

Special Short-Term Santa Barbara AEBG Consortium Request for Proposal for Noncredit Adult Education Funds

The Santa Barbara AEBG Consortium is pleased to announce \$30,000.00 recaptured funds from the 2017-2018 Year-3 grant cycle.

All funds must be expended no later than September 1, 2019.

A comprehensive and competitive Request for Proposal submission will align with the Adult Education Block Grant and the Consortium's Goals and Objectives set forth below.

The overarching AEBG 3-year plan goals of the Consortium are (1) to provide excellent programming for adults in a variety of program areas based on proven community needs; (2) to develop student support services specifically focused on the needs of adult learners, to assist in transfer acceleration and career success; (3) to support innovative professional development for staff and faculty; and (4) to set meaningful outcomes captured by various measurements and tools and shared with her stakeholders.

The Santa Barbara AEBG Consortium's primary goals for upcoming 2018-2019 year are the following:

- 1) Continue to support our noncredit faculty in building bridges to credit for existing and new AEBG programs.
- 2) Continue to fill gaps in Career Education in Industrial Technologies (or other areas supported by the study currently underway to be completed by 2018).
- 3) Support new activity resulting from AB705 implementation (focused on mathematics, English, and ESL).
- 4) Implement and support the new the Adults with Disabilities Career Planning and Training Program
- 5) Continue to partner with local Santa Barbara One-Stop operator and other agencies for career training initiatives.
- 6) Continue to cross-pollinate AEBG initiatives with WIOA and Strong Workforce initiatives.
- 7) Continue its commitment to the collection of accurate data and analytics for all AEBG programs and services
- 8) Continue to support our Student Support Services to help transition students from noncredit to credit or jobs/careers.
- 9) Continue to support our existing SBCC programs that are aligned with the AEBG goals and initiatives.
- 10) Support job placement assistance efforts where feasible and allowable

The statewide AEBG targets programs in areas with a focus on economic mobility and include:

- Programs in elementary and secondary basic skills, including programs leading to a high school diploma or high school equivalency certificate.
- Programs for immigrants eligible for educational services in citizenship, English as a second language, and workforce preparation.
- Programs for adults, including but not limited to older adults that are primarily related to entry or reentry into the workforce.
- Programs for adults with disabilities.
- Programs in career technical education that are short term in nature and have high employment potential.
- 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.

AEBG Fiscal Regulation for all Independent Contractors and External Partners:

- (I) Indirect, for Profit, or Fringe Benefits are not allowable expenses and cannot be reimbursed.
- (II) All Independent Contractors and External Partners must submit invoices to the AEBG Coordinator for reimbursement

THIS APPLICATION IS DUE NO LATER THAN MIDNIGHT, WEDNESDAY, OCTOBER 10, 2018.

Are you an existing 2015/16, 2016/17, 2017/18 AEBG funding awardee? *

Yes

No

Program Name *

Community Education Center - School to Work Pilot Program

Primary Contact Name *

Jose C. Martine

Primary Contact Email *

martinezj@sbcc.edu

Primary Contact Phone *

(805)683-8271

Applicable Noncredit Program Area *

Adult Education (ABE, ASE, Basic Skills)

English as a Second Language/Literacy

Adults in the Workforce

Adults with Disabilities

1. Executive Summary *

Please provide an executive summary of your proposed plan (to include overarching goals and outcomes) to create new programs or expand existing programs in one of the areas identified above.

SCHOOL TO WORK

Pilot Program

Approximately 18 years ago, in year 2000, SBCC Adult Education (now School for Extended Learning) received a \$500,000 three-year grant from the California Wellness Foundation. The goal: Integrate minorities into the technology era.

Part of the grant requirement was to experiment and track how many young adults could be placed in jobs related to technology. Approximately 124 young adults were placed in entry-level positions as data entry technicians, web page designers, and other jobs where some kind of computer technology was involved.

Part of the proposal back then, included outreach workers, career exploration, and one key component; the hiring of a Job Developer. This last one was in charge of creating a list of potential employers by developing a strong network with the private and public sectors. The other key component of the Job Developer was to create list of students looking for employment, and create an element of "trust" with our student population. The Job Developer position was a "hands on" type of job. It required to assist the students anyway he/she could to land on a job. This included jobs at our college, not just with exterior businesses or agencies. The name of the program was Computers in Our Future, now the Bilingual Computer Program under SBCC School for Extended Learning.

As mentioned before, approximately 124 young adults were placed in jobs, be part-time or full-time. Two of those, then young adults, are now teaching at in our bilingual computer labs, Antonieta and Cesar. A brief testimony of the potential of a "School to Work" concept.

We hereby propose funding for a "School to Work Program" with the primary initial focus on students participating in our Adult High School Education, G.E.D., and Jail Programs. The intention is to eventually move forward with the implementation of an "Employment Center" under Student Services, or/and the School for Extended Learning.

