

**\* Required**

I have reviewed the 2019-2021 CAEP Three-Year Plan and 2021-2022 DRAFT Annual Plan and attest that this proposal is in alignment with Consortium's current goals and objectives.

YES (JC – Jeanette Chian)

Are you an existing 2018/19, 2019/20, 2020/2021 CAEP funding awardee? YES (JC)

Program Name: SBCC Career Skills Institute (CSI): CSI, Jail, Bilingual Computer Skills, Adults with Disabilities, 'Ready. Match. Hire!' Career Services, and Bilingual Computer Skills

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Applicable Noncredit Program Area:

Entry or Reentry into the Workforce (Santa Barbara community including currently, recently, or previously incarcerated individuals)

Adults with Disabilities

Short-Term CTE/Programs in Pre-Apprenticeship

**Program Name:**

SBCC Career Skills Institute (CSI):

- a) CSI curriculum development including Medical Assistant and Adults with Disabilities,
- b) Jail,
- c) Bilingual Computer Skills,
- d) 'Ready. Match. Hire!' Career Services and employer engagement, and

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

In September 2015, Santa Barbara City College (SBCC) launched the "Career Skills Institute" (CSI), a series of short courses that provide training to enter, re-enter, upskill, or transform within the workplace. These targeted 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 profile and prospective employers can click on / drill into 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 1200 CSI badges have been issued.

Thanks to the continued support of California Adult Education Program (CAEP), we continue to address adult education needs. In 2020-2021, CAEP funds were utilized for curriculum redesign and creation on at least 5 certificates including Small Scale Food Production, Ecological Landscape Design, Computer Hardware Fundamentals, and two Bilingual Computer certificates. The hard skills technology classes in particular were created to address local employee needs identified in the 2019 BW Research Report (See 'Justification' section for more information).

a- CSI Curriculum Development including Medical Assistant and Adults with Disabilities (Entry or Reentry into the Workforce; Short-Term CTE/Programs in Pre-Apprenticeship; Noncredit to Credit Pathways, SBAEC Goal 1)

For 21-22, we are requesting additional funds towards curriculum creation with a focus on collaborating with our credit Business department to create noncredit Business and Entrepreneurship courses that would map directly to credit courses. In addition, we are requesting funds to create noncredit Computer Information System courses that would map directly to our credit courses. Additional curriculum creation would also occur in our workforce computer classes and professional development courses.

For 21-22, we are also requesting funds for our Medical Assistant program which has undergone radical changes during COVID-19. We have one cohort per year that begins in August and concludes in late April. Due to the highly evolving COVID-19 pandemic, the instructor is not sure if the class can be run 100% in-person. With cold weather and flu season approaching, the situation for Medical Assistant in Spring '22 is considered to be even more highly evolving as there is also an externship component to the class, during which students receive on-site training at partners including Cottage Hospital, Sansum Clinic, Neighborhood Clinic and Public Health Department.

The Medical Assistant program has an 85% local job placement rate and is a career with health and retirement benefits, along with starting pay between \$16-\$22/hour. I appreciate the Consortium's consideration to keep this program as strong as ever for our 20+ graduates each spring. For 21-22, I am requesting curriculum creation funds so that the instructor has the support and flexibility to create multiple different plans, including partial in-person and partial Zoom instruction in case COVID-19 numbers spike to the point that classes need to flip to remote instruction.

Together with SBCC Disability Services and Programs for Students (DSPS), we launched the long-awaited for 16-week Career Planning program for individuals with a substantial disability in 2019. 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 three years. To date, CSI has awarded 17 Skills Competency Awards. Thanks to rapid chrome book and hotspot distribution, these classes continued seamlessly during Spring 2020, Fall 2020 and Spring 2021. During Fall 2021, classes have resumed to being taught in-person. For 21-22, we are requesting support towards curriculum refresh and community liaison work to continue connecting with the community to promoting these life-changing courses. Note that these classes also address SBAEC Goal 4 of programs for adults with disabilities.

