

EQUALITECH SBAEC 2020-2021 REQUEST FOR PROPOSAL RESPONSE

APPLICANT

Organization

Equalitech
www.equalitech.org
5662 Calle Real #241
Goleta, CA 93117
EIN: 81-3312119

Equalitech Mission

Our mission is to remove barriers to learning, career opportunities and life skills by expanding free access to technology and education.

Contact:

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Applicable Noncredit Program Area

Adult Education (ABE, ASE, Basic Skills)
English as a Second Language/Literacy
Adults in the Workforce
Short-Term CTE/Programs in Pre-Apprenticeship

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.

Equalitech is requesting funds to continue expanding our Digital and Language Literacy Program (DLLP) which we launched in 2019 thanks to a grant from the Consortium. The program promotes lifelong learning in marginalized demographics while acting as a bridge to the array of SBCC noncredit learning paths, including CSI, ESL, GED, and NSSS for adults who have little to no computer skills and/or struggle with English as a second language.

Equalitech has had a great deal of success with the DLLP in our first two years including the following highlights:

- Enjoyed a four month collaboration with the SBCC ESL program, which brought ESL classes to Old Town Goleta for the first time in years,
- Expanded our demographic reach to include seniors by adding a community access point at Encina Royale.
- Expanded to five community access points (pre-COVID) through our work with partners at Goleta Valley Community Center, Casa de Los Carneros, Isla Vista Community Room, Immigrant Hope, and Encina Royale

EQUALITECH SBAEC 2020-2021 REQUEST FOR PROPOSAL RESPONSE

- Continued our partnership with United Way to provide our students with not only the foundational language program Lexia Core 5, used by GUSD, but also their more advanced programs, Reading Plus and Power Up for advanced students.
- Pivoted to distance learning in March 2020, and hired two additional temporary teachers.

Our second year has, of course, been complicated by the unforeseen challenge of providing services during a global pandemic. Fortunately for Equalitech, COVID-19 has opened as many doors as it has closed. With technology becoming the primary mode of communication for the world, the need to increase both technological access and literacy has become even more pronounced and Equalitech is in a position to provide both for our most vulnerable community members. In March, we distributed 25 laptops and provided approximately 40 hours of Zoom training to community members. We also quickly pivoted to distance learning providing 20-30 hours per week of our DLLP classes via Zoom and hired two additional teachers to handle the increased workload.

We truly are at the forefront of your **Regional Need #8**, as our full focus will be on distance learning, because, even post-COVID, distance learning will be our most productive method to scale our services to a wider community. We will also be implementing a professional development plan for our teachers, which will include Google and Microsoft certificates. Our Program Director/Lead Instructor is currently working towards both certificates. Data will be a key component for Equalitech this year and we are excited to have a three-person volunteer data team being led by a very capable local community member and friend. We look forward to integrating our data into the CASAS platform so the consortium can see details of the demographics we serve.

After reflecting on both our successes and challenges, for our next year of the program we realize that our overarching goals remain the same. We have made great progress towards these goals as outlined in our status report and we plan to continue this progress. One difference is that this year we will make our biggest push yet to bridge our students to the workforce, or to the SBCC Career Skills Institute, or to the SBCC GED program to push their lifelong learning ambitions to new levels.

	Goal	Outcome
#1	Increase student engagement	<ul style="list-style-type: none"> • Students engaged with our completed self-paced distance learning program for professional skills development • Students are guided towards the SBCC NSSS program to continue a learning path • Students enrolled in SBCC non-credit or credit programs including ESL and GED • Students finding employment as a result of improved technical and language skills

EQUALITECH SBAEC 2020-2021 REQUEST FOR PROPOSAL RESPONSE

		<ul style="list-style-type: none"> • Equalitech will incentive this by offering a free computer for a year to those who find a new job after learning with us • Students moving on to CSI to receive badges <ul style="list-style-type: none"> ○ Equalitech will incentivize this by offering a free computer for a year to students who earn three badges from CSI
#2	Scale our impact	<ul style="list-style-type: none"> • Website redesign to allow students to easily sign up for our services • Over 1000 students enrolled in our online program • Development of metrics as to how students engage with the learning content which helps shape future curriculum and allows contributors to know the efficacy of the program.
#3	Partner with established local businesses and organizations that can support our mission by combining resources	<ul style="list-style-type: none"> • Development of additional community partnerships for recruiting students <ul style="list-style-type: none"> ○ Computers for Families ○ Gateway Education Services ○ LEON ○ Independent Living Resource Center ○ People’s Self-Help Housing

We believe that Equalitech provides an essential service now more than ever. Before COVID, the digital divide directly contributed to the systematic marginalization of certain racial and ethnic groups; now that students and parents are forced to function in remote school and/or work settings, digital literacy has become a necessity rather than a desired skill set. Equalitech’s commitment to democratize access to the digital world promotes equity and provides a critical lifeline for connectivity.

