



AB104 Adult Education Block Grant - Three-Year Consortia Plan Update from AB86 Final Plan

Section 1: Consortium Information

1.1 Consortium Planning Grant Number:

15-328-054

1.2 Consortium Name:

Santa Barbara AEBG Consortium

1.3 Primary Contact Name:

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1.4 Primary Contact Email:

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Section 2: Three-Year Plan Summary

AB86 Final Plan adapted to AB104 requirements

2.1 Provide an Executive Summary of your consortium’s AB86/104 Plan vision and goals (updated as appropriate). You can attach your summary or enter it below. Please see the Guidance document for attachment instructions.

[Please see attachment.](#)

2.2 Provide updates and changes to your submitted AB 86 Final Plan regarding Objectives 1 and 2. It is not necessary to reiterate or attach these sections from your AB86 Final Plan to this document. You can attach your description or enter it below. Please see the Guidance document for attachment instructions.

NOTE: The updates shall include data and changes regarding the seven program areas in AB104 (five of which were in AB86):

1. Programs in elementary and secondary skills, including those leading to a high school diploma or high school equivalency certificate.
2. Programs for immigrants in citizenship, ESL, and workforce preparation.
3. Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce.

4. Programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school.
5. Programs for adult with disabilities.
6. Programs in career technical education that are short term in nature with high employment potential.
7. Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards.

2.2a Objective #1: An updated evaluation of *current levels and types of adult education programs* within its region, including education for adults in correctional facilities; credit, noncredit, and enhanced noncredit adult education coursework; and programs funded through Title II of the federal Workforce Investment Act, known as the Adult Education and Family Literacy Act (Public Law 05-220).

Describe any changes regarding the services and programs the consortium members and partners are currently providing in the consortium's region and provide a narrative evaluation of adequacy and quality. Please note that community college district members are requested to provide data separately for credit basic skills, enhanced noncredit, and/or regular noncredit, as applicable.

[Please see attachment.](#)

2.2b Objective #2: An updated evaluation of *current needs* for adult education programs within the consortium's region. Describe and assess current needs for each of the AB86 adult education program areas (1-5), including the needs that are currently unmet. This might be informed by regional data including, but not limited to, student wait lists for classes in the program areas addressed in AB86; school districts' K-12 English Learner statistics; the number of children who qualify for free or reduced lunch; adults who do not have a high school diploma; and other relevant data. Additionally, consider needs in your region documented in state sources that informed the AB86 awards, which were calculated based on community college district boundaries (<http://cccgis.org/CCCDistrictBoundaries/tabid/626/Default.aspx>).

This should provide an updated overview (if applicable) of the consortium's region including:

- Analysis/description of local regional economy
- Additional analysis utilizing other data

[Please see attachment.](#)

2.3 Briefly describe what your regional consortium system will look like by the end of the 2017-18 program year in the areas listed below. NOTE: Responses to items 2.3a, b, c, d and e are required as part of adapting the AB86 Plans to AB104 requirements. The remaining items are optional and are offered to provide updates, if applicable.

2.3a Placement of adults (including but not limited to older adults) seeking education and workforce services. (REQUIRED)

[Please see attachment.](#)

2.3b Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards. (REQUIRED)

[Please see attachment.](#)

2.3c Programs for adults (including but not limited to older adults) that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school. (REQUIRED)

[Please see attachment.](#)

2.3d Collection and availability of data. (REQUIRED)

[Please see attachment.](#)

2.3e Qualifications of instructors (including common standards across entities). (REQUIRED)

[Please see attachment.](#)

2.3f Alignment of academic content and curricula (OPTIONAL)

[Please see attachment.](#)

2.3g Alignment of educational services supported by this grant . (OPTIONAL)

Please see attachment.

Section 3: Consortium Member Signature Block

Approved as a Draft Update for Submission to the State. The Final Update to be approved on January 6, 2016.

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Date:

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Attachment for Section 2: Three-Year Plan Summary

2.1 Executive Summary

I. Introduction

In Santa Barbara, we have an enthusiastic and efficient AEBG consortium ready to get things done. The Santa Barbara AEBG Consortium is comprised of the following **Members**: Santa Barbara Community College District, Santa Barbara County Education Office, Carpinteria Unified School District, and the Santa Barbara County Workforce Development Board. Our **Community Partners** include (but are not limited to) Santa Barbara Unified School District, Santa Barbara Public Library, Santa Barbara County THRIVE initiative, Tri-Counties Regional Center, Mental Wellness Center, South Central Coast Regional Consortium, Santa Barbara County Sheriff's Department, Women's Economic Ventures, Regional Occupational Programs, Carpinteria Children's Project, the Santa Barbara Housing Authority, and the Department of Rehabilitation.



