



California Adult Education Program, Santa Barbara Adult Education Consortium (SBAEC) Year 10 2024-2025 REQUEST FOR PROPOSAL

I. OVERVIEW

The Santa Barbara Adult Education Consortium (SBAEC) allocation for the year-10 grant cycle is \$1,006,673.00. The application is due no later than August 16, 2024.

All awardees are expected to expend funds no later than March 31, 2026.

The Consortium has historically awarded 70% or more of its total funding to programs. In 2023-2024 award allocations ranged between \$20,000.00 --- \$200,000.00.

A comprehensive and competitive Request for Proposal submission will align with the California Adult Education Program (CAEP) grant and the Consortium's goals and objectives set forth below. Only members of public institutions and nongovernment entities and organizations may apply for programmatic funding.

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) Distance Learning: How consortia continue to expand Hyflex and synchronous online instruction;
- (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 consortia 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;
- (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 2024-2025 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, and Health Pathways English Language Learner CAEP grant;
- (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.
- (11) Collaborate with local Workforce to increase Adult Learner support systems (housing, foodbank resources, and public assistance programs);
- (12) 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;
- (13) Address newly added CAEP State Priorities: Equity, Leadership, Learner Transition, Marketing, Program Development Curriculum/Classroom, Program Evaluation, and Technology & Distance Learning;
- (14) Extend programming and services in all of Santa Barbara south county with an emphasis in Carpinteria and Goleta.

Based on the 2019 and 2023 SBCC School of Extended Learning Economic and Workforce Gap Analysis for Adult Education Regional reports, the Consortium's focus for the 2024---2025 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) Continue to expand Hyflex and synchronous online instruction;
- (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 (non---SBCC) Partners must complete the required SBCC Memo of Understanding (MOU) forms and Entity Contractor forms;
- (3) All Independent Contractors and External Partners must submit invoices to the CAEP Director for reimbursement;
- (4) All External Partner CAEP programs will receive two---three payments based on the timeline for completion as stated on the MOU and Entity Contractor forms.

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 2022---2025 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. Employer Engagement	Programs offering Pre-apprenticeship and workforce training activities

II. 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 AUGUST 16, 2024.

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.

YES NO

Are you an existing CAEP funding awardee?

YES NO

Program Name

School of Extended Learning Student Support Services

Primary Contact Name

Alejandra Ildefonso

Primary Contact Email

aildefonso@pipeline.sbccc.edu

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)

Renato Marques, Liliana Olguin

Select Applicable Noncredit Program Area

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

Select all applicable 2024-2025 Consortium's goals that align and tie your Program's objectives to

(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, and Health Pathways English Language Learner CAEP grant;

(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;
- (11) Collaborate with local Workforce to increase Adult Learner support systems (housing, foodbank resources, and public assistance programs);
- (12) 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;
- (13) Address newly added CAEP State Priorities: Equity, Leadership, Learner Transition, Marketing, Program Development Curriculum/Classroom, Program Evaluation, and Technology & Distance Learning;
- (14) Extend programming and services in all of Santa Barbara south county with an emphasis in Carpinteria and Goleta.

For current 2023-2024 CAEP SBAEC Programs:

Please provide a detailed summary of the completed outcomes to-date and the progress of your current program's objectives and deliverables. Include last year's and current enrollment figures, number of students who earned a diploma, noncredit certificate completers, and the number of students who transitioned into credit programs or noncredit certificate programs.

Your answer (500-word limit)

The Noncredit Student Support Services department has made significant strides in delivering comprehensive support to our students. Our services include wrap-around support for new, continuing, and returning students, offering referrals and assistance in several key areas. We provide referrals to the Basic Needs Center which offers a food pantry, housing assistance, and financial aid resources. Students have access to academic counseling and personal counseling. We assist students with job readiness programs, resume building, and interview preparation. The Noncredit Student Support Services department has successfully met several key objectives and demonstrated significant progress in supporting student success. The increase in enrollment, student achievements, and transitions into further educational opportunities highlight the effectiveness of our programs and services. The School of Extended Learning Student Support Services program's efforts include assisting students with the enrollment process which includes completing the application, setting up their student portal, advising on classes and registering for classes. With the implementation of the new noncredit online application and new student portal My.sbcc.edu this upcoming fall, there has been extensive training for the permanent staff and bilingual hourly staff.