2. INTEGRATION

EQUALITECH SBAEC 2020-2021 REQUEST FOR PROPOSAL RESPONSE

Please explain how your proposed program integrates adult education programs at SBCC and 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).

Equalitech's primary goal is to prepare marginalized or vulnerable people for lifelong learning. Our Digital and Language Literacy curriculum provides a basic foundation of technical literacy that will serve adults as they pursue educational or professional development opportunities.

There is one basic skill that is becoming increasingly important in today's fast-changing technological universe: being able to learn and adapt to the new skills and training that will be required. Globalization and the growth of the fast changing knowledge economy mean that people need to upgrade their skills throughout their adult lives to cope with modern life, not just in the area of work but also in their private lives (OECD, 2007).

Our focus this coming year will be on working to incentivize our students to strive for that next level of education or employment. I have spoken with Jeanette and Emma at CSI, as well as Sachiko at ESL/GED, and through those conversations we have devised several strategies to accomplish this:

1. Broadly feature SBCC CSI, ESL, and GED on our website by including logos and links throughout the site.
2. Use our social media presence to feature SBCC CSI, ESL, and GED.
3. Advertise SBCC CSI, ESL, and GED at our main facility (GVTC) when it reopens through flyers, brochures and class schedules
4. Most importantly, encourage our existing students to enroll in a CSI course to obtain a badge and then use that experience to help encourage their peers.
5. Advertise the SBCC Noncredit Student Support Services (NSSS) as a way to receive guidance as they make the transition to formal classes.
6. We will be looking into the process of GVTC becoming an official test center allowing our 11 computer stations to be used for GED testing and/or other state testing
7. Finally, Equalitech will incentivize students to seek employment and/or CSI badges by offering a free, used computer for one year to any adult who finds a new job after learning with us or for any student who goes on to earn three CSI badges after learning with us.

As much as we will encourage our students to cross the bridge to CSI and employment, Equalitech's experience with adults over the last three years has shown us that even people who are beyond absolute beginner levels in many areas still sometimes need a slower paced, individually oriented learning experience. This is why Equalitech would like to have a symbiotic relationship with SBCC where adults can pass between us depending on their current need. The following tidbit from one of our teachers last week illustrates this relationship perfectly.

Ricardo heard about Equalitech and about appointments from Fernando, another student who regularly takes appointments with me. Ricardo is enrolled in the English Grammar non-credit class at SBCC and he started taking my classes and appointments mid-September. For the first several appointments, he

EQUALITECH SBAEC 2020-2021 REQUEST FOR PROPOSAL RESPONSE

wanted to focus on pronunciation and general grammar which we did. However, last week he told me about his dream to work for a specific American company in Mexico. He has all the experience, education (B.S. in Civil Engineering) and skills for the job and the only obstacle he is facing now is the language. We spent the appointment making a plan for him to be ready for the interview. Some of the areas of focus we talked about are vocabulary for the interview, finding common interview questions and preparing to answer them. I shared a few helpful resources with him and showed him how he can find the information he needs by himself. Our plan for the next two weeks is to concentrate on the interview vocabulary/ pronunciation and being familiar with the possible interview questions. I shared some good techniques of learning and remembering new words. And for the interview questions, we agreed that he will do the theoretical part by himself (like watching videos on these topics, reading articles) and during the appointments we can work on understanding the material and we could slowly start doing mock interviews. We record the progress and keep the track of things like small goals/ the final goal, useful links on a word document that we share together.

I wish I had the recording to show the difference between his mood at the beginning of the appointment vs the end of the appointment. At the beginning, he looked sad and hopeless as he realized that the time is passing and he is not improving the specific skills that he needs. However, at the end of the appointment he was so energized, he knew exactly what he was going to do and had confidence in himself that he will be able to have the interview in clear fluent English.

