

I have reviewed the 2019-2021 CAEP Three-Year Plan and 2020-2021 Annual Plan and attest that this proposal is in alignment with Consortium's current goals and objectives. \*

Yes

No

Are you an existing 2018/19, 2019/20 CAEP funding awardee? \*

Yes

No

Program Name \*

Work Readiness and Career Planning Program for Adults with Disabilities

Primary Contact Name \*

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**Applicable Noncredit Program Area \***

- Adult Education (ABE, ASE, Basic Skills)
- English as a Second Language/Citizenship
- Entry or Reentry into the Workforce
- Adults with Disabilities
- Short-Term CTE/Programs in Pre-Apprenticeship
- Literacy

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. \*

The SBCC Work Readiness and Career Planning Program for Adults with Disabilities was launched in January of 2019. The program consists of two non-credit classes designed to help address common barriers adults with disabilities face in finding, securing, and maintaining employment. These courses teach vocational soft skills including: time management, communication, self-advocacy, and technology using curriculum specifically designed for the unique instructional needs of adults with disabilities. The development of this program was driven by data gleaned from the AEBG-funded 2016 BW Research study of our region as well as data from our community partners. We are currently in our fourth semester and have continued our habit of ongoing data-based decision-making in order to continually improve upon our program design. In Spring of 2020, we had to adjust to campus closures due to COVID-19. Our program is currently remote pending the reopening of campus. Due to this and the onboarding of a new program instructor, we postponed rolling out our previously funded Community Liaison role as we responded to more pressing needs including training faculty and ensuring our students could access and thrive in the remote version of our classes.

As our county faces increased unemployment, we believe that our program is now more vital than ever in ensuring that adults with disabilities get the training and support that they need to secure and maintain meaningful community employment. Our emphasis for the coming year will be to continue to adapt our curriculum to meet the changing needs of our students during COVID-19 and to build up our high-touch customer service and community relations via our Community Liaison. We aim to strategically adapt to the changing economic conditions in our community and leverage community partnerships that will help our students successfully transition into the workforce.

#### Goals:

- 1) Maintain a staff to student ratio that allows the program to adequately meet the needs of our diverse learners with a wide range of educational needs (1 instructor and 2 instructional support staff per class).
- 2) Establish a Community Liaison to: a) provide current students and badge recipients with high touch customer service related to achieving their vocational goals and expediting their entry into the workforce, b) connecting students to SBCC Student Services and community agencies that offer appropriate supports, and c) utilizing these partnerships with Student Services and community agencies to increase referrals into the Work Readiness Program.
- 3) Continue to improve mechanisms and networks for program marketing, community partnerships, program improvement, and ongoing participation in the CAEP grant process with support and guidance from the DSPS Director. This includes marketing with a lens for diversity and equity, outreach to underserved communities, and researching and reducing barriers to participation for all.

#### Expected Outcomes:

- 1) Establish and sustain a high-quality program that has the material and staffing resources to meet the remote instructional needs of a diverse student population during unprecedented times.
- 2) Establish a high touch system for helping students apply the knowledge they gain in the classroom to their individual goals and support needs including facilitating their connection to local adult service organizations.

3) Continue to increase enrollment and the number of students who earn a badge and successfully transition to community employment.

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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). \*

Our goal for establishing a Community Liaison directly addresses transition to credit and the workforce by creating high touch customer service for students who will likely need support with referrals to Student Services or help navigating the adult service community agencies that provide internships, job-placement, coaching and other related supports. This is an important component of a program designed for individuals with disabilities who may face barriers when 1: trying to generalize skills from the classroom to the applied setting, and 2) navigating potentially complicated paperwork and referral processes to access services.

In addition to the benefits non-credit students receive from the School for Extended Learning offerings, many credit students receiving DSPS supports or participating in groups such as the Neurodiversity Club on Main Campus struggle with the soft skills related to educational and vocational success and would also benefit from more applied vocational training. We have been able to identify and refer students with these needs from credit to non-credit course offerings to supplement their coursework and maximize their goal achievement. In some cases, the students needed viable employment in order to be able to afford to continue their education at SBCC.

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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). \*

Data from the California State Council on Developmental Disabilities from the past decade indicate that the unemployment rate for adults with Developmental Disabilities tends to hover around 87%. Since March, Santa Barbara County has seen a dramatic increase in the general unemployment rate due to the pandemic. While we do not yet have disaggregated data highlighting how COVID-19 has impacted unemployment within the disability community in Santa Barbara County, we know that this group has been adversely affected in multiple ways. In a recent publication on the impacts of the pandemic for those with intellectual and developmental disabilities (I/DD), The Arc highlights the tremendous challenges this population is facing.

“Individuals with I/DD are struggling with a loss of services that support their being included in their communities. People with disabilities are being further isolated under circumstances they may not fully understand or manage without necessary physical, emotional, and behavioral support. Students with disabilities are struggling to participate in remote schooling, without necessary accommodation and supports. Increased isolation and stress also are contributing to a higher risk of violence and abuse.”

The Arc goes on to emphasize a dire need for “quality, online, interactive programming to support and engage individuals who are isolated” and a “need for resources that promote engagement and/or relieve anxiety from social distancing and isolation.” In spring, our swift transition to remote instruction and our careful approach to individualized support allowed our classes to serve these critical functions for our students, while also allowing them to continue their vocational and self-advocacy training in meaningful ways. Since the inception of our program, we have had 103 enrollments in our Work Readiness classes, 51 of those were last spring and this fall during the pandemic. Funding will allow us to adapt our program to meet the challenges posed by COVID-19 and remote teaching and initiate our Community Liaison role, which will provide high-touch customer service for students as they work to transition from our program into the workforce. By the end of the spring term, we anticipate that we will have expended all of our funds with the exception of those allocated for the Community Liaison position, which we will roll out in the beginning of spring 2021.

