



# Adult Education Block Grant Consortium Annual Plan Template 2017-18 Version 3

*The following is provided for informational purposes only. The AEBG Consortium Annual Plan Template will be submitted via the Web Portal and will be partially completed based on information provided from your prior year Consortium Annual Plan. As you coordinate with your member agencies, you are encouraged refer to the planning materials provided by the AEBG office located on the AEBG website here: <http://aebg.cccco.edu/For-AEBG-Grantees/Reporting-Tool-Kit>*

## SECTION 1: PLANS & GOALS

### Executive Summary

*Please provide an Executive Summary of your consortium's implementation plan for the 2017– 18 Program Year. In your summary, please include a narrative justifying how the planned allocations are consistent with your three-year adult education plan, a clear and concise description of your consortium's vision, accomplishments made during the prior Program Year, and primary goals for the upcoming Program Year. (Limit: 500 words)*

### SANTA BARBARA AEBG CONSORTIUM - EXECUTIVE SUMMARY

#### MISSION, VISION & GOALS for 2017 - 2018

**Mission:** We provide excellence in adult educational programming in order to accelerate transitions to transfer or career success. To advance this mission, Santa Barbara City College has recently founded the School of Extended Learning, which benefits the Santa Barbara community and adult learners. Our new school will maximize tuition-free offerings and integrate pathways into existing credit programs. **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.

#### MID-YEAR ACCOMPLISHMENTS

- 1) Adult High School/GED: Instructors further implemented the Learning Communities concepts in the classroom. All new outlines have successfully been submitted to the state Chancellor's office. Faculty have received training on Edmentum, which is a new software program designed to drive student achievement for academic and career success.
- 2) CTE: Career Skills Institute: Seven new badges (currently in review for CCCCO certification) for Fall 2017 were created which consist of a combination of twenty-seven new courses. The badges consist of the following: Project Management, Enterprise Communication, Emerging Leaders, Thrive and Survive in the Workplace, Career Strategist, Harness the Cloud to Maximize Work Performance and Social Media for Business.
- 3) CTE: Pre-Apprenticeship Construction Technology Pilot Program: The second set of four new noncredit Construction Technology courses were offered with credit Construction Technology courses to serve as a bridge to credit. Five Construction Employers were identified to match students with respective employers to serve as pre-apprenticeship sites for eventual full-time employment.
- 4) Noncredit English as Second Language: Professional development for instructors outlined in the first year grant cycle has been completed with the purchase of several computers for test takers and digital literacy training.
- 5) The completion of the Adults with Disabilities research study determined a gap in older adult training and

provided the necessary justification to establish the AEBG 2<sup>nd</sup> year grant cycle Adults with Disabilities program.

In addition to the existing programs listed above, the Consortium increased its programming and offerings with the following new second year AEBG grant cycle programs:

- 1) CTE: Inmate Career Training (course taught inside the local jail for inmates nearing release).
- 2) Work Readiness and Career Planning Certificate Program for People with Disabilities.
- 3) Santa Barbara Public Library Digital Literacy Hub (designed to create a digital learning space and environment).
- 4) Santa Barbara Public Library Dyslexia Initiative (designed to address the unmet needs of adults with dyslexia who fail to enroll or thrive in adult education and career transition programs).
- 5) Santa Barbara County Employees' University Passport Program (designed to provide educational programming through an integrated partnership between the Career Skills Institute (CSI) at Santa Barbara City College (SBCC) and the County of Santa Barbara Employees' University. The Passport to Public Service in Paradise Program is designed to identify and fill the gaps in skill, knowledge and attitudes that prevent employees and citizens from advancing professionally.
- 6) KRA partnership serving as the local Santa Barbara One-Stop for addressing needs of older adults who are unemployed, underemployed, or seek career advancement.

#### **PRIMARY GOALS FOR UPCOMING 2017-2018 YEAR**

- 1) Continue building bridges to credit for existing and new AEBG programs.
- 2) Establish a Job Placement Assistance & Internship Program.
- 3) Fill gaps in Short Term Vocational Training in Industrial Technologies
- 4) Establish a program for Learning Assistance & Supervised Tutoring (focused on preparatory mathematics and English).
- 5) Establish an Adults with Disability Career Planning and Training certificate serving as preparation for further career technical and/or job placement assistance.
- 6) Maximize tuition free offerings in allowable AEBG areas to cross-pollinate with WIOA and Strong Workforce initiatives.

