

# 2019 - 2021

## Santa Barbara Adult Education Consortium

### Request for Proposal for Adult Education Funds

Due: November 6, 2019

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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. <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 Noncredit Student Support Services

Primary Contact Name \*

Andy Harper

Primary Contact Email \*

agharper@sbcc.edu

Primary Contact Phone \*

(805) 898-8138

**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.

1. EXECUTIVE SUMMARY

The Noncredit Student Support Services (SSS) Office provides assistance to students wanting to achieve their education and career goals. Services include:

- Academic advising
- Career testing and advising
- Job and career counseling
- Assistance with application and registration
- Information about Adult High School / GED / Bilingual GED programs
- Orientation to all Extended Learning Programs
  - How to read the Schedule of Classes
  - How to plan classes
  - How to create an academic plan
  - How to move from one ESL level to the next

The SSS team currently includes two full-time Student Program Advisers (SPAs), a part time adjunct career counselor, and two part-time hourlies. The SPAs' responsibilities include advising students, making appointments, answering the phone, assisting walk-in students, keeping track of statistics, making photocopies, compiling student packets, ordering supplies, filing documents, and providing outreach to the community, high school and college community. One of the two part time hourlies serves as a student adviser. The other hourly performs front desk and office duties for 19.5 hours per week, but for the rest of the time there is no one to welcome students, answer the phone, or make appointments. Also, at present there is nobody responsible for providing inreach or outreach so the SPAs need to do this themselves at the local high schools, at community events, in ESL assessment sessions, and in our noncredit 32 ESL classes per term at Wake Campus, Schott Campus and off-campus locations.

From July 2018 - June 2019, this understaffed SSS team provided advising and counseling for 889 unduplicated students. This included the following numbers of students shown in the categories below. Please note that this table shows duplicated visits, i.e. some students had more than one meeting.

• AHS/GED	901
• Vocational	525
• Transfer to credit	117
• Community Referrals	30
• ESL	255
• DSPS	103
• Improve Job Skills	59
• Counseling Advising/Other	1,756

These numbers could be significantly higher, and the goal for this team is to increase the number of students they advise to 100 students per week i.e. 3,250 per year.

In addition to the services described above, in 2018 - 2019 a new CAEP-funded School to Work program was piloted. The pilot program provided students with services from a Career Coach with the following results:

Students who showed interest in participating: 28  
Students who 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

This interest in the program demonstrates the need for explicit inreach and outreach in order to inform community members about the employment assistance program at SSS. The goal for 2020 - 2021 is to provide in-person employment assistance or referrals for one hundred students. Referrals would involve directing students to our partner programs including Career Counselling, One Stop (American Job Center,) and the Career Skills Institute (CSI)

To attain this goal, the Student Support Services staff members need more time to focus on their main job which is to advise, counsel, and coach students.

With additional support, the SSS team would be able to provide greater inreach to current students and also great outreach to the community at large.

In order to enhance the vitality of the Student Support Service program, for SBAEC's 2020-2021 grant cycle we respectfully request funding in the following four areas:

- 1) Inreach and Outreach
- 2) Project Assistance
- 3) Career Coaching
- 4) Non-instructional Supplies and Duplicating

These areas tie to the AEBG Consortium's 2019-2021 goals and objectives and key performance indicators as follows:

Programs in allowable program areas:  
#1, 2, 3, 4, 5, 6,7

Overarching 3-year plan goals:  
#2, 3, 4, 5, 6

Primary goals for upcoming year  
#1, 4, 5, 6

Data collection for all CAEP programs and partners  
# II

Specifically, the grant will fund:

1) A Part-Time Temporary Hourly (Inreach/Outreach): 12 hours per week for 16 months

A new temporary hourly will be responsible for inreach and outreach. The overall goal will be to promote the advising and career planning opportunities offered at Noncredit Student Support Services and thus significantly increase the number of students served in the SSS office. The inreach / outreach plan will be developed in conjunction with the NC SSS Student Program Advisers, School of Extended Learning administration, and the School of Extended Learning marketing consultant.

