California Adult Education Program, Santa Barbara Adult Education Consortium (SBAEC)
Year-8 2022-2023 REQUEST FOR PROPOSAL

I. OVERVIEW

The Santa Barbara Adult Education Consortium (SBAEC) allocation for the Year-- 8 grant cycle is $912,536.00. A total of $84,000.00 of unallocated funds from the Year-7 grant cycle has been added to the Year-8 grant cycle thereby bringing the total allocation to $996,536.00.

All awardees are expected to expend funds no later than March 31, 2024.

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.

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;
(1) Programs for adults with disabilities;
(2) Programs in career technical education that are short term in nature and have high employment potential;
(3)   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;
(1) To continue refining programs and services for students in alignment with Statewide initiatives;
(2)   To provide awareness of educational offerings and training options available through a robust local marketing campaign;
(3)   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;
(4) 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 2021--2022 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 video conferencing) 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
(1)   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.
(1) Support new activity to support distance learning and ensuring continued educational support for adult learners, faculty, and staff in response to COVID-19;
(2) 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.

(1) All Independent Contractors and External Partners must submit invoices to the CAEP Coordinator for reimbursement.
(1)   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;
(1) 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 increased 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

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 MAY 11, 2022.

 * Required

I have reviewed the 2019-2021 CAEP Three-Year Plan and 2021-2022 Annual Plan and attest that this proposal is in alignment with Consortium's current goals and objectives. *
☒YES   ☐NO

Are you an existing CAEP funding awardee? *
☒YES   ☐NO

Program Name *
School of Extended Learning Student Support Services
Primary Contact Name *
Carola Smith
Primary Contact Email *
smithc@sbcc.edu
Primary Contact Phone *
(805) 730-4043

Select Applicable Noncredit Program Area *

☐ Adult Education (ABE, ASE, Basic Skills)   ☐ Literacy

☐ Adults with Disabilities   ☐ Short-Term CTE/Programs in Pre-Apprenticeship

☐ English as a Second Language   ☒ Student Support Services

☐ Entry or Reentry into the Workforce

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.

Your answer (500 word limit)
The School of Extended Learning Student Support Services program performs a wide range of functions focused on providing noncredit students with access to academic and workforce development programs and helping students clarify and attain their educational and career goals. The department primarily provides support services to students in English

as a Second Language (ESL), Adult High School (AHS), GED, Bilingual GED, and students enrolled in short-term vocational certificate programs offered through the Career Skills Institute, such as Personal Care Attendant (PCA), Medical Assistant (MA), Restorative Nurse Assistant (RNA), Green Gardener (GG), Construction Technology (CT), and ServSafe (SS). Additionally, the department provides academic and career advising services to ensure timely degree completion and to facilitate transfer to the credit program. The department routinely works with a highly diverse student population, the majority of whom are disproportionately impacted and minoritized students. To better support our historically marginalized and minoritized students by removing access barriers and providing students with holistic wrap-around services, we propose the following initiatives and associated funding requests:

1. **Social Worker/Mental Health Counseling services**. Currently, there are no mental health services available to noncredit students. The need for culturally responsive mental health counseling has significantly increased as a result of the pandemic, which has had a disproportionate impact on the SEL learner community. Throughout the pandemic, we have observed a significant increase in the number of students who experience serious mental health issues. There are many stressors that contribute to the development or exacerbation of mental health issues among noncredit students, many of whom are low-income students who also experience food and housing insecurity. While the student program advisors are aware of the various challenges and complex dynamics experienced by disproportionately impacted students and students of color, the support of a part-time licensed mental health counselor/social worker is needed to be able to effectively support students with mental health issues and to connect students to the appropriate community resources they need in order to stay enrolled and to achieve their educational goals. Estimated cost: $75,000 (10 TLUS each for fall, spring, and summer (for Summer I and II combined).

2. **Establishment of an onsite Tech Shop at the Wake Campus.** This project is a foundational piece of an Information Technology project to provide equity for the students of the School of Extended Learning (SEL). This project will entail constructing a tech shop space which will be used for the storage, configuration, and deployment of IT resources for SEL. This space will allow IT to bring the level of desktop computing in SEL to the level of the main campus on Cliff Drive. This project will be instrumental to SEL's ability to resolve a long-standing issue where the computing infrastructure was so ineffectual that faculty had difficulty delivering high quality instruction and students had difficulty accessing sufficient computing resources to be successful. Access to computing resources has become critically important since a large number of noncredit courses continue to be delivered in a synchronous online, hybrid, or hyflex format. The proposed project will ensure that noncredit students have equitable access to computer technology. Estimated cost: $21,000.

3. **Creation of a Hyflex Studio Classroom at Carpinteria High School.** Due to the physical distance between SBCC and Carpinteria High School, Carpinteria high school students have been historically underserved by SBCC. To improve access to SBCC's instructional programs, we propose establishing a Hyflex classroom/studio at Carpinteria High School that would allow students to access SBCC classes in real time in a classroom and to participate remotely through a video conferencing application. SBCC Instructors would be able to conduct their classes remotely via Zoom and to interact in real time with Carpinteria High School students. This establishment of a hyflex classroom would help maintain a live classroom experience for students while allowing students to participate online. Each session would be recorded and posted on a designated website for future viewing. Students would log into a website to participate in the class allowing recording for positive attendance records. Class capacity could more easily reflect the course curriculum rather than the capacity of the classroom. Estimated cost: $35,000 (including $30,000 in equipment and $5,000 to train Carpinteria High School staff in the operation and maintenance of the classroom equipment).

