



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

**I. OVERVIEW**

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

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

The Consortium has historically awarded 73% or more of its total funding to programs. In 2024-2025 award allocations ranged between \$20,000.00 - \$200,000.00.

A comprehensive and competitive Request for Proposal submission will align with the California Adult Education Program (CAEP) grant and the Consortium's goals and objectives set forth below. In accordance with AB104, only members of public institutions, nongovernment entities and organizations may apply for programmatic funding. All external non-SBCC entities must work with SBCC district School of Extended Learning administration to leverage resources prior to submitting an application.

The **Statewide CAEP targets** programs in areas with a focus on economic mobility and include:

- (1) Programs in elementary and secondary basic skills, including programs leading to a high school diploma or high school equivalency certificate;
- (2) Educational services in citizenship, English as a second language, and workforce preparation;
- (3) Programs for adults, including but not limited to older adults that are primarily related to entry or reentry into the workforce;
- (4) Programs for adults with disabilities;
- (5) Programs in career technical education that are short term in nature and have high employment potential;
- (6) Programs offering pre-apprenticeship training activities conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards for the occupation and geographic area;
- (7) Programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school;
- (8) Distance Learning: How consortia continue to expand HyFlex and synchronous online instruction;
- (9) Potential Budget Reductions: How consortia are being strategic and responsive to the changes in the economy and to the impacts on adult education programs and its students;

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

- (1) To support Employment Opportunities;
- (2) To support Education Transitions, Transfers, and Pathways to reduce barriers for adult learners;
- (3) To support and expand Healthcare programs to meet new statewide healthcare initiative goals;
- (4) To continue to provide excellent programming for adults in a variety of program areas based on proven needs;
- (5) To continue to improve Student Learning and Achievement Goals focused on the needs of adult learners, and to assist in their transfer acceleration and career success;
- (6) To continue refining programs and services for students in alignment with Statewide initiatives;
- (7) To provide awareness of educational offerings and training options available through a robust local marketing campaign;
- (8) To develop a comprehensive data collection and accountability infrastructure for all programs and services funded by the consortium and to encourage cross-pollination with each other and Statewide initiatives;

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

The Santa Barbara Adult Education Consortium's **primary goals for the upcoming 2025-2026 year** are the following:

- (1) Continue to support our noncredit faculty in building pathways to credit for existing and new CAEP programs;
- (2) Support new activity focused on mathematics, English and ESL (AB705);
- (3) Support dual enrollment programs to engage high school students completing their degrees to begin their journey to transition to college, job search training and placement (SB-554);
- (4) Continue to partner with the local Santa Barbara Workforce One-Stop operator and other agencies for career training initiatives;
- (5) Continue to cross-pollinate CAEP initiatives with WIOA, Guided Pathways, Vision for Success, and Strong Workforce initiatives, and Health Pathways English Language Learner CAEP grant;
- (6) Continue to support our existing SBCC programs that are aligned with the CAEP initiatives;
- (7) Strengthen and support the Noncredit Student Support Services (SSS) Program to provide advising and career counseling, improved orientation to noncredit programs, and transitional support to jobs/careers or credit opportunities;
- (8) Work in collaboration with the SBCC Admissions Office to strengthen and support the noncredit registration process;
- (9) Support distance learning (live videoconferencing) initiatives and provide, where feasible, professional development training for faculty and staff in CAEP program areas;
- (10) Collaborate with local Workforce to increase Adult Learner support systems (housing, foodbank resources, and public assistance programs);
- (11) Develop a Noncredit Data Collection task force/workgroup that is committed to the collection of accurate data and analytics for all CAEP programs and services;
- (12) Address newly added CAEP State Priorities: Vision 2030 goals, Leadership, Learner Transition, Marketing, Program Development Curriculum/Classroom, Program Evaluation, and Technology & Distance Learning;
- (13) Extend programming and services in all of Santa Barbara south county with an emphasis in Carpinteria and Goleta.

Based on the 2024 Santa Barbara Workforce Development Board State of the Workforce Report and the SBCC School of Extended Learning Economic and Workforce Gap Analysis for Adult Education Regional Report, the Consortium's focus for the 2025-2026 selection of programs will need to continue enhancing educational programming in the following areas:

- (1) Short-Term CTE in career skills training courses;
- (2) Short-Term CTE with a focus in areas such as Health Care and Health Training services;
- (3) Noncredit Adult High School/GED;
- (4) Noncredit English as a Second Language;
- (5) Noncredit Adults with Disabilities;
- (6) To ensure students can navigate through the SBCC system from noncredit to credit, the Consortium also identified the need for a robust Student Support Services program to help students plan their educational and vocational objectives;
- (7) Continue to expand HyFlex and synchronous online instruction;

CAEP Fiscal Regulation for all Independent Contractors and External Partners:

- (1) Indirect, for Profit, or Fringe Benefits are not allowable expenses and cannot be reimbursed;
- (2) All Independent Contractors and External (non-SBCC) Partners must complete the required SBCC Memo of Understanding (MOU) forms and Entity Contractor forms;

Data Collection for all CAEP Programs and Partners:

- (1) All external (non-SBCC) CAEP programs must use the CASAS TopsPro Enterprise platform to electronically collect student data and participation and data points required by the State;
- (2) All data collection must be collected on a quarterly basis.

