



California Adult Education Program, Santa Barbara Adult Education Consortium (SBAEC) Year 10 2024-2025 REQUEST FOR PROPOSAL

I. OVERVIEW

The Santa Barbara Adult Education Consortium (SBAEC) allocation for the year-10 grant cycle is \$1,006,673.00. The application is due no later than October 18, 2024.

All awardees are expected to expend funds no later than March 31, 2026.

The Consortium has historically awarded 70% or more of its total funding to programs. In 2023-2024 award allocations ranged between \$20,000.00 - \$200,000.00.

A comprehensive and competitive Request for Proposal submission will align with the California Adult Education Program (CAEP) grant and the Consortium's goals and objectives set forth below. Only members of public institutions and nongovernment entities and organizations may apply for programmatic funding.

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;
- (7) Programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school;

Newly Added Statewide CAEP goals and initiatives Consortia need to address:

- (8) Distance Learning: How consortia continue to expand Hyflex and synchronous online instruction;
- (9) Potential Budget Reductions: How consortia are being strategic and responsive to the changes in the economy and to the impacts on adult education programs and its students;
- (10) Systemic Racial Injustices: How consortia plan to examine the issue of their role in addressing systemic racial injustices within their membership, partners and programs.

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;
- (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.

The Santa Barbara Adult Education Consortium's **primary goals for the upcoming 2024-2025 year** are the following:

- (1) Continue to support our noncredit faculty in building pathways to credit for existing and new CAEP programs;
- (2) Support new activity resulting from AB705 implementation (focused on mathematics, English, and ESL);
- (3) Support dual enrollment programs to engage high school students completing their degrees to begin their journey to transition to college, job search training and placement (SB-554);
- (4) Continue to partner with the local Santa Barbara Workforce One-Stop operator and other agencies for career training initiatives;
- (5) Continue to cross-pollinate CAEP initiatives with WIOA, Guided Pathways, Vision for Success, and Strong Workforce initiatives, and Health Pathways English Language Learner CAEP grant;
- (6) Continue to support our existing SBCC programs that are aligned with the CAEP initiatives;
- (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;
- (9) Support distance learning (live videoconferencing) initiatives and provide, where feasible, professional development training for faculty and staff in CAEP program areas;
- (10) Develop a strategic plan that addresses systemic racial injustices within our membership, partners and programs.
- (11) Collaborate with local Workforce to increase Adult Learner support systems (housing, foodbank resources, and public assistance programs);
- (12) Develop a Noncredit Data Collection task force/workgroup that is committed to the collection of accurate data and analytics for all CAEP programs and services;
- (13) Address newly added CAEP State Priorities: Equity, Leadership, Learner Transition, Marketing, Program Development Curriculum/Classroom, Program Evaluation, and Technology & Distance Learning;
- (14) Extend programming and services in all of Santa Barbara south county with an emphasis in Carpinteria and Goleta.

Based on the 2019 and 2023 SBCC School of Extended Learning Economic and Workforce Gap Analysis for Adult Education Regional reports, the Consortium's focus for the 2024-2025 selection of programs will need to continue enhancing educational programming in the following areas:

- (1) Short-Term CTE in career skills training courses;
- (2) Short-Term CTE with a focus in areas such as Health Care and Health Training services;
- (3) Noncredit Adult High School/GED;
- (4) Noncredit English as a Second Language;
- (5) Noncredit Adults with Disabilities;
- (6) To ensure students can navigate through the SBCC system from noncredit to credit, the Consortium also identified the need for a robust Student Support Services program to help students plan their educational and vocational objectives;
- (7) Continue to expand Hyflex and synchronous online instruction;
- (8) Develop a strategic plan that addresses systemic racial injustices within our membership, partners and programs.

CAEP Fiscal Regulation for all Independent Contractors and External Partners:

- (1) Indirect, for Profit, or Fringe Benefits are not allowable expenses and cannot be reimbursed;
- (2) All Independent Contractors and External (non-SBCC) Partners must complete the required SBCC Memo of Understanding (MOU) forms and Entity Contractor forms;
- (3) All Independent Contractors and External Partners must submit invoices to the CAEP Director for reimbursement;
- (4) All External Partner CAEP programs will receive two-three payments based on the timeline for completion as stated on the MOU and Entity Contractor forms.

Data Collection for all CAEP Programs and Partners:

- (1) All external (non-SBCC) CAEP programs must use the CASAS TopsPro Enterprise platform to electronically collect student data and participation and data points required by the State;
- (2) All data collection must be collected on a quarterly basis.

