I have reviewed the 2019-2021 CAEP Three-Year Plan and 2021-2022 DRAFT Annual Plan and attest that this proposal is in alignment with Consortium's current goals and objectives. *

☑ Yes

☐ No

Are you an existing 2018/19, 2019/20, 2020/2021 CAEP funding awardee? *

☑ Yes

☐ No

Program Name *

Santa Barbara City College School of Extended Learning Adult High School/ GED Program

Primary Contact Name *

Sachiko Ozaki Oates

Primary Contact Email *

sooates@pipeline.sbcc.edu

Primary Contact Phone *

(805) 683- 8230

Applicable Noncredit Program Area *

☑ Adult Education (ABE, ASE, Basic Skills)

☐ English as a Second Language/Citizenship

☐ Entry or Reentry into the Workforce

☐ Adults with Disabilities

☐ Short-Term CTE/Programs in Pre-Apprenticeship

☐ Literacy

☐ Other

☐ Other:

1. Please provide an executive summary of your proposed plan (to include overarching goals and outcomes) to create new programs or expand existing programs in one of the areas identified above. *

For this grant cycle, the program's overarching objectives are

1) To explore and develop plans for official remote and/or hybrid learning and competency-based education options for the adult secondary/equivalency students
2) To promote diversified pathways to post-secondary education and streamline the transition to credit programs
3) To identify best practices in diploma completion, GED certification, and transition to college
4) To collect and track student data including assessment, goal attainment, and attendance data to better identify the programs' strengths and areas for improvement in ensuring the program meets equity goals and the needs of all students.
5) To recover the enrollment level and meet our equity goals by implementing targeted marketing and outreach strategies to reach more community members, especially the workers whose job security might continue to be threatened by the pandemic and women who left the workforce to adjust to the needs of their families during the pandemic. Special efforts will be made to improve the learning outcomes of the students with lower literacy and numeracy levels.

In order to achieve the above goals, the Adult High School/GED program will:
A) Create a task force to explore and identify the distance education and competency-based education options that meet the needs of our students and the requirements of the California Community College Chancellor's Office.
B) Streamline the pathways to college by establishing credit for prior learning systems in coordination with the credit English and Math departments.
C) Develop informational materials and an inquiry-based goal exploration program for informed and empowered educational planning. The pathway information includes Adult dual enrollment, SBCC Promise, EOPS, College for Working Adults, and Financial Aid programs.
D) Create a peer support mentoring program and hire student workers
E) Offer Face to Face CASAS e-Testing as well as remote testing.
Create an equity data task force to analyze student data and to put forth recommendations
Coordinate with the local K12 districts (including Carpinteria and Goleta), nonprofit organizations as well as private businesses for outreach.
F) Collaborate with the SBCC student support services and strengthen our cross-agency partnerships to offer better wraparound services including childcare, housing, food security, financial support, physical and mental health support, academic and career counseling.

The intended outcomes are:
a) Diversified student population and higher FTES
b) Expanded pathways for adult secondary students and increased rate of students transitioning to credit and/or vocational training and certification programs.
c) Increased number of learners enrolled in the AHS/GED classes
d) Improved assessment rates and data collection

2. Integration: 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). *

A) By exploring multiple modalities and options for earning a diploma/GED certificate, we will be able to meet the diverse needs of adult secondary students and support their career and academic goal achievement.
B) By collaborating with the student support services (SSS) and other college departments as well as community organizations, the AHS/GED program can help streamline the intake, support, and matriculation processes to enhance learner persistence and goal attainment
C) The development and enhancement of marketing and outreach materials in print, radio, and TV in multiple languages will help reach the adult population with lower (digital) literacy levels in our community and help them get on the path to achieving their educational and career goals
D) Accurate assessment and attendance data collection and analysis are crucial to improving our services and practices in order to help students stay on their career or academic paths

3. Justification: Please justify the need of your proposed program and include research, labor market information, employer feedback, student surveys, or other relevant information and describe how funding will further your objectives. For programs that have previously received funding, please justify the need, include students served, and provide a status report on your existing award(s) and remaining balance(s). *

Objective 1:

There are many reasons the AHS/GED program should develop official distance learning options for our students: student preference, higher FTES, dismantling barriers to attendance, and SBCC's vaccine mandate for attending face-to-face courses to name a few.

