2019 – 2021
Santa Barbara Adult Education Consortium
Request for Proposal for Adult Education Funds

Due: November 6, 2019

The Santa Barbara Adult Education (SBAE) Consortium allocation for the Year-4 grant cycle is $900,000.00. All awardees are expected to expend funds no later than September 1, 2021. The Consortium has historically awarded 70% or more of its total funding to programs. In 2018-2019, award allocations ranged between $30,000.00 - $75,000.00.

A comprehensive and competitive Request for Proposal submission will align with the California Adult Education Program (CAEP) grant and the Consortium's goals and objectives set forth below.

The Statewide CAEP targets programs in areas with a focus on economic mobility and include:
(1) Programs in elementary and secondary basic skills, including programs leading to a high school diploma or high school equivalency certificate;
(2) Programs for immigrants eligible for educational services in citizenship, English as a second language, and workforce preparation;
(3) Programs for adults, including but not limited to older adults that are primarily related to entry or reentry into the workforce;
(4) Programs for adults with disabilities;
(5) Programs in career technical education that are short term in nature and have high employment potential;
(6) Programs offering pre-apprenticeship training activities conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards for the occupation and geographic area.

The overarching Santa Barbara Adult Education Consortium's 3-year plan goals are the following:
(1) To continue to provide excellent programming for adults in a variety of program areas
based on proven needs within the seven areas allowable under AB104;
(2) To continue to improve Student Learning and Achievement Goals focused on the needs of
adult learners, and to assist in their transfer acceleration and career success;
(3) To continue refining programs and services for students in alignment with Statewide initiatives;
(4) To provide awareness of educational offerings and training options available through a robust local marketing campaign;
(5) To develop a comprehensive data collection and accountability infrastructure for all programs and services funded by the consortium and to encourage cross-pollination with each other and Statewide initiatives;
(6) Where needed, to support partners that specialize in job placement, apprenticeship, internship, and job coaching.

The Santa Barbara Adult Education Consortium's primary goals for upcoming 2019-2020 year are the following:
(1) Continue to support our noncredit faculty in building pathways to credit for existing and new CAEP programs;
(2) Support new activity of our credit partners to develop noncredit courses as part of Statewide initiatives;
(3) Develop a Noncredit Data Collection task force/workgroup that is committed to the collection of accurate data and analytics for all CAEP programs and services;
(4) Continue to partner with the local Santa Barbara One-Stop operator and other agencies for career training initiatives;
(5) Continue to cross-pollinate CAEP initiatives with WIOA, Guided Pathways, Vision for Success, and Strong Workforce initiatives;
(6) Continue to support our existing SBCC programs that are aligned with the CAEP initiatives.

Based on the 2019 SBCC School of Extended Learning Economic and Workforce Gap Analysis for Adult Education Regional report, the Consortium's focus for the 2019-2020 selection of programs will need to continue enhancing educational programming in the following areas:
(1) Short-Term CTE in career skills training courses
(2) Short-Term CTE with a focus in areas such as Health Care and Health Training services
(3) Noncredit Adult High School/GED
(4) Noncredit English as a Second Language
(5) Noncredit Adults with Disabilities
(6) To ensure students can navigate through the SBCC system from noncredit to credit, the Consortium also identified the need for a robust Student Support Services program to help students plan their educational and vocational objectives.

CAEP Fiscal Regulation for all Independent Contractors and External Partners:
(I) Indirect, for Profit, or Fringe Benefits are not allowable expenses and cannot be reimbursed.
(II) All Independent Contractors and External Partners must submit invoices to the CAEP Coordinator for reimbursement.
(III) All external (non-SBCC) CAEP programs will receive two-three payments based on the timeline for completion as stated on the Activity Chart.

Data Collection for all CAEP Programs and Partners:
(I) All external (non-SBCC) CAEP programs must use the CASAS TopsPro Enterprise platform to electronically collect student data and participation and data points required by the State;
(II) All data collection must be collected on a quarterly basis.

Key Performance Indicators:
As stated in the Consortium's 2019-2021 Three-Year Plan, the Consortium adopts the following key performance indicators related to the allowable program areas and will use these indicators as part of the rubric in selecting programs:

Seven Program Areas	Key Performance Indicators
1. Programs in elementary and secondary basic skills	Increase in enrollment in the AHS/GED program and increase hours attending resulting in higher FTES. Increase in the number completing a high school diploma or GED. Creation of new support courses for the AB705 initiative.
2. Programs for immigrants and English as a Second Language	Increase in enrollment and hours attending in the ESL program resulting in higher FTES. Increase certificate completion rates in ESL. Increase in supportive programming to reach more community members.
3. Adults Entering or Re-entering the Workforce	Broadening our reach to the One-Stop and other community partners to increase the numbers of students served. Continue a partnership with the one-stop to offer educational programs on site. Increase in enrollment and hours attending in the Career Skills Institute resulting in higher FTES.