Outcomes to date:

1. Bilingual Hourly Staff to Provide Enrollment and Registration Support:

With the implementation of the CCCApply online noncredit application at SBCC's School of Extended Learning, the addition of two bilingual hourly support staff at both the Schott and Wake campuses has proven essential. These bilingual staff members have been instrumental in assisting students, particularly those facing language barriers, in navigating the new online application process. Their presence has allowed us to provide crucial support to a diverse student population, ensuring a smoother transition to the new system.

Since launching the CCCApply online application, our bilingual staff have successfully helped 384 new students apply within the first month. This number highlights the demand for enrollment assistance among our noncredit students and underscores the effectiveness of having dedicated bilingual staff available.

However, given the ongoing demand, we have identified a need for an additional two hourly workers to ensure adequate coverage across both campuses for five days a week. Currently, our resources are stretched, and additional staffing would enable us to better serve students consistently, providing more timely support and enhancing the overall enrollment experience.

This staffing initiative is vital not only for the success of the CCCApply rollout, but also for long-term enrollment growth. The ability to provide personalized, bilingual support ensures that more students can access and benefit from our programs without barriers.

2. **Student Computer Stations for New NC SSS Student Lab/Lounge and Enrollment Services Offices:** This is in progress. Temporarily we have been allocated 10 laptops for students to use in order to complete the enrollment process: completing the online application, setting-up the student portal, completing registration.
3. **Exterior Digital Display Screens:** In progress
4. **Recruitment/Outreach/Enrollment Support:** Over the past year, Noncredit Student Support Services (NC SSS) actively participated in a variety of community outreach and enrollment events to promote our programs and engage prospective students. Notable events included Proyecto Campesino, College Fair Night at San Marcos High School, the Family Empowerment Event, and both the Fall and Spring Open Houses at the School of Extended Learning (SEL). Additionally, we conducted targeted outreach for ESL, AHS, and GED programs at local high schools, including Santa Barbara High School, San Marcos High School, Dos Pueblos High School, and Carpinteria High School, as well as class presentations at the Schott and Wake campuses. To further enhance our visibility, we purchased and distributed promotional swag items at these outreach events. These efforts have been instrumental in increasing program awareness and supporting student enrollment across our noncredit programs.
5. **Transcript Analyst Services** We are currently in the process of hiring a Transcript Analyst for the School of Extended Learning (SEL), a key role that will streamline data accuracy for degrees and certifications awarded. This position will be instrumental in ensuring that records are maintained accurately and efficiently. The Transcript Analyst will help in processing and tracking our degrees for School of Extended Learning. Additionally, the Transcript Analyst will collaborate with the IT department to implement the eTrieve software at SEL, aligning our document management system with that of the credit campus. This large-scale project will require all student documentation to be digitally scanned into the new system, improving accessibility and consistency across campuses.
6. **Mental Health Counseling Services for Wake Campus:** Mental health counseling services are currently available at the Schott Campus, and during the Spring semester, services were also extended to the Wake Campus. Moving forward, we plan to continue offering these essential mental health services at both locations to ensure our students have access to the support they need. These services are vital in addressing the mental health needs of our student population, contributing to their overall well-being and academic success.
7. **DEIAA Professional Development Training for School of Extended Learning Student Support/Enrollment Services Staff:** In collaboration with Student Equity and Engagement Programs, the SBCC Director of Equity and Student Engagement led a Diversity, Equity, Inclusion, Accessibility, and Anti-Racism (DEIAA) professional development training for the School of Extended Learning's Student Support and Enrollment Services staff. This training, which included the SEL-specific eTIRO training, focused on equipping staff with the knowledge and skills to create more inclusive and equitable student services. These ongoing professional development efforts are critical for ensuring that our staff can effectively support the diverse needs of our student population, fostering a more equitable learning environment.

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 (include research, labor market information, employer feedback, student surveys, or other relevant information) and describe how funding will further the Consortium's and your program's objectives.

