

2018 - 2019 Santa Barbara AEBG Consortium Request for Proposal for Noncredit Adult Education Funds

The Santa Barbara AEBG Consortium allocation for the Year-4 grant cycle is \$804,710.00. All awardees are expected to expend funds no later than September 1, 2020. The Consortium has historically awarded 70% or more of its total funding to programs.

A comprehensive and competitive Request for Proposal submission will align with the Adult Education Block Grant and the Consortium's Goals and Objectives set forth below.

The overarching AEBG 3-year plan goals of the Consortium are (1) to provide excellent programming for adults in a variety of program areas based on proven community needs; (2) to develop student support services specifically focused on the needs of adult learners, to assist in transfer acceleration and career success; (3) to support innovative professional development for staff and faculty; and (4) to set meaningful outcomes captured by various measurements and tools and shared with her stakeholders.

The Santa Barbara AEBG Consortium's primary goals for upcoming 2018-2019 year are the following:

- 1) Continue to support our noncredit faculty in building bridges to credit for existing and new AEBG programs.
- 2) Continue to fill gaps in Career Education in Industrial Technologies (or other areas supported by the study currently underway to be completed by 2018).
- 3) Support new activity resulting from AB705 implementation (focused on mathematics, English, and ESL).
- 4) Implement and support the new the Adults with Disabilities Career Planning and Training Program
- 5) Continue to partner with local Santa Barbara One-Stop operator and other agencies for career training initiatives.
- 6) Continue to cross-pollinate AEBG initiatives with WIOA and Strong Workforce initiatives.
- 7) Continue its commitment to the collection of accurate data and analytics for all AEBG programs and services
- 8) Continue to support our Student Support Services to help transition students from noncredit to credit or jobs/careers.
- 9) Continue to support our existing SBCC programs that are aligned with the AEBG goals and initiatives.
- 10) Support job placement assistance efforts where feasible and allowable

The statewide AEBG targets programs in areas with a focus on economic mobility and include:

- Programs in elementary and secondary basic skills, including programs leading to a high school diploma or high school equivalency certificate.
- Programs for immigrants eligible for educational services in citizenship, English as a second language, and workforce preparation.
- Programs for adults, including but not limited to older adults that are primarily related to entry or reentry into the workforce.
- Programs for adults with disabilities.
- Programs in career technical education that are short term in nature and have high employment potential.
- 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.

AEBG 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 AEBG Coordinator for reimbursement

THIS APPLICATION IS DUE NO LATER THAN MIDNIGHT, WEDNESDAY, OCTOBER 10, 2018.

Are you an existing 2015/16, 2016/17, 2017/18 AEBG funding awardee? *

Yes

No

Program Name *

Equalitech Digital and Language Literacy Program

Primary Contact Name *

Danny Fitzgibbons

Primary Contact Email *

danny@equalitech.org

Primary Contact Phone *

8057228233

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.

Jose is a 45-year-old living in Old Town Goleta, California who recently lost his job after working for over 20 years in construction. He knows that to find employment he needs a resume and the ability to apply for jobs online, but he has never used a computer or a smartphone before and the mouse and keyboard are intimidating. How do you set up an email address? How do you send an email? Jose's friend shared with him that the Goleta Valley Tech Center could help. Intrigued, Jose went to the tech center. He spent an hour and a half with the tech center manager, and within that time, learned how to set up an email account and how to send an email for the first time. These basic skills, often taken for granted by so many of us, have opened up a whole new world of communication for Jose, helping him stay in touch with family and friends, explore new resources in his community, and feel a sense of accomplishment he had not experienced in a very long time. People like Jose need access. They need education. They need a convenient facility designed to help them not only with technology resources, but with specialized attention based on their needs. Jose and so many like him need Equalitech.