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 have previously received funding, please justify the need and provide a status report on your existing award(s) and remaining balance(s).

In a study entitled “Barriers to lifelong learning” Marjan Laal notes that “lifelong Learning is fraught with economic, personal, social, foundational, technological, access, and motivational barriers that affect all of us in different ways.” In a report commissioned by LSDA and prepared by the Institute of Employment Studies, Hillage and Aston (2001), split the barriers to LLL into 3 groups, as follows;

- *Attitudinal barriers: negative attitudes to learning, lack of confidence or lack of motivation;*
- *Physical and material barriers; costs of learning (direct – fees, and indirect – transport, books, equipment, childcare), lack of time, lack of information, geographical, and;*
- *Structural barriers: lack of appropriate education or training opportunities, constraints of the benefit system.*

EQUALITECH SBAEC 2020-2021 REQUEST FOR PROPOSAL RESPONSE

It is for these reasons, which Equalitech has experienced with many patrons/students over the last three years, that we updated our mission to read: Our mission is to remove barriers to learning, career opportunities and life skills by expanding free access to technology and education. We understand these barriers and work tirelessly to remove them. This work has become increasingly important during the pandemic as technological literacy is no longer optional.

In a study on California's Digital Divide, the Public Policy Institute of California noted:

Though most demographic groups have seen significant increases in broadband subscriptions at home, gaps persist for low-income, less educated, rural, African American, and Latino households. Between 54% and 67% of these households had broadband subscriptions in 2017, compared to 74% for all households.

That same study noted that 53% of low-income households without broadband cited lack of interest as a key barrier while 25% cited affordability. According to BroadbandNow, California ranks as the 13th most well-connected state, with only 70% of the population having access to internet that costs less than \$60/mo. Locally, we are no exception, as Goleta and Santa Barbara rank 419th and 513th respectively in affordable city connectivity rates. According to US Census data from 2017, in the tract of Santa Barbara County known as Old Town Goleta, approximately 75% of the population is minority with a median household income of \$57,905. This statistic is significantly lower than the rest of the City of Goleta at \$81,398. Of the 5,936 residents in 2017, 12.3% lived below the poverty line, again higher than the entire city at 8.43% overall (overall population in Goleta is 30,671). As you can see, there is a significant difference between Old Town Goleta and the rest of the city and for that reason, Equalitech has positioned itself as a resource for those that face more financial challenges and less resources in order to assist these individuals with technology and skills that could help them change their situations and advance themselves and their careers. The consortium's Three-Year Plan shows the need in the Carpinteria and paints an even cloudier picture of Goleta as it states,

The North sub-region has a higher percentage of those who live in poverty (18%) than the state (15%) and national averages (15%). The Central and South sub-regions (12% and 7% respectively) poverty rates are both lower than the state and national averages. Furthermore, this metric is an under-estimation of those living in financial distress given the relatively high cost of living in the SBCC region.

Finally, while state and city statistics can help paint a general picture of why our services are needed, the best evidence comes directly from our students and teachers. Here are a few examples:

- "Fernando is making great improvements on pronunciation and listening skills. He said it helps him at work to ask follow up questions to the customers with more confidence and to be able to express himself more clearly.
- "This week Tom connected to Zoom by himself for the first time (for the past three classes, I gave him instructions over the phone). He also learned to send a picture via messaging and sent me a picture from his 90th birthday to practice."

Equalitech's overarching goal is to break down barriers that impede people's desire and/or ability to learn and empower themselves and in doing so open up even more opportunities such as those at Santa Barbara City College.

EQUALITECH SBAEC 2020-2021 REQUEST FOR PROPOSAL RESPONSE

Status Report on 2019-2020 Reward

As of September 22, 2020 we have spent 98.2% of our budget from our first two-year cycle (2018), as well as 72.2% of our second two-year cycle (2019). We have completed the majority of the activities on our Activity Chart.

