

2019 - 2021

Santa Barbara Adult Education Consortium

Request for Proposal for Adult Education Funds

Due: November 6, 2019

The Santa Barbara Adult Education (SBAE) Consortium allocation for the Year-4 grant cycle is \$900,000.00. All awardees are expected to expend funds no later than September 1, 2021. The Consortium has historically awarded 70% or more of its total funding to programs. In 2018-2019, award allocations ranged between \$30,000.00 - \$75,000.00.

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.

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.

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 upcoming 2019-2020 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 of our credit partners to develop noncredit courses as part of Statewide initiatives;
- (3) 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;
- (4) Continue to partner with the local Santa Barbara 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.

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 2019-2020 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.

CAEP Fiscal Regulation for all Independent Contractors and External Partners:

- (I) Indirect, for Profit, or Fringe Benefits are not allowable expenses and cannot be reimbursed.
- (II) All Independent Contractors and External Partners must submit invoices to the CAEP Coordinator for reimbursement.
- (III) 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:

- (I) 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;
- (II) 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

<p><i>1. Programs in elementary and secondary basic skills</i></p>	<p>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.</p>
<p><i>2. Programs for immigrants and English as a Second Language</i></p>	<p>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.</p>
<p><i>3. Adults Entering or Re-entering the Workforce</i></p>	<p>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.</p>

4. <i>Adults who assist secondary school students.</i>	Measure results of a pilot program with our community library partners to understand the value and number of students served.
5. <i>Programs for Adults with Disabilities</i>	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. <i>Programs in Short-Term CTE</i>	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. <i>Programs offering Pre-apprenticeship Training Activities</i>	Explore the possibility of coordinating with a formal apprenticeship program in Construction Technology, leveraging our piloted pre-apprenticeship activities in this department.

THIS APPLICATION IS DUE NO LATER THAN MIDNIGHT, NOVEMBER 6, 2019.

* **Required**

I have reviewed the 2019-2021 CAEP Three-Year Plan and 2019/2020 1-Year Plan and attest that this proposal is in alignment with Consortium's current goals and objectives. *

YES

Are you an existing 2015/16, 2016/17, 2017/18, 2018/19 CAEP funding awardee? *

Yes

Program Name *

Santa Barbara City College School of Extended Learning English as a Second Language Program

Primary Contact Name *

Sachiko O. Oates

Primary Contact Email *

sooates@pipeline.sbcc.edu

Primary Contact Phone *

(805) 683-8230

Applicable Noncredit Program Area *

Adult Education (ABE, ASE, Basic Skills)

English as a Second Language/Literacy

Adults in the Workforce

Adults with Disabilities

1. Executive Summary *

Please provide an executive summary of your proposed plan (to include overarching goals and outcomes) to create new programs or expand existing programs in one of the areas identified above.

The Santa Barbara City College (SBCC) School of Extended Learning noncredit English as a Second Language (ESL) program aims to support adult immigrants and English Language Learners (ELLs) 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 program's overarching objectives are 1) to increase students' attendance and persistence rates, 2) to raise 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 effective marketing and outreach strategies to reach more community members.

In order to achieve the above goals, the noncredit ESL program will (action plans):

1. Improve our data collection methods to capture accurate student attendance, learning outcomes, CASAS learning gains, and certificate completion data for analysis and cycle of efficient course planning, implementation, and evaluation.
2. Train instructors and staff to apply evidence-based strategies to enhance adult learner motivation and persistence and to effectively practice data-informed instruction.
3. Leverage technology to explore new accelerated learning methods for effective learning and persistence
4. Invigorate the certificate process to incentivize course and certificate completion
5. Continue our efforts to align curriculum and reinforce the career pathways for ELLs as we move forward with federal and state initiatives such as the Workforce Innovation and Opportunity Act (WIOA), Immigrant Integration, Guided Pathways, Vision for Success, and AB 705
6. Collaborate with the college's student support services and build cross-agency partnerships to offer better instructional support and wraparound services including tutoring, childcare, housing, food security, financial support, physical and mental health support, academic and career counseling.
7. Develop and implement marketing and outreach plans that target the low skilled adult immigrant population in our area and create student advising and marketing materials to provide information on career and academic pathways.

