



Northern Santa Barbara County
Adult Education Program Consortium*
Three-Year Plan
2019 - 2022

*Formally the Allan Hancock College Consortium

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Graduates of Lompoc Adult School & Career Center

Section 1: Consortium Information

Northern Santa Barbara County Adult Education Consortium (formally Allan Hancock College Consortium)

Consortium Contact

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Consortium Members

Allan Hancock Joint Community College District (AHC) is a federally designated Hispanic-Serving Institution located in northern Santa Barbara County. Annually, the college enrolls approximately 16,500 credit students and 7,723 Community Education (CE) students. Allan Hancock College's CE division is the largest provider of noncredit/adult education classes in North Santa Barbara County, ranking in the state's top 15 - 20 programs in terms of FTES generated and number of courses. The noncredit program generates 10 to 15% of the college's annual FTES allocation. Noncredit classes are tuition free. Community Education serves residents from Lompoc, Santa Maria, Santa Ynez, Los Olivos, Los Alamos, New Cuyama, Guadalupe, Solvang, Buellton, and Vandenberg Air Force Base at over 42 offsite satellite locations.



Allan Hancock College's Community Education building, a center for noncredit classes

Lompoc Unified School District (LUSD) serves 9,800 students in the areas of Lompoc, Vandenberg Village, Mesa Oaks, Mission Hills, Vandenberg Air Force Base and the rural areas surrounding these communities. LUSD Adult Education, formerly called Lompoc Adult School, has been renamed and is now called the **Lompoc Adult School and Career Center (LASCC)**. It is located at the El Camino Community Center. This center houses and integrates the services and resources of several community agencies and programs, including Family Service Agency, Santa Barbara County Preschool, Lompoc Unified School District's Adult Transition Program, and PathPoint.



Lompoc Adult School & Career Center

Lompoc Adult School and Career Center (LASCC) has been a major provider of adult education programming for decades in the region, but the 2009 fiscal crisis severely impacted its program offerings and ability to serve adult education students. Through CAEP, Lompoc Adult School and Career Center is expanding with substantial increase in the number of students served. Community outreach, Chamber of Commerce partnerships, and District parenting classes at satellite locations around the Lompoc area, LASCC is re-building the brand and laying the foundation for strong growth in the future. Specifically, recent years in the CAEP funding process have shown significant, strategic growth for LASCC with increased individuals receiving services and additional courses/classes. LASCC will continue efforts to increase the number of adults receiving services as it pursues expansion to include new courses, programs, partnerships, as it supports achieving elevated outcomes in the CAEP funded areas. LASCC will continue exploring opportunities for growth using various instructional formats/venues and researching to establish new partnerships. As CAEP funding is LASCC's primary funding source, LASCC will seek alternative funding/support via grants, donations, foundations, etc. that enhances/expands programming. For continued and improved CAEP program compliance and management, LASCC has added key staff and will continue to review operations to identify and fill staffing needs including, instructors, operations, administration, clerical, and other. A policy of ongoing technology upgrades at LASCC has created a more effective educational environment that new features innovative technology strategically implemented throughout program areas. Continued best practice research in this area will support LASCC's commitment to maintain appropriate technology that effectively supports programming. Through effective use of Professional Learning Communities, the percentage of LASCC students achieving gains increased. Going forward, LASCC will maintain ongoing review of processes to ensure appropriate data and outcomes and may implement new training, curriculum, materials/supplies, databases, tools, personnel, etc. that ensure optimal performance. Toward growing the student and stakeholder base, LASCC may increase informing/promoting through various means, including social media, print, mail, etc. and continue to create partnerships among employers, agencies, and government entities, an others. Through the use of consultants and professionals, LASCC will monitor its needs and make determinations to review, plan, improve, and execute its abilities to serve the community as an essential, CAEP-funded, educational institution in the region.

Section 2: Comprehensive Three-Year Plan

2.1 Executive Summary

The purpose of this three-year strategic plan is to identify the opportunities for growth of existing educational programs, potential development of new programs and regional opportunities for collaboration to better serve the Northern Santa Barbara County Adult Education Consortium Region.

The Northern Santa Barbara County Adult Education Consortium (NSBC Adult Education Consortium or Consortium) represents an area of about 2,100 square miles, with five chartered cities, several unique non-incorporated communities, and a diverse population. The Consortium is composed of two member organizations: Allan Hancock College Joint Community College District (Allan Hancock College or AHC) and Lompoc Adult School and Career Center (LASCC), Lompoc Unified School District (LUSD).

Community Needs and Customers

The Northern Santa Barbara County Region is a diverse socio-economic area distinct demographically and economically from Southern Santa Barbara. While a small portion of the region (the Santa Ynez Valley) enjoys considerable wealth and prosperity, the more populated areas of the Consortium region (Santa Maria, Lompoc) are characterized by struggling local economies, higher than average unemployment, low graduation rates, a large number of English as a second language learners, low literacy rates and pockets of extreme poverty.

According to the State's CAEP regional demographic data, English language learners and adults without a high school diploma make up the largest single sectors of Northern Santa Barbara County potential adult education population (27% and 26% respectively, with some overlap). In addition, when combining the underemployed population and those potentially benefiting from upskilling, specifically looking at the sectors of some to no college, the potential adult education population increases by an additional 57%.

Pre-Planning Assessment

The inventory of current adult education programs and services offered within the Consortium region was identified informally through surveys. The Consortium members completed the Self-Assessment worksheet identifying areas in need of governance, policy and consensus. The Consortium student survey was administered to over 700 students enrolled in basic skills, ESL, GED, Vocational, and other classes. Forty-four adult education and noncredit faculty responded to a survey and 32 faculty attended faculty forums. A summary of recommendations is in section 2.2 Pre-Planning Assessment section.

Consortium Goals and Strategies

The goal-setting process for the *Three-Year Plan* began with reviewing the consortium’s vision, mission statements developed/validated by Consortium during planning sessions:

Vision: *The Northern Santa Barbara County Adult Education Consortium is a collaboration providing programs and support to assist adults in reaching academic and career goals.*

Mission: *To provide adults the academic and career skills necessary to foster opportunities for a living wage, a high quality of life and productive community involvement.*



Allan Hancock College adult education graduation

Planning sessions also identified gaps in the region, with those centering on the areas identified in the Community data: Basic Skills, English as a Second Language (ESL), high school diploma, High School Equivalency (HSE), career technical education (CTE), and career readiness programs. In addition to reviewing regional data as well as addressing the infrastructure and governance gaps.

Consortium goals and strategies were established in Planning Sessions II and III. See outputs and outcomes for goal activities in full Plan.

