

YR 6 2020 – 2021 CAEP Santa Barbara Adult Education Consortium Request for Proposal Application for Noncredit Adult Education Funds

The Santa Barbara Adult Education Consortium (SBAEC) allocation for the Year-6 grant cycle is \$832,637.00. All awardees are expected to expend funds no later than September 1, 2022. The Consortium has historically awarded 70% or more of its total funding to programs. In 2019-2020, award allocations ranged between \$30,000.00 -- \$75,000.00.

THIS APPLICATION IS DUE NO LATER THAN NOON, OCTOBER 22, 2020.

A comprehensive and competitive Request for Proposal submission will align with the California Adult Education Program (CAEP) grant and the Consortium's goals and objectives set forth below.

The Statewide CAEP targets programs in areas with a focus on economic mobility and include:

- (1) Programs in elementary and secondary basic skills, including programs leading to a high school diploma or high school equivalency certificate;
- (2) Programs for immigrants eligible for educational services in citizenship, English as a second language, and workforce preparation;
- (3) Programs for adults, including but not limited to older adults that are primarily related to entry or reentry into the workforce;
- (4) Programs for adults with disabilities;
- (5) Programs in career technical education that are short term in nature and have high employment potential;
- (6) Programs offering pre-apprenticeship training activities conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards for the occupation and geographic area;
- (7) Programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school

Newly Added Statewide CAEP goals and initiatives Consortia need to address:

- (8) COVID-19 Response: Address distance learning and ensure continued educational support for adult learners, faculty, and staff;
- (9) Potential Budget Reductions: How consortia are being strategic and responsive to the changes in the economy and to the impacts on adult education programs and its students;
- (10) Systemic Racial Injustices: How consortium plan to examine the issue of their role in addressing systemic racial injustices within their membership, partners and programs.

The overarching Santa Barbara Adult Education Consortium's 3-year plan goals are the following:

- (1) 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;
- (2) 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;
- (3) To continue refining programs and services for students in alignment with Statewide initiatives;
 - (4) To provide awareness of educational offerings and training options available through a robust local marketing campaign;
 - (5) 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;
 - (6) Where needed, to support partners that specialize in job placement, apprenticeship, internship, and job coaching.

The Santa Barbara Adult Education Consortium's primary goals for upcoming the 2020-2021 year are the following:

- (1) Continue to support our noncredit faculty in building pathways to credit for existing and new CAEP programs;
- (2) Support new activity resulting from AB705 implementation (focused on mathematics, English, and ESL);
- (3) Develop a Noncredit Data Collection task force/workgroup that is committed to the collection of accurate data and analytics for all CAEP programs and services;
- (4) Continue to partner with the local Santa Barbara Workforce One-Stop operator and other agencies for career training initiatives;
- (5) Continue to cross-pollinate CAEP initiatives with WIOA, Guided Pathways, Vision for Success, and Strong Workforce initiatives;
- (6) Continue to support our existing SBCC programs that are aligned with the CAEP initiatives.
- (7) Support distance learning (live videoconferencing) initiatives and provide, where feasible, professional development training for faculty and staff in CAEP program areas.
- (8) Develop a strategic plan that addresses systemic racial injustices within our membership, partners and programs.
- (9) Collaborate with local Workforce to increase Adult Learner support systems (housing, foodbank resources, and public assistance programs).

Based on the 2019 SBCC School of Extended Learning Economic and Workforce Gap Analysis for Adult Education Regional report, the Consortium's focus for the 2020-2021 selection of programs will need 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) Noncredit Adult High School/GED
- (4) Noncredit English as a Second Language
- (5) Noncredit Adults with Disabilities
- (6) To ensure students can navigate through the SBCC system from noncredit to credit, the Consortium also identified the need for a robust Student Support Services program to help students plan their educational and vocational objectives.
- (7) Support new activity to support distance learning and ensuring continued educational support for adult learners, faculty, and staff in response to COVID-19;

(8) Develop a strategic plan that addresses systemic racial injustices within our membership, partners and programs.

CAEP Fiscal Regulation for all Independent Contractors and External Partners:

(1) Indirect, for Profit, or Fringe Benefits are not allowable expenses and cannot be reimbursed.

(2) All Independent Contractors and External Partners must submit invoices to the CAEP Coordinator for reimbursement.

(3) All external (non-SBCC) CAEP programs will receive two--three payments based on the timeline for completion as stated on the Activity Chart.

Data Collection for all CAEP Programs and Partners:

(1) All external (non-SBCC) CAEP programs must use the CASAS TopsPro Enterprise platform to electronically collect student data and participation and data points required by the State;

(2) All data collection must be collected on a quarterly basis.

