

2019 - 2021 Santa Barbara Adult Education Consortium Request for Proposal for Adult Education Funds

Due: November 6, 2019

The Santa Barbara Adult Education (SBAE) Consortium allocation for the Year-4 grant cycle is \$900,000.00. All awardees are expected to expend funds no later than September 1, 2021. The Consortium has historically awarded 70% or more of its total funding to programs. In 2018-2019, award allocations ranged between \$30,000.00 - \$75,000.00.

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.

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.

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 within the seven areas allowable under AB104;
- (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 upcoming 2019-2020 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 of our credit partners to develop noncredit courses as part of Statewide initiatives;
- (3) 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;
- (4) Continue to partner with the local Santa Barbara 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;
- (6) Continue to support our existing SBCC programs that are aligned with the CAEP initiatives.

Based on the 2019 SBCC School of Extended Learning Economic and Workforce Gap Analysis for Adult Education Regional report, the Consortium's focus for the 2019-2020 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.

CAEP Fiscal Regulation for all Independent Contractors and External Partners:

- (I) Indirect, for Profit, or Fringe Benefits are not allowable expenses and cannot be reimbursed.
- (II) All Independent Contractors and External Partners must submit invoices to the CAEP Coordinator for reimbursement.
- (III) All external (non-SBCC) CAEP programs will receive two-three payments based on the timeline for completion as stated on the Activity Chart.

Data Collection for all CAEP Programs and Partners:

- (I) 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;
- (II) All data collection must be collected on a quarterly basis.

Key Performance Indicators:

As stated in the Consortium's 2019-2021 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

<p><i>1. Programs in elementary and secondary basic skills</i></p>	<p>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.</p>
<p><i>2. Programs for immigrants and English as a Second Language</i></p>	<p>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.</p>
<p><i>3. Adults Entering or Re-entering the Workforce</i></p>	<p>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.</p>

4. <i>Adults who assist secondary school students.</i>	Measure results of a pilot program with our community library partners to understand the value and number of students served.
5. <i>Programs for Adults with Disabilities</i>	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. <i>Programs in Short-Term CTE</i>	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. <i>Programs offering Pre-apprenticeship Training Activities</i>	Explore the possibility of coordinating with a formal apprenticeship program in Construction Technology, leveraging our piloted pre-apprenticeship activities in this department.

THIS APPLICATION IS DUE NO LATER THAN MIDNIGHT, NOVEMBER 6, 2019.

* **Required**

I have reviewed the 2019-2021 CAEP Three-Year Plan and 2019/2020 1-Year Plan and attest that this proposal is in alignment with Consortium's current goals and objectives. *

YES

Are you an existing 2015/16, 2016/17, 2017/18, 2018/19 CAEP funding awardee? *

Yes

Program Name *

Career Skills Institute: Jail

Primary Contact Name *

Linda M. Croyle

Primary Contact Email *

lmcroyle@pipeline.sbcc.edu

Primary Contact Phone *

8054507125

Applicable Noncredit Program Area *

Adult Education (ABE, ASE, Basic Skills)

English as a Second Language/Literacy

Adults in the Workforce

Adults with Disabilities

1. Executive Summary *

Please provide an executive summary of your proposed plan (to include overarching goals and outcomes) to create new programs or expand existing programs in one of the areas identified above.

CSI Jail Program is doing critical work educating students who are currently incarcerated at the Santa Barbara County Jail. Our class offerings have more than tripled in the last 3.5 years, and we have added

two new faculty members to accommodate the growth. Noel Gomez, jail faculty member and co-founder of SBCC's Transition Program, and Linda Croyle, Lead Jail faculty member, have been working with the students there for 4 years and 3.5 years respectively, and are seeing notable increases in the attendance, participation, motivation, commitment, and positivity from the students they are working with! We have also developed a wonderful collaboration with Deirdre Smith, the new Jail Programs Coordinator, who is very open to us continuing to expand SBCC's teaching and involvement at SB County Jail. One major highlight of the past year is that we have now awarded our first CSI PRO badges and they both went to women. PRO classes for women were only just added to the jail program starting with the Spring 2019 Semester.

We know that the majority of the students served in this program come from the streets, from alcohol and other drug addiction, and have a developed pattern of incarceration. Many come from backgrounds of poverty, abuse, neglect, and families with a history of incarceration. Many have never held a legitimate, legal job. Some are one strike away from life sentences. Others don't even remember life on the "outside". To break this cycle and start anew, we believe they need three things: a high school and/or college education, personal and professional development including proper job skills training while incarcerated, and training and support once they are released from jail.

SBCC's CSI Jail Education program, is requesting monies to further fund three programs previously granted CAEP monies that are just now gathering steam all with the objective of providing the support the students need to ensure their professional and personal development which will better enable them to have legal and ethical success.

2. Integration *

Please explain how your proposed program integrates 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, self-employment).

Our proposal includes employing a liaison to help improve the current failing GED program and expand the Transitions program to be year-round as well to assess the current needs and gaps and write curricula to meet those needs. While this is not an ongoing position, it affords us the ability to identify the needs of this population and to work with the Santa Barbara County Inmate Services staff to assist in the meeting of those needs so that going forward SBCC staff can facilitate the transition of these students. The liaison hired to support this population will help move students from the Transitions Program via assessment that is already in place. Students will move through our CSI Transitions program and onto either Adult Basic Skills, Adult High School or GED and then on to College programs, including College credit programs.

It also includes adding a resource center/room or drop-in program where people released from jail have a place to go to see a friendly face and feel supported by taking classes, learning job skills, finding out about employment opportunities and other job placement assistance.

