

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 *

Goleta Valley Library Intergenerational Tutoring (GVLIT) Homework Help

Primary Contact Name *

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Primary Contact Email *

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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.

TRAINING TO SUPPORT CHILD SCHOOL SUCCESS

The Goleta Valley Library services a population of approximately 94,500 people who reside in the City of Goleta and unincorporated neighborhoods in the surrounding area, including Hope Ranch, Isla Vista, all the way to the borders of Buellton and Solvang, an area collectively known as Library Service Zone 4. The Goleta Valley Library is known for its robust provision of service to families, with an emphasis on programming for children. However, the main type of family service not currently provided but most requested is an after-school homework help/tutoring program.

There are nine elementary schools in the Goleta Union School District with a total of 3,571 students. This does not include those students at schools in Zone 4 that are situated outside of the Goleta School District. Approximately 40% of the students in the GUSD receive free and reduced-price lunch. 30% are English as a Second Language speakers.

According to the U.S. Census, nearly 16% of the population in Santa Barbara County is over the age of 65. In the City of Goleta, it is closer to 27%. Approximately 30% of the U.S. population is age 50+. Many of those in the Goleta Valley Library Service Area Zone 4 are retired professionals from UCSB and area schools. Use of the Goleta Valley Library by the senior population is extremely robust. However, it is clear that a segment of this population faces barriers in terms of opportunities for socialization, self-confidence, productive use of time, and use of skills built up over a lifetime of experience.

Intergenerational programming offers a number of benefits to both age groups. It offers a space in which differences in life experience and cultural background are not barriers but bonuses. It recognizes the benefits of sharing expertise gained through life experience and the influence this may have on youth experiencing troubling behaviors or sub-par school performance. It allows for interactive instruction with youth helping older people with technology. Intergenerational programming allows not just for the passing of knowledge but sharing of the values of each group. It promotes empathy on the part of the children and a positive view toward the aging process. It allows young people to have the chance to see adults in a different setting from the classroom or home, giving them positive role models. The overall goal is to bring older adults and young people together for their mutual benefit in terms of increased school performance, relationship building, self-confidence, and socialization through the building of meaningful relationships.

Homework centers around the United States have proven that the pairing of older adults and elementary-aged students in a one-to-one tutoring situation is extremely beneficial to both parties. According to the Center for Social Development, Experience Corps volunteers in this type of program reported that 100% believed that they helped the children they worked with and almost 99% felt that teachers agreed that the tutors had made a definite impact. Overwhelmingly, the volunteers felt that their time was used more productively, experienced increased feelings of self-worth, and increased their circle of friends. 67% of the students saw increased abilities in reading

and other subjects.

The San Diego Oasis Intergenerational Tutoring Program saw a 91% improvement in academic performance of those students who worked with a volunteer. 96% of students showed improvement in self-esteem, 62% increased school attendance, and 87% increased their participation in class. The tutors in this program served as friend, role model, and mentor to these students and experienced similar benefits as the Experience Corps group.

Through the Goleta Valley Library Intergenerational Tutoring (GVLIT) Homework Help program, we expect to bring mature volunteers and children together to help increase reading, writing, communication, and other skills. The tutors will serve as teachers, friends, and role models, building confidence and success. All training, computers, books, teaching materials, and homework materials will be provided by the Library. Older adults will use the skills, knowledge, and insight gained over many years, and through diverse experiences, to tutor and mentor students who are experiencing difficulty with their homework in Kindergarten through 5th grade.

Measurable Goals:

1. Partner with Goleta Valley Library Service District Zone 4 schools to ensure that K-5 students, families, and teachers are aware of the Goleta Valley Library Intergenerational Tutoring program.
2. Create marketing materials for use in a robust public relations marketing campaign that will contain a social media element.
3. Visit area schools so that information about the GVLIT Homework Help program is disseminated to teachers and parents.
4. Partner with the Central Coast Commission for Senior Citizens to market the program to their service agencies and clients in an effort to find appropriate volunteer tutors.
5. Partner with AARP California and their Retired Teachers Association section to market the program, the need for senior mentors and the benefits to participants.
6. Partner with the University of California, Santa Barbara to solicit volunteer tutors.
7. Partner with the Friends of the Goleta Valley Library to provide ongoing donations of homework center materials such as lined paper, pencils, computer paper, calculators, etc.
8. Contract with Brainfuse to provide live, online tutoring in all subjects for Goleta Valley Library cardholders, to assist tutors.
9. Contract with Mango Languages to provide online tutoring in language studies and bilingual help.
10. Develop work plan for and hire bilingual Project Coordinator (a Library Technician) at 10 hours per week to be physically present at GVLIT Homework Help program, recruit, train, schedule, and support tutors.
11. Hire a 6-hour a week Aide (Library Technician) to be at the GVLIT Homework Help program in support of Coordinator.
12. Create an intake Assessment questionnaire for parents and children for the purpose of measuring school performance. Create an outtake questionnaire.
13. Twice weekly tutoring sessions providing culturally sensitive instruction will commence in February 2019.