## Meeting Regional Needs

*What are the primary gaps / needs in your region? How are you meeting the adult education need and identifying the gaps or deficit in your region? Please provide the reasons for the gap between the need in the region and the types and levels of adult education services currently being offered*

#	Gaps in service / regional needs	How do you know? What resources did you use to identify these gaps?	How will you measure effectiveness / progress toward meeting this need? Please be sure to indicate any local indicators planned for measuring student progress.
	Adults with Disabilities	Research on local consensus data conducted by research firm [BW Research].	AEBG Adults with Disabilities program complete work readiness and career planning certificate program offered in Fall 2018.
	Improving and increasing bridges from noncredit to credit programming	Based on program evaluation from managers, students, and faculty feedback.	Creation of a pilot bridge to credit course in ESL that can be replicated in other bridge to credit programs.
	Data collection from external partners and entities	Internal data collection from SBCC platforms is successful into the CASAS TopsPro Enterprise platform, however external data collection is much slower and difficult to identify, particularly those not utilizing SBCC resources.	The creation of a data collection plan and integrating WIOA collection data points for our external partners. Once external partners have established programs, data collection will be feasible with a strategic plan.
	Job Placement Assistance & Internship Program	A program for Job Placement Assistance & Internships for noncredit students does not currently exist.	The establishment of a Job Placement & Internship Program and a tracking system.
	Learning Assistance & Supervised Tutoring (focused on preparatory Mathematics and English)	A Learning Assistance & Supervised Tutoring program for noncredit students does not currently exist.	Effectiveness will be measured by: (1) establishing relationships with credit Math and English departments. (2) piloting one or two noncredit Math and English preparatory classes.
	Evaluation and Environmental scan to determine: (1) how we have done so far in identifying existing programs (2) identify remaining gaps in adult education programming (3) determine what new program(s) the Consortium	n/a	The Consortium will hire researchers to perform analysis and evaluation of identified programs to fill in remaining gaps for new programs for the SBCC School of Extended Learning and AEBG.

needs to pursue

## GAPS IN SERVICE

***For 2017-18, what strategies are planned to incrementally increase capacity in identified gap areas and / or help maintain established levels of service (Must list at least one)?***

*Identify strategies planned to incrementally increase capacity in identified gap areas as well as those that help maintain established levels of service. Plans will have identified programming and service gaps including lack of providers, services, access, attainment, and/or performance. These might include, but are not limited to, working with other partners in the service area, developing or expanding programs and plans to assess the effectiveness of these expanded efforts.*

(1) Continue to develop, expand, and monitor existing programs.

(2) Work with a researcher/analyst to conduct an environmental scan to evaluate and assess how we are servicing our identified gap areas including Student Support Services and marketing efforts.

(3) Work with AEBG Partners to establish Job Placement Assistance & Internship Program.

## SEAMLESS TRANSITIONS

*Explain how consortium members and partners are integrating existing programs and services and creating seamless transitions into post-secondary education or the workforce. Please also identify key challenges faced and / or overcome during the 2016–17 Program Year in your efforts to transition students.*

In 2016-17 what strategies were <b>planned</b> ?	To what extent have these strategies been <b>implemented</b> ?	What challenges <b>prevented</b> full implementation?	What intervention strategies, if any, are <b>planned</b> for the future? <i>If you are not planning to implement or expand on this strategy in the coming year, type "none"</i>	What <b>state support</b> would be most helpful to fully implement this strategy?
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	1 – Not at all implemented 2 – Mostly not implemented 3 – Somewhat implemented 4 – Mostly implemented <b>5 – Fully implemented</b>	none	none	none

Continue the design of Green Gardener Short Term Vocational (STV) program to create clear pathways to job or credit program	1 – Not at all implemented 2 – Mostly not implemented 3 – <i>Somewhat implemented</i> 4 – Mostly implemented 5 – Fully implemented	none	none	none
Collaboration with the Workforce Development Board and the One Stop to explore job placement assistance and internship opportunities for SBCC adult students	1 – Not at all implemented 2 – Mostly not implemented 3 – Somewhat implemented 4 – Mostly implemented 5 – Fully implemented	Workforce Development Board did not identify a One Stop operator until January 1, 2017.	We will continue to work this Partner to develop a job placement assistance and internship program.	AEBG
Continue design of noncredit ESL programs to focus on vocational skill training	1 – Not at all implemented 2 – Mostly not implemented 3 – Somewhat implemented 4 – Mostly implemented 5 – Fully implemented	none	none	none

**For 2017-18, what *NEW* strategies are planned to Integrate existing programs and create seamless transitions into postsecondary education or the workforce (Must list at least one)?**

*How will the Consortium align and connect existing and future adult education programs to postsecondary academic pathways and/or career pathways leading to employment? Activities should address how the Consortium will align placement tools, curriculum, assessment tools and rubrics, and student performance outcomes across delivery systems to ensure that student transition paths, both between providers and into postsecondary credit programs, are understood and supported across all systems.*

(1) The School of Extended Learning is implementing a Bridge to Credit initiative. It will pilot a “Bridge to Credit” course in ESL to serve as a model for other Bridge to Credit courses in Career Technical Education programs.

