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 X☐ NO ☐

Are you an existing CAEP funding awardee?
YES X☐ NO ☐

Program Name
Santa Barbara City College Career Skills Institute

Primary Contact Name
Jeanette Chian

Primary Contact Email
jchianbrook@sbcc.edu

Primary Contact Phone
(805) 683-8289

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

Faculty Name(s)
Deborah Deras, Esther Frankel, Liliana Olguin, Timothy Palmer, Raul Uribe

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;

☒X (6) Continue to support our existing SBCC programs that are aligned with the CAEP initiatives;
☒X (7) Strengthen and support the Noncredit Student Support Services (SSS) Program to provide advising and career counseling, improved orientation to noncredit programs, and transitional support to jobs/careers or credit opportunities;
☐ (8) Work in collaboration with the SBCC Admissions Office to strengthen and support the noncredit registration process;
☒X (9) Support distance learning (live videoconferencing) initiatives and provide, where feasible, professional development training for faculty and staff in CAEP program areas;
☒X (11) Collaborate with local Workforce to increase Adult Learner support systems (housing, foodbank resources, and public assistance programs);
☐ (12) Develop a Noncredit Data Collection task force/workgroup that is committed to the collection of accurate data and analytics for all CAEP programs and services;
☒X (13) Address newly added CAEP State Priorities: Vision 2030 goals, Leadership, Learner Transition, Marketing, Program Development Curriculum/Classroom, Program Evaluation, and Technology & Distance Learning;
☒X (14) Extend programming and services in all of Santa Barbara south county with an emphasis in Carpinteria and Goleta.

For current 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 your support of the Career Skills Institute (CSI) program at Santa Barbara City College. Last year, CSI was awarded funding in four areas:

a) Curriculum creation ($118,750 for seven new certificates and curriculum refresh of Green Gardener),

b) Ready. Match. Hire! Career Counseling ($34,000 for half of career advisor's time), and

c) Marketing ($10K for CSI-specific marketing, including Future Looks Bright Job Fair).

For **a) curriculum creation**, funds were requested for seven new certificates in areas, including Artificial Intelligence AI for your Side Hustle, Carpentry / Woodworking (as a bridge to credit construction), and Spanish in the Workforce. To date, five of certificates have been passed by the Chancellor's Office: AI for your Side Hustle, Cooperative Pre-school and Family Engagement, User Security Awareness, Digital Photography: Level II, Culinary Arts Global Cuisine. The courses in the Spanish in the Workforce: Level 2 will be sent to the State in the next two months with the certificate immediately to follow. The seventh and final certificate on Carpentry / Woodworking is currently being developed.

During '25-'26, the **c) Ready. Match. Hire! Career Counselor** saw 158 unduplicated students in 1:1 sessions and had at least 375 student interactions through five classroom visits, six community outreach events, and our own Job Fair. These visits lead to 8 individuals being hired full-time and 12 individuals being hired for part-time or internship positions. While the number of students served 1:1 was similar to the previous year, note that the counselor saw the same number of students in less time as her hours were reduced by 10 percent in Fall and Spring semesters, due to budget. The number of student outreach interactions increased from 350 to 375 and also included workshops at community partners. In addition, the career counselor successfully held the second annual, 'The Future Looks Bright' Job Fair in March 2026, an extremely successful event that only featured employers who were actively hiring. This event served at least 120 unduplicated individuals, up from 80 last year. In addition, the career counselor formed cohorts of students to prepare for the job fair by researching companies and their job openings, tailoring their pitch and resume to the respective employers, and practicing on-the-spot interviews.

During '25-'26, we used the **c) Marketing** funds on a variety of projects, including promoting the second annual 'The Future Looks Bright' Job Fair, purchasing Spanish radio ads for our bilingual computer and Personal Care Attendant classes, and social media ads for computer and professional development courses.

Please note that enrollment figures and number of certificate earners for 2025-2026 are provided in Section 7) Target Numbers.

1. Executive Summary

Please provide an executive summary of your proposed plan that includes overarching goals to create new programs or expand existing programs in one of the CAEP programming areas identified above. Please justify the need of your proposed initiatives (include research, labor market information, employer feedback, student surveys, or other relevant information) and describe how funding will further the Consortium's and your program's objectives.

