



California Adult Education Program, Santa Barbara Adult Education Consortium (SBAEC) Year-8 2022-2023 SPECIAL REQUEST FOR PROPOSAL – Unallocated Funds

I. OVERVIEW

The Santa Barbara Adult Education Consortium (SBAEC) allocation for the Year-8 grant cycle was \$912,536.00. There is a total of \$117,600 of unallocated funds available in the YR 8 grant cycle.

All awardees are expected to expend funds no later than June 30, 2023.

The Consortium has historically awarded 70% or more of its total funding to programs. In 2021-2022, award allocations ranged between \$20,000.00 - \$224,000.00.

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The **Statewide CAEP targets** programs in areas with a focus on economic mobility and include:

- (1) Programs in elementary and secondary basic skills, including programs leading to a high school diploma or high school equivalency certificate;
- (2) Programs for immigrants eligible for educational services in citizenship, English as a second language, and workforce preparation;
- (3) Programs for adults, including but not limited to older adults that are primarily related to entry or reentry into the workforce;
- (4) Programs for adults with disabilities;
- (5) Programs in career technical education that are short term in nature and have high employment potential;
- (6) 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;
- (7) Programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school

Newly Added Statewide CAEP goals and initiatives Consortia need to address:

- (8) COVID-19 Recovery: Address distance learning and ensure continued educational support for adult learners, faculty, and staff;
- (9) Potential Budget Reductions: How consortia are being strategic and responsive to the changes in the economy and to the impacts on adult education programs and its students;
- (10) Systemic Racial Injustices: How consortium plan to examine the issue of their role in addressing systemic racial injustices within their membership, partners and programs.

The overarching Santa Barbara Adult Education Consortium's **3-year plan goals** are the following:

- (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) To 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;

(6) Where needed, to support partners that specialize in job placement, apprenticeship, internship, and job coaching.

The Santa Barbara Adult Education Consortium's **primary goals for the upcoming 2022-2023 year** are the following:

(1) Continue to support our noncredit faculty in building pathways to credit for existing and new CAEP programs;

(2) Support new activity resulting from AB705 implementation (focused on mathematics, English, and ESL);

(3) 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);

(4) Continue to partner with the local Santa Barbara Workforce One-Stop operator and other agencies for career training initiatives;

(5) Continue to cross-pollinate CAEP initiatives with WIOA, Guided Pathways, Vision for Success, and Strong Workforce initiatives;

(6) Continue to support our existing SBCC programs that are aligned with the CAEP initiatives;

(7) 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;

(8) Work in collaboration with the SBCC Admissions Office to strengthen and support the noncredit registration process;

(9) Support distance learning (live videoconferencing) initiatives and provide, where feasible, professional development training for faculty and staff in CAEP program areas;

(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);

(11) Develop a Noncredit Data Collection task force/workgroup that is committed to the collection of accurate data and analytics for all CAEP programs and services;

(12) Address newly added CAEP State Priorities: Equity, Leadership, Learner Transition, **Marketing**, Program Development Curriculum/Classroom, Program Evaluation, and **Technology** & Distance Learning;

(13) Extend programming and services in all of Santa Barbara south county with an emphasis in Carpinteria and Goleta

Based on the 2019 SBCC School of Extended Learning Economic and Workforce Gap Analysis for Adult Education Regional report, the Consortium's focus for the 2020-2021 selection of programs will need to continue enhancing educational programming in the following areas:

(1) Short-Term CTE in career skills training courses

(2) Short-Term CTE with a focus in areas such as Health Care and Health Training services

(3) Noncredit Adult High School/GED

(4) Noncredit English as a Second Language

(5) Noncredit Adults with Disabilities

(6) **To ensure students can navigate through the SBCC system from noncredit to credit**, the Consortium also identified the need for a robust Student Support Services program to help students plan their educational and vocational objectives.

(7) Support new activity to support distance learning and ensuring **continued educational support for adult learners**, faculty, and staff in response to COVID-19;

(8) Develop a strategic plan that addresses systemic racial injustices within our membership, partners and programs.

