

Plans & Goals

Executive Summary

Executive Summary *

Santa Barbara Adult Education Consortium (SBAEC) continues to have a significant impact in the local community with its cutting-edge programming and high-demand workforce certificates. It remains dedicated to building a strategic roadmap focused on economic mobility, student equity, and seamless educational transitions.

SBAEC has successfully met close to 100% of its strategic goals outlined in the 2025-2028 CAEP Three-Year Plan, which included an increase of short-term CTE certificates, enhanced integration of services, and the increased effectiveness of services to support admissions, transfers, and career and academic pathways. It distributed more than 77% of its funds to nine highly functioning programs that include community partners delivering educational programs regionally and provide critical workforce preparation training and support services to underserved adults in the region spanning Santa Barbara, Goleta, and Carpinteria.

Significant achievements and progress on initiatives from the previous 2025-2026 program year include:

1. Workforce & Career Technical Education (CTE):

- Noncredit Healthcare Academy Expansion: Scaling the Medical Assistant and Health Sciences programs to address the critical shortage of healthcare workers in Santa Barbara County;
- Offered the new first noncredit Certified Nursing Assistant (CNA) program in Spring 2026;
- Applied and received State-approved CNA Training Program certification;
- Began to develop Continuing Education Units (CEUs) for CNAs to maintain certifications and licensure;
- Provided healthcare program-specific academic and career planning advisement to CAEP ESL, AHS/GED, and other Career Skills Institute Programs.

2. Increased Workforce Readiness Coursework Development :Created course and certificate development the following areas:

- Artificial Intelligence Foundations and Creative Applications;
- Career Launch and Job Search;
- Digital Photography: Level I;
- Short-term CTE Fashion & Design Program;
- Designed specific workshops and courses designed to help older adults re-enter the workforce or pivot to new careers by increasing Career Skills Institute basic skills programming and certificates;
- Began the engagement with construction technology faculty and industry professionals to conduct an appraisal of current noncredit construction tech offerings and update construction technology CTE courses to better meet local labor market needs.

3. Increased Specialized Student Support & Transitions

- Consolidated the noncredit student services into a single physical and digital location at the Wake Campus to simplify the admissions and counseling process;
- Initiated a "Transition Specialist" model where staff personally guide students from noncredit ESL or GED programs into credit-bearing college courses;

-Instituted a Bilingual Digital Support service by expanding evening hours for bilingual computer support to assist adult learners with digital literacy and online course navigation.

4. Increased Community-Specific Programming and Updated Learning Spaces

-Childcare Programming: Developed a Parent & Guardian Professional Childcare Provider Certificate: 'Cooperative Preschool and Family Engagement'. Leveraged community childcare programs, local Social Services and Workforce Development Services, and SEL AHS/GED and ESL Programs to integrate services;

-Updated the two Adult Education campus Learning Spaces: a) SEL Wake Campus: Welcome Center: SSS, A&R, Career Skills Institute, Mental Health Counselor, Healthcare Academy labs and lecture room, Fashion & Design Career Program and b) SEL Schott Campus: Welcome Center: SSS, A&R, Mental Health Counselor, Adult High School/GED, Basic Needs Center.

SBAEC's vision and primary goals for the current program year will continue to prioritize:

-Increasing the number of State certificates and/or credit transitions with tailored noncredit Career Skills Programming that will include new noncredit programming in Certified Nursing Assistant and Continuing Education Units, Fashion & Design, Culinary Arts and Early Childhood Education;

-Increasing job placement for State Certificate and CTE completers with increased 1:1 workforce case management model;

-Addressing traditionally low transitions rates with Dual Enrollment (SB 554);

-Addressing data inconsistency by integrating TopsPro and MIS data and hire ESL/CTE data-focused personnel to work exclusively on data;

-Continue to focus on high-demand local labor market needs in healthcare and construction technology sectors.

