



**California Adult Education Program, Santa Barbara Adult Education Consortium (SBAEC)   
Year-9 2023-2024 REQUEST FOR PROPOSAL**

1. **APPLICATION**

This application includes a total of eight questions. Please ensure that each answer is succinct and directly addresses the question. Each answer should be no longer than 500 words per question. All applicants are required to meet with the School of Extended Learning (SEL) Vice President and CAEP SBAEC Director to discuss your proposal to ensure that it is in alignment with the overarching SEL programmatic goals and budget.   
  
**THIS APPLICATION IS DUE NO LATER THAN JULY 19, 2023.**  
  
 \* Required

I have reviewed the 2022-2025 CAEP Three-Year Plan and 2022-2023 Annual Plan and attest that this proposal is in alignment with Consortium’s current goals and objectives. YES  
  
Are you an existing CAEP funding awardee? YES

Program Name \*

**SBCC Adult High School/GED Program**

Primary Contact Name \*

Monica Campbell

Primary Contact Email \*

mncampbell2@pipeline.sbcc.edu

Primary Contact Phone \*

805-683-8230

All applicants are required to collaborate with, at minimum, one SBCC School of Extended Learning noncredit faculty member to develop a robust and comprehensive SBAEC request for proposal. Please insert the name of the faculty member(s) below:

Faculty Name(s) \*

Patricia Mautone, Mariah Messer

**Select Applicable Noncredit Program Area (multi-selection drop-down menu) \*  
 X** Adult Education (ABE, ASE, Basic Skills)   
 Adults with Disabilities  
 English as a Second Language  
 Entry or Reentry into the Workforce

Literacy  
 Short-Term CTE/Programs in Pre-Apprenticeship  
 Student Support Services  
  
**1. Executive Summary \***  
Please provide an executive summary of your proposed plan that includes overarching goals to create new programs or expand existing programs in one of the CAEP programming areas identified above. Please justify the need of your proposed initiatives and include research, labor market information, employer feedback, student surveys, or other relevant information and describe how funding will further your objectives.  
  
**SBAEC Primary Goals (multi-selection drop-down menu)**Your answer (500 word limit)

Santa Barbara City College’s School of Extended Learning Adult High School/GED program helps adults earn their Adult High School Diploma or General Education Diploma (GED) Certificate and to improve their basic academic and critical thinking skills as the foundation to transitioning to college, vocational training programs, and career advancement opportunities.

For this grant cycle, the program’s overarching objectives are:

1) to foster greater persistence and completion rates in both in-person and remote learning environments;

2) to increase enrollment and retention through targeted marketing and community outreach as well as follow-up with lapsed students and collaboration among SBCC departments;

3) to collect and track 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;

4) to increase student engagement and better prepare them to interact with and critically evaluate information from a variety of sources, particularly information presented in a digital environment -- skills they will need for college, work, and civic engagement.

5) to provide Adult High School and GED students with more focused, relevant and equitable cohort instruction to help them develop stronger academic communication skills and greater familiarity with practices that they will need when transitioning to college and the workplace.

6) to foster a greater equity mindset by integrating more culturally inclusive pedagogy and innovative lesson structures that foster greater student autonomy, awareness, and intentionality in exploring timely and relevant topics including, but not limited to, social justice issues.

In order to achieve the above goals, the Adult HS/GED Program will:

Provide professional development to guide faculty in continuing to improve curriculum and classroom   
 practices, including maintaining regular and effective student contact; developing accessible, equity-minded   
 support materials; and promoting effective pedagogy and course design for remote and in-person instruction.

Increase our efforts in building partnerships with local high schools and other K12 organizations, SBCC   
 Student Support Services, SBCC Promise, Extended Opportunity Programs and Services, Guided Pathway, and other student resources;

Collaborate with Student Support Services to analyze and improve our current intake and follow up processes,   
 building a more wraparound approach that will help foster greater equity, access, and retention;

Develop course outlines and supplemental materials for Adult Basic Education to support our   
 disproportionately impacted students who assess below high school level;

Develop and pilot innovative learning formats, such as web quest-type critical thinking modules and inquiry based   
 cohort lesson models to increase student engagement, foster an equity-based mindset, and help students   
 develop critical thinking and digital literacy skills necessary to successfully transition to college and workplace environments.

Provide CASAS and GED assessment and instructional support (tutors);

Supply software, hardware, and other instructional materials for remote and in person instruction;

Further utilize the print schedule, radio and TV ads, GED tracking tool, and other outreach materials in both   
 Spanish and English to reach a wide group of students, including the non-digital native adult population with low- literacy/ English proficiency.

**2. Noncredit/Credit Integration and Alignment**   
Please explain how your proposed program initiative(s) align(s) with other 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). If there are more than one proposed initiatives, applicants should list each initiative and briefly address how they align.   
  