Key Performance Indicators:

As stated in the Consortium's 2025-2028 Three-Year Plan, the Consortium adopts the following key performance indicators related to the allowable program areas and will use these indicators as part of the rubric in selecting programs:

Seven Program Areas	Key Performance Indicators
1. Programs in elementary and secondary basic skills	Increase in enrollment in the AHS/GED program and increase hours attending resulting in higher FTES. Increase in the number completing a high school diploma or GED. Creation of new support courses for the AB705 initiative.
2. Programs in English as a Second Language	Increase in enrollment and hours attending in the ESL program resulting in higher FTES. Increase certificate completion rates in ESL. Increase in supportive programming to reach more community members.
3. Adults Entering or Re-entering the Workforce	Broadening our reach to the One-Stop and other community partners to increase the numbers of students served. Continue a partnership with the One-Stop to offer educational programs on site. Increase in enrollment and hours attending in the Career Skills Institute resulting in higher FTES.
4. Adults who assist secondary school students	Develop and pilot a Parent/Guardian Professional Childcare Certificate program and/or related certificate program.
5. Programs for Adults with Disabilities	Launched in 2019, create a realistic growth strategy for the new Adults with Disabilities Work Readiness and Career Certificated Program. Increase the number of enrollments in accordance with the strategy.
6. Programs in Short-Term CTE	Based on the recommendations of the 2024 Santa Barbara Workforce Development Board State of the Workforce Report and the SBCC SEL BW Research environmental scan, develop new noncredit programs in CTE areas such as health, business, information communication technology and creative economy sectors.
7. Employer Engagement	Programs offering pre-apprenticeship and workforce training activities.

## II. APPLICATION

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This application includes a total of seven questions. Please ensure that each answer is succinct and directly addresses the question. Each answer should be no longer than 500 words per question. All applicants are required to meet with the School of Extended Learning (SEL) Vice President and CAEP SBAEC Director to discuss your proposal to ensure that it is in alignment with the overarching SEL programmatic goals and budget.

**THIS APPLICATION IS DUE NO LATER THAN NOVEMBER 16, 2025.**

I have reviewed the 2025-2028 CAEP Three-Year Plan and 2025-2026 Annual Plan and attest that this proposal is in alignment with Consortium's current goals and objectives.

YES x NO ☐

Are you an existing CAEP funding awardee?

YES x NO ☐

Program Name

NC Student Support Services

Primary Contact Name

Carola Smith

Primary Contact Email

csmith@pipeline.sbcc.edu

Primary Contact Phone

805 683-8292

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)

Renato Marques

Liliana Olguin

### Select Applicable Noncredit Program Area

☒ Adult Education (ABE, ASE, Basic Skills)

☐ Adults with Disabilities

☐ English as a Second Language

☐ Entry or Reentry into the Workforce

☐ Literacy

☐ Short-Term CTE/Programs in Pre-Apprenticeship

☐ Student Support Services

☐ Health Programs

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

☒ (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;
- x (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;
- 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 2024-2025 CAEP SBAEC Programs:**

Please provide a detailed summary of the completed outcomes to-date and the progress of your current program's objectives and deliverables. Include last year's and current enrollment figures, number of students who earned a diploma, noncredit certificate completers, and the number of students who transitioned into credit programs or noncredit certificate programs.

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

With continued support from the SBAEC, substantial advancements have been made in enhancing the integration and accessibility of student services and programs. The former Admissions and Records offices at the Wake and Schott campuses have been transformed into modernized, technology-enabled spaces designed to support a paperless application process. New student computer labs now provide equitable access to technology, enabling students to complete online applications, register for classes, and navigate their student email and portal with ease.

The establishment of centralized Welcome Centers has further streamlined services by housing Admissions & Records and Student Support Services in one accessible location. This centralized model ensures that students can conveniently access the resources they need to achieve their educational goals.

