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
Fashion and Design, Culinary Arts, Vocational Arts

Primary Contact Name
Rachel Walsh

Primary Contact Email
Rewalsh1@sbcc.edu

Primary Contact Phone
805-898-8140

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)
Emily Adams, Pam Vestal, Ranell Hansen, Leticia Fuentes, Elizabeth Vasquez, Elijah Klien, Carl Stanley, Birgit Leleu, Lorraine Marshall, Gary Jurich, Austin McCormick, Roberto Lopez Carrillo

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)

Over the past academic year, the School of Extended Learning successfully developed, renovated, and launched updated noncredit Career Technical Education (CTE) programs across Fashion and Design, Culinary Arts, and Vocational Arts (Jewelry, Ceramics, and Fused/Stained Glass).

Program Outcomes & Enrollment Progress

- Fashion and Design: Following a comprehensive year-long curriculum redesign, facility renovation, and marketing campaign, program enrollment launched with 119 students in Summer 2026 and expanded to 362 students in Fall 2026. Advanced coursework in pattern making, fashion illustration, and merchandising is in development alongside newly onboarded faculty. Contextual bilingual curriculum has been created, entering final approval for delivery by Fall 2027. First noncredit skills certificate completers are slated for Spring 2027. Furthermore, in alignment with CAEP South County outreach priorities, program offerings will expand to Carpinteria in Spring 2027.
- Culinary Arts: Formally launched in late October 2026, the program achieved an initial cohort enrollment of 52 students in Fall 2026. Certificate completions will be benchmarked starting in Spring 2027 following the inaugural cohort's program sequence completion.
- Vocational Arts (Jewelry, Ceramics, Glass): Updated curriculum was approved for Fall 2026 implementation, total area enrollment to 2,439 students. Initial certificate completers will be awarded across the Fall 2026 and Spring 2027 academic terms.

Applied Learning, Entrepreneurship & Credit Alignment

Across both Fashion & Design and Vocational Arts, students engage in hands-on commercial preparation through SBCC's annual Arts and Crafts Fair, where adult learners gain practical experience in product pricing, marketing, and retail sales. To foster business incubation, these programs actively partner with SBCC's Career Skills Institute (CSI), contextualizing CTE learning with noncredit certificates in *Entrepreneurship* and *Marketing*.

Because these expanded certificate programs launched in 2026, cumulative certificate awards and matriculation figures to SBCC credit programs are currently being tracked with inaugural completion data compiling at the end of the Spring 2027 term.

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)

This proposal requests funding to expand and modernize noncredit Short-Term Career Technical Education (CTE) programming across three high-demand discipline areas within the SBCC School of Extended Learning: Fashion & Design, Culinary Arts, and Vocational Arts. These initiatives directly align with CAEP's mission to support entry/re-entry into the workforce, enhance noncredit-to-credit pathways, and expand access for bilingual adult learners.

Regional labor market data for Santa Barbara County highlights steady employment expansion in the Leisure and Hospitality sector (reflecting a 2.4% sector growth rate). To meet local workforce needs and support Santa Barbara's robust event, tourism, and creative industries, the School of Extended Learning will implement the following strategic expansions:

- Fashion and Design: Expand curriculum to include pattern making, fashion illustration, product development, and merchandising. Based on increased demand from English Language Learners (ELL) observed when classes were temporarily relocated to the Schott campus, this project will permanently expand course offerings to Schott campus, introducing bilingual instructional sections to serve non-native English speakers in collaboration with the ESL programs.
- Culinary Arts: In leverage of a major private donor gift secured for a full classroom kitchen overhaul at the Schott campus, funding will support newly onboarded faculty in launching curriculum focused on global cuisine, commercial baking, and food safety. This initiative creates a direct instructional bridge and transfer pathway into SBCC's credit Culinary Arts degree program. This proposal seeks to leverage CAEP funding for
- Vocational Arts (Floral Design, Event Planning & Studio Arts): Expand vocational offerings to include Event Planning, Floral Design for Special Events, and Studio Technician training. Designed in direct response to the Santa Barbara County wedding and hospitality industries, these offerings will formally partner with the SBCC Career Skills Institute (CSI) to integrate Marketing and Entrepreneurship certificates, equipping adult learners to launch micro-enterprises or secure immediate regional employment.