Key Performance Indicators:

As stated in the Consortium’s 2022–2025 Three–Year Plan, the Consortium adopts the following key performance indicators related to the allowable program areas and will use these indicators as part of the rubric in selecting programs:

Seven Program Areas

Key Performance Indicators

1. Programs in elementary and secondary basic skills	Increase in enrollment in the AHS/GED program and increase hours attending resulting in higher FTES. Increase in the number completing a high school diploma or GED. Creation of new support courses for the AB705 initiative.
2. Programs for immigrants and English as a Second Language	Increase in enrollment and hours attending in the ESL program resulting in higher FTES. Increase certificate completion rates in ESL. Increase in supportive programming to reach more community members.
3. Adults Entering or Re-entering the Workforce	Broadening our reach to the One-Stop and other community partners to increase the numbers of students served. Continue a partnership with the one-stop to offer educational programs on site. Increase in enrollment and hours attending in the Career Skills Institute resulting in higher FTES.
4. Adults who assist secondary school students	Measure results of a pilot program with our community library partners to understand the value and number of students served.
5. Programs for Adults with Disabilities	Launched in 2019, create a realistic growth strategy for the new Adults with Disabilities Work Readiness and Career Certificated Program. Increase the number of enrollments in accordance with the strategy.
6. Programs in Short-Term CTE	Based on the recommendation of the BW Research environmental scan, develop new noncredit programs in CTE areas such as health, business, and information communication technology sectors.
7. Employer Engagement	Programs offering Pre-apprenticeship and workforce training activities

II. 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 OCTOBER 18, 2024.

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 NO

Are you an existing CAEP funding awardee?

YES NO

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

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

Select all applicable 2024-2025 Consortium's goals that align and tie your Program's objectives to

(1) Continue to support our noncredit faculty in building pathways to credit for existing and new CAEP programs;

(2) Support new activity resulting from AB705 implementation (focused on mathematics, English, and ESL);

(3) Support dual enrollment programs to engage high school students completing their degrees to begin their journey to transition to college, job search training and placement (SB-554);

(4) Continue to partner with the local Santa Barbara Workforce One-Stop operator and other agencies for career training initiatives;

(5) Continue to cross-pollinate CAEP initiatives with WIOA, Guided Pathways, Vision for Success, and Strong Workforce initiatives, and Health Pathways English Language Learner CAEP grant;

(6) Continue to support our existing SBCC programs that are aligned with the CAEP initiatives;

- (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;
- (9) Support distance learning (live videoconferencing) initiatives and provide, where feasible, professional development training for faculty and staff in CAEP program areas;
- (10) Develop a strategic plan that addresses systemic racial injustices within our membership, partners and programs;
- (11) Collaborate with local Workforce to increase Adult Learner support systems (housing, foodbank resources, and public assistance programs);
- (12) Develop a Noncredit Data Collection task force/workgroup that is committed to the collection of accurate data and analytics for all CAEP programs and services;
- (13) Address newly added CAEP State Priorities: Equity, Leadership, Learner Transition, Marketing, Program Development Curriculum/Classroom, Program Evaluation, and Technology & Distance Learning;
- (14) Extend programming and services in all of Santa Barbara south county with an emphasis in Carpinteria and Goleta.

For current 2023-2024 CAEP SBAEC Programs:

Please provide a detailed summary of the completed outcomes to-date and the progress of your current program's objectives and deliverables. Include last year's and current enrollment figures, number of students who earned a diploma, noncredit certificate completers, and the number of students who transitioned into credit programs or noncredit certificate programs.

Your answer (500-word limit)

Santa Barbara City College's School of Extended Learning Adult High School/GED program has seen tremendous growth and positive outcomes throughout the last year. In 2023-2024 academic year, we had over 400 students enrolled in Adult High School, GED, or Bilingual GED classes, and in June 2024, we celebrated our Spring completers with 35 Bilingual GED completers, 14 GED completers, and 7 Adult High School Diploma earners. We have also transitioned more than 30 students this Fall 2024 to SBCC credit classes, and these students are doing extremely well in their classes and achieving their educational goals. In the community, we've supported our learners in their employment and workplace goals, as having a diploma or GED certificate results in better workforce outcomes for students.

