



California Adult Education Program, Santa Barbara Adult Education Consortium (SBAEC) Year 10 2024-2025 SPECIAL REQUEST FOR PROPOSAL

I. OVERVIEW

The Santa Barbara Adult Education Consortium (SBAEC) allocation for the year-10 grant cycle is \$1,006,673.00. There is a total of \$444,351.00 of unallocated carryover funds available in the year 10 grant cycle.

All awardees are expected to expend funds no later than September 1, 2025.

The Consortium is seeking innovative proposals that enhance or expand current and ongoing CAEP SBAEC initiatives that support the planning and implementation of approved consortium activities.

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. Only members of public institutions and nongovernment entities and organizations may apply for programmatic funding.

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) Programs for immigrants eligible for 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;
- (10) Systemic Racial Injustices: How consortia plan to examine the issue of their role in addressing systemic racial injustices within their membership, partners and programs.

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

- (1) To continue to provide excellent programming for adults in a variety of program areas based on proven needs;
- (2) 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;
- (3) To continue refining programs and services for students in alignment with Statewide initiatives;
- (4) To provide awareness of educational offerings and training options available through a robust local marketing campaign;
- (5) 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;
- (6) Where needed, to support partners that specialize in job placement, apprenticeship, internship, and job coaching.

The Santa Barbara Adult Education Consortium's **primary goals for the upcoming 2024-2025 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 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 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) Develop a strategic plan that addresses systemic racial injustices within our membership, partners and programs.
- (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: Equity, 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.

Based on the 2019 and 2023 SBCC School of Extended Learning Economic and Workforce Gap Analysis for Adult Education Regional reports, the Consortium's focus for the 2024---2025 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;
- (8) Develop a strategic plan that addresses systemic racial injustices within our membership, partners and programs.

CAEP Fiscal Regulation for all Independent Contractors and External Partners (note for CP includes must SBCEO for approval):

- (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;
- (3) All Independent Contractors and External Partners must submit invoices to the CAEP Director for reimbursement;
- (4) All External Partner CAEP programs will receive two---three payments based on the timeline for completion as stated on the MOU 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 2022---2025 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 for immigrants and 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	Measure results of a pilot program with our community library partners to understand the value and number of students served.
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 recommendation of the BW Research environmental scan, develop new noncredit programs in CTE areas such as health, business, and information communication technology sectors.
7. Employer Engagement	Programs offering Pre-apprenticeship and workforce training activities

II. APPLICATION

This application includes a total of eight 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 MARCH 21, 2025.

I have reviewed the 2022-2025 CAEP Three-Year Plan and 2022-2023 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

Home Economics

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, Leticia Fuentes, Ranell Hansen, Pam Vestal, Judi Brooks

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

Select all applicable 2024-2025 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 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) Develop a strategic plan that addresses systemic racial injustices within our membership, partners and programs;
- (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: Equity, 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.

1. Executive Summary

Please provide a brief summary of your proposed project that includes overarching goals to create new programs or expand existing programs in one of the CAEP programming areas identified above.

Please justify the need of your proposed initiatives (include research, labor market information, employer feedback, student surveys, or other relevant information) and describe how funding will further the Consortium's and your program's objectives.

Your answer (500-word limit)

This proposal seeks \$191,250 in funding to expand SBCC's existing noncredit Home Economics program by developing a new CAEP-funded Short-Term CTE program in Sewing. This grant will enable SBCC to expand its Home Economics program, increase workforce opportunities, and promote equity through bilingual education. With strong community partnerships and a well-structured program, the initiative aligns with CAEP's mission to enhance noncredit education and career pathways. We appreciate your consideration of this proposal and look forward to advancing noncredit education opportunities in Santa Barbara. This initiative will introduce two certificate pathways—Primary Techniques and Advanced Techniques—with an option for bilingual Spanish/English instruction.

