

Santa Barbara Adult Education Consortium - SBCC Healthcare Academy CERTIFIED

Details

Plan Title *

Santa Barbara Adult Education Consortium - SBCC Healthcare Academy

Plan Description

Establishing a Tuition-Free Adult Education Health Care Academy at Santa Barbara City College School of Extended Learning

The Santa Barbara City College School of Extended Learning Career Skills Institute (CSI) currently provides exceptional short-term courses and training in business, design, technology, and career education for adult learners to rapidly acquire skills to enter the workforce and provide students with the necessary skills to excel in their desired fields.

At present, CSI offers both the noncredit Medical Assistant (MA) and Personal Care Attendant (PCA) programs. While there are various health and vocational training courses in both credit and noncredit programs, they function independently. Recent research and data have demonstrated the need to enhance training opportunities for our English Language Learner population within the healthcare sector in these specific vocational programs.

This grant will allow the full development of formal Nursing Assistant, Medical Assistant, and Personal Care Attendant programs that will be part of the new noncredit Career Skills Institute Health Care Academy. Support for this programming will synthesize existing healthcare SBCC credit and noncredit programming and modify existing noncredit English Language Learner health medical vocational pathways. In addition, these programs will also be fully integrated into the Guided Pathways mapping model to transition students into credit programs

The outcomes will be:

- An increase in English Language Learners completing healthcare certificates and programs
- Clearly defined guided healthcare pathways from noncredit to credit
- Clearly defined workforce preparation and job attainment support by specialized faculty and administrators focused on healthcare programming and mentorship
- Student Advising and Career Services in English and Spanish
- Tailored marketing in both English and Spanish that clearly relay accessibility and attainability
- Two new academic vocational pathways that will lead to state certifications and transition to credit (described below in Program Workplan #3)

Lead Institution

Lead Institution

Santa Barbara Adult Education Consortium

Address

721 Cliff Dr. | Santa Barbara, CA | 93109

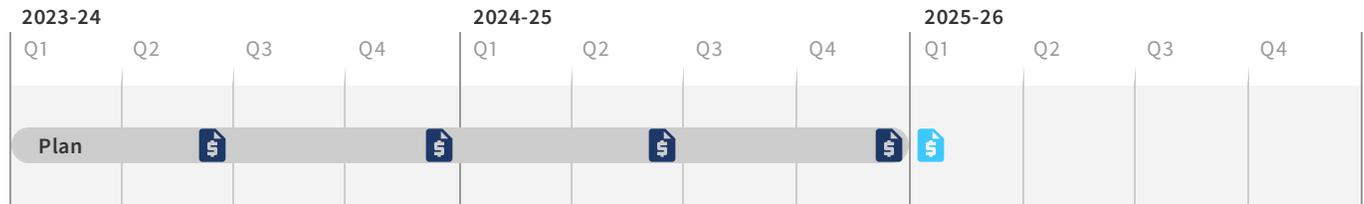
Community College District

Santa Barbara

Website

<http://www.sbccc.edu/aebg/>

Timeline



The start year for this plan

2023-24

The start quarter for this plan

Q1

The funding year for this plan

2023-24

The number of fiscal years this plan will span

2 year(s)

Assurances

Grantee Requirements and Commitment Assurance Statement

✓ I have read, understood, and agree to comply with all of the grant requirements and commitments articulated below and as stated in the Letter of Intent.

Requirement 1

✓ This funding source is specific to achieving the intended outcomes to develop healthcare pathways for adult learners and is separate from the Adult Education Block Grant, or CAEP appropriation funding.

Requirement 2

✓ The funding shall be used to support existing healthcare vocational programs or new pathways in the following healthcare occupational pathway programs, or as otherwise approved if not in the list below:

- Dental Assistants
- Emergency Medical Technicians
- Medical Assistants
- Nursing Assistants
- Pharmacy Technicians
- Phlebotomists
- Social and Human Service Assistants

Requirement 3

✓ Grantee shall designate and identify the Lead representative(s) and member institution(s) that will oversee the project objectives, deliverables, outcomes, and reporting requirements tied to this specific healthcare funding.

Requirement 4

✓ Grantee shall designate a lead Fiscal Agent for the consortium to pass through funding to members that will participate in the pathway development. This designated lead Fiscal Agent will serve as the certifying authority on behalf of the consortium

and will be responsible for ensuring submission of the LOI application, budget and workplan via NOVA.

