

I have reviewed the 2019-2021 CAEP Three-Year Plan and 2020-2021 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 CAEP funding awardee? *

Yes

No

Program Name *

Santa Barbara City College, Noncredit English as a Second Language

Primary Contact Name *

Sachiko Oates

Primary Contact Email *

sooates@pipeline.sbcc.edu

Primary Contact Phone *

805-451-4503

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

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 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 members of society.

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

- 1) to increase students' attendance and persistence rates even in the remote and digital learning environment,
- 2) to continue to increase the number of students who receive the state-recognized ESL certificates of competency, achieve CASAS learning gains, and accomplish their educational goals (including transitioning to the other noncredit programs such as the Career Skills Institute, GED as well as the SBCC Credit Courses (CTE included) through the use of the enrollment structures created by SB554- Dual Enrollment for Adult learners is Adult Secondary and high school equivalency programs)
- 3) to achieve robust enrollment by implementing targeted marketing and outreach strategies to reach more community members, especially the low-skilled and low-wage workers whose job security might be threatened by the pandemic. Special efforts will be made to improve the learning outcomes of the students with lower language proficiency levels. At the onset of COVID-19 and the stay at home order, the overall attendance rate of this group dropped by 30-40 %. Our goal is to improve our support systems to meet the needs of lower-level students.

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

Train 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 multiliteracies that recognizes linguistic diversity and multimodal forms of communication influenced by the advancement of technology. These training workshops will accompany the distance education training that we received funding through our emergency request.

Enhance the enrollment and technology support efforts to meet the needs of the students

Collect and monitor quantitative data on learning gains through CASAS remote eTesting.

Streamline our data capturing methods through the use of Banner, SBCC's student information system, and TOPSPro, the Workforce Innovation and Opportunity Act (WIOA) Title II accountability tool, to collect student attendance, persistence, and course completion data. The data will be used to enhance adult learner motivation and outcomes through data-informed instruction.

Continue to raise awareness of the certificate and digital badging processes to incentivize course and certificate completion

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.

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 the print schedule, snail mail, radio, and TV in multiple languages: English, Spanish, and in some cases, Chinese to reflect our current student population.

The intended outcomes are:

Improved student attendance and certificate completion rates
Student data collection and reporting even through remote operations
Increased number of learners enrolled in the noncredit ESL classes

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

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

By offering strategies for success for all students through equity, culturally responsive teaching and learning and the pedagogy of multiliteracies, we aim to improve all students' timely achievement of their career and academic goals

By collaborating with the student support services and other community organizations, the noncredit ESL program can help streamline the intake, support, and matriculation processes to enhance learner persistence and goal attainment

The development and enhancement of marketing and outreach materials in print, radio and TV in multiple languages will help reach the low skilled adult population in our community and help them get on the path to achieving their educational and career goals

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

Our goal is to see lower-level students persist in our program and achieve their goals even in an online environment. While the noncredit ESL program has made a significant impact on the adult immigrant population in the past few years, the digital divide and equity gap that exists in our community became more apparent through the current world-wide COVID-19 crisis. When our ESL program moved all instruction online for the first time in the college's history, we saw the achievement gap widen between our lower-level students and higher-level students. Low English skills are found to correlate with lower income. Most of our students belong to the population that is disproportionately impacted by the pandemic. Approximately 85 % of our noncredit ESL students are Latinx and 10 % Asian. Many of our students were reported to have lost their jobs as they work in the service industries that had to stop operation or had to work overtime as they are essential workers who are in healthcare or agriculture. All of these facts impacted our students' lives and their persistence.

Bringing back the low skilled and low wage immigrant workers to our program is crucial during and post COVID-19. The social distancing requirements and stay-at-home orders are accelerating the de-densification of cities and workforce automation (Autor & Reynolds, 2020). Employment in the service industries (i.e., food service, cleaning, health aides, transportation, maintenance, and repair) might not be as readily available post COVID (Autor & Reynolds, 2020). As adult educators, we have the responsibility to provide opportunities for preparation for family-sustaining jobs and economic independence.

For more equitable access to our courses, with this year's finding, we will be providing enhanced access to instructional and technical support to students who need them. We will also be implementing new online instructor training that focuses on multiliteracies, culturally responsive teaching in online learning environments. Most middle-skill jobs today require some digital skills, and the adult immigrant population must be supported in acquiring digital literacy skills along with other literacy skills. Adult ESL learners deserve access to high-quality distance education in order to achieve their learning goals, to transfer to credit courses, and to be successful in their career.

The noncredit ESL program was awarded \$74,100 in year 4 (2018-19). The program currently has 28 % of the funds remaining to complete the proposed year 4 activities. We have planned professional activities in late September and early October, and this will be expended.

In addition, the noncredit ESL program was awarded \$70,000 in year 5 (2019-20) and an additional \$20,000 through the Emergency Funding in Response to COVID-19. We began working on our Year 5 and emergency funding objectives and approximately 10 % was expended.

