

**AEBG: YR3 2017-2018: Request for Proposal**  
**SBCC: Noncredit English as a Second Language**

**Are you an existing 2015/16 or 2016/17 AEBG funding participant?**

Yes

**Program Name**

SBCC Noncredit English as a Second Language

**Primary Contact Name**

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**Applicable Program Area**

English as a Second Language/Literacy

**1. Executive Summary**

The purpose of this proposal is to achieve the following goals:

1. Enhance student persistence in order to get/keep students on the path to secondary education and/or a family sustaining career by a) offering extra learning support to the adult immigrants with low educational attainment, and b) using accelerated learning methods. The accelerated learning methods include contextualizing the content, raising career and academic pathway awareness, and adding online/blended learning components.
2. Align curriculum and course offerings with the existing credit and noncredit programs and courses in order to clearly define career and academic pathways.
3. Build cross-agency partnerships in order to offer wraparound services for student persistence and success.
4. Capture and analyze student learning outcomes and matriculation data for the cycle of efficient program planning, implementation and evaluation.

The noncredit ESL program will:

- A. Offer in-class learning assistance/ tutoring to increase student persistence and career and academic awareness
- B. Provide professional development (including communities of practice) on student retention and data driven instruction to faculty members, instructional aides and staff
- C. Provide continuous support and additional training to instructors with the technology integration undertaken as part of our AEBG year 2 project.
- D. Continue our marketing and outreach effort in order to get adult English learners in our community on a path to family sustaining jobs and productive lives
- E. Develop learning materials and support systems to ensure student persistence
- F. Pilot two of the new career and academic pathway certificate courses that include blended learning

- G. Work with other consortium members and other community organizations to streamline our course offerings and develop a comprehensive support and referral system
- H. Strengthen the existing CASAS data collection system by managing and analyzing the data more effectively and by gaining faculty's understanding and support

The intended outcomes are:

- Increased number of students enrolled in the noncredit ESL courses
- Increased number of students moving from one module/level to another from semester to semester within our program
- Clearly defined career and academic pathways
- Increased number of students transitioning from noncredit ESL to Vocational ESL, Short-term Vocational, Career Skills Institute courses, or new job opportunities
- Increased number of students transferring from noncredit ESL to the GED program or the credit ESL programs
- Improved data capturing system and the use of data to improve the NC ESL program

## **2. Integration**

1. By offering extra learning support, individualized instruction and customized tutoring in class, the Noncredit ESL program will help adult immigrants in our program to persevere on their career or academic pathways,
2. By providing professional development on data driven instruction and accelerated learning methods, the noncredit ESL faculty members and instructional aides will be better equipped to increase student persistence.
3. By offering evidence based accelerated learning methods, clearly aligned pathways, and wraparound support services, students will be able to stay on their paths to realize their individual career and academic goals

## **3. Justification**

Objective 1 - a) Extra Learning Support for Learner Persistence

Development of reading, writing and other basic skills in adult learners requires patience, perseverance, and continued motivation (Dornyei & Ushioda, 2011 as cited in Carpentieri, 2014). Many of the adult immigrants the SBCC noncredit ESL program serves are juggling their learning, family, work and other obligations, and have little formal education or negative previous learning experience. Thus, often times they find continuing and persevering in a learning program difficult. This is where additional customized learning support from instructional aides is helpful and beneficial. Due to our enrollment and program structure, out of 29 integrated core courses the noncredit ESL program offers in the area (from Isla Vista to Carpinteria), 24 classes are multilevel, meaning students in two or three different language proficiency levels are studying in one classroom with one instructor. It is crucial that the instruction meets the needs of each level group of students in order to keep them engaged in learning and help them build their confidence and self-efficacy. Additional learning support by trained instructional aides is necessary to achieve effective teaching and learning.

Objective 1 - B) Accelerated Learning Methods for Learner Persistence

Through the AEBG year 1 and year 2 projects, the noncredit ESL program has successfully launched college and career readiness integrated core classes in Fall 2017. Now that college and career readiness skills composed of more academic rigor, focus on workplace transferrable skills and career awareness are incorporated, the need for establishing best practices through the communities of practice (Wenger, 1999) is even greater. Communities of practice offer reciprocal interactions and allow instructors to work with concrete examples. Situated learning and immediate application can occur in communities of practice. (Wenger, 1998 as cited in

Glazer, Hannafin & Song, 2004). This will help achieve instructor autonomy and encourage ownership of learning. Both instructors and instructional aides need to be trained in the new accelerated learning methods, data driven instruction and career awareness integration.

Another accelerated learning method mentioned is blended learning. Data from the Texas Education Adults Management Systems from 2009 to 2012 showed that 7-15 % more students completed a learning level each year using blended learning compared to students in face-to-face or online only programs. The noncredit ESL program will be piloting two blended learning pathway courses: academic pathway and career pathway. Blended learning will also help address the multimedia use and online collaboration skills incorporated in the College and Career Readiness Standards for Adult Education (CCRS), English Language Arts and Literacy Standards (U.S. Department of Education, 2013). For busy adult learners with full-time jobs and family obligations, it is critical that their learning is efficient and those 21st century skills are integrated into their language learning. Our goal is to facilitate accelerated learning and promote learner persistence by adding digital components.

With regard to technology professional development, ongoing year-round support is crucial to ensure the continual success of the technology integration that started last year with the AEBG year 2 funds. Effective technology professional development involves continuous support (Baran, 2016; Donovan & Green, 2014) and individualized and customized support (Donovan & Green, 2014). In 2016-2017, 18 instructors, aides and staff members took advantage of the one-on-one technology support in 28 cases spending 30.75 hours on technology professional development. In addition, 12 noncredit ESL instructors received in-class support in 23 occasions (18.5 hours) and all of the instructors received email or phone support at least once. In order to ensure effective use of instructional technology, it is important that the noncredit ESL program continues to offer this type of support.

## Objective 2: Align Curriculum and Course Offerings

After the three year research on Adult Education career pathways in three different US cities, Prins and Clymer (2017) found that bridge classes can indeed help prepare students for career technical education (CTE) classes. Until now, some of the pathway bridge courses that were developed through the AB 86 and AEBG projects in the past have never been offered. In order to define, evaluate and improve the academic and career pathways, the noncredit ESL program needs to pilot those courses that aid adult immigrant students in acquiring English skills that are necessary for a seamless transition to workplaces, career technical education and higher education.

## Objective 3: Cross-agency Partnerships

In a study conducted by Prins and Clymer (2017), it was observed that support services are crucial for access, persistence, and overall well-being and financial stability of the adult learners. Support services increase students' "mental bandwidth" (Mullainathan & Shafir, 2013) and this will help students focus on their studies and career goals. It is important for the noncredit ESL program to be working with the SBCC student support services programs as well as other community organizations to provide bundled services so students can persevere on their career or academic pathways.

## Objective 4: Capture and analyze student learning outcomes and matriculation data

Project development is a cyclical process, and needs assessment, planning, implementation, data collection and evaluation are crucial stages for effective project design. The noncredit ESL program needs a better system in order to maximize the impact of the the AEBG funded programs. With this year's funding, the noncredit ESL program will collect, analyze and

synthesize data at each stage of this cycle of inquiry to ensure continuous improvement.

#### References:

Baran, E. (2016). Investigating faculty technology mentoring as a university-wide professional development model. *Journal of Computing in Higher Education*, 28 (1), 45–71.

Carpentieri, J. D., (2014). Improving basic skills in adulthood: Participation and motivation. Literature Review prepared for the European Commission Working Group on Adult Learning. Retrieved November 13, 2016, from [http://ec.europa.eu/dgs/education\\_culture/repository/education/policy/strategic-framework/expert-groups/documents/adult-basic-skills\\_en.pdf](http://ec.europa.eu/dgs/education_culture/repository/education/policy/strategic-framework/expert-groups/documents/adult-basic-skills_en.pdf)

Donovan, L., & Green, T. (2013). *Making change: Creating 21st century learning & teaching environment*. Huntington Beach, CA: Shell Education.

Glazer, E., Hannafin, M. J., & Song, L. (2005) Promoting technology integration through collaborative apprenticeship. *Educational Technology Research and Development* 53(4) 57–67.

Mullainathan, S., & Shafir, E. (2013). *Scarcity: Why having too little means so much*. New York, NY: Henry Holt.

Prins, E. & Clymer, C. (2017) *Adult Education Providers and Career Pathways: Insights from Three Cities*, Institute for the Study of Adult Literacy

U.S. Department of Education, Office of Vocational and Adult Education. (2013). *College and Career Readiness Standards for Adult Education*. Washington, D.C.

Wenger, E. (1998). *Communities of Practice: Learning, Meaning, and Identity*. Cambridge: MA: Cambridge University Press.

#### **4. Outreach & Marketing**

The noncredit ESL program will continue to work with the consortium members, the Vice president of the School of Extended Learning and the Executive Director of Public Affairs and Communications of SBCC as well as the student, faculty and community representatives in order to determine the needs and effective methods of outreach and marketing of our program.

The noncredit ESL program plans to continue to fund the outreach task force that has been established and supported by the AEBG grant in order to offer ongoing advertisement distribution and outreach events.

#### **5. Alignment**

All of the goals and plans above address the proven needs of the adult immigrant population in our community and lead them to accelerated “transitions to transfer or career success.” The noncredit ESL program plans help build bridges to “existing and new AEBG programs.” The noncredit ESL comprehensive professional development plans are in line with the consortium’s goal of “supporting innovative professional development for staff and faculty.”

#### **6. Activity Chart**

## **Total Budget Requested**

\$100,000

## **1000/2000/3000**

\$69,900

### **1000/2000/3000 Detail**

- Faculty Professional Development Committee 5 instructors, 16 hours each @ 30/hour : \$ 2,400
- Faculty Participation in PD 25 instructors, 10 hours each @ \$30/hour :\$ 7,500
- Technology Lead and Technology Assistant: 50 hours of instructional technology support \$ 50/hour \$ 2,500
- Community of Practice: 15 instructors, 10 hours each @ \$30/hour: \$ 4,500
- Curriculum Alignment & Pilot Study: 3 instructors, 10 hours each @ \$ 50/ hour \$ 1,500
- Cross Agency Activities: 2 instructors, 10 hours @ \$30/hour @ \$ 600
- Marketing and Outreach Committee Activities: 6 instructors, 10 hours @ \$30/ hour \$ 1,800
- Literacy Development Curriculum and Support Material Development: 3 instructors, 10 hours each @ 50/hour: \$ 1,500
- Literacy Development Pilot Program: 2 instructors, 5 hours/week x 16 weeks @ \$ 70/hour : \$5,600
- Instructional Aides/In-class Tutoring Program and Tutor Training for Spring 2, Summer 1 & 2: \$22,000
- Noncredit ESL Data Collection Part Time Staff \$20,000

## **4000**

\$16,000

### **4000 Detail**

- Software program and instructional material for the Blended Pathway Pilot \$10,000
- Outreach and Marketing Supplies: \$ 5,000
- Mass texting and marketing material making software \$ 1,000

## **5000**

\$10,000

### **5000 Detail**

- Travel and Conference, Professional Development/ Outreach Consultant

## **6000**

\$5,200

### **6000 Detail**

- Laptop computers, Tablets and hotspots for instruction, marketing and data collection

## **Total Number of Adults Students Served**

Fall 2017 enrollment: 2080 (duplicated)

## **Target Number of New Adult Students Served for 2017-18**

600. In Fall 2017, the noncredit ESL program welcomed 292 new students. The goal is to reach 308 more new students in Spring and Summer 2018 to make the total of new students served 600.

**Do you currently receive other NON-AEBG funding that supports the proposed activity? If yes, please describe how additional funding expands or supports that activity.**

Although the federal Workforce Innovation and Opportunity Act funds have been used to support some of our instructional aides and CASAS data collection activities, the proposed activities are newly enhanced initiatives that will support student persistence and accelerated learning.

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

The instructional aide program, instructor stipends, student learning outcome data collection and outreach can be incorporated into the college's general funds.

The professional development and technology integration programs can be supported partially by WIOA and the college's general funds.