



California Adult Education Program, Santa Barbara Adult Education Consortium (SBAEC) Year 10 2024-2025 REQUEST FOR PROPOSAL

I. OVERVIEW

The Santa Barbara Adult Education Consortium (SBAEC) allocation for the year-10 grant cycle is \$1,006,673.00. The application is due no later than August 16, 2024.

All awardees are expected to expend funds no later than March 31, 2026.

The Consortium has historically awarded 70% or more of its total funding to programs. In 2023-2024 award allocations ranged between \$20,000.00 - \$200,000.00.

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. Only members of public institutions and nongovernment entities and organizations may apply for programmatic funding.

The **Statewide CAEP targets** programs in areas with a focus on economic mobility and include:

- (1) Programs in elementary and secondary basic skills, including programs leading to a high school diploma or high school equivalency certificate;
- (2) Programs for immigrants eligible for educational services in citizenship, English as a second language, and workforce preparation;
- (3) Programs for adults, including but not limited to older adults that are primarily related to entry or reentry into the workforce;
- (4) Programs for adults with disabilities;
- (5) Programs in career technical education that are short term in nature and have high employment potential;
- (6) Programs offering pre-apprenticeship training activities conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards for the occupation and geographic area;
- (7) Programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school;

Newly Added Statewide CAEP goals and initiatives Consortia need to address:

- (8) Distance Learning: How consortia continue to expand Hyflex and synchronous online instruction;
- (9) Potential Budget Reductions: How consortia are being strategic and responsive to the changes in the economy and to the impacts on adult education programs and its students;
- (10) Systemic Racial Injustices: How consortia plan to examine the issue of their role in addressing systemic racial injustices within their membership, partners and programs.

The overarching Santa Barbara Adult Education Consortium's **3-year plan goals** are the following:

- (1) To continue to provide excellent programming for adults in a variety of program areas based on proven needs;
- (2) To continue to improve Student Learning and Achievement Goals focused on the needs of adult learners, and to assist in their transfer acceleration and career success;
- (3) To continue refining programs and services for students in alignment with Statewide initiatives;
- (4) To provide awareness of educational offerings and training options available through a robust local marketing campaign;
- (5) To develop a comprehensive data collection and accountability infrastructure for all programs and services funded by the consortium and to encourage cross-pollination with each other and Statewide initiatives;
- (6) Where needed, to support partners that specialize in job placement, apprenticeship, internship, and job coaching.

The Santa Barbara Adult Education Consortium's **primary goals for the upcoming 2024-2025 year** are the following:

- (1) Continue to support our noncredit faculty in building pathways to credit for existing and new CAEP programs;
- (2) Support new activity resulting from AB705 implementation (focused on mathematics, English, and ESL);
- (3) Support dual enrollment programs to engage high school students completing their degrees to begin their journey to transition to college, job search training and placement (SB-554);
- (4) Continue to partner with the local Santa Barbara Workforce One-Stop operator and other agencies for career training initiatives;
- (5) Continue to cross-pollinate CAEP initiatives with WIOA, Guided Pathways, Vision for Success, and Strong Workforce initiatives, and Health Pathways English Language Learner CAEP grant;
- (6) Continue to support our existing SBCC programs that are aligned with the CAEP initiatives;
- (7) Strengthen and support the Noncredit Student Support Services (SSS) Program to provide advising and career counseling, improved orientation to noncredit programs, and transitional support to jobs/careers or credit opportunities;
- (8) Work in collaboration with the SBCC Admissions Office to strengthen and support the noncredit registration process;
- (9) Support distance learning (live videoconferencing) initiatives and provide, where feasible, professional development training for faculty and staff in CAEP program areas;
- (10) Develop a strategic plan that addresses systemic racial injustices within our membership, partners and programs.
- (11) Collaborate with local Workforce to increase Adult Learner support systems (housing, foodbank resources, and public assistance programs);
- (12) 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;
- (13) Address newly added CAEP State Priorities: Equity, Leadership, Learner Transition, Marketing, Program Development Curriculum/Classroom, Program Evaluation, and Technology & Distance Learning;
- (14) Extend programming and services in all of Santa Barbara south county with an emphasis in Carpinteria and Goleta.

Based on the 2019 and 2023 SBCC School of Extended Learning Economic and Workforce Gap Analysis for Adult Education Regional reports, the Consortium's focus for the 2024-2025 selection of programs will need to continue enhancing educational programming in the following areas:

- (1) Short-Term CTE in career skills training courses;
- (2) Short-Term CTE with a focus in areas such as Health Care and Health Training services;
- (3) Noncredit Adult High School/GED;
- (4) Noncredit English as a Second Language;
- (5) Noncredit Adults with Disabilities;
- (6) To ensure students can navigate through the SBCC system from noncredit to credit, the Consortium also identified the need for a robust Student Support Services program to help students plan their educational and vocational objectives;
- (7) Continue to expand Hyflex and synchronous online instruction;
- (8) Develop a strategic plan that addresses systemic racial injustices within our membership, partners and programs.