Under **new leadership** as of July 1, 2015, Consortium Chair, Dr. Melissa Moreno, Dean of Educational Programs at Santa Barbara City College, convened the Consortium to review and discuss the AB86 final plan submitted March 1, 2015 and collectively derived the three-year plan update put forth here, based largely on the legwork already completed, but with some careful, insightful, and significant changes. The Santa Barbara AEBG Consortium is well positioned to lead the implementation of a new vision Adult Education programming in our region.

II. Vision

Using **data-driven decision-making** and an **inclusive, collaborative and coordinated** approach, improve or grow existing programs, and design new programs to meet the proven needs of adults in our region.

III. Mission

To provide **excellence in adult educational programming** in order to **accelerate transitions** to transfer or career success.

IV. Goals & Objectives

The overarching **goals** of the Consortium are **(1)** to provide excellent programming for adults in a **variety of program areas** based on proven community needs; **(2)** to develop **student support services** specifically focused on the needs of adult learners, to assist in transfer acceleration and career success; **(3)** to support **innovative professional development** for staff and faculty; and **(4)** to set **meaningful outcomes** captured by

various measurements and tools and shared with our stakeholders. We have 7 updated objectives as follows:

Update for Objective 1: An Evaluation of current levels and types of adult education programs.

The Santa Barbara region is unique in that most of the current adult education training programs are offered and managed by Santa Barbara City College (SBCC). Our Santa Barbara region does not have a K-12 Adult School. For more than sixty years, SBCC has been the primary provider and has offered a comprehensive Adult Education Program in the Santa Barbara area. The noncredit courses offered range from arts, crafts and other life-enrichment classes for older adults (housed in the fee-based Center for Lifelong Learning) to adult basic education, Adult High School/GED, English as Second Language (ESL), short-term vocational, workforce preparation, and citizenship classes. The Consortium desires to broaden its scope of adult programs to include community partnership, and to design new collaborative and coordinated programming for unmet needs of our region's adult population, such as Adults with Disabilities and Older Adults.



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

Our region has been meeting existing needs for adult education programs for over 60 years. However, there seem to be pockets of adult populations that are not being served, such as Adults with Disabilities age 22 and up. Based on the Consortium's newly stated vision, the Consortium is very interested in conducting **formal needs and gaps studies**, utilizing existing data, and gathering formal input from its Community Partners in order to accurately assess the current and continued needs in the region, to ensure adult education programming in our region is robust and inclusive.

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

The Consortium plans to take deliberate steps to transition students from existing SBCC noncredit programs in basic skills, Adult High School/GED, ESL and its short-term vocational programs directly to jobs and internships, or to SBCC's robust credit and transfer programs. This will be accomplished by creating **noncredit pathway certificates** that lead from noncredit programs to existing credit programs and developing new curriculum as needed to bridge the pathway gaps. In addition, SBCC's **Career Skills Institute** will grow to address the highly studied lack of soft skills in the workforce by issuing noncredit digital badges, representing skills certificates earned – enhancing job placement or promotion. In addition, there is opportunity in the area of Adults with

Disabilities and Older Adults – to ensure job placement or transfer. The Consortium plans to work with the Workforce Development Board and other workforce and community student support experts to create **internship/placement programs** to accelerate our adult students transitioning into internships and jobs.

Update to Objective 4: Plans to address the gaps identified.

The Consortium's plans to fill gaps by conducting appropriate studies and making data-driven decisions to develop new programs and pathways. The Consortium anticipates at least two areas in need of new or additional programming: Adults with Disabilities, and Older Adults re-entering the workforce or assisting with the success of K-12 students. The Consortium plans to leverage community partnerships and members to assist in the design of new programs to ensure excellent, robust and sustainable programs.

Update to 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.

Strategies to accelerate student progress include a two-pronged approach: (1) development of **internship/placement programs** specifically focused on adults; and (2) create a **cohort model or a student learning communities model**. The internship/placement programs can leverage faculty, student support service counselors, peers and business/industry partners. Cohort models and/or student learning communities based on student career and job interests will require collaboration across disciplines and will leverage the business and social service communities.

Update to 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.

The Consortium plans to support instructors in their development of **integrative learning strategies** as they are tasked with building strong linkages between noncredit programs and credit bearing disciplines. There are numerous national, regional and local professional development venues for noncredit and credit Adult Education faculty. For example, professional organizations such as the Association of American Colleges and Universities, the Lumina Foundation and Merlot Foundation could be tapped for training opportunities. The Consortium will encourage development in **innovative practices** such as technology-enabling practices and co-curricular and pedagogical innovations.