14. Collect data on number & frequency of tutors who participate.
15. Collect data on number & frequency of students who use services.
16. Use of Brainfuse will be at least 30 sessions weekly by January 2020.

Outcomes:

1. 75% of tutors will relate positive benefits gained from participation in the GVLIT Homework Help program.
 2. 75% of tutors will state that their feelings of self-worth have increased due to participation in the program.
 3. 75% of parents will report positive feelings about the library as a resource to help support their children and their homework on a survey done 6 months after their child begins being tutored.
 4. 50% of parents will report their children spend more time doing homework 6 months after their child begins being tutored.
 5. 50% of participating students will report they feel better about school as a result of attending GVLIT Homework Help after 6 months.
 6. 75% of participating students will see the library as a supportive place for doing homework assignments.
 7. 60% of participating students will see academic improvement reflected in their reading grades at end of first 12 months.
 8. 60% of participating students will see academic improvement reflected in their writing grades at end of first 12 months.
 9. 60% of participating students will see academic improvement reflected in their math grades at end of first 12 months.
 10. 60% of participating students will feel that they have achieved a meaningful relationship with their tutor.
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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).

The GVLIT Homework Help program is designed to assist mature adults in helping elementary-school aged children to succeed in school. Its secondary component is to provide opportunities for adults to see multiple benefits for themselves in areas of socialization, self-worth, use of acquired experience and knowledge. It is possible that the tutors will evolve to become paid tutors to other students due to the experience they gain through working with the GVLIT Homework Help program. Some tutors may decide to attend classes at the Community College to foster knowledge in particular subject areas as a result of their work on this grant. As for the students, there is certainly no question that children who succeed in school succeed in the work force. We hope to be able to pair ESL adults with ESL children. It is our goal that by consistently pairing the same tutor with the same child, relationships will grow and benefit both parties in a myriad of ways. The program taps the tremendous potential of committed volunteers who have the time, patience, and life experience to make a profound difference in the lives of children. Intergenerational Tutoring takes advantage of the special relationships that develop across generations to reap benefits for both children and adults.

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.

Statistics for the City of Goleta and the County of Santa Barbara consistently show that about 10% of the population has less than a high school diploma; however, the number among Latinos goes up to 30%. In Santa Barbara County, 12% of the population lives in poverty. Indicators for school success show that family support is a key factor in students' achievement. Many of the students in the Zone 4 service area do not have family able to help support them with their homework needs. Parents in the service area need a resource to help their children with homework.

While there are many services available for older members of the Goleta/Santa Barbara population, finding a sense of purpose, belonging, and family can still be a challenge. Loneliness and isolation lead to depression, decreased health, higher healthcare cost to the community, and the very real cost of losing the life experience gained by older citizens. Volunteer opportunities for retired teaching professionals that use their strengths can be hard to come by.

The GVLIT Homework Help program will affect positive change for each population. The program means that the Library does not have to split its efforts into serving two different populations; it can co-mingle efforts to benefit both age groups in a positive way. Tutors will be acknowledged through special notices in the Library Newsletter and on various Library social media outlets, will be invited to special Volunteer Appreciation Events, receive Library mugs, and other incentives.

4. Outreach & Marketing *

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

Outreach and marketing will be conducted on a number of fronts.

1. The Library will work with our education partner agencies (the elementary schools in Library Service District Zone 4).
 2. The Library will work with community partners for soliciting tutors (primarily Central Coast Commission for Senior Citizens, AARP California and their Retired Teachers Association section, Maravilla, Volunteer Match, the Friends of the Goleta Valley Library, but also UCSB).
 3. Library staff will create materials both for attracting tutors and for publicizing the tutoring program. Visits will be made to schools, PTAs, senior living centers, and other venues.
 4. There will be a strong social media component which will include the local online newspaper websites, City of Goleta website, and the Library's website, Facebook, Instagram, and Twitter sites.
 5. The Library website will feature a GVLIT Homework Help section. There is already a large, curated collection of subject-specific sites as well as a free, albeit limited, homework-help site called Khan Academy.
 6. Public service announcements on City TV and radio.
 7. Announcements through church and other places of worship.
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5. Alignment *