Your answer (500-word limit)

Creation of School of Extended Learning Student Orientation

Our proposed plan introduces an orientation for noncredit English as a Second Language (ESL) students at the School of Extended Learning (SEL), led by Student Program Advisors. This orientation will provide a comprehensive overview of available student services, including the online application, registration process, and wraparound support services. The goal is to ensure that students are well-informed and equipped to fully engage in their educational journey in their ESL classes.

There is a clear need for this initiative, as feedback from both students and advisors highlights the lack of structured guidance for noncredit students. By addressing this gap, the orientation will streamline the student experience and ensure access to key services like counseling, career support and student support services.. This is also in line with the Vision 2030 to strengthen NC student service infrastructure for service delivery and data collection.

Expansion of Bilingual Enrollment and Registration Support: With the successful rollout of the CCCApply online noncredit application, we have identified a critical need for additional bilingual hourly staff to assist students. Currently, we have two

bilingual support staff at our Schott and Wake campuses, but the increasing demand requires additional coverage. We propose hiring two more bilingual hourly workers to ensure enrollment assistance is available five days a week. In the first month of launching the new online application, we assisted 384 students, demonstrating the high demand for these services. This expansion is essential for improving accessibility and providing equitable enrollment opportunities to non-English speaking students.

Expanding Pathways to Credit and Increasing AHS Graduation

The School of Extended Learning (SEL) at SBCC proposes to expand existing programs that align with the California Adult Education Program (CAEP) objectives by building stronger pathways for noncredit students to transition to credit programs and by increasing high school diploma attainment through enhanced student support. Our overarching goals are to improve student transitions to credit programs, increase Adult High School (AHS) graduation rates, and provide personalized services that empower students to achieve their academic and career goals.

Proposed Initiatives:

1. **Strengthening Noncredit-to-Credit Pathways:** SEL is committed to continuing its collaboration with the credit ESL and Dual Enrollment departments to develop more robust pathways for noncredit students. By working closely with these departments, we aim to streamline the transition for noncredit students, particularly ESL learners, into credit programs. Our goal is to provide targeted advisement and support services that help students navigate the transition process and succeed in credit coursework, this academic year we have been able to assist 30-40 students to transition from noncredit to the credit program with this number expected to increase in this academic year.
2. **Increasing AHS Graduation through Data-Driven Support:** To enhance graduation outcomes for students enrolled in the Adult High School (AHS) program, we are implementing a data-driven approach that utilizes the newly developed Argos report system. This system allows us to track student progress more effectively and provides insights that inform our proactive outreach efforts. Student Program Advisors will lead workshops and one-on-one appointments, guiding students through the AHS program's certification requirements and supporting them in achieving their diploma. Our focus on personalized advisement will help students stay on track and reach their academic goals.

The use of the Argos reporting system and a student-centered advisement approach is crucial for increasing AHS graduation rates. In the current job market, the value of a high school diploma remains significant, particularly for adult learners seeking entry into higher-paying, stable jobs. Our enhanced focus on data and personalized support will ensure that more students complete the AHS program, opening doors to further education and financial aid eligibility and employment opportunities.

Securing funding for these initiatives will directly support the Consortium's and our program's objectives by:

- Expanding outreach and advisement services that facilitate the transition of noncredit students to credit programs.
- Increasing AHS graduation rates through a targeted, data-driven support model.
- Providing additional resources for ESL students and Adult High School learners to better navigate their educational pathways.

2. 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). For multiple initiatives, applicants should list each initiative and briefly address how they align. Provide examples of specific pathways and how you plan to conduct proactive advisement on existing pathways.

Your answer (500-word limit)

The Noncredit Student Support Services at SBCC have taken significant steps to integrate and align their efforts with other adult education programs, particularly to create pathways for students transitioning either to credit/transfer educational programs or the workforce. One of the primary initiatives implemented is the use of Starfish, a comprehensive student tracking tool. This system allows for consistent monitoring of student interactions across all forms of communication—whether through walk-ins, emails, or referrals. By tracking all student engagement on Starfish, we can run detailed reports each semester to understand the volume of students being served, thereby enhancing our ability to support them effectively.

