2015-16 AEBG Request for Proposal

Program Name:
SBCC NONCREDIT English as a Second Language

1. **Executive Summary**

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.

With this Noncredit ESL proposal, the SBCC Noncredit ESL faculty and staff intend to achieve the following goals and objectives:

(1) Provide access to technology and online English language development tools for 21 off-site ESL classes on a rotating schedule.

This outcome addresses the SB AEBG Vision, Mission, and Goals & Objectives by providing increased access both to technology-mediated language development and to the technology skills necessary for success in college classes and the labor market to students in off-site ESL classes that do not currently have access to technology for instruction.

(2) Provide comprehensive professional development and training to Noncredit ESL instructors. This outcome addresses the SB AEBG Goals and Objectives by providing comprehensive, meaningful professional development opportunities for SBCC Noncredit ESL faculty.

> (2a) Provide professional development and training to all Noncredit faculty to ensure successful use of technology-mediated instruction and new Chromebooks.

> (2b) Provide additional in-service training to ensure the successful implementation of curricular modifications undertaken as part of last year's AEBG grant project. These modifications were designed to accelerate completion rates and provide clear pathways to both postsecondary educational programs and workforce opportunities.

> (2c) Provide stipends for ongoing in-service and professional development initiatives.

(3) Create an Outreach Task Force to collect data about the education and workforce development needs of our current and prospective students and of local employers. This task force will work collaboratively with our SBCC and community partners and enlist a bilingual consultant to assist in collecting meaningful data utilizing surveys and focus group methodologies. The data collected will be used to assess both the needs of our students and community and the efficacy of current SBCC ESL offerings in helping meet those needs.

This outcome addresses the Santa Barbara AEBG Vision and the Goals & Objectives to use data-driven decision-making and an inclusive, collaborative and coordinated approach in order to improve and grow existing programs, and design new programs to meet the proven needs of adults in our region.

2. **Integration**

Please explain how your proposed program creates a transition to credit/transfer educational programs or creates a transition to the workforce (including, but not limited to, internships, jobs, pre-apprenticeships, self-employment).

The use of technology is now essential in the lives of students, lifelong learners, and employees in any capacity. Our Noncredit ESL students face a tremendous roadblock when they attempt to succeed in their chosen careers or move up the employment ladder without knowledge and facility with the use of technology. The use of technology has become prevalent starting with job applications, applications to college, collaboration in shared digital documents, submission of timecards, use of digital scales and registers, creation and printing of reports, email communication, as well as conducting online research. Putting affordable technology in the hands

of students will empower them to purchase computers, and continue learning on their own time, thus accelerating the rate in which they acquire digital literacy.

As part of last year's AEBG funding, a workgroup of Noncredit ESL faculty began the process of examining the Noncredit ESL/VESL curriculum to identify pathways to Credit ESL, short-term vocational, and career-technical programs in the Credit area. With new funding, this work will move forward in the coming year in order to create better articulation of the Credit and Noncredit components of the SBCC ESL Program, to facilitate transition from Noncredit to Credit, and to develop pathways to vocational programs and the workforce. This Noncredit faculty workgroup will collaborate with the Noncredit ESL Curriculum Committee, the SBCC Credit ESL faculty, and administrators to streamline processes and better promote successful goal completion for our VESL students.

A critical component of this effort will be the formation of the SBCC ESL Outreach Task Force to collect meaningful data to be used in decision-making and analysis of our existing ESL programs, course offerings, and pathways to other educational programs and to the workforce. The task force will make data-driven recommendations for programmatic and curricular revision and development to best meet educational and workforce needs of our community.

3. **Justification**

Please justify the need of your proposed program and include research, labor market information, employer feedback, student surveys, or other relevant information. For programs that received 2015 - 2016 AEBG funding, please justify the need for more funding and describe how additional funding will further your objectives.

According to Susan Pimentel (2013), "Building on OVAE's(*) long commitment to promoting state-level institutionalization of adult education content standards, the central purpose of this effort—*Promoting College and Career Ready Standards in Adult Basic Education*—is to forge a stronger link among adult education, postsecondary education, and the world of work. It presents a starting point for raising awareness and understanding of the critical skills and knowledge expected and required for success in colleges, technical training programs, and employment in the 21st century." (*)Office of Vocational and Adult Education

The SBCC Noncredit English as a Second Language (Noncredit ESL) Program aligns with this effort by offering ESL language classes to Limited English Proficient (LEP) students. Real-world skills are integrated into English language classes, thus providing students with a skill set they can use to successfully navigate English interactions in governmental, educational, and workplace settings.   Noncredit students' goals include learning to speak English, learning life and real-world skills appropriate to the workforce, completion of short-term vocational programs, transition to Credit ESL classes, completion of credit career-technical and academic degrees and certificates, transfer to 4-year colleges and universities, and successful transition to the workforce. And some of our students, even though they may not have the time or desire to attend college themselves, they will be champions for their children's education.