Student Program Advisors have implemented a 1:1 caseload model, allowing each student to receive individualized, ongoing guidance from a dedicated advisor. These advisors collaborate closely with community partners, Basic Needs, Disability Services, and other wrap-around support programs to deliver proactive, holistic student care.

To strengthen outcomes for Adult High School and GED students, a designated academic counselor and student program advisor now meet regularly with students to conduct program orientations, update educational plans, monitor academic progress, and provide targeted support. Through close coordination with transcript evaluators and instructional staff, this team ensures accurate course placement, promotes steady progression, and improves graduation and transfer rates.

Key accomplishments throughout the past year include:

- Consolidated noncredit student services into a centralized one-stop-shop location;
- Consistent service hours for students (i.e. longer evening hours offered for the first three weeks of the semester);
- Increased coordination with the Adult High School/GED/ESL program managers and faculty to remove existing barriers to enrollment/success;
- Official noncredit CCCApply implementation Spring 2025. CCCApply serves as the State-mandated community college noncredit application;
- Developed and conducted a robust CCCApply marketing campaign that included training guides for students and student support admissions staff ranging from visual guides to YouTube videos;
- Added a new Bilingual Computer Lab for enrollment and registration support with a particular focus on the online application and new student portal;
- Extended Computer Lab Hours: Collaboration with SBCC Instructional Technology staff to offer evening computer lab support (Enrollment Services) at Schott and Wake campuses;
- Mental Health Counseling Services at the SBCC SEL Schott campus. SSS/A&R plan to expand mental health counseling services for students at both Schott and Wake adult education campuses.
- A substantial increase in Recruitment/Outreach/Enrollment support: The SSS/A&R Office has increased outreach

efforts. We are providing more presentations at our local high schools (Carpinteria High School, Santa Barbara High School, San Marcos High School, DPHS- Bridges Program (students w/ learning disabilities) and attending more community outreach events (Housing Authority Community Event, SBHS Career Day/Job Fair 2025, State Street Job Fair, SB Public Library).

- Increased marketing efforts with new materials to include flyers, videos, and brochures to help students through the online application process.
- Hired the first noncredit-exclusive Transcript Evaluation Specialist. This service helps students articulate their Adult High School transcripts and process noncredit diplomas and certificates. More importantly, it accelerates their transition to credit;
- Conducted a career-focused School of Extended Learning survey in all Adult High School, GED and English as a Second Language classes
- Increased the number of noncredit students participating in Dual Enrollment in credit programs
- Developed an orientation for noncredit ESL students to assist students with the enrollment process and proper course placement
- Implemented job readiness support that includes resume development, interview preparation, and employment support.

## 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)

Our adult learners often juggle multiple roles (employee, parent, partner) and face significant logistical, financial, and personal challenges that can impede their educational progress, therefore, student support services to help students achieve their education and professional development goals are critical. The most recent School of Extended Learning student survey data expressed 90% interest in scheduling an appointment with a career counselor, close to 75% relayed not knowing about Career Skills Institute courses and State-approved certificate programs, and more than 80% were interested in courses that prepared them for a new or higher-paying career.

The School of Extended Learning Student Support Services & Admissions Office focuses on access, retention, and transition support. Our goals are interconnected, with the ultimate purpose being to help our adult learners achieve their full academic, personal, and career potential. They include:

### 1. Facilitate Persistence and Completion

The most fundamental goal is to remove barriers that cause students to drop out. Adult learners are highly motivated but easily derailed by life events.

**Actionable Goal:** Identify and mitigate non-academic barriers (e.g., lack of childcare, transportation issues, financial stress, mental health concerns) through "wrap-around services" and referrals to community resources.

**Services we plan to offer:** Connect students with food/housing pantries, offer emergency aid, and referrals to mental health counseling services. SEL is now positioned to offer these services through the Basic Needs Centers at both SEL campuses and an SBCC mental health advisor.

### 2. Provide Clear Academic and Career Pathways

Adult learners need to know why they are studying and where that learning will take them. Support services ensure their education aligns with their life goals.

**Actionable Goal:** Ensure every student has a clear, individualized Educational Plan and career goal that defines their entry point, progression steps, and ultimate goal (e.g., job placement, transition to community college, or diploma). These align with CAEP SBAEC and Vision 2030 goals.

**Services include:** Academic advising, career counseling, labor market information (LMI) sessions, and assistance with credit for prior learning (CPL).

### 3. Build and Strengthen Foundational Skills and Self-Efficacy

Many adult learners may have had negative past educational experiences or face anxiety about returning to the classroom. Support services help build their confidence and capacity to succeed.

**Actionable Goal:** Improve student readiness for challenging coursework and foster a strong sense of self-efficacy (the

belief that they can succeed). Connecting students with SEL services and increasing hours of advisement helps meet this goal.

