



2019 Innovation Mini-Grant Application

Applicant:	Sandra Hamilton Slane
Division/Dept. Name:	Student Services/SEA Program
Project Name:	Customer Service Academy 2.0
Project Overview	What is your project & how is the project innovative?

The Customer Service Academy Certificate was created in the late 1990's to provide employment-related skills to CalWORKs recipients. It was recently revived for students enrolled in College to Career. The Business Division revised the curriculum extensively in 2019, and this certificate is now primed for more extensive utilization.

Customer Service Academy 2.0 will design a schedule of course offerings allowing just-in-time enrollment to enable students to enter Shasta College throughout the semester and enroll in curriculum that will enhance their employability skills. Most courses at Shasta College are still taught on a semester-long schedule (or half-semester), limiting access for students who are ready to begin "off schedule". Additionally, variable course scheduling does not allow for students to commit to a sequence of courses that may be offered at different times and days. The ACE program has demonstrated the importance of consistent course scheduling to optimize cohort-based enrollment.

Customer Service Academy 2.0 will contain the following features:

- Just-in-time scheduling of courses. Courses are 1 unit each, and will be scheduled 1 course/month.
- Consistent scheduling of courses. Courses will be scheduled at the same time/day each month.
- Completion of Certificate within one academic year. Courses will be offered so that students could earn this certificate within one year.
- Flexible entry. Course sequence allows students to begin at any point in the year.

There are specific student populations that will benefit particularly from this program due to requirements related to their community-based services. These students are frequently referred to Shasta College, but not in time to enroll at the start of their semester. However, waiting up to four months to enroll can provide a significant barrier to them in their attempt to move onto a new path, and may also jeopardize their participation in community-based services which require them to be enrolled. These student populations include:

- Current or former foster youth enrolling in SCI*FI who have college enrollment as a condition for participation in AB 12 services
- Formerly incarcerated students participating in STEP-UP and have enrollment as a condition for probation
- Students who are at risk for homelessness but participating in community housing programs that serve only Shasta College students (Hill Country Clinic and Lutheran Social Services)
- College to Career students whose eligibility is determined by Department of Rehabilitation mid-semester
- CalWORKs participants who are accepted mid-semester and have employment-related training and educational requirements as a condition for eligibility

Since this course model will be new, there is risk of low start-up classes being under-enrolled and in danger of cancellation. Paying for the instructor will mitigate this risk and allow full implementation.

Student Impact

The main focus of the Innovation Award funds is to positively impact student learning and success. Please describe how your project will:

- Improve one or more Student Learning Outcomes (SLOs)
- Increase student engagement and/or success
- Reduce the amount of time for a student to complete a Certificate, Associates Degree or Bachelor's Degree
- Document measurable results (consult with the Research Office)

The initial student impact will be to increase student engagement and/or success. Students who are ready for enrollment can enter Shasta College at any time within the semester. The low cost of these courses in terms of time and finances will allow them to also apply for financial aid and other support programs both on campus and in the community.

This project fulfills Goal 1.2.A of the 2018-2021 Strategic Plan to "implement and expand best practices such as alternative course scheduling". The nature of the course content will also build critical employability skills to support the Strategic Goal (3.1.B) of "developing certificates ...with industry-recognized certification standards to increase employment options for students".

This course sequence is also intended to be a remedy for students experience access barriers. Recently released student success metrics show that particular populations (students with disabilities, veterans, students identifying as LGBT, and Black/African-American students) have completed the process from application to Shasta College enrollment at a rate that is 10-20% lower than other students. Offering courses that begin more frequently can help to enroll students sooner and hopefully decrease that enrollment access gap for members of these populations.

In order to optimize course success, and because students first enrolling may not yet receive financial aid or qualify for support programs like EOPS, course materials will be either provided to students, or will be zero-cost materials such as online resources.

Collaboration

Mini-grant projects often involve collaboration between multiple divisions/departments and/or outside entities (K-12, CSU/UC, or community partnerships). Please:

- List any internal and/or external collaborative partners
- Confirm that the partners are aware of the project and what their role in implementation will be

SCI*FI - Shasta College Foster Youth Program

Shasta College CalWORKs

STEP-UP - along with community partners in Trinity and Tehama Counties

Shasta College BAITS division - specifically Business Administration Department

College to Career - along with community partners Department of Rehabilitation and Far Northern Regional Center

Partners in Access to College Education - along with community partners

Future Possibilities

The Shasta College mini-grants initiative provides the testing ground for innovative ideas to determine successful outcomes that may be used on a broader scale. Please discuss if the project is:

- Replicable (easily shared with other campus programs)
- Scalable
- Cost-Effective (e.g., through number of students served; through District efficiencies increasing service to students; or if scaling up will prove cost-effective)

This project is intended to be replicated at various sites within the district, on extended ed campuses, and in alternate settings (Trinity County Jail, Shasta County Juvenile Hall). It can also be replicated by other low-unit certificate programs in terms of scheduling. This scheduling model has been highly success in the ACE program.

