

**California Adult Education Program, Santa Barbara Adult Education Consortium (SBAEC) Year-9 2023-2024 REQUEST FOR PROPOSAL**

# APPLICATION

This application includes a total of eight questions. Please ensure that each answer is succinct and directly addresses the question. Each answer should be no longer than 500 words per question. All applicants are required to meet with the School of Extended Learning (SEL) Vice President and CAEP SBAEC Director to discuss your proposal to ensure that it is in alignment with the overarching SEL programmatic goals and budget.

## THIS APPLICATION IS DUE NO LATER THAN JULY 15, 2023.

\* Required

I have reviewed the 2022-2025 CAEP Three-Year Plan and 2022-2023 Annual Plan and attest that this proposal is in alignment with Consortium’s current goals and objectives. Y/N\*

Are you an existing CAEP funding awardee? Y/N\* Program Name \* YES

**NC SSS/NC Admissions**

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Primary Contact Phone \*805-898-8106

All applicants are required to collaborate with, at minimum, one SBCC School of Extended Learning noncredit faculty member to develop a robust and comprehensive SBAEC request for proposal. Please insert the name of the faculty member(s) below:

Faculty Name(s) \*

**Select Applicable Noncredit Program Area (multi-selection drop-down menu) \***

Adult Education (ABE, ASE, Basic Skills) Adults with Disabilities

English as a Second Language

Entry or Reentry into the Workforce Literacy

Short-Term CTE/Programs in Pre-Apprenticeship

**Student Support Services x**

## Executive Summary \*

Please provide an executive summary of your proposed plan that includes overarching goals to create new programs or expand existing programs in one of the CAEP programming areas identified above. Please justify the need of your proposed initiatives and include research, labor market information, employer feedback, student surveys, or other relevant information and describe how funding will further your objectives.

**SBAEC Primary Goals (multi-selection drop-down menu)**

**This proposal addresses the following CAEP goals and objectives:**

1. To continue to provide excellent programming for adults in a variety of program areas based on proven needs within the seven areas allowable under AB104;
2. To continue to improve Student Learning and Achievement Goals focused on the needs of adult learners, and to assist in their transfer acceleration and career success;
3. To continue refining programs and services for students in alignment with Statewide initiatives;
4. To provide awareness of educational offerings and training options available through a robust local marketing campaign;
5. Support new activity resulting from AB705 implementation (focused on mathematics, English, and ESL);
6. Support dual enrollment programs to engage high school students completing their degrees to begin their journey to transition to college, job search training and placement (SB-554);
7. Continue to cross-pollinate CAEP initiatives with WIOA, Guided Pathways, Vision for Success, and Strong Workforce initiatives;
8. Strengthen and support the Noncredit Student Support Services (SSS) Program to provide advising and career counseling, improved orientation to noncredit programs, and transitional support to jobs/careers or credit opportunities;
9. Work in collaboration with the SBCC Admissions Office to strengthen and support the noncredit registration process;
10. Develop a strategic plan that addresses systemic racial injustices within our membership, partners and programs.

(9) Collaborate with local Workforce to increase Adult Learner support systems (housing, foodbank resources, and public assistance programs);

1. Address newly added CAEP State Priorities: Equity, Leadership, Learner Transition, Marketing, Program Development Curriculum/Classroom, Program Evaluation, and Technology & Distance Learning;
2. Extend programming and services in all of Santa Barbara south county with an emphasis in Carpinteria and Goleta

Your answer (500 word limit)

**The School of Extended Learning Student Support/Enrollment Services** performs a wide range of functions focused on providing noncredit students with access to academic and workforce development programs and helping students clarify and attain their educational and career goals. The department primarily provides support services to students in English as a Second Language (ESL), Adult High School (AHS), GED, Bilingual GED, and students enrolled in short-term vocational certificate programs offered through the Career Skills Institute, such as Personal Care Attendant (PCA), Medical Assistant (MA), Restorative Nurse Assistant (RNA), Green Gardener (GG), Construction Technology (CT), and ServSafe (SS). Additionally, the department provides academic and career advising services to ensure timely degree completion and to facilitate transfer to the credit program. The Enrollment Services and Outreach team conducts outreach to the local high schools and assists students with navigating the application, registration, and program selection process. The department routinely works with a highly diverse student population, the majority of whom are disproportionately impacted and minoritized students.