Commitment 1

- ✓ Grantee shall submit a Program Workplan that:
 - Describes the input, activities, outputs, outcomes, and impact of the proposed ELL healthcare pathway(s) that informs and ensures funding outcomes.
 - Demonstrates thoughtful consideration of program partners and how they were selected by providing a rationale supported with regional, state, and national data, for agency member selection, program selection, and amount awarded. All members of the consortium must approve the selection of the participating member programs.
 - Provides a description, supported with regional, state, and national data, of the healthcare occupational program(s) that the consortium elects to establish. The description must also include the accelerated learning model that will be adopted to accelerate student completion rates.

Commitment 2

- ✓ Grantee shall submit a Program Workplan that:
 - Demonstrates evidence of employer commitment and regional collaboration leveraging local resources and partnerships and identifies how partnerships will be sustained post-grant award. Partnerships must include a partner commitment letter that clearly outlines the measurable commitments the partner(s) will contribute to effort, time, and desired outcomes.
 - Identifies career & student support resources that will be utilized to enhance student outcome achievement.
 - Provides an object-level program budget and narrative.

Commitment 3

✓ Grantee shall track student data and report bi-annual expenditure and progress reports in NOVA throughout the grant performance period to ensure measurable gains. Impact metrics and outcomes include:

Counts of:

- Number of student participants enrolled in the healthcare pathway program
- Number of participants who complete the healthcare pathway program

Outcomes on: C

- Percentage of ELLs who complete a healthcare vocational pathway training/certificate,
- Percentage of ELLs who transition into a post-secondary healthcare education pipeline,
- Job placement rates for ELLs completing the identified healthcare vocational pathway program/s, and
- Earnings for ELLs who complete a healthcare vocational pathway

Contacts

Name	Responsibility	Institution	Email Address	Phone Number
Corlei Prieto	Project Lead Contact	n/a	cnprieto@pipeline.sbcc.edu	(805) 683-8285
Tonya Yescas	Institution Project Fiscal Reporter	54 Santa Barbara Adult Education Consortium	rtyescas@pipeline.sbcc.edu	
Carola Smith	Plan Approver	n/a	csmith@pipeline.sbcc.edu	(805) 730-4043
Carola Smith	Fiscal Report Approver	n/a	csmith@pipeline.sbcc.edu	(805) 730-4043
Tonya Yescas	Institution Project Fiscal Reporter	Santa Barbara City College	rtyescas@pipeline.sbcc.edu	

System Contacts

Fund Monitor
<p>Mayra Diaz CAEP Program Lead mdiaz@cccoco.edu</p> <p>Cora Rainey Community College Program Assistant II crainey@cccoco.edu</p>

Supporting Documents

Document Title	Type	Uploaded	Comment
 2022 2023 FINAL BW Research Report on SBCC SEL Economic and Workforce Gap Analysis for Adult Education Students.pdf	Other	12/20/2023, 1:49:00 AM	Critical and up-to-date research that includes detailed recommendations to develop and expand noncredit ELL Healthcare pathways in the South County Santa Barbara region.
 CAEP ELL loi-appendix-letter-of-intent-to-participate-aly 230907.pdf	Signed Letter of Intent to Participate	9/8/2023, 11:15:00 PM	N/A
 CAEP ELL Healthcare Pathways Support Letter 2 from Workforce Dev Board Directory L Servin.pdf	Partner Commitment Letter	9/8/2023, 10:46:02 PM	N/A
 CAEP ELL Healthcare Pathways Support Letter 1 from CTE Dean A Price.pdf	Partner Commitment Letter	9/8/2023, 10:45:27 PM	N/A

Program Workplan

1. Please select the vocational healthcare occupational program(s) that will be supported with this funding (you may select more than one). *

This funding shall be used to support existing healthcare vocational programs or new pathways within the Adult Education Consortium. Select the vocational healthcare occupational program(s) that will be included in the project workplan (you may select more than one).

- Nursing Assistant
- Medical Assistant
- Other Living-wage, short-term education, high-demand healthcare occupation not listed.