The inreach / outreach activities will include the following components:

- A Delivering bilingual presentations to students in noncredit ESL, AHS/GED/Bilingual GED, and Bilingual Computer classrooms.
- B Ensuring that every CAEP student has access to SSS and receives an abbreviated educational plan from the SSS team.
- C. Preparing information packets for noncredit ESL students, high school students, and community members in other settings.
- D. Preparing bilingual fliers and information sheets.
- E. Visiting and posting information in community locations that include churches, swap meets, and local employers such as hospitals and nurseries.

For maximum effectiveness, this hourly will work together with a second temporary hourly (see job description below).

This role will serve to meet the following key performance indicators:  
#1, 2, 3, 4, 5, 6, 7

2) A Second Part-Time Temporary Hourly (Project Assistance): 19.5 hours per week for 16 months

A second temporary hourly will:

- a) assist with inreach, outreach, and project support for the launch of this new program;

- b) assist Student Program Advisors and the Career Coach with their projects;
- c) provide bilingual support, information and assistance to students;
- d) greet and assist students on the phone and in the SSS office;
- e) refer students and make appointments for students as needed;
- f) assist students to make their own appointments on office computers;
- g) direct or escort students to the Schott campus main office for assistance as needed.

This role will serve to meet the following key performance indicators:  
#1, 2, 3, 4, 5, 6, 7

### 3) Career Coach (8 hours per week for 11 months)

The Career Coach will help students develop basic employment skills with the ultimate goal of employment or career advancement. The Career Coach will also match students with career and job opportunities in the community. Students will build their confidence both as student and employee.

As a result, students will be better informed of the resources that SBCC School of Extended Learning have for free, and receive guidance leading to an easy transition to credit campus based on individual goals. Students will also be referred to our partners in CSI, One Stop, and Career Counseling.

This role will serve to meet the following key performance indicators:  
#1, 2, 3, 4, 5, 6, 7

### 4) Non-instructional Supplies and Duplicating for Inreach and Outreach\*

In order to support the new inreach and outreach efforts and career coaching, students will need to be provided with folders, maps, orientation packets, graduation programs, and certificates. Costs associated with providing the duplicated and collated materials will include photocopying, copy paper, folders and office supplies.

These supplies will serve to meet the following key performance indicators:  
#1, 2, 3, 4, 5, 6, 7

## 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).

### INTEGRATION

The SSS team offers advising and counselling to all noncredit students. This proposal integrates all adult education programs at SBCC by:

- a) providing support and outreach for the SSS team;
- b) adding a new pilot program (employment assistance);
- c) collaborating with and providing referrals to CSI, One Stop, and Career Counselling;
- d) promoting transition to credit programs and workforce by introducing students to the staff who will assist with the development of short and long term educational plans and also job/career plans.

## 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).

### JUSTIFICATION

An excellent model of SSS inreach and outreach is provided between 2006 and 2009. At that time, Noncredit SSS (then called STEP) had 14 staff members, and paid a part-time SPA to develop and execute inreach and outreach efforts. In addition, the program had 1.0 FTE of project assistance. This extra assistance allowed STEP to process over 4,500 student appointments per year with 170 - 200 students visiting the office per week. In addition, a video was produced by the staff which was posted on the website, made available to local employers, churches, schools etc, and projected at presentations.

From July 2018 - June 2019, our current team provided advising and counseling for 889 unduplicated students. This included the following numbers of students shown in the categories below. Please note that this table shows duplicated visits, i.e. some students had more than one meeting.

• AHS/GED	901
• Vocational	525
• Transfer to credit	117
• Community Referrals	30
• ESL	255
• DSPS	103
• Improve Job Skills	59
• Counseling Advising/Other	1,756

The ultimate goal is for all CAEP students, including noncredit ESL and Adult High School students to receive advising, coaching and counseling from Student Support Services.

In 2018 - 2019, 901 meetings took place with Adult High School / GED / Bilingual GED students out of 526 unduplicated students in these programs. This means that on average each student visited SSS 1.71 times.

In the same twelve-month period only 255 meetings took place with ESL students out of 1,118 ESL unduplicated students. This means that on average each ESL student visited SSS only 0.22 times.

This is clearly an unsatisfactory situation, particularly regarding ESL students. The two temporary hourly positions described in this grant proposal will help Extended Learning attain the stated goals by increasing awareness about SSS and providing better customer service.

#### 4. Outreach & Marketing \*

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

##### OUTREACH AND MARKETING

The new inreach and outreach plan will be developed and subsequently executed by the two temporary hourly positions. Funding these positions along with necessary supplies will not only produce more students but will also allow the SSS team to focus on advising and counseling students without the distraction of constant interruptions at the front desk. These new resources will also allow our SSS team to increase advising, coaching and counseling hours at Schott Campus, and to add services at the Wake Campus and at other sites where instruction occurs.

Please see above for details and components of the inreach / outreach plan.

#### 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.

##### PARTNERSHIPS

With the proposed additions to staff and supplies, the Noncredit SSS team will be able to partner to great effect with the following:

- Noncredit classes whose students need to find out about the services that SSS can offer, i.e. ESL and Adult High School / GED / Bilingual GED / Bilingual Computers
- Local high schools
- SBCC Academic Counseling
- Local churches
- Local employers such as Cottage Hospital
- Career Skills Institute (CSI)
- One Stop
- Career Counseling

## 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.

### SBCC NONCREDIT STUDENT SUPPORT SERVICES

The proposal is submitted on behalf of SBCC Noncredit Student Support Services.

## 7. Alignment \*

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

### ALIGNMENT

This grant proposal aligns with the seven Program Areas and Key Performance Indicators #1, 2, 3, 4, 5, 6, 7

Students from all seven program areas will benefit from exposure to and services provided by the Noncredit SSS program.

## 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.

### LEVERAGING FUNDS

There are no other funding sources that can be used to support this proposal as any available funds are already being tapped. Please see below for details.

At present in Noncredit SSS there are two full time SPAs and two hourlies funded by the Student Equity and Achievement fund for a total cost of about \$238,000. The part-time Career Counselor is currently funded by CAEP to the tune of \$15,000 per year. The total for salary and benefits is approximately \$253,000.

In 2018 - 2019, \$45,000 was also made available through CAEP to purchase for the SSS office, Chrome Books, new furniture, new carpeting, and to re-paint the SSS office space.

There is also SBCC general fund money available 2019 - 2020 for:

Commencement: \$5,000

Non-instructional supplies: \$2,400

Mileage: \$250

However, there is no funding available from other sources for outreach or project assistance, and the non-instructional supplies budget is not sufficient. Our SPAs are expected to provide outreach and office duties on top of their advising, and this is not cost-efficient. They are currently unable to recruit enough students to meet the target of 100 per week because they are busy advising students with appointments, and they cannot advise as many students as they could potentially advise because they also have to provide outreach, welcome and set up appointments etc with walk-in students, order supplies, and do their own copying and folders etc

## 9. Diversity, Inclusion, and Equity\*

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

### DIVERSITY, INCLUSION, AND EQUITY

Noncredit Student Support Services is part of the School of Extended Learning which offers educational and community programs that serve our diverse adult population. All of Extended Learning programs advance career and life skills and build a bridge to credit.



This proposal speaks directly to open access for our students. We are leaving hundreds of students behind every year without the benefit of the resources and educational/career planning that our SSS team offers. This proposal seeks to address this equity gap, with a goal of providing every CAEP student enrolled in Extended Learning with an abbreviated educational plan.

Santa Barbara City College students enrolled in the School of Extended Learning have access to free assistance with their education and career goals. Services are also available in Spanish. The programs served include Adult High School/GED/Bilingual GED, Noncredit ESL, noncredit computer courses, Green Gardener, Medical Assistant Training, Personal Care Attendant, Restorative Nurse Aide and ServSafe.

The proposed career coach, temporary hourly, and non-instructional supplies will help Noncredit SSS to reach a wider diverse population in the community, and to attract more of our current non-native speaker students especially in the ESL and Adult High School / GED / and Bilingual GED programs.

#### 10. Activity Chart

Please use the 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.

Please see

<https://docs.google.com/document/d/1MDoHle11A40a3WeWdFwziLoehFzbdMU4DIpPMzFW9O0/edit?usp=sparing>

I certify that the Activity Chart has been completed and emailed to [sbaebg@gmail.com](mailto:sbaebg@gmail.com)

#### **TOTAL BUDGET REQUESTED**

**Please see attached spreadsheet at**

<https://docs.google.com/spreadsheets/d/1ivxj1uYuFyD0Le0VlIQft5ZM2szR6jgmDTGgF7VhEh0/edit?usp=sparing>

**Total Budget Requested: \$69,984**

#### **1000 (Instructional Salaries)**

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

**0**

1000 Detail \*

Please provide a detailed budget for this category.

n/a

#### **2000 (Non-instructional Salaries)**

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

**\$40,320**

2000 Detail

Please provide a detailed budget for this category.

Temporary Hourlies Salaries @ \$20 / hour:  $\$15,360 + 24,960 = \$40,320$

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

Total dollars requesting for BENEFITS . The average benefit rate is 20%.

**\$8,064**

$\$40,320 \times 20\% = \$8,064$

#### **4000 Instructional and Non-Instructional Supplies**

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.

\$3,000 - Printing/ duplicating, office materials for inreach/outreach and coaching, student folders

**5000 Consultants, Meetings, Professional Development**

Total dollars requesting for CONSULTANTS, MEETINGS, PROFESSIONAL DEVELOPMENT

**\$18,600**

5000 Detail

Please provide a detailed budget for this category.

Career Coach: \$17,600 (11 months, 8 hours per week,@ \$50 per hour)

Mileage: \$1,000

**6000 Capital Outlay**

Total dollars requesting for CAPITAL OUTLAY (Computer Hardware)

**\$0**

6000 Detail

Please provide a detailed budget for this category.

N/A

**TOTAL NUMBER ADULT STUDENT PROJECTION**

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

2017 - 2018

Unduplicated Count of Students Report is 962

Multiple visits at our SSS office is 3,345 students served during this fiscal year.

2018 - 2019 STUDENT Support Services

Total multiple visits: 3,752 including:

- AHSD/GED 901
- Vocational 525
- Transfer to credit 117
- Community Referrals 30
- ESL 255
- DSPS 103
- Improve Job Skills 59
- Counseling Advising/Other 1756

2018 - 2019 School to Work Project

Students who showed interest in participating: 28

Students who 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

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

The total target from January 2020 to June 2021 is 5,350

Student Advising = 5,250 Appointments total

100 student appointments / meetings per week

3,500 over 35 weeks, January 2020 - December 2020

1,750 over 18 weeks, January 2021 - June 2021  
Total 5,250 Appointments

Plus

Career Coaching and Employment Assistance = 100 Students total  
30 students, March - June 2020  
70 students August 2020 - May 2021

Note: This is similar to the total appointments in 2014 - 2015 which was 5,357

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

Once the initial outreach plan has been developed and executed, and once materials and fliers have been developed and edited it will be more feasible for the SSS staff to do the outreach themselves, albeit on a very limited scale. This initial 18-month pilot period will also make it possible for the SPAs to attain their target of 100 students per week for advising, and to set up a system for reaching the students who will benefit from their services. It will also make it possible for SSS staff to attain their target of providing job assistance and referrals to 100 students over the initial 18-month pilot period.

It is anticipated that once there is a significant increase in students visiting SSS, word of mouth in the student community will also help to spread the word as to the value and variety of invaluable services provided by the Student Support Services program.