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

Outreach and marketing will happen in three distinct ways:

1) Consultant will oversee targeted marketing in the local disability community and related networks with support from the Community Liaison including creating and distributing materials, giving presentations, and participating in disability-related events and fairs. This marketing will include an emphasis on connecting with organizations and educators that serve traditionally underserved communities including those families for whom English is not their primary language.

2) Consultant will serve as a bridge from credit to non-credit programming by referring current students from the SBCC Neurodiversity Club, Shoreliners, and Autism support services to the Work Readiness Program and other SEL offerings.

3) Community Liaison will leverage relationships established with adult service community agencies and SBCC Student Services as a way to encourage student referrals into the Work Readiness program.

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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. \*

The Work Readiness Program has and will continue to work in partnership with the following organizations:

- Our local school districts (Carpinteria and Santa Barbara) and their secondary programs serving students who are preparing to transition out of the K-12 system. We have worked hard to develop a program that meets the needs of these students and are continuing to shape the program based on what we learn from them in order to maximize enrollment and student success. We have seen an increase in the number of these students who attend our program during remote instruction.

- The Department of Rehabilitation will continue to be an agency we refer our students to in order to access employment services. We also hope to receive referrals to our program from their agency.

- We will continue to partner with the SB Transition Collaborative, a group of agencies dedicated to improving transition outcomes for individuals with disabilities including multiple adult service organizations, the Tri-Counties Regional Center, the Santa Barbara County Education Office, the Alpha Resource Center, the SB SELPA, and the Independent Living Resource Center. This group is an outlet to market our program, a venue for establishing partnerships as our students transition into the workforce, and a think tank for better meeting the needs of our community.

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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. \*

The Community Liaison will gather information about Non-Credit Student Support Services and assist students in identifying and accessing the supports they would most benefit from. Additionally, our Work Readiness Program would be happy to provide assistance, if necessary, on how Student Services might best meet the needs of our diverse student population.

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

We are committed to providing excellent programming for adults with disabilities with a stronger emphasis on facilitating successful transition into the workforce by leveraging our community partnerships. We have also placed an emphasis on thoughtfully adapting our program to meet the challenges of remote instruction during COVID-19 while responding to the changing economic conditions in our community. We strive to do all of this using a lens of anti-racism and equity through our approach to program outreach and marketing, culturally responsive curriculum, and in our provision of student supports.

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. \*

The instructor expenses for the Work Readiness Program are funded by student attendance. In the past, additional support (for example, professional development training, curriculum stipend hours, and some materials) has come from the School for Extended Learning and Disability Services and Programs for Students.

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. \*

The Work Readiness Program is firmly rooted in the values of diversity, equity, and inclusion. We are acutely aware of the research on the inequities that exist for those with disabilities and how intersections of race, language, gender, socioeconomic status, and sexual orientation create further disparities in access to education, employment, and services. We work hard to ensure that our marketing is strategic and goes beyond traditional dominant culture methods by reaching out to various organizations and educators who have direct access to families. We also believe that our staff maintain the same values for equity and inclusion and that those values permeate their work with students and the program at large. Finally, we believe that representation is important, and have been thoughtful about using culturally responsive materials.

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. \*

Due to COVID-19, we postponed initiating the Community Liaison position and still have funding from the last grant cycle for two semesters of high-touch customer service meetings that we have yet to implement. For this reason, our current request already reflects a reduction in requested funds. If we needed to reduce our request further, we would reduce the amount allocated for curriculum and postpone refreshing it at a later time.

## 6. Activity Chart \*

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.



I certify that the Activity Chart has been completed and emailed to [sbaebg@gmail.com](mailto:sbaebg@gmail.com)

**Total Budget Requested \***

50,000

**1000 (Instructional Salaries) \***

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

5,000

**1000 Detail \***

Please provide a detailed budget for this category.

One semester of wages for our Community Liaison (we will first expend our funding from our last grant cycle, the role was put on hold temporarily due to a personnel change and school closures due to COVID-19)

**2000 (Noninstructional Salaries) \***

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

15,000

**2000 Detail \***

Please provide a detailed budget for this category.

Wages for two instructional assistants working 12 hours a week for two semesters

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

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

5,000

**4000 \***

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

5,000

**4000 Detail \***

Please provide a detailed budget for this category.

curriculum refresh and classroom instructional needs (consumable resources and replacement of broken or worn materials as necessary)

**5000 \***

Total dollars requesting for CONSULTANTS, MEETINGS, PROFESSIONAL DEVELOPMENT

15,000

**5000 Detail \***

Please provide a detailed budget for this category.

consultant to oversee and market program, train personnel, refresh curriculum, and manage CAEP grant process

**6000 \***

Total dollars requesting for CAPITAL OUTLAY (Computer Hardware)

5,000

**6000 Detail \***

Please provide a detailed budget for this category.

to replace broken or worn computer hardware as necessary

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. \*

We receive funding based on student attendance that covers our instructor salary.

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

We will continue to pursue grants to cover the components of this program that are not funded by student attendance

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

103

Target number of adult students you plan to serve from 2020-2022. \*

120

This form was created inside of Santa Barbara City College.

Google Forms