With a mission to expand technology access and improve computer literacy in the community by providing free computer centers staffed by experienced technical professionals, the Goleta Valley Tech Center (GVTC), operated by Equalitech, seeks to complete its evolution to a structured learning center by starting the Digital and Language Literacy Program (DLLP) This program will ultimately align with five of the seven pillars of California Adult Education, including Adult Basic & Secondary Education, English as a Second Language & Citizenship, Career Technical Education, Workforce Reentry, and Training to Support School Success. However, we will initially focus on the first two pillars which will form the foundation for the rest. The DLLP curriculum will include basic computer skills and English language development and will provide the confidence sought by many Old Town Goleta adults to then enroll in SBCC Extended Learning non-credit courses, and eventually for-credit courses. Our experience over the last 18 months operating in the Goleta Valley Community Center, as well as our base of more than 300 patrons will help us seamlessly expand into a larger space that can accommodate 25 computers.

The Digital and Language Literacy Program will be managed and taught by our bilingual Tech Center manager, Dawer Perez-Canete, with curriculum development support from our Executive Director Danny Fitzgibbons. Dawer has a technical background allowing him to provide support services for patrons as well as manage any technical issues that arise at the center. Dawer has a bachelor of science degree in Chemistry from Havana University and is currently pursuing an International Business Degree with a focus on Finance and Marketing at Santa Barbara City College. Dawer has managed business operations and tutored students of different ages and topics throughout his career and is bilingual. Danny Fitzgibbons has a Masters of Arts in Teaching and holds a Professional Clear Teaching Credential in Multiple Subjects and Single Subject-Social Studies., He is currently in his 5th year at Kellogg School as a Certificated Tutor. He teaches math

and reading/writing intervention in the learning center, English Language Development classes, as well as math for combined-grade level classes. Prior to becoming a teacher, Danny owned and operated several small, local businesses, and he has lived in Santa Barbara and Goleta for over 20 years.

Measurable Goals

-- Completion of formal curricula for the Digital and Language Literacy Program including the following:

- ** Basic computer navigation (typing, using a mouse)
- ** Email (creating an email account, sending emails)
- ** Social media (creating social media accounts, writing posts)
- ** Workplace Skills (Resume writing, documents, spreadsheets, presentations)
- ** Life Skills (paying bills online, online courses, extra-curricular enrollments for children)
- ** As necessary, completion of Lexia Core 5 Literacy Level 18 (5th Grade English Reading Level) or Lexia Reading Plus depending on starting skills

-- Completion of marketing and outreach plan to recruit students. We will utilize our existing partnerships with United Way, local school districts, the Computers for Families program, the Goleta Education Foundation, Central Coast Collaborative on the Homeless and Padres Unidos to identify under-connected adults.

- ** Number of under-connected adults enrolled in the program
- ** Number of under-connected adults completing the program
- ** Number of students who enroll in an Adult Extended Learning, Non-Credit course upon completion of our program
- ** Number of students applying for jobs they would not feel confident applying for before completion of the program

Outcomes Expected (Method of Assessing Impact)

- Enrollment of at least 20 under-connected adults in the Digital and Language Literacy Program
 - 75% of enrolled adult students will complete the curriculum and receive a certificate
 - 50% of enrolled adult students who receive a completion certificate will enroll in SBCC Extended Learning non-credit courses
 - 25% of enrolled students will apply for jobs with more confidence in their digital skills
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2. Integration *

Please explain how your proposed program 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).

Most educational opportunities, even non-credit courses, require digital literacy, however, a significant number of US adults struggle with basic computer tasks (such as using a mouse and keyboard) that precludes them from seeking out opportunities to improve their economic standing. In a brief produced by the American Institute For Research, they found that, "Adults who are not digitally literate are, on average, less educated, older, and more likely to be Black, Hispanic, or foreign born, compared to digitally literate adults. Compared to digitally literate adults, adults who are not digitally literate have a lower rate of labor force participation and tend to work in lower skilled jobs." Our Digital and Language Literacy Program would provide a bridge between these adults and educational opportunities that require English and digital literacy.