CAEP Fiscal Regulation for all Independent Contractors and External Partners:

- (1) Indirect, for Profit, or Fringe Benefits are not allowable expenses and cannot be reimbursed;
- (2) All Independent Contractors and External (non-SBCC) Partners must complete the required SBCC Memo of Understanding (MOU) forms and Entity Contractor forms;
- (3) All Independent Contractors and External Partners must submit invoices to the CAEP Director for reimbursement;
- (4) All External Partner CAEP programs will receive two-three payments based on the timeline for completion as stated on the MOU and Entity Contractor forms.

Data Collection for all CAEP Programs and Partners:

- (1) All external (non-SBCC) CAEP programs must use the CASAS TopsPro Enterprise platform to electronically collect student data and participation and data points required by the State;
- (2) All data collection must be collected on a quarterly basis.

Key Performance Indicators:

As stated in the Consortium’s 2022–2025 Three–Year Plan, the Consortium adopts the following key performance indicators related to the allowable program areas and will use these indicators as part of the rubric in selecting programs:

Seven Program Areas

Key Performance Indicators

1. Programs in elementary and secondary basic skills	Increase in enrollment in the AHS/GED program and increase hours attending resulting in higher FTES. Increase in the number completing a high school diploma or GED. Creation of new support courses for the AB705 initiative.
2. Programs for immigrants and English as a Second Language	Increase in enrollment and hours attending in the ESL program resulting in higher FTES. Increase certificate completion rates in ESL. Increase in supportive programming to reach more community members.
3. Adults Entering or Re-entering the Workforce	Broadening our reach to the One-Stop and other community partners to increase the numbers of students served. Continue a partnership with the one-stop to offer educational programs on site. Increase in enrollment and hours attending in the Career Skills Institute resulting in higher FTES.
4. Adults who assist secondary school students	Measure results of a pilot program with our community library partners to understand the value and number of students served.
5. Programs for Adults with Disabilities	Launched in 2019, create a realistic growth strategy for the new Adults with Disabilities Work Readiness and Career Certificated Program. Increase the number of enrollments in accordance with the strategy.
6. Programs in Short-Term CTE	Based on the recommendation of the BW Research environmental scan, develop new noncredit programs in CTE areas such as health, business, and information communication technology sectors.
7. Employer Engagement	Programs offering Pre-apprenticeship and workforce training activities

II. APPLICATION

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

THIS APPLICATION IS DUE NO LATER THAN AUGUST 16, 2024.

I have reviewed the 2022-2025 CAEP Three-Year Plan and 2022-2023 Annual Plan and attest that this proposal is in alignment with Consortium's current goals and objectives.

YES NO

Are you an existing CAEP funding awardee?

YES NO

Program Name

Santa Barbara City College Career Skills Institute

Primary Contact Name

Jeanette Chian

Primary Contact Email

jchianbrooks@sbcc.edu

Primary Contact Phone

(805) 683-8289

All applicants are required to collaborate with, at minimum, one SBCC School of Extended Learning noncredit faculty member to develop a robust and comprehensive SBAEC request for proposal. Please insert the name of the faculty member(s) below:

Faculty Name(s)

Oscar Carmona, Norma Graffius, Timmy Palmer, Deborah Deras

Select Applicable Noncredit Program Area

Adult Education (ABE, ASE, Basic Skills)

Adults with Disabilities

English as a Second Language

Entry or Reentry into the Workforce

Literacy

Short-Term CTE/Programs in Pre-Apprenticeship

Student Support Services

Select all applicable 2024-2025 Consortium's goals that align and tie your Program's objectives to

(1) Continue to support our noncredit faculty in building pathways to credit for existing and new CAEP programs;

(2) Support new activity resulting from AB705 implementation (focused on mathematics, English, and ESL);

(3) Support dual enrollment programs to engage high school students completing their degrees to begin their journey to transition to college, job search training and placement (SB-554);

(4) Continue to partner with the local Santa Barbara Workforce One-Stop operator and other agencies for career training initiatives;

(5) Continue to cross-pollinate CAEP initiatives with WIOA, Guided Pathways, Vision for Success, and Strong Workforce initiatives, and Health Pathways English Language Learner CAEP grant;

(6) Continue to support our existing SBCC programs that are aligned with the CAEP initiatives;