The student survey regarding the Fall 2021 semester student preferences conducted by the noncredit AHS/GED program between April and June 2021 revealed that over 65 % of the current students preferred remote learning, and only 34 % (20 out of 59 respondents) prefer Face to Face courses. While the survey results may be skewed as all the respondents were taking classes remotely at the time of the survey administration, this is a significant number of students who are benefiting from our remote learning option. The noncredit programs' emergency distance education approval through the state chancellor's office is scheduled to expire in December 2021. It is crucial that our programs start working on remote or hybrid options for at least a few selected classes to meet the needs of our students. In addition, the preliminary FTES data for 2020-21 suggests that the FTES have been consistently higher via remote learning for Adult HS/GED.

The same survey mentioned above also revealed that the noncredit AHS/GED students face obstacles such as childcare, transportation, and anxiety around anti-Asian incidents nationwide, as well as on our own campus. Comments in the survey indicate that some Asian students are afraid to be on campus or use public transportation due to the staggering increase in Asian hate incidents. One of the bilingual GED students commented:

"If the college can, I prefer to continu[e] attend[ing] online class[es] because I came here two month[s] ago, I don't have [a] driver license, my parents are working and I live far [from] SBCC, near my house any college doesn't have GED bilingual class so, I would like to at[t]end online. Another hand right now in the US have a lot of problem[s] about HATE C[R]IME[S] for Asian people. I'm Japanese but I grow up in Argentina, so I want to learn GED in Spanish but for this problem I don't want [to] take [the] bus [to] go to SBCC. Thank [you] so much for read[ing] this message and I hope I can take the class in SBCC!!"

Providing students with the option to attend class remotely has allowed for greater diversity in our classrooms and addressed the needs of student populations that might otherwise have had to delay working toward a diploma: Parents of young children, students with variable work schedules, those looking after elderly parents, and so on.

In addition, the SBCC board of trustees passed the resolution to require vaccination to all our students visiting our campuses effective October 1 or upon FDA approval of one of the COVID-19 vaccines. While SBCC and the noncredit programs provide vaccine incentives, as of August 6, 2021, only 2% of the Noncredit students have submitted their vaccine information to SBCC. We need a way to serve our unvaccinated students past October 1. The vaccine equity Q and A session on August 4th disclosed that many Bilingual students face additional barriers to access vaccinations (language, Immigration status, ID/insurance requirements, etc.). Over 70% of our students (combined data with ESL) are Latina/o/x. While

"Hispanic/Latino/a residents represent 48% of the County's population (Wavecomm, May 2021)," the vaccination rate of the population is currently at 39% and is lower than that of the white population at 48% (SB Public Health, July 2021).

For the above reasons, the noncredit AHS/GED program believes that it is important that we explore and make plans for remote options for our students.

*until students and employees submit their vaccine card through the SBCC portal, they are treated as "unvaccinated"

Objective 2:
There are bills that passed in recent years that affect adult secondary learners such as AB 705 and SB 554 as well as the credit for prior learning initiatives from the California Community College Chancellor's Office and policy changes at SBCC like credit for prior learning initiative and resolution. SBCC also offers a variety of support services and enrollment options. Our goal is to ensure the relevant information is communicated to our students effectively. Furthermore, the AHS/GED staff and faculty survey conducted in July 2021, indicates 100% of the survey respondents believe that coordination with other SBCC departments is either very important/necessary or crucial to have additional support in this area.

