



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

I. OVERVIEW

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, 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

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 ☒ NO ☐

Are you an existing CAEP funding awardee?

YES ☒ NO ☐

Program Name

SBCC Health Academy (Career Skills Institute)

Primary Contact Name

Cassandra Cabello Russell, MSN, RN

Primary Contact Email

Ccrussell1@pipeline.sbcc.edu

Primary Contact Phone

8056838206

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

Faculty Name(s)

Bette Lee, Amada Campuzano, Anne Stark, Marybeth Gomez

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;

☒ (6) Continue to support our existing SBCC programs that are aligned with the CAEP initiatives;

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

For current 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)

Housed within the Career Skills Institute (CSI) at Santa Barbara City College's School of Extended Learning, the Health Academy was established to strengthen and expand the existing Personal Care Attendant (PCA) and Medical Assistant (MA) programs while also preparing for the launch of the Certified Nursing Assistant (CNA) program. Over the past few years, enrollment in both the PCA and MA programs has continued to grow, with strong student interest reflected in high application numbers and consistent program completion. Many graduates have transitioned directly into the workforce, entered SBCC credit programs, or continued along additional noncredit pathways. These outcomes highlight the Academy's effectiveness in creating accessible academic and career opportunities.

In addition to expanding its core programs, the Health Academy is developing Continuing Education Units (CEUs) for CNAs and exploring new offerings such as phlebotomy and other short-term healthcare certifications that will address workforce needs in the area. Progress toward the Health Academy's goals has remained strong through the establishment of its first CNA cohort, ongoing refinement of program processes, and the formation of new clinical partnerships to support hands-on training. To sustain this momentum, the Health Academy is requesting \$90,000 in funding to support marketing, infrastructure, and direct student services.

a. Marketing for Health Academy Programs (\$10,000).

This portion of the funding request will enhance marketing and outreach efforts aimed at increasing visibility and enrollment across all Health Academy programs. Funds will support promotion of the new CEUs for CNAs, the continued visibility of the PCA and MA programs, and expanded awareness of the upcoming CNA program. Outreach will include branded materials, digital and community advertising, and the development of program swag to strengthen brand recognition and engagement throughout the community.

b. School of Extended Learning Health Academy Infrastructure.

To maintain high-quality instruction, the Health Academy will continue to support the PCA and MA programs while also building the infrastructure needed for the CNA program. The request includes funding to modernize and expand medical supplies and equipment in the Health Academy's labs and classrooms. The initial CAEP investment provided essential items—such as hospital beds, manikins, and clinical tools—and continued investment is needed to ensure students train with equipment that reflects current industry standards. Additionally, funding will support the installation of three permanent outdoor sinks near Health Academy classrooms, enabling students to practice proper handwashing techniques, an important skill in all healthcare settings. A portion of the funds will also support hourly staffing to oversee the MA enrollment and lottery process and to provide operational support across programs.

c. Medical Assistant (MA) Program Support (\$30,000).

Funding will provide textbooks and two sets of scrubs for 50 students across two MA cohorts, removing financial barriers for the students. Additionally, a portion of the funds will support a faculty stipend dedicated to strengthening the externship

component of the program, including site outreach, placement coordination, student support, and monitoring of student progress. These efforts ensure smooth transitions into externships and contribute to overall student success.

1. Executive Summary

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

Your answer (500-word limit)

The Health Academy at Santa Barbara City College's School of Extended Learning offers free healthcare courses that prepare individuals to enter the workforce. For example, the Medical Assistant (MA) program plays a key role in achieving an 80% local job-placement rate in the community. The Health Academy also houses the existing Personal Care Attendant (PCA) program and is excited to launch the Certified Nursing Assistant (CNA) program in the Spring 2026 semester. Continuing Education Units (CEUs) will also be offered to CNAs. CNAs are required to complete 48 hours of CEUs every two years to renew their licensure and continue working in the field.

To support these pre-existing, expanding, and new healthcare programs, the Health Academy is requesting the following, totaling \$90,000.

2. Noncredit/Credit Integration and Alignment

Please explain how your proposed program initiative(s) align(s) with other adult education programs at SBCC and creates a transition to credit/transfer educational programs or creates a transition to the workforce (including, but not limited to, internships, jobs, pre-apprenticeships, and self-employment). For multiple initiatives, applicants should list each initiative and briefly address how they align. Provide examples of specific pathways and how you plan to conduct proactive advisement on existing pathways.

Your answer (500-word limit)

The Health Academy programs create a direct pathway into the workforce and supports multiple routes into the healthcare field. These pathways may lead to careers such as Licensed Vocational Nursing (LVN) or Registered Nursing (RN), or can lead to achieving a Bachelor of Science in Nursing (BSN). For example, the existing Personal Care Attendant (PCA) course serves as a stepping stone to the Certified Nursing Assistant (CNA) program. In turn, the CNA program aligns with SBCC's Licensed Vocational Nursing (LVN) and Associate Degree in Nursing (ADN) programs.

3. Outreach & Marketing

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

Your answer (500-word limit)

The healthcare programs continue to be highly popular, with more than 80 applicants for just 27 spots in the Medical Assistant (MA) program, over 80 interested applicants for the Spring semester of the CNA program, and a Personal Care Attendant (PCA) class that is nearly always full. Outreach and marketing efforts will support these existing programs, with particular emphasis on promoting CNA Continuing Education Units (CEUs), a new addition to the Health Academy.