2026-2027 fiscal allocation alignment with the 2025-2028 Three-Year Plan will continue to:

-Support Career Skills focused programming;

-Support Education Transitions, Transfers, and Pathways to reduce barriers for adult learners;

-Support and expand Healthcare and Construction Technology programs to meet new statewide initiative goals.

Plans & Goals

How (if at all) do the consortium's previous program year goals differ from the current year's goals?

Goals have changed or new goals have emerged for the upcoming year

Why have the consortium's goals changed for the upcoming year?

✓ Previous program year goals have been accomplished

Please provide further context on any changes to the consortium's goals for the upcoming year. (Optional)

Not Entered

How much progress did the consortium make towards its previous program year goals?

Excellent progress - all goals were met

Please provide further context on the progress made towards previous program year goals including goals that were accomplished and any success stories you would like to highlight. (Optional)

Not Entered

What barriers did the consortium face in making progress towards its previous program year goals?

✓ Other

Several CAEP program staff members were on extended leave of absence

Please provide further context on the barriers faced towards achieving the consortium's previous program year goals. (Optional)

Not Entered

What are the goals for the consortium for the current program year?

- ✓ Add new program offerings
- ✓ Add student and staff support
- ✓ Address gaps in services
- ✓ Align offering with regional needs
- ✓ Collect and review data
- ✓ Develop career pathways
- ✓ Develop industry-based programs
- ✓ Expand current program offerings
- ✓ Hire teachers/teaching assistants/tutors for ESL courses
- ✓ Identify community needs
- ✓ Implementing best practices
- ✓ Improve instruction
- ✓ Improve support services
- ✓ Improve the integration of services and transitions
- ✓ Increase awareness of services through marketing and outreach
- ✓ Increase course offerings (new and existing)
- ✓ Increase employer collaboration
- ✓ Increase enrollment
- ✓ Increase transitions to postsecondary
- ✓ Increase transitions to workforce
- ✓ Increase workforce-specific offerings
- ✓ Restore education plans
- ✓ Track transition program efficacy
- ✓ Upgrade facilities

Please provide further context on the consortium's goals for the current program year. (Optional)

Not Entered

How will the consortium measure progress towards the goals set for the current program year?

- ✓ Conducting progress review meetings
- ✓ Course completion/graduation
- ✓ Gathering feedback from partners/participants
- ✓ Number of courses offered
- ✓ Participant surveys or interviews

- ✓ Program assessments
- ✓ Student enrollment numbers
- ✓ Student retention
- ✓ Students using support services

Please provide further context on how the consortium will measure progress towards goals in the current program year. (Optional)

Not Entered

Assessment

Regional Needs Assessment

Please identify the categories of needs in your region.

- ✓ Access to technology
- ✓ Alignment of education and workforce needs (incl. addressing labor shortages)
- ✓ Basic/life skills attainment
- ✓ Citizenship support
- ✓ Digital literacy
- ✓ Educational advancement (degree programs)
- ✓ English language learner supports (e.g., incl. programming availability)
- ✓ High school/equivalency education needs
- ✓ Immigrant/refugee needs
- ✓ Increased access to, and development of, accelerated learning model programs (e.g., bridge, co-enrollment, dual enrollment, pre-apprenticeship, IET, etc.)
- ✓ Increased awareness of services available to employers
- ✓ Increased awareness of services available to students (incl. educational services, social services, career services, etc.)
- ✓ Literacy programming
- ✓ Living wage job attainment/career development
- ✓ Short-term Career Technical Education (CTE) training
- ✓ Strengthening partnerships
- ✓ Student access supports: transportation, childcare, etc.

Please identify resources used to identify these gaps.

- ✓ CAEP consortium Fact Sheet
- ✓ Community stakeholder input
- ✓ Data gathering/student needs assessment
- ✓ DataVista
- ✓ Employer input

- ✓ External consultant/research firm
- ✓ Labor market data (U.S. Bureau of Labor Statistics, Labor Market Index (LMI), California Employment Development Department (EDD))
- ✓ Partner meetings
- ✓ Population demographic data (U.S. Census, etc.)
- ✓ Regional plans
- ✓ Student data (TOPSPro, MIS)
- ✓ Survey, interview, and/or focus group data

**How will you measure effectiveness/progress toward meeting this need? * Methodologies
f or Measuring Effectiveness and Progress**

SBAEC employs a multifaceted approach to measure effectiveness and progress, integrating both quantitative data analysis and qualitative feedback mechanisms. This hybrid evaluation approach combines quantitative data (e.g., enrollment, student outcomes, labor market statistics) with qualitative feedback (e.g., stakeholder input, surveys) to assess program effectiveness.

Data-Driven Decision Making

SBCAE explicitly states its aim to be a data-informed consortium. This commitment is operationalized through:

- Enrollment and Student Outcome Data: The consortium analyzes enrollment and student outcome data to improve program impact. Efforts include increasing online registration utilization to collect critical data for retention, course, and career advisement.
- Labor Market Information: SBCAE actively analyzes and monitors labor market information to identify potential student opportunities and ensure alignment between program offerings and industry needs. This analysis directly informs the development and refinement of Career Pathway programs. The Consortium researches and identifies ideal methods to collect information from students regarding needs and interests, and recognizes that industry and local employers possess data required to inform the consortium.
- Needs Assessments: A comprehensive assessment of adult education in the South County region was conducted which included environmental scans and reviews of progress made. These assessments delve into educational attainment levels and broader indicators such as income, housing, transportation, social connection, environment, and health, utilizing resources like the recent 2024 Santa Barbara Workforce Development State of the Workforce Report and the Healthy Places Index (HPI). Analysis has revealed correlations between high-need geographic areas and SBCAE service levels, and identified significant populations with limited English proficiency, those near or below poverty, and those lacking a high school diploma. The strategic use of broad socio-economic indicators like the Healthy Places Index (HPI) in needs assessments recognizes that educational needs are deeply intertwined with broader community challenges (e.g., housing instability, health disparities).

By incorporating indices like the HPI, SBCAE acknowledges the complex interplay of social determinants that impact a learner's ability to access and succeed in education. This enables our consortium to identify geographic areas or populations facing multiple disadvantages (e.g., poverty, limited English proficiency, lack of transportation) and to design more effective wrap-around services or targeted outreach strategies that address these underlying systemic issues. This allows for a more comprehensive and targeted approach to meeting needs, moving beyond purely academic metrics to address the root causes of educational barriers, leading to more impactful and equitable interventions.

Provide any further context on the need gap(s), your process f or collecting data, how needs are being met, how they plan to be met, or how the needs of adults served by your region may be unique. *

The recent Santa Barbara Workforce Development Board State of the Workforce report affirmed the continuance of the Consortium's regional alignment with the Workforce Development Board's (WDB) initiatives that focus on key industry clusters, occupations, and pathways. These industry clusters include Healthcare, Building and Design, Information & Communications, DATM: Defense, Aerospace & Transportation Manufacturing, and Biotechnology and Biomedical Devices. As concluded in report, it is imperative that Santa Barbara County diversify its economy to support the growth of emerging industries that offer higher-wage job opportunities and tailored adult education programming. A sector-based approach can help foster a higher-wage economy, grow and attract new businesses and investments in emerging industries, and support the local workforce in transitioning to higher-wage positions via education and training.

An analysis of the data suggests that WDB and local educational institutions target the following initiatives:

- Prepare students and potential workers for higher-paying career pathways in fields such as DATM, advanced Electronics Manufacturing, Healthcare, and Building & Design;
- Target growth of Santa Barbara County's remote workforce by expanding programs that cover basic IT skills and other foundational skills needed to succeed when working remotely and perform outreach to large tech companies outside the region to help identify remote work opportunities for county residents;
- Create workforce development programs targeted at developing skills needed to support jobs in emerging technologies such as Offshore Wind, including jobs in environmental management and operations and maintenance;
- Expand partnerships with local nonprofits to help connect local jobseekers to a comprehensive suite of wraparound services, to help mitigate barriers to employment.

The Santa Barbara Adult Education Consortium will address these initiatives by continuing to focus on the following primary educational and service goals: (1) Continue to support our noncredit faculty in building pathways to credit certificates and degrees for existing and new CAEP programs; (2) Focus programming on transferable skills that increase a student's value in the labor market with a focus on basic mathematics, English, ESL, verbal and written communication, digital literacy, time management, and organization skills; (3) Support dual enrollment programs to engage high school students completing their degrees to begin their journey to transition to college, job search training and placement (SB-554); (4) Continue to partner with the local Santa Barbara Workforce One-Stop operator and other agencies for career training initiatives; (5) Continue to align CAEP initiatives with WIOA, Guided Pathways, Vision for Success, and Strong Workforce initiatives, and Healthcare Pathways English Language Learner CAEP grant; (6) Continue to support our existing SBCC programs that are aligned with the CAEP initiatives; (7) Strengthen and support the Noncredit Student Support Services (SSS) Program to provide advising and career counseling, improved orientation to noncredit programs, and transitional support to jobs/careers or credit opportunities; (8) Work in collaboration with the SBCC credit Admissions Office to streamline and support the noncredit registration process; (9) Support distance learning (live videoconferencing) initiatives; (10) Provide, where feasible, professional development training for faculty and staffing CAEP program areas; (11) Collaborate with local Workforce and the new SBCC School of Extended Learning noncredit Basic Needs Center to increase Adult Learner support systems (housing, foodbank resources, and public assistance programs); (12) Collect accurate data and analytics for all CAEP programs and services and develop common definitions of noncredit student success for all programs that are aligned with CCC Adult Education outcomes; (13) Address newly added CAEP State Priorities: Equity, Leadership, Learner Transition, Marketing, Program Development Curriculum/Classroom, Program Evaluation, and Technology & Distance Learning; (14) Extend programming and services in all of Santa Barbara south county with an emphasis in Carpinteria and Goleta.

Lastly, the School of Extended Learning's 2025 Student Survey yielded a significant amount of data that identified needs expressed by adult learners. Over 80% expressed satisfaction with high-contact student support service staff and resources, 80% were not aware of our free noncredit Career Skills Institute courses and State workforce skills training certificates, 80% expressed interest in training for a high-paying career, and 80% requested to meet the CSI Ready.Match.Hire! Career Coach. Therefore, this information will allow the Consortium to customize adult education programs and increase marketing efforts.

Activities & Outcomes

Objective #1: Address Educational Needs

Offer new CTE short-term State cert. programs

THREE-YEAR PLAN 2025-28

Brief Description of Activity and Significance of Activity to Outcome *

With the creation and development of the the new CTE short-term state certificate programs in Artificial Intelligence (AI), Career Launch & Job Search, Digital Photography: Level 1, Short-term CTE Fashion & Design Program and SEL noncredit Healthcare Academy: Certified Nursing Assistant programs, the programs will be offered to adult learners beginning in 2026 thereby meeting the Three-Year Plan intermediate goals.

In addition to the new certificates above, **CAEP SBAEC will develop the first noncredit tuition-free Culinary Arts certificate program at the School of Extended Learning.** As identified in the most recent local Santa Barbara Workforce Development Board Labor Report, food service and hospitality industries face constant demand for skilled and reliable labor. More importantly, the development of a local adult education tuition-free culinary program will serve as a powerful engine for adult learner economic mobility and community revitalization.

By eliminating the financial barrier of traditional culinary program fees, adding the new School of Extended Learning CTE noncredit adult education Culinary Arts Program will offer distinct benefits that will extend far beyond the kitchen.

It will fast-track career transition and economic mobility with rapid culinary upskilling and provide a zero-debt pipeline into a resilient industry and provide industry-recognized credentials which will instantly make students highly employable and command higher starting wages.

The SEL culinary program will capitalize on immediate job placement by embedding job readiness skills and job procurement directly into their curriculum. It will include integrated collaborations with local restaurant groups, hotels, and corporate dining facilities to assist students in securing jobs before they finish the program. Additionally, adult learners will also be able to enter into a diversified in-demand industry sector which will allow them to learn skills applicable to institutional catering (hospitals, corporate campuses, schools), private chef roles, food entrepreneurial endeavors, and kitchen management ect.

Adult Education Metrics and Student Barriers

- ◆ All: Participants (202AE)
- ◆ All: Reportable Individuals (200AE)
- ◆ Students and Programs: Career Technical Education (1003)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
CAEP SBAEC Director	Santa Barbara CCD	06/30/2028
CAEP SBAEC Career Skills Institute Program Leader	Santa Barbara CCD	06/30/2028
SEL Vice President/CAEP SBAEC Chair	Santa Barbara CCD	06/30/2028

Objective #2: Improve Integration of Services & Transitions

Design proactive and holistic SSS Program

THREE-YEAR PLAN 2025-28

Brief Description of Activity and Significance of Activity to Outcome *

Design proactive and holistic student support services (academic, career, mental health, basic needs) that are personalized and delivered through flexible modalities (online, hybrid, extended hours) to meet adult learners' diverse schedules and needs.

All activities listed in the CAEP SBAEC 2025-2028 Three-Year Plan (on pages 25-27) will continue and remain the same.

Adult Education Metrics and Student Barriers

- All: Participants (202AE)
- All: Reportable Individuals (200AE)
- Students and Programs: Career Technical Education (1003)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
CAEP SBAEC Director	Santa Barbara CCD	06/30/2028
CAEP SBAEC Career Skills Institute Program Leader	Santa Barbara CCD	06/30/2028
SBCC SEL SSS Director & CAEP SBAEC Program Leader	Santa Barbara CCD	06/30/2028

Marketing and Community Outreach**THREE-YEAR PLAN 2025-28****Brief Description of Activity and Significance of Activity to Outcome ***

Based on the most recent Spring 2025 School of Extended Learning Student Survey, more than 80% were unaware of the State certificates offered by the SEL Career Skills Institute. While many students take courses in this program, data highlights that there is a lack of awareness of existing specialized training programs and academic and professional pathways program offerings. Therefore, there is a demonstrated need for more targeted marketing and expanded outreach efforts.

All activities listed in the CAEP SBAEC 2025-2028 Three-Year Plan will continue and remain the same. They include:

Short-term activities :

- Review and identify the most effective marketing initiatives over the past 1-2 years, particularly those in the areas of ESL, AHS/GED, and career advancement programs;
- Increase the number of Career Skills Institute Community Career Job Fairs;
- Broaden the distribution of newly developed flyers and folders that target online registration methods to increase grow the awareness of programs and successful outcomes for applying and completion of programs;
- Collaborate with credit programs on existing media kits for AHS/GED, Dual Enrollment, CTE Programs to develop a robust noncredit "PR Box – Media Kit" for admissions recruiters, student support advisors, and counselors to advertise noncredit course offerings;
- Increase in-class SSS/Admissions outreach

Intermediate activities:

- Work with marketing specialists, both internal and external contractors to coordinate marketing efforts to execute a robust and diverse marketing plan;
- Increase collaboration with the number of local employers who are actively hiring and market employment opportunities with leveraged resources and activities;
- Increase AHS/GED and ESL outreach and community engagement;
- Develop multilingual materials based on feedback from faculty and CAEP Program Leads

Long-term activity:

- Track and measure the identification of the Return on Investment on specific marketing projects and campaigns.

Adult Education Metrics and Student Barriers

- All: Participants (202AE)
- All: Reportable Individuals (200AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
CAEP SBAEC Director	Santa Barbara CCD	06/30/2028
SEL Vice President/CAEP SBAEC Chair	Santa Barbara CCD	06/30/2028
CAEP SBAEC Career Skills Institute Program Leader	Santa Barbara CCD	06/30/2028

Objective #3: Improve Effectiveness of Services Pilot
the expansion of computer lab support
THREE-YEAR PLAN 2025-28
Brief Description of Activity and Significance of Activity to Outcome *

Pilot the expansion of computer lab support to include evening hours at both School of Extended Learning campuses. With an increase in accessibility, this activity addresses CAEP's and Vision 2030's objectives in Equity in Access.

Adult Education Metrics and Student Barriers

- All: Participants (202AE)
- All: Reportable Individuals (200AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
SEL Vice President/CAEP SBAEC Chair	Santa Barbara CCD	06/30/2028
CAEP SBAEC Career Skills Institute Program Leader	Santa Barbara CCD	06/30/2028
CAEP SBAEC Director	Santa Barbara CCD	06/30/2028

Identify a 'Student Success Launcher'
THREE-YEAR PLAN 2025-28
Brief Description of Activity and Significance of Activity to Outcome *

Exclusive role for transitional 1:1 student support services; to assist students to transfer to credit, or/to career upskill and job procurement.

Adult Education Metrics and Student Barriers

- All: Participants (202AE)
- All: Reportable Individuals (200AE)
- Students and Programs: Career Technical Education (1003)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
CAEP SBAEC Director	Santa Barbara CCD	06/30/2028
CAEP SBAEC Career Skills Institute Program Leader	Santa Barbara CCD	06/30/2028
SEL Vice President/CAEP SBAEC Chair	Santa Barbara CCD	06/30/2028

SBCC SEL Director & CAEP SBAEC Program Leader Santa Barbara CCD 06/30/2028

Streamline Student Surveys

THREE-YEAR PLAN 2025-28

Brief Description of Activity and Significance of Activity to Outcome *

Surveys play a critical role in understanding our adult learner course interests, when courses best suit their schedules, particularly their work schedules, how students learn about our SEL course offerings, and where they would like to begin or continue their academic or career pursuits. Surveys also provide valuable information for the SEL leadership team to better understand how much students truly know of our program offerings and how to fill the desired gaps in programming and services.

An appraisal of all student surveys is needed to not only streamline the number of surveys sent to students to minimize the impact on students, but to also help SEL faculty and leadership tailor programs to meet students' needs.

Also, to provide a more comprehensive plan of assessing and administering surveys, it will be instructive to survey student counselors, advisement staff, and faculty as well as employers.

Adult Education Metrics and Student Barriers

All: Participants (202AE)

All: Reportable Individuals (200AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
CAEP SBAEC Director	Santa Barbara CCD	06/30/2028
SEL Vice President/CAEP SBAEC Chair	Santa Barbara CCD	06/30/2028
SBCC SEL Director & CAEP SBAEC Program Leader	Santa Barbara CCD	06/30/2028
SBCC SEL Director WIOA & CAEP SBAEC Program Leader	Santa Barbara CCD	06/30/2028

Fiscal Management

Alignment & Carryover

Alignment with Three-Year Plan *

CAEP SBAEC's primary educational and adult learner support goals are consistent and align with the Consortium's Three-Year Plan. Program selection and funding criteria will continue in the following areas:

Short-Term CTE in career skills training courses and state certificates;

- Short-Term CTE with a focus in areas such as Healthcare and Health Training services;
- Short-Term CTE with a focus in areas in Construction Technology;
- Noncredit Adult High School/GED;
- Noncredit English as a Second Language;
- Noncredit Adults with Disabilities;
- Student Support Services: to ensure students can navigate through the SBCC system from noncredit to credit and help students plan their educational and vocational objectives;
- Marketing: to provide awareness of educational offerings and training options and increase enrollment; Collaboration and engagement with local partners that specialize in job placement, apprenticeship, internship, and jobcoaching;

Where applicable, alignment of programmatic goals with Vision 2030 and regional Strong Workforce plans and goals.

To achieve the Consortium's overarching goals, we identify partners that provide useful resources, linkages, and community partnerships in support of existing programs as well as programs that create seamless transitions into postsecondary education or the workforce. Through a rigorous Request for Proposal Process, the Consortium requires all applicants to justify the need of their proposed initiatives, supported by research, labor market information, employer feedback, student surveys, and other relevant information that demonstrate how the proposed initiatives align with the Consortium's primary goals.

Describe the consortium's approach to incorporate carryover funds from prior year(s) into planned activities. *

The Santa Barbara Adult Education Consortium relies heavily on CAEP fiscal support to sustain our educational and services programming. Our consortium leads the way to better careers and quality of life for our community members and positively impacts both our local and state economy. We remain dedicated to following and integrating CAEP's initiatives and priorities through collaborative efforts and leveraged funding. Due to the lasting negative impacts of the COVID-19 pandemic and the restructuring of personnel at both the SBCC District level and our two adult education school sites, the overall expenditure rates significantly decreased, thereby increasing the carryover for an extended period of time.

Upon implementing the online noncredit CCCApply registration and application process in Fall 2024 and upon receipt of the new CAEP Healthcare English Language Learner Pathways grant, the Consortium determined that adequate functional and dedicated spaces for high-contact Student Support Services and Health Academy programs did not exist at the SBCC adult education School of Extended Learning sites. Carryover funds have been expended on the creation of two CCCApply/Student Support Services one-stop-shop Welcome Centers, a dedicated Career Skills Institute hub, and four CTE-focused classrooms (2 for medical programs; 1 for digital career upskilling; 1 for tactile career vocational training in fashion and design).

Upcoming carryover plans will be determined and voted at SBAEC's Public Meetings. At present, the Consortium will continue to allocate funding to all CAEP programs and the redesign and upgrade of new certificate programming sites in the areas of Construction Technology and Culinary Arts located at each of the adult education School of Extended Learning campuses.

Usage

How does the consortium plan to use allocated funds in the upcoming year?

- ✓ Fund new adult education programs
- ✓ Fund staff salaries
- ✓ Fund teaching salaries
- ✓ Improve student learning
- ✓ Improve technology
- ✓ Increase marketing and outreach
- ✓ Maintain/improve facilities

- ✓ Provide new/additional wraparound services
- ✓ Provide staff professional development and resources
- ✓ Purchase equipment
- ✓ Purchase program materials
- ✓ Purchase software
- ✓ Strengthen existing activities
- ✓ Support existing adult education programs

Please provide further context on how funds will be used in the upcoming year. (Optional)

Not Entered

Consortium Objectives & Activities Overview

Objectives & Activities

- ✓ = consortium has included this activity in an Annual Plan from the 2025-28 Three-Year Plan
 ✗ = consortium has NOT selected this activity in an Annual Plan from the 2025-28 Three-Year Plan

Activity	Origin	Included in Annual Plan
Objective #1: Address Educational Needs		
Develop new Healthcare Pathway Programs	THREE-YEAR PLAN 2025-28	
Offer new CTE short-term State cert. programs	THREE-YEAR PLAN 2025-28	✓
		✓
Parent/Guardian Professional Childcare Certificate	THREE-YEAR PLAN 2025-28	✓
Objective #2: Improve Integration of Services & Transitions		
Design proactive and holistic SSS Program	THREE-YEAR PLAN 2025-28	
Marketing and Community Outreach	THREE-YEAR PLAN 2025-28	✓
		✓
Objective #3: Improve Effectiveness of Services		
Identify a 'Student Success Launcher'	THREE-YEAR PLAN 2025-28	✓
Pilot the expansion of computer lab support	THREE-YEAR PLAN 2025-28	✓
Streamline Student Surveys	THREE-YEAR PLAN 2025-28	✓

Certification

No approver contacts.



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