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

The Consortium recognizes the value of its local Workforce Development Board (WDM) and the new constructs of WIOA. As such, the Consortium appointed the WDB as a voting member. Based on the Consortium's newly stated vision, a coordinated and collaborative approach is essential to achieve regional alignment and integration with existing programs. The expertise of the WDB and our Community Partners will be leveraged to maximize alignment, efficiency and integration of existing resources and programs.

2.2 Updates and Changes

Below are indicated intended changes or updates in the three-year plan.

2.2a: Objectives #1 – Current Levels Update

1. **Programs in elementary and secondary skills, including those leading to a high school diploma or high school equivalency certificate.**
 - a. No substantive updates except to adjust the budget to be commensurate with the State's allocation to the Consortium.
2. **Programs for immigrants in citizenship, ESL, and workforce preparation.**
 - a. No substantive updates except to adjust the budget to be commensurate with the State's allocation to the Consortium.
3. **Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce.**
 - a. This is a new program area under the AB104 construct that the Consortium addresses under Needs Update.
4. **Programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school.**
 - a. This is a new program area under the AB104 construct that the Consortium addresses under Needs Update.
5. **Programs for adult with disabilities.**
 - a. No substantive updates to existing levels but please note under program needs below that the Consortium is making a significant reduction in planned expenditures based on a need for more information prior to implementing any new programs in this area.
6. **Programs in career technical education that are short term in nature with high employment potential.**
 - a. No substantive updates except to adjust the budget to be commensurate with the State's allocation to the Consortium.
7. **Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards.**
 - a. No substantive updates except to adjust the budget to be commensurate with the State's allocation to the Consortium.

2.2b: Objectives #2 – Current Needs Update

1. **Programs in elementary and secondary skills, including those leading to a high school diploma or high school equivalency certificate.**
 - a. No substantive updates except to adjust the budget to be commensurate with the State's allocation to the Consortium.
2. **Programs for immigrants in citizenship, ESL, and workforce preparation.**
 - a. No substantive updates except to adjust the budget to be commensurate with the State's allocation to the Consortium.

- 3. Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce.**
 - a. This is a new program area under the AB104 construct that the Consortium will address by conducting a formal needs study and gap analysis and engage community partner and public input to determine the best path toward new programming, and to review current offerings at SBCC that might apply to this program area, such as the Jail Program, Vocational ESL and the Career Skills Institute. The Jail Program, in particular, appears to have potential to serve more students with a more coordinated approach to curriculum offerings and to develop a more robust transitions programs to matriculate released inmates into credit degree and transfer programs.
- 4. Programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school.**
 - a. This is a new program area under the AB104 construct that the Consortium will address by conducting a formal needs study and gap analysis and engage community partner and public input to determine the best path toward new programming, and to review current offerings at SBCC that might apply to this program area, such as Vocational ESL as it relates to Early Childhood Education training.
- 5. Programs for adult with disabilities.**
 - a. This area contains a significant update intended to align this program area with the Consortium’s vision to make data-driven decisions in the development of new programs. As such, prior to any major expenditures or implementation of any new programs in this area, the Consortium intends to conduct a formal needs study and gap analysis and engage community partner and public input to determine the best path toward new programming – especially focused on the potential gap of adults 22 years of age and older. In addition, the Consortium plans to review current offerings at CUSD and SBCC to determine current program needs for maintenance and improvement or growth of existing programs – to include greater student support services, and internship and job placement efforts.
- 6. Programs in career technical education that are short term in nature with high employment potential.**
 - a. No substantive updates except to adjust the budget to be commensurate with the State’s allocation to the Consortium.
- 7. Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards.**
 - a. No substantive updates except to adjust the budget to be commensurate with the State’s allocation to the Consortium.

2.3 Vision for 2017-18

The overall vision of the Consortium is to invite an inclusive, collaborative and coordinated approach to Adult Education programming in our community that accelerates transitions to transfer programs and/or to career success by year 2017-18.

The Consortium is looking toward program sustainability and growth in its existing programs, and to design and implement new programs addressing proven needs through studies and data analysis, such as implementing an Adults with Disabilities program serving adults age 22 and over, or new programs for Older Adults to help K-12 students succeed by potentially adding an Older Adults component to our existing Early Childhood Education program. The table below encapsulates the Consortium’s vision for Adult Educational Programming and Outcomes by 2017-18:

Program Area	Program	Stated Vision	Estimated Outcomes for 2017-18
1	Adult High School/GED	Shore up existing program support needs to improve outcomes; Engage in coordinated outreach and marketing	Increase enrollment and completion rates by 20%
2	ESL/Citizenship	Redesign program to improve outcomes; Engage in coordinated outreach and marketing	Increase enrollment and completion rates by 25% awarding increased number of certificates
3	Adults Reentering Workforce	Redesign existing Jail Program to offer a greater variety of courses and improve inmate transitions program; Conduct a needs analysis; Design new programming based on data analysis and partner/community input	Depending on data analysis, implement a new or improved program in this area serving more students in instruction and transition
4	Adults Assisting K-12 Students Succeed	Conduct a needs analysis; Design new programming based on data analysis and partner/community input	Depending on data analysis, implement a new program in this area
5	Adults with Disabilities	Conduct a needs/gap analysis; Potentially design a new program serving AWD age 22 and up; Increase capacity of existing SEALS program	Serve new AWD students to include greater student support services and internship or job placement
6	Short Term CTE	Build pathways from noncredit to credit programs for accelerated transfer; Build pathways to fast track adults to jobs and promotions	Design and implement at least 3 new accelerated pathways; Place adults in jobs or career advancement tracks.
7	Pre-Apprenticeship Program	Work with SBCC Construction Academy to develop a noncredit pre-apprenticeship program with a bilingual component	Create an apprenticeship track for student placement with industry partners.

2.3a: Placement of Adults

1. Adults in All Programs
 - a. **General Internship/Placement Plan:** The Consortium plans to create a new Adult internship/placement program that spans all program areas. Any new programs, such as for Adults with Disabilities, the vision is to show a very high placement scorecard.
 - i. **Adults with Disabilities:** The Consortium would like to see **placement of all adults with disabilities seeking work** (with the capacity to work) into the workforce through an internship or job placement program. The Consortium is excited to review our existing SEALS program at Carpinteria Unified School District. There is potential for growth from about 8 or 9 students currently being served to about 40 students, with modest spending to fortify existing space, as an infrastructure is already in place. In addition, our community partners state that adults age 22 and over are sorely lacking any coordinated program or services. The Consortium wants to take a close look at the needs of this population and work with our partners to create a robust program serving this population. Both programs need to address greater placement of adults into the workforce by developing formal internships and job placement programs in partnership with industry providers. The Consortium would like to see at **all** Adults with Disabilities seeking work to be placed by the end of year three.
 - ii. **Transfer Track:** For adults reentering the workforce (such as matriculating from the Jail Program), the Consortium would like to see a fast track program to transfer to credit programs
 - iii. **Career Advancement Track:** For incumbent workers (such as those enrolled in the Career Skills Institute courses) the Consortium plans to build into its programming a career advancement track in the workplace.

2.3b: Pre-apprenticeship Training

The Consortium is working with the SBCC Construction Academy to develop a noncredit pre-apprenticeship training program with a bilingual component. It is the Consortium's goal to place 10 students into an apprenticeship by end of year three.

2.3c: Programs for Adults to Assist k-12 Students Succeed

Since this is a new program area for the Consortium to address, in alignment with its vision to make data-driven decisions, the Consortium plans to conduct a formal study to identify the need in our region. There is potential partnership with SBCC's existing Early Childhood Education program.

2.3d: Collection and Availability of Data

The Consortium plans to hire an AEBG Coordinator whose position requires management of data collection, tracking, and reporting. Under the supervision of the Consortium Chair, the AEBG Coordinator will be responsible for developing data collection mechanisms and reporting processes, and will make the data available to all stakeholders.

2.3e: Qualifications of Instructors

All instructors in programs offered by Santa Barbara City College are under the auspices of the minimum qualifications of the academic department in which the program sits, as promulgated the California Community College Chancellor's Office. The minimum qualifications of instructors in programs offered by entities outside SBCC must be submitted to and approved by the Consortium. The Consortium's role is to ensure (1) that the minimum qualifications and/or licensure meet with industry standards given the program area and expertise needed to properly serve the students; and (2) that the minimum qualifications are in alignment with the mission of the Consortium to offer excellence in programming.

2.3f: Alignment of Academic Content & Curricula

An area at Santa Barbara City College that needs particular attention is alignment of curriculum as between credit and noncredit programs. Noncredit programs need to be more "short course" and "pathway" oriented such that all noncredit programs/certificates lead to either (1) transfer to an identified credit course or credit program; (2) a particular internship or job opportunity; or (3) career advancement.

2.3g: Alignment of Educational Services

The Consortium is very interested in leveraging existing community support services that are also able to provide student support in its educational offerings. An example would be to integrate Tri-Counties Regional Center support services into a new Adults with Disabilities program.