

# CAEP Santa Barbara Adult Education Consortium Emergency Funding in Response to COVID-19

The Santa Barbara Adult Education Consortium (SBAEC) has allocated \$70,000.00 to support our existing SBAEC partners who are experiencing urgent needs arising from the COVID-19 emergency.

All awardees are expected to expend funds no later than June 30, 2021.

THIS APPLICATION IS DUE NO LATER THAN MIDNIGHT, WEDNESDAY, May 27, 2020.

A comprehensive and competitive Request for Proposal submission will align with the California Adult Education Program 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

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 Director for reimbursement.

Are you an existing CAEP funding awardee? \*

Yes

No

Program Name \*

SBCC Work Readiness and Career Planning Program for Adults with Disabilities (Work Readiness Program)

Primary Contact Name \*

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**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. Describe goals and outcomes.

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 were designed to teach the soft skills associated with successful employment including: time management, communication, self-advocacy, and technology in an in-person classroom setting designed around the unique instructional needs of adults with disabilities.

During spring semester, SBCC shifted to remote instruction in response to COVID-19. The Work Readiness Program quickly adapted and was able to finish out the semester serving our students through online learning. While the shift was fairly successful, it was clear that online instruction created additional barriers for our population of students that we will need to address if we are to continue with remote learning indefinitely and wish to maintain the quality of the classes. The original intention of the program was to provide instruction using Universal Design for Learning, which allows all of our students to successfully access our course content. Universal Design for Learning is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. It involves addressing the diverse learning needs of students in the design of the instruction, thus limiting the need for special accommodations on an individual basis.

In order to continue with this intention during online instruction, we have established the following goals:

- 1) Ensure that all students have access to the technology and instructional materials necessary for them to participate in class lessons synchronously.
- 2) Continue to provide Universally Designed curriculum that is accessible to students with a variety of learning needs including those who would benefit from captioning.
- 3) Support our Instructor so that he has the materials and knowledge necessary to provide high quality instruction that meets the diverse instructional needs of students with intellectual and developmental disabilities during remote instruction.

The related outcomes we anticipate are:

- 1) Continue to enroll and serve students with disabilities regardless of whether SBCC is providing in-person or online instruction.
  - 2) Provide a captioner for all online class sessions in order to ensure course content is accessible to students.
  - 3) Provide our instructor with 10 hours of stipend funds that will allow him to research and prepare instructional materials and content delivery methods that meet the needs of our students in a remote learning environment.
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## 2. Justification \*

Please justify the impact and need for emergency fiscal support.

When the Work Readiness Program was designed, the courses were intended for in-person teaching. Our focus was on providing Universally Designed instruction that met the learning needs of a very diverse group of students with a broad range of disabilities. As the program shifted to online instruction, we noted additional barriers that were not present during in-person teaching. These barriers are shared below in addition to the solutions we are proposing, which require emergency fiscal support.

Barrier 1: Students with intellectual and developmental disabilities may not have the technological skills and/or resources necessary to access and complete curricular materials online. Our instructional staff noted that many of the students would benefit from having access to more paper and pencil materials that they could use with the online individualized support of our instructional assistants until they have spent time in the class mastering basic technology skills.

Need 1: Funding designated to purchase or create instructional materials that can be mailed to students' homes prior to the start of the course.

Barrier 2: Many students with disabilities are unable to access course content in a digital platform without the use of a captioner. In addition, there is a vast research-base that indicates that captioning leads to increased comprehension, attention, and memory for all students. Instructional staff have noted that the move to three-hour online synchronous classes have impacted the quality of student engagement for this population. Prior to moving online, instructional assistants would be able to support student engagement by sitting with them, shifting the instructional format, and supporting their individualized needs. While they can provide additional support in virtual environments using break out rooms, it is not the same. They believe the addition of a captioner will help increase access and engagement as well as help us continue to aim for Universally Designed instruction.

Need 2: Funding designated to pay for a live captioner to provide captioning for one semester of remote instruction for our two courses (DSPA NC 01 and DSPA NC 02).

Barrier 3: The instructor would benefit from the opportunity to research curricular materials and instructional approaches that will support the move from in-person to online instruction.

Need 3: Funding designated to pay for 10 stipend hours for the course instructor in order to research and prepare curricular materials and methods suited to online instruction for individuals with intellectual and developmental disabilities.

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### 3. Alignment \*

Please describe how additional funds will further the Consortium's goals and objectives.

The requested funding will allow us to continue to meet the goal of providing vocational training for adults with disabilities in a virtual environment by reducing barriers and increasing student access. The program was designed to help address common barriers adults with disabilities face in finding, securing, and maintaining employment. 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 which indicated that there is a dearth of vocational training programming available in our community for this population. We remain committed to providing meaningful vocational training to our students during a time when unemployment is at unprecedented levels, especially given that this population is increasingly vulnerable to poverty. Our program is now more important than ever and this funding will ensure that we can pivot our program to meet the new challenges this pandemic has dealt to our students.

### 4. Activity Chart \*

Please use Activity Chart provided in the link under the instructions and email to [sbaebg@gmail.com](mailto: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](mailto:sbaebg@gmail.com)

### Total Budget Requested \*

\$20,530

### 1000 (Instructional Salaries) \*

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

\$1,000

**1000 Detail \***

Please provide a detailed budget for this category.

These funds will provide 10 hours of stipend to fund work the instructor will perform to prepare and distribute instructional materials for students and increase his knowledge around strategies for providing high-quality remote instruction to students with intellectual and developmental disabilities.

**2000 (Noninstructional Salaries) \***

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

0

**2000 Detail \***

Please provide a detailed budget for this category.

N/A

**3000 (Benefits from 1000 and 2000 categories) \***

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

\$250

**4000 \***

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

\$2,000

**4000 Detail \***

Please provide a detailed budget for this category.

These funds will be used to purchase or create and duplicate instructional materials that will be delivered to students prior to participating in the courses.

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**5000 \***

Total dollars requesting for CONSULTANTS, MEETINGS, PROFESSIONAL DEVELOPMENT

\$17,280

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**5000 Detail \***

Please provide a detailed budget for this category.

This amount covers the payment for a live captioner for one semester at \$90 an hour for both courses (192 hours per semester).

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**6000 \***

Total dollars requesting for CAPITAL OUTLAY (Computer Hardware)

0

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**6000 Detail \***

Please provide a detailed budget for this category.

N/A

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

My hope is that the courses will return to in-person instruction in the foreseeable future and these additional funds will no longer be needed.

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I have reviewed the 2019-2020 CAEP 1-Year Plan and attest that this proposal is in alignment with CAEP current goals and objectives. CAEP SBAE Consortium Annual Plan (2019-2020): [http://www.sbccc.edu/extendedlearning/sb\\_adult\\_ed\\_consortium/files/CAEP%20Annual%20Plan%202019-20%20.pdf](http://www.sbccc.edu/extendedlearning/sb_adult_ed_consortium/files/CAEP%20Annual%20Plan%202019-20%20.pdf) \*



Yes

This form was created inside of Santa Barbara City College.

Google Forms