Goal #1: Increase number of students enrolled by adult education programs in the region

- *Activity 1.1: Expand/create program offerings and certification programs to address gaps that align with student needs and student interests.*
- *Activity 1.2: Enhance marketing/outreach effort to attract more students*
- *Activity 1.3: Leverage partnerships to enhance program offerings, attract students*

Goal #2: Enhance student employment readiness and career opportunity

- *Activity 2.1: Analyze and monitor labor market information to identify potential student opportunities*
- *Activity 2.2: Increase alignment between program and course offerings and student, community and employer needs*
- *Activity 2.3: Increase course and program completion rates by aligning and leveraging Consortium resources and partnerships*

Goal #3: Improve Consortium’s administrative and program effectiveness

- *Activity 3.1: Refine and formalize Northern Santa Barbara County Consortium governance document*
- *Activity 3.2: Enhance Consortium professional development opportunities for instructors and staff*
- *Activity 3.3: Increase Consortium partnerships to leverage funding and resource opportunities*

- *Activity 3.4: Address sustainability by Identifying and leveraging new adult education funding sources*

Progress Indicators

Progress will be evaluated by the following progress indicators for the consortium:

1. Increase student enrollment by 1-3% from the 2017-18 baseline data
2. Increase number of AEP-aligned partnerships by 3-5%
3. Increase student participation in Work-Based Learning (WBL) activities by 1-3% over 2017-2018 baseline
4. Increase High School Diploma/High School Equivalency (HSD/HSE) completions by 1-3% from the 2017-18 program year
5. Increase Career Technical Education (CTE) programs and/or certification completions/success by 1-3% from the 2017-18 program year

Piloting and Implementation

To address and meet the consortium's Three-Year Plan goals members will do the following:

1. Identify work groups objectives, outcomes and progress indicators and data review to increase student engagement
2. Increase student enrollment in adult education programs in the region, per Goal #1
3. Enhance student employment readiness and career opportunities, per Goal #2
4. Improve the consortium's administrative and program effectiveness, per Goal #3

All programs considered would follow the proposed Consortium guidelines below, with programs to be:

- aligned with the CAEP seven program areas
- aligned with Consortium's Community Data
- aligned with labor market information data
- developed to include creation, monitoring, and evaluation of measurable program outcomes and metrics

2.2 Pre-Planning Assessment

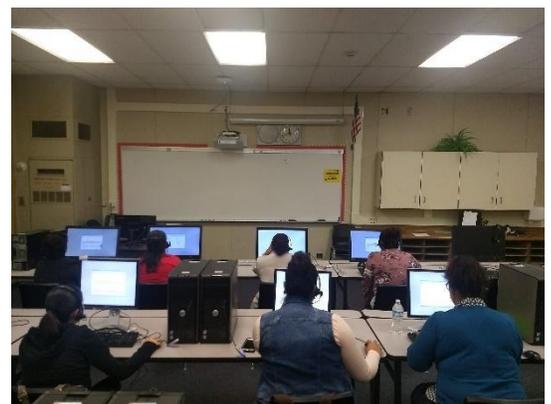
Consortium and Member Capacity

To better prepare for drafting the Three-Year Plan, NSBC AEP Consortium engaged in a series of activities:

- A. The CAEP Three-year Planning Self-Assessment Tool was utilized by the Member Districts to assist in the process of planning.
- B. A professionally facilitated series of planning meetings were held to gather input from the Member District administrators.
- C. A meeting was held with district members in attendance, where EconAlliance hosted a Workforce & Literacy Initiative forum. Presentation included Labor Market information, in addition, seven different leading business industries answered questions on entry-level career positions and the types of education and skills needed for those jobs.
- D. A meeting was held with consortium members in attendance, where the Workforce development Board Delivered presentations on Labor Market information.
- E. A meeting held at the Hancock Campus where United Way delivered a presentation and forum on their newly released report *Struggling to Stay Afloat: the Real Cost Measure in California 2018*
- F. The CAEP Consortium Factsheet, released in April 2019, was used as a cross-reference tool to validate data in this Plan

Allan Hancock College Joint Community College District (AHC) and the Lompoc Unified School District (LUSD) co-lead the Northern Santa Barbara County Adult Education Consortium. The Consortium completed a self-assessment and determined: (1) how it has performed in serving the regional needs with the current developed programs (2) identified additional gaps in adult education programming and (3) determine identified what new program(s) the member agencies Consortium will develop.

As the only K-12 adult education provider in the Northern County, Lompoc Adult School and Career Center (LASCC), provides essential adult programs to the region. Through CAEP, LASCC is revitalized and has experienced an increase in student enrollment and persistence over the past three years. Current offerings include 12 class sessions in HSD, ESL, or CIT, eight programs in the areas of customer service, career exploration, workplace readiness, computer basics, SolidWorks, Microsoft office, and CPR/First Aid. LASCC is currently developing additional programs in the areas of business, medical, and other areas representing CAEP funded goals. Classes are primarily offered at the LASCC campus location and at satellite locations, including the Parent Academy classes, which are provided at elementary school locations. LASCC launched the



Lompoc Adult School and Career Center ESL 2

Career Center. LASCSC developed programs to support resume writing, job searching, interview preparation and dressing for success. The Career Center is a unique community resource, serving all adults on a walk-in basis and offering workshops in a variety to work-related topics.

Allan Hancock College, the only provider of noncredit adult education in the region, enrolls over 8,500 students annually within the seven program areas. Classes are offered on campus and in partnership with a vast network of community based organizations (CBO), at over 42 satellite locations. Per semester, current academic offerings include approximately 19 sessions in Adult Basic Education, 85 sessions in Noncredit ESL, six sessions in Citizenship, 12 sessions for Adults with Disabilities, 54 sessions in Vocational Education, and two sessions in parent education.

Allan Hancock Community Education (noncredit programs) offers 10 certificate programs, is pending approval on six new programs, and is in development of a series of Career Technical Education certificate programs. In addition, contextualized learning classes, pre-CTE courses, digital badging and hybrid classroom development are in the research and development stage.



Allan Hancock College Adult Education graduates

Current programs and services reflect program development and activities consistent with the consortium's first three-year plan (2015-2018) and the objectives identified within. Both consortium member's capacity expanded, establishing foundational class offerings and program delivery strategies. The Consortium planning sessions reinforced identified gaps in the regional data: the need for more Basic Skills and ESL (satellite offerings closer to potential students), the expansion of a High School Diploma, HSE, and Career Technical Education programs. In addition, the consortium identified infrastructure and governance gaps that challenge progress.

Ensuring the effective implementation of the Consortium's plans to improve adult education programs includes trained faculty and staff who will deliver high-quality instruction. Effective professional development will build capacity within the consortium.

In comparing the CAEP regional demographics to the data set of those served by the consortium, the gap in service is significant and illustrates the need for the services provided by the consortium. For example, approximately 46,000 adults in the region do not possess a high school diploma, AHC and LASCSC combined serve thousands of Diploma/HSE students yearly.

Evaluating each consortium member’s view of educational priorities over the next three years, goals were identified regarding the need to enhance current and develop new programs such as pre-career technical training in disciplines that include healthcare, business, information technology and workplace readiness.



