

54 Santa Barbara Adult Education Consortium (2025-28) CERTIFIED

Details

Consortium Information

In this section, information about the consortium, its primary and fiscal contacts, and CAEP funds received is auto-populated in NOVA.

As this information is auto-populated from your consortium's landing page in NOVA, make sure the information there is up-to-date, especially the Primary and Fiscal Contacts. This will ensure the correct information is auto-populated properly into the three-year plan.

Consortium Name:
54 Santa Barbara Adult Education Consortium

Address:
721 Cliff Dr. | Santa Barbara, CA | 93109

Website:
<http://www.sbccc.edu/aebg/>

Funding Channel 2026-27:
Fiscal Agent

CAEP Funds 2026-27:
\$1,062,643

CAEP Funds 2025-26:
\$1,032,996

CAEP Funds 2024-25:
\$1,009,771



Consortium Contacts

Auto-populated

Responsibility	Name	Email	Title	Phone
Fiscal Contact	Tonya Yescas	yescas@sbcc.edu	Account Technician III	(805) 730-4357
Primary Contact	Corlei Prieto	cnprieto@pipeline.sbcc.edu	Director	(805) 683-8285
Primary Contact	Carola Smith	csmith@pipeline.sbcc.edu	VicePresident School of Extended Learning	(805) 730-4043

Members

Auto-populated

Member Agency	Member Type	Contact	Phone
Santa Barbara CCD	District	Corlei Prieto	(805) 683-8285
Carpinteria Unified	Unified School District	Gerardo Cornejo	(805) 684-4107
Santa Barbara Co. Office of Education	County Office of Education (COE)	Sarah Cameron	(805) 937-8427 ext: 2531
Santa Barbara County Workforce Dev. Board	Other	Luis Servin	(805) 614-1543

Executive Summary

Executive Summary *

The Santa Barbara Adult Education Consortium (SBAEC) continues to have a significant impact in its community. It has successfully met close to 100% of its short, intermediate and long-term goals outlined in the previous 2022-2025 Three-Year Plan. It distributed more than 70% of its funding during the three previous planning periods to adult education programs at Santa Barbara City College (SBCC) and to various community partners. The SBAEC includes 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.

Within the last two years, SBCC CAEP-funded programs have served over 6,300 students in the areas of Adult High School/GED, Career Skills Institute, Career Skills Institute Inmate Training, Work Readiness and Career Planning for Adults with Disabilities, English as a Second Language, the SBCC-Santa Barbara Public Library ServSafe culinary program, and medical programs. 80+ certificates, 200+ classes, and up to 975 State Certificates have been awarded in noncredit career technical training and close to 353 combined in Adult High School and English as a Second Language programs.

Through the spirit of collaboration and partnership, SBAEC developed its 2025-2028 Three-Year Plan with regular and active participation from administrators, staff, students and faculty. Based on current student surveys, local and regional workforce data reports, and CAEP DataVista reports, the Consortium Leadership's overarching priorities over the next three years are:

- (I)) To support Employment Opportunities
- (II) To support Education Transitions, Transfers, and Pathways to reduce barriers for adult learners
- (III) To support and expand Healthcare programs to meet new statewide healthcare initiative goals

To address educational needs, SBAEC will expand its programming in Career Skills Institute certifications in the areas of health, technology and construction technology. English as Second Language programs will address the most recent 2025 Continuous Improvement Plan goals and increase programming in bilingual integration education training (IET).

To improve the integration of services and transitions, SBAEC has recently redirected both annual and carryover funding towards its Student Support Services and Outreach efforts. The following newly adopted initiatives and practices will continue: the consolidation of noncredit student services into one centralized one-stop-shop location; consistent service hours for students with newly added evening bilingual computer support services hours; increase in (the first-time) implementation of CCCApply for SBCC noncredit students that will provide more reliable data collection; recruitment and

onboarding of additional bilingual hourly staff to support adult learner demand; expansion of mental health and wellness professional hours at the adult schools, and the addition of a noncredit-to-credit Student Success Liaison to aid in student transfers for postsecondary pathways and/or employment. Additionally, Adult High School and GED programs will streamline academic advising processes for students to better understand their academic requirements to more easily transition to the next academic or career.

To improve the effectiveness of services, the School of Extended Learning incorporated both CCCApply while adding up to 90% wraparound student services (fiscally supported by other non-CAEP funding sources) to both adult education sites. Services such as the Basic Needs Center, CalFresh, MediCal applications and PATH programs that assist the homeless with critical resources have addressed community needs and leveraged partner resources to better serve our adult learners. SBAEC will continue to support and increase online registration utilization to be able to collect critical data that will assist in retention, course, and career advisement. Additionally, SBAEC will continue wraparound services that are tailored to adult learner needs. Simultaneously, SBAEC will continue to modernize CAEP-specific program classrooms with new equipment and refurbishments that will allow state-of-the-art training for today's hybrid and integrative learning modalities. Program-specific surveys will be conducted to provide more accurate analytics to inform continuous program assessment and improvement

Assessment

Overview and Preparation *

For the upcoming 3-year cycle, program selection and funding criteria will continue to prioritize educational programming and services in the following areas:

- (1) Short-Term CTE in career skills training courses and state certificates;
- (2) Short-Term CTE with a focus in areas such as Healthcare and Health Training services;
- (3) Noncredit Adult High School/GED;
- (4) Noncredit English as a Second Language;
- (5) Noncredit Adults with Disabilities;
- (6) 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;
- (7) Marketing: to provide awareness of educational offerings and training options and increase enrollment;
- (8) Collaboration and engagement with local partners that specialize in job placement, apprenticeship, internship, and job coaching;
- (9) Where applicable, alignment of programmatic goals with Vision 2030.

SBAEC has received exceptional support from the CAEP TAP Office and NOCE TAP Navigator to address and effectively reduce the consortium's carryover. With leveraged funds from the SBCC District General Fund, WIOA II, local South Santa Barbara County Strong Workforce, and the new CAEP English Language Learner Healthcare Pathways grant, SBAEC is positioned to effectively support existing CAEP programming as well as implement new initiatives outlined in this Three-Year Plan.

