



COLLABORATING TO BETTER SERVE  
THE EDUCATIONAL NEEDS OF ADULTS

**Santa Barbara Consortium 13-328-054  
Regional Comprehensive Plan  
March 1, 2015 Narrative Report**

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## **AB 86 Project Management Plan Narrative**

The Santa Barbara AB86 Regional Consortium members are: Santa Barbara Community College District, Santa Barbara Unified School District, Carpinteria Unified School District and the Santa Barbara County Workforce Investment Board. Partners to date include the Santa Barbara Public Library, Santa Barbara County Education Office, the Santa Barbara County THRIVE initiative, Tri-Counties Regional Center, Santa Barbara County Jail, the Carpinteria Children's Project, the Santa Barbara Housing Authority, and the Department of Rehabilitation.

### **Organizational Structure**

Santa Barbara City College serves as the Consortium fiscal agent and provides the reporting. Dr. Diane Hollems, former Dean of Educational Programs, is serving as the principle point of contact and Chair of the Consortium. She will be the responsible party for all reporting. Dr. Hollems was the SBCC dean with oversight of the College's large and comprehensive Dual Enrollment Program since 1998. As such, she has established long-standing and excellent relationships with each of the school district superintendents and high school principals. In addition, she has been the SBCC representative to the Santa Barbara County Workforce Investment Board, serves as the co-chair of the South Central Coast Regional Consortium made up of the 8 community colleges in the geographic area from San Luis Obispo to Antelope Valley, and is on the Leadership Council of the Santa Barbara County collective impact THRIVE initiative.

Dr. Hollems is responsible for convening and facilitating meetings, developing the decision-making process, collaborating with Consortium working and advisory groups, and doing all AB86 reporting.

- Consortium members:

#### SBCC:

Santa Barbara does not have a K12 Adult School. For more than sixty years Santa Barbara City College (SBCC) has been the primary provider and offered a comprehensive Adult Education Program in the Santa Barbara area. The noncredit courses offered ranged from arts, crafts and other life-long learning classes for older adults to adult basic education, Adult High School/GED, English as Second Language (ESL), short-term vocational and citizenship classes. With the economic downturn beginning in 2008, and the advent of enhanced funding for noncredit basic skills, ESL, short-term vocational and citizenship, SBCC realized the need to create a separate entity which would continue to offer the life-long courses directed toward older adults as fee-based and created the Center for Lifelong Learning (CLL). The College continues to offer, and desires to broaden the scope of, enhanced-funded Adult Basic Skills, Adult High School/GED, ESL, citizenship and short-term vocational certificate programs.

The College also has large and robust course offerings in Basic Skills in its credit division including five levels of credit ESL, English Skills credit courses in below-college-level English and Reading, and below-college-level credit mathematics. The College is in the

process of taking deliberate steps in transitioning students from noncredit basic skills, Adult High School/GED, ESL and its short-term vocational programs to the credit program. Bridge courses and programs moving students from noncredit to credit are being developed. Additionally, SBCC works closely with its two unified school districts in directing students who drop out to the Adult High School/GED program.

Santa Barbara Unified School District: (SBUSD):

The SBUSD in cooperation with the Santa Barbara County Education Office operates the Transitions Program for developmentally disabled students to age 22. The program has an office on the SBCC campus and students have the opportunity to take classes. A goal of this planning process will be to develop more educational opportunities and strengthen this program.

Carpinteria Unified School District (CUSD):

Adult Literacy is also a significant part of Consortium planning. The CUSD has offered the Latino Literacy Project, a six-week training program for non-English speaking parents of school-age children. They intend to offer the program again and it is part of the planning process. There are community-based programs in place at the Carpinteria Main School, notably the Carpinteria Children's Project that offers adult literacy to parents of school-age children, that is part of Consortium planning.

Santa Barbara County Workforce Investment Board (WIB):

The College also works collaboratively with the Workforce Investment Board (WIB) in providing cohort training to dislocated workers and CalWorks participants. The Workforce Resource Center (One-Stop) operated by the WIB directs participants to credit and non-credit College programs and WIA-eligible participants to CalWorks which is housed on the SBCC campus. The Workforce Resource Center also delivers training workshops to dislocated workers at the One-Stop facility. These workshops help participants with resume writing, interviewing skills and some basic computer skills.

- Consortium partners:

Santa Barbara County THRIVE:

All Consortium members participate in the Santa Barbara County THRIVE collective impact initiative which is a cradle-to-career, data-driven initiative aimed at bringing students to grade-level reading and math, and working with parents—especially English as second language parents—to help them be more involved with their students' learning and education. Additionally, one of the THRIVE goals is to enable students to be college and career ready and matriculate from high school to post-secondary education. The THRIVE initiative also provides adult literacy to parents. Dr. Hollems of SBCC, the school district superintendents, and Mr. Ray McDonald, Executive Director of the Santa Barbara Workforce Investment Board, all serve on the THRIVE Leadership Council.

Santa Barbara County Education Office:

The Santa Barbara County Education Office oversees a vibrant community organization, Partners-In-Education, which is comprised of local business leaders interacting with local public schools. Each year more than 500 business persons engage with teachers and

administrators from SBUSD and CUSD as well as SBCC. Business leaders serve as mentors, guest speakers and provide financial support to school programs.

Santa Barbara Public Library:

The Santa Barbara Public Library offers adult literacy courses and serves as a location for community members to use computers. The Library works closely with SBCC in coordinating adult literacy. Additionally, the SBCC Adult High School/GED program refers students for one-on-one tutoring provided by the public Library.

Tri-Counties Regional Center:

Tri-Counties retained a consultant to work with AB86 groups in Ventura and San Luis Obispo counties as well as with the Santa Barbara Consortium. The consultant is the work group leader for the Adults with Disabilities program area. The work group also includes representation from the Department of Rehabilitation, SBCC Disabled Student Program Services department, Santa Barbara and Carpinteria Unified School Districts Special Education, and United Cerebral Palsy.

Carpinteria Children's Project:

The Carpinteria Children's Project serves adults of school-age children with adult literacy programs and provides other community services. It functions as the lead agency overseeing the Carpinteria Main School facility.

Santa Barbara Housing Authority:

The Santa Barbara Housing Authority offers some workplace readiness training as well as basic adult literacy to its constituents. The Housing Authority also sends students to the Professional Development Center workplace readiness classes at SBCC.

Santa Barbara County Jail:

The Jail program has been offering GED classes for many years. In addition, the Jail has also offered the short-term vocational ServSafe training and is now beginning a new program to offer Microsoft Office computer skills. They are interested in offering more short-term vocational and workplace readiness training.

- How Consortium member and partner relationships will inform the process going forward:

As mentioned above, there is synergy among all named Consortium members as they interact frequently about programs and serve on the THRIVE Leadership Council together. The same is true of Consortium partners. Both school district superintendents as well as SBCC representatives attend the monthly Partners-In-Education Board meetings sponsored by the Santa Barbara County Education Office. This planning process has enabled the Santa Barbara Public Library to be much more connected to Consortium members and other partners.

The planning process is allowing Consortium members and partners to explore opportunities for outreach to parents, non-English speakers, out-of-school youth,



dislocated workers and others who can benefit from our programs. We are developing strategies to inform those who we are not currently serving and plan for new instructional programs that will lead adults to employment and attaining their educational goals.

It is the intention of the Consortium to invite other providers of adult education to planning meetings in order to expand partnerships, facilitate possible consolidation and foster collaboration.

Additionally, Santa Barbara City College serves as the fiscal agent for the South Central Coast Regional Consortium (SCCRC) of eight community colleges in the geographic region. As such, the college hosts periodic AB86 "Mega Meetings" bringing together the AB86 representatives from throughout the region to share best practices.

### **Shared Leadership Strategies**

Consortium Chair, Dr. Diane Hollems, has convened meetings of Consortium members and partners each month from May, 2014 to February, 2015. In addition, the leads for each program area work group convene a monthly meeting. The two school districts and the College already have Memoranda of Understanding for data sharing in place and participate in the CalPASS Plus data-sharing initiative. Memoranda of Understanding will be prepared for Consortium partners to enable data sharing. Additionally, the THRIVE initiative is actively involved in data gathering and dissemination and works with all Consortium members.

The Santa Barbara AB86 Regional Consortium has taken the lead in periodically convening AB86 representatives from throughout the region to share best practices. Additionally, AB86 reporting is a standing agenda item on the South Central Coast Regional Consortium monthly meeting agenda. In addition, AB86 reporting is a standing item on the South Central Coast Regional Consortium monthly meeting agenda.

Santa Barbara Consortium program area work group leads were appointed for various aspects of the planning process, including collection of information for the gap analysis, statistical data gathering and analysis including labor market data, and integration of various programs and services for seamless transition of students.

The planning process has created the following cohesive structure going forward after the planning year ends:

- The Santa Barbara AB86 Consortium will remain in place, including program area work groups,
- The Consortium Chair will be responsible for convening meetings and doing all reporting,
- A Consortium Allocation Board will be formed to make all expenditure decisions going forward,
- The March 1, 2015 Final Comprehensive Regional Narrative, tables and the Synopsis will be the guiding document for instituting new programs and services,

- Faculty will continue to be involved in the Consortium in order to appropriately update courses to meet target population needs.

### **Involvement of Faculty and Teachers:**

SBCC noncredit ESL faculty began meeting early in the AB86 planning process to discuss bridge courses from noncredit to credit ESL as well as bridging from noncredit Adult High School/GED to vocational ESL courses that coincide with the student's career interest and short-term vocational certificates. ESL credit faculty are now part of the faculty work group and are currently working collaboratively with noncredit ESL faculty on curriculum development. Likewise, noncredit and credit short-term vocational and CTE faculty are meeting to develop the noncredit "Skills Institute" of workplace readiness courses as well as putting new short-term vocational certificates through curriculum committee.

Representatives of the Santa Barbara and Carpinteria Unified School Districts' Special Education teachers have been involved in the Adults with Disabilities work group. Our AB86 plan calls for the development of a workplace readiness/short-term vocational program for the developmentally disabled and, if funded, all district special education teachers will be invited to participate in planning the types of courses needed. This will be a completely new training program for our region's developmentally disabled, and has the potential to become a dynamic and model program.

The chair of the SBCC Construction Academy is very involved in AB86 planning and is going to pilot an Apprenticeship program in Fall 2015. Additionally, he is putting two new noncredit construction certificates through curriculum committee this term and is piloting the bilingual construction vocational ESL course. The Construction Academy is housed at one of the college's two adult education campuses and is discussing enlarging to integrate CAD and exhibit and display design as part of a new academy.

### **Communication strategy for the planning process:**

In addition to regular Consortium member and partner meetings and frequent communication with program area work group leads, a communication and marketing work group is being formed that will plan for the creation of an AB86 consortium listserv as well as begin researching an electronic communication tool so that, if funded, consortium members and partners can have a mechanism for posting, sharing, and reporting. This is stated in our plan's overarching goals.

Where appropriate, meetings with other stakeholders and their constituent target audiences will also be convened. After the planning year ends, the Santa Barbara AB86 Consortium will continue and there will be ongoing town hall meetings to give the public the opportunity to provide input towards the creation of new programs.

Social media will be employed to communicate with the business community and to solicit input regarding possible new instructional programs to serve the adult community. Google shared documents will also be used to facilitate easier flow of information sharing and preparation of reporting narratives.

## REPORT OVERVIEW

The Santa Barbara AB86 Consortium's members and partners have begun to coalesce into a group that shares common goals for each program area's target population. That is to say that when reviewing each Consortium agency's desired strategies to address programmatic gaps, the consensus is to increase the amount and variety of SBCC noncredit certificates that would then lead either to credit programs and/or to the workplace. Additionally, the group was adamant that better inter-agency collaboration and communication is needed with the goal of creating a seamless referral system among agencies in order to best serve the target populations and to increase capacity in all program areas.

### An eye toward the state's formation of a new "system" for adult education—

AB86 Section 76, Article 3 states that each Consortium's plan shall include plans for parties that make up the consortium to integrate their existing programs and create seamless transitions into postsecondary education or the workforce.

With the formation of the new adult education system, adult education will reside primarily in the K12 adult schools and the community colleges, working with community partners. In the Santa Barbara Consortium this has always been primarily the community college with the exception of the two school district's programs for those with disabilities. Thus, the task of integrating programs is straightforward.

All Consortium members and partners are dedicated to the constituents they serve and are delivering services and programs to the best of their abilities given current resources. Obviously, new resources will be needed in order to strengthen, better integrate and expand instruction as well as to provide excellent student support services. Additionally, with respect to program area 3, Adults with Disabilities, close collaboration between members of the work group and SBCC faculty will be needed when developing new curriculum. Also, an important resource request noted in this report will be for classroom aides to assist this target population as they pursue their educational goals.

Faculty will now become more intricately involved—working alongside respective community agencies—in creating new (and expanding and/or modifying existing) curriculum to better serve the needs of the target population in each program area. Working with them will be the Student Support Services advisors and counselors as they play a key role in assessment as well in as academic and career advising.

The Santa Barbara AB86 Consortium's goals, to this point in the planning process, are:

- Augmenting each program area's work group with appropriate faculty to begin creation of new, or modification of existing, noncredit certificates.
- Convening a task force of SBCC credit and noncredit faculty, along with student support services staff, charged with creating bridge courses to help students in all five program areas seamlessly transition to credit programs and/or the workforce.
- Selecting a new work group to research collaboration tools in order to better

collaborate and refer program participants. This group will also be tasked with creating an inter-agency communication plan.

- Creating an additional work group to build an outreach and inreach marketing plan in order to reach new target groups. Resources will be requested to facilitate these tasks.

The Consortium’s work plan is updated at each reporting period to reflect the continued and cohesive work being completed as part of the planning process. Please see the Synopsis section below for requested resources.

### Synopsis of Santa Barbara Consortium AB86 Report

The following synopsis includes a brief, bulleted explanation of requests from each Program Area as well as the area’s overall funding request. The synopsis is a synthesis from Tables 3-7. **The total amount requested for Year One from all Program Areas is: \$1,489,835. The total amount of ongoing resource needs from all Program Areas is: \$1,191,825. These amounts are in addition to regular state apportionment.**

It is important to note that the Santa Barbara AB86 Consortium does not have an Adult School in the area. Santa Barbara City College has delivered a robust adult education program for more than 60 years. The AB86 Planning Grant has afforded the college an opportunity to reach out to the community to work with partner agencies in developing comprehensive outreach, collaboration, and expanded program offerings, and is proposing for the first time, if funded, a program reaching all Adults with Disabilities including the developmentally disabled.

Please also note that Student Support Services is a vital component to a comprehensive adult education program. The Student Support Services table appears after Program Area 5. Consortium members and partners agreed on several overarching objectives, which are detailed in the table below. Following the Overarching Goals are synthesized tables detailing each Program Area and Student Support Services including professional development goals.

#### Overarching Consortium Goals

Program Area	Description Overarching Consortium Goal	Year One requests	Ongoing requests	Ongoing Amount
Overarching Goal	Create an interagency referral system and collaboration tool. Work with a consultant.	\$10,000	Ongoing maintenance of tool	\$3,000 per year
Overarching Goal	Inreach (to SBCC) and outreach to the community marketing plan.	\$5,000	Ongoing Marketing	\$2,500 per year
Overarching Goal	Create job developer consultant position to facilitate student internships & connection with business community.	\$65,000 in year one	Ongoing Need	\$65,000 per year

Overarching Goal	Create a Noncredit Pathways Project Developer to oversee the organization, planning and development of ESL, GED and AHS projects	\$65,000 in year one	Ongoing Need	\$65,000 per year
<b>Total</b>		<b>\$145,000</b>		<b>\$158,500</b>

**Program Area 1: Adult High School/GED/ABE**

<b>Program Area #1</b>	<b>Description Adult High School/GED/ABE</b>	<b>Year One requests</b>	<b>Ongoing requests</b>	<b>Ongoing Amount</b>
1	Streamline access points for students. Stipends for meetings to accomplish goal.	\$2,000		
1	Create 1 to 3 credit student success classes for target population. Faculty stipends @ \$50 per hour	\$3,000		
1	Create bridge courses from AHS/GED to ESL and Short-term vocational as well as to credit programs.	\$32,000	Ongoing need \$50/hour	\$10,000 per year
1	Fund instructional materials for AHS/GED/ABE and ESL bridge courses	\$5,000	Ongoing yearly need	\$5,000
1	Create student hub (likely refurbish an existing space at each Adult Education campus @ \$,5000 per room.	\$10,000	Maintenance of materials in the space	\$2,000 per year
1	Create a Family Literacy program that interfaces with the Public Library program	\$17,800	Maintenance of the program (stipends)	\$15,000 per year
1	Create learning communities and have part-time mentors	\$15,660	Ongoing two part-time staff mentors	\$20,000 per year
1	Develop AHS and GED cohort classes (“Focused Learning Groups”) for subjects that typically take students longer to complete.	\$5,000 to develop courses	Ongoing need for teachers to meet	5 teachers x \$30 per hr x 40 hours per yr = \$6,000
1	Develop math classes or modules targeted to specific industry sectors	\$4,000		
1	Integrate aspects of distance learning into AHS/GED	\$8,000		
1	Public Library tutoring services		Ongoing	

	expansion working closely with SBCC	\$20,000	need	\$10,000 per year
1	Public Library tutoring services expansion working closely with SBCC	\$20,000	Ongoing need	\$10,000
1	SBCC Library to expand services to more fully serve noncredit students. \$15,000 for books (at Wake & Schott satellite libraries) and \$4,200 for cataloging new and existing books.	Purchase 500 books @ \$30/each = \$15,000 Cataloging 500 books @ \$6/each = \$3,000 Cataloging 200 existing books @ \$6/each = \$1,200 \$19,200	Ongoing need for new books and librarian hours	Purchase 50 books @ \$30/each = \$1,500 Cataloging 50 books @ \$6/each = \$300  \$1,800 per year
1	SBCC Library faculty stipend to teach AHS students research skills. 36 hours of teaching @ \$30/hour = \$1080 6 hours of curriculum development @ \$50/hour = \$300 Meeting stipend = \$30/hour Curriculum development stipend = \$50/hour Two classes each semester (Fall, Spring and Summer) Two 2-hour sessions for each class.	\$1,380	Ongoing need for librarian hours	\$1,380
1	Bring guest speakers for AHS/GED integrated practices	\$8,000		\$5,000
1	Continue faculty work group meetings. Note: additional funds will be leveraged from Basic Skills and Equity funds	\$5,000		\$5,000
1	Continue participation in CALPRO professional development opportunities	\$3,000		\$3,000
<b>Total</b>		<b>\$179,260</b>		<b>\$95,500</b>

**Program Area 2: ESL and Courses for Immigrants**

<b>Program Area #2</b>	<b>Description ESL &amp; Courses for Immigrants</b>	<b>Year One requests</b>	<b>Ongoing requests</b>	<b>Ongoing Amount</b>
2	Align credit and noncredit placement assessments. Faculty stipends	\$5,000		
2	Create new ESL certificate programs based on student interest.	\$8,000	Ongoing faculty stipends	\$8,000
2	Noncredit faculty to serve as project leader to coordinate transitional curriculum	\$5,000 in year one	Ongoing Need	\$5,000
2	Create bridge courses from noncredit ESL to credit ESL	\$12,000		
2	Faculty teamwork and coordination: noncredit ESL to GED & STV. Prepare GAP analysis	\$2,000		
2	ESL and STV faculty work together to modify existing certificates and/or create new to integrate contextualized material.	\$12,000 in year one	Ongoing need to update	\$7,000 for faculty stipends
2	Instructional aide support for noncredit ESL individual students and classes	\$150,000 in year one	Ongoing	\$150,000 per year
2	Develop peer mentoring and supplemental instruction to assist students	\$5,000 year one to develop	Ongoing part-time coordination	\$10,000 per year
2	Faculty stipends to continue meeting—ESL with AHS/GED and STV @ \$30 per hour per faculty	\$10,000 year one	Ongoing	\$8,000 per year
2	Participation in CALPRO professional development	\$3,000 in year one	Ongoing	\$3,000 per year
2	Attendance and participation in professional conferences	\$5,000	Ongoing	\$5,000 per year
2	Faculty learning communities; invite guest lecturers	\$3,000 in year one	Honorariums	\$3,000 per year
2	Create digital resource to store training materials for ESL faculty	Unknown	Work with SBCC IT	unknown
2	Attendance at TESOL for noncredit ESL faculty	\$8,000	Ongoing	\$8,000 per year
<b>Total</b>		<b>\$228,000</b>		<b>\$207,000</b>

### Program Area 3: Adults with Disabilities

Program Area #3	Description Adults with Disabilities	Year One requests	Ongoing requests	Ongoing Amount Annually
3.1	Identify and adapt skill/interest inventories. SBCC faculty and consultant.	\$5,000		
3.2	Consultant to coordinate the development of independent living skills courses working with SBCC and agencies.	\$12,000	Ongoing	\$12,000
3.3	Consultant to develop specialized vocational program pathways for developmentally disabled students. SBCC faculty working with agencies	\$25,000	Ongoing Updating	\$5,000
3.4	Adjunct counselor	\$30,000	Ongoing	\$30,000
3.5	Transition liaison consultant to interface with school districts and agencies to find prospective students and to coordinate marketing & outreach	\$65,000	Ongoing	\$65,000
3.6	Class tutors	\$20,000	Ongoing	\$20,000
3.7	Homework coaches	\$75,000	Ongoing	\$75,000
3.8	Consultant to serve as Program Director annually	\$85,000	Ongoing	\$85,000
3.9	Consultant: curricula development	\$65,000 year 1	Ongoing Course updating	\$30,000
3.10	Consultant to serve as Employment Specialist annually	\$50,000	Ongoing	\$50,000
3.11	In-class tutors for AWD students for computer classes	\$7,500	Ongoing	\$7,500
3.12	Conferences for consultants and staff in the program for AWD	\$8,000	Ongoing	\$8,000
3.13	Training for staff including problem solving and potential changes and adjustments to curriculum	\$10,000 year 1	Ongoing	\$20,000
3.14	Purchase of adaptive technology to enhance existing computer labs at two Adult Education campuses	\$100,000	Possible ongoing need	\$50,000
3.15	Transportation – purchase of bus passes	\$50,000	Ongoing	\$50,000
3.16	Consultant - training	\$25,000	Ongoing	\$25,000
3.17	Funding for instructors to attend training	\$2,000	Ongoing	\$2,000
<b>Total</b>		<b>\$634,500</b>		<b>\$534,500</b> annual



**Program Area 4: Short-Term Vocational (CTE)**

<b>Program Area #4</b>	<b>Description Short-Term Vocational</b>	<b>Year One requests</b>	<b>Ongoing requests</b>	<b>Ongoing Amount</b>
4	Develop an Advanced Green Gardener noncredit certificate and marketing materials linking it to credit SBCC Environmental Horticulture program	\$3,750		
4	Career counselor specific support for noncredit Medical Assistant and Personal Care Attendant programs	\$34,000	Ongoing	\$34,000 per year
4	Curriculum development for 15-20 new noncredit workplace readiness courses and certificates to address "soft skills" gaps in all programs. Program called the "Skills Institute"	\$50,000	Ongoing Updating of courses	\$15,000 per year
4	Faculty stipend funds to continually update existing or create new short-term vocational noncredit certificates (also coordinate w/jail)	\$10,000	Ongoing	\$10,000 per year
4	Create noncredit-to-credit short-term vocational bridge courses	\$10,000		
4	Create specialized noncredit short-term vocational and workplace readiness certificates for Adults with Disabilities	\$10,000	Ongoing maintenance and updating	\$10,000 per year
4	Launch Skills Institute website and create marketing materials	\$15,000	Ongoing marketing	\$2,000
4	Faculty subscriptions to Lynda.com and consultant to coordinate which workplace readiness videos to be incorporated into classes & work with employers	\$3,000	Lynda.com video cost per course to be passed on to students yr 2	Ongoing need faculty Lynda.com subscriptions \$3,000 per yr
4	IT expert consultants to build Digital Badging system for SBCC to award participants in Skills Institute	\$10,000 contract with VUE Pearson		
4	Noncredit and credit faculty regular meetings to review noncredit certificates	\$3,000	Ongoing need	\$3,000 per year

4	Professional development for faculty and staff regarding flipped classrooms and digital badging	\$7,000	Ongoing need for prof. dev.	\$7,000 per year
4	Develop 4 new noncredit short-term vocational bi-lingual Construction Technology courses	\$14,000	Ongoing need to update	\$2,000 per year
<b>Total</b>		<b>\$169,750</b>		<b>\$86,000</b>

#### Program Area 5: Apprenticeships

<b>Program Area #5</b>	<b>Description Apprenticeships</b>	<b>Year One requests</b>	<b>Ongoing requests</b>	<b>Ongoing Amount</b>
5	Communication between apprenticeship employer and apprenticeship committee and program sponsor	\$2,000	Ongoing Need	\$2,000
5	Student Placement meetings with: Employer, Apprenticeship Committee, Program Sponsor and Construction Technology faculty	\$1,000	Ongoing need	\$1,000
5	Develop marketing materials to target audience, especially linking noncredit to credit CT program. Create survey to be delivered to industry-related businesses to determine needs and interests.	\$5,000		
5	Consultant to work with employers and the Workforce Resource Center and with students.	\$15,000	Ongoing need for consultant	\$15,000 per year
5	Student Tuition (4 students per year) for apprenticeship	\$4,000	Ongoing need	\$4,000
5	Intensive meeting time during year one with Apprenticeship Committee, Program Sponsor, CT faculty and employers	\$3,000	Ongoing need for faculty meeting stipends	\$2,000
5	Faculty workshops for construction tool upgrade use	\$3,000	Ongoing Need	\$1,000 per year
<b>Total</b>		<b>\$33,000</b>		<b>\$25,000</b>

**Program Area: Student Support Services**

<b>Program Area</b>	<b>Description Short-Term Vocational</b>	<b>Year One requests</b>	<b>Ongoing requests</b>	<b>Ongoing Amount</b>
SSS	Develop noncredit-to-credit and credit-to-noncredit student referral service with monthly staff meetings	\$2,700	Ongoing stipend need	\$2,700
SSS	Collaborate with SBCC Career Center, EDD, PathPoint & Workforce Investment Board	\$2,000	Ongoing stipend need	\$2,000
SSS	Conduct 4 meetings per year with noncredit short-term vocational faculty and deans. Assign liaison to coordinate meetings and evaluate ongoing STV needs.	\$3,000	Ongoing stipend need	\$3,000
SSS	Fund paid internships for noncredit STV students	\$50,000	Ongoing need	\$50,000
SSS	Create and deliver student interest surveys as well as faculty surveys regarding student competencies. Create pre and post course surveys & conduct student exit interviews.	\$8,000	Ongoing stipend need	\$8,000
SSS	Research current job market trends. Develop and deliver series of workshops based on survey and research results. Develop marketing and outreach.	\$5,000	Ongoing stipend need	\$5,000
SSS	Professional development membership to National Orientation Directors Assn (NODA) for one faculty	\$125	Ongoing yearly membership	\$125
SSS	Professional development membership for 3 to 5 persons to National Assn of Colleges and Employers (NACE)	\$600	Ongoing yearly membership	\$600
SSS	Participate in online training for 3-to-5 staff with Lynda.com courses as a consortium	\$1,875	Ongoing online training	\$1,875
SSS	Membership in National Career Development Assn (NCDA) for 5 staff.	\$425	Ongoing Membership	\$425
SSS	Training for 8 staff in Institute for Equity in Education (IEE) residential program through Just Communities	\$15,600	One Time Training	\$0
SSS	Scholarship Fund: A. Book Grants (\$3,000)	\$10,000	Ongoing stipend need	\$10,000

	B. GED Testing Grants (\$2,000) C. Special Circumstances Grants (\$5,000)			
SSS	Office Materials: Color Ink Cartridges (4)	\$400	Ongoing stipend need	\$400
SSS	Emergency Transportation Fund (MTD Student Bus Passes)	\$1,000	Ongoing stipend need	\$1,000
SSS	School Supplies and Emergency First Aid Kits	\$500	Ongoing stipend need	\$500
<b>Total</b>		<b>\$100,325</b>		<b>\$85,325</b>

### EXECUTIVE SUMMARY

Santa Barbara is a unique community in regard to Objective 3—“Plans for the consortium to integrate existing programs and create seamless transitions into postsecondary or the workforce.” Because there is no K12 Adult School in Santa Barbara, Santa Barbara City College has been the provider of adult education for more than sixty years. The College has long-standing and robust noncredit ESL and Adult High School/GED programs and has relationships well established with local support agencies such as the Public Library.

The AB86 planning process has brought new partners to the table that will strengthen existing programs and allow for collaboration in developing new programs for adults with disabilities, short-term vocational certificates and the beginning of an apprenticeship program with the SBCC Construction Academy. Additionally, the Mental Wellness Center is now a partner who will provide job placement services for those with disabilities. The Santa Barbara County Workforce Investment Board, as a consortium member, will also serve as a job placement service as it oversees the One-Stop Workforce Resource Center.

Regarding seamless *transition*, Santa Barbara City College has one of the largest Dual Enrollment Programs in the State and has been recognized as a statewide leader in providing college credit opportunities to students while they are in high school. The College offers more than 100 sections at the local high school campuses. Adult High School students can also opt into dual enrollment credit classes on the main campus.