Activity #	Activity Description	Status Update
1	Reach new students	<ul style="list-style-type: none"> 46 (pre-covid) new students from Encina Royale. 19 remained with us when we moved to online learning 56 new students enrolled in our general classes and one-on-one appointments
2	Add a component to our program	<p>We did not add GED to our program</p> <ul style="list-style-type: none"> We did start a whole-staff training program
3	Empowerment and ownership	We began our Tech Promotoras Program with our first student turned instructor joining the staff on 8/17/20
4	Qualified help from community members	<ul style="list-style-type: none"> We put together a 3-person volunteer data team We brought on a high school marketing intern
5	Interest level data	<ul style="list-style-type: none"> Our data team created helpful Google Form surveys and quizzes for our pilot whole-staff training project Team is currently working on a way to streamline the demographic data from our students
6	Disseminate the curriculum for the DLLP to many more community members	<p>We did not create professional videos, as the budget did not allow for it. In retrospect, we realized that we did not need these videos for now.</p> <ul style="list-style-type: none"> We did create a lot of marketing materials to inform community members of our services, including banners, flyers, and sandwich boards
7	Reach more students on their own time and in a more convenient space	<p>We scrapped the idea of putting 2-3 computers and a printer in each of our access points when COVID shut everything down</p> <ul style="list-style-type: none"> Instead, we are doubling down on creating the self-paced curriculum
8	Raise awareness of SBCC Adult Extended Learning noncredit course options	Equalitech always promotes continuation of lifelong learning, especially with SBCC

EQUALITECH SBAEC 2020-2021 REQUEST FOR PROPOSAL RESPONSE

9	Community members getting to know each other outside of the digital world	COVID forced us to scrap plans for get-to-know your community activities, but we will try to revive it when possible
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4. OUTREACH & MARKETING

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

Through much trial and error, Equalitech has determined that the best way to conduct outreach to increase participation is to partner and/or collaborate with other organizations, as each organization brings its own strengths to the table. For example, we are collaborating with Partners in Education/Computers for Families to help educate parents on the digital platforms that schools are using. PiE/CFF excels in getting computers in the hands of families and providing them with a solid understanding of online security. We will take over from there by having a link to our education services on every computer they hand out. We are also beginning a collaboration with Gateway Education Services to provide device literacy skills to all of the families that they service. Recently, two more organizations, Latino Elders Outreach Network (LEON) and the Independent Living Resource Network (ILRC), reached out to us in order to connect their clients with basic technical education. Again, the consortium’s Three-Year Plan provided the following statistics that highlights the different needs in the region:

“Basic Skills 1. The Central sub-region has the greatest population of adults who have not obtained a high school diploma or equivalent. Specifically, the zip code 93101 in Santa Barbara has the largest population, with over 5,200 of these individuals. English as a Second Language 1. The zip codes 93117 and 93101 near Goleta and Santa Barbara, respectively, have the highest populations of potential ESL students--- adults who speak English less than very well. These two zip codes have more than 13,000 potential students combined. Older Adults (adults 55 years old and older and in the labor force) 1. The North sub-region has the largest population of older adults who are still in the workforce. Between the zip codes of 93117 and 93105, there are over 8,000 potential older worker adult education students in this region.”

These needs require services from many of the organizations we collaborate with, which in turn, provides potential clients for Equalitech who can build foundational skills and confidence and then bridge them to the adult SBCC programs.

Another outreach approach we are working on is based on the popular Health Promotoras that originated in Ciudad Juarez, Mexico in the 1970’s. According to the Annual Review of Public Health, A promotora is a lay Hispanic/Latino community member who receives specialized training to provide basic health education in the community without being a professional health care worker. While most of their work entails educating target audiences about health issues affecting their community, they also provide guidance in accessing community resources associated with health care.

When we heard this term and what it meant, we realized right away that we had been inadvertently cultivating Tech Promotoras for more than a year. While our future Promotoras will be mostly volunteers, we were able to hire our first Promotora as a student liaison. Teresa spends 10 hours per week checking our voicemail, helping set

EQUALITECH SBAEC 2020-2021 REQUEST FOR PROPOSAL RESPONSE

up one-on-one appointments and otherwise encouraging students by keeping them motivated. She is currently collecting demographic data from our active learners through personal phone calls, which is important when asking about potentially sensitive information such as education level and family income. This will be crucial data for the CASAS platform. When COVID subsides enough, we will begin to implement our original plan of having Tech Promotoras conducting neighborhood outreach meetings and possibly house calls for device literacy training.

Together, our outreach efforts and our incentivizing strategies have the potential to reach hundreds, if not thousands of adults and help them strive for lifelong learning and/or professional development through SBCC CSI, ESL, and GED.

