



UNIVERSITY
OF
CALIFORNIA

Michael V. Drake, MD
President

December 22, 2020

Office of the President
1111 Franklin St.
Oakland, CA 94607

universityofcalifornia.edu

The Honorable Holly J. Mitchell
Chair, Joint Legislative Budget Committee
1020 N Street, Room 553
Sacramento, California 95814

Director Keely Bosler
Department of Finance
915 L Street
Sacramento, California 95814

Dear Senator Mitchell and Director Bosler:

Pursuant to Item 6440-001-0001, Provision 6.9. (c), of the 2019 Budget Act (SB109, Chapter 363, Statutes of 2019), enclosed is the University of California's report, Degree Certificate Completion Programs Request for Release of Funds, describing three individual campus plans, and one systemwide market demand research plan approved to receive funds as part of the \$15 million that was appropriated in the 2019 Budget Act "to develop or expand degree and certificate completion programs at University of California extension centers." In accordance with the 2019 Budget Act, and pursuant to Item 6440-001-0001, Provision 6.9. (a), we are requesting release of the \$9.9 million for the proposals described in this report.

If you have any questions regarding this report, Associate Vice President David Alcocer would be pleased to speak with you. David can be reached by telephone at (510) 987-9113, or by email at David.Alcocer@ucop.edu.

Sincerely,

Michael V. Drake, MD
President

Enclosure

cc: Senate Budget and Fiscal Review
The Honorable Richard D. Roth, Chair
Senate Budget and Fiscal Review Subcommittee #1
(Attn: Ms. Anita Lee)
(Attn: Ms. Jean-Marie McKinney)

CAMPUSES

Berkeley
Davis
Irvine
UCLA
Merced
Riverside
San Diego
San Francisco
Santa Barbara
Santa Cruz

MEDICAL CENTERS

Davis
Irvine
UCLA
San Diego
San Francisco

NATIONAL LABORATORIES

Lawrence Berkeley
Lawrence Livermore
Los Alamos

The Honorable Kevin McCarty, Chair
Assembly Budget Subcommittee #2
(Attn: Mr. Mark Martin)
(Attn: Ms. Carolyn Nealon)
Mr. Hans Hemann, Joint Legislative Budget Committee
Ms. Erika Contreras, Secretary of the Senate
Ms. Amy Leach, Office of the Chief Clerk of the Assembly
Mr. Jeff Bell, Department of Finance
Mr. Chris Ferguson, Department of Finance
Ms. Rebecca Kirk, Department of Finance
Mr. Gabriel Petek, Legislative Analyst Office
Ms. Jennifer Pacella, Legislative Analyst Office
Mr. Jason Constantouros, Legislative Analyst Office
Executive Vice President and Chief Financial Officer Nathan Brostorm
Executive Vice President and Chief Operating Officer Rachael Nava
Senior Vice President Claire Holmes
Associate Vice President David Alcocer
Associate Vice President and Director Kieran Flaherty

UNIVERSITY OF CALIFORNIA

Degree and Certificate Completion Programs Request for Release of Funds Pursuant to the 2019 Budget Act

The 2019 Budget Act appropriated \$15 million in one-time funds to the University of California for bachelor degree and certificate completion programs through UC Extension:

Of the funds appropriated in this item, \$15,000,000 shall be available on a one-time basis to develop or expand degree and certificate completion programs at University of California extension centers. The amount shall be available for encumbrance or expenditure until June 30, 2024. [Item 6440-001-0001, Provision 6.9. (a) (SB109, Chapter 363, Statutes of 2019)]

Item 6440-001-0001, Provision 6.9. (c), of the 2019 Budget Act requires the following:

The University of California shall submit, 30 days prior to the release of funds provided pursuant to this provision, a plan to the Department of Finance and the Joint Legislative Budget Committee that includes: (1) A budget plan and description of how funds will be used for initial planning, curriculum development, outreach, and other start-up costs for the new or expanded programs; (2) types of certificates, degrees and programs the University of California plans to develop or expand, which University of California extension locations will offer these programs, and how these programs meet regional labor market needs and student demand; (3) the tuition and fees for each certificate, degree and program; (4) the estimated number of students, by extension campus location and home institution that will participate in the program; (5) information on types of financial aid, including state, federal, and institutional financial aid and loans that students in these programs may be eligible to receive; (6) a long-term plan that describes how these programs will be self-supported after the initial start-up.

On January 6, 2020, the University of California Office of the President (UCOP) issued a Request for Proposals (RFP) to the UC campuses seeking proposals pursuant to this appropriation. Eight proposals were received from seven UC campuses and were reviewed by the Bachelor Degree and Certificate Completion Proposal Review Committee. The committee included three faculty representatives designated by the UC Academic Senate for their extensive program evaluation experience and current or former membership of campus and/or systemwide education policy committees, as well as three administrators from UC campuses and one from UCOP. The committee met and approved a scoring sheet, each member of the committee submitted their scores and average scores and rankings were compiled. Scores were given for things like feasibility, fiscal sustainability, modes of delivery and others. The committee then met again to discuss the aggregated data, and after each committee member described their preferences, the committee agreed to move forward with recommendations. The committee recommended three proposals and then-President Janet Napolitano approved funding three of the campus proposals, as well as funds for systemwide market demand research. The approved proposals and funding levels are:

- | | |
|--|-------------------------|
| • UC Los Angeles (UCLA): “UCLA Extension Certificate Completion Proposal” | \$2,910,590 |
| • UC Merced (UCM): “Degree Completion Project” | \$5,778,498 |
| • UC Santa Barbara (UCSB): “Pathway to UC: A California Central Coast Project” | \$967,921 |
| • UC San Diego (UCSD): Degree Completion Analysis and Workforce Market Demands | <u>\$200,000</u> |

Total funding:

\$9,857,009

This report constitutes a plan for expenditure for approximately \$9.9 million of the appropriated funds. In accordance with the 2019 Budget Act and pursuant to Item 6440-001-0001, Provision 6.9. (c), the University requests the release in 30 days of the \$9,857,009 million for the proposals described in this report.

A new RFP will be issued for the remaining \$5.1 million that has not yet been allocated. The forthcoming RFP will include two options for individual campus proposals that are consistent with the Budget Act requirements for spending these funds: (1) a campus could revise their originally submitted proposal that was not funded in the first round and address the concerns that were identified by the Bachelor Degree and Certificate Completion Proposal Review Committee, or (2) the campus could submit a new proposal that uses one of the approved plans (from UCLA, UCM, or UCSB) as a template.

The following section summarizes the required six elements called for in the Budget Act language for the four programs that have been approved for funding. The remainder of the required plan is detailed in individual sections for each of the proposals.

(1) A budget plan and description of how funds will be used for initial planning, curriculum development, outreach, and other start-up costs for the new or expanded programs.

Budget plan Initial planning (year one):

<u>UCLA</u> :	\$794,995
<u>UCM</u> :	\$660,468
<u>UCSB</u> :	\$200,537
<u>UCSD</u> :	<u>\$110,000</u>
Grand total, year one:	\$1,656,000

For a detailed breakdown of first-year costs, startup costs, and costs in subsequent years, please see the individual campus plans and the UCSD market research project overview. The total requested for all four programs for the duration of the grant period is **\$9,857,009**.

(2) Types of certificates, degrees and programs the University of California plans to develop or expand, which University of California extension locations will offer these programs, and how these programs meet regional labor market needs and student demand.

Types of program:

UCLA: Certificates

UCM: Hybrid degree completion and certificate program

UCSB: Hybrid degree completion and certificate program

Location:

UCLA: UCLA, UCLA Extension and satellites at community-based partner locations

UCM: UCM, UCM Extension and the School of Social Sciences, Humanities and Arts

UCSB: UCSB Extension, Professional and Continuing Education (PaCE) and Allan Hancock College

How the Program will meet regional market needs and student demands:

All three completion programs are intended to serve students from lower socioeconomic tiers, including Spanish-speaking populations, and to address market demands. The UCLA proposal includes three certificates that are in areas of high workforce demand: Data Science, Alcohol and Drug Abuse Counseling, and Early Childhood Education. The program focus will be on the greater Los Angeles area where homelessness is most prevalent in order to meet the needs of racial and ethnic minority communities. This will include Spanish speaking students in the greater LA area who could benefit from Spanish instruction. UCLA is partnering with community based organizations to reach a diverse population that they believe is representative of the State of California. UCLA expects to have over 720 enrollments by year five.

