



AEBG
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CALIFORNIA WORKFORCE

Santa Barbara AEBG Consortium 3rd Quarter Report of Program Deliverables

Program Name: Work Readiness and Career Planning Certificate for People with Disabilities (QR3)

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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. List and describe their progress.
 - **See AEBG AWD Progress Update below**

- 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.

Quarter 1 expenses reported: \$6,687.71

Quarter 2 expenses reported: \$17,100.00

Quarter 3 expenses reported: \$6,154.59

Total expenses to date: \$29,942.30

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

- **Consultant continues to be a 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. Updates are shared with the Collaborative as they occur so that Collaborative members are aware of our progress and can report to their networks.**
- **Multiple forms of outreach to the SELPA and our partner school districts including visits to 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. Once the courses are approved by the Chancellor's Office we will schedule follow-up meetings with the SELPA and our partner districts to orchestrate a plan for identifying, preparing and enrolling 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 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. She is also now receiving emails and phone calls from community members who have heard of the program and are interested in more information.**
- **Consultant has designed some initial marketing materials for the program including a program flyer and some informational handouts.**

AEBG AWD Progress Update

- Researched and developed course outline of records for two proposed courses and a program proposal
- Research CCCCO curriculum submission process and timelines and curricunet system
- 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
- Two course proposals and the program proposal have been submitted and are currently under review. The tech review took place August 28th and the CAC Hearing was September 28th. We are now scheduled for SBCC Board of Trustees Approval at the October 26th meeting:
 - **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.
- Participated in ongoing webinars and trainings to stay current on new regulations and implementation of Competitive Integrated Employment initiatives and resources produced by government agencies for the intellectual disability/developmental disability population.
- Currently developing instructor course materials for NC001

- Program manual will be under development this quarter
- Initial program marketing is underway (see item IV on quarterly report cover page)
- New program deliverables created and submitted to SB AEBG Consortium members due to changes in course instructional hours (see AEBG Deliverables, Products, & Timeline document for details). Approved 9/20.