**Services include:** Adding additional student support labs such as the newly CAEP-supported Bilingual Enrollment and Registration Support lab, advising students to participate in SEL Career Skills Institute study skills workshops (such as time management and leadership), and providing access to necessary technology and digital literacy training.

#### **4. Ensure Seamless Transition and Next Steps**

A key goal of SEL student support services is to ensure students can successfully move to the next stage of their plan. SSS/A&R plans to provide additional resources for ESL students and Adult High School learners to better navigate their educational pathways.

**Actionable Goal:** Maximize student success in transitioning to further education (college, vocational training) or directly into the workforce.

**Services include:** Transition counseling, college application and referrals to financial aid (FAFSA) and SBCC Promise Program workshops at the credit campus, resume writing and interview skills training through Career Skills Institute workshops, and establishing relationships with credit counselors and local employers. The SEL CSI academic advisors and CSI Ready.Match.Hire! Coach will expand these services during this grant cycle.

#### **5. Focus on programs with low enrollment and completion:**

**Increasing AHS Graduation through Data-Driven Support:** To enhance graduation outcomes for students enrolled in the Adult High School (AHS) program, we are implementing a data-driven approach that utilizes the newly developed Argos report system. This system allows us to track student progress more effectively and provides insights that inform our proactive outreach efforts.

**Actionable Goal:** Student Program Advisors will lead workshops and one-on-one appointments, guiding students through the AHS program requirements and supporting them throughout their educational journey towards earning their diploma. Our focus on personalized advisement will help students stay on track and reach their academic goals. Our enhanced focus on data via Argos and personalized support will ensure that more students complete the AHS program, opening doors to further education and financial aid eligibility and employment opportunities

**6.Strengthening Noncredit-to-Credit Pathways:** SEL is committed to continuing its collaboration with the credit ESL and Dual Enrollment departments to develop more robust pathways for noncredit students. By working closely with these departments, we aim to streamline the transition for noncredit students, particularly ESL learners, into credit programs. **Actionable Goal:** Provide targeted advisement and support services that help students navigate the transition process and succeed in credit coursework. This academic year we have been able to assist 25 students to transition from noncredit to the credit program with this number expected to further increase in this academic year. Securing funding for these initiatives will directly support the Consortium's and our program's objectives by expanding outreach and advisement services that facilitate the transition of noncredit students to credit programs. Another ongoing area of focus is to increase AHS graduation rates through a targeted, data-driven support model.

## **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)**

Developing academic pathway programs from noncredit to credit and articulating the curriculum is a complex, multi-step process in the California Community College system. It requires collaboration across faculty, curriculum committees, administration, and **student support services** to ensure academic rigor and relevance of the curriculum and to provide students with a seamless learning experience. The process centers on articulation (formal course equivalency) and creating additional noncredit Career Development and College Preparation (CDCP) pathways that directly link to high-demand credit programs.

In alignment with the CAEP SEL Three-Year 2025-2028 Plan, SEL SSS/A&R will support this initiative with Integrated Student Services, which are paramount. SEL will provide "**transition counseling**" and "**noncredit student success navigators**" to help students.

Over the past year, SEL has repositioned advisors' roles from an open advisement operational model to a 1:1 caseload management model. Within this new framework, SSS/A&R will:

- Assist students navigate the new CCCApply application and enrollment process for specific credit classes and programs;
- Connect noncredit students with credit financial aid advisors to **help students understand how to apply for financial aid** and the SBCC Promise grant to alleviate financial barriers that often prevent students from transitioning to credit programs.
- In collaboration with SBCC's IT department, continue to utilize Argos reports and attendance tracker system reports specifically designed to track actively enrolled students. These tools allow us to monitor the number of students who are enrolled and actively attending each semester, which is crucial for our proactive advisement strategy. The report will support in-reach efforts where Student Program Advisors will meet directly with AHS students to set up individual appointments. These appointments aim to provide **personalized guidance**, helping students clarify their educational and career goals, whether they aim to earn their AHS diploma, transfer to credit programs at SBCC, or transition directly into the workforce.
- Continue the implementation of Starfish, a comprehensive student tracking tool. This system allows for consistent monitoring of student interactions across all forms of communication—whether through walk-ins, emails, or referrals. By tracking all student engagement on Starfish, we can **run detailed reports each semester to understand the volume of students being served and the type of services provided**, thereby enhancing our ability to support them effectively.
- For students focused on entering the workforce, we will work with the local Workforce Development Board, community partners, and other stakeholders to provide **targeted advisement on vocational and workforce development programs**, including information about internships and job opportunities that align with students' skills and interests.
- The School of Extended Learning has seen a significant increase in the Adult High School/GED and English as a Second Language (ESL) student populations, demonstrating the need for expanded academic counseling services. As part of our proactive strategy to support student success, we are committed to increasing the number of students transitioning from noncredit to credit programs. This requires **individualized counseling support** to develop and update individualized education plans, ensuring students stay on track to meet their academic and career goals.
- Additionally, there is growing recognition at the state level of the need to strengthen support services for noncredit students. The development of comprehensive education plans has been identified as a key factor in improving student outcomes, particularly for adult learners who require more tailored guidance. By **expanding our academic counseling services**, we will not only enhance student retention and success but also contribute to statewide efforts to close equity gaps and foster a seamless transition from noncredit to credit 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)**