- (7) Strengthen and support the Noncredit Student Support Services (SSS) Program to provide advising and career counseling, improved orientation to noncredit programs, and transitional support to jobs/careers or credit opportunities;
- (8) Work in collaboration with the SBCC Admissions Office to strengthen and support the noncredit registration process;
- (9) Support distance learning (live videoconferencing) initiatives and provide, where feasible, professional development training for faculty and staff in CAEP program areas;
- (10) Develop a strategic plan that addresses systemic racial injustices within our membership, partners and programs;
- (11) Collaborate with local Workforce to increase Adult Learner support systems (housing, foodbank resources, and public assistance programs);
- (12) 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;
- (13) Address newly added CAEP State Priorities: Equity, Leadership, Learner Transition, Marketing, Program Development Curriculum/Classroom, Program Evaluation, and Technology & Distance Learning;
- (14) Extend programming and services in all of Santa Barbara south county with an emphasis in Carpinteria and Goleta.

For current 2023-2024 CAEP SBAEC Programs:

Please provide a detailed summary of the completed outcomes to-date and the progress of your current program's objectives and deliverables. Include last year's and current enrollment figures, number of students who earned a diploma, noncredit certificate completers, and the number of students who transitioned into credit programs or noncredit certificate programs.

Your answer (500-word limit)

Thank you to the Consortium for your support of the Career Skills Institute (CSI) program at Santa Barbara City College. Last year, CSI was awarded funding in four areas:

- a) Curriculum creation** (\$89,250 for four new certificates and completion of 3 Microsoft Office certificates),
- b) Santa Barbara County Jail** (\$30K for existing faculty to train new faculty),
- c) Ready. Match. Hire! Career Counseling** (\$41K for half of career advisor's time), and
- d) Adult with Disabilities** (\$10K to onboard new faculty member, curriculum revisions to match new course hours, and community outreach).

For **a) curriculum creation**, funds were requested for four new certificates and completion of three Microsoft Office certificates. Three of the four new certificates are currently making their way through the curriculum creation process, in the areas of Nonviolent Communication, Career Navigation, and a Photography and Videography Smartphone certificate. Regarding the completion of three Microsoft Office certificates, they are being re-launched in our curriculum system to reflect updates on the Microsoft Office subject tests.

Currently we are delivering ServSafe at the **b) Santa Barbara County Jail (SBCJ)** which is a required course for individuals who prepare and serve food. Due to circumstances beyond our control of SBCJ eventually becoming a holding cell, the remote GED testing site at SBCJ is being de-commissioned for office space.

During '23-'24, the **c) Ready. Match. Hire! career counselor** saw 165 unduplicated students and had 300 student interactions through classroom visits and community outreach events. These visits lead to 8 individuals being hired full-time and 6 individuals being hired for part-time or externship positions.

During '23-'24, both of the **d) Adults with Disabilities** workplace readiness classes were delivered, and five students earned Skills Competency Awards. These classes had recently undergone a variety of modifications to be more student friendly, including changing the start/end time to match the bus schedule, shortening the class to match other DSPS classes on campus, and changing the day of the week per Santa Barbara Unified School District (SBUSD) request.

* 2022-2023 Career Skills Institute:	4100 enrollments
2023-2024 Career Skills Institute Non-Supervised Tutoring:	4618 enrollments
+ 2023-2024 Career Skills Institute Supervised Tutoring (new funding stream):	<u>3617 enrollments</u>
2023-2024 Career Skills Institute plus Supervised Tutoring:	8235 enrollments

* 2022-2023 Career Skills Institute certificates awarded: 252
2023-2024 Career Skills Institute certificates awarded: 344

*Note that in 2022-2023, SBCC academic year changed from having two, six-week Summer sessions to one, ten-week Summer session. Thus 2022-2023 figures are lower than 2023-2024 as the respective numbers represent a different number of weeks.

1. Executive Summary

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

Your answer (500-word limit)

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The Career Skills Institute (CSI) at Santa Barbara City College's School of Extended Learning launched in 2015 to fill the gap between employee skills and employer needs. CSI provides a series of short courses that provide training to enter, re-enter, upskill, or transform within the workplace. These courses allow students to earn both a noncredit certificate of completion and a digital badge, the electronic representation of the paper certificate. These digital badges signify skills attainment in four areas: business communication, design, technology skills (including bilingual computer skills), and career education.

Badges can be posted on LinkedIn profiles and prospective employers can click on the badge to find the courses completed and skills attained. SBCC is the first community college in California to issue digital badges, and to date, over 1800 CSI badges have been issued. In addition, SBCC is one of the first community colleges in California to have its noncredit certificates mapped alongside credit certificates and degrees on SBCC's homepage, thereby providing enhanced transparency and visibility both to CSI's 75 certificate offerings and its relation to credit programming.

