



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

1. **OVERVIEW**

The Santa Barbara Adult Education Consortium (SBAEC) allocation for the year-10 grant cycle is $1,006,673.00. There is a total of $444,351.00 of unallocated carryover funds available in the year 10 grant cycle.   
  
All awardees are expected to expend funds no later than September 1, 2025.  
  
The Consortium is seeking innovative proposals that enhance or expand current and ongoing CAEP SBAEC initiatives that support the planning and implementation of approved consortium activities.

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;(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 (note for CP includes must SBCEO for approval):

(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 |

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 MARCH 21, 2025.**

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

Click or tap here to enter text.

Primary Contact Name

Click or tap here to enter text.

Primary Contact Email

Click or tap here to enter text.

Primary Contact Phone

Click or tap here to enter text.

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)

Click or tap here to enter text.

**Select Applicable Noncredit Program Area**

|  |  |
| --- | --- |
| Adult Education (ABE, ASE, Basic Skills) | Literacy |
| Adults with Disabilities | Short-Term CTE/Programs in Pre-Apprenticeship |
| English as a Second Language | Student Support Services |
| Entry or Reentry into the Workforce |  |

**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.

**1. Executive Summary**Please provide a brief summary of your proposed project 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)**

Click or tap here to enter text.

**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)**

Click or tap here to enter text.

**3. Partnerships**

Employer engagement is one of the key outcomes for the CAEP SBAEC grant, how does the proposed project support these efforts. Please identify your target employers and community partners.   
**Your answer (500-word limit)**

Click or tap here to enter text.

**4. 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)**

Click or tap here to enter text.

**5. Outcomes**  
Please list a minimum of 2-3 measurable objectives and outcomes for the proposed project and timeline.

**Your answer (500-word limit)**

Click or tap here to enter text.

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%).

|  |  |
| --- | --- |
| **SPECIAL YR 10 BUDGET REQUEST** | **$** |
| **TOTAL YR 10 BUDGET (incl. new request)** | **$** |

|  |  |
| --- | --- |
| **CATEGORY BUDGET REQUEST TOTALS** |  |
| **1000** | **$** |
| **2000** | **$** |
| **3000** | **$** |
| **4000** | **$** |
| **5000** | **$** |
| **6000** | **$** |

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

|  |  |
| --- | --- |
| 1000 Budget Request Total | $ |

Please provide a detailed budget for this category.

|  |  |
| --- | --- |
| Itemized Budget Request | Budget Detail and Activity |
| (e.g. $5,000.00) | (e.g. faculty stipend: certificate development for inmate program) |
| (e.g. $3,000.00) | (e.g. faculty stipend: Hybrid/HyFlex curriculum development for NC ESL, 40 hrs) |
|  |  |
|  |  |

**2000: NON-INSTRUCTIONAL SALARIES (personnel) \***

|  |  |
| --- | --- |
| 2000 Budget Request Total | $ |

Please provide a detailed budget for this category.

|  |  |
| --- | --- |
| Itemized Budget Request | Budget Detail and Activity |
|  |  |
|  |  |
|  |  |
|  |  |

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

|  |  |
| --- | --- |
| 3000 Budget Request Total | $ |

Please provide a detailed budget for this category.

|  |  |
| --- | --- |
| Itemized Budget Request | Budget Detail and Activity |
|  |  |
|  |  |
|  |  |
|  |  |

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

|  |  |
| --- | --- |
| 4000 Budget Request Total | $ |

Please provide a detailed budget for this category.

|  |  |
| --- | --- |
| Itemized Budget Request | Budget Detail and Activity |
|  |  |
|  |  |
|  |  |
|  |  |

**5000: CONSULTANTS, MARKETING, PROFESSIONAL DEVELOPMENT \***

|  |  |
| --- | --- |
| 5000 Budget Request Total | $ |

Please provide a detailed budget for this category.

|  |  |
| --- | --- |
| Itemized Budget Request | Budget Detail and Activity |
|  |  |
|  |  |
|  |  |
|  |  |

**6000: CAPITAL OUTLAY (computer hardware) \***

|  |  |
| --- | --- |
| 6000 Budget Request Total | $ |

Please provide a detailed budget for this category.

|  |  |
| --- | --- |
| Itemized Budget Request | Budget Detail and Activity |
|  |  |
|  |  |
|  |  |
|  |  |