4. **Noncredit/credit Curriculum Alignment.** Currently SBCC offers noncredit to credit program articulation in two program areas, Environmental Horticulture and Accounting. Additionally, SBCC offers co-enrolled courses of credit and noncredit students taking courses alongside each other, such as Computer Information Technologies courses and an Accounting course that prepares students to take the IRS Enrolled Agent exam. The co-enrolled format meets different student needs, serving both students who enroll in the course to earn a certificate or an Associate degree as well as students who take

the course to advance in the workplace. The SEL Career Skills Institute offers a series of short industry-based noncredit courses that provide students with the training they need to secure employment, advance in their careers and/or provide students skills they need to establish or grow their business. SBCC career skills courses are packaged into stackable certificate programs to enable students to earn a certificate as well as a digital badge – demonstrating mastery of clearly defined skills. The certificates and badges cover four key areas: business, design, technology, and career education. SEL closely collaborates with Santa Barbara community business leaders to determine what skills are needed for students to thrive and compete in the marketplace. Additionally, the recent development of an AP pertaining to Credit for Prior Learning offers additional opportunities to enable noncredit students to apply noncredit coursework towards credit degree programs. To facilitate the broader alignment between noncredit and credit degree programs, the continued support of a designated Curriculum Advisory Committee noncredit faculty liaison is requested to oversee noncredit curriculum development and articulation. Estimated cost: $10,000 faculty stipend for a designated noncredit CAC faculty liaison.

5. **Recruitment/Outreach/Enrollment Support.** The Student Support Services staff has recently resumed outreach efforts at the local high schools. To help familiarize prospective students with our programs and campuses, we would like to expand our outreach activities at the local high schools and to provide onsite orientation programs for prospective students at the Schott and Wake Campuses. The associated expenditures include mileage for employees commuting to the local high schools and supplies and materials for the onsite orientations. Estimated cost: $6,500 ($1,500 for mileage and $5,000 for orientation event materials and supplies)

6. **Transcript Analyst Services.** The transcript analyst will work in close collaboration with the Adult High School/GED/Bilingual GED programs as well as with the credit counseling department, the Career Center, and community services to ensure that students progress as efficiently as possible through their academic studies and that transcripts are evaluated in a timely manner. Estimated cost: $10,000 (approx. 3 hours per week/40 weeks per year).

7. **Radio Advertisements.** To increase awareness of existing support services (featuring the services provided by SEL SSS, the Community Education Center, small business advising services, and academic, career, and mental health counseling services), the SEL Student Support Services Program plans to run radio advertisements in Spanish- and English-speaking radio stations in the local community. These advertisements have proven to be successful in the past and are anticipated to result in higher utilization of existing services. Estimated cost: $10,000.

Which SBAEC Primary Goals does your Executive Summary align with (select all that apply) *

x 1	☐ 6	☐ 11
☐ 2	☒ 7	☐ 12
☐ 3	☐ 8	☐ 13
☐ 4	☒ 9	
x 5	☐ 10	

2. **Noncredit/Credit Integration and Alignment ***
Please explain how your proposed program initiative(s) align(s) with other 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). If there are more than one proposed initiatives, applicants should list each initiative and briefly address how they align.

Your answer (500 word limit)

A noncredit/credit student support services work group consisting of noncredit and credit student support services faculty, staff, and program managers was formed last fall to better facilitate students' transition from noncredit to credit programs and to the workforce. The group has regularly met throughout the academic year to build more intentional pathways for both ESL and noncredit programs, to identify existing barriers, and to facilitate students' transition from noncredit to credit. The addition of the proposed services will provide comprehensive wrap-around services for noncredit students and will address the most pressing needs identified by the work group. The institution plans to centralize noncredit and credit student support services to avoid duplication of efforts and to ensure that all students receive equitable access to support services, regardless of their credit/noncredit status and campus location.

1. The addition of a mental health counselor will enable students to receive mental health counseling and referral services, which will provide the needed support services to enable students to complete their noncredit degree programs and to successfully transition into the credit program or to enter the workforce.

2. The enhancement of the technology infrastructure at the Wake and Schott Campuses will remove technological access barriers for noncredit students, thereby enabling them to more fully benefit from the instructional programs offered and to successfully complete their chosen programs of study.

3. The establishment of a hyflex classroom at Carpinteria High School will remove existing access barriers for Carpinteria High School students by allowing them to enroll in remote learning opportunities and by facilitating students' transition from high school to college courses and workforce preparation programs.

4. The alignment of noncredit curriculum with existing credit programs will enable noncredit students to earn academic credit for their noncredit coursework. This will shorten the needed time for students to complete credit degree programs and significantly enhance their chances of successfully completing credit degree programs and/or entering the workforce.