The Digital and Language Literacy Program would have us continuing to form collaborations and/or partnerships with existing local programs to provide digital educational opportunities that appeal to adults. Completion of our curriculum would provide the basic skills necessary for students to move to the next step of enrolling in Adult Extended Learning non-credit courses offered by SBCC. We hope that this pilot program will lead to a lasting presence for the SBCC School of Extended Learning in the City of Goleta.

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 received 2015/16 or 2016/17 or 2017/2018 AEBG funding, please justify the need and provide a status report on your existing awards and remaining balances.

According to the United States Department of Housing and Urban Development (HUD):

“As information, services, and resources increasingly move online, digital inequality has come to both reflect and contribute to other persistent forms of social inequality. Disparate access to the Internet and digital devices corresponds closely with longstanding inequalities in income, education, race and ethnicity, age, immigration status, and geography. At the same time, the negative consequences of being under-connected are growing, and researchers and policymakers are increasingly concerned that underconnection is fueling other socioeconomic disparities. Indeed, Internet access, and particularly broadband Internet access, has become an important tool for taking full advantage of opportunities in education, employment, health, social services, and the production and dissemination of knowledge and digital content. Yet those who are most in need of social services are often least able to get online to access those services, and low-income children – who are four times less likely to have access to broadband at home than their middle- and upper-income counterparts – are particularly vulnerable to the long-term detrimental effects of constrained access to technology-enriched education. These trends suggest that digital access will play an increasingly central role in socio-economic inclusion.”

In 2014, less than 50% of households with an annual income of less than \$25,000 had access to the Internet, with the next income tier (\$25,000 to \$49,999 annually) at a little less than 70 percent (the largest gap between any two income tiers). Typically, these households cite affordability as the biggest obstacle in securing computer technology and Internet access, with Internet cost being primary followed by device cost. And most of these families that are able to access the Internet are doing so on smartphones or other handheld devices and not computers. Although they do have access, HUD states “being limited to smartphone-only Internet access is associated with data cap limits, risk of service cancellations or suspensions due to financial constraints, and difficulty performing essential tasks such as applying for jobs or writing papers on a smartphone’s small screen.”

Even as these barriers are recognized and addressed through programs like ours, digital knowledge and literacy plays a factor for many who simply do not have the experience using the technology even if they had access. Many simply do not have the ability to find, create, and use information on the Internet.

According to the article Community Development and the Digital Divide, published by HUD and referencing a recent survey conducted by Pew Research Center, fifty-two percent of American adults surveyed were relatively hesitant about pursuing online learning with 14 percent of those

being marked as “unprepared.” This determination was made by assessing the individual’s confidence in using computers, facility with new technology, current use of digital tools for learning, and the ability to determine the trustworthiness of information. The author states:

“This group had low confidence in their computer skills, needed help using technology, and was unsure about how to find trustworthy information online. Adults most likely to fall into this category were women, those aged 50 and older, those in lower-income households, and those with lower levels of education. Similarly, another Pew Research Center survey found that a minority of respondents were not comfortable or confident in their digital job-seeking skills. Excluding those who are disabled or retired, 17 percent reported that it would not be easy to create a résumé, 12 percent said that it would not be easy to find a job, and 12 percent said that it would not be easy to fill out an online job application.”

Goleta is no exception to these national statistics. Access to computers and technology and these skills and competencies are often taken for granted by so many of us each day. It’s a regular part of our routine and our professional and personal lives. But for so many in our community, particularly those living in the more impoverished sections of our city, owning a smartphone, handheld device, or computer is financially out of the question. According to US Census data from 2017, in the tract of Santa Barbara County known as Old Town Goleta (bordered by Fairview Ave. to the west, Ward Memorial Blvd to the east, and the 101 freeway to the north), approximately 75% of the population is minority with a median household income of \$57,905. This statistic is significantly lower than the rest of the City of Goleta at \$81,398. Of the 5,936 residents in 2017, 12.3% lived below the poverty line, again higher than the entire city at 8.43% overall (overall population in Goleta is 30,671). There is a significant difference between Old Town Goleta and the rest of the city and for that reason, Equalitech has positioned itself as a resource for those that face more financial challenges and less resources in order to assist these individuals with technology and skills that could help them change their situations and advance themselves and their careers.