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

The Goleta Valley Library Intergenerational Tutoring Program is directly designed in order to take advantage of the wealth of local knowledge acquired by older citizens and use it to support elementary school-aged children's success. There has long been a need for homework help at the Goleta Valley Library, as expressed by parents in the Library's service district. In tandem, there are many seniors who express the desire to volunteer in some way that involves working with children, filling a need in them for nurturing today's youth and passing on to them their expertise. The GVLIT Homework Help program will not only allow for a collaborative and coordinated approach toward filling students' needs, it will allow for one-to-one partnering of students and older adults, causing relationships to grow and filling emotional needs on both sides. Partnership with a number of local organizations will allow for a coordinated approach to training. Provision of live, online tutoring will aid the actual tutors should they encounter math problems they cannot help the student with at the actual homework session; they can use the laptop or tablet to access a live, online tutor to gain assistance. In addition, access to a language-learning database will help with any language barriers. These outlets will serve to foster computer literacy for both student and tutor.

The Brainfuse online tutorial product actually aligns with a number of AEBG goals and objectives. In addition to the live tutorial aspect in which this grant is most interested, there are a number of features that will be of interest to other AEBG programs: GED help, US Citizenship attainment support, a Resume Writing Lab, Microsoft Office Help, Academic Tutoring for Adults, and a Writing Lab to which anyone can send any form of writing for critique and correction. Mango would also aid English as a Second Language & Citizenship. (It may also interest AEBG that the Goleta Valley Library will this year have free access to a site that helps immigrants attain citizenship thanks to another grant we just received.)

During the after-school tutoring sessions, library volunteer tutors will carry special stamps with them. Every child will be given a bookmark. Each time a child is helped, the bookmark will be stamped. When he/she receives at least two stamps, the child will receive a certificate for a free children's book of his or her choice, autographed by the tutor. In this way, the Library will be able to support at-home literacy as well as English as a Second Language for those families. It will create home libraries for families who may not necessarily already have them. The books will be provided by the Friends of the Goleta Valley Library.

Funding for the first 18 months of the program will allow us to establish the infrastructure that will create the relationships for finding appropriate volunteers, develop training materials, create a robust public relations campaign targeting both older citizens and young students, develop intake and evaluation tools, and provide tutoring sessions over one and one-half school years.

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 *

\$72,052

1000 (Instructional Salaries) *

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

N/A

1000 Detail *

Please provide a detailed budget for this category.

N/A

2000 (Noninstructional Salaries) *

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

\$31,051

2000 Detail *

Please provide a detailed budget for this category.

10-hour per week Library Technician Project Coordinator: \$19,407

6-hour per week Library Technician Aide: \$11,644

3000 (Benefits from 1000 and 2000 categories) *

Total dollars requesting for BENEFITS . The average benefit rate is 25%.

\$31,051

4000 *

Total dollars requesting for INSTRUCTIONAL SUPPLIES and NON-INSTRUCTIONAL SUPPLIES and Computer Software (not Hardware).

\$24,272

4000 Detail *

Please provide a detailed budget for this category.

Facebook Boosts \$500

Brainfuse: \$13,857

Mango: \$8,205

LiveScans for 30 volunteers: \$1,710 (any additional volunteers' LiveScans will be paid for by the Friends of the Goleta Valley Library)

5000 *

Total dollars requesting for CONSULTANTS, MEETINGS, PROFESSIONAL DEVELOPMENT

\$0

5000 Detail *

Please provide a detailed budget for this category.

N/A

6000 *

Total dollars requesting for CAPITAL OUTLAY (Computer Hardware)

\$16,729

6000 Detail *

Please provide a detailed budget for this category.

6 tablets:	\$2,600
6 laptops:	\$9,390
Software:	\$2,640
1 printer:	\$ 600
1 projector:	\$1,499

Total Number of Adults Students Served *

Total number of child students served 1,410

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

Target number of adult tutors served 50

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. *

Stationery supplies (writing implements, paper of various kinds, math supplies, office supplies, hand sanitizers, tissues) will be supplied by the Friends of the Goleta Valley Library. We estimate a cost of approximately \$1,000 during the grant project.

The Friends will also supply the free children's book given to every child who is tutored twice; they receive a free book autographed by their senior tutor. They will continue to receive a free book for every two tutoring sessions for the duration of the grant period. The estimated cost for this would be approximately \$2,000.

The Library will purchase a MiFi WiFi device so that the tablets and laptops can access the homework databases and reference websites quickly. The cost will be \$225.

The Library will absorb the cost of any color printing the students need to do for homework purposes. The total cost will be approximately \$1,500.

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

The Director would ask the Friends to fundraise for the cost of Brainfuse. The Director will try to get the City to fund a position to be in charge of the volunteers. Once all of the training, intake, data collection, and evaluation materials are developed, they will be available in perpetuity. The Library would always have space available to continue the Homework Center. The Friends would in all likelihood be willing to continue to provide stationery supplies as well as gift books for the children.

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