



California Adult Education Program, Santa Barbara Adult Education Consortium (SBAEC) Year-8 2022-2023 REQUEST FOR PROPOSAL

I. OVERVIEW

The Santa Barbara Adult Education Consortium (SBAEC) allocation for the Year- 8 grant cycle is \$912,536.00. A total of \$84,000.00 of unallocated funds from the Year-7 grant cycle has been added to the Year-8 grant cycle thereby bringing the total allocation to \$996,536.00.

All awardees are expected to expend funds no later than March 31, 2024.

The Consortium has historically awarded 70% or more of its total funding to programs. In 2021-2022, award allocations ranged between \$20,000.00 - \$224,000.00.

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;
- (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 Recovery: 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 the upcoming 2021-2022 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) Support dual enrollment programs to engage high school students completing their degrees to begin their journey to transition to college, job search training and placement (SB-554);
- (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) Strengthen and support the Noncredit Student Support Services (SSS) Program to provide advising and career counseling, improved orientation to noncredit programs, and transitional support to jobs/careers or credit opportunities;
- (8) Work in collaboration with the SBCC Admissions Office to strengthen and support the noncredit registration process;
- (9) Support distance learning (live videoconferencing) initiatives and provide, where feasible, professional development training for faculty and staff in CAEP program areas;
- (10) 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);
- (11) 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;
- (12) Address newly added CAEP State Priorities: Equity, Leadership, Learner Transition, Marketing, Program Development Curriculum/Classroom, Program Evaluation, and Technology & Distance Learning;
- (13) Extend programming and services in all of Santa Barbara south county with an emphasis in Carpinteria and Goleta

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:

Seven Program Areas

Key Performance Indicators

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.

II. APPLICATION

This application includes a total of eight questions. Please ensure that each answer is succinct and directly addresses the question. Each answer should be no longer than 500 words per question. All applicants are required to meet with the School of Extended Learning (SEL) Vice President and CAEP SBAEC Director to discuss your proposal to ensure that it is in alignment with the overarching SEL programmatic goals and budget.

THIS APPLICATION IS DUE NO LATER THAN MAY 11, 2022.

*** Required**

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

YES NO

Are you an existing CAEP funding awardee? *

YES NO

Program Name *

Career Skills Institute: Curriculum Creation, DSPTS, Jail, Bilingual Computer, Ready.Match.Hire!

Primary Contact Name *

Jeanette Chian

Primary Contact Email *

jchianbrooks@sbcc.edu

Primary Contact Phone *

805.252.8601

Select Applicable Noncredit Program Area *

- | | |
|---|---|
| <input type="checkbox"/> Adult Education (ABE, ASE, Basic Skills) | <input type="checkbox"/> Literacy |
| <input checked="" type="checkbox"/> Adults with Disabilities | <input checked="" type="checkbox"/> Short-Term CTE/Programs in Pre-Apprenticeship |
| <input type="checkbox"/> English as a Second Language | <input type="checkbox"/> Student Support Services |
| <input checked="" type="checkbox"/> Entry or Reentry into the Workforce | |

1. Executive Summary *

Please provide an executive summary of your proposed plan that includes overarching goals to create new programs or expand existing programs in one of the CAEP programming areas identified above. Please justify the need of your proposed initiatives and include research, labor market information, employer feedback, student surveys, or other relevant information and describe how funding will further your objectives.

Your answer (500 word limit)

1. In September 2015, Santa Barbara City College launched the "Career Skills Institute" (CSI), a series of short courses that provide training to enter, re-enter, upskill, transform within the workplace and/or transfer to credit.

a-Curriculum Creation (\$122, 500): For 22-23, we are requesting additional funds towards curriculum creation with a focus on collaborating with Faculty Professional Development Center to create training on Affective Learning Institute to train individuals, particular in education, on creating a sense of belongingness in the classroom or workplace. We are also requesting funds to create noncredit Computer Network courses that would map directly to our credit courses with high employment potential. Furthermore, we are requesting continued curriculum refresh support for our Medical Assistant program

which has made constant changes the past two years to how curriculum is delivered based upon whether class is able to meet in-person or not. Additional curriculum creation would also occur in our workforce computer classes and professional development courses as part of CSI's pledge to employer community of develop relevant workforce courses. Finally we are requesting funds to train faculty to teach via hyflex - ie, teachers zooming from a classroom with students attending in-person and via Zoom. In addition, we are requesting to continue with employer outreach efforts started in 20-21 by synEd.