Under the Adult High School/GED CAEP grant, we have-

- Worked on updating curriculum for an initial subset of courses with the primary aim of providing more focused scaffolding and support, particularly for students who may read below grade level and struggle with some of the more complex concepts. We are continuing to update and refine materials based on students' and instructors' feedback, and will be applying what we've learned when updating and refining materials for our other courses.
- Created and piloted cohort instruction groups in math and reading and plan to continue with that approach with science and social studies groups. The cohorts included a mix of students who are attending class in person as well as those joining via Zoom. Both groups are working together with an instructor in a guided discussion and practice/feedback model. The groups have been well received with more students opting in and actively participating as the groups progress.
- Collaborated with Student Support Services to establish parameters, identify data, and develop processes to better help us track student progress. In the next phase we will be integrating this information into an internal tracking system that will allow us to be more proactive in reaching out to lapsed students and in initiating timely interventions for students who may be struggling. These efforts will help faculty, students, and student support services have a clearer, more readily accessible understanding of what students have accomplished, where they are in their education plan, and what next steps they need to complete. We have worked with IT to create a report that gives us all current AHS students and whether or not they've met with an advisor. Staff will reach out to the ones who haven't to schedule their appointment with an advisor and follow up and help them reach their goals of attaining a diploma and transferring to credit if that is their goal.
- Initiated preliminary curriculum development work on creating modules to foster media/digital literacy. We will begin integrating these into our curriculum and piloting the individual modules based on student and instructor feedback to refine the materials.
- Continue to check that our course materials are culturally diverse, equitable, and inclusive. This includes everything from providing students with a diverse library of readings to choose from to making sure that when we are working in our cohort groups we respect individual student's comfort levels while at the same time building confidence and encouraging different ways students can actively participate.
- Provide students, free of charge, with either loaner copies of print-based materials or, in many cases, their own

copies that they can keep and write on. Any computer-based materials are also provided at no cost to the students, which ensures equitable access.

- Increasing students' participation in supportive SBCC programs such as The Promise, to do this we've begun regular meetings with Financial Aid, The Promise, credit ESL, and Dual Enrollment. We plan to continue to find ways to better support and motivate students as they transition to the SBCC Credit campus, including helping them make connections with tutoring, possibly setting up "field trips" or guest speaker sessions with faculty who teach in the fields that students may be interested in going into, such as culinary arts, criminal justice, cosmetology, nursing, etc. We also plan to start incorporating the Canvas platform into some of our courses so that students are more familiar with it when they transition to college.

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 (include research, labor market information, employer feedback, student surveys, or other relevant information) and describe how funding will further the Consortium's and your program's objectives.

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 to: 1) foster greater persistence and completion rates in both in-person and remote learning environments; 2) increase enrollment and retention through targeted marketing and community outreach, as well as follow-up with lapsed students and collaboration among SBCC departments; 3) 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) 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) 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) 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 Pathways, Dual Enrollment, 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 optimal student mapping, an integrated advisor-led orientation for all students, and a Welcome Center; Develop course outlines and supplemental materials for Adult Basic Education to support our disproportionately impacted students who assess below high school level, for example an Academic Success course students are recommended to enroll in; 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, continue GED Testing on-site, and instructional support (tutors); Align with Vision 2030 and stay up to date with current state initiatives; 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). For multiple initiatives, applicants should list each initiative and briefly address how they align. Provide examples of specific pathways and how you plan to conduct proactive advisement on existing pathways.

Your answer (500-word limit)

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**. 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. 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. 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. 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. 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

3. 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. For current programs, describe your previous marketing strategies and what has been effective and not. What have you done to develop a cohesive marketing strategy and how can you collaborate with other programs to leverage funding?

Your answer (500-word limit)

The SBCC Adult High School/GED Program will work with the Vice President of the School of Extended Learning, SBCC Public Affairs and Communications Department, our 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 10, 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. Other examples of our successful outreach this past year has been attending open houses and family events at our local elementary schools where we find a large number of parents and family members who enroll in our classes, ongoing meetings with the SB Housing Authority, AJCC, and the Farmworkers Resource Center to provide their clients with knowledge of and access to our classes, and continuing to work with, and find other local employers in our area, that want to support their employees in improving their basic skills to help them advance in the jobs. 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, school district, and County office of Education, as well as other SBCC departments, in order to mutually support each other's programs.

4. Partnerships

Leveraging resources to maximize adult learner and client participation is one of the CAEP's goals. Relay current partnerships and please provide a minimum of 5 prospective partnerships you plan to work with. Ensure that the partnerships are directly tied to CAEP's objectives, tied to local businesses and the labor market, and demonstrate a robust collaboration with a one-to-two-year robust plan.

Your answer (500-word limit)

Our current partnerships are meaningful and valuable to our program, and help our students succeed in their goals while

raising awareness of our program in the community. Some internal partners are our other programs at SEL including NC Student Services which provides referrals to wraparound services, career and academic counseling, and development of abbreviated education plans, robust program mapping, the Noncredit ESL program, especially for our Bilingual GED Program, and the Career Skills Institute where students can co-enroll, and many other robust offerings like SBCC Guided Pathways, EOPS, DSPS which provide specialized support and student matriculation.

