2021-2022 CAEP SBAEC NC Student Support Services Proposal

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

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

☑Yes

Program Name *

SBCC STUDENT SUPPORT SERVICES

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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

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. *

The School of Extended Learning (SEL) plays a critical role in providing our diverse adult student population with educational and community programs that prepare students for job opportunities, career advancement, degree attainment, and transfer into the SBCC credit program. The School of Extended Learning serves a large population of hyper marginalized students who have very limited prior experience with higher education and who need proactive onboarding, intrusive counseling, career advisement, and comprehensive wrap-around support services in order to succeed. These needs and opportunity gaps have increased as a result of the ongoing pandemic.

For this grant cycle, the Santa Barbara City College (SBCC) School of Extended Learning (SEL) Student Support Services (SSS) program's overarching objectives are:

1. To streamline the onboarding process for Adult High School students (students who have school credits from another high school)

2. To promote pathways to post-secondary education and noncredit students' smooth transition to credit programs

3. To collect and track student data including needs assessment, goal attainment, and attendance data to better identify students' support needs

4. To recover Covid-related enrollment losses by implementing targeted outreach strategies to make community members aware of the services provided by SEL

5. To promote SEL services through a variety of marketing instruments, including coordination with credit outreach efforts.

In order to achieve the above goals, the SEL SSS program will:

1. Hire the following two part-time staff to specialize in the adult HS onboarding and transition processes:

   a. Admissions/registration liaison
   b. A transcript analyst/student services liaison

   The admissions/registration liaison will coordinate the onboarding processes and support resources with the local K12 schools as well as community organizations and will be assigned to provide much-needed onsite support services at Carpinteria High School. The transcript analyst/student services liaison will provide assistance with transcript analysis and support student advising to ensure that students can earn their high school diploma as expeditiously as possible to enter the job market, complete a certification program, or transfer into the credit program.

2. Collaborate with SBCC's credit programs, SBCC Promise, EOPS, College for Working Adults, and Financial Aid programs.

3. Provide additional training for advisors, counselors, and support staff on Starfish to track noncredit students' abbreviated education plans and collect performance data to ensure that students progress through their academic programs.

4. Strengthen our cross-agency partnerships to offer better wrap-around services, including childcare, housing, food security, financial support, physical and mental health support, academic and career counseling.

The intended outcomes are:

- Increased number of learners enrolled in the noncredit classes and accelerated diploma/certificate completion rates
- Higher persistence and attendance rates
- Increased rate of students transitioning to credit and/or vocational training and certification programs
- Improved data collection and assessment of service area outcomes

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). *

The SEL SSS team offers advising and support services to all noncredit students. This proposal integrates all adult education programs at SBCC by:

> a) providing onsite support at Carpinteria high school and outreach to other local high schools; b) collaborating with and providing referrals to CSI, Career Counseling, the SBCC Job Placement & Internship Coordinator; c) promoting transition to credit programs and workforce preparation by connecting students with relevant staff and resources; d) fully implementing Starfish as an early alert and tracking tool; and e) providing students with abbreviated education plans.

The additional staff will provide the SSS program with the necessary bandwidth to effectively collaborate with local high schools, other college departments, as well as local community organizations in order to streamline the intake, support, and matriculation processes to enhance learner persistence and goal attainment.

Accurate data collection and analysis will be crucial to improving our services and practices in order to help students stay on their career or academic paths. This fall, SEL SSS will undertake a comprehensive Program Review. As part of the Program Review process, SSS will develop Service Area Outcomes (SAOs) and start collecting relevant data to track the program's progress toward achieving the established goals.

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). *

The recent passing and implementation of legislative bills, including AB 705 and SB 554, Guided Pathways and the Vision for Success goals, as well as the California Community College Chancellor's Office's credit for prior learning initiative and resulting policy changes at SBCC all have significant impacts on our adult secondary learner population.