CAEP Fiscal Regulation for all Independent Contractors and External Partners:

(1) Indirect, for Profit, or Fringe Benefits are not allowable expenses and cannot be reimbursed.

(2) All Independent Contractors and External Partners must submit invoices to the CAEP Coordinator for reimbursement.

(3) All external (non-SBCC) CAEP programs will receive two-three payments based on the timeline for completion as stated on the Activity Chart.

Data Collection for all CAEP Programs and Partners:

(1) All external (non-SBCC) CAEP programs must use the CASAS TopsPro Enterprise platform to electronically collect student data and participation and data points required by the State;

(2) **All data collection must be collected on a quarterly basis.**

Key Performance Indicators:

As stated in the Consortium’s 2019–2021 Three–Year Plan, the Consortium adopts the following key performance indicators related to the allowable program areas and will use these indicators as part of the rubric in selecting programs:

Seven Program Areas

Key Performance Indicators

1. Programs in elementary and secondary basic skills	Increase in enrollment in the AHS/GED program and increase hours attending resulting in higher FTES. Increase in the number completing a high school diploma or GED. Creation of new support courses for the AB705 initiative.
2. Programs for immigrants and English as a Second Language	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.
3. Adults Entering or Re-entering the Workforce	Broadening our reach to the One-Stop and other community partners to increase the numbers of students served. Continue a partnership with the one-stop to offer educational programs on site. Increase in enrollment and hours attending in the Career Skills Institute resulting in higher FTES.
4. Adults who assist secondary school students	Measure results of a pilot program with our community library partners to understand the value and number of students served.
5. Programs for Adults with Disabilities	Launched in 2019, create a realistic growth strategy for the new Adults with Disabilities Work Readiness and Career Certificated Program. Increase the number of enrollments in accordance with the strategy.
6. Programs in Short-Term CTE	Based on the recommendation of the BW Research environmental scan, develop new noncredit programs in CTE areas such as health, business, and information communication technology sectors.
7. Programs offering Pre-apprenticeship Training activities	Explore the possibility of coordinating with a formal apprenticeship program in Construction Technology, leveraging our piloted pre-apprenticeship activities in this department.

II. APPLICATION: CAEP SBAEC 2022-2023: Mobile Technologies

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 OCTOBER 26, 2022 BY NOON.

* 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* **YES**

Are you an existing CAEP funding awardee? Y/N* **NO**

Program Name *

Implement Mobile Technologies for Student Engagement, Registration and Marketing

Primary Contact Name *

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Primary Contact Email *

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Primary Contact Phone *

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Select Applicable Noncredit Program Area (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

1. 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 drop-down menu

Your answer (500 word limit)

The **Implement Mobile Technologies for Student Engagement, Registration, and Marketing** proposal seeks to design and support the implementation of proven concept technologies administratively transforming how we engage, connect with, and empower our students on their academic journey. The proposal seeks to work collaboratively with the School of Extended Learning, its CAEP programs, administration, and staff to evaluate, design, and develop an implementation plan in four key areas 1. pilot a two-way texting platform, 2. increase student engagement via text, 3. design a mobile-friendly registration form, and 4. pilot lead-generation marketing campaigns.

1. Pilot a Texting Platform

Two-way text messaging is an effective communication platform to reach students by bypassing language and digital literacy barriers while connecting with students where they operate. Texting is a powerful tool to encourage adults toward action or opportunity. The goal is to support student action steps that lead to program completion, persistence, and employment. In addition, texting allows staff to reach more participants in less time, allowing staff to focus on other organizational goals. Working collaboratively with the CAEP team, we will evaluate, design, and pilot a two-way, data-driven, AI-supported text messaging platform.

2. Student Engagement

Measurably increase student engagement by integrating texting as a communication strategy and leveraging the capacity of two-way texting to support administrative functions. Two-way texting improves engagement, enrollment, and persistence by nudging students, alums, and prospective students with personalized, relevant, and timely messages on key deadlines, events, and support offers. Proven-concept results show an achieved student engagement of over 50% within a year in a noncredit student setting.