The target audience for the UCM plan is former students of UC, California State University (CSU), and CCCs (within 100 miles of UCM). The initial focus will be on current reinstatement and undeclared transfer processes while building new networks with stop-out students. As a Hispanic-Serving Institution, UCM is well positioned to cater to a diverse student body. UCM expects that roughly 300 students will enroll within five years.

UCSB is targeting transfer-eligible students from CCCs and the Central Coast region, especially in economically challenged parts of North Santa Barbara County. The program is designed to accommodate working professionals with little or no college background who need training for new employment or advancement, as well as students currently enrolled in degree programs at UCSB. The Latinx population in Santa Barbara county is 43%, 70.4% in the Santa Maria metropolitan area where Spanish is the primary language in over half of the households, and 70% in the Guadalupe region. The target population for the North Central Coast will be largely Latinx. UCSB expects to have more than 700 students enrolled as a result of their program by year five.

(3) *The tuition and fees for each certificate, degree and program.*

UCLA: Alcohol and Drug Abuse Counseling Certificate: \$8,000 per certificate; Data Science: \$1000 per course; Early Childhood Education (ECE): \$527 per English course and \$437 per subsidized Spanish course

UCM: Standard tuition revenue per student is \$11,442

UCSB: Once the program moves to self-sustaining – College Prep & Reengagement courses: \$225 per course; Degree Completion/Continuation: \$475 per course; Professional Courses: \$600 per course

(4) *The estimated number of students, by extension campus location and home institution, that will participate in the program.*

<u>UCLA</u> :	720
<u>UCM</u> :	300
<u>UCSB</u> :	753
Total:	1,773

(5) *Information on types of financial aid, including state, federal, and institutional financial aid and loans that students in these programs may be eligible to receive.*

UCLA: Student financial aid will be available for students who are eligible and who are paying partial tuition for qualifying programs. The grant funds will also provide tuition and textbook subsidies of 35% to 100%.

UCM: One-third (33%) of the base tuition revenue would be set aside for financial aid. The proposal includes an initial fellowship (\$500) for completion of courses in the first semester of classes in the School of Social Sciences, Humanities and Arts (SSHA) Liberal Studies to offset tuition costs. The project also reduces the cost of attendance with a fellowship program (\$2,000 annually per stop-out student) equivalent to an additional 17% of return-to-aid funding.

UCSB: Students targeted in this program will undergo the normal UC application process for admissions and financial aid. Additionally, the program leverages state funding to provide substantial subsidies for those students who participate in the early years of the project. For the Professional Coursework and Certificate completion component of the program, there is no federal aid available, but some institutional scholarships and discounts are available for selected courses on a first-come-first-serve basis through PaCE.

(6) A long-term plan that describes how these programs will be self-supported after the initial start-up.

All three programs will use initial grant funds to create new infrastructure or improve on existing infrastructure in order to move to a self-sustaining model that will rely on course fees and tuition. For more details regarding the transition to self-sustaining mode, please see the individual campus plans.

UCLA Plan

Overview:

UC Los Angeles (UCLA) requested and was approved to receive \$2,910,590 to address three areas of “high need” and “growth in the workforce,” which include Extension completion certificates in Alcohol and Drug Abuse Counseling (\$1,153,00), Data Science (\$1,124,00) and Early Childhood Education (ECE) (\$633,590). The Alcohol and Drug Abuse Counseling and ECE certificate programs are existing programs, but the added funding will be used to reach a wider and more diverse audience. The funds for the Certificate in Data Science will be used to develop a new certificate program that will target economically disadvantaged Californians.

Alcohol and Drug Abuse Counseling:

Substance use disorders (SUD) affect approximately 8.5% of the California population age 12 and over (2,757,000), yet only 10% of those affected receive any type of treatment. California is undertaking a major effort to expand and improve SUD services and certified counselors are an integral part of the healthcare team that will deliver care. To support this effort, organizations and treatment facilities throughout California will need to hire more SUD counselors who can deliver effective evidence-based treatment strategies and support individuals who are recovering from addiction.

Data Science:

The development of a Certificate in Data Science will assist economically disadvantaged Californians to learn technical skills that are marketable and in high demand. The certificate addresses skills needed to analyze and tailor industry data to meet the demands of the emerging trend in “Big Data” uses. Graduates from the program will qualify for entry-level data science jobs, even if they do not have a Bachelor’s degree, in part, because the marketplace demand for data analysis skills far outpaces the supply.

Early Childhood Education (ECE):

The funding will support initiatives to expand capacity to serve the greater Los Angeles area Spanish-speaking community and family child care providers by supporting efforts to: 1) reach non-traditional students and students of color, with the support of our community partners; 2) create an online Spanish delivery option and an online practicum experience for distance learners in Spanish; 3) develop a trauma-informed care course elective in Spanish; and 4) add a program focus on small-business practices.

Early Childhood Education (ECE) Basic Core Certificate holders are qualified for entry level California ECE teaching permits. ECE permit holders are in high demand because of growth in the field and the Governor’s budget proposal goals, which recognize the essential need of quality early care for young children’s outcomes and for working adults, and which require 200,000 new early learning teachers in the state. Educating and preparing early care teachers, who play a critical role during a child’s early developmental period, creates immediate employment opportunities for thousands of early care educators in California and represents an investment in the education, well-being, and economic prospects of California’s next generation.

- (1) *A budget plan and description of how funds will be used for initial planning, curriculum development, outreach, and other start-up costs for the new or expanded programs.*

Budget plan Initial planning (year one):

	Year 1 2020-2021
Total Students	105
Revenues:	
Revenue from the State Funding	\$794,995
Revenue from Student fees	\$10,000
Expenses:	
Student Course Fees funded by the State	(\$438,000)
Course Development, Training	(\$53,975)
Instructor Compensation	(\$67,800)
Subject Matter Experts	(\$22,770)
Text Books	(\$64,000)
Student Advising, Services and Project Management	(\$131,100)
Community Outreach	(\$28,500)
Market Research	(\$28,500)
Plan for Sustainability	-
Total Expenses:	(\$834,645)
Residual Net	(\$13,300)

*The total budgets, broken down by certificate program, are included in Appendices I, II and III.

**The total funding that was requested and approved for all three programs is \$2,910,590

(2) *Types of certificates, degrees and programs the University of California plans to develop or expand, which University of California extension locations will offer these programs, and how these programs meet regional labor market needs and student demand.*

Types of programs:

Certificates in: 1. Alcohol and Drug Abuse Counseling 2. Data Science 3. Early Childhood Education (ECE).

Locations:

All three certificate programs will be housed at UCLA and UCLA Extension. In order to reach the target populations, UCLA Extension will collaborate with existing community-based partners, as well as local California Community Colleges (CCC), Cal State Universities, and UC's. Community-based partners include the Veterans Affairs Greater Los Angeles, local Workforce Investment Boards (WIB), such as the South Bay WIB, the LA County Office for the Advancement of ECE, and the following partners, who have demonstrated their commitment to the project with letters of support including:

- PUENTE Learning Center
- The South Los Angeles Transit Empowerment Zone (SLATE-Z). The SLATE-Z team includes more than 50 schools, service centers, business incubators, health clinics, community coalitions, and others that have all committed to revitalize South Los Angeles.
- Veterans Affairs Greater Los Angeles Healthcare System (VAGLAHS) – Community Engagement

and Reintegration Service (CERS). CERS is located at the West Los Angeles Veterans Administration Medical Center.

- Fullerton College – Early Childhood Education (ECE) Department

How the Program will meet regional market needs and student demands:

1. Alcohol and Drug Abuse Counseling Certificate

Individuals who provide counseling services in any addiction treatment program licensed or certified by Department of Health Care Services (DHCS) are required by the State of California to be certified. To obtain certification, counselors must register with one of the DHCS-approved certifying organizations. The UCLA Extension Alcohol and Drug Abuse Counseling Certificate is approved to offer education programs by one of the leading certification agencies recognized by the State: The California Consortium of Addiction Programs and Professionals Education Institute (CCAPP-EI).

“Substance use and mental health issues affect millions of adolescents and adults in the United States and contribute heavily to the burden of disease in the nation.”¹ Substance use disorders (SUD) affect approximately 8.5% of the California population age 12 and over (2,757,000).² Yet only 10% of those affected receive any type of treatment. California is undertaking a major effort to expand and improve SUD services and certified counselors are an integral part of the healthcare team who will deliver care. To support this effort, organizations and treatment facilities throughout California will need to hire more SUD counselors who can deliver effective evidence-based treatment strategies and support individuals who are recovering from addiction.

