

Program Name: Work Readiness and Career Planning Certificate for People with Disabilities

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Applicable Program Area (select all that apply):

Basic Skills: Adult High School/GED English as a Second Language/Literacy: Noncredit ESL
Adults in the Workforce: Intergenerational Prep Project to Support K-12 Success **Adults with Disabilities** Research Study CTE: Career Skills Institute Pre-Apprenticeship Construction
Technology Training CTE: Short Term Vocational Bridge Program Student Support Services

- I. Summary of Activities based on the objectives submitted from the Request for Proposal and Activity Chart. These should reflect the goals of AEBG including but not limited to integrative programming for noncredit pathway bridge courses and certificates, internship/placement programs, integrative learning strategies, progress of program working groups and task forces. List and describe their progress.

- **See attached AEBG AWD Progress Update**

- II. Data Reporting: Fall 2016 - Present (work with AEBG Coordinator on data tracking) 1. Current number of noncredit students served Fall 2016, Spring 2017, and Summer 2017, Fall 2017 in your program 2. Current number of students who have completed Career Skill Institute courses to receive a Digital Badge 3. Number of students who have met with Academic Advisor/Faculty member to discuss bridge/transfer plan.

Not applicable

- III. Budget Narrative. Members are expected to make their best efforts to expend funding no later than December 31, 2017. The timeline of activities should reflect expenditures by this deadline. Please describe your efforts to expend these funds. Examples include hiring faculty and/or faculty, narratives, programmatic committee meetings, purchasing of supplies...

Prior expenses reported: \$6,687.71

New expenses: consultant pay: \$17,100.00

Total expenses to date: \$23,787.71

IV. Marketing Efforts. Please list and describe marketing and outreach efforts to advertise your program.

- **Consultant has become an active member of the Santa Barbara Transition Collaborative (SBTC), a work group consisting of Santa Barbara area education agencies, adult service providers, and state agency representatives who serve our target population. This collaborative and their bi-monthly meetings and program marketing events will be one of our most valuable marketing venues as we launch the program. We have already seen significant community and agency interest in our program, partially due to connections made through the SBTC.**
- **Visited Santa Barbara School District and Carpinteria Unified School District transition programs to meet potential students, explain program to special educators, and get input that ensures program accessibility for their students.**
- **Consultant met with the Executive Director of the Independent Living Center (ILRC) to network, get curricular input, and establish the ILRC as a resource for marketing our program.**
- **AEBG AWD Advisory Group met April 20th to discuss marketing and outreach. Local school district and SELPA members expressed concern that there would be more students interested in the program than we could serve. We shared that we could create additional sections of the class if the need existed.**
- **Consultant has shared information about the upcoming program within the disability networks she works with and has generated many interested parties.**

V. AEBG Practices with Promise: due no later than the 3rd Quarter Report, July 7, 2017. Please visit the AEBG Practices with Promise webpage for successful submissions at <http://aebgpracticeswithpromise.com/>. The Practices with Promise Showcase is one of the tools provided for the AEBG Adult Education Regional Consortium Program to support stakeholders in developing and sharing best practices. Partners must submit a written or video success story or emerging practice that highlights your program. Success stories, testimonials and innovations which will be shared on the AEBG website. Stories should include how your program positively changed adult education to better serve the educational needs of adult via regional collaboration in the following ways: integration and student transitions, accelerating students to reach educational or career goals, collaborative

and coordinated professional development, leveraging of resources. Please submit short 1 paragraph answers to the following 3 questions: (1) The Challenge: Briefly describe the challenge the user(s) faced. (2) The Solution: What was done to help them overcome the challenge(s). (3) The Data: What is the proof of the outcome.

Not applicable

AEBG AWD Progress Update

- Researched model programs and courses throughout the state/country
- Researched and developed course outline of records for two proposed courses
- Research CCCCCO curriculum submission process and timelines
- Developed and convened an advisory group of community partners in order to begin networking and marketing program
- Became an active member of the Santa Barbara Transition Collaborative for further networking and marketing opportunities
- Submission of two course proposals in May:
 - **Vocational Exploration and Planning:** Develops the “soft skills” of employment including exploring vocational options. Students participate in a person-centered vocational planning process, identify vocational options that would be a good match with their strengths, support needs, and interests, and develop basic work-readiness skills including professional communication, technology, and time management.
 - **Self-Advocacy Skills for Educational and Vocational Settings:** Develops self-advocacy and self-determination knowledge and skills. Students learn about the legislation and supports that immediately impact their lives, learn to use self-assessment tools to help identify goals and create and implement action plans, and practice the self-determination skills necessary to advocate for and access support to meet their educational and vocational needs. This includes identifying what other opportunities exist at SBCC and in the community at large and strategies and supports for accessing these opportunities in order to meet their goals.
- Draft program proposal and planning summary entered into curricunet
- Meeting scheduled with Curriculum Coordinator 7/18 for initial program proposal review
- Participated in two Tarjan Center webinars to stay current on new regulations and implementation of Competitive Integrated Employment initiatives.
- Developing instructor course materials for two courses launched.
- Initial program marketing is underway. See item IV on quarterly report cover page.

