

# 2018 - 2019 Santa Barbara AEBG Consortium Request for Proposal for Noncredit Adult Education Funds

The Santa Barbara AEBG Consortium allocation for the Year-4 grant cycle is \$804,710.00. All awardees are expected to expend funds no later than September 1, 2020. The Consortium has historically awarded 70% or more of its total funding to programs.

A comprehensive and competitive Request for Proposal submission will align with the Adult Education Block Grant and the Consortium's Goals and Objectives set forth below.

The overarching AEBG 3-year plan goals of the Consortium are (1) to provide excellent programming for adults in a variety of program areas based on proven community needs; (2) to develop student support services specifically focused on the needs of adult learners, to assist in transfer acceleration and career success; (3) to support innovative professional development for staff and faculty; and (4) to set meaningful outcomes captured by various measurements and tools and shared with her stakeholders.

The Santa Barbara AEBG Consortium's primary goals for upcoming 2018-2019 year are the following:

- 1) Continue to support our noncredit faculty in building bridges to credit for existing and new AEBG programs.
- 2) Continue to fill gaps in Career Education in Industrial Technologies (or other areas supported by the study currently underway to be completed by 2018).
- 3) Support new activity resulting from AB705 implementation (focused on mathematics, English, and ESL).
- 4) Implement and support the new the Adults with Disabilities Career Planning and Training Program
- 5) Continue to partner with local Santa Barbara One-Stop operator and other agencies for career training initiatives.
- 6) Continue to cross-pollinate AEBG initiatives with WIOA and Strong Workforce initiatives.
- 7) Continue its commitment to the collection of accurate data and analytics for all AEBG programs and services
- 8) Continue to support our Student Support Services to help transition students from noncredit to credit or jobs/careers.
- 9) Continue to support our existing SBCC programs that are aligned with the AEBG goals and initiatives.
- 10) Support job placement assistance efforts where feasible and allowable

The statewide AEBG targets programs in areas with a focus on economic mobility and include:

- Programs in elementary and secondary basic skills, including programs leading to a high school diploma or high school equivalency certificate.
- Programs for immigrants eligible for educational services in citizenship, English as a second language, and workforce preparation.
- Programs for adults, including but not limited to older adults that are primarily related to entry or reentry into the workforce.
- Programs for adults with disabilities.
- Programs in career technical education that are short term in nature and have high employment potential.
- 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.

AEBG 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 AEBG Coordinator for reimbursement

THIS APPLICATION IS DUE NO LATER THAN MIDNIGHT, WEDNESDAY, OCTOBER 10, 2018.

Are you an existing 2015/16, 2016/17, 2017/18 AEBG funding awardee? \*

Yes

No

**Program Name \***

Santa Barbara City College School of Extended Learning English as a Second Language  
(Noncredit ESL)

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**Primary Contact Name \***

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**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 transfer to post secondary or career technical education, to obtain a family sustaining job, to support children in school, and to become productive members of society.

Over the years, we have seen our students struggle to move from beginning to intermediate levels and from noncredit ESL classes to career training programs or credit programs. This year, the SBCC noncredit ESL program's goals are 1) to establish baseline data on certificate completion, transfer and matriculation rates, 2) to pilot research-based accelerated learning methods to facilitate career and academic pathways, 3) to align curriculum and define clear pathways to other college programs. In addition, the noncredit ESL program will 4) work with various community organizations including K 12 school districts to analyze the community needs, define roadblocks and challenges to the adult ELLs in our area including ELL parents, and explore ways to collaborate to meet adult ELL needs.

The School of Extended Learning noncredit ESL program will:

- Explore and pilot accelerated learning methods in order to help upskill the immigrant population and to keep students on the path to secondary education and/or a family sustaining career.
- Align curriculum and reinforce the bridges between programs as we move forward with federal and state initiatives and legislation such as the Workforce Innovation and Opportunity Act (WIOA), Guided Pathways, and AB 705
- Update the Noncredit ESL core curriculum in order to integrate the new English Language Proficiency Standards (ELPS) for Adult Education and to align with the new National Reporting System (NRS) educational functioning levels (EFL) for Adult ESL.
- Build on-campus and cross-agency partnerships in order to better serve the English Language Learners (ELLs) in the community including parents of K12 school children, adults with low literacy skills and adults with learning disabilities. Those partnerships will allow the noncredit ESL program to offer better instructional support and to refer learners to wraparound services including childcare, disability services, financial aid, academic counselling, and job placement assistance
- Capture and analyze student learning outcomes and matriculation data for the cycle of efficient program planning, implementation and evaluation.