Objective 3:
Through student and faculty interviews in Spring 2021, it is observed that there exist situational, dispositional as well as institutional barriers to transitioning to credit programs for adult learners. It is critical that we explore and implement best practices and scale them up for broader success. The activities and methods planned are based on the educational research and literature review reported by Oates (2021):

"Studies show that a lack of self-confidence and lack of support resources can lead to low participation and low achievement of adult learners. Feelings of inadequacy, inhibition, fear of failure, and fear of judgment are common dispositional barriers that can limit students' mental bandwidths and cognitive abilities (Ciriza-Lope et al., 2016; Patterson et al, 2016). Citing Bandura (1977, 1982), Ajzen and Madden (1986) explain that individuals' self-efficacy or confidence to perform an action is closely related to one's behavior. Students' understanding of available resources and opportunities can affect students' perceived behavioral control. With the lack of information on the pathways and support services, there exists a gap between students' perceived behavioral control and actual control. By identifying relevant support services, students' perceived behavioral control and actual control can align. Wraparound services are also observed to increase students' persistence (Mullainathanet al., 2013; Prins et al., 2017). Furthermore, in order to appeal to the students' behavioral attitudes, specifically, their instrumental attitudes, the in-class activities include learning the benefits of college education such as better career prospects, lower unemployment rates, and higher earnings, which are found to be the major motivators for adult learners
... Mentoring and networking are observed to support disproportionately impacted (DI) learners in multiple studies (Kimmel et al., 2016; Kundu, 2017; Patterson et al., 2016).
... Providing a supportive community that shares similar goals can have positive impacts on students' self-confidence and behavior (Ajzen et al., 1986). Having peer mentors, who successfully transitioned to a credit program after having gone through a noncredit program, is also designed to affect students' perceived behavioral control by making the transition seem indeed possible ... Moreover, in accordance with the positive deviance theory (Marsh et al., 2004), the purpose of having successful graduates in the support group is to learn from community insiders and replicate [sustainable] best practices.

Objective 4:
As mentioned above, COVID-19 has severely affected the noncredit AHS/GED program's ability to assess

our students with the 1:1 remote testing method. As we safely return to campus, we work towards offering some Face to Face assessment opportunities starting in Fall 2021 in order to collect accurate assessment data.

In addition, through the AHS/GED staff and faculty survey conducted in July 2021, 100% of the survey respondents indicated that assessment and CASAS support is either very important/necessary or crucial to have additional support in this area.

Objective 5:
Regarding the wraparound services, outreach, and marketing, through the staff and faculty survey conducted in July 2021, 100 % of the survey respondents indicated that enrollment and persistence support is either very important/necessary or crucial to have additional support in this area. Similarly, 80 % of respondents indicated that outreach and marketing are very important/necessary or crucial to have additional support in this area.

A status report on your existing award(s) and remaining balance(s):

The AHS/GED program was awarded $86,937 in year 5 (2019-20) and an additional $20,000 through the Emergency Funding in Response to COVID-19. 44 % of the funds are remaining. In addition, the programs' award for year 6 was $75,937.50, which we will start expending soon.

References:
Ajzen, I., & Madden, T. J. (1986). Prediction of goal-directed behavior: Attitudes, intentions, and perceived behavioral control. Journal of Experimental Social Psychology, 22, 453-474.
Ciriza-Lope, M., Shappeck, M., & Arxer, S.L. (2016). Emergent Target Language Identities Among Latino English Language Learners. Journal of Latinos and Education, 15, 287 - 302. http://dx.doi.org/10.1080/15348431.2015.1134535
Kimmel, S., Gaylor, K. & Hayes, J.. (2016). Age Differences among Adult Learners: Motivations and Barriers to Higher Education. Academy of Business Research Journal. IV, 32-58.
Kundu, A. (2017). Grit and Agency: A Framework for Helping Students in Poverty to Achieve Academic Greatness. National Youth-At-Risk Journal, 2(2). https://doi.org/10.20429/nyarj.2017.020205
Marsh, D. R., Schroeder, D. G., Dearden, K. A., Sternin, J., & Sternin, M. (2004). The power of positive deviance. BMJ (Clinical research ed.), 329(7475), 1177–1179. https://doi.org/10.1136/bmj.329.7475.1177
Mullainathan, S., & Shafir, E. (2013). Scarcity: Why having too little means so much. New York, NY: Henry Holt.
Oates, S. (2021, July). Change Project Paper. Arizona State University.
Patterson, M., & Paulson, U. G. (2016). Adult Transitions to Learning in the USA: What Do PIAAC Survey Results Tell Us? Journal of Research and Practice for Adult Literacy, Secondary, and Basic Education, 5 (1), 5-27
Prins, E., Clymer, C., Toso, B. W., Elder, S. F., Loa, M., Needle, M. Raymond, B., & Ziskind, A. (2017). Career pathways programming for lower-skilled adults and immigrants: Report on survey findings. Executive summary. University Park, PA: Institute for the Study of Adult Literacy.
Santa Barbara Public Health Department. (2021, July 22). Santa Barbara City College Board Meeting [Video File]. Santa Barbara City College. https://www.sbcc.edu/boardoftrustees/watch-latest-meeting.php
Wavecomm. (2021, May 16). Vaccine Equity Project Santa Barbara County. Edhat. https://www.edhat.com/news/vaccine-equity-project-santa-barbara-county

