

CAEP Santa Barbara Adult Education Consortium Emergency Funding in Response to COVID-19

The Santa Barbara Adult Education Consortium (SBAEC) has allocated \$70,000.00 to support our existing SBAEC partners who are experiencing urgent needs arising from the COVID-19 emergency.

All awardees are expected to expend funds no later than June 30, 2021.

THIS APPLICATION IS DUE NO LATER THAN MIDNIGHT, WEDNESDAY, May 27, 2020.

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

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.

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

CAEP Fiscal Regulation for all Independent Contractors and External Partners:

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

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

Are you an existing CAEP funding awardee? *

Yes

No

Program Name *

Santa Barbara City College Noncredit ESL program

Primary Contact Name *

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Primary Contact Email *

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Primary Contact Phone *

(805) 683- 8230

Applicable Noncredit Program Area *

- Adult Education (ABE, ASE, Basic Skills)
- English as a Second Language/Literacy
- Adults in the Workforce
- Adults with Disabilities

1. Executive Summary *

Please provide an executive summary of your proposed plan. Describe goals and outcomes.

With the emergency funding, the noncredit ESL program aims to close the digital divide, narrow the equity gap, and strengthen our distance learning options. While the noncredit ESL faculty and staff did an incredible job transitioning our instruction and services online at a moment's notice this spring, the COVID-19 crisis made the digital divide and equity gap that exist in our community more apparent. Our attendance data through our student information system shows that the lower-level ESL students struggled to adjust to the new high-tech remote learning environment. According to our instructors and staff who directly supported those students, lower-level students couldn't attend online classes due to their low English and digital literacy skills. On the other hand, what the pandemic made clear was that technology-assisted distance learning is possible for our adult English Language Learners (ELLs) and will be part of the future of education. We now reach student populations that were not able to participate in our face to face classes prior to the stay at home order. Because of the distance learning option, we are currently able to serve parents with small/K12 children and community members with transportation or mobility issues. Many of our Zoom classes are thriving with such students.

Our plan is to provide extra instructional support as well as initial technical training and online registration assistance to the lower level students so they can participate in learning. We will raise awareness of our tuition-free courses and resources so that the immigrant population can benefit from our services. In addition, we will train our instructors to ensure accessible high-quality distance learning (levels 1-4) into the future.

Our projected outcomes include:

Increased number of enrollment and attendance for level 1 students in Fall I and II, 2020 compared to Spring II, 2020 (equitable access/narrowing the digital divide)

At least 3 noncredit ESL instructors trained in online teaching and curriculum development through SBCC's faculty resource center

Modified core curriculum (ESL NC01A-NC04C) with Distance Education (DE) addendum submitted through our curriculum approval portal, Curricunet, by June 30, 2021.

2. Justification *

Please justify the impact and need for emergency fiscal support.

For more equitable access to our courses, the noncredit ESL program needs to provide extra technical and instructional support to lower-level students. In Spring 2 after the noncredit ESL classes moved online, students with lower English proficiency and lower digital literacy skills struggled to continue their studies. Even when lower-level students were provided with access to Chromebooks, they weren't able to transition to distance learning due to their lack of digital and language skills. In addition, many new and returning students had trouble registering for classes online. Requests for assistance with the registration process increased, and the support staff spent 30 minutes-2 hours per applicant to help them complete the online process over the phone and FaceTime. Some students gave up. Quantitative data from our student information system confirm our lower-level students' struggle. One of the level 1 classes at an off-site location had a 75% decrease in attendance hours when compared to the numbers last year and the numbers from Spring 1, 2020 (the first 8 weeks of Spring when we met face to face). For summer, our outreach campaigns have been successful and we have received over 300 inquiries. Our advisors and enrollment support staff are helping those prospective students to register online. As mentioned above, this takes time. To provide equitable learning opportunities to all students, we are asking for emergency support so we can offer extra technical and instructional assistance to those who need it.

The noncredit ESL program will also put extra effort into ensuring that our service information reaches the population with low literacy and low technology access. We will use simple language, translation, and varied media such as print and radio. We need to make sure that the immigrant community is aware of our tuition-free courses and all the resources we provide including free Chromebook and internet access. According to a Pew Research Center survey conducted in early April, 52% of Americans with lower incomes expressed concern about their internet and cellphone bills. In addition, it is reported that Hispanic broadband users are more likely to be worried about paying their technology-related bills. 85% of our adult ESL students are Spanish-speaking, and many were reported to have lost their jobs due to the pandemic. It is important that our community is aware that attending noncredit ESL classes does not add a burden to their finances, and it, in fact, helps build skills to find new employment opportunities.

Finally, it is crucial that our faculty are adequately trained in online teaching, and that our curriculum is officially approved for distance education through the Chancellor's office. COVID-19 has shown that online learning can be effective for adult English learners. Transitioning back to 100% Face to Face class meetings seems to take time. Even when we do, it is possible that we need to revert back to remote learning at a moment's notice. There could be another pandemic or natural disaster. We need to be ready. Furthermore, we need to maintain and build our capacity to serve those who cannot attend Face-to-Face classes. Through the COVID-19 crisis, the noncredit ESL program gained new students who live in remote areas, who have issues with childcare, work schedule, or transportation.

As distance learning continues to be part of our instructional model, we need to ensure that we are delivering engaging and effective learning experiences. We need to ensure that technology is enriching and enhancing the students' learning. We need to upgrade our faculty's knowledge and skills in distance education. The noncredit ESL faculty need to follow the Title 5 regulations and best practices in regards to effective pedagogy in distance education. Instructors need to employ techniques for humanizing online learning by building community and fostering meaningful student-student interactions. They need to be able to mitigate equity and accessibility issues in an online environment. This is the time for us to build our capacity. Adult ESL learners deserve access to high-quality distance education as much as the credit

students do in order to achieve their learning goals, to transfer to credit courses, and to be successful in their career. That is why the noncredit ESL program is asking for distance education curriculum development and training for faculty.

3. Alignment *

Please describe how additional funds will further the Consortium's goals and objectives.

The SBCC Noncredit ESL program serves adult immigrants who are seeking instruction in citizenship preparation, English as a second language, and workforce preparation. Our proposal goals align with and further support the following consortium goals:

- 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 provide awareness of educational offerings and training options available through a robust local marketing campaign.

4. Activity Chart *

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



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

Total Budget Requested *

\$ 24,000

1000 (Instructional Salaries) *

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

\$ 7200

1000 Detail *

Please provide a detailed budget for this category.

4 faculty members, 36 hours per person @ \$50/ hour for training and curriculum development

2000 (Noninstructional Salaries) *

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

\$ 7200

2000 Detail *

Please provide a detailed budget for this category.

Hourly employee 10 hours/week x 40 weeks @ \$18/hour

3000 (Benefits from 1000 and 2000 categories) *

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

\$3600

4000 *

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

NA

4000 Detail *

Please provide a detailed budget for this category.

NA

5000 *

Total dollars requesting for CONSULTANTS, MEETINGS, PROFESSIONAL DEVELOPMENT

\$ 6000

5000 Detail *

Please provide a detailed budget for this category.

Outreach and Marketing and Other Services

6000 *

Total dollars requesting for CAPITAL OUTLAY (Computer Hardware)

NA

6000 Detail *

Please provide a detailed budget for this category.

NA

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

As our campuses open up slowly to provide in-person services and classes, the need for technical assistance will subside. As for instructor training and curriculum development, after the initial intensive training and development phase, we will be able to incorporate follow up training and cyclical curriculum modification into our ongoing professional development and curriculum development program.

I have reviewed the 2019-2020 CAEP 1-Year Plan and attest that this proposal is in alignment with CAEP current goals and objectives. CAEP SBAE Consortium Annual Plan (2019-2020): http://www.sbccc.edu/extendedlearning/sb_adult_ed_consortium/files/CAEP%20Annual%20Plan%202019-20%20.pdf *

Yes

This form was created inside of Santa Barbara City College.

Google Forms