

2019 -2021 Santa Barbara Adult Education Consortium Request for Proposal

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 (JC – Jeanette Chian)

Are you an existing 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

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). CSI offers a series of short courses that have been carefully selected to provide training to obtain a job, advance a career, and/or provide skills needed to grow a business. SBCC career skill courses are packaged together to enable students to earn a certificate and a digital badge demonstrating mastery of new skills for the new world of work. 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 2018-2019, CAEP funds were utilized on curriculum redesign and creation occurred on at least 8 certificates

including certificates on Equity in the Workplace, Becoming an IRS Enrolled Agent, and 6 redesigned and new technology certificates which include intermediate and advanced level Microsoft (MS) Office courses.

Regular faculty meetings continue to ensure that the faculty understand the nature of teaching for the Career Skills Institute. In addition, we continue to fulfill our pledge to local employers of continuously creating new and relevant curriculum to meet their employment needs.

For CAEP's current, 2019-2020 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, along with printing our CSI flier of classes for CAEP partners.

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 5 new courses (approximately the number of classes in 2 certificates) and then combine them with existing CSI courses to create 6 new certificates that would be geared towards Santa Barbara's nonprofit workforce and emerging executive directors. 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 would like to create at least 1 new certificate in either Adobe Dreamweaver or Adobe Lightroom and will work with the corresponding SBCC Credit Department Chairperson to coordinate this effort. Our SBCC Credit Departments have become increasingly interested in working with the School of Extending Learning to create noncredit courses that can serve as pathways to credit and pathways to higher wage careers.

For our Technology classes, an additional 6 certificates would be created: MS Excel, MS Word, MS PowerPoint, MS Outlook, MS Access Database, and MS Publisher allowing a person to gain in-depth knowledge, thereby enhancing employment prospects. Each certificate would contain 6 classes: 3 required classes (Ex: MS Excel 1, 2, and 3) and then a student selects an elective to earn the certificate.

Thanks to past CAEP funding, we recently created MS Office Level 1, 2, and 3 certificates where each certificate has 3-4 required classes and then a student selects an elective to complete the certificate. Thus a student would be able to earn both an MS Office Level 1, 2, and 3 certificates, as well as specialty certificates.

The MS Office Level 1, 2, and 3 certificates have already passed through SBCC's internal curriculum process and are currently awaiting approval to be offered by the Chancellor's office. When these classes are approved to be offered to students, hopefully by Summer 2020, we anticipate that the MS Excel Level 2 and 3 classes specifically will have full enrollment and that more sections will need to be added!

For our Career Education courses, we would create 2 new certificates including a Medical Services Coordinator (MSC) certificate, a role where Sansum Clinic employs at least 200 of these individuals and has constant need to recruit additional MSCs. In addition, we would create an additional certificate in Environmental Horticulture, allowing graduates of our already successful Green Gardener program to have an additional option for required recertification hours.

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.

Curriculum Development

See above for 10 certificates to be developed.

Outreach & Marketing

Please see Section 4 for Outreach and Marketing Plan.

Non-instructional supplies

As the types of certificates offered by CSI has greatly expanded, copies of the most up-to-date CSI Certificate Catalogue would need to be printed. In addition, thanks to the collaborative environment of our local CAEP consortium, we receive requests to print hundreds of copies/semester of our one page, two-sided schedules for our local CAEP partners including the County of Santa Barbara, the Santa Barbara Public Library, Equalitech, and the Employment Development Department.

2. Integration

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

3. Justification

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

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 SBCC's marketing department and 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-monthly e-newsletter sent on behalf of the School of Extended Learning, and a tri-annual print schedule that markets all classes, including CSI.

(III) to strategically distribute our CSI Certificate Catalogue to HR Directors, large employers in Santa Barbara, and Santa Barbara Unified School District.

In addition to the School of Extended Learning's print schedule, CSI has specific Fall, Spring, and Summer marketing fliers, in addition to its own Certificate Catalogue.

5. Partnerships

CSI works regularly with CAEP partners including the County of Santa Barbara, Equalitech, Santa Barbara Public Library, KRA, 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 come to our Wake Campus. 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.

With the Employment Development Department (EDD) and KRA's one-stop career model, we have piloted holding classes at EDD, thereby bringing the classes directly to the people. While we experienced difficulty finding the right day of the week to hold the classes, the effort was meaningful and one that we could potentially attempt again in a modified format.

Together with SBCC DSPS, 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.

With SBCC Noncredit ESL, we continue to work together on projects such as language support in our Green Gardener classes. Also we would love to see ESL students earn digital badges when they achieved a Certificate of Competency in English and would train and support our noncredit ESL colleagues in this endeavor.

6. SBCC Noncredit Student Support Services

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.

Also when a manufacturing company, Corning, opened a factory in Goleta, we coordinated with Student Services, Adult High School/GED, where Corning recruiters came in and talked to students about entry-level job opportunities that were full-time with benefits and included regular training, yearly raises, and several different paths for future growth within the company. In addition, we worked with Student Services to hold Informational Sessions at Cottage Hospital (one of CSI's biggest industry partners) about our Adult High School/GED program to expand educational opportunities for Cottage Health System employees.

We could not do our work without SBCC Noncredit Student Support Services.

7. Alignment

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

Career Skills Institute has received \$240K through Strong Workforce 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 addition, CSI has received \$150K through Strong Workforce for the upcoming year. Last year, CSI leveraged \$50K of SWP funds to cover 70% of the cost for BW Research's 'Economic and Workforce Gap Analysis for Adult Education Students.' Using both SWP and CAEP funds provided an ideal way to leverage funding from 2 different sources, resulting in an analysis that was far more compelling and useful to our community than had one entity only funded this initiative. CSI was grateful for and pleased to use these funds as the findings will impact how CSI, and hopefully other CAEP grantees, proceeds over the next 2-3 years.

With this RFP asking for \$95K and with \$150K from SWP, the two grants combine for a total of \$245K. If CSI is awarded the full \$95K ask, CAEP funds would represent \$95K/\$245K of total funds or 39 percent total. Also in terms of intent for the grants, SWP's primary focus is on Career Technical Education, whereas CAEP funds both Career Technical Education and Workforce Preparation curriculum creation.

9. Diversity, Inclusion, and Equity

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 at our Wake Campus have a 4-year college degree, whereas the majority of our incarcerated and previously incarcerated students do not have one. 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.

10. Activity Chart

YES (JC) – I certify that the Activity Chart has been completed and emailed to sbaebg@gmail.com.

Total Budget Requested:

\$95000

1000/2000/3000 (Total dollars requesting for PERSONNEL and BENEFITS):

\$75000

1000/2000/3000 Detail:

Please provide a detailed budget for this category.

1000: \$60,000

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

30 courses (for 10 certificates) * \$1500/course = \$45K

\$1500k/certificate * 10 certificates for Curricunet work to partner with credit faculty (when needed) and to shepherd these courses through the curriculum process = \$15k

Total: \$60,000

2000: \$0

3000: \$15k (\$60K * .25 for Benefits)

4000: Total dollars requesting for INSTRUCTIONAL SUPPLIES and NON-INSTRUCTIONAL SUPPLIES and Computer Software (not hardware):

\$5000

4000 Detail

Please provide a detailed budget for this category.

\$3000 – printing of updated CSI Certificate Catalogue.

\$2000 – printing of our CSI, one page, two-sided schedule of classes for our CAEP partners.

5000: Total dollars requesting for CONSULTANTS, MEETINGS, PROFESSIONAL DEVELOPMENT

\$15,000

5000 Detail

Please provide a detailed budget for this category.

\$10K – 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.

\$5K – Contractor to update our CSI Certificate Catalogue.

6000

Total dollars requesting for CAPITAL OUTLAY (Computer Hardware)

\$0

6000 Detail: Please provide a detailed budget for this category.

N/A

Total Number of Adults Students Served in 2017-2018 and 2018-2019 (for CAEP awardees)

5100 enrollments in 2017-2018, 5400 enrollments in 2018-2019

Target Number of Adult Students you plan to serve from 2019-2021

5700 enrollments for 2019-2020, 6000 enrollments for 2020-2021

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.

2019-2020 CAEP Activity Chart for CSI

NO.	OBJECTIVE	ACTIVITY DESCRIPTION	TIMELINE FOR COMPLETION	PERSON OR AGENCY RESPONSIBLE	OUTCOME
1	<p>Develop a total of 10 business, design, technology, career education certificates.</p> <p>This objective ties to 2019-2021 CAEP Objectives 2, 3, and 6. *</p>	<p>Create</p> <p>5 new courses in Business that will combine with existing CSI offerings to create 6 new nonprofit certificates,</p> <p>1 certificate in Design,</p> <p>6 certificate in Technology,</p> <p>2 certificates in Career Education.</p>	<p>Course outlines written and submitted to SBCC Curriculum Advisory Committee (CAC) by October 31, 2020. Curriculum will be written and submitted to CSI by August 31, 2020.</p>	<p>SBCC Career Skills Institute Instructors</p>	<p>Program narratives and Course Outline will be and submitted to CAC and then to the Chancellor's Office for approval. Curriculum will be developed and courses will be added to the CSI Catalog. The courses will be offered in Fall 2021.</p>
2.	<p>Update marketing materials and continue CSI advertising campaign in our local community.</p>	<p>Update CSI Marketing materials and work with Minsky Media to continue CSI Marketing in our local area.</p>	<p>Marketing occurs throughout the year where CSI ads/press releases are strategically published several weeks before the</p>	<p>SBCC Career Skills Institute working with Minsky Media.</p>	<p>Increase in enrollment by 5%. During the 2018-2019 Fiscal Year, CSI had 5400 enrollments. During the 2019-2020 Fiscal Year, we anticipate at</p>

<p>As individuals and employers must first become aware of classes before taking them, this objective ties to 2019-2021 CAEP Objectives 2, 3, and 6. *</p>		<p>term begins and also during the middle of the semester.</p>		<p>least a 5% increase to 5700 enrollments.</p>
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* CAEP 2019-2021, Objective 2: Programs for immigrants eligible for educational services in citizenship, English as a second language, and workforce preparation.

CAEP 2019-2021, Objective 3: Programs for adults, including, but not limited to, older adults that are primarily related to entry or re-entry into the workforce.

CAEP 2019-2021, Objective 6: Programs in career technical education that are short term in nature with high employment potential.