

# Consortium Annual Plan

This Annual Plan Form has been partially auto-filled for your Consortium based on your AEBG Consortium Fiscal Administration Declaration (CFAD). **Some text is locked** ( ). Should you need to make changes to these sections, please contact the AEBG Office. Submissions are due by **August 15, 2016**.

**Please Note:** Please use bullet-point lists where appropriate for clarity and concision and spell out acronyms that may not be readily understood by most readers.

## Section 1: Consortium Administration

Consortium Grant Number	Consortium Name
15-328-54	54 Santa Barbara

### Primary Contact(s)

The table below lists the current Primary Contact(s) for your Consortium. Each may identify up to **two**. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. All changes are saved automatically.

Name	Title	Phone	Email
<a href="#">Moreno, Melissa</a>	<a href="#">Consortium Chair</a>	<a href="#">(805) 683-8284</a>	<a href="mailto:melissa.moreno@sbcc.edu">melissa.moreno@sbcc.edu</a>
<a href="#">Prieto, Corlei</a>	<a href="#">AEBG Coordinator</a>	<a href="#">(805) 683-8285</a>	<a href="mailto:cnprieto@pipeline.sbcc.edu">cnprieto@pipeline.sbcc.edu</a>

### Funding Channel

The consortium has designated a fiscal agent

### Fiscal Contact

The table below lists the current Fiscal Contact for your Consortium. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. All changes are saved automatically. To add or remove a Member Representative, click **Add / Remove Member Representatives**.

Name	Title	Phone	Email
<a href="#">Yescas, Tonya</a>	<a href="#">Fiscal Services - Categorical Grants</a>	<a href="#">(805) 730-4357</a>	<a href="mailto:yescas@sbcc.edu">yescas@sbcc.edu</a>

### Member Representation

The table below lists the current Membership for your Consortium. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. To **add** or **remove** a Member Representative, click **Add / Remove Member Representatives**.

Name	Member Agency	Phone	Email	Approved
<a href="#">Bauer, Anthony</a>	<a href="#">Santa Barbara County Office of Education</a>	<a href="#">(805) 964-4710</a>	<a href="mailto:bauer@sbceo.org">bauer@sbceo.org</a>	<a href="#">09/03/2015</a>
<a href="#">Miglis, Micheline</a>	<a href="#">Carpinteria Unified School District</a>	<a href="#">(805) 684-4511</a>	<a href="mailto:mmiglis@cusd.net">mmiglis@cusd.net</a>	<a href="#">08/25/2015</a>
<a href="#">Moreno, Melissa</a>	<a href="#">Santa Barbara Community College District</a>	<a href="#">(805) 683-8284</a>	<a href="mailto:melissa.moreno@sbcc.edu">melissa.moreno@sbcc.edu</a>	<a href="#">09/25/2015</a>
<a href="#">McDonald, Raymond</a>		<a href="#">(805) 681-4453</a>	<a href="mailto:r.mcdonald@sbcsocialserv.org">r.mcdonald@sbcsocialserv.org</a>	<a href="#">09/22/2015</a>


### Governance Plan

Your Governance Plan defines the policies and procedures that guide decision-making and operations for your Consortium. Your Consortium's current Governance Plan may be found below.

Has your Consortium changed how it manages operations since submitting the plan above? (Select Yes or No)

- Yes  
 No

If you have changes to your Governance Plan Template, please complete a new Governance Plan Template and upload it below for submission with your Annual Plan.

 [Download Governance Plan Template](#)

### Organizational Chart

In your 2016 – 17 CFAD, you were asked to submit an Organizational Chart. Your Consortium’s current Organizational Chart may be found below.



**Do you have changes to your Organizational Chart? (Select Yes or No)**

- Yes
- No

If there have been changes from what was submitted with your CFAD, please upload a new Organizational Chart below for submission with your Annual Plan. Organizational Charts must be in .jpg format.

### Fiscal Management

In your CFAD you answered the following questions: 1) How will the consortium be fiscally managing your block grant in 2016 - 17? 2) How are you rolling up grant expenditures report to the State? Your response is included below for reference.

The Santa Barbara Consortium agreed to allocate all funds to a single member, Santa Barbara City College, to enable the ease in fund management. The AEBG Coordinator, Corlei Prieto, is responsible for tracking the approved budget and all expenditures related to all program areas. Each program area has a program lead who reports expenditures directly to the AEBG Coordinator. The Coordinator verifies the Consortium approved expenditure, obtains approval by the AEBG Chair, and submits for payment by the fiscal agent.

Each of the program leads have a Consortium approved budget. The fiscal agent has created an AEBG account that reflects each Consortium approved expenditure and certifies those expenditures prior to submitting its bi-annual report to the State.