The creation of bridge courses from noncredit to credit speaks to Objective 5—“Plans to employ approaches proven to accelerate a student’s progress toward his or her academic or career goals...” The work groups from Program areas 1 and 2 have been collaborating with representatives from the SBCC Student Support Services area in planning the types of bridge courses needed for both college success and career exploration. Planning is underway in Program Areas 1 and 2 to create a mentorship program and Student Learning Communities (SLC). A student survey was administered in English and Spanish to more than 300 current adult education students. Overwhelmingly students requested a

class in career exploration and workplace readiness, especially requesting skills in how to get and keep a job. The new noncredit 21<sup>st</sup> Century Skills Institute being planned will directly address these needs. The Institute also has a planned mentorship component, which will engage representatives from industry. Half the respondents also requested that all short-term vocational certificates be taught in a bi-lingual format. More than 100 respondents expressed interest in the creation of new short-term vocational certificates in Administrative services, including customer service. Local labor market data shows that there is a growing need for employees in this area.

Regarding Objective 6—“Plans to collaborate in the provision of ongoing professional development for faculty and staff...” the AB86 Consortium planning process has brought new and collaborative ideas to the table. For example, rather than just SBCC faculty meeting together to discuss new curriculum ideas, a representative from the Public Library and other consortium partners will be invited. Students will also be included in a debriefing for new courses and noncredit certificate programs.

The leveraging of existing structures and resources will intensify as a result of the AB86 planning process. The Workforce Investment Board will be represented at all meetings and also participate in the South Central Coast Regional Consortium meetings where representatives from eight colleges, K12s and industry meet monthly. As a result of the planning process, individual tutoring provided by the Public Library will increase as will the referral process from the College. One of the key objectives in Table 4 is to research an effective online collaboration tool.

While Student Support Services is not defined as a Program Area in AB86, the importance of their involvement in all phases of planning is paramount. Therefore, we have placed their narrative at the beginning of our report (after overview).

## **LABOR MARKET AND DEMOGRAPHIC OVERVIEW**

### **Description of the local regional economy, including labor market and demographic data:**

The Santa Barbara AB86 Consortium serves the communities of Carpinteria, Santa Barbara, and Goleta with a combined population of 195,698 according to the AB86 Demographic Data. This area of Santa Barbara County has enjoyed a relatively stable and low unemployment rate, even during the recent Great Recession years. The May 2014 unemployment rate was 5.4%.<sup>2</sup>

AB86 Demographic Data also gives the following statistics that are relevant to this report: 81,402 English language learners, 19,809 adults with disabilities, 27,958 in the category of non-naturalized US citizens and 31,053 adults in the category of having low literacy skills.

The Santa Barbara County Workforce Investment Board commissioned an Economic and

Workforce Information Analysis in Spring 2013<sup>3</sup>. The Analysis separated the county into three distinct geographical areas of north, central and south county. The north and central areas of the county are served by the Allan Hancock College AB86 Consortium; therefore, **this report deals with data concerning south county**. The Information Analysis also describes three occupational wage tiers:

- Tier 1 Occupations include managers and chief executives and is the professional level with an average wage of \$38.17 per hour or \$79,400 per year.
- Tier 2 Occupations include sales representatives, teachers, office administrative positions such as accounting clerks and secretaries and production positions such as electricians and machinists. Tier 2 occupations averaged \$21.22 per hour or \$44,100 per year.
- Tier 3 Occupations include protective services such as security guards, waiters, cooks, cashiers, janitors, home health aides and child care workers. This tier represents lower-skilled workers that are employed in jobs that require little formal training and/or education. The average wage for Tier 3 occupations is \$11.96 per hour or \$24,900 per year.
- The report shows that approximately 41% of jobs in south Santa Barbara County can be found in Tier 2, and 28% in Tier 3. These statistics are projected to hold true through 2017<sup>3</sup>.

**Importantly, the goal of closing the gaps in programs and services described in the five program areas of this report is aimed at increasing enrollment in all areas and moving students along a delineated career path, thus increasing their education and allowing them to move from Tier 3 into Tier 2 wages.**

May 2014 data from the Employment Development Department indicates that several of the occupations with the fastest job growth rate can be served with the funded areas in this report. Namely, Home Health Aides and Personal Care Attendants have seen a 53.2% and 46.2% increase in projected jobs respectively<sup>4</sup>. Both of these are taught as SBCC noncredit certificate programs and provide a natural career pathway to higher-wage occupations in the health industry via the credit program. In 2013, surveyed healthcare employers expected employment to grow by 8% over the next year<sup>3</sup>. Additionally, Veterinary Technicians and Physical Therapy assistants are two growing occupations in the area each with a 50% increase. The Consortium should explore the creation of short-term vocational certificates for these areas, if possible.

The Workforce Investment Board and the South Central Coast Regional Consortium (made up of 8 community colleges) selected overlapping industry cluster/sectors on which to focus in the coming years:

- Agriculture/Tourism/Wineries and the Environment
- Small Business and Business Support Services
- Health
- Technology and Innovation
- Manufacturing, especially building and design

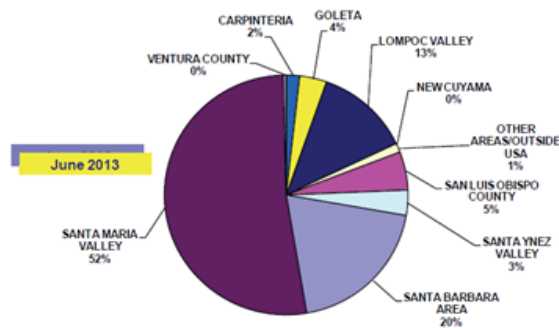
South Santa Barbara County has seen a 19.9% increase in employment in the Business Support Services sector between 2007-2012, and a 5.2% increase in the Environmental sector.<sup>4</sup>

The Workforce Resource Centers located in Santa Maria and Santa Barbara provided the following countywide data (the split in services between north and south county is approximately 69% delivered in north county and 27% in the south):

### Customer Service at the One Stops, PY 2012-2013: Adult Program and Dislocated Worker

Metric	Adult & Dislocated Worker
Distinct visitors to Workforce Resource Centers	27,033
Number of services provided	66,466
Number of Individual Training Agreements (ITAs)	43
Number of On-the-Job Training (OJT) Employer Contracts	37

### WRC Registration - June 2013: Registrants by Cities of Residence

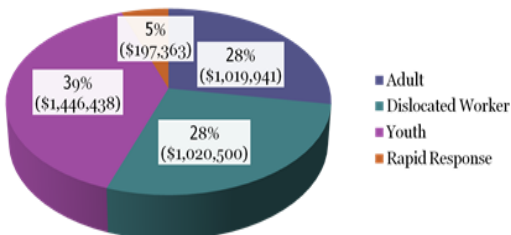


There is a much higher unemployment rate in north Santa Barbara County. For example, the unemployment rate in Santa Maria (north county) for April 2014 was 8.6%. In Santa Barbara (south county) unemployment was 3.8%.<sup>5</sup>

The following two graphics depict the financials and percentages of constituent groups served under WIA II funding in Santa Barbara County:

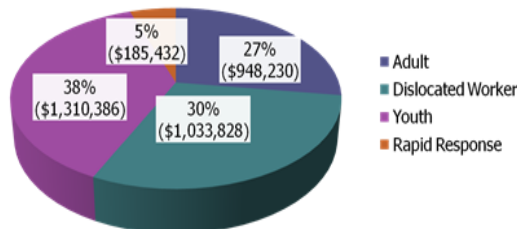
### Financials: PY 2012 – 2013

Total Allocation = \$3,684,242



### Financials: PY 2013 – 2014

Total Allocation = \$ 3,477,876



Using the approximate 27% spent in south Santa Barbara County, \$994,745 would have been spent in FY 2012/13 and \$939,026 in FY 2013/14.<sup>5</sup>

Further demographics show that in south Santa Barbara County 55.8% of the population is white, 32.8% Hispanic, with the remaining population split between Black and Asian, with a 25% increase in the Hispanic population from 2001 to 2012 and a 16% decrease in both the White and Black ethnic groups during the same period.<sup>3</sup>

**These data show that there is a definite need to strengthen and broaden the instructional programs and services for the Hispanic population in south Santa Barbara County.**

As of April 2014, the labor force in south Santa Barbara County (which encompasses the Santa Barbara AB86 Consortium) was 104,300<sup>4</sup>.

Jobs in the Energy/Environmental industry sector in Santa Barbara County are relatively few (566 jobs), but the sector has grown faster (6%) than overall employment, and the sector is expected to grow by 10% over the next year, with strong employment growth expectations. The Building and Design sector is a major employer in the county employing 7% of the county workforce (16,623 jobs), and the sector is expected to grow by 12% by the end of 2014 with strong employment growth expected to continue for the next five years. Fifty-four percent of employers surveyed in this sector reported widespread difficulty in recruiting qualified non-entry level applicants, 45% reported some difficulty in recruiting qualified entry-level applicants, and 39% of those surveyed reported difficulty in training and developing current workers for new skills<sup>3</sup>.

**Importantly, Santa Barbara City College has a strong credit-based Construction Academy that includes course tracks in green building. There is potential for developing new noncredit short-term vocational pathways leading into not only the credit program, but a new Apprenticeship program that the Construction Academy is proposing as part of this report.**



The Small Business and Innovation sectors have always been strong in south Santa Barbara County as there are many startups birthed from the University of California Santa Barbara Engineering Technology & Management Program. Santa Barbara City College hosts the Scheinfeld Center for Entrepreneurship & Innovation and the Santa Barbara County Small Business Development Center (SBDC).

Santa Barbara is also home to more than 2,000 nonprofit agencies that produce \$1.13 billion in revenue including \$430 million in contributions and have \$2.07 billion in assets. They generate 8.4% of Santa Barbara County's GDP representing the highest rate in Southern California. These organizations spend \$992 million including \$342 million in personnel expenses—making the nonprofit sector one of the largest employers in the County. Santa Barbara has twice the number of nonprofits per capita as compared to the average for California, second only to Marin County<sup>6</sup>.

The sectors mentioned above all rely on Business Support Services and this sector is a major employer in the county employing 8% of the workforce, with expectation to grow 5% over the next five years. The subset of this sector includes:

- Graphic design services
- Services to buildings and dwellings
- Office administrative services
- Accounting, tax preparation and management services
- Building and grounds cleaning and maintenance operations<sup>3</sup>

**This report describes the goal of building enrollment in these areas and creating new noncredit short-term vocational certificate programs to move entry-level student/employees up the career ladder and from Tier 3 wages to Tier 2.**

Agriculture, tourism and wineries are dominant industry employers in Santa Barbara County employing 15% of the county workforce (36,088 jobs). From 2012 to 2013 the sector has grown by 10% while overall employment fell by 2%. Sixty percent of employers surveyed reported widespread difficulty in recruiting qualified non entry-level applicants and 49% reported some difficulty. Over the next five years, the largest percentage of occupational openings is expected in Food Preparation and Serving Related Occupations (22%) and Personal Care and Service Occupations (15%).

**This sector also provides good opportunities to build upon existing noncredit short-term vocational certificates such as the ServSafe program that provides instruction for students about safe food handling procedures. Vocational English for Food Service Employment courses could be offered again along with other workplace readiness classes to accompany this entry-level certificate so as to encourage students to build skills in the Food Preparation area and possibly move on to the college's School of Culinary Arts and a higher-wage career.**

## **Description of processes, assessments, evaluation, and accountability of Adult Education programs offered by Santa Barbara City College:**

**Processes and Assessments:** As mentioned earlier in this report, for more than sixty years Santa Barbara City College has been the primary provider of Adult Education in the AB86 Consortium communities of Carpinteria, Santa Barbara and Goleta. With the sustained budget crisis during the Great Recession, the college sought to be proactive and created the Center for Lifelong Learning that now houses programs for older adults, including arts & crafts and other non-enhanced funded, fee-based offerings, none of which are included in this report. For the past two years, the college has undergone a major reorganization of the credit and noncredit divisions, seeking to unify all processes and systems. This is known as “The One-College Project.”

Currently, the college is shifting noncredit registration away from Lumens and into the Banner system already used by the credit division. The Lumens registration system will continue to be used for the Center for Lifelong Learning. With an implementation target launch date in Summer 2015, all noncredit students will be using the CCC Apply application and registration will be done via the Banner self-service system. This will present challenges for the non-English speaking population, and a Spanish language application is being developed.

Additionally, the front office staff at both the Schott and Wake adult education campuses regularly helps noncredit students register for classes. These personnel will be trained in how to register students using the Banner interface. The college recognizes that many individuals in underserved populations do not have easy computer access or the requisite skills to navigate the enrollment process. Indeed, the bi-lingual noncredit computer classes are designed to teach these skills.

### **Student Support Services - Overview**

Regarding the types of student support services offered to the noncredit student population, the Chancellor’s Office website states the following on the purpose of SB1456, the Student Success and Support Program (formerly Matriculation):

“The Student Success & Support Program (SSSP) (formerly Matriculation) is a process that enhances student access to the California Community Colleges and promotes and sustains the efforts of credit students to be successful in their educational endeavors. The goals of Student Success & Support Program (formerly matriculation) are to ensure that all students complete their college courses, persist to the next academic term, and achieve their educational objectives through the assistance of the student-direct components of the Student Success & Support Program (formerly matriculation) process: admissions, orientation, assessment and testing, counseling, and student follow-up. The Student Success & Support Program (SSSP) Unit provides coordination and leadership to the community colleges with respect to credit and noncredit programs and services<sup>7</sup>.”

Noncredit Student Support Services provides services to currently enrolled and continuing students, prospective students, new to college students and re-entry students. All staff in the Student Support Services is currently fully bilingual and speaks both English and Spanish.

The noncredit Student Support Services office offers the following:

Academic and career advising and counseling services - Students meet one-on-one with an advisor and/or counselor to develop a plan to help guide them through their academic and career goals. During the appointment students are given information about the various programs and short-term vocational programs offered as requested or when appropriate. This one-on-one session in general provides academic and career services, college policy information, time management strategies, goal setting, and networking. In addition to the advisor, the counselor provides information specific to career exploration, assessment, job search, resume and cover letter writing, and interviewing skills. The advisor and counselor also take this time to answer any questions students may have, collect signatures and/or documents as needed for matriculation and schedule follow-up appointments.

Transcript Analyst – Transcripts are received and evaluated by Student Support Services from other high schools, colleges, or from students directly. The Transcript Analyst conducts research as needed to identify course equivalency and credits, maintains database of students seeking transcript evaluations and meets with counselor to verify correctness.

Assessment testing and orientation - Students are able to take a test that helps them identify their level of English and register for classes accordingly. During the orientation students are given information about Students Support Services and other helpful college related or community resources.

Credit campus transfer assistance - Students are provided with information pertaining to the logistics of the transitioning process; for example, English and Math assessment, application and registration process, degree and/or certificate requirements, various types of financial aid and students support services.

Grant (*Books Grant, GED Testing Grant and Special Circumstances Grant*) Applications - The Santa Barbara City College noncredit Basic Skills/Career and Technical Education Fund awards grants to students who have expressed financial need and who have a desire to further their educational and career goals through the noncredit programs.

Community referral - Students are referred to community services on an as-needed basis; for example, mental health, food, housing, healthcare, recreational, tutoring services and other like services.

Given limited resources, Student Support Services has been able to provide excellent services to SBCC students. However, given the growing demand of the community and the current mandates from the state of California Student Success Act, SSS would greatly benefit from resource increases (i.e. counselors, advisors, staff, educational materials,

and technology), program development and short-term vocational programs.

An increase in funding would also give staff the opportunity to participate in professional development courses and conferences that pertain to their area of expertise. This would be in the best interest of their students and meet the increase in demand for services. Things are going very well, and the department feels the quality of their services is high. There's always room for improvement, so they are learning new ways of addressing needs all the time. At this time they do not currently have a waitlist of students. They do, however, have an "interest list" for students who are interested in the Personal Care Attendant program (PCA).

**Importantly, under the auspices of AB86, expanding the services of the noncredit Student Support Service student program advisors and counselors will be important in helping students to bridge the gap from noncredit to credit and/or go directly into the workforce. Additionally, funds are needed for a noncredit consultant to serve as an Employment Specialist for the general student population. An Employment Specialist consultant is also being requested by the Adults with Disabilities work group to help that target population. Both groups need in-class tutors and bi-lingual student aides. Funds are also being requested to support student internships.**

Credit ESL Assessment, persistence and completions—

The credit ESL program uses the CELSA along with a 20-minute writing sample in response to one of a series of prompts approved by the Chancellor's office. Classroom assessments are done throughout the program, and shared assessments are used in all writing classes in the form of a final in-class essay exam and a portfolio. These measures are used in conjunction with other measures of classroom performance.

Credit ESL does not award formal state-approved certificates. There is a ceremony at the end of the year for students who complete Level 5 that is acknowledgment of their program completion, but the credit program is not required by the state to issue certificates.

Noncredit ESL Assessment, persistence and completion—

The CELSA is used for initial placement, and there is no additional writing sample. During the program, a number of other measures are used such as:

- CASAS tests which document general English language progress,
- EL Civics tests which document communicative skills around specific tasks necessary for successful interaction in public, educational, and work life,
- Student Learning Outcome (SLO) measures which are used to test students to see if they have mastered specific skills needed at each level.

In both credit and noncredit ESL, success is measured by a combination of performance on classroom assessment measures, formal tests, overall progress toward goals, and completion of required activities.

The Chancellor's Office Scorecard for Santa Barbara City College (<http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=651#home>) reports persistence data for the credit ESL program, but not for noncredit. This is an area that needs to be built out as part of the AB86 planning process using the college's Tableau tool.

Noncredit ESL Certificates completions—

- Fall 2013, 131 students were awarded certificates
- Winter 2014—104 students
- Spring 2014—119 students
- Summer 2014 is likely to be about 60-80 more
- With the restructured noncredit ESL curriculum and pace of certificate achievement, the prediction is that about 400 Noncredit ESL certificates will be awarded per year.

Adult High School assessment, persistence and completion—

In the AHS/GED/Bilingual GED/ABE programs the TABE and CASAS tests are used. The program is currently evaluating assessment and may continue with both or select one going forward. The program also uses course-specific assessments for the adult high school courses, official/unofficial practice GED tests, and software with built-in assessment tools (Lifetime Library, Aleks, Reading Plus). The total population served during the Winter/Spring 2014 noncredit terms is 299, with 276 ages 18 and older and 198 are transition age youth (16-22).

Adult High School completion—

2012-2013: 54 AHS grads, 129 GED grads (including Bilingual GED)

2013-2014: 33 AHS grads, 108 GED grads (including Bilingual GED)

Note: Now that GED testing can only be conducted online, the college is working to ready a computer lab to meet testing specifications. As a result, no testing was conducted between January 1 and June 30, 2014, pending site approval (expected soon).

**Objective 1: An Evaluation of current levels and types of adult education programs:**

**Program Area 1: Elementary and Basic Skills programs and services currently provided, including adequacy and quality analysis**

Santa Barbara City College

SBCC offers Adult High School/GED classes and advises students about noncredit short-term vocational and workplace readiness classes. Strengths of the program are individualized instruction, academic and career planning through student support services, and an open entry/open exit format.

Headcount totals are as follows:

FY 2012/13:

FY 2013/14:

## Santa Barbara City College Luria Library

SBCC's Luria Library currently only serves the credit student population, but under the auspices of AB86 planning and future funding, desires to work more closely with the noncredit Adult High School/GED program in order to offer support in the form of research instruction to students, purchasing library resources for the AHS/GED program, creating a catalog system for these resources, providing consultation to students, faculty and staff.

## Santa Barbara Public Library System

The Santa Barbara Public Library System offers free one-to-one tutoring through the Adult Literacy Program. All tutors are trained volunteers. As a part of California Library Literacy Services ([www.libraryliteracy.org](http://www.libraryliteracy.org)) they provide free tutoring to adults through funding from the California State Library. The Santa Barbara Library has offered these services for the past 27 years. The Library serves adult basic education students, English-language learners, those studying for the GED and other exams, and adults with a variety of goals including lifelong learning, job skills, active community participation, and family skills. Learners in the program demonstrate a wide range of skills and backgrounds, with some having no or minimal literacy skills and others working on a much higher-level goal. The quality of service is good, and there are always more people who could be served who do not know about community services, including the Library's. The Library strives to connect tutors whose skills and interests match the needs of individual learners. With about 150 active tutors, the program can serve many learners, but it takes time to make sure that a learner-tutor match is successful.

### Headcount is as follows:

Fiscal Year 2008-2009: 187

Fiscal Year 2012-2013: 173 (result of funding cuts over three-year period)

Fiscal Year 2013-2014: 232

Waiting lists are fairly short for these services, as the Library has increased tutoring capacity significantly in the last year. Funding sources are from California Library Literacy Services, City of Santa Barbara, grants and private donations.

## Santa Barbara County Sheriff's Office Jail Program

The Santa Barbara County Sheriff's office offers GED Prep and the ServSafe Food Safety Preparation Certificate to inmates in the SB County Jail, with instructional services provided by Santa Barbara City College. They would like to expand short-term vocational program offerings, including offering Microsoft Office skills.

The Sheriff's treatment program for high-risk inmates includes "Thinking for a Change" and "Recycle a Bike" bike mechanic training. Funding for these programs in the jail comes solely from the Inmate Welfare Fund. This fund is created by the fees charged through the use of inmate telephone calls and the purchase of goods from a commissary.

The Santa Barbara County Sheriff's Office will continue to partner with United Way for the "Reading Plus" self-paced program. Total population of inmates served in these programs is 1,050.

### United Way of Santa Barbara County

United Way of Santa Barbara currently partners with SBCC, SB County Jail, and SB Public Library to deliver Adult literacy programs that are serving approximately 80 adults per year. They would like to strengthen and expand the program as part of the AB86 initiative. In addition to providing the Reading Plus program to SB County Jail inmates, United Way also offers access to the Reading Plus program to parents of school age children. These programs are of good quality and cover educational levels from Pre-K through adult level readers including basic pre-reading skills. Private donations account for all funding.

### Carpinteria Children's Project

At the Main School in Carpinteria, which is a former elementary school now designated as a hub for Carpinteria community services, there is a collaboration of several agencies, including the school district, area nonprofits such as the WIC program, the WIB, Council on Alcoholism and Drug Abuse, Head Start and Santa Barbara County Office of Education. Services offered include Early Childhood Education and Family Support and the Carpinteria Children's Project which aims to bring together comprehensive services for parents.

At this centrally located site, Santa Barbara City College provides ESL instruction, and the Carpinteria Unified School District provides the childcare. Parenting classes (as a series) are offered for teens and adults, as are Health & Nutrition classes and Family Literacy classes that are provided directly or contracted out. Carpinteria Children's Project services are adequate and of good quality.

## **Program Area 2: Classes and courses for immigrants, including adequacy and quality analysis**

### Santa Barbara City College

The ESL programs at SBCC offer both credit and noncredit courses. Noncredit is offered at 16 sites in this service area, and credit ESL is offered on the main campus. Credit ESL includes 5 levels and noncredit, 4 levels. Credit level 1: beginning ESL classes in reading, writing and grammar; level 2—advanced beginning in all; level 3 – intermediate; level 4—high intermediate, and level 5 is advanced. There are other courses available for speaking, integrated skills, and a computer module.

The noncredit introductory course is for true beginners who have no literacy skills in English; level 1 – integrated skills for beginners (low beginning); level 2 – integrated skills for high beginning; level 3 – low intermediate; level 4 – high intermediate. There is a series of electives in grammar, speaking, K12 parent involvement, English for Written

Driving Test, Bridge to College, among others. There are also certificates in VESL in Healthcare and Childcare.

The Santa Barbara City College Community Education Center (renamed from the Citizenship Center) provides services to the immigrant population in Santa Barbara. In addition, noncredit ESL offers classes to the immigrant community at 16 locations in the area, including the two primary SBCC noncredit campuses. A majority of these students are native Spanish-speaking adults. In addition to core courses in ESL to serve these students, ESL certificate courses include:

- Vocational ESL Child Care Certificate, which prepares low-level ESL students for a career in childcare, with special emphasis on vocabulary and entry level skill acquisition as well as familiarity with common phrases for interacting with English speaking customers.
- Vocational ESL Healthcare Certificate helps prepare intermediate to advanced level ESL students for success in healthcare certificate courses such as Medical Assistant and Personal Care Attendant. There is special emphasis placed on the English skills needed to communicate in the healthcare field.
- ESL and Citizenship courses include the following, with multiple sections offered for most:
  - Bridge to College for ESL Students
  - English for Written Driving Test
  - Introduction to ESL
  - ESL levels 1-4
  - ESL Parent Involvement in K-12
  - Pronunciation and Conversation: Beyond ESL Basics
  - Pronunciation and Conversation: Intermediate ESL

Credit ESL has reviewed the curriculum over the years and may make additional changes. Noncredit completely revised its curriculum in Spring 2013 to make a fully integrated, level-specific series of courses. Recently, several new courses have been developed to address needs of the community such as the English for Written Driving Test class. Quality of the credit and noncredit ESL programs is high, though an area that could use more emphasis is writing skills.

Sources of funding are state apportionment and the Workforce Investment Act (WIA II), Adult Education and Family Literacy Act (AEFLA) grant. The credit program has elected not to have wait lists. Noncredit adds sections as needed.

Headcounts are as follows:

FY 2008/09: 2,503

FY2012/13: 2,467

FY2013/14: 2,366



### Consulate of Mexico

The Plazas Comunitarias is an adult education program sponsored by the Mexico's National Institute for Adult Education (Instituto Nacional de Educación de Adultos - INEA). This program exists through a collaboration agreement between the Mexican government and local organization or institutions. The purpose of the Plazas Comunitarias is to provide primary or secondary level education to illiterate immigrants or immigrants who do not have the necessary English level to go to school. They can get their certification through the Consulate of Mexico. The quality of the program is very high with excellent and abundant material for the students, and it is free.

### Santa Barbara Public Library

As mentioned above, the Library offers one-to-one tutoring for English language learners and also refers most to the SBCC ESL credit or noncredit programs.

### Carpinteria Children's Project

The Carpinteria Children's Project provides some instruction to English language learners (primarily the Hispanic population) and also refers out to SBCC noncredit ESL classes taught at the Main School site in Carpinteria and at Carpinteria Middle School.

### Santa Barbara Housing Authority

The Housing Authority also refers constituents to the SBCC noncredit ESL program.

### Just Communities (non-profit)

Just Communities provides instruction to non-English speaking parents of school-age children (primarily Spanish speakers). The instruction is focused on helping these parents learn skills to be able to communicate with teachers, understand the nature of the child's homework, and be able to navigate the educational system on behalf of the child.

The current ESL programs are adequate and of good quality; however, there is a need to create more vocational ESL to complement needed new short-term vocational programs. This will be described in depth in Objectives 2 and 4 of this report.

## **Program Area 3: Adults with Disabilities programs and services currently provided, including adequacy and quality analysis**

### SBCC Disabled Students Programs and Services (DSPS)

The SBCC DSPS office provides disability accommodations primarily for students in SBCC credit courses. DSPS offers courses in reading and writing strategies for students with disabilities. Services are adequate and good quality in addressing needs of students according to the requirements of funding. The mission at SBCC is a goal-oriented

curriculum to support students to complete a certificate or degree or transfer to a four-year university.

Headcounts are as follows:

Fiscal Year 2008-2009: 2512

Fiscal Year 2012-2013: 3280

Fiscal Year 2013-2014: 3120

Community College apportionment as well as categorical funds the program.

Adults with disabilities can enroll and participate in the coursework intended to earn an Associate Degree or certification. These students are held to the same standards of conduct and academic performance as others. Adapted curriculum for individuals with intellectual impairment is not offered.

SBCC offers Workplace Skills/Short Term Vocational classes that are applicable for adults with disabilities preparing for competitive employment. However, these classes are not adapted for individuals with intellectual impairment. The College does offer adaptive Physical Education for adults with disabilities.

Disabled Students Programs and Services (DSPS) provide educational support services and reasonable accommodations for students with verified disabilities who are enrolled in courses at SBCC. These disabilities include mobility impairments and developmental disabilities. Accommodation for successful participation in the class room and for classwork is implemented by DSPS in collaboration with resources such as Tri-Counties Regional Center funding for personal assistance, Department of Vocational Rehabilitation and family resources.

#### Tri-Counties Regional Center (TCRC)

TCRC contracts with service providers who support individuals in the community for living, working and integration activities including support for group and individual job coaching, behavioral supports, personal assistants and Supported Living Services. One of twenty-one non-profit regional centers in California, TCRC provides life-long services and supports for over 12,000 people with developmental disabilities residing in San Luis Obispo, Santa Barbara and Ventura Counties serving approximately 1,700 in the Santa Barbara AB86 Consortium area.

TCRC wishes to partner with and collaborate with community colleges, TCRC service providers and school districts to expand opportunities for people with developmental disabilities to enroll in non-credit vocationally based courses leading to certification aligned with the local job market. The demographics of the population served are shifting to a higher number of individuals who will participate in post-secondary education; expectations for opportunities for post-secondary education and employability for young adults are higher.