A special focus of this program will be to meet the mental health and substance abuse needs of racial and ethnic minority communities and veteran populations within California that have been under resourced due to a limited number of trained practitioners sensitive to the cultural issues or equipped with the counseling skills that impact effective services delivery. Student cohorts will be recruited with the help of community partners, prioritizing students who may not be able to afford unsubsidized Extension programs. Further, student requirement will focus on areas in Los Angeles where homelessness is prevalent and where the need for treatment of mental health and addiction is the greatest.

Employment opportunities for graduates of the program are promising. The Bureau of Labor Statistics predicts a 22% employment growth rate between 2018-2028, which is much faster than the average of 5% for all occupations. The UCLA Extension Alcohol and Drug Abuse Counseling Certificate is positioned to help graduates meet this need and secure long-term employment in the State.

2. Data Science

“Data scientists, data engineers and business analysts are among the most sought-after positions in America. Yet, many existing and emerging workers don't have the full skillset employers need. While this isn't a new problem, it's a big one. But it can be overcome.” (<https://www.pwc.com/us/en/library/data-science-and-analytics.html>)

The program is aimed at students who are emerging and current professionals from a variety of backgrounds who wish to gain practical knowledge and skills. The certificate aims to reach the following groups:

¹ Key Substance Use and Mental Health Indicators in the United States: Results from the 2018 National Survey on Drug Use and Health August 2019 – pg. 5: <https://www.samhsa.gov/data/sites/default/files/cbhsq-reports/NSDUHNationalFindingsReport2018/NSDUHNationalFindingsReport2018.pdf>

² California Health Care Almanac – Substance Use in California: A Look at Addiction and Treatment, 2018; pg. 5 <https://www.chcf.org/wp-content/uploads/2018/09/SubstanceUseDisorderAlmanac2018.pdf>

- Economically disadvantaged Californians seeking valuable skills to increase their employability in jobs that are in demand
- Students with a high school diploma/GED
- Students with a Bachelor's degree in a non-STEM field
- Students who have some college credits, but no degree
- Students without college experience
- Information technology and computer science professionals who would like to transition into data science

A market survey conducted in 2019, along with research from the U.S. Department of Labor's Employment Projections, determined an urgent need to introduce the Certificate in Data Science, Data Visualization, and Data Analytic Programming. In addition, insight from McKinsey & Company and from U.S. CERT identify data science, visualization, and business analytics as an essential component of business strategy and a critical issue requiring specialized knowledge. McKinsey & Company emphasizes the importance of analyzing large data sets ("big data"). McKinsey found that the United States alone faces a shortage of 140,000 to 190,000 people with analytical expertise and 1.5 million managers and analysts with the skills to understand and make decisions based on the analysis of big data. According to the U. S. Department of Labor's Employment Projections for 2016 to 2026, employment of computer and information technology occupations is projected to grow 13 percent, adding almost half a million (546,100) new jobs to the economy. With the need to rapidly adopt efficient software and systems as well as data storage issues, specialized knowledge in data science will be a vital to all organizations.

Graduates from the program will qualify for entry-level data science jobs, even if they do not have a Bachelor's degree. Because the marketplace demand for data analysis skills far outpaces the supply, many companies are willing to hire employees without formal undergraduate or graduate degrees. Graduates of this program will also qualify to participate in the Data Science Practicum (COM SCI 800.003), which would especially benefit students without a Bachelor's degree. Also, collaboration with industry partners will allow students to work with partner companies/organizations to gain analytics experience in a real world business environment, thus preparing them for the workplace.

3. Early Childhood Education (ECE)

The Early Childhood Education (ECE) Basic Core Certificate holders are qualified for entry level California ECE teaching permits. ECE permit holders are in high demand because of growth in the field and the Governor's budget proposal goals, which recognize the essential need of quality early care for young children's outcomes.

UCLA Extension will expand access to its Early Childhood Education Basic Core Certificate to support the vital need for improved community care provider preparation. The Governor aims to move California towards universal preschool, and the budget proposal includes funds for 10,000 new State Preschool slots for children, \$300M to construct new preschool facilities, and \$75M for expansion of inclusive early education.³ Accomplishing this goal will require 200,000 new early learning teachers across the state.⁴ High quality teacher preparation is critical for school success, the long-term health and well-being of young children, and for the adult workforce. Los Angeles County has 760,000 young children ages birth to five, 79% of whom are children of color and 52% of whom are economically insecure.⁵ Many live in communities with high-poverty, crime, and marginalization, which create adverse childhood experiences (ACEs). UCLA Extension offers the Early Care and Education Basic Core Certificate

³ Berkeley ECE Workforce Report Fall 2018

⁴ Early Edge CA EECA Workforce Policy Summary 2020

⁵ Berkeley

to prepare Early Childhood Education (ECE) teachers for work in settings with young children, birth through age five. The courses meet California Commission on Teacher Credentialing course requirements for ECE state permits, which qualify individuals to work in ECE settings. The certificate is offered in the Spanish language to serve Spanish-speaking students primarily working as family child-care providers and center-based care aides.

The funding will support initiatives to expand capacity to serve the greater Los Angeles area Spanish-speaking community and family child care providers. Concerted efforts will be made to reach not only Spanish speaking learners but non-traditional students and students of color. Educating and preparing early care teachers, who play a critical role during a child's early developmental period, creates immediate employment opportunities for thousands of early care educators in California and represents an investment in the education, well-being, and economic prospects of California's next generation.

According to the State of California Employment Development Department, jobs for Preschool Teachers, except special education, are expected to increase by 9.7 percent, an average rate for all occupations or 5,400 jobs between 2016 and 2026. Moreover, future jobs in California are also expected from the number of workers who are expected to retire or leave for other reasons, with shortages of qualified individuals in certain areas.⁶ With a goal of adding 200,000 new early learning teachers across the state,⁷ this certificate will prepare early childhood educators to meet market needs.

(3) *The tuition and fees for each certificate, degree and program.*

1. Alcohol and Drug Abuse Counseling Certificate

\$8000 per certificate

2. Data Science

\$1000 per course

3. Early Childhood Education (ECE)

\$527/English course; \$437/subsidized Spanish course

(4) *The estimated number of students, by extension campus location and home institution, that will participate in the program.*

Total students for the three programs: 720 enrollments over five years

1. Alcohol and Drug Abuse Counseling Certificate

100 students

2. Data Science

120 Students

3. Early Childhood Education (ECE)

500 students

⁶ <https://www.labormarketinfo.edd.ca.gov/OccGuides/Detail.aspx?Soccode=252011&Geography=0601000000>

⁷ Early Edge CA EECA Workforce Policy Summary 2020

(5) *Information on types of financial aid, including state, federal, and institutional financial aid and loans that students in these programs may be eligible to receive.*

Student financial aid will be available for students who are eligible and who are paying partial tuition for qualifying programs. Students can access the UCLA Extension Financial Aid Office for counseling. See details in the following link: <https://www.uclaextension.edu/financial-aid-scholarships-discounts/financial-aid>

The grant funds will also provide tuition and textbook subsidies of 35% to 100%.

(6) *A long-term plan that describes how these programs will be self-supported after the initial start-up.*

	Year 1 2020-2021	Year 2 2020-2021	Year 3 2020-2021	Year 4 2020-2021	TOTAL
Total Students	105	180	205	230	720
Revenues:					
Revenue from the State Funding	\$794,995	\$1,088,965	\$699,990	\$326,640	\$2,910,590
Revenue from Student fees	\$10,000	\$20,000	\$105,000	\$100,000	\$235,000
Expenses:					
Student Course Fees funded by the State	(\$438,000)	(\$656,000)	(\$389,000)	(\$209,000)	(\$1,692,000)
Course development, training	(\$53,975)	(\$34,975)	(\$17,350)	(\$7,350)	(\$113,650)
Instructor Compensation	(\$67,800)	(\$111,600)	(\$83,400)	(\$55,200)	(\$318,00)
Subject Matter Experts	(\$22,770)	(\$16,590)	(\$13,590)	(\$8,590)	(\$61,540)
Text Books	(\$64,000)	(\$91,000)	(\$72,00)	(\$53,000)	(\$280,000)
Student Advising, Services and Project Management	(\$131,100)	(\$131,100)	(\$131,100)	(\$63,100)	(\$456,400)
Community Outreach	(\$28,500)	(\$26,000)	(\$21,500)	(\$15,000)	(\$91,000)
Market Research	(\$28,500)	(\$27,000)	(\$22,500)	(\$13,000)	(\$91,000)
Plan for Sustainability	-	(\$6,000)	(\$11,000)	(\$15,000)	(\$32,000)
Total Expenses:	(\$834,645)	(\$1,100,265)	(\$761,440)	(\$439,240)	(\$3,135,590)
Residual Net	(\$13,300)	(\$16,230)	(\$36,490)	(\$29,940)	\$9,480

A sustainability plan will be developed for each certificate program in the last two years of the grant funding. The sustainability plan, post grant, relies on a \$250 student payment share for each course plus efforts to create public-private partnerships in California.

