

YR 6 2020 – 2021 CAEP Santa Barbara Adult Education Consortium Request for Proposal
Application for Noncredit Adult Education Funds

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

YES (JC – Jeanette Chian)

Are you an existing 2018/19, 2019/20 CAEP funding awardee? YES (JC)

Program Name: Career Skills Institute

Primary Contact Name: Jeanette Chian

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Applicable Noncredit Program Area: Adults in the Workforce

Program Name:

Career Skills Institute

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. *

In 2014, SBCC collaborated with Santa Barbara business leaders on what skills were needed to survive and compete in the marketplace. This series of sessions provided the outline for the SBCC Career Skills Institute (CSI).

In September 2015, Santa Barbara City College (SBCC) launched the "Career Skills Institute" (CSI) which provides a series of short courses that have been carefully selected to provide training to obtain a job, advance a career, and/or provide skills to grow a business. These courses are packaged together allowing students to earn both a paper certificate and a digital badge demonstrating mastery of new skills. These noncredit certificates and badges cover four areas: business, design, technology, and career education.

Thanks to the continued support of California Adult Education Program (CAEP), we continue to address adult education needs. In 2019-2020, CAEP funds were utilized on curriculum redesign and creation occurred on at least 6 certificates including Advanced Green Gardener, Digital Image Management, and subject specific Microsoft Office certificates including MS Word, Excel, and PPT. In addition, nonprofit-related courses are currently in the curriculum approval process which will eventually be bundled with existing courses to create nonprofit-related workforce development certificates. We

continue to fulfill our pledge to local employers of continuously creating new and relevant curriculum to meet their employment needs.

In addition, we used CAEP funding towards community liaison work at SB County Jail, connecting soon-to-be or recently released inmates to community resources including SBCC Main Campus classes and resources. During COVID-19, we have continued our community liaison work and are actively working on having the Jail designated as a GED Testing site to ensure that our incarcerated students still have access to education opportunities. We have also run the maximum amount of courses allowable within Jail's quarantine parameters during the ongoing pandemic.

Last but not least, CSI issued its first ever certificates to 16 inmates last year. In Summer I 2020, we ran Part 1 of the Transitions Nuts and Bolts class at the County Jail. CAEP funding the curriculum creation and design of the certificate geared towards individuals to create a plan after a major life event such as incarceration, veteran returning home, bankruptcy, etc.

Recently our longtime bilingual computer skills courses were integrated into CSI's umbrella of courses. 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. Thus this grant request will include CSI including at the Jail as well as bilingual computer classes.

During COVID-19, all 40 Career Skills Institute instructors have received ZoomPro accounts, training on teaching via Zoom, Equity training as it relates to distance education, and training on how to create distance education addenda for classes they are teaching. In addition, SBCC's School of Extended Learning has provided chrome books and hotspots, primarily for students in our Career Skills Institute / ESL / Adult High School / GED programs, as well as for instructors. Hotspot instructions are provided in both English and Spanish. As we no longer have in-person enrollment due to COVID-19, our Admissions team has an online fillable form and has recently introduced daytime and nighttime telephone hours for students who do not have access to a computer/internet and/or are unable to register online or via the fillable form.

During Fall 2020, CSI has 2 classes that will meet in-person as they meet the governor's requirement of being essential operation type functions: Medical Assistant and Emergency Medical Technician (EMT) Re-certification. Medical Assistant (MA) will be taught primarily via Zoom, with all students having already received an MA 'kit' before the term started including blood pressure cuff, glucose test strips, thermometers and Personal Protective Equipment (PPE) including a face shield, gown, and gloves. Students are expected to zoom in wearing PPE (with hair pulled back and close toed shoes) as they need to learn the necessary competencies to become an MA in as real-life a scenario as possible. MA students will come to Wake Campus a 6-8 times during the term for in-person verification of skills attainment. Students will adhere to Santa Barbara County and SBCC guidelines with respect to mask-wearing, social distancing, hand washing, pre-class temperature checks ,and / or any other regulations that may apply.