LASCC ESL instruction

This three-year strategic plan will assist with implantation of both regional and local strategies to address the priorities identified by labor market data analysis, and stakeholder feedback, student and faculty surveys, as well as the needs analysis done by each consortium member.

Sources of funding available to Consortium members, LASCC and AHC, for adult education programs include funds from California Adult Education Program, CalWORKs, Community College District Apportionment allocations. Other funding sources include private foundation grants, funds that Student Support Services (SSSP), and in-kind support. The table below lists the fund sources by program available to the consortium members for program delivery and student support services.



Table 1. 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	\$1,693,444	\$1,693,446	\$1,693,446
CalWORKs	\$66,211	\$66,211	\$66,211
CCD Apportionment	\$1,815,566	\$1,815,566	\$1,815,566
Corrections	\$0	\$0	\$0
LCFF / District Funds	\$0	\$0	\$0
Perkins V	\$0	\$0	\$0
WIOA II	\$0	\$0	\$0
Other			
Fees	\$ 1,323	\$ 1,323	\$ 1,323
Student Support Services	\$ 368,847	\$ 368,847	\$ 368,847
Donations	\$ 19,438	\$ 19,438	\$ 19,438
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
Total	\$ 3,964,831	\$ 3,964,831	\$ 3,964,831

Key Partners

Employers and select community based organizations are important partners to engage to communicate needs for curriculum development to best serve the needs of students and the community. The consortium is working with community partners to assess needed education level for entry level positions, Tier 1 jobs, as well as necessary skills needs for midlevel jobs, (Tier 2 jobs) and upper/senior level positions (Tier 3 jobs). Community Key Partners have expressed a need for soft skills and vocational specific classes in order to meet industry needs. By exploring partnerships with community based organizations and businesses, the Consortium can align needs through course offerings as well as explore employment pathways while also

creating a pathway from adult school/noncredit classes to industry certificates. The Consortium will use Labor Market data, employer needs, student feedback and regional demographics to guide the development of new programs and partnerships opportunities. Current key partners, such as Goodwill Industries, Department of Rehabilitation, Workforce Resource Center, and Vocational Training Center offer classes, case management, support services and/or paid internship opportunities. The Consortium will review programs, wrap around services, and develop course work and certifications for vocational skills training, retaining employment, and advancing in current employment.



LASCC basic computer class

Table 2. Regional Service Providers

Provider Name	Provider Type	Program Areas								If other, provide a brief description of services provided
		ABE	ASE	ESL	CTE	AWD	WR	PA	ACS	
Lompoc Adult School and Career Center	Adult School	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	Adult School, student services					
Allan Hancock College	Noncredit	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	Community College Noncredit, student services					
Allan Hancock College	Credit			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Pathway to credit, CTE, student services
TriCounty Regional Center	Organization					<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			Referral, student support services, paid work readiness internship program
Workforce Resource Center (WRC)	Employment						<input checked="" type="checkbox"/>			Referral, job info, resources, WIOA services, internships, youth programs
Department of Rehabilitation	Employment					<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			Career guidance, case management, job placement, paid internships
Migrant Head Start	Educational								<input checked="" type="checkbox"/>	Parent education workshops/seminars
Community Action Commission	Organization								<input checked="" type="checkbox"/>	Family support services, Academic Parenting Program, Head Start
Public Libraries	Educational			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	Computer literacy, ESL, Literacy
Dept. of Immigration	Gov. Agency									Immigration information, referrals
Employment Dev. Dept.	Gov. Agency						<input checked="" type="checkbox"/>			Job Information, referrals
PathPoint	Employment					<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			AWD career readiness, internships
Dept. of Social Services	Gov. Agency						<input checked="" type="checkbox"/>			Career readiness
VTC/LOVARC	Employment					<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			AWD career readiness, internships
High School Districts	Educational	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					Referrals, pathway development
Achievement House	Employment					<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			AWD career readiness, internships
Blue Sky Center	Organization				<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>			Economic Development Organization
Beyond Incarceration Greater Education	Organization						<input checked="" type="checkbox"/>			Referrals, student services, reentry
Probation Department	Law	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>			Case management, career readiness
Importa Santa Barbara	Organization			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>			Referrals, immigration workshops

Provider Name	Provider Type	Program Areas								If other, provide a brief description of services provided
		ABE	ASE	ESL	CTE	AWD	WR	PA	ACS	
CAUSE	Organization									Immigrant, farmworker rights workshop
Community Solutions Inc.	Organization		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>			Case management, support services
Center for Employment	Organization				<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>			Fee based CTE programs
Housing Authority of SB	Housing			<input checked="" type="checkbox"/>						Case management, support services
SB County ROP	Employment				<input checked="" type="checkbox"/>					CTE programs
Transitions Mental Health	Organization					<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			AWD career readiness, internships
Central Coast Literacy	Educational		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>	Literacy
Thrive Guadalupe	Organization						<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	case management, parent, career
Hayward Lumber	Employment				<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>			Paid internship program
Department of Social	Organization						<input checked="" type="checkbox"/>			Case management, support services
Santa Maria Humane	Organization				<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>			Internship program
SM Boys & Girls Club	Recreational								<input checked="" type="checkbox"/>	
American GI Forum	Organization									Makes available internet and computers
Goodwill Industries	Organization					<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			Paid internships, career readiness, job placements, training
Independent Living Resource Center	Organization					<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			Support services, case management, internships
AmeriCorp	Organization				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			Paid internships, career readiness
Chamber of Commerce	Organization						<input checked="" type="checkbox"/>			Workshops, job fairs
Parent Institute for Quality Education	Organization								<input checked="" type="checkbox"/>	
Halsell Builders	Employment				<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		Advisory and work-based learning
Catholic Charities	Organization	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						Support services
City: Santa Maria/Lompoc	Gov. Agency						<input checked="" type="checkbox"/>			Job information, job fairs
Workforce Development Board	Gov. Agency						<input checked="" type="checkbox"/>			Job information, employer resources
Lompoc Valley Medical	Employment				<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>			Advisory group, medical CTE path

Regional Alignment of Adult Education Programs

To better align regional Adult Education services, other agency regional planning efforts serve as reference and guidance as the consortium plans program development. As an example the South Central Coast Regional Consortium’s Three Year Strategic Plan and resources are tools used to review regional priorities based on Labor Market data.

2.3 Community Need and Customers

The estimated adult population of the NSBC Consortium region is approximately 165,968 people and expected to increase by 3.3% through 2020¹. Santa Maria is listed as a top city in the South Central Coast Region that leads in year-over absolute growth at 1,460 new residents. Regional demographic data compiled in 2019 by the California Adult Education Program (CAEP)², shows that the Consortium ranks in the top ten consortia, with the highest percent of adults achieving less than a high school diploma. The region’s 26% of adults without a high school diploma well surpasses the statewide 8%. The region also ranks in the top ten of State consortia with the highest percent of adults (23%) living at or near poverty. When compared to the statewide average of 12.3%, adults living in poverty is another data point that highlights the extent of the need for adult education in the region.