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.

To prepare for the drafting of the 2025-2028 Three-Year Plan, SBAEC hosted a CAEP Program Leader Three-Year Planning meeting with all CAEP Program Leaders, utilizing a series of data reports and regional plans that included:

CAEP Fact Sheet for Santa Barbara Adult Education Consortium (SBAEC)

South Central Regional Plan for Program Years 2025-2028

Santa Barbara County Workforce Development Board Local Plan for Program Years 2025-2028

Santa Barbara State of the Workforce Report 2023-2024

Santa Barbara City College Educational Vision Plan 2024

WIOA II Continuous Improvement Plan: 2025-2026 SMART Goals

South Central Coast Regional Strong Workforce 2024 4-Year Plan

Data on CAEP Adult Learners from DataVista on students served in 2022-2023 (most recent posted information)

Additionally, to better understand student preferences on desired courses, course offerings, and career-focused questions to support data-driven decision making on programming and student support services, the School of Extended Learning conducted a 2025 Spring student survey.

The Consortium seeks to form mutually beneficial alliances with various types of education and workforce programs and services to create stronger educational and career pathways for adult learners. The Consortium is committed to integrating existing State initiatives such as Vision 2023, Strong Workforce Program, Guided Pathways, Student Equity and Achievement Program, and to collaborate with our federal WIOA I & II partners to fully leverage different funding sources.

What type of representatives make up your assessment planning board members?

- ✓ Community College representatives
- ✓ County Office of Education representatives
- ✓ K12 School District representatives

Which of the following data sources were referenced and contributed to the consortium's understanding of needs, current levels and types of services, and gaps?

- ✓ Student data (TOPSPro, MIS)
- ✓ CAEP consortium Fact Sheet
- ✓ DataVista
- ✓ Population demographic data (U.S. Census, etc.)
- ✓ Labor market data (U.S. Bureau of Labor Statistics, California Employment Development Department (EDD))
- ✓ Partner meetings
- ✓ Regional plans
- ✓ Community stakeholder input
- ✓ Data gathering/student needs assessment
- ✓ Employer input
- ✓ External consultant/research firm
- ✓ Other
 - adult learner surveys and focus group data (WIOA II)

Data Collection Process - Further Context *

The reports and data listed above were integral in helping to shape and direct the Three-Year Plan. Both DataVista and Tableau were unable to provide recent data to provide a comprehensive real-time data analysis. Fortunately, the SBCC District's Office of Institutional Research collects data via the MIS system, which is submitted to the California Community Colleges Chancellor's Office. Additionally, data from TopsPro Enterprise (TE) is also collected for half of our CAEP-funded programs.

Lastly, the data collection that was obtained, validated the current and upcoming SBAEC's programming efforts to continue developing career, technology, design, and health industry sectors.

Regional Alignment and Priorities

Provide the names and types of the regional partner organizations that your consortium works with to ensure programs offered align with regional needs. *

Click **Add Partner Organization**, search for the organization's name, and select it. If the organization is not listed, click **Create a new one** in the modal, enter the Partner Organization Name, and select the Partner Organization Type.

Partner Organization Name	Partner Organization Type
Santa Barbara County Workforce Dev. Board	Other
Santa Barbara County Jail	Other
Santa Barbara Public Library: Central	Other
WaterWise Santa Barbara County	Community Organization
University of California Santa Barbara	Community Organization
Sansum Clinic	Industry
Cottage Health	Business
Santa Barbara Neighborhood Clinic	Other
UCLA Health	Business
ServSafe Culinary	Business
New Beginnings Counseling Center	Business
Housing Authority of the City of Santa Barbara	Business
CMC Rescue Equipment	Business
CalFresh	Other
La Cumbre Junior High	Other
Carpinteria Unified	Unified School District
Santa Barbara Unified	Unified School District
Goleta Valley Public Library	Other
REACH - Uplift Central Coast Coalition	Other
Santa Barbara County Sheriff's Office	Other
TriCounty Regional Energy Network	Industry

Partner Organization Name	Partner Organization Type
Economic Development Collaborative	Other
Santa Barbara County Education Office	County Office of Education (COE)
CA Department of Rehabilitation	Community Organization
Department of Social Services, Santa Barbara County	Regional Occupation Center/Program (ROC/P)
Santa Barbara County ROP-South	Regional Occupation Center/Program (ROC/P)
Franklin Elementary School, Santa Barbara	Other
SBUSD: Community of Schools Project	Other
Carpinteria Community Library	Other
Caprinteria Children's Project	Other
Farmworker Resource Center - Proyecto Campesino	Community Organization
Alpha Resource Center, Santa Barbara	Community Organization

What relevant education and workforce plans that guide services in the region were used to develop this Three-Year Plan?

- ✓ WIOA Title II Continuous Improvement Plan (CIP)
- ✓ Workforce Innovation and Opportunity Act (WIOA) Title I Local and Regional Plans
- ✓ California Strong Workforce Program (SWP) Plans
- ✓ K12 Strong Workforce Program (SWP) Plans

What are the top priorities in relation to regional alignment?

- ✓ Developing or enhancing program mapping and career pathways that support identified industry needs
- ✓ Identifying emerging industries for development of CTE programming aligned with regional needs
- ✓ Increasing access to and awareness of services
- ✓ Pooling resources to streamline service provision across providers
- ✓ Providing hiring and training services and initiatives relevant to the local workforce and the identification of these specific needs

- ✓ Supporting changing industry needs that require re-training and upskilling of workers to prepare for high-demand jobs
- ✓ Alignment of curriculum, student assessments, articulation, connecting bridge courses, and/or dual enrollment to support transitions

Alignment with Other Education and Workforce Plans *

The Consortium plans to continue leveraging existing regional structures, including but not limited to local workforce investment areas. The Consortium recognizes the value of its local Workforce Development Board (WDB) and the goals and programming conducted by WIOA I and II programs. As such, the Consortium appointed the Executive Director of the WDB as a voting member. Similarly, to ensure alignment with ongoing regional WDB and career development initiatives the CAEP Consortium Chair serves as an elected official on the Santa Barbara County Workforce Development Board as well as on the Santa Barbara County Workforce Development Board Adult/Special Projects Committee. Based on the Consortium's vision, a coordinated and collaborative approach is essential to achieve regional alignment and integration with existing programs. The expertise of the WDB and Community Partners is leveraged to maximize alignment, efficiency, and integration of existing resources and programs.

