

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.

I have reviewed the 2019-2021 CAEP Three-Year Plan and 2021-2022 DRAFT Annual Plan and attest that this proposal is in alignment with Consortium's current goals and objectives. *

Yes

No

Are you an existing 2018/19, 2019/20, 2020/2021 CAEP funding awardee? *

Yes

No

Program Name *

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

Primary Contact Name *

Sachiko Ozaki Oates

Primary Contact Email *

sooates@pipeline.sbcc.edu

Primary Contact Phone *

8056838230

Applicable Noncredit Program Area *

- Adult Education (ABE, ASE, Basic Skills)
- English as a Second Language/Citizenship
- Entry or Reentry into the Workforce
- Adults with Disabilities
- Short-Term CTE/Programs in Pre-Apprenticeship
- Literacy
- Other
- Other: Immigrant education and workforce preparation

1. 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 help adult immigrants and English Language Learners (ELLs) develop multiliteracy 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 citizen/members of society.

For the year 7 grant cycle, the program's overarching objectives are:

- 1) To develop official distance education (DE) options for the adult ESL populations and offer at least 2 certificate programs (i.e. 4-6 courses) in the asynchronous online modality. Our current emergency distance education approval is scheduled to expire in December 2021
- 2) To develop a course/program to support emerging immigrant entrepreneurs, especially focusing on starting women-owned microbusinesses (including e-commerce).
- 3) To offer in-person classes safely in the high-demand areas (East Side/Carpinteria) in coordination with our community and local business partners, as well as at our Wake and Schott campuses to meet the needs of the student population we lost during our remote learning period. Our goal is to improve our instructional support and programmatic systems to meet the needs of lower-level students.
- 4) To recover the enrollment level by implementing targeted marketing and outreach strategies to reach more community members, especially the workers whose job security might continue to be threatened by the pandemic and women who left the workforce to adjust to the needs of their families during the pandemic. Special efforts will be made to improve the learning outcomes of the students with lower language proficiency levels.
- 5) To streamline the transition to credit programs and identify best practices in certificate completion and transition to college
- 6) Improve our CASAS testing rates for the ESL, Vocational ESL, and Citizenship courses.

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

- A) Work with the SBCC Faculty Resource Center and the curriculum committee to train and support instructors in developing distance education curriculum addenda and distance learning content in Canvas
- B) Work with the SBCC IT and IR departments as well as Banner consultant to establish and streamline the data collection systems to allow for accurate FTES data collection for distance learning required by the California Community College Chancellor's Office.
- C) Hire consultants who are local female entrepreneurs/small business owners (immigrant background preferred) to collaborate with the ESL and CSI faculty to design a program for micro-business start-ups for immigrants/English Language Learners
- D) Purchase and utilize a software program geared toward immigrant entrepreneurship/workforce development
- E) Coordinate with the local K12 districts, nonprofit organizations as well as private businesses to reestablish or seek site use agreements.
- F) Collaborate 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.
- G) Develop and implement marketing and outreach plans that target the non-digital-native adult immigrant

population in our area. This includes developing and disseminating the program information through snail mail, radio, and TV in multiple languages: English, Spanish, and in some cases, Chinese to reflect our current student population.

H) Work with the credit departments to create articulation agreements and streamlined processes.

I) 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, Financial Aid, and Credit ESL programs.

K) Create a peer support mentoring program and hire student workers

J) Offer Face to Face CASAS e-Testing as well as remote testing.

The intended outcomes are:

a) Diversified student population

b) Expanded pathways for adult immigrants

c) Increased number of learners enrolled in the noncredit ESL classes

d) Improved assessment rates and data collection

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, and self-employment). *

A) By offering multiple modalities (official DE as well as face-to-face) for learning, we are able to meet the diverse needs of the adult immigrants/English Language Learners in the community and support their career and academic goal achievement.

B) By developing a program to cultivate immigrant female entrepreneurs, we can support the local immigrant women who left the workforce during the pandemic in discovering a new and creative way to re engage in the workforce/self-employment while meeting the needs of their families

C) By collaborating with the student support services (SSS) and other college departments, as well as community organizations, the noncredit ESL program can help streamline the intake, support, and matriculation processes to enhance learner persistence and goal attainment

D) The development and enhancement of marketing and outreach materials in print, radio, 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

E) By collaborating with other SBCC departments and disseminating the information about available services and streamlined transition processes, ESL students whose goal is to transfer to a credit program can do so more effectively

F) 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. 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, include students served, and provide a status report on your existing award(s) and remaining balance(s). *

Objective 1:

There are many reasons the ESL program should develop official distance learning options for our students: student preference, dismantling barriers to attendance, and SBCC's vaccine mandate for attending face-to-face courses to name a few.