Key Performance Indicators:

As stated in the Consortium's 2019-2021 Three-Year Plan, the Consortium adopts the following key performance indicators related to the allowable program areas and will use these indicators as part of the rubric in selecting programs:

1. Programs in elementary and secondary basic skills

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.

2. Programs for immigrants and English as a Second Language

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.

3. Adults Entering or Re-entering the Workforce 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.

4. Adults who assist secondary school students

Measure results of a pilot program with our community library partners to understand the value and number of students served.

5. Programs for Adults with Disabilities

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.

6. Programs in Short-Term CTE

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.

7. Programs offering Pre-apprenticeship Training activities

Explore the possibility of coordinating with a formal apprenticeship program in

Construction Technology, leveraging our piloted Pre-apprenticeship activities in this department.

* Required

I have reviewed the 2019-2022 CAEP Three-Year Plan and 2020-2021 Annual Plan and attest that this proposal is in alignment with Consortium's current goals and objectives.

YES (JC – Jeanette Chian)

Are you an existing 2018/19, 2019/20 CAEP funding awardee? YES (JC)

Program Name: SBCC Career Skills Institute: CSI, Jail, and Bilingual Computer Skills

Primary Contact Name: Jeanette Chian

Primary Contact Email: jchianbrooks@sbcc.edu

Primary Contact Phone: (805) 252-8601

Applicable Noncredit Program Area:

Adults in the Workforce,
Short-Term CTE/Programs in Pre-Apprenticeship,
Adults with Disabilities (though not seeking funding in this area)

Program Name:

SBCC Career Skills Institute: CSI, Jail, and Bilingual Computer Skills

1. Executive Summary: Please provide an executive summary of your proposed plan (to include overarching goals and outcomes) to create new programs or expand existing programs in one of the areas identified above. *

In September 2015, Santa Barbara City College (SBCC) launched the "Career Skills Institute" (CSI), a series of short courses that provide training to obtain a job or advance in one's career. These courses allow students to earn both a noncredit certificate of completion and a digital badge, the electronic representation of the paper certificate. These digital badges signify skills attainment in four areas: business communication, design, technology skills (including bilingual computer skills), and career education. Badges can be posted on LinkedIn profile and prospective employers can click on / drill into the badge to find the courses completed and skills attained.

Thanks to the continued support of California Adult Education Program (CAEP), we continue to address adult education needs. In 2019-2020, CAEP funds were utilized for curriculum redesign and creation on at least 6 certificates including Advanced Green Gardener, Digital Image Management, and Microsoft (MS) Office Suite Levels 1, 2, and 3. The hard skills technology classes in particular were created to address local employee needs identified in the 2019 BW Research Report (See 'Justification' section for more information).

Gratefully CAEP also funded the curriculum creation for a new certificate for our recently or currently incarcerated students. In Summer I 2020, we ran Part 1 of the Transitions Nuts and Bolts certificate at the County Jail. The curriculum helps students to create and implement a career plan after a major life event such as incarceration, a veteran returning home, bankruptcy, etc. In 2019, SBCC presented its first ever certificates to 16 of our incarcerated students, a news-making ceremony backed by full support and attendance of Sheriff Brown and his senior staff. Students expressed the life-changing impact that CSI classes and teachers have made on their daily life in improving self-esteem, communication skills, and relationships with family members and inmates.

Recently our longtime bilingual computer skills courses were integrated into CSI's umbrella of courses. These courses can be taught in English or Spanish and are geared towards individuals whose dominant language is not English and who may have no prior computer experience. The goal of these classes is to help students obtain the technology skills needed for entry-level office work and/or to take other CSI computer classes primarily taught in English to continue developing technology skills. Thus this grant request will include CSI including at the Jail as well as bilingual computer classes.

Please note as all Career Skills Institute classes are designed either for employment elevation or transition to credit, that all of the above classes are targeted towards Adults in the Workforce.

CAREER SKILLS INSTITUTE COVID-19 RESPONSE

During COVID-19, all 40 Career Skills Institute instructors have received ZoomPro accounts, training on teaching via Zoom, Equity training as it relates to distance education, and training on how to create distance education addenda for classes they are teaching.

To date, SBCC's School of Extended Learning has distributed 200 chrome books and 80 hotspots, primarily for students in our Career Skills Institute / ESL / Adult High School / GED programs, as well as for instructors. Hotspot instructions are provided in both English and Spanish. As we no longer have in-person enrollment due to COVID-19, our Admissions team has an online fillable form and has recently introduced daytime and nighttime telephone hours for students who do not have access to a computer/internet and/or are unable to register online or via the fillable form.

During Fall 2020, CSI has 2 classes that will meet in-person as they meet the governor's requirement of being essential operation type functions: Medical Assistant and Emergency Medical Technician (EMT) Re-certification. Medical Assistant (MA) will be taught primarily via Zoom, with all students having already received an MA 'kit' before the term started including blood pressure cuff, glucose test strips, thermometers and Personal Protective Equipment (PPE) including a face shield, gown, and gloves.