5. The proposed outreach activities to local high schools will increase awareness of existing noncredit programs and result in higher enrollments and degree completion rates.

6. The services of the transcript analyst will ensure students' timely completion of the Adult High School Program and facilitate transfer to the credit program.

7. The radio advertisements will increase awareness of existing support programs and result in higher utilization of services, better retention, degree completion, and potential transfer into the credit program.

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 mental health counselor/social worker will reach out to community resources and develop customized referral resources for our different student populations (e.g. English language learners, students with disabilities, students who are experiencing food insecurity, etc.).
- The establishment of a hyflex classroom facility at Carpinteria High School will facilitate access to remote instructional programs and result in higher enrollments.
- The proposed outreach activities at local high schools, campus tours, open houses, and orientation programs will enhance awareness of existing noncredit programs and result in increased enrollments.
- The radio advertisements will increase awareness of the support services offered by the School of Extended Learning and result in higher utilization of existing services.

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.

Your answer (500 word limit)

- Earlier this spring, SEL partnered with the SBCC Center for Equity and Social Justice to bring basic needs services to the Wake Campus. A food pantry is currently being established at the Wake Campus, which will be funded with Student Equity and Achievement funds. The provision of basic needs services will support the mental health of our students.
- Earlier this year, SEL established a partnership with the Santa Barbara Economic Development Collaborative to establish Small Business Development Center advising services at both noncredit campuses to assist noncredit and credit students with technical business advising services.
- Most recently, SEL has reached out to the Public Library to inquire about the possibility of entering an agreement between SBCC and the Public Library to make free tutoring services offered by the Public Library available at the Wake Campus.

  All of the above mentioned partnerships enhance existing programs and services and aim to provide comprehensive support services to our diverse community of adult learners.

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.

Your answer (500 word limit)

- At present, the noncredit Student Support Services is staffed with two full-time SPAs and three hourly staff funded by the Student Equity and Achievement (SEA) fund. One hourly staff is assigned to support the SEL Community Education Center, and the other two front desk hourly staff currently provide clerical support. The department is currently being reorganized to turn the two hourly positions into a permanent classified position supported by general District funds to be able to provide more consistent front desk assistance.
- A part-time academic counselor has been hired leveraging Strong Workforce funding to provide much needed academic counseling services and to create abbreviated and comprehensive education plans for the noncredit student population.
- SBCC currently serves as an education partner for a county-wide, $2.4M federal Workforce Development grant. With the support of this grant, SBCC provides career counseling services, training and job placement for 250 currently or recently incarcerated individuals.
- The existing Student Support Services staff will be assigned to closely collaborate on the proposed program initiatives to proactively reach out to prospective students, to enhance the existing onboarding process, and to provide comprehensive wrap-around support services. Additionally, the SPAs will closely collaborate with the mental health counselor and the academic and career counselors to refer students to the appropriate support services. It is anticipated that the existing staff will dedicate approximately 20% of their time to provide direct support to the proposed program initiatives.

6. Diversity, Inclusion, and Equity *

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

Noncredit Student Support Services plays a crucial role in supporting SEL's highly diverse adult population.

This proposal seeks to increase access to adult education programs and to mitigate existing equity and opportunity gaps by providing CAEP students with proactive onboarding and intrusive support services designed to guide them through the successful completion of degree programs and their transition into the workforce. The additional resources requested in this grant proposal will be instrumental to our ability to reach a wider diverse population in the community, to mitigate existing access barriers and equity gaps, and to increase enrollments and student retention, particularly in the ESL and Adult High School/GED/ and Bilingual GED programs, which specifically target disproportionately impacted students.

7. Outcomes*
Please list between 3-5 outcomes for the next year.
(e.g. 1. increased enrollments by 5%, 2. two new state certificates in small business development for bilingual learners)

The intended outcomes are:
- Increased number of learners enrolled in the noncredit classes and higher and more accelerated Diploma/certificate completion rates
- Enhanced wrap-around support services to enable learners to stay enrolled and to achieve their educational goals (including mental health counseling services, basic need services, and community referrals)
- Expanded outreach activities and support services for local high school students
- Increased rate of students transitioning to credit and/or vocational training and certification programs
- Higher persistence and attendance rates

8. Target Number of Students
I. Served during the 2021-2022 grant year

ESL/AHS/GED Combined student headcount: 1,421
ESL Badges and certificates: 236 badges/certificates (2020-21)
71 badges/certificates (Summer II -Fall 2021)

Career Skills Institute Digital Badges:
2020-2021: 345 (same number as 2019-2020)
Summer II, 2021: 260 (significantly higher than previous years)
Fall 2021: 42 digital badges/certificates thus far in CTE-related areas (Green Gardener, Personal Care Attendant). Fall numbers have not yet been finalized.

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

A 10% enrollment increase is anticipated for the coming academic year.

III.	**BUDGET WORKSHEET**

Complete and email the 2022-2023 Santa Barbara Adult Education Consortium the excel **Budget Worksheet** to sbaebg@gmail.com.