To better support CSI students and community employer partners, we propose the following initiatives and curriculum to continue bridging the gap between employee skills and employer needs. In addition, a major focus for the Career Skills Institute in the next 12-18 months is launching a tuition-free, Health Academy with emphasis on pathways for English Language Learners to enter these programs. Upon initial launch, the Health Academy will include Certified Nursing Assistant and additional support for existing programs, including Medical Assistant and Personal Care Attendant.

a-Curriculum Creation (\$87,500). We are requesting funds to create 5 new certificates (\$12,500 each) and to complete Spanish translation of course materials for an existing class (\$7500) to address topics that employer partners and students consistently request.

The 5 new certificates we are creating

- Culinary Arts (certificate would be a pathway to credit Culinary Arts department),
- Carpentry (certificate would be a pathway to credit Construction Technology department),
- Spanish in the Workforce,
- Artificial Intelligence, and
- Restorative Justice.

For our current Advanced Green Gardener classes, CAEP funds from last year were used to create a curriculum binder for students. This year, we are requesting \$7500 to translate this binder into Spanish, thereby allowing for the class to be taught bi-lingually.

b-‘Ready. Match. Hire!’ Career Services (approx. \$40K). We are requesting funds to continue providing Career Advising Services, in English and Spanish, with a renewed emphasis on in-class visits and community outreach events, to promote this valuable resource to students and the community. In addition, we are holding the first ever career fair for noncredit students at Wake Campus. During ’23-’24, the c) Ready. Match. Hire! career advisor saw 165 unduplicated students and had 300 student interactions through classroom visits and community outreach events. These visits lead to 8 individuals being hired full-time and 6 individuals being hired for part-time or externship positions. In addition to advising individuals on all parts of the job search process, including connecting individuals to Academic Counseling where appropriate, the career counselor recommends specific CSI classes for skills building. Currently, the Career Advisor works 21 hours per week during Fall Semester (16 weeks) and Spring Semester (16 weeks). During Summer Semester (10 weeks), the Career Advisor will work 14 hours per week to reflect less students taking classes, for a total of 42 weeks per year.

c-Small Scale Food Production (\$10K). For the past two years, we have been teaching Small Scale Food Production in the community garden at our Cliff Campus. Enrollment-wise, these classes have been a success with an average enrollment of 25 students. Due to student need and demand, we have expanded course offerings from one section per semester to currently offering four sections per semester. Given this increase, we are requesting \$5K for a tough shed and 20 chairs and an additional \$5k for a fence which would be used to store and block off classroom equipment and supplies.

d-Marketing (\$27K). We are requesting funds to cover program-specific marketing expenditures, such as radio ads in Spanish for bilingual computer classes and Personal Care Attendant, ads on Edhat, Noozhawk, or Santa Barbara Independent for beginning computer classes, and ads in the Pacific Coast Business Times to promote CSI to employers. In addition, GradComm created a School of Extended Learning folder marketing piece which includes an insert highlighting the Career Skills Institute. We are including the printing costs of this page, as well as anticipated expenditures associated with creating a CSI-specific promotional folder. In addition, we are requesting funds to cover the design and printing of 2-3 of our most requested (by employers) certificate maps, including Project Management and Emerging Leaders. Finally, we are requesting funds for CSI-branded items to hand out at the increased number of community events that we plan to participate in throughout the coming year.

2. Noncredit/Credit Integration and Alignment

Please explain how your proposed program initiative(s) align(s) with other adult education programs at SBCC and creates a transition to credit/transfer educational programs or creates a transition to the workforce (including, but not limited to, internships, jobs, pre-apprenticeships, and self-employment). For multiple initiatives, applicants should list each initiative and briefly address how they align. Provide examples of specific pathways and how you plan to conduct proactive advisement on existing pathways.

Your answer (500-word limit)

As the entire focus of Career Skills Institute is centered on professional and workforce development and/or transfer to SBCC credit, we are fully integrated into adult education programs at SBCC. In addition, all 70+ certificates that CSI offers are mapped alongside credit certificates and degrees on SBCC’s homepage. The proposed curriculum, particularly the Construction, Advanced Green Gardener, and Culinary classes create pathways to our credit program. The Spanish for the Workforce and Artificial Intelligence for Small Business classes prepare students for the workforce or a promotion as speaking Spanish and understanding how to integrate Artificial Intelligence into workplace processes are becoming in-demand skills.

The Ready. Match. Hire! program also supports students, individually or in smaller groups, throughout the job search process, while also encouraging individuals to build skills by recommending CSI classes as appropriate. In addition, the career counselor works closely with Academic Counseling, ensure that referrals are made where appropriate.