**APPENDIX I
Business Plan**

Alcohol and Drug Abuse Counseling Certificate

UCLA Extension Response – RFP - Request for Proposal - California State Budget Act of 2019

South Los Angeles Transit Empowerment Zone (SLATE-Z). UCLA Extension will use the funding to provide tuition assistance for these populations who may not be able to afford unsubsidized Extension programs.

Budget and Plan for Fiscal Sustainability

Tuition Fee = \$8000/certificate	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24	TOTAL
Total Students	25	50	25	0	100
REVENUES					
Revenue From State Funding	\$313,250	\$626,500	\$213,250	\$0	\$1,153,000
Revenue from Student Fees	\$0	\$0	\$75,000	\$0	\$75,000
EXPENSES					
Student Course Fees funded by the State	(\$200,000)	(\$400,000)	(\$125,000)	\$0	(\$725,000)
Course Development, Training	(\$10,000)	(\$20,000)	(\$10,000)	\$0	(\$40,000)
Instructor Compensation \$3,600/course	(\$36,000)	(\$72,000)	(\$36,000)	\$0	(\$144,000)
Subject Matter Experts	(\$3,000)	(\$6,000)	(\$3,000)	\$0	(\$12,000)
Text Books	(\$23,000)	(\$46,000)	(\$23,000)	\$0	(\$92,000)
Student Advising and Support and Project Management	(\$44,000)	(\$44,000)	(\$44,000)	(\$12,000)	(\$144,000)
Community Outreach	(\$4,500)	(\$9,000)	(\$4,500)	\$0	(\$18,000)
Market Research	(\$4,500)	(\$9,000)	(\$4,500)	\$0	(\$18,000)
Plan for Sustainability	0	(\$2,000)	(\$3,000)	\$0	(\$5,000)
Total Expenses	(325,000)	(608,000)	(253,000)	(12,000)	(\$1,198,000)

APPENDIX II
Business Plan
Data Science Certificate

UCLA Extension Response – RFP - Request for Proposal - California State Budget Act of 2019

UCLA Extension proposes to educate 120 students in data science over the 4-year funding period to meet the growing workforce needs in California and Los Angeles County.

Budget and Plan for Fiscal Sustainability

Tuition Fee = \$1000/course	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24	TOTAL
Total Students	30	30	30	30	120
REVENUES					
Revenue From State Funding	\$333,000	\$333,000	\$333,000	\$125,000	\$1,124,000
Revenue from Student Fees	-	-	-	\$60,000	\$60,000
EXPENSES					
Student Course Fees funded by the State	(\$200,000)	(\$200,000)	(\$200,000)	(\$125,000)	(\$725,000)
Instructor Compensation	(\$27,000)	(\$27,000)	(\$27,000)	(\$27,000)	(\$108,000)
Subject Matter Experts	(\$6,000)	(\$6,000)	(\$6,000)	(\$4,000)	(\$22,000)
Project Management (1/3 FTE)	(\$33,000)	(\$33,000)	(\$33,000)	(\$6,000)	(\$105,000)
Text Books	(\$37,000)	(\$37,000)	(\$37,000)	(\$37,000)	(\$148,000)
Student Advising and Support	(\$11,000)	(\$11,000)	(\$11,000)	(\$2,000)	(\$35,000)
Community Outreach	(\$12,000)	(\$12,000)	(\$12,000)	(\$3,000)	(\$39,000)
Market Research	(\$13,000)	(\$13,000)	(\$13,000)	(\$2,000)	(\$41,000)
Total Expenses	(\$339,000)	(\$339,000)	(\$339,000)	(\$206,000)	(\$1,223,000)

APPENDIX III**Business Plan****Early Childhood Education Basic Core Certificate**

UCLA Extension Response – RFP - Request for Proposal - California State Budget Act of 2019

Budget and Plan for Fiscal Sustainability

Tuition Fee = \$527/English course; \$437/subsidized Spanish course	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24	TOTAL
Total Students (25 students per class)	50	100	150	200	500
REVENUES					
Enrolment revenue from grant @ \$322	\$16,100	\$32,200	\$48,300	\$64,400	\$161,000
Revenue from Student Fees @ \$200	\$10,000	\$20,000	\$30,000	\$40,000	\$100,000
Revenues Sub Totals	\$26,100	\$52,200	\$78,300	\$104,400	\$261,000
EXPENSES					
Instructor payments: course Development, teaching prep, Canvas training	(\$19,225)	(\$7,625)	\$0	\$0	(\$26,850)
Instructional Design Learning Support (IDLS)	(\$21,750)	(\$4,350)	(\$4,350)	(\$4,350)	(\$34,800)
Instructor Compensation	(\$7,800)	(\$15,600)	(\$23,400)	(\$31,200)	(\$78,000)
Subject Matter Expert: Program Director of ECE	(\$13,770)	(\$4,590)	(\$4,590)	(\$4,590)	(\$27,540)
Staff support 36% FTE	(\$39,600)	(\$39,600)	(\$39,600)	(\$39,600)	(\$158,400)
Text Books	(\$4,000)	(\$8,000)	(\$12,000)	(\$16,000)	(\$40,000)
Student Services	(\$3,500)	(\$3,500)	(\$3,500)	(\$3,500)	(\$14,000)
Market Research and Marketing Outreach	(\$23,000)	(\$10,000)	(\$10,000)	(\$23,000)	(\$66,000)
Public/Private Development Plan for Sustainability	-	(\$4,000)	(\$8,000)	(\$15,000)	(\$27,000)
Expenses Sub Totals	(\$132,645)	(\$97,265)	(\$105,440)	(\$137,240)	(\$472,590)
TOTAL GRANT REQUEST					(\$633,590)

UC Merced Plan

Overview:

UC Merced (UCM) requested and will receive \$5,778,498 in funding to develop bachelor degree and certificate completion programming for stop out students, through a partnership between UC Merced Extension and the UCM School of Social Sciences, Humanities and Arts (SSHA).

UCM is in a distinctive position to expand positive influence via degree completion pathways for stop out students. By order of magnitude, stop out students tend live in rural areas, with 22% of California's stop out population currently living in the San Joaquin Valley (SJV).⁸ Of this regional stop out demographic, a majority (55%) are Latinx⁹ The impact of investing in the Central Valley would be extensive, as SJV stop out students are the most disadvantaged in economic and professional advancement opportunities of anywhere in California.

Through a partnership between UCM's Extension program and SSHA, the goals are to grow media-enriched core facilities and offer degree completion pathways for stop out students. Through transfer pathways and an associated fellowship program, stop out students will be invited to join an interdisciplinary academic home in liberal studies. The program will significantly expand degree completion opportunities in existing majors and certificate programs, with integrative support of comprehensive programming and specialized academic advising.

The main goals are: (1) enroll stop out students via transfer pathways; and (2) to grow existing major degree programs and initiate new Extension certificates for stop outs. To do so, the specific aims are:

- Design and initiate a study of UCM stop out students
- Promote and expand major degree completion, with certificate offerings as enrichment and post-baccalaureate professionalization
- Enhance academic support through specialized staffing and dedicated student success programming
- Support academic capacity growth, with expansion and improvement of major and certificate course offerings
- Develop facilities by retrofitting dedicated classrooms for synchronous learning opportunities

Overall, this project design increases degree completion with outreach, degree pathways and comprehensive support to encourage and sustain the return of stop out students in the region.

⁸ California Competes (Oct 2018) *Back to College: Part 1, Returning Adults*. Report. Retrieved from <https://californiacompetes.org/publications/back-to-college-part-one>, See Figure 9, Page 7. *Calculations are based on the California Census, as subset information from the American Community Survey Public Use Microdata Sample (PUMS) 2016 five-year estimate data.