The intended outcomes are:

- Clearly defined career and academic pathways for noncredit ESL students and reinforced bridge to the credit ESL program
  
  - New core curriculum course outlines that align with the English Language Proficiency Standards for Adult Education and the new NRS EFL levels and support college and career readiness
  
  - Increased number of students enrolled in the noncredit ESL classes  
Increased student retention, co-enrollment, and transfer rates
  
  - Improved data capturing system and use of data to improve student learning
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## 2. Integration \*

Please explain how your proposed program 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).

- By offering evidence-based accelerated learning methods, clearly aligned pathways, and wraparound support, students will be able to stay on their paths to realize their individual career and academic goals
  
  - By collaborating with the credit faculty, on-campus staff, and community organizations, the noncredit ESL program can help streamline the intake, support, transfer and matriculation process to enhance learner persistence
  
  - Through aligning the core noncredit ESL curriculum with the English Language Proficiency Standards for Adult Education, which were identified to help English Language Learners acquire the language knowledge and skills necessary to achieve their postsecondary and career goals, the noncredit ESL program will be able to offer integrated courses that support students in transitioning to credit programs and/or the workforce
  
  - Data collection and analysis is crucial to improving our services and practices in order to help students stay on their career or academic paths
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### 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 received 2015/16 or 2016/17 or 2017/2018 AEBG funding, please justify the need and provide a status report on your existing awards and remaining balances.

**Objective 1:** Explore and pilot accelerated learning methods in order to help upskill the immigrant population and to keep students on the path to secondary education and/or a family sustaining career.

Across the nation, we have a shortage of trained workers, and upskilling the immigrant population can be part of the solution. Currently, immigrants make up about 17 % of the workforce (Bernstein & Vilter, 2018 ), and this number will increase to 20 % by 2030 (Montes & Choitz, 2016). This population is critical to maintaining a strong competitive workforce in the US (Montes & Choitz, 2016). However, a large number of immigrant workers currently have lower-skilled jobs. One of the most common and significant obstacles they face is limited English proficiency. Low English skills are correlated with lower wages. In general, immigrant workers have lower educational attainment compared to their native-born counterparts. In order for the immigrant population to meet the labor force needs and gain family sustaining employment, they need to improve their English skills and stay on the path to career technical or higher education (Bernstein & Vilter, 2018).

Research shows that students in accelerated learning courses have higher certificate or degree completion rates (Bailey, Jaggars, & Jenkins, 2015). The evidence-based accelerated learning methods include offering integrated education and training (IET), raising career and academic pathway awareness, adding blended learning components, offering comprehensive support services, and aligning programs. This year, the noncredit ESL program aims to achieve higher persistence, transfer, and certificate completion rates through researching and piloting the above mentioned accelerated learning models.

**Objective 2:** Align curriculum and reinforce the bridges between programs as we move forward with federal and state initiatives and legislation such as Workforce Innovation and Opportunity Act (WIOA), Guided Pathways, and AB 705

As the credit ESL department and other basic skills programs modify their curricula in order to meet the AB 705 requirements, it is important for the noncredit ESL program to work with other college departments to follow best practices and ensure adult English language learners' seamless transition to credit programs. In addition, with the new WIOA's Integrated English Literacy and Civics Education program, the noncredit ESL program is required to work closely with the Career Technical Training (CTE) programs in the area. In order for the noncredit ESL students to smoothly transition to the GED/basic skills, credit ESL, or CTE programs, the noncredit ESL program needs to build close relationships with the above mentioned departments to develop

effective onramp and bridge courses, streamline the support and referral programs, and to align curriculum. As one of the feeder programs to the credit programs, it is crucial that the noncredit ESL program is included in the pathway map. As well, the noncredit ESL curriculum needs to be designed to prepare students for college with aligned learning outcomes (Bailey, Jaggars, & Jenkins, 2015).

Objective 3: Update the Noncredit ESL core curriculum in order to integrate the new English Language Proficiency Standards (ELPS) for Adult Education and to align with the new National Reporting System (NRS) educational functioning levels (EFL) for Adult ESL.

Another way to ensure adult ELL's successful transition to postsecondary and career technical education is to incorporate the new English Language Proficiency Standards (ELPS) for Adult Education into the noncredit ESL core curriculum. The ELPS includes increased rigor beyond everyday communication for students to meet their career and academic goals, explicit teaching of academic language, integrated career exploration, and scaffolding necessary for them to gain knowledge and skills. ELPS can be a great tool for incorporating and providing support for college and career readiness skills in Adult ESL courses. Moreover, the noncredit ESL program needs to update its core curriculum to match the new educational functioning level descriptors set by the National Reporting System (NRS), our accountability data reporting system. NRS is the accountability and data collection system for WIOA and AEBG. It is time to revise our core curriculum.