Click or tap here to enter text.

Our outreach and marketing efforts focus on promoting program initiatives that drive enrollment, job attainment, career advancement, and transitions to credit programs. Over the past year, Student Support Services has continued to actively engage with local high schools in the Santa Barbara Unified School District and Carpinteria Unified School District and elementary schools and community events. Outreach activities have included providing informational appointments to explore noncredit programs, services, and classes, providing hands-on support with the enrollment process and class registration, and guiding students through the online application. Additionally, the team has facilitated referrals to other departments and helped students transition to the credit campus. Our proactive approach to advisement includes guiding students toward specific pathways tailored to their aspirations. For those interested in continuing their education, we provide detailed guidance on existing credit programs that align with students' career goals, educating students about the benefits of participating in the dual enrollment program while being enrolled in the AHS program. For students focused on entering the workforce, we provide targeted advisement on vocational and workforce development programs, including information about internships and job opportunities that align with their skills and interests. This dual approach ensures that every student has the tools and resources they need to achieve their goals, whether academic or career-oriented.

We have successfully transitioned the noncredit application to CCC Apply, which aligns with the Vision 2030 initiative for noncredit programs that is aimed at capturing all noncredit students through the use of the CCC Apply system; however, many of our students face challenges with this system due to the complexity of the application and limited computer literacy skills. To address this, we are maximizing our marketing strategy by developing step-by-step instructions specifically for distribution at high school outreach events and community functions. These materials provide clear instructions on how to apply online, along with detailed information about the programs we offer. Additionally, we are creating instructional "How-To" videos to ensure students have all the resources they need to successfully enroll.

In addition to school visits, we have partnered with community organizations such as the Carpinteria Children's Project and Franklin Community Center. Through these partnerships, we offer evening workshops to help students complete the online application and register for classes. We have also participated in events like the Basic Needs Wellness tabling and attended the back-to-school night at Franklin Elementary. These outreach initiatives have proven effective in reaching a broader audience, and we plan to intensify these efforts next year to increase student participation in both our summer and noncredit programs.

Looking ahead, we aim to expand our collaboration with other programs, such as our career counseling services, to target students interested in job attainment, career advancement, or transitioning to credit programs. A key initiative event that proved successful was the School of Extended Learning's first Career Job Fair at the Wake Campus. This event connected students with potential employers and offered opportunities to showcase their skills, such as resume building and interview preparation, developed through career counseling. Based on both participant and employer participant feedback, we will continue to offer this event on an annual basis.

In reviewing our past marketing strategies, we have found that in-person visits to schools and community outreach events have been the most effective in generating interest; however, we recognize the importance of incorporating digital marketing materials and promoting an efficient online enrollment process to complement these efforts. To create a cohesive marketing strategy, we are collaborating with other programs across the School of Extended Learning to coordinate our outreach and leverage available funding.

Moving forward, we will continue refining our marketing efforts based on feedback from students and staff. We will also explore new opportunities to partner with local businesses, community organizations, and schools to co-host events that promote enrollment and career pathways. By focusing on both community engagement and impactful marketing, we are confident we can increase enrollment and help more students achieve their educational and career goals.

To align with the most recent 2025-2026 CAEP SBAEC Annual Plan Strategy, "Improving the Effectiveness of Services", SEL Student Support Services/A&R will focus on personalized, outcome-driven, and enhanced communications on reducing barriers. They include:

### **1.Focus on Career Pathways**

- SSS/A&R advisors will work with CAEP Program Leads to align communications to relay Career Pathways through digital and print materials.
- Conduct a targeted marketing campaign on 'The Power of the Noncredit Certificate': Emphasize that noncredit courses can provide critical skills attainment and stackable industry certifications in mere weeks or months, as opposed to a multi-year degree.