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 proposed noncredit CTE initiatives across Fashion and Design, Culinary Arts, and Vocational Arts directly align with adult education offerings at SBCC, creating structured pathways toward workforce placement, self-employment, and credit program matriculation.

Fashion and Design: While SBCC does not currently offer a credit fashion program, this noncredit program is designed for direct workforce transition into employment, pre-apprenticeships, and self-employment within the regional apparel industry. Additionally, faculty structure the noncredit skill certificate curriculum so that completers can leverage Credit for Prior Learning when transferring to four-year university fashion programs for degree credit evaluation.

Culinary Arts: The noncredit culinary courses at the Schott campus serve as a direct foundational bridge to SBCC's credit Culinary Arts Associate Degree and Certificate programs. By utilizing a fully renovated commercial kitchen space and aligned learning outcomes in commercial cooking, baking, and sanitation, adult learners build the technical competence needed to transition seamlessly into credit degree coursework or immediate commercial kitchen employment.

Vocational Arts (Jewelry, Ceramics, Glass, Floral Design, and Event Planning): This initiative integrates directly with the SBCC Career Skills Institute (CSI) to combine hands-on studio craft training with business preparation. By bundling vocational craft courses with CSI certificates in Marketing and Entrepreneurship, the program creates a clear self-employment and micro-enterprise pathway for students selling products or launching event planning businesses.

Proactive Advisement and Pathway Promotion: To ensure students successfully navigate these pathways, our program collaborates directly with SBCC Noncredit Student Support Services (SSS) counselors to conduct proactive classroom advisement. SSS counselors visit noncredit classrooms to guide students through career mapping, resume building, and credit matriculation. Counselors provide step-by-step support for students applying to SBCC credit programs, registering for classes, and accessing financial aid. Furthermore, in-class presentations and promotional pathway guides explicitly outline how completing noncredit skill certificates leads directly to local jobs, micro-business creation, or credit degree transfers.

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)

Past marketing efforts across our noncredit Career Technical Education (CTE) programs demonstrated that broad, passive advertising yields low conversion rates for adult learners. Standalone online course listings and generic print flyers were largely ineffective at reaching non-traditional students, working adults, and English Language Learners. Conversely, active, targeted, and experiential outreach strategies have proven highly successful. In particular, the annual SBCC Arts and Crafts Fair serves as a direct marketing platform where noncredit students display and sell their work, demonstrating tangible program outcomes to the public and generating strong word-of-mouth recruitment. Additionally, conducting in-class presentations directly inside existing ESL classrooms has been our most effective strategy for engaging adult learners and driving matriculation into vocational pathways.

To maximize efficiency and stretch grant dollars, the School of Extended Learning has developed a unified marketing strategy built around direct inter-departmental collaboration and leveraged funding across three distinct CTE areas. For our Bilingual Fashion and Design program, we are partnering directly with SBCC Noncredit ESL to market contextual CTE offerings in ESL classrooms at the Schott campus, while launching targeted Spanish-language radio marketing campaigns across Santa Barbara South County broadcast stations using leveraged WIOA Title II and CAEP marketing funds.

For Culinary Arts, we are cross-promoting offerings with the SBCC Career Skills Institute to offer bundled noncredit certificates that combine hands-on commercial kitchen training with Career Skills Institute badging in Marketing and Entrepreneurship. This joint marketing strategy leverages existing Career Skills Institute promotional infrastructure to target food service workers seeking workforce advancement or micro-business creation.

For Vocational Arts, which encompasses jewelry, ceramics, glass, floral design, and event planning, direct marketing efforts are supported by dedicated donor funding from the SBCC Foundation. This funding supports high-visibility promotional campaigns for seasonal student art shows, digital portfolio showcases, and local craft sales.