1.1 (Other Living-wage, short-term education, high-demand healthcare occupation not listed.) What is the occupation that you propose? *

Personal Care Attendant

1.2 (Other Living-wage, short-term education, high-demand healthcare occupation not listed.) Please provide the description(s) and rationale for the proposed "Other" occupation(s). Rationale should include data and accelerated learning model that will be adopted. *

Recent economic and employment South County of Santa Barbara Workforce research [2023 BW Research Report] notes that the Personal Care Attendant is in high demand in South County Santa Barbara. The curriculum will include content related to non-medically directed personal care and home management activities, including dementia and

end-of-life care. The program will prepare students to seek entry level Personal Care Attendant employment. Local major hospitals and medical public and private practices in South County Santa Barbara continuously seek employees for this specific healthcare occupation.

2. Identify the Consortium Member partners and their programs selected to participate. Provide rationale supported with data for agency member selection, program selection, and amount awarded. *

Collaboration and feedback among students, community college faculty, staff, and administrations are central to the transparency and execution of our Consortium's primary goals and objectives. Our Consortium has built a culture of continuous improvement in adult education that integrates assets from multiple partners. Incorporating key external partners ensures that funding accelerates adult learners into robust adult educational programs, provides career-training services, and connects adult learners to multiple educational and training systems. In addition, a newly added collaboration in programming efforts with the local healthcare providers Cottage Hospital and Sansum Clinic has also proven successful in career pathways discussions, enrollment, and student support services initiatives.

Since the implementation of AB104, the Consortium proudly hosts monthly public meetings. As part of the newly acquired ELL grant, the Consortium will institutionalize part of the public meeting agenda to include reporting on this critical programming.

As SBCC District is a single member agency, 100% of the funding will be dispersed to the following noncredit SBCC School of Extended Learning Programs participating programs:

- NC SBCC Career Skills Institute
- NC SBCC English as a Second Language
- NC SBCC Career Skills Institute: Ready. Match. Hire! Program
- NC SBCC Admissions and Student Support Services
- NC SBCC Adult HS GED Program

Through monthly regular public meetings and special CAEP SBAEC Public Meetings, the Consortium reviews, selects, and approves all programming budgets. Based on recent healthcare programming requests for proposals and allocations, the following fiscal distribution was selected:

SBCC District, School of Extended Learning Nursing Assistant Program: 70%

SBCC District, School of Extended Learning Medical Assistant Program: 20%

SBCC District, School of Extended Learning Personal Care Attendant Program: 10%

In addition, there are no formal noncredit English-Language Learner healthcare-focused IET programs. With SBAEC's existing partners and engagement of the newly formed SBCC Employer Engagement Office, our ELL students will benefit from an increase of multiple access points to enter into these programs with the goal to meet the local healthcare demand for bilingual employees.

3. Provide a description and rationale for the selected healthcare occupational program(s). The description should include data and identify the accelerated learning model that will be adopted. *

In 2023, BW Research partnered with the Santa Barbara City College, the California Adult Education Program (CAEP) Santa Barbara Adult Education Consortium, and the School of Extended Learning (SEL) to complete a second phase of the economic, educational, and workforce profile of the Santa Barbara City College (SBCC) service region. This research allowed educational stakeholders and planners to better understand the current drivers, trends, and conditions that factor into the dynamic between current students as job applicants and regional employers as well as illuminating the interests, reservations, and aspirations of potential students in the SBCC service area.

The report identified that there was a need for the development of specific tuition-free healthcare programs. More specifically, the need for bilingual (Spanish speaking) employees rated the highest based on employer feedback.

The School of Extended Learning is positioned to address these needs. At present, there is only one healthcare pathway; the Medical Assistant pathway. It follows the Integrated Education and Training (IET) model.

The pathway is as follows: English as a Second Language -> Career Skills Institute -> Medical Assistant-> Job Procurement.

This eight-month program has been in existence for over 10 years and has an 80% local job placement rate for the 20-25 individuals who complete the program each year. More than half of the individuals are non-native English speakers. From the first point of contact, dedicated student advisors guide students through the life cycle of the program. Students are provided with intrusive and proactive support services ranging from Basic Needs services, mental health support, DSPS assessment and referral services, academic and career counseling, citizenship services and referrals to applicable community services. In addition, we have established a Medical Assistant Advisory Board comprised of local employers and health care professionals many of whom provide externship opportunities to enrolled students.

