

Special Short-Term Santa Barbara Adult Education Consortium Request for Proposal for Noncredit Adult Education Funds: REQUIRED FOCUS: Serving Adults Entering or Re-entering the Workforce

The Santa Barbara Adult Education Consortium is pleased to announce \$70,000.00 of recaptured funds from the 2018-2019 Year-4 grant cycle.

All funds must be expended no later than September 1, 2020.

A comprehensive and competitive Request for Proposal submission will align with the California Adult Education Program (CAEP) and the Consortium's Goals and Objectives set forth below.

The overarching CAEP 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 CAEP 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 CAEP 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 CAEP initiatives with WIOA and Strong Workforce initiatives.
- 7) Continue its commitment to the collection of accurate data and analytics for all CAEP 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 CAEP goals and initiatives.
- 10) Support job placement assistance efforts where feasible and allowable

The statewide CAEP 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.

CAEP 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 CAEP Coordinator for reimbursement

THIS APPLICATION IS DUE NO LATER THAN MIDNIGHT, WEDNESDAY, JULY 31, 2019.

Are you an existing 2015/16, 2016/17, 2017/18, 2018/19 CAEP funding awardee? *

Yes

No

Program Name *

SBCC Adult High School/GED Program

Primary Contact Name *

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Primary Contact Email *

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Primary Contact Phone *

805-705-7531

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.

Santa Barbara City College's Adult High School and GED Program serves student who need to complete credits to earn their high school diploma, or who need help in preparing earn their GED certificate. The vast majority of our students enroll in our math, English and writing skills courses – courses that can have particular relevance for the development of job readiness skills. These courses also attract students who need help with improving their math and writing skills for workplace-related reasons, whether it be to boost skills needed for assignments in their job training courses, or to pass an exam required for job applicants, or even to improve skills needed for promotion in their current employment position.

Some of the associated challenges the AHS and GED program faces are (1) how to better help AHS and GED students understand how the material they are learning can and will be relevant in as they pursue their future career goals, and (2) how to better help students who enroll in our courses with an immediate need to strengthen specific math and writing skills that are necessary to succeed in their current job or job training courses.

To provide some specific examples: Students who are enrolled, or who plan to enroll, in the medical assistant courses may come to our class seeking help how to read graphs and how to perform the mathematical operations needed to calculate measurement conversions. A student who is studying to be electrician may come to class to review basic algebra needed for computing formulas used in his vocational classes. A GED student who plans to apply to be a correctional officer, may need help with skills needed to pass a law enforcement test battery before he can even apply for a position. We may also get students who are currently employed, but need help with improving vocabulary and with developing strategies for summarizing complex text so they can advance in their jobs. All of these are actual examples of the needs of our some of our past and current students. Instructors do their best to direct students to relevant lessons and assignments, but there is currently no set of materials that provides a focused set of lessons targeting the underlying math, reading, and writing skill set needed in a particular career area, and providing step-by-step applied practice exercises in problem-solving.

The current proposal seeks to better meet the needs of all AHS and GED students, including those described above, by creating focused lesson modules to insert into our existing AHS and GED math and English courses. The modules would provide students with the opportunity to learn or refresh core math, reading, and writing skills AND receive guided practice in directly apply these skills in context that is most relevant for their chosen career field. The career-specific math and English modules would supplement or replace some of the assignments in current AHS and GED courses, reinforcing the skills taught in those courses, and providing

individual students with a choice that is likely to be more meaningful and motivating for them. It's important to note that the modules would NOT attempt to teach the career skills themselves (e.g., would not claim to teach medical or electrical skills), but rather would teach foundational math, reading, and writing skills that are essential for students to succeed in job training courses.

The overarching goals of the current proposal are to:

- (1) Help students develop and practice skills that they will need for the workplace and for job training courses.
 - (2) Explicitly help students understand the relevance of the material they are studying.
 - (3) Increase student attendance and persistence, and reduce attrition rates, by providing students with choices that may be more motivating for them.
 - (4) Reach students , including new and lapsed students, whose needs we may not be currently meeting, by providing focused modules, with appropriate scaffolding, that address their immediate needs.
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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).

The proposed projects will create transitions to higher education and the workplace in the following ways:

- 1) Accelerated completion time for AHS, GED, and potentially for future vocational courses: Students need to have a diploma or GED to be eligible to even just apply for many jobs. The same is true for most vocational training programs. We have students who have been accepted to trucking school, barber school, or medical assistant training schools, but who have had to delay or put those plans on hold because the schools require a diploma or GED before the student can begin the program. Others who may already have a diploma may realize that their skills are “rusty” or that they are finding it difficult to keep up with the assignments in their vocational courses. Providing
 - 2) Development of transferrable skills: Instructor observations, student comments, and discussions with colleagues in vocational courses, have all pointed to the fact that many students have either forgotten or never learned math and English skills that they need to succeed in vocational courses and in the workplace. This skill deficit can interfere with the student’s ability to get the most out of the vocational course and could even result in the student dropping out or never applying in the first place. Providing students with targeted support materials that explicitly help them develop and practice strategies for applying foundational skills in a context-rich learning module will help them gain the skills and confidence they need to succeed.
 - 3) Increased motivation, persistence, and retention. Making explicit connections between course material and the skills that will be needed for their future or current careers will make it more likely that students will be motivated to attend and complete assignments in a timely manner.
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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 or 2018/2019 CAEP funding, please justify the need and provide a status report on your existing awards and remaining balances.