Our external partners are just as important and include the Santa Barbara Public Libraries, Central Library and Eastside Branch, which has a literacy program and one-on-one tutoring referrals for additional support for our learners that provide a flexible schedule for our students, and in the future, we would like to include the Goleta Public Library and community centers. We have a very close partnership with the K-12 schools with Santa Barbara Unified School District. Other partners include Santa Barbara Workforce One-Stop-Referrals with collaboration through the WIOA Title I and Title II initiatives, and local employers for referrals. We will continue to engage new and existing employers with ongoing meetings and collaboration with the SBCC Director of Employer Engagement, assisting us in finding new and innovative partners in our community, and evaluate our current partners and the relationships we have with them and how these partnerships are meeting the needs of our students and the community.

5. Leveraging Funds

Please describe what other funding sources, and the percentage of those funding sources, will be used to support your CAEP proposed and new CAEP initiatives.

Your answer (500-word limit)

- SBCC General Funds- Unrestricted: \$451,363.12

(Most of the General Fund go towards instructional salaries, about 90%, so 10% will go towards these CAEP initiatives)

- The Workforce Innovation and Opportunity Act (WIOA) funds: \$188,234.00

(50% of the WIOA funds will be used in collaboration with CAEP proposed and new initiatives, as these two programs are working together closely to support our AHS/GED program)

- The Lottery Funds: \$ 11,750

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. Include as much data as possible ranging from current demographics and prospective goals.

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. 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 and continue to support our students with collaboration with our Wake Center Campus new Basic Needs Center. 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 ensure 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.

7. Outcomes

Please list a minimum of 5 measurable objectives and outcomes per year. Identify benchmarks and provide a timeline of

outcomes. (e.g. 1. increased enrollments by 5%, 2. two new state certificates in small business development for bilingual learners). Indicate how outcomes will be accomplished and measured. Provide target numbers with outcomes.

Your answer (500-word limit)

1. 5% increase in enrollment in Adult High School, GED, Bilingual GED courses, and Dual Enrollment for both remote and in-person modalities. 2. Improved student attendance/FTES/Overall productivity in this program 3. Increased diploma/GED Certificate completion rates and transition to college and/or greater outcomes in the workplace. 4. Improved intake, tracking, and student-advisor-instructor communication processes to allow for 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. For current 2023-2024 CAEP SBAEC Programs: Indicate enrollments for 2023-2024. How many degrees, diplomas, certificates were awarded? If applicable, provide point-of-contact for services utilized.

Served during the 2023-2024 grant year: 437 students. 35 Bilingual GED Certificates, 14 GED certificates, and 7 AHD diploma earners at Spring graduation, totaling approximately 60-65 graduates for the year

II. For all applicants: Relay how many adult learners do you plan to serve for the 2024-2025 grant year.

Plan to serve for the 2023-2024 grant year: 5% increase approximately 450-460 students

III. 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%).

TOTAL BUDGET REQUEST	\$188,750
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CATEGORY BUDGET REQUEST TOTALS	
1000	\$55,000
2000	\$40,000
3000	\$23,750
4000	\$35,000
5000	\$20,000
6000	\$15,000

1000: INSTRUCTIONAL SALARIES (instructional personnel)*

1000 Budget Request Total	\$ 55,000
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Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity
\$40,000.00	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)
\$15,000.00	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)

2000: NON-INSTRUCTIONAL SALARIES (personnel) *

2000 Budget Request Total	\$ 40,000
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Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity
\$30,000	Hourly Support Staff- Adult HS/GED classroom aides to help with implementation of curriculum initiatives, data collection, tracking, and follow-up, and Transition Specialists to assist with Dual Enrollment
\$10,000	Overtime for registration workshops and additional support for technology and digital literacy skills

3000: BENEFITS FROM 1000 AND 2000 CATEGORIES (average benefit rate is between 20-25%)*

3000 Budget Request Total	\$ 23,750
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Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity
\$23,750	25% of 1000 and 2000 categories

4000: INSTRUCTIONAL SUPPLIES AND NON-INSTRUCTIONAL SUPPLIES (computer software not hardware)*

4000 Budget Request Total	\$ 35,000
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Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity
\$35,000	Instructional supplies, updated classroom textbooks, and educational software licenses for Adult High School, GED, and Bilingual GED programs-Dreambox Reading Plus, Edmentum, and Aztec

5000: CONSULTANTS, MARKETING, PROFESSIONAL DEVELOPMENT *

5000 Budget Request Total	\$ 20,000
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Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity
\$5,000	Marketing, outreach events, materials/printing fliers for advertising
\$15,000	Professional development conferences for staff and managers, Dual Enrollment Conferences, CAEP Summit, site visits to nearby AHS/GED-college programs; meetings with credit campus faculty to design transition-focused materials

6000: CAPITAL OUTLAY (computer hardware) *

6000 Budget Request Total	\$ 15,000
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Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity
\$15,000	Hyflex/lowflex equipment for use in class