The Consortium works closely with the WIOA I and II faculty and personnel in our noncredit English as a Second Language Program, noncredit Adult High School/GED Program, Career Skills Institute, and the local WDB One-Stop in order to coordinate programming for adult learners re-entering the workforce.

By offering close to 73% of funding towards CAEP academic and integrated educational programs and services, the Consortium prioritized and incorporated various community stakeholders to respond to gaps in services and needs in all seven CAEP areas for our region. Our Consortium plans to continue efforts towards increasing Partner membership that more closely align with new and existing State initiatives.

The Workforce Innovation and Opportunity Act Title I Local and Regional plans were used to identify gaps in alignment of adult education and workforce services across CAEP programs (reports listed in previous section). The analysis from the most recent workforce reports (listed in previous section) was consistent and paralleled the key findings in the most recent SBAEC research report, "Phase II 2022-2023 SBCC School of Extended Learning South Santa Barbara County BW Research Report on the Economic and Workforce Gap Analysis for Adult Education Students".

The WIOA Title II Continuous Improvement 2025 (CIP) plan SMART goals illustrated alignment with CAEP initiatives with the following goals and activities:

Goal 1: The noncredit ESL and Adult Basic and Secondary programs will increase the number of students with paired CASAS scores by 5 % compared to the 2021-22 academic year in order to provide better feedback to students for motivation, persistence, and improved learning gains. WIOA II programming will achieve this goal by streamlining the onboarding and data tracking processes for both ESL and ASE students. New personnel may be added to the School of Extended Learning by the end of 2025 to provide accurate data to support both WIOA II and CAEP-funded programs.

Goal 2: The noncredit ESL and Adult Basic and Secondary programs will have an open computer lab for students in order to provide a place for students to learn, study, take online classes, and get help. This will increase students' motivation, persistence, and improve learning gains.

Goal 3: Provide more opportunities for community building activities for faculty, staff, and students. Within a year, the noncredit ESL and Adult Basic and Secondary programs will have monthly, or bi-monthly, community building activities in-person for faculty, staff, and students. Doing so will provide students with more incentive to regularly attend class which can lead to more certificate earners, graduates, and students who transition to the credit campus. It will also provide faculty and staff with opportunities to feel more engaged in their workplace which provides more satisfaction in their employment. This will also lead to better outcomes for their students as they are directly modeling that behavior, and students will have more satisfaction in their school environment.

Evaluate the Educational Needs of Adults in the Region *

As expressed at the 2024 NOCE Vision 2030 Noncredit Summit, 'Noncredit 101: Foundations and Future' presentation, CAEP program's success in reaching historically underserved populations is evident in its highly diverse student demographics: regionally, fully half of all participants are English language learners striving to achieve fluency, while over three-quarters enter the program with low literacy levels as they work to master essential language and quantitative reasoning skills. Additionally, nearly one-fifth of students served face cultural barriers to education that programs help them navigate and overcome, and the median age of 33 years reflects the program's vital role as a second chance in effectively serving working adults, reentry students, and other non-traditional learners. These demographics highlight CAEP and our Consortium's central role in providing transformative educational opportunities to those who have historically faced the steepest systemic barriers to achieving their academic and economic goals, directly aligning with the California Community Colleges system's core values of inclusive excellence, upward mobility, and educational equity and social justice.

The recent 2024 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. This report provided the Consortium with critical conclusions and takeaways that describe the regional need for specific adult education and workforce services.

Key labor market findings from the report include:

1. Santa Barbara County has a relatively tight labor market. County employment has grown rapidly post-pandemic, with a two-year growth rate (8.4 percent) that significantly outpaced the statewide average (5.0 percent). The county's unemployment rate is on par with pre-pandemic levels, and has remained lower than the statewide average, consistent with historical trends. Furthermore, the county's labor force participation rate has continued to decline and is below the statewide average.
2. Wages have failed to keep pace with the high cost of living in the county, due in part to high housing costs. Nearly half of the renters in the county spend 35 percent or more of their total income on housing, and potential homebuyers face an all-time high median home price of \$1,043,441. The median annual salary of workers in the county is only \$48,287, which translates to \$23.21/hour.
3. Many of the jobs that have been created over the last two years have been concentrated in the lowest-paying industry clusters:
 - The Tourism, Hospitality, and Recreation industry cluster (+23.4 percent job growth, \$36,136 average annual salary) remains the county's largest employment sector, accounting for 1 in 6 county jobs.
 - The Agriculture and Food industry cluster (+17.4 percent job growth, \$48,305 average annual salary) is the county's fourth largest employment sector, accounting for 1 in 10 county jobs.
4. Mid-wage industry clusters with significant growth potential include the Healthcare industry cluster (\$68,702 average annual salary) and the Building & Design industry cluster (\$89,584 average annual salary). Contributing factors include:
 - The 65+ population is growing rapidly, which will drive up demand for geriatric care and exacerbate the existing shortage of nurses and other professionals in the allied health space.
 - Planned investments in county infrastructure will drive up demand for construction workers over the next few years.
5. Some high-wage industry clusters have also grown rapidly over the last two years due to the following:
 - Growth in the Information & Communications industry cluster (+29.6 percent job growth, \$126,980 average annual salary) was primarily driven by a 36.9 percent increase (+161 jobs) in the Web Search Portals and All Other Information Services subindustry.
 - Jobs in the Biotechnology & Biomedical Devices industry cluster (+18.9 percent job growth, \$106,350 average annual salary) are 20 percent more concentrated in the county than in the United States overall.

(continued below)

Please identify the categories of needs of your region.

