

Member
Santa Barbara Community College District
Program Name
Noncredit ESL Program
Primary Contact Name
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Applicable Program Area
English as a Second Language/Literacy
Please provide an executive summary of your proposed plan to expand opportunities in the program area
Needs Statement
<p>According to Steenhausen (2012), "The core mission of adult education is to provide adults with the basic knowledge and skills they need to participate in civic life and the workforce. Adult education serves under-educated and under-skilled state residents who have educational objectives such as learning to speak English" (The Legislative Analyst's Office 2012). The SBCC Noncredit English as a Second Language (NC ESL) Program aligns with this mission by offering ESL language classes to Limited English proficient 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.</p> <p>Noncredit ESL students take classes for personal and professional enrichment. While course completion does not lead to academic credit, students do receive state-approved certificates upon successfully passing a course. Noncredit classes are located at the SBCC Wake and Schott Campuses, as well as at approximately 14 other sites across the Santa Barbara Region. These 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.</p> <p>The NC ESL program's strength is built on its communicative, life-skill emphasis. Yet, the program is weak when it comes to providing clearly defined pathways to jobs and academic technical programs. Students may attend ESL at neighborhood sites without knowing what the next steps to college entry or a new job search may await them. Thus, students often remain in the same class for an extended period of time, and miss opportunities that would benefit their job search and academic goals.</p> <p>Therefore, with this NC ESL proposal, the NC ESL faculty and staff intend to (1) enhance the core curriculum by including content-based job readiness and employability components, (2) design seamless pathways to post-secondary educational programs and workforce opportunities, and (3) create program support systems to improve student outreach, transfer and program completion. The proposal's goals and objectives will be implemented to increase enrollments by 15%, and award an increased number of certificates. The numerous objectives that align with the proposal's main goals will be delineated below.</p> <p>I. Core Curriculum Enhancement</p> <p>According to a California Department of Education report on Adult Education, "California must directly focus on</p>
Please explain how you plan to integrate existing programming to create seamless and accelerated transitions

1. Curricular modifications and Pathway Curriculum Development (Points 1 & 2 in Question #1).

As explained in Question #1, curriculum modification and new course design efforts will be a large part of this project. Professional development (PD) is crucial to the success of this plan. PD offerings will be initiated by first inviting Ventures series (Cambridge) authors to present faculty workshops. These sessions will highlight the series' work readiness material, providing faculty with the instructional tools needed to integrate job readiness into their instructional practices. Equipped and energized with creative solutions, faculty will then meet in collaborative groups to redesign targeted courses and create new curriculum pathways.

Additional workshops will be held on best instructional practices, use of technology in language teaching, and the student-centered classroom. A NC ESL Professional Development Committee will be established to organize training, contract guest speakers, and organize training events. The intent of the professional development initiative is to improve the overall quality of teaching for greater student success through pathways.

Based upon Best Practices and Professional Development Workshops, NC ESL faculty will modify curriculum, identify materials, and implement curricular changes. They will submit course modifications and new course outlines to the Curriculum Committee for approval. Once new curriculum is approved, faculty will move into the implementation stage, working with the Noncredit Program Coordinator to create scheduling that supports the job readiness core curriculum. The new curriculum will be piloted and evaluations will be conducted to identify necessary program's modifications.

2. Purchase Materials and Learning Software Programs.

The Plato software program will be purchased to augment hybrid classroom materials.

3. Marketing and Outreach Initiative

The Marketing and Outreach Initiative will provide the Noncredit ESL Program with funding to improve, streamline and align marketing and outreach efforts. A task force will be charged with identifying how the ESL credit and noncredit programs complement one another. An objective will be to clarify program distinctions and pathways. Subsequently, an ad campaign will be designed that will clearly publicize and communicate program

Please demonstrate the need or gap in our region with respect to the program area identified. Please include According to the Community College Consortium for Immigrant Education, "ESL instruction for adults is the Please describe how this proposed plan aligns with and is in the furtherance of the vision, mission and goals of

The NC ESL proposal aligns with the vision, mission and goals of the Santa Barbara AEBG Consortium in the following ways:

The Consortium's vision is to "meet the needs of adult education programming in our region by using data-driven decision-making and an inclusive, collaborative coordinated approach." The NC ESL plan clearly identifies the need to develop data repositories, create programs based on studied Best Practices and receive exemplary professional development from nationally renowned experts.

The Consortium's Mission states that in the first year it will be "critical to review best practices in our region in accelerated programs that lead to transfer, and to design new programs that address acceleration for adults, internships and placement as never before." The NC ESL proposal aligns with all aspects of this mission by proposing integration of job readiness skills into the core curriculum and the design of new pathway programs into vocational and academic programs. As a result, the scope and implementation of these major project initiatives further the vision, mission and goals of the AEBG Consortium.

Please attach the specific objectives and specific activities to complete the objectives, along with a timeline for I certify that the Activity Chart has been completed and emailed to sbaebg@gmail.com

Total Budget Requested

\$150,000

1000/2000/3000

\$119,000

1000/2000/3000 Detail

Curriculum Development Faculty Stipends \$20,000
Professional Development and Committee work Faculty stipends \$18,000
Part-time Instructional Aides \$33,000
Staff Assistant \$23,000
Hourly part-time \$10,000
Part-time CASAS Assessment Proctor \$15,000
4000
\$15,000
4000 Detail
Software and materials \$10,000
5000
\$16,000
5000 Detail
Consultants \$5,000
Travel and Conference \$3,000
Advertising and Marketing \$8,000
Target Number of New Students Served for 2015-16
2721 (15% increase)
Do you currently receive funding that supports the proposed activity? If yes, please describe how additional
No
What is your sustainability plan for this activity when funding is no longer available?
The majority of program alignment and curriculum modification will be completed in year one. Subsequent years will need program maintenance funds. Possible funding sources are the WIOA grant, future AEBG funding opportunities and other grant sources.
Current Number of Students Served
According to the AY 2013-14 Numbers from AB86 Final Plan= 2366
Please list specific objectives, activities, timeline, person/agency responsible, outcomes and data capture.