



## California Adult Education Program, Santa Barbara Adult Education Consortium (SBAEC) Year-8 2022-2023 SPECIAL REQUEST FOR PROPOSAL – Unallocated Funds

### I. OVERVIEW

---

The Santa Barbara Adult Education Consortium (SBAEC) allocation for the Year-8 grant cycle was \$912,536.00. There is a total of \$117,600 of unallocated funds available in the YR 8 grant cycle.

All awardees are expected to expend funds no later than June 30, 2023.

The Consortium has historically awarded 70% or more of its total funding to programs. In 2021-2022, award allocations ranged between \$20,000.00 - \$224,000.00.

A comprehensive and competitive Request for Proposal submission will align with the California Adult Education Program (CAEP) grant and the Consortium's goals and objectives set forth below.

A comprehensive and competitive Request for Proposal submission will align with the California Adult Education Program (CAEP) grant and the Consortium's goals and objectives set forth below.

The **Statewide CAEP targets** programs in areas with a focus on economic mobility and include:

- (1) Programs in elementary and secondary basic skills, including programs leading to a high school diploma or high school equivalency certificate;
- (2) Programs for immigrants eligible for educational services in citizenship, English as a second language, and workforce preparation;
- (3) Programs for adults, including but not limited to older adults that are primarily related to entry or reentry into the workforce;
- (4) Programs for adults with disabilities;
- (5) Programs in career technical education that are short term in nature and have high employment potential;
- (6) Programs offering pre-apprenticeship training activities conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards for the occupation and geographic area;
- (7) Programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school

***Newly Added Statewide CAEP goals and initiatives Consortia need to address:***

- (8) COVID-19 Recovery: Address distance learning and ensure continued educational support for adult learners, faculty, and staff;
- (9) Potential Budget Reductions: How consortia are being strategic and responsive to the changes in the economy and to the impacts on adult education programs and its students;
- (10) Systemic Racial Injustices: How consortium plan to examine the issue of their role in addressing systemic racial injustices within their membership, partners and programs.

The overarching Santa Barbara Adult Education Consortium's **3-year plan goals** are the following:

- (1) To continue to provide excellent programming for adults in a variety of program areas based on proven needs within the seven areas allowable under AB104;
- (2) To continue to improve Student Learning and Achievement Goals focused on the needs of adult learners, and to assist in their transfer acceleration and career success;
- (3) To continue refining programs and services for students in alignment with Statewide initiatives;

(4) To provide awareness of educational offerings and training options available through a robust local marketing campaign;

(5) To develop a comprehensive data collection and accountability infrastructure for all programs and services funded by the consortium and to encourage cross-pollination with each other and Statewide initiatives;

(6) Where needed, to support partners that specialize in job placement, apprenticeship, internship, and job coaching.

The Santa Barbara Adult Education Consortium's **primary goals for the upcoming 2022-2023 year** are the following:

(1) Continue to support our noncredit faculty in building pathways to credit for existing and new CAEP programs;

(2) Support new activity resulting from AB705 implementation (focused on mathematics, English, and ESL);

(3) Support dual enrollment programs to engage high school students completing their degrees to begin their journey to transition to college, job search training and placement (SB-554);

(4) Continue to partner with the local Santa Barbara Workforce One-Stop operator and other agencies for career training initiatives;

(5) Continue to cross-pollinate CAEP initiatives with WIOA, Guided Pathways, Vision for Success, and Strong Workforce initiatives;

(6) Continue to support our existing SBCC programs that are aligned with the CAEP initiatives;

(7) Strengthen and support the Noncredit Student Support Services (SSS) Program to provide advising and career counseling, improved orientation to noncredit programs, and transitional support to jobs/careers or credit opportunities;

(8) Work in collaboration with the SBCC Admissions Office to strengthen and support the noncredit registration process;

(9) Support distance learning (live videoconferencing) initiatives and provide, where feasible, professional development training for faculty and staff in CAEP program areas;

(10) Develop a strategic plan that addresses systemic racial injustices within our membership, partners and programs.