Noncredit classes are located at the SBCC Wake and Schott Campuses, as well as at 10-14 other sites across the Santa Barbara Region (depending on the term). The program serves approximately 2,300 students annually. While the numerous class locations provide students with a means of continuing their English language studies in a timeline that is convenient for their work schedules and personal needs, it also makes providing equitable access to technology-mediated instruction for all students a challenge. Both the Wake and Schott Campuses have computer labs for ESL student and class use. Instructors who teach some portion of their ESL classes in these labs have also received extensive training to utilize both the hardware and software appropriate for accelerating language development through last year's AEBG funding. In contrast, instructors at offsite locations still do not have access either to technology-mediated instruction for their students or to training in the use of technology for language instruction.

Due to lack of sufficient funding, these off-site students are not receiving the same services and educational opportunities that on-campus students are. To increase student equity, to better

prepare students for the workplace, as well as improve and accelerate language learning, these students and instructors must have increased access to technology.

In addition to increased access to technology resources and training in the use of technology in instruction, the Noncredit ESL program needs to provide consistent professional development, training and in-service to Noncredit ESL faculty. Last year, as part of our funded AEBG proposal, a revision of the core curriculum was undertaken in order to enhance and accelerate language learning, to integrate content-based academic and employability components into the curriculum and to provide pathways from Noncredit to Credit ESL and to CTE Programs. This year, with the new curriculum ready for implementation, consistent, program-wide training of faculty is needed to ensure successful implementation of the curricular changes.

Finally, data-driven evaluation and examination of our current program to determine if it meets student and community educational and workforce needs is necessary both to grow the program and to improve outcomes. The establishment of a task force will allow Noncredit ESL faculty to collaborate with our internal and external partners on campus and in the community and to work with a bilingual consultant in order to achieve the following outcomes:

- Create appropriate surveys and focus group instruments and methods to gather data from current and prospective students, local employers, SBCC Credit ESL and career-technical programs, Noncredit short-term vocational programs, and SBCC faculty, administrators and support partners
- Collaborate with our on-campus and community partners to evaluate the data collected
- Examine our existing Noncredit programs and course offerings in light of the findings
- Make data-driven recommendations for programmatic and curricular revisions as well as for potential additions to existing offerings.

4. **Outreach & Marketing**

Please describe your plans to conduct outreach and marketing to reach your target population and increase enrollments.

As part of ongoing efforts to ensure that the SBCC ESL Program addresses the educational and workforce training goals of students and the training and workforce needs of our community and business partners, the SBCC Noncredit ESL Program will form a task force, in collaboration with the SBCC Credit ESL Program, to collect data from current and prospective ESL students in our community and from workforce employers. Analysis of these data will inform the development of an outreach and marketing plan customized for our Santa Barbara community.

In addition to the Outreach Task force, we have included funding for outreach support staff and funding for faculty participation in outreach events and activities. We will collaborate on joint outreach and marketing efforts to increase enrollments and access to our courses offering the updated ESL curriculum and VESL courses and pathways.

5. **Alignment**

Please describe how your program is in alignment and furthers the Consortium's Vision, Mission, Goals & Objectives as stated above.

As noted previously, the SBCC Noncredit ESL faculty and staff intend to achieve the following goals and objectives with this proposal:

(1) Provide access to technology for off-site classes on a rotating schedule

(2) Provide professional development and training to Noncredit instructors

(2a) Provide professional development and training to all Noncredit faculty to ensure successful use of technology-mediated instruction.

(2b) Provide additional in-service training to ensure the seamless and successful implementation of curricular modifications undertaken as part of last year's AEBG grant project. These modifications were designed to accelerate completion rates and provide clear pathways to both postsecondary educational programs and workforce opportunities.

(2c) Provide stipends for ongoing in-service and professional development initiatives.

(3) Create an Outreach Task Force to collect data about the education and workforce development needs of our current and prospective students and of local employers. This task force will work collaboratively with our SBCC and community partners and enlist a bilingual consultant to assist in collecting meaningful data from surveys and focus groups. The data collected will be used to assess both the needs of our students and community and the efficacy of current SBCC ESL offerings in helping meet those needs.

