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Section 1: Consortium Information

Santa Barbara Adult Education Consortium

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Section 2: Comprehensive Regional Three-Year Plan

2.1 Executive Summary

2.1.A IMPACT IN OUR COMMUNITY

The Santa Barbara Adult Education Consortium (formerly named Santa Barbara Adult Education Block Grant Consortium) had a significant impact in its community. It distributed more than 70% of its funding during the previous planning period to adult education programs at Santa Barbara City College (SBCC) and to various community partners through a “request for proposal” (RFP) process. A look back shows that the stated vision and outcomes as set forth in the 2015 Three-Year Plan were not only completed but in many cases exceeded the Consortium’s preliminary implementation goals. Through a rigorous RFP selection process, the Consortium grew from five participating programs in 2015 to a highly functioning program with fifteen programs, including community partners, delivering educational programs regionally which provide excellence in education and workforce services to the underserved adults in the region spanning Santa Barbara, Goleta, and Carpinteria.

In the last three years, SBCC CAEP funded programs have served over 16,351 students (headcount) 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, and English as a Second Language. Up to 745 State Certificates have been awarded in career training alone. In addition, our funded partners have served a total of 5,310 students in its variety of programs including literacy, career planning, and technology and has had close to 25,000+ point of contact and service interactions.

The Consortium met all of its past three year goals as follows:

- An increase in enrollment in Adult High School and GED services
- A redesign of the noncredit English as a Second Language/Citizen programs and Vocational English as a Second Language program resulting in an increase of enrollment and providing State certificates for entry into the workforce, career advancement, and citizenship integration services
- The founding of a noncredit SBCC Inmate Career Training Program hosted in the local Santa Barbara County Jail to offer and improve transition programs for adults reentering the workforce
- The integration of the largest local public library systems in Santa Barbara and Goleta to provide career training for adults as well as programs to assist K-12 students succeed in school

- The integration of the second largest employer in Santa Barbara county, the Santa Barbara County Department to provide a passport program for job opportunities and internships within this workforce system
- The establishment of the first noncredit Adult with Disabilities Work Readiness and Career Planning Program
- An increase of Short-Term CTE State certificates in business, design, and technology offered by the SBCC Career Skills Institute
- The establishment of the first noncredit pre-apprenticeship Construction Technology Pilot Program
- The creation of the first Study-to-Work Program led by the SBCC School of Extended Learning Citizenship Community Education Center
- The hosting of the first SBCC noncredit career skill institute training courses within the Workforce Development Board central social services building and One-Stop Center.

A 90% increase of local Community Partners to leverage existing regional structures and local workforce investment efforts aligning WIOA and Strong Workforce efforts

2.1.B VISION AND MISSION FOR NEXT THREE YEARS

Our original vision stayed the course throughout the previous planning period and stood the test of time. We purposefully adopted a vision that challenged us to use data to drive our decision-making and to take an inclusive, collaborative and coordinated approach in order to improve and grow existing programs. We intend to continue to design new programs to meet the proven needs of adults in our region. We are intent on keeping this vision as we move into our next three years, as it remains extremely relevant.

We also succeeded in our stated mission three years ago: to provide excellence in adult educational programming. We will continue to work toward accelerating transition to transfer or career success through collaborative relationships with our educational partners. We plan to focus our funding on existing programs to ensure the success of our programs and partners. We recognize the difficulty we have had in collecting and uploading accurate data. Our next three years will focus on accountability for data collection, in order to formally share the amazing successes of our programs and students.

2.1.C GOALS FOR THE NEXT THREE YEARS

We adopt the following goals for implementation over the next three years:

- a. To continue to provide excellent programming for adults in a variety of program areas based on proven needs within the seven areas allowable under AB104
- b. To continue to improve Student Learning and Achievement Goals focused on the needs of adult learners, and to assist in their transfer acceleration and career success

- c. To continue refining programs and services for students in alignment with Statewide initiatives
- d. To provide awareness of educational offerings and training options available through a robust local marketing campaign
- e. To develop a comprehensive data collection and accountability infrastructure for all programs and services funded by the consortium and to encourage cross-pollination with each other and Statewide initiatives
- f. Where needed, to support partners that specialize in job placement, apprenticeship, internship, and job coaching

2.1.D NEW KEY PERFORMANCE INDICATORS

The last three years afforded the Consortium time to build a foundation of support for existing noncredit SBCC School of Extended Learning Adult Education Programs while also incorporating key external Partners to ensure funding accelerated adult learners into robust adult educational programs, provide career-training services, and connect adult learners into multiple educational and training systems. Our Consortium has built a culture of continuous improvement in adult education that integrates assets from multiple partners, and we believe we are the founders of a new model of adult education in our region that meets the Statewide's efforts while also meeting the local needs of our community.

Moving forward, the Consortium adopts the following key performance indicators related to the allowable program areas:

Seven Program Areas	Key Performance Indicators
<i>1. Programs in elementary and secondary basic skills</i>	Increase in enrollment in the AHS/GED program and increase hours attending resulting in higher FTES. Increase in the number completing a high school diploma or GED. Creation of new support courses for the AB705 initiative.
<i>2. Programs for immigrants and English as a Second Language</i>	Increase in enrollment and hours attending in the ESL program resulting in higher FTES. Increase certificate completion rates in ESL. Increase in supportive programming to reach more community members.
<i>3. Adults Entering or Re-entering the Workforce</i>	Broadening our reach to the One-Stop and other community partners to increase the numbers of students served. Continue a partnership with the one-stop to offer educational programs on site. Increase in enrollment and hours attending in the Career Skills Institute resulting in higher FTES.

<i>4. Adults who assist secondary school students.</i>	Measure results of a pilot program with our community library partners to understand the value and number of students served.
<i>5. Programs for Adults with Disabilities</i>	Launched in 2019, create a realistic growth strategy for the new Adults with Disabilities Work Readiness and Career Certificated Program. Increase the number of enrollments in accordance with the strategy.
<i>6. Programs in Short-Term CTE</i>	Based on the recommendation of the BW Research environmental scan, develop new noncredit programs in CTE areas such as health, business, and information communication technology sectors.
<i>7. Programs offering Pre-apprenticeship Training Activities</i>	Explore the possibility of coordinating with a formal apprenticeship program in Construction Technology, leveraging our piloted pre-apprenticeship activities in this department.

2.2 Pre-Planning Assessment

KEY PROGRAMS & PARTNERS: COLLABORATION & INTEGRATION

The mission of the Consortium's selection of programs and key partners is 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. In addition, the Consortium is committed to integrating existing State initiatives such as the Strong Workforce Program, Guided Pathways, Student Equity and Achievement, AB 705, and to collaborate with our federal WIOA partners.

Our goal is to fund Partners who provide useful resources, linkages, and community partnerships in support of integrating existing programs and those, which create seamless transitions into postsecondary education or the workforce.

The voting members of the Consortium include:

- Santa Barbara Community College District
- Santa Barbara County Education Office
- Carpinteria Unified School District
- Santa Barbara County Workforce Development Board

Santa Barbara City College (SBCC) Partners who provide **educational services** include, but are not limited to:

Adult High School/GED Program, SBCC School of Extended Learning
Career Skills Institute: Business, Design, Technology, SBCC School of Extended Learning
Career Skills Institute Inmate Transitions Program, SBCC School of Extended Learning
Career Technical Education Program: Pre-Apprenticeship Construction Technology Pilot Program
English as a Second Language, SBCC School of Extended Learning
Work Readiness and Career Planning Program for Adults with Disabilities, SBCC School of Extended Learning

Santa Barbara City College (SBCC) Partners who provide **job training and/or support services** include, but are not limited to:

Community Education Center: Work-to-Study Program, SBCC School of Extended Learning
Disability Services and Programs for Students
Office of Institutional Assessment, Research and Planning
Student Support Services, SBCC for-credit programs and SBCC School of Extended Learning

Community Partners who provide **job training services** include, but are not limited to:

EqualiTech: Goleta Valley Tech Center
Goleta Valley Library
Workforce Development Board: One-Stop Career Center
Santa Barbara County Sheriff's Department
Santa Barbara County Employees' University: Passport Internship Program
Santa Barbara District - California Department of Rehabilitation
Santa Barbara Public Library
Santa Barbara Unified School District
Special Education & Learning Services
Tri-County Regional Center

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 new constructs of WIOA I and II. As such, the Consortium appointed the WDB as a voting member. 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, and the local WDB One-Stop in order to coordinate programming for adult learners re-entering the workforce.

By offering close to 70% of funding towards community partnerships and integrated educational 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. More specifically, to better identify gaps in service, community need and identify customers, in 2018, the Consortium commissioned BW Research, Inc. to perform a comprehensive environmental scan of the Santa Barbara City College School of Extended Learning service region. The research will be used to provide a better understanding of the economic and workforce landscape in our regional service area and be used as a guide in selecting future CAEP programs.