(9) Collaborate with local Workforce to increase Adult Learner support systems (housing, foodbank resources, and public assistance programs);

(11) Develop a Noncredit Data Collection task force/workgroup that is committed to the collection of accurate data and analytics for all CAEP programs and services;

(12) Address newly added CAEP State Priorities: Equity, Leadership, Learner Transition, Marketing, Program Development Curriculum/Classroom, Program Evaluation, and Technology & Distance Learning;

(13) Extend programming and services in all of Santa Barbara south county with an emphasis in Carpinteria and Goleta

Based on the 2019 SBCC School of Extended Learning Economic and Workforce Gap Analysis for Adult Education Regional report, the Consortium's focus for the 2020-2021 selection of programs will need to continue enhancing educational programming in the following areas:

(1) Short-Term CTE in career skills training courses

(2) Short-Term CTE with a focus in areas such as Health Care and Health Training services

(3) Noncredit Adult High School/GED

(4) Noncredit English as a Second Language

(5) Noncredit Adults with Disabilities

(6) To ensure students can navigate through the SBCC system from noncredit to credit, the Consortium also identified the need for a robust Student Support Services program to help students plan their educational and vocational objectives.

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

(8) Develop a strategic plan that addresses systemic racial injustices within our membership, partners and programs.

CAEP Fiscal Regulation for all Independent Contractors and External Partners:

(1) Indirect, for Profit, or Fringe Benefits are not allowable expenses and cannot be reimbursed.

(2) All Independent Contractors and External Partners must submit invoices to the CAEP Coordinator for reimbursement.

(3) All external (non-SBCC) CAEP programs will receive two-three payments based on the timeline for completion as stated on the Activity Chart.

Data Collection for all CAEP Programs and Partners:

(1) All external (non-SBCC) CAEP programs must use the CASAS TopsPro Enterprise platform to electronically collect student data and participation and data points required by the State;

(2) All data collection must be collected on a quarterly basis.

Key Performance Indicators:

As stated in the Consortium’s 2019–2021 Three–Year Plan, the Consortium adopts the following key performance indicators related to the allowable program areas and will use these indicators as part of the rubric in selecting programs:

**Seven Program Areas**

**Key Performance Indicators**

1. Programs in elementary and secondary basic skills	Increase in enrollment in the AHS/GED program and increase hours attending resulting in higher FTES. Increase in the number completing a high school diploma or GED. Creation of new support courses for the AB705 initiative.
2. Programs for immigrants and English as a Second Language	Increase in enrollment and hours attending in the ESL program resulting in higher FTES. Increase certificate completion rates in ESL. Increase in supportive programming to reach more community members.
3. Adults Entering or Re-entering the Workforce	Broadening our reach to the One-Stop and other community partners to increase the numbers of students served. Continue a partnership with the one-stop to offer educational programs on site. Increase in enrollment and hours attending in the Career Skills Institute resulting in higher FTES.
4. Adults who assist secondary school students	Measure results of a pilot program with our community library partners to understand the value and number of students served.
5. Programs for Adults with Disabilities	Launched in 2019, create a realistic growth strategy for the new Adults with Disabilities Work Readiness and Career Certificated Program. Increase the number of enrollments in accordance with the strategy.
6. Programs in Short-Term CTE	Based on the recommendation of the BW Research environmental scan, develop new noncredit programs in CTE areas such as health, business, and information communication technology sectors.
7. Programs offering Pre-apprenticeship Training activities	Explore the possibility of coordinating with a formal apprenticeship program in Construction Technology, leveraging our piloted pre-apprenticeship activities in this department.

## II. APPLICATION: CAEP SBAEC 2022-23: NC English as a Second Language Program

---

This application includes a total of eight questions. Please ensure that each answer is succinct and directly addresses the question. Each answer should be no longer than 500 words per question. All applicants are required to meet with the School of Extended Learning (SEL) Vice President and CAEP SBAEC Director to discuss your proposal to ensure that it is in alignment with the overarching SEL programmatic goals and budget.