TCRC's mission is to provide person and family centered supports for individuals with developmental disabilities to maximize opportunities and choices for living, working,

learning, and recreating in the community. The Regional Center employs service coordinators who case manage in collaboration with hundreds of service providers contracted to directly provide services and supports.

Needs met for adults include service coordination, residential care, behavior support, transportation, day programs, and support for employment and education activity such as attending post-secondary programs.

TCRC serves individuals who meet one or more of the five qualifying conditions for services from the Regional Center: Intellectual Disability, Cerebral Palsy, Autism, Epilepsy and Other (disabling conditions similar to intellectual disability.) Approximately 5% of the general population lives with a developmental disability. TCRC monitors the quality of services provided through the Regional Center through annual satisfaction surveys; results are utilized for a continuous quality improvement approach to service delivery. Satisfaction surveys indicate that families consider services to be adequate and of good quality.

TCRC does not maintain waiting lists for service. Requirements of the Performance Contract with the State of California set certain timelines for children and adults to be assessed and an Individual Program Plan (IPP for 3 years and older) or Individualized Family Program Plan (IFSP for children 0 – 3 years.)

Total Headcounts are as follows:

Fiscal Year 2008-2009: 689 in south Santa Barbara County

Fiscal Year 2012-2013: 741 in south Santa Barbara County

Fiscal Year 2013-2014: 754 in south Santa Barbara County

TCRC is contracted with the State of California through a Performance Contract to provide supports and services; federal waiver funding is also received according to the needs of the individual.

Department of Rehabilitation

SBCC is the higher education resource in the region for DOR in the region; there are no trade or vocational schools in the area. Adults with Disabilities who receive funding through DOR for post-secondary education are provided funding and case manager support. Tri-Counties Regional Center also provides service coordinator support. The transition program through Santa Barbara Unified has been cutting edge and very creative.

DOR funds College to Career on some campuses across the state, a service provider that facilitates successful post-secondary community college attendance with supports for living situation, in classroom assistance, and homework tutoring.

The California Department of Rehabilitation works in partnership with consumers and other stakeholders to provide services and advocacy resulting in employment, independent living and equality for individuals with disabilities. For intellectual disabilities,

there are limitations (not financial) around opportunities for work because of lack of opportunities for vocational training. There is lack of availability of supported employment providers through the regional center. Headcounts are as follows:

Headcounts are as follows:  
Fiscal Year 2008-2009: N/A  
Fiscal Year 2012-2013: 1169  
Fiscal Year 2013-2014: 1067

Funds come through state and federal sources. Department of Rehabilitation does have waiting lists for services.

### Santa Barbara Unified School District Special Education

Programming is offered for adults to earn a high school diploma or to pass the General Education Development Test (GED). Options for enrolling in classes as a special education student at SBCC are aligned with assessment by DSPS and accommodation coordinated with resources such as Tri-Counties Regional Center and family support.

A transition program is offered at San Marcos High School (SMHS) for students who are 18-22 years old. These students have not earned a high school diploma; their IEPs indicate they are earning a certificate of completion. They are typically students who have taken the CAPA. Students work on functional life skills in a smaller, more structured setting. They will continue into an adult day program, and will continue to live in the care of their family or a live-in facility/program with 75% or more support. Students receive support with community safety skills, public transportation etiquette and procedures, hands on job skills training at actual job sites, learning appropriate social behavior in public, having access to community programs and activities, working on functional academics and self-care needs to encourage independence.

Also offered is a transition program based at SBCC for students who are 18-22 years old. These students have not earned a high school diploma; in most cases their IEPs indicate they are earning a certificate of completion. They take classes at SBCC. The students who participate in this program are more independent than the students in the SMHS program. They require adult support and supervision at a lesser degree than the students in the SMHS program.

The quality is good; however, there are limited options with the types of SBCC classes in which the student population can be successful.

Total adult population served: 40

Funding is from: Property Tax (Local), PL91-142 (Federal), AB602 (State), Mental Health (State), Pre-K Grants (Federal), Local Contribution General Fund.

## Carpinteria USD (CUSD)

The District is operating a transition program for a second year in 2014; in prior years, a contract with the Santa Barbara Unified School District provided a transition program. The current program occurs three days/week in Carpinteria in a classroom and is at Santa Barbara City College two days/week. Accommodation for individuals with Intellectual Impairment is limited to the personal supports provided by Tri-Counties Regional Center and the School District. Adults with Disabilities may require repetition of a class. There are limitations to course repetition (three times) at SBCC. Accommodation for Intellectual Disability according to academic requirements is a more successful strategy than course repetition.

Carpinteria Unified School District offers a Transition Program called SEALS (Success in Education of Adult Life Skills) for students who graduated with a certificate (not a diploma) and are between the ages of 18-22. This program focuses on socialization, budgeting, life skills, independence, job readiness, safety, navigating public transportation, community awareness, job skills and training as well as placement through the Workability Grant (SBCEO). Enrolled students also attend SBCC classes (fitness, drama and animation courses). These offerings are of good quality, however the new community college system requirements of not repeating classes will limit these students' ability to access SBCC.

### Headcounts are as follows:

Fiscal Year 2008-2009: Zero

Fiscal Year 2012-2013: 6 students

Fiscal Year 2013-2014: 8 students

Funding is from:

- AB602 funding to the K-12 District for Special Education
- General Fund from Carpinteria Unified School District
- Workability Grant through SBCEO

## Santa Barbara County Special Education Local Plan Area (SELPA)

Public school districts within the Santa Barbara County SELPA provide special education IEP transition services to young adults that help prepare them to live and work independently to the extent possible. Beginning at age 16, students with disabilities are required to have an individual transition plan (ITP) as part of the IEP that includes transition goals in the areas of training or education, employment, and independent living (as appropriate.)

The IEP must specify the services and a course of study that is necessary to reasonably assist the young adult student with disabilities to reach their post-secondary goals. This plan is based on the results of assessment of personal goals, vocational skills, and abilities of the young adult student. Persons with disabilities are entitled to IEP transition

services up to the age of 22. The current post high school (18-22 year old programs) offered in Santa Barbara County SELPA schools have some effective elements but there is a need for more technical post-secondary options such as college opportunities that lead to employment for students with disabilities. SELPA does have waiting lists for Workability Funding

Total headcounts are as follows:

Fiscal Year 2008-2009: N/A

Fiscal Year 2012-2013: N/A

Fiscal Year 2013-2014: 153

Funding is from IDEA Federal Funding and AB602 State Special Education Funding to include Workability.

### United Cerebral Palsy (UCP Work Inc)

As part of its portfolio of services for persons with developmental disabilities, UCP Work Inc. operated a program (which lost funding in 2014) to provide support to high school seniors with developmental disabilities to reside in an apartment in Santa Maria, near Alan Hancock Community College. Students were auditing non-credit classes. About 80% of those students residing in this transition home, Hill House, went on to independent living, or further enrollment in community college. The funding stopped after twelve years of operation.

UCP has been researching programs in southern California to learn more about how people with developmental disabilities are supported to become successful in post-secondary education. Their touring has included College 2 Career programming as they seek to be the conduit to provide supports on or off campus.

UCP offers an array of programs and services for adults including:

- Individual Employment—Workplace readiness skills are offered including job coaching, job prep, résumé development, interview skills, work adjustment, situational assessments and job readiness training
- Group Employment—Small work crews are supported by job coaches at the Santa Barbara Harbor and Sundial Art Gallery
- Adult Residential—Four licensed residential facilities are in operation
- Day Programs—Two applied abilities programs are located in Santa Barbara and Santa Maria that provide customized day services to meet each participant's unique interests and abilities
- Adult Mentor Program—Opportunities are provided for people to get together socially and build natural friendships
- Independent and Supported Living—Adults are supported to live as independently as possible in their home in the community.

Quality is a top priority of UCP Work, Inc. Satisfaction is continuously monitored through annual satisfaction surveys of all participants, families, funding sources and community

partners. Satisfaction data for all groups currently range from 92%-96%. There are waiting lists for day programs.

Headcounts are as follows:

Fiscal Year 2008-2009: 285

Fiscal Year 2012-2013: 287

Fiscal Year 2013-2014: 295

Funding is via State-Tri-Counties Regional Center, Department of Rehabilitation; County of SB Mental Health, and Private donations.

#### **Program Area 4: Short-term CTE programs and services, including adequacy and quality analysis**

Santa Barbara City College (SBCC)

SBCC offers diverse, noncredit short-term vocational certificate programs (taught as English only classes as well as other classes taught bi-lingually) that include:

##### **Beginning Computer Skills (2 required + 2 electives\*)**

Computers for Beginners (12.5 hours)

Introduction to Windows (10 hours)

\* Learn to Type (12.5 hours)

\* Computer Keyboard and Mouse Basics (10 hours)

\* Windows Basics (12.5 hours)

##### **Basic Office Software Skills (3 required + 1 elective\*)**

Introduction to MS Word (10 hours)

Basic MS PowerPoint (10 hours)

Introduction to MS Excel (10 hours)

\* Word Processing Basics for Beginners (12.5 hours)

\* Basic Spreadsheets for Beginners (12.5 hours)

\* Basic Outlook (10 hours)

##### **Basic Internet Skills (2 required + 1 elective\*)**

Searching the Web (10 hours)

E-mail for Beginners (10 hours)

\* Optimizing Photos for the Internet and E-mail (10 hours)

\* Photoshop Overview (10 hours)

##### **Beginning MAC Skills (3 required courses; no electives)**

Intro to MAC (15 hours)

Intro to MAC OS X Level 1 (20 hours)

Intro to MAC OS X Level 2 (20 hours)

##### **Basic MAC Software Skills (3 required courses; no electives)**

Intro to iTunes, iPods, and iPads (10 hours)

Living the iLife (25 hours)

Exploring Microsoft Office for MAC (20 hours)

**Digital Design Basics (3 required + 1 elective\*)**

Photoshop for Digital Photographers (25 hours)

Photoshop (25 hours)

Digital Design Techniques (25 hours)

\* Introduction to Dreamweaver (25 hours)

\* Introduction to Adobe Illustrator (25 hours)

\* Digital Cameras, Digital Photos (10 hours)

**Computer Hardware Fundamentals (2 required + 1 elective\*)**

Optimize and Upgrade Your PC (25 hours)

Keeping a PC Hard Disk Clean and Organized (10 hours)

\* Tech Talk: What's New in Computers (25 hours)

\* Introduction to Handheld Devices (10 hours)

Note: Unduplicated headcount for all noncredit computer certificate programs, including bi-lingual computer courses are as follows:

FY08/09: 1,173                      Bi-lingual FY08/09: 1,856

FY12/13: 1,280                      Bi-lingual FY12/13: 1,012

FY13/14: 912                        Bi-lingual FY13/14: 764

**Green Gardener**

Students complete two Modules (35.5 hours)

FY 08/09: 150

FY 12/13: 62

FY 13/14: 86

**ServSafe Safety Food Preparation Certificate**

Students complete two modules (24hrs)

FY 08/09: 633

FY12/13: 670

FY13/14: 374

**Medical Assistant Training (287 hours)**

FY08/09: 24

FY12/13: 25

FY13/14: 23

**Personal Care Attendant Training (60 hours)**

FY08/09: 47

FY12/13: 45

FY13/14: 51



### **Restorative Nurse Assistant Certificate (50 hours)**

FY08/09: N/A  
FY12/13: 49  
FY13/14: 52

### **Health Care Interpreter (40 hours)**

FY08/09: 26

The Medical Assistant and Green Gardener programs have waiting lists.

SBCC receives state apportionment for these courses. In 2012/13 there were 48 certificates awarded in the Green Gardener program, 150 in the Allied Health areas comprised of Medical Assistant, Personal Care Attendant, and Restorative Nurse Assistant. There were 59 certificates awarded in the computer-related short-term vocational areas in that year.

Total short-term vocational noncredit unduplicated headcounts are as follows:

FY 2008/09: 4,587  
FY 2012/13: 3,328  
FY 2013/14: 2,349

**Important note: During FY12/13 the college began a noncredit reorganization. The unduplicated headcount fell during the ensuing period due to restructuring of management and the creation of new processes. It is expected--especially with the planning this grant provides--that headcounts in all areas will rise significantly over the next two years.**

### Santa Barbara Regional Occupation Program (ROP)

The Regional Occupational Program (ROP) provides two adult trainings per year in the Santa Barbara area, (serving 15 adult students each) in a certification program developing "Direct Support Professionals." A Direct Support Professional (DSP) is a person who assists an individual with a disability to lead a self-directed life and contribute to the community. These professionals assist with activities of daily living if needed, and encourage attitudes and behaviors that enhance community inclusion. A DSP may provide supports to a person with a disability at home, work, school, church, and other community places. A DSP also acts as an advocate for the disabled individual, in communicating their needs, self-expression and goals. Most students are referred to the ROP program by licensed community care facilities. This training is subsidized by the state.

## Carpinteria USD

Santa Barbara City College offers bi-lingual noncredit short-term vocational computer courses at Carpinteria High School at night for adults, serving about 100 adult students per year. These courses are of good quality and are adequate, but (due to the small size of the town and minimum enrollment requirements by SBCC) classes sometimes must be canceled due to low enrollment. As a result, there are sometimes numbers of people not able to participate and get their certificate in a timely fashion.

## Women's Economic Ventures (WEV)

The Santa Barbara-based non-profit Women's Economic Ventures (WEV) program serves approximately 135 people each year. Business planning/administration and self-employment training courses for adults are offered in 6-week and 14-week sessions. Funding is provided by the Federal Small Business Administration, City of Santa Barbara funds, the Community Development Block Grants (CDBG) via HUD, and by private donations. Classes are added when enrollments exceed individual class limits.

## Santa Barbara County Workforce Investment Board (WIB)

The WIB offers services to ages 14-21 most commonly. Youth are referred to apprenticeships, GED, ESL, short-term vocational (at community colleges) and workplace readiness programs (at ResCare and Goodwill). The WIB serves some youth with disabilities via vocational rehabilitation. The WIB Youth program works with the electrical and plumbing unions.

Headcount is as follows:

Fiscal Year 2008-2009: 89

Fiscal Year 2012-2013: 186

Fiscal Year 2013-2014: 149

The Workforce Investment Act (WIA I) funds all programs and services.

## **Program Area 5: Programs for Apprentices currently provided, including adequacy and quality analysis**

The SBCC Construction Technology (CT) Department offers a pre-apprenticeship program, in that the required courses for the AS degree/Certificate are of equal value and length as typical union apprenticeship courses, but the SBCC CT program does not have an employment aspect. The program serves about 20-25 unduplicated enrollees per year. Many of these students work in the trades during the day and attend night classes, but there is no contract connection between industry and school.

The SBCC CT program is of good quality and taught by contractors in the industry; the advisory committee is made up of contractors, suppliers, and educators. The SBCC CT program would like to maintain current offerings to individuals already in the trades who

are looking for skill upgrades, but would also like to explore a more traditional type of apprenticeship program (involving contracted employment working in tandem with an educational component). The program sees the advantages of a work-study apprenticeship program in guaranteeing employment at end of apprenticeship, in getting closer feedback for current industry needs, and in increasing commitment of student to serious career steps and placement.

## **Objective 2: An evaluation of *current needs* for adult education programs within the region**

### **Program Area 1: Elementary and Basic Skills programs current unmet needs**

#### Santa Barbara City College

##### Student Support Services (SSS)

Following are needs for increasing Student Support Services for noncredit students:

- More counseling/advising staff
- Access to more grant/scholarship resources to support academic & career goals
- Tutoring services on-site at the noncredit adult education campuses (Schott Campus & Wake Campus)
- Peer mentoring from credit program
- Conduct surveys to measure services and get feedback
- Host campus events (i.e. college night, educational fairs, cultural events)
- Develop a “Summer Bridge Program” to transition students from the noncredit to credit programs and provide support through the enrollment process

SSS would like to reach more nontraditional students to help them identify areas of learning from which they could benefit. Many people believe they have to have stronger academic skills in order to succeed in adult education learning programs, so staff hopes to boost their confidence, help them overcome language barriers, and the like. A well-designed outreach/marketing approach is needed.

The funding/budget is limited or not currently available to acquire more educational materials, equipment, office space and staffing.

##### Adult High School/GED

A large unmet need in the SBCC AHS/GED education program is childcare for adult GED students. Resource rooms and services are needed for both adult education campuses (Schott and Wake) such as: library services, student hub/center, teacher resources/lounge, multi-use room for career/academic resources, and transportation to the Wake Campus (due to limited bus service). Students need more short-term (non-credit) vocational classes, and more internships/job training once the AHS/GED is completed.

Santa Barbara City College needs to create a marketing campaign for outreach and inreach (to SBCC credit students who do not have a GED). The pipeline from K12 students who need remediation should be to the noncredit basic skills program, and then a seamless transition to the credit—K12 (or adult) to noncredit AHS/GED, ESL or short-term vocational program to credit and/or the workplace. Under the auspices of the AB86 planning grant, programs will be created that will serve as bridges from noncredit to credit.

#### Santa Barbara City College Luria Library

SBCC's Luria Library needs to obtain space for adults to meet with literacy tutors and trainers. More coordination is needed between SBCC and other agencies. Barriers to attendance include transportation, family (including childcare) and job demands. Audiences in need of these services are recently released inmates from County Jail and those who are undocumented. The Library needs to obtain time and resources to catalog current holdings. Database access for all noncredit students to a general education periodical/ebook database is also a need.

#### Santa Barbara Public Library System

Persistence is always a challenge, as adult learners face difficulties with work schedules, childcare, and other issues. Literacy tutoring often offers fewer, but more intensive, hours of instruction than class time, but it still takes time for learners and tutors to establish goals and routines, and not every learner sticks with the program. Learners often return when they can—a year later, five years later, or more. The biggest need is for Spanish literacy. The largest unserved population is the low-literate or non-literate monolingual population. The Library does provide services to learners who have these needs, but their limited services depend on a small number of skilled, bilingual tutors. The Library would like to offer the Leamos and Listos software packages (Centro Latino for Literacy) but currently do not have staffing and a regular computer lab to support this effort.

Programs that serve parents and children together can be wonderful, as well. The Central Library has just begun to offer volunteer-staffed homework help for grades K-6, and will start offering tutoring for adults at the same time as homework help when the new school year begins. The C-BET model and the Family Literacy Program that UCSB ran for years provided opportunities in many neighborhoods, and unfortunately it seems like the education world is always re-inventing programs that worked well.

Those who are not literate in any language, including their first language (primarily Spanish in our community) need classes. The Library does serve a learner, for example, who speaks English fairly proficiently, but wants to learn to read and write in Spanish first, as she never had the opportunity as a child. Many low-literacy learners do not know about the free services available to them.

#### United Way of Santa Barbara

The United Way's Reading Plus and Lexia programs have a lack of organized programs and lack of general life skills programs and/or general job skill training. There are

language barriers, lack of evening/weekend hours, and lack of access to computers/internet. New programs needed are Workplace Readiness and Life Skills classes.

## **Program Area 2: Classes and courses for Immigrants current unmet needs**

A large majority of Latino immigrants are illiterate or their education level is low. Their financial situation is very much on the edge of poverty, as they support family members left back in their countries of origin. The creation of programs in Spanish (with grants or sponsorship from corporations, companies, restaurants, etc.) is key because these programs would encourage immigrant workers to go to school to learn or improve their education *first* in Spanish (their primary language). This will help them become earners immediately, and it will help to create the stability they need to learn ESL without the added stress of what can be well over a year of not earning. Then, being successful at ESL will enable them to be able to help their children with homework and feel better about themselves.

Although they constitute almost 45% of Santa Barbara's population according to the last census, many Latino immigrants do not know about the education programs that exist in Spanish for them. Should education programs be created for them, media communication campaigns must be developed in advance to promote these programs and ensure success. In addition, engaging local businesses that wish to sponsor education campaigns for immigrants in their own language is critical, so that later they can learn English and participate in the Anglo-Saxon society and culture.

Churches have potential space for classrooms. Financially, Latinos spend money in businesses like Walmart, banks, supermarkets (i.e. Vallarta) or food manufacturing corporations like Goya. Engaging business partners such as these for the sponsorship of books, computers, and rooms with good educational technology is necessary to help students and attract them towards starting or continuing their education. Once they are engaged, they usually remain in the programs and successfully complete their studies.

### Santa Barbara City College

The SBCC Community Education Center (renamed from the Citizenship Center) would like to offer bilingual citizenship classes for non-English speakers, as well as a Spanish Basic Education program such as the one described above. There may be some duplication of services between agencies in Santa Barbara; thus, more collaboration and communication is needed. Lack of outreach is a barrier to reaching as many individuals as possible, as there is currently no liaison position for communication with local Mexican Consulate offices. In addition, the Housing Authority and local Social Services are important programs with which to partner in order to reach new and unserved constituents.

The noncredit ESL program is offered at so many off-campus locations because the student population has limited access to transportation. In particular, the local MTD bus service does not serve the Wake Campus with close proximity to bus stops. Some of the sites sponsor child care. For example, Harding School and Carpinteria Children's Project have funding to pay for child care providers. However, the majority of sites do not offer child care which is a barrier for many students. Home-bound students need services as well, but current offerings do not serve this population. There is insufficient outreach to the non-English-speaking students who do *not* speak Spanish. Currently, outreach is primarily to the Spanish-speaking community, yet there are potential ESL students from many areas of the world who are receiving minimal outreach. Potentially, there are hundreds of these students.

Additionally, there needs to be outreach to ethnically homogeneous faith-based organizations. A strategy must be developed for transitioning noncredit ESL students to the credit campus and to facilitate movement between both programs in order to meet student needs. The implementation of the One-College Banner project, hopefully by the Fall of 2015, will help greatly with this because it will allow the college to track students using a single ID number per student. The incoming Noncredit Coordinator, who has an extensive background in ESL, will also work to cohesively integrate the noncredit and credit ESL programs.

#### Santa Barbara Housing Authority

The Santa Barbara Housing Authority notes a gap in provision of affordable childcare. New programs are needed such as:

- Childcare program(s) that would enable parents to get to class or their job (esp. single mothers) if they cannot afford or find adequate childcare.
- Entrepreneurial Programs such as existing programs (like WEV) should be enhanced so that non-English-speaking adults can participate. The Housing Authority hopes to be able to develop their own entrepreneurial programs in order to help adults become self-sufficient and improve and formalize their current informal businesses or business ideas.
- Santa Barbara City College should create bi-lingual short-term vocational certificate programs to serve the Hispanic population.

### **Program Area 3: Adults with Disabilities current unmet needs**

#### Santa Barbara Public Library System

Many adults with developmental and intellectual disabilities turn to the Library's program for tutoring, but it is often not the tutoring experience for which Library volunteers are equipped to deliver. A better resolution is needed to address a situation where learners expect lifelong services, but do not always have the short-term goals that make tutoring and learning so rewarding. Also, Santa Barbara does not have a consistent place where agencies can refer learners with dyslexia or other learning difficulties; thus, many

community members remain unaware of the opportunities provided by the Library’s Adult Literacy Program. The program can provide structured Orton-Gillingham tutoring, for example, although they do not diagnose learning disabilities. A trial run of classes has been offered for reading/spelling help, designed to help individuals with these needs, but have not drawn significant new audiences because of limited marketing.

Tri-Counties Regional Center

Adults with developmental disabilities are served on the central coast by the Tri-Counties Regional Center (TCRC) and by the providers that are contracted to directly provide the services. The regional center employs service coordinators who case manage in collaboration with the service providers.

The following table provides a basic snapshot of the numbers of people served by TCRC:

	Santa Barbara County	Ventura County	San Luis Obispo	Total
Population Served by TCRC	3,263 (27.28%)	6,443 (53.87%)	2,255 (18.85%)	11,961
Adults* served by TCRC	1,740 (29.62%)	2,939 (50.00%)	1,195 (20.34%)	5,874
Persons 16 – 22 (transition age**)	236 (18.98%)	774 (62.26%)	233 (18.75%)	1,243

\*Adults = >18 years as of 4.4.2014

\*\*Transition Age = 16-22 years as of 4.4.2014

**Where People Receiving Services Live**

People served by TCRC live at home, choose to live in a licensed residential home, or reside within the community with supported living services.

**Daily Life**

Daily living for young adults and adults after high school may include:

- A day program
- Community activities with support as needed
- Work training
- Part time or full time work
- Enrollment or activity at a community college
- Volunteering

People attending Community College are in primarily non-credit courses; only a few are on track to earn a degree or certificate.

**Vocational and post-secondary educational interests**

Results of a recent representative sample survey of transition age youth with autism and their families served by TCRC, 40% expressed an interest in post-secondary education. Vocational interests are indicated in the areas of:

- Technology  
Interests range from data entry, Internet searches, gaming, animation, video and sound production, and computer software use.
- The Arts  
Theatre, Music, Visual and Digital Arts
- Core TCRC data regarding the numbers of individuals served are according to the demographics of diagnosis, age, county and the services received.

### **Trends**

A new group of young adults is emerging with different expectations than previous populations, due to parental input and support, advancements in technology and the increasing incidence of autism. These individuals may or may not be able to complete college level courses; however, their needs and interests exist for vocational and educational opportunities and to be as independent as possible, contributing to their communities.

Fewer people have the level of intellectual disabilities that would preclude them from being successful in higher education according to a publication authored by Andrew T. Cavagnaro, Ph.D., Department of Developmental Disabilities, "Changes to California Caseload Report 2007." According to Dr. Cavagnaro,

*"A notable shift in this (persons with autism) population, in terms of cognitive ability, has occurred. Over the past two decades, there was a 40 percent increase in the number of individuals diagnosed with autism who were not also diagnosed with mental retardation. Presently (In 2007) just 36 percent of people with autism being served by DDS also have a diagnosis of mental retardation."*

### **Identified Programming Needs**

With these trends in mind, the following are identified, as needed programmatic development:

1. Skill and Interest Inventories tailored to the needs of adults with disabilities
2. Vocational and career exploration based on the results of such inventories
3. Identification of apprenticeships for areas of interest in addition to the services provided by the Department of Vocational Rehabilitation
4. Opportunity to expand existing interests through education, e.g. computer technical skills

### **Summary**

Adults with Disabilities have not been able to pursue post-secondary education due to lack of opportunity. Curriculum is not accommodated for individuals with intellectual disability to support earning vocational certifications.

This is a growing population, particularly in the 14 – 22 transition age young adult with autism demographic sector. There are emerging expectations for and interests in post-secondary education. The population is also changing in that the diagnosis of autism



does not correlate with intellectual disability as certainly as in the past decade. The advancement of technology also creates new and different educational and vocational opportunities.

With accommodation and supports, Adults with Disabilities can explore interests and skills and participate actively on the Community College campus and in Adult Education programming.

Following is a consolidated response of current unmet needs from the Adults with Disabilities AB86 work group:

- Services are not provided for adults with disabilities who cannot participate in or benefit from credit courses.
- Short-term vocational training programs are needed that meet local employer needs.
- Paid internship or apprenticeship programs are needed.
- Training certificates for more immediate employment needs in Santa Barbara such as the service industry.
- Classes are needed that focus on independent living skills such as cooking and money management and life-long learning for all levels of disability. Lack of understanding of money is a major barrier to people with disabilities seeking employment.
- Provision of services to students with IEPs for whom earning a high school diploma is appropriate. After completing 4 years of high school, many of these students want to attend a noncredit program to complete their diploma, but need some level of support. Currently, this support, such as a coach, is not available to them at SBCC, due to limited resources.
- Post-secondary college options for students with disabilities that lead to a vocation tailored for people with all types of disabilities.
- Classes that contribute to achievement of a vocational certificate around topics of interest such as:
  - Technology: data entry, gaming, animation, video and sound production, computer software use.
  - The Arts: Theatre, Music, Visual and Digital Arts
  - Hospitality
  - Healthcare
  - Automotive
  - Culinary
  - Retail
  - Animal care

Barriers to attendance are:

- Adults with Disabilities have not been able to pursue post-secondary education due to lack of opportunity. Curriculum is not accommodated for individuals with intellectual disability to support earning vocational certifications, due to scarce resources.

- Currently employed individuals cannot flex their schedule to attend classes.
- Some persons have unusual behaviors and/or lack of social skills such that they have problems interacting with other persons and need support.
- Vocational certificates can take up to two years to complete.
- Some vocational courses are not relevant to employment and job duties for this constituent group.
- Additional support is needed for students who are still on an IEP and would like to complete their high school diploma through adult education.
- People require personal support due to the nature of their disability.
- Specialized transportation is often needed.

Target audiences currently not reached are:

- Individuals with moderate to severe physical, intellectual and emotional disabilities.
- People who have need for immediate employment.

#### **Program Area 4: Short-term Career Technical Education programs and services current unmet needs**

##### Santa Barbara City College (SBCC)

At SBCC, the short-term vocational courses offer a diverse set of certificates, but the certificates need to be updated to reflect current workplace needs. Technology continues to evolve and with it, these certificates need to reflect the changing needs of the workplace. The certificates are also redundant and need to be worked to have clear beginning, intermediate and advance level designation. SBCC has gaps reflected in the different levels of their computer certificates. Clarification needs to be made between introductory computer certificates to more advanced computer certificates.