Certificate 1: Primary Techniques

- Basics of Sewing
- Garment Construction I
- Garment Construction II

Certificate 2: Advanced Techniques

- Sewing with Knits
- Fit and Pattern Making/Manipulation
- Alterations and Couture Techniques

Justification & Labor Market Demand: The CA-OEWS Santa Maria-Santa Barbara MSA 2024 data reports 476 estimated employment opportunities in the sewing industry. A student survey (29 responses) showed:

- 57.1% interested in earning certificates; 14.3% maybe interested.
- 31% interested in Spanish/English classes; 20.7% maybe interested.
- 86.2% interested in skill-focused courses.
- 69% believe course level differentiation would improve participation.

This program aligns with the CAEP goal to increase workforce partnerships and address systemic racial injustice by reinstating and enhancing the historically popular bilingual sewing class. Collaboration with SBCC's Career Skills Institute will provide hands-on training to better prepare students for self-employment and industry careers.

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 initiative aligns with SBCC's Career Skills Institute by providing job training that complements workforce preparation programs. It can also partner with SBCC's ESL program to support English Language Learners seeking employment in sewing-related industries.

Pathways to Workforce & Higher Education:

- Self-Employment: Many students currently operate small businesses in tailoring and alterations. This program would formalize skills and increase business viability.
- Pre-Apprenticeships & Internships: Partnerships with local employers (e.g., Sew Santa Barbara, Grant House) will facilitate job placements.
- Bridge to Credit Programs: Sewing courses may lead to further exploration in design and manufacturing education.

Recruitment efforts will include targeted outreach to ESL and Adult High School students, ensuring equitable access to training.

3. Partnerships

Employer engagement is one of the key outcomes for the CAEP SBAEC grant, how does the proposed project support these efforts. Please identify your target employers and community partners.

Your answer (500-word limit)

- **Existing Partners:** Sew Santa Barbara, Grant House
- **New Partnerships:** 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.

We currently have two existing partnerships with our Home Economics program that we could deepen and directly provide as a resource for students. The program will formalize relationships with these businesses, creating structured internship and apprenticeship opportunities.

4. 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 Home Economics program funding source for the District's general fund to support 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 for this program as many items will be shared between the programs. The CAEP funds would be 100% allocated to program expansion, classroom renovation and equipment for these specialized classes.

5. Outcomes

Please list a minimum of 2-3 measurable objectives and outcomes for the proposed project and timeline.

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.

Phase 1: Engage with 2-3 community partners to provide students with internships or pre-apprenticeship opportunities, with the goal to expand by 2-3 each year, or more. Initially, as a pilot, we would target at least 25-50 certificate completers with a long term goal to expand each year. Reach out to ESL/AHS students about interest in the Spanish/English certificate sewing classes.

Phase 2: Engage 4-6 community partners and target 150-200 certificate completions.

Phase 3: Further ongoing recruitment in ESL/AHS classes to engage students to take these classes with more direct collaboration between faculty in ESL/AHS and Home Economics.

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%).

SPECIAL YR 10 BUDGET REQUEST	\$191,250
TOTAL YR 10 BUDGET (incl. new request)	\$191,250

CATEGORY BUDGET REQUEST TOTALS	
1000	\$20,000
2000	\$0
3000	\$0
4000	\$60,000
5000	\$0
6000	\$111,250

1000: INSTRUCTIONAL SALARIES (instructional personnel)*

1000 Budget Request Total	\$ 20,000
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Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity
\$20,000	Faculty stipend: certificate development for two sewing certificates with various faculty

2000: NON-INSTRUCTIONAL SALARIES (personnel) *

2000 Budget Request Total	\$ 0
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Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity

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

3000 Budget Request Total	\$ 0
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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	\$ 60,000
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Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity
60,000	Course supplies: sewing machines,irons, cutting mats, etc

5000: CONSULTANTS, MARKETING, PROFESSIONAL DEVELOPMENT *

5000 Budget Request Total	\$ 0
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Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity

6000: CAPITAL OUTLAY (computer hardware) *

6000 Budget Request Total	\$111,250
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Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity
5,000	Paint
25,000	Cabinets and blinds
12,500	flooring
3,750	electrical
10,000	lighting
25,000	Furniture
5,000	digital hardware (computers)
25,000	Renovation project consultant