Your answer (500-word limit)

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

Please note that these requests, totaling $352,662.45 reflect a combination of community need, as well as themes expressed in CAEP's most recent annual and three-year reports.

a-Curriculum Creation ($98,750). We are requesting funds to create 4 new certificates ($12,500 each), to refresh curriculum and course offerings in two areas ($5000 each), faculty liaison stipends in three vocational areas ($5000 each) and a one-time ask ($5000) for software which supports our digital badging system.

The 4 new workforce certificates we propose to create -

Spanish in the Workforce, Level 3

Using AI to Boost Business's Digital Marketing and Online Presence

Additional certificate in either Carpentry or Culinary Arts

Additional certificate in Professional Development (PROW), potentially in Organizational Development

We are proposing to refresh the curriculum for our Sales and Marketing classes, as well as streamline our existing Bilingual Computer certificates, such that the number of courses needed to earn a certificate is reduced to match other computer certificates.

We are proposing three faculty liaison stipends in vocational areas, such as Construction, Culinary, and Ceramics, as a way to continue developing the direction of these areas newer to the vocational arena.

b-'Ready. Match. Hire!' Career Services ($33,912.45). We are requesting continued funding to provide Career Advising Services in English and Spanish, with a continued emphasis on in-class visits, community outreach events, and expanded job-readiness support for students across the School of Extended Learning. This includes targeted outreach to Career Skills Institute students, as well as those enrolled in School of Extended Learning Health Academy programs, such as Certified Nurse Assistant. Please note that this request is braided with Strong Workforce (SWF) in that SWF and CAEP would each be paying for half of the Career Advisor's time. In addition, a recent and exciting development, which is further mentioned in the 'Partnership' section is that we have expanded our partnerships with Santa Barbara Public Library and the Santa Barbara County Workforce Development Board to bring back the State Street Job Fair with a tentative date of April 2027.

As a quick recap, the career advisor saw 158 unduplicated students in 1:1 sessions and had at least 375 student interactions through five classroom visits, six community outreach events, and our own Job Fair. These visits lead to 8 individuals being hired full-time and 12 individuals being hired for part-time or internship positions. Please note that the counselor saw the same number of students in less time as her hours were reduced by 10 percent in Fall and Spring semesters, due to budget. The number of student outreach interactions increased from 350 to 375 and also included workshops at community partners. In addition, the career counselor successfully held the second annual, 'The Future Looks Bright' Job Fair in March 2026, an extremely successful event that only featured employers who were actively hiring. This event served at least 120 unduplicated individuals, up from 80 last year. In addition, the career counselor formed cohorts of students to prepare for

the job fair by researching companies and their job openings, tailoring their pitch and resume to the respective employers, and practicing on-the-spot interviews. The counselor currently works 21 hours per week during the Fall and Spring Semesters (16 weeks each) and 14 hours per week during the 10-week Summer Semester, totaling 42 weeks annually.

c. Marketing ($20K). We are requesting funds to support program-specific marketing efforts. This request includes Spanish-language radio ads for bilingual computer classes and certificates, digital ads on Edhat, Noozhawk, and the *Santa Barbara Independent* for beginning computer and Career Skills Institute offerings; and promotional ads and a day-of headshot photographer for the 'The Future Looks Bright' Job Fair. Funds will also be used to purchase Career Skills Institute outreach materials for use at community events, on-campus in-reach, job-fair cohort preparation sessions led by the Career Counselor, and general CSI program promotion with employer partners.

d – Wake 10 Carpentry / Woodworking Lab ($150K).

We are requesting $150,000 to complete the transformation of Wake 10 Carpentry / Woodworking Lab. Strong Workforce funding has contributed $200K to this project with funds primarily directed towards modernizing instructional equipment and supplies. For this CAEP request, these funds would go towards completion of the room, including modernized ventilation in both rooms, lighting, custom storage cabinets, new sink, painting, and student workstation tables. Thanks to prior-year CAEP funding, we transitioned this program from fee-based to noncredit enhanced funding under construction, enabling students to earn a certificate and allowing the program to access additional grant funding to modernize its instructional facilities.

e – Converting Schott 17 back to a fully operational computer lab ($50K)

We are requesting $50,000 to restore Schott 17 as a fully operational computer lab with 24 or more computers.

For many years, the hard drives on approximately half of the lab's computers (10–11) were switched out on the two weekends each month when the college offered GED testing. However, approximately three to four years ago, GED testing requirements changed, stipulating that computers used for testing could be dedicated only to that purpose. As a result, Schott 17 went from having more than 22 computers available for student use in computer classes to just 11.