Workplace readiness is a gap within the noncredit program. Also, currently SBCC is restricted to only offer courses that are within a certificate, but quite often students are interested in only one or two courses and not a complete certificate. This limits the skills-based education that many may be seeking.

Barriers to attendance include finding and serving those students (recent graduates) who are either underemployed or unemployed. Outreach via a solid marketing plan is needed at SBCC, in addition to improved community networking so all providers know who is offering which classes so they can readily refer students. There is a need for additional space at the two SBCC adult education campuses since the Center for Lifelong Learning is utilizing so much of it.

For the noncredit short-term vocational classes offered at Carpinteria High School, improved bus transportation in the evenings would help build enrollment. Local buses stop serving the area at 7pm, which constitutes a problem. An in-class assistant to help with lower-skilled adult students is needed, if resources allowed. Also, SBCC should allow smaller minimum enrollment numbers for these classes so they are canceled less often. It

is very difficult for the underserved population residing in Carpinteria to complete noncredit short-term vocational certificates because (a) they do not have transportation to Santa Barbara, and (b) the classes offered in Carpinteria are often canceled for low enrollment. Providing childcare would help as more adult students would participate if they knew childcare was offered. Carpinteria USD would like to have SBCC offer GED classes if lower minimum enrollment numbers were allowed.

#### Women's Economic Ventures (WEV)

The WEV program needs to provide "refresher" courses (after classes end and students have begun in their new businesses or jobs) such as a business plan update class or other follow up-type services. They need to target women (more specifically) from 30 to 60 years of age.

#### Santa Barbara County Workforce Investment Board (WIB)

The WIB has a need for SBCC to offer more noncredit short-term vocational programs, to serve constituents from the Workforce Resource Center who are not yet ready to enter a credit program. For example, the service industry could use a variety of short-term vocational certificate programs such as Workplace Readiness skills for the retail and hospitality sectors in Santa Barbara. Barriers to entry include transportation, study skills, soft skills, and financial resources. Critically needed are more soft skills training opportunities. Target audiences include more low-income youth. The WIB anticipates serving 207 transition-aged youth in 2015 and would like to partner with SBCC to offer instructional programs.

#### Santa Barbara County Sheriff's Office Jail Program

At the Santa Barbara County Sheriff's Office, there is a large gap in providing enhanced educational and life skills classes in a custodial facility.

The following classes are needed:

- Parenting classes
- Grief recovery
- Social-emotional skills training
- Family reunification classes
- Communications skills
- Culinary Arts (via SBCC)
- Landscaping training (via SBCC)

The Jail has space limitations as well. Other barriers to attendance include a person's incarceration classification level, housing location, gang affiliation, and race-related issues. Electronic tablets for inmates who are participants in educational programs are also needed.

## **Program Area 5: Programs for Apprentices current unmet needs**

The SBCC CT program has no way of determining how many people are interested in construction technology in our region (Santa Barbara, Carpinteria and Goleta- population 196,000). There is a thriving construction industry (contractors, suppliers, financiers, trade organizations, carpenters, infrastructure projects, remodeling, and new commercial and residential building), but a percentage of the work is done by out-of-town contractors (who sometimes hire locally; sometimes not).

Importantly, as part of the AB86 planning process, resources will be requested to conduct a research survey of area industry-related businesses to determine needs as well as to the Workforce Resource Center to determine interest from their constituents.

Barriers to attendance in the SBCC CT program are family responsibilities and work routines. Since classes are offered in the evening, family duties or emergencies often affect attendance or completion. Work routines may change during the semester precluding Saturday attendance or even evening attendance (e.g., working late into night to finish job). Work sites changing to out-of-town locations also affect completion of classes. **Also, since it is not an apprenticeship program and there are no formal links to contracted apprenticeship jobs, there is not as much pressure to complete the Certificate or AS degree in the shortest time possible.**

The SBCC CT program has been targeting the local Hispanic population because it is a large demographic, often familiar with and entering the construction trades, and is an underserved population in the area. AB86 Demographic data cites our ELL population at 81,402. The SBCC CT staff has done some targeting of local high school students, and it has been progressing, but is still not as successful as desired.

**Objective 3: Plans for consortium members and partners to integrate existing programs and create seamless transitions into postsecondary education or the workforce.**

### **Program area 1: Elementary and Basic Skills, including Adult High School/GED**

Much of the collaborative work that needs to be done necessitates further analysis of existing placement and assessment tools, the development of new curriculum, and the creation of seamless intake processes. A studied approach to such program changes will promote the integration of successful curricular modifications and streamline existing pathways that lead to postsecondary education and/or workforce options for noncredit students. To achieve these program modifications, faculty will need release time and stipends.

Faculty work groups will need to convene to create new bridge courses. These groups will include AHS/GED, noncredit ESL, short-term vocational, and for-credit faculty. Work groups will first develop a needs assessment to analyze the gaps that exist between and among programs. Such work has already begun at the Basic Skills Initiative (BSI) Committee, where AHS/GED and Noncredit ESL collaborate to design innovative

curriculum. This process will continue to create smooth transition points across programs. For example, various entry points could be created by integrating GED subject matter into ESL courses (e.g., math), and/or developing transition courses from ESL to GED. Discussions will also analyze existing best practices for bridging bilingual GED classes with the Noncredit ESL program. Finally, personal development and college skills courses will be integrated into AHS and GED curriculum to promote pathways for degree seeking students.

Administrative systems across the SBCC campuses can also support positive transitions by streamlining the different intake processes. The “One College Initiative” has already started this process, and by Fall 2015, noncredit programs will be integrated into the Banner system along with the credit programs. The Noncredit Advisory Committee can help to facilitate the different discussions and processes since it is a venue where noncredit faculty and support services staff convene.

An analysis of assessment measures and tools will also be needed to examine assessment from one program to the next. Those who will be involved in the discussions and decision-making will include faculty, assessment staff and the noncredit coordinator.

## **Program area 2: Classes and courses for immigrants, including ESL and workforce prep**

The Noncredit (NC) ESL program recognizes the need to develop strategies for transitioning (NC) ESL students to the credit campus. In addition, seamless transitions need to be created between noncredit programs, including pathways between NC ESL and short-term vocational programs, as well as GED and credit bearing ESL classes.

To achieve these transitions, faculty and staff across noncredit and credit programs can develop Professional Learning Communities and work groups to analyze curriculum transitions, design bridge classes, analyze placement tools and coordinate activities. A noncredit project leader could head this initiative to coordinate the transitional curriculum development.

The One Campus Initiative, which will align noncredit and credit data under the Banner System, will help to gather information on noncredit students. Once in place, this information will help to drive marketing and outreach strategies for noncredit populations. Part-time clerical staff time will be needed to conduct activities such as follow-up phone and mail campaigns earmarked for non-completing students. Thus, resources to accomplish these projected activities include faculty release time as well as funding for NC ESL faculty stipends, a project leader, and part-time clerical staff.

### **Program area 3: Adults with Disabilities programs and services**

Goal: Development and implementation of non-credit inclusive vocational programs specific to the interests of adults with disabilities that are aligned with regional job opportunities and employer needs.

Elements of the Program Model: SBCC is funded through AB 86 to develop curricula, with input from Tri-Counties Regional Center, Santa Barbara and Carpinteria Unified School Districts, and Department of Rehabilitation and mental health services partner.

#### Educational Pathways:

Adults with Disabilities will select a Non-Credit Vocational Certification program that is aligned with interests and skills. Placement will be determined according to administration of a skill and interests inventory appropriate for adults with disabilities. A Basic Skills assessment will occur as well. Students 18 – 22 will be assessed and referred from the school district to the program. Adults will also be referred from the partners, Tri-Counties Regional Center and the Department of Rehabilitation, as well as from the community. An intensive in-reach and outreach marketing strategy will be developed and implemented to ensure awareness of the programming for prospective students.

#### Curriculum:

Programming will be developed on an aggregate basis from the compilation of input from prospective enrollees. The curricula will be developed with input of experts in the field of learning styles of adults with disabilities, acquired or developmental.

#### Metrics of success:

Success will be measured according to the trends of referrals of school district transition programs to the community college for non-credit vocational certification programs, the number of students who complete the program, and the number of students who seek and secure employment in the region.

#### Transition Strategies:

Members and Partners will maintain communications through the oversight and participation in advisory board that include the regional employer community.

#### Defined and articulated pathways to postsecondary education or the workforce:

The Employer Specialist contract will develop and ensure implementation of a pathway, starting at registration, for a student through the program to a field experience and potential job opportunities.

#### Embedded access to student services including counseling, guidance, and follow-up:

The counselor contractor will provide support and guidance for students articulating through the program; the counselor and the employer specialist will collaborate to ensure that follow-up for the student's employment plan is successful through ongoing relationship building with the employer community, supervision of the student during participating in field experiences and check-ins on a quarterly basis for one year after graduation and start of employment.

Additionally:

- Consultants to fill the roles of *Program Director, Employment Specialist, Adjunct Counselor and part-time Administrative Assistant* will be created if necessary funding is received.
- Local stakeholders, such as School Districts, Department of Rehabilitation, Mental Health Services, and Tri-Counties Regional Center partner and collaborate in this effort.
- Community stakeholder advisors, including adults with disabilities, provide input into curriculum development and field based job placements.
- Community resources such as public libraries and others are leveraged to support success.
- Relationships with the employer community are enhanced and further developed, including commitments to apprenticeship and employment.
- A system for documenting earned competencies will be developed and utilized to communicate competencies to prospective employers.
- The Program can be accessed for Vocational Certification that is earned through coursework accommodated for adults with disabilities, if sufficient funding for in-class student supports is received.
- The Program can also be accessed for coursework applicable to employment requirements.
- The Program will provide multiple opportunities to learn necessary job skills in areas of individual interest.

Students can:

1. Earn a vocational certificate
  2. Complete specific coursework to learn distinct skills; and/or
  3. Earn certificates through adapted vocational curricula
- A suggested name is STACC (Students Together Accessing Careers through College)

## **Program area 4: Short-term Career Technical Education programs and services**

### Green Gardener Pathway

The existing Green Gardener program offers 2 noncredit modules to help train participants to be environmentally responsible gardeners who are resource efficient and learn pollution prevention landscape maintenance services. This program is offered in partnership with the Santa Barbara County WaterWise program promoting water conservation awareness and promotion. Gaps include a failure to track increased work or job placement as a result of the program, and a lack of pathway for continued credit options.

A suggested improved model for this program includes:

(1) Beginner Green Gardener (2 existing modules) Topics include: irrigation efficiency, green waste reduction, pest and fertilizer management, proper plant maintenance and other sustainable landscaping topics. After completing the course and assignments, participants will be promoted as a Green Gardener and will benefit from advertising and discounts by the program sponsors.

(2) Advanced Green Gardener (2 new modules) Topics include introduction to permaculture design, ecological restoration, plant identification, introduction to state-of-the-art irrigation methods, waterworks, hardscape design and landscape drafting.

This noncredit program will be aligned with the Environmental Horticulture (EH) Department. Once students complete the Advanced Green Gardener, they could matriculate to existing SBCC Environmental Horticulture Department SCA in Sustainable Horticulture or Landscape Operations and continue to a Certificate in Environmental Horticulture, or any of the four A.S. degrees in Environmental Horticulture.

Outcomes include:

- Number of students matriculating to the credit options from the Green Gardener programs
- Increased job placement
- For existing business owners or incumbent workers: increase in sales

Transitioning to a pathway model includes creating a task force including the SBCC CTE Dean, the EH Department Chair, SBCC EH faculty, Green Gardener faculty, Santa Barbara County Water Wise program and an advisory board of landscape related businesses.



# GREEN GARDENER PATHWAY



## Medical Assistant Training and Personal Care Attendant Pathway

### Existing Programs

- Medical Assistant Training (MA)

The existing Medical Assistant Training Program offers two modules (Medical Assistant Training I & II) to earn a noncredit certificate. This certificate prepares students to work as entry-level Medical Assistants in medical offices and clinics.

#### **Medical Assistant I: Administrative & Clinical Instruction**

The Administrative (Front Office) component includes HIPAA and other legal regulations, medical records, patient reception, and appointment scheduling. Clinical (Back Office) instruction includes: infection control, vital signs, diagnostic tests, and assisting with primary/family care and specialties such as surgery, OB/GYN, and pediatrics.

**Medical Assistant II: Job Readiness & Field Work** Under supervision, students will perform administrative and clinical procedures within the Medical Assistant Scope of Practice, preparing them for future employment.

- **Personal Care Attendant (PCA)**

The existing Personal Care Attendant training program consists of two modules to earn a noncredit certificate. This certificate prepares students for entry-level personal care attendant employment.

### **Personal Care Attendant I: Basic Care**

Students are taught how to assist patients and family with non-medically directed personal care and home management activities. Topics include: Understanding and Working with Older Patients, Caregiver Ethics and Skills, Home Safety, Physical Movement, Communication, Nutrition, Medication Guidelines, Skin Care and Cleanliness, Elder and Dependent Adult Abuse, and Caring for the Caregiver.

### **Personal Care Attendant II: Dementia and End of Life Care**

This course focuses on dementia and end-of-life care. Students will be given in-depth information on types and causes of dementia and principles of end-of-life care. Topics will include potential causes and successful strategies to deal with communication difficulties and problem behaviors, as well as activities that lead to successful care-giving focused on quality of life. End-of-Life topics will include advanced planning, practical and emotional issues related to death and dying, and community resources for the support of families and caregivers. Skill Advisories: Personal Care Attendant I: Basic Care.

**A suggested improved model for this program includes** creating a formal pathway from noncredit MA or PCA to SBCC's popular Allied Health Nursing Programs, specifically Certified Nursing Assistant (CNA). Students complete the Medical Assistant Training or the Personal Care Attendant programs, and receive support services from the Counseling Department. Students may either enroll in WEXP (if they have a job in the medical field or participate in an internship) OR enroll in Personal Development 110 for the purpose of exploring and creating a personalized medical career path. Students must also complete English Assessment for eligibility for ENG 70 and 80. The pathway from Noncredit to the Credit program aligns certificate recipients with the appropriate Allied Health Nursing program.

After one year of working in the medical field, and/or career planning, MA or PCA students enroll in one of the Allied Health Nursing programs. By creating a formal pathway, students who learn medical assisting or the skills of the personal care attendant, can become familiar with the medical field with one-year of vocational experience (placed either as an intern or employee) or create a personalized career plan by enrolling in PD 110. With support of the Counseling Department, students can obtain an internship or job, participate in career planning, and matriculate into the appropriate Allied Health Nursing program with the possibility of continuing to a more advanced nursing degree and board certification opportunities.

**Transitioning to the pathway model will require** collaboration with the Short-term vocational programs, CTE Dean, Assessment Support, the School of Nursing and the Career Center Counselors.

*(Continued next page)*

**Outcomes include:**

- Number of students completing Medical Assistant Training
- Number of students completing the Personal Care Attendant training
- Number of students obtaining internship or job
- Number of Medical Assistant/Personal Care Attendant students enrolled in WEXP
- Number of Medical Assistant/Personal Care students enrolled in PD 110
- Number of Medical Assistant/Personal Care students matriculated to the CNA program

## **MEDICAL ASSISTANT TRAINING AND PERSONAL CARE ATTENDANT PATHWAY**



## 21<sup>st</sup> Century Skills Institute

Workplace readiness continues to be a gap in the needs of employers. Currently SBCC offers a diverse set of certificates but are in some cases redundant, do not reflect the current technological trends or the current needs of the workplace. The 21<sup>st</sup> Century Skills Institute (Skills Institute) is a new program meant to leverage existing credit and noncredit short courses across several departments, and build new courses to address the gaps in the workplace. Along with the institute's curriculum development comes a major marketing campaign to bring new awareness and a revitalization to the region of existing programs packaged in a new way and enhanced with new courses addressing new trending needs in the workplace.

The Skills Institute address three workplace need areas: (1) 3<sup>rd</sup> party certification programs; (2) new noncredit Digital Badge program offering soft skills + technology, and (3) for credit professional development training programs.

- 3<sup>rd</sup> party certification programs
  - Certified Global Business Professional Training (IBUS Dept)
  - IT Academies: Train traditional students and incumbent workforce in official sponsored curriculum with discounts on certification exams
    - Oracle (CIS Dept)
    - Microsoft (CIS Dept)
    - Citrix (CIS Dept)
    - VMware (CIS Dept)
    - Cisco (CNEE Dept)
- New noncredit Digital Badge program for displaced workers, recent college graduates and incumbent workers
  - Flipped Classroom Concept powered by lynda.com<sup>®</sup>  
The flipped classroom concept uses video instruction available through a fee-based subscription to lynda.com, a leading online learning company that helps anyone learn business, software, technology and creative skills to achieve personal and professional goals. Members have access to the lynda.com video library of engaging, top-quality courses taught by recognized industry experts and subscriptions can be temporary and inexpensive (ranging from \$30-\$40 for 3 months).
  - Instructors choose and assign a video play-list from the lynda.com site in lieu of a textbook.
  - Classroom face-to-face time is spent solving a real-world industry problem
  - Outcome of each course is a portfolio piece (a report, a presentation, a speech, or design work)
  - Students receive a micro-certificate in the form of a digital badge issued by the college, representing an accomplished skill
  - Sample courses address Soft skills + New technology

- Business
  - Presentations for Business
    - Prezi
    - Keynote
    - Powerpoint
    - Webinar Fundamentals
    - Business Storytelling
  - Big Data Basics
  - Blogging for Business
  - Twitter for Business
  - Google Drive & Google Sheets
  - Financial Data Analysis
  - Leadership
    - Developing a philosophy
    - Managing people
    - Executive leadership
  - Accounting
    - Quickbooks Pro
    - Quicken
    - Excel for Accounting
    - Taxes for Freelancers
    - Payroll for Freelancers
- Web
  - Web Design & Development
  - Web graphics
  - Web Foundations
  - Wordpress
  - Other open source applications
- Developer Training
  - Cloud computing
  - Desktop Apps
  - Mobile Apps
  - Games
  - Servers
  - Databases
  - Programming Languages
- Innovation
  - Rapid Prototyping & 3D Printing
  - Product Design
- Future topics: Photography, Design, Audio & Music
- Client-based Credit Professional Development Training
 

SBCC currently offers short credit professional training courses to meet specific client needs. These courses will continue to be offered, but newly packaged through the new Skills Institute. Under the Skills Institute, the program will expand its existing credit short course offerings, continue its workforce training and contract education programs, and work to build its client base.

In addition, SBCC currently offers many credit and noncredit Computer Application Training courses (i.e. Excel, Word, Windows, Access, Powerpoint, Outlook, MAC OS). Some of these courses will be repackaged under the Skills Institute's Digital Badge Program, and organized by level: Beginner, Intermediate and Advanced.

## **Program area 5: Programs for Apprentices**

### **Overview**

The existing Construction Technology Department at SBCC is a pre-apprenticeship program that trains students to be carpenters. It is a 2-yr program and students receive a Certificate (completing required content courses) or go on to earn an AS in Construction Technology. From there they are on their own in seeking employment as carpenters in the local area, and it can be a spotty and discouraging run of work until the right company is found.

An apprenticeship program works differently. For the four years of the program, the apprentice works for four years with one (hopefully) or more employers who perform on-the-job training for the apprentice. The apprentice works full or near full-time for the employer at roughly 50% of journeyman wages (increasing over time) for that training period. At the same time (over the four years), the apprentice attends Santa Barbara City College's Construction Technology program at night and completes the program Certificate. This combination of on-the-job and school training insures the apprentice of complete construction career training, both in theory and in practice, insures that he learns current field methods, and insures employment with the employer he has been apprenticing with. There is no break in continuity of training and working, and the employer gets an employee trained in the standards of that company.

### **Apprenticeship Program Operation**

There are seven (7) components to this proposed program: the local educational agency (SBCC), the program sponsor (Patrick Foster, Chair, Construction Technology, SBCC), the apprenticeship employer, the apprentice, the apprenticeship committee, the California Division of Apprenticeship Standards, and the funding agencies.

Their duties and obligations are as follows:

1. Local Educational Agency: the school in charge of the educational training (in this case SBCC).
2. Program Sponsor: the individual in overall charge of the apprenticeship program (in this case, Patrick Foster, chair, Construction Technology, SBCC). The duties of the sponsor include marketing the program to potential apprentices (in local high school CT classes/programs, with existing SBCC CT students, and in community outreach) and to potential employers (through Tradart, Santa Barbara Contractors Association, industry surveys, and public presentations and workshops); designing satisfactory contracts between employer, school, apprentice, and outside funders; convening the apprenticeship committee in timely fashion; and overseeing the

- functioning of contract and program, and the needs of employer and apprentice.
3. Apprenticeship Employer: the employer of the apprentice for the duration of the program, who is responsible for on-the-job training designed by employer, apprenticeship committee, Division of Apprenticeship Standards, and Program Sponsor. The employer is also responsible for paying the apprentice a partial journeyman wage (determined by employer, Program Sponsor, Apprenticeship committee, and DAS), providing feedback on any deficits in the school portion of training, and incorporating school trainer suggestions for on-the-job training.
  4. Apprentice: the apprentice is responsible for his duties in the contract (working in specific employment for specified hours for specified pay, attending the school training program—the SBCC CT Certificate coursework, and bringing important career, training, schooling, and personal issues to the attention of employer, school faculty, or program sponsor.
  5. Apprenticeship Committee: the Unilateral Apprenticeship Committee, operating under DAS guidance, includes the employer's rep, the involved school faculty, the program sponsor, the CT program Dean, and reps from outside funders (WIB). It will oversee on-the-job training and in-school training; act as resource for workplace, school, and contract issues; and select students recommended by secondary CT programs and SBCC CT faculty.
  6. Division of Apprenticeship Standards administers California apprenticeship law and enforces appropriate standards for wages, hours, working conditions and the specific skills required for state certification as a journeyman in an apprenticeable occupation. The DAS promotes apprenticeship training, consults with program sponsors, and monitors programs to ensure high standards for on-the-job training and supplemental classroom instruction.
  7. Funding Agencies: The program will recruit funding agencies (like the local WIB or the SBCC Foundation) to help defray costs for CT program courses, textbooks, and apprentice tools.

**Plans to integrate the existing program into transition to credit or the workforce:**

- The Apprenticeship Program plans to integrate with the existing Construction Technology program by using the same required and elective coursework. Apprentices will work at their on-the-job training employment during the day and attend regular CT classes in the evening and on Saturdays.
- The apprentice employer and apprentice school will align their curriculum, assessments, and progress indicators by formal communication between employer and apprenticeship committee and/or program sponsor, as set up in the apprenticeship contract.
- Feeder secondary schools will align their placement of students into the apprenticeship program through recommendations by high school CT dual enrollment teachers to the apprenticeship committee.
- SBCC CT faculty will make recommendations for the apprenticeship program of appropriate students in their CT classes to the apprenticeship committee.
- The pathway to the apprenticeship program from local secondary CT classes/programs and from existing SBCC CT program is clearly defined and articulated for the secondary CT teachers/administrators/students and for the

faculty and students in the SBCC CT program.

- This pathway includes student and faculty and employer understanding of embedded access to student services at the college in general and within the apprenticeship committee in particular.

The four noncredit bilingual short-term vocational classes (Construction Framing, Finish Carpentry, Construction Trades Sampler, and Construction Foundations) will help transition the student from non-credit to credit program by improving the student's English and introducing him to construction vocabulary and processes. Completion of all four will also give him/her credit for one of the beginning credit courses in the CT program and a Vocational Certificate.

### **Program Area: Student Support Services**

**Objective 3: Plans for consortium members and partners to integrate existing programs and create seamless transitions into postsecondary education or the workforce.**

#### **Existing Student Support Services Program:**

Student Support Services (SSS) program currently provides advising and career counseling, ESL assessment testing, and orientation to noncredit programs and transition to SBCC credit campus. We offer information on Adult High School, GED and Bilingual GED and short-term vocational certificate programs. Our students utilize our services to get information and guidance on taking ESL classes, process and planning for acquiring their high school diploma or GED, developing job search skills and exploring college and career opportunities. Access to these services will eventually lead to job readiness, attaining employment, transition to college, start of a new career, gain financial stability and improve quality of life. SSS provides advising and counseling services to the following adult learner student population:

1. Prospective students (planning to enroll at noncredit)
2. Returning students
3. Transitioning (to college or the workforce) students
4. Medical Assistant (MA) students
5. Personal Care Attendant (PCA) students
6. Certificated computer programs students
7. Green Gardener students
8. ServSafe students
9. Adult High School (AHS) students
10. GED and Bilingual GED students
11. ESL students
12. Other: Credit Recovery & Dual Enrollment

Students have access to academic advisors and a career counselor to get one-on-one sessions to provide them with information regarding noncredit and credit information. During the appointment obstacles to persistence are identified and discussed,



performance and attainment of goals are addressed, and strategies to address these barriers are provided. Students are given an education plan tailored to fit their personal and academic/career goals. Appropriate recommendations and referrals are made to noncredit courses, community based programs and assistance with the matriculation process into the credit campus certificate/degree programs. Activities include an individualized academic/career plan, community referrals, time management sheet and goal sheet to provide students with tools and measurable outcomes.

**Plan is to identify potential consortium members and partners to establish a network:**

The plan is to collaborate with listed potential consortium partners to bridge noncredit students with postsecondary education and/or workforce opportunities. We will assign a liaison to take the lead in initiating these partnerships through whatever means necessary (email, phone, meetings etc.). The task at hand would be to develop methods for seamless transitions to give access and close the gaps for noncredit students to get more education materials, resources, re-training opportunities, and develop a support system and establish a network.

**SBCC Credit/Noncredit Faculty Partners:**

- 1) Academic Counseling Center (ACC)
- 2) Schall Career Center
- 3) Career Counselor & Life Transitions Program
- 4) Associate Dean of Student Services
- 5) Dean of Business Educational Programs
- 6) Dean of Math/Sciences
- 7) Educational Programs Noncredit Program Coordinator
- 8) Dean of Career Technologies
- 9) Community Education Center/Citizenship Center
- 10) Dual Enrollment Director

**Community Partners:**

1. Santa Barbara Unified School District: Assistant Superintendent of Student Services
2. Employment Development Department (EDD): Workforce Investment Act (WIA)
3. PathPoint, Senior Community Service Employment Program (SCSEP)
4. Workforce Investment Board (WIB) Santa Barbara County: The Workforce Resource Center
5. Santa Barbara Public Library

The plan is to establish connections and collaborate, share information, discuss needs, identified level of involvement, assign a liaison role, and discuss access to services and resources available.

It is important to note that the work group for Program Area 3: Adults with Disabilities has requested funding for much needed consultant positions to serve this target population. They have requested funding for an Employment Specialist, Adjunct Counselor, and Community Liaison. While these positions, if funded, would work tangentially with the

Student Support Services group, it has not been decided whether responsibility for these positions would rest with the college Disabled Student Program office or the Student Support Services office. The community partners mentioned above represent a bifurcated plan. Community partners with the Adults with Disabilities program area are separately represented.

**Plan to create seamless transitions into postsecondary education and workforce:**

- a. Coordinate a staff meeting to discuss assignments, roles and responsibilities of academic/career counselor and advisors for the following programs: Adult High School/General Education Development (English/Bilingual), Credit Recovery, Basic Skills, Dual Enrollment, English as a Second Language, ESL Healthcare & Childcare Certificate, computer certificated programs, Medical Assistant, Personal Care Attendant, and Green Gardener, and ServSafe.
- b. Take a proactive approach to improve student services by creating a “program timeline” for prioritization of services due to limited staffing, student need identification and organization: upcoming AHS graduates for 2015, MA, PCA, GED, ESL, short-term vocational program etc.
- c. Implement Management Information System (MIS) to measure the amelioration and track student progress: plans to install “Banner” in 2015, consideration for “Grades First” to assist with early alert and advising management, but pending to see if good fit for noncredit.
- d. Invite deans and identified partners for Student Support Services meeting to discuss program updates and information.
- e. Re-evaluate current pathway and make changes as deemed necessary using flow charts, develop flow chart for students to guide through academic and career goals, re-evaluate current student education plan and make edits if needed. Brainstorm strategies to develop smooth transitions between advisor, classroom, career counselor, college, short-term vocational program and/or the workforce.
- f. Develop an effective strategy to conduct follow-up taking into consideration the limited staff available to serve students. We would like to conduct follow-up appointments each term to monitor student progress and develop interventions, as needed, to ensure student success, but with limited staffing it’s limited. Discussions are happening to address this issue.
- g. If funded, the requested Employment Specialist consultant would function as both an internship placement specialist and as a job developer for the noncredit student population.

**Student Support Services OUTCOMES:**

The primary goal of Student Support Services is to provide students with support, a smooth transition, and academic and career guidance to help students develop new skills or enhance current skills to be more competitive in the job market and/or attain higher education goals.