With EMT re-certification, the state requires that all 24 hours of re-certification hours occur in-person. There will be 3 cohorts of 10 students each in addition to 1 instructor and 3 aids. At any given time, 2 of the 3 cohorts will be outdoors and training will occur in a socially distanced manner. The third cohort would be in a large classroom and extensive cleaning via a cleaning 'fogger' will occur in between one cohort of 10 leaving a classroom and another cohort of 10 entering the classroom. Again students will adhere to Santa Barbara County and SBCC guidelines with respect to mask-wearing, social distancing, hand washing, pre-class temperature checks, and / or any other regulations that may apply.

Also during Fall, I am working to deliver noncredit correspondence education courses in the Jail. Unfortunately the County Jail had a COVID-19 outbreak in July 2020, meaning that classes via Zoom could no longer occur. However, I am in contact with other community colleges in California on how to run noncredit classes by dropping off paperwork and then picking it up at a later time so that our incarcerated students still have access to education opportunities. In addition, we are actively working to have the Jail designated as a GED site, though we recognize that this goal is a longer term one.

For Spring 2021, the goal is to hold 10-15% of classes in-person. In CSI's case, I would prioritize bringing back our Career Education classes including Personal Care Attendant, Construction, Green Gardener, and MA, as well as our bilingual computer classes and potentially our beginning computer classes. The thought process behind prioritizing these classes is that though all of our career education classes (for example) are running over Zoom, running the classes in-person to allow for more hands-on practice and group learning would be ideal. Also our Career Ed classes have the highest employment potential. For our bilingual computer and beginning computer classes, use of technology is new to most of the students and being able to learn in-person would ensure that they are spending time learning versus spending many hours trying to understand how to log into the chrome book and/or pair it with hotspot. If in-person classes are able to occur, students would adhere to Santa Barbara County and SBCC guidelines with respect to mask-wearing, social distancing, hand washing, pre-class temperature checks, and / or any other regulations that may apply.

Last but not least, I am working on a project so that we can properly run noncredit online (asynchronous) classes as that provides an additional learning opportunity for students which can be done during the times that work best with the student.

For CAEP's current, 2020-2021 grant cycle, we respectfully request funding to ensure the continued vitality of the Career Skills Institute in the following three areas:

- 1) Curriculum Development,
- 3) Outreach and Marketing,
- 4) Non-instructional Supplies for printing of CSI certificate catalogue

While we have made great strides in the development of CSI, we want to strengthen our offerings in each of our four programmatic areas.

For our Business classes, we would like to create 6 new certificates geared towards

Santa Barbara's nonprofit workforce and emerging leaders. These certificates would address the needs that nonprofit employers expressed as part of BW Research including classes in grant writing, fundraising, and an overall introduction to nonprofits. We have already met with the Santa Barbara Foundation about the overall concept as having the support from the local nonprofit community is critical to the success of this program.

For our Design classes, we are modifying our bilingual computer curriculum, many of which include introductory design-related classes. For the first time, students will receive both a paper noncredit certificate of completion and a digital badge (electronic representation of paper certificate) upon completion of one of our bilingual computer certificates.

For our Technology classes, an additional 3 certificates would be created in Microsoft-specific subjects such as MS Word, MS Excel, and MS PowerPoint. Microsoft has specialty certifications it offers in Word, Excel, and PowerPoint, and the curriculum is being developed based upon the topics covered in the Microsoft specialty certificates. In addition, LinkedIn Learning offers a review courses for these tests, and eventually CSI would like to create a review courses integrating both LinkedIn Learning and hands-on practice in the classroom (or zoom room during COVID-19).

For our Career Education courses, an additional 2 certificates would be created in Sustainable Food Production and Environmental Landscape Design. Both certificates bridge to related credit courses and also to additional employment opportunities in commercial landscaping. With the ongoing pandemic and general food insecurity that many Santa Barbarians face, growing some or all of one's own food is becoming more important than ever.

The Business, Design, and Technology certificates would address 2020-2021 CAEP Goals 2: Programs for immigrants eligible for educational services in citizenship, English as a second language, and workforce preparation, and 3: Programs for adults, including but not limited to older adults that are primarily entry or reentry into the workforce.

The Career Education certificates would address 2019-2021 CAEP Goal 5: Programs in career technical education that are short term in nature and high economic employment potential.

During COVID-19, SBCC's School of Extended Learning and CSI in particular have addressed CAEP Goal 8 of addressing distance learning and ensuring continued educational support for adult learners, faculty, and staff through distance education training for faculty and by Wake Campus (primary location of CSI classes, pre-COVID-19) becoming a distribution center for chrome book and hot spot distribution. In tandem with Extended Learning instructors, we have worked with Admissions and Records on improving the enrollment process for our students given that in-person enrollment is no longer an option.

Regarding Goal 10 of addressing systemic racial injustices, this issue is of great importance to SBCC as an institution and to me, personally and professionally. COVID-19 has disproportionately affected our students of color both in terms of unemployment and significantly higher rate that individuals of color are being diagnosed with COVID-

19. In addition, our country (SBCC included) is at a critical juncture of being able to make changes at the institutional level to address racial injustices. The single largest way that an institution can address racial injustices and associated racial equity academic gaps is to change the institution's Program Review process, the process by which all SBCC programs are evaluated. Not only is this part of SBCC's accreditation but by changing the metrics that an institution is measured by through an equity lens, it will systematically change the way SBCC delivers services and courses. For 20-21, I am one of two managers on the Program Evaluation Committee and I will ensure that the needs of noncredit students (many of whom are society's most marginalized individuals) are being taken into account when these metrics are being created.

Curriculum Development

See above for 11 certificates to be developed.

Outreach & Marketing

Please see Section 4 for Outreach and Marketing Plan.

Non-instructional supplies

Please see 4. III below on significantly bulking up marketing and outreach efforts which would include non-instructional marketing materials.

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, and self-employment). *

Our proposal creates a transition to the workforce via jobs and self-employment by providing work-based skills.

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, include students served, and provide a status report on your existing award(s) and remaining balance(s). *

In 2015, the Association of American Colleges and Universities (AACU) conducted a tandem survey of college students and employers. The results indicated that employers rated graduates very low with respect to their skill sets, while students rated their skill sets higher than what they are in reality. According to employers, employees lack skills including working in a team, using ethical judgement, making sound decisions, and staying current on technologies.

While past CAEP funding has gratefully allowed us to enhance our Career Skills Institute offerings, especially in the business area, we are on target to expend our funds. We would like to expand upon the momentum that the grant funding has allowed by focusing specifically on the needs identified in gap analysis findings.

4. Outreach & Marketing: Please describe your plans to conduct outreach and marketing to reach your target population and increase enrollments. *

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 with Minsky Media (marketing partner) to enhance our CSI-specific marketing efforts.

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

(III) to significantly bulk up outreach and marketing during COVID-19, as many of our students have been significantly negatively impacted financially by COVID-19. Thus our goal would be to re-train students for rapid re-entry into the workforce.

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. *

CSI works regularly with CAEP partners including the County of Santa Barbara, Equalitech, Santa Barbara Public Library, SBCC Disability Services and Programs for Students (DSPS), and SBCC Noncredit English as a Second Language (ESL). When the County of Santa Barbara was holding its Passport Workshops that focused on clarifying its employment application process, the County included CSI's schedule as a community resource, and CSI, in turn, promoted the workshops. Also by the County's request, we continue to print and send 150-200 CSI schedules each Semester.

In Summer 2018, we met with Equalitech, and after an in-depth meeting with their Executive Director (ED), I encouraged the ED to apply for CAEP funding and am thrilled that they are now a grantee. Their mission of providing both technology access and one-on-one tutoring on computer skills to areas where an established need has been identified fits exactly into CAEP's mission. In addition, we are working to establish an Equalitech-SBCC partnership whereby students who 'graduate' from Equalitech's one-on-one tutoring then come to our Wake Campus to further develop computer skills in a classroom setting. Furthermore CSI would then encourage students seeking additional one-on-one time to utilize Equalitech.

With Santa Barbara Public Library (SBPL), CSI has a similar partnership with Equalitech where SBPL students have one-on-one tutoring and then are encouraged to take CSI

classes. Especially with our Strategic Job Search classes, we encourage students to utilize SBPL services for one-on-one help with items such as resume building and preparing for a job interview. SBPL even has an area set aside with a camera so that one-on-one mock interviews can be recorded and reviewed by a tutor and the student.

More recently, we have begun discussing ways to partner with Santa Barbara Library on the ServSafe program, a certification that all restaurant and professional food handlers must receive. Extended Learning / CSI could provide students with chrome books and hotspots, teach the class, and the Library could pay for proctoring the exam and for the cost of issuing the certificates.

Together with SBCC DSPS, in 2019, we launched the long-awaited for 16-week Career Planning program for individuals with a moderate to substantial disability. The effort to launch these meaningful courses started at least 10 years ago with CAEP, Jana Garnett, Natalie Holdren, Melissa Moreno, Corlei Prieto, Emma Cruz, and myself actualizing the program over the past 3+ years. We had 6 graduates in our first Spring 2019 cohort who had passed both classes within the Skills Competency Award. This Fall, we have increased enrollment by 40 percent (from 11 to 17 students and from 10 to 14 students, respectively), and we look forward to see what the future holds for these classes. To date, CSI has awarded 17 Skills Competency Awards. These classes continued to meet during COVID-19, thanks to rapid chrome book and hotspot distribution. Note that these classes also address CAEP Goal 4 of programs for adults with disabilities.

With SBCC Noncredit ESL, we continue to work together on projects such as language support in our Green Gardener classes. Also we have been working with ESL department to have them create digital badges once students have achieved a Certificate of Competency.

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. *

CSI is in regular contact with SBCC Noncredit Student Services, most notably regarding our Career Education certificates including Medical Assistant (MA) and Personal Care Attendant (PCA). With both the MA and PCA program, Noncredit Student Service Advisors work with individuals who are interested in the program, they create a tailored education plan that often includes both CSI's soft-skills business certificates and hard skills technology certificates, and they keep in touch with the student and with CSI throughout the process.

Also Noncredit Student Support Services has also created a one-page referral sheet which instructors can use in class and can give to a student if the student is asking about additional courses and resources. The sheet contains student services address, telephone number, and hours so that the individual can follow up with student services with additional questions.

During COVID-19, we have worked more closely than ever with Noncredit Student Services who have been on the front lines fielding calls from students about our classes. In Summer I and particularly Summer II, we greatly increased the number of career education classes that we offered as a direct response to COVID-19. We worked closely together with our SBCC Noncredit Student Services to offer courses that were specifically being requested by the high volume of students to whom they were speaking. Also we worked together to launch the Career Recovery Program webpage on our Extended Learning's website, which provided a single page where all CSI / Extended Learning classes and services that were being offered to help with rapid re-entry into the workforce are listed.

We could not do our work without 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. *

The Business, Design, and Technology certificates would address 2019-2021 CAEP Objectives 2: Programs for immigrants eligible for educational services in citizenship, English as a second language, and workforce preparation, and 3: Programs for adults, including but not limited to older adults that are primarily entry or reentry into the workforce.

The Career Education certificates would address 2019-2021 CAEP Objective 5: Programs in career technical education that are short term in nature and high economic employment potential.

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. *

Career Skills Institute has received \$240K through Strong Workforce Program (SWP) to develop a regional Career Strategist initiative for students within our region to create a LinkedIn profile and to have access to LinkedIn Learning. Also the grant is helping other regional colleges develop their own Career Strategist noncredit certificate of completion while also providing regional colleges with digital badge starter kits, should they want to develop a model similar to CSI's model.

In 19-20, all \$140K of Strong Workforce funds were used towards a regional license of LinkedIn Learning. In turn, a different school within SBCC's region, Allan Hancock, leveraged all of their Strong Workforce Funds to a regional license of JobSpeaker, a mobile app that connects students to verified jobs within our tri-county area. Also JobSpeaker integrates with LinkedIn Learning. We are in beginning phases of this high priority roll-out for CSI / Extended Learning students given SB County's current unemployment rate of almost 14 percent (4x higher than this time last year per EDD website).

With this RFP, we are asking for \$143,750. As we currently unsure of Strong Workforce funding for CSI for 20-21, I am not able to provide a percentage of CAEP Funding to

Strong Workforce Regardless, SWP's primary focus is on Career Technical Education, whereas CAEP funds both Career Technical Education and Workforce Preparation curriculum creation. Especially in an unprecedented year like this one, CAEP funding is more crucial to CSI students than ever.

10. Diversity, Inclusion, and Equity: Please describe how your program will create a diverse, inclusive, and equitable educational experience for adult learners. Please identify strategies in which your program plans to address racial inequality and professional development support for instructors and staff. *

Diversity - For me, diversity in the education setting includes at least 3 main points including having faculty who reflect the students we serve, ensuring that our curriculum will help all individuals enter, re-enter, or upskill within the job market, and ensuring that our curriculum acknowledges cultural differences with communication in the workplace.

To this end, the last 3 instructors who CSI has hired to teach have been men of color. One of these men also teaches men in the Jail, and those classes especially have been well-received by our incarcerated male students. Though the instructor's life and students' lives have diverged, the students know that our instructor understands their shared life experience.

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 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, soft-skills Business curriculum 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 in their post-incarceration job search.

Finally 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 during the traditional Monday-Friday 9am-5pm workday, that 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.

11. Potential Budget Reductions – Please describe what specific programming needs and/or services your program would reduce or eliminate should the CAEP grant budget be reduced (range 10-25% at any point during the grant cycle). Please note that final budget reductions would be determined by the Santa Barbara Adult Education Consortium based on the Consortium’s priorities and goals. *

If a 10-25% reduction of CAEP were to occur at any point during the grant cycle, I would prioritize keeping the services that interact with students such as our community liaison work at SB County Jail and also our continued outreach efforts to ensure that students become connected to CSI so that they can enter, re-enter, or potentially even upskill in this current market. Also and perhaps even more importantly, once a student is connected to CSI, they also have support and resources available through Noncredit Students Support Services. Thus I would reduce the amount being spent on new curriculum for this year.

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.

Total Budget Requested:

\$143,750

1000 (Instructional Salaries) *: \$66,000

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

1000 Detail *

Please provide a detailed budget for this category.

Curriculum Creation and Curricunet work to partner with credit faculty (when needed) and to shepherd these courses through the curriculum process.

33 courses (for 11 certificates) * \$1500/course = \$49,500

\$1500k/certificate * 11 certificates for Curricunet work to partner with credit faculty (when needed) and to shepherd these courses through the curriculum process = \$16,500

Total: \$66,000

2000 (Noninstructional Salaries) *

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

2000 Detail *

Please provide a detailed budget for this category.

\$5000 for hourly employees to provide Zoom support/help bilingual computer students enroll in class

3000 (Benefits from 1000 and 2000 categories) *

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

$(\$66K + 5K) * .25 = \mathbf{\$17,750}$

4000*

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

\$25,000

4000 Detail *

Please provide a detailed budget for this category.

\$3,000 – printing of updated CSI Certificate Catalogue.

\$2,000 – books and supplies for students at SB County Jail

\$20,000 – print, radio, and social media ads and publications to bulk up outreach efforts, in particular to bilingual computer skills students (radio ads) and beginning computer computer students (SB Independent and Noozhawk) as email is not effective way to reach these students

5000 *

Total dollars requesting for CONSULTANTS, MEETINGS, PROFESSIONAL DEVELOPMENT

\$30,000

5000 Detail *

Please provide a detailed budget for this category.

\$20K – Minsky Media is an integral part of promoting our classes. In the past year, they have produced numerous press releases that have been published in popular and local publications such as the Independent, Noozhawk, EdHat, Amigos 805, NPRN (Nonprofit Resource Network) and Pacific Coast Business Times.

Examples of press releases have been highlighting the graduations of our Green Gardener and Medical Assistant programs while also promoting the upcoming sessions for these respective courses. In addition, Minsky Media sends targeted press releases on our class offerings twice per semester to their contacts and these press releases are frequently picked up and published.

\$10K – Contractor to create ads for publications such as SB Independent and Pacific Coast Business Times. SB Independent ads are targeted towards beginning computer students as an eblast is not effective method to reach these students.

6000 *

Total dollars requesting for CAPITAL OUTLAY (Computer Hardware)
\$5000

6000 Detail

Please provide a detailed budget for this category.

\$2,000K: new monitor allowing for classes to be held in an additional room at the Jail

\$3,000K: new laptops for computer classes to ensure that students are learning on a modern laptop with updated versions of Microsoft Office

Total Number of Adults Students Served in 2018-2019 and 2019-2020 (for CAEP awardees) *

5400 enrollments in 2018-2019, approx. 5400 enrollments 2019-2020

Target Number of Adult Students you plan to serve from 2020-2022 *

5700 enrollments for 2020-2021, 6000 enrollments for 2021-2022

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

Once these courses are either redesigned or created and then approved, the course becomes self-sustaining as it becomes part of CSI's tuition-free, course offerings for which we are able to claim funding from the State of California.