3. Justification *

Please justify the need of your proposed program and include research, labor market information, employer feedback, student surveys, or other relevant information and describe how funding will further your objectives. For programs that have previously received funding, please justify the need and provide a status report on your existing award(s) and remaining balance(s).

More than 4,000 inmates are released throughout the year into this County, necessitating growth from a six-week summer Transition program to year-round program. With expansion to a year-round program – adding cohorts for Fall and Spring, in addition to Summer - the number of students served through this proposed program multiplies. At 71%, Santa Barbara County's recidivism rate is the 15th highest in the state. Educational programs are proven to reduce recidivism and in-prison education has been shown to improve inmate 'attitude,' yet this County lacks sufficient educational opportunities for individuals during incarceration and post-release. Adding more and specialized skill building classes designed specifically for this population, offering an expanded Transitions program, and providing a walk-in resource center can successfully mitigate these insufficiencies.

4. Outreach & Marketing *

Please describe your plans to conduct outreach and marketing to reach your target population and increase enrollments.

The Director of the Career Skills Institute along with the Lead Jail Faculty and the faculty liaison hired through this proposal, will work with the Santa Barbara County Jail staff to identify education levels of those currently incarcerated and work with discharge specialists at the Jail to develop processes and procedures to facilitate enrollment of post-incarcerated people into SBCC. This team will also help provide job skills, advising and other support for those who are interested in reentering (or entering as the case may be) the workforce, or learning the skills they need to run their own business. Marketing and outreach will also be done with local businesses to see which would be a good match for employment opportunities for recently released people. Reaching out to other programs who offer education for incarcerated and post-incarceration will help us spread the word about what we offering to our community.

5. Partnerships *

Please provide 2-3 prospective CAEP Programs or Partners you plan to work with to maximize student and client participation and describe your prospective collaborative efforts; either with current CAEP programs and/or other external community entities.

One Stop, EOPS, and others to be determined

6. SBCC Noncredit Student Support Services *

Provide your plans to integrate SBCC Noncredit Student Support Services in order to assist students in obtaining abbreviated educational plans.

Our faculty liaison position will work with the jail and with the SBCC Noncredit Student Support Services to identify and funnel students through the appropriate services to help ensure their success on the "outside".

7. Alignment *

Please describe how your program is in alignment and furthers the Consortium's goals and objectives as stated above.

Our proposal aligns with Goals 1, 3, 6, and 7 of the CAEP Consortium. We have designed a comprehensive program that expands offerings within our area by meeting the unmet needs of incarcerated and post-incarcerated individuals, supporting their transition to credit (if they so choose), offering them opportunities to explore careers in areas such as construction technology, business, etc., and to help them with job placement and other career skills they need to become successful and thriving community members.

8. Leveraging Funds *

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

CSI Budget to continue to pay faculty for teaching at the jail

9. Diversity, Inclusion, and Equity*

Please describe how your program will create a diverse, inclusive, and equitable educational experience for adult learners.

The jail population is an underserved population whose success benefits everyone in the community. In addition, a disproportionate number of people incarcerated are people of color and low income. Giving these populations professional and personal development training and education through our CSI Workforce Development classes, will ensure that we at SBCC are helping to create a diverse, inclusive, and equitable educational experience for these adult learners.

10. Activity Chart *

Please use the Activity Chart provided in the link under the instructions and email to sbaebg@gmail.com. The Activity Chart should outline your program's specific objectives and activities, along with a timeline for completion, the person/agency responsible, outcomes and data capture methods. Please attach additional pages if necessary. *

I certify that the Activity Chart has been completed and emailed to sbaebg@gmail.com

Total Budget Requested *

58,312

1000 (Instructional Salaries) *

Total dollars requesting for INSTRUCTIONAL PERSONNEL (include 25% for BENEFITS in 3000 section below)

28,250

1000 Detail *

Please provide a detailed budget for this category.

8,250 for curriculum development for overall program and development of new courses and badges

20,000 for liaison to partner with SB County Jail staff to identify educational/vocational gaps of students and develop programs to provide support to close those gaps

2000 (Noninstructional Salaries) *

Total dollars requesting for PERSONNEL (include 20% for BENEFITS in 3000 section below)

0

2000 Detail *

Please provide a detailed budget for this category.

N/A

3000 (Benefits from 1000 and 2000 categories) *

Total dollars requesting for BENEFITS . The average benefit rate is 25%.

7,062

4000 *

Total dollars requesting for INSTRUCTIONAL SUPPLIES and NON-INSTRUCTIONAL SUPPLIES and Computer Software (not hardware).

3,000.00

4000 Detail *

Please provide a detailed budget for this category.

\$3000 for paperback books, E-books, and audio books identified to be successful for this population

5000 *

Total dollars requesting for CONSULTANTS, MEETINGS, PROFESSIONAL DEVELOPMENT

10,000.00

5000 Detail *

Please provide a detailed budget for this category.

\$10,000 for conference attendance, field trips, and GED training sessions for jail faculty

6000 *

Total dollars requesting for CAPITAL OUTLAY (Computer Hardware)

10,000

6000 Detail *

Please provide a detailed budget for this category.

\$10,000 for laptop computers, TVs, sound systems, and other equipment for the jail and the resource room.

Total number of adult students served in 2017-2018 and 2018-2019 (for CAEP awardees). *

850

Target number of adult students you plan to serve from 2019-2021. *

1,000

Your answer

What is your sustainability plan for this activity when funding is no longer available? *

Once the programs are developed and processes and procedures are in place, the programs will be absorbed by the SBCC Career Skills Institute and supported by its staff and faculty