While we have come to realize that outreach really is our best marketing tool, Equalitech also stepped up its traditional marketing this year. We subscribed to a design company that can produce flyers, banners, and social media designs, etc. within 48 hours. Access to quick design turnaround has transformed our marketing strategy. We also brought on a wonderful high school marketing intern who has a passion for digital art. She is doing amazing Facebook and Twitter posts for us and is helping to develop and maintain a consistent branding presence.

5. PARTNERSHIPS

Please provide 2-3 prospective CAEP Programs or Partners you plan to work with to maximize student and client participation and describe your prospective collaborative efforts; either with current CAEP programs and/or other external community entities.

This year we are looking forward to working more closely with SBCC ESL again and with the Career Skills Institute for the first time in a meaningful way. We will focus on our students making a smooth transition from a DLLP learning path to an SBCC learning path through coordination with the NSSS program. Equalitech would also like to support the SBCC GED program by offering our facility as a space for them to proctor GED exams in Goleta. Please refer back to Outreach and Marketing for details on our external partnerships.

As mentioned in the Marketing/Outreach question, we are working hard to cultivate multiple partnerships/collaborations and will continue to do so, as this is the best avenue to reach new patrons/students. In late winter, early spring we were working closely with the City of Goleta, Isla Vista Youth Projects, and Goleta Education Foundation to provide and staff QAC's and QAK's for the census. Unfortunately, COVID shut everything down the week it was all supposed to begin. We are excited to announce that Equalitech safely re-opened on September 2 specifically to assist the city as a census QAK every Wednesday from 3-7pm until Oct. 15. We are the only computer center in the County offering this service.

6. SBCC NONCREDIT STUDENT SUPPORT SERVICES

EQUALITECH SBAEC 2020-2021 REQUEST FOR PROPOSAL RESPONSE

Provide your plans to integrate SBCC Noncredit Student Support Services in order to assist students in obtaining abbreviated educational plans.

We welcome the opportunity to work with SBCC Noncredit Student Support Services (NSSS). As mentioned above, we plan to integrate SBCC's offerings into our group classes and one-on-one appointments by highlighting many different spots where students can sign up for SBCC classes online. Furthermore, once the county reaches the orange tier and beyond, we will advertise SBCC course offerings at our various access points, and would be happy to host NSSS at anyone of our access points to provide information to our students.

7. ALIGNMENT

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

Equalitech has been working to eliminate, or "Bridge the Digital Divide" since its founding in 2016. Our first mission to provide free community access to computers and high-speed WiFi quickly evolved into teaching computer literacy, which then continued to evolve into digital and language literacy. Today we find ourselves more relevant and more nimble than ever before to be able to address the current crisis that has forced the entire world to go on to devices. Notice how we changed our vernacular to say devices rather than computers, because just as the Consortium needs to evolve its goals and objectives, Equalitech success depends on identifying current needs and problem solving to address these needs. Lifelong learning is a bumpy journey and we need to always try to put ourselves in the shoes of our patrons/students in order to be able to best serve them.

Learning often comes from confusion, problems, the uneasy realization of lacking adequate skills and knowledge, and discomfort (Joyce, B. R., Weil, M. & Showers, B. 1992).

Equalitech's services meet the needs of four of CAEP's objectives and have the potential to meet the needs of a 5th.

Objective #7: Support new activity to support distance learning and ensuring continued educational support for adult learners, faculty, and staff in response to COVID-19;

How we align: This is our #1 goal for the year. We are focused intently on distance learning by offering online group classes and one-on-one appointments through Zoom. Likewise, Equalitech is striving to scale the DLLP so that many more adults can feel confident and prepared to move to the next level at CSI and SBCC ESL.

Objective #1: Short--Term CTE in career skills training courses

How we align: Our original mission to provide free access to computers and high-speed WiFi quickly evolved into a mission with technical education at its heart. Short-term CTE can only be obtained once a person has become comfortable with the technical devices that our digital environment requires. Equalitech has learned to not assume everyone has at least some device literacy. We have created that extra bridge that some adults need to be able to have the confidence to contemplate higher education, even free, non-credit courses. Our job this year will be to encourage more and more adults to cross that bridge.