To accommodate the remaining students, instructors now provide classroom laptops for use at the designated GED testing stations. Having half the class use desktop computers and the other half use laptops has created a challenging teaching and learning environment. Many students are new to technology, and switching between different types of devices can cause confusion and frustration. Students are not always sure which device they will be using on a given day, which can negatively affect their learning experience and contribute to attrition.

Restoring Schott 17 as a fully operational computer lab would also allow us to expand course offerings and better utilize the space. Because Schott Campus is open on Saturdays, we could offer in-person, high-enrollment Accounting classes in the lab, along with a variety of additional computer classes. Currently, Schott 17 is used for only two to three classes per week due to these limitations.

Thus, funds would go towards purchasing 10-11 new computers, an updated teacher cart, as well as moving and installing updated furniture of which we are already in possession. Note that we would also request the funds for new computers and an updated teacher cart through our program review process. In addition, we are also requesting 22-25 new computer chairs for student use.

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 Career Skills Institute (CSI) at Santa Barbara City College is fully integrated into the college's adult education programs,

with a mission centered on workforce readiness, professional development, and transitions to credit pathways. All 75+ CSI certificates are aligned with related credit certificates and degrees and are featured on SBCC's homepage to help students identify next steps in their education and careers.

The proposed curriculum—including Woodworking and Culinary courses—strengthens this noncredit-to-credit alignment by connecting adult learners to established credit programs and employment opportunities in local industries. These offerings support the Santa Barbara Adult Education Consortium's 2026–27 CAEP Annual Plan, which prioritizes 'increasing the number of State certificates and/or credit transitions' and continuing to 'support Education Transitions, Transfers, and Pathways to reduce barriers for adult learners.' The plan also emphasizes aligning program offerings with regional needs and developing career pathways.

CSI also provides a structured bridge to employment through the Ready.Match.Hire! program, which offers individualized and small-group job-search guidance. Students receive support identifying local employment opportunities and are encouraged to enroll in CSI courses that strengthen employability and long-term career mobility. This aligns with the 2026–27 CAEP Annual Plan's focus on workforce preparation and employment pathways.

Because adult learners often face barriers that affect persistence, the CSI career advisor coordinates proactive advising and support with Academic Counseling, Noncredit Student Services, and Basic Needs programs. Students are referred to the Noncredit Basic Needs Center for food pantry access, emergency financial resources, and community referrals. This approach reflects the 2025–2028 CAEP Three-Year Plan's directive to 'expand partnerships with local nonprofits to help connect local jobseekers to a comprehensive suite of wraparound services' and supports the 2026–27 Annual Plan's emphasis on coordinated student support. Together, these efforts help students address barriers while remaining engaged in their education and career preparation journey.

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)

As part of the School of Extended Learning (SEL), the Career Skills Institute (CSI) aligns its marketing within the overall SEL marketing plan, while increasing visibility among employers and the broader community. Over the past year, CSI has participated in job and community fairs and expanded partnerships with local agencies, including the City of Santa Barbara Housing Authority, whose clients benefit from CSI professional development courses and career advising.

With CAEP funding, CSI redesigned its certificate catalog into a visually engaging resource showcasing 70+ certificates and digital badges. This supports the Three-Year Plan's goal of increasing "access to and awareness of services" (CAEP Three-Year Plan 2025–28, Marketing and Community Outreach, p. 26). The catalog is now a key tool for employer outreach, student recruitment, and counseling. It also supports the 2025–26 Annual Plan's goal to "increase awareness of services through marketing and outreach" (p. 3).

CSI is also improving follow-up with prospective students. Previously, contact information was collected inconsistently at job and community fairs. Beginning this year, CSI will collect interest-list information electronically at all outreach events. This supports the Three-Year Plan's short-term outcome to "broaden the distribution of newly developed flyers and folders…to increase awareness of programs" (CAEP Three-Year Plan 2025–28, p. 26) and helps convert interest into enrollment.

CSI continues to deepen employer engagement through the Santa Barbara Human Resources Association (SBHRA) Program Development Team. This partnership supports CAEP's directive to "increase collaboration with local employers who are actively hiring and market employment opportunities with leveraged resources and activities" (CAEP Three-Year Plan 2025–28, p. 26). CSI faculty present employer-relevant workshops, which SBHRA promotes widely, benefiting local workforce development and CSI visibility.