**THIS APPLICATION IS DUE NO LATER THAN OCTOBER 26, 2022 BY NOON.**

**\* Required**

I have reviewed the 2022-2025 CAEP Three-Year Plan and 2022-2023 Annual Plan and attest that this proposal is in alignment with Consortium's current goals and objectives. Yes

Are you an existing CAEP funding awardee? Yes

Program Name \*

Santa Barbara City College Noncredit English as a Second Language

Primary Contact Name \*

Monica Campbell

Primary Contact Email \*

[mncampbell2@pipeline.sbcc.edu](mailto:mncampbell2@pipeline.sbcc.edu)

Primary Contact Phone \*

805-683-8230

**Select Applicable Noncredit Program Area (drop-down menu) \***

Adult Education (ABE, ASE, Basic Skills)

Adults with Disabilities

English as a Second Language

Entry or Reentry into the Workforce

Literacy

Short-Term CTE/Programs in Pre-Apprenticeship

Student Support Services

**1. Executive Summary \***

Please provide an executive summary of your proposed plan that includes overarching goals to create new programs or expand existing programs in one of the CAEP programming areas identified above. Please justify the need of your proposed initiatives and include research, labor market information, employer feedback, student surveys, or other relevant information and describe how funding will further your objectives.

The Santa Barbara City College (SBCC) School of Extended Learning noncredit English as a Second Language (ESL) program aims to help adult immigrant and English Language Learners (ELLs) develop multi-literacy skills in their efforts to obtain a family-sustaining job, matriculate to post-secondary or career technical education, support children in school, and become productive members of society.

For this grant cycle, the proposed initiatives are 1) to increase students' attendance and persistence rates for in-person, remote, and in hybrid classes 2) to continue to increase the number of students who receive the state-recognized ESL certificates of competency, achieve CASAS learning gains, and accomplish their educational goals, and 3) to achieve robust enrollment by implementing targeted marketing and outreach strategies to reach more community members, especially those learners who haven't re-enrolled after the pandemic. At the onset of COVID-19 the overall attendance rate dropped, but over the past 2 years students have gradually been coming back to ESL classes.

In order to achieve the above goals, the noncredit ESL program will:

1. Train instructors and staff by providing innovative training and professional development opportunities, including

HyFlex training (pedagogical and hardware training), stipend work, and increased professional development hours for all. Continue to train faculty to apply strategies for success for all learners through equity, culturally responsive teaching and learning, and the pedagogy of multi-literacies that recognizes linguistic diversity and multimodal forms of communication influenced by the advancement of technology.

2. Enhance the enrollment support at the initial stages of student registration and enrollment process, and enhance technology support efforts to meet the needs of the students by providing computer workstations in ESL classrooms for students' technology needs.

3. Continue to raise awareness through marketing of the certificate and digital badging processes to incentivize course and certificate completion. Provide certificate learners with Digital Badges and paper certificates.

4. Coordinate with the SBCC student support services to provide orientation, enrollment, and assessment to all new and returning students, and strengthen our cross-agency partnerships to offer better wraparound services including childcare, housing, food security, financial support, physical and mental health support, academic and career counseling.

5. Update and revamp our ESL website to display current offerings, and continue to market the program to the community by providing information through the print schedule, snail mail, radio, and TV in multiple languages: English, Spanish, and in some cases, Chinese to reflect our current student population.

The intended outcomes are:

1. Improved student attendance and certificate completion rates
2. Student data collection, building upon WIOA efforts to collect and report accurate data
3. Increased number of learners enrolled in the noncredit ESL classes

## **2. Noncredit/Credit Integration and Alignment**

Please explain how your proposed program integrates adult education programs at SBCC and creates a transition to credit/transfer educational programs or creates a transition to the workforce (including, but not limited to, internships, jobs, pre-apprenticeships, and self-employment).

1. Developing more curriculum alignment and collaboration between credit and noncredit ESL classes, and focusing on ESL pathways to guide students to achieve their educational and professional goals through mapping and support from student support services.

2. Accurate assessment and attendance data collection and analysis are crucial to improving our services and practices in order to help students stay on their career or academic paths and achieve their goals.

3. By offering strategies for success for all students through equity, culturally responsive teaching and learning and the pedagogy of multi-literacies, we aim to improve all students' timely achievement of their career and academic goals.