As a result of these new initiatives and policies, the matriculation, assessment, and advising practices have changed at SBCC, shifting the emphasis on successful and efficient goal attainment, closing existing equity gaps, and increasing access to educational programs. These important goals can only be achieved through proactive and efficient collaboration with other support services at SBCC and stakeholders in the local community. The

need for better collaboration is further evidenced by the AHS/GED staff and faculty survey conducted in July 2021, in which 100% of the survey respondents indicated that coordination with other SBCC departments is either very important/necessary and that additional support in this area is crucial to students' success. Existing challenges include:

- The SSS office currently does not utilize Starfish to its fullest capacity, which has contributed to the lack of data needed to evaluate the efficiency and effectiveness of services provided. By fully implementing Starfish with the help of trained staff, the SSS team will be able to collect relevant data to engage in meaningful program review and continuous program improvement.
- At present, there are no customized resource guides for students to help guide them through their educational experience and to inform them about available services.
- Currently, there no onsite academic support at the local high schools.
- Currently, there is no consistent support for students who are unfamiliar with Pipeline and/or who do not have the technological skills to navigate our online student platform.
- During the past academic year, transcripts were not analyzed in a timely manner due to the lack of a dedicated transcript analyst, which resulted in a six-month backlog of unprocessed transcripts. With support of CAEP emergency funding, a staff member was temporarily hired to condcut transcripts evaluations. The proposed funding request attempts to mitigate this issue and to ensure the timely completion of transcript evaluations.

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

The addition of an admissions/registration liaison will enable SSS to do targeted outreach, to deliver onsite services at Carpinteria High School, and to more closely collaborate with the credit Outreach Program to facilitate students' transition to the credit program. SSS plans to engage in the following outreach activities:

- Outreach to local high schools
- Collaboration with high school counselors to identify at-risk students and to conduct presentations on Adult High School/GED and create abbreviated ed plans
- Outreach to Los Prietos
- Collaboration with the SEL Community Education Center to conduct outreach within the local community to conduct noncredit orientations on ESL and Adult High School / GED / Bilingual GED programs

- Development of print and digital marketing materials to increase awareness of existing programs and services

These activity will be conducted as part of a larger marketing campaign coordinated by the School of Extended Learning.

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. *

With the proposed staff additions, the Noncredit SSS team will be able to partner more effectively with the following stakeholders:

- ESL and Adult High School / GED / Bilingual GED programs
- Career Skills Institute (CSI)
- Local high schools
- SBCC Academic Counseling
- Local churches
- Local employers
- SBCC Career Center and Job Placement & Internship Coordinator (SBCC credit program)
- All existing CAEP programs

The admissions/registration liaison will work with local high schools and community stakeholders to identify existing service gaps and provide onsite services as needed. Additionally, the transcript analyst/student services liaison will work in close collaboration with the Adult High Schoo/GED/Bilingual GED programs as well as with the credit counseling department, the Career Center, and community services to make appropriate referrals. Currently, there are no mental health services available to noncredit students. The student services liaison will be assigned to develop relationships with local mental health service providers to establish a referral process. The need for culturally responsive mental health counseling has significantly increased as a result of the pandemic, which has had a disproportionate impact on the SEL learner community.

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 SSS staff will receive additional training on how to fully utilize Starfish. Once Starfish has been fully implemented, the platform will provide students, faculty, and staff with access to a robust student success system that can flag students at risk, pinpoint areas of concern, reinforce positive academic engagement, and connect students with services and early interventions. The SSS staff will be able to use Starfish to connect with students, document advising interactions, and monitor interactions the students have had with instructors and other SSS staff. The transcript analyst/student services liaison will collaborate closely with the existing SPAs to prepare abbreviated educational plans and to connect students to existing resources both within the credit and noncredit programs as well with the local community to ensure that students persist and meet their educational or career goals.

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

The proposal is closely aligned with both the Consortium's long-term and short-term goals. The additional services to be funded with this proposal will assist students with the onboarding process and will enhance students' ability to obtain their high school diploma/GED, job readiness skills, and/or to increase their English language proficiency in a timely manner.

Specifically, the proposal aligns with the following goals that are outlined in the Santa Barbara Adult Education Consortium (SBAEC) 2021-2022 Annual Plan:

> (7) Strengthen and support the Noncredit Student Support Services (SSS) Program to provide advising and career counseling, improved orientation to noncredit programs, and transitional support to jobs/careers or credit opportunities;

> (8) Work in collaboration with the SBCC Admissions Office to strengthen and support the noncredit registration process;

> (14) Extend programming and services in all of Santa Barbara south county with an emphasis in Carpinteria and Goleta

Additionally, the proposal is directly aligned with the following goal articulated in the SBAEC 3-year Plan by providing prospective and current students with additional assistance during the onboarding process:

- An increase in enrollment in Adult High School and GED services

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. *

At present, the noncredit Student Support Services is staffed with two full-time SPAs and three hourly staff funded by the Student Equity and Achievement (SEA) fund. One hourly staff is assigned to support the SEL Community Education Center, and the other two front desk hourly staff currently provide clerical support. The two front desk hourly staff will be assigned to closely collaborate with the admissions/registration liaison to streamline the existing onboarding process and to proactively reach out to prospective students. Additionally, the two full-time SPAs will closely collaborate with the transcript analyst/student services liaison to provide advising services and to provide students with abbreviated education plans. It is anticipated that the existing staff will dedicate approximately 20% of their time to provide direct support to the proposed program services.

SBCC serves as an education partner for a county-wide, $2.4M federal Workforce Development grant. With the support of this grant, SBCC will provide training and job placement for 250 currently or recently incarcerated individuals. A Student Program Advisor will likely be hired by SBCC to create abbreviated education plans for this student population. We are exploring the feasibility of combining these federal funds with CAEP funding for noncredit SSS to create a temporary, grant-funded full-time position that would support both of these efforts.

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. *

Noncredit Student Support Services plays a crucial role in supporting SEL's highly diverse adult population. This proposal seeks to increase access to adult education programs and to mitigate existing equity and opportunity gaps by providing CAEP students with proactive onboarding and intrusive advising services designed to guide them through the successful completion of degree programs and their transition into the workforce. The additional staff positions will be instrumental to our ability to reach a wider diverse population in the community and to increase enrollments, particularly in the ESL and Adult High School/GED/ and Bilingual GED programs, which specifically target disproportionately impacted students.

Every effort will be made to hire and retain staff who are sensitive to, and knowledgeable of, the needs of

our highly diverse, continually changing student body. Additionally, existing and new SSS staff will be provided with Diversity/Equity/Inclusion training, such as the CSI Equity Mindset training or the CALPRO training.

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. *

In the event of a budget reduction, the program goals and outcomes have to be reassessed to determine how to prioritize services and further maximize efficiency. Service hours may need to be reduced in some areas while existing resources may need to be leveraged or reallocated to continue high priority services. The additional positions would be assessed to determine how to reduce expenditures while maintaining critical services. In case of a 10 - 25% reduction in funding, the number of work weeks for the admissions/registration liaison would be reduced from the proposed number of 50 weeks/year to 44 weeks/year.

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 *

$81,116.55

1000 (Instructional Salaries) *

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

$38,280.00

1000 Detail *

Please provide a detailed budget for this category.

Compensation for transcript analyst/student services liaison at 15 hours per week, 44 weeks per year (at an hourly rate of $58)

2000 (Noninstructional Salaries) *

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

$17,813.25

2000 Detail *

Please provide a detailed budget for this category.

Compensation for the admissions/registration liaison at 19.5 hours per week for 50 weeks annually (at an hourly rate of $18.27)

3000 (Benefits from 1000 and 2000 categories) *

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

$14,023 for both positions ($9,570 for the transcript analyst/student services liaison and $4,453 for the admissions/registration liaison)

4000 *

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

$5,000

4000 Detail *

Please provide a detailed budget for this category.

Marketing materials

5000 *

Total dollars requesting for CONSULTANTS, MEETINGS, PROFESSIONAL DEVELOPMENT

$1,000

5000 Detail *

Mileage expenditure for onsite services at local high schools

6000 *

Total dollars requesting for CAPITAL OUTLAY (Computer Hardware)

$5,000

6000 Detail *

Computer hardware to be used for student advising

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. *

SEL SSS currently receives SEA funding for two full-time SPA positions and three hourly staff who provide clerical and front desk services (one of the part-time staff is assigned to support the Community Education Center). The SPAs prepare abbreviated education plans and provide advising services. The staff funded by SEA will collaborate with the two additional staff to be hired with CAEP to significantly expand its existing support services and to enhance collaboration with the credit program, local high schools, and community organizations.   We are currently exploring whether funds from a WFD grant and Strong Workforce funding can be leveraged to provide additional support for the proposed activities.

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

SEL SSS is exploring other funding sources, such as Strong Workforce Funding and other grant opportunities to support the outlined services in case CAEP funding is no longer available.

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

500 per year for a total of approximately 1,500 for the 3-year grant cycle

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

1,500 for the two-year cycle