

Adult Education Block Grant : Annual Plan : 2018-19 Produced: Aug 16, 2018, 4:12 PM UTC Action Taskman

54 Santa Barbara AEBG Consortium

Plans & Goals - Consortium Approved

Executive Summary

Vision: To advance and design new programs tailored for adults in our region using data-driven decision-making, and an inclusive, collaborative and coordinated approach with stakeholders, program leaders, and public feedback. Goals include increasing the development of more bridges from noncredit to credit programs, diversifying educational programming which address current gaps and needs, and working in tandem with WIOA and Strong Workforce objectives. In addition to our ten existing AEBG Programs, the Consortium recently increased its programming in its third-year cycle with the following: 1) Santa Barbara Library: Community Bridges Program. This program is designed to integrate all AEBG partners to effectively cross-refer clients; develop community resource awareness for adult learners; collate best practices that lead students to career pathways; offer workshops showcasing AEBG programs 2) The expansion of the Noncredit Student Support Services (SSS) Program to provide advising, career and academic counseling, improved orientation to noncredit programs and transitional support to jobs/careers or credit opportunities. Primary Goals for Upcoming 2018-2019 Year 1) Continue to support our noncredit faculty in building bridges to credit for existing and new AEBG programs. 2) Continue to fill gaps in Career Education in Industrial Technologies (or other areas supported by the study currently underway to be completed by 2018). 3) Support new activity resulting from AB705 implementation (focused on mathematics, English, and ESL). 4) Implement the Adults with Disability Career Planning and Training Program serving as preparation for further career technical and/or job placement assistance. 5) Continue to partner with local Santa Barbara One-Stop operator and other agencies for career training initiatives. 6) Continue to cross-pollinate AEBG initiatives with WIOA and Strong Workforce initiatives. 7) A commitment to the collection of accurate data and analytics for all AEBG programs and services 8) Continue to support our Student Support Services to help transition students from noncredit to credit or jobs/careers. 9) Continue to support our existing SBCC programs that are aligned with the AEBG initiatives. 10) Support job placement assistance efforts where feasible and allowable.

Regional Planning Overview

The changes in landscape in the last three years include new regional initiatives: Workforce Innovation Opportunity Act and Strong Workforce. We plan to work with these partners to integrate AEBG in the regional conversation. The AEBG Chair attends the South Central Coast Regional Consortium meetings and the Executive Director of the Workforce Development Board is an AEBG member. This helps us to stay regionally connected and collaborative. For the first time, we will be circulating our annual plan to these constituent organizations and request feedback and collaboration. Their regional goals will influence our new three-year plan. In addition, our strategy is to incorporate the three-year planning work into our public meeting process, which includes a mechanism for feedback from the public, SBCC students, faculty and administrators, and our other community-based partners. Finally, we will be exploring how our three-year plan might also support other major statewide community college initiatives, such as Guided Pathways.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

Adults with Disabilities

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

We engaged a researcher to determine gaps for this specific population. The results of the research were that services and education in our region were currently only serving 13% of the population and are largely unavailable to adults with

disabilities aged 18 and over, and that approximately 85% of the underserved students are within a 2-mile radius of our SBCC Wake Campus. As a result of the research, the consortium supported the development of Adults with Disabilities curriculum to address self-advocacy and career planning for adults with disabilities. The program was approved by the State Chancellor's office in Spring, 2018.

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

Our measure of effectiveness will be measured by the number of students served in the educational program and the number of students served by our referral partners.

Regional Need #2

Gaps in Service / Regional Needs

Improve bridges from noncredit to credit programs.

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

We currently only have three noncredit programs with specific pathways to credit: our Allied Health vocational programs to credit health and nursing, the green gardener program to environmental horticulture, and the noncredit construction technology program to the credit construction technology program. Feedback from our credit partners and students indicate a need for a clearer pathway from noncredit ESL to credit ESL. One new initiative, Guided Pathways, is expected to provide further evidence of gaps in this upcoming year, which can be addressed in our new three-year plan.