CSI also uses marketing to expand community reach, including Spanish-language radio ads for bilingual computer classes and certificates, digital ads on EdHat and Noozhawk for computer classes, and social media campaigns highlighting professional development. These efforts reflect the Three-Year Plan's commitment to "increase targeted marketing and outreach services tailored for specific programs and adult populations" (p. 20). The County of Santa Barbara's WaterWise initiative also promotes CSI's Green Gardener program through radio advertising, expanding its visibility among community members and employers.

For Ready.Match.Hire!, CSI is increasing awareness of career services within SEL. With CSI classes and the Noncredit Basic Needs Center located at Wake Campus, the career advisor is now based onsite to improve access. In addition, the counselor has also expanded in-class visits to ensure that students know that career counseling is available, in English and Spanish. This supports the Three-Year Plan's strategy to "redesign the existing Student Support Services & Admissions Offices to support student persistence, transfer…career advancement, enrollment growth, and certificate completion" (p. 20). Together, these efforts support CAEP's goals of increasing awareness of services and implementing a "robust and diverse marketing plan" (Three-Year Plan 2025–28, p. 26). CSI's marketing, employer partnerships, and holistic advising help expand enrollment and link adult learners to in-demand career pathways.

4. Partnerships

Leveraging resources to maximize adult learner and client participation is one of the CAEP's goals. Relay current partnerships and please provide a minimum of 5 *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)

EXISTING PARTNERSHIPS:

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

2. WaterWise Santa Barbara County – This 20-year plus partnership between SBCC's Green Gardener programs and the County of Santa Barbara Water agencies, spanning Montecito to Goleta, continues to thrive. Thanks to CAEP support, curriculum binders were created in English and Spanish for the Advanced Green Gardener course, and thanks to CAEP funding, this past year we refreshed longstanding Green Gardener materials. The County will also increase involvement in our Small Scale Food Production class at Cliff Campus through guest speaking and sharing water resources and best practices.

3. University of California, Santa Barbara (UCSB) Human Resources Department – We maintain a longstanding partnership with UCSB HR, coordinating one certificate per semester for employees seeking to expand their skills. Three years ago, we connected UCSB to our ESL program, and ESL classes are still running strong at UCSB. Looking ahead, UCSB has expressed interest in enrolling employees in Spanish in the Workforce courses. We are currently running the first ever Spanish in the Workforce 1A classes and as we build out the program with more faculty, holding Spanish classes at UCSB will be a high priority once classes are running at both Wake and Schott Campuses.

4. Cottage Health – We continue our longstanding partnership with Cottage Health's Leadership Development Program (LDP), designed for new and emerging leaders. In June 2026, thirty Cottage employees graduated from the program, and approximately 45% of graduates reported expanding their roles within two years of completion.

5-Medical Assistant Advisory Board - Please see School of Extended Learning Health Academy Director proposal for updated information.

Newer and Expanded Partnerships:

6-Carpinteria Library – This partnership has been successful in responding to community needs. The first bilingual computer class offered in Spring 2026 was so well received that we quickly added a second evening class. The library subsequently requested a summer evening class, which also filled quickly despite the enrollment challenges often associated with summer programming. Building on this momentum, we are exploring daytime ESL classes Monday through Thursday and potentially Friday daytime bilingual computer classes. Over the next one to two years, we will continue working with the library to identify and address community educational needs.

7-SBCC Employer Engagement and Internship Coordinator, Cliff Campus – CSI is strengthening coordination with the Employer Engagement and Internship Coordinator by including her in key Ready.Match.Hire! meetings to better align employer outreach and career services across our three campuses. Both teams are planning spring career fairs and have agreed to approach the State Street Job Fair planners and sponsors (#9 below) about bringing back this popular event.

Coordinating efforts would expand employer access and job opportunities while avoiding duplication. If the fair moves forward, the Internship Coordinator has already secured 30 Middle College student volunteers to support event operations.

8-SBCC Middle College – CSI and Middle College partnered to offer Small Scale Food Production to 25 students last year, with plans to expand participation. We also plan to connect students with local employers through the proposed State Street Job Fair, giving them opportunities to explore jobs, meet employers, and gain exposure to local career pathways.

9-Santa Barbara Public Library and Santa Barbara Workforce Development Board – CSI is exploring an expanded role with these longstanding partners in planning and sponsoring the State Street Job Fair. This collaboration would bring together workforce resources, community outreach, and local employers to connect jobseekers with employment opportunities while streamlining overlapping efforts. We are also exploring ways to incorporate the Public Library's Teen Job Fair and involve SBCC Middle College students as both volunteers and prospective jobseekers. Students could work volunteer shifts to support the event while also meeting employers and exploring employment options. If the event moves forward, we would also seek to engage additional community and employer networks, including the Santa Barbara Downtown Organization, Santa Barbara Chamber of Commerce, and Santa Barbara Human Resources Association, where our CSI representative serves on the programs team, to help promote the event and broaden employer participation.