While research shows blended learning can help low skilled adult learners persist in learning programs, low digital literacy continues to be a huge obstacle for upskilling the English Language Learner population, and the ELPS standards addresses the issue. Digital literacy skills will continue to be integrated into the core curriculum. The noncredit ESL program plans to provide ongoing support to instructors in technology integration. Effective technology professional development involves continuous support (Baran, 2016; Donovan & Green, 2014) and individualized and customized support (Donovan & Green, 2014). In 2017-2018, the noncredit ESL program provided over 80 hours of one-on-one or small group technology support. In order to stay current with ever-evolving technology and to ensure effective use of instructional technology, it is important that the noncredit ESL program continues to offer this type of support.

Objective 4: Build intracampus and cross-agency partnerships in order to better serve the English Language Learners (ELLs) in the community including parents of K12 school children, adults with low literacy skills and adults with learning disabilities. Those partnerships will allow the noncredit ESL program to offer better instructional support and to refer learners to wraparound services including childcare, disability services, financial aid, academic counselling, and job placement assistance

According to the local K 12 schools' latest School Accountability Report Cards (SARC), the Santa Barbara, Goleta, Hope, and Carpinteria School districts combined served 4,505 English Language

Learners in 2016-2017. While there are a considerable number of families that can benefit from the courses the noncredit ESL program offers, we have seen a decline in enrollment at our K 12 school sites. Since 2012, when SBCC's "one college" initiative started, the noncredit ESL program has closed at least seven K 12 school sites. This year, the noncredit ESL program would like to start identifying the roadblocks to ELL parents' enrollment and brainstorming solutions to those challenges in order to bring back ELL parents to the noncredit ESL classes.

Furthermore, the results of a study on career pathways programming for lower-skilled adults and immigrants indicate that successful programming includes access to career pathway classes for English learners, providing wraparound services to increase learner persistence, and collaboration within local networks by helping to minimize gaps in services and support job placement (Prins, Clymer, Toso, Elder, Loa, Needle, Raymond, & Ziskind, 2017). Support services increase students' "mental bandwidth" (Mullainathan & Shafir, 2013) and this will help students focus on their studies and career goals. The three biggest obstacles for immigrant workers for participating in education and training are high housing costs, lack of transportation, and child care (Bernstein & Vilter, 2018). It is important for the noncredit ESL program to collaborate with on-campus service departments as well as with local community organizations to provide bundled services so students can persevere on their career or academic pathways.

Objective 5: Capture and analyze student learning outcomes and matriculation data

While the noncredit ESL program has been working diligently with the AEBG consortium coordinator and SBCC's Institutional Research (IR) team for the past few years, we have yet to be able to collect and track necessary data. The work has just begun and the noncredit ESL program needs to continuously work on data collection.

Project development is a cyclical process, and needs assessment, planning, implementation, data collection and evaluation are crucial stages for effective project design. The noncredit ESL program needs a better system in order to maximize the impact of the the AEBG funded programs. With this year's funding, the noncredit ESL program together with the college's IR team aim to develop a new system to collect, analyze and synthesize data at each stage of this cycle of inquiry to ensure continuous improvement.

References:

Bailey, T., Jaggars, S. S., & Jenkins, D. (2015). What we know about guided pathways. New York, NY: Columbia University, Teachers College, Community College Research Center.

Bernstein, H., & Vilter C. (2018) Upskilling the Immigrant Workforce to Meet Employer Demand for Skilled Workers. Washington, DC: The Urban Institute

Baran, E. (2016). Investigating faculty technology mentoring as a university-wide professional

development model. *Journal of Computing in Higher Education*, 28 (1), 45–71.

Donovan, L., & Green, T. (2013). *Making change: Creating 21st century learning & teaching environment*. Huntington Beach, CA: Shell Education.

Montes, M., & Choitz, V. (2016). *Working Together to Strengthen America's Immigrant Workforce: Partnerships Between Community Colleges and Immigrant Serving Organizations*. Washington, DC: The Aspen Institute

Mullainathan, S., & Shafir, E. (2013). *Scarcity: Why having too little means so much*. New York, NY: Henry Holt.

Prins, E., Clymer, C., Toso, B. W., Elder, S. F., Loa, M., Needle, M. Raymond, B., & Ziskind, A. (2017). *Career pathways programming for lower-skilled adults and immigrants: Report on survey findings. Executive summary*. University Park, PA: Institute for the Study of Adult Literacy.

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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 continue to work with the consortium members, the Vice president of the School of Extended Learning and the Executive Director of Public Affairs and Communications of SBCC 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.