According to the State’s CAEP regional demographic data, English language learners and adults without a high school diploma make up the largest single sectors of Northern Santa Barbara County potential adult education population (27% and 26% respectively). In addition, when combining the underemployed population and those potentially benefiting from upskilling, specifically looking at the sectors of some to no college, the potential adult education population increases by an additional 57%.

Table 3: Regional Demographics vs. State and National averages.

Northern Santa Barbara County Adult Education Consortium Regional Demographics <i>Source: California Adult Education Program</i>						
Population 18 and over	Less than HS diploma	HS diploma or Equivalent	Some college, no degree	Unemployed	At or below poverty level	Speaks English less than “very well”
165,968	26%	22%	35%	4.9%	23%	27%
California	17%	22%	32%	4.3% ³	11%	19%
National	8%	26%	16%	3.8%	12.3%⁴	7.7%

¹ South Central Coast Regional Consortium

² California Adult Education Regional Demographic FACT SHEETS

³ United States Department of Labor

⁴ Census.gov

The percentage of regional population who speak English less than “very well” is at 27%, much higher than both the national and state statistic, showcasing our region’s need for adult education, especially in the area of English as a Second Language.

The State’s community data for the region documents the area’s poverty level. While the State used federal poverty level standard (2019: \$25,100 for family of four), other data available reveals a deeper issue. United Ways of California periodically studies the “real cost” of living in California, county by county, using a set of common family expenses (housing, food, health care, transportation, child- care, taxes/credits, etc.). Using this set of expenses, which takes into account the various costs of housing across the state, United Ways of California learned that it takes \$77,579 for a family of four to live in Santa Barbara County. In its latest report, *Struggling to Stay Afloat: the Real Cost Measure in California 2018*, thirty-seven percent of the total 41,171 Santa Barbara County households are shown as below the “real cost measure” of the \$77,579 it takes to live in the county, and ninety-seven percent of those households have at least one working adult. So, while the county poverty level may be at nine percent, those “struggling to stay afloat” countywide make up thirty-seven percent of the population, with an even greater percentage of those likely living in North County where, in certain pockets, housing is less expensive.

Table 4: The Real Cost Measure in California

Santa Barbara County <i>Source: United Ways of California, “Struggling to Stay Afloat: The Real Cost Measure in California 2018”</i>		
Total Households Below Real Cost Measure	Percent of Households Below Real Cost Measure	% of Households below RCM/ at least 1 working adult
41,171	37%	97%

While Santa Barbara County’s most recent unemployment figures (preliminary figures for March 2019) show the county at 4.9% unemployment and this is in line with the rest of California, the U.S. as a whole is growing jobs faster. More importantly, what the county figures don’t portray is that parts of the Northern Santa Barbara County Consortium area show concerning trends, considering the robust nature of the economy elsewhere.

Table 5: Labor Market Information

Santa Barbara County Unemployment		
Source: California Employment Development Dept. Labor Market Information Division		
	Mar 2019 (Preliminary)	Mar 2018
SB County	4.9%	4.6%
California	4.6%	4.4%
U.S.	3.9%	4.1%

¹Four percent unemployment is average in Consortium region, but figure is higher in particular areas of the region

While countywide the March 2019 unemployment is 4.9%, and two sectors of the Consortium area are at 1.7% and 3% (Buellton and Solvang, respectively), other North County areas are not doing nearly so well.

Lompoc unemployment is at 6.3% and Santa Maria's is at 9.4%, despite a thriving U.S. economy.

In its key findings, the *2018 Santa Barbara County Workforce Development*

Board's Industry, Economic & Workforce Research report points out numerous County challenges, many of which are more prominent in North County:

- The industry clusters providing largest employment are food, beverage & agriculture, and tourism/hospitality, clusters providing mostly tier 3 employment characterized by job volatility and low pay
- Tier 3 jobs have been growing faster than Tier 1 and 2 jobs since 2010
- Automation and technology will lead to continued job loss in certain occupations, requiring new skills and training for other industries/occupations
- Low educational attainment in North County (North and Central regions in report) mean lower-paying jobs and limitations in moving up in career pathways

Opportunities identified in the report which are relevant to adult education included:

- Development of career pathways around the higher paying industry clusters (although two of the suggested industry focus area of IT, Biotech, Healthcare are nearly non-

Santa Barbara County Labor Force Data by City

	LABOR FORCE	EMPLOYMENT	UNEMPLOYMENT	UNEMPLOYMENT RATE
BUELLTON	2,800	2,700	0	1.7%
CARPINTERIA	7,500	7,200	400	5.0%
GOLETA	17,300	16,800	500	2.6%
GUADALUPE	3,200	3,100	100	4.3%
LOMPOC	17,800	16,600	1,100	6.3%
SANTA BARBARA	50,700	49,500	1,200	2.5%
SANTA MARIA	51,100	46,200	4,800	9.4%
SOLVANG	3,100	3,000	100	3.0%

NOTES: Data may not add due to rounding.

All unemployment rates shown are calculated on unrounded data.

[March 2019 Unemployment for Northern Santa Barbara County cities. Source: EDD, Labor Market Information Division](#)

existent in North County, with only about 3.5 percent of county innovation jobs are in North County)

- Increase in educational attainment

Education challenges in the Consortium region are staggering.

Most all schools in the Consortium area are designated Title I institutions. At Allan Hancock College, a federally-designated Hispanic-serving Institution, over 60% of entering college students do not read at high school level.

A part of this issue is the fact that there is a significant presence of indigenous farmworkers in Northern Santa Barbara County. According to *California's Indigenous Farmworkers*, a 2010 report for the California Endowment, there could be over 25,000 indigenous farmworkers and their families living in North County, mostly in Santa Maria. The report estimated that seventeen percent of the estimated 165,000 indigenous people in California resided in Santa Maria, making the city the second largest concentration of indigenous peoples in California, after the Fresno-Madera area. Education obstacles facing indigenous workers are significant, with a National Agricultural Workers' Survey indicating that this population is generally younger and poorer and has less education and less English and Spanish language skill than other immigrants from Mexico.

Table 6: High School Districts Standard Not Met

Northern Santa Barbara County High School Districts "Standard Not Met": 2016-2017 CAASPP Test Results Grade 11 English <i>Source: CA Department of Education</i>			
Santa Maria Joint Union HS District	Lompoc Unified School District	Santa Ynez Valley Union HS District	Orcutt Union School District
58%	47%	27%	18%

In addition, residents contend with rising housing costs and employers surveyed report greater difficulty in finding and retaining qualified employees. The 2018 Workforce Development Board Industry, Economic, and Workforce Research report found that only 35% of employers rated the County positively in terms of being a good place to start a new business. Report authors explained, "These low ratings show...employers reporting the highest level of dissatisfaction for the employers' ability to recruit experienced, high-level talent, and to find qualified and competent entry-to-mid-level workers."

The Consortium's Three-Year Plan goals and strategies were designed to align with the Consortium's vision and mission, as well as the AEBG Student Progress Framework.

They address the “Connection, Entry, Progress and Completion” elements of the Framework, and reflect milestones in the student journey (engagement, measurable progress, transition, completion and outcome). Basic skills, English language skills, and attainment of a high school diploma or equivalent are essential needs in the Consortium region, with Career Technical Education (CTE) also imperative.

2.4 Identifying Goals and Strategies

During an initial planning session, the Consortium reviewed its original vision and mission statements. Refinements were made, with consensus built around the following, better reflecting the Consortium perspective as a whole:

Vision: *The Northern Santa Barbara County Adult Education Consortium is a collaboration providing programs and support to assist adults in reaching academic and career goals.*

Mission: *To provide adults the academic and career skills necessary to foster opportunities for a living wage, a high quality of life and productive community involvement.*

Consortium members collaborated on data analysis of occupational projections relevant to adult education programs, programs/coursework at each institution, gaps in program and course offerings, and Consortium administrative and collaboration obstacles.

Consortium Gaps were identified by analyzing the community data of those 25 and older against existing programs:

- *27% have less than a high school diploma*
 - Need for more ABE (basic skills) offerings than currently being delivered
 - Increase in High School Diploma (HSD) offerings needed
 - Enhancement of High School Equivalent (HSE) programs to foster more completions
 - Infrastructure support required for identified gaps
- *27% speak English less than “very well”*
 - Provision of English language literacy offerings in more convenient sites
- *9% living in poverty (Fed Standard), 37% struggling (United Ways of CA standard), 9.4% unemployment in Santa Maria and 6.3% in Lompoc (EDD LMID)*
 - Shortage of programs aligned with student interests, regional employment opportunities and State occupational projections
 - Need for more pre-apprenticeship, CTE and other programs

Consortium members also identified challenging infrastructure gaps important in addressing the program and coursework gaps:

- Funding, space availability and instructor needs for increased offerings in all CAEP areas
- Data, metrics and progress monitoring
- Consortium governance policy review
- Assess marketing opportunities for consortium

Figure 1. Logic Model #1

Goal Statement: Increase number of students enrolled by adult education programs in the region

Our overall direction and focus for the program cycle relative to the target populations and problems we seek to address

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
<i>In order to accomplish our set of activities we will need the following:</i>	<i>In order to address our problem or asset we will accomplish the following activities:</i>	<i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i>	<i>We expect that if accomplished these activities will lead to the following changes in the next year</i>	<i>We expect that if accomplished these activities will lead to the following changes in 1-3 years</i>	<i>We expect that if accomplished these activities will lead to the following changes in 3-5 years</i>
Inputs needed: Analyze student survey data Costs and CAEP Funding Other funding opportunities Faculty/Staff and salaries/benefits Partners/Consultants Staff/Faculty collaborations Marketing Times materials technology Partners Training Space	Activity 1.1: <i>Expand/create program offerings and certification programs to address gaps that align with student needs and student interests.</i>	Additional course offerings, programs, certifications	1-3% increase in student enrollment over baseline 2017-2018	3-5% increase in student enrollment over baseline 2017-2018	5-8% increase in student enrollment over baseline 2017-2018
	Activity 1.2: <i>Enhance marketing/outreach effort to attract more students</i>	Development and implementation of new, enhanced marketing /outreach plan	Baseline survey/analysis of enrollment “walk-ins” (source of referral, etc.)	Enhanced marketing plan/strategies identified from enrollee survey analysis	Evidence of marketing impact through enrollment growth
	Activity 1.3: <i>Leverage partnerships to enhance program offerings, attract students</i>	Robust Consortium Connections map	Improve and Increase in AEP-aligned partnerships 1-3% over baseline number 2017-2018	5% increase in AEP-aligned strategic partnerships over baseline number 2017-2018	Enhance partnerships as evidenced by enrollment increase connected to a tracking system for partnership student referrals
Assumptions				External Factors	
Manageable enrollment fluctuations, Sustainability or increase in funding, Ability to accurately track Consortium student enrollment, completion, etc.				Stability of economy Changing demographics Potential partner willingness to collaborate	
SMART Progress Indicator 1: By June 2022, we will increase class and program enrollment by 1-3% as measured by baseline 2017-2018.					

Figure 2. Logic Model #2

Goal Statement: Enhance student employment readiness and career opportunity

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
<i>In order to accomplish our set of activities we will need the following:</i>	<i>In order to address our problem or asset we will accomplish the following activities:</i>	<i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i>	<i>We expect that if accomplished these activities will lead to the following changes in the next year</i>	<i>We expect that if accomplished these activities will lead to the following changes in 1-3 years</i>	<i>We expect that if accomplished these activities will lead to the following changes in 3-5 years</i>
CAEP funding requirements Other funding opportunities Faculty/staff and salaries/benefits Materials/curriculum Technology Partners/consultants Training/professional development Facilities	<i>Activity 2.1: Analyze and monitor labor market information to identify potential student opportunities</i>	Analysis of local, regional, state labor market data for potential employment and career opportunities	Prioritization of program development, enhancement based on labor market data	Implementation of certification programs, / pathways aligned with labor market data	Increase in percentage of students obtaining certification and/or employment gains
Data analysis and tools Staff/faculty collaboration Marketing	<i>Activity 2.2: Increase alignment between program and course offerings and student, community and employer needs</i>	Identification of career pathways aligning with student, community and employer needs.	Identification of local employers aligned with regional need documented in local labor market data	Enhanced program relevancy through solicitation of skill needs input from target local/regional employers	Increase in active participation of employers in development and implementation of adult career pathway programs
	<i>Activity 2.3: Increase course and program completion rates by aligning and leveraging Consortium resources and partnerships</i>	Greater number of student course and program completions over baseline	Identification of strategies and intake processes to inform students and attract engagement in programs and pathways	Identification and implementation of strategies to retain students and increase completion rates and student success	Increase in student transitions to credit coursework, work, or other goals
Assumptions			External Factors		
Manageable enrollment fluctuations, Sustainability or increase in funding, Ability to accurately track Consortium student enrollment, completion, etc.			Stability of economy Changing demographics Potential partner willingness to collaborate		
SMART Progress Indicator 2: By June 2022, we will increase CAEP-aligned partnerships and student participation in the following: employment readiness training and high school equivalency/diploma by 1-3% as measured by baseline 2017-2018..					

Figure 3. Logic Model #3

Goal Statement: Improve Consortium’s administrative and program effectiveness

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
<i>In order to accomplish our set of activities we will need the following:</i>	<i>In order to address our problem or asset we will accomplish the following activities:</i>	<i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i>	<i>We expect that if accomplished these activities will lead to the following changes in the next year</i>	<i>We expect that if accomplished these activities will lead to the following changes in 1-3 years</i>	<i>We expect that if accomplished these activities will lead to the following changes in 3-5 years</i>
CAEP funding requirements CAEP allowable expenditures Governance document Review of similar-size, funded consortia	<i>Activity 3.1: Refine and formalize Northern Santa Barbara County Consortium governance document</i>	Revised governance document outlining Consortium policies, procedures, practices	Drafting and adoption of revised governance document	Annual review of governance compliance	Comprehensive program review of Consortium/governance structure
	<i>Activity 3.2: Enhance Consortium professional development opportunities for instructors and staff</i>	Develop a deeper and broader understanding of how Adult Ed. Is funded, structured, delivered, and evaluated	Identification of relevant, high-priority strategic professional development	Mid-Term: Creation of a schedule of professional development	Evaluation of impact and identification of next steps in professional development
	<i>Activity 3.3: Increase Consortium partnerships to leverage funding and resource opportunities</i>	Stronger and more established community partnerships	Regularly scheduled community stakeholder meetings	Ongoing engagement with CBOs, invited to have a seat at the table	Formation of an advisory council for the consortium
	<i>Activity 3.4: Address sustainability by Identifying and leveraging new adult education funding sources</i>	Develop a strategic plan to identify economies of scale across regional partnership and resources	Implement strategies to leverage existing resources and identify new funding sources	Add strategies to the strategic plan	Reevaluation of strategies to align to current funding streams
Assumptions				External Factors	
Manageable enrollment fluctuations, Sustainability or increase in funding, Ability to accurately track Consortium student enrollment, completion, etc.				Stability of economy, Changing demographics Potential partner willingness to collaborate	
SMART Progress Indicator 3: By June 2022, perform a Governance review, make update recommendations, and create a professional development schedule.					

2.5 Piloting and Implementation

The “Piloting and Implementation Guidelines” will be applied to the following strategies.

To meet the goals identified in this plan, the following strategies will be implemented by the Consortium Leadership:

1. Review student data and practices from other consortia to inform next steps. Review successes from other consortia to identify new elements to be considered. Create a timeline for implementation to achieve outcome by 2022 deadline.

The Consortium leadership will determine the best collaborative method for implementation. Reaching out to other consortia will allow the consortium to draw from successful models and bring in new methods that lead to success.

2. Create and review partnership map/template for consortium, indicating methods for expanding partnerships in needed areas as well as increasing student enrollments in career and diploma/HSD classes. Create a calendar of actions and outcomes to ensure timely completion pursuant to the 3 Year Plan.

The consortium will implement this strategy in order to meet the goal of increasing partnerships and increasing student enrollments in High School Diploma/Equivalency programs. Implementation of new processes will be geared to help increase enrollments and accelerate student completions.

3. Identify governance elements that would support effective administration. Evaluate other consortia governance to identify desirable practices as well as professional development schedules. Analysis of findings and will lead to a draft of revised governance/policies and training to meet a 2022 deadline.

Strategies will assist the consortium with improving its effectiveness supporting all program areas. Identifying professional development to build staff capacity and impact student learning will have a measurable benefit on programming outcomes and student learning.

Piloting and Implementation Guidelines

Alignment with the CAEP seven programs

Alignment with Consortium’s Community Data

Alignment with labor market information data

Program development to include creation of measurable program outcomes and metrics

Program implementation to include monitoring of progress against metrics

Program to include evaluation strategy

Appendices

A: 2018 Santa Barbara County Workforce Development Board: Industry, Economic & Workforce Research

<http://www.sbcwdb.org/uploadedFiles/wib/resources/SBWDB%202018%20Report%20Final.pdf>

B: 2016 South Central Coast Regional Consortium

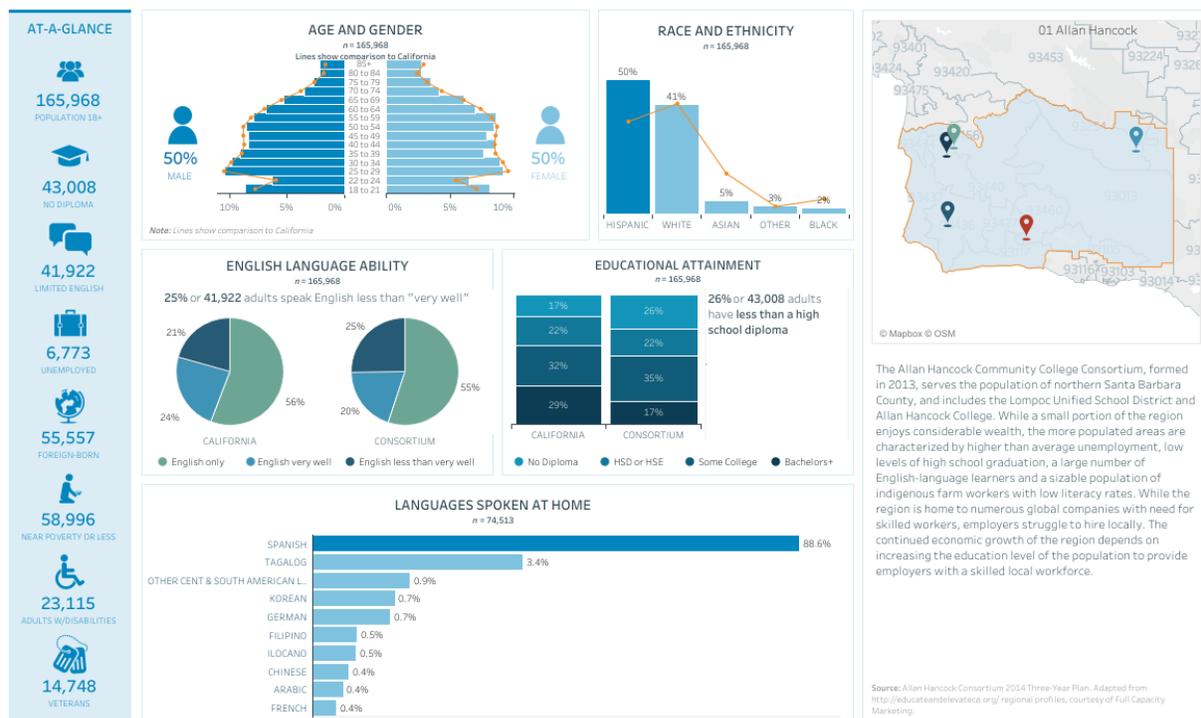
http://www.sccrcolleges.org/images/documents/swp/SCCRC_3-Year_Strategic_Plan_FINAL.pdf

C: California Adult Education Program Fact Sheet –No Santa Barbara County region

<https://caladulthood.org/2019FactSheets>

Regional Demographics ²

01 ALLAN HANCOCK COLLEGE CONSORTIUM



Looking for Student Progress data? Access to the LaunchBoard Adult Education Data Pipeline is now open to the public, meaning that any consortium member, regardless of whether its institution has an MOU with CalPASS, can access consortium- or institution-level data for planning and program improvement.

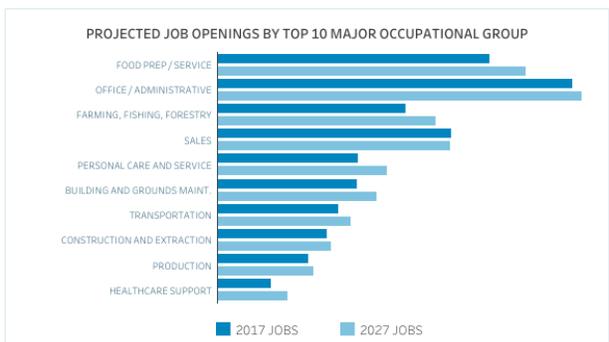
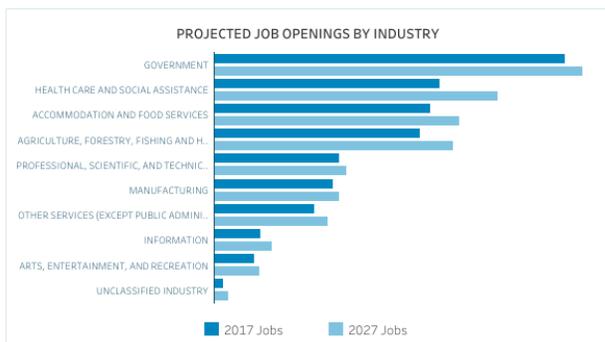
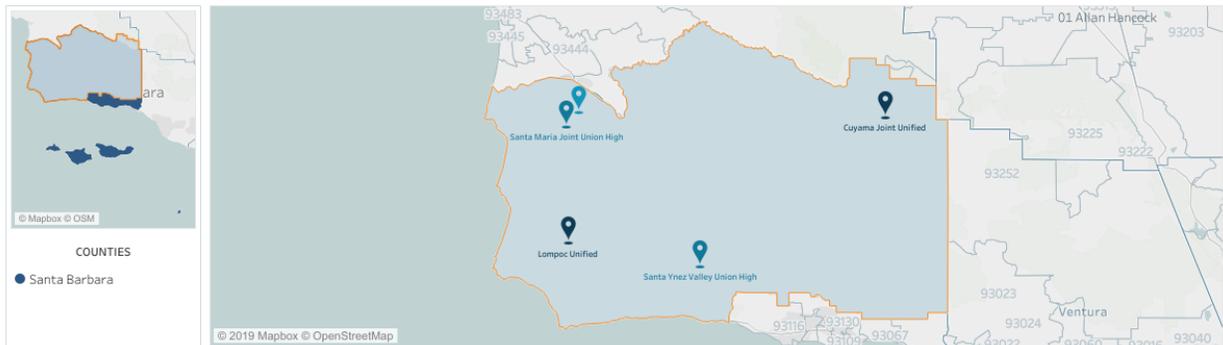


LaunchBoard Adult Education Data Pipeline

Source: U.S. Census, 2013 - 2017 American Community Survey Public Use Microdata Sample (PUMS).

Labor Market Outlook

01 ALLAN HANCOCK COLLEGE CONSORTIUM



Typical Entry Level Education: All	Typical On The Job Training: All	Work Experience Required: All	MEDIAN HOURLY WAGES: 0 to 94.14964482 and Null values
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TOP 10 OCCUPATIONS WITH THE MOST JOB OPENINGS

SOC	DESCRIPTION	TOTAL JOB OPENINGS	MEDIAN HOURLY WAGES	MEDIAN ANNUAL WAGES
35-3021	COMBINED FOOD PREPARATION AND SERVICE	10,494	\$11.55	24,026
35-3031	WAITERS AND WAITRESSES	9,193	\$12.01	24,973
37-2011	JANITORS AND CLEANERS	4,825	\$13.93	28,984
37-2012	MAIDS AND HOUSEKEEPING CLEANERS	6,315	\$11.95	24,866
37-3011	LANDSCAPING AND GROUNDSKEEPING WORKE...	4,600	\$13.20	27,456
39-9021	PERSONAL CARE AIDES	9,379	\$11.52	23,967
41-2011	CASHIERS	9,528	\$11.72	24,382
41-2031	RETAIL SALESPERSONS	8,023	\$12.09	25,155
43-9061	OFFICE CLERKS, GENERAL	7,191	\$16.31	33,923
45-2092	FARMWORKERS AND LABORERS, CROP, NURSE...	22,403	\$11.55	24,027

TOP 10 FASTEST GROWING OCCUPATIONS

SOC	DESCRIPTION	2017 JOBS	2017-2027 CHANGE	2027 JOBS	MEDIAN HOURLY WAGES	MEDIAN ANNUAL WAGES
39-9021	PERSONAL CARE AIDES	552,622	261,988	814,610	\$12.75	26,511
31-1014	NURSING ASSISTANTS	103,345	27,682	131,054	\$22.39	46,578
21-1093	SOCIAL AND HUMAN SERVICE ASSISTANTS	58,419	14,598	73,017	\$29.52	61,401
31-1011	HOME HEALTH AIDES	31,461	35,789	67,329	\$14.99	31,175
49-9051	ELECTRICAL POWER-LINE INSTALLERS AND REPAIRERS	7,250	1,979	9,263	\$57.12	118,811
31-2021	PHYSICAL THERAPIST ASSISTANTS	5,114	2,596	7,710	\$38.49	80,063
47-2231	SOLAR PHOTOVOLTAIC INSTALLERS	4,224	4,024	8,286	\$26.49	55,109
47-3015	HELPERS—PIPELAYERS, PLUMBERS, PIPEFITTERS, AND..	3,026	1,347	4,411	\$25.29	52,601
31-2011	OCCUPATIONAL THERAPY ASSISTANTS	1,955	1,135	3,209	\$40.30	83,832
29-2099	HEALTH TECHNOLOGISTS AND TECHNICIANS, ALL OTH..	24,221	9,010	33,231	\$37.56	78,130

Measuring Poverty

For many, the Federal Poverty Level (FPL) has become increasingly problematic and outdated as a measure of income adequacy. The most significant shortcoming of the official poverty measure (OPM) is that for most families, in most places, the poverty level is simply too low. While the Standard changes by family type to account for the increase in costs specific to the type of family member—whether this person is an adult or child, and for children, by age—the Federal Poverty Guideline (FPG) increases by a constant \$4,160 for each additional family member and therefore does not adequately account for the real costs of meeting basic needs.

SELF-SUFFICIENCY STANDARD AND FEDERAL POVERTY LEVELS FOR SELECT FAMILIES



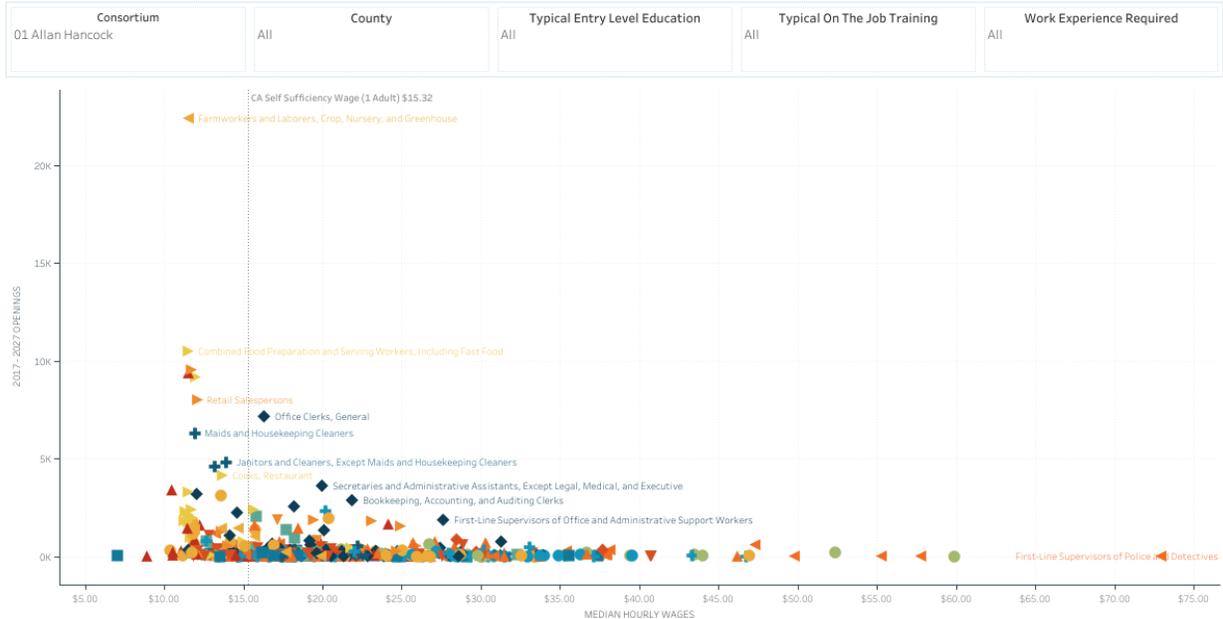
Family Type	Self-Sufficiency Standard	Federal Poverty Level
1 Adult	\$11.11	\$7.91
1 Adult, 1 preschooler	\$22.09	\$9.99
1 Adult, 1 preschooler, 1 school-aged c..	\$28.10	\$9.99
2 Adults, 1 preschooler, 1 school-aged c..	\$32.31	\$12.07

The Self-Sufficiency Standard was developed to more accurately reflect the income needed to meet basic needs—including housing, food, child care, health care, transportation and taxes. The figure above shows that the income needed to meet basic needs is **often far above the OPM**, indicating that families can have incomes above the federal poverty measure and yet lack sufficient resources to adequately meet their basic needs.

Source: <http://www.selfsufficiencystandard.org/>

Explore how occupations and wages compare to the California Self-Sufficiency Standard

Job Openings 2017 - 2027 by Median Hourly Wage



OCCUPATIONS WITH THE MOST JOB OPENINGS 2017-2027



Regional demographic data provided by AEP • Census Reporter (<https://censusreporter.org/>) • AEP Webinar on Community Asset Mapping (<https://caladulthood.org/DownloadFile/355>) • LMI Reports, Supply and Demand Tools from the Centers of Excellence • Data reports from district / agency student information systems (SIS) • LaunchBoard data tables for consortia outcomes

D: *Struggling to Stay Afloat: the Real Cost Measure in California 2018*) – Santa Barbara County



The Real Cost Measure in California

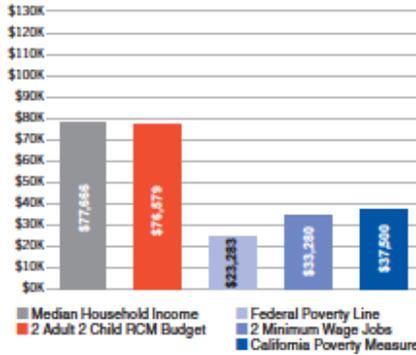
Santa Barbara

The Real Cost Measure (RCM) estimates the amount of income required to meet basic needs (the "Real Cost Budget") for a given household type in a specific community. The Real Cost Measure builds a bare-bones budget that reflects constrained yet reasonable choices for essential expenses: housing, food, transportation, health care, taxes and child care.

Total Households Below Real Cost Measure	Percent of Households Below Real Cost Measure	Percent of Households below Real Cost Measure Which Have at Least One Working Adult
41,171	37%	97%

2016 Annual County Income Comparison

(Based on a household of 2 adults, 1 infant and 1 school-age child)



Three Real Cost Budgets for the County

	1 Adult	2 Adults	2 Adults, 1 Infant, 1 School-Age Child
Housing	12,780	14,712	17,412
Food	3,348	6,684	13,428
Health care	2,160	4,308	8,628
Transportation	4,944	9,900	9,900
Child care (net)	0	0	17,088
Miscellaneous	2,328	3,564	6,648
Taxes/Credits	1,288	1,454	3,475
Final Budget	\$26,845	\$40,622	\$76,579

The Real Cost Measure in Santa Barbara

Households of color struggle disproportionately...

- Across the state, African Americans and Latinos have a disproportionate number of households with incomes below the Standard. In this area, of the 41,171 households below the Real Cost Measure, 22,117 are Latino.

Families with children face a larger barrier to economic security.

- 68% of households with children under six struggle, a rate nearly twice that of the rest of the county.
- Single mothers are most likely to struggle. 77% percent in the county are below the Real Cost Measure.

Families work, but don't earn enough...

- 97% of households below RCM have at least one working adult.
- 75% of heads of household who work are employed full time and year round.
- A family of four (2 adults, one infant, one school age child) would need to hold more than 3 full time, minimum-wage jobs to achieve economic security.

High housing costs are a major challenge for struggling households...

- 43% of all households in the county spend more than 30% of their income on housing.

Education	% Below RCM
Less than High School	78%
High School Diploma	48%
Some College/Vocational	39%
College Degree or Higher	17%

Household Type	% Below RCM
Single Mother	77%
Seniors	32%
Married Couple	32%
Informal Family	33%

Race/Ethnicity	% Below RCM
Latino	59%
African American	45%
Asian American	29%
White	25%

Citizenship/Nativity	% Below RCM
Foreign Born, Non-Citizen	68%
Foreign Born, Naturalized	38%
U.S.-Born Citizen	29%

Data drawn from *Struggling to Stay Afloat: The Real Cost Measure in California 2018* by United Ways of California in partnership with B3 Consults. For the full report go to <http://unitedwaysca.org/realcost>.