4. Outreach & Marketing: Please describe your plans to conduct outreach and marketing to reach your target population and increase enrollments. *

The AHS/GED program will work with the SBCC Public Affairs and Communications department, Juliana Minsky, our marketing consultant, and the SBAE consortium members, 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.
In Year 7, the AHS/GED program will utilize digital flyers, social media, as well as paper flyers, and other translated materials as our main tools to enhance our efforts to reach the diverse adult population including those who are non-digital natives. Moreover, our plan includes exploring a student ambassador program.
The AHS/GED program will continue to target the zip code area 93101 in our marketing and outreach efforts. According to the consortium's 3-year plan, the above area has "the greatest population of adults who have not obtained a high school diploma or equivalent...with over 5,200 of these individuals (p.13)." In addition, we will increase our outreach efforts in Carpinteria.

5. Partnerships: Please provide 2-3 prospective CAEP Programs or Partners you plan to work with to maximize student and client participation and describe your prospective collaborative efforts; either with current CAEP programs and/or other external community entities. *

SBCC Career Skills Institute- IET programming, Student transfer, career advising
SBCC Student Services- referrals to wraparound services, career and academic counseling, and development of abbreviated education plans
SBCC Noncredit ESL program- Co-enrollment
SBCC Adult Dual Enrollment, Guided Pathways, EOPS, DSPS, College for Working Adults- specialized support, and student matriculation
Santa Barbara Workforce One-Stop operator-Referrals, Collaboration through the WIOA Title I and Title II initiatives
Public Libraries- referrals and possible curriculum alignment and articulation
K12 Schools- outreach, referrals, site-coordination, collaboration for family engagement, and family literacy development- We continue to work with the Goleta Union School district and Carpinteria School district to distribute our program flyers through Parent Square and work with the Santa Barbara School district through their PEAC program

6. SBCC Noncredit Student Support Services: Provide your plans to integrate SBCC Noncredit Student Support Services in order to assist students in obtaining abbreviated educational plans. *

The noncredit AHS/GED program will be working closely with the Student Support Services advisors and staff to plan and coordinate community outreach, class visits, student orientation, abbreviated Ed plan development, follow-up, and data reporting.

7. Alignment: Please describe how your program is in alignment and furthers the Consortium's goals and objectives as stated above. *

The School of Extended Learning AHS/GED program is one of the existing SBCC programs that are aligned with the statewide CAEP initiatives "(1) Programs in elementary and secondary basic skills, including programs leading to a high school diploma or high school equivalency certificate" and listed as one of the selected educational programs as part of the Consortium's focus for the 2021-2022 cycle: "(3) Noncredit Adult High School/GED."   In addition, all of the proposed activities and goals align with the newly added statewide CAEP goals and initiatives #8 and #10: COVID-19 response and Systemic Racial Injustices.

Furthermore, the AHS/GED's goals and objectives align with the Santa Barbara Adult Education Consortium's three-year plan key performance indicators: "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 certificate." All of the AHS/GED program's plans above aim to "improve Student Learning and Achievement Goals focused on the needs of adult learners, and to assist in their transfer acceleration and career success (consortium's overarching 3-year plan goal #2). The AHS/GED program's plans #4 addresses the consortium's overarching 3-year plan goal #5: "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." The AHS/GED outreach and marketing plan directly correlates with the consortium's overarching 3-year plan goal # 4: "provide awareness of educational offerings and training options available through a robust local marketing campaign."

