

CAEP

Member Budget & Workplan

54 Santa Barbara Adult Education Consortium (2025-26). CERTIFIED

Santa Barbara CCD

Member Information

Member Name:

Santa Barbara CCD

Member Type:

District

Member Address:

721 Cliff Drive | Santa Barbara, | 93109

Member Website:

No website on file

Member Allocations 2025-26:

\$1,032,996

Member Allocations 2024-25:

\$1,009,771

Member Allocations 2023-24:

\$999,080

Member Contacts

Responsibility	Name	Email	Title	Phone
Member Representative	Corlei Prieto	cnprieto@pipeline.sbcc.edu	Director	(805) 683-8285
Member Representative	Tonya Yescas	yescas@sbcc.edu	Account Technician III	(805) 730-4357
Member Representative	Carola Smith	csmith@pipeline.sbcc.edu	VicePresident School of Extended Learning	(805) 730-4043

Objectives

Objective 1: Address Educational Needs



Activity: Develop new Healthcare Pathway Programs

✓ We plan to address this activity

Program Area(s) of Focus

- CTE
- ESL
- Short Term CTE
- Workforce Reentry

Explain how this activity will focus on the Program Area(s) selected *

The Santa Barbara City College School of Extended Learning Career Skills Institute (CSI) currently provides exceptional short-term courses and training in business, design, technology, and career education for adult learners to rapidly acquire skills to enter the workforce and provide students with the necessary skills to excel in their desired fields.

At present, CSI offers both the noncredit Medical Assistant (MA) and Personal Care Attendant (PCA) programs. While there are various health and vocational training courses in both credit and noncredit programs, they function independently. Recent research and data have demonstrated the need to enhance training opportunities for our English Language Learner population within the healthcare sector in these specific vocational programs.

CAEP supplemental funding with the ELL grant will allow the full development of formal Nursing Assistant, Medical Assistant, and Personal Care Attendant programs that will be part of the new noncredit Career Skills Institute Health Care Academy. Support for this programming will

synthesize existing healthcare SBCC credit and noncredit programming and modify existing noncredit English Language Learner health medical vocational pathways. In addition, these programs will also be fully integrated into the Guided Pathways mapping model to transition students into credit programs

The outcomes will be:

- An increase in English Language Learners completing healthcare certificates and programs
- Clearly defined guided healthcare pathways from noncredit to credit
- Clearly defined workforce preparation and job attainment support by specialized faculty and administrators focused on healthcare programming and mentorship
- Student Advising and Career Services in English and Spanish
- Tailored marketing in both English and Spanish that clearly relay accessibility and attainability
- Two new academic vocational pathways that will lead to state certifications and transition to credit

∨ [Hide activity.](#)

THREE-YEAR PLAN 2025-28

Brief Description of Activity and Significance of Activity to Outcome *

Develop new Healthcare Pathway Programs and cross-pollinate with CAEP Programs. Described in 2025-2028 SBEAC Three-Year Plan. Effectiveness will be measured through matriculation data, district student outcome reports that track the academic life-cycle transitions and establishing a noncredit student employment procurement data tracking system.

Adult Education Metrics and Student Barriers

- All: Participants (202AE)
- All: Reportable Individuals (200AE)
- Students and Programs: Career Technical Education (1003)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
SBCC SEL/CAEP SBAEC Healthcare Pathway Director	Santa Barbara CCD	06/30/2028
CAEP SBAEC Director	Santa Barbara CCD	06/30/2028
CAEP SBAEC Career Skills Institute Program Leader	Santa Barbara CCD	06/30/2028
SEL Vice President/CAEP SBAEC Chair	Santa Barbara CCD	06/30/2028

Activity: Offer new CTE short-term State cert. programs

✓ We plan to address this activity

Program Area(s) of Focus

- Short Term CTE

Explain how this activity will focus on the Program Area(s) selected *

The recent 2024 Santa Barbara Workforce Development Board State of the Workforce report affirmed the continuance of the Consortium's regional alignment with the Workforce Development Board's (WDB) initiatives that focus on key industry clusters, occupations, and pathways. These industry clusters include Healthcare, Building and Design, Information & Communications, DATM: Defense, Aerospace & Transportation Manufacturing, and Biotechnology and Biomedical Devices. As concluded in report, it is imperative that Santa Barbara County diversify its economy to support the growth of emerging industries that offer higher-wage job opportunities and tailored adult education programming. A sector-based approach can help foster a higher-wage economy, grow and attract new businesses and investments in emerging industries, and support the local workforce in transitioning to higher-wage positions via education and training.

An analysis of the data suggests that WDB and local educational institutions target and increase short-term CTE initiatives in the following areas:

1. Prepare students and potential workers for higher-paying career pathways in fields such as DATM, advanced Electronics Manufacturing, Healthcare, and Building & Design;
2. Target growth of Santa Barbara County's remote workforce by expanding programs that cover basic IT skills and other foundational skills needed to succeed when working remotely and perform outreach to large tech companies outside the region to help identify remote work opportunities for county residents;

3. Create workforce development programs targeted at developing skills needed to support jobs in emerging technologies such as Offshore Wind, including jobs in environmental management and operations and maintenance;

4. Expand partnerships with local nonprofits to help connect local jobseekers to a comprehensive suite of wraparound services, to help mitigate barriers to employment.

SBAEC will continue to use current local and regional workforce data to inform and support the development of new CTE short-term certificates and develop new noncredit programs in CTE areas recommended above as well as include business and the creative economy sectors that are specific to our South County region.

∨ [Hide activity](#)

THREE-YEAR PLAN 2025-28

Brief Description of Activity and Significance of Activity to Outcome *

Most recently as of May 2025, with the fiscal support of CAEP, the School of Extended Learning has successfully added three new Career Skill Institute (CSI) noncredit State certificates and two CSI programs that address the current needs of the labor market and will provide opportunities for career advancement to our adult learners.

They are the following:

Artificial Intelligence Foundations and Creative Applications

Career Launch and Job Search

Digital Photography: Level 1

Short-term CTE Fashion & Design Program

Healthcare Academy: Certified Nursing Assistant

Activities and outcomes described in 2025-2028 SBEAC Three-Year Plan. Effectiveness will be measured through matriculation data, district student outcome reports that track the academic life-cycle transitions and establishing a noncredit student employment procurement data tracking system.

Adult Education Metrics and Student Barriers

- All: Participants (202AE)
- All: Reportable Individuals (200AE)
- Students and Programs: Career Technical Education (1003)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
CAEP SBAEC Director	Santa Barbara CCD	06/30/2028
CAEP SBAEC Career Skills Institute Program Leader	Santa Barbara CCD	06/30/2028
SEL Vice President/CAEP SBAEC Chair	Santa Barbara CCD	06/30/2028

Activity: Parent/Guardian Professional Childcare Certificate

✓ We plan to address this activity

Program Area(s) of Focus

- ESL
- Short Term CTE
- Workforce Reentry

Explain how this activity will focus on the Program Area(s) selected *

Within the 25-26' budget timeframe, SBAEC plans to conduct a gap and needs analysis of existing noncredit Parent & Guardian Childcare Provider curriculum and programs. Based on the results, the SBCC School of Extended Learning will develop one or more course outlines and a prospective State certificate.

Current research indicates the need to focus on the enhancement of parenting and family engagement that include:

- Parent Education: Many adult education programs focus on educating parents and caregivers. This training is essential for parents to understand child development, positive guidance techniques, and how to foster their child's physical, emotional, social, and cognitive growth.
- School Readiness: Educated parents are better equipped to be their child's first and most important teacher, leading to increased school readiness for young children.

- **Stronger Partnerships:** The training emphasizes the importance of maintaining professional and respectful relationships between educators, parents, and the community, which leads to improved family engagement in a child's education. SBAEC and SEL will leverage community childcare programs, local Social Services and Workforce Development Services, and SEL AHS/GED and ESL Programs to integrate services.

∨ [Hide activity](#)

THREE-YEAR PLAN 2025-28

Brief Description of Activity and Significance of Activity to Outcome *

Develop a Parent & Guardian Professional Childcare Provider Certificate. Described in 2025-2028 SBEAC Three-Year Plan.

Adult Education Metrics and Student Barriers

- All: Reportable Individuals (200AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
SEL Vice President/CAEP SBAEC Chair	Santa Barbara CCD	06/30/2028
SBCC SEL Director WIOA & CAEP SBAEC Program Leader	Santa Barbara CCD	06/30/2028
CAEP SBAEC Director	Santa Barbara CCD	06/30/2028
CAEP SBAEC Career Skills Institute Program Leader	Santa Barbara CCD	06/30/2028

Objective 2: Improve Integration of Services & Transitions ∨

Activity: Design proactive and holistic SSS Program

✓ We plan to address this activity

Program Area(s) of Focus

- ABE
- AWD

- CTE
- ESL
- Pre-Apprenticeship
- Short Term CTE
- Workforce Reentry

Explain how this activity will focus on the Program Area(s) selected *

Student support services are critically important in adult education because adult learners face unique and complex challenges that can severely hinder their academic success and completion rates. SBAEC recognizes that adult learners often consist of working professionals, parents, career changers, and immigrants who are balancing multiple demanding roles. Based on local research, SBCC SEL student surveys and Vision 2030 data, SBAEC recognizes the following key reasons to support a holistic student support services approach that are essential for adult learners.

1. Mitigating Real-Life Barriers:

-Time Constraints: Juggling full-time or part-time work, family responsibilities (like childcare or caring for elderly relatives), and schoolwork;

-Financial Strain: Worry over tuition, fees, textbooks, and the debt associated with education.

Support services can help with financial aid assistance and connections to community resources;

-Basic Needs: Issues such as food insecurity, lack of stable housing, or unreliable transportation are common barriers that must be addressed for a student to focus on learning.

2. Tailored Academic and Career Guidance: Student Support Services provide:

-Academic Advising: Guidance tailored to adult education pathways (e.g., High School Diploma, GED/HiSET) and information on transitioning to credit;

-Career Counseling: Help with resume writing, interview preparation, job search assistance, and

connecting their current education directly to expanded career options and higher wages;
-Skill Gaps: Tutoring and academic coaching to help students catch up on foundational skills.

3. Emotional Well-being and Retention

-Mental Health Support: Access to counseling and mental health resources helps adult learners cope with the stress of balancing life and school, reducing the risk of burnout;
-Motivation and Resilience: A strong support network of advisors boosts motivation and encourages students to persevere through challenging coursework, ultimately leading to higher completion and retention rates.

SBAEC's Short-Term Outcomes (12 Months):

-Evaluate the effectiveness of the SSS/A&R registration systems currently in place and determine streamlined digital pathways for admissions;
-Establish and participate in a credit-noncredit Student Success Task Force/Committee;
-Increase SSS/Admissions hours during peak hours and peak times to increase enrollment;
-Establish a Student Success Launcher/Coach and/or Liaison position;
-Host "Transfer Workshops".

∨ [Hide activity](#)

THREE-YEAR PLAN 2025-28

Brief Description of Activity and Significance of Activity to Outcome *

Design proactive and holistic student support services (academic, career, mental health, basic needs) that are personalized and delivered through flexible modalities (online, hybrid, extended hours) to meet adult learners' diverse schedules and needs. Activities and outcomes described in

2025-2028 SBEAC Three-Year Plan.

Adult Education Metrics and Student Barriers

- All: Participants (202AE)
- All: Reportable Individuals (200AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
CAEP SBAEC Director	Santa Barbara CCD	06/30/2028
CAEP SBAEC Career Skills Institute Program Leader	Santa Barbara CCD	06/30/2028
SBCC SEL SSS Director & CAEP SBAEC Program Leader	Santa Barbara CCD	06/30/2028

Activity: Marketing and Community Outreach

✓ We plan to address this activity

Program Area(s) of Focus

- ABE
- AWD
- CTE
- ESL
- Pre-Apprenticeship
- Short Term CTE
- Workforce Reentry

Explain how this activity will focus on the Program Area(s) selected *

SBAEC's activities will include:

Short-Term Outcomes (12 Months):

- Review and identify the most effective marketing initiatives over the past 1-2 years, particularly those in the areas of ESL,AHS/GED, and career advancement programs;
- Increase the number of Career Skills Institute Community Career Job Fairs;
- Broaden the distribution of newly developed flyers and folders that target online registration methods to increase awareness of programs;
- Collaborate with credit programs on existing media kits for AHS/GED, Dual Enrollment, CTE Programs to develop a robust noncredit "PR Box Media Kit" for admissions recruiters, student support advisors, and counselors to advertise noncredit course offerings.
- Increase in-class SSS/Admissions outreach

SBAEC's Intermediate Outcomes (1-3 Years)

- Work with marketing specialists, both internal and external contractors, to coordinate marketing efforts to execute a robust and diverse marketing plan;

- Increase collaboration with local employers who are actively hiring and market employment opportunities with leveraged resources and activities;
- Increase AHS/GED and ESL outreach and community engagement;
- Develop multilingual materials based on feedback from faculty and CAEP Program Leads;
- Track and measure the Return on Investment on specific marketing projects and campaigns.

∨ [Hide activity](#).

THREE-YEAR PLAN 2025-28

Brief Description of Activity and Significance of Activity to Outcome *

Based on the most recent Spring 2025 School of Extended Learning Student Survey, more than 80% were unaware of the State certificates offered by the SEL Career Skills Institute. While many students take courses in this program, data highlights that there is a lack of awareness of existing specialized training programs and academic and professional pathways program offerings. Therefore, there is a demonstrated need for more targeted marketing and expanded outreach efforts. Activities and outcomes described in 2025-2028 SBEAC Three-Year Plan.

Adult Education Metrics and Student Barriers

- All: Participants (202AE)
- All: Reportable Individuals (200AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
CAEP SBAEC Director	Santa Barbara CCD	06/30/2028
SEL Vice President/CAEP SBAEC Chair	Santa Barbara CCD	06/30/2028
CAEP SBAEC Career Skills Institute Program Leader	Santa Barbara CCD	06/30/2028

Objective 3: Improve Effectiveness of Services

Activity: Identify a 'Student Success Launcher'

✓ We plan to address this activity

Program Area(s) of Focus

- ABE
- AWD
- CTE
- ESL

- Pre-Apprenticeship
- Short Term CTE
- Workforce Reentry

Explain how this activity will focus on the Program Area(s) selected *

As identified above in Objective 2: Improve Integration of Services & Transitions: Design proactive and holistic SSS Program, SBAEC will continue to enhance the student support services transition experience and create a Student Success Launcher to assist students to credit, to career upskill and/or job procurement. Activities will include:

SBAEC's Short-Term Outcomes (12 Months)

- Collaborate with WDB and AJCC to adopt a 1:1 case management model;
- Work with SBCC credit campus to increase student transfer to credit;
- Assist students throughout their academic life-cycle from outreach to transfer.

SBAEC's Intermediate Outcomes (1-3 Years)

- Work with SEL and credit faculty in all CAEP programs to ensure consistency and alignment with messaging to students on current academic and career pathway transitions;
- Enhance collaboration and coordination between noncredit and credit staff to ensure continuity of service for transitioning students
- Increase the year-to-year number of adult learner participants;
- Continue to provide SEL faculty with access to relevant professional development opportunities designed to enhance student success and access.

SBAEC's Long-Term Outcomes (3-5 Years)

- Track student success, transition, and outcomes;

- Increase the number of adult learner participants by the 3rd year;
- Develop tailored noncredit training and certification opportunities for credit students.

∨ Hide activity.

THREE-YEAR PLAN 2025-28

Brief Description of Activity and Significance of Activity to Outcome *

Exclusive role for transitional 1:1 student support services; to assist students to transfer to credit, or/to career upskill and job procurement. Described in 2025-2028 SBEAC Three-Year Plan.

Adult Education Metrics and Student Barriers

- All: Participants (202AE)
- All: Reportable Individuals (200AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
CAEP SBAEC Director	Santa Barbara CCD	06/30/2028
CAEP SBAEC Career Skills Institute Program Leader	Santa Barbara CCD	06/30/2028
SEL Vice President/CAEP SBAEC Chair	Santa Barbara CCD	06/30/2028
SBCC SEL Director & CAEP SBAEC Program Leader	Santa Barbara CCD	06/30/2028

Activity: Pilot the expansion of computer lab support

✓ We plan to address this activity

Program Area(s) of Focus

- ABE
- AWD
- CTE
- ESL
- Pre-Apprenticeship

- Short Term CTE
- Workforce Reentry

Explain how this activity will focus on the Program Area(s) selected *

As identified above in Objective 2: Improve Integration of Services & Transitions: Design proactive and holistic SSS Program, one component of assisting students is to ensure they have the appropriate computer support necessary to assist them in not only their studies but also in navigating the online application process. Activities will include:

SBAEC's Short-Term Outcomes (12 Months)

- Begin pilot program in Fall 2025

SBAEC's Intermediate Outcomes (1-3 Years)

- Assess the number of participants as well as determine if bilingual support is needed for this service
- Assess if the hours and delivery (modality) of services align with goals based on feedback provided in student surveys

SBAEC's Long-Term Outcomes (3-5 Years)

- Increased application and performance outcomes
- Formal implementation of permanent evening computer lab support at both campuses, if needed and successful

∨ [Hide activity](#)

THREE-YEAR PLAN 2025-28

Brief Description of Activity and Significance of Activity to Outcome *

Pilot the expansion of computer lab support to include evening hours at both School of Extended Learning campuses. With an increase in accessibility, this activity addresses CAEP's and Vision 2030's objectives in Equity in Access. Activities and outcomes described in 2025-2028 SBEAC Three-Year Plan.

Adult Education Metrics and Student Barriers

- All: Participants (202AE)
- All: Reportable Individuals (200AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
SEL Vice President/CAEP SBAEC Chair	Santa Barbara CCD	06/30/2028
CAEP SBAEC Career Skills Institute Program Leader	Santa Barbara CCD	06/30/2028
CAEP SBAEC Director	Santa Barbara CCD	06/30/2028

Activity: Streamline Student Surveys

✓ We plan to address this activity

Program Area(s) of Focus

- ABE
- AWD
- CTE
- ESL
- Pre-Apprenticeship
- Short Term CTE
- Workforce Reentry

Explain how this activity will focus on the Program Area(s) selected *

Please see brief description of activity and significance of activity to outcome in next section below.

SBAEC's Short-Term Outcomes (12 Months)

- Collaborate with SBCC Institutional Research staff, credit and noncredit staff, and faculty to identify student surveys that assess students' academic and career needs
- Determine the frequency of surveys to be administered each academic year
- Establish the timing of the surveys
- Review which previous and/or current surveys/questions yielded the most relevant and useful information

-Create surveys for four different constituents for varied feedback and opinions: SEL students, SEL admissions/support services, SEL faculty, and employers in the community

SBAEC's Intermediate Outcomes (1-3 Years)

-Create an exit survey to distribute to credit CTE students who have at minimum of 30 credits to identify and assist students who may be interested in prospective noncredit programming and short-term training and State certificates. Timing is critical.

SBAEC's Long-Term Outcomes (3-5 Years)

-Establish a solid annual survey strategic plan

∨ [Hide activity.](#)

THREE-YEAR PLAN 2025-28

Brief Description of Activity and Significance of Activity to Outcome *

Surveys play a critical role in understanding our adult learner course interests, when courses best suit their schedules, particularly their work schedules; how students learn about our SEL course offerings; and where they would like to begin or continue their academic or career pursuits.

Surveys also provide valuable information for the SEL leadership team to better understand how much students truly know of our program offerings and how to fill the desired gaps in programming and services.

An appraisal of all student surveys is needed to not only streamline the number of surveys sent to students to minimize the impact on students, but to also help SEL faculty and leadership tailor programs to meet students' needs.

Also, to provide a more comprehensive plan of assessing and administering surveys, it will be instructive to survey student counselors, advisement staff, and faculty as well as employers.

Further detail described in 2025-2028 Three-Year Plan.

Adult Education Metrics and Student Barriers

- All: Participants (202AE)
- All: Reportable Individuals (200AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
CAEP SBAEC Director	Santa Barbara CCD	06/30/2028
SEL Vice President/CAEP SBAEC Chair	Santa Barbara CCD	06/30/2028
SBCC SEL Director & CAEP SBAEC Program Leader	Santa Barbara CCD	06/30/2028
SBCC SEL Director WIOA & CAEP SBAEC Program Leader	Santa Barbara CCD	06/30/2028

Budget Breakdown

Santa Barbara CCD	1000 - Instructional Salaries	\$150,000
Santa Barbara CCD	2000 - Non-Instructional Salaries	\$300,000
Santa Barbara CCD	3000 - Employee Benefits	\$125,000
Santa Barbara CCD	4000 - Supplies and Materials	\$175,000
Santa Barbara CCD	5000 - Other Operating Expenses and Services	\$150,000
Santa Barbara CCD	6000 - Capital Outlay	\$350,000
Santa Barbara CCD	Indirect Costs	\$59,611

Budget Totals

	Total Available Funds:	\$1,309,611
Santa Barbara CCD	1000 - Instructional Salaries	\$150,000
Santa Barbara CCD	2000 - Non-Instructional Salaries	\$300,000
Santa Barbara CCD	3000 - Employee Benefits	\$125,000
Santa Barbara CCD	4000 - Supplies and Materials	\$175,000
Santa Barbara CCD	5000 - Other Operating Expenses and Services	\$150,000
Santa Barbara CCD	6000 - Capital Outlay	\$350,000
Santa Barbara CCD	Indirect Costs	\$59,611

Total Budget:	\$1,309,611
Remaining Amount:	\$0
Direct Costs Total:	\$1,250,000
Indirect Costs Total:	\$59,611 (4.77% of Direct Costs Total)
Consortium Fiscal/Admin Expenses:	\$0

Budget Forecast

2025-26 Amount

\$1,309,611

Cumulative Quarterly Expenditure Forecast

	Q1	Q2	Q3	Q4
Percentage	15%	25%	30%	40%
Dollars	\$196,442	\$327,403	\$392,883	\$523,844



California
Community
Colleges



2025 © California Community Colleges

NOVA Site Version: 9.3.3