 Your answer (500 word limit)

1. Offering strategies for success for all students, clearer pathways, as well as equity-based curriculum and best practices in both in-person and remote learning environments, will increase student engagement and help more students **meet their career and academic goals in a more timely manner.**
2. Integrating innovative lesson formats and increasing the use of relevant, culturally inclusive pedagogy and curriculum materials that build to and align with entry-level college material will **better prepare students in transitioning to college and the workplace** and help them develop and refine transferrable skills needed to evaluate and communicate information particularly in the digital landscape.
3. Collaborating with SBCC’s Student Support Services and other college and community organizations, will help the AHS/GED Program **streamline the intake, support, and matriculation** processes to enhance learner persistence and goal attainment within the program as well as supporting students as they transition to college and the workplace.
4. Incorporating a more integrated, wraparound approach to **monitoring and following up** with individual students aims to reduce attrition and encourage lapsed students to return, thus further increasing attendance, enrollment, and completion rates.
5. Developing and maintaining 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.
6. Developing and enhancing **marketing and outreach materials** in print, radio, TV, social media, and other viable media, will help reach the low skilled adult population in our community and help them get on the path to achieving their educational and career goals
   1. **Outreach & Marketing \***

Please describe your plans to conduct outreach and marketing to promote the proposed program initiatives aimed at increasing enrollment, job attainment or advancement, or transition to credit programs.

Your answer (500 word limit)

The SBCC Adult High School AHS and GED Program will work with the Vice President of the School of Extended Learning, SBCC Public Affairs and Communications Department, the Minsky Group marketing consultants, and the SBAE consortium members, as well as student, faculty and community representatives in order to determine the needs and effective methods of outreach and marketing of our program.

In Year 9, the AHS/GED Program will enhance our efforts to reach adults who would benefit from our program, including the nearly 20% of adults (age 25 and older) in Santa Barbara County who, according to the 2021 US Census, do not have high school diploma, as well as younger adults who may have left traditional high schools prior to earning a diploma, or who did not receive formal schooling and would like to transition to college and/or better paying jobs. To help ensure that we reach all potential students, including those who may not have strong digital literacy skills, we will employ a variety of marketing tools and methods, in both English and Spanish, including: the SBCC School of Extended Learning print schedule, digital outreach through social media, radio/TV ads, and in person outreach and communication with local high schools, employers, and community programs. We will also work closely with other SBCC departments and programs, both credit and noncredit. The goal is to increase visibility of our Program, increase awareness of the benefits of the Program, and to help prospective students understand that this program is for them and will work with them to meet their needs, overcome obstacles, and help them reach their goals.

The AHS/GED program will primarily target the zip code areas 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).” Given our remote and hyflex learning options, we will also expand to include a wider area in the north and south of Santa Barbara County.

The AHS/GED program also aims to strengthen our partnerships with the local high schools as well as other SBCC departments in order to mutually support each other’s programs.

* 1. **Partnerships \***

Please list 3-5 provide prospective CAEP Programs or other external community entities you plan to work with to maximize student and client participation and describe your prospective collaborative efforts.

Your answer (500 word limit)

* SBCC Student Services- referrals to wraparound services, career and academic counseling, and development of abbreviated education plans
* SBCC Noncredit ESL Program- referrals, especially for the bilingual GED and GED programs
* SBCC Career Skills Institute- Student transfer
* SBCC Guided Pathways, SBCC Promise, EOPS, DSPS- specialized support, and student matriculation
* Santa  Barbara  Workforce One-Stop operator-Referrals, Collaboration through the WIOA Title I and Title II initiatives
* K12 Schools and Public Libraries - referrals and possible curriculum alignment and articulation
* Local employers- referrals

* 1. **Leveraging Funds \***

Please describe what other funding sources, and the percentage of those funding sources, will be used to support your CAEP proposed program.  
  
Your answer (500 word limit)

- SBCC General Funds- Unrestricted: $468,341.20

-The Workforce Innovation and Opportunity Act (WIOA) funds: $99,885.16

- The Lottery Funds: $ 11,000

-Pedotti Jail Funds- $2,518.08

**6. Diversity, Inclusion, and Equity**

Please describe how your proposed program initiatives will help create a diverse, inclusive, and equitable educational experience for adult learners.  
Your answer (500 word limit)

The AHS/GED program will offer professional development activities to instructors and staff to ensure effective application of strategies for success for all learners through equity and accessibility. The strategies include culturally responsive teaching and learning and the pedagogy of multi-literacies that recognizes students with learning differences, linguistic diversity, and the effectiveness of multimodal forms of communication influenced by the advancement of technology. Faculty will also be receiving training, in conjunction with SBCC’s Curriculum Advisory Committee, to help in updating all 50 of the AHS/GED and Bilingual GED Programs’ course outlines this coming year, which includes specifying methods and best practices to better integrate diversity, equity, inclusion and accessibility into the curriculum.

Also, the AHS/GED program will coordinate 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 to all students. We will also put extra effort into ensuring that our program information reaches the population with low literacy and low technology access. We will use simple language, translation, and varied media such as print and radio to make sure that the adults in our community are aware of our tuition-free courses and all the resources we provide including free Chromebook and internet access.