To better support our students, we propose the following initiatives and associated funding requests, which are intended to increase enrollments by removing access barriers and to provide students with proactive, student-centered services:

1. **Bilingual Hourly Staff to Provide Enrollment and Registration Support.** In the coming year, SEL will be rolling out three new technology initiatives, which are intended to simplify the application process, to provide students with access to a more user friendly student portal, and to enhance the current login and user authentication process. Additional bilingual support services will be needed to help familiarize students with the new technology and systems software to ensure equitable access to these new technology initiatives for students with limited access to technology or limited technology skills. In an effort to equitably and adequately serve our most marginalized student populations, NC SSS requests 4 hourly staff positions (2 each at the Schott and Wake campuses for 19.5 hours/week/48 weeks per semester) to conduct outreach to prospective students and to support and train students how to access the new student portal, the dual authentication process, and the new noncredit CCC APPLY application. **Estimated Cost: $76,800.**
2. **Student Computer Stations for New NC SSS Student Lab/Lounge and Enrollment Services Offices.** The NC SSS program is requesting a total 9 student computer stations (including one designated computer station for DSPS students) and 1 digital display for the newly created NC SSS Student Lab at the Schott campus and the two Main Offices at the Schott and Wake campuses. The digital display would be used to provide students with Student Support Services orientations for our Adult High School students and ESL students. This would allow us to provide small group orientations in the computer lab. The 5 computers to be installed in the NC SSS Student Lab will be made available to students to access the SBCC student portal, CCC APPLY, the student registration system, and other pertinent resources. The computer stations to be installed in the NC SSS Student Lab will also be used by NC SSS Program Advisors to assist students with a variety of tasks during advising sessions. The large digital display screen to be installed in the NC SSS Student Lab will be used by the advisors to conduct student orientations and other presentations. This coming year, Enrollment Services will be implementing paperless processes to streamline and enhance existing services. In an effort to serve students with limited access to computers or technology, the program is requesting 4 additional computer stations to be made available for student use in the newly configured Main Offices at the Schott and Wake campuses. **Estimated Cost: $20,000.**
3. **Exterior Digital Display Screens.** In an effort to be able to provide students with up-to-date information pertaining to instructional programs and support services, the program is requesting two digital display screens to be installed on the exterior walls adjacent to the Main Offices at the Wake and Schott campuses. **Estimated Cost: $10,000**
4. **Recruitment/Outreach/Enrollment Support.** The NC Student Support Services staff has resumed outreach efforts at the local high schools. To help familiarize prospective students with our programs and campuses, we would like to continue to expand our outreach activities at the local high schools and to provide onsite orientation programs for prospective students at the Schott and Wake Campuses. The associated expenditures include hourly employees to staff at the local high schools events and supplies, materials for onsite orientations and Open House events to be conducted at the Wake and Schott campuses. **Estimated Cost: $11,000** (Hourly Staff to help support Open Houses, and onsite orientations, materials and supplies for onsite high school visits,).
5. **Transcript Analyst Services.** The transcript analyst will work in close collaboration with the Adult High School/GED/Bilingual GED programs as well as with the credit counseling department, the Career Center, and community services to ensure that students progress as quickly efficiently as possible through their academic studies and that transcripts are evaluated in a timely manner. **Estimated Cost: $10,000** (approx. 3 hours per week/40 weeks per year).
6. **Mental Health Counseling Services for Wake Campus.** The need for culturally responsive mental health counseling has significantly increased as a result of the pandemic, which has had a disproportionate impact on the SEL learner community. In the recently published BW Research Report, approx. ⅓ of students in SBCC’s service area reported that mental health issues are preventing them from attending or completing courses. There are many stressors that contribute to the development or exacerbation of mental health issues among noncredit students, many of whom are low-income students who also experience food and housing insecurity. While the student program advisors are aware of the various challenges and complex dynamics experienced by disproportionately impacted students and students of color, the support of a part-time licensed mental health counselor/social worker is needed to be able to effectively support students with mental health issues and to connect students to the appropriate community resources they need in order to stay enrolled and to achieve their educational goals. Mental health counseling services are to be provided at both the Schott and Wake campuses. **Estimated Cost: $45,000** (6 TLUS each for fall, spring, and summer (for Summer I and II).
7. **DEIAA Professional Development Training for** **School of Extended Learning Student Support/Enrollment Services Staff.** This past year, the majority of NC Student Support Services staff participated in an Embodied Trauma Informed Resilience Oriented Training (eTIRO) workshop to identify and implement strategies to regulate stress responses related to incidents of racism or identity-based oppression, to implement strategies for harm repair, and to apply participatory decision making skills, which promote full participation, foster inclusive solution and cultivate shared responsibility in anti-oppression and anti-racism work. Continued training by external expert professionals will be needed to build upon the initial training and to start implementing the strategies presented in the workshop. **Estimated Cost: $10,000.**