Across all three program areas, our marketing campaign explicitly maps noncredit-to-credit pathways, featuring step-by-step guidance and integrated support from Noncredit Student Support Services counselors. By combining targeted Spanish radio advertising, ESL classroom presentations, Career Skills Institute co-marketing, and SBCC Foundation donor funds, we ensure a cohesive strategy that drives enrollment, job attainment, and credit transitions across Santa Barbara County.

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 SBCC School of Extended Learning actively leverages regional partnerships to maximize adult learner participation, optimize resources, and expand workforce pathways in alignment with California Adult Education Program (CAEP) goals. Current partnerships in Fashion and Design include Grant House and Sew Santa Barbara, which support community outreach and hands-on skill development. Over the next one to two years, we will build a robust network of prospective regional partnerships tied directly to local business needs, labor market demand, and adult education objectives across our three vocational areas.

First, Fashion and Design will establish formal prospective partnerships with local high school districts to create dual enrollment and pre-apprenticeship pathways, as well as local apparel manufacturers and boutiques (such as Ace Rivington and Jess Conti Leather) to secure direct job placement, internships, and self-employment opportunities for graduates.

Second, Culinary Arts will partner with local food distributors to access sustainable culinary supplies and ingredient sponsorship for our renovated Schott commercial kitchen, as well as local high school culinary programs to build seamless transition pipelines for graduating seniors and young adults into adult education CTE certificates. Culinary Arts will also establish a workforce placement network with local Santa Barbara restaurants and commercial kitchens, creating a one-to-two-year pipeline that places noncredit culinary students into real-world kitchen environments for hands-on staging, internships, and immediate employment.

Third, Vocational Arts (Jewelry, Ceramics, Glass, Floral Design, and Event Planning) will formalize partnerships with local art guilds and community centers, such as the Santa Barbara Ceramic Design Guild and the Santa Barbara Art Association, to co-host master-artist workshops and align noncredit studio safety and technical standards with industry practices. Vocational Arts will also partner with local galleries and creative studios to provide public exhibition spaces, pop-up craft sales, and retail display venues where noncredit students can display, market, and sell their work.

Over a robust two-year timeline, all five prospective partner groups will work with SBCC through formal agreements to review curriculum relevance, participate in employer hiring events, provide real-world workplace exposure, and track student transition and job placement outcomes across Santa Barbara County.

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 proposed noncredit Career Technical Education (CTE) initiatives in Fashion and Design, Culinary Arts, and Vocational Arts strategically stack CAEP grant funds with private donor support and institutional resources to maximize fiscal efficiency.

Fashion and Design has been immensely appreciative of ongoing CAEP funding, which has provided the foundational resources to expand curriculum, update instructional spaces, and support bilingual course offerings. To build upon this success, Culinary Arts is leveraging private donor funds secured through the SBCC Foundation to cover the primary cost of the full Schott commercial kitchen classroom renovation. CAEP funds will be strategically leveraged to secure architectural design services to initiate the renovation planning, permitting, and structural layout process. **SBCC Foundation will be providing $700,000 in funding from a private donor to support this program.**

Similarly, Vocational Arts (Jewelry, Ceramics, Glass, Floral Design, and Event Planning) will utilize dedicated donor funding through the SBCC Foundation to cover marketing, student exhibition costs, and supplemental lab supplies. Additionally, SBCC District General Funds and noncredit FTES apportionment will support ongoing operational utilities and long-term facility maintenance. By leveraging SBCC Foundation donor gifts alongside state and district resources, we ensure that every CAEP dollar directly accelerates facility modernization, expands enrollment capacity, and drives long-term program sustainability across Santa Barbara County. **SBCC Foundation provides $8,000 - $20,000 to this program and SBCC General Funds covers $430,000 in academic salaries, $50,000 in instructional supplies, $20,000 in repairs, $10,000 in vendors/contracts and occasional categorical funding ranging from $10,000- $60,000 as needed, requested and approved.**

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)

Across the three noncredit Career Technical Education (CTE) program areas, faculty will collaborate directly with program managers to achieve the following five measurable objectives, annual benchmarks, and target outcomes tracked via SBCC Banner ERP and CASAS TopsPro Enterprise.