3. Outreach & Marketing

Please describe your plans to conduct outreach and marketing to promote the proposed program initiatives aimed at increasing enrollment, job attainment or advancement, or transition to credit programs. For current programs, describe your previous marketing strategies and what has been effective and not. What have you done to develop a cohesive marketing strategy and how can you collaborate with other programs to leverage funding?

Your answer (500-word limit)

As CSI falls under the umbrella of the School of Extended Learning (SEL), the goal is both to integrate within SEL’s marketing activities and to promote the CSI brand within our community. During ’23-’24, Extended Learning collaborated

on an extensive marketing overhaul with GradComm, a marketing firm that specializes in promoting adult education programs. The look and feel of Extended Learning's print schedule, a primary marketing piece, has been updated and thus far, community response has been positive. In addition, we will continue running program-specific ads through appropriate media, such as ads for bilingual computer classes on Spanish radio channels to increase enrollment. This past year we have engaged in numerous outreach events, including multiple job fairs and outreach with agencies whose clientele is both interested in and would benefit from Career Skills Institute offerings and career advising. In collaboration with the Offices of Superintendent/President and Communications, we recently mailed a letter to local employers with less than 100 employees, letting them know about the free professional development opportunities that CSI offers. Thus far, we have set up 5 follow up meetings with employers wanting to learn more CSI. Enrollments have increased from 4100 in '22-'23 to 4600 in '23-'24.

For the Ready. Match. Hire! (RMH) program, we have a renewed emphasis on building awareness within the School of Extended Learning about existing career services. Given that all CSI classes occur at the Wake Campus and that the Basic Needs Center just opened at Wake, the career advisor is now spending the majority of time at Wake Campus. The advisor is also adjusting her hours one day per month to provide evening counseling hours or for classroom outreach with our nighttime English as a Second Language classes, in addition to our Green Gardener, Construction, Personal Care Attendant, and Medical Assistant programs which all meet during the evening. Furthermore, we are planning RMH's first ever career fair at Wake Campus. The focus of this career fair will be to work with our existing employer partners on matching our students with entry level job positions. Students can still meet with the advisor at Schott Campus and via Zoom. Thus, by increasing awareness of and access to career services, it is anticipated that the number of students served by the career advisor will increase significantly.

4. Partnerships

Leveraging resources to maximize adult learner and client participation is one of the CAEP's goals. Relay current partnerships and please provide a minimum of 5 prospective partnerships you plan to work with. Ensure that the partnerships are directly tied to CAEP's objectives, tied to local businesses and the labor market, and demonstrate a robust collaboration with a one-to-two-year robust plan.

Your answer (500-word limit)

Existing Partnerships:

1-Santa Barbara Public Library (SBPL) - We continue our partnership with SBPL by offering ServSafe Food Handling classes on-site at the Eastside Library. CSI schedules the classes, co-promotes the classes, provides the faculty member, and pays for test exams. SBPL co-promotes the classes and provides the venue, textbooks, and on-site support. Additionally, we maintain a partnership with Acme Hospitality Group. During '23-'24 academic year, 65 individuals received ServSafe Training.

2-Santa Barbara County Jail (SBCJ) – We continue delivering ServSafe classes at SBCJ and during '23-'24 academic year, 30 individuals received ServSafe training.

3-SBCC Noncredit English as a Second Language and Adult High School / GED / Bilingual GED – We continue to collaborate on projects, such as providing integrated language support in our Green Gardener classes. The close collaboration between Career Technical Education and ESL faculty has benefitted English language learners who receive extra support in class. In addition, we are working with the ESL program to review current scheduling practices with goal of students simultaneously enrolling in ESL and CSI courses.

4-WaterWise Santa Barbara County – This 20-year long partnership between SBCC's Green Gardener program and County of Santa Barbara Water agencies, ranging from Montecito to Goleta, continues to flourish. Through CAEP funding, a binder for the Advanced Green Gardener class was created last year, and this year, the hope is to secure funding for the binder to be translated into Spanish. Previously, our Green Gardener classes only had binders in English and Spanish, and the binder for the Advanced Green Gardener class has been a key learning tool for students. Finally, we are expanding this program by offering it both Wake and Schott Campus in '24-'25.

5-University of California, Santa Barbara (UCSB) Human Resources Department (HR) – We enjoy a longtime partnership with the HR department at UCSB, whereby we coordinate one certificate per semester to UCSB HR employees interested in expanding their skill sets and role. Last year, we connected UCSB to our ESL department, and two classes per week are now run at UCSB. Looking ahead, when we develop Spanish in the Workforce classes, UCSB has already expressed interest in having their employees enroll in these classes when approved. An initial meeting with Spanish faculty in our School of

Modern Languages department has already occurred and knowing that the curriculum approval process can take a year, we are tentatively planning for Spring 2026.