4. Adults who assist secondary school students.	Measure results of a pilot program with our community library partners to understand the value and number of students served.
5. Programs for Adults with Disabilities	Launched in 2019, create a realistic growth strategy for the new Adults with Disabilities Work Readiness and Career Certificated Program. Increase the number of enrollments in accordance with the strategy.
6. Programs in Short-Term CTE	Based on the recommendation of the BW Research environmental scan, develop new noncredit programs in CTE areas such as health, business, and information communication technology sectors.
7. Programs offering Pre-apprenticeship Training Activities	Explore the possibility of coordinating with a formal apprenticeship program in Construction Technology, leveraging our piloted pre-apprenticeship activities in this department.

THIS APPLICATION IS DUE NO LATER THAN MIDNIGHT, NOVEMBER 6, 2019.
* Required

I have reviewed the 2019-2021 CAEP Three-Year Plan and 2019/2020 1-Year Plan and attest that this proposal is in alignment with Consortium's current goals and objectives. *
☒ YES

Are you an existing 2015/16, 2016/17, 2017/18, 2018/19 CAEP funding awardee? *
Yes
Program Name *
Santa Barbara Public Library: Integrated Adult Education Initiative
Primary Contact Name *
Devon Cahill
Primary Contact Email *
dcahill@santabarbaraca.gov
Primary Contact Phone *
805-564-5635

Applicable Noncredit Program Area *
☒Adult Education (ABE, ASE, Basic Skills)
☒English as a Second Language/Literacy
☒Adults in the Workforce
☐Adults with Disabilities

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

With California Adult Education Program (CAEP) funding, the Santa Barbara Public Library (SPBL) will establish an integrated language and vocational literacy services initiative to bridge the divide between our currently discrete Adult Education offerings and more holistically and efficiently address the needs of learners and job seekers in our community. Via this streamlined model, community members will gain the language, numeration skills, and certifications they need to enter and advance in their chosen careers or pursue non-credit and credited college classes. To achieve this, SBPL will strengthen and integrate all of our one-to-one services for library learners, including our Adult Literacy and Pre-ESL Spanish Literacy programs, Career Online High School and GED tutoring programs, and our SBPL Works! workforce readiness program by (1) adding a workforce mentors program made up of new and current volunteers who can lend industry knowledge and specialized skills training to help prepare learners and job seekers for their chosen fields, (2) formalizing a training program for new staff in our successful SBPL Works! workforce readiness program that includes effective strategies for integrating all Adult Education services, and (3) developing a job readiness training module for literacy volunteers so that they are able to prepare job relevant lessons and direct learners to the full range of services.

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, self-employment).

Integration of our Adult Education programs and services will lead to more efficient pathways to success in language and vocational literacy that will in turn allow community members to pursue career paths of their choice or continue onto non-credit and credit college classes. With CAEP funding, SBPL will increase our program's capacity to serve clients seeking one-to-one job and readiness consultations and training and to expand the offerings of our basic computing and office software open labs. To date, we have assisted patrons in writing effective resumes, improving interview skills and developing their digital literacy. Further, providing these basic job and computer skills not only prepares clients to enter or re-enter the workforce but also readies them for more advanced classes at the School of Extended Learning and to enter the credited degree programs at SBCC. This project will also help job seekers build basic language literacy skills and excel in ESL learning, thereby increasing achievement of a variety of goals including citizenship, improved employment options, and workforce reentry. The varied formats of open lab learning, one-to-one tutoring, and online instruction will give the program the flexibility required to meet the specific needs of each learner and accommodate different learning styles and schedules.

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 and provide a status report on your existing award(s) and remaining balance(s).

For job seekers, literacy skills are often viewed as a "nice to have" because of the time and dedication it will take beyond their immediate need of finding a job or progressing in a current career. This is bolstered by the reality that language literacy classes often teach across a generic curriculum that is often unrelated to the learner's immediate vocational goals (Wiltshire, 2015). Therefore, integrating vocational and language literacy is the obvious next step for SBPL as we build an Adult Education Program that is flexible to the shifting employment and literacy needs of our community.

Integration of language and vocational literacy has been successfully modeled in the classroom through well-known initiatives such as I-BEST (Integrated Basic Education Skills Training), implemented by Washington state's community and technical colleges. In this program, students work with two teachers in the classroom: one providing vocational training and one teaching career focused language and math skills (Washington State Board for Community and Technical Colleges, 2019).