To accomplish our year 5 goals, the noncredit ESL program implemented the World Cup of Achievement campaign to increase the number of certificate completers in the Spring of 2019. During the last academic year, the ESL students were awarded record-breaking 240 certificates, five times more than the last year. The ESL program is in the process of designing and issuing digital badges that correlate with the state-approved certificates of competency.

We have hired an additional hourly staff member to support the enrollment and outreach process. The faculty members have completed initial training on distance education and curriculum modification. The effort has already started to show results. This fall, all three sections of our evening beginning level classes are full. We are discussing adding an extra section for the second half of the semester.

With our year 4 funding, the noncredit ESL program successfully implemented CASAS eTesting program

(Year 4 Objective 5). This year, the Noncredit ESL program will administer CASAS remote eTesting in order to keep track of student learning gains during the COVID induced distance learning period. This method is more labor-intensive as one staff member can only test 1 -5 students at a time depending on what device students use to access our classes. Our hope is to increase the number of CASAS proctors who can support this initiative.

After many years of trial and error, the noncredit ESL program was finally successful in streamlining the data reporting process. We are now able to extract our student data through the college's student information system and import it into TOPSPro for more accurate data reporting.

As you can see, we have a proven track record of successful implementation of CAEP initiatives and objectives. The noncredit ESL program aims to enhance our operations and expand on our past achievements with the support of the consortium this year.

Reference:

Autor, D., and Reynolds, E. (2020). The Nature of Work after the COVID Crisis: Too Few Low-Wage Jobs. The Hamilton Project

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 incoming Vice President of the School of Extended Learning, 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 6, the noncredit ESL program will utilize our print schedule, radio and TV ads, and other translated materials as our main tools to enhance our efforts to reach the low-skilled adults who are non-digital natives.

The noncredit ESL program will also target the two zip code areas: 93101 and 90117 in our marketing and outreach efforts. According to the consortium's 3-year plan, the above areas have "the highest populations of potential ESL students-adults who speak English less than very well (p.13)." 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 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

EqualiTech- referrals, digital literacy curriculum, and K12 connection

Public Libraries- referrals and possible curriculum alignment and articulation

K12 Schools- outreach, referrals, collaboration for family engagement, and family literacy development- We continue to work with the Goleta Union School district and Carpinteria School district/Carpinteria Children's project 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 "(2) 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 2020-2021 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 #8-10: COVID-19 response, Budget Reductions and Systemic Racial Injustices.

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 #3, #4, and #6 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 plan # 7 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 all nine of the Santa Barbara Adult Education Consortium's primary goals for upcoming the 2020-2021 including building pathways to credit, AB 705 support, noncredit data collection, partnership with the local Workforce One-Stop operator, cross-pollination with WIOA, and Guided Pathways, professional development for distance learning, addressing systemic racial injustices, and collaboration with the local workforce.

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: \$ 806,329,02- 11 % reduction compared to 2019-2020, (73 %)

The Workforce Innovation and Opportunity Act funds: TBD \$ 200,000 (18 %)

CAEP Year 5 and Emergency Funds: \$90,000 (8 %)

The Lottery Funds: \$ 3500 (less than 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 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 multiliteracies that recognizes linguistic diversity and multimodal forms of communication influenced by the advancement of technology.

To ensure equitable access to all learners, the noncredit ESL program will offer enrollment and technology support to students who need it. Furthermore, the ESL 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 Chromebook and internet access.

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. *

The noncredit ESL program will prioritize the adult immigrants' equitable access to education, student learning, and incorporation of effective strategies for distance learning. If necessary, we would reduce the allocation for the CASAS remote testing and/or marketing activities.

6. Activity Chart *

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



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

Total Budget Requested *

\$101,250

1000 (Instructional Salaries) *

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

\$5,000.00

1000 Detail *

Please provide a detailed budget for this category.

Professional Development for Faculty- Distance Education, Success for All Learners through Equity-culturally responsive teaching and learning and the pedagogy of multiliteracies, and data-informed instruction

2000 (Noninstructional Salaries) *

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

\$40,000.00

2000 Detail *

Please provide a detailed budget for this category.

Fund staff activities to enhance enrollment through outreach and support, to provide technology and instructional support, to collect and monitor quantitative data on learning gains through CASAS remote eTesting, and to streamline our data capturing methods.

3000 (Benefits from 1000 and 2000 categories) *

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

\$11,250.00

4000 *

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

\$5,000.00

4000 Detail *

Please provide a detailed budget for this category.

Instructional supplies and software licenses

5000 *

Total dollars requesting for CONSULTANTS, MEETINGS, PROFESSIONAL DEVELOPMENT

\$40,000.00

5000 Detail *

Please provide a detailed budget for this category.

Marketing and Consultants

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- instructional salaries, administrative and classified salaries, benefits, supplies, rent (when applicable), consultants, and advertisement and marketing, computer hardware and software
The Workforce Innovation and Opportunity Act funds: Data Collection, CASAS testing, Instructional aides, supplies and other services
The Lottery Funds: Instructional Supplies/Duplicating

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

Advocate for the CAEP funded activities to be incorporated into the unrestricted SBCC General Fund budget

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

1297

Target number of adult students you plan to serve from 2020-2022. *

1350

This form was created inside of Santa Barbara City College.