### **2. Highlight Flexibility and Support Services**

SSS/A&R will continue to refine the SSS/A&R website to emphasize essential support by dedicating a prominent landing page or section to Adult Learner Support, clearly outlining access to:

- Technology Assistance (e.g., loaner laptops/devices).
- Utilize SEL Basic Needs Center resources and community partner organization resource tools and referrals
- Referrals, if programmatically feasible, to virtual tutoring and mental health support

### **3. Digital Targeting and Messaging**

- Targeted Placements: Advertise in the publications, SEL ads in speaker forums, and websites that our target audience (e.g., aspiring web/AI developers, healthcare workers) is already reading and researching (utilizing local SB WDB and BW research data).
- SEO/Local Search Optimization: Working with the SBCC communications staff and/or consultant to optimize our SEL SSS/Admissions Google search profiles and webpages so people searching for "adult ed or short-term training programs" can easily find us.
- Developing a SEL SSS/A&R social media presence
- Modifying and calibrating our marketing language in our SSS/A&R communications to better connect with our adult learners, such as changing terms like "Campus Life" to "Student Experience," and "College Experience" to "Career Advancement."

### **4. Community and Partnership Integration**

- Workforce Development Focus: SEL SSS/A&R and CAEP Program Leads will continue to partner with our local SB WDB and local businesses to ensure our noncredit curriculum aligns with labor market needs.
- Multilingual Outreach: SEL SSS/A&R and CAEP Program Leads will work with CAEP Leadership and marketing staff to develop multilingual ads and printable flyers (e.g., in English and Spanish) to more effectively reach students where they live and work.

4. Partnerships

Leveraging resources to maximize adult learner and client participation is one of the CAEP’s goals. Relay current partnerships and please provide a minimum of 5 prospective partnerships you plan to work with. Ensure that the partnerships are directly tied to CAEP’s objectives, tied to local businesses and the labor market, and demonstrate a robust collaboration with a one-to-two-year robust plan.

Your answer (500-word limit)

SEL SSS/A&R will continue to collaborate with our current partners which include the SBCC Basic Needs Center, SBCC Student Health & Wellness Center, Santa Barbara Housing Authority, SBCC English as Second Language & La Cumbre High Partnership, Carpinteria Unified School District, and the Santa Barbara Unified School District to streamline Dual Enrollment programs and streamline transitions for students from high school to credit and/or short-term career certificate programs.

The most effective strategy for adult education outreach is to **partner with the largest employers** and those in **high-demand local industries** that require specific noncredit certifications or basic skills training.

The single most strategic partner for SBCC Extended Learning to engage is the **Santa Barbara County Workforce Development Board (SBCWDB)**.

- The SBCWDB's mission is explicitly to **connect job seekers with training** and to **support local businesses in growing their workforce** and **reducing training costs**.
- SBCC's Career Skills Institute is explicitly noted as a resource for workforce training in SB County documents, supporting a mandate for close collaboration and partnership.
- The SBCWDB can provide the college with **data on the most critical skills gaps identified** by local employers, enabling the college to tailor its noncredit offerings to address local labor market needs.

Based on the major economic sectors and employment needs in Santa Barbara County, below is a sampling of relevant employer sectors for our Santa Barbara City College's (SBCC) School of Extended Learning noncredit programs based on recent workforce and regional county report data.

SSS/A&R will work with all CAEP Program Leads to collaborate on partnerships, programming, and networking opportunities for the following prospective employers:

1. Healthcare

Healthcare is one of the largest and most stable employment sectors in Santa Barbara County, resulting in a strong demand for noncredit workforce training and industry certification. The newly founded School of Extended Learning Healthcare Academy, which currently hosts the Healthcare Pathways English Language Learner Program, will target the following key employers:

SBCC Program Alignment	Prospective Employer Partners
Certified Nursing Assistant (CNA), Personal Care Attendant, Medical Assistant	Cottage Health: The largest non-profit healthcare provider in the region.

	<b>Sansum Clinic:</b> Major multi-specialty healthcare provider.
	<b>Dignity Health</b> (nearby facilities).
<b>Health and Safety</b>	All of the above, for ongoing compliance and professional development.

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## 2. Technology & Software

The "South Coast Tech Hub" has a high concentration of companies that require specialized, short-term skills in design, technology, and business, which align with the Career Skills Institute (CSI) offerings.

<b>SBCC Program Alignment</b>	<b>Prospective Employer Partners</b>
<b>Technology (IT, Business Software), Design, Management Skills</b>	<b>Yardi Systems:</b> Large property management software company (headquarters).
	<b>Appfolio:</b> Cloud business management solutions company.
	<b>Procore Technologies:</b> Construction management software company (headquarters in Carpinteria).
	<b>Deckers Outdoor Corp</b> (UGG, Hoka): Global apparel and footwear company (headquarters in Goleta).
<b>ESL/Multilingual Computer Classes</b>	Tech companies with large customer service or support departments.