6-Cottage Hospital - We continue our longstanding partnership with Cottage Health's Leadership Development Program (LDP) geared towards new and emerging leaders. In May 2024, thirty-five Cottage employees graduated from this program and approximately 45% of graduates have reported expanding their role within two years of program completion.

7-Medical Assistant Advisory Board - We maintain longstanding partnerships with our Medical Assistant Advisory Board, resulting in an 80% local job placement rate. Partners include Sansum Clinic, Santa Barbara Public Health Department, Santa Barbara Neighborhood Clinic, Cottage Health, and new partner, UCLA Healthcare.

New Partnerships:

8-Santa Barbara County Superior Court – A new partner to CSI starting in '23-'24, thus far 25 individuals have earned the Project Management Certificate with potential to expand to other courses and certificates. This partnership launched as a result of Superior Court's CEO receiving the county-wide Santa Barbara Adult Education Consortium magazine and then contacting us.

9-Housing Authority of the City of Santa Barbara – We have re-launched this partnership and are collaborating in a variety of ways, including tabling and presenting at each other's events, promoting our classes and services to families in their self-sufficiency program, joining their program council to represent SBCC, and re-establishing a referral process between our two organizations.

10-New Beginnings Counseling Center, Lotusland, and CMC Rescue Equipment – As a direct result of the letter sent recently to local employers from our Superintendent/President and Vice President, School of Extended Learning about the Career Skills Institute, we are in early phases of working with multiple new employer partners to meet their professional development needs and anticipate reporting concrete numbers with next year's request for proposal.

5. Leveraging Funds

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

Your answer (500-word limit)

Recently we were awarded a second year of funding for an English Language Learner Healthcare Pathways Grant to establish a tuition-free Healthcare Academy within the School of Extended Learning's Career Skills Institute program. With the support of this grant, the Certified Nursing Assistant program will transition from credit to noncredit, thereby removing enrollment fees as a potential access barrier for students. The goal is to launch the Health Academy as early as Fall 2025 with recruitment of the full-time Health Academy Director position to open in November 2024. The salary for this position will be split evenly between this grant and Strong Workforce Funding. As we anticipate that the career advisor will work closely with these students, we are applying for 50% of the advisor's time to be paid through Strong Workforce. Finally, these grants will cover the cost of setting up a clinical lab classroom space to simulate working conditions and equipment that students will encounter as a CNA.

6. Diversity, Inclusion, and Equity

Please describe how your proposed program initiatives will help create a diverse, inclusive, and equitable educational experience for adult learners. Include as much data as possible ranging from current demographics and prospective goals.

Your answer (500-word limit)

The SBCC Career Skills Institute plays a critical role in supporting our community's highly diverse adult population who are looking to enter, re-enter higher education in an effort to up-skill, re-skill to advance in the job market, and/or to transition to the credit program. This proposal seeks to increase training opportunities for our students, both by expanding course and certificate program offerings and by developing more flexible learning modalities to meet student need: in-person, Zoom, hybrid, or fully online. Recognizing that lack of transportation, childcare, technology or a conducive learning space are all major barriers for many of our students, offering classes in as many formats, modalities, times, and locations as possible is key to serving students in an equitable and inclusive manner. In addition, providing faculty with ongoing paid professional development opportunities and hiring faculty who represent our students helps to create a welcoming

learning environment, whereby faculty feel valued and students feel that they belong.

Faculty now have up to 10 hours of paid professional development per year. Last year, the hourly faculty stipend rate nearly doubled, and we have already noticed an increase in the number of faculty seeking professional development in areas such as restorative justice, teaching pedagogy, technology, and team building. Over the past two years, we have hired eight new Professional Development faculty, five of whom are individuals of color. As a program, CSI is committed to continually improving processes and developing new course offerings to create a diverse, inclusive, and equitable educational experience for adult learners.

7. Outcomes

Please list a minimum of 5 measurable objectives and outcomes per year. Identify benchmarks and provide a timeline of outcomes. (e.g. 1. increased enrollments by 5%, 2. two new state certificates in small business development for bilingual learners). Indicate how outcomes will be accomplished and measured. Provide target numbers with outcomes.

Your answer (500-word limit)

Please note that responses apply to 2024-2025 academic year: July 1, 2024 – June 30, 2025.

1-Grow Career Skills Institute Non-Supervised Tutoring enrollment by 5%, from 4600 to 4850 enrollments.