The proposal's goals and objectives will be implemented to increase ESL Noncredit student access to equitable and consistent language instruction including access to technology and technology-mediated language learning, to provide access for all Noncredit instructors to high-quality professional development and training opportunities, and to collect meaningful data from students and our community that will help drive program and course enhancements and revision as well as the development of new courses. The numerous objectives that align with the Santa Barbara AEBG Consortium's Vision, Mission, and Goals & Objectives will be delineated in detail below.

Objective I: Provide access to technology for 10-14 off-site ESL classes on a rotating schedule

The WIOA grant has stipulated that Noncredit ESL programs must create a technology use plan that increases student access to computer hardware and software programs. Our Noncredit ESL program serves approximately 2,300 students. The previous AEBG succeeded in providing and increasing whole-class computer lab access to all ESL classes offered at the Wake and Schott campuses. This proposal seeks to address the lack of access to computer hardware and software for students and instructors in off-site classes. One complete set of 30 Chromebooks and peripheral support equipment will be provided by this grant to be checked out by off-site instructors.   The proposal also provides for training and in-service of off-site instructors in the use of the hardware and software available for the portable Chromebooks.

This objective will provide equitable access for off-site Noncredit ESL students. Students will have access to language-learning software and technology-mediated instruction and will also learn the basics of using technology as a learning tool. Adult ESL students will gain access to the tools necessary for success both in today's college classroom and in the workforce. It furthers the Santa Barbara AEBG Consortium's Mission to provide excellence in adult educational programs in order to facilitate successful transition to other programs and to the workforce.

Objective 2: Provide professional development and training to Noncredit instructors

(2a) Provide professional development and training to all Noncredit faculty to ensure successful use of technology-mediated instruction.

In order to ensure successful use of the hardware and software provided to the off-site teachers and students. This training has already been accomplished for instructors at the Schott and Wake campuses through last year's AEBG grant. The remaining 14 off-site locations that will be served by the check-out Chromebook classroom now need to receive the same training and in-service in order to be able to provide the same access to all ESL students served by the Noncredit ESL program. This objective provides support for professional development opportunities for Noncredit ESL faculty in accordance with the Consortium's goals & objectives.

(2b) Provide additional in-service training to ensure the successful implementation of curricular modifications undertaken as part of last year's AEBG grant project. These modifications were designed to accelerate completion rates and provide clear pathways to both postsecondary educational programs and workforce opportunities.

Core Curriculum Implementation Phase

The Noncredit ESL program has modified its existing core curriculum to integrate content-based ESL job readiness and employability components as well as shorten the time required to complete each course. The re-designed schedule will reduce the number of weeks needed to complete a level from 10 to 8. In order to ensure consistent and successful implementation of the new curriculum, the need is for in-servicing of faculty to ensure that instructors are prepared to face the challenges of shorter terms and more focused, contextualized learning. This in-servicing will also provide feedback to the Noncredit Curriculum Committee on the efficacy of specific elements of the new curriculum.

This element of our proposal addresses the Santa Barbara Consortium's mission by implementing an accelerated series of courses revised in last year's AEBG project. In addition, it continues the goal of providing up-to-date professional development and training opportunities for Noncredit faculty.

(2c) Provide stipends for ongoing in-service and professional development initiatives.

Last year's AEBG funding allowed the SBCC Noncredit ESL Program to initiate in-service, mentoring and training for Noncredit ESL faculty. Faculty were surveyed and identified training and in-service needs. In response, workshops were developed to improve and increase the use of the computer labs for all ESL classes at Wake and Schott campuses, to in-service faculty on new pedagogy and methods in teaching ESL in multi-level classrooms and in teaching workplace and career-readiness skills. In addition, a Noncredit ESL Curriculum Committee and a Noncredit ESL Professional Development Committee were established to address ongoing training, in-service and curriculum planning needs. The program has been very successful in providing consistent access to in-service and training for ESL Noncredit faculty. The current request would provide additional in-service opportunities to improve instruction and planning.

Objective 3. Outreach

Last year's AEBG funding included a proposal to form a task force charged with identifying how the ESL Credit and Noncredit areas complement one another and to clarify program distinctions and pathways. This year, the task force will take on the critical component of data collection and analysis of the needs of our local student population and our local area employers in order to make data-driven recommendations for enhancing, streamlining and revising our offerings to better meet the educational and workforce development goals of our current and prospective students and our community employers. This group will also be charged with analyzing the location of our off-sites, the variety of offerings in our schedule of classes as well as the accessibility of Introductory classes for Literacy level students.