However, by eschewing the classroom model altogether and providing one-to-one support to meet the needs of language learners, GED or high school diploma students, US citizenship seekers, and job seekers, SBPLs Adult Education Programs allow them to determine their own goals and set their own pace. This approach also allows staff and volunteers to find approaches and techniques that are most effective for each learner's style and fit into the learner's schedule. Other advantages of the one-to-one approach include the elimination of anxiety learners sometimes feel when they are singled out in front of a group for

needing special assistance, learning things that seem irrelevant to their needs or vocational ambitions, and spending years in general study without a chance to apply their skills in a professional setting. By offering an integrated and individualized pathway, language learners and job-seekers will receive targeted literacy training that they can immediately apply to their vocational endeavors.

The success of our various CAEP supported programs shows the library has the capacity to assess community need, develop, implement, and maintain vital Adult Education programs and services for the Santa Barbara Community. For example, last year in our CAEP supported Adult Literacy Program, our 100+ library volunteers logged over 9,000 hours of training, lesson preparation, and one-to-one tutoring with our 247 learners who were active in the program. The program boasts a 98% success rate of learners reaching one or more of their literacy goals, with many of our learners achieving major milestones such as passing citizenship exams, receiving GEDs, and gaining literacy skills necessary to advance in their careers.

Furthermore, with continued CAEP funding since 2017, our SBPL Works! workforce readiness program continues to run close to full capacity with offices now at SBPL's Central and Eastside Libraries. The addition of one part-time staff and equipment in 2019 allowed SBPL Works! to increase its average number of kept appointments by 40%, from 65 to 98 per month while maintaining a more than 70% success rate for clients reaching personal workforce readiness goals or finding employment. This reflects SBPLs accurate assessment of community need for expanded services in our previous RFPs and our ability to meet that need with programs developed with CAEP support.

CAEP funding has also enabled us to pilot our Pre-ESL Spanish Literacy program, which focuses on the needs of learners in our community for whom limited native Spanish language fluency is a barrier to English acquisition. We have 15 tutor learner pairs actively engaged in Pre-ESL learning and 8 others working independently through a library provided subscription to Leamos, a Spanish literacy online learning database. Our expanded Spanish language resources library in Adult Education has also enabled tutors to better serve native Spanish speakers not formally enrolled in our Pre-ESL program to reach their literacy goals more efficiently.

In the run up to our Integrated Adult Education Initiative, the Library has already taken action to ensure a successful launch. For example, our Adult Literacy and SBPL Works! programs now share the same space, which has been redubbed the Adult Education Center. The increased crossover between programs due to the new proximity has vividly illustrated the need in the community for an integrated approach to Adult Education. This year, we also added bilingual English and Spanish speaking staff and opened our SBPL Works! office at the Eastside library to better and more efficiently serve the neighboring community. We are also offering expanded services to patrons at the Central Library, including access to Mac platform and Adobe CS and a space where clients and learners can conduct private phone and computer interviews. Additionally, a one-time State Library grant enabled SBPL to provide access to Lynda.com skill building database for patrons in February of 2019 and by the end of July 2019 1,202 active users viewed a total of 293 hours of training videos. This popularity reflects SBPLs accurate response to community need for access to skill building resources outside of the regular SBPL Works! hours and that our library website was a good choice for point of access. We also recently partnered with MTA to provide learners and job seekers with bus passes to ensure they can make it to their interview and place of employment without additional financial burden. With continued CAEP support, we hope to maintain our current offerings as well as add training for practical workplace skills including POS operation, typing, and time management, and continued access to Lynda.com skills training database.

At SBPL we recognize the importance and usefulness of data collection and use a wide range of state and city required and in-house metrics to determine strengths and weaknesses of our programs and how to best leverage our library budget to meet the ever-changing needs of our varied community. Because of this, we are well equipped to track data from our CAEP supported programs in the CASAS TopsPro Enterprise platform so CAEP can efficiently report data to the State.

SBPL is a receipient of Yr. 4 CAEP funding for our SBPL Works! workforce readiness program and our Pre-ESL Spanish Literacy pilot program. In this RFP we are requesting an additional salary budget for the 12 months (September 1, 2020-August 30, 2021) that fall after the end of the Yr. 4 cycle and a budget for supplies specific to the SBPL Integrated Adult Education Initiative. Therefore, the budget for this Yr. 5 grant application takes into account the remaining funds we have from our Yr. 4 grant to spend through

September 1, 2020. Although our Yr. 4 funds for have not yet been disbursed, we have charged $45k in salaries to our Yr. 4 CAEP grant budget line in anticipation of receiving those funds.