- ✓ Access for underserved populations

- ✓ Access to technology
- ✓ Address broad needs of diverse populations served
- ✓ Alignment of education and workforce needs
- ✓ Basic skills attainment
- ✓ English language needs
- ✓ Improving accessibility of programming
- ✓ Improving digital literacy
- ✓ Increasing awareness of services
- ✓ Labor shortages
- ✓ Lack of transportation
- ✓ Lack of childcare
- ✓ Living wage job attainment
- ✓ Low literacy
- ✓ Rebuilding programs to pre-pandemic levels
- ✓ Short term CTE training
- ✓ Strengthening partnerships

Needs - Further Context (optional)

(cont.)

6. Emerging high-wage industries with significant growth potential include Computer & Electronics Manufacturing, and Defense, Aerospace & Transportation Manufacturing (DATM) (\$116,735 average annual salary). Santa Barbara County houses a world-class research university and is located near a major aerospace and defense base, providing a unique opportunity to foster a regional innovation ecosystem centered around nanosystems research and aerospace engineering, with the capacity to create high-quality jobs.

Moreover, regional partnerships aim to support and develop DATM economic activity at Vandenberg Space Force Base. Both industries have also been identified as target industries under the Santa Barbara County's Comprehensive Economic Development Strategy (CEDS).

7. The most notable increases in industry were in Building Design & Construction (+11.3 percent) and Agtech (+9.7 percent) per the California Jobs First REACH Uplift South Central Coast Regional Plan Part I, prepared for the State of California's Governor's Office of Planning and Research (OPR), Office of Business and Economic Development (GO-Biz), and Labor and Workforce Development Agency (LWDA).

8. Close to 60% of residents spend most of their income on rent.

Overall, county residents face a high cost of living, which negatively impacts local hiring and retention. While employment in Santa Barbara County has grown in recent years, it has been primarily focused in low-skill, low-wage sectors. Thus, it is imperative that Santa Barbara County diversify its economy to support the growth of emerging industries that offer higher-wage job opportunities. 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:

1. Prepare students and potential workers for higher-paying career pathways in fields such as DATM, advanced Electronics Manufacturing, Healthcare, and Building & Design.

- 2.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.
- 3.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.
- 4.Expand partnerships with local nonprofits to help connect local jobseekers to a comprehensive suite of wraparound services, to help mitigate barriers to employment.

(continued below)

What challenges does your region face that impact the programs you have previously or are currently offering?

- ✓ Lack of physical/facility access
- ✓ High cost of living/housing/healthcare
- ✓ Areas of economic inequity
- ✓ Labor market issues (e.g., teacher shortages, etc.)
- ✓ Internet access challenges
- ✓ Staff turnover and burnout
- ✓ Diverse regional needs
- ✓ Lack of CTE credentials to expand programming

Challenges - Further Context (optional)

(cont.)

The Santa Barbara Adult Education Consortium can 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 strengthen and support the noncredit registration process;
- (9) Support distance learning (live videoconferencing) initiatives;
- (10) Provide, where feasible, professional development training for faculty and staff in 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 Spring 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.

Which populations are currently being served by your programs?

- ✓ Adults over 50
- ✓ Adults with disabilities
- ✓ Disconnected youth
- ✓ Foreign born or refugees
- ✓ Less than a high school education
- ✓ Limited English proficiency/English language learners
- ✓ Limited/low literacy
- ✓ Near or below the poverty line
- ✓ Incarcerated individuals or those who have been previously incarcerated
- ✓ Under-represented minority populations
- ✓ Unemployed
- ✓ Veterans
- ✓ Workers in need of upskilling

Contributions by Entities*

Name	Role	Three-Year Plan Contribution
Santa Barbara Community College District	Administrator	Designed proposed strategies
Santa Barbara Community College District	Community college faculty	Provided data
Santa Barbara Community College District	Classified staff	Provided data
Santa Barbara Community College District	Teacher employed by local educational agencies	Participated in planning meetings

Regional Service Providers

For each Consortium Member service provider, enter the number of Participants in each program area.

Provider Name	Provider Type	Number of Participants in Program Area									Tot Particip
		ABE	ASE	AWD	CSS	CTE	ESL	Pre- Apprenticeship	Short Term CTE	Workforce Reentry	
*Carpinteria Unified	Member Representative	0	0	0	0	0	0	0	0	0	
*Santa Barbara CCD	Member Representative	30	420	100	174	3,217	1,724	30	30	30	
*Santa Barbara Co. Office of Education	Member Representative	0	0	0	0	0	0	0	0	0	
*Santa Barbara County Workforce Dev. Board	Member Representative	0	0	0	0	0	0	0	0	0	
Total Participants		30	420	100	174	3217	1724	30	30	30	

* Consortium Member required to input number of Participants

For each service provider added, check the box in the program areas where services are provided.

No Service Providers for this consortium.

What industries do you currently serve/plan to serve in the future?

- ✓ Business
- ✓ Construction
- ✓ Education
- ✓ Financial management
- ✓ Healthcare
- ✓ Hospitality/Food services
- ✓ Retail
- ✓ Technology

Industries Served - Further Context (optional)

Not Entered

Evaluate the Current Levels and Types of Education and Workforce Services for Adults in the Region *

Adult education and workforce services are significantly shaped by the California Adult Education Program (CAEP) and the Workforce Innovation and Opportunity Act (WIOA), with key providers being the Santa Barbara Adult Education Consortium led by Santa Barbara City College and the Workforce Development Board operating America's Job Centers of California (AJCC). There is a significant amount of programming and effort to create seamless pathways for adults to move from basic education into vocational training and employment services.