In 21-22, I am also hoping to resume going to SBUSD high schools and presenting about CSI and DSPS Workplace Readiness courses both to DSPS Counselors and high school students. I would very much like to add Carpinteria High School to this rotation. Prior to COVID-19, I made one presentation per year for SBUSD counselors and 2 presentations/year on SBCC Main Campus to students with a mild to moderate learning disability.

b-Jail (Entry or Re-entry into the Workplace; Noncredit to Credit Pathways: SBAEC Goal 1)

Gratefully CAEP funded the curriculum creation for a certificate comprising three courses and created specifically for our recently or currently incarcerated students. Especially during COVID-19, these classes have proved invaluable for students. Working together with the California Community College Chancellor's Office (CCCCO) and our local Curriculum Advisory Committee, SBCC converted these synchronously-taught courses into asynchronous correspondence education courses. SBCC began running courses in this new format in Spring 2021 and we have since awarded 11 certificates with more certificates anticipated to be issued after Fall

Semester 2021 concludes. The curriculum helps students to create and implement a career plan after a major life event such as incarceration, a veteran returning home, bankruptcy, etc.

For 21-22, we are requesting additional funds for Community Liaison and Logistics Liaison at the County Jail. In addition to setting up GED test taking at the Jail, the community liaison would also continue to connect currently or recently incarcerated individuals to SBCC resources, including Adult High School / GED, additional noncredit communications or career education courses, career counseling, academic counseling for credit program, SBCC's Basic Needs Centers (food pantry and clothing) and specialized programs such as Single Parent Arriving Ready for College (SPARC) and Extended Opportunities and Programs (EOPS). With classes beginning to resume in-person at the Jail and with additional COVID-19 protocols, the logistics liaison would coordinate with Jail staff, SBCC Jail Faculty and SBCC CSI staff to facilitate the safe and smooth return to transitioning back to in-person instruction.

Please note that a three-year, \$2.4M federal grant was recently awarded to help 250 incarcerated students in Santa Barbara County receive career technical education and business communications training with goal of job placement, post-incarceration. Allan Hancock and Santa Barbara City College are the education providers, and the goal for each college would be to provide job training and job placement assistance for 125 individuals. The community liaison that the Consortium is (hopefully) funding would help to determine additional support and programs needed to make this program a success for students.

c-Bilingual Computer (Entry or Re-entry into the Workplace; Noncredit to Credit Pathways: SBAEC Goal 1)

During 20-21, our longtime bilingual computer skills courses were integrated into CSI's umbrella of courses. Each of the courses was modified, and as of 21-22, certificates can now be offered in these areas, thanks to CAEP funding. These courses can be taught in English or Spanish and are geared towards individuals whose dominant language is not English and who may have no prior computer experience. The goal of these classes is to help students obtain the technology skills needed for entry-level office work and/or to take other CSI computer classes primarily taught in English to continue developing technology skills. For 21-22, we are requesting an instructional aids for when classes resume in-person.

d-‘Ready. Match. Hire!’ Career Services and Employer Engagement (Entry or Re-entry into the Workplace)

Thanks to CAEP funding, a soft launch of the ‘Ready. Match. Hire!’ (RMH) career services program occurred in December 2021. Through collaboration with Noncredit Student Support Services, this program provides career counseling and transitional support to jobs/career or credit opportunities (SBAEC Goal 7). The career counselor is bi-lingual in Spanish and English which is highly recommended / needed for our student population. During the past 8 months, RMH has directly served 13 students resulting in 5 students receiving full-time work with benefits.

In addition, RMH provided career support to the 61 students who completed the eight-week, Back-to-Work program, resulting in at least 7 people securing full-time work. Each of the eight Fridays during the program was spent on different career exploration topics, including resume and network building, interview preparation, and salary negotiation. An unexpected, yet very positive, outcome of the Back-to-Work program is that it connected / re-connected students to SBCC and a bulk of the students continued with SBCC in their education journey. This outcome is exactly in line with SBAEC Goal 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. Our Noncredit Student Support Services Program was instrumental in the Back-to-Work program and RMH was an outgrowth of this need.

During CSI's inaugural years (2015-2017), a concerted effort was made to actively engage local employers by making them aware of CSI's existence and the invaluable employee training opportunities provided. As part of our COVID recovery plan, we are requesting funds to re-engage synED, the organization that helped with this

project several years ago. Many of the employers that synED engaged with are still our strongest employer partners, and the project would have three goals. For our five strongest employer partners, a customer satisfaction survey would occur while also letting employers know about the 25+ new(er) certificates offered. The second goal would be to re-engage at least five employer partners that CSI worked with closely before the pandemic. The third goal would be to engage five new employer partners with particular emphasis on identifying partners in Carpinteria and Goleta (SBAEC Goal 14).