In collaboration with SBCC's IT department, we have developed an Argos report specifically designed to track actively enrolled Adult High School (AHS) students. This tool allows us to monitor the number of students enrolled in each semester, which is crucial for our proactive advisement strategy. The report will support in-reach efforts where Student Program Advisors will meet directly with AHS students to set up individual appointments. These appointments aim to provide personalized guidance, helping students clarify their educational and career goals, whether they aim to earn their AHS diploma, transfer to credit programs at SBCC, or transition directly into the workforce.

For the Fall 2024 semester, we currently have 343 actively enrolled AHS students. Our proactive approach to advisement includes guiding students toward specific pathways tailored to their aspirations. For those interested in continuing their education, we provide detailed guidance on credit programs at SBCC that align with their career goals, emphasizing transferring to the credit campus or participating in dual enrollment while enrolled in the AHS program. For students focused on entering the workforce, we provide targeted advisement on vocational and workforce development programs, including information about internships, and job opportunities that align with their skills and interests. This dual approach ensures that every student has the tools and resources they need to achieve their goals, whether academic or career-oriented.

Our School of Extended Learning has seen a significant increase in the Adult High School/GED and English as a Second Language (ESL) student populations, demonstrating the need for expanded academic counseling services. As part of our proactive strategy to support student success, we are committed to increasing the number of students transitioning from noncredit to credit programs. This requires individualized counseling support to develop education plans, ensuring students are on track to meet their academic and career goals.

Additionally, there is growing recognition at the state level of the need to strengthen support services for noncredit students. The development of comprehensive education plans has been identified as a key factor in improving student outcomes, particularly for adult learners who require more tailored guidance. By expanding our counseling services, we will not only enhance student retention and success but also contribute to statewide efforts to close equity gaps and foster a seamless transition from noncredit to credit pathways.

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. For current programs, describe your previous marketing strategies and what has been effective and not. What have you done to develop a cohesive marketing strategy and how can you collaborate with other programs to leverage funding?

Your answer (500-word limit)

Our outreach and marketing efforts focus on promoting program initiatives that drive enrollment, job attainment, career advancement, and transitions to credit programs. Over the past year, Student Support Services has actively engaged with local high schools in the Santa Barbara Unified School District and Carpinteria Unified School District and elementary schools and community events resulting in the successful assistance of 2,027 prospective and current students with a range of services. This includes providing informational appointments to explore noncredit programs, services, and classes, offering hands-on support with the enrollment process and class registration, and guiding students through the online application. Additionally, the team facilitated referrals to other departments and helped students transition to the credit campus. As well as having assisted with the enrollment of 22 students in the ESL Dual Enrollment Summer Program. These students completed an 8-week course, and this success has provided a foundation for expanding our outreach and enrollment efforts in the future.

To further streamline the enrollment process, we have implemented the online noncredit application system through CCC Apply, simplifying the process for both prospective and continuing students. Previously, students had to submit a new application each time they registered, added, or dropped a noncredit class. Now, the online application is only required once per academic year, and students will only need to reapply if they skip an academic semester. This improvement enhances our processes and reduces barriers for students.

This aligns with the Vision 2030 initiative for noncredit programs, which aims to capture all noncredit students through the use of the CCC Apply system. However, many of our students face challenges with this system due to limited or no computer literacy skills. To address this, we are maximizing our marketing strategy by developing materials specifically for distribution at high school outreach events and community functions. These materials provide clear instructions on how to apply online, along with detailed information about the programs we offer. Additionally, we are creating instructional "how-to" videos to ensure students have all the resources they need to successfully enroll.

In addition to school visits, we have partnered with community organizations such as the Carpinteria Children's Project and the Franklin Center. Through these partnerships, we offer evening workshops to help students complete the online application and register for classes. We have also participated in events like the Basic Needs Wellness tabling and attended the back-to-school night at Franklin Elementary. These outreach initiatives have proven effective in reaching a broader audience, and we plan to intensify these efforts next year to increase student participation in both our summer and noncredit programs.