Table 1. Regional Service Providers

Provider Name	Provider Type	Address or location(s) where AE services are provided	Program Areas								If other, provide a brief description of services provided
			AB E	ASE	ESL	CTE	AW D	WR	PA	AC S	
XYZ Agency	Business / Industry	555 Adult Education Lane, Los Angeles, CA 90001	X	X	X	X	X	X	X	X	XYZ agency provides opportunities for students in Manufacturing Bridge Courses to Job Shadow.
Santa Barbara City College (SBCC)	Education	Wake Campus 300 North Turnpike Road, Santa Barbara, CA 93110									
		Schott Campus 310 W Padre St, Santa Barbara, CA 93105	X	X	X	X	X	X	X	☐	

Provider Name	Provider Type	Address or location(s) where AE services are provided	Program Areas								If other, provide a brief description of services provided
SBCC (ESL Off-Site classes)	Education	<u>Carpinteria</u> Carpinteria Children's Project 201 8th St, Carpinteria, CA 93013 Carpinteria Middle School 5351 Carpinteria Ave, Carpinteria, CA 93013									
		<u>Isla Vista</u> Isla Vista Elementary School 6874 El Colegio Road, 93117									
		<u>Goleta</u> Goleta Valley Community Center 5679 Hollister Ave, Goleta, CA 93117	☐	☐	X	☐	☐	☐	☐	X	
		<u>Santa Barbara</u> Catholic Charities 609 E Haley St, Santa Barbara, CA 93103 Cleveland Elementary School 123 Alameda Padre Serra, Santa Barbara, CA 93103 Franklin Elementary School 1111 E Mason St, Santa Barbara, CA 93103									

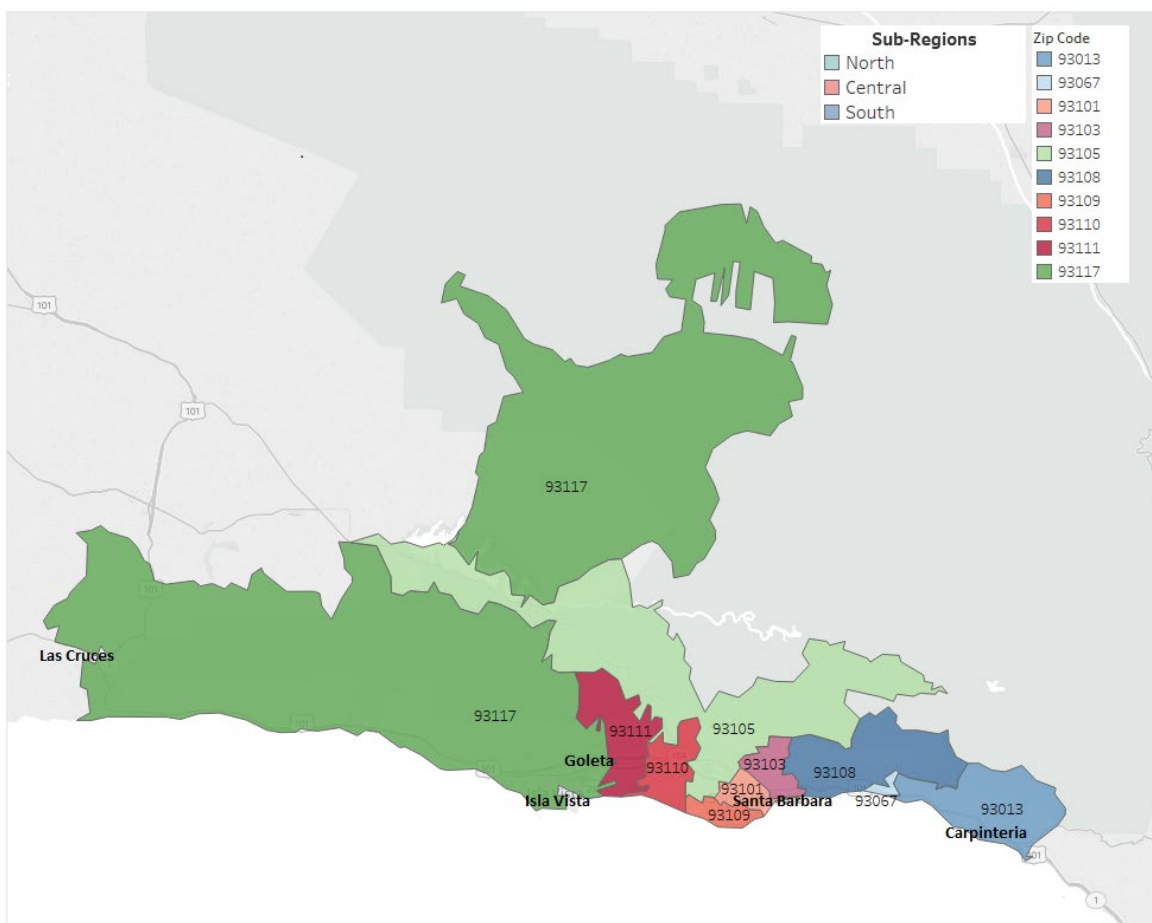
Provider Name	Provider Type	Address or location(s) where AE services are provided	Program Areas								If other, provide a brief description of services provided
SBCC (ESL Off-Site classes) <i>cont.</i>	Education	La Cumbre Jr. High School 2255 Modoc Rd, Santa Barbara, CA 93101 Santa Barbara High School 700 E Anapamu St, Santa Barbara, CA 93103	☐	☐	X	☐	☐	☐	☐	☐	
County of Santa Barbara	Government	Santa Barbara County Employees' University 267 Camino del Remedio, Santa Barbara, CA 93110	☐	☐	☐	☐	☐	☐	☐	X	
Goleta Valley Tech Center: EqualiTech (and SBCC ESL Off-Site classes)	Technology	Goleta Valley Community Center 5679 Hollister Ave, Goleta, CA 93117	☐	☐	X	X	☐	☐	☐	X	
Goleta Valley Public Library	Nonprofit	500 N Fairview Ave, Goleta, CA 93117	X	X	☐	X	☐	☐	☐	X	
Santa Barbara Public Library	Nonprofit	Carpinteria Library 5141 Carpinteria Avenue Carpinteria, CA 93013 Central Library 40 East Anapamu Street Santa Barbara, CA 93101 Eastside Library 1102 East Montecito Street Santa Barbara, CA 93103 Montecito Library 1469 East Valley Road Montecito, CA 93108	☐	☐	X	☐	☐	☐	☐	X	
Workforce Resource Center, One-Stop (and SBCC CSI Off-Site classes)	Government	130 East Ortega Street Santa Barbara, CA 93101	☐	☐	☐	☐	☐	☐	☐	X	

Table 2. Funding for Adult Education Programs and Services

Source and Type of Funds	Funding Estimates FY2019-20	Funding Estimates FY2020-21	Funding Estimates FY2021-22
State / Federal Funding			
AEP	\$806,380	\$800,000	\$800,000
CalWORKs	\$	\$	\$
CCD Apportionment	\$5,500,000	\$5,500,000	\$5,500,000
Corrections	\$	\$	\$
LCFF / District Funds	\$	\$	\$
Perkins V	\$	\$	\$
WIOA II	\$295,897	\$300,000	\$300,000
Other			
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
Total	\$6,602,277	\$6,600,000	\$6,600,000

2.3 Community Need and Customers

Santa Barbara City College Service Area



North	Central	South
Goleta, Santa Barbara 93105, 93117	Santa Barbara 93106, 93110, 93111, 93109, 93101, 93103	Carpinteria, Montecito, Summerland 93013, 93014, 93067, 93150, 93108

Describe the regional need for Adult Education and workforce services:**Overall Employment**

1. **Since 2010, jobs within the SBCC region have grown at a slower rate than state and national averages.** The state of California's job growth of 19% between 2010-2018 is greater than the national rate (13%) and the employment growth rate of 12% in the SBCC region over the same time period.

Population

1. **The SBCC service region has a high percentage of college-educated individuals.** The percentage of those attending some college and obtaining no degree or obtaining an Associate degree or higher are greater than the state and national averages. Rates of those who have a high school diploma or less are lower than state and national averages.
2. **The Central sub-region's population is relatively less-educated than the other sub-regions.** The percentage of the population obtaining less than a high school diploma is 2-7 percentage points greater than the North and South sub-regions in the service region. Sub-regions are defined on page 1 of this report.
3. **The SBCC region has a higher proportion of higher-income individuals and a lower proportion of those earning lower incomes than the state and national averages.** The percentage of those who earn \$150,000 or more a year in the South sub-region is at least nine percentage points higher than the other two sub-regions. Conversely, the North sub-region has a higher percentage of those that earn less than \$15,000 per year but the large college-attending population likely plays a role in this.
4. **The North sub-region has a higher percentage of those who live in poverty (18%) than the state (15%) and national averages (15%).** The Central and South sub-regions (12% and 7% respectively) poverty rates are both lower the state and national averages. Furthermore, this metric is an under-estimation of those living in financial distress given the relatively high cost of living in the SBCC region.

Job Quality

1. **Tier 1 jobs (high-skill, high-wage employment) have grown the most (16%) between 2010-2018.** A large increase in high-skill and high-wage jobs can have tremendous impact on the local economy. Tier 3 jobs grew by 13% and Tier 2 jobs grew 7% during this same time period.
2. **The SBCC service region has a large proportion of Tier 3 jobs compared to state and national averages.** 51% of jobs in the SBCC region are tier 3 compared to 47% and 46% of the state and national averages. This suggests a greater portion of the region's residents may struggle to make ends meet—particularly when factoring in the higher-than-average cost of living.

The Key findings from the **potential adult education population segment** analysis include:

Basic Skills

1. **The Central sub-region has the greatest population of adults who have not obtained a high school diploma or equivalent.** Specifically, the zip code 93101 in Santa Barbara has the largest population, with over 5,200 of these individuals.

English as a Second Language

1. **The zip codes 93117 and 93101 near Goleta and Santa Barbara, respectively, have the highest populations of potential ESL students--- adults who speak English less than very well.** These two zip codes have more than 13,000 potential students combined.