**Does your Consortium have updates or changes to its approach to Fiscal Management to report? If so, click Yes and enter them in the textbox below. Otherwise, click No.**

- Yes
- No

None

### Consortium Allocation Schedule

In your CFAD, you submitted your Allocation Schedule for 2016-17. **This item is locked.** It is included here for reference only.

Member Name	Total Allocation
 <a href="#">Carpinteria Unified School District</a>	\$0
 <a href="#">Santa Barbara County Office of Education</a>	\$0
 <a href="#">Santa Barbara Community College District</a>	\$773,016
<b>Total</b>	<b>\$773,016</b>

## Section 2: Plan Summary for Program Year 2016-17

The AEBG effort focuses on the purpose described in AB86: "... to rethink and redesign an educational system that creates seamless transitions for students across adult schools and community colleges to accelerate academic and career success in order to earn a living wage." Your AB104 Adult Education Block Grant Three-Year Plan Update summarizes what your Consortium’s vision and goals are for your regional Adult Education system. The Annual Plans focus on what will be done to make progress toward that vision each year.

### Executive Summary

Please provide an Executive Summary of your Consortium's implementation plan for the 2016 – 17 Program Year. In your summary, please be sure to provide a clear and concise description of your Consortium's vision, accomplishments made during the prior Program Year, and its primary goals for the upcoming Program Year.

#### SANTA BARBARA AEBG CONSORTIUM - EXECUTIVE SUMMARY

##### MISSION, VISION & GOALS for 16-17

Vision: Using data-driven decision making, and an inclusive, collaborative and coordinated approach, improve or grow existing programs, and design new programs to the proven needs of adults in our region. Mission: We provide excellence in adult educational programming in order to accelerate transitions to transfer or career success. Goals include the development of more robust noncredit student support services, integrating innovation professional development programs for staff and faculty, and capturing measurable outcomes.

##### MID-YEAR PROGRAM ACCOMPLISHMENTS

- (1) Adult High School/GED: Instructors attended training to further the implementation of Learning Communities concepts in the classroom and faculty is in the work group phase to develop the curriculum.
- (2) Noncredit ESL: Curriculum development work group has completed its Basic Skills Initiative project and is making recommendations to integrate work-readiness into four existing courses.
- (3) CTE Short Term Vocational Bridge Program: Eight courses were created under Construction Technology, one course under Environmental Horticulture, and one course was created under Culinary Arts toward a bridge to credit programs.
- (4) Pre-apprenticeship Training for Construction Technology: The first set of four new Construction Technology courses were offered as a pre-apprenticeship track (in addition to acting as a bridge to credit) and the first cohort of 30 students enrolled, with 75% continuing through all 4 courses.
- (5) Career Skills Institute: 2 new noncredit certificates were created (8 new courses) and during Fall 15 and Spring 16 semesters 1850 students were served and 72 certificates issued.
- (6) Two studies, one to determine program needs for Adults with Disabilities, and one to determine a gap in Older Adult Training are nearly complete.
- (7) Student Support Services developed and implemented its college-prep STEP program and served 15 students to promote college attendance in credit programs.

##### COMMUNITY FORUM

At our Community Forum, the following program representatives engaged in dialogue and feedback:

- Santa Barbara County Library
- United Cerebral Palsy (UCP)
- Tri-Counties Regional Center (TCRC)
- Santa Barbara County Employees' University
- State Department of Rehabilitation (DOR)
- YouthBuild®
- Santa Barbara County Workforce Development Board
- SBCC Career Skills Institute
- SBCC Disabled Student Programs & Services (DSPS)
- SBCC Inmate Training Program
- SBCC ESL Program
- SBCC Noncredit ESL and Vocational ESL Programs
- SBCC Short Term Vocational Training Programs

##### NEW GOALS FOR 16-17

We have agreed as a community of stakeholders to the following goals for 16-17:

- (1) Our administrative office will focus on data collection, outreach to employers and community partners, and creation of marketing collateral to showcase programs and outcomes to the community
- (2) Improve functions of Noncredit Students Services to better serve student outcomes of transfer or career success and to operate efficiently
- (3) Continue a focus on 15-16 funded programs to ensure full and proper expenditure of awards and attainment of milestones
- (4) Begin a new focus on 16-17 funded programs to ensure a greater focus on growth of programs and attainment of student metric goals
- (5) Focus on the development of new program areas to include Adults with Disabilities (and perhaps an enhancement of existing community programs for Older Adults who serve K-12 children)
- (6) Create a mechanism to allow for employer/industry engagement
- (7) Work toward developing a job placement and internship mechanism to enable collection of these outcomes for year three

## Stakeholder Engagement

In the table below, please list your Consortium's Partner Agencies. These may include, but are not limited to, state, county workforce and / or educational agencies, community based organizations, corrections, advocacy and / or special interest groups, proprietary schools, charter schools, among others. Values may be entered directly into the table below. All changes are saved automatically.