Together with SBCC Disability Services and Programs for Students (DSPS), we launched the long-awaited for 16-week Career Planning program for individuals with a substantial disability in 2019. The effort to launch these meaningful courses started at least 10 years ago, and to date, CSI has awarded 31 Skills Competency Awards. During Fall 2021, classes have resumed to being taught in-person. For 22-23, we are requesting support towards curriculum refresh and community liaison work to continue connecting with the community to promoting these life-changing courses.

b-Jail (62,500): Gratefully CAEP funded the curriculum creation for a certificate comprising three courses and created specifically for our recently or currently incarcerated students. Especially during COVID-19, these classes have proved invaluable for students with over 20 certificates awarded in the past year alone. As reference, pre-pandemic, it took 2.5 years to award 17 CSI certificates and over 20 certificates have been issued since Spring 2021. For 22-23, we are requesting additional funds for Community Liaison and Logistics Liaison at the County Jail. In addition to facilitating GED test taking at the Jail, the community liaison would also continue to connect currently or recently incarcerated individuals to SBCC resources. With classes resuming in-person at the Jail and with additional COVID-19 protocols, the logistics liaison would coordinate with Jail staff, SBCC Jail Faculty and SBCC CSI staff to facilitate the safe and smooth return to transitioning back to both in-person and correspondence education, a new and permanent option passed by SBCC's Curriculum Advisory in Feb 2022 for classes at the Jail.

c-Bilingual Computer (\$6,250): During 20-21, our longtime bilingual computer skills courses were integrated into CSI's umbrella of courses. Each of the courses was modified, and as of 21-22, certificates can now be offered in these areas, thanks to CAEP funding. 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. For 22-23, we are requesting an instructional aids classes resuming in-person.

d-‘Ready. Match. Hire!’ (\$95K) Career Services and Employer Engagement

Thanks to CAEP funding, a soft launch of the ‘Ready. Match. Hire!’ (RMH) career services program occurred in December 2021. Through collaboration with Noncredit Student Support Services, this program provides career counseling and transitional support to jobs/career or credit opportunities. The career counselor is bi-lingual in Spanish and English which necessary for our student population. During the past 17 months, RMH has directly served 25 students resulting in 10 students receiving full-time work with benefits. In addition, RMH provided career support to the 61 students who completed the eight-week, Back-to-Work program, resulting in at least 7 people securing full-time work. This year, we are requesting to expand the program from 15 hours/week to 21 hours/week for entire 22-23 academic year. Another goal is to work with credit career counseling to see if career counselor's time could officially become general funded.

e-Creating a Hyflex classroom at Wake serving Career Skills Institute, ESL, and Adult High School students (\$55K)

Thanks to COVID-related Higher Education Emergency Relief Fund (HEERF) grant, a hyflex classroom at Schott was created and has been in use all during 22-23 academic year. At School of Extended Learning, we use the term hyflex to refer to a faculty member teaching from the classroom with students

attending in-person and also zooming in remotely. This option gives students an added layer of flexibility and as a result, classes that have run in this hyflex format, have been running and with solid numbers. Thus, this format allowed the class to run, whereas if the class had been held in-person only or via Zoom only, it may have canceled due to low numbers. Schott 6 is now utilized Monday – Friday with 3 classes/day (morning, afternoon, and evening). By opening up an option for faculty at Wake, the plan is for this room to be fully utilized within one full year after implementation, similar to how it has worked at Schott. Especially as CSI enrollment has dropped from 5500 enrollments in 20-21 to an anticipated 4500 enrollments in 21-22, being able to teach classes hyflex (a mode in which students have come to expect in this day and age) is crucial to re-growing enrollment. For ESL and AHS/GED, hyflex will allow for higher numbers of attendance which is crucial as the Chancellor’s office funds noncredit based upon attendance and not enrollment.

Which **SBAEC Primary Goals** does your Executive Summary align with (select all that apply) *

- | | | |
|---------------------------------------|---------------------------------------|-----------------------------|
| <input checked="" type="checkbox"/> 1 | <input checked="" type="checkbox"/> 6 | <input type="checkbox"/> 11 |
| <input type="checkbox"/> 2 | <input checked="" type="checkbox"/> 7 | <input type="checkbox"/> 12 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 8 | <input type="checkbox"/> 13 |
| <input type="checkbox"/> 4 | <input checked="" type="checkbox"/> 9 | |
| <input type="checkbox"/> 5 | <input type="checkbox"/> 10 | |

2. Noncredit/Credit Integration and Alignment *

Please explain how your proposed program initiative(s) align(s) with other 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). If there are more than one proposed initiatives, applicants should list each initiative and briefly address how they align.

Your answer (500 word limit)

SBCC 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 on 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. All of the above-mentioned noncredit curriculum development both maps to our credit department and/or boosts an individual’s chance of entering, re-entering, upskilling, or transforming within the workforce. In addition, the 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. Finally, the ‘Ready. Match. Hire!’ program’s primary focus is to help individuals transition to the workforce or to serve as a bridge to SBCC academic counseling.

3. Outreach & Marketing *

Please describe your plans to conduct outreach and marketing to promote the proposed program initiatives aimed at increasing enrollment, job attainment or advancement, or transition to credit programs.

Your answer (500 word limit)

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 either with Minsky Media (marketing partner) or SBCC Office of Communications to enhance our CSI-specific marketing efforts.

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

(III) to significantly bulk up outreach and marketing as CSI has experienced a significant enrollment decrease in 21-22 as compared to 20-21. The factors are varied and a main strategy for 22-23 is to promote that many of our classes are being offered in hyflex format (ie, teacher zooming from the classroom with students in the classroom and students zooming in remotely) to provide learners with additional flexibility and options. With workforces are increasingly being operated in a hybrid format, CSI, likewise, needs to adapt our classes in this way and from there, we need to promote this information as widely as possible.

4. Partnerships *

Please list 3-5 provide prospective CAEP Programs or other external community entities you plan to work with to maximize student and client participation and describe your prospective collaborative efforts.

Your answer (500 word limit)

Together with Santa Barbara Public Library (SBPL) and our English as Second Language, we partnered to hold our first ServSafe Manager Certification class with an ESL instructor providing in-class language support. CSI provided the ServSafe and ESL Faculty the Library provided the venue, textbooks, exams, and on-site support. We also worked collaboratively on a bilingual flier utilizing a CAEP-funded designer. A total of 8 students were served with many ideas how to attract more students in future sessions.

In addition, a companion ESL job success class was offered the weekend. The goal is to run ServSafe and ESL classes again in July and October, 2022.

With SBCC Noncredit ESL, we continue to work together on projects such as language support in our Green Gardener and Personal Care Attendant classes. The partnership between Career Technical Education and ESL Faculty has been a strong one with English language learners benefitting from the extra support in class.

5. Leveraging Funds *

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

Your answer (500 word limit)

SBCC is part of a county-wide, \$2.4M federal grant received with goal of training and job placement of 250 currently or recently incarcerated individuals. The community liaison which the Consortium will (hopefully) fund would coordinate and make recommendations on the types of services and support needed to make this program a success for the students. The federal grant is providing funding for an Academic Counselor, along with additional funding for the community liaison's time.

In the past, I have received Strong Workforce Program (SWP) funding. As the requirements and timeline have shifted to after this proposal has been submitted, I am unsure if I am applying for funding. Though I am unsure the amount of funds that CSI would receive from Strong Workforce in 20-21 (if at all), SWP is committed to continue funding LinkedIn Learning licenses, a crucial learning tool for our program. In addition, our Medical Assistant Program has program has needed to purchase additional equipment to create MA 'kits' for each student during COVID-19. SWP is funding the supplies needed to create the kits.

6. Diversity, Inclusion, and Equity *

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

Your answer (500 word limit)

Career Skills Institute plays a crucial role in supporting Extended Learning's and our community's highly diverse adult population who are looking to enter, re-enter, upskill, or transform within the job market. This proposal seeks to further increase the array of upskilling opportunities for our students, both through the types of offerings provided and by increasing the formats of learning modalities offered to meet student need – in-person, Zoom, fully asynchronous learning, and in this coming year – greatly increasing the number of hyflex classes being offered.

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 one of our business communication 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 business communication courses 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 during their post-incarceration job search.

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 8am-5pm workday, 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.

7. Outcomes*

Please list between 3-5 outcomes for the next year.

(e.g. 1. increased enrollments by 5%, 2. two new state certificates in small business development for bilingual learners)

Your answer (500 word limit)

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1. During 22-23 Fiscal Year, hold three more ServSafe classes at SBPL.
2. During 22-23 Fiscal year, partner with ESL to hold at least 2 Green Gardener sections and 1 Personal Care Attendant section utilizing the Integrated Education Training model of having an ESL instructor in the classroom providing language support to English language learners.

3. Increase / grow back enrollment by 5%, from 4500 anticipated enrollment in 22-23 to 4725 enrollments. Marketing and running classes via hyflex will both be critical to the success of this outcome.
4. Implementing hyflex classroom at Wake

8. Target Number of Students

I. Served during the 2021-2022 grant year

4500 enrollments for CSI (1400 unduplicated enrollments in ESL, Adult High School and GED)

II. Plan to serve for the 2022-2023 grant year

4725 enrollments

III. BUDGET WORKSHEET

Complete and email the 2022-2023 Santa Barbara Adult Education Consortium the excel [Budget Worksheet](#) to sbaebg@gmail.com.