Older Adults (adults 55 years old and older and in the labor force)

1. **The North sub-region has the largest population of older adults who are still in the workforce.** Between the zip codes of 93117 and 93105, there are over 8,000 potential older worker adult education students in this region.

Adults with Disabilities

1. **The zip codes 93117 near Goleta and 93101 in Santa Barbara have the largest populations of adults between the ages of 18-64 with a disability.** Between these two zip codes, there are nearly 4,000 adults with a disability.

Families with pre-kindergarten age children

1. **The North sub-region has a relatively high number of families with children under the age of 7.** In particular, the zip codes 93117 and 93105 have more than 2,100 families with pre-kindergarten children. The zip code 93101, in Santa Barbara, has over 1,200 families with young children.

Define shared and unique customers: Regional Economic & Workforce Profile**Overall Employment**

There were 112,692 jobs within the Santa Barbara City College (SBCC) service region in 2018. Since 2010, employment in the region has increased by about 12%, which is lower than both state (19%) and national (13%) averages (Figure 1). The 2018 average earnings of jobs across the SBCC region are \$68,294¹ per year, which is greater than the national average (\$67,736) and lower than the Statewide average (\$80,716 per year).

It is important to note that the cost of living in the SBCC region is approximately one-third (33%) higher than the national average, however average earnings are only one percent higher than the national average.

Some of the industries which have seen the greatest job creation between 2010-2018 include Restaurants and Other Eating Places (+2,404), Services for the Elderly and Persons with Disabilities (+1,997), Computer Systems Design and Related Services (+922), and Hotels and Motels (+775).²

Some of the industries that lost the most jobs between 2010 and 2018 are Telephone Call Centers (-478), Aerospace Product and Parts Manufacturing (-350), and Research and Development in Physical, Engineering, and Life Sciences (-347).³

Economic Profile Analysis Summary

With a total of **112,692 jobs** in 2018, the Santa Barbara City College service region has grown at a **slower rate** than the state- and national averages. The SBCC region has wages that exceed the national average but are lower than the California state average.

Why is this Important?

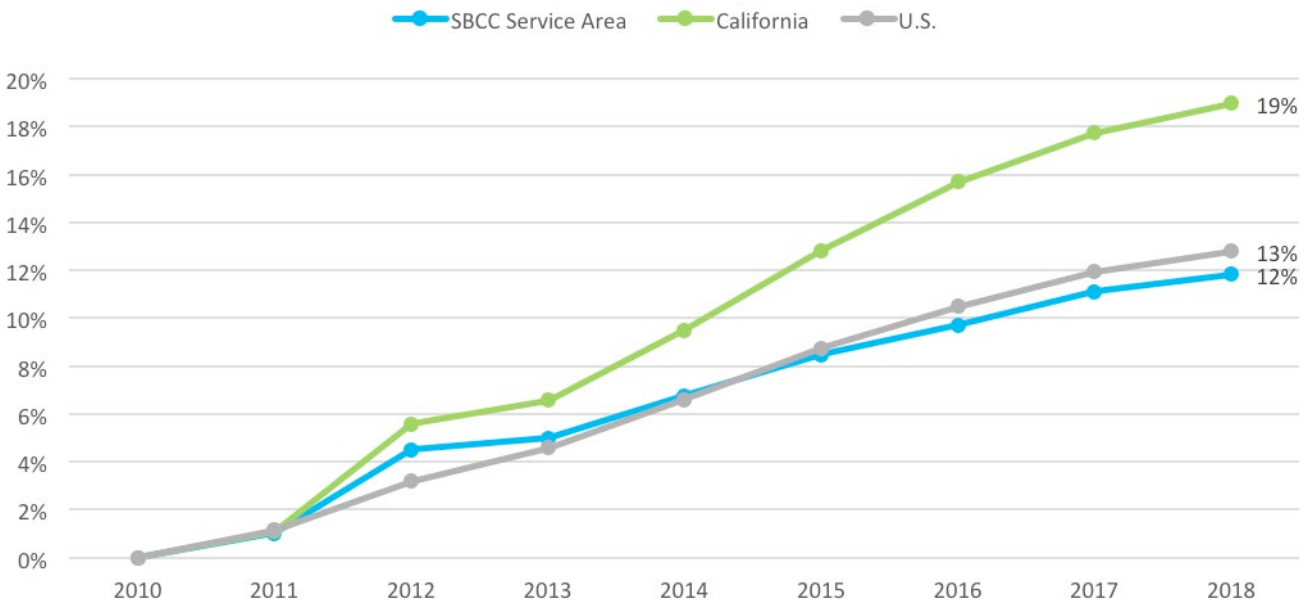
Overall employment growth is a general indicator of the economic health of a region. Understanding the region's employment trends can help support efforts to effectively grow the economy.

¹ Emsi 2019.1 QCEW and Non-QCEW: Taken from industry table summary and QCEW employees only not regional overview

² Emsi 2019.1 QCEW and Non-QCEW

³ Emsi 2019.1 QCEW and Non-QCEW

Figure 1. Total Employment Growth, 2010-2018⁴



Unemployment

About 64% of those 16 years of age or older in the Santa Barbara City College service region are in the labor force. This labor force participation rate is slightly higher than the state and national averages of 63%⁵ and is particularly high given the large college-aged student population in the cities of Goleta and Santa Barbara.

The 2018 annual average unemployment rate in the SBCC region was 3.4% (*Table 1*), which is indicative of a tight labor market at, or nearing, the natural rate of unemployment.⁶ This means that the demand for jobs in the region is nearly outpacing the supply of employees.

Why is this Important?

The unemployment rate is another way to measure the economic health of a region. A low unemployment rate is a sign of a tight labor market, which means there may be more job opportunities than available workforce and greater competition for talent among firms.

⁴ Emsi 2019.1 QCEW and non-QCEW

⁵ 2017 data. Source: U.S. Census Bureau, 2013-2017 American Community Survey 5-Year Estimates.

⁶ Federal Reserve, 20 September 2018. Can be accessed at: https://www.federalreserve.gov/faqs/economy_14424.htm.

Table 1. Resident Labor Force Composition

Region	In labor force	In labor force - Employed	In labor force - Unemployed
SBCC region	64% ⁷	96.6% ⁸	3.4% ⁹

Workforce Profile

Resident Workforce vs. Local Workforce

SBCC's workforce includes all residents in the labor force 16 years and older who may work in or outside the region. In this workforce analysis, the research team assessed how the region's workforce intersects with the local availability of jobs. To do so, the research team compared the number of people in the resident workforce to the number of local jobs in the same occupational clusters.

Data show that there are **fewer people** in the resident workforce than jobs in the SBCC region for all but one occupational cluster – management, business, science, and arts – which is also the cluster with generally higher-paying occupations (Figure 2). This means that **all other occupational clusters are net-importers of jobs** and that residents in most of the occupational clusters do not need to leave the SBCC region to go to work.

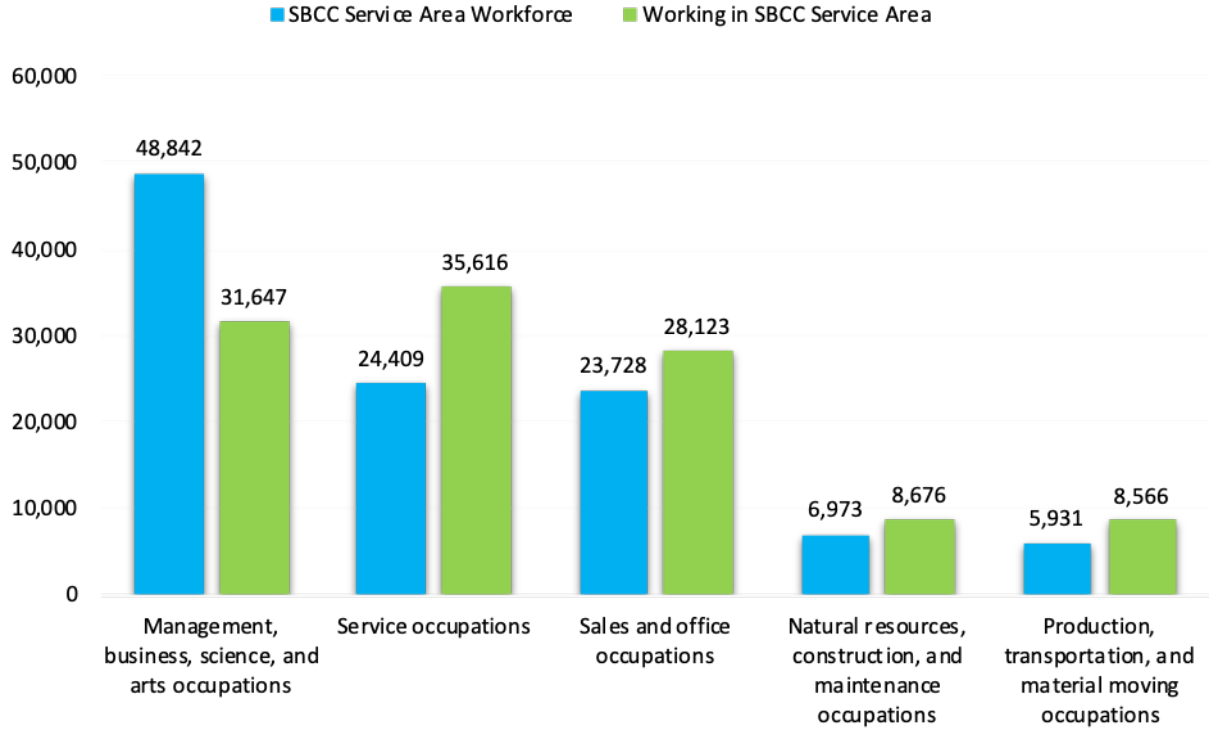
The SBCC region is a **net-exporter of workers in the management, business, science, and arts occupations**, with fewer jobs than people in the resident workforce, meaning that many workers in these occupations must leave the SBCC region to go to work. Ultimately, the SBCC region is a **net exporter of higher-paying occupations and a net importer of lower-paying occupations**. This finding is intuitive, as the relatively high cost of living would make housing tough to attain for those in the lower-paying occupations.