Two additional Healthcare Pathway occupations, the Nursing Assistant and the Personal Care Attendant programs will be bridge programs that feed into other complementary healthcare occupational programs. They consist of existing programming from various credit and noncredit programs and will be unified to provide more robust learning models for students to fast-track into the workforce with a special focus on English language learners.

The two prospective pathways will be:

- 1) English as a Second Language -> Vocational English as a Second Language for Healthcare Professionals /Personal Care Attendant (taken concurrently) -> Certified Nursing Assistant (CNA)-> Licensed Vocational Nursing (LVN) or Associate Degree in Nursing (ADN) on the credit side
- 2) Bilingual General Education in Spanish -> Vocational English as a Second Language for Healthcare Professionals/Personal Care Attendant (taken concurrently) -> Certified Nursing Assistant (CNA) -> Licensed Vocational Nurse (LVN) or Associate Degree in Nursing (ADN) on the credit side

Planned activities for these programs include:

- The utilization of both an in-class healthcare interest survey as well as classroom presentations by Vocational ESL faculty and a Career Counselor to Bilingual GED classes to promote this pathway proactively and intrusively to our ESL students;
- SBCC has existing Workforce Innovation and Opportunity Act (WIOA) funding for Integrated Education Training (in-class language support), which will be infused into the 12-week Personal Care Attendant Courses;
- Pre-COVID, approximately 35 students earned their PCA certificate each academic year. During COVID, this number has decreased to approximately 25 students; however, we are in the process of rebuilding enrollments;
- Once CNA has officially been converted from credit to noncredit and launched within our noncredit program, SBCC will promote this new pathway program to a group of approximately 150 PCA graduates from the past 5 years as well as Bilingual GED graduates. Students completing the new noncredit CNA program will also have a full understanding that the next step in their career would be Licensed Vocational Nursing (LVN) or Associate Degree in Nursing (ADN).

Lastly, based on enrollment data, ESL enrollment has re-grown significantly since 2021, from 1300 to 1600 enrollment/students, of which approximately a quarter of or 325-400 enrollments/students are more advanced ESL Level 3 and 4 students. In addition, bilingual GED enrollment has grown significantly since the end of the pandemic, 30% growth since 2020, to approximately 245 enrollments/students, of which approximately 50% percent are currently bridging to or also attending noncredit ESL. Therefore, current data suggests an increase in English Language learners and demand for these three specific vocational pathways.

4. Describe the input, activities, outputs, outcomes, and impact for each proposed ELL Healthcare pathway(s) selected. *

Justification and activities

- Two noncredit medical programs currently exist (Personal Care Attendant and Medical Assistant). The college plans to transition the credit CNA program to the School Extended Learning noncredit Career Skills Institute to bolster the two new pathways for seamless transitions to school and/or work;
- In-demand 'soft skills' training will complement scientific training. Short and tuition-free courses within SBCC's Career Skills Institute (CSI) can be infused at any step along the way for skills acceleration pertaining to technology and/or communication skills. Current course offerings include computer classes taught in English and Spanish to prepare individuals for Microsoft

subject tests, as well as one-day business communication classes in topics such as customer service, difficult conversations, professional etiquette, accountability, and emotional intelligence;

-Student Advising and Career Services, offered in English and Spanish, will be an integral part of this pathway;

-Marketing materials, in English and Spanish, will be developed to provide students with a clear and transparent pathway to help them understand each step of the process as well as the final goal and their anticipated income potential upon completion of the PCA and CNA programs. Marketing materials will double as an advising tool, providing a roadmap to be referenced during student and career advising;

-Supplies will need to be purchased to establish the CNA program. Additionally, minor reconfigurations to existing classrooms will be made and CNA classrooms will be moved to one of the noncredit campuses to allow for the full integration of all noncredit health programs under the umbrella of Health Academy;

-50% of funding will support a full-time Health Academy educational administrator position to launch and integrate the following existing programs under the umbrella of a noncredit Health Academy: CNA, PCA, MA, and subsequently EMT;

-While EMT is currently offered as part of the credit program, the EMT re-certification is offered through our noncredit program. We plan to transition the EMT program to noncredit once the noncredit Health Academy has been fully established;

-The remaining 50% cost of the Health Academy educational administrator position will be supported by Strong Workforce funding;

-The Health Academy educational administrator will work closely with SBCC's Employee Engagement Director and noncredit career counselors to ensure that students who complete the PCA and/or CNA programs are provided with a direct pathway to employment.