The student survey regarding the Fall 2021 semester student preferences conducted by the noncredit ESL program between April and June 2021 revealed that over 70 % of the current students preferred remote learning, and only 28 % (50 out of 178 respondents) prefer Face to Face courses. While the survey results may be skewed as all the respondents were taking classes remotely at the time of the survey administration, this is a significant number of students who are benefiting from our remote learning option. The noncredit programs' emergency distance education approval through the state chancellor's office is scheduled to expire in December 2021. It is crucial that our programs start working on the official DE addenda for at least a few selected classes to meet the needs of our students.

The same survey mentioned above also revealed that the noncredit ESL students face obstacles such as childcare, transportation, and anxiety around anti-Asian incidents nationwide, as well as on our own campus. Comments in the survey indicate that some Asian students are afraid to be on campus or use public transportation due to the staggering increase in Asian hate incidents. Asian/Asian American students make up the second-largest ethnic group in ESL at 10 %. Having a permanent distance education option will help eliminate the aforementioned barriers.

In addition, the SBCC board of trustees passed the resolution to require vaccination to all our students visiting our campuses effective October 1 or upon FDA approval of one of the COVID-19 vaccines. While SBCC and the noncredit programs provide vaccine incentives, as of August 6, 2021, only 2% of the Noncredit students have submitted their vaccine information to SBCC. We need a way to serve our unvaccinated* students past October 1. The vaccine equity Q and A session on August 4th disclosed that many Adult ESL students face additional barriers to access vaccinations (language, Immigration status, ID/insurance concerns, etc.). Over 70% of our students are Latina/o/x (Hispanic). While "Hispanic/Latino/a residents represent 48% of the County's population (Wavecomm, May 2021)," the vaccination rate of the population is currently at 39% and is lower than that of the white population at 48% (SB Public Health, July 2021).

*until students and employees submit their vaccine card through the SBCC portal, they are treated as "unvaccinated"

For the above reasons, the noncredit ESL program believes that it is important that we develop at least two certificate programs through the official DE approval.

Objective 2:

Research shows the disproportionate impacts of Covid on women and immigrants in the workforce. Thus our focus is on immigrant women for this cycle of finding. According to Gallup, more women dropped out of

the workforce during the pandemic than men (Rothwell & Saad, 2021). It is observed that working mothers with children are disproportionately affected compared to men with children. In addition, Gallup's analysis of the 2019 American Community Survey indicates that women are overrepresented in the industries that have seen an increase in unemployment during the pandemic, such as personal care and food services while women are underrepresented in occupations that transitioned more easily to remote work, such as production, computers, engineering, and management (Rothwell & Saad, 2021). Moreover, Pew Research Center reports that the increase in the unemployment rate for immigrant women was higher at 17.3% in 2020 than that of women born in the US at 13.4%. (Kochhar & Bennett, 2021). This was despite the fact that immigrants are disproportionately impacted as they worked on the front lines of the pandemic as "essential" workers (Beyer, 2021).

Another aspect regarding immigrants is that because of their entrepreneurship, they play a vital role in economic recovery and growth. 1 in 4 new businesses in the US is created by immigrants. Immigrants employ nearly 8 million American workers nationwide. Immigrants and the children of immigrants founded nearly half of all Fortune 500 companies (Beyer, 2021).

The above are the reasons why we hope to create a certificate program for immigrant women and their workforce re-entry, especially in starting a small/micro business. While the statistics on the successful immigrants are amazing, our plan is to start small and focus on microbusinesses for women with the development of critical English skills, whether it is for selling their creations online, marketing their services via phone Apps, or opening a pop-up store. Something they can start in their living room with little capital, leveraging local funding opportunities, support resources, and free tools. This is a gap that exists in our ESL and CSI offerings, and it is time that we close the gap.