Our program’s method of instruction and materials utilize a universal design approach to help insure our materials and classroom practices (whether online or in person) are accessible for all students; however, to better ensure equity, we will also work with Student Services and DSPS (Disabled Student Services and Programs) to improve the process by which students who may qualify for GED testing accommodations can better access those accommodations. That is often the difference between whether a student succeeds in earning the GED certificate or drops out.

Finally, the integration of innovative learning models will provide even more opportunities for students to have autonomy in selecting and interacting with a wider variety of culturally diverse and inclusive subject matter. Taking a best practice approach to incorporating these types of modules into the curricula will not only provide students with greater autonomy and practice with instructional models that they will likely encounter in their postsecondary careers, but it will also provide an increased opportunity to build community among students where they can participate in thoughtful, guided discussions and research quests that allow them to learn more about their own as well as other cultures.

1. **Outcomes**Please list between 3-5 outcomes for the next year.   
   (e.g. 1. increased enrollments by 5%, 2. two new state certificates in small business development for bilingual learners)  
   Your answer (500 word limit)

1. 5% increase in enrollment in Adult High School, GED, and Bilingual GED courses for both remote and in-person modalities.

2. Improved student attendance/FTES

3. Increased diploma/GED Certificate completion rates and transition to college and/or the workplace.

4. Improved intake, tracking, and student-advisor-instructor communication processes to allow for more timely follow up with current and lapsed students thus increasing re-enrollment and goal completion.

5. Offer 25% more professional development and collaboration opportunities to instructors and staff, including training on more effective implementation of educational software, regular meetings to address student and curriculum needs, as well as workshops addressing diversity, equity, and racial injustice.

**8. Target Number of Students**I. Served during the 2022-2023 grant year: 340  
II. Plan to serve for the 2023-2024 grant year: 360-375

1. **BUDGET WORKSHEET**

For each budget request, please describe the activity, agencies or individuals that will carry out the activity. Per the State CAEP directive, there is an expectation that programs expend funds as equally as possible within the grant’s timeframe (e.g. 25%, 25%, 25%, 25%).

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| --- | --- |
| **TOTAL BUDGET REQUEST** | **$158,750** |

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| --- | --- |
| **CATEGORY BUDGET REQUEST TOTALS** |  |
| **1000** | **$25,000** |
| **2000** | **$30,000** |
| **3000** | **$13,750** |
| **4000** | **$35,000** |
| **5000** | **$15,000** |
| **6000** | **$40,000** |

**1000: INSTRUCTIONAL SALARIES (instructional personnel)\***

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| --- | --- |
| 1000 Budget Request Total | $ 25,000 |

Please provide a detailed budget for this category.

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| --- | --- |
| Itemized Budget Request | Budget Detail and Activity |
| $20,000 | Faculty curriculum development stipends to update and create digital, hyflex, and in person curriculum and support materials to better align with equity goals, including preparing students, especially those who initially test low with reading and math literacy, with the skills necessary to transition to college and workplace training.  Develop curriculum for course on student success in AHS/GED (digital literacy, effective note taking, study skills, test taking skills, academic vocabulary, etc) |
| $5,000 | Faculty professional development stipends (e.g., equity training, training on more effective use of educational software programs, meetings to improve student intake, monitoring, follow up process and procedures) |
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**2000: NON-INSTRUCTIONAL SALARIES (personnel) \***

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| 2000 Budget Request Total | $ 30,000 |

Please provide a detailed budget for this category.

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| --- | --- |
| Itemized Budget Request | Budget Detail and Activity |
| $30,000 | Hourlies: Adult HS/GED classroom aides to help with implementation of curriculum initiatives, data collection, tracking, and follow-up. |
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**3000: BENEFITS FROM 1000 AND 2000 CATEGORIES (average benefit rate is between 20-25%)\***

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| 3000 Budget Request Total | $ 13,750 |

Please provide a detailed budget for this category.

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| Itemized Budget Request | Budget Detail and Activity |
| $13,750 | 25% of 1000 and 2000 categories |
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**4000: INSTRUCTIONAL SUPPLIES AND NON-INSTRUCTIONAL SUPPLIES (computer software not hardware)\***

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| 4000 Budget Request Total | $ 35,000 |

Please provide a detailed budget for this category.

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| Itemized Budget Request | Budget Detail and Activity |
| $35,000 | Instructional supplies, updated classroom textbooks,  and educational software for Adult High School, GED, and Bilingual GED programs |
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**5000: CONSULTANTS, MARKETING, PROFESSIONAL DEVELOPMENT \***

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| --- | --- |
| 5000 Budget Request Total | $ 15,000 |

Please provide a detailed budget for this category.

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| --- | --- |
| Itemized Budget Request | Budget Detail and Activity |
| $10,000 | Marketing, outreach events, brochures |
| $5,000 | Professional development site visits and conferences to nearby AHS/GED-college programs; consultant on student retention, meetings with Credit campus faculty to design transition-focused materials |
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**6000: CAPITAL OUTLAY (computer hardware) \***

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| 6000 Budget Request Total | $ 40,000 |

Please provide a detailed budget for this category.

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| --- | --- |
| Itemized Budget Request | Budget Detail and Activity |
| $40,000 | Laptop computers for Bilingual GED classrooms |
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