Looking ahead, we aim to expand our collaboration with other programs, such as our career counseling services, to target students interested in job attainment, career advancement, or transitioning to credit programs. A key initiative we are launching this spring is our first Career Fair at the Noncredit campus. This event will connect students with potential employers and offer opportunities to showcase their skills, such as resume building and interview preparation, developed through career counseling. We believe this initiative will further support student success and provide valuable pathways for career advancement.

In reviewing our past marketing strategies, we have found that in-person visits to schools and community outreach events have been the most effective in generating interest. However, we recognize the importance of incorporating digital marketing materials and promoting an efficient online enrollment process to complement these efforts. To create a cohesive marketing strategy, we are collaborating with other programs across the School of Extended Learning to coordinate our outreach and leverage available funding.

Moving forward, we will continue refining our marketing efforts based on feedback from students and staff. We will also explore new opportunities to partner with local businesses, community organizations, and schools to co-host events that promote enrollment and career pathways. By focusing on both community engagement and impactful marketing, we are confident we can increase enrollment and help more students achieve their educational and career goals.

4. Partnerships

Leveraging resources to maximize adult learner and client participation is one of the CAEP's goals. Relay current partnerships and please provide a minimum of 5 prospective partnerships you plan to work with. Ensure that the partnerships are directly tied to CAEP's objectives, tied to local businesses and the labor market, and demonstrate a robust collaboration with a one-to-two-year robust plan.

Your answer (500-word limit)

Leveraging partnerships is essential for maximizing participation and success among adult learners, aligning with the California Adult Education Program (CAEP) goals. At the School of Extended Learning (SEL), we have established several current partnerships that contribute to this mission and are actively seeking to expand our collaborative network to further enhance educational pathways and workforce readiness for our students.

1. Basic Needs Center:

We have successfully collaborated with the Basic Needs Center to establish the first food pantry at the Wake Campus. We are one of the first robust basic needs program services in the state for noncredit campuses. This initiative addresses food insecurity among our students, providing essential support that helps them focus on their educational goals without the stress of meeting basic needs.

2. SBCC ESL and La Cumbre Jr. High:

Our partnership with La Cumbre Jr. High supports the ESL program by facilitating ESL classes in the evening for working adults. This allows us to meet students' needs, we are bringing classes to them that may otherwise not be accessible due to transportation or lack of child care.

3. Santa Barbara Unified School District:

Working closely with Dr. Martinez, we are streamlining our Dual Enrollment program to ensure that high school students can easily access and benefit from our noncredit courses. This partnership aims to create seamless transitions for students from high school to college-level coursework.

4. Carpinteria Unified School District:

This year, we collaborated with the Carpinteria High School Academic Counseling Department to conduct two outreach presentations for parents and students at Carpinteria High School. These presentations focused on informing families about the educational opportunities and support available through our programs School of Extended Learning. Looking ahead, we plan to double the number of presentations next year as part of our ongoing efforts to strengthen community engagement and expand access to education.

5. Leveraging Funds

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

Your answer (500-word limit)

Federal Work Study (FWS) Funds

- We plan to utilize **Federal Work Study (FWS)** funds to hire student workers who will support our ongoing enrollment and student services initiatives. By employing student workers, we will increase our ability to assist students with the new noncredit online application, registration support, and other critical enrollment services. These student workers will also assist with outreach efforts, both online and in person. (\$9,000 allocation)

Noncredit Dual Enrollment Fund

- Our **Noncredit Dual Enrollment Fund** will collaborate closely with the Noncredit Student Services and Noncredit Admissions & Records departments to support initiatives aimed at streamlining enrollment processes and promoting student success. This funding will be particularly useful in outreach efforts to high school students, helping them transition into noncredit programs such as Adult High School, GED, and ESL.

General Fund Support

- We will also use **General Fund** allocations to supplement staffing, including the addition of hourly workers and advisors, and to support technology upgrades necessary for the continued roll-out of the online application system and the new student portal. This funding will help us build the necessary infrastructure for long-term program sustainability.

6. Diversity, Inclusion, and Equity

Please describe how your proposed program initiatives will help create a diverse, inclusive, and equitable educational experience for adult learners. Include as much data as possible ranging from current demographics and prospective goals.