Scrubs and vests featuring the SBCC School of Extended Learning logo will be distributed to current students in these programs. These items will help showcase the Health Academy. They will also make students easy to identify as they complete their externship and clinical hours at healthcare facilities throughout the community.

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)

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

Each Medical Assistant (MA) student will fulfill the designated number of hours at an externship site they will be matched

to. This hands-on experience allows them to apply what they have learned in the classroom, practice their skills, and prepare to enter the workforce. The partners for the MA externship sites include the following:

Medical Assistant (MA) Partners: Externship Sites

- Sutter (formerly known as Sansum)
- Santa Barbara County Public Health Department
- Santa Barbara Neighborhood Clinics
- Dr. Suzanne Ramos
- UCLA Health

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

Certified Nursing Assistant (CNA) Partners: Clinical Sites

- Valle Verde
- Samarkand
- Casa Dorinda
- Mission Park

In addition, the Santa Barbara City College Health Academy is partnering with San Marcos High School. San Marcos High School's Health Academy includes more than 60 students per grade level (180 students total). Their goal is to introduce students to healthcare, provide foundational knowledge through general healthcare courses, and guide them in selecting a healthcare pathway. SBCC's Health Academy will support this effort by admitting 15 of their high school students into the CNA program each year. Additional pathways are also being explored to further support high school students in their efforts to enter the healthcare workforce after graduation. Another example pathway a high school student may choose is phlebotomy, an area being explored by the SEL Health Academy.

5. Leveraging Funds

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

Your answer (500-word limit)

The Health Academy programs—including our long-standing Medical Assistant and Personal Care Attendant programs, as well as the upcoming Certified Nursing Assistant program and CEU offerings—will leverage available funds to continue growing and supporting our students and broader community.

CAEP funding has supported the renovation of three dedicated classrooms for the Health Academy programs, including two skills labs and one lecture room. These spaces are equipped with modern, industry-standard medical equipment that reflects what students will encounter in current clinics, hospitals, skilled nursing facilities, etc. Maintaining up-to-date supplies and technology is essential to ensure students are well-prepared for externship rotations and the workplace. Continued CAEP support will allow us to further modernize these learning environments so students can practice skills and experience realistic clinical simulations.

The Health Academy has also been awarded a second year of funding through the English Language Learner (ELL) Healthcare Pathways Grant. This funding will cover half of the Health Academy Director's salary and support the Health Academy Program Support Specialist, who will provide administrative assistance across all programs. In addition, ELL funds have been used to enhance instructional quality by supporting the purchase of classroom supplies and furniture, as well as providing faculty stipends to assist with the launch of the Certified Nursing Assistant (CNA) program.

The Health Academy has also received funding from the Rupe Grant, which is dedicated to supporting students by reducing their out-of-pocket costs. This grant will cover textbooks and workbooks, uniforms and identification badges, exam fees, fingerprinting, and required vaccinations for 15 students.

Additional funding has also been awarded through the Strong Workforce Program to support the Health Academy Director's salary, purchase additional manikins, and expand marketing materials.

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. Develop and launch promotional materials to increase CEU enrollment to 30 students per month per course.
2. Complete installation of three outdoor sinks to strengthen instruction in handwashing and infection-control skills.
3. Purchase and implement updated medical equipment and supplies to ensure students train with tools that meet current industry standards.
4. Supply textbooks and two sets of scrubs to 50 MA students to remove financial barriers and support externship readiness.
5. Conduct quarterly outreach to maintain existing partnerships and add 1-2 more clinical sites by end of next fiscal year.

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.

Medical Assistant (MA): 27 students (8-month program).

Personal Care Attendant (PCA): 50 (2 cohorts per year).

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.

Medical Assistant (MA): 27 (8-month program).

Personal Care Attendant (PCA): 50 (2 cohorts per year)

Certified Nursing Assistant (CNA): 45 students projected yearly

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%).

TOTAL BUDGET REQUEST	\$90,000
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CATEGORY BUDGET REQUEST TOTALS	
1000	\$21,282
2000	\$10,000
3000	\$5,320
4000	\$46,000
5000	\$8,000
6000	\$0

1000: INSTRUCTIONAL SALARIES (instructional personnel)*

1000 Budget Request Total	\$ 21,282
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Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity
\$21,282	Faculty stipend: 300 hours at \$70.94/hour

2000: NON-INSTRUCTIONAL SALARIES (personnel) *

2000 Budget Request Total	\$ 10,000
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Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity
\$10,000	Faculty stipend: 10 hrs/week @ \$20/hour

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

3000 Budget Request Total	\$ 5,320
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Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity
\$5,320	Employee benefits (\$21,282 x .25%)

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

4000 Budget Request Total	\$ \$46,000
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Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity
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\$6,000	Swag (\$4,000) and Non-instructional printing (\$2,000)
\$15,000	Sinks adjacent to Health Academy classrooms
\$5,000	Branded vests for all programs
\$10,000	Healthcare supplies
\$5,500	Student textbooks (MA - 50 students)
\$4,500	Student scrubs (MA - 50 students - 2 pairs each)

5000: CONSULTANTS, MARKETING, PROFESSIONAL DEVELOPMENT *

5000 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	Sinks - contactors/plumbers
\$3,000	Promotional materials for CNA CEU's, PCA and other programs

6000: CAPITAL OUTLAY (computer hardware) *

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

Itemized Budget Request	Budget Detail and Activity