(2) We will continue to work with our newly identified One Stop partner, KRA, to develop a job placement assistance and internship program.

(3) We are piloting a noncredit “Career Strategist” Badge with CTE students, partnered with LinkedIn and Strong Workforce Program, to capture job migration and advancement data from students’ professional LinkedIn profiles.

(4) The AEBG Coordinator is implementing a strategy to collect uniform data across programs and systems to align AEBG objectives.

## STUDENT ACCELERATION

*Explain how your consortium members and partners have employed 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, post-secondary institutions, and career technical education*

In 2016-17 what strategies were <b>planned</b> ?	To what extent have these strategies been <b>implemented</b> ?	What challenges <b>prevented</b> full implementation?	What intervention strategies, if any, are <b>planned</b> for the future? <i>If you are not planning to implement or expand on this strategy in the coming year, type "none"</i>	What <b>state support</b> would be most helpful to fully implement this strategy?
a. Track progress of Noncredit ESL Learning Communities implementation	1 – Not at all implemented 2 – Mostly not implemented 3 – Somewhat implemented 4 – Mostly implemented <b>5 – Fully implemented</b>	none	none	none
b. Engage consultants for research and focus groups to determine primary needs of students and employers to inform concentration of educational/job placement support services	<b>1 – Not at all implemented</b> 2 – Mostly not implemented 3 – Somewhat implemented 4 – Mostly implemented 5 – Fully implemented	The Consortium postponed this project to 2017-2018 to be able to incorporate our One-Stop Partner in the process.	Planned engagements of consultants in the areas of:  -Environmental scan of the existing programs and effectiveness  -Jobs and Internships research	AEBG, Strong Workforce
c. Collaborate with the One-Stop system to provide internship and job placement opportunities	1 – Not at all implemented 2 – Mostly not implemented <b>3 – Somewhat implemented</b> 4 – Mostly implemented 5 – Fully implemented	Waiting for One-Stop partner to be identified and to complete the MOU with the WDB.	None needed. We have signed the MOU and are collaborating with our SBCC Career Services Program and working toward developing a job placement assistance	AEBG, Strong Workforce, WIOA, EDD.

			collaborative.	
d. Student Support Services to provide increased case management to noncredit students	1 – Not at all implemented 2 – Mostly not implemented 3 – Somewhat implemented 4 – Mostly implemented <b>5 – Fully implemented</b>	none	none	none

**For 2017-18, what *NEW* strategies are planned to accelerate student progress (Must list at least one)?**

*Identify activities that you will implement and/or improve through using specific evidence-based strategies across the region, within and between systems where they currently don't exist, to accelerate student's progress. Common strategies include compressing courses into shorter, more intensive terms (accelerated), individualized instruction based on a student's competencies (competency-based), and putting basic skills content into the context of a student's goals and career path (contextualized).*

(1) Work collaboratively with the English and Math departments to identify noncredit co-enrolled preparatory courses to enhance completion rates of college level English and Math.

(2) Create a Career based certificate specifically for the population of adults with disabilities. These students will have individualized instruction that will prepare this population to be integrated with credit students in Career Technical Education programs or prepare this population to enter the workforce.

(3) To pilot an ESL bridge to credit course to improve noncredit to credit transfer rates and ensure success once enrolled in the credit program. This pilot course will serve as a model for other career technical education programs.

In 2016-17 what strategies were <b>planned</b> ?	To what extent have these strategies been <b>implemented</b> ?	What challenges <b>prevented</b> full implementation?	What intervention strategies, if any, are <b>planned</b> for the future? <i>If you are not planning to implement or expand on this strategy in the coming year, type "none"</i>	What <b>state support</b> would be most helpful to fully implement this strategy?
a. Individual programs to provide professional development opportunities to faculty addressing pedagogy in noncredit and	1 – Not at all implemented 2 – Mostly not implemented 3 – Somewhat implemented 4 – Mostly implemented <b>5 – Fully implemented</b>	none	none	none

alignment to credit programs					
b. AEBG Consortium Members and Staff to attend AEBG summits and other opportunities for training	1 – Not at all implemented 2 – Mostly not implemented 3 – Somewhat implemented 4 – Mostly implemented <b>5 – Fully implemented</b>	none	none	none	

## SHARED PROFESSIONAL DEVELOPMENT

*Explain how your consortium has collaborated in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration, consortium alignment, and improve student outcomes.*

**For 2017-18, what *NEW* strategies are planned to provide shared professional development (Must list at least one)?**

*A critical element to ensuring the effective implementation of the Consortium's plans to improve adult education programs are faculty and staff equipped with the skills, knowledge, and support needed to deliver high-quality instruction and use classroom support strategies that foster learner persistence and goal achievement. Significant and effective professional development will be required to build capacity within the existing systems to deliver this new vision for adult learning throughout the state.*

(1) Program Leaders and Program faculty advisors attend WIOA and Strong Workforce conferences and participate in webinars (if available).