10-Santa Barbara County Superior Court – Since this partnership began in 2023–24, 40 individuals have earned the Project Management Certificate and 50 have earned the Emerging Leaders Certificate. As employees complete certificates and continue to take individual courses, such as Business Writing and Process Improvement, we anticipate working with the Court over the next one to two years to reassess training needs, identify opportunities to refresh key skills, and engage new employees in relevant courses and certificate programs. The partnership began when the Court's now-retired CEO received the countywide Santa Barbara Adult Education Consortium magazine and contacted CSI.

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)

Gratefully, as we have received both CAEP and Strong Workforce funding, we are able to maximize the impact of both funding sources.

CAEP and Strong Workforce each support 50% of the Ready.Match.Hire! career counselor's time, for a total of $70k. This ongoing investment helps sustain individualized career guidance and employment support for our adult learners looking to enter, return, upskill, or transform within the workplace.

Strong Workforce funding also contributed $200,000 toward the Wake Campus Carpentry / Woodworking transformation project. Combined with CAEP funding, the project represents an investment of $350,000 to transform two lab rooms with modern equipment, improved storage, and a strong focus on safety and instructional quality. As a brief background, this program operated on a fee-based model and was not eligible for dedicated general fund support. With prior-year CAEP funding, we transitioned this program to noncredit enhanced funding under construction, enabling students to earn a certificate and allowing the program to access additional grant funding to modernize its instructional facilities.

These investments demonstrate how CAEP funding can serve as a catalyst for broader institutional and workforce initiatives. By braiding funding sources, SBCC is providing bi-lingual career counseling, expanding access to workforce training, and providing adult learners with high-quality instructional environments aligned with local employment needs.

6. Outcomes

Please list a minimum of 5 measurable objectives and outcomes per year. Identify benchmarks and provide a timeline of outcomes. (e.g. 1. increased enrollments by 5%, 2. two new state certificates in small business development for bilingual learners). Indicate how outcomes will be accomplished and measured. Provide target numbers with outcomes.

Please note that responses apply to the 2026-2027 academic year: July 1, 2026 – June 30, 2027.

1-Grow Career Skills Institute enrollment by 5%, from 5500 to 5665 with no budget increase.

2-Increase RMH advisor unduplicated students served by 3%, from 160 to 165 students with no budget increase. Note that there were budget decreases for two years in a row, in '23-'24 and '24-'25 and the counselor was still able to see similar numbers of unduplicated students and even increased the number of student interactions during this time. Increase RMH student interactions (classroom visits and community outreach) by approximately 10%, from 375 to 405 interactions.

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

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.
264 certificates

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.
Goal of 5665 enrollments with no budget increase.

BUDGET WORKSHEET I: Curriculum

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

TOTAL BUDGET REQUEST	**$ 98,750**

CATEGORY BUDGET REQUEST TOTALS	
1000	**$ 75,000**
2000	**$ 0**
3000	**$ $18,750**
4000	**$ 0**
5000	**$ 5000**
6000	**$ 0**

1000: INSTRUCTIONAL SALARIES (instructional personnel)*

1000 Budget Request Total	$ 75,000

Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity
$50,000	Create 4 new certificates @$12,500 each in Spanish in the Workforce, Using AI to Boost Business's Marketing and Online Presence, Carpentry or Culinary Arts, and a professional development certificate, potentially on Organizational Development
$10,000	Refresh curriculum and course offerings in two areas ($5000 each): Sales Courses and streamlining bilingual computer curriculum
15,000	3 faculty stipends ($5000 each) in areas newer to vocational, such as construction, culinary, and ceramics

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	$ 18,750

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	$ 5,000

Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity
5,000	Contracts - Pearson contract to host digital badges (one-time ask)