CAEP: Santa Barbara Adult Education Consortium: Current Levels & Types of Services:

- **Basic Skills & High School Equivalency:**
 - Adult High School Diploma Program: Offered through SBCC's School of Extended Learning, this program provides one-on-one advising, flexible schedules, and personalized instruction in core subjects.
 - GED® Preparation: Classes are available in both English and Spanish, designed to help adults prepare for the GED exam.
 - Adult Literacy Programs: The Santa Barbara Public Library, supported by the Santa Barbara Adult Education Consortium, offers free, one-on-one tutoring for reading, writing, spelling, GED preparation, and US Citizenship test preparation.
- **English as a Second Language (ESL) & Citizenship:**
 - SBCC's School of Extended Learning offers tuition-free ESL classes.
 - Services for immigrants eligible for educational services in citizenship and English as a second language are a key focus for the Consortium.
- **Workforce Preparation & Career Technical Education (CTE):** The Santa Barbara City College (SBCC) Career Skills Institute (CSI) offers over 80+ certificates and hundreds of digital badges across four key areas: business, design, technology, and career education. CSI collaborates with Santa Barbara community business leaders to determine what skills are needed to survive and compete in the marketplace and tailor career counseling to help adult learners achieve their academic, educational and career goals. CSI areas include:
 - Short-Term Vocational Training: The Consortium aims to fill career skills gaps and improve existing noncredit programs;
 - Career Technical Education (CTE): Programs that are short-term in nature with high employment potential and address labor market data and employer demand;
 - Job Placement Assistance: As part of a focus of the Consortium's efforts, especially within CTE programs, CSI offers a Ready.Match.Hire! Career Coach who provides career counseling services and connects current students with prospective employers;
 - Pre-apprenticeship training activities: These are conducted in coordination with approved apprenticeship programs.
- **Programs for Adults with Disabilities:** SBAEC aims to support these programs having developed the first Work Readiness and Career Planning Certificate for People with Disabilities. The School of Extended Learning also works with Alpha Resource Center, the Department of Rehabilitation, Tri-Counties Regional Center to leverage resources to work with individuals with developmental disabilities, prioritizing competitive integrated employment.
- **Programs for Older Adults:** Specifically designed to develop knowledge and skills primarily related to entry or re-entry into the workforce.
- **Pathways to Credit:** A significant ongoing goal for the Consortium is to continue building pathways from noncredit CAEP programs to credit-bearing courses and degree programs at SBCC.

II. Workforce Development Services (WIOA I) in Santa Barbara:

The Workforce Development Board, through its America's Job Centers of California (AJCC) in Santa Barbara and Santa Maria, provides comprehensive workforce services under the Workforce Innovation & Opportunity Act (WIOA Title I).

Current Levels & Types of Services:

- **Basic Career Services (free for all Santa Barbara County residents):** Computer, printer, and fax machine access; Resume and interviewing assistance; Job listings and employer information; Employee recruitments; Information on careers and growing occupations; Career workshops (including virtual options on topics like emotional intelligence, communication, budgeting, work-life balance, and self-care).

- **Individualized Career Services (WIOA I-eligible individuals):** Comprehensive and specialized assessments; Case management; Individual employment plans; Career planning and vocational counseling.
- **Training and Skill Development:** Individual Training Accounts (ITAs): Provide funding for occupational skills training for job seekers needing to re-enter the workforce; On-The-Job Training (OJT): Work-based learning that provides reimbursement to employers for training new hires, bridging skills gaps.
- **Special Workforce Programs & Projects** for: Individuals whose employment was negatively impacted by the pandemic; Individuals from historically marginalized groups; Justice-involved individuals (e.g., Pathway Home 2 initiative providing pre-release and post-release services); Veterans; Individuals with disabilities.

Metrics: CAEP Barriers & Metrics

✓ Student Barriers

Adult Ed Metrics

- English Language Learner (149AE)

✓ Students and Programs: Explore program enrollment, student demographics, and barriers to employment.

Adult Ed Metrics

- Career Technical Education (1003)

✗ Progress: Learn about skills gains in adult basic education, ESL, workforce preparation, and CTE programs.

✗ Transition: Learn about student transition into postsecondary education and college credit pathways.

✗ Success: Information on completion of diplomas, certificates, and college credit awards.

✕ **Employment & Earnings:** Access 2nd and 4th quarter employment, annual earnings, and earning gains data.

Consortium Level Metric Targets

In this section, Consortium Level Actuals data from DataVista for the previous three years, including areas to input data for Consortium Level Targets are shown below.

The first row shows the required metric of Number of Adults Served. The following rows show metrics previously selected in the CAEP Barriers and Metrics workflow section.

Input Consortium Level Targets as whole numbers for the upcoming three years for all of the rows of metrics shown below

The 2023-24 data in DataVista will be made available in Spring 2025 and the 2024-25 data will be made available in Spring 2026.

Metric Set	Metric Description	Consortium Level Metric Actuals			Consortium Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
All	Reportable Individuals (200AE)	4,683	5,393		5,418	5,443	5,468
Student Barriers	English Language Learner (149AE)	1,636	1,980		2,005	2,030	2,055

Member Level Metric Targets

In this section, Member Level Actuals data from DataVista for the previous three years, including areas to input data for member level Targets for the upcoming three years are shown below.

The first row shows the required metric of Adults Served Who Became Participants. The following rows show metrics previously selected in the CAEP Barriers and Metrics workflow section.

Input Member Level Targets as whole numbers for the upcoming three years for all of the rows of metrics shown below

The 2023-24 data in DataVista will be made available in Spring 2025 and the 2024-25 data will be made available in Spring 2026.

Carpinteria Unified (Reported by Carpinteria Unified School District)

Metric Set	Metric Description	Member Level Metric Actuals			Member Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
All	Participants (202AE)				0	0	0
Students and Programs	Career Technical Education (1003)				0	0	0

* Mandatory for all members

Santa Barbara CCD (Reported by Santa Barbara)

Metric Set	Metric Description	Member Level Metric Actuals			Member Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
All	Participants (202AE)	4,398	5,143		5,418	5,443	5,468
Students and Programs	Career Technical Education (1003)	2,845	3,217		3,242	3,267	3,292

* Mandatory for all members

Santa Barbara Co. Office of Education (Reported by Santa Barbara County Office of Education)

Metric Set	Metric Description	Member Level Metric Actuals			Member Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
All	Participants (202AE)				0	0	0
Students and Programs	Career Technical Education (1003)				0	0	0

* Mandatory for all members

Santa Barbara County Workforce Dev. Board (Reported by Santa Barbara County Workforce Dev.)