## Noncredit/Credit Integration and Alignment

Please explain how your proposed program initiative(s) align(s) with other adult education programs at SBCC and creates a transition to credit/transfer educational programs or creates a transition to the workforce (including, but not limited to, internships, jobs, pre-apprenticeships, and self-employment). If there are more than one proposed initiatives, applicants should list each initiative and briefly address how they align.

Your answer (500 word limit)

The addition of the proposed services will provide comprehensive wrap-around services for noncredit students and will address the most pressing needs identified by the work group. The institution plans to centralize noncredit and credit student support services to avoid duplication of efforts and to ensure that all students receive equitable access to support services, regardless of their credit/noncredit status and campus location.

The bilingual technology support services to be provided at the Wake and Schott Campuses will remove technological access barriers for noncredit students, thereby enabling them to utilize the resources available in the student online portal, to more fully benefit from the instructional programs offered and to successfully transition to the credit program.

The addition of student computer stations in Noncredit Student Services lab and Enrollment Services will provide students with access to technology needed to access the online application, the student portal, and SBCC online resources. By streamlining the technology used by credit and noncredit and by familiarizing students with the use of technology, noncredit students will more easily be able to access services and resources.

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

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

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

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

1. To continue to improve Student Learning and Achievement Goals focused on the needs of adult learners, and to assist in their transfer acceleration and career success;

## Outreach & Marketing \*

Please describe your plans to conduct outreach and marketing to promote the proposed program initiatives aimed at increasing enrollment, job attainment or advancement, or transition to credit programs.

Your answer (500 word limit)

The outreach activities at local high schools, campus tours, and open houses have been successful in increasing awareness of existing noncredit programs and resulted in increased enrollments, particularly within our ESL and Adult High School programs. The program intends to build upon last year’s initiatives and efforts and to further develop and enhance our existing outreach and orientation programs.

Similarly, the mental health counselors will reach out to community resources and develop customized referral resources for our different student populations (e.g. English language learners, students with disabilities, students who are experiencing food insecurity, etc.).

## Partnerships \*

Please list 3-5 provide prospective CAEP Programs or other external community entities you plan to work with to maximize student and client participation and describe your prospective collaborative efforts.

Your answer (500 word limit)

Last year, SEL partnered with the SBCC Center for Equity and Social Justice to bring basic needs services to the Wake Campus. Throughout the past year, food shares were conducted at the Wake Campus to provide noncredit students with access to free food. We are currently in the process of hiring a designated noncredit Basic Needs Coordinator who will oversee the full implementation of basic needs services at the Wake and Schott Campuses. The provision of comprehensive basic needs services will support the mental health of our students.

Earlier this year, SEL established a partnership with Freedom4Youth (F4Y), a local non-profit, allowing F4Y free use of the commercial kitchen space at the Schott Campus to provide formerly incarcerated and justice-involved individuals with training in food preparation and catering. In return, F4Y has agreed to make low-cost food services available to SBCC noncredit students.

SEL has been working more closely with the Public Library to increase awareness of existing SBCC noncredit services and course offerings.

Most recently, SEL has partnered with Youthwell, a local non-profit, to establish parenting support groups at the Wake Campus. These support group sessions are available to both registered noncredit students and members of the community.