4. Outreach & Marketing *

Please describe your plans to conduct outreach and marketing to reach your target population and increase enrollments.

We plan to utilize our existing partnerships to distribute marketing materials and identify students for this program. We already have established partnerships with many organizations that also work with our target demographic including Computer for Families, Padres Unidos, Immigrant Hope, United Way and the Central Coast Collaborative on the Homeless. We will also utilize our connections with local educational agencies and the Goleta Education Foundation. Further, we intend to engage in traditional marketing including advertising on Spanish-language radio, local newspapers, and bus advertising along the local Goleta bus routes, as well as effectively using social media to our advantage. The primary focus of this social media marketing plan is to use the social web as a means to attract, find, engage, and retain patrons; many of whom will choose to enroll in our Digital and Language Literacy Program

5. Alignment *

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

Equalitech's mission statement is simple and clear with a focus on expansion of technology access and the improvement of community computer literacy, given the critical role technology plays in adult learners striving to optimize career opportunities and connect effectively with their community. These objectives are well aligned with the Consortium's goals; (1) to provide excellent programming for adults in a variety of program areas based on proven community needs; and (2) to develop student support services specifically focused on the needs of adult learners, to assist in transfer acceleration and career success.

Basic introductory computer skills are a proven community need as shown by the work of Equalitech and Goleta Valley Tech Center since our opening in May 2017 where we have received more than 300 individuals in over 3000 visits in 18 months. The expansion under this grant will allow us to create a structured adult learning program that not only emphasizes empowerment and lifelong learning, but also workforce readiness. The Digital and Language Literacy Program will become the Goleta pipeline to the SBCC Extended Learning Program.

6. Activity Chart *

Please use 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 *

105263

1000 (Instructional Salaries) *

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

35100

1000 Detail *

Please provide a detailed budget for this category.

15 additional hours per week at at a teaching rate of \$45 per hour for Dawer Perez-Canete

2000 (Noninstructional Salaries) *

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

0

2000 Detail *

Please provide a detailed budget for this category.

NA

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).

20000

4000 Detail *

Please provide a detailed budget for this category.

Includes Lexia Licenses and training and program marketing costs. Program marketing will include advertising on the radio, newspapers, and local bus routes, time spent doing employer outreach, and recruiting events with existing or new partners.

5000 *

Total dollars requesting for CONSULTANTS, MEETINGS, PROFESSIONAL DEVELOPMENT

31200

5000 Detail *

Please provide a detailed budget for this category.

Consultant to help complete items listed on activity chart

6000 *

Total dollars requesting for CAPITAL OUTLAY (Computer Hardware)

18963

6000 Detail *

Please provide a detailed budget for this category.

Computers, tables and chairs, rent and utilities.

With this grant we plan on expanding from a 200 square foot space into a 700 square foot space that can accommodate 25 computer stations. This space will continue to be at the Goleta Valley Community Center (GVCC), which provides below-market nonprofit rental rates for its rooms. GVCC is in the heart of Old Town Goleta and therefore continues to be the best place to provide this pilot program for the community.

Total Number of Adults Students Served *

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Target Number of New Adult Students Served for 2018-19. *

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

We have received funding from friends and family, and grants from the City of Goleta and other local companies. Current funding supports are existing informal educational programs.

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

We will continue to aggressively seek out new grant opportunities while working to expand our own donor pool. We were recently selected for the SB Gives Grant, a powerful collaboration between the Santa Barbara Independent and the Fund for Santa Barbara.

I have reviewed the 2018-2019 AEBG 1-Year Plan and attest that this proposal is in alignment with AEBG current goals and objectives. *

Yes

This form was created inside of Santa Barbara City College.

Google Forms