⁹ CA Competes 2018, Figure AI, Page 13

(1) *A budget plan and description of how funds will be used for initial planning, curriculum development, outreach, and other start-up costs for the new or expanded programs.*

Budget plan Initial planning (year one):

Academic and Extension Staffing

Academic Advisor II (hire 1)	\$38,725
Registrar Specialist IV 0.50 FTE	\$31,493
Instructional Designer I	\$56,500
Financial Analyst I	\$47,000
Marketing and Outreach I	\$47,000
Study Grad Student Researcher	\$21,750

Faculty Resourcing

Teaching Faculty, LSOE (hire 1) (Faculty Director)	\$56,500
Teaching Faculty, LSOE (hire 2)	<u>\$56,500</u>
Total Personnel	\$355,468

Course Development Grants

Small Course Development Grants (24@3Kea)	\$15,000
Large Course Development Grants (10@10K ea)	\$20,000

Stop Our Student Programming

Program support as needed	\$30,000
Student Internship Stipends	\$20,000
Software	\$10,000
Marketing	\$10,000
Retrofit classrooms (8@100Kea)	<u>\$200,000</u>
Total Program Support	\$305,000

Grand Total Year One \$660,468

For complete budget details, see the *UC Merced Budget* in Appendix A.

(2) *Types of certificates, degrees and programs the University of California plans to develop or expand, which University of California extension locations will offer these programs, and how these programs meet regional labor market needs and student demand.*

Type of program:

Hybrid of both a bachelor's degree program and certificate program.

Location:

This is an individual campus proposal: University of California, Merced. Participating campus units are UCM Extension and the School of Social Sciences, Humanities and Arts.

How the Program will meet regional market needs and student demands:

As mentioned in the UC Budget for Current Operations (2019-20), "UC Merced is uniquely positioned to raise the college-going rate in the San Joaquin Valley and beyond."¹⁰ Further, UCM is in a distinctive position to expand its positive influence via degree completion pathways for stop out students.

¹⁰ The *UC Budget for Current Operations, Context for the Budget Request (2019-20)* provides an overview of the University's major policy issues, revenue needs, and expenditure plans. Retrieved from <https://www.ucop.edu/operatingbudget/>

Stop out students, as mentioned, tend live in rural areas, with nearly a quarter of California's stop out population living in SJV. Of this regional stop out demographic, a majority are Latinx Stop out students living in and around SJV are the most disadvantaged in terms of economic and professional advancement opportunities of anywhere in California.

Degree completion at the UCM campus would not only contribute to the University's broader purpose of building and diversifying the California workforce; this program would also transform the regional economy. As a Hispanic-Serving Institution, UCM is well positioned to engage and support this demographic. UCM has already been nationally recognized in the areas of graduation rates and other student success indices for its student population, with the distinction of being among the top ten universities for first-generation students.¹¹

It takes more than simple access or reentry to the UC to create a paradigm shift or improve equity outcomes. Notably, there are potential barriers for stop out students. For example, 93-95% of UC stop out students were not previously enrolled in dedicated academic and student support programs prior to departure, thus it is crucial to fund a comprehensive model for stop out student success, and a number of degree/certificate options should be made available. For this program to be successful, an integrative academic and social support model is pivotal to creating equity and sustaining degree completion goals.

This proposal utilizes current structures and supports based on faculty-defined academic programs, with campus-based benefits to students who are least likely to complete a UC degree. Through a partnership between UCM's Extension program and SSHA, UCM's goals are to grow core facilities and offer degree completion pathways for stop out students. This project substantially expands degree completion opportunities in existing majors and certificate programs, with integrative support of comprehensive programming and specialized academic advising.

(3) The tuition and fees for each certificate, degree and program.

Standard tuition revenue per student is \$11,442 and return to aid is 33%, with a net gain of \$7,522. UCM will then add \$2,000 to return to aid funds (17%) which raises the total RTA to 50%, with a net gain of \$5,721.

(4) The estimated number of students, by extension campus location and home institution, that will participate in the program.

UCM intends to enroll 180 transfers initially with 230 as a target and a post-grant target of 300.

(5) Information on types of financial aid, including state, federal, and institutional financial aid and loans that students in these programs may be eligible to receive.

This proposal includes an initial fellowship (\$500) for completion of courses in the first semester of SSHA Liberal Studies to offset tuition costs. The project also reduces the cost of attendance with a fellowship program (\$2,000 annually per stop out student, equivalent to 17% direct return to aid funding).

(6) A long-term plan that describes how these programs will be self-supported after the initial start-up.

Projected revenues and expenditures for the program from the time of inception through attainment of self-sustaining status ("steady state") is shown in Appendix A, UC Merced Budget.

[budgets-and-reports/current-operations-budgets/index.html](#), see page 46.

¹¹ For US World and News reporting summary, see <https://news.ucmerced.edu/news/2019/uc-merced-takes-another-giant-leap-us-news-rankings>.

APPENDIX A - UC Merced Budget

	grant 2020-2021 actual	grant 2020-2021 proposed	grant 2021-2022	grant 2022-2023	grant 2023-2024	grant 2024-2025	STEADY-STATE
Academic and Extension Staffing							
Academic Advisor II (hire 1)	\$38,725	\$77,450	\$79,774	\$82,167	\$84,632	\$87,171	\$89,786
Academic Advisor II (hire 2)	-	-	\$79,774	\$82,167	\$84,632	\$87,171	\$89,786
Academic Advisor II (hire 3)	-	-	\$79,774	\$82,167	\$84,632	\$87,171	\$89,786
Registrar Specialist IV 0.50 FTE	\$31,493	-	\$62,985	\$64,875	\$66,821	\$68,825	\$70,890
Online Course Developer	\$0	-	\$116,390	\$119,882	\$123,478	\$127,182	\$130,998
Instructional Designer I	\$56,500	\$113,000	\$116,390	\$119,882	\$123,478	\$127,182	\$130,998
Financial Analyst I	\$47,000	\$94,000	\$96,820	\$99,725	\$102,716	\$105,798	\$108,972
Marketing and Outreach I	\$47,000	\$94,000	\$96,820	\$99,725	\$102,716	\$105,798	\$108,972
Study Grad Student Researcher	\$21,750	\$43,500	\$44,805	\$0	\$0	\$0	\$0
Faculty Resourcing							
*Teaching Faculty, LSOE (hire 1) (Facu	\$56,500	\$113,000	\$116,390	\$119,882	\$123,478	\$127,182	\$130,998
Teaching Faculty, LSOE (hire 2)	\$56,500	\$113,000	\$116,390	\$119,882	\$123,478	\$127,182	\$130,998
Summer Session, GSIs (8@\$5935 ea)	\$0	-	\$47,480	\$48,904	\$50,372	\$51,883	\$53,439
4 Senate Faculty Mentors (of GTFs)	\$0	-	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
**TOTAL PERSONNEL	\$355,468	\$647,950	\$1,056,792	\$1,042,256	\$1,073,434	\$1,105,547	\$1,135,623
Course Development Grants							
Small Course Development Grants (24@3Kea)		\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
Large Course Development Grants (10@10K ea)		\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
Stop Our Student Programming							
Program support as needed		\$30,000	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000
Student Internship Stipends		\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$100,000
Career Support Materials & Speakers		-	-	\$10,000	\$10,000	\$10,000	\$30,000
Software		\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$50,000
Marketing		\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$50,000
Distance Education and Access							
Retrofit classrooms (8@100Kea)		\$200,000	\$200,000	\$100,000	\$100,000	-	-
***TOTAL PROGRAM SUPPORT		\$305,000	\$305,000	\$215,000	\$215,000	\$115,000	\$295,000
GRAND TOTAL PER YEAR		\$660,468	\$1,361,792	\$1,257,256	\$1,288,434	\$1,220,547	\$1,430,623
TOTAL GRANT FUNDS-5 YEARS		\$5,788,496					
REVENUE PROJECTIONS							
							STEADY-STATE
ENROLLMENT PROJECTIONS		0	0	100	135	160	200
Annual Tuition Revenue (Net of RTA)		\$0	\$0	\$766,614	\$1,034,929	\$1,226,582	\$1,533,228
NET COSTS OF PROGRAM****		(\$660,468)	(\$1,361,792)	(\$490,642)	(\$253,505)	\$6,036	\$102,605
TOTAL TUITION REVENUE AY2020-2025 (Net of RTA)		\$3,028,125					
*Faculty Program Director: Teaching Faculty assigned as Director will have reduced teaching load.							
**Staff and faculty salaries include benefits. COL adjustments are assumed to 3% a year.							
***Program support as needed: These funds are for the general cost of running the program and includes office needs, recruitment materials, misc supplies, course materials so that costs will not be passed-on to the student, etc.							
****The budget is based on a projected enrollment model for illustration, where the campus can assume costs as enrollment grows. In the course of the project, we will consider an extension per credit model as well, particularly with regard to certificate courses. Number of students is total students in the program each year and Steady State may be larger.							

UC Santa Barbara Plan

Overview:

UC Santa Barbara (UCSB) requested **\$967,921** to develop a hybrid bachelor degree and certificate completion program titled “Pathway to UC: A California Central Coast Project.” The proposal has two parts. The first part is a degree pathway and re-engagement plan. The aim is to improve access to UC, initially focusing on the North Central Coast and includes regional satellite locations targeting transfer-eligible students from junior colleges and/or people with some prior college experience. The second part focuses on workforce development through professional certificates. The plan proposes to expand existing professional education programs beyond the immediate vicinity of UC Santa Barbara into Northern Santa Barbara County and other areas of the UCSB Extension service area, with emphasis in AgTech, Information Technology, Healthcare and Business Management.

Although UCSB is located in a less densely populated area in comparison to sister campuses in major metropolitan areas, its assigned service region spans a vast and diverse territory, covering the California Central Coast from San Luis Obispo at the Northwestern apex to Ventura/Oxnard/Camarillo in the South, as well as Kern county. UCSB service region hosts over 1.5 million residents and encompasses a wide spectrum of economies, cultures, businesses, lifestyles, and politics. No other UC campus serves this important part of the state. In addition, UCSB is unique in its lack of traditional professional schools. Consequently, UCSB Extension—now known locally as Professional and Continuing Education (PaCE)—is the de facto service provider for professional coursework and certification for the campus and regional community.

In many parts of the service region, a critical need exists for many residents who, for a variety of socio-economic, geographic, or personal reasons, find it difficult to begin or continue a degree at any UC campus, even one that is less than an hour drive away. Internal research also indicates that there are significant unmet employer-driven needs in the service area that require enhanced professional skills that the local workforce is lacking, a problem that is growing, even in areas of the region dominated by agricultural economies due to increasingly sophisticated and technology-intensive farming practices. The UCSB proposal outlines a pilot project to address these needs in two parts:

1. Degree Pathway and Re-engagement: To improve access to UC, particularly in the North Central Coast, easing the transition to UC degree programs with regional satellite course options, primarily targeting transfer-eligible students from junior colleges and/or people with some prior college experience that are interested in re-engaging with the University. A key aspect of this program is adherence to all *existing* UC policies for degree admissions and completion, including residency requirements. As such, students targeted in this program will undergo the normal UC application process for admissions and financial aid, but may complete new transition coursework and up to one year of degree-related coursework from a satellite location.
2. Workforce Development through Professional Certificates: To expand professional education beyond the Santa Barbara/Goleta community, targeting specific unmet needs of the Northern Santa Barbara County region, particularly in AgTech, Information Technology, Healthcare, and Business Management skills, in close partnership with local government, the business community, and other institutions.

The initial pilot program will be based in Northern Santa Barbara County in the Santa Maria and Lompoc areas, partnering with Allan Hancock College, which has a presence in both cities. The longer-term goal is to replicate the program elsewhere in other parts of Santa Barbara County, as well as the counties of San Luis Obispo, Kern, and Ventura. The project and state funding will be a catalyst for extending the reach of UCSB to better serve the region. The initial focus on Northern Santa Barbara County is driven by a chronically high percentage of under-educated residents there. As such, the project is a unique opportunity for UC to engage a historically underserved part of the state and offers a chance to make a significant economic impact in this region.

(1) *A budget plan and description of how funds will be used for initial planning, curriculum development, outreach, and other start-up costs for the new or expanded programs.*

Budget plan

A detailed budget plan spreadsheet is included in Appendix A. The total requested amount is **\$967,921**. The details of the plan are given below.

Most importantly, the budget plan is organized to demonstrate how each element of the project will evolve from the initial launch in 2020-2021 to self-sustainability after five years. In the early years of the program, state funds are used largely to subsidize tuition costs for participants, which will be especially important to generate local interest and momentum in the project, and also to help compensate for operating losses at the beginning when projected enrollments are likely to be too low to generate sustainable revenue. Over time the number of courses and enrollments are projected to increase, and tuition will also be slowly increased during that time, in order to achieve sustainability after state funds have been exhausted. Additionally, some of the state funding is front-loaded in the first two years of the program to promote awareness of the program and establish the key physical and technological infrastructure needed to grow the program and achieve sustainability.

As described in the executive summary above, the project has two primary components: A UC Pathway & Degree Completion component, and a Professional Development/Certification Component. Due to a combination of the unexpected global pandemic and corresponding time delay in the start date of the project, the first courses for the UC Pathway & Degree Completion component cannot start until Summer or Fall 2021 at the earliest. However, the Professional Development/Certification component can begin immediately.

The budget plan is broken down vertically by the distinctive elements of the project, each of which are roughly independent and differ in terms of intended audience and projected tuition costs. The first two sections relate to the UC Pathway/Degree Completion component. "College Prep & Re-Engagement," relates to a new course that is intended to provide a smooth transition for participants into the UC, but would not be taken for degree credit. This would be taken by newly admitted students prior to beginning their degree program, or participants with prior college experience who are planning to apply/return to the UC. The course is designed to cover elements needed for student success in the UC. In maturity this course will be offered three times per year. The second component, "Degree Completion/Continuation" relates to degree-credit coursework that will be offered at the satellite locations. It should be noted and emphasized that the budget plan for the UC Pathway/Degree Completion components achieve sustainability at tuition levels that are well *below* existing UC tuition. This is made possible by leveraging sunk costs in courses that are already offered remotely on the main campus.

The "Professional Courses" component of the budget proposes an initial immediate launch of four courses from the existing portfolio of business/management and IT-related coursework in UCSB PaCE. In subsequent years, new courses will be introduced in North County that are tailored to specific needs of that region, specifically in AgTech, healthcare, and hospitality industries. State funds are used to subsidize tuition costs in the early years. A key aspect of this component of the project is a close partnership with local business and government representatives to identify the ongoing and evolving educational needs of the local workforce. We have also included an element in the project plan, reflected in the budget, called "Career Services and Counseling," which will offer quarterly workshops on career guidance and related topics (resume and interview preparation, individual counseling on professional development opportunities) to those who enroll in our professional courses. We have already begun this activity locally in Goleta and Santa Barbara, and will roll out the course in North County at a reduced price as part of this program.

The budget plan includes a line item for retaining the services of these units to develop courses and curricula that are tailored to the specific needs of the North County demographic.

(2) *Types of certificates, degrees and programs the University of California plans to develop or expand, which University of California extension locations will offer these programs, and how these programs meet regional labor market needs and student demand.*

Types of programs: Hybrid degree completion and certificate

Locations: Housed in UCSB Extension, Professional and Continuing Education (PaCE). The pilot program will be based in Northern Santa Barbara County in the Santa Maria and Lompoc areas, partnering with Allan Hancock College—which has a presence in both cities. The longer-term goal is to replicate the program elsewhere in other parts of Santa Barbara County as well as the counties of San Luis Obispo, Kern, and Ventura.

How the Program will meet regional market needs and student demands:

While Santa Barbara County in aggregate mirrors the rest of California, with over 41% of 2- and 4-year college graduates, North Santa Barbara County lags behind with only one in four adults 24 years or older holding a college degree. In some North Santa Barbara County areas, the prevalence of adults with college credits who did not achieve a degree is higher than average: in Cuyama, as well as in Vandenberg Village and Santa Ynez, about one in three adults has some college credits but no BA or AA, making them an ideal target for some kind of re-engagement program.

In North County, Allan Hancock College is by far the most attractive option for many young high-school graduates, and indeed many of these students do apply for transfer to UCSB as their first choice in the UC, but only a small fraction chooses to attend. Community leaders indicate that a part of the reason for this is that students from their community feel a need to remain close to home during their schooling, usually because of family or employment obligations. This is why matriculation through local colleges is the most attractive option for many. While a large number of such students are ultimately eligible for transfer to UC under the transfer admissions guarantee (TAG), many decline to pursue this option, in part because of the distances involved. Uncertainty about the political and cultural divides between UCSB and North Santa Barbara County also weighs heavily on prospective applicants.

In short, research suggests that prospective students from the region will need extra encouragement and support transitioning to a UC degree program, and any viable solution for increasing numbers of them to matriculate through UCSB will need to address some key geographical and socio-economic realities. Remote delivery of existing campus courses thus provides a low-cost option to complete some degree requirements off campus, and also provides additional flexibility in terms of scheduling, while maintaining the high quality of instruction by utilizing highly qualified UC faculty.

This program will allow students to start their path toward degree completion, one to two courses at a time, from the convenience of the communities where they live and work, at an affordable price that leverages the existing educational infrastructure at UCSB and local facilities made available to by partnering government and educational institutions. The expectation is that the local classes will be conducted after hours to accommodate the family and work-life realities of the population we are proposing to serve. What makes this also culturally compatible is that the students won't need to leave their employers and communities to get trained and that they will intermittently gather at a physical location. The blended instruction format will also help keep costs low.

The target population for the proposed program is as follows for each of the three main focus areas:

1. Transfer-eligible students from CCCs in the Central Coast region, especially in economically challenged parts of North Santa Barbara County.
2. Working professionals with little or no college background who need training for new employment or advancement opportunities, as well as students currently enrolled in degree programs at UCSB.

Meetings with the Cities of Santa Maria and Lompoc, as well as the regional Chambers of Commerce in North Santa Barbara County revealed many vocational and job-related needs of the local workforce that are in addition to, as well as in lieu of, degree completion objectives. The region is struggling to attract trained professionals to the area, and in the absence of other options, large local employers, such as Marion Regional Medical Center, Chumash Casino and Vandenberg Air Force Base, have been compelled to develop their own internal training programs, but these are typically organization-specific and do not serve the broader needs of the population. Other businesses and organizations have found some remote training options outside of California, but these are not optimal in terms of expense and return-on-investment. Marion Regional Hospital, one of the region's largest employers, is in dire need of physician assistants. The evolving cannabis industry is bringing with it a need for sophisticated laboratory testing and would prefer to hire locally, but the absence of educated and skilled labor is forcing employers to recruit from elsewhere at great expense. Similar stories with the ad-hoc and short term solutions in hospitality and agriculture which happen to be the two of the most important businesses for the north county economy.

With the help of the local businesses and city officials, the areas below have been identified as specific professional development needs:

- Needed across the board, regardless of business size and industry
 - Basic Coding and Web Development
 - Basic Business Management
- Specific industry drivers shared by many businesses
 - Hospitality Services and Management (Vineyards, Hotels, and other Tourism-intensive businesses that are drivers of the local economy)
 - Information Technology - (Agriculture and Healthcare)
 - Biological Testing and Lab Support Technicians - (Cannabis industry in Lompoc)
- Specific needs by largest employers
 - Preparatory Coursework for Medical Assistants and Healthcare Professionals for Marian Regional Medical Center in Santa Maria
 - Electrical Infrastructure and Power Line Technicians training for Santa Maria and Lompoc City governments

These cited needs are corroborated by published employment data for the region. Many of these topics dovetail with existing offerings in UCSB PaCE. For example, PaCE has courses in basic Accounting, Human Resources, Marketing, basic coding, etc. which can be exported to North County with only some logistical effort. Others, such as lab technician training, hospitality management, healthcare prep coursework will require additional course development.

(3) *The tuition and fees for each certificate, degree and program.*

In the early years of the program, state funds will be used to subsidize tuition for all coursework. Over time, as awareness and enrollments grow, tuition is gradually increased, such that the program is self-sustaining after five years. The details of the tuition ramp-up and enrollment assumptions are documented in Appendix A. The initial and final tuition rates:

	Initial Tuition	Sustainable Tuition
College Prep/Reengagement	\$75/course	\$235/course
Degree Completion/Continuation	\$100/course	\$475/course
Professional Courses/Certificates	\$125/course	\$500/course
Career Services/Counseling	\$50/- Workshop	\$100/workshop

(4) The estimated number of students, by extension campus location and home institution, that will participate in the program.

Since North Santa Barbara County has not historically had much engagement with the UC, we anticipate that early enrollments will be low until the awareness of the program grows and success rates have been established. The budget plan reflects this in both the number of courses offered and assumptions made about the average enrollments in each course. The following table contrasts the assumptions in the first and final years. Note that these are the numbers for the entire academic year (four academic quarters):

	First Year			Sustainability		
	Courses	Average Enrollment	Total Students	Courses	Average Enrollment	Total Students
College Prep/Reengagement	1	10	10	3	40	120
Degree Completion/Continuation	1	5	5	12	24	288
Professional Courses/Certificates	4	8	32	15	15	225
Career Services/Counseling	3	8	24	6	20	120
Total Students:			71			753

The planned cumulative enrollments over the first six years of the program is 2,331.

While the pilot program will be based in Northern Santa Barbara County in the Santa Maria and Lompoc areas, the longer-term goal is to replicate the program elsewhere in other parts of Santa Barbara County as well as the counties of San Luis Obispo, Kern, and Ventura.

(5) Information on types of financial aid, including state, federal, and institutional financial aid and loans that students in these programs may be eligible to receive.

A key aspect of the Degree Completion/Continuation component of the program is adherence to all *existing* UC policies for degree admissions and completion, including residency requirements. As such, students targeted in this program will undergo the normal UC application process for admissions and financial aid. In other words, eligibility for financial aid is the same as for any other UC Student. Additionally, the proposed program leverages state funding to provide substantial subsidies for those students who participate in the early years of the project, and in maturity the proposed tuition rates are still well below comparable courses on the main campus.

For the Professional Coursework and Certificate completion component of the program, there is no federal aid available that we are aware of, but some institutional scholarships and discounts are available for selected courses on a first-come-first-serve basis through PaCE. These change with time so students are directed to our website for the latest information. No loans are provided, but our organization usually makes accommodation for payment in installments over some period of time.

(6) A long-term plan that describes how these programs will be self-supported after the initial start-up.

*This was addressed earlier in the document.