3. Mobile Registration

In consultation with the SBCC's CAEP team, admission and records staff, evaluate, design, and create a plan for implementing a mobile registration form that is easily accessible to students via mobile devices. Implementation strategies will include leveraging the capacity of artificial intelligence within the text platform, secured web forms, and QRcodes for inclusion in marketing collateral. The implementation plan will address registration form delivery management and processing procedures.

The implementation of mobile-friendly, multi-lingual registration forms addresses language barriers and access barriers to in-person registration for working adults. In addition, a mobile registration form alleviates admission and records demand for in-person services.

4. Digital Marketing

In consultation with CAEP administration and the SBCC office of public affairs, extend marketing strategies to pilot lead generation campaigns for CAEP programs. A lead generation campaign captures and generates interest in a class or program to develop a list of potential students. Proved-concept of lead generation campaigns in a local noncredit setting consistently delivers a conversion rate between 35 - 43%, meaning that of the potential students garnered through lead generation, 35-43% register for classes.

2. Noncredit/Credit Integration and Alignment

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).

SBAEC Primary Goals drop-down menu

Your answer (500 word limit)

The proposed administrative technology integrations modernize workflows to create efficiency at scale and benefit all adult education programs at the School of Extended Learning. Pivoting to AI-based, two-way texting communication improves engagement, enrollment, and persistence by nudging students, alums, and prospective students with personalized, relevant, and timely messages on key deadlines, events, and support. Industry statistics on texting tack that 98% of texts are read, 90% are read in the first 3 minutes, making way for student engagement to reach between 50-90% easily.

When leveraged in partnership with the counseling department, student services, program chairs, and outside agencies, these technologies will increase access to information and guidance supporting transitions to credit, certificate programs, and the workforce.

3. 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.

SBAEC Primary Goals drop-down menu

Your answer (500 word limit)

Given the multitude of factors that can influence the timeline, marketing of mobile technologies to students will be addressed in the implementation planning phase of the project. From previous experience, adult learners quickly incorporate this kind of technology into their academic journey due to their familiarity with texting in daily life.

4. 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.

SBAEC Primary Goals drop-down menu

Your answer (500 word limit)

As indicated previously, the initial planning phase of the program will include working with internal stakeholders at the School of Extended Learning. I anticipate facilitating meetings as directed by CAEP administration to build collaboration and implementation plans. Specifically, collaboration with admissions and records, IT, public affairs, student services, and school of extended learning are integral to implementation process.

Once the system is implemented, both internal and external partnerships flourish as access to program and service information as well as student engagement increases. This platform can then be leveraged to support outreach for other CAEP supported programs.

5. Leveraging Funds *

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

SBAEC Primary Goals drop-down menu

Your answer (500 word limit)

Not applicable

6. Diversity, Inclusion, and Equity

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

SBAEC Primary Goals drop-down menu

Your answer (500 word limit)

This initiative will further promote equity and inclusion by tailoring engagement to the students we serve. Re-engineering registration, outreach, and engagement processes will build capacity and empower our student body, honoring their time and commitments.

These processes are tailored to address student needs, eliminating barriers to access, and in doing so, we build a culture of inclusion and belonging.

7. Outcomes

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

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

SBAEC Primary Goals drop-down menu

Your answer (500 word limit)

Specific outcomes after 7 months include the following:

1. Design, develop and launch pilot of a two-way texting platform
2. Initiate student engagement management plan with text technology – anticipate student engagement will

grow from 1% to over 50%

3. Re-engineer the paper registration process into a mobile friendly alternative to pilot in summer or fall. Anticipate students will self-register and most will forgo face-to-face services
4. Pilot lead-generation marketing campaign to increase prospective students' interest and registration. Anticipate that current FB campaigns can pivot to generate leads leading to increase student enrollment.

8. Target Number of Students

I. Served during the 2021-2022 grant year

Not applicable

II. Plan to serve for the 2022-2023 grant year

Target number of students served will depend on the number of students introduced in the pilot phase of the program.