Objective 3 and 4:

Through analyzing the enrollment data as well as qualitative data through communications with instructors and community partners, there exists a high demand for in-person classes. I have been in communication with the Carpinteria Children's Project and the community members in Carpinteria and on the east side and have heard multiple requests for in-person classes and services. As well, our CASAS data shows that the enrollment rate for male students has dropped 49% since the pandemic compared to 32% for women. Furthermore, the pre-literacy -low beginning level students' participation rate declined 83- 97% compared to 38% overall. While the data may not be accurate due to the difficulty of remote testing for CASAS, especially with students with lower literacy levels, this is a critical equity issue that we must address. To offer in-person classes safely at our Wake and Schott campuses as well as a few community locations, the noncredit ESL program will work with our community partners, SBCC departments, and the noncredit faculty. While keeping the students, faculty, and staff members' health and safety at the forefront, we hope to meet the needs of the learners with low literacy-proficiency levels. We will also adjust our marketing strategies as we diversify our modalities.

Regarding the wraparound services, outreach, and marketing, through the staff and faculty survey conducted in July 2021, 100% of the survey respondents indicated that enrollment and persistence support is either very important/necessary or crucial to have additional support in this area. Similarly, 81% of respondents indicated that outreach and marketing are very important/necessary or crucial to have additional support in this area.

Objective 5: Through student and faculty interviews in Spring 2021, it is observed that there exist situational, dispositional as well as institutional barriers to transitioning to credit programs for adult English Language Learners. The activities and methods are based on the educational research and literature review reported by Oates (2021):

Studies show that a lack of self-confidence and lack of support resources can lead to low participation and low achievement of adult learners. Feelings of inadequacy, inhibition, fear of failure, and fear of judgment are common dispositional barriers that can limit students' mental bandwidths and cognitive abilities (Ciriza-Lope et al., 2016; Patterson et al., 2016). Citing Bandura (1977, 1982), Ajzen and Madden (1986) explain that individuals' self-efficacy or confidence to perform an action is closely related to one's behavior. Students' understanding of available resources and opportunities can affect students' perceived behavioral control. With the lack of information on the pathways and support services, there exists a gap between students' perceived behavioral control and actual control. By identifying relevant support services, students' perceived behavioral control and actual control can align. Wraparound services are also observed to increase students' persistence (Mullainathan et al., 2013; Prins et al., 2017). Furthermore, in order to appeal to the students' behavioral attitudes, specifically, their instrumental attitudes, the in-class activities include learning the benefits of college education such as better career prospects, lower unemployment rates, and higher earnings, which are found to be the major motivators for adult learners.

...Mentoring and networking are observed to support disproportionately impacted (DI) learners in multiple studies (Kimmel et al., 2016; Kundu, 2017; Patterson et al., 2016).

...Providing a supportive community that shares similar goals can have positive impacts on students' self-confidence and behavior (Ajzen et al., 1986). Having peer mentors, who successfully transitioned to a credit program after having gone through a noncredit program, is also designed to affect students' perceived behavioral control by making the transition seem indeed possible ... Moreover, in accordance with the positive deviance theory (Marsh et al., 2004), the purpose of having successful graduates in the support group is to learn from community insiders and replicate [sustainable] best practices.

Objective 6: As mentioned in the section for objective 3-4, COVID-19 has severely affected the noncredit ESL program's ability to assess our students with the 1:1 remote testing method. As we safely return to campus, we work towards offering some Face to Face assessment opportunities starting in Fall 2021 in order to collect accurate assessment data.

Finally, below is the status report on our existing award(s) and remaining balance(s).

According to the SBCC student information system data, the noncredit ESL program served 995 ESL learners during the 2020-21 academic year. The program was awarded \$70,000 in year 5 (2019-20) and an additional \$20,000 through the Emergency Funding in Response to COVID-19 with 58 % of the funding remaining. In addition, the ESL programs award for year 6 was \$75,937.50, which we will start expending soon.

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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 work with the SBCC Public Affairs and Communications department, Juliana Minsky, our marketing consultant, 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 7, the noncredit ESL program will utilize mailers, radio and TV ads, 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.

The noncredit ESL program will also target the two zip code areas: 93101 and 93117 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)." In addition, we will increase our marketing efforts in Carpinteria.

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 Career Skills Institute- IET programming, Student transfer, curriculum development that targets adult immigrants

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 Guided Pathways, EOPS, DSPS, College for Working Adults- specialized support, and student matriculation

Santa Barbara Workforce One-Stop operator-Referrals, Collaboration through the WIOA Title I and Title II initiatives

Public Libraries- referrals and possible curriculum alignment and articulation

K12 Schools- outreach, referrals, site-coordination, collaboration for family engagement, and family literacy development- We continue to work with the Goleta Union School district and Carpinteria School district to distribute our program flyers through Parent Square and work with the Santa Barbara School district through their PEAC program

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 community outreach, 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 statewide CAPE initiatives "Programs for immigrants eligible for educational services in citizenship, English as a second language, and workforce preparation" and listed as one of the selected educational programs as part of the Consortium's focus for the 2021-2022 cycle: "(4) Noncredit English as a Second Language." In addition, all of the proposed activities and goals align with the newly added statewide CAEP goals and initiatives including Distance learning, COVID-19 response, and addressing equity issues.

