



## California Adult Education Program, Santa Barbara Adult Education Consortium (SBAEC) Year 11 2025-2026 REQUEST FOR PROPOSAL

### I. OVERVIEW

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The Santa Barbara Adult Education Consortium (SBAEC) allocation for the year-11 grant cycle is \$1,032,996.00. The application is due no later than November 16, 2025.

All awardees are expected to expend funds no later than March 31, 2027.

The Consortium has historically awarded 73% or more of its total funding to programs. In 2024-2025 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. In accordance with AB104, only members of public institutions, nongovernment entities and organizations may apply for programmatic funding. All external non-SBCC entities must work with SBCC district School of Extended Learning administration to leverage resources prior to submitting an application.

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) 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;

The overarching Santa Adult Education Consortium's **3---year plan goals** are the following:

- (1) To support Employment Opportunities;
- (2) To support Education Transitions, Transfers, and Pathways to reduce barriers for adult learners;
- (3) To support and expand Healthcare programs to meet new statewide healthcare initiative goals;
- (4) To continue to provide excellent programming for adults in a variety of program areas based on proven needs;
- (5) 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;
- (6) To continue refining programs and services for students in alignment with Statewide initiatives;
- (7) To provide awareness of educational offerings and training options available through a robust local marketing campaign;
- (8) 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;

- (9) To support partners that specialize in job placement, apprenticeship, internship, and job coaching;
- (10) For Career Technical Education vocational programs, increase the conversion of fee-based credit curriculum and programs to tuition-free noncredit programming.

The Santa Barbara Adult Education Consortium's **primary goals for the upcoming 2025-2026 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 focused on mathematics, English and ESL (AB705);
- (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) Collaborate with local Workforce to increase Adult Learner support systems (housing, foodbank resources, and public assistance programs);
- (11) 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;
- (12) Address newly added CAEP State Priorities: Vision 2030 goals, Leadership, Learner Transition, Marketing, Program Development Curriculum/Classroom, Program Evaluation, and Technology & Distance Learning;
- (13) Extend programming and services in all of Santa Barbara south county with an emphasis in Carpinteria and Goleta.

Based on the 2024 Santa Barbara Workforce Development Board State of the Workforce Report, the SBCC School of Extended Learning Economic and Workforce Gap Analysis for Adult Education Regional Report, the Consortium's focus for the 2025---2026 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;

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;

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 2025---2028 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 in 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	Develop and pilot a Parent/Guardian Professional Childcare Certificate program and/or related certificate program.
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 recommendations of the 2024 Santa Barbara Workforce Development Board State of the Workforce Report and the SBCC SEL BW Research environmental scan, develop new noncredit programs in CTE areas such as health, business, information communication technology and creative economy sectors.
7. Employer Engagement	Programs offering pre-apprenticeship and workforce training activities.

## II. APPLICATION

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This application includes a total of seven 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 NOVEMBER 16, 2025.**

I have reviewed the 2025-2028 CAEP Three-Year Plan and 2025-2026 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

Santa Barbara City College Career Skills Institute

Primary Contact Name

Jeanette Chian

Primary Contact Email

jchianbrooks@sbcc.edu

Primary Contact Phone

(805) 683-8289

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)

Oscar Carmona, Deborah Deras, Norma Graffius, Timothy Palmer

### 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

Health Programs

### Select all applicable 2025-2026 Consortium's goals that align and tie your Program's objectives to

X (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);

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

X (5) Continue to cross-pollinate CAEP initiatives with WIOA, Guided Pathways, Vision 2030, Strong Workforce initiatives, and Health Pathways English Language Learner CAEP grant;

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

- X (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;
- X (9) Support distance learning (live videoconferencing) initiatives and provide, where feasible, professional development training for faculty and staff in CAEP program areas;
- X (11) Collaborate with local Workforce to increase Adult Learner support systems (housing, foodbank resources, and public assistance programs);
- X (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;
- X (13) Address newly added CAEP State Priorities: Vision 2030 goals, Leadership, Learner Transition, Marketing, Program Development Curriculum/Classroom, Program Evaluation, and Technology & Distance Learning;
- X (14) Extend programming and services in all of Santa Barbara south county with an emphasis in Carpinteria and Goleta.

**For current 2024-2025 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)**

Thank you to the Consortium for your support of the Career Skills Institute (CSI) program at Santa Barbara City College. Last year, CSI was awarded funding in four areas:

- a) Curriculum creation** (\$87,500 for five new certificates),
- b) Ready. Match. Hire! Career Counseling** (\$36,325 for half of career advisor's time), and
- c) Vocational Small Scale Food Production** (\$10K for storage shed, fencing, and chairs).
- d) Marketing** (\$10K for CSI-specific marketing).

For **a) curriculum creation**, funds were requested for five new certificates in areas including Artificial Intelligence AI), Carpentry / Woodworking (as a bridge to credit construction), and Spanish in the workforce. To date, three certificates have been passed by the Chancellor's Office: AI Foundations, AI for your Small Business, and Digital Photography - Level 1. One certificate, Spanish in the Workforce - Level 1, is expected to be sent to the Chancellor's Office for approval in the next two months. The fifth and final certificate on Carpentry / Woodworking is currently being developed.

During '24-'25, the **c) Ready. Match. Hire! Career Counselor** saw 160 unduplicated students in 1:1 sessions and had 350 student interactions through classroom visits and community outreach events. These visits lead to 4 individuals being hired full-time and 10 individuals being hired for part-time or internship positions. While the number of students served 1:1 was similar to the previous year, note that the counselor saw the same number of students in less time as her hours were reduced during the summer to match student enrollment trends, The number of student outreach interactions increased from 300 to 350 and also included workshops at community partners. In addition, the career counselor launched the inaugural, 'The Future Looks Bright' Job Fair in March 2025, an extremely successful event that only featured employers who were actively hiring with some employers prepared to do on-the-spot interviews. This event served at least 80 unduplicated individuals alone. For next year, the career counselor will form cohorts of students to prepare for the job fair by researching companies and their job openings, tailoring their pitch and resume to the respective employers, and practicing on-the-spot interviews.

While funds were gratefully allocated for a storage shed, fence, and chairs for the **c) Vocational Small Scale Food Production**, a class held outdoors on our Cliff Campus in partnership with both our credit Environmental Horticulture and credit Food Pantry, the funds were not utilized. As part of the Bond Measure, SBCC's Physical Education building is undergoing a significant amount of construction which greatly reduced the number of storage units and related projects that the Coastal Commission would allow. Thus, we may request funds at a later date once we confirm that these temporary restrictions have been lifted.

During '24-'25, we used the **d) Marketing** funds on a variety of projects, including promoting the inaugural 'The Future Looks Bright' Job Fair, purchasing Career Skills Institute-branded items to be handed out at outreach events, purchasing Spanish radio ads for our bilingual computer and Personal Care Attendant classes, and social media ads for computer and professional development courses.

Please note that enrollment figures and number of certificate earners for 2024-2025 are provided in Section 7) Target Numbers.

### 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.

The Career Skills Institute (CSI) at Santa Barbara City College's School of Extended Learning launched in 2015 to fill the gap between employee skills and employer needs. CSI provides a series of short courses that provide training to enter, re-enter, upskill, or transform within the workplace. These courses allow students to earn both a noncredit certificate of completion and a digital badge, the electronic representation of the paper certificate. These digital badges signify skills attainment in four areas: business communication, design, technology skills (including bilingual computer skills), and career education. All certificates are mapped onto [sbcc.edu](http://sbcc.edu) homepage as part of institution-wide, Guided Pathways initiative.

Please note that all asks reflect combination of community need, as well as themes expressed in CAEP's most recent annual and three-year reports.

**a-Curriculum Creation (\$118,750).** We are requesting funds to create 7 new certificates (\$12,500 each) and to complete curriculum refresh of longtime Green Gardener courses (\$7500 total).

The 7 new workforce certificates we propose to create -

Culinary Arts (two certificates would prepare individuals for the workforce and bridge to credit. Please see part d) for more information),

Artificial Intelligence Data Analysis

Social and Emotional Learning certificate (geared towards children aged 2-5 and would work in tandem with our credit Early Childhood Education Department, as well as our community's beloved and well-established Parent Child Workshop program. Certificate would be the first step in a three-year plan of developing early childcare certificates).

User Security Awareness certificate to protect information assets

Digital Photography, Level II (Level I certificate was created and passed last year, thanks to CAEP funding)

Spanish in the Workforce, Level II

Computer certificate to bridge gap between curriculum CSI already offers and curriculum created through Digital Equity Initiative

**b-'Ready. Match. Hire!' Career Services (\$35,839.65).** We are requesting continued funding to provide Career Advising Services in English and Spanish, with a renewed emphasis on in-class visits, community outreach events, and expanded job-readiness support for students across the School of Extended Learning. This includes targeted outreach to Career Skills Institute students, as well as those enrolled in School of Extended Learning Health Academy programs, such as Certified Nurse Assistant.

During 2024-25, the Career Counselor met with 160 unduplicated students in 1:1 appointments and facilitated 350 additional student interactions through classroom visits and community outreach events. These efforts supported the hiring

of 4 individuals into full-time roles and 10 individuals into part-time or internship positions. While the number of students served 1:1 was similar to the prior year, the counselor achieved this in fewer hours due to reduced summer scheduling aligned with enrollment patterns, while also launching a new Career Fair. Student outreach interactions also increased from 300 to 350 and expanded to include workshops hosted at community partner sites.

In March 2025, the counselor launched the inaugural ‘The Future Looks Bright’ Job Fair—an event featuring exclusively employers who were actively hiring, several of whom conducted on-the-spot interviews. At least two students received immediate job offers during the event. The fair served at least 80 unduplicated individuals and will be further strengthened next year through the creation of student preparation cohorts focused on employer research, tailored resumes and pitches, and interview practice.

The counselor currently works 21 hours per week during the Fall and Spring Semesters (16 weeks each) and 14 hours per week during the 10-week Summer Semester, totaling 42 weeks annually.

**c. Marketing (\$10K).** We are requesting funds to support program-specific marketing efforts. This request includes Spanish-language radio ads for bilingual computer classes and certificates, digital ads on Edhat, Noozhawk, and the *Santa Barbara Independent* for beginning computer and Career Skills Institute offerings; and promotional ads and a day-of headshot photographer for the ‘The Future Looks Bright’ Job Fair. Funds will also be used to purchase Career Skills Institute outreach materials for use at community events, on-campus in-reach, job-fair cohort preparation sessions led by the Career Counselor, and general CSI program promotion with employer partners.

**d – Transforming Fee-Based Cooking Classes into a Vocational Culinary Arts Program (\$200K).**

We are requesting \$200,000 to renovate our existing recreational kitchen into a fully equipped vocational teaching kitchen that will prepare adult learners for Santa Barbara County’s largest employment sector: Tourism, Hospitality, and Recreation, which accounts for *1 in 5* local jobs and has grown 11.5% over the last two years—yet remains among the lowest-wage sectors in the region, creating an urgent need for short-term, stackable skills training that leads to wage growth and career mobility. Converting this instructional space will allow SEL to offer noncredit Culinary Arts training that directly aligns with CAEP’s priorities to expand short-term CTE, increase employment opportunities, and support education-to-workforce pathways for adults.

The renovated kitchen will support an accessible, workforce-aligned Culinary Arts program designed to train students for entry-level culinary roles, upskilling opportunities, and a guided pathway into SBCC’s credit Culinary Arts program. This work will be completed in full collaboration with the SBCC credit Culinary Arts Department and the Dean of Career Technology Education. In addition, we anticipate braiding this project with Strong Workforce resources, consistent with CAEP’s emphasis on leveraging multiple funding streams to meet regional labor-market needs. By modernizing this instructional space, SEL will be positioned to address one of the county’s most persistent workforce challenges—developing qualified workers for the hospitality and food sectors, while improving access to living-wage employment for adult learners.

**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.

The Career Skills Institute (CSI) at Santa Barbara City College is fully integrated into the college’s adult education programs, with a mission centered on workforce readiness, professional development, and seamless transition to credit pathways. All 70+ CSI certificates are intentionally aligned with corresponding credit certificates and degrees, and are featured prominently on SBCC’s homepage to help students identify next-step educational and career opportunities.

The proposed curriculum—including Early Childhood and Culinary courses—strengthens this noncredit-to-credit alignment by connecting adult learners to established credit programs and in-demand regional employment sectors. These offerings also align with CAEP’s stated priority to “develop industry-based programs” and “align offerings with regional needs” (CAEP

Annual Plan 2025–26). Certificates in ‘Artificial Intelligence for Data Analytics’ and ‘Spanish in the Workforce, Level II’ further support transitions into the workforce by building high-demand competencies.

CSI also provides a structured bridge to employment through the Ready.Match.Hire! program, which delivers individualized and small-group job-search guidance. Students receive support in identifying regional employment opportunities and are encouraged to enroll in CSI courses that strengthen their employability and long-term career mobility.

Because adult learners frequently face barriers that affect persistence, CSI career advisor integrates proactive advising and support in collaboration with Academic Counseling, Noncredit Student Services, and Basic Needs programs. Students are routinely referred to the Noncredit Basic Needs Center—which provides food pantry access, emergency financial resources, and community referrals—to remove obstacles that may prevent continued participation. This approach directly reflects the CAEP Three-Year Plan’s directive to “expand partnerships with local nonprofits to help connect local jobseekers to a comprehensive suite of wraparound services” . Once referred, students receive both SBCC and community-based support, equipping them to stabilize their basic needs while remaining engaged in training. This holistic model reflects and operationalizes CAEP’s priorities in workforce alignment, and coordinated student support.

### **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?

As the Career Skills Institute (CSI) operates under the School of Extended Learning (SEL), our goal is to align with SEL’s marketing strategies while elevating CSI’s visibility among employers and within the broader community. Over the past year, CSI has participated in multiple job and community fairs and expanded partnerships with local agencies—including the City of Santa Barbara Housing Authority—whose clients benefit from CSI’s professional development courses and career advising services.

Thanks to CAEP funding, CSI redesigned and updated its full certificate catalog, creating a visually engaging resource showcasing all 70+ certificates and digital badges. This aligns with CAEP’s call for “increased access to and awareness of services” (CAEP Three-Year Plan 2025–28, *Marketing and Community Outreach*, p. 26). The catalog now serves as a cornerstone marketing tool for employer outreach, student recruitment, and counseling, and directly supports the consortium’s identified need for “more targeted marketing and expanded outreach efforts” (CAEP Annual Plan 2025–26, p. 9).

CSI is also strengthening its ability to follow up with prospective students. Previously, contact information was inconsistently collected at job and community fairs. Beginning this year, CSI will move to electronic interest-list collection at all outreach events. This action supports the Three-Year Plan’s short-term outcome to “broaden the distribution of newly developed flyers and folders...to increase awareness of programs” (CAEP Three-Year Plan 2025–28, p. 26), improving our ability to convert initial interest into enrollment.

CSI continues to deepen employer engagement through participation in the Santa Barbara Human Resources Association (SBHRA) Program Development Team. This partnership is aligned with CAEP’s directive to “increase collaboration with local employers who are actively hiring and market employment opportunities with leveraged resources and activities” (CAEP Three-Year Plan 2025–28, p. 26). CSI faculty regularly present employer-relevant workshops while SBHRA promotes them widely, benefiting both local workforce development and CSI program visibility.

To expand community reach, CSI employs proven, multilingual marketing strategies, including Spanish-language radio ads for bilingual computer classes and certificates, digital ads on EdHat and Noozhawk for computer classes, and social media campaigns highlighting professional development opportunities. These efforts reflect CAEP’s ongoing commitment to “increase targeted marketing and outreach services tailored for specific programs and adult populations” (CAEP Three-Year Plan 2025–28, p. 20). Additionally, the County of Santa Barbara’s WaterWise initiative continues to promote CSI’s Green Gardener program through radio advertising, expanding visibility among the community and employer partners.

For the Ready.Match.Hire! program, CSI is focusing on strengthening awareness of career services within SEL. With all CSI classes and the Noncredit Basic Needs Center located at the Wake Campus, the career advisor is now based onsite to improve access. This shift directly aligns with CAEP’s strategy to “redesign the existing Student Support Services & Admissions Offices to support student persistence, transfer...career advancement, enrollment growth, and certificate completion” (CAEP Three-Year Plan 2025–28, p. 20). The advisor also offers monthly evening counseling sessions and



conducts targeted classroom outreach for ESL, Green Gardener, Construction, Personal Care Attendant, and Medical Assistant programs, with Zoom advising available for greater flexibility. Collectively, these efforts reflect CAEP's priority to "increase access to and awareness of services" and to execute a "robust and diverse marketing plan" (CAEP Three-Year Plan 2025–28, p. 26). Through strengthened marketing, employer partnerships, and accessible advising, CSI expands enrollment, builds regional workforce pipelines, and connects adult learners to in-demand, upwardly mobile career pathways.

#### **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.

#### **EXISTING PARTNERSHIPS:**

1. SBCC Noncredit English as a Second Language (ESL) – We continue to strengthen collaboration on several initiatives, including cross-promoting relevant Vocational ESL classes to Career Skills Institute students. For example, we promote the Vocational ESL Healthcare class to Personal Care Attendant students. Additionally, the ESL director has joined our longstanding Green Gardener community partnership (see details below). Looking ahead, we are working to hire an ESL instructor for the Career Skills Institute, allowing students to take a morning ESL class and, after a short break, continue the day with a CSI professional development course.

2. WaterWise Santa Barbara County – This 20-year partnership between SBCC's Green Gardener programs and the County of Santa Barbara Water agencies, spanning Montecito to Goleta, continues to thrive. With CAEP support, curriculum binders were created in English and Spanish for the Advanced Green Gardener course, and this year we plan to refresh longstanding Green Gardener materials. The County will also increase involvement in our Small Scale Food Production class at Cliff Campus through guest speaking and sharing water resources and best practices. In 2024–25, we successfully expanded the program to both Wake and Schott campuses, reaching more students and particularly English language learners.

3. University of California, Santa Barbara (UCSB) Human Resources Department – We maintain a longstanding partnership with UCSB HR, coordinating one certificate per semester for employees seeking to expand their skills. Two years ago, we connected UCSB to our ESL program, and two classes per week are now offered on campus. Looking ahead, UCSB has expressed interest in enrolling employees in Spanish in the Workforce courses. These classes and the associated certificate, are currently in SBCC's approval process and expected to be passed by the Chancellor in Spring 2026. Once approved, these courses provide an additional partnership opportunity.

4. Cottage Health – We continue our longstanding partnership with Cottage Health's Leadership Development Program (LDP), designed for new and emerging leaders. In May 2025, thirty-five Cottage employees graduated from the program, and approximately 45% of graduates reported expanding their roles within two years of completion.

5-Medical Assistant Advisory Board - Please see School of Extended Learning Health Academy Director proposal for updated information including UCLA Healthcare being a new externship site in 2026.

#### **Newer and Emerging Partnerships:**

5. Santa Barbara County Superior Court – A new partner to CSI beginning in 2023–24, the Superior Court has seen 40 individuals earn the Project Management Certificate and 50 individuals earn the Emerging Leaders Certificate. We are currently in discussions to offer additional courses, such as Negotiation and Collaboration and Professional Etiquette, to their team. This partnership originated when the Superior Court CEO received the county-wide Santa Barbara Adult Education Consortium magazine and subsequently contacted the Career Skills Institute.

6. Housing Authority of the City of Santa Barbara – We have re-launched this partnership and are collaborating in multiple ways, including tabling at each other's events, promoting classes and services to families in their self-sufficiency program, and joining their program council to represent SBCC. Additionally, our career counselor held on-site workshops, in both English and Spanish, on career search topics requested by Housing Authority residents. The Housing Authority also participated in our inaugural 'The Future Looks Bright' job fair as a community resource.

7. School of Extended Learning's New Fashion and Design Vocational Program – This program represents an exciting

transformation of our former Home Economics curriculum into a vocational sewing and design program, with a focus on students interested in small business ownership. There is potential to create certificates and incorporate existing Career Skills Institute entrepreneurship classes. Like our other local employer partners, the Fashion and Design program itself could serve as an education partner, fostering practical, career and business-ready opportunities for students.

8. Santa Barbara Unified School District (SBUSD) Community Schools – We have begun initial discussions with SBUSD to offer a variety of free, noncredit evening courses. SBUSD would provide classroom space, as well as logistical and marketing support. We recently received an email requesting specific courses at McKinley Elementary School, La Cumbre Junior High, and La Cuesta High School, including bilingual computer classes and several Career Skills Institute professional development courses.

9-Carpinteria Library - This emerging partnership would entail our potentially teaching bilingual computer classes, on-site, at the Carpinteria Library and could lead to offering other educational programs such as English as a Second Language and Spanish in the Workforce.

10. New Beginnings – This partner, both new and returning, reached out to us following a specialized letter from the Office of the President and Office of Communications. After partnering on Career Skills Institute professional development classes for most of 2024 and early 2025, the partnership paused due to organizational changes and they recently re-engaged to re-launch our collaboration.

11-Santa Barbara Foundation - Please see SEL Health Academy Director proposal for more on this potential partnership.

## **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.

Last year, we converted woodworking courses from our fee-based program to Career Skills Institute offerings. This conversion enabled us to apply for Strong Workforce funding to refresh the woodworking space, and we were awarded \$100,000. With CAEP support, we are developing a woodworking certificate program. Over the next few years, we plan to update the classroom and expand course offerings—creating a comprehensive vocational pathway in construction, a high-demand area—for our students and the community.

In addition, we leverage multiple grant funding sources to support our newly renovated School of Extended Learning (SEL) Health Academy classrooms and programs. Previously, Personal Care Attendant and Medical Assistant programs were included in Career Skills Institute updates and funding requests. While the Health Academy remains under the CSI umbrella, it also operates as a distinct entity. For detailed information on braided funding opportunities in this area, please see the SEL Health Academy proposal.

Finally, for the past two years, we have been braiding Strong Workforce and CAEP funds to each cover half of the Career Counselor's time whose main role is to support pre-career and career technical education pathways and Career Skills Institute programming.

## **6. 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.

Please note that responses apply to the 2025-2026 academic year: July 1, 2025 – June 30, 2026.

1-Grow Career Skills Institute enrollment by 3%, from 6011 to 6190 without budget increase.

2-Increase RMH advisor unduplicated students served by 7%, from 160 to 170 students with no budget increase. Increase RMH student interactions (classroom visits and community outreach) by 10%, from 350 to 385 interactions (also with no budget increase).

3-Development and rollout of new certificate programs in above-mentioned or in-demand areas.

## 7. Target Number of Students

I. For current 2024-2025 CAEP SBAEC Programs: Indicate enrollments between Fall 2024 through Summer 2025. How many degrees, diplomas, certificates were awarded? If applicable, provide point-of-contact for services utilized.

2023-2024 Career Skills Institute enrollments: 4618 (Note that this number is from last year's proposal and looks to include primary terms only, whereas below number also includes Summer 2024 enrollment)

2024-2025 Career Skills Institute enrollments: 6011

2023-2024 Career Skills Institute certificates awarded: 374

2024-

2025 Career Skills Institute certificates awarded: 297\*

\*Note that approximately 25 certificates were awarded in early July which were earned in 2024-2025 fiscal year.

II. For all applicants: Relay how many adult learners your program plans to serve for this grant cycle period between Fall 2025 and Spring 2027.

Fall 2025 - Spring 2027 expected (combined enrollment): 10,790 enrollments. Please scroll for details.

Anticipated 2025-2026 enrollment (except Summer 2025): 4700 enrollment for Fall 2025 and Spring 2026

Anticipated 2026-2027 enrollments: 6190 for Summer 2026, Fall 2026, and Spring 2027 combined

### III. BUDGET WORKSHEET: Curriculum

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%).

<b>TOTAL BUDGET REQUEST</b>	<b>\$118,750</b>
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<b>CATEGORY BUDGET REQUEST TOTALS</b>	
<b>1000</b>	<b>\$ 95,000</b>
<b>2000</b>	<b>\$ 0</b>
<b>3000</b>	<b>\$ 23,750</b>
<b>4000</b>	<b>\$ 0</b>
<b>5000</b>	<b>\$ 0</b>
<b>6000</b>	<b>\$ 0</b>

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

1000 Budget Request Total	\$ 95,000
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Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity
87,500	Creation of 7 certificates (7 certificates * \$12,500 each)
7,500	Curriculum refresh for longtime Green Gardener courses

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

2000 Budget Request Total	\$ 0
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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	\$ 21,250
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Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity
21,250	95,000 * .25

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

4000 Budget Request Total	\$ 0
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Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity


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

5000 Budget Request Total	\$ 0
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Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity

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

6000 Budget Request Total	\$ 0
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Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity

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%).

<b>TOTAL BUDGET REQUEST</b>	<b>\$ 35, 839.65</b>
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<b>CATEGORY BUDGET REQUEST TOTALS</b>	
<b>1000</b>	<b>\$ 28671.72</b>
<b>2000</b>	<b>\$ 0</b>
<b>3000</b>	<b>\$ 7167.93</b>
<b>4000</b>	<b>\$ 0</b>
<b>5000</b>	<b>\$ 0</b>
<b>6000</b>	<b>\$ 0</b>

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

1000 Budget Request Total	\$ 28671.72
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Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity
\$27,860.14	(70.62/hour * 10.5 hours/week * 32 weeks/year) + (70.62/hour * 7 hours/week * 10 weeks/year)
	<a href="https://www.sbcc.edu/hr/Table%209%20-Credit%20Non-Instructional%202025-2026.pdf">https://www.sbcc.edu/hr/Table%209%20-Credit%20Non-Instructional%202025-2026.pdf</a>
	Step 9 on salary table * 10.5 hours/week * 32 weeks (16 weeks each for Fall & Spring) + Step 8 on salary table * 7 hours/week * 10 weeks Summer

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

2000 Budget Request Total	\$ 0
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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	\$ 7167.93
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Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity
7167.93	28671.72 * .25 = 7167.93

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

4000 Budget Request Total	\$ 0
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Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity


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

5000 Budget Request Total	\$ 0
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Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity

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

6000 Budget Request Total	\$ 0
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Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity

## V. BUDGET WORKSHEET C: Marketing

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%).

<b>TOTAL BUDGET REQUEST</b>	<b>\$ 10,000</b>
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<b>CATEGORY BUDGET REQUEST TOTALS</b>	
<b>1000</b>	<b>\$</b>
<b>2000</b>	<b>\$</b>
<b>3000</b>	<b>\$</b>
<b>4000</b>	<b>\$ 3,000</b>
<b>5000</b>	<b>\$ 7,000</b>
<b>6000</b>	<b>\$</b>

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

1000 Budget Request Total	\$ 0
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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	\$ 0
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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	\$ 0
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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	\$ 3,000
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Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity
3,000	Career Skills Institute-branded items for outreach events including SEL Career Fair




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

5000 Budget Request Total	\$ 7,000
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Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity
2000	Spanish radio ads for bilingual computer classes and certificates (\$100/semester * 2 semesters)
2000	Ads for beginning computer classes in SB Independent, Noozhawk, and/or Edhat
2000	Ads to promote CSI classes and Career Fair
1000	Photographer for professional headshots for day of Job Fair

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

6000 Budget Request Total	\$ 0
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Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity

## VI. BUDGET WORKSHEET: Transformation - Vocational Culinary Program

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%).

<b>TOTAL BUDGET REQUEST</b>	<b>\$ 200,000</b>
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<b>CATEGORY BUDGET REQUEST TOTALS</b>	
<b>1000</b>	<b>\$ 0</b>
<b>2000</b>	<b>\$ 0</b>
<b>3000</b>	<b>\$ 0</b>
<b>4000</b>	<b>\$ 75,000</b>
<b>5000</b>	<b>\$ 125,000</b>
<b>6000</b>	<b>\$ 0</b>

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

1000 Budget Request Total	\$ 0
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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	\$ 0
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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	\$ 0
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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	\$ 50,000
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Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity
35,000	Estimate for new stove(s), refrigerator, and other appliances
15,000	Estimate for new storage cabinet and pots/pans/cooking supplies

25,000	Flooring and lighting

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

5000 Budget Request Total	\$ 150,000
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Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity
125,000	Contractors for projects including general contractor, electrician and flooring

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

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

Itemized Budget Request	Budget Detail and Activity