1. Completed Assessment & Orientation process
2. Completed an individualized academic/career education plan
3. Identify and list realistic personal, academic and career goals with tentative

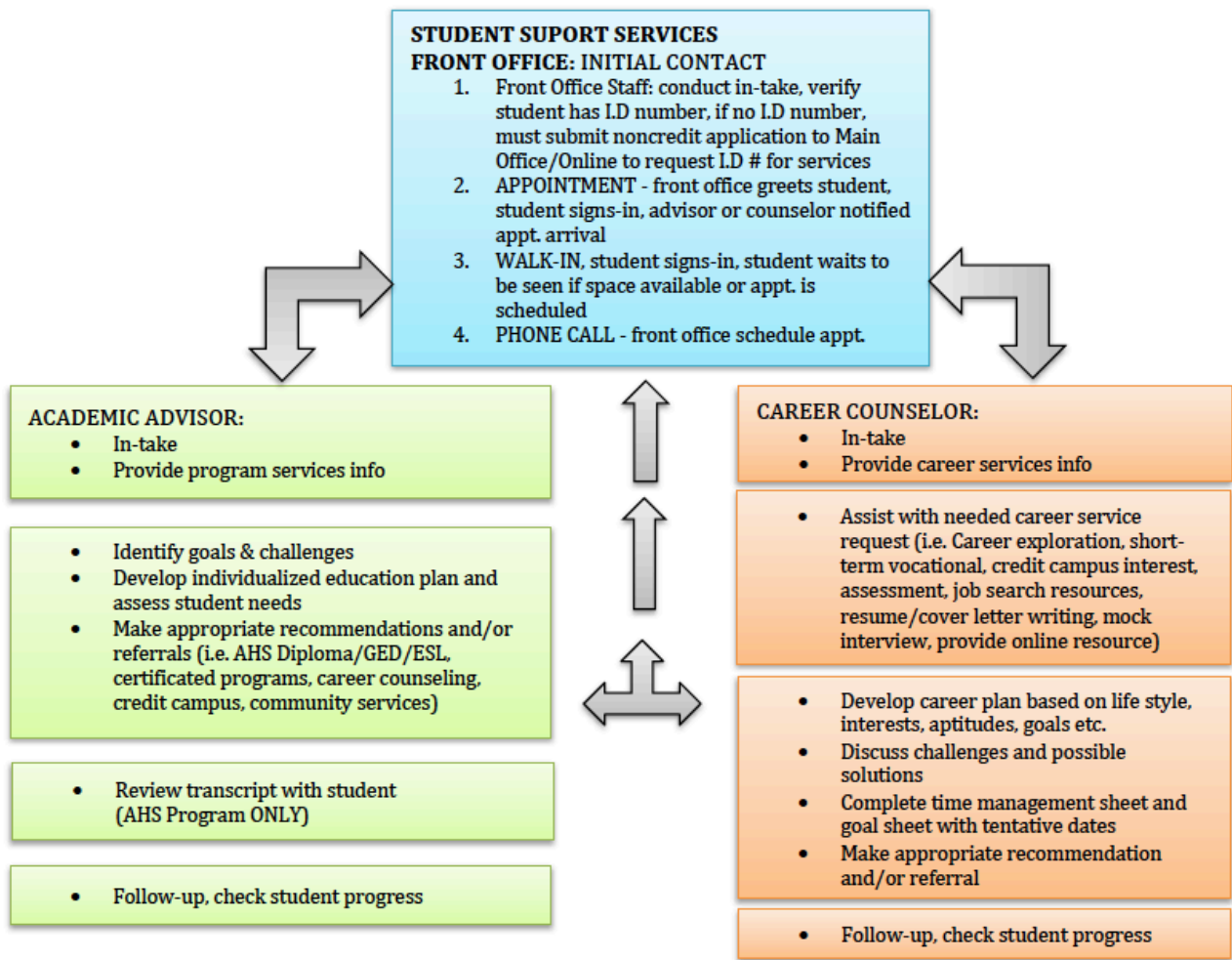
deadlines

4. Successful completion of High School Diploma
5. Successful completion of GED Certificate
6. Choose a short-term vocational program of study and receive certificate
7. Complete a mock interview session with the career counselor
8. Complete resume & cover letter and can update as needed
9. Ability to conduct job search and complete an the online application independently
10. Complete an internship and/or work-based learning experience and transition to the credit program or directly to the workforce.
11. Complete an exit interview

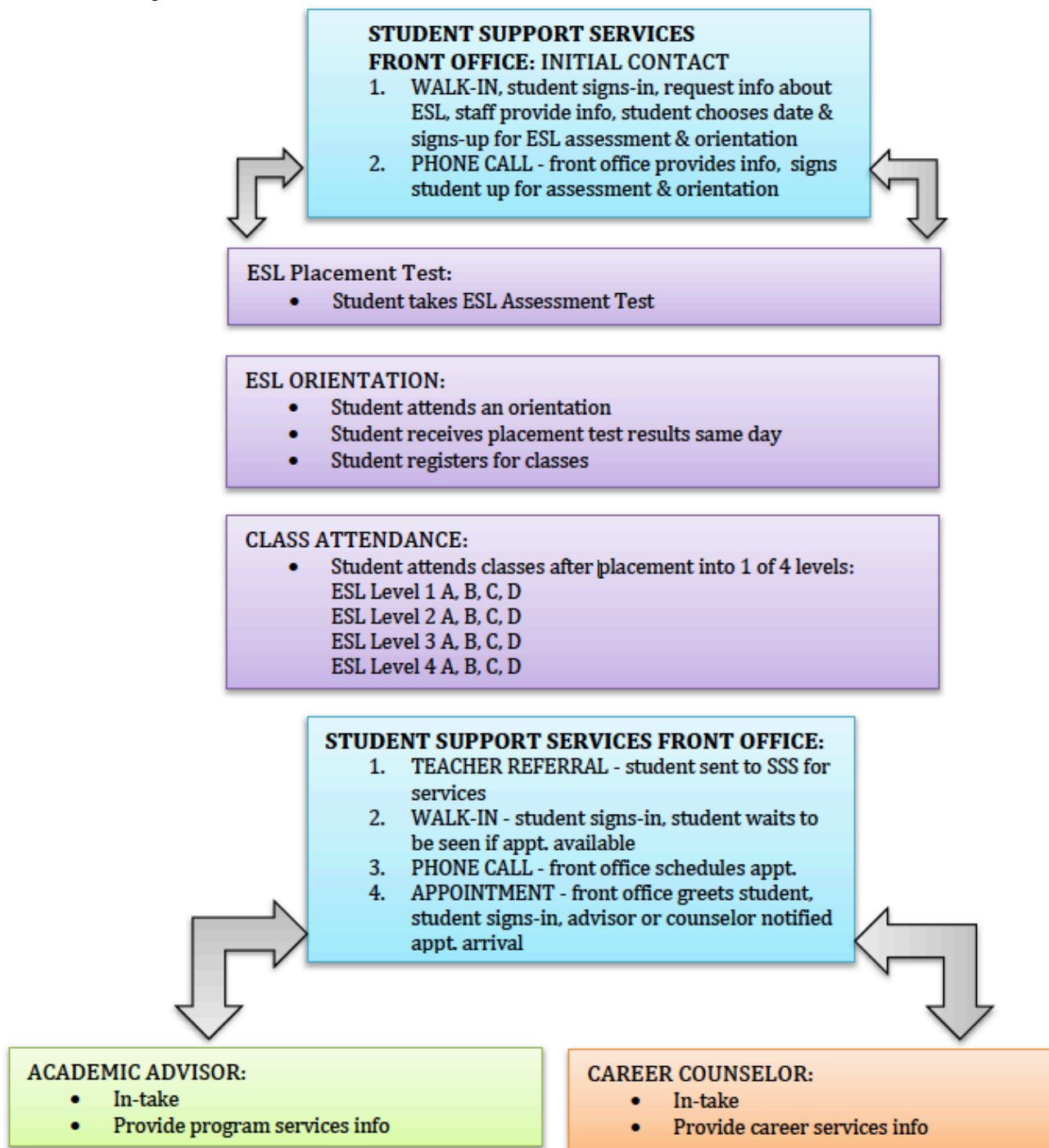
### STAFF GAP:

Presently Student Support Services office has been reduced to two full-time advisors, one part-time advisor and one part-time career counselor, from previous staffing levels that included one full-time academic counselor, and three full-time advisors that served noncredit before December 2013.

### Advising/Counseling Pathway:



## ESL Pathway:



## **Objective 4: Plans to address the gaps identified pursuant to objectives (1) and (2)**

### **Program Area 1: Elementary and Basic Skills programs and services**

#### Santa Barbara City College

#### Student Support Services (SSS)

Outreach/marketing will address many gaps. SSS would also like to see more collaboration with SBCC faculty. In addition:

- Offer 1-3 credit classes at noncredit adult education locations (Schott and Wake Campuses) on college readiness (.i.e. Professional Development and Career Exploration)
- Offer Cohort style Basic Skills courses for Math and English, with flexible schedule, morning and evenings
- Build a community/resource center on-site at the Schott and Wake Campuses, to change campus climate, build community outside the classroom, give students a sense of belonging and increase persistence and retention
- Change visual environment to brand the Schott and Wake Campuses as SBCC campuses and start building noncredit student pride

SSS hopes to change the noncredit campus climate with visual aids to promote diversity and equality for all students and staff regardless of sexual orientation and ethnic background. Hire more diverse staff that can provide services to people from different walks of life. Have technology and access readily available for students needing special assistance. SSS hopes to find creative ways of using the space at both of the continuing education locations, being flexible with the change to ensure they stay current with the changing student population and prospective increases in funding.

#### Adult High School/GED

In order to increase capacity in the AHS/GED program there is a need for more classroom space, which might be addressed through community partners, and the consideration of off-site classes. For example, the Carpinteria Unified School District has requested that the GED program be offered in their community because the target population does not have transportation to Santa Barbara. Perhaps offering the program at the Carpinteria Main School (location of the Carpinteria Children's Project mentioned earlier in this report) would increase the capacity as the location is centrally located and many students could walk. Additionally, partnering with the SB County THRIVE initiative could yield the ability to provide childcare at the facility on the evenings the program is offered.

The AHS/GED program plans to partner with the credit Early Childhood Education department to provide student internships, encourage students to take the noncredit VESL childcare certificates, and work with local agency/training partners. Transportation needs may be met if the local bus service (MTD) is lobbied. Additionally, working closely with area faith-based partners would help in expanding the program.

### Santa Barbara City College Luria Library

SBCC's Luria Library hopes to implement a new Family Literacy program and would work on obtaining space for adults to meet with literacy tutors and trainers. Coordination between SBCC and other agencies could happen via the creation of an SBCC "community coordinator" position. Barriers to attendance might be overcome with cooperation from MTD (local bus services) and childcare provision. Continued coordination with law enforcement and parole/probation offices will help outreach to targeted audiences. The SBCC Library would like to implement two Adult High School classes, twice per term. Over four terms, that would be 16 hours per year to provide support for academic and other research needs.

### Santa Barbara Public Library System

Adults using Santa Barbara Public Library services might be reached through advertising on Spanish-language radio and TV for Spanish literacy and ESL learners, and advertising on English-language radio and TV for English-speaking learners. More active social media presence is needed as some learners have reported that they started the program because they saw it on the Library's Facebook page. Some colleges have used mobile text blasts, as well.

The Library wants to work together with other AB86 Partners to make sure all partners know the community opportunities at the start of each term or whenever there might be service changes. For example, Library staff does not always know when there are service changes (e.g. with the computer labs) at the SBCC noncredit program, and many of the newer staff members at the college do not know about the Library's services. Collaboration is important. The Library lets their tutors know about CATESOL and other trainings. The Library generally serves very few transition-age youth (16-22) but would be happy to serve more who understand the commitment required of those receiving tutoring services. Student orientation should include information on the value of persistence and on the variety of community services offered.

### Santa Barbara County Sheriff's Office Jail Program

At the Santa Barbara County Sheriff's Office, SBCC short-term vocational programs such as culinary arts and landscaping training would certainly help to address gap areas. Having information available to inmates about what is available to them (when incarcerated as well as upon release) is central. This can be done by speaker presentations or training jail program staff. Increasing space for classes, training staff (through "Employees University" which provides professional development for Santa Barbara County employees), and targeted funding for these improvements will help. The Santa Barbara County Sheriff's Office will continue to partner with United Way for the "Reading Plus" self-paced program. Provision of computer tablets for inmate use will be important.

Gap funding could be used for persons released from jail who have no connection to classes/services through Probation and/or Parole channels. An outreach effort is needed

to inform these individuals of what is available at the Wake Center (or Main campus). This could even work with those on Probation/Parole if the outreach was conducted within the jail environment prior to release. One of the ways to provide outreach might be to include some type of self-sufficiency class at the jail.

### United Way of Santa Barbara

The United Way's Reading Plus and Lexia programs can target audiences by providing offerings at high schools specifically for students who do not pass the CAHSEE. Increased capacity could readily happen by utilizing remote instructional modes – this would offer greater flexibility for those who are working.

**Description of the resources (and costs) needed to implement the identified strategies. Note: please see Synopsis for estimated dollar amounts.**

### Santa Barbara City College

#### Student Support Services (SSS)

SSS wants to continue to expand their collaboration with outside agencies in areas that address student needs such as childcare, housing, healthcare, mental health, food, immigration, legal, mentorship, job shadow, and volunteer and internship opportunities. Resources are needed to build strong partnerships to provide a wider range of services to students to close the gaps. Resume outreach to SBCC credit campus Student Support Services department, other colleges, universities and adult education schools, and local community agencies to address student needs and get more support.

SSS needs resources to follow up with students; maintaining ongoing periodic contact in ways the students regularly use, such as phone texting messages, outgoing calls, and the like which might indicate creating a stronger follow-up protocol or maybe dedicated, trained staff JUST for following up. Resources are needed to research additional programs offered at other adult education schools, colleges and universities to develop more programming.

Partners to help implement strategies:

- Increase collaboration with SBCC credit campus (.i.e. Academic Counseling, CalWORKS, EOPS/CARE Program, Transfer Center, Tutorial Center, Writing Center, Learning Resource Center, Health & Wellness, Child Care [CARE & Orfaea Early Learning Center])
- Partner with other adult education schools (.i.e. Ventura Adult & Continuing Education Center, Oxnard Adult School and Conejo Valley Adult School)
- Employment Development Department and local hiring agencies
- Collaborate with other colleges & universities, (.i.e. UCSB [EOPS Department & Multicultural Center], Antioch University and Ventura County Community College District [Moorpark, Oxnard and Ventura])
- Santa Barbara community - Partners in Education, Santa Barbara Just Communities (.i.e. Community Leadership Institute & Institute for Equity in

Education, provides students and professionals social awareness and training in social justice/equity), Santa Barbara School District, MTD (to get student bus passes)

### Adult High School/GED

The AHS/GED program needs bridge-building resources for its students such as funding for collaboration with industry-sector businesses, based on local labor market data, so that students could obtain work-based learning experiences and begin their career pathways. Institutional research services need to be made available to noncredit programs in a thoughtful, directed way (planning with long-term accountability in mind).

### Santa Barbara City College Luria Library

SBCC's Luria Library will need funding for librarian hours. Purchasing of student and teacher resources (books to use in classrooms or for self-checkout) for about 500 books at \$30 per book would be about \$15,000. Cataloging of new and existing books estimated at \$6 per book, or \$4,200. Twelve total 2-hour research skills classes throughout the academic year (Fall, Spring and Summer), which total approximately \$1,380.

### Santa Barbara Public Library System

The Santa Barbara Public Library also has also worked with the County Probation Department (PRRC program), and met with various programs such as County Health, Family Service Agency, TANF program, Workforce / EDD, and nonprofits. The Library sees learners bouncing back and forth between these programs, sometimes with little coordination and sometimes with misinformation. Funding will be needed for a regularly updated short guide and webpage for service providers. Often programs begin with fanfare, but the continuation and even the end of these programs are impossible to track. This makes it difficult for service providers to provide good referrals. For the benefit of long-term community services (ESL and AHS/GED classes, plus library literacy tutoring) it would be good to recognize the relative permanence of these services and points of contact.

### Santa Barbara County Sheriff's Office Jail Program

The Santa Barbara County Sheriff's Office will continue to partner with United Way for the "Reading Plus" self-paced program. Computer tablets are an important resource request. Determining transition plans so that inmates have the opportunity to complete training programs or classes begun during incarceration is important. Development and planning time to research and implement these programs will be needed which will require personnel resources.



## United Way of Santa Barbara

Expansion of the United Way's Reading Plus and Lexia programs would need resources to include instructors, locations (currently most adults are served virtually), computers, and marketing.

**Identification of the methods and common metrics needed to track the successful implementation of the plan and measure the amelioration of identified gaps in services/programming.**

## Santa Barbara City College

### Student Support Services (SSS)

- Conduct assessment and student surveys of current services to measure effectiveness of services (keep database to track each academic year and gauge progress). Run database reports periodically to help gauge progress, changes and effectiveness of services. The metrics must be simple, clear and straightforward to prevent confusion or interpretation.
- Provide more expanded hours of operation (evenings, weekends) to increase student access to services
- Develop retention plans to prevent attrition; get students involved in decision making process
- Use a business intelligence tool to develop a dashboard, this will offer web-based access, can be used to track and display key metrics so that they are readily accessible to leaders for monitoring and track progress of key initiatives, easy access and user friendly format, its faster and more efficient, and provides transparency and accountability.
- Fund an Employment Specialist Consultant to function as a job developer for the noncredit student population.
- Fund student internships for noncredit short-term vocational students
- Fund in-class tutors and bi-lingual aides

### Adult High School/GED

Methods and metrics to assess success in meeting program and service gaps are:

- Pre/post student surveys,
- employment data on graduates (wages, place of employment),
- ability to track graduates/completers that enter credit programs throughout the state.
- Attendance data can be used to measure persistence
- Student services data can be useful in working with students to help them learn about career pathways and work towards entering and completing them.
- Student surveys (pre/post, especially exit interviews)

### Santa Barbara City College Luria Library

SBCC's Luria Library would assess efficacy of programs annually to evaluate progress and examine outcomes.

### Santa Barbara Public Library System

The Santa Barbara Public Library is grateful that their program does not have to conform to the reporting and assessment requirements that accompany funding from the state and federal education funding streams. The Library often sees learners cyclically, as their goals change or as their life circumstances shift. The Library would rather not have to measure achievements in any one period through a standardized assessment.

California Library Literacy Services uses a goal setting and achievement measurement rubric that has proved flexible enough for learners who progress at different rates. It may take a student with severe learning challenges much longer to make progress, and for some learners, tutoring maintains existing skills rather than building new ones. The Library's goal is to be as inclusive as possible, and to adapt to an individual's changing goals. The Library also looks at each individual's needs rather than collective needs. It is difficult to find the gaps as adult learners identify them.

Some ABE/GED class-enrolled students might benefit from knowing about free library tutoring. In the past year, the library's tutoring program received a number of referrals, but many were in the catch-up, too-late category for the last test of the GED before it changed in January 2014. Had those learners known about free tutoring services before the last minute, some might be better positioned right now.

### Santa Barbara County Sheriff's Office Jail Program

A measurement system will be developed to evaluate improvements inmates make while engaged in the United Way Reading Plus program to judge the efficacy of the program. Regarding measurements of the efficacy of other programs, this is something the Sheriff's Office has not developed before, and they hope to gain insight into identifying and creating metrics that are effective and accurate for multiple offerings.

### United Way of Santa Barbara

Currently the tools that the United Way uses contain built-in assessments with 3<sup>rd</sup> party validation as well as additional 3<sup>rd</sup> party testing/surveys. Successful employment including longitudinal studies would be helpful as well as tracking GED completion and job placement. Other relevant metrics are: Pre- and post-testing of literacy levels; employed vs. unemployed; employed vs. under-employed; job effectiveness.

**Consortium participants responsible for implementing the identified strategies and timeline for accomplishing the various implementation steps will be included in Table 4 (Work Plan) which is attached to this report as a separate document.**

## **Program Area 2: Classes and courses for immigrants**

**Description of how the consortium intends to respond to gaps within the region, including program and service gaps, and strategies to incrementally increase capacity in identified gap areas.**

Santa Barbara City College

Community Education Center (renamed from Citizenship Center) and ESL

The SBCC Community Education Center (renamed from the Citizenship Center) would like to extend services, offering more classes in areas of interest. New courses are developed in noncredit ESL according to need. Courses that can meet the needs of students who are home-bound could be one area that might need future attention. More grassroots outreach efforts to reach ethnically homogenous populations may include participation in public events in Santa Barbara, such as parades and festivals. Partnering with local television and radio stations to air PSAs is recommended. English-language media could also have paid promotional spots.

**Description of the resources (and costs) needed to implement the identified strategies. Note: please see Table 4 (Work Plan) for estimated dollar amounts.**

ESL programs need more classrooms available at the downtown area SBCC Schott Campus. Partners involved might be Library Adult Literacy Programs, Casa de la Raza, and social service agencies such as the Community Counseling and Education Center. ELAC (English Learner Advisory Committee) at various K-12 schools are another potential partner, and K-12 Counseling and SSSP could also strengthen connections in support of ESL students. There is already some degree of partnership because we refer to the Library for tutoring, co-presentations, etc. We need to develop a strategy for transitioning ESL students to the credit campus and to facilitate movement between both programs in order to meet student needs. Resources to accomplish this might include: faculty release time, an hourly staff member to work with transitioning students, as well as additional funding for advising and counseling services.

**Identification of the methods and common metrics needed to track the successful implementation of the plan and measure the amelioration of identified gaps in services/programming**

For the ESL programs, the development of better tracking mechanisms to follow up with students within both credit and noncredit programs would be necessary. It would be necessary to document the increase in numbers of students successfully transitioning to the credit campus and the increase of non-Spanish-speaking students enrolling in noncredit ESL.

The implementation of the One-College Banner project targeted for Summer 2015 will greatly help with this because it will allow the college to track students using a single ID number per student. The incoming Noncredit Coordinator, who has an extensive

background in ESL, will also work to cohesively integrate the noncredit and credit ESL programs. Shared student data in Banner will allow more follow-up with current students. Likewise, continued communication between noncredit and credit programs will allow the ESL program to serve students better. Finally, there is a need to assess the unmet demand among Santa Barbara residents for ESL classes. Ongoing work on marketing and outreach efforts will be critical.

### **Program Area 3: Adult with Disabilities**

**Description of how the consortium intends to respond to gaps within the region, including program and service gaps, and strategies to incrementally increase capacity in identified gap areas.**

The following information was compiled from the entire Adults w/Disabilities work group:

New Programs needed to respond to gaps are:

- Skill and Interest Inventories tailored to the needs of adults with disabilities
- Vocational and career exploration based on the results of such inventories
- Identification of apprenticeships for areas of interest in addition to the services provided by the Department of Vocational Rehabilitation
- Opportunity to expand existing interests through education (such as computer technical skills)
- Opportunity to earn certifications in vocational areas with modified or stacked academic requirements for a practical certificate that lead to employment
- Vocational courses that will lead to immediate employment for current opportunities.
- Supports of accommodation including personal assistance and homework coaching and tutoring.
- Employability skills such as social, behavioral skills, independent living skills such as use of community transportation, money management, time management, cooking, grooming, hygiene, social skill.
- Programs/courses that teach the following:  
Functional skills, social skills, independent living skills, communication skills, vocational skills, job readiness skills
- Supports for adults with mental health needs.
- Additional classes for students with moderate to severe disabilities should also be considered.
- Shorter-term “stackable” vocational courses that prepare candidates for immediate employment in the geographical area with employer sponsorship or vetting.

Reaching target audiences by developing a formal partnership with organizations with common goals, such as entering into a cooperative program with Department of Rehabilitation and Tri-Counties Regional Center would be effective.

## **Programming and Service Gaps**

Programs to support achievement of the High School Diploma, the GED along with non-vocational track Adult Education programming are the current offerings. Adults with Disabilities seek for-credit and non-credit courses that emphasize pre-vocational and vocational skill development that is a fit for the regional job market

## **How the Gaps will be Addressed**

The following steps will be taken in a collaborative effort of Santa Barbara City College with its partners Carpinteria and Santa Barbara Unified School Districts, Tri-Counties Regional Center, and the Department of Rehabilitation:

1. Contractors serving as Program Director, Employment Specialist, Counselor will be recruited along with consultants for curricula development and professional development. Tutors will be recruited for contract support for strategies instruction related to technology.
2. Curricula will be developed for stacked programming of non-credit vocational certificate articulation.
3. The curriculum for each vocational program track will include work place readiness component to train functional, social, communication, interpersonal and behavioral skills applicable to getting and retaining employment.

## **Metrics for Tracking Successful Implementation**

To track implementation of the programming, the following methods will be used:

- Rate of program completion
- Numbers enrolled
- Results of Participant Satisfaction Survey
- Percent of enrollees employed
- Number of Work Experience Sites developed
- Number of field based experiences completed
- Self report of instructors of adaptations in coursework
- Number of trainings delivered regarding instruction of adults with disabilities

## **Description of the resources (and costs) needed to implement the identified strategies. Note: please see Table 4 (Work Plan) for estimated dollar amounts.**

The best way to increase capacity to address gaps in service is to create and offer noncredit, no-cost courses in short-term stackable certificate programs. The challenge in creating programs for this population is the prohibitive cost of support personnel needed in addition to the instructor. Under the auspices of the AB86, priority financial consideration needs to be given to providing resources to address this barrier.

## Resource Requirements for Implementation of the Pilot Strategies

Specifically, resources are needed for curriculum development and implementation including:

- Consultation costs
- Instructor costs, classroom aides and
- Funding of a program director
- Space to offer courses
- Marketing

		Initially		Ongoing annually
3.1	Identify and adapt skill/interest inventories. SBCC faculty and consultant.	\$5,000.00		
3.2	Consultant to coordinate the development of independent living skills courses working with SBCC and agencies.	\$12,000.00	Ongoing	12,000
3.3	Consultant to develop specialized vocational program pathways for developmentally disabled students. SBCC faculty working with agencies	\$25,000.00	Ongoing updating	\$5,000
3.4	Adjunct counselor	\$30,000.00	Ongoing	\$30,000.00
3.5	Transition liaison consultant to interface with school districts and agencies to find prospective students and to coordinate marketing & outreach	\$65,000.00	Ongoing	\$65,000.00
3.6	Class tutors	\$20,000.00	Ongoing	\$20,000.00
3.7	Homework coaches	\$75,000.00	Ongoing	\$75,000.00
3.8	Consultant to serve as Program Director annually	\$85,000.00	Ongoing	\$85,000.00
3.9	Consultant: curricula development	\$65,000.00	Ongoing Course updating	\$30,000.00
3.10	Consultant to serve as Employment Specialist annually	\$50,000.00	Ongoing	\$50,000.00
3.11	In-class tutors for AWD students for computer classes	\$7,500.00	Ongoing	\$7,500.00
3.12	Conferences for consultants and staff in the program for AWD	\$8,000.00	Ongoing	\$8,000.00
3.13	Training for staff including problem solving and potential changes and adjustments to curriculum	\$10,000.00	Ongoing	\$20,000.00
3.14	Purchase of adaptive technology to enhance existing computer labs at two Adult Education campuses	\$100,000.00	Possible ongoing need	\$50,000.00
3.15	Transportation – purchase of bus passes	\$50,000.00	Ongoing	\$50,000.00
3.16	Consultant - training	\$25,000.00	Ongoing	\$25,000.00
3.17	Funding for instructors to attend training	\$2,000.00	Ongoing	\$2,000.00
		<b>\$634,500.00</b>		<b>\$534,500.00</b>

**Identification of the methods and common metrics needed to track the successful implementation of the plan and measure the amelioration of identified gaps in services/programming.**

Develop employment success ratio reports for students attending Santa Barbara City College programs adapted for adults with disabilities.

- Based on requirements for SELPA to collect data on post-secondary outcomes for students with disabilities, data can be tracked for 18-22 year students who participated in post- secondary programs.

Tracking metrics include:

- Percentage of enrollees with successful completion of piloted certifications
- Percent employed compared to number participated.

Metrics to measure the amelioration of identified gaps are:

- Develop baseline data for availability of training programs and employment opportunities for enrollment, completion and employment
- Stakeholder surveys for SBCC students enrolled in these programs
- Collect and track baseline data around
  - Participation rate
  - Completion rate
  - Employment rate

**Program Area 4: Short-term CTE programs**

**Description of how the consortium intends to respond to gaps within the region, including program and service gaps, and strategies to incrementally increase capacity in identified gap areas.**

Santa Barbara City College

At SBCC, designing a certificate program that includes soft skills such as interpersonal communication, business writing, public speaking and time management would serve to fill the gap of workplace readiness skills. This core certificate would be expanded to include strands of specialization for such areas as customer service, digital design, and the like.

A clear marketing plan would be developed, along with possibly a referral-oriented website that could be a community hub for detailing who is offering what in this community in the way of adult education. Barring that resource/referral website, SBCC would make sure that their class schedules and program offerings are effectively provided to partnership organizations. An ongoing “formalized outreach approach” to get the word out before school terms begin will be part of the marketing plan, which will include activities

and events. This will include tapping into partnerships with staffing agencies and local high schools to reach students who decide not to attend college but who do need to work and gain workplace skills. SBCC would also advertise in college newsletters.

New noncredit short-term CTE programs needed at SBCC include:

1. Reworking computer certificates into levels – beginning, intermediate and advanced.
2. STV vocational certificates in the areas of:
  - Digital Design
  - Computer Networking
    - Example – Cisco Networking Academy. This would provide courses to prepare students for IT industry employment and certifications.
  - Healthcare Interpreter Training
    - 40 hour training classes with certification in Healthcare Interpretation skills for employees already working in the healthcare field.
3. Workplace readiness
  - Needed are noncredit courses and certificates for Workplace Readiness such as:
    - Interpersonal Communication
    - Business Writing
    - Project Management
    - Public Speaking
    - Interviewing and Resume Writing Skills
    - Job Club (similar to what is offered at other CC's where students network and support each other in finding employment.)

The above workplace readiness courses would be combined with the STV Computer Certificates offered in different levels.

Regarding the need for additional space, SBCC has a need for more classrooms. Using the main SBCC campus on Saturdays may also be an option.

#### Women's Economic Ventures (WEV)

The WEV program will utilize television and radio resources to reach more women in the age group needed. Additional staff will be hired to address gaps, including Spanish-speaking teachers. Market research will be done in order to more accurately assess the need for Spanish programs.

#### Santa Barbara County Workforce Investment Board (WIB)

The WIB hopes to strengthen its partnership with the SBCC noncredit short-term CTE program as its constituents need workplace readiness skills as well as the more focused short-term CTE. The WIB anticipates serving 207 transition-aged youth in 2015 as well as continuing to refer adults from the Workforce Resource Center to credit and noncredit programs.



**Description of the resources (and costs) needed to implement the identified strategies. Note: please see Table 4 (Work Plan) for estimated dollar amounts.**

Santa Barbara City College (SBCC)

SBCC will need funding to pay faculty to develop curriculum for new certificate programs, and for the development of marketing strategies and the delivery of a marketing campaign. Funding will be needed for the design of assessments and tracking systems from student completion to job placement.

Carpinteria Unified School District (CUSD)

CUSD or SBCC needs resources to hire a classroom tutor for the short-term CTE classes proposed in Carpinteria and resources to provide some childcare.

Women's Economic Ventures (WEV)

The WEV program will utilize television and radio resources to reach more women in the age group needed. Salaries will be needed for new teachers and marketing or outreach efforts to recruit bi-lingual teachers are needed. Funding for assessment/evaluation development would be needed.

Santa Barbara County Workforce Investment Board (WIB)

The Santa Barbara WIB will need funding for additional staff to provide services to a larger target audience. More resources are needed to contract with new vendors, based on the model used for the Santa Barbara County WIA youth program. Funding for increasing understanding and training for staff regarding youth living in generational poverty is needed.

**Identification of the methods and common metrics needed to track the successful implementation of the plan and measure the amelioration of identified gaps in services/programming.**

Santa Barbara City College (SBCC)

At SBCC, the successful completion of courses and completion of certificate programs, as well as job placement statistics would be the measures of success.

Santa Barbara Regional Occupation Program (ROP)

In the ROP program, each direct care staff person employed in a licensed community care facility that receives regional center funding shall be required to satisfactorily complete two 35-hour competency-based training courses approved by the DDS department, or pass a department-approved competency test for each of the 35-hour training segments.

## Women's Economic Ventures (WEV)

WEV's plans to assess effectiveness would be through outcome evaluations. Assessments developed in partnership with outside organizations would include surveys after one year, 18 months, and after three, and five years, for example.

## Santa Barbara County Workforce Investment Board (WIB)

WIB staff would be involved in designing methods and metrics for assessment.

### **Program Area 5: Programs for Apprenticeships**

#### **Description of how the consortium intends to respond to gaps within the region, including program and service gaps, and strategies to incrementally increase capacity in identified gap areas.**

Within the current SBCC Construction Academy, in order to make the connection to industry more solid, an actual apprenticeship program that included a contracted work component is recommended. This would put completion pressure on the student-worker by his or her employer, and it would guarantee more secure employment upon apprenticeship completion.

In terms of a future apprenticeship program, since students are both incumbent workers and post-high school age individuals pursuing Construction Technology (CT) as a career, the SBCC CT program would be interested in creating a small pilot apprenticeship program involving local industry working closely with the college. The proposed program would need specific marketing approaches for the Hispanic population, and this will require research as to where community information gets shared.

Additionally, the SBCC CT program needs to further collaborate with the local junior and senior high school structure to make the college CT program and the construction career pathway more visible. The SBCC CT program is connected to a local trade organization (TRADART) which works with high schools to keep their wood shops open and their shop teachers aware of the college program and construction technology (as opposed to just wood shop) as an advanced shop class. There has been some success in this regard, but many students who are decidedly not college bound still do not connect with the CT career path as it is currently structured in junior and senior high leading to community college. SBCC is reaching into local high schools with its *GET FOCUSED...STAY FOCUSED™!* program to give better and earlier career guidance, and the CT program would like to align with it. The CT program can also work more closely with the local *Partners In Education* non-profit to request a greater presence at junior high school career days.

The CT program has facilities and tool capacity for a small pilot apprenticeship program, and if a daytime program were developed, additional faculty (to run the new program or fill

in for existing faculty) would be needed (and perhaps outside infill for apprenticeship teacher/coordinator salary).

If the pilot apprenticeship program is successful, the Construction Technology department would eventually need another full-time faculty member. Since most of the current offerings are night classes (6-9pm) or Saturday labs, the program does not use the shop facilities during the weekdays (except for special summer school classes). Since the typical apprenticeship program has daytime classes that alternate days with daytime work contracts, greater use could be made of the facilities. In the United States, union apprenticeships schools require apprentice training 40 hrs. once every 3 months, while German dual-system apprenticeships school apprentices train 2-3 days a week while they work the remaining 2-3 days. However, another format would be to have apprentices attend the same night classes as the AS degree/Certificate students, coupling this with full time work (or perhaps a slightly reduced workweek to allow for the time in school), contracted continuously with the same employer for the 2-3 year school program. In designing any apprenticeship program the CT program would work with DAS requirements and supervision.

**Identification of the methods and common metrics needed to track the successful implementation of the plan and measure the amelioration of identified gaps in services/programming**

Assessment of program success would include program completion and job placement. Additionally, there is a need to determine method for assessing ongoing program needs, resources, in order to ensure continuance. A small pilot apprenticeship program would best indicate gaps in the marketing, participation, funding, and completion areas.

**Objective 5: Plans to employ approaches proven to accelerate a student's progress toward his or her academic or career goals, such as contextualized basic skills and career technical education, and other joint programming strategies between adult education and career technical education.**

**Program area 1: Elementary and Basic Skills, including Adult High School/GED**

Qualitative Narrative

Strategies to accelerate student's progress include the development of a two-pronged support program: (1) a mentorship program and (2) student learning communities (SLC). The mentorship program would be staffed by a mentor/SLC coordinator, assisted by faculty and a support services counselor, and (if appropriate) peers. This team would meet periodically with an assigned group of students to support them in their academic and work-related goals. Such a program would create strong relationships between faculty and students, which have proven to be effective in supporting student persistence rates and providing support for at-risk students.

The second aspect of this support program would be to design student learning communities. Such communities would be based on students' career and job interests. This program requires collaboration across the business and social service communities. Community mentors would work with students to discuss job-specific skills, motivational activities, and career paths. The mentor/SLC coordinator would organize the program, and with assistance from the Noncredit Coordinator, develop protocols and procedures.

In addition to accelerating student progress through these program additions, curricular changes would also apply. For example, AHS and GED cohort classes would be developed where subjects that typically take students longer to complete would be emphasized. Students would make contracts of agreement to comply with specific attendance and completion requirements of these focused learning groups. In addition, target content modules will be developed to address key content areas in work and career related skills. These will be developed in accordance with existing college programs and regional job opportunities.

## **Program area 2: Classes and courses for Immigrants, including ESL and Workforce prep**

### Qualitative Narrative

To facilitate accelerated learning, content-rich noncredit ESL classes could be developed to coalesce with the targeted job availability in the region. This work continues what has already been done in the BSI committee to create certificates that bridge ESL and content areas. For example, work is already being conducted to connect ESL with basic math. Other priority content areas that could be developed include computer skills and ESL business modules.

The EL Civics program is an existing component of the Noncredit ESL program that could be expanded to include career goals training. This would entail integrating goal setting skills into a currently existing thematic unit of job explorations.

Peer mentoring and Supplemental Instruction (SI) are two key areas that benefit student persistence and completion. In line with adding contextualized ESL/Content classes, it would be advantageous to integrate both mentoring and SI into the NC ESL program. In this way, students enrolled in the ESL-content classes could attend supportive study groups and individualized mentoring services to accelerate their completion of certificate programs.

Instructional aides are an integral part of the noncredit ESL program in that they provide individual and group classroom support to the students. Their assistance helps students to advance through the program, thus accelerating their progress. More part-time instructional aides are needed to facilitate individualized attention in the classroom, which in turn will help students to access other noncredit and credit opportunities more quickly.

### **Program area 3: Adults with Disabilities programs and services**

**The consortium will identify and gather measurable improvement metrics through:**

- Rate of program completion
- Numbers of students enrolled
- Satisfaction survey of participants
- Number of work sites developed for field experiences
- Percent of students employed following graduation

**Existing best practices and strategies will be implemented through:**

- Incorporating Basic Skills coursework as a preliminary to admission to the non-credit vocational certificate program
- Using the employer network developed through the Employer Specialist Contractor to build workforce competency as a result of field experiences
- Receive advice from the employer network advisory council to ensure that the coursework aligns with the job requirements of the region

### **Program area 4: Short-term CTE programs and services**

#### Flipped Classroom Pedagogy Promotes Accelerated Learning

The new proposed Skills Institute brings short, targeted skills training to professionals in the workplace, incumbent and displaced workers and recent college graduates. The Skills Institute promises to give employers what they need: soft skills and technical training. Most employers with a shortage of talent or a recognized gap in skills tend to up-skill their existing workforce by offering additional training and development. (Manpowergroup.com 2013 Talent Shortage Survey Results:

[http://www.manpowergroup.com/wps/wcm/connect/587d2b45-c47a-4647-a7c1-e7a74f68fb85/2013\\_Talent\\_Shortage\\_Survey\\_Results\\_US\\_high+res.pdf?MOD=AJPERES](http://www.manpowergroup.com/wps/wcm/connect/587d2b45-c47a-4647-a7c1-e7a74f68fb85/2013_Talent_Shortage_Survey_Results_US_high+res.pdf?MOD=AJPERES)

Best practices in flipped classroom pedagogy are planned to be employed in the new noncredit program. The new Skills Institute proposes employing cutting edge flipped classroom concepts, using video-based instruction, combined with project-based real world industry problem solving in a group dynamic. Flipped classroom pedagogy can increase student performance and outcomes by over 20%. Students respond positively to the nontraditional approach. Seeing how to solve a problem 6 or 7 ways, as opposed to the one the lone student derives, greatly enhances the learning experience.

[http://moodle.technion.ac.il/file.php/1298/Announce/How\\_Flipping\\_the\\_Classroom\\_Can\\_Improve\\_the\\_Traditional\\_Lecture.pdf](http://moodle.technion.ac.il/file.php/1298/Announce/How_Flipping_the_Classroom_Can_Improve_the_Traditional_Lecture.pdf)

<http://www.studiesuccesho.nl/wp-content/uploads/2014/04/flipped-classroom-artikel.pdf>

### Digital Badge Issuance Offers Great Value to Adult Learners

Digital Badges are showing tremendous potential for adult learners. This new way to recognize and demonstrate a particular skill carries many benefits:

- (1) Issuers (education institutions in most cases) are connecting with industry partners to enhance a value of badge. This puts educational institutions more closely in touch with skills employers need.
  
- (2) With the ubiquitous use of mobile devices and professional social media platforms, digital badges are a desired form of easy demonstration of skills to prospective employers

[https://lincs.ed.gov/publications/pdf/AIR\\_Digital\\_Badge\\_Report\\_508.pdf](https://lincs.ed.gov/publications/pdf/AIR_Digital_Badge_Report_508.pdf)

### **Program area 5: Programs for Apprentices**

Four (4) non-credit short-term bilingual CT vocational courses will be created to build English skills for credit program while at the same time learning carpentry. To avoid lengthening the credit CT program by adding this 4 course/1year non-credit certificate, the certificate will allow the student to use it for one of the credit CT Certificate class requirements.

Employer, school faculty, apprenticeship committee, and program sponsor will determine a set of training and instructional goals (and timelines, if possible) to assess apprentice progress. Since the normal CT program at SBCC is two years, there will be extra time in the 4-year apprenticeship program to provide remedial coursework—even necessary soft skill and academic skill provision—where needed. The 4-year timeline of the apprenticeship program sets the basic career/training goal.

### **Program area: Student Support Services**

Since the re-organization Student Support Services has suffered major cuts in staffing. We no longer have the Wake Center Office available; we have lost one full-time advisor, one part-time advisor, one full-time front office assistant, and most recently one full-time academic counselor. Our students have somewhat adjusted, but as an office we see the impact it has created in providing efficient services. Roles and responsibilities have changed to accommodate the re-organization of the college and meet the current needs of our students. Currently our office was granted BSI funds to help the office keep our current part-time counselor. The counselor had been assigned to conduct both academic and career services, but seeing the huge need for career it was agreed that the focus be on providing career services only.

Since there has been much discussion from noncredit faculty and credit faculty alike for the need to have students participate in career exploration. Student Support Services found it beneficial to offer a Personal Development and Work Experience course at the

noncredit campus location. Since the Schott Center is more heavily trafficked by students and has readable access to public transportation we agreed to initiate the courses at this location. There will be further consideration and discussion to offer the courses at the Wake Center location.

**1. PLAN: Offer 2 credit courses at Schott Center (PD103 & WEXP290B)**

- Get dean approval, contact career center director
- Conduct student survey to measure interest and identify best day/time to be offered
- Conduct noncredit faculty survey to provide measure of student level of competency
- Goal is to offer PD103 Spring Term 2015 and WEXP290B Spring Term 2015 or Fall Term
- Incorporate approved pre-post evaluation for both courses
- Conduct Exit Interviews
- Collaborate with marketing department and Community Education Center to inform students and the community

**COURSE SUMMARY: CURRICULUM & OUTLINE**

**Department:** Personal Development

**Subject Area and Course Number:** PD 103

**Course Title:** Career Planning

**Discipline:** Counseling

**Units:** 1

**Catalog Course Description:** (1) F, S - CSU Skills Advisories: Eligibility for ENG 100 and ENG 103. Students assess interests, values, skills and personality traits, and learn skills to link up careers and college majors. Topics include career assessment, decision-making, researching careers and majors.

**Description for Schedule of Classes:** Develop long-term career goals, choose an academic major, and develop an educational plan to achieve goals. Guided exercises, testing and research. \*SKILLS ADVISORY: Eligibility for English 100 and 103

**Course Objectives:**

1. Assess and identify personal skills, interests, values and personality traits.
2. Correlate these findings with appropriate career options.
3. Develop career research skills.
4. Investigate and utilize career resources on campus.
5. Demonstrate and practice appropriate decision making skills.
6. Write a realistic two -year educational plan based on a career decision.
7. Critique a resume and write a first draft of a resume and cover letter.
8. Demonstrate appropriate interview skills.
9. Write a summary essay which will incorporate the findings from career assessment inventories and career research to specific careers and college majors.

**Student Learning Outcomes:****Course Content and Scope:****1. Career Assessment****A. Self assessment**

- a. Identifying interests
- b. Assessing personality traits
- c. Skills analysis
- d. Values clarification
- e. Examining self concept and self esteem

**2. Examining Career Options****A. Researching and Evaluating Career Information**

- a. Identifying cultural and societal factors that influence career decisions
- b. Utilizing Career Center resources to learn about career opportunities
- c. Conducting informational interviews

**3. Take Action****A. Incorporating self knowledge and knowledge of career****options. Translating this into tangible career and educational goals.**

- a. Writing short -and long- term goals.
- b. Understanding and practicing effective decision making.
- c. Writing a two -year educational plan that reflects career decision.

**Methods of Instruction:** The methods of instruction include lectures, group discussion, utilizing computer based guidance system, group and individual exercises, video presentations, community field interviews, and career research.

**Methods of Evaluation:**

1. Completion of written and oral assignments
2. Completion of an educational plan
3. Attendance
4. Final Exam

**Reference Location:** E:\PD 103 Curriculum Outline\_files\PD 103 Curriculum Outline.html

**COURSE SUMMARY: CURRICULUM & OUTLINE**

**Department:** Work Experience, General

**Subject Area and Course Number:** WEXP 290B

**Course Title: General Work Experience:** Career Advancement Skills

**Discipline:** Speech Communication Business Counseling

**Units:** 1 – 3

**Catalog Course Description:** Provides students with opportunities to develop marketable skills in preparation for employment or advancement within a career. It is designed for students interested in improving their resumé writing, interviewing and job search skills. Appropriate level learning objectives are established by the student and the employer.

**Description for Schedule of Classes:** Provides students with opportunities to develop marketable skills in preparation for employment and improve career development skills.



**Course Objectives:**

1. Describe typical duties, responsibilities and compensation range for the student's current position.
2. Identify skills and attitudes that can be improved on the job and formulate three (3) learning objectives based on students perceived needed areas of growth.
3. Describe the occupational knowledge and/or improved occupational skills gained as a result of completing three (3) on-the-job learning objectives.
4. Set goals, schedule time, and accurately track hours worked for the semester.
5. Follow employer's policies, rules and regulations.
6. Perform all job responsibilities to the satisfaction of the employer.
7. Differentiate between types of resumes and describe their appropriate applications.
8. Prepare a resume appropriate for an entry level position.
9. Describe the stages of a job interview.
10. Develop a strategy for preparing for a specific job interview and describe guidelines and techniques for effective interviewing.

**Student Learning Outcomes:**

1. After participating in the General Work Experience 290B orientation students will be able to write measurable learning objectives that relate to current on-the-job duties and to the career advancement skills they would like to learn or improve during the semester.
2. After participating in the General Work Experience 290B Resume Workshop students will be able to write an effective resume and complete the Resume Self-Critique Worksheet.
3. As a result of completing the Preparing for Job Interviews module students will be able to identify the stages of a job interview and complete the Interview Strategic Plan Worksheet.

**Methods of Instruction:** Individualized Instruction, Lab , Lecture , Observation and Demonstration , Work Experience , Directed Study , Field Experience

**Methods of Evaluation:**

Written assignments will be evaluated on: completion of assignment in a timely manner; through completion of assignments based on instructions given and including input from employer; signs of effort in completion of assignments. Students will be required to demonstrate three (3) work related objectives, which will illustrate occupational knowledge and/or occupational skills. Students work related learning objectives will be evaluated by the employer and judged as to the accepted standards of the student's current position. Other areas of evaluation may include: hours worked, attendance at mandatory orientation and midterm meetings, attendance at scheduled instructor conferences, and the timely and through submission of all General Work Experience 290B forms.

**Reference Location:** E:\WEXP 290B Curriculum Outline\_files\WEXP 290B Curriculum Outline.html

## **2. PLAN: Career Workshops & Presentations**

- Partner with career center, EDD and local staffing agencies.
- Conduct research for current trend in the job market.
- Conduct student survey to identify career/short-term vocational interest.
- Develop and coordinate a series of workshops/classroom presentations focused on specific careers & short-term vocational programs based on survey and research results.
- Bring members to workshops from the community to share their educational and career path.
- Allow for student feedback by providing short questionnaire at end of workshop/presentation.

**Objective 6: Plans to collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes.**

### **Program area 1: Elementary and Basic Skills, including Adult High School/GED**

The professional development recommendations described herein align with the plan to support instructors in their instructional practices as they build strong linkages between and among noncredit programs and credit bearing disciplines. As such, professional development includes national, regional and local venues for noncredit SBCC faculty. For example, professional organizations such as the Association of American Colleges and Universities, the Lumina Foundation and Merlot Foundation could be tapped to bring in recognized speakers. A professional needs assessment could be conducted to identify which integrative learning strategies are most solicited by faculty and which fit best with the mission and vision of SBCC. For example, “technology-enabling practices” or “co-curricular and innovative pedagogical innovations” could be explored. By promoting access to educational speaking bureaus, inspirational ideas and creative approaches to addressing local issues could be explored and developed.

In addition, it is recommended that the statewide AB86 planning consortia be tapped for regional and state best practices. Faculty will have greater access to communicating with other consortia members, which will in turn facilitate discussions that can apply to the particular needs of SBCC.

Faculty have participated in CALPRO Webinar opportunities, attended professional conferences, and interacted with other noncredit faculty at workgroup meetings. These activities help to generate fresh ideas that in turn can serve as fodder to implement new collaborative projects.

Finally, promotion of cross-disciplinary communication is recommended as a venue by which noncredit and credit faculty can learn from each other. Teaching and learning strategies and instructional methods can be shared and explored by facilitating venues where such conversations can occur. These could be promoted with monthly brown bag

lunches or other types of exploratory conversations that will also include AB86 consortium partners such as the Public Library.

## **Program area 2: Classes and courses for Immigrants, including ESL and Workforce prep**

### Narrative

Professional development should be in line with any programmatic and/or curricular changes made. This includes providing national, state, regional and local opportunities for noncredit ESL faculty to attend workshops and seminars related to the pedagogy and instructional delivery of topics such as contextualized learning, best practices, and career readiness. Funding for such opportunities is needed for noncredit ESL faculty.

Noncredit ESL faculty has periodically had professional opportunities through CALPro Webinars, guest speakers, and in-service workshops. In addition, a limited number of individuals have been able to attend professional conferences such as TESOL. Also, internal to SBCC, there have been opportunities to exchange ideas with noncredit colleagues at such meetings as the BSI committee. These workgroups provide an opportunity for faculty to develop proposals and implement new projects.

Faculty should be surveyed to find out what the most pressing professional development needs are. From this information, an inventory of available resources should be created to provide options for the largest possible number of adjunct faculty. For example, Webinars offered through professional organizations and open access training could be offered.

Instructors could create learning community cohorts to discuss topics of interest. Within these groups, guest speakers could be invited to address specific concerns. Brown bag lunch lectures could provide opportunities for faculty to exchange new ideas. These opportunities could be scheduled and offered throughout the year.

In addition, a resource bank of training materials could be developed in digital format so that faculty could access them when their time permitted. For example, credit faculty and noncredit faculty could meet to exchange and discuss topics of mutual concern. These discussions could be recorded and archived for future viewing. This type of activity would take collaboration across different departments at SBCC; thus, time and funding would need to be addressed across interdepartmental lines.

In addition to these opportunities, funding should be available for a cohort to be selected annually to attend regional and state conferences. Attendance at these professional meetings brings fresh ideas to teaching.

With the advent of the One College Initiative, the question of professional development access for noncredit instructors will need to be explored more fully.

### **Program area 3: Adults with Disabilities programs and services**

#### **In-house training for staff, faculty and administrators from experts in the field of adults with disabilities**

- Adults with disabilities require a contextualized approach for support strategies and successful learning. In addition, instructors need to be informed about aspects of developmental (cognitive, physical mobility, autism) disabilities that are important to consider in curricula building and teaching strategies.
- Training for staff using on-line learning modules or in-person group training semi-annually will be developed and provided learning about aspects of disability.

### **Program area 4: Short-term CTE programs and services**

Plans are to collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes.

Importantly, credit department chairs will be working directly with noncredit short-term vocational faculty in the creation of new short-term vocational certificates. Faculty will continue to collaborate in the evaluation of these courses. Student input will be critical in the ongoing improvement of certificates.

In addition, industry representatives will be at all career technical advisory committee meetings. These meetings include noncredit and credit programs and faculty.

### **Program area 5: Programs for Apprentices**

Professional development for faculty involved in apprenticeship classes, based on skills/information recommended by employer trainers and not held by faculty, will consist of weekend, semester-break, and summer workshop skill upgrades for the faculty, whenever possible.

**Objective 7: Plans to leverage existing regional structures, including, but not limited to, local workforce investment areas.**

### **Program area 1: Elementary and Basic Skills, including Adult High School/GED**

AHS/GED programs can benefit by working with the public libraries as well as with the Library and Tutoring Center at Santa Barbara City College. Librarians could provide research skill modules or seminars once or twice a term to advance student learning and college readiness preparation.

In addition, a needs analysis could be conducted with United Way recipients such as the

local literacy organizations to identify needs that may not be addressed in existing adult high school programs. By further planning with these organizations, SBCC could identify networking strategies that would facilitate student access to programs and help to address programmatic needs.

Finally, more coordination could occur between and among career counseling organizations and SBCC noncredit programs. Invited guest speakers in AHS/GED classrooms could discuss career options and regional workforce opportunities that could inform students' career decisions.

## **Program area 2: Classes and courses for Immigrants, including ESL and Workforce prep**

Similar to the AHS/GED program, the ESL program can benefit by working with the public libraries to ensure that students learn about the different services available to them. Field trips to the library will help students to learn about the system of checking out books, using library resources and accessing services such as tutoring in the literacy program.

In addition, the ESL program can make a more concerted effort to develop an outreach plan in conjunction with the SBCC outreach office and community service organizations. This plan should include outreach to immigrant populations whose languages are other than Spanish.

Finally, more coordination could occur between community organizations and the ESL program to offer EL Civics field trips. These would reference the thematic units covered in class, such as nutrition, immigration, health care, etc. In this way, students could receive first-hand experience about civic offerings and responsibilities.

## **Program area 3: Adults with Disabilities programs and services**

### **Strategies for working with existing regional resources include:**

- Inclusion of the Workforce Investment Board in the Advisory Council for Employment
- Networking with SB Chamber of Commerce to recruit employers to the Council
- Accessing tutors in the County Libraries for training around technology
- Requesting membership on the Advisory Council by the Employment Development Department (EDD)
- Incorporating County Social Services CalWorks in conversation about selection of and revising of non-credit
- Vocational certificate topics

#### **Program area 4: Short-term CTE programs and services**

Existing relationships can be leveraged for a meaningful, service-based connection. SBCC has informal and formal relationships with a number of community and business partners as indicated in Table 7 (Program Area 4). But the connectivity is loosely based around attending conferences together and serving on boards together, with no larger purpose with real mutual benefit.

Partnering on the Skills Institute concept can be the conduit of true collaboration, helping to serve each of the partners' needs. For example, the WIB's mission to serve the workforce needs of employees, and help adult and laid-off workers is served by partnering with the new Skills Institute, as a way of meeting its needs. In addition, The Skills Institute can provide a meaningful and sensible pipeline of communication between industry and education.

By creating up to 50 industry partners, SBCC will know the gaps in skills real industry is seeking. Finally, economic development agencies and SBCC can mutually track successes and share data.

#### **Program area 5: Programs for Apprentices**

a) We have identified the following existing regional structures (designated as funding agencies above) as possible providers of financial aid for those costs that are not covered by SBCC (local educational agency) or apprentice employer. These costs will include tuition, fees, and texts for the in-school training side and apprentice tools for the work training side.

- The local Santa Barbara Workforce Investment Board
- The Santa Barbara City College Foundation
- TRADART

## Works Cited

<sup>1</sup>AB86 website/Resources/Demographic data

<sup>2</sup>Employment Development Department, May 16, 2014 Press Release

<sup>3</sup>Santa Barbara County Economic and Workforce Information Analysis, April 2013, [bw] Research Partnership

<sup>4</sup>EMSI Complete Employment 2013.1

<sup>5</sup>2013 Santa Barbara County Workforce Investment Board Annual Report

<sup>6</sup><http://www.nonprofitkinect.org/article/3600-santa-barbara%E2%80%99s-powerful-nonprofit-sector-raises-the-bar-high#sthash.8Rn8g2vb.dpuf>

<sup>7</sup> Chancellor's Office website regarding SB1456:  
<http://extranet.cccco.edu/Portals/1/SSSP/AboutSSSP/Programs/Fact%20Sheet%20SSSP%205-14.pdf>

## Table of Contents for Tables 1-7

### Table Explanations:

Table 1.1A: Data submitted by SBCC is listed on rows 10-16.

- Row 10 (credit basic skills) data includes SBCC's English Skills department which offers remedial reading and writing, as well as data from math remedial classes that are below college-level algebra and are taught by credit math faculty.

Remedial math operational costs are not contained in a separate cost center, so the Project Director calculated (based on numbers of remedial vs. college level sections offered) that 27% of the math department's operational costs are for remedial instruction

- Row 11 (Enhanced noncredit) includes the Adult High School/GED program.
- Row 12 (Classes and courses for Immigrants) includes SBCC credit ESL.
- Row 13 (Classes and courses for Immigrants) is SBCC noncredit ESL.
- Row 14 (Adults with Disabilities) includes instructional and non-instructional full-time faculty salaries as well as adjunct salaries (columns H and S). All costs on Row 14 reflect operational costs for the college's Disabled Student Programs and Services (DSPS) which serves credit and some noncredit students. Revenue sources are from apportionment as well as categorical funds.
- Row 15 (Short-term CTE) includes only noncredit enhanced funded certificate programs.
- Row 16 (Programs for Apprentices) includes our Pre-Apprenticeship credit Construction Academy. As this is a credit program, there was no drop down category that matched, so column E was left blank.
- Rows 18 and 21: Please note: The two unified school districts, that are Consortium Members, provide no services to adults. There is a small program at two of the high schools for youth aged 18 and over who are developmentally disabled and unduplicated enrollment is listed. While Santa Barbara Unified did provide instructional salaries for FY12/13 and FY13/14, Carpinteria Unified was not able to extrapolate that level of detail from their large yearly budget.
- Row 24: The Workforce Investment Board oversees the Workforce Resource Centers in Santa Barbara County (One-Stops), but offers no instructional services to clients. The One-Stops do refer WIA-eligible and case-managed applicants to regular SBCC classes.