Objective #4: Noncredit English as a Second Language

How we align: Again, Equalitech has a good sense of the capabilities, and fears of our adult patrons. When it comes to English language development, we know that adults have a myriad of challenges that act as obstacles to language learning; some of these being culture, tradition, shyness, lack of time, and more. This is why Equalitech's

EQUALITECH SBAEC 2020-2021 REQUEST FOR PROPOSAL RESPONSE

DLLP includes Language Literacy, because we can help start the journey for adults that could eventually land them in SBCC ESL or GED classes.

Objective #8: Develop a strategic plan that addresses systemic racial injustices within our membership, partners and programs.

How we align: This is something that is simply baked into who we are. We exist because of systemic racial and economic injustices that helped create digital divides around the world, the nation, the county and our city.

Objective #3: Noncredit Adult High School/GED

How we could align: Our main access point, the Goleta Valley Tech Center, located in room 13B of the Goleta Valley Community Center has 11 computer stations and is administered by bilingual Spanish staff. While we are not in the position to teach GED courses, we certainly could provide access to our facility for SBCC teachers to proctor the online GED exams. We will be talking with Sachiko about the process for becoming an official test center.

8. LEVERAGING FUNDS

Please describe what other funding sources, and the percentage of those funding sources, will be used to support your CAEP proposed program.

Over the last year, Equalitech has received multiple grants from the City of Goleta, Fund for Santa Barbara and the Santa Barbara Foundation. We also typically bring in about 12% of our budget from individual and corporate donations. We used about 50% of the first FFSB grant for our DLLP program and we are using 100% of the second FFSB and the SBF grants for the DLLP program by hiring two temporary teachers to help our program director alleviate his full teaching schedule. We typically use about 25% of the City grants for our DLLP program. Monies not used for the DLLP program go towards rent, utilities, insurance, advertising, and helping patrons who use our computers but do not participate in the DLLP program.

Finally, during this past year Equalitech has benefited greatly from the In-Kind support of our wonderful volunteers. They contribute in a wide variety of ways from keeping track of purchased/donated tech equipment, creating Google Form quizzes for our Whole-Staff Training Program and our self-paced distance learning templates to wiping the tables clean and sweeping the floors on Fridays. We would not be where we are today without volunteers and we are always looking for more.

9. DIVERSITY, INCLUSION, AND EQUITY

Please describe how your program will create a diverse, inclusive, and equitable educational experience for adult learners.

As mentioned in how we align with objective #8, these characteristics are what spurred the creation of EqualiTech. The idea for a community tech center came from the implicit economic and racial injustice of not having free, public access to computers and high-speed WiFi in Old Town Goleta. Equalitech envisions a world in which every person, regardless of socioeconomic status, has the opportunity to thrive in today's technologically driven society. In the three years we have been in operation, we have helped all adults, including unsheltered, physically

EQUALITECH SBAEC 2020-2021 REQUEST FOR PROPOSAL RESPONSE

challenged, economically disadvantaged, immigrants, marginalized seniors, and folks from numerous ethnic backgrounds. We will continue to seek out the most vulnerable members of our community to try to offer confidence, dignity, and therefore the empowerment to experience and enjoy lifelong learning. Our board is half women and all three of our teachers are bilingual immigrants.

EQUALITECH SBAEC 2020-2021 REQUEST FOR PROPOSAL RESPONSE

10. ACTIVITY CHART

Please use the 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 * Your answer 1000 (Instructional Salaries) * Total dollars requesting for INSTRUCTIONAL PERSONNEL (include 25% for BENEFITS in 3000 section

YOUR PROGRAM/AGENCY NAME:					
Equalitech					
NO	OBJECTIVE	ACTIVITY DESCRIPTION	TIMELINE FOR COMPLETION (Month/Year)	PERSON OR AGENCY RESPONSIBLE	OUTCOME
1	Promote the four SBCC programs that we align with including: CSI, ESL, GED, and NSSS	Increased advertising on our website with SBCC logos, links, and digital flyers	Nov 2020	Website manager	More and more distance learners are reminded of the next step they should take on their learning path
2	Have GVTC become an approved online GED testing center	Reach out to GED.com to find out how to become approved	Dec 2020	Danny	Provide SBCC GED with an online testing center in Goleta
3	Collect meaningful demographic data for ourselves and the consortium	Our first Tech Promotora will continue to call each learner to ask the delicate, but important demographic questions	Ongoing since August	Teresa	All stakeholders will benefit from knowing important details about who we are serving