⁷ U.S. Census Bureau, 2013-2017 American Community Survey 5-Year Estimates.

⁸ Source: CA Employment Development Department, Labor Force Data for Cities & CDP's, 2018 December. Estimated from Carpinteria, Goleta, Isla Vista, Mission Canyon, Montecito, Santa Barbara city, Summerland, and Toro Canyon.

⁹ Source: CA Employment Development Department, Labor Force Data for Cities & CDP's, 2018 December. Estimated from Carpinteria, Goleta, Isla Vista, Mission Canyon, Montecito, Santa Barbara city, Summerland, and Toro Canyon.

Figure 2. SBCC Service Area Workforce¹⁰ vs Working in SBCC Service Area¹¹



¹⁰ 2017 Data. U.S. Census Bureau, 2013-2017 American Community Survey 5-Year Estimates.

¹¹ 2018 Data. Emsi 2019.1 QCEW and non-QCEW

Regional Demographic Overview

Total Population

As of 2018, the Santa Barbara City College service region was home to 205,459 residents. Between 2010 and 2018, the SBCC region's population increased 5.5%. In the next period of eight years, from 2018-2025, the population is expected to grow another 1.1%.¹² A steadily increasing population suggests a steadily increasing demand for adult education.

Educational Attainment

The Santa Barbara City College service region has a relatively well-educated population; 45% of residents over the age of 17 have an Associate degree or higher, compared to 37% in California on average and 36% nationally. Furthermore, the region has a smaller proportion of those who did not continue education beyond high school. 24% of residents in the SBCC region have a high school diploma or less compared to the 39% and 41% Statewide and nationally (Figure 3).

Demographic Indicators Analysis Summary

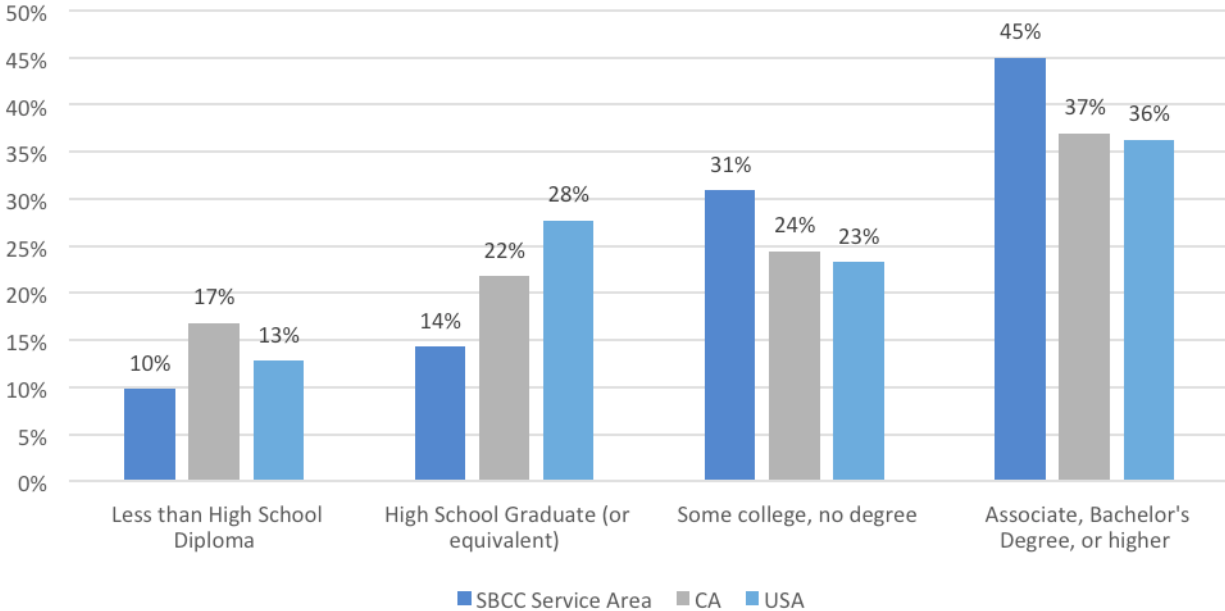
The SBCC region has a relatively high proportion of residents with an Associate degree or more, compared to state and national averages. The SBCC region population's income distribution also skews slightly wealthier than state and national averages, with a lower percentage earning less than \$75,000 per year. The SBCC region also has relatively large populations of 18-24-year-olds and those over the age of 65.

Why is this Important?

Metrics such as population growth, educational attainment, and income distribution provide a better understanding of the region's potential workforce and talent pipeline. These population characteristics have an impact on the regional workforce availability and help us understand where education and training resources can be focused.

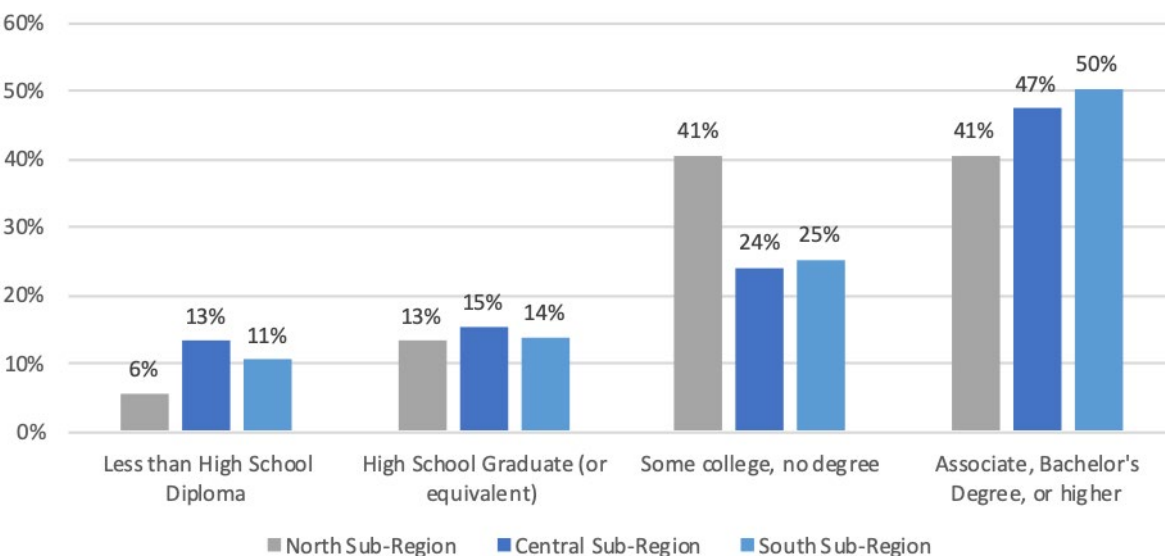
¹² Emsi 2019.1 QCEW and non-QCEW

Figure 3. Educational Attainment by Region, 2017¹³



The Central sub-region has a relatively high percentage who have a high school diploma or less (28%) compared to the North (18%) and South (25%) sub-regions. This variation is also apparent for those with degrees in higher education. The percentage of the population with an Associate degree or higher is 6-9 percentage points higher in the South and Central sub-region than the North sub-region (Figure 4).

Figure 4. Educational Attainment Level in SBCC by Sub-region¹⁴



¹³ Source: U.S. Census Bureau, 2013-2017 American Community Survey 5-Year Estimates.

¹⁴ Source: U.S. Census Bureau, 2013-2017 American Community Survey 5-Year Estimates.