APPENDIX A - Revised Budget Plan

		Program Years Subsidized by State Funding					Self Sustaining	
		2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	Totals
COLLEGE PREP & REENGAGEMENT								
Projected Total Enrollments		10	24	36	60	90	120	340
Projected Number of Transition Courses/Sections		1	3	3	3	3	3	
Proposed Tuition/Fees Per Course (one course each)		\$ 75	\$ 75	\$ 100	\$ 135	\$ 160	\$ 235	
Fee Revenue (Course Fees x Enrollments)		\$ 750	\$ 1,800	\$ 3,600	\$ 8,100	\$ 14,400	\$ 28,200	\$ 56,850
Expenditures		Item Cost						
Course development (one time)		3,500						\$ 3,500
Instructor/Faculty Salary		4,000	\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000	\$ 64,000
Benefits (if not covered by State funds) 14%		560	\$ 1,680	\$ 1,680	\$ 1,680	\$ 1,680	\$ 1,680	\$ 8,960
On Site Facilities & Maintenance		750	\$ 2,250	\$ 2,250	\$ 2,250	\$ 2,250	\$ 2,250	\$ 12,000
PPE for participants		5	\$ 120	\$ 180	\$ 300	\$ 450	\$ 600	\$ 1,700
Administrative Overhead (50%)			\$ 7,965	\$ 7,965	\$ 7,965	\$ 7,965	\$ 7,965	\$ 44,230
NSFAS (7% of non-state funded expenditures, est.)			\$ 126	\$ 252	\$ 567	\$ 1,008	\$ 1,715	\$ 3,720
Subtotals of Expenses for Course Delivery		\$ 13,318	\$ 24,141	\$ 24,327	\$ 24,762	\$ 25,353	\$ 26,210	\$ 138,110
Funds Needed (Expenses less Fee Revenue)		\$ 12,568	\$ 22,341	\$ 20,727	\$ 16,662	\$ 10,953	\$ -	\$ 83,251
DEGREE COMPLETION/CONTINUATION								
Projected Total Enrollments		5	24	66	135	240	288	753
Projected Number of Courses Per Year		1	3	6	9	12	12	
Projected Tuition/Fees Per Course - Open University Courses		\$ 100	\$ 100	\$ 150	\$ 225	\$ 350	\$ 475	
Fee Revenue (Course Fees x Enrollments)		\$ 500	\$ 2,400	\$ 9,900	\$ 30,375	\$ 84,000	\$ 136,800	\$ 263,475
Expenditures		Item Cost						
New Courses Developed Per Year		1	3	3	2	1	0	
OU Stipend for course development - ONE TIME		1,500	\$ 4,500	\$ 4,500	\$ 3,000	\$ 1,500	\$ -	\$ 15,000
Online production & recording - ONE TIME		2,500	\$ 7,500	\$ 7,500	\$ 5,000	\$ 2,500	\$ -	\$ 25,000
Local Proctoring and TA's		3,500	\$ 10,500	\$ 21,000	\$ 31,500	\$ 42,000	\$ 42,000	\$ 150,500
On Site Facilities & Maintenance		750	\$ 2,250	\$ 4,500	\$ 6,750	\$ 9,000	\$ 9,000	\$ 32,250
PPE for participants		5	\$ 120	\$ 330	\$ 675	\$ 1,200	\$ 1,440	\$ 3,790
Administrative Overhead (50%)			\$ 12,375	\$ 18,750	\$ 23,125	\$ 27,500	\$ 25,500	\$ 111,375
NSFAS (7% of non-state funded expenditures, est.)			\$ 168	\$ 693	\$ 2,126	\$ 5,880	\$ 5,456	\$ 14,358
Subtotals of Expenses for Course Delivery		\$ 12,435	\$ 37,413	\$ 57,273	\$ 72,176	\$ 89,580	\$ 83,396	\$ 352,273
Funds Needed (Expenses less Fee Revenue)		\$ 11,935	\$ 35,013	\$ 47,373	\$ 41,801	\$ 5,580	\$ -	\$ 141,702
PROFESSIONAL COURSES								
Projected Enrollments		32	48	90	144	195	225	734
Projected Number of Local Courses Offered Per Year		4	6	9	12	15	15	
Tuition/Fees per course - UNEX Professional Courses		\$ 125	\$ 150	\$ 250	\$ 350	\$ 450	\$ 500	
Fee Revenue (Fees x Students)		\$ 4,000	\$ 7,200	\$ 22,500	\$ 50,400	\$ 87,750	\$ 112,500	\$ 284,350
Expenditures		Item Cost						
New On-line Courses Developed per Year		1	3	3	3	3	1	
Course development - ONE TIME		2,500	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500	\$ 2,500	\$ 35,000
Instructor/Faculty Salary		4,000	\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000	\$ 66,000
Benefits (if not covered by State funds) 14%		560	\$ 1,680	\$ 1,680	\$ 1,680	\$ 1,680	\$ 1,680	\$ 9,240
Local proctoring		750	\$ 2,250	\$ 4,500	\$ 6,750	\$ 9,000	\$ 11,250	\$ 45,750
Administrative Overhead (50%)			\$ 19,680	\$ 27,645	\$ 35,610	\$ 43,575	\$ 41,075	\$ 179,455
NSFAS (7% of non-state funded expenditures, est.)			\$ 504	\$ 1,575	\$ 3,528	\$ 6,143	\$ 8,626	\$ 20,655
Subtotals of Expenses for Course Delivery		\$ 35,890	\$ 59,544	\$ 84,510	\$ 110,358	\$ 136,868	\$ 131,951	\$ 559,020
Funds Needed (Expenses less Fee Revenue)		\$ 31,890	\$ 52,344	\$ 62,010	\$ 59,958	\$ 49,118	\$ 19,351	\$ 274,670
CAREER COUNSELING SERVICES								
Projected Enrollments		24	60	90	90	120	120	504
Projected Number of Seminars Offered Per Year		3	6	6	6	6	6	
Tuition/Fees per course - UNEX Professional Courses		\$ 50	\$ 50	\$ 60	\$ 75	\$ 85	\$ 100	
Fee Revenue (Fees x Students)		\$ 1,200	\$ 3,000	\$ 5,400	\$ 6,750	\$ 10,200	\$ 12,000	\$ 38,550
Expenditures		Item Cost						
Instructor Salary		2,000	\$ 6,000	\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000	\$ 66,000
Benefits (if not covered by State funds) 14%		280	\$ 840	\$ 1,680	\$ 1,680	\$ 1,680	\$ 1,680	\$ 9,240
Administrative Overhead (50%)			\$ 6,840	\$ 6,840	\$ 6,840	\$ 6,840	\$ 6,840	\$ 37,620
NSFAS (7% of non-state funded expenditures, est.)			\$ 210	\$ 378	\$ 473	\$ 714	\$ 1,436	\$ 3,295
Subtotals of Expenses for Course Delivery		\$ 10,344	\$ 20,730	\$ 20,898	\$ 20,993	\$ 21,234	\$ 21,956	\$ 116,155
Funds Needed (Expenses less Fee Revenue)		\$ 9,144	\$ 17,730	\$ 15,498	\$ 14,243	\$ 11,034	\$ 9,956	\$ 77,605
Net Course Delivery Expenses (listed above):		\$ 71,987	\$ 141,828	\$ 187,008	\$ 228,289	\$ 273,035	\$ 263,413	\$ 1,165,558
Other Pilot Program Expenses								
Community Outreach & Communication		\$ 75,000	\$ 40,000	\$ 35,000	\$ 30,000	\$ 20,000	\$ 13,171	\$ 213,171
Technology Infrastructure Implementation/Maintenance		\$ 40,000	\$ 35,000	\$ 30,000	\$ 20,000	\$ 15,000	\$ 10,000	\$ 150,000
Instructional Development/Consultation (UCSB units)		\$ 10,000	\$ 10,000	\$ 10,000	\$ 5,000	\$ -	\$ -	\$ 35,000
Program Evaluation and Reporting (est.)		\$ 10,000	\$ 10,000	\$ 10,000	\$ 7,500	\$ 7,500	\$ -	\$ 45,000
Grand Total: Expenditures		\$ 206,987	\$ 236,828	\$ 272,008	\$ 290,789	\$ 315,535	\$ 286,583	\$ 1,608,729
Grand Total: Tuition/Fee Revenue		\$ 6,450	\$ 14,400	\$ 41,400	\$ 95,625	\$ 196,350	\$ 289,500	\$ 643,725
Total State Funds Requested (Expenditures less fee revenue)		\$ 200,537	\$ 222,428	\$ 230,608	\$ 195,164	\$ 119,185	\$ -	\$ 967,921

UC San Diego Degree Completion and Market Demands Research Plan

Overview:

UC contributes to the economy of California through programs designed to prepare the California workforce for future jobs. Part of this effort requires understanding regional workforce development needs, levels of educational attainment, and gaps between current offerings and demand. UC Extension is seeking funding for the expansion of programmatic offerings to address current gaps in the labor market. Particular emphasis is placed on developing programs in areas that Extension is unable to fund, and in areas where deserving audiences are unable to pay.

The UC San Diego Extension Center for Research and Evaluation will engage in a two-part study:

Phase I: First, UC San Diego Extension will carry out an assessment of the characteristics of degree completers in California. This will include understanding the demographics of degree completers, identifying institutions with high percentages of completers, and collecting information about the challenges people face in completing their degrees.

Phase II: Second, UC San Diego Extension will conduct an analysis using secondary data to understand state-wide and regional workforce needs. Research will include analysis of extant data to understand state and regional job markets, identify areas of growth, and to map job demand with current Extension certificate and degree offerings.

(1) A budget plan and description of how funds will be used for initial planning, curriculum development, outreach, and other start-up costs for the new or expanded programs.

The timeframe for completion of this project is eighteen months. The cost for this scope of work in this multi-phase research project is approximately \$200,000.00 of which Phase I will be allocated \$110,000 and Phase 2 will be allocated \$90,000.00. A detailed budget will be provided upon request.

UC San Diego Extension will try to answer the following research questions in Phase I:

1. What are the characteristics of the population of potential degree completers by field of study? Statewide? By region?
2. What challenges do degree completers encounter in California?
3. What capacity do degree completion students have to pay for their degree programs (and how much financial aid do they require)?
4. Which institutions are the top awarders of degree completions in California? What is the size, cost, and format (classroom-based, online, etc.) of successful programs?
5. How much emphasis do employers place on degree completions compared to other educational awards, such as certificates?
6. What are the most efficient and cost effective strategies for reaching targeted students with recruitment efforts?

(2) Types of certificates, degrees and programs the University of California plans to develop or expand, which University of California extension locations will offer these programs, and how these programs meet regional labor market needs and student demand.

UC San Diego Extension will conduct research for the state of California broadly. More specific research will be conducted for the areas surrounding all nine extension centers at Berkeley, Davis, Irvine, Los Angeles, Merced, Riverside, San Diego, Santa Barbara and Santa Cruz.

(3) *The tuition and fees for each certificate, degree and program.*

N/A

(4) *The estimated number of students, by extension campus location and home institution, that will participate in the program.*

N/A

(5) *Information on types of financial aid, including state, federal, and institutional financial aid and loans that students in these programs may be eligible to receive.*

N/A

(6) *A long-term plan that describes how these programs will be self-supported after the initial start-up.*

Total one-time funding is \$200,000 for 18 months.

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