The noncredit ESL program plans to continue to fund the outreach task force that has been established and supported by the AEBG grant in order to offer ongoing advertisement distribution and outreach events.

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## 5. 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 an "existing SBCC program that is aligned with the AEBG goals and initiatives (2018-19, Goal 9)." All of the goals and plans above address the needs of the adult immigrant population in our community (overarching goal 1) and lead them to "transfer acceleration and career success (overarching goal 2)." In addition, the noncredit ESL comprehensive professional development plans are in line with the consortium's goal of "supporting innovative professional development for staff and faculty (overarching goal 3)."

The noncredit ESL program's plan helps build bridges to "credit courses and existing and new AEBG programs (2018-19, Goal 1)" and includes "new activity resulting from AB705 implementation (focused on mathematics, English, and ESL) (2018-19, Goal 3). This year's proposal also supports "cross-pollinat(ing) AEBG initiatives with WIOA ... initiatives (2018-19, Goal 6)." Finally, our goals are aligned with the consortium's goal of "continu(ing) its commitment to the collection of accurate data and analytics for all AEBG programs and services (2018-19, Goal 7)."

## 6. Activity Chart \*

Please use Activity Chart provided in the link under the instructions and email to [sbaebg@gmail.com](mailto: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](mailto:sbaebg@gmail.com)

## Total Budget Requested \*

\$123,500.00

## 1000 (Instructional Salaries) \*

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

\$35,200.00

**1000 Detail \***

Please provide a detailed budget for this category.

Accelerated Learning Site Visits & Pilot Study: 3 instructors, 10 hours @\$50/hour \$1,500.00

Curriculum Committee: @ \$ 50/ hour \$ 7,500 (10x15) \$7,500.00

Professional Development Committee 5 instructors, 16 hours each @ 30/hour \$2,400.00

Faculty Participation in PD (including Communities of Practice) on ELP Standards and DSPS: 25 instructors, 20 hours each @ \$30/hour \$15,000.00

Technology Lead and Technology Assistant: 80 hours of instructional technology support \$ 50/hour \$4,000.00

Intracampus and Cross Agency Activities: 5 instructors, 10 hours @ \$30/hour \$1,500.00

Marketing and Outreach Committee Activities: 6 instructors, 10 hours @ \$30/ hour \$1,800.00

K12 for ESL Curriculum Modification: 3 instructors, 10 hours each @ 50/hour \$1,500.00

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**2000 (Noninstructional Salaries) \***

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

\$5,200.00

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**2000 Detail \***

Please provide a detailed budget for this category.

Tutor Training: \$4,000.00

CASAS eTests Training 10 hours \$1,200.00

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**3000 (Benefits from 1000 and 2000 categories) \***

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

\$10,100.00

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**4000 \***

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

\$61,000

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**4000 Detail \***

Please provide a detailed budget for this category.

Software program and instructional material for Blended Learning and IET \$10,000.00

Non Instructional Supplies \$15,000.00

Instructional Supplies & New Textbooks that align with the ELPS and NRS EFL \$30,000.00

Instructional Duplicating \$1,000.00

Outreach and Marketing Supplies \$5,000.00

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**5000 \***

Total dollars requesting for CONSULTANTS, MEETINGS, PROFESSIONAL DEVELOPMENT

\$10,000

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**5000 Detail \***

Please provide a detailed budget for this category.

Travel and Conference, Professional Development/ Outreach/ Curriculum Consultants

\$10,000.00

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**6000 \***

Total dollars requesting for CAPITAL OUTLAY (Computer Hardware)

\$2,000

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**6000 Detail \***

Please provide a detailed budget for this category.

Projectors, Hotspots, Chromebooks: \$ 2,000

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**Total Number of Adults Students Served \***

874 (2017-2018, CASAS: Unduplicated Learners Served)

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## Target Number of New Adult Students Served for 2018-19. \*

During the first 8 weeks of Fall 2018, the noncredit ESL program welcomed 150 new students. The goal is to reach 300 more new students in the latter half of Fall 2018, Spring 2019 and Summer 2019.

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

Although the federal Workforce Innovation and Opportunity Act funds have been used to support some of our CASAS data collection activities, the proposed activities are newly enhanced initiatives that will help the program capture and analyze more accurate data effectively.

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

Some of the instructor stipends, program coordination, data collection and outreach can be incorporated into the college's general funds.

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

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I have reviewed the 2018-2019 AEBG 1-Year Plan and attest that this proposal is in alignment with AEBG current goals and objectives. \*

Yes

This form was created inside of Santa Barbara City College.

Google Forms