This objective aligns directly with the SB AEBG Consortium's Mission, Vision and Goals and Objectives by initiating a data-driven, collaborative and coordinated approach to programmatic change and improvement. The data collected will be used to analyze existing offerings and make recommendations based on the needs of adult students and employers in our region.

6. **Activity Chart**

Activity Chart submitted as a separate attachment (legal size). Title: Santa Barbara AEBG Proposed Activity Chart 2016-17. Noncredit ESL Program Timeline. Author: Silvia Morgan, Interim Noncredit Coordinator, SBCC, 8-9-2016.

Total Budget Requested: $112,207

Category of Expenditure	Cost Detail	Total Expense
1000, 2000, 3000	**Faculty Professional Development, In-service and Committee Work Stipends** • 16 Noncredit faculty @ 4 hrs. each ($50/hr) to attend training sessions on use of Chromebooks and language-learning software=$3,200 • 2 Noncredit faculty @8 hrs. each ($50/hr.) to prepare and deliver 2 technology training sessions for off-site ESL instructors using Chromebooks and language-learning software=$800 • 35 Noncredit faculty @ 4 hrs each ($50/hr) to participate in Core Curriculum Implementation In-service=$7,000 • 2 Noncredit faculty @ 6 hrs each ($50/hr) to prepare and deliver 2 Core Curriculum Implementation In-service sessions=$600 • 6 Noncredit faculty @ 10 hrs each ($50/hr) for Curriculum Committee Work=$3,000 • 7 Noncredit faculty @ 10 hrs each ($50/hr) for Professional Development Committee Work=$3,500 • 35 Noncredit faculty @ 6 hrs each ($50/hr) to participate in additional professional development activities=$10,500 • 3 Noncredit faculty @ 10 hrs each ($50/hr) to participate in collaborative efforts with Creditt ESL faculty to continue curricular alignment and pathway development=$1,500 **Faculty Participation in Outreach Planning and Events** • 7 Noncredit faculty @ 15 hrs each ($50/hr) to serve on the Outreach Task Force and participate in outreach events =$5,250 　Total Faculty Stipends=$35,350 **Part-time Office Support Staff** • 1 part-time office support staff worker: 19.5 hrs per week @ 41 weeks ($18/hr +12.5% benefit allowance)=$16,190 **Marketing and Outreach** • 1 part-time outreach support employee: 19.5 hrs per week @ 26 weeks ($18/hr + 12.5% benefit allowance)=$10,267	$61,807
4000	**Computers/Technology** • 30 Chromebooks=$8,100 • 2 Standard Dell laptops=$3,000	

	• 1 Charging/storage cart for 30 devices=$2,000 • 30 Headphones, mice, & carrying cases=$1,000 • 30 Management licences for Chromebooks=$900 • 8% Sales Tax=$1,200 • 5 Jetpacks to provide Wifi access + data plan=$3,300 Total cost for mobile tech classroom: $19,500 • Projectors, 2 @ $450.00 each= $900 <u>Supplies</u> • Non-instructional supplies, outreach materials=$5,000	$25,400
5000	**<u>Consultants</u>** • Bilingual consultant to assist in ESL Outreach Task Force data collection= $25,000	$25,000
	<u>Total Proposed Cost</u>	**<u>$112,207</u>**

Current Number of Students Served: 2300

Target Number of New Students Served for 2016-17

We are expecting that enrollment and retention will both grow by 5% due to the following: 1. new outreach efforts,, 2. improved articulated VESL offerings, 3. increased equity in access to technology in off-sites, 4. instructors trained to utilize the new technologies, 5. relationships developed with credit and employers while conducting interdepartmental projects and community surveys.

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

The SBCC Noncredit ESL Program does not receive any funding to support the proposed activities. WIOA funds can be utilized to supplement the technology as there may be a need to purchase licenses for educational software to install on all Chromebooks as technology advances and new applications are developed. WIOA can also continue to fund WIFI access once the AEBG funds are fully utilized.

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

SBCC technology support services will assist in providing support in maintaining and updating the Chromebooks and peripherals. We have met with the IT team to ensure their team is prepared to work with us on the type and quantity of equipment that will be purchased. The designated Professional Development training will be completed in this grant funded year. The Task Force and Consultant's study will be completed and recommendations submitted. Additional support for the part time staff will be requested from alternate funding sources if outcomes justify continuation of efforts.