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During COVID-19, SBCC's School of Extended Learning and CSI in particular have addressed SBAEC Goal 9 of addressing distance learning and ensuring continued educational support for adult learners, faculty, and staff through distance education training for faculty and by Wake Campus (primary location of CSI classes, pre-COVID-19) becoming a distribution center for chrome book and hot spot distribution. In tandem with Extended Learning instructors, we have worked with Admissions and Records on improving the enrollment process (SBAEC Goal 8) for our students given that in-person enrollment is no longer an option.

Another way that I have been working to augment distance learning to more easily reach individuals in Carpinteria and Goleta is by developing a set of asynchronous courses. We are working on internal processes to make the process of delivering additional asynchronous courses to be more scalable, and early research into offering hybrid courses is also occurring. Both asynchronous and hybrid format courses provide additional options and flexibility for students are less location and transportation dependent.

Regarding Goal 10 and 13 of addressing systemic racial injustices and Program Evaluation, this issue is of great importance to SBCC as an institution and to me, personally and professionally. COVID-19 has disproportionately affected our students of color both in terms of unemployment and significantly higher rate that individuals of color are being diagnosed with COVID-19. In addition, our country (SBCC included) is at a critical juncture of being able to make changes at the institutional level to address racial injustices.

The single largest way that an institution can address racial injustices and associated racial equity academic gaps is to change the institution's Program Review process, the process by which all SBCC programs are evaluated. Not only is this part of SBCC's accreditation but by changing the metrics that an institution is measured by through an equity lens, it will systematically change the way SBCC delivers services and courses. During 20-21, I was one of two managers on the Program Evaluation Committee with the goal that the needs of noncredit students (many of whom are society's most marginalized individuals) are being taken into account when these metrics are being created.

**2. Integration: Please explain how your proposed program integrates adult education programs at SBCC and creates a transition to credit/transfer educational programs or creates a transition to the workforce (including, but not limited to, internships, jobs, pre-apprenticeships, and self-employment). \***

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. Our Medical Assistant program has an 85% local job placement rate, our Personal Care Attendant students are either able to enter the healthcare field or receive a modest hourly raise after completing our program. Our Green Gardener graduates are placed on the County of Santa Barbara's Water Wise website such that each time the County or SBCC Environmental Horticulture receives a referral request about commercial or residential landscaping, the individual is directed to the County's website.

All of the above-mentioned noncredit curriculum development both maps to our credit department and/or boosts an individual's chance of entering, re-entering, upskilling, or transforming within the workforce. In addition, the above-mentioned SB County Jail community liaison work of connecting soon-to-be or recently released inmates to community resources including SBCC Main Campus classes and resources is also an integrated program both within SBCC and our employer community. Finally, the 'Ready. Match. Hire!'

program's primary focus is to help individuals transition to the workforce or to serve as a bridge to SBCC academic counseling.

**3. Justification:** Please justify the need of your proposed program and include research, labor market information, employer feedback, student surveys, or other relevant information and describe how funding will further your objectives. For programs that have previously received funding, please justify the need, include students served, and provide a status report on your existing award(s) and remaining balance(s). \*

Given CSI noncredit offerings can complement SBCC credit department classes, certificates are designed either to prepare noncredit students to take credit courses and / or to address Recommendations 1, 5, and 6 from "Santa Barbara City College: School of Extended Learning, Economic and Workforce Gap Analysis for Adult Education Students" (BW Research Partnership, pp 7, 9, 11).

Recommendations include providing noncredit to credit pathways, allowing for degree attainment and upward economic mobility, and offering varied levels of computer skills classes to Santa Barbara's workforce, with particular emphasis on adults 56 years or older. Recently passed certificates that were initiated to address these findings include Microsoft Office Suite Levels 1, 2, and 3, Introduction to Accounting, Bilingual Computer Skills, Advanced Green Gardener, and Digital Image Management.