5. Describe how employer, local, and regional collaborative partnerships will contribute to desired outcomes and be sustained post-grant award. This must include measurable commitments. *

Currently, we offer a tuition-free 8-month Medical Assistant program in noncredit, which concludes in a 6-week externship. This program has an 80% local job placement rate upon completion and generates between 20-25 graduates each year. The School of Extended Learning Career Skills Institute has an Advisory Board comprised of local healthcare providers that host students during the externship component of their respective programs. Advisory Board members include Cottage Health, Sansum Clinic, Santa Barbara Neighborhood Clinic, and Santa Barbara Public Health Department. We plan to replicate this model of establishing an Healthcare Employment Advisory Board composed of local employers. The Board will provide employers with an opportunity to provide valuable feedback about the skills they are looking for in future employees and provide faculty with industry input to ensure that the program and the curriculum are designed around employers' and students' needs.

6. Describe the career and student support resources that will be utilized to enhance student outcome achievement. *

Student advisement plays a critical role in our Medical Assistant (MA) program and is a major contributor to our medical student 80% local job placement rate. We plan to increase these services to include the Nursing Assistant and Personal Care Attendant programs. As part of the MA program, students meet with an advisor starting the Spring and Summer before the program starts in Fall to ensure that students are provided with a variety of services, including advisement on additional Career Skills Institute courses that should be taken during the summer to prepare for Medical Assistant program. Additionally, students are informed about wrap-around services, including basic needs services, student support services, mental health counseling, DSPS, and community referrals, and provided with personalized advising services to ensure that students are on track with background checks, CPR certification, and other program requirements prior to the start of the program. Throughout the course of studies, students continue to meet with their advisors.

SBCC District noncredit faculty will continue to infuse a variety of soft skills training into the curriculum based upon employer feedback. Designated career counselors will visit classes several times throughout respective programs. With high-touch career counselor methods, they play a critical role in developing basic skills such as the importance of being on-time, professional,

and providing strong customer service, among many critical career and life skills. In addition, career counselors support students with the preparation of abbreviated and comprehensive resumes, which are required by some externship sites.

The full-time Health Academy Educational Administrator will closely collaborate with the existing student and career support services teams to further support student learning outcomes and job procurement for all three vocational career pathways.

7. List the proposed pathway programs stated earlier in this workplan and provide target metrics data. *

Ten rows are provided here to list out your proposed programs; all ten do not need to be used. You may have one to ten. If more than ten are needed, please upload a file with metric targets in the "Supporting Documents" section of this application as a file type of "Other."

The LOI states: Grantee shall track student data and report bi-annual expenditure and progress reports in NOVA throughout the grant performance period to ensure measurable gains. Impact metrics and outcomes include:

Counts of:

- Number of student participants enrolled in the healthcare pathway program
- Number of participants who complete the healthcare pathway program

Outcomes on the:

- Percentage of ELLs who complete a healthcare vocational pathway training /certificate,
- Percentage of ELLs who transition into a post-secondary healthcare education pipeline,
- Job placement rates for ELLs completing the identified healthcare vocational pathway program/s, and
- Earnings for ELLs who complete a healthcare vocational pathway

	Name of ELL Healthcare Pathway Program	Target student enrollment count	Target student completion count	Target student transition to post-secondary count	Target job placement count after completion	Target annual earnings after completion
1	Nursing Assistant Program	35	20	5	15	\$50,000
2	Medical Assistant Program	35	25	5	20	\$50,000
3	Personal Care Attendant	27	23	0	18	\$48,000
4	00	0	0	0	0	\$0
5	00	0	0	0	0	\$0

	Name of ELL Healthcare Pathway Program	Target student enrollment count	Target student completion count	Target student transition to post-secondary count	Target job placement count after completion	Target annual earnings after completion
6	00	0	0	0	0	\$0
7	00	0	0	0	0	\$0
8	00	0	0	0	0	\$0
9	00	0	0	0	0	\$0
10	00	0	0	0	0	\$0

8. Identify the designated Lead Fiscal Agent who will receive the grant funds on behalf of the Consortium including contact information. *