Literacy

Literacy rates across the SBCC service region are relatively uniform. According to data provided by the University of North Carolina at Chapel Hill, the SBCC service region average literacy score is within the third-quartile of the US average. Looking at sub-regions, the North and South sub-regions are both in the third-quartile of the index while the Central sub-region scores just below the cusp of the third-quartile. All sub-regions fall under the index's "intermediate" score, which lies just below the highest category, which is "proficient". The zip codes with the lowest literacy rankings are 93013 (South), 93110 (Central), and 93111 (Central). The zip code with the highest literature score was 93106, which ranks well into the top quartile.¹⁵

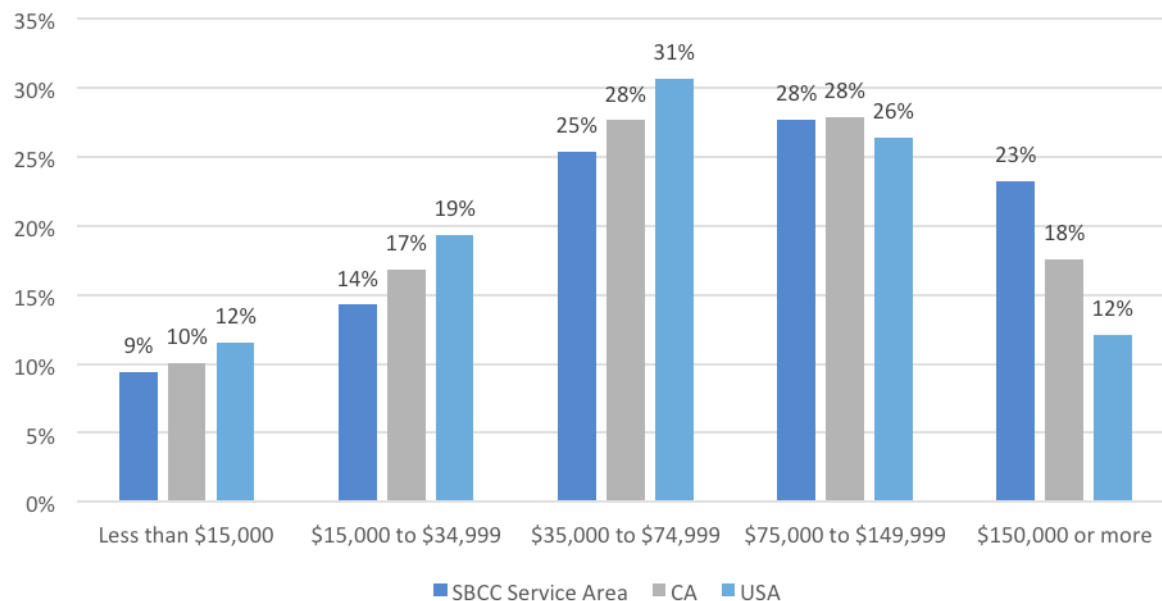
Income

The population within the Santa Barbara City College service region contains a higher percentage of those earning \$75,000 or more and a lower proportion of those earning less than \$75,000 compared to state and national averages. More than half (51%) of those in the SBCC region earn \$75,000 or more, while 23% earn less than \$35,000 per year (Figure 5).

Income

The SBCC region has a greater proportion of higher income individuals and a lower proportion of lower income individuals than state and national averages. More than half (51%) of the SBCC region earns \$75,000 or more annually.

Figure 5. Household Income Distribution, 2017¹⁶

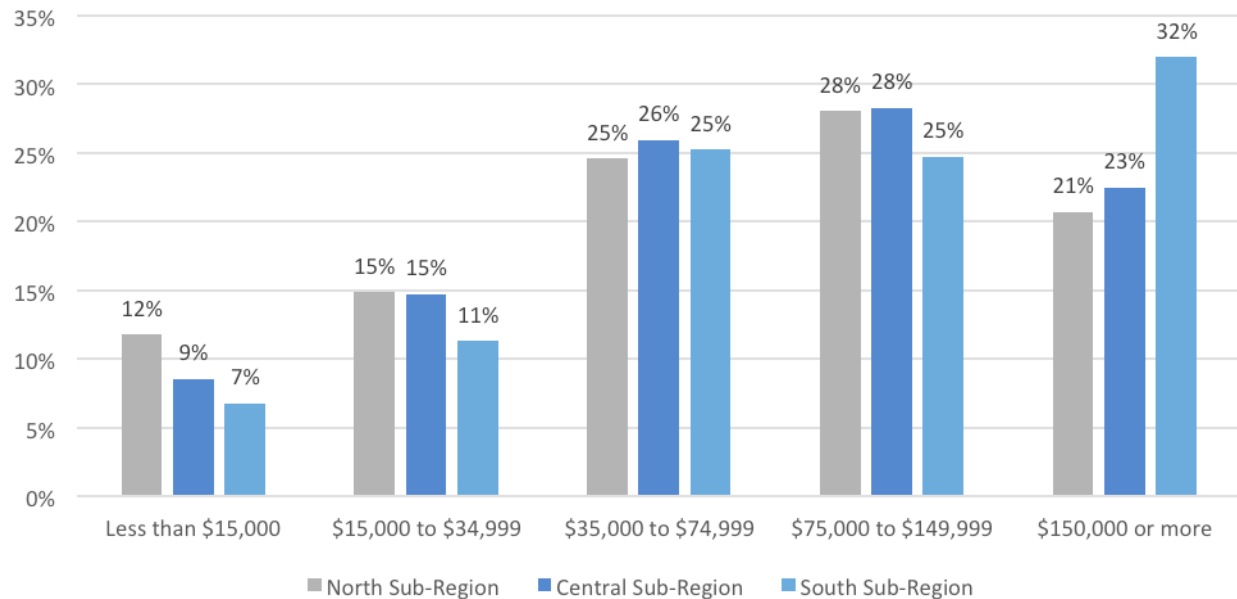


¹⁵ National Health Literacy Mapping to Inform Health Care Policy. Health Literacy Data Map. University of North Carolina at Chapel Hill, 2014. Web. 19 September 2018.

¹⁶ Source: U.S. Census Bureau, 2013-2017 American Community Survey 5-Year Estimates.

Annual earnings vary within the SBCC services region. The South sub-region has a relatively high proportion of high-earners; 32 percent earn \$150,000 or more annually. Conversely, the percentage of those earning less than \$35,000 annually in the North sub-region is 3-9 percentage points greater than the Central and South sub-regions (Figure 6). The large college-population likely plays a role in these lower earnings.

Figure 6. Household Income Distribution by SBCC Sub-Region, 2017¹⁷

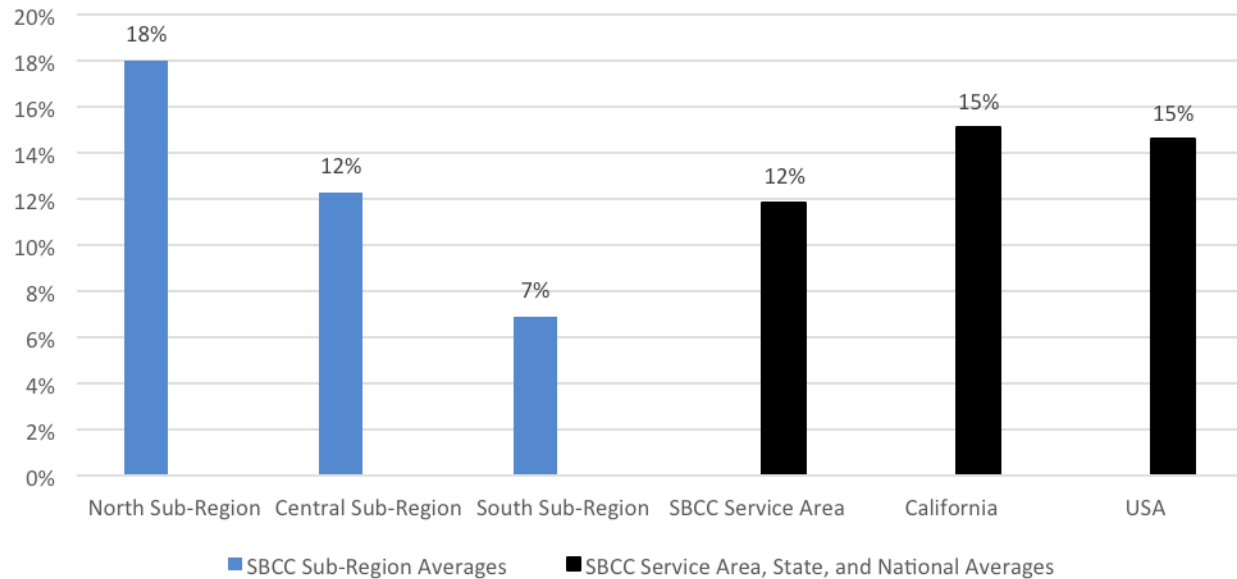


¹⁷ Source: U.S. Census Bureau, 2013-2017 American Community Survey 5-Year Estimates.

Poverty

The SBCC service region on average has a lower rate of poverty (12%) among its residents than state (15%) and national averages (15%). The Central (12%) and South (7%) sub-regions have lower rates than the state and national averages, however, the North sub-region, with 18% of its populations income below the national poverty line for the past 12 months, has a higher poverty rate than both state and national averages (Figure 7).

Figure 7. Poverty rates in region, state, national averages and sub-region averages¹⁸

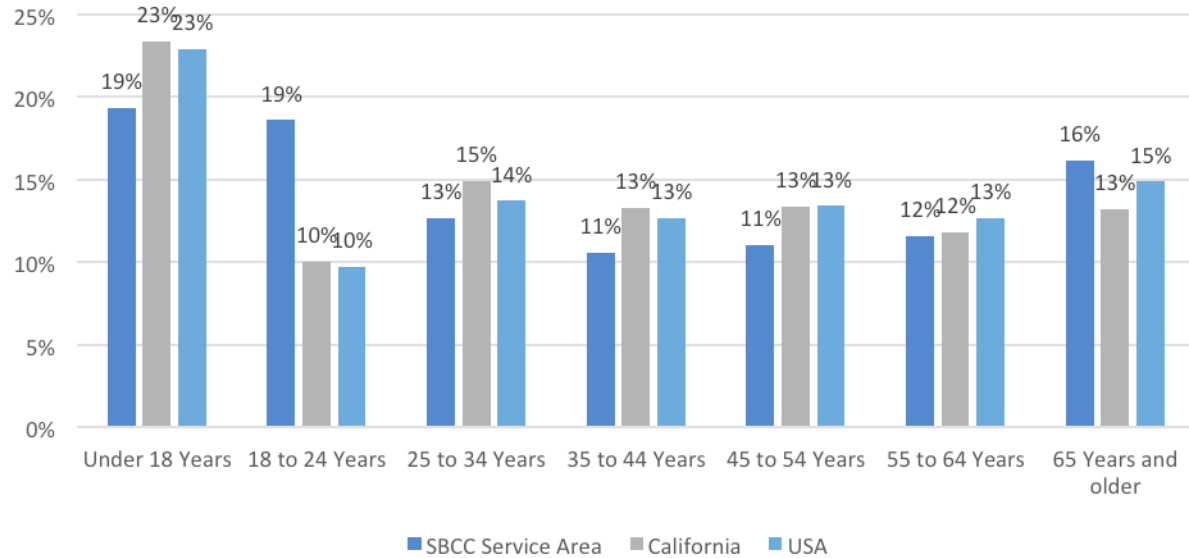


Age Distribution

The age distribution within the SBCC service region is comparable to the national and state averages, with the exception being higher for the young adult cohort (18 to 24 years old). With an abundance of colleges and universities in the region, it is no surprise that the region contains a high proportion of individuals between the ages of 18 and 24. The region's population over the age of 65 is also 1-3 percentage points above the state and national averages (Figure 8).

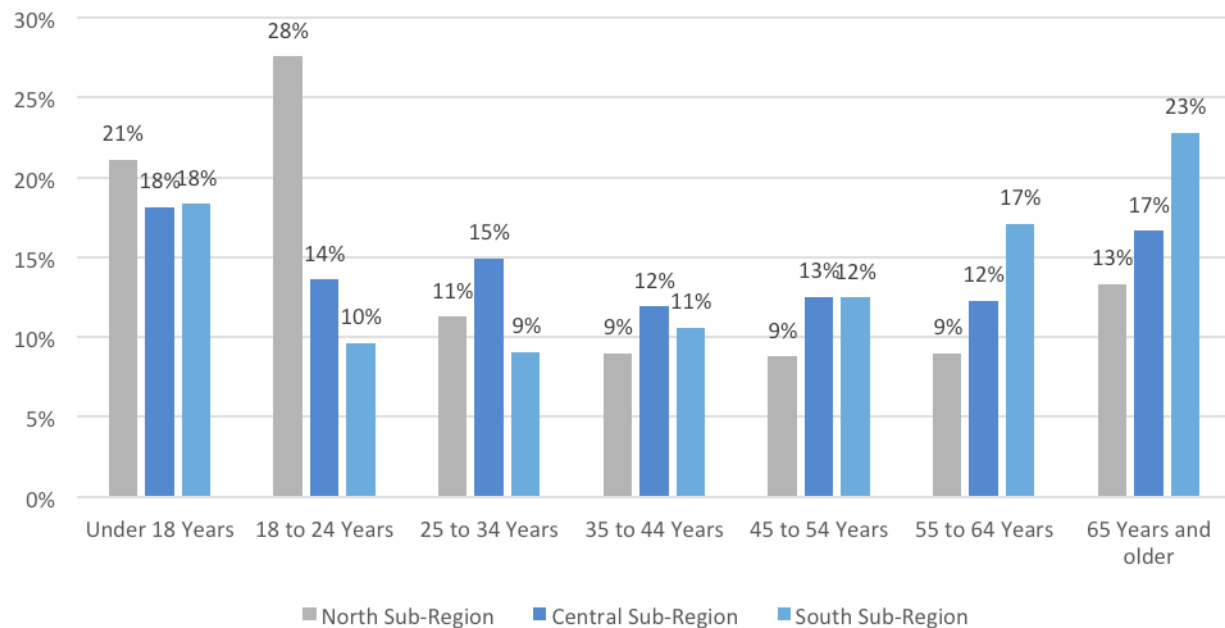
¹⁸ Source: U.S. Census Bureau, 2013-2017 American Community Survey 5-Year Estimates.

Figure 8. Age Distribution of Regions, 2017¹⁹



The South sub-region of the SBCC service region contains a relatively high proportion (40%) of those over the age of 54 compared to the Central (29%) and North (22%) sub-regions. In contrast, it is apparent that the population of numerous colleges in the North sub-region have resulted in more than a quarter (28%) of the sub-region's population being between the ages of 18 and 24 years old (Figure 9).

Figure 9. Age Distributions of SBCC Sub-Regions, 2017²⁰



¹⁹ Source: U.S. Census Bureau, 2013-2017 American Community Survey 5-Year Estimates.

²⁰ Source: U.S. Census Bureau, 2013-2017 American Community Survey 5-Year Estimates.

Evaluate the alignment between needs and levels and types of services available within the region to meet Adult Education and workforce needs.

The Santa Barbara region has been meeting existing needs for adult education programs for close to a century, beginning with the founding of the Santa Barbara City College Adult Education program focusing on Immigration and English as a Second Language. To better understand the current needs of our region, in 2018, BW Research Inc. was contracted by the Santa Barbara City College, School of Extended Learning (SEL) and the local Strong Workforce Program to develop a comprehensive profile and needs assessment of the Santa Barbara City College (SBCC) service region. The 80+ page research report, titled Santa Barbara City College: School of Extended Learning, Economic and Workforce Gap Analysis for Adult Education Students was completed and released in May 2019 and was presented by Josh Williams, Director of BW Research Inc., at the May 1, 2019 Santa Barbara Adult Education Public Meeting for public review and feedback. This report will allow stakeholders to better understand the underlying drivers, trends, and conditions that factor into the dynamic between current students as job applicants and regional employers as well as illuminating the interests, reservations, and aspirations of potential students in the Santa Barbara area. It will also serve to aid the Consortium in making data-driven informed decisions for future educational programming and services specific to our region.

The research provided by BW Research 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 in areas such as Health Care and Health Training services
3. Adult High School/GED
4. English as a Second Language
5. Adults with Disabilities

To ensure students can navigate through the SBCC system, the Consortium also identified the **need** for a robust Student Support Services program to help students plan their educational and vocational objectives.

TYPES OF SERVICES

Based on the challenges to the Santa Barbara City College (SBCC) Service region, as of 2016, the Consortium has ensured that both educational and training services have been carefully selected to meet the Adult Education and workforce needs specific to our region and that the programs cross-pollinate and complement one another.

The Consortium selected the following existing SBCC School of Extended Learning noncredit educational programs to meet adult learner needs:

1. English as a Second Language
2. Adult High School/GED
3. Work Readiness and Career Planning Program for Adults with Disabilities
4. Career Skills Institute: Business, Design, Technology
5. Career Skills Institute Inmate Transitions Program

The Consortium selected the following existing SBCC School of Extended Learning training and support services

1. Community Education Center: Work-to-Study Pilot Program
2. Student Support Services

With the successful incorporation of service industry Partners, the Consortium aligned existing SBCC School of Extended noncredit educational and service programs with the following Partner programs:

1. Goleta Valley Library Intergenerational Tutoring Homework Help Program
2. Goleta Valley Tech Center: EqualiTech Digital and Language Literacy Program
3. KRA Corporation: Workforce System Navigator to Older Adults and Long-Term Unemployed
4. Santa Barbara County: Passport to Public Service Program
5. Santa Barbara Public Library: Digital Literacy Hub
6. Santa Barbara Public Library: SBPL Works! Workforce Development Program
7. Santa Barbara Public Library: Pre-English as a Second Language Program

2.4 Identifying Goals and Strategies

The following goals address all seven CAEP program areas, which the Santa Barbara Adult Education Consortium plans to undertake within the next three years (2019-2022):

Goal #1. Continue to provide excellent programming for adults in a variety of program areas based on proven needs within the 7 CAEP areas

- 1.1 Continue the development and expansion of the following educational programs:
 - Adult High School/GED Program, SBCC School of Extended Learning
 - Career Skills Institute, SBCC School of Extended Learning
 - Career Skills Institute Inmate Program, SBCC School of Extended Learning
 - Career Technical Education Program: Pre-Apprenticeship Construction Technology
 - Adults with Disability Services and Programs for Students: Work Readiness Program
 - English as a Second Language, SBCC School of Extended Learning
- 1.2 Continue work to integrate the following student support and partner programs into our adult education community provided by the following:
 - Community Education Center: Work-to-Study Program, SBCC School of Extended Learning
 - Student Support Services, SBCC for-credit programs and SBCC School of Extended Learning
 - EqualiTech: Goleta Valley Tech Center
 - Goleta Valley Library
 - Workforce Development Board: One-Stop Career Center
 - Santa Barbara County Sheriff's Department
 - Santa Barbara County Employees' University
 - Santa Barbara District - California Department of Rehabilitation
 - Santa Barbara Public Library
 - Santa Barbara Unified School District
 - Special Education & Learning Services
 - Tri-County Regional Center
- 1.3 Ensure faculty and partner trainers maintain up-to-date pedagogy in their respective disciplines and engage in professional development activities and opportunities that clearly align to the Consortium's mission and outcome goals.
- 1.4 Make sound fiscal decisions during the Consortium's program selection process to better align

with current State and Consortium initiatives

1.5 Work with the SBCC Admissions Office to achieve application and registration efficiencies to better serve our region

Goal #2. Continue to improve Student Learning and Achievement Goals focused on the needs of adult learners, to assist in transfer acceleration and career success

2.1 Provide robust noncredit Student Support Services at both SBCC Adult Education campuses for all CAEP programs and service providers