4. By collaborating with the student support services and other community organizations, the noncredit ESL program can help streamline the intake, support, and matriculation processes to enhance learner persistence and goal attainment.

5. The development and enhancement of marketing and outreach materials in print, our website, radio and TV in multiple languages will help reach our potential ESL learners in the adult population in our community and help them get on the path to achieving their educational and career goals.

## **3. Outreach & Marketing \***

Please describe your plans to conduct outreach and marketing to promote the proposed program initiatives aimed at increasing enrollment, job attainment or advancement, or transition to credit programs.

The noncredit ESL program will work with the Vice President of the School of Extended Learning, Carola Smith, the SBCC Public Affairs and Communications department, and the SBAE consortium members, as well as the student, faculty and community representatives in order to determine the needs and effective methods of outreach and marketing of our program.

In Year 8, the noncredit ESL program will utilize our print schedule, radio and TV ads, our updated website, and other translated materials as our main tools to enhance our efforts to reach the low-skilled adults who are non-digital natives. Additional outreach will be to local high schools, local employers with potential ESL students, and other SBCC SEL programs like the Career Skills Institute. Provide more outreach to Isla Vista and potential students in Northern part of Goleta, perhaps through partnership with the UCSB Family Housing Center.

The noncredit ESL program will also target the two zip code areas: 93101 and 90117 in our marketing and outreach efforts. According to the consortium's 3-year plan, the above areas have "the highest populations of potential ESL students-adults who speak English less than very well (p.13)."

#### **4. Partnerships \***

Please list 3-5 provide prospective CAEP Programs or other external community entities you plan to work with to maximize student and client participation and describe your prospective collaborative efforts.

- SBCC Student Services- referrals to wraparound services, career and academic counseling, and development of abbreviated education plans
- SBCC Adult High School/GED/Bilingual GED- Student transfer
- SBCC Career Skills Institute-Student transfer
- SBCC Guided Pathways, EOPS, DSPS- specialized support, and student matriculation - Santa Barbara Workforce One-Stop operator-Referrals, Collaboration through the WIOA Title I and Title II initiatives
- Santa Barbara Public Libraries-literacy program and one-on-one ESL tutoring referrals for additional ESL support for our learners
- K12 Schools- referrals, collaboration for family engagement, and family literacy development
- Carpinteria Community Partners-Carpinteria Children's Project, Carpinteria High School

#### **5. Leveraging Funds \***

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

- SBCC General Funds- Unrestricted: \$851,382.85
- The Workforce Innovation and Opportunity Act (WIOA) funds: \$291,089.00
- The Lottery Funds: \$ 21,000

#### **6. Diversity, Inclusion, and Equity**

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

The noncredit ESL program will offer professional development activities to instructors and staff to apply strategies for success for all learners through equity. The strategies include culturally responsive teaching and learning and the pedagogy of multi-literacies that recognizes linguistic diversity and multimodal forms of communication influenced by the advancement of technology.

To ensure equitable access to all learners, the noncredit ESL program will offer enrollment and technology support to students who need it. Furthermore, the ESL program will coordinate with the SBCC student support services and strengthen our cross-agency partnerships to offer better wraparound services including childcare, housing, food security, financial support, physical and mental health support, academic and career counseling to all students. We will also put extra effort into ensuring that our program information reaches the population with low literacy and low technology access. We will use simple language, translation, and varied media such as print and radio to make sure that the immigrant community is aware of our tuition-free courses and all the resources we provide including free Chromebooks, internet access, and textbooks.

#### **7. Outcomes**

Please list between 3-5 outcomes in the next year.

(i.e. 1. increased enrollments by 5%, 2. two new state certificates in small business development for bilingual learners)

1. 5% increase in student enrollment in all areas, in-person, remote, and HyFlex classes
2. 5% increase in certificate achievers and completion of courses
3. Continue to offer current certificates, and expand certificate offering to 1-2 more program certificates

#### **8. Target Number of Students**

- I. Served during the 2021-2022 grant year-1,370
- II. Plan to serve for the 2022-2023 grant year-1,439