Board)

Metric Set	Metric Description	Member Level Metric Actuals			Member Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
All	Participants (202AE)				0	0	0
Students and Programs	Career Technical Education (1003)				0	0	0

* Mandatory for all members

Member Spending Targets

The Percent of Available Funds Spent in 2022-23, 2023-24, and 2024-25, imported from NOVA, is in the first row. This is a required metric. Add 2025-26, 2026-27, and 2027-28 Targets for each member district’s Percent of Available Funds Spent.

Enter each of the Percent of Available Funds Spent as percentages for each year

Member	% of Available Funds Spent			Member Level Targets		
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Santa Barbara CCD	100%	100%	100%	75%	75%	80%

Objectives

Objective #1: Address Educational Needs

Strategies *

The Consortium’s ability to pivot and address the needs in the region is possible due to the successful planning that began in 2016. Research provided by education and workforce gap analyses and plans have confirmed that the Consortium needs to continue enhancing educational programming in the following areas:

1. Short-Term CTE in career skills training courses
2. Short-Term CTE with a focus on areas such as Healthcare and Health Training services
3. Adult High School/GED
4. English as a Second Language
5. Adults with Disabilities
6. Parent & Guardian - Childhood Success

Most recently as of May 2025, with the fiscal support of CAEP, the School of Extended Learning has successfully added three new Career Skill Institute (CSI) noncredit State certificates and two CSI programs that speak to the current needs of the labor market

and will provide opportunities for career advancement to our adult learners. They are the following:

1. Artificial Intelligence Foundations and Creative Applications
2. Career Launch and Job Search
3. Digital Photography: Level 1
4. Short-term CTE Fashion & Design Program
5. Healthcare Academy: Certified Nursing Assistant

SBAEC's strategies include:

1. Continue to develop new Career Skills Institute curriculum and expand State certifications that support adult learner career and economic advancement
2. Redesign the existing School of Extended Learning Student Support Services & Admissions Offices to support student persistence, transfer to higher education programs, career advancement, enrollment growth, and certificate completion
3. Continue developing the new noncredit Healthcare Pathway programs to align program initiatives with other CAEP programs
4. Increase targeted marketing and outreach services tailored for specific programs and adult populations
5. Work with partner agencies to provide wraparound services not currently offered at the district level

Objective #2: Improve Integration of Services & Transitions

Select the strategies that your consortium is using to improve 1) integration of services and 2) transitions to post-secondary education and the workforce

1. Utilizing Data
2. Providing Professional Development
 - ✓ Attendance for education providers at workshops, webinars, and conferences
3. Identifying Best Practices
 - ✓ Alignment of practices and procedures across the consortium
 - ✓ Creating SMART goals
4. Offering Flexible Courses and Services
 - ✓ Hybrid and hyflex delivery to meet students where they are
 - ✓ Virtual and in-person tutoring and support centers

Not Entered

Additional Context (optional)

In addition to the strategies selected above, over the past two years, and with enhanced fiscal support, the School of Extended Learning has transformed noncredit Student Support Services and Admissions. Adding both an academic counselor and a transcript analyst to this office has provided a tailored approach to improving student success and metrics. Working with the student from the onset of their academic journey addresses the Vision 2030 goal of 'Equity in Access' by shifting passive enrollment to active outreach and bringing SBCC SEL services to communities (esp. our local high schools).

Also, leveraged funding with the new CAEP English Language Learners Healthcare Pathway grant has enabled us to launch the School of Extended Learning's healthcare programs into a new chapter of academic excellence for our noncredit programming. Having only offered limited medical programming, under the direction of the new School of Extended Learning Director of noncredit Healthcare Programs & Pathways, in the next three years, the first tuition-free Certified Nurses Assistant Program will be hosted at the School of Extended Learning and will offer tuition-free Continuing Professional Education that is required for

most licensed healthcare workers. The implementation of these newly added programs will allow completers to transition into the workforce.

Objective #3: Improve Effectiveness of Services

Select the programmatic strategies that your consortium is using to improve effectiveness of services:

- ✓ Develop or Improve Pathways/Maps for Students
- ✓ Develop or Improve Community Partnerships
- ✓ Develop or Improve Transition and Counseling Services/Resources
- ✓ Develop or Improve Distance Learning Capabilities (flexible schedule)
- ✓ Develop or Improve ESL Instruction
- ✓ Close Gaps in Services
- ✓ Develop or Improve Pre-Apprenticeship, Apprenticeship, or Work Experience Opportunities
- ✓ Develop or Improve Wraparound Services for Students and Families
- ✓ Develop or Improve Dual Enrollment or Onramp to Community College
- ✓ Develop or Improve GED Programs
- ✓ Develop or Improve Basic Skills Education Programs

Not Entered

Select the operational strategies that your consortium is using to improve effectiveness of services:

- ✓ Develop or Identify Industry and Workforce Needs Courses
- ✓ Better Use of Data and Analytics to Evaluate Services
- ✓ Increase Staff Training and Development
- ✓ Enhance Marketing and Messaging Efforts
- ✓ Enhance Student Completion
- ✓ Enhance Student Recruiting
- ✓ Enhance Student Retention
- ✓ Rebuild Staff/Programs post-Pandemic
- ✓ Better Use of Data Analytics to Prioritize Services
- ✓ Conduct Exit Surveys
- ✓ Other

Conduct an analysis of the surveys administered to students

Additional Context (optional)

Not Entered

Activities & Outcomes

Objective #1: Address Educational Needs

Activity Name *

Offer new CTE short-term State cert. programs

Brief Description of Activity and Significance of Activity to Outcome *

Offer new CTE short-term state certificate programs specifically in three areas: Artificial Intelligence (AI), Career Launch & Job Search, and Construction

Outcomes

Use the space provided to identify the Outcomes that the activity will accomplish in the next year (Short-Term), in one to three years (Intermediate), and in three to five years (Long-Term). The brief description of each of these three types of outcomes should include one or more outcomes that are specific, measurable, achievable, relevant, and time-bound (SMART).

