

2019 - 2021

Santa Barbara Adult Education Consortium

Request for Proposal for Adult Education Funds

Due: November 6, 2019

The Santa Barbara Adult Education (SBAE) Consortium allocation for the Year-4 grant cycle is \$900,000.00. All awardees are expected to expend funds no later than September 1, 2021. The Consortium has historically awarded 70% or more of its total funding to programs. In 2018-2019, award allocations ranged between \$30,000.00 - \$75,000.00.

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.

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 2019-2020 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 of our credit partners to develop noncredit courses as part of Statewide initiatives;
- (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 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.

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 2019-2020 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.

CAEP Fiscal Regulation for all Independent Contractors and External Partners:

- (I) Indirect, for Profit, or Fringe Benefits are not allowable expenses and cannot be reimbursed.
- (II) All Independent Contractors and External Partners must submit invoices to the CAEP Coordinator for reimbursement.
- (III) 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:

- (I) 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;
- (II) 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:

Seven Program Areas

Key Performance Indicators

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| <p><i>1. Programs in elementary and secondary basic skills</i></p> | <p>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.</p> |
| <p><i>2. Programs for immigrants and English as a Second Language</i></p> | <p>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.</p> |
| <p><i>3. Adults Entering or Re-entering the Workforce</i></p> | <p>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.</p> |

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

THIS APPLICATION IS DUE NO LATER THAN MIDNIGHT, NOVEMBER 6, 2019.

* **Required**

I have reviewed the 2019-2021 CAEP Three-Year Plan and 2019/2020 1-Year Plan and attest that this proposal is in alignment with Consortium's current goals and objectives. *

YES

Are you an existing 2015/16, 2016/17, 2017/18, 2018/19 CAEP funding awardee? *

Yes.
 Program Name *
 SBCC Work Readiness and Career Planning Program for Adults with Disabilities (Work Readiness Program)
 Primary Contact Name *
 Natalie Holdren, Ph.D.
 Primary Contact Email *
 natalie.holdren@gmail.com
 Primary Contact Phone *
 805-570-6959

Applicable Noncredit Program Area *

- Adult Education (ABE, ASE, Basic Skills)
- English as a Second Language/Literacy
- Adults in the Workforce
- Adults with Disabilities

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. The SBCC Work Readiness and Career Planning Program for Adults with Disabilities (Work Readiness Program) was launched in January of 2019. The program consists of two non-credit classes designed to

help address common barriers adults with disabilities face in finding, securing, and maintaining employment. These courses teach the soft skills associated with successful employment including: time management, communication, self-advocacy, and technology in the context of a classroom setting designed around the unique instructional needs of adults with disabilities. The development of this program was driven by data gleaned from the AEBG-funded 2016 BW Research study of our region as well as data from our community partners. Once the program launched, we have continued our habit of ongoing data-based decision-making in order to continually improve upon our program design. After our initial year, it has become apparent that the next phase of our program should center on the following four goals to maximize program quality and improve student outcomes:

Goals:

- 1) Maintain a staff to student ratio that allows the program to adequately meet the needs of our diverse learners with a wide range of educational needs (1 instructor and 2 instructional support staff per class).
- 2) Establish a Community Liaison to: a) provide current students and certificate recipients with high touch customer service related to achieving their vocational goals and expediting their entry into the workforce, b) connecting students to SBCC Student Services and community agencies that offer appropriate supports, and c) utilizing these partnerships with campus student services and community agencies to increase referrals into the Work Readiness Program.
- 3) Continue to improve mechanisms and networks for program marketing, data-based program improvement, and ongoing participation in the CAEP grant process in order to maximize program quality and measureable student outcomes (referrals to adult service organizations, transition to other SBCC programs, successful employment).
- 4) Establish a bridge for DSPS credit students who would benefit from the vocational skills training offered by the Work Readiness Program and other SBCC School of Extended Learning offerings.

