



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.

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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 2022-2023: NC Adult HS GED 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. Y/N*

Are you an existing CAEP funding awardee? Y/N*

Program Name *

Santa Barbara City College School of Extended Learning Adult High School/GED Program

Primary Contact Name *

Monica Campbell

Primary Contact Email *

mncampbell2@pipeline.sbcc.ed

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.

For this grant cycle, the program's overarching objectives are-

- 1) To start training and implementing Hyflex/hybrid learning in AHS/GED classes at both campuses, Wake and Schott.
- 2) To promote diversified pathways to post-secondary education and streamline the transition to credit programs.
- 3) To identify best practices in diploma completion, GED certification, and transition to college.
- 4) To collect and track student data including assessment, goal attainment, and attendance data to better identify the programs' strengths and areas for improvement in ensuring the program meets equity goals and the needs of all students.
- 5) To improve the enrollment level and meet our equity goals by implementing targeted marketing and outreach strategies to reach more community members. Continue to expand and welcome more students back to school, as well as open up more opportunities to our community members.

In order to achieve the above goals, the Adult High School/GED program will:

- A) Research and implement Hyflex/hybrid classes that meet the needs of our students and provide students with a computer workstation on campus.
- B) Streamline the pathways to college by establishing credit for prior learning systems in coordination with the credit English and Math departments.
- C) Develop informational materials and an inquiry-based goal exploration program for informed and empowered educational planning. The pathway information includes Adult dual enrollment, SBCC Promise, EOPS, College for Working Adults, and Financial Aid programs.
- D) Create a peer support mentoring program and hire student workers.
- E) Offer Face to Face CASAS e-Testing as well as remote testing. Create an equity data task force to analyze student data and to put forth recommendations. Coordinate with the local K12 districts (including Carpinteria and Goleta), nonprofit organizations as well as private businesses for outreach and community collaboration.
- F) Offer more hours, days and times, that students can utilize 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.

The intended outcomes are:

- a) Diversified student population and higher FTES.
- b) Expanded pathways for adult secondary students and increased rate of students transitioning to credit and/or vocational training, certification programs, GED completion, and goal achievement.
- c) Increased number of learners enrolled in the AHS/GED classes in all modalities-in-person, remote, and Hybrid/Hyflex.
- d) Improved assessment rates and more accurate data collection.

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).

- A) By exploring multiple modalities and options for earning a diploma/GED certificate, we will be able to meet the diverse needs of adult secondary students and support their career and academic goal achievement.
- B) By collaborating with the student support services (SSS) and other college departments as well as community organizations, the AHS/GED program can help streamline the intake, support, and matriculation processes to enhance learner persistence and goal attainment
- C) The development and enhancement of marketing and outreach materials in print, radio, our updated website, and TV in multiple languages will help reach the adult population with lower (digital) literacy levels in our community and help them get on the path to achieving their educational and career goals
- D) 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

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 AHS/GED program will work with the Vice President of the School of Extended Learning, Carola Smith, SBCC Public Affairs and Communications department, SEL marketing consultants, 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 AHS/GED program will utilize digital flyers, social media, as well as paper flyers, and other translated materials as our main tools to enhance our efforts to reach the diverse adult population including those who are non-digital natives. Moreover, our plan includes exploring a student ambassador program. The AHS/GED program will continue to target the zip code area 93101 and 93117 in our

marketing and outreach efforts. According to the consortium's 3-year plan, the above area has "the greatest population of adults who have not obtained a high school diploma or equivalent...with over 5,200 of these individuals (p.13)." In addition, we will increase our outreach efforts in Carpinteria with onsite outreach, counseling, and student support services in this area, strengthening our relationships with community organizations like Carpinteria Children's Project and Carpinteria High School, a possible liaison with the high school, as well as building new relationships in the workforce there, working to return to previous and new worksites, and increasing hours and materials to Carpinteria.

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 tutoring referrals for additional AHS/GED 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: \$368,857.03
- The Workforce Innovation and Opportunity Act (WIOA) funds: \$291,089.00
- The Lottery Funds: \$ 33,500

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 AHS/GED program addresses diversity, inclusion, and equity by developing multiple learning modalities, by analyzing our data for developing more equitable systems as well as prioritizing support for the student populations (men/students with disabilities, lower literacy levels including digital literacy, as well as homeless students, students living in shelters, students with unstable home environments).

The AHS/GED 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 AHS/GED program will offer enrollment and technology support to students who need it. Furthermore, the AHS/GED 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 and

internet access.

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/hybrid classes
2. 5% increase in student with completion of courses and passing GED
3. Continue to offer current certificates GED vouchers for students who qualify, and increase GED vouchers offerings by 5%

8. Target Number of Students

I. Served during the 2021-2022 grant year-297 students

II. Plan to serve for the 2022-2023 grant year-320 students