

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 *

SBCC Adult High School/GED Program

Primary Contact Name *

Patricia Mautone

Primary Contact Email *

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Primary Contact Phone *

805-705-7531

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.

The SBCC Adult High School and GED Program requests funds to scale up and enhance our online courseware materials, curriculum, and assessment tools to ensure that we are able to provide students with fair, equitable, and consistent access to essential course materials – and, thus, access to earning a high school diploma or GED in a timely manner.

We need to renew and expand the number of software licenses we currently have, and we need to tailor associated curriculum so that we can:

- (1) provide access to materials for ALL students, rather than just the few who were participating in our initial pilot studies;
- (2) offer online courseware and computer-based assignments in a wider range of subject matter areas, so that students' progress toward attaining a GED or High School Diploma is not hindered or delayed;
- (3) meet the needs of students with varying skill levels and learning styles;
- (4) have an efficient way to assess skill levels of incoming and returning students so that we can start them at the appropriate level and provide them with necessary support materials.

All of which will aid in increasing student motivation, fostering persistence, and increasing diploma completion rates. This project will provide essential support in bridging the sudden gap in curriculum and materials that we faced when we had to switch over to an online synchronous class format. This was particularly difficult, given that the majority of the course assignments and materials used in our 40+ AHS/GED/BGED courses were reliant on classroom copies of textbooks, quiz packets, and workbooks. There will also be longer term advantages to expanding and supporting access to educational software: Having access to a more engaging and level-appropriate mix of materials will continue to benefit students and program outcomes when face-to-face classes resume in our physical classrooms; all our classrooms are equipped with computers and laptops. The built-in classroom management features of these educational program will also allow us to better track time-on-task and student accountability as we explore implementation of much-requested hybrid models of instruction.

2. Justification *

Please justify the impact and need for emergency fiscal support.

Our AHS/GED Program provides students with courses in a number of different subject matter areas from history, economics, and government, to physical and natural sciences, health, arts, and electives, as well as various levels of English and math. Students are required to take courses in specific subject areas to earn credits toward a high school diploma, and each of these courses need to adhere to specific course objectives and to cover specific topics -- which can make finding appropriate alternative materials difficult and time consuming.

Likewise, our GED program covers a variety of subjects, from very beginning levels up through high school and even some college level. Remote GED testing will be moving out of pilot phase testing soon, and it is even more essential than ever that we make sure students are fully prepared and comfortable not only with the subject matter but also with online testing before they take the official exams as we have been told that those who do not pass a remote proctored exam will have to wait until test centers are open to re-test, which could result in a significant delay in students' progress toward completion.

Although some of our pre-COVID course materials and assignments were computer-based and/or available online, the majority were still textbook and paper-based; therefore, to prevent delays in students' progress toward earning their diplomas, there is an urgent need for materials and curriculum development that will allow our program to offer accessible course to students of all levels and for all subjects.

We have had a strong initial success with our CAEP-supported pilot studies, which involved a small group of students and primarily focused on updating and enhancing materials and curriculum for one or two course subjects. Students who interacted with the materials have provided positive feedback, indicating that they find the assignments and course structure much more engaging and more accessible than some of the textbook assignments. We have also noted increases in time on task, persistence, and attendance. This applies to before and after we had to switch to an online format during the COVID crisis.

Based on the positive outcomes of the smaller pilot studies, coupled with the fact that students will likely not have access to classroom textbooks for at least several months, we have an urgent need to expand the integration of educational software programs in our curriculum to cover more subject matter areas.

The bottom line is: If we are to provide the resources to meet the needs of our Adult High School and GED students, and not delay their progress toward earning their diploma, then we need increased access to proven, validated educational software. Specifically:

Licenses for the educational software we used in our pilot studies, as well as software for our successful online reading and writing program that will need to be renewed and expanded in the next few months; we do not want to have a gap in coverage as that may result in students losing the work that they have completed.

We also need to acquire a greater number of licenses so that we do not have to continue rationing access to the programs or placing constraints on who can be logged in at certain times. We also anticipate serving more students during this crisis, and do not want to discourage new and continuing students because we do not have adequate courseware.

We have tried other online materials for some of our courses, but many of the open access ones do not provide the structure, rigor, or grade integrity/accountability of the software we have been using in our pilot studies. The software also allows multiple instructors to have direct access to scores and materials, which is essential given the way our classes are organized. These programs also allow instructors to have more

control over the structure, pacing and skill level of the materials and assignments; thus, we can better ensure that the curriculum adheres to the Chancellor's Office Approved Course Outline of Record for each of our courses.

3. Alignment *

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

The proposed project funds will allow our Adult High School/GED program to continue to provide quality courses that not only lead to students earning a High School Diploma or GED certificate, but also better prepare them for transitioning to college-level courses or employment training programs. It will help ensure that students of all levels have consistent and increased access to essential course materials and, thus, will be able to complete their educational goals in a timely manner.

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 *

\$11,200

1000 (Instructional Salaries) *

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

\$2000

1000 Detail *

Please provide a detailed budget for this category.

Instructor time to select, develop, tailor, integrate, and refine materials

2000 (Noninstructional Salaries) *

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

0

2000 Detail *

Please provide a detailed budget for this category.

0

3000 (Benefits from 1000 and 2000 categories) *

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

200

4000 *

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

9000

4000 Detail *

Please provide a detailed budget for this category.

Expansion of licenses for educational software (e.g., Edmentum, Reading Plus, GED Flash)

5000 *

Total dollars requesting for CONSULTANTS, MEETINGS, PROFESSIONAL DEVELOPMENT

0

5000 Detail *

Please provide a detailed budget for this category.

0

6000 *

Total dollars requesting for CAPITAL OUTLAY (Computer Hardware)

0

6000 Detail *

Please provide a detailed budget for this category.

0

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

The ability to secure multi-year licenses will result in a more efficient use of funding and will ensure that we have uninterrupted access to essential materials until the budget situation has stabilized. It will also ensure that we are able to sustain and support the expanded implementation of current CAEP-guided curriculum projects that we have been successfully integrating into our existing courses. With consistent access to motivating and skill-appropriate materials, attendance will likely increase as will diploma completion rates. That will not only have a positive impact on current funding sources, but future funding options as well. Possible funding sources may encompass internal and external grants, including but not limited to WIOA and Student Equity Funds.

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.sbcc.edu/extendedlearning/sb_adult_ed_consortium/files/CAEP%20Annual%20Plan%202019-20%20.pdf *

Yes

Google Forms