Furthermore, the noncredit ESL program's goals and objectives align with the Santa Barbara Adult Education Consortium's three-year plan key performance indicators: "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." All of the Noncredit ESL program's 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). The ESL program's plans also address the consortium's overarching 3-year plan goal #5: "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." The ESL marketing and outreach plan directly correlates with the consortium's overarching 3-year plan goal # 4: "provide awareness of educational offerings and training options available through a robust local marketing campaign."

Finally, the noncredit ESL programs proposals align with most of the Santa Barbara Adult Education Consortium's primary goals for upcoming the 2021-2022 including support for AB705 and cross-pollination with WIOA, Guided Pathways and Vision for Success (#2 & 5), technology and distance education, professional development for online learning (Goals #9 and #13), equity, and addressing systemic racial injustices (# 10 & 13), collaboration with SSS and the local workforce for wraparound support (#7 and #11), noncredit data collection (#12), and emphasis in Carpinteria and Goleta (#14).

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- Unrestricted: (72%)
The Workforce Innovation and Opportunity Act funds: (20%)
CAEP Year 6, and Emergency Funds: (7%)
The Lottery Funds: (1%)

9. Diversity, Inclusion, and Equity: Please describe how your program will create a diverse, inclusive, and equitable educational experience for adult learners. Please identify strategies in which your program plans to address racial inequality and professional development support for instructors and staff. *

The noncredit ESL program addresses diversity, inclusion, and equity by developing multiple learning modalities and by focusing on immigrant women who left the workforce during COVID as well as prioritizing support for the student populations (men/students with disabilities, lower literacy levels including digital literacy) that were not served well through remote learning since the stay at home order.

We will continue to use the Year 6 funds to offer professional development to faculty and staff

10. Potential Budget Reductions: Please describe what specific programming needs and/or services your program would reduce or eliminate should the CAEP grant budget be reduced (range 10-25% at any point during the grant cycle). Please note that final budget reductions would be determined by the Santa Barbara Adult Education Consortium based on the Consortium's priorities and goals. *

We will reduce across the board and modify the plans.

11. Activity Chart: Due by midnight, August 13, 2021 *

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 *

70,000

1000 (Instructional Salaries) *

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

17,000

1000 Detail *

Please provide a detailed budget for this category.

Stipends for NC Faculty and CAC Distance Education specialist Noncredit Curriculum
Coordinator/Committee Rep, Credit Chair/Faculty for articulation work

2000 (Noninstructional Salaries) *

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

20,000

2000 Detail *

Please provide a detailed budget for this category.

FRC Staff Overtime for Special NC Training, Student Worker-Peer mentors

3000 (Benefits from 1000 and 2000 categories) *

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

9,250

4000 *

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

1,750

4000 Detail *

Please provide a detailed budget for this category.

New materials for Immigrant Education

5000 *

Total dollars requesting for CONSULTANTS, MEETINGS, PROFESSIONAL DEVELOPMENT

22,000

5000 Detail *

Please provide a detailed budget for this category.

Consultants for immigrant women-owned small business and Banner consultant for Distance Ed apportionment accounting, marketing, and outreach Services for high enrollment

6000 *

Total dollars requesting for CAPITAL OUTLAY (Computer Hardware)

NA

6000 Detail *

Please provide a detailed budget for this category.

NA

Do you currently receive other NON-CAEP funding that supports the proposed activity? If yes, please describe how additional funding expands or supports that activity. *

SBCC General Funds- Unrestricted: support Instructional Faculty for teaching assignments, classified support

The Workforce Innovation and Opportunity Act funds: (20%) Supports hourly instructional aides and employees, assessment and data collection

The Lottery Funds: (1%) supports instructional supply purchases

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

Incorporate the activities into the general fund or utilize other funding sources

Total number of adult students served in 2018-2019, 2019-2020, 2020-2021 (for CAEP awardees). *

3654

Target number of adult students you plan to serve from 2021-2023. *

1300

This form was created inside of Santa Barbara City College.

Google Forms