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

The collection of data on the number of students that transition from noncredit to credit.

Regional Need #3

Gaps in Service / Regional Needs

Data collection from external partners and entities

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

External data collection not collected, particularly from programs not utilizing SBCC MIS data and resources.

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

Collected data from our External Partners.

Regional Need #4

Gaps in Service / Regional Needs

Job Placement Assistance

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

A program for Job Placement Assistance for noncredit students at SBCC does not exist

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

1) The collection of the number of students receiving referrals from SBCC to an outside partner. 2) The collection of data from our external partners providing these services that show how many students have been served with job placement assistance.

Regional Need #5

Gaps in Service / Regional Needs

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

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

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

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

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

Gaps In Service

New Strategies

Strategy #1

Gap Area: Adults with Disabilities We are currently engaging with the Department of Rehabilitation to support workforce activity and job placement assistance. A cohort of students will enroll in the program beginning January 2019 and will be centrally located to serve this population at our SBCC Wake Campus.

Strategy #2

Gap Area: Improve bridges from noncredit to credit programs 1) Improve access to data for our existing pathways to allow us to count the number of noncredit to credit transfers 2) Create a pilot bridge to credit course in ESL that can be replicated in other bridge to credit programs

Strategy #3

Gap Area: Data collection from external partners and entities Implement a data collection mechanism to capture all data from external programs for integration with our current data upload process. A data warehouse specialist will be hired by September 2018 to concentrate on this effort.

Strategy #4

Gap Area: Job Placement Assistance We continue to explore the services of external partners and currently refer students in need of job placement assistance to the SBCC Career Center and the local One-Stop. In addition, we have a new Career Strategist noncredit certificate of completion that we encourage students to complete. Finally, our local Public Library is an AEBG supported provider, providing the public with career assessment and assistance.

Strategy #5

Gap Area: The need to support efforts resulting from the new AB705 legislation Development of curriculum, and offering noncredit support courses for credit Math, English and ESL, if noncredit is the chosen path by our credit faculty partners.

Seamless Transitions

New Strategies

Strategy #1

We have collaborated with the Workforce Development Board, WIOA, and the One -Stop, and the Public Library and we are referring SBCC adult students to the job placement assistance programs at the One-Stop and the Library. This allows for a seamless transition into the workforce. In addition, we are offering the Career Strategist certificate at the One-Stop location and at SBCC to connect students with self-assessment and career planning tools.

Strategy #2

We are planning to work with our Guided Pathway and Strong Workforce partners on the credit campus to explore noncredit's role in these initiatives. We think this work will help students understand their credit options.

Strategy #3

We continue the work to enhance the Noncredit Student Support Services to support transitions to credit.

Student Acceleration

New Strategies

Strategy #1

Our Adult High School program is supported by AEBG to implement acceleration options for students, either through a pedagogical and curriculum approach, or through course scheduling strategies. For example, we offer open entry/open exit options in this program, without minimum hours of participation. The faculty is addressing an accelerated option and other motivations to keep students engaged for longer, to improve their accelerated completion of either the GED or a diploma.

Strategy #2

Our English as a Second Language program is supported by AEBG to revise curriculum, with an emphasis on vocational opportunities, and is working to support non-ESL vocational programs with topic-based English Language skills. These initiatives will work toward accelerating student completion of not only the ESL program, but also other vocational certificate offerings.

Strategy #3

We continue to work on the Noncredit Student Support Services programs to improve the visibility of credit opportunities, and counseling to move students more rapidly to completion, to credit or to career.

Professional Development

New Strategies

Strategy #1

Program Leaders and Program faculty and classroom aids attend professional development training and conferences such as CASAS training, California Workforce Association, and California Chancellor's office conferences such as CCCAOE, in addition to any required AEBG training and webinars.

