



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 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

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

Vocational Fashion & Design Program

Primary Contact Name

Rachel Walsh

Primary Contact Email

Rewalsh1@pipeline.sbcc.edu

Primary Contact Phone

805-898-8140

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

Faculty Name(s)

Emily Adams, Pam Vestal, Leticia Fuentes, Ranell Hansen

Select Applicable Noncredit Program Area

- | | |
|---|---|
| <input type="checkbox"/> Adult Education (ABE, ASE, Basic Skills) | <input type="checkbox"/> Literacy |
| <input type="checkbox"/> Adults with Disabilities | <input checked="" type="checkbox"/> Short-Term CTE/Programs in Pre-Apprenticeship |
| <input type="checkbox"/> English as a Second Language | <input type="checkbox"/> Student Support Services |
| <input type="checkbox"/> Entry or Reentry into the Workforce | <input type="checkbox"/> 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)

For Fashion and Design, FADV, the core curriculum has been created by faculty, submitted, and approved. Bilingual and Spanish curriculum are created and pending submission for approval. We anticipate classes in Spanish by Fall 2026, and the program starting in Summer 2026. The room renovation is pending completion to support the new machines purchased for the classes. There are currently 504 students enrolled in the classes at their temporary room which has a lower capacity. In Spring 2026, there were 604 students enrolled in the classes.

1. Executive Summary

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

Your answer (500-word limit)

This would be to expand the new program for Fashion and Design to include weaving, knits, crochets, embroidery and specialty techniques into fashion design classes. Students are pending surveys, but preliminary classroom conversations with faculty and program managers has shown an interest and demand for these classes. Currently, SBCC offers weaving though not in fashion specifically, and would tailor it for this program. The instructional supplies and computer hardware would support the fashion classes particularly in weaving and embroidery techniques. The marketing and professional development would allow for the program to have more local visibility, outreach and training for faculty to maintain current industry knowledge.

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)

This will collaborate with ESL programs as we have already surveyed students in ESL who have shown an interest in sewing on the previous RFP. Classes will be offered in Spanish and/or bilingual once curriculum is approved. This would also link to the credit costume design class and potentially other institutions fashion programs as SBCC does not currently have a fashion specific focus area. Students will gain skills needed for jobs and self-employment. We are working with local employers for possible internships for students. Long-term, the possibility of Fashion and Design evolving into Fashion and Interior Design is possible with credit and noncredit collaboration. Currently, there is a new credit Interior Design class and area that we could partner with.

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)

We will utilize consultants as needed for marketing research, graphic design etc. An area of focus will be on Spanish outreach for the classes offered in Spanish and help increasing enrollment in those new classes. A yearly fashion show/career fair will also provide the students an opportunity to showcase their work, connect with local employers and gain skills necessary for self-employment or jobs.

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)

Current partnerships we have been building include Sew Santa Barbara, Grant House and Santa Maria Sewing Superstore. We need to reach additional partnerships for internships for students such as: Santa Barbara Seamstress, Julia the Tailor, Stitch Witch Alterations, Eco Friendly Cleaners, The Perfect Fit Montecito, Nelly's Tailoring, Panoyan Custom Tailoring and Men's Wear, etc.

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)

We would use our existing program funding, Home Economics, now Fashion and Design, program funding source for the District's general fund to support academic salaries, repairs of machinery and equipment used in the program and would use 100% of the funds for this as they would share equipment. We would also use the District's lottery fund for instructional supplies as needed.

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)

Provide foundation to engage with 2-3 community partners in the first year, with the goal to expand in the following years. In our initial year, as a pilot, we are going to target at least 25-50 certificate completers with a long-term goal of close to 150-200 certificate completions by year 2 and 3. We plan to market to at least 5 different areas for both Spanish and English classes in order to increase enrollment. We will begin offering at least one fashion show led by students each year and have employers on site as a career fair as well so they can view student work.

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. None as this is a new program set to start Summer 2026.

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.

Estimated 1,800 students from Fall 2026 - Spring 2027, not including smaller summer semesters.

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	\$190,000
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CATEGORY BUDGET REQUEST TOTALS	
1000	\$25,000
2000	\$10,000
3000	\$0
4000	\$30,000
5000	\$110,000
6000	\$15,000

1000: INSTRUCTIONAL SALARIES (instructional personnel)*

1000 Budget Request Total	\$ 25000
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Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity
5,000	Woven fashion curriculum
5,000	Knit fashion curriculum
5,000	Crochet fashion curriculum
10,000	Embroidery fashion curriculum

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	Hourly support for fashion and design for classroom maintenance and assistance

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

3000 Budget Request Total	\$ 0
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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	\$ 30,000
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Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity
25,000	Embroidery machine
5,000	Blind hem-stitch machine and various machine parts

5000: CONSULTANTS, MARKETING, PROFESSIONAL DEVELOPMENT *

5000 Budget Request Total	\$ 110,000
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Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity
20,000	Spanish radio and various outreach
50,000	Career fair, fashion show, event outreach
10,000	Professional development opportunities for faculty
30,000	Marketing consultant, research, targeted marketing

6000: CAPITAL OUTLAY (computer hardware) *

6000 Budget Request Total	\$ 15,000
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Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity
2,000	iPads
5,000	Computer Dobby Interface
8,000	Macbook 16+"