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### 3. Hospitality & Service Industry

The tourism and leisure sector provides a variety of employment opportunities for entry-level workers who benefit greatly from ESL, literacy, and customer service/food safety certifications.

SBCC Program Alignment	Prospective Employer Partners
Culinary Arts (Serv-Safe Certification)	Four Seasons Resort Biltmore, Ritz-Carlton Bacara, Hilton Santa Barbara Beachfront Resort (and other major hotels/resorts).
ESL & Customer Service Training	Santa Barbara county hotels and resorts (i.e. based on the number of aggregated positions available as of 10/2025, Chumash Casino Resort has the largest workforce in need of service/communication skills).
	Mission Linen Supply: Industrial businesses with large labor forces.

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### 4. Government & Public Sector

The local government entities are among the largest employers and often have specific budgets for workforce development and contract education.

SBCC Program Alignment	Prospective Employer Partners
Career Planning, Adult High School/GED, Custom Training	County of Santa Barbara: The second-largest employer, with needs across administration, public works, and health services.
	City of Santa Barbara: Demand for administrative upskilling and career ladder development.
	UC Santa Barbara (UCSB): Largest single employer, with non-academic staff (technical, clerical, service/maintenance) in need of contract training.

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## 5. Construction & Trade Skills

Partnerships here can provide pre-apprenticeship training and specific licensing support for trade-based roles.

SBCC Program Alignment	Prospective Employer Partners
Construction Technology, Electrical Classes, Sustainable Building	<b>Santa Barbara County Workforce Development Board:</b> Work with them directly to feed students into their pre-apprenticeship programs.
	<b>Local General Contractors/Developers:</b> Companies involved in major residential or commercial projects.
	<b>Marborg Industries:</b> Large industrial/utility company that may need skilled trades and CDL training.

### 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)**

#### Federal Work Study (FWS) Funds

We plan to utilize Federal Work Study (FWS) funds to hire student workers who will support our ongoing enrollment and student services initiatives. By employing student workers, we will increase our ability to assist students with the new noncredit online application, registration support, and other critical enrollment services. These student workers will also assist with outreach efforts, both online and in person.

#### Noncredit Dual Enrollment Fund

Our Noncredit Dual Enrollment team will collaborate closely with the Noncredit Student Services and Noncredit Admissions & Records departments to support initiatives aimed at streamlining enrollment processes and promoting student success. Dual Enrollment funding will be particularly useful in outreach efforts to high school students, helping them transition into noncredit programs such as Adult High School, GED, and ESL.

#### General Fund Support

We will also use General Fund allocations to supplement staffing, including the addition of hourly workers and advisors, and to support technology upgrades necessary for the continued roll-out of the online application system and the new student portal. This funding will help us build the necessary infrastructure for long-term program sustainability.

#### School of Extended Learning Healthcare Pathways: CAEP English Language Learners grant (additional grant from CAEP)

This limited 2-year funding provides funding for one SBCC SEL program advisor to assist students who are pursuing healthcare programs in Medical Assistant (MA), Personal Care Attendant (PCA) or Certified Nursing Assistant (CNA).

Each of these programs can be independent professions or used as preparatory programs for more advanced healthcare careers.

### **SBCC Strong Workforce Program (SWP) grant**

This limited categorical funding supports career technical education in their efforts to increase social mobility and fuel regional economies with skilled workers. More specifically, SWP funds support noncredit to credit transitions by supporting an SEL SSS/A&R AHS/GED Transcript Specialist and WIOA ESL, AHS/GED Assessment Specialist. This grant also helps support SEL CTE refurbishment and infrastructure projects with leveraged CAEP funding.

## **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 Enrollment by 5%**

- **Objective:** Increase overall enrollment across Adult High School (AHS), ESL, Bilingual GED, and Career Skills Institute programs by 5% annually.
- **Benchmark:** This will be achieved through targeted outreach efforts, including increased engagement with local high schools, community events, and partnerships with community organizations.
- **Timeline:** By the end of each academic year, enrollment data will be analyzed to measure progress, with a 2.5% increase expected by the end of the fall semester and an additional 2.5% increase by spring.
- **Measurement:** Data from the SBCC Office of Institutional Research, the CCC Apply online noncredit application system, Argos, and Starfish tracking will be used to measure enrollment increases.