6000: CAPITAL OUTLAY (computer hardware) *

6000 Budget Request Total	$ 0

Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity

BUDGET WORKSHEET II: Ready. Match. Hire! Career Advising

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	**$** 33,912.45

CATEGORY BUDGET REQUEST TOTALS	
1000	$ 27,129.96
2000	$ 0
3000	$ 6782.49
4000	$ 0
5000	$ 0
6000	$ 0

1000: INSTRUCTIONAL SALARIES (instructional personnel)*

1000 Budget Request Total	$ 27,129.96

Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity
27129.96	(72.54/hour * 9.5 hours/week * 32 weeks/year) + (72.54/hour * 7 hours/week * 10 weeks/year)
	https://www.sbcc.edu/hr/Table%209%20-Credit%20Non-Instructional%202025-2026.pdf Step 10
	22052.16 + 5077.8 = 27129.96

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	$ 6782.49

Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity
	27,129.96 * .25 = 6782.49

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	$ 0

Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity

6000: CAPITAL OUTLAY (computer hardware) *

6000 Budget Request Total	$ 0

Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity

BUDGET WORKSHEET III: Marketing

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

TOTAL BUDGET REQUEST	**$ 20,000**

CATEGORY BUDGET REQUEST TOTALS	
1000	**$** 0
2000	**$** 0
3000	**$** 0
4000	**$** 8,000
5000	**$** 12,000
6000	**$** 0

1000: INSTRUCTIONAL SALARIES (instructional personnel)*

1000 Budget Request Total	$ 0

Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity
(e.g. $5,000.00)	(e.g. faculty stipend: certificate development for inmate program)
(e.g. $3,000.00)	(e.g. faculty stipend: Hybrid/HyFlex curriculum development for NC ESL, 40 hrs)

2000: NON-INSTRUCTIONAL SALARIES (personnel) *

2000 Budget Request Total	$ 0

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	$ 8,000

Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity

8,000	Branded items for outreach events including State Street Job Fair
	Note that we typically purchase job or education-related items, such as pens, highlighters, compact notebooks with pen, stress balls

5000: CONSULTANTS, MARKETING, PROFESSIONAL DEVELOPMENT *

5000 Budget Request Total	$ 12,000

Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity
2000	Spanish radio ads for bilingual computer classes and certificates ($1k/semester * 2 semesters)
4000	Ads for beginning computer classes in SB Indy, Noozhawk, and/or Edhat ($2k/semester * 2 semesters)
6000	Ads to promote CSI classes and State Street Job Fair

6000: CAPITAL OUTLAY (computer hardware) *

6000 Budget Request Total	$ 0

Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity

BUDGET WORKSHEET IV: Wake 10 Carpentry / Woodworking Lab

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	**$ 120,000**

CATEGORY BUDGET REQUEST TOTALS	
1000	**$**
2000	**$**
3000	**$**
4000	**$ 75,000**
5000	**$ 75,000**
6000	**$**

1000: INSTRUCTIONAL SALARIES (instructional personnel)*

1000 Budget Request Total	$ 0

Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity
(e.g. $5,000.00)	(e.g. faculty stipend: certificate development for inmate program)
(e.g. $3,000.00)	(e.g. faculty stipend: Hybrid/HyFlex curriculum development for NC ESL, 40 hrs)

2000: NON-INSTRUCTIONAL SALARIES (personnel) *

2000 Budget Request Total	$ 0

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	$ 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	$ 75,000

Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity
60,000	Custom cabinetry needed for specialty saws and instructional needs
	New Ventilation system
	Woodworking tables

6000: CAPITAL OUTLAY (computer hardware) *

6000 Budget Request Total	$ 75,000

Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity
60,000	Classroom refurbishment and equipment upgrades

BUDGET WORKSHEET V: Schott 17

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	**$ 50,000**

CATEGORY BUDGET REQUEST TOTALS	
1000	**$ 0**
2000	**$ 0**
3000	**$ 0**
4000	**$ 0**
5000	**$ 0**
6000	**$ 0**

1000: INSTRUCTIONAL SALARIES (instructional personnel)*

1000 Budget Request Total	$ 0

Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity
(e.g. $5,000.00)	(e.g. faculty stipend: certificate development for inmate program)
(e.g. $3,000.00)	(e.g. faculty stipend: Hybrid/HyFlex curriculum development for NC ESL, 40 hrs)

2000: NON-INSTRUCTIONAL SALARIES (personnel) *

2000 Budget Request Total	$ 0

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	$ 0

Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity

6000: CAPITAL OUTLAY (computer hardware) *

6000 Budget Request Total	$ 50,000

Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity
$25,000	11 new computer sets (monitors, mouse, etc.) and updated faculty AV cart. Also requesting these funds through Program Review.
$25,000	Moving costs and new furniture