

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

<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>

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.

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 *

School to Work Pilot Project (former)

Primary Contact Name *

Jose C Martinez

Primary Contact Email *

martinezj@sbcc.edu

Primary Contact Phone *

805-683-8271

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.

EMPLOYMENT CENTER

We would like to propose the creation of the first SBCC School of Extended Learning EMPLOYMENT CENTER. The new Employment Center will be a place where enrolled students will be assisted in obtaining jobs, advancing in their current ones, and will be offered a path to educational opportunities at SBCC School of Extended Learning as well as credit classes.

The Employment Center will be created based on the infrastructure that emerged from the former School to Work Pilot Project funded by CAEP from January 2019 through September 2019. This Pilot Project was based on four primary concepts listed below, and targeted Adult High School and GED students. The new Employment Center will be open to any student currently enrolled in any School of Extended Learning classes.

CAEP funding was requested and approved last year under the School to Work Pilot Project for two positions, a Job Developer, and a Job Coach.

The "School to Work Program" consisted of four primary concepts:

1. CULTIVATE
 2. SUPPORT
 3. PAIR
 4. PLACE
-
1. CULTIVATE
 - Outreach to potential future students (Job Developer)
 - Outreach to employers (Job developer)
 - Outreach to existing students (Job Developer)
 2. SUPPORT (COACH)
 - Coaching (Personal branding, Job Interviewing, Resume Writing, Soft Skills, etc.)
 3. PAIR (Job Developer)
 - Match student to employer
 - Connect student and employer (job application, etc.)
 - Follow up (secure job interview, etc.)
 4. PLACE (Job developer)
 - Employment
 - Other (additional education as needed)

The office space used for that project was primarily the office of School of Extended Learning, Student Services at the Schott Campus.

The School to Work Project's focus was in developing the infrastructure for an Employment Center, not necessarily on the volume of students to be served. The intent was to create solid basis ("Pillars") in order to launch a full blown Employment Center. Those "pillars" that evolved from the Pilot Project will be described below.

As far as numbers, here are the number of students who were served under the School to Work Pilot Project:

- * Students who showed interest in participating: 28
- * Students who actually went through the Intake Process: 23
- * Students who received Coaching or Career Advice services: 8
- * Students who actually participated in an interview: 4
- * Students who obtained employment: 1

New EMPLOYMENT CENTER

The new Employment Center will be based on four major pillars identified by the working team from the Work to School Pilot Project:

1. Outreach and In reach
2. Intake Process
3. Coaching & Career Advising
4. Job Connections

Outreach and In reach, Intake Process, and Job Connections: Job Developer

Some of the responsibilities of a Job developer would be to create an outreach plan, which would include visits to different community agencies such as local schools, community centers, churches, youth clubs, city neighborhood centers, and local non-profits that work directly with potential ESL, Adult High School, or GED student population. The purpose of this outreach effort is to inform the community about the resources the program is offering.

The Job developer would also work with the media in order to promote School of Extended Learning and employments opportunities for those who enroll in classes.

This individual would also develop and distribute print information such as flyers, pamphlets, as well as using social media to promote classes and employment opportunities for our students.

The Job Developer will visit School of Extended Learning classes in an ongoing basis in order to promote the Employment Center. He/she will work very closely with existing programs including the Career Skills Institute, ESL, AHS & GED, Student Services, and other programs.

The Job Developer will also assist with the Intake Process based on the forms and processes already established by the School to Work Project.

Other more specific functions of a Job developer:

- Develops specific job opportunities that match the participants' skills, work experience, related training and interests.
- Screens and matches participants with employment opportunities based on their skills, education, work experience, hobbies and interests.
- Maintains relationships with existing employers and establishes relationships with new employers who are willing to hire participants.
- Pre-plans development activities to ensure the identification of opportunities to meet new potential employers and students.
- Revises and assists student participants with their resumes to fit identified opportunities.
- Conducts reviews of existing employers on a regular basis to evaluate employer demand and to determine how best to improve and/or leverage relationship to meet placement objectives.
- Schedules daily calls and face-to-face meetings with potential employers and students.
- Documents, consistently and accurately, in real time, all student participant and employer contact, activities and outcomes.
- Performs other job-related duties and responsibilities that will be assigned from time to time, including working very closely with Outreach Worker and COACH representatives.

Coaching and Career Advising, and Intake Process: Coach Consultant and Student Services Counselor or Advisors

Career Coach Defined:

Career Coaches assist their students in identifying personal goals, developing leadership skills and planning career moves. Daily duties may include helping students secure new employment opportunities, providing feedback on resumes or cover letters and strategizing for a successful job interview. A Career Coach is an individual who helps students with career development, professional goals and short-term and long-term workplace success strategies.

Career Coaches are also mentors. A good Career Coach won't just tell the student how to do something. Instead, he/she will explain why certain processes and actions in the profession are necessary and beneficial to success. A Mentor/Career Coach will help students identify professional opportunities and provide advice and direction on how to best approach different projects, relationships and work plans.

He/she will also help students develop strategies for improving performance areas. This approach helps people understand not just how to do something, but why they need to do it.

Career Coaches are also motivators. A good job Coach will help students identify what they are doing well and assist them in capitalizing on their strengths. At the same time, a Career Coach will point out weaknesses, or areas in which the student needs improvement, and help the student develop an approach to bettering themselves in key areas.

Responsibilities of a Career Coach and Mentor:

- Personal branding:

Personal Branding today is extremely important. Why should someone be hired over countless other candidates? What differentiates one person from another? Saying and doing the right things to enhance the student's personal brand is very important. Jeopardizing one's current and future opportunities because a discrediting post or photo occurred is detrimental today and in the future. Not everyone can go from ordinary to extraordinary, but why not help students unwrap their gifts and stand out in a crowd? Through personal brand coaching (as one part of this responsibility), the Coach and student will examine strengths and weaknesses and create a mission and a vision. According to entrepreneur.com, "Personal Branding is the practice of people marketing themselves and their careers as brands".

- Job interviewing, resume building, other:

Quite possibly the most important element of Career Coaching is getting the student ready for the job interview and the job itself. Career Coaches will also help with resume and cover letters if appropriate. The Coach can help the students with guidance and practical aspects going into the work force.

- Soft skills:

Soft skills are the personal attributes a student will need to succeed in the workplace. Hard skills are the actual skills that the student will need to do the specific job. Career Coaches will help students improve important soft skills. To accomplish this, the coach will examine which soft skills the student excels in and which need tuning up. Employers want both hard and soft skills when hiring. Possessing hard skills like computer programming or being a chef or a construction worker can be acquired by time, practice, education and previous experience. Simply stated, soft skills take more awareness. Soft skills like the items listed below will help the student create success on the job. The Coach will work with students in these important areas:

- Active listening
- Accepting feedback
- Being assertive when appropriate
- Being attentive
- Collaboration
- Communication
- Understanding conflict
- Being cooperative
- Importance of being a team player
- Being dependable
- Showing enthusiasm
- Following regulations and directions
- Dealing with difficult people
- Making deadlines
- Having patience and perseverance
- Staying on task
- Being respectful
- Understanding the difference between responsibly and accountability
- Taking criticism
- Other

Outcomes Expected:

- 1) The creation of a list of potential employers
- 2) The creation of a list of students interested in obtaining employment or job advancement opportunities
- 3) Developing PR with employers and students
- 4) The creation of flyers, pamphlets, etc. to promote the Pilot Program
- 5) Outreach to the community, agencies, and the media
- 6) Provide support services to students
- 7) Actual job placement

This individual will work very closely with the office of Student Services in order to have students also take advantage of the services already of a Career Counselors and Advisors.

We hereby request funding for two positions in order to create the Employment Center:

A Job Developer: \$40,000

A COACH Consultant: \$40,000

Materials (print, fliers, posters, pamphlets): \$3,000

Request Total: \$83,000

Students to be served: 100 plus

Dates: February 2020 to August 2021 (19 Months)

Objectives and outcomes are in the Activity Chart.

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).

The Employment Center will be for all noncredit students. The Center will create a systematic transition from school to jobs by establishing and ongoing permanent relationship with potential employers in the community. The Employment Center will create a list of potential employers and students seeking employment or advancement opportunities in the work force. It will also assess student needs based on their skills and interests. It will also identify and direct students to continue with their education as needed. It will work very closely with the Student Services Office, ESL, AHG&GED, the Career Skills Institute, and others.

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).

Currently, there is no Job Placement assistance for noncredit students. The creation of an Employment Center would cover this particular gap in the institution. The School to Work Pilot Project establishes and unmet need.

4. Outreach & Marketing *

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

See Executive Summary under Job Developer.

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.

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needed. It will work very closely with the Student Services Office, ESL, AHG&GED, the Career Skills Institute, and others.

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 Employment Center will be based in the offices of Student Services at the Schott Campus and it will work very closely with that Department.

7. Alignment *

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

Under Strategy #4, a gap area has defined the lack of an internal program to address job placement and/or referrals for students. The Employment Center will address this gap. It would include servicing students from different programs, including ESL, AHS & GED, The Career Skills Institute, and others.

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.

The Employment Center will look into other future grants that might be available, it would also look into the private sector for future funding.

9. Diversity, Inclusion, and Equity*

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

The Employment Center will be open for everyone enrolled in the School of Extended Learning. It will work very closely with the Student Services Program as well as with the Community Education Center in order to also serve the Hispanic community.

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 *

1000 (Instructional Salaries) *

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

1000 Detail *

Please provide a detailed budget for this category.

2000 (Noninstructional Salaries) *

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

2000 Detail *

Please provide a detailed budget for this category.

3000 (Benefits from 1000 and 2000 categories) *

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

4000 *

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

\$3,000

4000 Detail *

Please provide a detailed budget for this category.

PRINT, fliers, brochures, posters: \$800

Student Pamphlets: \$2,200

5000 *

Total dollars requesting for CONSULTANTS, MEETINGS, PROFESSIONAL DEVELOPMENT

\$80,000

5000 Detail *

Please provide a detailed budget for this category.

JOB DEVELOPER: \$40,000

COACH CONSULTANT: \$40,000

6000 *

Total dollars requesting for CAPITAL OUTLAY (Computer Hardware)

6000 Detail *

Please provide a detailed budget for this category.

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

28

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

100

Your answer

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

Look for other possible grants, the private sector, or even consider creating a volunteer program if no funds area avialbale.