

Member
Santa Barbara Community College District
Program Name
Construction Technology
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Applicable Program Area
Adults in the Workforce, Careers and Technical Education, Pre-Apprenticeship Training
Please provide an executive summary of your proposed plan to expand opportunities in the program area identified above.
<p>The Pre-Apprenticeship Training Program is designed as a noncredit to credit course bridge program for students to work with their respective employer to receive on-the job training while also completing focused construction technology training. This combination of on-the-job and school training insures the apprentice of complete construction career training, both in theory and in practice. The student will learn current field methods and insures employment with the employer he/she has been apprenticing with. There is no break in continuity of training and working, and the employer gets an employee trained in the standards of that company. Student will also receive certificates, and hopefully enter the AS degree in CT.</p> <p>There are seven (7) components to this proposed program: the local educational agency (SBCC), the program sponsor (Patrick Foster, Chair, Construction Technology, SBCC), the apprenticeship employer, the apprentice, the apprenticeship committee, the California Division of Apprenticeship Standards, and the funding agencies.</p>
Please explain how you plan to integrate existing programming to create seamless and accelerated transitions to credit/transfer education programs and/or the workforce, internships or business startups.
<p>Courses</p> <p>The four noncredit bilingual short-term vocational classes (Construction Framing, Finish Carpentry, Construction Trades Sampler, and Construction Foundations) will help transition the student from non-credit to credit program by improving the student's English and introducing him to construction vocabulary and processes. Completion of all four will also give him/her credit for one of the beginning credit courses in the CT program and a Vocational Certificate.</p> <p>Pre-Apprenticeship Program</p> <ul style="list-style-type: none"> -The Apprenticeship Program plans to integrate with the existing Construction Technology program by using the same required and elective coursework. Apprentices will work at their on-the-job training employment during the day and attend regular CT classes in the evening and on Saturdays. -The apprentice employer and apprentice school will align their curriculum, assessments, and progress indicators by formal communication between employer and apprenticeship committee and/or program sponsor, as set up in the apprenticeship contract. -Feeder secondary schools will align their placement of students into the apprenticeship program through recommendations by high school CT dual enrollment teachers to the apprenticeship committee. -SBCC CT faculty will make recommendations for the apprenticeship program of appropriate students in their CT classes to the apprenticeship committee. -The pathway to the apprenticeship program from local secondary CT classes/programs and from existing SBCC CT program is clearly defined and articulated for the secondary CT teachers/administrators/students and for the faculty and students in the SBCC CT program. -This pathway includes student and faculty and employer understanding of embedded access to student services at the college in general and within the apprenticeship committee in particular.
Please demonstrate the need or gap in our region with respect to the program area identified. Please include labor market information, employer feedback, student surveys, or other relevant information.

Workplace readiness is a gap within the noncredit program. Also, currently SBCC is restricted to only offer courses that are within a certificate, but quite often students are interested in only one or two courses and not a complete certificate. This limits the skills-based education that many may be seeking.

The Pre-Apprenticeship curriculum offers courses to local students who have not established residency a chance to take free non-credit classes as opposed to paying out-of-state tuition. One target population is the underserved Spanish speaking workforce. With no-cost, short construction classes with an in-class Spanish speaking translator, these students can test out their English skills courses while simultaneously learning construction skills and in a semester or year be ready to enroll in the AS degree in CT.

The SBCC CT program has no way of determining how many people are interested in construction technology in our region (Santa Barbara, Carpinteria and Goleta- population 196,000). There is a thriving construction industry (contractors, suppliers, financiers, trade organizations, carpenters, infrastructure projects, remodeling, and new commercial and residential building), but a percentage of the work is done by out-of-town contractors (who sometimes hire locally; sometimes not).

Importantly, as part of the AB104 planning process, resources will be requested to conduct a research survey of area industry-related businesses to determine needs as well as to the Workforce Resource Center to determine interest from their constituents.

Barriers to attendance in the SBCC CT program are family responsibilities and work routines. Since classes are offered in the evening, family duties or emergencies often affect attendance or completion. Work routines may change during the semester precluding Saturday attendance or even evening attendance (e.g., working late into night to finish job). Work sites changing to out-of-town locations also affect completion of classes. Also, since it is not an apprenticeship program and there are no formal links to contracted apprenticeship jobs, there is not as much pressure to complete the Certificate or AS degree in the shortest time possible.

The SBCC CT program has been targeting the local Hispanic population because it is a large demographic, often familiar with and entering the construction trades, and is an underserved population in the area. AB86 Demographic data cites our ELL population at 81,402. The SBCC CT staff has done some targeting of local high school students, and it has been progressing, but is still not as successful as desired.

Please describe how this proposed plan aligns with and is in the furtherance of the vision, mission and goals of the Santa Barbara AEBG Consortium.

The creation of bridge courses from noncredit to credit speaks to Objective 5—"Plans to employ approaches proven to accelerate a student's progress toward his or her academic or career goals...." (p. 20 of March 1 Narrative Report). The Certificate series of non-credit CT classes speak to this objective.

Santa Barbara is a unique community in regard to Objective 3—"Plans for the consortium to integrate existing programs and create seamless transitions into postsecondary or the workforce." The Pre-Apprenticeship program is meant to establish a seamless transition from school training to employment.

Please attach the specific objectives and specific activities to complete the objectives, 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

30K

1000

1000: 3K Faculty Stipend, 1K Committee meetings

2000

2000: 15K Part-time Employee (Pre-Apprenticeship Coordinator), 3K Interpreter

3000

N/A

4000

4000: 2K Supplies and Materials

5000
5000: 6K Student support for 4-5 student taking credit courses
Target Number of New Students Served for 2015-16
40 for courses and 4-5 for pre-apprenticeship
Do you currently receive funding that supports the proposed activity? If yes, please describe how additional funding expands or supports that activity.
<p>Yes.</p> <p>For courses, the teacher is paid by the teaching wage/hourly pay. The additional funds support the creation of the Pre-Apprenticeship program.</p> <p>Additional funds also pay for meetings between employers, apprenticeship committee, program sponsor, CT faculty; for consultant and student tuition.</p>
What is your sustainability plan for this activity when funding is no longer available?
After the Certificate series of non-credit CT classes have been created, the program will be self-sufficient with the exception of funding the Pre-Apprenticeship Staff Coordinator and Translator.
Current Number of Students Served
20 semester/ 40 year for courses
Please list specific objectives, activities, timeline, person/agency responsible, outcomes and data capture. Please attach additional pages if necessary. [Objective 2]