Short-Term Outcomes (12 Months) *

- Launch newly approved AI and Career Launch & Job Search courses by Spring 2026
- Collaborate with SEL faculty in Adult High School/GED and ESL programs to identify, if feasible, how AI can be used in their respective programs' curriculum and/or teaching methods/modalities
- Develop a focused student orientation to prospective students about new course offerings

Intermediate Outcomes (1-3 Years) *

- Engage construction technology faculty and industry professionals to conduct an appraisal of current noncredit construction tech offerings and if applicable develop/update construction technology CTE courses to better meet local labor market needs
- Complete an analysis of CTE program enrollments, persistence, transfer, and outcomes

Long-Term Outcomes (3-5 Years) *

- An increase in student enrollment in each of the newly developed certificates

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
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

Activity Name *

Develop new Healthcare Pathway Programs

Brief Description of Activity and Significance of Activity to Outcome *

Develop new Healthcare Pathway Programs and cross-pollinate with CAEP Programs

Outcomes

Use the space provided to identify the Outcomes that the activity will accomplish in the next year (Short-Term), in one to three years (Intermediate), and in three to five years (Long-Term). The brief description of each of these three types of outcomes should include one or more outcomes that are specific, measurable, achievable, relevant, and time-bound (SMART).

Short-Term Outcomes (12 Months) *

- Offer the new noncredit Certified Nursing Assistant (CNA) program by 2026
- Apply for State-approved CNA Training Program
- Begin to develop Continuing Education Units (CEUs) for CNAs to maintain certifications and licensure
- Provide healthcare program-specific academic and career planning advisement to CAEP ESL, AHS/GED, and other Career Skills Institute Programs.

Intermediate Outcomes (1-3 Years) *

- Offer noncredit Emergency Medical Technician (EMT) training
- Begin to develop EMT Continuing Education Units (CEUs) for EMTs

Long-Term Outcomes (3-5 Years) *

- Explore the feasibility of adding a phlebotomy program
- Complete a market analysis on the demand for a Restorative Nursing Assistant program
- Conduct a study on the feasibility of offering medical courses to existing medical professionals to maintain licensures

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
SBCC SEL/CAEP SBAEC Healthcare Pathway Director	Santa Barbara CCD	06/30/2028
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

Activity Name *

Parent/Guardian Professional Childcare Certificate

Brief Description of Activity and Significance of Activity to Outcome *

Develop a Parent & Guardian Professional Childcare Provider Certificate

Outcomes

Use the space provided to identify the Outcomes that the activity will accomplish in the next year (Short-Term), in one to three years (Intermediate), and in three to five years (Long-Term). The brief description of each of these three types of outcomes should include one or more outcomes that are specific, measurable, achievable, relevant, and time-bound (SMART).

Short-Term Outcomes (12 Months) *

- Conduct a gap and needs analysis of existing noncredit Parent & Guardian Childcare Provider curriculum and programs. Based on the results, develop one or more course outlines and prospective State certificates.
- Leverage community childcare programs, local Social Services and Workforce Development Services, and SEL AHS/GED and ESL Programs to integrate services

Intermediate Outcomes (1-3 Years) *

- Create a Parenting & Guardian Childcare Provider faculty workgroup to guide relevant coursework and school readiness

Long-Term Outcomes (3-5 Years) *

- Launch course(s) in one or more childcare provider certificates at community sites to meet CAEP's and the State's Vision 2030 goal to be active in the communities we serve, particularly those community members who face transportation and access barriers

Adult Education Metrics and Student Barriers

- 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
SBCC SEL Director WIOA & CAEP SBAEC Program Leader	Santa Barbara CCD	06/30/2028
CAEP SBAEC Director	Santa Barbara CCD	06/30/2028
CAEP SBAEC Career Skills Institute Program Leader	Santa Barbara CCD	06/30/2028

Objective #2: Improve Integration of Services & Transitions

Activity Name *

Design proactive and holistic SSS Program

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.

Outcomes

Use the space provided to identify the Outcomes that the activity will accomplish in the next year (Short-Term), in one to three years (Intermediate), and in three to five years (Long-Term). The brief description of each of these three types of outcomes should include one or more outcomes that are specific, measurable, achievable, relevant, and time-bound (SMART).

Short-Term Outcomes (12 Months) *

- Evaluate the effectiveness of the SSS/A&R registration systems currently in place and determine streamlined digital pathways for admissions;
- Establish and participate in a credit-noncredit Student Success Task Force/Committee
- Increase SSS/Admissions hours during peak hours and peak times to increase enrollment

Intermediate Outcomes (1-3 Years) *

- Enhance and transform the current advisement model to one of a Student Success Launcher/Coach and/or Liaison role, which works closely with students from successful enrollment, learning progress and momentum assistance, to employment referrals
- Explore the feasibility of SEL Student Support Services and Admissions hosting a "Transfer Workshops" once or twice a semester that exclusively target noncredit students who seek to enroll in credit programs
- Identify the feasibility of SEL Student Support Services and Admissions hosting "Regional High School Counselor SEL Offerings and Transfer Info Sessions" to be offered regularly in an effort to help train local high school counselors how to advise students on SEL offerings, SEL-offered State certificates and noncredit CTE programs.

Long-Term Outcomes (3-5 Years) *

- Collect data on the new SSS model to be data-informed and to assess and enhance quality of services.
- Host "Pop-Up" Counseling Services to attend various CAEP-supported programs

- Collaborate with the credit programs to consolidate the myriad of mentoring/student success programs to better streamline services for both credit and noncredit students
- Evaluate if AI-driven personalized student support systems in counseling and/or class assignments can be integrated

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

Activity Name *

Marketing and Community Outreach

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.

Outcomes

Use the space provided to identify the Outcomes that the activity will accomplish in the next year (Short-Term), in one to three years (Intermediate), and in three to five years (Long-Term). The brief description of each of these three types of outcomes should include one or more outcomes that are specific, measurable, achievable, relevant, and time-bound (SMART).

Short-Term Outcomes (12 Months) *

- 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 awareness 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 Outcomes (1-3 Years) *

-Work with marketing specialists, both internal and external contractors, to coordinate marketing efforts to execute a robust and diverse marketing plan

-Increase collaboration with 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 Outcomes (3-5 Years) *

-Track and measure 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**Activity Name ***

Pilot the expansion of computer lab support

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.