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

The target population for the SBPL Integrated Adult Educational Initiative is adults in Santa Barbara and surrounding communities who are entering, re-entering, or advancing in the workforce. Services are provided in both English and Spanish. Bilingual marketing efforts will include a Spanish language radio campaign on Radio Bronco, hanging flyers in local businesses, posting on social media, ads in local newspapers and radio stations, and in-person canvasing by bilingual staff in target neighborhoods. Additionally, we will coordinate with and promote our small group classes to the Workforce Resource Center and the SBCC School of Extended Learning. Outreach will include tabling at community events such as local job fairs and events hosted by various Santa Barbara agencies including the Santa Barbara Housing Authority and the Santa Barbara County Food Bank, and the Santa Barbara Chamber of Commerce. We will also enlist library staff do direct outreach to MTD customers, riding various popular bus routes in Santa Barbara and distributing materials and information about our Adult Education offerings to riders.

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 Adult Education Program at SBPL looks forward to collaborating with SBCC Consortium members including SBCCs ESL Department, SBCCs School of Extended Learning's ESL Adult High School, and the Employment Development Division to ensure that our programs are non-duplicative and mutually beneficial. Outside of the consortium we will also continue our partnership with the Santa Barbara Family Service Agency (FSA).

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.

Although we have no formal relationship with support services at SBCC, all SBPL programs are free and open to the public. As outlined above, our one-to-one approach in all of our services provides an alternative approach to support SBCC students who are not thriving in the classroom environment and require focused and individuated tutoring and assistance.

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

Via the Integrated Adult Education Initiative, SBPL will better provide vital and personalized language and vocational literacy training for adults preparing to enter or reenter the workforce or pursue higher education. The program also addresses CAEP's stated goals by (1) providing excellent programming for adults by offering personalized job and literacy training, (2) continuing to improve student learning and achievement goals focused on the needs of adult learners, and to assist in their transfer acceleration and career success (3) refining programs and services for students in alignment with statewide initiatives (4) providing awareness of the program through a robust marketing campaign and through partnerships with other consortium members and agencies in the community (5) building a system of data collection and accountability to ensure that the initiative delivers on its commitment to strengthening the Santa Barbara community (6) supporting partners that specialize in job placement, apprenticeship, internship, and job coaching through our signature one-to-one approach to meeting the needs of learners and job seekers. The program is also in alignment with 4 of CAEPs 7 target program areas, including (1) programs in

elementary and secondary skills, (2) programs for immigrants and ESL, (3) adults entering or re-entering the workforce, and (4) adults who assist secondary students. To support this vital initiative, SBPL will also build bridges to existing and new CAEP programs both within the Library and in the greater Santa Barbara community by filling in the gaps between services currently offered by SBPL, SBCC credit division, the School of Extended Learning, and other agencies.

SBPL is also uniquely positioned to meet the upcoming requirements of Assembly Bill 2098 aimed at Immigrant Integration. The organization OneAmerica defines Immigrant Integration as, "as a dynamic, two-way process in which immigrants and the receiving society work together to build secure, vibrant, and cohesive communities" (OneAmerica, 2019). With CAEP support, SBPL had already made great strides toward Immigrant Integration by addressing English language literacy needs of native speakers and English as Second Language (ESL) learners and piloting its Pre-ESL Spanish Literacy Program to meet the increasing need of recent immigrants to improve their language foundation in Spanish literacy. Our multi-lingual staff has been able to help native speakers various languages, including Spanish, French, and Japanese, to successfully transition to living and working in the US through our CAEP supported SBPL Works! workforce readiness program as well. In short, SBPL has a proven track record of helping immigrants integrate into our community by providing them with the skills and knowledge they need to become US citizens and succeed in their careers and credit and non-credit academic pursuits.

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 Library currently receives support from State Library through California Library Literacy Services to administer its Adult Literacy Program. The whole of the amount is used to pay for a portion of the Adult Education Librarian's salary. The Library also has a partnership with the Family Service Agency to provide adult literacy services to participants in its Healthy Marriage and Relationship Stability Program. Funding from FSA pays for the salary of one of our Adult Education part-time staff and provides a small supplies budget. Although it is difficult to calculate a percentage, since there will be crossover between the various Adult Education services that will be integrated in this initiative, a portion of these funds will also support our Integrated Adult Education Initiative through salaries, purchase of supplies, and training tutors and mentors to work with learners and clients.

9. Diversity, Inclusion, and Equity*
Please describe how your program will create a diverse, inclusive, and equitable educational experience for adult learners.