2-Grow Career Skills Institute Supervised Tutoring enrollment by 10% and with no budget impact, from 3600 to 4000 enrollments.

3-Increase RMH advisor unduplicated students served by 30%, from 165 to 215 students.

4-Increase RMH student interactions (classroom visits and community outreach) by 30%, from 300 to 390 interactions.

8. Target Number of Students

I. For current 2023-2024 CAEP SBAEC Programs: Indicate enrollments for 2023-2024. How many degrees, diplomas, certificates were awarded? If applicable, provide point-of-contact for services utilized.

2023-2024 Career Skills Institute:	4618 enrollments
+ 2023-2024 Career Skills Institute Supervised Tutoring (new funding stream):	<u>3617 enrollments</u>
2023-2024 Career Skills Institute plus Supervised Tutoring:	8235 enrollments

344 certificates awarded in 2023-2024

II. For all applicants: Relay how many adult learners do you plan to serve for the 2024-2025 grant year.

2024-2025 Career Skills Institute:	4850 enrollments (5% growth goal)
+ 2024-2025 Career Skills Institute Supervised Tutoring (new funding stream):	<u>4000 enrollments (10% growth goal)</u>
2024-2025 Career Skills Institute plus Supervised Tutoring:	8850 enrollment goal

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I. BUDGET WORKSHEET A: CURRICULUM

For each budget request, please describe the activity, agencies or individuals that will carry out the activity. Per the State CAEP directive, there is an expectation that programs expend funds as equally as possible within the grant's timeframe (e.g. 25%, 25%, 25%, 25%).

TOTAL BUDGET REQUEST	\$ 87,500
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CATEGORY BUDGET REQUEST TOTALS	
1000	\$ 70,000
2000	\$ 0
3000	\$ 17,500
4000	\$ 0
5000	\$ 0
6000	\$ 0

1000: INSTRUCTIONAL SALARIES (instructional personnel)*

1000 Budget Request Total	\$ 70,000
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Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity
62,500	Creation of 5 new certificate programs @\$12,500 per certificate program. Certificates in the areas of Culinary Arts (pathway to credit), Carpentry (pathway to credit), Spanish in the Workforce, Artificial Intelligence for Small Businesses, and Restorative Justice.
7,500	Translation of Advanced Green Gardener curriculum materials into Spanish.

2000: NON-INSTRUCTIONAL SALARIES (personnel) *

2000 Budget Request Total	\$ 0
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Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity

3000: BENEFITS FROM 1000 AND 2000 CATEGORIES (average benefit rate is between 20-25%)*

3000 Budget Request Total	\$ 17,500
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Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity
17,500	(70,000 * .25)

4000: INSTRUCTIONAL SUPPLIES AND NON-INSTRUCTIONAL SUPPLIES (computer software not hardware)*

4000 Budget Request Total	\$ 0
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Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity

5000: CONSULTANTS, MARKETING, PROFESSIONAL DEVELOPMENT *

5000 Budget Request Total	\$ 0
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Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity

6000: CAPITAL OUTLAY (computer hardware) *

6000 Budget Request Total	\$ 0
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Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity

I. BUDGET WORKSHEET B: Ready. Match. Hire!

For each budget request, please describe the activity, agencies or individuals that will carry out the activity. Per the State CAEP directive, there is an expectation that programs expend funds as equally as possible within the grant's timeframe (e.g. 25%, 25%, 25%, 25%).

TOTAL BUDGET REQUEST	\$39,325.18
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CATEGORY BUDGET REQUEST TOTALS	
1000	\$ 27,860.14
2000	\$ 0
3000	\$ 6965.04
4000	\$ 1,000
5000	\$ 3,500
6000	\$ 0

1000: INSTRUCTIONAL SALARIES (instructional personnel)*

1000 Budget Request Total	\$ 27860.14
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Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity
\$27,860.14	(68.69/hour * 10.5 hours/week * 32 weeks/year) + (68.29/hour * 7 hours/week * 10 weeks/year)
	https://www.sbccc.edu/hr/files/2023_2024-Updated-Salary-table-9.pdf
	Step 8 on salary table * 10.5 hours/week * 32 weeks (16 weeks each for Fall & Spring) + Step 8 on salary table * 7 hours/week * 10 weeks Summer

2000: NON-INSTRUCTIONAL SALARIES (personnel) *

2000 Budget Request Total	\$ 0
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Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity

3000: BENEFITS FROM 1000 AND 2000 CATEGORIES (average benefit rate is between 20-25%)*

3000 Budget Request Total	\$ 6965.04
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Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity
6965.04	27860.14 * .25 = 6965.04