The "School to Work Program" will consist on four primary concepts:

1. CULTIVATE
2. PAIR
3. PLACE
4. SUPPORT

1. CULTIVATE
 - Outreach to potential future students (Outreach Worker)
 - Outreach to employers (Job developer)
 - Outreach to existing students (Job Developer)
2. PAIR (Job Developer)
 - Match student to employer
 - Connect student and employer (job application, etc.)
 - Follow up (secure job interview, etc.)
3. PLACE (Job developer)
 - Employment
 - Other (additional education as needed)
4. SUPPORT (COACH)
 - Coaching (Personal branding, Job Interviewing, Resume Writing, Soft Skills, etc.)

Three funding part-time positions:

- A. Outreach Worker
- B. Job Developer
- C. Support - COACH

Existing space would be used at the Community Education Center, including computer, desks, telephones, etc.

A. OUTREACH WORKER

Some of the responsibilities of an Outreach Worker would be to create an outreach plan, which would include visits to different community agencies such as local schools, community centers, churches, youth clubs, city neighborhood centers, and local non-profits that work directly with potential Adult High School, or GED student population. The purpose of this outreach effort is to inform the community about the resources the program is offering.

The Outreach Worker would also work with the media in order to promote School of Extended Learning and employment opportunities for those who enroll in classes.

This individual would also develop and distribute print information such as flyers, pamphlets, as well as using social media to promote classes and employment opportunities for our students.

Third function will be to work side by side with the Job Developer to provide reporting on the outreaching progress and job-opening list. By working closely with the Job Developer will help

improve the program, by having frequent meetings to analyze the success of the program on how to create impactful progress, to be able to create a successful program to apply for future funding to hire a Director to oversee the program and work on making the program sustainable and making the Job Developer and Job Outreach Coordinator full time positions in the future to provide more time to the candidates.

B. JOB DEVELOPER

Specific functions of a Job developer:

- ♣ Develops specific job opportunities that match the participants' skills, work experience, related training and interests.
- ♣ Screens and matches participants with employment opportunities based on their skills, education, work experience, hobbies and interests.
- ♣ Maintains relationships with existing employers and establishes relationships with new employers who are willing to hire participants.
- ♣ Pre-plans development activities to ensure the identification of opportunities to meet new potential employers and students.
- ♣ Revises and assists student participants with their resumes to fit identified opportunities.
- ♣ Conducts reviews of existing employers on a regular basis to evaluate employer demand and to determine how best to improve and/or leverage relationship to meet placement objectives.
- ♣ Schedules daily calls and face-to-face meetings with potential employers and students.
- ♣ Documents, consistently and accurately, in real time, all student participant and employer contact, activities and outcomes.
- ♣ Performs other job-related duties and responsibilities that will be assigned from time to time, including working very closely with Outreach Worker and COACH representatives.

C. SUPPORT SERVICES - COACH

C.O.A.C.H.

Capturing Opportunities And Creating Heroes

Don Blumenthal

The Career Coach:

The Career Coach for this initiative is vital to the overall success of the vision. The individual who will serve as COACH needs to be someone who has business and industry experience, a proven track record of mentoring and coaching students and working as a team member. This individual must have a sense of urgency and a desire to give back to our community. In addition, this individual must have compassion, patience and expertise. Don Blumenthal is a proven professional in Career and Business Coaching. He has been in his own consulting business for

more than twenty-five years. Prior to starting his consulting firm, he served as the Vice President of Marketing for Tyson Foods, Inc. and the Vice President and General Manager for ConAgra, Inc. (both Fortune 100 Companies). Don has been an instructor at Antioch University in Santa Barbara and headed up their Internship Program. He is now a faculty member at The University of California, Santa Barbara's, School of Professional and Continuing Education. For a period in 2017, he served SBCC as The School of Extended Learning's Internship and Pre-Apprenticeship Developer under the Block Grant.

Career Coach Defined:

Career Coaches assist their students in identifying personal goals, developing leadership skills and planning career moves. Daily duties may include helping students secure new employment opportunities, providing feedback on resumes or cover letters and strategizing for a successful job interview. A Career Coach is an individual who helps students with career development, professional goals and short-term and long-term workplace success strategies.

Career Coaches are also mentors. A good Career Coach won't just tell the student how to do something. Instead, he/she will explain why certain processes and actions in the profession are necessary and beneficial to success. A Mentor/Career Coach will help students identify professional opportunities and provide advice and direction on how to best approach different projects, relationships and work plans. He/she will also help students develop strategies for improving performance areas. This approach helps people understand not just how to do something, but why they need to do it.

Career Coaches are also motivators. A good job Coach will help students identify what they are doing well and assist them in capitalizing on their strengths. At the same time, a Career Coach will point out weaknesses, or areas in which the student needs improvement, and help the student develop an approach to bettering themselves in key areas.

Responsibilities of a Career Coach and Mentor:

- Personal branding:

Personal Branding today is extremely important. Why should someone be hired over countless other candidates? What differentiates one person from another? Saying and doing the right things to enhance the student's personal brand is very important. Jeopardizing one's current and future opportunities because a discrediting post or photo occurred is detrimental today and in the future. Not everyone can go from ordinary to extraordinary, but why not help students unwrap their gifts and stand out in a crowd? Through personal brand coaching (as one part of this responsibility), the Coach and student will examine strengths and weaknesses and create a mission and a vision. According to entrepreneur.com, "Personal Branding is the practice of people marketing themselves and their careers as brands".

- Job interviewing, resume building, other:

Quite possibly the most important element of Career Coaching is getting the student ready for the job interview and the job itself. Career Coaches will also help with resume and cover letters if appropriate. The Coach can help the students with guidance and practical aspects going into the work force.

- Soft skills:

Soft skills are the personal attributes a student will need to succeed in the workplace. Hard skills are the actual skills that the student will need to do the specific job. Career Coaches will help students improve important soft skills. To accomplish this, the coach will examine which soft skills the student excels in and which need tuning up. Employers want both hard and soft skills when hiring. Possessing hard skills like computer programming or being a chef or a construction worker can be acquired by time, practice, education and previous experience. Simply stated, soft skills take more awareness. Soft skills like the items listed below will help the student create success on the job. The Coach will work with students in these important areas:

- Active listening
- Accepting feedback
- Being assertive when appropriate
- Being attentive
- Collaboration
- Communication
- Understanding conflict
- Being cooperative
- Importance of being a team player
- Being dependable
- Showing enthusiasm
- Following regulations and directions
- Dealing with difficult people
- Making deadlines
- Having patience and perseverance
- Staying on task
- Being respectful
- Understanding the difference between responsibly and accountability
- Taking criticism
- Other

Outcomes Expected:

- 1) The creation of a list of potential employers
- 2) The creation of a list of students interested in obtaining employment or job advancement opportunities
- 3) Developing PR with employers and students
- 4) The creation of flyers, pamphlets, etc. to promote the Pilot Program
- 5) Outreach to the community, agencies, and the media
- 6) Provide support services to students
- 7) Actual job placement

* All these activities will be measured by recording actual contact with students, employers, activities promoting the Pilot Program, and specifically – number of students placed in jobs.

2. Integration *

Please explain how your proposed program creates a transition to credit/transfer educational programs or creates a transition to the workforce (including, but not limited to, internships, jobs, pre-apprenticeships, self-employment).

The School to Work Pilot Program for students attending Adult High School, GED, and Jail classes will create a systematic transition from school to jobs by establishing and ongoing permanent relationship with potential employers in the community. The Pilot Program will create a list of potential employers and students seeking employment or advancement opportunities in the work force. It will also assess student needs based on their skills and interests. It will also identify and direct students to continue with their education as needed. The ultimate goal will be to establish a strong School to Work program by September 2019, which could become the first Employment Center under the School for Extended Learning.

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 received 2015/16 or 2016/17 or 2017/2018 AEBG funding, please justify the need and provide a status report on your existing awards and remaining balances.

As stated in the Executive Summary, the only time SBCC's Adult Education experimented with the direct job placement concept was a real success. Currently the unemployment rate is low at the state level, which provides a perfect opportunity to create a well-defined effective and practical program.

Currently, there is no Job Placement assistance for noncredit students. The creation of an Employment Center would cover this particular gap in the institution.

4. Outreach & Marketing *

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

The main focus on this Pilot Program will be in serving existing Adult High School, GED, and Jail Program students. However, the intent is also to attract new potential students as stated under the Outreach Worker functions.

5. Alignment *

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

Under Strategy #4, a gap area has defined the lack of an internal program to address job placement and/or referrals for students. The Employment Center, once is developed, will address this gap. It would include servicing students from different programs, including the Career Skills Institute.

6. Activity Chart *

Please use 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. *

I certify that the Activity Chart has been completed and emailed to sbaebg@gmail.com

Total Budget Requested *

\$30,000

1000 (Instructional Salaries) *

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

0

1000 Detail *

Please provide a detailed budget for this category.

NONE

2000 (Noninstructional Salaries) *

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

\$18,000

2000 Detail *

Please provide a detailed budget for this category.

Job Developer and Outreach Worker

3000 (Benefits from 1000 and 2000 categories) *

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

\$4,500

4000 *

Total dollars requesting for INSTRUCTIONAL SUPPLIES and NON-INSTRUCTIONAL SUPPLIES and Computer Software (not Hardware).

\$2,500

4000 Detail *

Please provide a detailed budget for this category.

PRINT MATERIAL

5000 *

Total dollars requesting for CONSULTANTS, MEETINGS, PROFESSIONAL DEVELOPMENT

\$5,000

5000 Detail *

Please provide a detailed budget for this category.

STUDENT COACHING - CONSULTANT

6000 *

Total dollars requesting for CAPITAL OUTLAY (Computer Hardware)

0

6000 Detail *

Please provide a detailed budget for this category.

NO CAPITAL OUTLAY

Total Number of Adults Students Served *

50 +

Target Number of New Adult Students Served for 2018-19. *

UNKNOWN

Do you currently receive other NON-AEBG funding that supports the proposed activity? If yes, please describe how additional funding expands or supports that activity. *

NO

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

Integrate job developer concept with curriculum in order to obtain state funding.

I have reviewed the 2018-2019 AEBG 1-Year Plan and attest that this proposal is in alignment with AEBG current goals and objectives. *

Yes

This form was created inside of Santa Barbara City College.

Google Forms