For 20-21 funds, Career Skills Institute is nearly expended, primarily on curriculum development and launching 'Ready. Match. Hire!' In terms of numbers of students served, below is a list of badges issued for certificates that were created in 2017-20120 with CAEP funding. Please note that data is not yet available for 2019-2020 as some of these certificates are just being offered this Fall for the first time.

2017-2019 New Badges Created Using CAEP Funding and # of Badges Awarded:

Accounting Basics for Small Businesses – 121 badges awarded

Career Strategist – 47 badges awarded

Digital Photograph Management – 47 badges awarded

Leader for Diversity, Equity, and Inclusion - 46 badges awarded

Microsoft Office Skills, Level 2 – 2 badges awarded (new badge)

Microsoft Office Skills, Level 3 – 1 badge awarded (new badge)

Noncredit Construction Module – 40 badges awarded

Noncredit Intermediate Construction Module – 33 badges awarded

Successful Work and Life Transitions (created especially for incarcerated students) – 11 badges awarded

Teaching with Humanizing Instruction – 24 badges awarded

Thrive and Survive in the Workplace – 58 badges awarded

Workplace and Career Readiness (for Adults with a substantial disability) - 17 badges awarded

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

As CSI falls under the umbrella of the School of Extended Learning, the goal is both to integrate within Extended Learning's overall marketing activities, while also continuing to promote the CSI brand within the community.

Our marketing strategy is three-fold:

(I) to work in tandem with Minsky Media (marketing partner) to enhance our CSI-specific marketing efforts.

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

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

Because a substantial percentage of our students are not on social media, we need to bulk up on traditional (print) and proven media methods to reach these students including the Santa Barbara Independent, Amigos 805, Spanish and English radio stations. For 21-22, our goal is to maintain 5500 enrollments from 20-21 and these increased media strategies will greatly help us towards achieving this goal.

**5. Partnerships:** Please provide 2-3 prospective CAEP Programs or Partners you plan to work with to maximize student and client participation and describe your prospective collaborative efforts; either with current CAEP programs and/or other external community entities. \*

CSI works with CAEP partners including Equalitech, Santa Barbara Public Library, SBCC Disability Services and Programs for Students (DSPS), and SBCC Noncredit English as a Second Language (ESL).

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. Recently our focus on establishing an Equalitech-SBCC partnership has been re-vitalized, whereby students who 'graduate' from Equalitech's one-on-one tutoring then take CSI classes 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), we have actively been discussing ways to partner with Santa Barbara Library on the ServSafe program, a certification that all restaurant and professional food handlers must receive. Extended Learning / CSI could provide students with chrome books and hotspots, teach the class, and the Library could pay for proctoring the exam and for the cost of issuing the certificates. All of the logistical and marketing elements are in place and the hope is that the courses can be offered in-person in Spring 2022. In addition, we hope to collaborate and run at least 3 sessions of ServSafe together: March-April 2022, July-August 2022, and October-December 2022.

With SBCC Noncredit ESL, we continue to work together on projects such as language support in our Green Gardener classes. Also we have been working with our ESL department to have them create digital badges once students have achieved a Certificate of Competency. During the Back-to-Work program, we partnered extensively with SBCC Noncredit ESL as in-class English language support was provided to students who were

part of the Personal Care Attendant, Green Gardener, and Construction Technology tracks of this program. The collaboration was profound for students and helped to contribute towards the 82% completion rate of the program (61 students completed of the 74 students who began the program).

**6. SBCC Noncredit Student Support Services:** Provide your plans to integrate SBCC Noncredit Student Support Services in order to assist students in obtaining abbreviated educational plans. \*

CSI is in regular contact with SBCC Noncredit Student Services, most notably regarding our Career Education certificates including Medical Assistant (MA) and Personal Care Attendant (PCA). With both the MA and PCA program, Noncredit Student Service Advisors work with individuals who are interested in the program, they create a tailored education plan in a timely fashion to begin serving students as quickly as possible 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.

During COVID-19, we have worked more closely than ever with Noncredit Student Services through Extended Learning's Back-to-Work program and through the Ready. Match. Hire! Program. Student Program Advisors built the 4 cohorts of Back-to-Work track: Personal Care Attendant, Construction, Green Gardener, and Office Assistant and also created customized course plans for each students during the program's eight-week duration. With Ready. Match. Hire! program, student program advisors are the primary referral source for the pipeline of students to be served.

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

Please see above section entitled 'Executive Summary' in which CSI programming and services addresses SBAEC Goals 1, 7, 9, 10, 13, and 14.

**8. Leveraging Funds:** Please describe what other funding sources, and the percentage of those funding sources, will be used to support your CAEP proposed program. \*

As mentioned in the Executive Summary, SBCC is part of a county-wide, \$2.4M federal grant received with goal of training and job placement of 250 currently or recently incarcerated individuals. The community liaison which the Consortium will (hopefully) fund would coordinate and make recommendations on the types of services and support needed to make this program a success for the students. One of the anticipated services is needing a Student Program Advisor to create abbreviated education plans. We could potentially combine federal funds with CAEP funding for Noncredit Student Services (ie, an altogether separate proposal that is being submitted) to create a temporary, grant-funded position that would support both of these efforts.

In the past, I have received Strong Workforce Program (SWP) funding. As the requirements and timeline have shifted to after this proposal has been submitted, I am unsure if I am applying for funding. Though I am unsure the amount of funds that CSI would receive from Strong Workforce in 20-21 (if at all), SWP is committed to continue funding LinkedIn Learning licenses, a crucial learning tool for our program. In addition, our Medical Assistant Program has program has needed to purchase additional equipment to create MA 'kits' for each student during COVID-19. SWP is funding the supplies needed to create the kits.

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

*\*For additional information, please also see Section 1, where the crucial issue of Diversity, Inclusion, and Equity is also addressed with respect to the program review process.*

Career Skills Institute plays a crucial role in supporting Extended Learning's and our community's highly diverse adult population who are looking to enter, re-enter, upskill, or transform within the job market. This proposal seeks to further increase the array of upskilling opportunities for our students, both through the types of offerings provide and by increasing the formats of learning modalities offered to meet student need – in-person, remote & real-time learning via Zoom videoconference, fully asynchronous learning, and in the future – hybrid learning.

One concrete way to support diversity, inclusion, and equity is to hire instructors who look like the students served. To this end, the last 3 instructors who CSI has hired to teach have been men of color. Pre-COVID-19, one of these men taught men in the Jail, and those classes especially were especially 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. We hope to resume having this instructor teach in-person in Spring 2022.

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 one of our business communication courses have a 4-year college degree, whereas the majority of our incarcerated and previously incarcerated students may not have a high school diploma.

CSI is fortunate in that one of our instructors who has created a large percentage of our more recent business communication courses 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 during their post-incarceration job search.

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 synchronously and during the traditional Monday-Friday 9am-5pm workday, 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. Potential Budget Reductions** – Please describe what specific programming needs and/or services your program would reduce or eliminate should the CAEP grant budget be reduced (range 10-25% at any point during the grant cycle). Please note that final budget reductions would be determined by the Santa Barbara Adult Education Consortium based on the Consortium's priorities and goals. \*

If a 10-25% reduction of CAEP were to occur at any point during the grant cycle, I would prioritize keeping the services that interact with students such as our community liaison work at SB County Jail and the 'Ready.

Match. Hire!' program. Also and perhaps even more importantly, once a student is connected to CSI, they also have support and resources available through Noncredit Students Support Services. Thus I would reduce the amount being spent on new curriculum for this year.

Please use the Activity Chart provided in the link under the instructions and email to [sbaebg@gmail.com](mailto:sbaebg@gmail.com). The Activity Chart should outline your program's specific objectives and activities, along with a timeline for completion, the person/agency responsible, outcomes and data capture methods. Please attach additional pages if necessary.

**Total Budget Requested:**  
**\$224,310**

**1000 (Instructional Salaries) \*: \$130,560**

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

**1000 Detail \***

Please provide a detailed budget for this category.

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

20 courses (for 6 certificates) \* \$2000/course = \$40,000

\$2500k/certificate \* 6 certificates for Curricunet work to partner with credit faculty (when needed) and to shepherd these courses through the curriculum process = \$15,000

\$10,000: Curriculum Creation for Medical Assistant program during highly evolving COVID-19 pandemic (Please see Section 1 for more information).

\$5000: Curriculum Creation and Community Liaison work for Adults with Disabilities Workplace Readiness Courses

\$15k for Jail community liaison work to set up GED Testing Site and to connect recently or soon-to-be released inmates to community resources including educational opportunities and resources at SBCC

\$2k for Jail logistics to coordinate with Jail staff, SBCC Jail Faculty and SBCC CSI staff to facilitate the safe and smooth return to transitioning back to in-person instruction.

\$43,560 for SBCC Career Counselor for Ready. Match. Hire! program: 18 hours/week (15 hours/week of seeing students and 3 hours/week of student follow-up and weekly staff meeting) \* 44 weeks/year \* \$55/hour

**Total: \$130,560**

**2000 (Noninstructional Salaries) \* : \$5000**

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

**2000 Detail \***

Please provide a detailed budget for this category.

\$5000 for hourly employees to provide instructional support for when classes return to being in-person. Anticipate this activity to be more short-term in nature and during a transition period.

**3000 (Benefits from 1000 and 2000 categories) \***

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

$(\$130K + 5K) * .25 = \$33,750$

**4000\***

Total dollars requesting for INSTRUCTIONAL SUPPLIES and NON-INSTRUCTIONAL SUPPLIES and Computer Software (not hardware):  
3,000

**4000 Detail \***

Please provide a detailed budget for this category.

\$3,000 – printing of correspondence education materials for Jail courses

\$2,000 – targeted social media and print ads

**5000 \***

Total dollars requesting for CONSULTANTS, MEETINGS, PROFESSIONAL DEVELOPMENT

\$50,000

**5000 Detail \***

Please provide a detailed budget for this category.

\$30K – Project Management and Job Leads Follow up for Ready. Match. Hire! program.

\$10K – Employer re-engagement and engagement project with goal of further strengthening relations with CSI's core 5 employers (UCSB, County of Santa Barbara, City of Santa Barbara, Cottage Health, Sansum Clinic), re-connecting with at least 5 employers that CSI worked with prior to pandemic, and engaging with 5 new employers with particular emphasis in Carpinteria and Goleta

\$10K – targeted strategy meetings with Minsky Media on how best to reach students during ongoing pandemic

**6000 \***

Total dollars requesting for CAPITAL OUTLAY (Computer Hardware)  
None

**6000 Detail**

Please provide a detailed budget for this category.

N/A

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

Yes. As mentioned in the Executive Summary and Leveraging Funds section, SBCC is part of a county-wide, \$2.4M federal grant received with goal of training and job placement of 250 currently or recently incarcerated individuals. The community liaison which the Consortium will (hopefully) fund would coordinate and make recommendations on the types of services and support needed to make this program a success for the students. One of the anticipated services is needing a Student Program Advisor to create abbreviated education plans. We could potentially combine federal funds with CAEP funding for Noncredit Student Services (ie, an altogether separate proposal that is being submitted) to create a temporary, grant-funded position that would support both of these efforts.

In the past, I have received Strong Workforce Program (SWP) funding. As the requirements and timeline have shifted to after this proposal has been submitted, I am unsure if I am applying for funding. Though I am unsure the amount of funds that CSI would receive from Strong Workforce in 20-21 (if at all), SWP is committed to continue funding LinkedIn Learning licenses, a crucial learning tool for our program. In addition, our Medical Assistant Program has program has needed to purchase additional equipment to create MA 'kits' for each student during COVID-19. SWP is funding the supplies needed to create the kits.

**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. Eventual long-term goal is that Ready. Match. Hire! will become fully integrated / part of SBCC Career Center.

**Total number of adult students served in 2018-2019, 2019-2020, 2020-2021 (for CAEP awardees). \***

5400 enrollments in 2018-2019, approx. 5400 enrollments 2019-2020 (maintained overall enrollment numbers even with COVID-19), 5500 enrollments for 2020-2021 (modest growth during COVID-19)

**Target number of adult students you plan to serve from 2021-2023.\***

5500 enrollments for 2021-2022 (maintain enrollment during ongoing pandemic), 5700 enrollments for 2022-2023 (growth post-COVID-19)

**Reference**

BW Research Partnership (2019). SBCC School of Extended Learning: Economic and Workforce Gap Analysis for Adult Education Students. Retrieved from [http://www.sbcc.edu/extendedlearning/sb\\_adult\\_ed\\_consortium/agendas.php](http://www.sbcc.edu/extendedlearning/sb_adult_ed_consortium/agendas.php)