2.2 Align career and transfer pathways to the various Statewide initiatives such as Guided Pathways, Vision for Success and Strong Workforce Program

2.3 Integrate efforts to improve student access, engagement, retention, and success

2.4 Maintain faculty liaisons to bridge noncredit to credit programs, and curriculum processes

Goal #3. Continue refining programs and services for students in alignment with Statewide initiatives and federally funded initiatives

3.1 Focus on WIOA I and WIOA II initiatives

3.2 Provide noncredit support to Strong Workforce programs

3.3 Provide noncredit support to AB705 initiatives

3.4 Increase SBCC School of Extended Learning Career Skills Institute certificates that focus on programs in short-term vocational CTE in employment sectors relevant to our service area, such as health care and ICT

3.5 Provide noncredit support to Guided Pathways and Vision for Success initiatives

Goal #4. Provide awareness of educational offerings and training options available through a robust local CAEP Marketing Plan

4.1 Attract and retain students in the SBCC School of Extended Learning noncredit CAEP program areas through mixed media and multilingual efforts

4.2 Position the SBCC School of Extended Learning and Santa Barbara Consortium partners as the primary resource for adult education and career training

4.3 Rebrand to match the CAEP State construct and update web site

4.4 Create a marketing brochure that integrates all adult programs in the Santa Barbara service area

4.5 Engage and build community efforts through interactive social media platforms (i.e. LinkedIn, Facebook, Constant Contact) and to spotlight CAEP programs

Goal #5 Develop a comprehensive data collection and accountability infrastructure for all CAEP programs and services that cross-pollinate with Statewide initiatives.

5.1 Create needed data related positions to collect, synthesize, and analyze data for State and local enterprise systems

5.2 Collect student data from all adult programs and partners

a. Number of students who receive any type of CAEP service

b. Number of students who have enrolled in SBCC courses supported by CAEP

5.3 Monitor program performance

5.4 Assist the CCCCO, SBCC administrators, and program staff in tracking participants' progress in attaining outcome goals:

a. Participation in any of the 7 program areas

- b. Progress in educational advancement and measurable skill gains in ESL, ABE, CTE, AB705
- c. Completion of programs relating to HS GED, Certificates, Degrees, Training Programs
- d. Placement into Jobs
- e. Improved Wages
- f. Transition into Postsecondary: noncredit to credit or credit CTE

5.5 Cross-pollinate data with Statewide initiatives: Strong Workforce, WIOA, LaunchBoard:MIS data integration

Goal #6. Support partners that specialize in job placement, apprenticeship, internship, and job-coaching

6.1 Strengthen Workforce One-Stop collaboration to align educational and WIOA service programming efforts

6.2 Foster Partner collaborations to cross-pollinate programs to provide clear pipelines to school or work

6.3 Develop a School to Work Pilot Program for AHS/GED and Inmate/Parole cohorts

6.4 Increase the number of Partners in Santa Barbara County who specialize in job placement, apprenticeships, and internships

6.5 Provide CAEP data collection training for Partners who provide job placement and career training services and/or integrate their respective data collection platform(s) with CAEP CASAS TopsPro Enterprise.

In addition to six overarching goals, the Consortium plans to incorporate, where feasible and within existing SB CAEP education and service programs, the recommendations identified from Economic and Workforce Gap Analysis for Adult Education Students (BW Research) that focuses on developing skills and industry knowledge and experience that would provide deeper opportunities for full-time permanent employment with higher wages.

I. Recommendations to Support Employment Opportunities

Recommendation #1: Continue and expand courses that support the development of occupational pathways in business administration and small business development. Introductory courses in accounting, spreadsheets, and MS office software (Word, PowerPoint and Outlook).

Target AE Segments: CTE, Basic Skills and ESL

Geographic Area: Across the region, with a particular focus in the North and Central sub-regions where more employers and entry-level jobseekers are found.

1. Three of the 15 most-numerous occupations in the SBCC region include office clerks, bookkeeping and accounting clerks, as well as administrative assistants. These three occupational categories account for over 7,500 jobs in the SBCC region and provide a valuable entry point for positions in key industry clusters such as Finance, Insurance & Real Estate (FIRE), Information & Communications Technology (ICT), and Professional and Business Services. It is also worth noting that over half of SBCC employers that were surveyed indicated a need (great or some) for employees with strong spreadsheet skills.

These introductory courses are meant to provide technical skills for entry-level employment but could also be used to educate students on opportunities along occupational pathways for additional skills and education with SBCC's credit courses. These introductory courses could also be used to expose students to occupational pathways in finance, accounting, and human resources and the corresponding educational requirements found with credit courses at SBCC and UCSB.

Recommendation #2: Build upon current construction, culinary, and health career courses to provide applied courses in English (verbal and written communication skills), Math, and introductory software and computer skills.

Target AE Segments: All adult education segments

Geographic Area: Across the SBCC Region but focused in the Central sub-region where the population of adults with less than a High School Diploma (as their highest level of education) are concentrated.

2. SBCCC employers indicated the difficulty and importance of finding employees with strong

social and verbal communication skills, industry-specific knowledge, and relevant technical skills. SBCC SEL currently has courses to support employment in the construction, culinary, and health career fields. All of these industries employ thousands of entry-level employees in the SBCC region and make sense given current employment needs. This recommendation looks to build upon those courses to introduce the development of communication and technical skills associated with different industries, whether that is learning health records software that is becoming increasingly prevalent in health careers or the ability to communicate effectively with tourists from different regions and backgrounds.

Furthermore, most of the current computer-related courses offered focus on MS office or computer basics. Introductory-level courses that teach the fundamentals of computing and data such as networks, analytics, data science, and programming may offer a survey of potential career pathways in cutting-edge fields and promote interest in more advanced courses.

Recommendation #3: Emphasize the Career Navigation Certificate which helps students with career navigation skills (resume writing, interviewing, and industry-specific job searches) and awareness of career pathways in the SBCC region including entry-level employment opportunities (specifically in Information & Communications Technology (ICT), Biotechnology & Biomedical Devices, Finance, Insurance & Real Estate (FIRE) and Healthcare).

Target AE Segments: CTE, Basic Skills and ESL targeted towards 18 to 25-year-old SEL students and, to a lesser extent, 26 to 35-year-olds.

Geographic Area: Across the SBCC Region

3. This recommendation is geared to serve those SEL students between the ages of 18 and 25 years old, though 26-35-year-olds expressed relatively high interest in these courses as well. According to the current and potential student survey, which was completed as part of this study, approximately two-thirds (66%) of current and potential students between the ages of 18 and 25 identified, "performing well in interviews" as a challenge (either considerable or somewhat). The same age cohort had a similar percentage (64%) identify "developing resumes and related materials to demonstrate your qualifications" as a challenge. It is also worth noting that over two-thirds of respondents ages 18 to 35 identified "knowing which education or training programs or courses are worth investing the time and money in" as a challenge.

The career navigation certification is designed to help with the challenges outlined above and should receive special emphasis and communication efforts directed towards current and potential students to increase awareness and access to the certification. Advertising should be particularly geared towards potential students, since some current students may already have a career path in mind. The recommendation also includes the development of visually appealing materials that highlight local entry-level opportunities and career pathways in ICT, Biotechnology & Biomedical Devices, FIRE, and Healthcare programs.

II. Recommendations for Educational Transitions, Transfers and Pathways

Adult education should not only be a pathway to improve employment outcomes but should also

put students on a trajectory to higher educational attainment and long-term career success. The following next steps and recommendations are meant to support adult education students as they progress towards greater education attainment and farther along employment pathways.

Recommendation #4: Reduce barriers for current & potential students while educating and promoting the lack of barriers at School for Extended Learning

Target AE Segments: All adult education segments

Geographic Area: Focused on programs in all North, Central, and South sub-regions where need is higher

4. The majority of current and potential adult education students surveyed identified the opportunity costs (i.e. time that could otherwise be spent earning wages at a job) associated with attending a tuition-free course as well as finding programs and courses that fit their schedules as difficulties they faced in getting the education or training they wanted. While other obstacles, such as transportation and daycare, were challenges for some adult education students, ultimately the “cost” of lost wages and scheduling considerations (as well as knowing which programs, please see recommendation 3) were the two most cited obstacles for both current and potential adult education students.

This recommendation is threefold;

- a. While non-credit courses are free to enroll in, current and potential students still face operational (transportation, daycare, etc.) considerations and opportunity costs in the time spent on coursework or in the classrooms when they could otherwise be making money through employment. It is likely that this is a substantial barrier, as individuals or families who are already barely getting-by are unlikely to forgo additional income today for less-immediate and tangible long-term benefits of education. Ensuring courses have flexible scheduling and offer manageable course loads may mitigate some of these obstacles.
- b. Evaluate current adult education courses and programs to assess whether they could be made more convenient for current and potential adult education students. Examine opportunities to increase online learning that provides flexible scheduling, where it is appropriate, and gather more information from students on what aspects of current programs and courses are inconvenient.
- c. Communicate and market to potential students the free non-credit and/or low-cost education and training options available at the SBCC SEL. Furthermore, advertising courses’ expected convenience and less-than-traditional educational time requirements may help individuals realize courses are feasible within their current workload.

Recommendation #5: Continue to develop, market, and counsel students on various occupational and industry career pathways with information on the relevant educational requirements available at SBCC SEL, SBCC (for credit) as well as UCSB and other regional universities.

Target AE Segments: All adult education segments

Geographic Area: Across the SBCC Region

5. The SBCC SEL provides a valuable opportunity to introduce new or transitioning jobseekers to the world of work. In the SBCC region, the challenge for jobseekers generally is not finding employment, but finding employment with a career pathway and the opportunity for sustainable wages. Almost one-third (31%) of current and potential students, particularly those aged 18 to 49, that completed the survey and are currently working are working at more than one-job, and the most cited reason by current students for taking courses was to get a better job (33%). Finding a better and higher-paying job is a key objective for current and potential SEL students. This recommendation is about counseling SEL students on the career pathways available to them in the SBCC region. These pathways would include both the industry and occupations as well as the educational requirements associated with different careers. Examples in the SBCC region could be both industry and occupational pathways;

- a. Information & Communications Technologies (ICT): Career pathways in sales, administrative support, and information technology development.
- b. Biotechnology & Biomedical Devices: Career pathways in assembly and fabrication, engineering technicians, and software development.
- c. Finance, Insurance, and Real Estate (FIRE): Career pathways in sales, customer support, and industry specific advising and analysis.
- d. Healthcare: Career pathways in nursing, administrative support, and medical records as well as managers and supervisors.
- e. Building & Design: Career pathways in construction and design positions as well as project management and supervision.

For more detailed information on relevant career pathways (as well as an example) in the SBCC region, please review pages 53-57 in the BW Research Report.

III. Recommendations for Quality of Life Enhancements for Older Adults

Adult education and SBCC's School of Extended Learning is not just improving educational and employment outcomes—it has and should continue to improve the quality of life for its students. The following recommendation is meant to support adult education students as they continue as life-long learners who are engaged, connected, and working towards a higher quality of life.

Recommendation #6: Additional older adult education programs in computer fundamentals and more advanced computer-related tasks such as programming, web development and more advanced information technology literacy.

Target AE Segments: Older individuals (those 56 years and older)

Geographic Area: Across the SBCC Region

6. This recommendation seeks to build off the current areas of emphasis among older adult courses of art, English, music, psychology, and theater. Two-thirds of respondents 56 years and older stated that they had at least some interest in courses that “teach computer skills such as programming and web development”. As many of these respondents were retired and content with their career paths, their profiles suggest that they are likely interested in taking such classes to learn something new or for personal enrichment rather than in the interest of furthering career opportunities.

CAEP Santa Barbara Adult Education Consortium LOGIC MODEL			
CAEP PROGRAM AREAS	ACTIVITIES	GOALS as stated on 3-Year SB CAEP Plan	KEY PROGRESS INDICATORS
Area 1: Adult High School/GED	Engage faculty to explore a Basic Skills Institute concept that would integrate all basic skills programs under one umbrella and leadership. This would further the ability to: (1) implement strategies that retain students longer in the classroom and improve enrollments; (2) Improve transfer to credit metrics and integrate the work of the credit campus to align with Statewide initiatives.	2.1.C.a, 2.1.C.b, 2.1.C.c, 2.1.C.d, 2.1.C.e, 2.1.C.f, 2.1.D	Increase in enrollment in the AHS/GED program and increase hours attending resulting in higher FTES. Increase in the number completing a high school diploma or GED. Creation of new support courses for the AB705 initiative. Establish enrollment efficiencies and improve CASAS testing for AHS/GED program.
Area 2: Programs for Immigrants/ESL/ Workforce Prep	Continue to develop ESL Vocational certificates. Explore ways to improve retention and enrollment. Address outreach efforts to ensure casting a wide net to capture students currently not served in accordance with BW Research data.	2.1.C.a, 2.1.C.b, 2.1.C.c, 2.1.C.d, 2.1.C.e, 2.1.C.f, 2.1.D	Increase in enrollment and hours attending in the ESL program resulting in higher FTES. Increase certificate completion rates in ESL. Increase in supportive programming to reach more community members. Engage SBCC Community Education Center to provide citizenship services. Engage Student Support Services to provide academic and career planning to more students.
Area 3: Adults to Entering or Re-entering the Workforce	Continue integrating educational and training services and with Workforce One-Stop. Continue supporting existing CAEP community Partners who provide career training and job placement services. Increase Career Skills Institute course offerings and integrate the Career Strategist Badge with the One-Stop.	2.1.C.a, 2.1.C.b, 2.1.C.c, 2.1.C.d, 2.1.C.e, 2.1.C.f, 2.1.D	Broadening our reach to the One-Stop and other community partners to increase the numbers of students served. CalPass data integration with CAEP CASAS data. Continue a partnership with the One-Stop to offer educational programs on site. Increase in enrollment and hours attending in the Career Skills Institute resulting in higher FTES.

Area 4: Adults training K-12 students	Focus on existing CAEP Intergenerational Library pilot programs. Work with Strong Workforce partners to explore aligning initiatives. Identify 1-2 other agencies to partner with Consortium with a focus in this area.	2.1.C.a, 2.1.C.b, 2.1.C.c, 2.1.C.d, 2.1.C.e, 2.1.C.f, 2.1.D	Measure results of a pilot program with our community library partners to understand the value and number of students served.
Area 5: Programs for Adults with Disabilities	Increase number of Adult Learner participants. Leverage training services and fiscal opportunities with local partners serving adults with disabilities.	2.1.C.a, 2.1.C.b, 2.1.C.c, 2.1.C.d, 2.1.C.e, 2.1.C.f, 2.1.D	With launch of the new SB CAEP AWD Work Readiness and Career Planning Program in 2019, next steps are to create a realistic growth strategy. Increase the number of enrollments in accordance with the strategy. And leverage community partners.
Area 6: Programs in Short-Term CTE	Increase badges in CSI CTE, Healthcare and Computer training. Enhance the Inmate training curriculum to integrate with the credit transitions program. Establish stronger partnerships with local parole office, enhance partnerships with South Coast Regional Consortium and One-Stop.	2.1.C.a, 2.1.C.b, 2.1.C.c, 2.1.C.d, 2.1.C.e, 2.1.C.f, 2.1.D	Based on the recommendation of the BW Research environmental scan, develop new noncredit programs in CTE areas such as health, business, and information communication technology sectors.
Area 7: Pre- Apprenticeship Programs	Continue supporting noncredit Pre-Apprenticeship Construction Technology Pilot program. Explore service learning opportunities for feasibility in noncredit SBCC School of Extended Learning: Internships, Apprenticeships, Hybrid credit-noncredit in-class instruction.	2.1.C.a, 2.1.C.b, 2.1.C.c, 2.1.C.d, 2.1.C.e, 2.1.C.f, 2.1.D	Explore the possibility of coordinating with a formal apprenticeship program in Construction Technology, leveraging our piloted pre-apprenticeship construction technology activities in credit CT department.
Key Progress Indicators that Apply to all 7 Program Areas			
Administrative Applications		2.1.C.a, 2.1.C.b, 2.1.C.c, 2.1.C.d, 2.1.C.e, 2.1.C.f, 2.1.D	Data Collection: hire full-time analyst for NC programs to support the CAEP Coordinator. Hire a full-time assistant to support the CAEP Coordinator.
			Establish a robust data collection process to reflect accurate and comprehensive outcomes.

	Develop a robust local CAEP Marketing Plan to build awareness and increase enrollment and engagement with community partners.
	Implementation of new student tracking system and abbreviated education plans for Student Support Services Team to improve noncredit to credit transfers. Implement an orientation for ESL and AHS/GED students
	Work with Admissions Office, IT, and IR to continuously improve application and registration process and align with data collection mandates.
	Professional Development: encourage Professional Development training across faculty to include equity, and inclusion, training
	Engage a consultant to identify educational and employment barriers specific to our region
	Explore opportunities to integrate to SBCC Credit Community programs such as the Foodbank, Tiffany's Closet, Center for Equity
	Improve engagement with local politicians

2.5 Piloting and Implementation

The Consortium is committed to ensuring programs are sustainable and provide connectivity between SBCC educational programs and external partner programs. To do this, we need to engage in innovation and testing of new ideas through pilot-programs. Because we are a data-driven organization, our Consortium commissioned BW Research to conduct a comprehensive report on Economic and Workforce Gap Analysis for Adult Education Students specific to the SBCC School of Extended Learning and its service area. The study proved the need for potentially piloting (or continuing to pilot) the following programs:

Educational Programs

- 1) Noncredit Construction Technology Pre-Apprenticeship Program to Apprenticeship
- 2) Explore a Noncredit Basic Skills Institute that can address AB 705 and State literacy initiatives

Service Programs

- 3) Pilot a 'School to Work' Program and/or a noncredit Employment Center
- 4) Modernize the noncredit Student Support Services Center and make improvements to advising and counseling services

The Consortium continues to encourage its educational and service providers to be innovative through experimentation and piloting. The Consortium may provide support for these (and more) innovative initiatives and assess performance as they roll out and begin to collect outcomes.

For a pilot program to receive ongoing funding, the Consortium will evaluate pilot effectiveness and require each program to:

- a) **Describe Integration.** How the program creates a transition to credit/transfer educational or service programs, or creates a transition to the workforce (including, but not limited to, internships, jobs, pre-apprenticeships, self-employment)
- b) **Provide Justification of Program** by including research, labor market information, employer feedback, student surveys, and other relevant information to ensure sustainability.
- c) **Provide robust Outreach & Marketing** efforts to reach target populations and increase enrollments.

An increase in program enrollment, and acceleration in student progress and educational outcomes, and identifying upward mobility in employment and wages will be used as key progress indicators to assess pilot program failure or success, and will be used in determining future funding and Consortium support.