The intended outcomes are:

- Improved student data collection and reporting
- Increased number of students with an abbreviated education plan and clearly defined learning goals
- Improved student attendance, certificate completion, and matriculation rates
- Increased number of learners enrolled in the noncredit ESL classes

2. Integration *

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

Accurate data collection and analysis is crucial to improving our services and practices in order to help students stay on their career or academic paths.

By offering evidence-based accelerated learning methods, students will be able to stay on their paths to realize their individual career and academic goals in a timely manner.

By collaborating with the student support services, the noncredit ESL program can help streamline the intake, support, and matriculation processes to enhance learner persistence and goal attainment. The creation of advising and outreach materials and pathway maps will help ESL students set and achieve their educational and career goals.

3. Justification *

Please justify the need of your proposed program and include research, labor market information, employer feedback, student surveys, or other relevant information and describe how funding will further your objectives. For programs that have previously received funding, please justify the need and provide a status report on your existing award(s) and remaining balance(s).

The noncredit ESL program was awarded \$74,100 in year 4 (2018-19). The program currently has 59% of the funds remaining to complete the proposed year 4 activities, and we are right on schedule. The target completion date of the remaining year 4 activities is Summer 2020 (Year 4 Objectives 1, 2, & 4).

So far the Noncredit ESL program provided workshops and communities of practice on the English Language Proficiency Standards for Adult Education to 12 faculty members. 9 of the noncredit instructors formed a curriculum committee and collaborated with the credit department chair and our division representative for the curriculum advisory committee (credit faculty). The noncredit ESL program was able to submit modification proposals for the programs' core course outlines (Year 4 Objective 3). While the modification proposals have been submitted, the noncredit faculty team will still need to prepare for and attend the curriculum advisory committee meetings to move our proposals through the approval process. Thus the noncredit ESL program would like to request funds for more curriculum work in year 5. In addition to working on the curriculum modification project, the program adopted a new textbook series, designed and provided binders to students, and trained instructors on technology integration in order to incorporate college and career readiness skills into our instruction (Year 4 Objective 3).

Another accomplishment thus far is that the noncredit ESL program successfully implemented CASAS eTesting program (Year 4 Objective 5). This will support more efficient and accurate data collection.

For this grant cycle, the noncredit ESL program's priority is that we reach as many adult ELLs in our area and the learners complete level certificates and achieve their educational goals. In addition, the program will aim to capture accurate student data in terms of attendance, Student Learning Outcomes (SLOs), certificate completion, CASAS learning gains, matriculation to higher-level courses or career technical programs. Our year 5 goals and plans are in complete alignment with the consortium's 3-year key performance indicators for the Programs for immigrants and English as a Second Language.

The college's student information system (SIS) indicates that the overall attendance rate of the noncredit ESL students was 52 % in 2018-19. Our goal is to achieve at least 55 % in 2019-20. Based on our assessment records, SIS data, and instructor generated course improvement plans in the past, there is a correlation between learners' attendance and course completion and goal attainment. By targeting an increase in attendance we can also help our students persist in our program to complete a level, move to the next level, matriculate to post-secondary education, and/or obtain a family-sustaining job. This goal also supports the college and consortium's goal to increase the noncredit ESL program's Full-Time-Equivalent (FTE) student number.

The noncredit ESL program will continue to support our research based texting program to increase learner persistence. A study by Harvard Business School shows that students' attendance rates can improve as a result of texting motivational messages and organizational reminders to students (Chande, Luca, Sanders, Soon, Borcan, Barak-Corren, Linos, Kirkman, & Robinson, 2015).