Table 1.1B:

- Row 12, Columns C and L—reflect total apportionment for SBCC (combining credit and noncredit). Similarly, columns E, F, H, I, N, O, Q and R also reflect the total amounts received for the college.
- Row 12, Columns G and P—Santa Barbara City College does have a Center for Lifelong Learning that houses all fee-based classes, none of which qualify for the 5 program areas.
- Row 12— SBCC administers WIA II funds (Columns E and N).
- Rows 14 and 16—Neither of the K12 districts have Adult Schools, so all columns are entered with N/A
- Row 19—The Santa Barbara County Workforce Investment Board oversees the Santa Barbara Workforce Resource Center which administers WIA I funds (column D and M). **Approximately 27% of WIA I funds received by the County of Santa Barbara are used in the Santa Barbara CCD AB86 Consortium area, so that percentage was used to calculate the amounts populated in columns D and M.**

Table 1.2

- **Important note:** While Table 1.2 is asking for information specifically about Partners' instructional programs, most Consortium Partners provide services rather than instructional programs. For most regular instruction, they refer out to SBCC. For example, the Santa Barbara County Sheriff's Office Jail Program allows approved SBCC instructors to teach inmates in a dedicated space.
- Row 11--Public Library noted that in FY13/14 the operational cost was higher because they received a one-time grant in order to upgrade technology and this amount was expended during the fiscal year.
- Row 29--Santa Barbara Housing Authority listed operational costs at \$180,000 for FY12/13 and 13/14 and noted that the costs were for 3 coordinators. As only 46 and 45 students were served in those years, the Housing Authority will provide a more specific breakdown of services for the next report. It is assumed that the 3 coordinators perform duties other than direct instruction.

Table 2

- **Important note:** as mentioned above, most Consortium Partners provide services rather than direct instruction. The Santa Barbara Housing Authority has offered some instruction, but as of this writing, they have not provided operational cost information. It will be provided in the next report.

**Table 1 through 2 are sent separately**

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**Table 3.1 – Integrate existing programs and create seamless pathways**

**Program Area 1 - Adult High School/GED**

<b>Table 3.1 (Adult High School/GED) Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants</b>						
<b>Transition to be Addressed</b>	<b>Strategy/Approach to be Employed</b>	<b>Resources Needed</b>	<b>Estimate of the Cost</b>	<b>Responsible Parties (specific school districts and/or community colleges)</b>	<b>Methods of Assessment</b>	<b>Timeline</b>
Streamline access points	Analyze assessment tools across programs to promote seamless transitions	Faculty stipends	\$50/hr x 2 faculty x 20 hrs = \$2,000	SBCC Assessment staff, Faculty, Coordinator	* see note at end of table	1 semester
New students to AHS GED, and ABE	Create seamless scheduling and registrations processes.	Departmental meetings; noncredit advisory committee	N/A	SBCC Noncredit Coordinator; Registrar, student services	*see below	1 semester
ESL to AHS/GED/ABE	Create or integrate ESL elective course to transition to GED (or AHS); (See NC ESL report for more information).	Faculty stipends to develop curriculum	\$50/hr x 4 faculty x 40 hours = \$8,000	SBCC GED/AHS and NC ESL faculty	*see below	2 semesters
GED/ABE to ESL	Bilingual GED students take ESL courses concurrently; some ESL Electives (e.g., civics) could prep for GED; integrate GED subject matter content into some ESL courses (e.g., math)	ESL and GED develop curriculum in work groups	\$50/hr x 4 faculty x 40 hours = \$8,000	SBCC Bilingual GED and NC ESL faculty	*see below	2 semesters
CTE to AHS/GED/ABE	CTE students take placement test (TABE and/or CASAS?); if low in key areas, referred to ABE to	Departmental coordination	N/A	SBCC Student Services;	*see below	1 sem; ongoing

	bring up to level and/or take CTE concurrently			GED/AHS; coordinator		
AHS/GED/ABE to CTE	Via articulation and co-planning with CTE and AHS instructors, integrate and/or create CTE courses to count as AHS Electives or as modules in AHS courses (e.g., construction math/geometry)	Curriculum development and changes	\$50/hr x 4 faculty x 40 hours = \$8,000	SBCC CTE, AHS instructors	*see below	1 semester
AHS/GED/ABE to Credit Campus	Integrate Personal Development/college skills courses into AHS and GED curriculum; create bridge courses	Faculty stipends; coordination	\$50/hr x faculty x 40 hours = \$8,000	SBCC AHS/GED faculty	*	2 semesters
Credit Campus students needing additional assistance to ABE	Referral of Credit Students to ABE for additional remedial skill development.	Wait for Banner system integration. Run reports to identify students.	N/A	SBCC staff	*	1 sem; ongoing
AHS/GED/ABE to apprenticeship or internships	Integrate Personal Development/college skills courses into AHS and GED curriculum; create bridge courses	Identify opportunities and integrate these into program options	N/A	SBCC staff	*	1 sem; ongoing

\* track enrollments; completion rates; attendance; student satisfaction surveys; attrition rates; exit interview

**Table 3.1 –**

**Program Area 2 - Classes and courses for Immigrants/ESL**

<b>Table 3.1 (Classes and courses for Immigrants/ESL Implementation Strategies to Address Identified Gaps)</b>						
<b>Transition to be Addressed</b>	<b>Strategy/Approach to be Employed</b>	<b>Resources needed</b>	<b>Estimate of the Cost</b>	<b>Responsible Parties (specific school districts and/or community colleges)</b>	<b>Methods of Assessment</b>	<b>Timeline</b>
Streamline access from Non-credit ESL to Credit ESL courses	Align placement instruments from noncredit to credit ESL	Faculty stipends	\$50/hr x 3 faculty x 20 hrs. = \$3,000.	Coordinator; faculty	*see Note below	2 months from start date
	Noncredit instructor/project leader who would teach part-time and coordinate the transitional curriculum development part-time	Project Leader	\$50/hr x 100 hrs. = \$5,000	SBCC	*see below	2 months from start date
	Create Bridge classes from NC ESL to Credit ESL (curriculum development)	Faculty stipends; coordination between Noncredit and credit faculty	\$50/hr x 4 faculty x 60 hrs. = \$12,000	SBCC coordinator, NC ESL faculty, Credit ESL faculty	*see below	1 semester to develop curriculum
NC ESL to GED NC ESL to Short Term Vocational Programs (see Table 5.1 for further information)	Conduct gap analysis	GED and ESL faculty teamwork	\$50/hr x 2 faculty x 20 hours = \$2,000	NC ESL, AHS/GED faculty	*see below	1 semester
Marketing and Outreach	phone campaigns, printed materials.	part-time staff	\$11.12 hrly X 200 hrs = \$2,224.00	NC Coordinator	*see below	periodic

\*track enrollments; completion rates; attendance; student satisfaction surveys; attrition rates; exit interviews

**Table 3.1 –**

**Program Area 3 - Adults with Disabilities**

<b>Table 3.1 (Adults with Disabilities) Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants</b>						
<b>Transition to be Addressed</b>	<b>Strategy/Approach to be Employed</b>	<b>Resources Needed</b>	<b>Estimate of the Cost</b>	<b>Responsible Parties</b>	<b>Methods of Assessment</b>	<b>Timeline</b>
Assessment of skills and interests for placement as well as Basic Skills	Adjunct counselor for Non-Credit Vocational Certification develops cadre of appropriate assessment tools	Position of Counselor  Purchase of assessment tools	\$35,000	SBCC in collaboration with Tri-Counties Regional Center and Department of Rehabilitation	Non-Credit Certificate programming developed aligned with aggregate results of skills and interests inventory	Concurrently with development of curricula 2015/2016 or start date for development upon receipt of funding
Support students in the identification and development of interests starting in Grade 10 – through modules about careers aligned with the skills and interest of adults with disabilities.  Influence and support development of curricula as well as referral of students for application for admission.	Transition Liaison consultant communicates across School District and Community College around identification of prospective students, interface with Counselor for guidance of students and their families.	Transition Liaison consultant	\$65,000	SBCC in collaboration with Santa Barbara and Carpinteria Unified School Districts	Measure success through trends of referrals of school district transition programs to community college vocational certificate programs, number of graduates (percentage of admissions) and student satisfaction surveys.	2015/2016 Fiscal Year or upon receipt of funding.

<p>Communication with prospective and current employers of adults with disabilities to ensure that non-credit vocational certificate programs align with needs of regional employers</p>	<p>Employment Specialist consultant creates advisory relationships and board of regional employers as a part of duties to ensure communication among school district, community college and employers</p>	<p>Employment Specialist consultant</p> <p>Budget for equipment (technology) for regular presentations and facilitated meetings with employers</p>	<p>\$65,000</p>	<p>SBCC in collaboration with Santa Barbara and Carpinteria Unified School Districts, Tri-Counties Regional Center and Department of Rehabilitation</p>	<p>Measure success through</p> <p>Trends of employers participating in an advisory board</p> <p>#s of students employed year over year</p>	
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**Table 3.1 –**

**Program Area 4 - Short-term CTE**

<b>Table 3.1 (Short-term CTE) Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants</b>						
<b>Transition to be Addressed</b>	<b>Strategy/Approach to be Employed</b>	<b>Resources Needed</b>	<b>Estimate of the Cost</b>	<b>Responsible Parties (specific school districts and/or community colleges)</b>	<b>Methods of Assessment</b>	<b>Timeline</b>
Create Green Gardener Pathway to SCA, Certificate or A.S. Degree in Environmental Horticulture	Develop 1 new Green Gardener modules (Advanced); Develop matriculation marketing materials to link Green Gardener program to Environmental Horticulture Department	Curriculum Development	75 hours @\$50/hr = \$3,750	SBCC CTE Dean SBCC EH Dept Chair SBCC Faculty Businesses	Number of students completing Green Gardener modules; Number of students matriculated from Green Gardener Program to for credit options	Develop New Module by Fall 2015, Offer by Spring 2016. First students to matriculate by Fall 2016
Create Medical Assistant and Personal Care Attendant Pathway to Internship/Job Placement in Allied Health Nursing CNA program	Collaborate with the Career Center to refer students to internships/jobs for Medical Assistant and Personal Care Attendant Programs. Develop matriculation marketing materials to link Medical Assisting and Personal Care Attendant programs to Jobs & Allied Health CNA Program	Career Center/Counselor support for Medical Assistant and Personal Care Attendant students	½ time counselor (10/hrs per week for 10 months) @ \$85/hr= \$34,000	SBCC CTE Dean; SBCC Career Center, Assessment Support; Industry Partners: Hospitals, Medical offices	Number of students completing Medical Assistant Training; Number of students completing Personal Care Attendant Training; Number of students placed in internship/job;	Implement new strategies for first students to matriculate by Fall 2016.

					Number of students enrolled in WEXP or PD 110; Number of students completing English Assessment; Number of students matriculated from Medical Assistant/Personal Care Attendant Training to Allied Health CNA Program.	
Skills Gap for incumbent or displaced workers, or recent college grads	Combine some existing programs (3 <sup>rd</sup> party certifications; credit professional development, short term vocational) with new noncredit digital badge program to create the Skills Institute.	Curriculum Development  Promotion of Skills Institute Launch (events, brochures, web site)	\$50,000: 30-40 new courses (50-70 hours per course @\$50/hour )  \$15,000	Professional Development Center Dean and Director, Faculty from at least 6 departments (COMP, ACCT, PRO, CIS, CNEE, CS)  SBCC PDC Dean	Number of new courses developed; Number of new courses offered, Number of students enrolled, Number of badges issued; Number of events; Number of participants at events; number of brochures or other marketing collateral disseminated	Launch of the Skills Institute planned for Fall, 2015  Summer 2015

**Table 3.1 –**

**Program Area 5 – Programs for Apprentices**

<b>Table 3.1 (Programs for Apprentices) Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants</b>						
<b>Transition to be Addressed</b>	<b>Strategy/Approach to be Employed</b>	<b>Resources Needed</b>	<b>Estimate of the Cost</b>	<b>Responsible Parties (specific school districts and/or community colleges)</b>	<b>Methods of Assessment</b>	<b>Timeline</b>
Curriculum Alignment	Communication between apprenticeship employer and apprenticeship committee/program sponsor	Meeting Time compensation for program sponsor and 2 adjuncts	\$200 for ten (10) one-hour meetings= \$2000.	Program Sponsor (CT Dept. Chair, SBCC)	Sign-off by Apprentice Employer/ Apprent. Committee	1 <sup>st</sup> Year of Apprenticeship
Placement into Apprenticeship	Placement meetings with: A Committee/ Employer/ Program Sponsor/ CT Faculty	Meeting time compensation for prog spon/CT faculty	Five (5) one hour meetings/yr @\$200/meeting=\$1000	Program Sponsor (CT Dept Chair, SBCC)	# of placements	1 <sup>st</sup> year of Apprenticeship
Create 4 short-term (8wk/12hrs) non-credit CT courses: 1) Construction Framing 2) Finish Carpentry 3) Construction Trades Sampler 4) Construction Foundations	Develop 4 new non-credit CT courses; Develop matriculation marketing materials to these non-credit courses to the Credit CT program	Curriculum Development, integration into existing CT credit program Bilingual Teaching Assistant	10hrs per course at \$50/hr. for 4 courses = \$2500.  \$50/hr for 12hrs/class x 4 classes = \$2500 (for first year)	Chair, Construction Technology Department, SBCC	Number of students enrolling in and completing the CT short-term voc classes. Number of students continuing into the credit CT program	Develop New Module by Fall 2015, Offer by Fall, 2015.

**Table 3.1 –**

**Program Area: Student Support Services**

<p align="center"><b>Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants</b></p>						
<b>Transition to be Addressed</b>	<b>Strategy/Approach to be Employed</b>	<b>Resources Needed</b>	<b>Estimate of the Cost</b>	<b>Responsible Parties (specific school district(s) or college (s))</b>	<b>Methods of Assessment</b>	<b>Timeline</b>
Transition from noncredit to credit (college)	Create noncredit counselor cluster at Academic Counseling Center (ACC); Develop referral process; Coordinate monthly meetings	Meetings between lead ACC cluster counselor	\$300 per meeting x 9 mtgs = \$2,700	ACC counselor & SSS noncredit counselor	Number of students matriculating into credit campus; Conduct student Exit Interview; Banner	Meetings initiating Fall 2014/Banner installed by Fall 2015
Transition from noncredit to the workforce (instructor referral or walk-in)	Provide career services & resources; Partner and collaborate with Schall Career Center, EDD, PathPoint, & Wlb (Meetings, Workshops, Presentations, & share Resources)  Offer PD & WEXP course curriculum & classroom materials; Conduct interest survey to identify	Need liaisons to establish connections: career center liaisons, EDD (WIA), Pathpoint (SCSEP), & Workforce Investment Board; Conference room or Classroom space for meetings  Dean Approval & meeting with Career Center Director;	3 liaisons x \$30 per hour x 9 meetings = \$810	Noncredit SSS, credit campus Career Center, EDD, PathPoint, & WIB  Professional Development/Work Experience Dean & Career Center Director; Noncredit; SBCC Marketing Department/Citizensh	Number of students entering the workforce  PD103: Number of students enrolled; Pre-post Evaluation; Number of student's successful completion of course;	Initiating first meetings Spring 2015  Implement PD course in Spring 2015; WEXP in Fall 2015

	best day & time; Promotion of courses (post on website, noncredit course guide, flyers, radio announcements)	Noncredit Career Counselor to teach course; Need classroom space at Schott Center & course materials; Develop marketing & outreach plans		ip Center	WEXP290B: Number of students enrolled; Pre-post Evaluation; Number of student's successful completion of course	
Transition from with-in, noncredit to noncredit	Collaborate and meet with noncredit program faculty & short-term vocational program leaders (GED, AHS, MA, PCA, computer certificated programs, Green Gardener, and ServSafe); Assign liaison to coordinate meetings to get updates & re-evaluate existing pathways and/or create new ones	Representative for each program; Conference room	\$300 per meeting x 4 meetings per year = \$1,200	Noncredit SSS staff and program deans: Dean of Career Technologies, Dean of Lang/PE/Tech Dean of Math/Sciences, Educational Programs Noncredit Program Coordinator, Dean of Humanities, Dean of Business	Number of students successful completion of noncredit program; Print report from Banner	Initiate collaboration Fall 2014 and/or Spring 2015 (on-going)
Transition between traditional high school to noncredit (Credit Recovery)	Re-evaluate process, review Referral/Minor Enrollment Forms; Provide participating schools w/forms; Attend counselor's meeting to provide	Advisor meeting to discuss existing pathway & re-evaluate process; Staff meeting with SSS Dean to discuss revised	\$300 per meeting x 4 meetings per year = \$1,200	Student Support Services Dean/Student Support Services staff/Santa Barbara Unified School District Assistant Superintendent	Number of students completing credits for HS diploma	Fall 2014

	info & clarify referral process	pathway				
Transition to work-based learning and/or the credit program or workforce	Fund a consultant to serve as an Employment Specialist to the general noncredit student population. This person would secure and place interns and/or work experience students as well as serve as a job developer.	Meet with Director of the SBCC Schall Career Center and dean for Student Support Services to formulate a job description and logistics plan.	\$65,000 per year for the consultant	Dean of Student Support Services. Director of the Schall Career Center. Noncredit Coordinator. Current noncredit student support service team.	Number of students participating in work-based learning and number of student moving to credit or the workforce.	As funding is received
Transition to work-based learning	Fund paid internships for noncredit students	Meet with those listed above to formulate a plan.	\$50,000 per year	Meet with those listed above.	Number of internships placed.	As funding is received

**Santa Barbara Consortium Table 4 Overarching Goals**

<b>Table 4 - Implementation Strategies to Address Identified Gaps</b>						
<b>Description of Gap</b>	<b>Strategies to Address Gap</b>	<b>Resources Needed</b>	<b>Estimate of Cost</b>	<b>Responsible Parties</b>	<b>Methods of Assessment</b>	<b>Timeline</b>
Need more faculty involvement to create new programs	Convene task force of appropriate faculty to create new and/or modify existing noncredit certificates	<b>Ongoing</b> stipend funds	5 program areas x 3 faculty per area x 20 hours @ \$30 per hour = \$9,000 + \$1,000 for partner participation	SBCC administration and faculty as well as representation from related program area partners	Increase in number of existing noncredit certificates and tracking of issuance of new certificates	Modification of existing certificates by May 2015 and approval of new certificates by Fall 2015
(Continued...)						

Need bridge courses from each program area from noncredit to credit	Convene credit and noncredit faculty to create needed courses	<b>Ongoing</b> stipend funds	5 program areas x 3 faculty per area x 20 hours @ \$30 per hour = \$9,000 + \$1,000 for partner participation	SBCC administration and faculty as well as representation from related program area partners	Track number of students making the seamless transition from noncredit to credit	Course outlines created and sent to curriculum committee by May 2015
Need to create and formalize an inter-agency communication plan that will include a referral system for constituents	Create a work group to research collaboration tools and possibly work with a paid consultant, if needed	Stipend funds for SBCC faculty and consultant funds	3 faculty x 20 hours x \$30 per hour = \$1,800. Consultant @ \$50 per hour x 60 hours = \$3,000	SBCC administration and faculty as well as representation from related program area partners, and paid consultant	Tool selected and pilot testing by the inter-agency groups. Later, the number of visits will determine effectiveness.	Tool selected and piloted by July 1, 2015
Need to create a marketing plan for inreach to SBCC students and staff and outreach to the community	Work with SBCC's Director of Marketing and a selected work group to create the plan.	Stipends for faculty	5 faculty x 20 hours x \$30 per hour = \$3,000	SBCC Director of Marketing	Increased enrollment	Plan created by May 2015 targeting increased enrollment by Fall 2015

**Santa Barbara Consortium Table 4.1**

**Program Area 1: Elementary and Basic Skills Programs and Services**

<b>Program Area 1: Elementary and Basic Skills Programs and Services</b>						
<b>Description of Gap</b>	<b>Strategies to Address Gap</b>	<b>Resources Needed</b>	<b>Estimate of Cost</b>	<b>Responsible Parties</b>	<b>Methods of Assessment</b>	<b>Timeline</b>
Need college readiness courses for Adult High School/GED students  Need for AHS/GED students to have research skills	Create 1 to 3 <b>credit</b> classes on student success and college readiness for target population	Stipends for credit and noncredit faculty	5 faculty x 20 hours @ \$30 per hour = \$3,000 Research instruction = \$1,120	SBCC administration and faculty  SBCC Library faculty	Number of students taking the course(s) and matriculating to credit programs. Improved grades for students	Course(s) to be created and approved by curriculum committee with delivery by Fall 2015
Need cohort/learning community method of delivery for credit basic skills to AHS/GED students	Deliver existing basic skills classes with more flexible scheduling, especially mornings and evenings at the two adult education campuses	Classroom space and effective marketing	Estimate \$2,000 for marketing and space availability unknown at this time	SBCC administration and faculty	Number of students taking these courses at the noncredit campuses	Fall 2015
Lack of student cohesion, community and sense of belonging needed to increase persistence and retention	Need a student hub designated space at the two adult education campuses	Designated room	Refurbishing existing room (if identified) \$10,000	SBCC administration	Room identified and refurbished (if possible to locate a space)	Fall 2015



Need to create a Family Literacy program at SBCC and increase library resources for AHS/GED program	Literacy tutors would meet at a designated space in collaboration with other AB86 partners	Designated space Cataloging System	Unknown at this time \$17,800	SBCC Library Director in collaboration with partners	Number of individuals using the services	Academic year 15/16
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**Santa Barbara Consortium Table 4.2**

**Program Area 2: Classes and Courses for Immigrants**

<b>Table 4.2 Implementation Strategies to Address Identified Gaps</b>						
<b>Description of Gap</b>	<b>Strategies to Address Gap</b>	<b>Resources Needed</b>	<b>Estimate of Cost</b>	<b>Responsible Parties</b>	<b>Methods of Assessment</b>	<b>Timeline</b>
Need to develop more noncredit certificate ESL programs based on interest	Assess target population interest in order to create courses	<b>Ongoing</b> faculty stipends	5 faculty x 20 hours @ \$30 per hr = \$5,000 per year	SBCC administration and faculty	Numbers of students completing new certificate programs	Deliver at least one new certificate program in 15/16
Lack of sufficient classroom space	Identify new instructional location(s) for the SBCC Center for Lifelong Learning	Location(s) identified and funding for rental	Unknown at this time	SBCC administration	At least 4 classrooms at the SBCC adult education campuses designated for ESL	During 15/16 academic year

**Santa Barbara Consortium Table 4.3**

**Program Area 3: Adults with Disabilities**

<b>Table 4.3 Implementation Strategies to Address Identified Gaps</b>						
<b>Description of Gap</b>	<b>Strategies to Address Gap</b>	<b>Resources Needed</b>	<b>Estimate of Cost</b>	<b>Responsible Parties</b>	<b>Methods of Assessment</b>	<b>Timeline</b>
<p>There are no existing formal instructional programs specifically targeted for the developmentally disabled.</p> <p>Independent Living Skills program is needed as well as short-term CTE and targeted work experience.</p>	<p>Create skill and interest inventories that lead to career exploration and appropriate new certificates to serve this population</p>	<p>SBCC in collaboration with Tri-Counties Regional Center, develop interest surveys to be conducted by Tri-Counties</p>	<p>Stipends for SBCC faculty from DSPS office 3 faculty x 100 hours @ \$30 per hour = \$12,000. Invoice from Tri-Counties expected to be same amount.</p> <p>\$30 per hour x 20 hours per wk x 50 weeks = \$30,000 per year.</p>	<p>SBCC DSPS office and Tri-Counties Regional Center representative(s)</p> <p>A 50% time program consultant is needed to coordinate the program.</p>	<p>Number of surveys administered.</p> <p>A minimum of 2 new certificate programs created.</p> <p>Work experience sites identified.</p>	<p>By July 1, 2015</p> <p>Fall 2015</p> <p>15/16 academic year</p>
<p>Need personal assistance for those with physical disabilities during noncredit short-term CTE classes.</p>	<p>Must have increased funding available to the SBCC DSPS office.</p>	<p>Increased funding</p>	<p>\$10,000 per semester</p>	<p>SBCC DSPS office in collaboration with consortium partners</p>	<p>Number of students getting assistance</p>	<p>By the 15/16 or 16/17 academic year</p>
<p>(Continued...)</p>						

Need for homework coaching and tutoring.	Create a tutoring program specific to Adults with Disabilities to be administered via SBCC	Currently, there is no funding	\$50,000 per year	SBCC DSPS or SBCC Library in collaboration with consortium partners	Number of students accessing these specialized tutoring services at the SBCC adult education centers	By the 15/16 or 16/17 academic year
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### Santa Barbara Consortium Table 4.4

#### Program Area 4: Short-term CTE Programs

Table 4.4 Implementation Strategies to Address Identified Gaps						
Description of Gap	Strategies to Address Gap	Resources Needed	Estimate of Cost	Responsible Parties	Methods of Assessment	Timeline
Need more faculty involvement to create new programs	Convene task force of appropriate faculty to create new and/or modify existing noncredit certificates	<b>Ongoing</b> stipend funds	5 program areas x 3 faculty per area x 20 hours @ \$30 per hour = \$9,000 + \$1,000 for partner participation	SBCC administration and faculty as well as representation from related program area partners	Increase in number of existing noncredit certificates and tracking of issuance of new certificates	Modification of existing certificates by May 2015 and approval of new certificates by Fall 2015
Need bridge courses from each program area from noncredit to credit	Convene credit and noncredit faculty to create needed courses	<b>Ongoing</b> faculty stipend funds	5 program areas x 3 faculty per area x 20 hours @ \$30 per hour = \$9,000 + \$1,000 for partner	SBCC administration and faculty as well as representation from related program area partners	Track number of students making the seamless transition from noncredit to credit	Course outlines created and sent to curriculum committee by May 2015

			participation			
Adults with Disabilities need specialized programs.	Create specialized short-term CTE and workplace readiness certificates for Adults with Disabilities population	Faculty stipends and funds for program partners	3 faculty x 100 hours @ \$30 per hour = \$9,000. The same amount is estimated for partners.	SBCC DSPS faculty, SBCC short-term CTE faculty, SBCC administration and partner representatives	A new Independent Living Skills certificate and at least one specialized noncredit short-term CTE certificate will be created.	During the 15/16 academic year

**Santa Barbara Consortium Table 4.5**

**Program Area 5: Programs for Apprenticeships**

<b>Table 4.5 Implementation Strategies to Address Identified Gaps</b>						
<b>Description of Gap</b>	<b>Strategies to Address Gap</b>	<b>Resources Needed</b>	<b>Estimate of Cost</b>	<b>Responsible Parties</b>	<b>Methods of Assessment</b>	<b>Timeline</b>
Need to determine specific interest from business community and from potential students.	Creation of a survey administered to area industry-related business to determine needs.  Also, survey the Workforce Resource Center to determine interest from their constituents.	Expertise in creating the surveys	Faculty stipends to develop and administer the surveys = 2 faculty x 20 hours @ \$30 per hour = \$1,800	SBCC Director of Marketing in collaboration with SBCC Construction Academy faculty	Number of surveys administered and returned	15/16 academic year
No SBCC apprenticeship program currently exists	Creation of a pilot program in the SBCC Construction Academy	Faculty release time and/or faculty stipend	\$7,000	SBCC administration and Construction Academy department chair	Number of participants completing the program	15/16 or 16/17 academic year

**Table 5.1 – (Adult High School/GED) Work Plan for implementing approaches proven to accelerate a student’s progress toward his or her academic or career goals**

**Program Area 1 - Adult High School/GED**

<b>Table 5.1 (Adult High School/GED) Work Plan for Implementing approaches proven to accelerate a student’s progress toward his or her academic or career goals</b>						
<b>Description of the Approach</b>	<b>Tasks/Activities Needed to Implement the Approach</b>	<b>Resources needed</b>	<b>Estimate of the Cost</b>	<b>Responsible Member (Specific school district(s) or college(s))</b>	<b>Methods of Assessment</b>	<b>Timeline</b>
1 part-time mentor/LC coordinator	Create mentoring program plan	2 part-time professional staff mentors	\$14.50 per hour x 2 x 10 hr per week x 9 mos. = \$10,440	SBCC	To be determined	
Develop career-related learning communities	organize learning communities	staff mentor coordination	\$14.50 per hour x 10 hours per week x 9 mos. = \$5,220	SBCC		
Developing AHS and GED cohort classes ("Focused learning groups"), for subjects that typically take students longer to complete.	Students would agree to attend specific days/times, Modify existing course would be lecture, discussion, classwork, homework	Scheduling reorganization	5 faculty @ \$50 per hour x 20 hr per course = \$5,000	NC coordinator and faculty	Track hours to completion, attrition rates,	
Develop math classes and/or modules targeted toward career skills (e.g., construction, medical)	curriculum development	faculty stipends	\$50/hr x 4 faculty x 20 hours = \$4,000			

Integrate aspects of distance learning into existing AHS/GED courses	Analyze needs and create plan of action	faculty work group	stipends for meeting attendance \$30 per faculty member.			1 semester
Integrate a personal development (goal-setting, etc.) course (curriculum development)	Coordinate with PD classes at credit campus and modify for noncredit course	Faculty work group	integrate a personal development (goal-setting, etc.) course	Faculty	*	1 semester( Adult High School/G ED) Work Plan for Implementing approaches proven to accelerate a student's progress toward his or her academic or career goals

**Table 5.1 –  
Program Area 2 - Classes and courses for Immigrants/ESL**

<b>Table 5.1 (Classes and courses for Immigrants/ESL) Work Plan for Implementing approaches proven to accelerate a student’s progress toward his or her academic or career goals</b>						
<b>Description of the Approach</b>	<b>Tasks/Activities Needed to Implement the Approach</b>	<b>Resources needed</b>	<b>Estimate of the Cost</b>	<b>Responsible Member</b>	<b>Methods of Assessment</b>	<b>Timeline</b>
Add goal development to EL Civics unit on jobs	EL Civics Coordinator planning time				CASAS measures	1 semester
Create contextualized curriculum for specific subject areas	Create partially integrated and contextualized instruction courses to address specific short-term course material; NCESL to short-term certificates. this includes integrating Computer skills and NC ESL into certificate; Other business modules could be explored	NC ESL and Short-term certificate teamwork	\$50/hr x 4 faculty x 50 hours = \$12,000	NC ESL faculty		2 semesters
NC ESL to Short-term Certificates 1. Green Gardener 2. Construction 3. Health 4. Childcare 5. Business	Work with short-term vocational programs to identify what bridge classes could be developed to promote NC ESL student success.	NC ESL and Short-term certificate teamwork	\$50/hr x 2 faculty x 50 hours = \$5,000.	NC ESL and vocational faculty		1 sem
Develop Peer Mentoring and Supplemental Instruction (SI) programs to assist students with bridge; hire part-time mentoring coordinator	create mentoring program plan	part-time mentoring and supplemental instruction	\$5,000	NC Coordinator	To be determined	1 sem
Instructional Aide Support	Provide individual and classroom support	Instructional Support	\$150,000 annually	NC Coordinator	TBD	ongoing

**Table 5.1 –**

**Program Area 3 – Adults with Disabilities**

<p align="center"><b>Table 5.1 (Adults with Disabilities) Work Plan for Implementing approaches proven to accelerate a student’s progress toward his or her academic or career goals</b></p>						
<p><b>Description of the Approach</b></p>	<p><b>Tasks/Activities Needed to Implement the Approach</b></p>	<p><b>Resources needed</b></p>	<p><b>Estimate of the Cost</b></p>	<p><b>Responsible Member (Specific school district(s) or college(s))</b></p>	<p><b>Methods of Assessment</b></p>	<p><b>Timeline</b></p>
<p>Certifications in vocational areas with modified or stacked academic requirements for a practical certificate that leads to employment</p>	<p>Consultant to function as Program Director</p> <p>Create and teach the curriculum for training: Functional, social, communication, vocational, and other job readiness skills</p>	<p>Consultant with expertise in development of accommodated or stacked curriculum</p>	<p>\$85,000 for Program Director and \$65,000 for consultant contract</p>	<p>SBCC in collaboration with Santa Barbara and Carpinteria Unified School Districts as well as Tri-Counties Regional Center and Department of Rehabilitation</p>	<p>Rate of program completion</p> <p>Numbers enrolled</p> <p>Satisfaction Survey of participants</p>	<p>FY 2015/2016 or ten months post receipt of funding</p>
<p>Homework coaching and tutoring.</p>	<p>Develop a cadre of tutors to provide strategies instruction for students in the Program</p>	<p>Strategies Instruction provided by Tutors</p>	<p>\$75,000 annually</p>	<p>SBCC</p>	<p># Students completed coursework</p>	<p>FY 2015/2016 or ten months post receipt of funding</p>
<p>Opportunity to develop and expand basic computer technical skills</p>	<p>Enrollment in existing non-credit courses</p>	<p>Class Tutors</p>	<p>\$7500 per position annually</p>	<p>SBCC</p>	<p># Students enrolled</p>	<p>FY 2015/2016 or ten months post receipt of funding</p>



Work Place Readiness Programming:	Create and teach the curriculum for training: Functional, social, communication, vocational, interpersonal and behavioral skills	Consultant to create curriculum	Consultant fees of \$60,000 first year  \$30,000 annually for five years to refine and develop	SBCC curriculum approval process  Students enroll and complete curriculum	Rate of program completion  % Total enrollees employed  # Work Experience sites developed	FY 2015/2016 or ten months post receipt of funding
Field based experience (apprenticeship) for areas of interest	Consultant to serve as Employment Specialist, Non-Credit Vocational Certification	Funding for: Employment Specialist  Marketing and outreach  Transportation: bus passes	\$50,000  \$30,000 annually (consultant contract)  \$50,000 annually	SBCC	# of field based experiences  % of enrollees employed	FY 2015/2016 or eighteen months post receipt of funding

**Table 5.1 –**

**Program Area 4 - Short-term CTE**

<b>Table 5.1 (Short-term CTE) Work Plan for Implementing approaches proven to accelerate a student’s progress toward his or her academic or career goals</b>						
<b>Description of the Approach</b>	<b>Tasks/Activities Needed to Implement the Approach</b>	<b>Resources needed</b>	<b>Estimate of the Cost</b>	<b>Responsible Member (Specific school district(s) or college(s))</b>	<b>Methods of Assessment</b>	<b>Timeline</b>
Leading edge Flipped classroom pedagogy employed in new noncredit curriculum.	Partner with video-based instructions (lynda.com) and procure industry partnerships;	Institutional lynda.com subscription (or in the alternative, pass the cost of video playlist to students); Release time for faculty (or hire consultant)	\$80k per year (Cost to be passed to the students); \$10k contract with consultant to procure 50 local industry partners	SBCC Dean and Director of the PDC, Department Chairs; Consultant	Number of lynda.com courses or assignments used in the classroom; Number of industry partners	Fall 2015 and Spring 2015  Fall 2015
Issuance of digital badges	Build badges	IT experts to build badge system for SBCC	\$10k contract with Pearson VUE	SBCC Dean and Director of the PDC	Number of badges created	Fall 2015

**Table 5.1 –**

**Program Area 5 – Programs for Apprentices**

<p><b>Table 5.1 (Programs for Apprentices) Work Plan for Implementing approaches proven to accelerate a student’s progress toward his or her academic or career goals</b></p>						
<p><b>Description of the Approach</b></p>	<p><b>Tasks/Activities Needed to Implement the Approach</b></p>	<p><b>Resources needed</b></p>	<p><b>Estimate of the Cost</b></p>	<p><b>Responsible Member (Specific school district(s) or college(s))</b></p>	<p><b>Methods of Assessment</b></p>	<p><b>Timeline</b></p>
<p>Determination of training and instructional goals</p>	<p>Initial goals/timeline meeting—5 meetings over first year (Employer/App Committee/Program Sponsor/CT Faculty</p>	<p>Compensation for program sponsor/2 CT adjuncts</p>	<p>5hr initial meeting @\$200/hr = \$1000 5 one-hour meetings/\$200/hr= \$1000</p>	<p>Program Sponsor (CT Dept. Chair, SBCC)</p>	<p>Sign-off by Employer/Committee/Sponsor/Faculty</p>	<p>1<sup>st</sup> Apprenticeship Year</p>

**Table 5.1 –**

**Program Area: Student Support Services**

<b>Description of the Approach</b>	<b>Tasks/Activities Needed to Implement the Approach</b>	<b>Resources Needed</b>	<b>Estimate of the Cost</b>	<b>Responsible Member (specific school district(s) or college (s))</b>	<b>Methods of Assessment</b>	<b>Timeline</b>
Personal Development 103 Course AND Work Experience 290B Course	Get Dean approval & partner with career center director; conduct student interest survey & identify best day/time to offer class; Conduct noncredit faculty survey to provide measure of student level of competency; Incorporate approved pre-post evaluation for both courses; Conduct Exit Interviews; Contact Marketing Department & Community Education Center for advertisement	Noncredit Career Counselor to teach courses; Need classroom space at Schott Center; Develop marketing & outreach plans; Classroom Materials: iPad, wireless printer, pointer, USB Drive		Dean of Student Services Educational Programs & Career Center Director; Marketing Department & Community Education Center/Citizenship Center	Survey results; Number of students enrolled; Number of students completing course; Pre-post Evaluation results; Exit Interview	Implement PD course in Spring 2015; WEXP in Fall 2015
Career Workshops & Presentations	Partner w/career center, EDD and local staffing agencies; Research current trends in the job market; Conduct student survey to	Collaboration with Career Center Director & counselors; Noncredit faculty; Need		Career Center Director & counselors; EDD, Pathpoint, & Wlb; Partners in Education; Santa Barbara	Number of students attended; Pre-post evaluation	Implement Spring 2015

	identify career/short-term vocational interest; Develop & coordinate a series of workshops/presentations based on survey & research results; Invite community professionals to present; Provide short student questionnaire at end of workshop/presentation	classroom space and materials: iPad, wireless printer, pointer, USB Drive; Develop marketing & outreach plans		Foodbank		
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**Tables 6.1 and 6.2 –**

**Program Area 1 - Adult High School/GED**

<b>Table 6.1 Current Professional Development</b>			
<b>Topic</b>	<b>Professional Development Strategy</b>	<b>Program Area(s) Addressed</b>	<b>Estimated Cost to Implement Consortium-Wide</b>
Workgroup meetings with AHS/GED faculty. Instructional issues discussed and proposals written.	At committee level; faculty stipends		To continue, funding needed \$10,000
Coordinated times to participate in CALPRO opportunities and to debrief AHS/GED faculty	Webinars; faculty stipends	GED-AHS content specific integrative practices	\$3,000
Attendance and presentations given at professional conferences	Exchange of pertinent teaching strategies and up-to-date materials professional groups	GED-AHS	\$5,000

## 6.2 Collaborative Professional Development Plan

Topic	Professional Development Strategy	Program Area(s) Addressed	Estimated Cost to Implement Consortium-
Visits to other AHS/GED programs to observe and share best practices	Site visits, periodic meetings with lead instructors	AHS/GED/ABE and ESL	travel costs and stipends
Partnership with SBCC Credit Campus programs for sustained collaboration with noncredit programs; develop non-credit offshoots of successful SBCC Credit Campus student success programs.		Primarily AHS	stipends for meetings
Develop plan for how to best share professional development with other faculty and integrate into the program.	Further analysis needed	AHS/GED/ABE and ESL	Further analysis needed
Bring key speakers to address integrative practices	Provide funding	GED-AHS-ESL-Content specific, integrative practices	\$8,000.00
Workgroup meetings with AHS/GED faculty to discuss instructional issues (BSI projects)	At committee level; faculty stipends		\$10,000
Continue activity of coordinating times to participate in CALPRO opportunities and to debrief AHS/GED faculty	Webinars; faculty stipends	GED-AHS-ESL-content specific integrative practices	\$3,000
Cross-disciplinary faculty groups	monthly brown bag lunches; faculty sharing	Across disciplines	TBD
resource library for sharing useful materials**	Catalog instructional materials	Across departments	TBD

**Tables 6.1 and 6.2 –**

**Program Area 2 - Classes and courses for Immigrants/ESL**

<b>Table 6.1 Current Professional Development</b>			
<b>Topic</b>	<b>Professional Development Strategy</b>	<b>Program Area(s) Addressed</b>	<b>Estimated Cost to Implement Consortium-Wide</b>
Workgroup meetings with AHS/GED faculty. instructional issues discussed and proposals written.	At committee level; faculty stipends		To continue, funding needed \$10,000
Coordinated times to participate in CALPRO opportunities and to debrief AHS/GED faculty	Webinars; faculty stipends	GED-AHS content specific integrative practices	\$3,000
Attendance and presentations given at professional conferences	Exchange of pertinent teaching strategies and up-to-date materials professional groups	ESL	\$5,000

<b>Table 6.2 Collaborative Professional Development Plan</b>			
<b>Topic</b>	<b>Professional Development Strategy</b>	<b>Program Area(s) Addressed</b>	<b>Estimated cost to Implement consortium-wide</b>
Create inventory of resources	Provide Webinars and open access training opportunities	ESL	minimal
Faculty Learning Communities	Collaborate around topics of interest; invite guest speakers, offer brown bag lectures	ESL	Guest speaker honorariums, \$3,000
Digital Resource Bank	With assistance from IT, develop bank of training materials	ESL, IT, other academic departments	To be determined
Faculty professional development	Fund attendance at TESOL for NC ESL faculty	Noncredit ESL	\$8,000
CALPro	Offer CALPro trainings regularly	Noncredit ESL	\$3,000

**Tables 6.1 and 6.2 –**

**Program Area 3 - Adults with Disabilities**

<b>Table 6.1 (Adults with Disabilities) Current Professional Development</b> In the table below, identify current, effective professional development strategies carried out by consortium members that could be adapted for consortium-wide use.			
<b>Topic</b>	<b>Professional Development Strategy</b>	<b>Program Area(s) Addressed</b>	<b>Estimated Cost to Implement Consortium-Wide</b>
Programs for Adults with Disabilities	Conferences	Adults with Disabilities	\$10,000
Programs for Adults with Disabilities	Webinars	Adults with Disabilities	\$3,000

<b>Table 6.2 (Adults with Disabilities) Collaborative Professional Development Plan</b>			
<b>Topic</b>	<b>Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency)</b>	<b>Program Area(s) Addressed</b>	<b>Estimated Cost to Implement Consortium-Wide</b>
Skill building for instructors around the special needs of adults with disabilities including autism	Training for staff using on-line learning modules or in-person group training semi-annually to provide opportunity for further learning, problem solving and potential changes/adjustments to the curricula.	Adults with disabilities post-secondary contextualized approach for support strategies and successful learning	\$25,000 annually for training  \$10,000 annually to support vocational instructors time for participation
Use of adaptive	Purchase of demonstration adaptive technology for students to	Adults with disabilities	\$100,000 to



technology devices for individuals with communication and physical mobility disabilities	use on a semester or quarter basis without charge with the intent for funding of chosen technologies at graduation with a non-credit vocational certificate.	may perform at the highest level with access to technological support	develop pilot demonstration lab and \$50,000 in funding for purchases until additional grant funding is acquired.
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**Tables 6.1 and 6.2 –  
Program Area 4 – Short-term CTE**

<b>Table 6.1 (Short-term CTE) Current Professional Development</b>			
<b>Topic</b>	<b>Professional Development Strategy</b>	<b>Program Area(s) Addressed</b>	<b>Estimated Cost to Implement Consortium-Wide</b>
Curriculum alignment meetings	Credit department chairs and faculty meet with noncredit faculty to discuss modification to existing short-term vocational certificates as well as the creation of new certificates	Program area 4	\$3,000 in stipends

<b>Table 6.2 (Short-term CTE) Collaborative Professional Development Plan</b>			
<b>Topic</b>	<b>Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency)</b>	<b>Program Area(s) Addressed</b>	<b>Estimated Cost to Implement Consortium-Wide</b>
Flipped Classroom Pedagogy	Learn about flipped classroom concepts, methods, best practices and outcomes. Professional Development at Annual Consortium Retreat	Program Area 4	Estimated \$5,000
Digital Badging	Learn how to institute a digital badging program at your institution. Professional Development at Annual Consortium Retreat	Program Area 4	Estimated \$2,000
Skills Institute	Invite consortia to attend courses in the Skills Institute		N/A

**Tables 6.1 and 6.2 –**

**Program Area 5 – Programs for Apprentices**

<b>Table 6.1 (Programs for Apprentices) Current Professional Development</b>			
<b>Topic</b>	<b>Professional Development Strategy</b>	<b>Program Area(s) Addressed</b>	<b>Estimated Cost to Implement Consortium-Wide</b>
Construction Technology Information/Tool use/Skill upgrade	Faculty attends workshop		Varies from \$100-\$1000.

<b>Table 6.2 (Programs for Apprentices) Collaborative Professional Development</b>			
<b>Topic</b>	<b>Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency)</b>	<b>Program Area(s) Addressed</b>	<b>Estimated Cost to Implement Consortium-Wide</b>
CT Skills/information upgrade	1 Full-time / 2 adjunct faculty	Green building, blueprint reading, framing, finish carpentry	\$3000 max. for 3 faculty for 2 years.

Tables 6.1 and 6.2 –

**Program Area: Student Support Services**

Topic	Professional Development Strategy	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Orientation, Transition and Retention	Utilize organization for research and use as a resource, consider membership:  <i>National Orientation Directors Association (NODA)</i> , provides links & resources for orientation programs from various colleges.  <a href="http://www.nodaweb.org">www.nodaweb.org</a>		12 Month Membership fee for 1 faculty = \$125
Advocacy for the professional, best practices, trends, research, professional development, and conferences	Utilize organization as a resource, network, re-training, consider membership:  <i>National Association of Colleges and Employers (NACE)</i> , provides opportunities for professional development to its members: workshops, seminars, conferences and network.  <a href="https://www.naceweb.org">https://www.naceweb.org</a>		Membership Tiers:  Tier 1-2: Designed for small operations, this option provides membership benefits for up to two individuals. A single fee-\$425-covers both individuals.  Tier 3-5: Three to five individuals hold membership, and receive membership benefits. (\$600)  Tier 6-10: Six to 10 individuals are designated to receive membership benefits. (\$1,000)  Tier 11-25: Eleven to 25 individuals receive membership benefits. (\$2,500)  Tier >25: This option is designed for large organizations with more than 25 individuals needing membership benefits. (\$5,000)
Career Resources	Utilize organization as a resource, network, re-training, consider membership:  <i>National Career Development</i>		Membership Fee:  \$85 for Regular Membership  \$35 for New Professional (must be in the first year of

	Association (NCDA), provide career resources, training opportunities and networking.		employment after graduation or joining for the first time) \$35 for Student (must be enrolled in a undergraduate or graduate program) \$50 for NCDA Retired (must have held regular or professional membership for a minimum of 10 years before becoming eligible)
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**Table 6.2 Student Support Services Collaborative Professional Development Plan**

Topic	Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency)	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Social Justice	<p>“<b>Just Communities</b> helps educators to increase their understanding of how race, socioeconomic class, and individual and institutional bias affect teaching and learning.</p> <p>Our <b>Institute for Equity in Education (IEE)</b> is residential program that explores institutional racism, educational inequality, and achievement gaps. Just Communities works with educators, students and parents to create schools in which all students enjoy a sense of connectedness, safety, and the highest quality education.”</p> <p><a href="http://www.just-communities.org/">http://www.just-communities.org/</a></p>		<p>Program Participation Cost: \$1,950 = one person</p> <p>Request: 8 Staff \$1,950 x 8 = \$15,600</p>

<p>Online Training Tools: Lynda.com</p>	<p>Participate in online training courses as a consortium and allow space for group discussion and share best practices; Have staff facilitate the discussions; Select a conference room or classroom with projector &amp; access to computers for each individual</p>		<p>Membership Fee:  1 month access \$25, unlimited access to courses  1 month premium access \$37.30, unlimited access to courses, files for download available  3 month access, unlimited courses  6 month access \$150, unlimited courses  12 month access, unlimited courses  12 month premium access \$375, unlimited courses, files for download, offline viewing (download to mobile devices)</p>
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**Table 7.1 –**

**Program Area 1 - Adult High School/GED**

<b>Table 7.1 Leverage of Existing Regional Structures from Partners (expand table as necessary)</b>					
<b>Partner Institution Supporting Regional Consortium</b>	<b>Program area to be addressed (1-5)</b>	<b>Tasks/Activities Needed to Implement Support of the Program</b>	<b>Member Counterpart(s) *</b>	<b>Partner Contribution**</b>	<b>Timeline</b>
Work with Public Library Literacy program to (1) provide additional tutoring for AHS/GED/ABE students who need it and (2) refer literacy students to AHS/GED/ABE program for access to degree programs and additional instructional technology	1, 2, 3,	Faculty member and Literacy coordinator meet to review how to best integrate the programs.	SBCC Student Services; Library, departments	Workshops, learning modules	2 sem
Work with United Way literacy program for parents of students in their program? Also sharing resources and practices for ABE	1,2,3	Needs Assessment Develop network strategies	United Way Organizations	Develop and participate in needs assessment. Develop networking strategies	2 sem
Coordinate with CALWORKS, counselors and faculty	1,2,3	Joint meetings; plan actions	Student services	Invited guest speakers	TBD

**Table 7.1 –**

**Program Area 2 – Classes and courses for immigrants/ ESL**

<b>Table 7.1 Leverage of Existing Regional Structures from Partners</b>					
<b>Partner Institution Supporting Regional Consortium</b>	<b>Program area to be addressed (1-5)</b>	<b>Tasks/Activities Needed to Implement Support of the Program</b>	<b>Member Counterpart(s) *</b>	<b>Partner Contribution**</b>	<b>Timeline</b>
Work with Public Library Literacy program to provide additional tutoring students who need it	1, 2, 3,	Faculty member and Literacy coordinator meet to review how to best integrate the programs.	SBCC Student Services; Library, departments	Workshops, learning modules	2 sem
Connect with service organizations to create a network for outreach, paying special attention to immigrant populations	1,2,3	Needs Assessment Develop network strategies	Service organizations	Collaborate in marketing	2 sem
EL Civics extended lessons	1,2,3	Student field trips	Health, governmental and community agencies	Speakers, seminars	TBD

**Table 7.1 –**

**Program Area 3 - Adults with Disabilities**

<b>Table 7.1 (Adults with Disabilities) Leverage of Existing Regional Structures from Partners</b>					
<b>Partner Institution Supporting Regional Consortium</b>	<b>Program area to be addressed (1-5)</b>	<b>Tasks/Activities Needed to Implement Support of the Program</b>	<b>Member Counterpart(s) *</b>	<b>Partner Contribution**</b>	<b>Timeline</b>
Tri-Counties Regional Center (TCRC) of the Department of Developmental Disabilities Regional Center System	Adults with Disabilities	TCRC input re choice of and content for curricula	SBCC, Santa Barbara and Carpinteria Unified School Districts, Department of Rehabilitation	Staff time to provide input around content for curricula	2015/2016 Fiscal Year or plan to commence with receipt of funding
Service Providers of TCRC	Adults with Disabilities	Offering classes on site of TCRC Service Provider	Tri-Counties Regional Center, SBCC, Santa Barbara and Carpinteria Unified School Districts, Department of Rehabilitation	Facility and staff time for coordination (by TCRC Service Provider)	2015/2016 Fiscal Year or plan to commence with receipt of funding
Mental Health Association	Adults with Disabilities	Advice regarding the optimum approach for offering vocational certification programs to individuals with mental health issues.	Tri-Counties Regional Center, SBCC, Santa Barbara and Carpinteria Unified School Districts, Department of Rehabilitation	Staff time to provide input around content for curricula and support for students	2015/2016 Fiscal Year or plan to commence with receipt of funding
County Libraries	Adults with Disabilities	Use of County Library for access to computers	Tri-Counties Regional Center, SBCC, Santa	Facility and equipment	2015/2016 Fiscal Year or plan to commence with



			Barbara and Carpinteria Unified School Districts		receipt of funding
County Office of Education	Adults with Disabilities	Input and advice from Interagency Transition Committee as well as experts in SELPA administration and Special Education around content of curricula	SBCC in collaboration with Santa Barbara and Carpinteria Unified School Districts administrative staff	Advisement regarding successful implementation	2015/2016 Fiscal Year or plan to commence with receipt of funding
Industry Employer Groups	Adults with Disabilities	Input regarding requirements in the community for job-related skills	SBCC in collaboration with the employer community (advisory board)	Content and data regarding employment trends and current and future skills sets for jobs	2015/2016 Fiscal Year or plan to commence with receipt of funding
Literacy Coalitions	Adults with Disabilities	Development of partnership with Workforce and Literacy Initiative (WALI)	SBCC in collaboration with WALI through United Way of Northern Santa Barbara County	Input from partnership formed by WALI around the regional job market, programming to support Basic Skills for adults	2015/2016 Fiscal Year or plan to commence with receipt of funding
Department of Rehabilitation	Adults with Disabilities	Input regarding the processes required to search for and successfully obtain employment	SBCC in collaboration with the Department of Rehabilitation	Advice regarding preparation strategies for approaching education and eventual employment opportunities	2015/2016 Fiscal Year or plan to commence with receipt of funding

\* Indicate the consortium member(s) who will be the users of the contribution.

\*\* Partner Contributions may be in the form of cash, in-kind (i.e., facilities, staff time, etc.), or a combination of both. Please note: matching contributions are not required for a consortium's partners or members. The purpose of this table is to identify the contributions that partners may make to the efforts of a consortium toward coordinating the Adult Education programs to be offered by the consortium.

**Table 7.1 –  
Program Area 4 – Short-term CTE**

<b>Table 7.1 (Short-term CTE) Leverage of Existing Regional Structures from Partners</b>					
<b>Partner Institution Supporting Regional Consortium</b>	<b>Program area to be addressed (1-5)</b>	<b>Tasks/Activities Needed to Implement Support of the Program</b>	<b>Member Counterpart(s) *</b>	<b>Partner Contribution**</b>	<b>Timeline</b>
Santa Barbara County WIB	4	Meet to discuss partnership and branding of the program.	SBCC Skills Institute	Share skills gap and employment data; Promote and offer program	May 2015
EDC-VC	4	Meet to discuss partnership and branding of the program.	SBCC Skills Institute	Provide and Share Data	May 2015
SBDC	4	Meet to discuss partnership and branding of the program.	SBCC Skills Institute	Provide and Share Data	May 2015
Chambers of Commerce	4	Meet to discuss partnership and branding of the program.	SBCC Skills Institute	Help to Promote the program through regular dissemination of course offerings to members;	May 2015
Industry Partners	4	Recruitment of industry partners		Provide information on skills gaps; Provide real world problems to solve; Endorse badges	July 2015

\*Indicate the consortium member(s) who will be the users of the contribution.

\*\* Partner Contributions may be in the form of cash, in-kind (i.e., facilities, staff time, etc.), or a combination of both.

Please note: matching contributions are not required for a consortium's partners or members. The purpose of this table is to identify the contributions that partners may make to the efforts of a consortium toward coordinating the Adult Education programs to be offered by the consortium.

**Table 7.1 –  
Program Area 5 – Programs for Apprentices**

<b>Table 7.1 (Programs for Apprentices) Leverage of Existing Regional Structures from Partners</b>					
<b>Partner Institution Supporting Regional Consortium</b>	<b>Program area to be addressed (1-5)</b>	<b>Tasks/Activities Needed to Implement Support of the Program</b>	<b>Member Counterpart(s) *</b>	<b>Partner Contribution**</b>	<b>Timeline</b>
WIB	5	Tuition/ Fees/ Texts/ Tools	Apprentice	Part of \$2400 Total	Beginning of each year
SBCC Foundation	5	Ongoing support funding	Construction Academy	Ongoing support funding	ongoing
Tradart	5	Contribution of tools and employer sites for apprentices	Construction Academy	Ongoing donations	ongoing

**Table 7.1 –**

**Program Area: Student Support Services**

<b>Table 7.1 (Student Support Services) Leverage of Existing Regional Structures from Partners</b>					
<b>Partner Institution Supporting Regional Consortium</b>	<b>Program area to be addressed (1-5)</b>	<b>Tasks/Activities Needed to Implement Support of the Program</b>	<b>Member Counterpart(s) *</b>	<b>Partner Contribution**</b>	<b>Timeline</b>
Santa Barbara Unified School District		Re-establish connections and collaboration, share information, discuss needs, identified level of involvement; Assign liaison role; Develop pathway for services; Attend counselors meetings	Student Support Services staff	Student referral to noncredit services	Initiate first contact Fall 2014 (ongoing)
Employment Development Department (EDD): Workforce Investment Act (WIA)		Meet to re-establish connections and collaboration, share information, discuss needs, identified level of involvement; Assign liaison role; Develop pathway for services	Student Support Services staff	Provides workforce development activities through statewide and local organizations for job seekers, laid off workers, youth, incumbent workers, new entrants to the workforce, veterans, persons with disabilities, and employers	Initiate first contact Fall 2014/schedule meeting Spring 2015

PathPoint		Meet to re-establish connections and collaboration, share information, discuss needs, identified level of involvement; Assign liaison role; Develop pathway for services	Student Support Services staff	Provide job training & job placement services for individuals with developmental disabilities, psychiatric disabilities, are deaf or have other physical disabilities, as well as at-risk youth, low-income seniors and the homeless	Initiate first contact Fall 2014/schedule meeting Spring 2015
Workforce Investment Board (Wib) of Santa Barbara County: The Workforce Resource Center		Meet to re-establish connections and collaboration, share information, discuss needs, identified level of involvement; Assign liaison role; Develop pathway for services	Student Support Services staff	Provide services to Santa Barbara County businesses, adults, laid-off workers, and youth.	Initiate first contact Fall 2014/schedule meeting Spring 2015