Expected Outcomes:

- 1) Establish and sustain a high quality program that has the material and staffing resources to meet the instructional needs of a diverse and underserved student population.
- 2) Establish a high touch customer service system for helping students apply the knowledge they gain in the classroom into their lives based on their individual goals and support needs.
- 3) Continue to improve and expand the scope of the program using data-based decision-making and strategic partnerships with SBCC, partner schools, and community-based services and agencies.
- 4) Build a bridge from credit to non-credit for students with disabilities who are in need of soft skills training related to communication, time-management, self-advocacy, and technology with a specific emphasis on DSPS referrals, the Neurodiversity Club, Shoreliners and other students requiring support on the credit campus.

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, self-employment).

Our goal for establishing a Community Liaison directly addresses transition to credit and the workforce by creating high touch customer service for students who will likely need support with referrals to campus student services or help navigating the adult service community agencies that provide internships, job-placement, coaching and other related supports. This is an important component of a program designed for individuals with disabilities who may face barriers when trying to: 1) generalize skills from the classroom to the applied setting, and 2) navigate potentially complicated paperwork and referral processes in order to access community services.

In addition to the benefits non-credit students receive from the School for Extended Learning offerings, many credit students receiving DSPS supports or participating in groups such as the Neurodiversity Club

on main campus struggle with the soft skills related to educational and vocational success and would benefit from more applied vocational training. A credit student from main campus wrote: "When I started taking classes at SBCC in 2016, I was working from home doing a part-time job that I didn't enjoy. I was having trouble figuring out what my interests were and what kind of job to pursue, and I also didn't have the interview skills necessary to find the kind of job I was looking for. Natalie (the Work Readiness Consultant) worked with me and encouraged me to take a career planning class through the School for Extended Learning. I was able to find a job on campus where I've been working on improving my customer service skills, in addition to a part-time job off campus at the public library, which is the field that I've recently figured out that I want to pursue." The student has since successfully completed an Associate of Arts and is now working in a field they enjoy with potential for career growth. This is one of several examples from the past year of students with vocational training needs who were encouraged to access non-credit course offerings to supplement their credit coursework and maximize their goal achievement. In several cases, the students needed viable employment in order to be able to afford to continue their education at SBCC.

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 and provide a status report on your existing award(s) and remaining balance(s).

Despite statistics from our state indicating that many unemployed individuals with intellectual and developmental disabilities (IDD) wish to enter the workforce, the California unemployment rate for this group is 86.9% (California Department of Developmental Services, 2016; Employment Development Department, 2018). The Work Readiness Program was initially developed in response to the AEBG-funded 2016 BW Research study of our region as well as data from our community partners indicating that this population had limited access to vocational training. Once the program was developed and launched, we have continued our habit of ongoing data-based decision-making in order to continually improve upon our program design. We noted that despite the high-quality curriculum, many of the students were not taking the information gained in the course and easily applying it to their real-world contexts. It became apparent that an additional layer of support was needed to provide high touch support and referrals and assistance in navigating potentially complicated service delivery systems in the community. Funding for the creation and implementation of the Community Liaison role will greatly improve our students' abilities to apply the information they glean from our classes into real-world contexts with individualized, high touch support.

We also have used instructor feedback and observation to guide the decision to reduce our staff to student ratio after the pilot semester in order to improve our fiscal sustainability. We had hoped to reduce our staffing even further, but it has become apparent due to recent classroom challenges that our current ratio (one instructor and two assistants per class) is absolutely essential for maintaining a high quality program that meets our students individual needs. CAEP funding will be used to pay for the two instructional assistants, whom we now know are vital to the program's success.

For Year 3, the Work Readiness Program was awarded \$75,000. By December 9, we will have expended approximately 93% of our budget. We have made adjustments to this year's funding request based on information we have learned from participating in the CAEP grant process over the past few years.

4. Outreach & Marketing *

Please describe your plans to conduct outreach and marketing to reach your target population and increase enrollments.

Outreach and marketing will happen in three distinct ways:

- 1) Consultant will oversee targeted marketing in the local disability community and related networks with support from the Community Liaison including creating and distributing materials, giving presentations, and participating in disability-related events and fairs.

2) Consultant will serve as a bridge from credit to non-credit programming by referring current students from the SBCC Neurodiversity Club, Shoreliners, and Autism support services to the Work Readiness Program and other SEL offerings.

3) Community Liaison will leverage relationships established with adult service community agencies and SBCC student services as a way to encourage student referrals into the Work Readiness program.

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.

The Work Readiness Program has and will continue to work in partnership with the following organizations:

- Our local school districts and their secondary programs serving students who are preparing to transition out of the K-12 system. We have worked hard to develop a program that meets the needs of their students and are continuing to shape the program based on what we learn in order to maximize enrollment and student success.
- The Department of Rehabilitation (DOR) will continue to be an agency we refer our students to in order to access employment services. We also hope to receive referrals to our program from DOR.
- We will be partnering with the SB Transition Collaborative, a collective of agencies dedicated to improving transition outcomes for individuals with disabilities in Santa Barbara County including multiple adult service organizations, the Tri-Counties Regional Center, the Department of Rehabilitation, the Santa Barbara County Education Office, the Alpha Resource Center, and the SB SELPA. This group is a venue for marketing our program, establishing partnerships, and a think tank for better meeting the needs of our community.

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.

The Community Liaison will gather information about Non-Credit Student Support Services and assist students in identifying and accessing the supports they would most benefit from. Additionally, our Work Readiness Program would be happy to provide assistance, if necessary, on how to best meet the student support needs of our diverse student population.

7. Alignment *

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

Our program proposal is in alignment with all 8 of the Consortium's goals listed on the 3-year plan. In particular, we are dedicated to providing adults with disabilities access to excellent programs that aim to continue to improve student learning and achievement goals focused on the needs of adult learners to assist in transfer acceleration and career success. The addition of the Community Liaison will greatly increase our capacity to meet students' individual needs through high touch customer service and by better leveraging partnerships in the community.

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.

Currently, the instructor for our classes is funded by student attendance. The remaining funds are from CAEP.

9. Diversity, Inclusion, and Equity*

Please describe how your program will create a diverse, inclusive, and equitable educational experience for adult learners.

Often conversations about diversity and equity fail to address the needs of those with disabilities. The history of vocational training and employment for many adults with disabilities is characterized by segregated workshops, sub-minimum wage, and astounding unemployment rates. Our program emphasizes a person-centered approach to helping individuals with disabilities assess their own strengths

and preferences, develop educational and vocational goals, and provide them with the skills and supports they need to gain and maintain competitive, integrated employment. Without access to these kinds of options, they often live well below the poverty line and are dependent on social services to meet their basic needs. Our program facilitates self-advocacy, dignity, and upward mobility.

10. Activity Chart *

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. *

I certify that the Activity Chart has been completed and emailed to sbaebg@gmail.com

Total Budget Requested *

60,000

1000 (Instructional Salaries) *

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

12,500

1000 Detail *

Please provide a detailed budget for this category.

12,500 represents a stipend for four additional hours of work a week for the course instructor under the role of Community Liaison plus two stipends in the amount of \$2,000 for work completed over the summer and winter breaks in preparation for the following semester.

2000 (Noninstructional Salaries) *

Total dollars requesting for PERSONNEL (include 20% for BENEFITS in 3000 section below)

15,500

2000 Detail *

Please provide a detailed budget for this category.

Wages for two instructional assistants working 12 hours a week for two semesters

3000 (Benefits from 1000 and 2000 categories) *

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

6225

4000 *

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

5,000

4000 Detail *

Please provide a detailed budget for this category.

5,000 related to classroom instructional needs (consumable resources and replacement of broken or worn materials as necessary)

5000 *

Total dollars requesting for CONSULTANTS, MEETINGS, PROFESSIONAL DEVELOPMENT

15,000

5000 Detail *

Please provide a detailed budget for this category.

Consultant to oversee program and CAEP grant process

6000 *

Total dollars requesting for CAPITAL OUTLAY (Computer Hardware)

5,775

6000 Detail *

Please provide a detailed budget for this category.

5,775 to replace broken or worn hardware as necessary

Total number of adult students served in 2017-2018 and 2018-2019 (for CAEP awardees). *

30

Target number of adult students you plan to serve from 2019-2021. *

60/academic year

Your answer

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

Student attendance funds a portion of our program. We will seek to fund instructional support and other program development initiatives through grant opportunities.