Partner Name	Partner Type	Core Services
Department of Rehabilitation (Santa Barbara District)	Public Agency	Specialized services for adults with disabilities
Santa Barbara County Employees' University	Educational Provider	Provides training to the public and Santa Barbara County employees
Santa Barbara County Special Education Local Plan Area (SELPA)	Public Agency	Provides support to students with disabilities
Santa Barbara Public Library	Public Agency	Provides comprehensive library services to the public
Santa Barbara Unified School District	Educational Provider	Provides public instruction to K-12
SBCC Adult High School/GED	Education Provider	Offering basic skills, conferring HS Diplomas, and administering GED Testing
SBCC Career Skills Institute	Workforce Training Provider	Provides noncredit training to incumbent workers to enhance employability skills
SBCC Disabled Student Programs & Services	Student Services	Provides specialized services to students with disabilities
SBCC English as a Second Language	Educational Provider	Provides courses and programs in Noncredit ESL and Vocational ESL
SBCC Short Term Vocational Programs	Educational Provider	Provides noncredit courses and programs to prepare for a specific vocation
SBCC Student Support Services	Educational Provider	Provides support services to noncredit students
Tri-Counties Regional Center	Non-profit	Provides support and services to people with developmental disabilities
United Cerebral Palsy (Santa Barbara County)	Non-profit	Provides services to residents with mental and/or physical disabilities

Briefly describe a promising practice that has emerged as a result of your collaboration with one or more of the partners identified above.

### A PRACTICE WITH PROMISE

The AB86 March 1, 2015 Narrative Report allocated more funds for a new Adults with Disabilities (AWD) program in its planning phase that could come to fruition post actual funding. The Consortium studied the March 1 plan and felt that more data was needed to justify a new program of its proposed size, especially given its newly adopted vision to make data-driven decisions. The Consortium decided to engage a researcher to study the needs/gaps of the AWD population for 15-16 instead of implementing a new program. The Consortium was concerned that this decision would alienate our partners that worked so hard to derive the AB86 plan. We received the first draft of the study that indicates a great need to implement a supplemental program, which helps to focus program development and maximize effectiveness by guiding targeted expenditures toward the greatest need. Our partners, including UCP, DOR, TCRC, DSPS and SELPA have come together, post-study, with an enthusiasm and level of engagement, appreciation, and collaboration not yet seen - and we are working together to submit a proposal to implement a cohesive supplemental program in 16-17 that leverages all of our partners' resources.

## Levels and Types of Services

Please provide a description of your Consortium's success expanding levels and types of programs within your region, as well as key challenges faced and / or overcome during the 2015 - 16 Program Year.

- Integrating Learning Communities into Adult High School/GED program
- Integrating work readiness into ESL
- Building bridge courses in noncredit CTE to create a pathway to credit
- Career Skills Institute expanding program offerings and digital badging
- The new Pre-apprenticeship program added Spanish language assisted modules to help students and borderline English speakers develop beginning construction skills
- Faculty attending innovative professional development programs on Learning Communities to inform curriculum development for the high school GED program.
- Both credit and noncredit ESL faculty have come together for the 1st time to participate in curriculum development activities and professional development events.
- In CTE we have created 10 new bridge courses, 8 of which have completed the curriculum approval process.
- The new Career Skills Institute has served 1850 students and issued 105 digital badges (which will represent noncredit Certificates of Completion once approved at the State level).
- The Pre-Apprenticeship program successfully served a piloted cohort of 30 students with a 75% completion rate.
- Our Institutional Assessment Research & Planning (IARP) office proved to be a stellar partner in helping to capture 2015-16 data

- The curriculum development process is slowed down by our institutional and state-wide curriculum process in addition, during the summer faculty are off-contract therefore it is difficult to develop yearly curriculum
- New curriculum developed in ESL must have buy-in and approval from our credit ESL partners presenting a challenge coming to a consensus.
- In the Career Skills Institute, we have received approval for numerous courses yet have not received approval for the noncredit state certifications therefore we are only receiving non-enhanced funding for the programs. The process is lengthy and arduous.
- The Pre-Apprenticeship program suffers from the same State certificate approval challenges as the Career Skills Institute.

## Regional Needs

Please provide a description of your Consortium's success providing training and educational services to address the needs of adult learners within your region. Please also identify key challenges faced and / or overcome during the 2015 – 16 Program Year. Please also include descriptions of changes in the needs of your region, as appropriate.

### SUCSESSES

- The Career Skills Institute (CSI) launched in Fall 2015, began to address the gap in workplace readiness with the development of certificates consisting of new courses. To remain current with workforce training needs identified in the recent CWIB State Strategic Workforce Development Plan for 2013-2017, the CSI developed new certificates and digital badges to meet the demands of the New World of Work. To date, CSI developed 26 new certifications and 73 new courses for training in Business, Design, and Technology. To date, they have awarded 72 certificates and digital badges. Two technology certificates in business applications and social media, and two certifications for computer applications for 3rd party certificates, both in non-credit and credit-courses, are currently being developed.

- The Consortium commissioned a study under to address the needs of the Adults with Disabilities population in our region and have, so far, pinpointed a new need for programs in the zip code near where the largest of this population resides. We are looking forward to developing a supplemental program for this population at the SBCC Wake Campus – conveniently located near the largest number of residents with disabilities. Our plan is to integrate this population into appropriate CTE training programs while providing the necessary support services from our AWD task force partners.

- In ESL, faculty have been developing curriculum modifications in 4 core courses in 12 modules and streamlining content to enhance the core curriculum to include content-based job readiness and content-based instruction leading to employability. There are also vocational pathways streamlined in current VESL healthcare and childcare healthcare programs. An integrative calendar has been developed in the Canvas platform to use in classrooms.

- The Adult High School/GED the program is currently being designed around the Learning Community Concept which includes on-site and off-site learning and experiential learning experiences for students which addresses the need for adult learners. The comprehensive learning community and pathway course curriculum additions include the following courses:
  1. Academic Writing
  2. Applied Economics
  3. American History and Culture
  4. U.S. Government and Civics
  5. English Literature
  6. Film and Media Studies
  7. GED Cohort Class
  8. Applied Math
  9. Reading and Writing Skills
  10. Career Choices and Job Skills
  11. Study Skills for Academic Success
  12. Library Modules

- In Career Technology and Health and Human Services, short-term CTE vocational programming has developed a Pre-Apprenticeship Construction Technology pilot program. Courses in the program are bilingual assisted classes. Additional programming in CTE includes augmentation to the Environmental Horticulture program for a course in an advanced Green Gardener class. This is a county developed course aimed at targeting and building a workforce in sustainable landscaping. This course will allow students to seamlessly transition to credit programs. In culinary arts and food service production, there is a new 16-week course which offers immediate culinary skills in entry level food preparation to help students in ServSafe obtain manager's training certification.

### CHANGES IN NEEDS

The Consortium's research into the needs of AWD population confirmed a need to better integrate the population into Adult Educational Programs specifically workforce readiness, career planning and potential transfer to credit. The research further indicated that programs located at SBCC Wake Campus will strategically serve the largest population residing in close proximity.

- The Consortium continues to attempt to identify the most integrative software mechanism for data collection and accountability across programs. We will wait for the latest release of required data collection points from the State.
- Our program leads are working very hard to spend the first round of program funding by December 2016. Spending is on track with the guidance of our AEBG Coordinator. - who has been essential in keeping spending consistent and successful.
- We are experiencing Credit and Noncredit ESL integration challenges. Three to four years ago the college dismantled its "Continuing Education" programs and infrastructure due to budget cuts. The Noncredit programs were reorganized under the corresponding Credit academic department. However, it appears there are continued challenges with the Credit/Noncredit departments embracing each other across many disciplines, but especially so in ESL. Historically, the Noncredit programs have been competitive with Credit. As such, we are currently addressing this challenge with new strategies, to incorporate the Credit and Noncredit voices into curriculum development and strategic planning. We are in the throes of launching a Noncredit Steering Committee whose charge will be to develop an overall Noncredit Strategic Plan, which will incorporate the AEBG construct.

## Section 3: Consortium Expenditures by Program Area and Objective

Reflecting on what you submitted in your 2015 – 16 Annual Plan, as well as your 2015 – 16 expenditures by Program Area and Objective, estimate the funding that will go to support these efforts in the 2016 – 17 Program Year. Data collected include 2015 – 16 MOE and Consortium Allocations (Budgeted and Spent) by Program Area, Objective, and Object Code, as well as Planned Expenditures by funding source for the 2016 – 17 Program Year, as shown in the tables below.

2015 - 16 Expenditures							2016 - 17 Planned Expenditures								
Program Areas	Budgeted			Spent			+/-	AEBG	WIOA	Adult Perkins	CalWorks	LCFF	CCD Apportionment	Incarcerated Adults	Total
	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total									
3.1a Adult education (ABE, ASE, Basic Skills)	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1b English as a second language	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1c Pre-apprenticeship training	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1d Career and technical training	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1e Adults training to support child school success	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1f Older adults in the workforce	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1g Services to adults with disabilities	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>-</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Objectives	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	+/-	AEBG	WIOA	Adult Perkins	CalWorks	LCFF	CCD Apportionment	Incarcerated Adults	Total
5.1a Obj. 3: Seamless Transition	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5.1b Obj. 4: Gaps in Services	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5.1c Obj. 5: Accelerated Learning	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5.1d Obj. 6: Professional Development	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5.1e Obj. 7: Leveraging Structures	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>-</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Object Code	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	+/-								
1000 Instructional Salaries	\$0	\$0	\$0	\$0	\$0	\$0	-								
2000 Noninstructional Salaries	\$0	\$0	\$0	\$0	\$0	\$0	-								
3000 Employee Benefits	\$0	\$0	\$0	\$0	\$0	\$0	-								
4000 Supplies and Materials	\$0	\$0	\$0	\$0	\$0	\$0	-								
5000 Other Operating Expenses	\$0	\$0	\$0	\$0	\$0	\$0	-								
6000 Capital Outlay	\$0	\$0	\$0	\$0	\$0	\$0	-								
7000 Other Outlay	\$0	\$0	\$0	\$0	\$0	\$0	-								
Indirect / Administration	\$0	\$0	\$0	\$0	\$0	\$0	-								
<b>Total</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>-</b>								

Key  
▼ = Under  
▲ = Over

Expenditures data must be submitted for each participating Member agency as a single comma-separated values (.csv) file for each Consortium. To help ensure the consistency and accuracy of data collected, as well as minimize the administrative burden on Consortium Members, the AEBG Office has developed tools to support collection and reporting of Consortium expenditures data. These include a Member Expenditures Form that Consortia may use to collect data from Member agencies, and a Consortium Expenditures Workbook with built-in automations to import and export Member / Consortium data with the click of a button. Instructions for use of these tools, as well as a sample workflow document and export file may be found in Consortium Expenditures Workbook.

While it is not required that Consortia use these tools, expenditures data must be submitted in the format produced by the Consortium Expenditures Workbook. Consortia using other tools to produce this report are strongly encouraged to reach out to the AEBG Office to ensure their files meet the specifications of the AEBG Office prior to submission. Once you have prepared your Consortium Expenditures file, upload it here for submission with your 2016 – 17 Annual Plan.

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## Section 4: Consortium Action Plan Review and Update

### Regional Assessment Plan Updates

Provide a description of your AEBG Regional Assessment Plan, i.e., how students will be appraised, placed, assessed, etc. into the regional adult system as they progress, and as they move among the various schools.

Currently, Noncredit ESL and Adult High School/GED students are assessed using the CASAS 80 Appraisal (for placement into an appropriate Noncredit ESL level 1-4) and the TABE exam to assess entry level in Math and English. In addition, the Banner system collects enrollments and helps to track students who matriculate to credit and transfer programs. The analytical tool that communicates with Banner is Tableau. The AEBG Coordinator is collecting the CASAS 80 Appraisal and TABE exam data and Banner data through Tableau reports to incorporate the results into AEBG reporting. In addition, we plan to contract with two additional vendors to collect and organize student data and assessment reporting by the beginning of the 2016-2017 grant cycle. Finally, the AEBG Coordinator will work with Noncredit Student Support Services to collect intake and student success data.

What tools and vendors will you be using for these activities? Responses may be entered directly into the table below. All changes are saved automatically.

Name	Vendor	Core Services
CASAS 80 Appraisal	CASAS	CASAS provides a standardized assessment system for collecting, processing, analyzing, and reporting data – fulfilling local, state, and federal requirements.
Test for Adult Basic Education (TABE)	State of California	The Test for Adult Basic Education (TABE) is a diagnostic test used to determine a person's skill levels and aptitudes. SBCC uses this exam to guide people into adult education programs, such as getting a GED, and testing aptitudes in reading, math, and English.

## Student Data Tracking

Describe how you will track student enrollment, demographics, and performance. What system(s) will you be using? How will you collect the data from the student / classroom level? How will this system enable you to meet the targeted program outcomes?

The AEBG Coordinator currently uses the SBCC Office of Institutional Assessment, Research, and Planning (IARP) to track student enrollment, demographics, and performance. In Fall 2015, noncredit course offerings and student data were collected for the first time via the SBCC Banner registration platform. SBCC plans to utilize Tableau in Spring 2016 in order to obtain a more comprehensive data collection system. The AEBG Coordinator is working with neighboring Consortia and the AEBG Office to determine the most effective software program that will integrate into the State's identified assessment tool. The student data tracking and assessment tool will be identified by the Consortium by the beginning of the 2016-2017 grant cycle. Finally, Noncredit Student Support Services will be working with the Consortium to streamline data collection for student tracking.

List the systems used for student data tracking. Responses may be entered directly into the table below. All changes are saved automatically.

Name	Vendor	Core Services
CASAS TOPSpro (prospective)	CASAS TOPSpro Enterprise Software	Data Integration and Analysis
CTE LaunchBoard	CCCCO & Cal-PASS Plus	The CTE LaunchBoard, a statewide data system supported by the California Community Colleges Chancellor's Office and hosted by Cal-PASS Plus, provides data to California community colleges and their feeder K-12 school districts on the effectiveness of CTE programs. This information is intended to facilitate local, regional and statewide conversations about how to improve student transitions from K-12 to college and on to the workforce.
LiteracyPro Systems (prospective)	LiteracyPro Systems	Data Integration and Analysis
SBCC Office of Institutional Assessment, Research and Planning (IARP)	SBCC	The Office of Institutional Assessment, Research and Planning provides data and research about students and programs, in support of student success, institutional planning, and decision-making.
Tableau (prospective)	Tableau Software	Data Integration and Interactive Data Visualization. SBCC IARP Office plans to apply this platform to noncredit programs.

## 2015 – 16 Annual Plan Review and Update

Considering the activities proposed and / or implemented this year, please evaluate your Consortium's effectiveness meeting the following student outcomes identified in AB104:

- (A) Improved literacy skills
- (B) Completion of high school diplomas or their recognized equivalents
- (C) Completion of postsecondary certificates, degrees, or training programs
- (D) Placement into jobs
- (E) Improved wages

In your responses, please include a description of your progress toward implementation of your 15 - 16 strategies. Please also be sure to highlight key successes, challenges, and any new strategies proposed as a result of lessons learned during the 15 – 16 program year.

### Objective 3: Integration and Seamless Transition

Activities and plans to align regional academic and career pathways leading to employment and student transition into postsecondary education and / or the workforce.

-The SBCC Career Skills Institute developed 26 new certifications and 73 new courses for training in Business, Design, and Technology. To date, they have awarded 72 certificates and digital badges. Two technology certificates in business applications and social media, and two certifications for computer applications for 3rd party certificates, both in non-credit and credit-courses, are currently being developed. These courses and certificates are tailored to provide clear career advancement skills to lead to employability.

-Bridge Inmate Training program inside the County Jail to post-incarceration programs by connecting probationers and parolees to a new year-round transitions program at SBCC.

-The Adult High School/GED the program is currently being designed around the Learning Community Concept which includes on-site and off-site learning and experiential learning experiences for students which addresses the need for adult learners. The comprehensive learning community and pathway course curriculum additions include the following courses:  
 1. Academic Writing 2. Applied Economics 3. American History and Culture 4. U.S. Government and Civics 5. English Literature 6. Film and Media Studies  
 7. GED Cohort Class 8. Applied Math 9. Reading and Writing Skills 10. Career Choices and Job Skills 11. Study Skills for Academic Success  
 12. Library Modules

-The Construction Technology Pre-Apprenticeship Program is an 8 course non-credit to credit program with bilingual assistance in Spanish designed as a bridge program to train beginning carpenters for the general credit Construction Technology program. This unique program also connects students with prospective construction employers so that they may obtain internships to lead to full-time employment. Courses for this program include:  
 1. Construction Framing 2. Construction Finish Carpentry 3. Construction Electrical 4. Construction Plumbing 5. Intermediate Construction Framing  
 6. Intermediate Construction Finish Carpentry 7. Intermediate Construction Electrical 8. Construction Measuring and Estimating. The Consortium plans to continue support of the pilot program to achieve student placement results.

-Additional programming in CTE includes augmentation to the Environmental Horticulture program for a course in an advanced Green Gardener class. This is a county developed course aimed at targeting and building a workforce in sustainable landscaping. This course will allow students to carry them over to credit program. In culinary arts and food service production, there is a new 16-week course which offers immediate culinary skills in entry level food preparation to help students in their ServSafe manager's training certification.

**Objective 3 Activities**

Activities and plans to align regional academic and career pathways leading to employment and student transition into postsecondary education and / or the workforce.

**Response:** (200 words max.)

Activity	Outcomes Expected	Method of Assessing Impact
Continue the design of Green Gardener Short Term Vocational (STV) program to create clear pathways to job or credit program	-Development of Advanced Green Gardener 2 new modules -Align the program for acceptance to the Environmental Horticulture Department -Increase student completion and noncredit student transfer to credit program	-Collection of student data regarding student completion and student transfer to credit
Continue the design of Medical Assistant Training and Personal Care Attendant Short Term Vocational (STV) program to create clear pathways to job or credit program	-Refer Medical Assistant Training noncredit students to student support services for enrollment and work experience or Personal Development SBCC course 110 -Refer students to English Assessment for eligibility for SBCC ENG 70 and 80 courses -Align the program for acceptance to the appropriate Allied Health Nursing credit program -Increase student completion and noncredit student transfer to credit program	-Collection of student data regarding student referrals to student support services and assessment -Collection of data regarding completion and student transfer to credit
Continue the redesign of Culinary Arts Training Short Term Vocational (STV) program to create clear pathways to job or credit program	-Increase student participation in the ServSafe Program -Increase student to transfer into the Culinary Arts credit program	-Collection of student completion data and job placement and transfer
Continue design of noncredit ESL programs to focus on vocational skill training	-Measure the effects of Learning Communities on completion rates and job placement	-Collection of data from Program Leads who will be tracking student success and utilizing the Student data tracking and Accountability metrics
Collaboration with the Workforce Development Board and the One Stop to explore job placement assistance and internship opportunities for SBCC adult students	-A memorandum of understanding between SBCC and the One Stop to provide training and services to SBCC students -Referrals made and services provided to SBCC students	-Collection of shared data with the One Stop

**Objective 4: Gaps in Services**



Activities and plans to address gaps in programs and services within your region.

To address the gaps in programs and services within our region, the Consortium contracted two consultants to identify the gaps in our programming for (I) Adults with Disabilities and (II) to identify existing programs for Older Adults training to support childhood success (Intergenerational Project).

**Adults with Disabilities research study:**

The Santa Barbara Workforce Development Board commissioned BW Research Partnership to identify and examine educational and employment

opportunities for adults with disabilities in South Santa Barbara County. The research objectives of the study are to:

- Identify the potential universe of adults with disabilities in south Santa Barbara
- Assess current resources and programs for adults with disabilities
- Analyze employment opportunities and quality of life outcomes

The initial phase of the project consisted of the potential student needs assessment; BW Research developed two maps that illustrate both the absolute and relative concentration of adults with disabilities in the south Santa Barbara region.

This area is defined by the cities Carpinteria, Santa Barbara, Goleta, and surrounding areas, or the following zip codes: 93013 93067 93101 93103 93105 93108 93109 93110 93111 93117

Upon identifying the universe of adults with disabilities in south Santa Barbara, BW Research compiled a database of programs and resources geared towards these individuals and their educational and employment opportunities. The database includes location, programs offered, program type (support services or education), as well as a detailed program description.

**Older Adults training to support childhood success (Intergenerational Project) research study:**

The Intergenerational Project matches older adults with elementary and high school students to help students with school work and aid in career pathways. This entails researching what exists in the community. A few existing are Rotary Clubs of Carpinteria and Santa Barbara, Santa Barbara Parks and Recreation, United Way. Year 1 of this project examines what exists and determine reports of student needs from schools. Year 2 is collaborating with school administrators and community programs to formalize and integrate the connection. In addition, the Santa Barbara Public Library efforts will be integrated into the Consortium, including programs such as assisting older adults with Dyslexia and to help children who struggle with reading because of Dyslexia.

Finally, the Santa Barbara County Library will help bridge the gap between the services of the One Stop and needs of the community to engage in employment educational advancement and address community technology needs by offering a digital literacy hub.

**Objective 4 Activities**

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Outcomes Expected	Method of Assessing Impact
Development of a coordinated program serving adults with disabilities and engaging the Consortium partners	The development of a program that integrates the Adults with Disabilities population into existing vocational education programs and integrates and leverages existing support services and programs provided by partners in the community.	-Number of AWD students served -Number of AWD students employed -Number of AWD students that transfer to credit
Providing supplemental programs to Older Adults in services of K-12 students	Based on the research commissioned from Year 1 of funding, develop a supplemental or integrated program for adults to serve K-12 students where a need is indicated.	-Collecting data on placement of adults in a capacity of serving K-12 students -Formal AEBG integration and collaboration established

**Objective 5: Acceleration**

Activities and plans to accelerate student progress toward academic and/or career goals.

- Year 2 implementation of student Learning Communities in Noncredit ESL based on students' career and job interests. This program requires collaboration across business and social service communities
- Curricular program evaluations by faculty to enhance existing curriculum and/or develop bridge courses tailored to accelerate student progress from noncredit to credit
- Increase the role of Student Support Services in all program areas to increase case management style of one-on-one academic and career advisement
- Develop a mechanism in each program for student internships and job placement assistance in order to connect students with potential employers and careers
- Conduct research on Adult Education students to determine percentage of students interested in career advancement, personal enrichment or credit transfer to drive proportionate concentration of services and programs
- Conduct research with local employers to determine gaps in skills in the local workforce to drive curriculum development
- Develop a system to integrate students in all AEBG programs to participate in Career Skills Institute professional development courses
- The County is experiencing a wave of retirements and has expressed a need for the Consortium to partner with the County of Santa Barbara Employees' University to help to create external pathways to employment and internal pathways to accelerated job placement and advancement through employability skills training programs

