



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

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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.

- The WorkAbility II Cooperative Agreement Proposal was developed and submitted to the federal government. This submission represents the first phase in entering into a cooperative agreement with the Department of Rehabilitation, which will allow our certificate program to receive federal dollars to help provide our students with high quality vocational instruction as well as employment supports from the Department of Rehabilitation, including paid internships and job placement (AWD Goal 4).
- Consultant participated in a webinar hosted by the Tarjan Center on the Paid Internship Program (PIP), a program developed by the Department of Developmental Services designed to increase competitive integrated employment for adults with intellectual and developmental disabilities. The consultant will be having conversations with DSPS faculty and Tri-Counties Regional Center about the PIP program over the next two weeks to determine the plan for moving forward (AWD Goal 5).
- On April 2nd, we received notification that our NC001 and NC002 courses received approval at the state level. The consultant will be meeting with the Associate Director of the School for Extended Learning next month to learn more about the next steps and timeline for getting the courses scheduled, classroom space reserved, and faculty hired (AWD Goal 6).
- The bulk of the course materials are completed. The consultant will be updating, adding and adapting course materials as community partnerships are further developed and as agencies share relevant information. For example, I have just received the intake paperwork from the Department of Rehabilitation and will be using this information as instructional content to ensure that students know the process for navigating the services available to them and have the necessary soft skills. As details become better articulated (for example, establishing the specifics of the partnership for WorkAbility II, determining the role of TCRC, and identifying which adult service organization will be providing our students with employment supports, I will add to and adapt these materials accordingly so that students are learning the most relevant, up-to-date information about how to access and navigate the service system as it relates to employment, soft-skills, self-determination, and self-advocacy (AWD Goal 1).

II. Data Reporting:

1. Current number of students served

Not Applicable

III. **Budget Narrative.** Members are expected to make their best efforts to expend funding no later than December 2018 (year 2) and December 2019 (year 3). The timeline of activities should reflect expenditures by this deadline.

Year 2 Budget

	1000	2000	3000	4000	5000	6000	Total
Allocated	14,000.00	0	3,000.00	2,500.00	60,000.00	4,650.00	84,150.00
Expended	0	0	0	64.59	47,673.58	0	47,738.17
Balance	14,000.00	0	3,000.00	2,435.41	12,326.42	4,650.00	36,411.83

We are still in the process of spending our year 2 budget. The majority of the funds expended thus far are from Category 5000, which have paid the consultant for overseeing and developing the program and related community partnerships, conference expenses for training related to the program, and a site visit of a similar program in Orange County. Additional funds have been expended for instructional supplies. We currently have a balance of \$36,411.83 in our year 2 budget, which we will expend by December 2018.

Please describe your efforts to expend these funds and list what has been spent to date.

Examples include hiring faculty and/or faculty, narratives, programmatic committee meetings, purchasing of supplies...

The funds expended to date are providing payment to the consultant, who is developing and marketing the program and working with community partners to enter into a cooperative agreement. Once our cooperative agreement is approved we will be positioned to hire and train faculty and staff.

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

- Consultant developed flyers (English and Spanish) describing the Work Readiness and Career Planning Certificate Program, it's related courses, an overview of the proposed community partnerships, and intended launch date. The flyer also includes contact information so that interested parties can connect with the consultant with questions and to get placed on the mailing list to receive updates and information. Flyers were disseminated at the Transition Fair (see below) and have been emailed to some community organizations and local special education teachers of transition age students (AWD Goal 2).
- Consultant participated in the 2018 Santa Barbara Transition Collaborative Transition and Resources Fair on March 14th. The fair, which took place at San Marcos High School, was advertised across southern Santa Barbara County as a place where individuals and their families could learn about the opportunities available for transition age youth and adults. During the Transition Fair, the consultant distributed numerous program flyers, talked with families and students, and shared information about the program with educators, administrators and other vendors as well. She generated a list of 22 contacts who are interested in the certificate program and are interested in updates as the program develops (AWD Goal 2 and 3).
- Consultant has a meeting scheduled for Friday May 13th with the Alpha Resource Center Manager of Children, Family & Advocacy Services, Patty Moore, to share information about the program. Alpha Resource Center works with local families of children and adults with disabilities and disseminates information through their network via their newsletter, website, and community events. I will be connecting with Patty on the specific ways

we can partner to promote the program and best serve our local adults with disabilities who are interested in employment (AWD Goal 3).

- Consultant has connected with SBUSD Bridges faculty to promote the program to special education teachers of transition age students. Consultant will be attending a SBUSD Special Education department meeting to share flyers and information about the program so that teachers can help their students and their families learn more and get them on the contact list (AWD Goal 2).
- Consultant is planning to reconvene the AWD Advisory Committee now that we have received approval for our courses at the state level. Advisory Committee members will be instrumental in disseminating marketing materials and identifying interested parties for our contact list (AWD Goal 2 and 3).

V. AEBG Practices with Promise: due May 15, 2018. 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 student(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.