This project is scalable in terms of being offered in multiple sections dependent on student demand.

This project is cost-effective in that the end goal is to make course enrollment qualify for apportionment through the FTES generated. The Business Administration Department is considering expanding the certificate through additional courses (possible work-site learning) to submit it for Chancellor's Office approval, and eventually result in increasing revenue for the district based on the new funding formula which is based on completion of approved certificates.

This project is intended to promote continued and expanded enrollment by students into other certificate and degree programs. While some students may enroll only in these classes, the intent is to use these classes as a starting point, and engage the students in other student services programs, assist them in applying for financial aid, and transition them to more traditional courses. This will eventuate in even more FTES-generated revenue.

Logistics

The mini-grant cycle—to include planning, implementation, and evaluation—is a maximum of 18 months (Fall-Spring-Fall), and all funding sources should be considered. Please confirm that:

- The project phases can be completed within an 18-month cycle
- No other funding sources are available for the project
- A Budget Proposal form has been completed and is attached.

In addition, it is recommend that proposals including I.T. or Physical Plant related needs are reviewed with those departments prior to submission as those items may change the project timeline.

Courses will be scheduled monthly (Sept/Oct/Nov in fall semester and Feb/Mar/April in Spring) over the course of three semester (18 months).

Classroom, times, and days of the week will be the same.

This project will enable three semesters of piloting along with expansion to multiple sections and additional sites.

Programs such as SCI*FI, CalWORKs, and STEP-UP are not permitted to pay for courses, and College to Career does not offer financial assistance to students.

It is expected that the costs for instructor will be recouped by FTES, and expenses for embedded tutor and materials eventually absorbed by SEA Program.

Signatures are required prior to submitting the application to the Office of Grant Development.

Signature of Applicant

Date

Dean or Supervisor's Signature

Date

Rev. 10/23/18

2019 Approved Innovation Mini-Grant Budget Worksheet

Project #:		PROJECT NAME:		Dept.		
BUDGET ITEM		QUANTITY & DESCRIPTION	BUDGET	EXPENSES 7/1/19-2/28/20	EXPENSES 3/1/20-2/26/21	BALANCE
EMPLOYEE COSTS						
Faculty Professional Expert \$50/hr <i>None STRS applicable work. Object Code: 233000</i>						
Faculty Stipend <i>STRS applicable work. Object Code: 130000</i>						
Temporary Employee <i>Non-Bargained Classified Work. Object Code: 233000</i>						
Student Worker <i>Object Code: 237000</i>						
ESTIMATED BENEFIT COSTS <i>are automatically calculated using the percentages listed below</i>						
<i>Faculty Professional Expert</i> total multiplied by		8.86%	Estimated Benefits Total Cost			
<i>Faculty Stipend</i> total multiplied by		20.79%	Estimated Benefits Total Cost			
<i>Temporary Employee</i> total multiplied by		8.86%	Estimated Benefits Total Cost			
<i>Student Worker</i> total multiplied by		1.74%	Estimated Benefits Total Cost			
SUPPLIES <i>Examples: Bookstore Vouchers, Textbooks, Event Refreshments, Testing Materials, and SWAG & Shipping, etc. Object Code: 439900</i>						
EQUIPMENT (\$0-4999.99 Not Tagged) <i>(refer to the Business Office "Fixed Asset (Equipment) Purchases" for information). Object Code: 640000</i>						
EQUIPMENT (\$5000 or greater Tagged) <i>(refer to the Business Office "Fixed Asset (Equipment) Purchases" for information). Object Code: 649000</i>						
POSTAGE /ADVERTISING <i>Use for postage costs to mailing post-cards or flyers or place a newspaper or radio ad. Object codes: 508000/590400</i>						
PRINTING <i>Use for all printing related items, such as posters, flyers & brochures. Object Code: 590500</i>						
SERVICE FEES/OTHER CHARGES <i>Use for all contracted work such as speakers, trainers and installation services. Also includes facilities rentals. Object Code: 530000/573000</i>						
SOFTWARE <i>All software related licenses and purchases. Object Code: 578000</i>						
TRAVEL <i>All staff & student travel related expenses. Object Code: 511000</i>						
Note: The "Balance" and "Totals" columns auto-calculate			TOTALS			

This Mini-Grant may JE funds from the "Faculty Professional Expert" budget line item to either "Student Worker" or "Supplies". RE: 5/14/19 email in Grant Dev. File.