Your answer (500-word limit)

Diversity, Inclusion, and Equity

Our proposed initiatives aim to create a more diverse, inclusive, and equitable educational experience for adult learners at the School of Extended Learning (SEL). By expanding our support services and technological resources, we will address existing barriers to education, particularly for students who may struggle with computer literacy or lack access to technology. These efforts will directly impact underrepresented and underserved populations, ensuring they have equitable access to the tools and support necessary to succeed.

Bridging the Technology Gap:

One of the primary ways we will enhance equity is through the addition of computer labs at the Schott and Wake campuses. These labs, coupled with the support of extra hourly workers, will allow us to bridge the digital divide experienced by many of our students. With the implementation of new technologies such as the online noncredit application, the My.SBCC student portal, and online registration, students will have greater access to educational resources. However, without sufficient support and training, some students—especially those from disadvantaged backgrounds—may struggle to navigate these new systems.

By providing in-person assistance, we will ensure that all students, regardless of their technological proficiency, can successfully utilize these tools. The additional hourly workers will be crucial in offering one-on-one support, helping students navigate the new systems, and fostering a more inclusive environment where everyone can participate fully.

Student Support and Outcomes:

In the past year, our two Program Advisors have worked diligently to assist students from diverse backgrounds through in-person, phone, and Zoom appointments. The data from the past year reflects the wide range of programs and the volume of students served:

- Adult High School (AHS): 326 students
- Bilingual GED: 498 students
- Career Skills Institute: 191 students
- ESL (English as a Second Language): 394 students

These numbers highlight the significant demand for personalized support across various programs. Many of these students come from underrepresented communities, including first-generation college students, immigrants, and individuals from low-income households. By maintaining and expanding our services, we ensure that these students have equitable access to the resources and support they need to achieve their academic and career goals.

Promoting Diversity and Inclusion:

Our efforts to increase diversity and inclusion go beyond simply addressing the digital divide. We are committed to providing culturally relevant and linguistically appropriate services, especially for our large population of ESL and bilingual GED students. This past year, our bilingual staff played a critical role in ensuring that non-English-speaking students could access and benefit from our programs. With additional staff, we will be able to further expand these services, offering more outreach and support to Spanish-speaking and other non-English-speaking communities.

Prospective Goals:

Our long-term goal is to increase the enrollment and retention of underrepresented students by providing equitable access to technology, support, and educational pathways. We aim to increase the number of students transitioning from noncredit to credit programs, especially those from marginalized backgrounds, by at least 10% over the next two years. We will track our progress using data on student demographics, appointment volume, and enrollment trends, ensuring that our initiatives have a measurable impact on diversity, inclusion, and equity at SEL.

By investing in technology, additional staff, and culturally responsive support services, we will continue to build a more inclusive and equitable educational experience for all adult learners.

7. Outcomes

Please list a minimum of 5 measurable objectives and outcomes per year. Identify benchmarks and provide a timeline of outcomes. (e.g. 1. increased enrollments by 5%, 2. two new state certificates in small business development for bilingual learners). Indicate how outcomes will be accomplished and measured. Provide target numbers with outcomes.

Your answer (500-word limit)

Increased Enrollment by 10%

- **Objective:** Increase overall enrollment across Adult High School (AHS), ESL, Bilingual GED, and Career Skills Institute programs by 10% annually.
- **Benchmark:** This will be achieved through targeted outreach efforts, including increased engagement with local high schools, community events, and partnerships with community organizations.
- **Timeline:** By the end of each academic year, enrollment data will be analyzed to measure progress, with a 5% increase expected by the end of the fall semester and an additional 5% increase by spring.
- **Measurement:** Data from the CCC Apply online noncredit application system and Starfish tracking will be used to measure enrollment increases.

Implementation and Utilization of Starfish for Student Tracking

- **Objective:** Fully implement Starfish across all student support services to track student interactions, appointments, and referrals, allowing for more effective case management.
- **Benchmark:** 100% of student interactions (walk-ins, emails, and referrals) will be tracked using Starfish by the end of the academic year.
- **Timeline:** Starfish implementation will be completed by the end of spring, with full tracking in place by the start of the summer semester.
- **Measurement:** Regular semester reports from Starfish will track the number of students served and measure the impact on student retention and completion rates.