4000: INSTRUCTIONAL SUPPLIES AND NON-INSTRUCTIONAL SUPPLIES (computer software not hardware)*

4000 Budget Request Total	\$ 1000
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Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity
\$1000	Printing of Ready. Match. Hire! materials

5000: CONSULTANTS, MARKETING, PROFESSIONAL DEVELOPMENT *

5000 Budget Request Total	\$ 3500
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Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity
\$1000	Professional Development / Memberships to professional organizations
\$2000	Promoting Job Fair
\$ 500	Light refreshments for Job Fair participants

6000: CAPITAL OUTLAY (computer hardware) *

6000 Budget Request Total	\$ 0
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Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity

I. BUDGET WORKSHEET C: SMALL SCALE FOOD PRODUCTION

For each budget request, please describe the activity, agencies or individuals that will carry out the activity. Per the State CAEP directive, there is an expectation that programs expend funds as equally as possible within the grant’s timeframe (e.g. 25%, 25%, 25%, 25%).

TOTAL BUDGET REQUEST	\$ 10,000
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CATEGORY BUDGET REQUEST TOTALS	
1000	\$ 0
2000	\$ 0
3000	\$ 0
4000	\$ 7000
5000	\$ 3000
6000	\$ 0

1000: INSTRUCTIONAL SALARIES (instructional personnel)*

1000 Budget Request Total	\$ 0
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Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity
(e.g. \$5,000.00)	(e.g. faculty stipend: certificate development for inmate program)
(e.g. \$3,000.00)	(e.g. faculty stipend: Hybrid/HyFlex curriculum development for NC ESL, 40 hrs)

2000: NON-INSTRUCTIONAL SALARIES (personnel) *

2000 Budget Request Total	\$ 0
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Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity

3000: BENEFITS FROM 1000 AND 2000 CATEGORIES (average benefit rate is between 20-25%)*

3000 Budget Request Total	\$ 0
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Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity

4000: INSTRUCTIONAL SUPPLIES AND NON-INSTRUCTIONAL SUPPLIES (computer software not hardware)*

4000 Budget Request Total	\$
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Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity

2500	Tuff Shed
500	20 Chairs
4000	Fencing

5000: CONSULTANTS, MARKETING, PROFESSIONAL DEVELOPMENT *

5000 Budget Request Total	\$ 3000
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Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity
3000	Contractors to install fencing and tuff shed

6000: CAPITAL OUTLAY (computer hardware) *

6000 Budget Request Total	\$ 0
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Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity

I. BUDGET WORKSHEET D: MARKETING

For each budget request, please describe the activity, agencies or individuals that will carry out the activity. Per the State CAEP directive, there is an expectation that programs expend funds as equally as possible within the grant’s timeframe (e.g. 25%, 25%, 25%, 25%).

TOTAL BUDGET REQUEST	\$ 27,000
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CATEGORY BUDGET REQUEST TOTALS	
1000	\$ 0
2000	\$ 0
3000	\$ 0
4000	\$ 10,000
5000	\$ 17,000
6000	\$ 0

1000: INSTRUCTIONAL SALARIES (instructional personnel)*

1000 Budget Request Total	\$ 0
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Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity
(e.g. \$5,000.00)	(e.g. faculty stipend: certificate development for inmate program)
(e.g. \$3,000.00)	(e.g. faculty stipend: Hybrid/HyFlex curriculum development for NC ESL, 40 hrs)

2000: NON-INSTRUCTIONAL SALARIES (personnel) *

2000 Budget Request Total	\$ 0
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Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity

3000: BENEFITS FROM 1000 AND 2000 CATEGORIES (average benefit rate is between 20-25%)*

3000 Budget Request Total	\$ 0
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Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity

4000: INSTRUCTIONAL SUPPLIES AND NON-INSTRUCTIONAL SUPPLIES (computer software not hardware)*

4000 Budget Request Total	\$ 10,000
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Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity
5000	Career Skills Institute branded items for outreach fairs

5000	Printing Career Skills Institute insert for SEL folder and 2-3 certificate maps

5000: CONSULTANTS, MARKETING, PROFESSIONAL DEVELOPMENT *

5000 Budget Request Total	\$ 17,000
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Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity
5000	Spanish radio ads for bilingual computer classes and Personal Care Attendant (\$1500/semester * 3 semesters)
2000	Ads for beginning computer classes in SB Independent, Noozhawk, and/or Edhat
3000	Ads in Pacific Coast Business Times for Employers
7000	Consultant to help with ad design and placement (\$2k) and designing new Career Skills Institute folder, insert, and 2-3 certificate and program maps (\$5k)

6000: CAPITAL OUTLAY (computer hardware) *

6000 Budget Request Total	\$ 0
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Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity