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 Adult High School/GED Program

Primary Contact Name
Monica Campbell

Primary Contact Email
Mncampbell2@pipeline.sbcc.edu

Primary Contact Phone
805-683-8230

All applicants are required to collaborate with, at minimum, one SBCC School of Extended Learning noncredit faculty member to develop a robust and comprehensive SBAEC request for proposal. Please insert the name of the faculty member(s) below:

Faculty Name(s)
Elizabeth Cooke

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)
During the 2025–2026 program year, the Adult High School/GED Program continued to provide essential academic instruction, diploma completion pathways, and transitional support for adult learners across Santa Barbara County. Enrollment increased across HyFlex, in-person, and online offerings, with approximately 300–350 students participating in AHS, GED preparation, and Bilingual GED preparation. Despite the increased academic needs of students returning to education after long gaps, the program maintained consistent progress toward diploma completion and GED certificate completion.
A significant accomplishment this year was the continuation of multiple teaching modalities for our AHS/GED offerings, allowing students balancing work, family, transportation challenges, and childcare responsibilities to remain consistently engaged. The program strengthened digital-literacy support by embedding technology readiness activities into AHS and GED coursework and by providing individualized support through hourly instructional aides. These efforts increased overall persistence and helped many learners re-engage in their educational goals.
The program also strengthened its integration with SBCC support resources, including Noncredit Student Support Services, DSPS, the Noncredit Basic Needs Center, and the Career Skills Institute and other SEL programs. Students received more proactive academic planning, disability accommodations, progress checks, and case-management support. These wraparound services contributed to improved engagement and increased readiness for college-level transitions.
GED testing activity increased in Spring 2026 following focused outreach, individualized tutoring, and expanded evening preparation support. Additionally, the AHS/GED team collaborated with counselors and support staff to encourage students nearing completion to finalize outstanding coursework and complete their high school diploma. Transitions into SBCC credit programs, the Healthcare Academy, and Career Skills Institute certificates, like our Bilingual computer courses, improved as the program emphasized AB705 readiness and early academic planning.
Overall, Year 11 continued to strengthen program access, persistence, and transitions, while expanding academic supports and implementing new instructional models aligned with CAEP priorities.

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 Santa Barbara City College Adult High School/GED Program provides adults with accessible pathways to complete their high school diploma, prepare for the GED exam, and transition into postsecondary education and the workforce. The program directly advances the CAEP mission by addressing foundational academic needs, supporting transitions,

strengthening digital literacy, and offering flexible class formats that reduce barriers for working adults, parents, and returning learners. In alignment with the 2026–2027 Annual Plan and the 2025–2028 Three-Year Plan, the AHS/GED Program will expand dual enrollment opportunities under SB-554, enabling eligible students to enroll in noncredit or credit SBCC courses while completing their diploma or GED. This initiative supports early college awareness, guided self-placement, and smoother transitions into career pathways, especially in high-demand fields. The program will also strengthen math and English support to prepare students for AB705 placement, ensuring smoother entry into credit English and Math courses. Faculty will integrate more academic skill-building, small group, and individualized one on one support. Multiple modalities, in particular Hyflex AHS and GED courses, will be offered to serve students who face transportation, childcare, and scheduling challenges. Support for digital literacy will expand through embedded technology instruction in AHS/GED classes and additional hourly support with instructional aides in the classroom. Increased collaboration with DSPS and Noncredit Student Support Services will improve individualized accommodations, progress monitoring, and case management. Finally, the AHS/GED Program will strengthen workforce pathways by expanding transitions into the Career Skills Institute, Healthcare Academy, and short-term vocational training programs. Students will receive clearer academic maps with Student Education Plans, career guidance, and transition support to ensure that diploma and GED completion lead to meaningful employment and postsecondary success.

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 AHS/GED Program continues to strengthen alignment between noncredit academic instruction and credit pathways at SBCC and beyond. Students near completion receive structured academic planning support, and guided self-placement for English and Math and required courses. Increased collaboration with counseling, DSPS, and the Student Support Services team supports students in navigating academic expectations and education planning. Under SB-554, eligible AHS/GED students have expanded access to dual enrollment opportunities. AHS/GED students are exploring Career Skills Institute certificates, introductory credit courses, and other short-term programs aligned with student interests and workforce needs. Counseling and advising staff will provide proactive advising to help students understand course expectations, degree pathways, and available supports to increase successful transitions. Workforce alignment remains central to Year 12 efforts. AHS/GED students will receive early exposure to the Career Skills Institute, the Healthcare Academy, and short-term vocational programs that support entry into high-demand fields such as healthcare support, construction technology, environmental services like Green Gardener, and other vocational programs such as Construction Technology or Vocational Culinary. The program will collaborate with the ESL and Healthcare Pathway teams to ensure that diploma and GED students have clear entry points into IET and Vocational ESL tracks when appropriate. HyFlex courses enhance access for students balancing work and family obligations, increasing enrollment and persistence. Technology integration—including our in-class software Edmentum and Aztec, digital assignments, and computer-based GED practice—will further prepare students for college-level and workforce digital expectations. Combined, these initiatives create a clear, supported path from foundational education to postsecondary and workforce pathways.

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)

Year 12 outreach efforts will focus on increasing enrollment and completion among adults who need a high school diploma, GED preparation, or academic skill-building to access college or employment opportunities. The program will work with SBCC's marketing team, the CAEP consortium office, and community partners to distribute multilingual outreach materials in English, Spanish, and other languages, including flyers, social media content, community announcements, and updated websites. The AHS/GED Program will also conduct targeted outreach in Carpinteria, Goleta, and Santa Barbara neighborhoods identified as having high populations of adults without a high school diploma or with limited English proficiency. Partnerships with the Carpinteria Community Library, Santa Barbara Unified School District, community centers, SB Housing Authority, local churches and organizations, and the Workforce Development Board and AJCC, will help expand awareness. Outreach will emphasize the availability of HyFlex instruction, evening and weekend options for

GED Testing, and embedded digital literacy support. It will also highlight the benefits of SB-554, the Healthcare Academy, Career Skills Institute pathways, and the availability of DSPS accommodations and accessibility. Staff will participate in community events, provide enrollment assistance, and help new students complete CCCApply/CCCStart and the registration and enrollment process. The program will also increase internal outreach within SBCC by collaborating with DSPS, EOPS, the Basic Needs Center, and credit departments, including the credit ESL department, to raise awareness of AHS/GED services for students who may need foundational academic skill-building or diploma completion to advance.

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 AHS/GED Program maintains strong partnerships across Santa Barbara County that expand access, provide support services, and connect students to educational and workforce opportunities. Existing collaborations with the Santa Barbara Public Library, Carpinteria Community Library, Carpinteria High School, Santa Barbara Unified School District, the Housing Authority, the Workforce Development Board, and the AJCC, continue to support outreach, referrals, and community-based instruction. Partnerships with DSPS, NC SSS, Counseling, Financial Aid, and The Promise strengthen academic planning, disability accommodations, and transition support for diploma and GED students. The program also collaborates with the Career Skills Institute and the Healthcare Academy to help AHS/GED completers enter short-term vocational training aligned with high-need regional sectors. In Year 12, new and expanded partnerships will include Community Centers, UCSB, and local employers in hospitality, healthcare, and environmental services. The program will also deepen collaboration with GED Testing Service, SBUSD, and the Farmworker Resource Center to increase GED readiness, access to study resources, and bilingual support. Together, these partnerships create a coordinated system of academic and workforce pathways that support diploma completion, GED preparation, and transitions to employment and postsecondary pathways.

5. Leveraging Funds

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

Your answer (500-word limit)

SBCC General Funds continue to provide foundational support for the Adult High School/GED Program. SBCC's General Fund supports instructional faculty with in-class and Hyflex teaching in our AHS/GED Program. This allows CAEP dollars to be focused on instructional aides, outreach and marketing, technology support, software for students to access online anytime, and program expansion. Lottery Funds contribute 5% toward non-instructional supplies, instructional materials, and printed resources needed for AHS/GED coursework. This reduces the burden on CAEP resources and supports continued program access. The English Language Learner Healthcare Pathways grant also provides funding alignment through workforce and healthcare transition pathways that benefit AHS/GED students who are seeking entry-level employment or short-term vocational training. These combined funding sources ensure that CAEP funds are used efficiently and strategically to expand instructional aide staffing, strengthen HyFlex learning environments, support students in transition to credit programs, and maintain high-quality instructional and support services.
SBCC General Funds $404,854.38 and WIOA $91,644 (attachment shows itemized budget plan for 2026-2027)

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 AHS/GED enrollment by 5% by Spring 2027. 2. Increase high school diploma completions to 20–25 annually. 3. Increase GED readiness and testing participation by 15% with a relocated GED Testing Center to Schott Room 28. 4. Expand SB-554 dual enrollment participation by 20 students per year. 5. Increase transitions to credit and workforce programs by 10%. 6. Expand quality HyFlex enrollments by through increased technology support.

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.

Enrollment for Fall 2025 was 386 students, Spring 2026 was 355 students, and Summer 2026 was 222 students, and this data was extracted from the Enrollment Dashboard within Tableau. At our Spring 2026 graduation in May, 12 AHS diplomas were awarded, and 15 GED and 35 Bilingual GED completers participated in graduation. These Spring graduation numbers do not include all of our Fall 2025 diploma earners and GED/BGED completers. This data is extracted from our internal spreadsheet and tracking system, including collaboration between our student program advisors, academic counselor, and faculty.

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.

Our goal for this grant cycle period is to serve 400–450 students in our AHS, GED, and Bilingual GED Program.

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	$150,000

CATEGORY BUDGET REQUEST TOTALS	
1000	$10,000
2000	$50,000
3000	$15,000
4000	$30,000
5000	$20,000
6000	$25,000

1000: INSTRUCTIONAL SALARIES (instructional personnel)*

1000 Budget Request Total	$ 10,000

Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity
$10,000	Faculty stipends for curriculum alignment and updates to AHS/GED coursework, including collaborative faculty, staff, and management meetings. Anticipated expenditures include the Faculty Lead stipend for the year (100 hours x $70.94) and instructional meetings. Measurable outcomes include updated course outlines and curriculum, contextualized bridge and support materials for students, faculty alignment, and clean-up of seats within learning platform (Edmentum).

2000: NON-INSTRUCTIONAL SALARIES (personnel) *

2000 Budget Request Total	$ 50,000

Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity
$50,000	Hourly Instructional Aides/GED Proctors: in class tutoring, academic support, GED support, digital literacy, and HyFlex classroom assistance. Measurable outcomes include one on one and small group classroom support to provide better learning ratios for students, filing and organization of student files (digital and physical files), and hourly staff support at our GED Testing site ensuring adequate coverage for twice a month in-person proctoring. (3 GED Proctors 15-19.5 hours a week x $20 an hour, 4 Instructional Aides 15-19.5 hours x $20 an hour)

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

3000 Budget Request Total	$ 15,000

Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity
$15,000	Benefits associated with AHS/GED personnel funded in Categories 1000 and 2000.

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

4000 Budget Request Total	$ 30,000

Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity
$25,000	Software licenses: GED Ready practice test vouchers, digital literacy software, skills-building programs and online curriculum tools: Edmentum ($11,738) and Aztec ($9,350) software annual renewals.
$5,000	Non-instructional supplies: student binders, calculators, whiteboard supplies, printing/duplicating.

5000: CONSULTANTS, MARKETING, PROFESSIONAL DEVELOPMENT *

5000 Budget Request Total	$ 20,000

Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity
$10,000	Multilingual outreach & marketing: radio ads, print materials, social media content, community event participation, Carpinteria/Goleta outreach.
$10,000	Professional development for faculty & staff: CAEP Summit, conferences, GED Testing training, HyFlex pedagogy workshops, DSPS and Basic Needs integration training.

6000: CAPITAL OUTLAY (computer hardware) *

6000 Budget Request Total	$ 25,000

Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity
$25,000	GED Testing Center relocation to Schott 28 from Schott 17-partitons, proctor station, and relocating testing computers.

WIOA 2026-2027- Itemized Budget Plan

Major Object 10 - Academic Salaries	126150	Non Credit Other Non-Teaching Stipend	$10,215.36
Major Object 20 - Classified Salaries	242000	Hourly Staff Instr Aid	$50,791.36
Major Object 30 - Employee Benefits	321000	PERS	$15,788.44
Major Object 40 - Supplies And Materials	431000	Instructional & Non Instr Supplies	$7,624.24
Major Object 50 - Other Operating Expenses & Services	522020	Travel & Conference, Meeting Expenses	$7,224.60
		Total	$91,644