Finally, the AHS/GED program's proposals align with all fourteen of the Santa Barbara Adult Education Consortium's primary goals for the upcoming 2021-2022 academic year including building pathways to credit (#1), supporting new activities resulting from AB705 (#2), dual enrollment programs to engage ADULT high school AND EQUIVALENCY students transitioning to college (#3), partnering with the existing CAEP programs, SBCC SSS team, Admissions team, as well as, the local Santa Barbara Workforce One-Stop operator and other agencies (#4, 6, 7, 8 & 11) cross-pollinating with WIOA, Guided Pathways, Vision for Success, and Strong Workforce initiatives (#5), Supporting distance learning (#9 & 13) and addressing equity and systemic racial injustices, improving noncredit data collection (#12 & 13) and placing an emphasis in Carpinteria and Goleta (#14).

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

SBCC General Funds- Unrestricted: (74%)
The Workforce Innovation and Opportunity Act funds: (7%)
CAEP Year 6, and Emergency Funds: (18%)
The Lottery Funds: (1%)

9. Diversity, Inclusion, and Equity: Please describe how your program will create a diverse, inclusive, and equitable educational experience for adult learners. Please identify strategies in which your program plans to address racial inequality and professional development support for instructors and staff. *

The noncredit AHS/GED program addresses diversity, inclusion, and equity by developing multiple learning modalities, by analyzing our data for developing more equitable systems as well as prioritizing support for the student populations (men/students with disabilities, lower literacy levels including digital literacy, as well as homeless students, students living in shelters, students with unstable home environments) that were not served well through remote learning since the stay at home order.

10. Potential Budget Reductions: Please describe what specific programming needs and/or services your program would reduce or eliminate should the CAEP grant budget be reduced (range 10-25% at any point during the grant cycle). Please note that final budget reductions would be determined by the Santa Barbara Adult Education Consortium based on the Consortium's priorities and goals. *

We will reduce the budget across the board and modify the plans.

11. Activity Chart: Due by midnight, August 13, 2021 *

Please use the 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 *

$93,500

1000 (Instructional Salaries) *

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

10,000

1000 Detail *

Please provide a detailed budget for this category.

Faculty projects such as Distance Ed, Competency-Based Ed, and best practices task force, equity gap analysis, working with the math and English departments, and professional development

2000 (Noninstructional Salaries) *

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

40,000

2000 Detail *

Please provide a detailed budget for this category.

Student-workers for the peer mentor program, Instructional Aides for Data collection and equity gap analysis, Hourly Liaison to NCSSS, K12 (Carpinteria/Goleta/SB), Consortium Members & Community partners

3000 (Benefits from 1000 and 2000 categories) *

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

12,500

4000 *

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

25,000

4000 Detail *

Please provide a detailed budget for this category.

Critical software programs for Distance Education, Digital Literacy Development and Technology Integration

5000 *

Total dollars requesting for CONSULTANTS, MEETINGS, PROFESSIONAL DEVELOPMENT

1,000

5000 Detail *

Please provide a detailed budget for this category.

Conference attendance for relevant events (Distance Education, Equity/Anti-Racism training, etc.)

6000 *

Total dollars requesting for CAPITAL OUTLAY (Computer Hardware)

5000

6000 Detail *

Please provide a detailed budget for this category.

Classroom equipment for distance ed, digital literacy and technology integration

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

SBCC General Funds (74%)- support instructional faculty activities as well as hourly staff/instructional aide activities (50 %)
The Workforce Innovation and Opportunity Act funds: (7%) supports our data collection and assessment efforts
The Lottery Funds (1 %) support instructional supply purchases

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

Incorporate the activities into the general fund or utilize other funding sources

Total number of adult students served in 2018-2019, 2019-2020, 2020-2021 (for CAEP awardees). *

1540

Target number of adult students you plan to serve from 2021-2023. *

600

This form was created inside of Santa Barbara City College.

Google Forms