**Objective 5 Activities**

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Outcomes Expected	Method of Assessing Impact
Engage consultants for research and focus groups to determine primary needs of students and employers to inform concentration of educational/job placement support services	Development of a robust support strategy that serves proven student goals based on results of research efforts.	-Completion of Support Strategy
Track progress of Noncredit ESL Learning Communities implementation	Noncredit ESL program based on student career interest	-Number of Students served -Number of Students receiving job placement assistance -Number of students in jobs
Student Support Services to provide increased case management to noncredit students	Increase number of students served	-Collection of data about students served and referrals made
Collaborate with the OneStop system to provide internship and job placement opportunities	MOU with the OneStop for specific collaborative services	-Number of students referred to One Stop -Number of students receiving OneStop services -Number of students with Outcomes from OneStop Services

**Objective 6: Shared Professional Development**

Activities and plans to implement collaborative professional development strategies designed to foster program alignment and support ongoing assessment and improvement of student outcomes.

- The Consortium is fostering the infusion of professional development throughout all programming and recommends that each funded proposal includes a professional development component relevant to the subject matter of the program.
- We have adopted the 2014 Minimum Qualifications for Faculty and Administrators at the California Community College Chancellor's Office.
- For example, 25% of all faculty teaching in all AEBG programs will participate in professional development opportunities throughout the year
- It is planned that 25% - 50% of all faculty teaching in ESL programs will participate in Learning Communities training workshops and conferences
- AEBG Consortium members and the Coordinator will attend AEBG Summits, Workforce Development Board networking conferences, and other workforce related events in order to develop professional development strategies and encourage networking and collaboration

**Objective 6 Activities**

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Outcomes Expected	Method of Assessing Impact
AEBG Consortium Members and Staff to attend AEBG summits and other opportunities for training	All members and AEBG staff to attend at least one professional development opportunity	-Description of activities attended
Individual programs to provide professional development opportunities to faculty addressing pedagogy in noncredit and alignment to credit programs	At least 25% of noncredit faculty to attend professional development opportunities relating to pedagogy and the noncredit community	-List of activities attended -Number of faculty served -Collect any anecdotal evidence of the benefit of the professional development activities for Practices with Promise

**Objective 7: Leveraging Resources**

Activities and plans to leverage resources to create or expand programs and services to adult learners in your region. Resources may include contributions from, or collaborations with, local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, county libraries, etc.

- Activities and plans to leverage resources include:
- Collaborate with the Workforce Development Board, local Chamber of Commerce Businesses, Santa Barbara County Employees' University, YouthBuild, and existing AEBG community and industry partners
  - Participate in industry conferences as AEBG presenters
  - Identify and collaborate with businesses focused on CTE
  - Integrate county libraries in our region for potential training and other access to research and resources

**Objective 7 Activities**

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Partners	Partner Contributions	Outcomes Expected	Method of Assessing Impact
Leverage the matching dollars available from the Dept of Rehab for an Adults with Disabilities program	Santa Barbara County Department of Rehabilitation	Santa Barbara County Department of Rehabilitation may provide matching funding to qualified programs addressing AWD population	Use of matching funds to enhance an AWD collaborative program	-Report of dollars shared and leveraged
Leverage the One Stop operator resources for job placement assistance and internship activities	Santa Barbara County Workforce Development Board's OneStop operator	OnsStop resources to assist in providing job placement and internship services	An MOU describing shared services and referral program	-An executed MOU -Number of AEBG students receiving services and a report on the services and outcomes
Leverage the resources at the County Public Library as potential space for program training and other access to research/resources	Santa Barbara County Public Library	Santa Barbara County Public Library has potential space for research and job placement assistance services or other collaborative programs	The development of a formal collaborative relationship between the library, potentially the OneStop and the AEBG consortium for space and research services	-An executed MOU and report on collaborative agreement

## Section 5: Annual Plan Submission

As a condition of receiving AEBG funds, each Consortium must confirm they have read, understand, and agree to adhere to the measures put forth in the 2016 – 17 AEBG Program Assurances Document.

**Certification (Required)**

- I hereby certify that the Consortium operates in a manner consistent with all legislative mandates, Consortium, and Member requirements as set forth in the by the AEBG Office and the AEBG 2016 – 17 Program Assurances Document.
- I hereby certify a) the information contained in this report is true and accurate to the best of my knowledge, b) that this Annual Plan has been approved following established Consortium governance policies, and c) that I am an official representative of the Consortium authorized to submit this Annual Plan on its behalf.

**Signature**


- Click here to confirm that you are ready to submit your Annual Plan.