Students are expected to zoom in wearing PPE (with hair pulled back and close toed shoes) as they need to learn the necessary competencies to become an MA in as real-life a scenario as possible. MA students will come to Wake Campus a 6-8 times during the term for in-person verification of skills attainment. Students will adhere to Santa

Barbara County and SBCC guidelines with respect to mask-wearing, social distancing, hand washing, pre-class temperature checks ,and / or any other regulations that may apply.

With EMT re-certification, the state requires that all 24 hours of re-certification hours occur in-person. There will be 3 cohorts of 10 students each in addition to 1 instructor and 3 aids. At any given time, 2 of the 3 cohorts will be outdoors and training will occur in a socially distanced manner. The third cohort would be in a large classroom and extensive cleaning via a cleaning 'fogger' will occur in between one cohort of 10 leaving a classroom and another cohort of 10 entering the classroom. Again students will adhere to Santa Barbara County and SBCC guidelines with respect to mask-wearing, social distancing, hand washing, pre-class temperature checks, and / or any other regulations that may apply.

Since July 2020, the County Jail has unfortunately had several COVID-19 outbreaks, meaning that classes via Zoom could no longer occur. However, I am in contact with other community colleges in California on how to run noncredit classes by dropping off paperwork and then picking it up at a later time so that our incarcerated students still have access to education opportunities. In addition, we are actively working to have the Jail designated as a GED site, though we recognize that this goal is a longer term one.

For Spring 2021, the goal is to hold 10-15% of classes in-person. In CSI's case, I would prioritize bringing back our Career Education classes including Personal Care Attendant, Construction, Green Gardener, and MA, as well as our bilingual computer classes and potentially our beginning computer classes. The thought process behind prioritizing these classes is that though all of our career education classes (for example) are running over Zoom, running the classes in-person to allow for more hands-on practice and group learning would be ideal.

Also our Career Ed classes have the highest employment potential. For our bilingual computer and beginning computer classes, use of technology is new to most of the students and being able to learn in-person would ensure that they are spending time learning versus spending many hours trying to understand how to log into the chrome book and/or pair it with hotspot. If in-person classes are able to occur, students would adhere to Santa Barbara County and SBCC guidelines with respect to mask-wearing, social distancing, hand washing, pre-class temperature checks, and / or any other regulations that may apply.

Last but not least, I am working on a project so that we can properly run noncredit online (asynchronous) classes as that provides an additional learning opportunity for students which can be done during the times that work best with the student.

During COVID-19, SBCC's School of Extended Learning and CSI in particular have addressed CAEP Goal 8 of addressing distance learning and ensuring continued educational support for adult learners, faculty, and staff through distance education training for faculty and by Wake Campus (primary location of CSI classes, pre-COVID-19) becoming a distribution center for chrome book and hot spot distribution. In tandem with Extended Learning instructors, we have worked with Admissions and Records on

improving the enrollment process for our students given that in-person enrollment is no longer an option.

Over the Summer, all noncredit instructors received Equity Training as it relates to the remote classroom. In addition, CSI instructors and staff have taken anti-racism training(s) including CrossRoads and CSI's Leader for Diversity, Equity, and Inclusion courses, gratefully funded by CAEP funding. Also we are exploring building a community of practice that would include teachers and Extended Learning staff members to receive Equity Training and also look at our own practices to see what changes can be made.

Regarding Goal 10 of addressing systemic racial injustices, this issue is of great importance to SBCC as an institution and to me, personally and professionally. COVID-19 has disproportionately affected our students of color both in terms of unemployment and significantly higher rate that individuals of color are being diagnosed with COVID-19. In addition, our country (SBCC included) is at a critical juncture of being able to make changes at the institutional level to address racial injustices.

The single largest way that an institution can address racial injustices and associated racial equity academic gaps is to change the institution's Program Review process, the process by which all SBCC programs are evaluated. Not only is this part of SBCC's accreditation but by changing the metrics that an institution is measured by through an equity lens, it will systematically change the way SBCC delivers services and courses. For 20-21, I am one of two managers on the Program Evaluation Committee and I will ensure that the needs of noncredit students (many of whom are society's most marginalized individuals) are being taken into account when these metrics are being created.

CAREER SKILLS INSTITUTE 20-21 REQUEST

For CAEP's current, 2020-2021 grant cycle, we respectfully request funding to ensure the continued vitality of the Career Skills Institute in the following areas:

- 1000s) Curriculum Development, Medical Assistant COVID-19 curriculum support, Community Liaison work at SB County Jail
- 2000s) Hourly employees to provide support via Zoom for bilingual computer students
- 4000s) Non-instructional supplies
- 5000s) Marketing Consultant
- 6000s) New Monitor at the Jail, allowing ability to run classes in an additional room, post COVID-19

While we have made great strides in the development of CSI, we want to strengthen our offerings to remain relevant for our employees and local employers.

For our Design classes in 20-21, we are requesting to funds to modify 2 our bilingual computer design-related certificates. From there, the modified courses would be packaged together in our curriculum system allowing these students to receive both a paper noncredit certificate of completion and a digital badge (electronic representation of paper certificate) upon completion of one our bilingual computer certificates. This

program tends to serve some of our lowest wage earners and we anticipate that the individuals now being able to show skills attainment to prospective employers through a certificate/digital badge issued by a well-known education institution will boost their employment viability and prospects.

During 20-21, we propose utilizing CAEP funds to create 5 MS Office Specialty certificates in Microsoft Word, PowerPoint, Excel, Access, and Outlook. The instructors are covering the same topics found in each MS specialty certificate's curriculum such that individuals completing these certificates will have working knowledge on the areas covered in the exam.

In addition, LinkedIn Learning, the platform upon which many CSI course topics are developed, contains review courses complete with videos and test questions to prepare for each specialty test. In 21-22, we anticipate creating test prep courses based upon LinkedIn Learning. We would coordinate these review courses to conclude 1-2 weeks before Microsoft administers these specialty tests.

For our Career Education courses, an additional 2 certificates would be created during 20-21 in topics such as Sustainable Food Production and Environmental Landscape Design. Both certificates bridge to related credit courses and also to additional employment opportunities in commercial landscaping. With the ongoing pandemic and general food insecurity that many Santa Barbarians face, growing some or all of one's own food is becoming more important than ever.

During COVID-19, our Medical Assistant program has undergone radical changes. We have one cohort per year that begins each August and concludes in late April/early May. Due to the highly evolving COVID-19 pandemic and not knowing what format the classes would run in (ie, all in-person per a County waiver received for Allied Health classes, all via Zoom if waiver denied, or hybrid), the instructor is creating 3 different comprehensive plans that all flow together. Ex: This Fall, 8 of the 26 sessions will meet in-person at Wake Campus. However, if the County's numbers were to suddenly spike, the instructor and class would be forced to start meeting 100% via Zoom.

With cold weather and flu season approaching, the situation for Medical Assistant in the Spring is considered to be even more highly evolving as there is also an externship component to the class where students receive on-site training at partners including Cottage Hospital, Sansum, Neighborhood Clinic and Public Health Department. Thus I am requesting funding for the ongoing curriculum adjustments that the instructor is making in the coming 6-7 months. In addition, the certificate recently went through a modification so at some point after COVID-19, the instructor will need to do a curriculum refresh based upon the curriculum changes made to the certificate.

This program has an 85% local job placement rate and is a career with health and retirement benefits, along with starting pay between \$16-\$22/hour and I appreciate the Consortium's consideration to keep this program as strong as ever for our 20+ graduates each Spring.

In addition to curriculum development, we are requesting continued support for a community liaison work at Santa Barbara County Jail to connect soon-to-be or recently

released students to community resources and to set-up a GED Testing Site. Though we have not been able to run classes at the Jail since July, thankfully CAEP's funding has still allowed for the community liaison work to continue throughout the pandemic.

The Design and Technology certificates would address 2020-2021 CAEP Goals 2: Programs for immigrants eligible for educational services in citizenship, English as a second language, and workforce preparation, and 3: Programs for adults, including but not limited to older adults that are primarily entry or reentry into the workforce.

The Career Education certificates would address 2020-2021 CAEP Goal 5: Programs in career technical education that are short term in nature and high economic employment potential.

Also the design, technology, and career education certificates would address 2019-2022 CAEP Goal 6: Programs in Short-Term CTE. 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.

2. Integration: Please explain how your proposed program integrates adult education programs at SBCC and creates a transition to credit/transfer educational programs or creates a transition to the workforce (including, but not limited to, internships, jobs, pre-apprenticeships, and self-employment). *

As the entire focus of Career Skills Institute is centered around professional and workforce development and/or transfer to SBCC credit, we are fully integrated into adult education programs at SBCC.

Our Medical Assistant program has an 85% local job placement rate, our Personal Care Attendant students are either able to enter the healthcare field or receive a modest hourly raise after completing our program. Our Green Gardener graduates are placed on the County of Santa Barbara's Water Wise website such that each time the County or SBCC Environmental Horticulture receives a referral request about commercial or residential landscaping, the individual is directed to the County's website.

In addition, all of the above-mentioned computer certificates map directly to our SBCC credit Computer Applications and Office Management, Certificate of Achievement (C): Emphasis in Business Software Specialist. We created these noncredit certificates with a dual goal and in tandem with the SBCC Computer Department Chair and so that students would have the fundamental knowledge for the Microsoft Specialty subject tests. Another example of noncredit courses mapping directly to credit courses are our combined Green Gardener & Advanced Green Gardener certificates where an individual can receive SBCC credit by examination for Environmental Horticulture 110. Recently, we introduced a noncredit Accounting certificate which also maps directly to credit Accounting 110.

Please note that our above-mentioned SB County Jail community liaison work of connecting soon-to-be or recently released inmates to community resources including

SBCC Main Campus classes and resources is also an integrated program both within SBCC and our employer community.

Also regarding community integration with K-12, for the past 2 years, per the repeated and enthusiastic request of several DSPS High School counselors and one Career Counselor, I have spoken to high school counselors at Dos Pueblos, Santa Barbara High and San Marcos High about CSI course and career opportunities. A portion of these students go on to take CSI's 16-week Workplace Readiness Classes, a collaboration with our Credit Disabled Students and Program Services department. Also I will be contacting Carpinteria High School Principal and Board Member for Santa Barbara Adult Education Consortium, Gerardo Cornejo to see if a similar talk with Carpinteria High School counselors would be of benefit.

Another avenue for more complete/fuller integration with K-12 and our Carpinteria service area is through online (asynchronous) classes. This area has been identified by our previous Vice President, School of Extended Learning and SBCC's current President / Superintendent as the single greatest growth potential particularly to reach students who are not able to attend live classes due to work schedule, transportation, childcare, etc. In the past, we have held CSI classes at Carpinteria High, and post COVID-19, I would very much like to discuss resuming classes at Carpinteria High School.

3. Justification: Please justify the need of your proposed program and include research, labor market information, employer feedback, student surveys, or other relevant information and describe how funding will further your objectives. For programs that have previously received funding, please justify the need, include students served, and provide a status report on your existing award(s) and remaining balance(s). *

Given CSI noncredit offerings can complement SBCC credit department classes, certificates are designed either to prepare noncredit students to take credit courses and / or to address Recommendations 1, 5, and 6 from "Santa Barbara City College: School of Extended Learning, Economic and Workforce Gap Analysis for Adult Education Students" (BW Research Partnership, pp 7, 9, 11).

Recommendations include providing noncredit to credit pathways, allowing for degree attainment and upward economic mobility, and offering varied levels of computer skills classes to Santa Barbara's workforce, with particular emphasis on adults 56 years or older. Recently passed certificates that were initiated to address these findings include Microsoft Office Suite Levels 1, 2, and 3, Introduction to Accounting, Bilingual Computer Skills, Advanced Green Gardener, and Digital Image Management.

For 19-20 funds, Career Skills Institute is fully expended, primarily on curriculum development. In terms of numbers of students served, below is a list of badges issued for certificates that were created in 2017-2019 with CAEP funding. Please note that data is not yet available for 2019-2020 as some of these certificates are just being offered this Fall for the first time.

2017-2019 New Badges Created Using CAEP Funding and # of Badges Awarded:

Accounting Basics for Small Businesses – 95 badges awarded

Career Strategist – 26 badges awarded

Leader for Diversity, Equity, and Inclusion - 20 badges awarded

Noncredit Construction Module – 21 badges awarded

Noncredit Intermediate Construction Module – 16 badges awarded

Teaching with Humanizing Instruction – 4 badges awarded (has only been taught once and will now be offered 3x/year)

Thrive and Survive in the Workplace – 11 badges awarded

Workplace and Career Readiness (for Adults with a substantial disability) - 17 badges awarded

4. Outreach & Marketing: Please describe your plans to conduct outreach and marketing to reach your target population and increase enrollments. ^{*}

As CSI falls under the umbrella of the School of Extended Learning, the goal is both to integrate within Extended Learning's overall marketing activities, while also continuing to promote the CSI brand within the community.

Our marketing strategy is three-fold:

(I) to work in tandem with Minsky Media (marketing partner) to enhance our CSI-specific marketing efforts.

(II) to coordinate with SBCC's School of Extended Learning marketing efforts. These efforts include a bi-semesterly e-newsletter sent on behalf of the School of Extended Learning,

(III) to significantly bulk up outreach and marketing during COVID-19, as many of our students have been significantly negatively impacted financially by COVID-19. Thus our goal would be to re-train students for rapid re-entry into the workforce.

Because a substantial percentage of our students are not on social media, we need to bulk up on traditional (print) and proven media methods to reach these students including the Santa Barbara Independent, Amigos 805, Spanish and English radio stations. For 20-21, our goal is to maintain 5400 enrollments from 19-20 and these increased media strategies will greatly help us towards achieving this goal.

5. Partnerships: Please provide 2-3 prospective CAEP Programs or Partners you plan to work with to maximize student and client participation and describe your prospective collaborative efforts; either with current CAEP programs and/or other external community entities. *

CSI works with CAEP partners including Equalitech, Santa Barbara Public Library, SBCC Disability Services and Programs for Students (DSPS), and SBCC Noncredit English as a Second Language (ESL).

In Summer 2018, we met with Equalitech, and after an in-depth meeting with their Executive Director (ED), I encouraged the ED to apply for CAEP funding and am thrilled that they are now a grantee. Their mission of providing both technology access and one-on-one tutoring on computer skills to areas where an established need has been identified fits exactly into CAEP's mission. Recently our focus on establishing an Equalitech-SBCC partnership has been re-vitalized, whereby students who 'graduate' from Equalitech's one-on-one tutoring then come to our Wake Campus to further develop computer skills in a classroom setting. Furthermore CSI would then encourage students seeking additional one-on-one time to utilize Equalitech.

With Santa Barbara Public Library (SBPL), we have actively been discussing ways to partner with Santa Barbara Library on the ServSafe program, a certification that all restaurant and professional food handlers must receive. Extended Learning / CSI could provide students with chrome books and hotspots, teach the class, and the Library could pay for proctoring the exam and for the cost of issuing the certificates. All of the logistical and marketing elements are in place and now we are in the waiting process of monitoring COVID-19 numbers to see when we could offer these classes in-person. Together with SBCC DSPS, in 2019, we launched the long-awaited for 16-week Career Planning program for individuals with a substantial disability. The effort to launch these meaningful courses started at least 10 years ago with CAEP, Jana Garnett, Natalie Holdren, Melissa Moreno, Corlei Prieto, Emma Cruz, and myself actualizing the program over the past 3+ years. We had 6 graduates in our first Spring 2019 cohort who had passed both classes within the Skills Competency Award. To date, CSI has awarded 17 Skills Competency Awards. These classes continued to meet during COVID-19, thanks to rapid chrome book and hotspot distribution. Note that these classes also address CAEP Goal 4 of programs for adults with disabilities.

With SBCC Noncredit ESL, we continue to work together on projects such as language support in our Green Gardener classes. Also we have been working with our ESL department to have them create digital badges once students have achieved a Certificate of Competency and recently the website portal launched for this initiative.

6. SBCC Noncredit Student Support Services: Provide your plans to integrate SBCC Noncredit Student Support Services in order to assist students in obtaining abbreviated educational plans. *

CSI is in regular contact with SBCC Noncredit Student Services, most notably regarding our Career Education certificates including Medical Assistant (MA) and Personal Care Attendant (PCA). With both the MA and PCA program, Noncredit Student Service

Advisors work with individuals who are interested in the program, they create a tailored education plan in a timely fashion to begin serving students as quickly as possible that often includes both CSI's soft-skills business certificates and hard skills technology certificates, and they keep in touch with the student and with CSI throughout the process.

Also Noncredit Student Support Services has also created a one-page referral sheet which instructors can use in class and can give to a student if the student is asking about additional courses and resources. The sheet contains student services address, telephone number, and hours so that the individual can follow up with student services with additional questions.

During COVID-19, we have worked more closely than ever with Noncredit Student Services who have been on the front lines fielding calls from students about our classes. In Summer I and particularly Summer II, we greatly increased the number of career education classes that we offered as a direct response to COVID-19.

We worked closely together with our SBCC Noncredit Student Services to offer courses that were specifically being requested by the high volume of students to whom they were speaking. Also we worked together to launch the Career Recovery Program webpage on our Extended Learning's website, which provided a single page where all CSI / Extended Learning classes and services that were being offered to help with rapid re-entry into the workforce are listed.

7. Alignment: Please describe how your program is in alignment and furthers the Consortium's goals and objectives as stated above. *

The Business, Design, and Technology certificates would address 2019-2021 CAEP Objectives 2: Programs for immigrants eligible for educational services in citizenship, English as a second language, and workforce preparation, and 3: Programs for adults, including but not limited to older adults that are primarily entry or reentry into the workforce.

The Career Education certificates would address 2019-2021 CAEP Objective 5: Programs in career technical education that are short term in nature and high economic employment potential.

Also the design and technology certificates would address 2019-2022 CAEP Goal 6: Programs in Short-Term CTE. 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.

8. Leveraging Funds: Please describe what other funding sources, and the percentage of those funding sources, will be used to support your CAEP proposed program. *

With this RFP, we are asking for \$150,500. Though I am unsure the amount of funds that CSI would receive from Strong Workforce in 20-21 (if at all), SWP's focus for the

coming year centers on feasibility studies related to capital expansion growth. Thus, while there has been a complementary relationship to CAEP in the past and perhaps again in the future, this year's focus of SWP would not support the above-mentioned CAEP activities.

Should the committee be interested in how past SWP funds have aligned with and augmented CAEP initiatives, please see the below history.

Between 2016-2019, Career Skills Institute received \$240K through Strong Workforce Program (SWP) to develop a regional Career Strategist initiative for students within our region to create a LinkedIn profile and to have access to LinkedIn Learning. Also the grant is helping other regional colleges develop their own Career Strategist noncredit certificate of completion while also providing regional colleges with digital badge starter kits, should they want to develop a model similar to CSI's model.

In 19-20, all \$140K of Strong Workforce funds were used towards a regional license of LinkedIn Learning. In turn, a different school within SBCC's region, Allan Hancock, leveraged all of their Strong Workforce Funds to a regional license of JobSpeaker, a mobile app that connects students to verified jobs within our tri-county area. Also JobSpeaker integrates with LinkedIn Learning. We are in beginning phases of this high priority roll-out for CSI / Extended Learning students given SB County's current unemployment rate of almost 14 percent (4x higher than this time last year per EDD website).

10. Diversity, Inclusion, and Equity: Please describe how your program will create a diverse, inclusive, and equitable educational experience for adult learners. Please identify strategies in which your program plans to address racial inequality and professional development support for instructors and staff. *

*For additional information, please also see Section 1, CSI COVID-19 response where the crucial issue of Diversity, Inclusion, and Equity is also addressed.

Diversity - For me, diversity in the education setting includes at least 3 main points including having faculty who reflect the students we serve, ensuring that our curriculum will help all individuals enter, re-enter, or upskill within the job market, and ensuring that our curriculum acknowledges cultural differences with communication in the workplace.

To this end, the last 3 instructors who CSI has hired to teach have been men of color. One of these men also teaches men in the Jail, and those classes especially have been well-received by our incarcerated male students. Though the instructor's life and students' lives have diverged, the students know that our instructor understands their shared life experience.

Whenever we create curriculum, I now look at it through the lens of, "Would these skills help a formerly incarcerated individual gain employment?". The question is a vital one as the majority of CSI students who take courses have a 4-year college degree, whereas

the majority of our incarcerated and previously incarcerated students may not have a high school diploma.

CSI is fortunate in that one of our instructors who has created a large percentage of our more recent, soft-skills Business curriculum is also the lead instructor at the Jail. Thus this instructor is on the forefront of working with and listening to our students for what types of topics would be most useful in their post-incarceration job search.

Finally as all cultures have different norms for communication in the workplace, our instructors acknowledge these differences and create a safe space for students to ask questions and to explore about these differences.

Equity and Inclusion – With CSI, equity and inclusion are linked. In an educational sense, equity speaks to meeting a person where they are and not meeting a student where one thinks they should be. Inclusion speaks to making sure that as many student voices are included both during the curriculum creation process and then when the course rolls out.

Though our courses are tuition-free, I am very aware that because the majority of our classes are held synchronously and during the traditional Monday-Friday 9am-5pm workday, and thereby attending our classes can be difficult. To that end, we have developed a set of online courses including a classes on building and applying an equity mindset in the workplace. Even with an online class, it assumes that a person is tech savvy enough to take an online course and that they have access to a computer and to wifi. Diversity, equity and inclusion are top of mind for CSI, and we are always looking for ways to increase access and participation especially among our most marginalized student groups.

11. Potential Budget Reductions – Please describe what specific programming needs and/or services your program would reduce or eliminate should the CAEP grant budget be reduced (range 10-25% at any point during the grant cycle). Please note that final budget reductions would be determined by the Santa Barbara Adult Education Consortium based on the Consortium’s priorities and goals. *

If a 10-25% reduction of CAEP were to occur at any point during the grant cycle, I would prioritize keeping the services that interact with students such as our community liaison work at SB County Jail and also our continued outreach efforts to ensure that students become connected to CSI so that they can enter, re-enter, or potentially even upskill in this current market. Also and perhaps even more importantly, once a student is connected to CSI, they also have support and resources available through Noncredit Students Support Services. Thus I would reduce the amount being spent on new curriculum for this year.

Please use the Activity Chart provided in the link under the instructions and email to sbaebg@gmail.com. The Activity Chart should outline your program's specific objectives and activities, along with a timeline for completion, the person/agency responsible, outcomes and data capture methods. Please attach additional pages if necessary.

**Total Budget Requested:
\$175,500**

1000 (Instructional Salaries) *: \$89,000

Total dollars requesting for INSTRUCTIONAL PERSONNEL (include 25% for BENEFITS in 3000 section below)

1000 Detail *

Please provide a detailed budget for this category.

Curriculum Creation and Curricunet work to partner with credit faculty (when needed) and to shepherd these courses through the curriculum process.

27 courses (for 9 certificates) * \$1500/course = \$40,500

\$1500k/certificate * 9 certificates for Curricunet work to partner with credit faculty (when needed) and to shepherd these courses through the curriculum process = \$13,500

\$20,000: Curriculum Creation for Medical Assistant program during highly evolving COVID-19 pandemic (Please see Section 1 for more information).

\$15k for Jail community liaison work to set up GED Testing Site and to connect recently or soon-to-be released inmates to community resources including educational opportunities and resources at SBCC

Total: \$89,000

2000 (Noninstructional Salaries) * : \$5000

Total dollars requesting for PERSONNEL (include 25% for BENEFITS in 3000 section below)

2000 Detail *

Please provide a detailed budget for this category.

\$5000 for hourly employees to provide Zoom support/help bilingual computer students enroll in appropriate class(es)

3000 (Benefits from 1000 and 2000 categories) *

Total dollars requesting for BENEFITS . The average benefit rate is 25%.

$$(\$89K + 5K) * .25 = \$23,500$$

4000*

Total dollars requesting for INSTRUCTIONAL SUPPLIES and NON-INSTRUCTIONAL SUPPLIES and Computer Software (not hardware):

\$25,000

4000 Detail *

Please provide a detailed budget for this category.

\$3,000 – printing of updated CSI Certificate Catalogue to include 20 new digital badges since its last printing in 2018. New digital badges include bilingual computer skills badges, Advanced Green Gardener, Leader for Diversity, Equity, and Inclusion, Humanizing Online Instruction, and Microsoft Office Suite Levels 1, 2, and 3.

\$2,000 – books and supplies for students at SB County Jail, allowing instructors the option to run correspondence education courses during COVID-19. Books can also be used post-COVID-19.

\$20,000 – print, radio, and social media ads and publications to bulk up outreach efforts, in particular to bilingual computer skills students (radio ads), beginning computer students (SB Independent and Noozhawk), and Personal Care Attendants, and Construction Technology students as email is not effective way to reach these students, particularly during COVID-19.

5000 *

Total dollars requesting for CONSULTANTS, MEETINGS, PROFESSIONAL DEVELOPMENT

\$30,000

5000 Detail *

Please provide a detailed budget for this category.

\$20K – Minsky Media is an integral part of promoting our classes. In the past year, they have produced numerous press releases that have been published in popular and local publications such as the Independent, Noozhawk, EdHat, Amigos 805, NPRN (Nonprofit Resource Network) and Pacific Coast Business Times.

Examples of press releases have been highlighting the graduations of our Green Gardener and Medical Assistant programs while also promoting the upcoming sessions for these respective courses. In addition, Minsky Media sends targeted press releases on our class offerings twice per semester to their contacts and these press releases are frequently picked up and published.

\$10K – Contractor to create ads for publications such as SB Independent, Amigos 805, and Pacific Coast Business Times. SB Independent ads are targeted towards beginning computer students, bilingual computer skills students, Personal Care Attendants and Construction Technology students as an eblast is not effective method to reach these students.

6000 *

Total dollars requesting for CAPITAL OUTLAY (Computer Hardware)
\$3000

6000 Detail

Please provide a detailed budget for this category.

\$3,000K: new monitor allowing for classes to be held in an additional room at the Jail post COVID-19

Do you currently receive other NON-CAEP funding that supports the proposed activity? If yes, please describe how additional funding expands or supports that activity. *

No. Though I am unsure the amount of funds that CSI would receive from Strong Workforce in 20-21 (if at all), SWP's focus for the coming year centers on feasibility studies for capital expansion growth. Thus, while there has been a complementary relationship to CAEP in the past and perhaps again in the future, this year's focus of SWP would not support the above-mentioned CAEP activities.

What is your sustainability plan for this activity when funding is no longer available? *

Once these courses are either redesigned or created and then approved, the course becomes self-sustaining as it becomes part of CSI's tuition-free, course offerings for which we are able to claim funding from the State of California.

Total Number of Adults Students Served in 2018-2019 and 2019-2020 (for CAEP awardees) *

5400 enrollments in 2018-2019, approx. 5400 enrollments 2019-2020 (maintained overall enrollment numbers even with COVID-19)

Target Number of Adult Students you plan to serve from 2020-2022 *

5400 enrollments for 2020-2021 (maintain enrollment during ongoing pandemic), 5700 enrollments for 2021-2022 (growth post-COVID-19)

Reference

BW Research Partnership (2019). SBCC School of Extended Learning: Economic and Workforce Gap Analysis for Adult Education Students. Retrieved from http://www.sbcc.edu/extendedlearning/sb_adult_ed_consortium/agendas.php