The public library is the ultimate open access institution and, as such, SBPL and its Adult Education Program strive for equity in access to all of our programs and services. In the Adult Education Center and throughout the library, we pride ourselves on being a space of becoming: where, regardless of ethnicity, socio-economic background, or sexuality, learners and job seekers can become fuller selves, fuller family members, and fuller members of our community. All of the staff and volunteers in Adult Education are trained to be culturally competent and to create an environment of inclusion at the Library. In fact, the Integrated Adult Education Initiative was born out of our mission of inclusion and in response to the need in our community improved language and vocational literacy programs and services.

As a City of Santa Barbara agency, we also committed to, among others, valuing (1) the opportunity to provide services to our community in a manner that is fair, courteous, responsive, and efficient, (2) the worth and dignity of all individuals and will provide equal opportunities for all, (3) the diversity of experience, skill, outlook and style that are brought to City service by each individual.

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

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

Total Budget Requested *
0
1000 (Instructional Salaries) *
Total dollars requesting for INSTRUCTIONAL PERSONNEL (include 25% for BENEFITS in 3000 section below)
0
1000 Detail *
Please provide a detailed budget for this category.
n/a
2000 (Noninstructional Salaries) *
Total dollars requesting for PERSONNEL (include 20% for BENEFITS in 3000 section below)
0
2000 Detail *
Please provide a detailed budget for this category.
n/a
3000 (Benefits from 1000 and 2000 categories) *
Total dollars requesting for BENEFITS . The average benefit rate is 25%.
0
4000 *
Total dollars requesting for INSTRUCTIONAL SUPPLIES and NON-INSTRUCTIONAL SUPPLIES and Computer Software (not hardware).
$37,745
4000 Detail *
Please provide a detailed budget for this category.

Item	Qty	Price	Total
General Supplies			
Binders for Manuals	160	8	1280
3HP Paper	4	170	680
Tabs	20	40	800
Meeting Supplies	1	500	500
Books (workforce)	1	1000	1000
WSJ Subscriptions	1	500	500
Lynda.com subscription	1	13125	13125
Adobe CS Software	2	600	1200
Big Interview Sub	1	1788	1788
Printer toner (color)	6	234.89	1409.34
Printer toner (black)	4	171.89	687.56
Advertising			
Radio Bronco Campaign			3500
Print ads			1500
Pre-ESL Spanish Literacy			
Leamos Subscriptions	20	55	1100
books			1000
Basic Literacy			
Day Planners			200
books			2000
Career Online HS	5	1095	5475

5000 *
Total dollars requesting for CONSULTANTS, MEETINGS, PROFESSIONAL DEVELOPMENT

$71,558
5000 Detail *
Please provide a detailed budget for this category.

Develop Training Course for SBPL Works! (Staff and Volunteer)

Position	Hours	Rate	Total
Senior Librarian	5	61.41	307.05
Adult Education Librarian	30	48.76	1462.8
Library Tech (Full-time)	20	43.3	866
Library Tech (Part-time)	10	23.15	231.5
Library Tech (Part-time)	10	23.15	231.5

Develop Intake Form

Adult Education Librarian	5	48.76	243.8
Library Tech (Full-time)	5	43.3	216.5

Develop Survey

Adult Education Librarian	5	48.76	243.8
Library Tech (Full-time)	5	43.3	216.5

Pre-ESL Spanish Literacy

Training Volunteers	24	48.76	1170.24 (3 Quarterly Trainings)

Basic Literacy

Library Tech (Part-time)	520	23.15	12038 (10hr/wk 1yr.)

SBPL Works!

Library Tech (Part-time)	720	23.15	16668 (15hr/wk 1yr.)
Library Tech (Part-time)	720	23.15	16668 (15hr/wk 1yr.)
Library Tech (Part-time)	720	23.15	16668 (15hr/wk 1yr.)

Professional Development

Librarian	24	48.76	1170.24 (2 people to go to 3 day conference)
Full Time Tech	24	23.15	555.6
Expenses	2	1300	2600

6000 *
Total dollars requesting for CAPITAL OUTLAY (Computer Hardware)
0
6000 Detail *
Please provide a detailed budget for this category.
n/a
Total number of adult students served in 2017-2018 and 2018-2019 (for CAEP awardees). *
322 (unique clients, based on SBPL Works! client base)
Target number of adult students you plan to serve from 2019-2021. *
300 (new, unique clients)
Your answer
What is your sustainability plan for this activity when funding is no longer available? *

If the program is successful, meaning we hit our target number of adult students served, we hope to secure funding from the City of Santa Barbara/Santa Barbara Public Library to continue the program by paying salaries and benefits for the three hourly Library Technicians supported by the grant.