Strategy #2

Consortium Members receive legislative updates from the AEBG Coordinator at monthly public meetings, Program Leaders and faculty advisors receive technology training relevant to our reporting requirements.

Leveraging Resources

New Strategies

Strategy #1

We are close to reaching an agreement with the California Department of Rehabilitation (WorkAbility II grant) to match 3 to 1 dollars from our certified program to support our service program.

Strategy #2

We have leveraged the One-Stop and other external partners for job placement assistance. SBCC continues to have an active presence inside the One-Stop operator by offering Career Skills Institute courses at their location.

Strategy #3

We continue to leverage the resources of all of our externally funded partners (County of Santa Barbara, Workforce Development Board, Department of Rehabilitation, Public Library, One Stop, UCP, etc.) and are working this year to integrate all external partnerships in a co-branded effort to improve program awareness.

Strategy #4

We continue to work with our credit partners to explore AEBG opportunities in Guided Pathways and AB705 initiatives.

Fiscal Management

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

The overarching goals of our Consortium's 3-year plan are to provide excellence in adult educational programming in order to accelerate transitions to transfer or career success. In addition, we set these specific annual goals: 1) Continue to support our noncredit faculty in building bridges to credit for existing and new AEBG programs. 2) Continue to fill gaps in Career Education in Industrial Technologies (or other areas supported by the study currently underway to be completed by 2018). 3) Support new activity resulting from AB705 implementation (focused on mathematics, English, and ESL). 4) Implement the Adults with Disability Career Planning and Training Program serving as preparation for further career technical and/or job placement assistance. 5) Continue to partner with local Santa Barbara One-Stop operator and other agencies for career training initiatives. 6) Continue to cross-pollinate AEBG initiatives with WIOA and Strong Workforce initiatives. 7) A commitment to the collection of accurate data and analytics for all AEBG programs and services. 8) Continue to support our Student Support Services to help transition students from noncredit to credit or jobs/careers. 9) Continue to support our existing SBCC programs that are aligned with the AEBG initiatives. 10) Support job placement assistance efforts where feasible and allowable. To this end, the Consortium uses a request for proposal model (with a required timeline and activity chart), to encourage internal and external partners to submit programs in alignment not only with our Consortium goals, mission, and vision but also in alignment with the AEBG allowable programs and objectives. After proposals are received, the Consortium carefully vets these proposals to ensure alignment with the annual plan, the 3-year plan, and the statewide goals of AEBG, and only chooses to fund those that are in alignment, include only allowable expenditures, and that work to accomplish our objectives. The AEBG Coordinator 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. The fiscal agent has created an AEBG account for each year of funding that reflects each Consortium approved expenditure and certifies those expenditures.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2018-19.

Our Consortium's approach to incorporating carry-over funds from prior years into planned activities for 2018-2019 is built into our successful process established from the beginning of Year 1. The Consortium has a Request for Proposal process, which includes documenting the timeline and activities for expenditures for each program. Once allocated through the process, funding recipients must expend in accordance with their submitted Timeline and Activity Chart and the deadlines set for that year's funding. As a result, each program has an approved and tailored plan to expend funds timely. These plans, activities and expenditures are monitored by our AEBG Coordinator. If a program lead wishes to change activities or allocate differently than what was originally approved by the Consortium, they are required to petition for a change to the Consortium. If there are any unspent funds from a prior allocation for whatever reason (e.g., a program has completed its initiatives and spent less than expected, or the program has been terminated), the Consortium recaptures those funds and solicits a new public Request for Proposal with an adjusted deadline to ensure expenditures for those carry-over funds are expedited and timely.

Certification

Carpinteria Unified School District, Member Representative

Gerardo Cornejo

Approved

2018-08-16

Santa Barbara CCD, Member Representative

Melissa Moreno
Tonya Yescas

Approved

2018-08-16

Santa Barbara County Office of Education, Member Representative

Anthony Bauer

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2018-08-16

Santa Barbara County Workforce Dev. Board, Member Representative

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2018-08-16



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