(2) Consortium Members, Program Leaders and faculty advisors receive CTE Launch Board training sessions/conferences.

## LEVERAGING RESOURCES

*See the attached adult education fiscal resources table on your consortium fact sheet. Explain how your consortium is leveraging and braiding these funds sources including those provided by consortium members and partners, incorporating existing regional structures, and reaching out to stakeholders and partners for participation and input.*

In 2016-17 what strategies were <b>planned</b> ?	To what extent have these strategies been <b>implemented</b> ?	What challenges <b>prevented</b> full implementation?	What intervention strategies, if any, are <b>planned</b> for	What <b>state support</b> would be most helpful to fully
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			the future? <i>If you are not planning to implement or expand on this strategy in the coming year, type "none"</i>	implement this strategy?
a. Leverage the One Stop operator resources for job placement assistance and internship activities	1 – Not at all implemented 2 – Mostly not implemented <b>3 – Somewhat implemented</b> 4 – Mostly implemented 5 – Fully implemented	We postponed this project to 2017-2018 to be able to incorporate our One-Stop Partner in the process.  Waiting for One-Stop partner to be identified and to complete the MOU with the WDB.	none	AEBG, WIOA, EDD
b. Leverage the matching dollars available from the Dept. of Rehab for an Adults with Disabilities program	1 – Not at all implemented <b>2 – Mostly not implemented</b> 3 – Somewhat implemented 4 – Mostly implemented 5 – Fully implemented	The Adults with Disabilities (AWD) program needed a comprehensive approved curriculum before leveraging matching dollars.	The AWD curriculum has recently been submitted for CCCC approval. Once approved, leveraging matching dollars will deem more successful in 2018.	AEBG, Department of Rehabilitation, Strong Workforce, WIOA
c. Leverage the resources at the County Public Library as potential space for program training and other access to research/resources	1 – Not at all implemented 2 – Mostly not implemented 3 – Somewhat implemented 4 – Mostly implemented <b>5 – Fully implemented</b>	none	none	none

**For 2017-18, what *NEW* strategies are planned to leverage existing regional structures, including, but not limited to, with local workforce investment areas (Must list at least one)?**

*Identify strategies planned to leverage existing regional structures and utilization of resources, including leverage existing assets or structures to benefit the adult learners in the region. These assets or structures might include, for example, contributions from or collaborations with local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, and county libraries.*

(1) We are collaborating with the Santa Barbara Public Library to offer a Digital Literacy and Dyslexia initiative and are leveraging the use of our respective facilities.

(2) We are collaborating with Santa Barbara County Employees' University to offer workforce training to the community and county employees and are leveraging the use of our respective training facilities.

## SECTION 2: FISCAL MANAGEMENT

*Please provide an update on your AEBG fiscal spending. In the table below, identify the total MOE & Non-MOE funding spent or encumbered for the 2015-16 and 2016-17 program years.*

	Total AEBG Funding	Total Spent	Total Funds Remaining
<b>2015-16</b>	\$0	\$ 713,000.00	\$0
<b>2016-17</b>	\$0	\$ 27,000.00	\$0
<b>Total</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

*Please identify challenges faced related to spending or encumbering AEBG funding.*

(1) A major challenge was the AEBG YR 1 late allocation of funds to our Consortium. As a result, there was a delay in expending Year 1 funds but now we are on target at full expenditure by December 2018.

(2) AEBG Year 2 is on target.

*Please describe your approach to incorporating remaining funds from 2015-16 and 2016-17 into activities planned for 2017-18. (Limit: 250 words)*

Our Consortium's approach to incorporating remaining funds from 2015-2016 and 2016-2017 into planned activities for 2017-2018 is built in to our successful process established from the beginning of Year 1. The Consortium elected to have a Request for Proposal and Activity Chart process documenting the timeline and activities for expenditures for each program. As a result, each program has an approved and tailored plan to expend funds prior to the deadline. The Consortium will allocate 2017-2018 funds to existing program improvements, evaluations, and fund new initiatives. The Consortium will require new timelines and activity charts for the 2017-2018 funds.

## SECTION 3: CERTIFICATION AND SUBMISSION

*As a condition of receiving AEBG funds, each Consortium must confirm they have read, understand, and agree to adhere*

[Download 2017-18 General Assurances](#)

*to the measures put forth in the **2017–18 AEBG General Assurances Document**.*

**Failure to meet the requirements listed in the *2017–18 AEBG General Assurances Document* may result in a determination of non-compliance and lead to partial or complete loss of Consortium and / or Member funding.**

### **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 2017–18 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 (Required)**