### **2. Implementation and Utilization of Starfish for Student Tracking**

- **Objective:** Fully implement Starfish across all student support services to track student interactions, appointments, and referrals, allowing for more effective case management.
- **Benchmark:** 100% of student interactions (walk-ins, emails, and referrals) will be tracked using Starfish by the end of the academic year.
- **Timeline:** Starfish implementation will be completed by the end of spring, with full tracking in place by the start of the summer semester.
- **Measurement:** Regular semester reports from Starfish will track the number of students served and measure the impact on student retention and completion rates.

### **3. Expand Support for Technological Literacy**

- **Objective:** Bridge the technology literacy gap by offering workshops and one-on-one support for online applications, the new student portal, and online registration systems.
- **Benchmark:** Host a minimum of 4 technology literacy workshops per year at the Schott and Wake campuses.
- **Timeline:** Workshops will be scheduled throughout the academic year, with at least 2 held in the fall semester and 2 in the spring.
- **Measurement:** Attendance and feedback surveys from participants, along with tracking the number of students who successfully complete online registration processes.

#### 4. Increase in AHS graduation rate by 10 %

- **Objective:** Increase the number of Adult High School (AHS) students completing their diplomas by 10% annually.
- **Benchmark:** This will be achieved by conducting proactive outreach to current AHS students using Argos reports and offering personalized advising and workshops led by Program Advisors.
- **Timeline:** By the end of each academic year, AHS graduation data will be compared to the previous year to assess progress.
- **Measurement:** AHS graduation rates will be tracked using Argos reports, with target numbers established for each semester.

#### 5. Higher Persistence and Attendance Rates

- **Objective:** Improve persistence and attendance rates by addressing student needs more effectively and reducing barriers to enrollment and participation.
- **Goal:** Increase persistence and attendance rates by 10% compared to the previous year.
- **Strategy:** Combine Student Support Services and Admissions & Records into the Welcome Center and to be fully operational by Spring 2026. This integration will enable cross-training for staff and provide streamlined services to Adult HS, ESL, and other adult learners, making support services more accessible and reducing roadblocks for students.

#### 6. Implement a Retention Pilot Program with SEL Faculty

- **Objective:** Retention improves when students see a direct, immediate line between the coursework and their personal or career goals. Implement a pilot early intervention system between SEL SSS/A&R advisors and faculty by using data (missed assignments, low attendance, lack of login activity) to trigger proactive outreach (phone calls or texts, not just emails) from dedicated success coaches or faculty within 48 hours of an indicator.
- **Benchmark:** Identify one class per CAEP Program (ESL, CSI, HA, AHS/GED) to pilot
- **Timeline:** Work with identified faculty during Spring 2026 and begin pilot by Summer 2026/Fall 2026
- **Measurement:** Track the number of students served and measure the impact on student retention and completion rates.

## 7. Target Number of Students

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

Student Services utilization tracker Starfish: 2390 individual student advising appointments

Academic counseling: 185 individual sessions

Mental Health counseling: 97 individual appointments

Degrees/Diplomas/Certificates: n/a [Click or tap here to enter text.](#)

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

Student Services utilization tracker Starfish: increase by 10%

Academic counseling: increase by 20%

Mental Health counseling: increase by 10%

Degrees/Diplomas/Certificates: n/a

### III. 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%).

<b>TOTAL BUDGET REQUEST</b>	<b>\$253,272.00</b>
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<b>CATEGORY BUDGET REQUEST TOTALS</b>	
<b>1000</b>	\$ 89,872.00
<b>2000</b>	\$ 127,250.00
<b>3000</b>	\$ 23,150.00
<b>4000</b>	\$ 8,000.00
<b>5000</b>	\$ 5,000.00
<b>6000</b>	0.00

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

1000 Budget Request Total	\$ 89,872.00
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Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity
\$64,872	Academic and mental health counseling services for noncredit ESL/AHS/GED and CSI students
\$25,000	SEL Transcript Analyst to process Adult High School transcripts and CSI certificates

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

2000 Budget Request Total	\$ 127,250
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Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity
\$97,250	Hourly staff to assist with CCC Apply, registration, dual factor authentication, and the new student portal (100 hours/week = 50 hours/week at each campus location)
\$30,000	Bilingual Computer Lab Support (in collaboration with SBCC Instructional Technology)

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

3000 Budget Request Total	\$ 23,150
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Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity
\$16,900	Benefits for Academic and mental health counselors
\$6,250	Benefits for SEL Transcript Analyst

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

4000 Budget Request Total	\$ 8,000
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Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity
\$5,000	Materials and supplies for outreach activities
\$3,000	Materials for SEL orientations

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

5000 Budget Request Total	\$ 5,000
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Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity
\$5,000	Professional development, conferences

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

6000 Budget Request Total	\$0.00
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Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity