

UPDATED 1/11/2020

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

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Applicable Noncredit Program Area: Adults in the Workforce

Program Name:

Career Skills Institute & Career Skills Institute Jail Program

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.

While SBCC has been running computer classes at the County Jail for many years, two years ago (2018) we expanded our offerings by piloting CSI's soft skills communication classes at the Jail. To our great joy, these professional development classes have been a success for our incarcerated students. In Fall 2019, we awarded our first 12 noncredit certificates of completion to our incarcerated students. Even before attending these award presentations, our incarcerated students were on my mind daily in terms of how we can best serve them. Together with our dedicated instructors, we are more committed than ever to educating students and preparing them for the workforce.

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 five areas:

- 1) Curriculum Development for CSI,
- 2) Community and Faculty Liaison work for the Jail,
- 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, and
- 5) Capital Outlay for modern laptops and other equipment at the County Jail.

While we have made great strides in the development of CSI, we want to strengthen our offerings particularly with our Business and Technology offerings. Please note that we have plans to run all of these classes at the County Jail.

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 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!

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.

In addition to curriculum development, we would continue to have a faculty liaison who is in frequent communication with County Jail employees regarding the logistics and operations needed to hold classes at the Jail. This individual is also the Lead Instructor at the Jail and therefore knows all the inner workings at the Jail with respect to running educational programs.

We also plan to have a current instructor serve as a community liaison to also seeks out new instructors for the Jail and also provides training. also utilize a current instructor at the Jail would work as a community liaison to collaborate with Jail staff to identify education levels of those currently incarcerated and work with discharge specialists at the Jail to develop processes and procedures to facilitate enrollment of post-incarcerated individuals into SBCC. This individual would also connect students to our School of Extended Learning Student Program Advisors after the individual has been released from Jail.

Curriculum Development

See above for 8 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 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.

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 Wi-Fi. 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.