiracism Training. A focus has been placed on diversity and antiracism training to better teach and serve marginalized populations. These trainings include Immigration Forums, expert-led Diversity and Antiracism Workshops, and pedagogical revisions to address diversity gaps in curriculum.

## Leveraging Resources

### New Strategies

#### Strategy #1

Leverage resources to improve job placement assistance. We have leveraged the local Santa Barbara One-Stop, the County of Santa Barbara, and other external partners for job placement and internship assistance. SBCC continues to have an active presence inside the One-Stop operator by offering SBCC Career Skills Institute courses at their location.

#### Strategy #2

Leverage resources to improve awareness of Adult programs. We continue to leverage the resources of all of our externally funded partners (County of Santa Barbara, Workforce Development Board, Department of Rehabilitation, Santa Barbara Public Library, Goleta Valley Library, UCP, EqualiTech, etc.) and are continuing to work this upcoming year to integrate all external partnerships in a co-branded marketing effort to improve program awareness.

#### Strategy #3

Leverage resources to connect our student to credit campus opportunities. We continue to work with our credit partners to explore CAEP opportunities in Guided Pathways, Vision to Success, Santa Barbara Strong Workforce and AB705 initiatives.

## Fiscal Management

**A narrative justifying how the planned allocations are consistent with the annual adult education plan which is based on your CAEP 3-year plan.**

The overarching goals of our Consortium's three-year plan are to provide excellence in adult education programming in order to accelerate transitions to transfer or career success. In addition, we continue to set these specific annual goals: 1) Continue to support our noncredit faculty in building bridges to credit for existing and new CAEP programs; 2) Continue to fill gaps in areas illustrated by BW Research study on the local Workforce Gap Analysis specific to the Santa Barbara Community; 3) Support new activity resulting from AB705 implementation (focused on mathematics, English, and ESL); 4) Continue the implementation of the Adults with Disability Career Planning and Training Program serving as preparation for further career technical and/or job placement assistance; 5) Continue to partner with local Santa Barbara One-Stop operator and other agencies for career training initiatives; 6) Continue to cross-pollinate CAEP initiatives with WIOA and Strong Workforce initiatives; 7) A commitment to the collection of accurate data and analytics for all CAEP programs and services; 8) Continue to support our Student Support Services to help transition students from noncredit to credit or jobs/careers; 9) Continue to support our existing SBCC programs that are aligned with the CAEP initiatives; 10) Support job placement assistance efforts where feasible and allowable; 11) Build awareness of our CAEP and noncredit tuition-free offerings through a robust marketing plan. To this end, the Consortium uses a request for proposal model (with a required timeline and activity chart), to encourage internal and external partners to submit proposals for alignment not only with our Consortium goals, mission, and vision but also in alignment with the CAEP allowable programs and objectives. After proposals are received, using a Consortium-specific rubric, the Consortium carefully vets these proposals to ensure alignment with the annual plan, the Three-year plan, and the statewide goals of CAEP, and only chooses to fund those that are in alignment, include only allowable expenditures, and that work to accomplish our objectives and commit to partnering and leveraging resources. The CAEP Coordinator is responsible for tracking the approved budget and all expenditures related to all program areas. Each program area has a program lead that reports expenditures directly to the CAEP Coordinator. The Coordinator verifies the Consortium approved expenditure(s), obtains approval by the CAEP Chair, and submits for payment by the fiscal agent. The fiscal agent has created 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.

**An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2019-20.**

Our Consortium's approach to incorporating carry-over funds from prior years into planned activities for 2019-2020 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 the process (as referenced above), funding recipients must expend in accordance with their submitted Timeline and Activity Chart and the deadlines set for that year's funding or incorporate into their next year's expenditure plan. As a result, each program has an approved and tailored plan to expend funds timely. These plans, activities, and expenditures are monitored by our CAEP Coordinator. 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 whatever reason (e.g., a program has completed its initiatives and spent less than expected, or the program has been terminated), the Consortium has discretion to recapture those funds and solicits a new public Request for Proposal with an adjusted deadline to ensure expenditures for those carry-over funds are expedited and timely.

## Certification

### Carpinteria Unified - Member Representative

**Gerardo Cornejo**  
[gcornejo@cusd.net](mailto:gcornejo@cusd.net)  
 (805) 684-4107

Approved by Gerardo Cornejo

2019-09-18

### Santa Barbara CCD - Member Representative

**Melissa Moreno**  
 Interim Vice President  
[melissa.moreno@sbcc.edu](mailto:melissa.moreno@sbcc.edu)  
 (805) 965-0581

**Tonya Yescas**  
[yescas@sbcc.edu](mailto:yescas@sbcc.edu)  
 (805) 730-4357

Approved by Melissa Moreno Dr.

2019-08-16

### Santa Barbara Co. Office of Education - Member Representative

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**Anthony Bauer**  
Director, College and Career Readiness  
[bauer@sbceo.org](mailto:bauer@sbceo.org)  
(805) 937-8427

Approved by Anthony Bauer

2019-08-16

Santa Barbara County Workforce Dev. Board - Member Representative

**Raymond L. McDonald**  
[r.mcdonald@sbcsocialserv.org](mailto:r.mcdonald@sbcsocialserv.org)  
(805) 681-4431

Approved by Raymond L. McDonald

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