All of the above mentioned partnerships enhance existing programs and services and aim to provide comprehensive support services to our diverse community of 18+ and adult learners.



## Leveraging Funds \*

Please describe what other funding sources, and the percentage of those funding sources, will be used to support your CAEP proposed program.

Your answer (500 word limit)

SEL has partnered with the college’s Basic Needs Center to provide designated basic needs services to the noncredit student population. A full-time noncredit Basic Needs Coordinator is currently being hired to coordinate basic needs services at the Wake and Schott campuses. This position is fully funded by the college’s basic needs grant.

The noncredit Student Support Services is staffed with two full-time Student Program Advisors that are permanently funded by the Student Equity and Achievement (SEA) fund.

A part-time academic counselor/mental health counselor has been hired leveraging Strong Workforce funding to provide much needed mental health and academic counseling services and to create abbreviated and comprehensive education plans for the noncredit student population. Mental health counseling services are currently only available at the Schott Campus, which is why the program is requesting additional funding to expand these services to the Wake Campus.

SEL has partnered with a number of non-profit organizations that perform free services at the Wake and Schott Campuses (e.g. small business advising services, CTE training, counseling and referral services). All of these free services are available to noncredit students.

For the past two years, SBCC has been serving as an education partner for a county-wide, $2.4M federal Workforce Development grant. With the support of this grant, SBCC provides career counseling services, training and job placement for currently or recently incarcerated individuals.

The existing Student Support Services staff will closely collaborate on the proposed program initiatives to proactively reach out to prospective students, to enhance the existing onboarding process, and to provide comprehensive wrap-around support services. Additionally, the SPAs will closely collaborate with the mental health counselor and the academic and career counselors to refer students to the appropriate support services. It is anticipated that the existing staff will dedicate approximately 20% of their time to provide direct support to the proposed program initiatives.

## Diversity, Inclusion, and Equity

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

Your answer (500 word limit)

Noncredit Student Support Services plays a crucial role in supporting SEL’s highly diverse adult population. This proposal seeks to increase access to adult education programs and to mitigate existing equity and opportunity gaps by providing CAEP students with proactive onboarding and comprehensive support services designed to guide them from the point of application through the successful completion of degree programs and their transition into the workforce. The additional resources requested in this grant proposal will be instrumental to our ability to address the existing digital divide by providing noncredit students with access to technology and technology skills, to mitigate existing access barriers and equity gaps, and to increase enrollments and student retention, particularly in the ESL and Adult High School/GED/ and Bilingual GED programs, which specifically target disproportionately impacted students.

## Outcomes

Please list between 3-5 outcomes for the next year.

(e.g. 1. increased enrollments by 5%, 2. two new state certificates in small business development for bilingual learners)

Your answer (500 word limit)

* Increased number of learners enrolled in the noncredit classes and higher and more accelerated Diploma/certificate completion rates
* Enhanced wrap-around support services to enable learners to stay enrolled and to achieve their educational goals (including mental health counseling services, basic need services, and community referrals)
* Expanded outreach activities and support services for local high school students
* Increased rate of students transitioning to credit and/or vocational training and certification programs
* Higher persistence and attendance rates
* Our goal is to combine Student Support Services and Admissions & Records to become Non Credit Enrollment Services. This would allow our staff to be cross trained and to be able to provide assistance to our Adult HS students, ESL students and adult learners. That will be easily identifiable to the community and create less roadblocks for our students.

## Target Number of Students

1. Served during the 2022-2023 grant year

**Noncredit ESL Enrollments:**

Fall 2022: 1,864 enrollments (as compared to 1,560 in Fall 2022)

**Adult High School Program Enrollments:**

Fall 2022: 122 enrollments (as compared to 101 in Fall 2021)

**Noncredit Vocational Enrollments:**

Fall 2022: 405 enrollments (as compared to 338 for Fall 2021)

**Workforce Preparation Program Enrollments:**

Fall 2022: 1,292 enrollments (as compared to 1,040 in Fall 2021)