Many of the justifications were included in the Executive summary and Integration sections, but to summarize some additional key points:

Nearly all of the students enrolled in the AHS or GED program either plan to attend SBCC to pursue careers in the medical field, culinary arts, or the construction trades. Many are also taking – or will be taking -- vocational courses with SBCC Non-Credit to earn vocational certificates. Targeting the math and English skills that they will need to succeed in those courses, can help students achieve their career goals in a more timely manner.

A large portion of students who enroll in our AHS or GED courses reading and math levels initially test below 8th grade level in reading, writing, and math; some never had high school level math or English courses, while others may have completed all credits in those subject areas years ago at their traditional high school, but have now forgotten what they learned. For many, one of the reasons they forgot the material may be that they did not see how it was relevant to their lives. They learned the material just enough to complete an assignment or to pass a test, and then put it aside. Our goal is to be more explicit in helping students make connections between what they are learning in their math and English courses and what they need to do in their future careers.

We have also had several students who already have diplomas attend our courses to get a refresher in math or writing. Some are currently taking vocational courses, but have realized that they are having difficulties remembering or understanding how to perform the “basic” math that their vocational instructors expects students to have already mastered – and it is interfering with their ability to understand and complete assignments. For these students, having focused modules that refresh math and English skills in a step-by-step manner, while at the same time allowing them to practice and apply skills to using materials and situations they may encounter in their vocational class or workplace, would be a great benefit, and increase the likelihood of them continuing and succeeding in those classes.

Alignment with previous phases of the AEBG projects

In prior phases of the AEBG project, we utilized funding to enhance curriculum in some of our science and humanities courses, and have been successful in helping students complete the courses in a more timely manner. Based on the feedback from students who interacted with the revised materials, exercises that made the application and relevance of the material more explicit – i.e., made it clear how it can apply to their own lives – not only helped students

understand the material at a deeper level, it also helped them stay motivated to complete the course. Students also reported that they noticed they were more likely to apply what they had learned in a variety of situations outside of class. The current project seeks to build upon this success and apply the lessons learned to enhance components of our core math and English classes.

Another task we began this past year using AEBG funding was to look at ways to better gather and track student data, so that we can make more informed decisions about what will have the most positive and significant impact on improving our program outcomes and the pathways to college and vocational training. While we are still in the early phases of that task, one of the needs that has emerged has been to better prepare students for workplace math and writing.

4. Outreach & Marketing *

Please describe your plans to conduct outreach and marketing to reach your target population and increase enrollments.

As the career-focused math and English modules are created, instructors and Student Support staff will directly contact AHS students who need credits in those areas, and let them know that the courses have been improved. As students begin feeling more successful when working with the course materials, and as they complete the courses in a more timely manner, we will have student testimonials and data that we can then use when conducting outreach (calls, mailings, etc) to new as well as lapsed students.

We expect a similar pattern with the other components of the project. Past experience has demonstrated that success breeds more success: When we have had our highest enrollments, a large part of that was due to students sharing their positive experiences with friends, relatives, co-workers and others in the community: Namely that they felt connected to their instructors, that they had successfully completed courses, and that they had earned diplomas or GEDs.

Outreach will also be conducted with instructors and students in the targeted vocational areas. Students who are currently enrolled in the vocational courses and want or need extra practice and support completing math and writing assignments will be informed of the opportunity to engage with the learning modules. Likewise, prospective students who want to build skills prior to taking a particular vocational course will be informed of the opportunity to strengthen their skills prior to taking the course.

5. Alignment *

Please describe how your program is in alignment and furthers the Consortium's goals and objectives as stated above.

The AHS/GED proposal aligns with the vision, mission and goals of the Santa Barbara AEBG Consortium in the following ways: The Consortium's vision it to "meet the needs of adult education programming in our region by using data-driven decision making and an inclusive, collaborative coordinated approach." The AHS/GED plan clearly identifies the need to create programs based on studied Best Practices, develop data repositories, and to make sure instructors receive professional development particularly in developing versions or formats of our existing courses which will, in turn, help our program reach broader student populations. The Consortium's mission also states that a critical goal is to "accelerate transitions to transfer or career success." The AHS/GED proposal aligns with all aspects of this mission by proposing the our program enhance courses we currently offer by (1) providing support for learners of all levels complete courses in a more timely manner, (2) by developing courses and course formats that meet students' needs, and (3) by providing pathways to college and vocational training. As a result, the scope and implementation of these major project initiatives will also further the vision, mission and goals of the AEBG Consortium.

6. Activity Chart *

Please use 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 *

6125

1000 (Instructional Salaries) *

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

4500

1000 Detail *

Please provide a detailed budget for this category.

-- Faculty curriculum development for three career-track modules (e.g., medical field electrician, construction)

2000 (Noninstructional Salaries) *

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

0

2000 Detail *

Please provide a detailed budget for this category.

n/a

3000 (Benefits from 1000 and 2000 categories) *

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

1125

4000 *

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

250

4000 Detail *

Please provide a detailed budget for this category.

books and copying costs

5000 *

Total dollars requesting for CONSULTANTS, MEETINGS, PROFESSIONAL DEVELOPMENT

240

5000 Detail *

Please provide a detailed budget for this category.

training meetings

6000 *

Total dollars requesting for CAPITAL OUTLAY (Computer Hardware)

0

6000 Detail *

Please provide a detailed budget for this category.

0

Total Number of Adults Students Served *

800

Target Number of New Adult Students Served for 2019-20. *

50

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. *

no

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

Finalized course module materials will be integrated into existing AHS and GED courses.

I have reviewed the CAEP SBAE Consortium Three-Year Plan (2019-2022) and attest that this proposal is in alignment with CAEP current goals and objectives. *

Yes

This form was created inside of Santa Barbara City College.

Google Forms