

2016 - 2017 AEBG Request for Proposal

Program Name

Construction Technology: Pre-Apprenticeship Program

Are you an existing 2015-2016 AEBG funding participant?

Yes

Primary Contact Name

Patrick Foster

Primary Contact Email

Foster@sbcc.edu

Applicable Program Area

Adults in the Workforce, Careers and Technical Education, Pre-Apprenticeship Training

1. Executive Summary

This grant proposal is to expand the 2015-2016 Pilot Program already in progress. The Pre-Apprenticeship Training is designed to integrate future employment with both school and industry training by committing builder-employer, student-employee and vocational school(SBCC) to the successful completion of student training from the beginning of vocational training period and integrating their methods, knowledge, and needs of all stakeholders. The goal is to mesh current, actual industry training with existing career technical education and provide the students with optimum relevant, construction training with the builder-employer getting a trained employee who will fit in their organization . The 8 non-credit bilingual short term vocational classes will help transition the student from non- credit to credit program by improving the student's English language skills and introducing him/her to construction vocabulary and processes . This program has been set up and is running successfully but requires continued funding for a bilingual interpreter (Spanish-English).

2. Integration

The Pre-Apprenticeship program creates a strong access to the credit Construction Technology Program and a transition to the workforce and including obtaining an A.S. Degree in Construction Technology. (CT). The strengthening of what have traditionally been weaker progressions into functional transitions is the key feature of this program.

Functional transitions occur because the Construction Employer and the Vocational Training Education facility are on both sides of this very transition. The Employer trains, becomes comfortable and is familiar with the student-employee while the school works with the construction employer all throughout the commitment period .

The 8 non-credit bilingual short term classes 4 beginning and 4 intermediate will help transition the student from non-credit to credit certificate program in CT and could lead to an A.S. Degree in CT by improving the student's English language skills , his or her familiarity with and use of construction industry tools and have full confidence of his or her career path in CT.

3. Justification

We want to extend the 2015-2016 pilot program funding to another year to give the Pilot Project a more conclusive study. This proposal seeks to fund Student Tuition, Director Stipend, part time Coordinator, and program marketing expenditures for recruitment and publication. The successful completion of this pilot project will be of great importance for using this Pre-Apprenticeship model more widely in the USA. Europe has already tried this approach and is successful. The early establishment of a working employee-employer relationship involving commitment, training, and placement will eliminate the haphazard, discouraging and wasteful job seeking that is typical with beginning carpenters. The non-credit short term vocational courses now with a beginning set and an intermediate set are tapping a heretofore neglected group of bilingual community members that can assess their English ability in terms of the various facets of construction giving them the necessary English vocabulary and transitioning them to the credit courses in CT perhaps as potential participants in the Pre-Apprenticeship Program.

4. Outreach & Marketing

This Proposal seeks Marketing Funds to develop a Pre-Apprenticeship Marketing Portfolio to include a brochure, program marketing flyers, business cards relative to the pilot and to recruit eligible Builder-Employers in the construction industry. Marketing funds will also be required to recruit qualified students and employees for the next round of non-credit short term vocational CT classes. This will involve marketing to the local Hispanic community and increasing outreach to handymen and laborers who could advance their careers by taking free non-credit introductions to house building and realizing their English is adequate or they need some Spanish- English construction knowledge .

5. Alignment

The creation of bridge courses from non credit to credit speaks to Objective 5 (" Plans to Employ Approaches -proven to accelerate a student's progress toward his or her academic and career goals," - page 20 of March 1 Narrative Report). The Certificate series of non-credit CT classes speaks to this objective.

Santa Barbara is a unique community in regards to Objective 3 (" Plans for the Consortium to integrate existing programs and create seamless transitions into post secondary or the workforce ").

The Pre-Apprenticeship Program intends to establish a seamless transition from vocational school training to employment.

6. Activity Chart

I certify that the Activity Chart has been completed and emailed to sbaebg@gmail.com

Total Budget Requested

42,000

1000/2000/3000

22,000

1000/2000/3000 Detail

Program Coordinator: \$15,000
 Employee Language Interpreter: \$3,000
 Director Stipend: \$4,000

Total :\$22,000

4000

\$6,000
4000 Detail
Student Stipends:\$10,000 Classroom Supplies:\$6,000 Marketing:\$4,000
5000
0
5000 Detail
Student stipend:\$10,000 Marketing:\$ 4,000
Current Number of Students Served
5 for the 1st Phase of Pilot ; 209 in the non-credit classes
Target Number of New Students Served for 2016-17
10 for the 1st and 2nd Phases and 200 for non-credit classes
Do you currently receive NON-AEBG funding that supports the proposed activity? If yes, please describe how additional funding expands or supports that activity.
Yes , CT faculty receive their salaries and benefits through Santa Barbara City College and additional funding from the AEBG funding to operate its Pre-Apprenticeship Program.
What is your sustainability plan for this activity when funding is no longer available?
After AEBG funding, the Pre-Apprenticeship Program will run in less funding in the future . On a process level, the goal of the Pilot Project is to initially create, test, and perfect the various contracts and operations within the first year so that their subsequent administration will be more perfunctory and less costly. These templates and strategies shall include the marketing materials, employer-school-student commitment contract, the procedures for employer- school -student communication as well the creation methodology and documenting metrics. Once established and running, these templates shall make the program run smoothly and efficiently indefinitely.