AEBG: YR3 2017-2018: Request for Proposal
SB Public Library: Community Bridges: Needs Assessment and Pilot for Service Provider Coordination and Cross Training

Are you an existing 2015/16 or 2016/17 AEBG funding participant?
Yes

Program Name
SB Public Library: Community Bridges: Needs Assessment and Pilot for Service Provider Coordination and Cross Training

Primary Contact Name
Beverly Schwartzberg

Primary Contact Email
bschwartzberg@santabarbaraca.gov

Primary Contact Phone
805-564-5619

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

1. Executive Summary
The new initiative will help adult education instructors, staff, and managers, along with community service providers, assess adult learners' knowledge of education and career services. The project will also assess knowledge of these programs among college and community service providers. Project participants will use this community scan to develop a needs assessment and a series of pilot projects involving the participating partners. We anticipate that the pilot projects may, for example, provide training for service providers from all AEBG partners so that they can effectively cross-refer clients; develop information on community options for adult learners; try out model practices that lead students to career pathways; create materials and workshops tailored to meet the needs of the target population; and devise means for following up on how the pilot meets student needs.

2. Integration
This project helps adult learners make transitions to credit/transfer education or the workforce by bringing together information about different paths, programs, and organizations. The project relies on the local wealth of collaborative leadership and experience. Partners include (but are not limited to) SBCC noncredit and credit divisions, student support services, workforce training and placement programs like KRA, programs for adults with disabilities, the Santa Barbara Public Library System's tutoring and career assistance services, and community-based agencies. This partnership is designed to help adult students by identifying gaps in services, and providing comprehensive information about resources that promote successful education and workforce transitions. Adult learners entering any program will receive complete information about community services that complement their goals and promote success. These services could range from tutoring and counseling to job shadowing and career skills training. In addition, the project seeks to help those who counsel students or provide services do a better job of supporting adult learners as they strive to achieve their goals. We anticipate support from existing SBCC and community agency resources.

3. Justification

Currently, adult learners do not have a comprehensive opportunity to learn about other community support services, such as employment preparation, GED classes, Adult High School classes, ESL programs, citizenship support, or adult literacy tutoring. They also may lack the kind of career planning services that would provide mentorship or relationships with other adults who have become successful after following these educational paths. The project partners see a need to ask adult learners about their needs and the obstacles to success in the career/college transition. From AEBG coalition discussions, we also know that most partner organizations, including their on-the-ground staff, do not always know of existing opportunities for adult learners or promote ways to use the excellent available community resources for career assistance. In developing a survey/scan of learners and service providers, the project will identify needs. A task force that meets every two months will develop small pilot projects targeted to specific outcomes—for example, an educational pathways options handout for use by community-based agencies that will increase appropriate program referrals, training sessions for partnership employees and volunteers that will result in increased knowledge of education and career options for adult learners, weekend support programs that result in increased enrollment and completion of education goals, mentoring that increases adult learners' understanding of career paths, or coordinated tutoring support that helps students achieve their learning objectives.

Currently, a student's success in navigating the adult education, career pathways, and workforce transition world relies on the quality and source of information they receive. Some students study ESL and GED on their own without knowing there are free, high-quality classes. Others who cannot fit classes into their schedules may not know about the availability of free community tutoring, citizenship preparation, and job readiness programs. Still others receive training but may not know about the next steps to enter the job market successfully. Others have questions or needs that may not have been identified, but will be pinpointed in the community needs assessment. A primary goal of this proposal, therefore, is to collect data, and to use that data to develop an integrated set of resources and clearly defined pathways that can aid students, instructors, advisors, and community advocates select the services that best fit the needs of the individual adult student. The project's goal is to help adult learners overcome obstacles and, ultimately, to foster persistence in the student's efforts to reach their career and educational goals. By providing systematic, wraparound services, rather than a more piecemeal approach, service providers and SBCC can prevent dropouts, identify at-risk learners, and mentor individual adult learners.

Our plan is that the needs assessment and pilot projects will identify "Practices of Promise" for all AEBG participants.

4. Outreach & Marketing

The first step in outreach will be for the project team to meet and develop a survey and/or interview questions to administer to key players, including: adult students, noncredit and credit instructors, student support staff, workplace/community agency frontline staff, and library staff and volunteers. In addition, the team may use individual interviews or focus groups. Noncredit staff have recommended providing a stipend or reward to adult learners who participate in the information-gathering stage. After collecting survey results, the group will again meet to discuss the results of the survey and identify gaps in services and support.

The next step is to assess the needs identified in the scan and develop materials, practices, and workshops to train staff based on those needs. The project team will develop short-term pilot projects that will result in measurable outcomes. We hope to include a pilot that helps the team develop updated materials for the community at large in Spanish/English formats, including websites, local radio & TV resources. One need may be the cross-training of staff; a pilot project related to that goal may be creation of a short video (5-10 minutes) on a platform that is easily updated and edited. The video could be used to train staff members at all AEBG partnerships; those to be trained include but are not limited to administrative staff, classroom teachers,

tutors, community agency staff members, and project leaders. A video to assist adult learners could the second portion of the pilot project. Other potential pilots identified in the needs assessment might include: job shadowing programs through KRA for adult learners; weekend GED classes at library locations; or support of cross-training of volunteer tutors and classroom assistants by noncredit instructors. This list is not meant to be final or inclusive, but includes ideas from planning discussions before submission of the grant. Additionally, all pilot projects will coordinate a final survey or assessment from adult learners, clients, and other participants, such as staff and instructors; the survey will assess increases in enrollment and the success of outreach and marketing.

5. Alignment
This project aligns with all AEBG goals:
(1) Using data-driven decision-making and an inclusive, collaborative and coordinated approach, improve and grow existing programs, and design new programs to meet proven needs of adults, specifically by
a. Collecting and analyzing data in a needs analysis designed to identify gaps in service
b. Developing pilot projects based on the needs analysis
(2) Continuing to build bridges to credit for existing and new AEBG programs. The needs assessment and pilot projects will help all partners understand the pathways to success in credit education.
(3) Establishing a program for learning assistance and supervised tutoring and strengthening ties to existing community programs. Although another AEBG project is working with instructors from the main SBCC campus, there is much work to be done coordinating services between the noncredit campus and free community tutoring resources such as those offered by the public library.
The Activity Chart delineates how project fits within elements of the seven AEBG long-term goals.

Total Budget Requested
$28,100

1000/2000/3000
$15,200

1000/2000/3000 Detail
Non-instructional time for SBCC staff to participate in meetings, trainings, data analysis
60 hours x $30 = $1,800
Curriculum development time for SBCC noncredit staff
40 x $50 = $2,000
Instructional time (potential offsite weekend classes)
190 hours x $60 = $11,400

4000
$11,500

4000 Detail
Creation of video: $5,000
Print materials: $500
Books and software for weekend classes: $6,000

5000
1400

5000 Detail
Expenses for focus group meetings $400
Travel, conferences: $1,000

6000
0

6000 Detail
n/a

Total Number of Adults Students Served
600

Target Number of New Adult Students Served for 2017-18
100

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.
Yes, all service providers are funded by a variety of means (apportionment and administrative budgets at SBCC, program funds at community partners provided by nonprofits, local government, and state government). Existing funds make it possible for participants to provide agency-specific assistance to adult learners, but the additional funding from AEBG supports   the community scan as well as training and the creation of materials to be used by project partners.

What is your sustainability plan for this activity when funding is no longer available?
The project is designed to be sustainable on several fronts. First, collecting and analyzing the data will provide a basis for future planning. Second, evaluating the pilot projects will enable the team to identify elements that should continue into the future. Third, cross-training develops networks that persist beyond a limited funding cycle. Creating connections between individuals and institutions builds a web to support individual adult learners. Finally, individual agencies will be able to develop new pilots based on research, and will continue elements that successfully promote adult learner goals to continue education and develop careers.