EQUALITECH SBAEC 2020-2021 REQUEST FOR PROPOSAL RESPONSE

4	Encourage existing distance learners to cross that bridge to SBCC adult classes	Our first Tech Promotora and student liaison will personally call each learner to check in and encourage them to continue their learning journey at SBCC	Every month	Teresa	Distance learners will feel connected and cared for as they contemplate further learning
5	Complete the consortium's request to provide data to the CASAS platform	Transfer our demographic data to the CASAS platform	Jan 2020	Danny	All stakeholders will benefit from knowing important details about who we are serving
6	Re-open our main access point, GVTC, to the public	We are waiting for the county to move into the orange tier to begin re-opening	TBD	Danny Dawer	Walk-ins, who tend to be the most vulnerable patrons will once again have free access to computers and internet
7	A new, easy to navigate, helpful website	Completely overhaul our existing website to make it user friendly and advertise the SBCC adult classes	Feb 2021	Website manager	An easy to navigate website will allow us to scale effectively while helping to encourage learners to move on to SBCC classes
8	Successfully bridge 10 learners to the SBCC NSSS	Implement our strategies to encourage our distance learners to move beyond us	March 2021	Dawer Teresa	Five distance learners will continue on a new learning path that will definitely lead to personal enrichment and also possible employment
9	Scale up our services	Complete our self-paced distance learning program	April 2021	Dawer	Providing self-paced learning will allow us to reach out to the thousands of potential learners highlighted in the 3-Year Plan
10	Acquire new external collaborative partners	Network through existing partners, social media and from cold calling organizations	May 2021	Danny	The more partners we work with, the more potential learners we can serve and then bridge to SBCC

EQUALITECH SBAEC 2020-2021 REQUEST FOR PROPOSAL RESPONSE

11	Successfully bridge 10 more learners to the SBCC NSSS	Implement our strategies to encourage our distance learners to move beyond us	June 2021	Dawer Teresa	Learners have support and guidance in their quest for empowerment and professional development
12	Successfully bridge 10 more learners to the SBCC NSSS every month	Implement our strategies to encourage our distance learners to move beyond us	July-Dec 2021	Dawer Teresa	Learners have support and guidance in their quest for empowerment and professional development

EQUALITECH SBAEC 2020-2021 REQUEST FOR PROPOSAL RESPONSE

11. BUDGET REQUESTED

Category	2020-2021
1000 (Instructional Salaries)	\$55,000
Taxes for Instructional Salaries	\$8,000
Salary and Taxes for Lead Instructor/Program Director at 45K annual salary + 2 more teachers	
2000 (Non-instructional Salaries)	\$5,760
Taxes from Non-instructional Salaries	\$240
Salary and taxes for Tech Promotora Position -- 10 hours per week at \$12 per hour	
3000 (Benefits from 1000, 2000)	
4000 (Instructional Supplies and Non-Instructional Supplies)	
Program Marketing (Radio, newspaper, busses)	\$2,000
Auto Expenses / Travel	
5000 (Consultants, Meetings, Prof. Development)	\$14,000
Educational Consulting fee for Danny Fitzgibbons, including payroll tax	
6000 (Capital Outlay)	
Computers	
Total	\$85,000

12. POTENTIAL BUDGET REDUCTIONS

Please describe what specific programming needs and/or services your program would reduce or eliminate should the CAEP grant budget be reduced (range 10-25% at any point during the grant cycle). Please note that final budget reductions would be determined by the Santa Barbara Adult Education Consortium based on the Consortium's priorities and goals.

Equalitech would begin by reducing the Consultant fee and then move on to the Marketing budget, as we would not want to cut into our teacher salaries.

Do you currently receive other NON-CAEP funding that supports the proposed activity? If yes, please describe how additional funding expands or supports that activity.

Yes. This year we used two emergency COVID grants to hire two temporary teachers to meet the demand for online, distance learning. Equalitech has received the City of Goleta grant for four straight years. We also received a City of Goleta Economic Development Grant last year.

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

First, we are cultivating local foundations to help spread the costs. For example, we also just applied for a multi-year grant from the Fund for Santa Barbara.

Second, we have piloted a Whole-Staff Training Program that we hope will become a fee for service program.

Total number of adult students served in 2018-2019 and 2019-2020 (for CAEP awardees).

250

Target number of adult students you plan to serve from 2020-2022

500