**ESL Badges and Certificates Issued:**

Spring 2022: 67 ESL certificates

Summer 2022: 58 ESL certificates

Fall 2022: 46 ESL certificates

Spring 2023: Data to be determined by 9/30/2023

**AHS Diplomas Issued:**

Spring 2022:

Summer 2022:

Fall 2022:

Spring 2023: Data to be determined by 9/30/2023

**Career Skills Institute Digital Badges Issued:**

Academic Year 2022 - 2023: 294 noncredit certificates

Summer I 2022: 63 noncredit certificates

Summer II, 2022: 67 noncredit certificates

Total Number of CSI Certificates: 427



**Plan to serve for the 2023 - 2024 grant year**

The School of Extended Learning projects a 10% enrollment increase for the coming academic year for the programs referenced above.



# III. BUDGET WORKSHEET

For each budget request, please describe the activity, agencies or individuals that will carry out the activity. Per the State CAEP directive, there is an expectation that programs expend funds as equally as possible within the grant’s timeframe (e.g. 25%, 25%, 25%, 25%).

|  |  |
| --- | --- |
| **TOTAL BUDGET REQUEST** | **$196,550** |

|  |  |
| --- | --- |
| **CATEGORY BUDGET REQUEST TOTALS** |  |
| **1000** | **$55,000** |
| **2000** | **$76,800** |
| **3000** | **$13,750** |
| **4000** | **$11,000** |
| **5000** | **$10,000** |
| **6000** | **$30,000** |

## 1000: INSTRUCTIONAL SALARIES (instructional personnel)\*

|  |  |
| --- | --- |
| 1000 Budget Request Total | $55,000 |

Please provide a detailed budget for this category.

|  |  |
| --- | --- |
| Itemized Budget Request | Budget Detail and Activity |
| $45,000 | Mental health counseling services for noncredit ESL/AHS/GED and CSI students |
| $10,000 | AHS transcript analysis services |
|  |  |
|  |  |

## 2000: NON-INSTRUCTIONAL SALARIES (personnel) \*

|  |  |
| --- | --- |
| 2000 Budget Request Total | $76,800 |

Please provide a detailed budget for this category.

|  |  |
| --- | --- |
| Itemized Budget Request | Budget Detail and Activity |
| $76,800 | 4 short-term hourly bilingual enrollment and registration support staff |
|  |  |
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|  |  |

## 3000: BENEFITS FROM 1000 AND 2000 CATEGORIES (average benefit rate is between 20-25%)\*

|  |  |
| --- | --- |
| 3000 Budget Request Total | $13,750 |

Please provide a detailed budget for this category.

|  |  |
| --- | --- |
| Itemized Budget Request | Budget Detail and Activity |
| $11,250 | Benefits for mental health counselors |
| $2,500 | Benefits for AHS transcript analyst |
|  |  |
|  |  |

## 4000: INSTRUCTIONAL SUPPLIES AND NON-INSTRUCTIONAL SUPPLIES (computer software not hardware)\*

|  |  |
| --- | --- |
| 4000 Budget Request Total | $11,000 |

Please provide a detailed budget for this category.

|  |  |
| --- | --- |
| Itemized Budget Request | Budget Detail and Activity |

|  |  |
| --- | --- |
| $6,000 | Materials for SEL Open Houses and orientations |
| $5,000 | Materials and supplies for outreach activities |
|  | Marketing and SEL printed materials, postcards, swag items |
|  |  |

## 5000: CONSULTANTS, MARKETING, PROFESSIONAL DEVELOPMENT \*

|  |  |
| --- | --- |
| 5000 Budget Request Total | $10,000 |

Please provide a detailed budget for this category.

|  |  |
| --- | --- |
| Itemized Budget Request | Budget Detail and Activity |
| $10,000 | DEIAA professional development trainer |
|  |  |
|  |  |
|  |  |

## 6000: CAPITAL OUTLAY (computer hardware) \*

|  |  |
| --- | --- |
| 6000 Budget Request Total | $30,000 |

Please provide a detailed budget for this category.

|  |  |
| --- | --- |
| Itemized Budget Request | Budget Detail and Activity |
| $20,000 | 9 student computer stations and 1 large computer display screens |
| $10,000 | 2 outdoor digital display |
|  |  |
|  |  |