Fiscal Agent: Santa Barbara City College District

Santa Barbara City College District will be responsible for submitting and certifying all ELL documentation

Lead Fiscal Agent administrator: Corlei Prieto, Director, Santa Barbara City College Santa Barbara Adult Education Consortium
 SBCC Wake Campus | 300 North Turnpike
 Santa Barbara, CA 93110
 (805) 705 - 4895 | cnprieto@pipeline.sbcc.edu

9. Identify the contact information for the designated Lead representative. *

Lead Representative: Jeanette Chain, Dean, SBCC School of Extended Learning
 SBCC Wake Campus | 300 North Turnpike
 Santa Barbara, CA 93110
 (805) 805.683.8289 | jchainbrooks@pipeline.sbcc.edu

10. Identify the type of technical assistance or professional development the consortium and members would need to help support the success of the healthcare pathways program(s)? *

Professional development support will be necessary to ensure successful program outcomes for this program. In alignment with our Consortium's 2022-2025 Three-Year Plan, we would like counsel on the following:

- Best practices of other consortia regarding emergent medical pathways to stay up-to-date on the most in-demand medical professions;
- Professional development for the Integrated Education and Training (IET) accelerated learning model;
- Professional development for ESL faculty to cross-pollinate WIOA initiatives;
- Professional development for Career Skills Institute faculty to enhance Basic Skills curriculum initiatives specific to healthcare;
- Professional development for administrators to enhance advisement practices specific to healthcare; Workshops and recommendations to enhance and increase community partnerships specific to healthcare

Partner/Employer

Partner Type

College

Partner/Employer Name

Santa Barbara City College

Partner Information**Address**

721 Cliff Drive | Santa Barbara, CA | 93109-2394

Website

www.sbcc.edu

Budget**Budget Narrative ***

The Santa Barbara City College School of Extended Learning (SBCC SEL) will serve as the lead and fiscal agent of the proposed programs. Funds will be used to develop and expand existing healthcare occupations for the following programs: Medical Assistant, Certified Nursing Assistant, and Personal Care Attendant. SBCC SEL will utilize funds to hire a Healthcare Academy Manager (with leveraged funding from the Strong Workforce Program; Career Counselors to assist ELL students in planning, onboarding, training and employment procurement; marketing and outreach expenses to promote the ELL programs; instructor stipends to to develop and align health curriculum from credit to noncredit; hire bilingual instructional aids; and to provide professional development for all ELL faculty and personnel.

54 Santa Barbara Adult Education Consortium: Budget

No budget items have been added for 54 Santa Barbara Adult Education Consortium.

Santa Barbara City College: Budget

Expenditure Type	Year	Description	Funds Amount
1000 - Instructional Salaries	2023-24	The hiring and support of existing Adult Education teachers and Certificated staff to provide instructional support for the identified healthcare programs; Designated faculty to focus on healthcare curriculum conversion from credit to noncredit programming; Faculty stipends for professional development; Career Counselors to provide academic counseling the ELL programs.	\$72,000
2000 - Non-Instructional Salaries	2023-24	Healthcare Academy manager salary; Instructional Aids for the three identified programs; Bilingual support staff; and Classified staff supporting the ELL programs.	\$97,788
3000 - Employee Benefits	2023-24	Classified and certificated district benefits.	\$18,000
4000 - Supplies and Materials	2023-24	Instructional supplies, materials, books for the identified programs.	\$15,000
5000 - Other Operating Expenses and Services	2023-24	Contracted services for respective medical licenses and certifications; Marketing and Outreach; Professional Development.	\$25,000
6000 - Capital Outlay	2023-24	Classroom equipment; Retrofitting the noncredit healthcare training classrooms to be in compliance and to mirror those of the credit healthcare CTE classrooms.	\$15,000
Indirect Costs	2023-24	4% of total direct costs.	\$10,116

Certification

Fund Monitor

Mayra Diaz

CAEP Program Lead

mdiaz@cccoco.edu

Cora Rainey

Community College Program Assistant II

crainey@cccoco.edu

Approved by Mayra Diaz

02/09/2024 10:16 AM PST

Plan Approver

Carola Smith

VicePresident School of Extended Learning

csmith@pipeline.sbcc.edu

(805) 730-4043

Approved by Carola Smith

02/07/2024 09:00 AM PST



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