Outcomes

Use the space provided to identify the Outcomes that the activity will accomplish in the next year (Short-Term), in one to three years (Intermediate), and in three to five years (Long-Term). The brief description of each of these three types of outcomes should include one or more outcomes that are specific, measurable, achievable, relevant, and time-bound (SMART).

Short-Term Outcomes (12 Months) *

-Begin pilot program in Fall 2025

Intermediate Outcomes (1-3 Years) *

-Assess the number of participants as well as determine if bilingual support is needed for this service

- Assess if the hours and delivery (modality) of services align with goals based on feedback provided in student surveys

Long-Term Outcomes (3-5 Years) *

- Increased application and performance outcomes
- Formal implementation of permanent evening computer lab support at both campuses, if needed and successful

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

Activity Name *

Identify a 'Student Success Launcher'

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.

Outcomes

Use the space provided to identify the Outcomes that the activity will accomplish in the next year (Short-Term), in one to three years (Intermediate), and in three to five years (Long-Term). The brief description of each of these three types of outcomes should include one or more outcomes that are specific, measurable, achievable, relevant, and time-bound (SMART).

Short-Term Outcomes (12 Months) *

- Collaborate with WDB and AJCC to adopt a 1:1 case management model.
- Work with SBCC credit campus to increase student transfer to credit
- Assist students throughout their academic life-cycle from outreach to transfer

Intermediate Outcomes (1-3 Years) *

- Work with SEL and credit faculty in all CAEP programs to ensure consistency and alignment with messaging to students on current academic and career pathway transitions.
- Enhance collaboration and coordination between noncredit and credit staff to ensure continuity of service for transitioning students
- Increase the year-to-year number of adult learner participants

-Continue to provide SEL faculty with access to relevant professional development opportunities designed to enhance student success and access

Long-Term Outcomes (3-5 Years) *

- Track student success, transition, and outcomes
- Increase the number of adult learner participants by the 3rd year
- Develop tailored noncredit training and certification opportunities for credit students

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
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

Activity Name *

Streamline Student Surveys

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.

Outcomes

Use the space provided to identify the Outcomes that the activity will accomplish in the next year (Short-Term), in one to three years (Intermediate), and in three to five years (Long-Term). The brief description of each of these three types of outcomes should include one or more outcomes that are specific, measurable, achievable, relevant, and time-bound (SMART).

Short-Term Outcomes (12 Months) *

- Collaborate with SBCC Institutional Research staff, credit and noncredit staff, and faculty to identify tstudent surveys that assess students’ academic and career needs
- Determine the frequency of surveys to be administered each academic year
- Establish the timing of the surveys

- Review which previous and/or current surveys/questions yielded the most relevant and useful information
- Create surveys for four different constituents for varied feedback and opinions: SEL students, SEL admissions/support services, SEL faculty, and employers in the community

Intermediate Outcomes (1-3 Years) *

- Create an exit survey to distribute to credit CTE students who have at minimum of 30 credits to identify and assist students who may be interested in prospective noncredit programming and short-term training and State certificates. Timing is critical.

Long-Term Outcomes (3-5 Years) *

- Establish a solid annual survey strategic plan

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

Funds Evaluation

Member Allocations and Expenditures

Member Agency	Prior Year Total Leveraged Funds	Program Reporting Status
Carpinteria Unified	\$0	Certified
Santa Barbara CCD	\$4,141,489	Certified
Santa Barbara Co. Office of Education	\$0	Certified
Santa Barbara County Workforce Dev. Board	\$0	Certified
Totals	\$4,141,489	4/4 Certified

Funds Evaluation *

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 rate significantly decreased, thereby increasing the carryover for an extended period of time.

Carryover Action Plan

Upon implementing the online CCCApply registration and application process in Fall 2024 (for noncredit SBCC programs) 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 do not currently exist at the SBCC adult education School of Extended Learning sites. Carryover funds have been directed to be expended on the creation of two CCCApply/Student Support Services one-stop-shop Welcome Centers and four CTE-focused classrooms (2 for medical programs; 1 for digital career upskilling; 1 for tactile career vocational training in fashion and design).

Leveraging Funding Sources

SBAEC's goal to leverage funding streams remains consistent and is integral in establishing robust and sustainable programming.

The following funding streams allow the Consortium to focus on CAEP educational programming, student services, and enrollment to increase the adult learner population:

- General District funds
- WIOA I and II federal grants
- Strong Workforce grant
- Student Equity and Achievement Program grant
- CAEP English Language Learner Pathways Program grant

The Consortium remains committed to adjusting funds and allocations to meet CAEP's required expenditure timelines and executing the objectives outlined in this Three-Year plan to best serve the needs of adult learners in our region.

Certification

Carpinteria Unified - Member Representative**Gerardo Cornejo**gcornejo@cusd.net

(805) 684-4107

Corlei Prieto

Director

cnprieto@pipeline.sbcc.edu

(805) 683-8285

Approved by Gerardo Cornejo

06/17/2025 01:35 PM PDT

Santa Barbara CCD - Member Representative**Corlei Prieto**

Director

cnprieto@pipeline.sbcc.edu

(805) 683-8285

Tonya Yescas

Account Technician III

yescas@sbcc.edu

(805) 730-4357

Carola Smith

VicePresident School of Extended Learning

csmith@pipeline.sbcc.edu

(805) 730-4043

Approved by Corlei Prieto

06/13/2025 06:33 PM PDT

Santa Barbara Co. Office of Education - Member Representative**Sarah Cameron**

Director, Career Technical Education

scameron@sbceo.org

(805) 937-8427 ext: 2531

Corlei Prieto

Director

cnprieto@pipeline.sbcc.edu

(805) 683-8285

Approved by Sarah Cameron

06/18/2025 12:30 PM PDT

Santa Barbara County Workforce Dev. Board - Member Representative

Luis Servin
Executive Director
lservin@countyofsb.org
(805) 614-1543

Corlei Prieto
Director
cnprieto@pipeline.sbcc.edu
(805) 683-8285

Approved by Luis Servin

06/17/2025 09:24 AM PDT



2026 © California Community Colleges
NOVA Site Version: [10.6.1](#)