The proposed professional development activities will support instructors and staff in learning about adult motivation and applying tangible strategies to increase learner persistence. Adults are inherently self-motivated, and the most effective motivators include elevated self-esteem, job satisfaction, or improved quality of life (Knowles, 1984). It is also observed that self-esteem and self-efficacy are closely related to adult learners' future achievement (Carpentieri, 2014). At the same time, adults' intrinsic motivation can be blocked by barriers such as negative self-concept, inaccessible opportunities and resources, and time constraints (Knowles, 1984). By improving our instruction and services to meet the needs of adult learners, the noncredit ESL program aims to reach higher attendance and achievement rates.

In addition, it is crucial to continue to train our instructors and staff in order for more students to achieve learning gains and to be college and career ready. In the noncredit ESL instructor competency self-assessment conducted this year, more than 40 % of the survey respondents indicated that they need support in refining instructional practices through reflection on data. Furthermore, 45-55 % of the assessment survey respondents indicated that they feel the need to improve their ability to build learners' digital literacy and higher-order thinking skills. With proper support and training, the noncredit ESL program aims to achieve at least a 10 % increase in CASAS student learning gains and certificate completion.

Finally, the noncredit ESL program will focus on our marketing and outreach efforts. Our new strategies include targeting the two zip code areas, 93101 and 93117. According to the economic and workforce gap analysis for adult education students conducted in 2018-19 by BW Research Partnership, the above mentioned areas have more than 13,000 potential ESL students who speak English less than "very well". We will also launch multi-media (print, social media, radio, etc) campaigns that focus on career and

academic pathways for adult immigrants. According to a student career interest survey conducted in Spring 2019, the following career paths were the most popular: Medical, Accounting, Food Services, Graphic Design, and Cosmetology. We will focus on the above mentioned career paths for ESL students and create marketing and advising materials. The intended outcomes for these efforts are to increase the number of students who enroll in our program and achieve their goals.

References:

Carpentieri, J. D., (2014). Improving basic skills in adulthood: Participation and motivation. Literature Review prepared for the European Commission Working Group on Adult Learning.

Chande, Raj, Michael Luca, Michael Sanders, Xian-Zhi Soon, Oana Borcan, Netta Barak-Corren, Elizabeth Linos, Elspeth Kirkman, and Sean Robinson. "Curbing Adult Student Attrition: Evidence from a Field Experiment." Harvard Business School Working Paper, No. 15-065, February 2015.

Knowles, M. et al. (1984). *Andragogy in Action. Applying Modern Principles of Adult Education*. San Francisco: Jossey-Bass

4. Outreach & Marketing *

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

The noncredit ESL program will continue to work with the consortium members, the Vice President and Dean at the School of Extended Learning 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.

This year, the noncredit ESL program will 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)."

5. Partnerships *

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

SBCC Student Services

SBCC Adult High School/GED/Bilingual GED

SBCC Career Skills Institute

EqualiTech

Public Libraries

6. SBCC Noncredit Student Support Services *

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

The noncredit ESL program will be working closely with the Student Support Services advisors and staff to plan and coordinate class visits, student orientation, abbreviated Ed plan development, follow up, and data reporting.

7. Alignment *

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

The School of Extended Learning noncredit ESL program is one of the "existing SBCC programs that are aligned with the CAPE initiatives (consortium's primary goal #6)" and listed as one of the selected educational programs as part of the Consortium's focus for the 2019-2020 cycle.

Our goals and objectives align with the Santa Barbara Adult Education Consortium's goals and objectives. All of the Noncredit ESL program's goals and plans above aim to "improve Student Learning and Achievement Goals focused on the needs of adult learners, and to assist in their transfer acceleration and career success (consortium's overarching 3-year plan goal #2) and "support building pathways to credit programs (consortium's primary goal #1)." Our goals and plans directly address the key performance indicators set by the consortium for the Programs for immigrants and English as a Second Language. The noncredit ESL program's action plan #1 supports the consortium's efforts in collecting accurate data (consortium's primary goal #3). The noncredit ESL's action plan #5 directly relates to the consortium's primary goal #5, which states "continue to cross-pollinate CAEP initiatives with WIOA, Guided Pathways, Vision for Success, and Strong Workforce initiatives."