Expanded Support for Technological Literacy

- **Objective:** Bridge the technology literacy gap by offering workshops and one-on-one support for online applications, the new student portal, and online registration systems.
- **Benchmark:** Host a minimum of 4 technology literacy workshops per year at the Schott and Wake campuses.
- **Timeline:** Workshops will be scheduled throughout the academic year, with at least 2 held in the fall semester and 2 in the spring.
- **Measurement:** Attendance and feedback surveys from participants, along with tracking the number of students who successfully complete online registration processes.

Increase in AHS Graduation by 15%

- **Objective:** Increase the number of Adult High School (AHS) students completing their diplomas by 15% annually.
- **Benchmark:** This will be achieved by conducting proactive outreach to current AHS students using Argos reports and offering personalized advising and workshops led by Program Advisors.
- **Timeline:** By the end of each academic year, AHS graduation data will be compared to the previous year to assess progress.
- **Measurement:** AHS graduation rates will be tracked using Argos reports, with target numbers established for each semester.

Higher Persistence and Attendance Rates

- **Objective:** Improve persistence and attendance rates by addressing student needs more effectively and reducing barriers to enrollment and participation.
- **Goal:** Increase persistence rates by 15% and attendance rates by 10% compared to the previous year.
- **Strategy:** Combine Student Support Services and Admissions & Records into the Welcome Center. This integration will enable cross-training for staff and provide streamlined services to Adult HS, ESL, and other adult learners, making support services more accessible and reducing roadblocks for students.

8. Target Number of Students

I. For current 2023-2024 CAEP SBAEC Programs: Indicate enrollments for 2023-2024. How many degrees, diplomas, certificates were awarded? If applicable, provide point-of-contact for services utilized.

II. For all applicants: Relay how many adult learners do you plan to serve for the 2024-2025 grant year.

Noncredit ESL Enrollments:

Fall 2023: 1,964 enrollments

Adult High School Program Enrollments:

Fall 2023: 437 enrollments (as compared to 101 in Fall 2022)

Noncredit Vocational Enrollments:

Fall 2023: 471 enrollments (as compared to 405 for Fall 2022)

Workforce Preparation Program Enrollments:

Fall 2022: 1,370 enrollments (as compared to 1,292 in Fall 2022)

ESL Badges and Certificates Issued:

2023-2024: 65

AHS Diplomas Issued:

2023-2024: 13

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	\$238,772
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CATEGORY BUDGET REQUEST TOTALS	
1000	\$99,872
2000	\$ 97,250
3000	\$25,650
4000	\$11,000
5000	\$5,000
6000	

1000: INSTRUCTIONAL SALARIES (instructional personnel)*

1000 Budget Request Total	\$ 99,872
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Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity
\$64,872	Academic and mental health counseling services for noncredit ESL/AHS/GED and CSI students
\$10,000	AHS Transcript Analysis Services
\$25,000	SEL Transcript Analyst to process Adult High School transcripts and CSI certificates
\$5,000	Overtime for classified staff to attend outreach events and help with new enrollment process

2000: NON-INSTRUCTIONAL SALARIES (personnel) *

2000 Budget Request Total	\$ 97,250
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Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity
\$97,250	Hourly staff to assist with CCC Apply, registration, dual factor authentication, and the new student portal (100 hours/week = 50 hours/week at each campus location)

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

3000 Budget Request Total	\$ 25,650
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Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity
\$16,900	Benefits for Academic and mental health counselors
\$2,500	Benefits for AHS Transcript Analyst
\$6,250	Benefits for SEL Transcript Analyst

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

4000 Budget Request Total	\$ \$11,000
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Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity
\$5,000	Materials and supplies for outreach activities
\$6,000	Materials for SEL Open Houses and orientations

5000: CONSULTANTS, MARKETING, PROFESSIONAL DEVELOPMENT *

5000 Budget Request Total	\$ 5,000
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Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity
\$5,000	Professional development, conferences

6000: CAPITAL OUTLAY (computer hardware) *

6000 Budget Request Total	
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Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity