**California Adult Education Program, Santa Barbara Adult Education Consortium (SBAEC)**
**Year 12 2026-2027 REQUEST FOR PROPOSAL APPLICATION**

## I. OVERVIEW

The Santa Barbara Adult Education Consortium (SBAEC) allocation for the year-12 grant cycle is $1,062,643.00. The application is due no later than October 21, 2026.

All awardees are expected to expend funds no later than March 31, 2028.

The Consortium has historically awarded 78% or more of its total funding to programs. In 2025-2026 award allocations ranged between $10,000.00 - $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 2026-2027 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 and the SBCC School of Extended Learning Economic and Workforce Gap Analysis for Adult Education Regional Report, the Consortium's focus for the 2026-2027 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 in Health Care and Health Training services;
(3) Short-Term CTE with a focus in areas in Construction Technology
(4) Noncredit Adult High School/GED;
(5) Noncredit English as a Second Language;
(6) Noncredit Adults with Disabilities;
(7) 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;

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. |

# I. APPLICATION

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 OCTOBER 21, 2026.**

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 Health Academy

Primary Contact Name
Cassandra Cabello Russell, MSN, RN

Primary Contact Email
ccrussell1@pipeline.sbcc.edu

Primary Contact Phone
805-683-8206

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)
Bette Lee, Marybeth Gomez, Abraham Quinteros, Corine Arnold, Anne Stark, Amada Campuzano

**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
☐Student Support Services
☐Short-Term CTE/Programs in Pre-Apprenticeship
☐Construction Technology Programs
☒Health Programs

**Select all applicable 2026-2027 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 2030, 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;
☐ (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: Vision 2030 goals, Leadership, Learner Transition, Marketing, Program Development Curriculum/Classroom, Program Evaluation, and Technology & Distance Learning;
☐ (14) Extend programming and services in all of Santa Barbara south county with an emphasis in Carpinteria and Goleta.

**For current 2025-2026 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 its continued support of the Health Academy, particularly in funding infrastructure improvements and the development and upgrading of our classroom spaces. Although the Health Academy did not submit a funding proposal last year, we have greatly benefited from previous funding opportunities and sincerely appreciate the Consortium's ongoing investment in our programs, facilities, and student success.

Housed within the Career Skills Institute (CSI) at Santa Barbara City College's School of Extended Learning, the Health Academy was established to strengthen and expand the existing Personal Care Attendant (PCA) and Medical Assistant (MA) programs while developing new training opportunities in healthcare. Enrollment and student interest in both programs have continued to grow, with strong application numbers and consistent program completion. Graduates have transitioned into the workforce, SBCC credit programs, and additional noncredit career pathways, demonstrating the Academy's role in creating accessible educational and career opportunities.

During the 2025-2026 academic year, the PCA program had 46 students successfully complete the course and earn a noncredit certificate. The MA program had 24 students complete the program and earn a certificate. A significant accomplishment during this reporting period was the successful launch of the Certified Nursing Assistant (CNA) program in Spring 2026. The inaugural cohort enrolled 15 students, with 14 successfully completing the program. Of the 14 graduates, 13 have taken the state certification examination, with a 100% pass rate among those who tested. The program also established clinical partnerships with local skilled nursing facilities, providing students with valuable hands-on training and strengthening connections with healthcare employers in the community.

In addition to expanding its core programs, the Health Academy has developed Continuing Education Unit (CEU) courses for CNAs to support professional development and workforce retention. The Academy is also exploring additional training opportunities, including surgical scrub tech, phlebotomy, and other short-term healthcare certifications aligned with regional workforce needs.

Overall, progress toward the Health Academy's objectives and deliverables remains strong, with continued program development, successful student outcomes, increased training capacity, and new clinical partnerships. To sustain this growth and support continued program expansion, the Health Academy is requesting $105,000 in funding to enhance instructional resources, strengthen program infrastructure, reduce student financial barriers, and expand workforce partnerships.

**1. Executive Summary**
Please provide an executive summary of your proposed plan that includes overarching goals to create new programs or

expand existing programs in one of the CAEP programming areas identified above. Please justify the need of your proposed initiatives (include research, labor market information, employer feedback, student surveys, or other relevant information) and describe how funding will further the Consortium's and your program's objectives.
**Your answer (500-word limit)**

The Health Academy at Santa Barbara City College's School of Extended Learning provides tuition-free healthcare training programs designed to prepare individuals for employment and address local healthcare workforce needs. The Academy houses the Personal Care Attendant (PCA) and Medical Assistant (MA) programs and successfully added the Certified Nursing Assistant (CNA) program in Spring 2026. These programs provide accessible pathways into the healthcare field, support local employers, and create opportunities for students to advance their education and careers.

The Medical Assistant program plays an important role in supporting local workforce needs, contributing to an approximately 80% job-placement rate among graduates in the community. The successful launch of the CNA program further expands access to essential healthcare training and responds to the continued demand for qualified nursing assistants. Additionally, beginning in Fall 2026, the Health Academy introduced Continuing Education Unit (CEU) courses for CNAs. California certified nursing assistants are required to complete 48 hours of continuing education every two years to renew their certification, creating an ongoing need for accessible, affordable professional development opportunities.

The Health Academy's goals are to strengthen and expand existing programs, sustain the newly established CNA program, and develop additional short-term healthcare training opportunities aligned with workforce demands. A key initiative is the development of a new noncredit Surgical Scrub Technician program in collaboration with Cottage Hospital. This partnership will help ensure the program is aligned with local workforce needs while creating an additional pathway into the healthcare field. CAEP funding will support $10,000 in consultant services for initial program development, including curriculum development, regional labor market research, gathering information on employer expectations and workforce needs, and identifying necessary instructional materials, equipment, and supplies.

<u>Addendum</u>

Consultant services will support the development and planning of a Surgical Scrub Technician program within the SEL Healthcare Academy. The consultant will serve as a subject matter expert, providing specialized knowledge and guidance throughout the program development process.

Responsibilities will include:

- Conducting regional labor market research and identifying local employer demand, workforce needs, and employment opportunities.
- Gathering input from hospitals, surgical departments, and other healthcare employers regarding industry expectations, required competencies, and hiring needs.
- Researching existing surgical technology programs, curriculum models, certification requirements, and educational and industry standards.
- Identifying necessary instructional materials, equipment, supplies, and lab requirements.
- Providing guidance on program structure, curriculum development, and instructional delivery.
- Assisting with identifying and recruiting qualified instructional staff with relevant experience.
- Providing recommendations for clinical partnerships and potential student placement opportunities.

The consultant's work will help ensure that proposed programming is aligned with local workforce needs, employer expectations, and industry standards. These services will provide the specialized expertise necessary to establish a qualified program and support the SEL Healthcare Academy's expansion of healthcare career training opportunities.

To support its existing, expanding, and newly developed healthcare programs, the Health Academy is requesting $105,000 in CAEP funding. This investment will support classroom infrastructure improvements, updated instructional equipment and materials, marketing and recruitment, direct student support, and initial development of the Surgical Scrub Technician program. Funding will help strengthen hands-on training, reduce financial barriers for students, maintain and expand clinical partnerships, and create new opportunities aligned with regional healthcare workforce needs.

**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)**

The Health Academy's noncredit programs provide accessible entry points into the healthcare workforce through foundational training that prepares students for employment and continued education. Through connections with SBCC's credit programs, students can build upon their training and pursue additional education, certifications, and career advancement opportunities. Potential pathways include Licensed Vocational Nursing (LVN), Registered Nursing (RN), Bachelor of Science in Nursing (BSN), Physician Assistant (PA), and other advanced healthcare professions.

The Health Academy will support these transitions through proactive student advisement and collaboration with SBCC credit programs. Dedicated School of Extended Learning student program advisors assist students in exploring educational and career pathways, understanding program prerequisites and admission requirements, and navigating transitions into additional education or employment. Additionally, directors of SBCC's LVN and RN programs are invited to present to CNA students, introducing them to these programs, explaining admission requirements, and outlining steps toward continuing their education. These efforts ensure students are aware of available opportunities and receive guidance in planning their next steps.

Through collaboration with SBCC's credit programs, workforce partners, and local healthcare employers, the Health Academy will continue strengthening connections between noncredit education, credit programs, and employment opportunities. These integrated pathways support student advancement, address regional healthcare workforce needs, and create opportunities for individuals to enter, remain, and advance within the healthcare profession.

**3. Outreach & Marketing**

Please describe your plans to conduct outreach and marketing to promote the proposed program initiatives aimed at increasing enrollment, job attainment or advancement, or transition to credit programs. For current programs, describe your previous marketing strategies and what has been effective and not. What have you done to develop a cohesive marketing strategy and how can you collaborate with other programs to leverage funding?

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

The Health Academy's healthcare programs continue to generate strong interest and demand. The 2025 Medical Assistant (MA) program received 77 applications for 27 available spots, the inaugural Spring 2026 Certified Nursing Assistant (CNA) program received more than 80 applications for 15 spots. These enrollment trends demonstrate strong community interest and reinforce the need for continued outreach, marketing, and program awareness.

Previous marketing efforts have included program information sessions, online application materials, referrals, and outreach through community and workforce partners. These strategies have been effective in generating applicant interest and connecting prospective students with training opportunities. Moving forward, the Health Academy will continue expanding its outreach through SBCC communication channels, community partnerships, social media, job fairs, and community tabling events. Particular emphasis will be placed on promoting CNA Continuing Education Units (CEUs), a newer addition to the Academy's offerings, as well as the Personal Care Attendant class.

To increase program visibility and strengthen community recognition, the Health Academy plans to expand the use of SBCC School of Extended Learning-branded promotional materials. Branded scrubs and vests will be distributed to healthcare program students, helping promote the Academy while making students easily identifiable during clinical rotations and externships at healthcare facilities throughout the community. Additional promotional items featuring Health Academy logos and program information will also be distributed for students to use and share. These materials will support outreach efforts at job fairs, community events, and tabling activities while increasing the Academy's visibility and recognition among prospective students, employers, and community partners.

**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 *new* prospective partnerships you plan to work with. Ensure that the partnerships are directly tied to CAEP's objectives, tied to local businesses and the labor market, and demonstrate a robust collaboration with a one-to-two-year robust plan.

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

The Health Academy's partnerships are one of the most vital components of its programming. Both the Medical Assistant (MA) and Certified Nursing Assistant (CNA) programs require hands-on clinical experience at various sites, allowing students to practice and develop the skills they will use in the workplace after graduation.

Each Medical Assistant (MA) student will fulfill the designated number of hours at an externship site they will be matched to. This hands-on experience allows them to apply what they have learned in the classroom, practice their skills, and prepare to enter the workforce. The partners for the MA externship sites include the following:

**Medical Assistant (MA) Partners: Externship Sites**

- Sutter (formerly known as Sansum)
- Santa Barbara County Public Health Department
- Santa Barbara Neighborhood Clinics
- Dr. Suzanne Ramos
- UCLA Health
- Cottage Hospital
- Santa Barbara Skin Care
- Luminous Dermotology

The Health Academy MA Program plans to continue utilizing its established clinical partners while expanding its partnership with Sutter Health. Given Sutter Health's wide variety of clinical sites and specialties, it offers valuable opportunities for students to gain diverse, hands-on clinical experience. Sutter Health has expressed interest and willingness to accommodate additional students, making the expansion of this partnership a priority for the Health Academy moving forward.

Certified Nursing Assistant (CNA) students are required to complete similar hours at an outside health care facility, with each student completing 64 clinical hours at various clinical sites, specifically at Skilled Nursing Facilities. These sites, all of which are new partnerships established for the CNA Program, include:

**Certified Nursing Assistant (CNA) Partners: Clinical Sites**

- Valle Verde Retirement Community
- Samarkand Covenant Living
- Casa Dorinda Retirement Community
- Mission Park Healthcare Center
- Channel Islands Post Acute (anticipated clinical site for Fall 2027)

Additionally, SBCC's School of Extended Learning Health Academy is growing its partnership with San Marcos High School's recently renamed Cottage Health Care Careers Academy. The high school academy serves approximately 60 students per grade level (Freshman, Sophomore, Junior and Senior) and aims to introduce students to healthcare careers, provide foundational knowledge through general healthcare coursework, and help students identify potential career pathways. SBCC's Health Academy will support this initiative by reserving 15 CNA program seats annually for San Marcos High School seniors. Additional career pathways are also being explored to expand opportunities for high school students interested in healthcare, including Medical Assistant, Surgical Scrub Technician, and Phlebotomist. This collaboration will help create a bridge between high school healthcare education, college-level training, and local employment opportunities.

**5. Leveraging Funds**

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

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

The Health Academy leverages multiple funding sources to support program sustainability, enhance instructional quality, reduce financial barriers for students, and expand access to healthcare workforce training opportunities. These combined resources allow the Academy to maximize available funding while continuing to invest in student success and program growth.

CAEP funding has previously supported the renovation of three dedicated classrooms, including two skills labs and one

lecture room. These spaces are equipped with modern, industry-standard medical equipment that reflects what learners will encounter in clinics, hospitals, and skilled nursing facilities. Maintaining current equipment and supplies is essential to preparing students for clinical rotations, externships, and entry into the workforce. Continued CAEP support will allow the Academy to further modernize these learning environments, ensuring students have opportunities to practice essential skills and participate in realistic clinical simulations.

The Health Academy has also been awarded a second year of funding through the English Language Learner (ELL) Healthcare Pathways Grant. ELL funding has been used to enhance instructional quality by supporting the purchase of classroom supplies and furniture, as well as providing faculty stipends to assist with the launch of the Certified Nursing Assistant (CNA) program.

Additionally, the Health Academy has received funding through the Rupe Grant, which is dedicated to reducing students' out-of-pocket expenses and removing financial barriers to program completion. This grant has covered textbooks and workbooks, uniforms and identification badges, examination fees, fingerprinting, and certification fees specifically for CNA students.

Additional funding has been awarded through the Strong Workforce Program to support the Health Academy Director's salary and instructional support.

Together, these funding sources allow the Health Academy to leverage CAEP resources with other available grants and funding opportunities to maintain high-quality instruction, reduce financial barriers for students, and expand access to healthcare workforce training in our community.

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

1. **Increase CNA CEU enrollment:** Develop promotional materials and targeted outreach to maintain enrollment of 30 students per course, with two courses offered monthly (60 total enrollments monthly). Progress will be measured through monthly registration records.
2. **Enhance skills training:** Complete installation of three updated outdoor sinks to strengthen hands-on instruction in handwashing and infection control.
3. **Modernize instructional equipment:** Purchase updated medical equipment and supplies to ensure students train with tools that reflect current healthcare industry standards. Measure success through the purchase and implementation of updated equipment in designated instructional areas.
4. **Support Medical Assistant students:** Provide textbooks and two sets of SBCC Health Academy scrubs to up to 30 MA students to reduce financial barriers. Measure success by providing materials to 100% of enrolled students.
5. **Support Personal Care Attendant students:** Provide textbooks and two sets of SBCC Health Academy scrubs to 60 PCA students to reduce financial barriers. Measure success by providing materials to 100% of enrolled students.
6. **Expand clinical partnerships:** Conduct outreach to maintain existing partnerships and identify new clinical training opportunities. Establish 1–2 additional clinical site partnerships by the end of the next fiscal year, measured through documented outreach and new placement agreements.

**7. Target Number of Students**

I. For current 2025-2026 CAEP SBAEC Programs: Indicate enrollments between Fall 2025 through Summer 2026. How many degrees, diplomas, certificates were awarded? If applicable, provide point-of-contact for services utilized.

Medical Assistant (MA): 27 students (1 cohort; 9-month program)
Personal Care Attendant (PCA): 47 students (2 cohorts)
Certified Nursing Assistant (CNA): 15 students (1 cohort)

*See also below the following chart

| Program | 2025–26 Enrollment | Completed program/certificate |
|---|---|---|

| | | |
|---|---|---|
| MA | 27 | 24 |
| PCA | 47 | 46 |
| CNA | 15 | 14 |
| Total | 89 | 84 |

II. For all applicants: Relay how many adult learners your program plans to serve for this grant cycle period between Fall 2026 and Summer 2027.

Medical Assistant (MA): 27 students (1 cohort; 9-month program)
Personal Care Attendant (PCA): 50 students (2 cohorts)
Certified Nursing Assistant (CNA): 45 students (2 cohorts)

## II. BUDGET WORKSHEET

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

| **TOTAL BUDGET REQUEST** | **$** |
|---|---|

| **CATEGORY BUDGET REQUEST TOTALS** | |
|---|---|
| **1000 - Academic Salaries** | **$** |
| **2000 - Classified Salaries** | **$** |
| **3000 - Employee Benefits** | **$** |
| **4000 - Supplies & Materials** | **$80,000** |
| **5000 - Other Operating Expenses** | **$25,000** |
| **6000 - Capital Outlay** | **$** |

**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 | $ 80,000 |

Please provide a detailed budget for this category.

| Itemized Budget Request | Budget Detail and Activity |
|---|---|
| $9,720 | Scrubs: 2 sets per student, $80 per student × 122 students = $9,720 |
| $45,000 | 3 updated outdoor sinks = $15,000 each x3 = $45,000 |
| $1,755 | Medical Assistant Textbooks: 27 students × $65 = $1,755 |
| $2,7000 | Personal Care Attendant Textbooks/workbooks: 45 students × $60 = $2,700 |
| $20,000 | Medical Equipment, supplies, classroom upgrades |

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

| | |
|---|---|
| 5000 Budget Request Total | $ 25,000 |

Please provide a detailed budget for this category.

| Itemized Budget Request | Budget Detail and Activity |
|---|---|
| $10,000 | Promotional materials for CNA CEU's, PCA and other programs (ex: printing, newspaper ads, radio ads) |
| $5,000 | Sinks - contractors/plumbers |
| $10,000 | Consultant - Surgical Scrub Tech Program |

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

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

Please provide a detailed budget for this category.

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