8. Leveraging Funds *

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

SBCC General Funds (78%)

WIOA (16%)

CAEP (5%)

9. Diversity, Inclusion, and Equity*

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

The noncredit ESL program welcomes all the adult English Language Learners in the area and serves a diverse population with varied cultural, ethnical, educational, and socioeconomic backgrounds. Many of our adult immigrant learners consist of lower-skilled service workers. The program strives to empower and upskill those with low educational attainment and support them in obtaining a family-sustaining career.

By making students the center of learning, the program advocates for culturally responsive teaching and accelerated learning with high rigor and high support. Our instructors aim to bring out the potential in everyone by setting high expectations and providing scaffolding and assistance according to the students' experiences, skill levels, and backgrounds.

Furthermore, the noncredit program ensures that our outreach and marketing efforts reach the low literacy population and working adults by using varied media, languages, and strategies. We also make sure that our intake process is streamlined and simple to meet the needs of adult ELLs.

10. Activity Chart *

Please use the Activity Chart provided in the link under the instructions and email to sbaebg@gmail.com. The Activity Chart should outline your program's specific objectives and activities, along with a timeline for completion, the person/agency responsible, outcomes and data capture methods. Please attach additional pages if necessary. *

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

Total Budget Requested *

\$ 110,000

1000 (Instructional Salaries) *

Total dollars requesting for INSTRUCTIONAL PERSONNEL (include 25% for BENEFITS in 3000 section below)

\$ 12,000

1000 Detail *

Please provide a detailed budget for this category.

Faculty Curriculum and SLO Coordination: \$6,000

Faculty Professional Development, CoPs, Data Meetings: \$4,000

Faculty Technology and Instructional Support \$2,000

2000 (Noninstructional Salaries) *

Total dollars requesting for PERSONNEL (include 20% for BENEFITS in 3000 section below)

\$30,000

2000 Detail *

Please provide a detailed budget for this category.

Enrollment/Persistence support

1. Admissions and Student Service Liaison/Retention calls
2. Student Story Publishing
3. Peer Mentor Coordination
4. Certificate/Badge/Data Tracking Support

3000 (Benefits from 1000 and 2000 categories) *

Total dollars requesting for BENEFITS . The average benefit rate is 25%.

\$ 9000

4000 *

Total dollars requesting for INSTRUCTIONAL SUPPLIES and NON-INSTRUCTIONAL SUPPLIES and Computer Software (not hardware).

\$20,000

4000 Detail *

Please provide a detailed budget for this category.

Instructional Supplies & Instructional software: \$ 5,000

Non-Instructional Supplies: \$ 8,000

Marketing Supplies/Texting Program: \$ 7,000

5000 *

Total dollars requesting for CONSULTANTS, MEETINGS, PROFESSIONAL DEVELOPMENT

\$ 36,000

5000 Detail *

Please provide a detailed budget for this category.

- Independent Contractor (Marketing/Graphic Design Specialist) 30,000
- Travel and conference \$ 5,000
- Meeting Expenses (Graduation/ Pathway day) \$1,000

6000 *

Total dollars requesting for CAPITAL OUTLAY (Computer Hardware)

\$ 3,000

6000 Detail *

Please provide a detailed budget for this category.

Computer/Chromebooks/Projectors and other peripherals " \$3,000

Total number of adult students served in 2017-2018 and 2018-2019 (for CAEP awardees). *

2017-18: 1577 (TOPSpro CAEP Summary)

2018-19: 1379 (TOPSpro CAEP Summary)

Target number of adult students you plan to serve from 2019-2021. *

1,600

Your answer

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

Some of the instructor stipends and outreach programs can be incorporated into the college's general funds.

The professional development, data collection, and technology integration programs can be supported partially by WIOA.