Fashion and Design will increase student enrollment by adding one additional course section in Spring 2027 and expanding access through new contextual bilingual courses, targeting an overall 10% enrollment increase (to approximately 650 students). Progress will be benchmarked quarterly through class registration numbers. Fashion and Design will expand program reach by opening one additional classroom location as soon as possible, in addition to launching its scheduled off-site course in Carpinteria in Spring 2027. Along with this expansion, faculty will develop three to five new courses and establish two new state-approved noncredit skills certificates by Fall 2027.

Culinary Arts will expand course offerings from 3 late Fall 2026 sections to 8 sections in Spring 2027, ultimately developing over five new courses and establishing two to three new noncredit certificates which will further increase the number of courses/sections offered. This expansion will target serving 250 adult learners in Year 1 and will be measured by quarterly certificate completion rates and course attendance hours. Year 2 is expected to expand to offering classes Monday through Saturday. To maintain uninterrupted instruction during the Schott commercial kitchen overhaul, Culinary Arts will achieve the milestone benchmark of securing and partnering with a locally available kitchen to serve as a temporary instructional space by Spring 2027.

Vocational Arts will create approximately four additional courses and establish three new state noncredit certificates in specialized areas (including Floral Design, Event Planning, and Studio Arts), while expanding annual course enrollments to target 5,000 adult learners across Santa Barbara County.

Faculty and program managers will accomplish these outcomes through coordinated curriculum design, strategic scheduling, facility coordination, and proactive student advising.

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.
These Short-Term CTE programs in Fashion and Design, Culinary Arts, and Vocational Arts represent newly created or restructured noncredit vocational offerings at the SBCC School of Extended Learning, official certificate completion counts are pending program sequence completions concluding between Fall 2026 and Spring 2027.

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.

During the 2026–2027 grant period, the combined noncredit CTE programs project serving approximately 5,900 unique adult learners across Santa Barbara South County:

- Fashion and Design (Target: ~650 Students): Projecting to serve 650 adult learners across expanded course offerings at the Wake and Schott campuses, including newly introduced bilingual instructional sections and the Spring 2027 expansion into Carpinteria.
- Culinary Arts (Target: ~250 Students+): Projecting to serve 250 adult learners. Program capacity will expand significantly as course offerings scale from 3 initial sections in late Fall 2026 to 8 full sections in Spring 2027, with accelerated growth anticipated upon completion of the Schott kitchen renovation.
- Arts Vocational: Jewelry, Ceramics, & Glass (Target: ~5,000 Students): Projecting to serve 5,000 total student course registrations across noncredit studio art, product design, and micro-entrepreneurship certificate tracks in ceramics, stained/fused glass, and jewelry making.

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	**$199,500**

CATEGORY BUDGET REQUEST TOTALS	
1000	**$2,500**
2000	**$**
3000	**$**
4000	**$**
5000	**$50,000**
6000	**$147,000**

1000: INSTRUCTIONAL SALARIES (instructional personnel)*

1000 Budget Request Total	$ 2,500

Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity
$2,500.00	Faculty stipend for curriculum and certificate creation related to Arts Vocational for entrepreneurship related to wedding and event planning in floral design

2000: NON-INSTRUCTIONAL SALARIES (personnel) *

2000 Budget Request Total	$ 0

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

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	$ 0

Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity

5000: CONSULTANTS, MARKETING, PROFESSIONAL DEVELOPMENT *

5000 Budget Request Total	$ 50,000

Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity
$15,000	Architect fees for Fashion and Design Schott classroom renovation
$35,000	Architect fees for Culinary kitchen renovation, scope is significantly higher than other projects

6000: CAPITAL OUTLAY (computer hardware) *

6000 Budget Request Total	$ 147,000

Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity
$40,000	Electrical enhancements to accommodate various equipment in historical building, **Fashion and Design**
$26,000	Flooring testing for asbestos, removal, replacement, **Fashion and Design**
$54,000	Furniture including ADA desks and chairs, **Fashion and Design**
$12,000	Painting , **Fashion and Design**
$15,000	AC installation with a single split unit, **Fashion and Design**
