

# 2018 - 2019 Santa Barbara AEBG Consortium Request for Proposal for Noncredit Adult Education Funds

The Santa Barbara AEBG Consortium allocation for the Year-4 grant cycle is \$804,710.00. All awardees are expected to expend funds no later than September 1, 2020. The Consortium has historically awarded 70% or more of its total funding to programs.

A comprehensive and competitive Request for Proposal submission will align with the Adult Education Block Grant and the Consortium's Goals and Objectives set forth below.

The overarching AEBG 3-year plan goals of the Consortium are (1) to provide excellent programming for adults in a variety of program areas based on proven community needs; (2) to develop student support services specifically focused on the needs of adult learners, to assist in transfer acceleration and career success; (3) to support innovative professional development for staff and faculty; and (4) to set meaningful outcomes captured by various measurements and tools and shared with her stakeholders.

The Santa Barbara AEBG Consortium's primary goals for upcoming 2018-2019 year are the following:

- 1) Continue to support our noncredit faculty in building bridges to credit for existing and new AEBG programs.
- 2) Continue to fill gaps in Career Education in Industrial Technologies (or other areas supported by the study currently underway to be completed by 2018).
- 3) Support new activity resulting from AB705 implementation (focused on mathematics, English, and ESL).
- 4) Implement and support the new the Adults with Disabilities Career Planning and Training Program
- 5) Continue to partner with local Santa Barbara One-Stop operator and other agencies for career training initiatives.
- 6) Continue to cross-pollinate AEBG initiatives with WIOA and Strong Workforce initiatives.
- 7) Continue its commitment to the collection of accurate data and analytics for all AEBG programs and services
- 8) Continue to support our Student Support Services to help transition students from noncredit to credit or jobs/careers.
- 9) Continue to support our existing SBCC programs that are aligned with the AEBG goals and initiatives.
- 10) Support job placement assistance efforts where feasible and allowable

The statewide AEBG targets programs in areas with a focus on economic mobility and include:

- Programs in elementary and secondary basic skills, including programs leading to a high school diploma or high school equivalency certificate.
- Programs for immigrants eligible for educational services in citizenship, English as a second language, and workforce preparation.
- Programs for adults, including but not limited to older adults that are primarily related to entry or reentry into the workforce.
- Programs for adults with disabilities.
- Programs in career technical education that are short term in nature and have high employment potential.
- 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.

AEBG 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 AEBG Coordinator for reimbursement

THIS APPLICATION IS DUE NO LATER THAN MIDNIGHT, WEDNESDAY, OCTOBER 10, 2018.

**Are you an existing 2015/16, 2016/17, 2017/18 AEBG funding awardee? \***

Yes

No

**Program Name \***

CSI Jail

**Primary Contact Name \***

Linda Croyle

**Primary Contact Email \***

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**Primary Contact Phone \***

(805) 450-7125

**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.

We're at a critical point in our work educating inmates at the Santa Barbara County Jail. Our class offerings have more than tripled in the last 2.5 years, we have added a new faculty member to accommodate the growth, and we're on track to have another faculty member hired to start teaching Spring semester. Noel Gomez, co-founder of SBCC's Transition Program and jail faculty member, and Linda Croyle, Lead Jail faculty member, have been working with the students there for 3 years and 2.5 years respectively, and are seeing notable increases in the attendance, participation, commitment, and positivity of the students they are working with! In addition, the jail has opened a new housing barracks with additional teaching space and we are being told "give us as many classes as you can" from Cathy Dorsey, our primary educational contact at SB County Jail.

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

Santa Barbara City College (SBCC) is requesting monies to further fund two programs previously granted AEBG monies that are just now gathering steam, and develop and implement a third program, all of which aim to provide the support the students need to ensure their legal and ethical success.

Program I: We will continue to work on developing and improving our current GED program. The inmates' lack of success passing the test in the past was so problematic that the jail stopped the test taking altogether. The two main hurdles for passing the test have been identified as: 1) not having adequate preparation to pass the test and 2) the lack of computer skills required to take the on-line test. The new GED test introduced in late 2015, is not only harder than the previous version, it also makes the GED prep books we use outdated.

In this proposal we are asking for some of our AEBG funds to purchase new GED prep books. We are also asking for money to have all SBCC jail faculty attend a training program that helps teachers prepare students for successfully passing the GED. If we faculty know what it takes to pass the test, we can contribute to our students' success by reinforcing the concepts and strategies (e.g. critical thinking skills) that we know can help them pass the test, even while we are teaching something other than a GED class.

Once these two steps are in place, we can continue with our original AEBG funded program. This includes hiring a faculty member/consultant whose role in part will include working with jail personnel to identify inmates who don't have a high school diploma or GED, and then channel them into GED classes. The consultant will also have to work with the jail to reestablish the on-line access for the test to be administered there. And for those inmates who already have a high school diploma or GED, we will encourage them to take advantage of a year-round Transitions program at SBCC.

The faculty member/consultant will help us potentially triple the Transitions program by accommodating more of the 4,000+ inmates who are released throughout the year by adding cohorts in both fall and spring, adding to the original summer Transition program which has been in existence for several years now. Using a faculty member/consultant to provide overall guidance for this program and support specific to this population will better assist students in making the leap from incarceration to college and help ensure their success.

Program II: To date we have not made much progress toward our goal of developing new classes and badges for the inmates. It has taken a bit of time to assess what these students truly need to successfully transition from inmates to productive and law-abiding citizens as well as to ascertain what our capabilities are as faculty to address these needs. We recently asked the AEBG Board for a budget revision to move some of the money that was earmarked for curriculum development into other areas. We are now in a better position to request that additional funding to make this happen during this cycle. With more teachers, we have more resources, and more people able to take on these time-intensive and very important tasks. These classes will range from "human skills" classes like values-based communication and decision making, to parenting classes, to entrepreneurship and business building classes.

Catherine Hoke, a prison reform specialist (formerly of Prison Education Program and Defy Ventures - a landmark program with an amazing 5% recidivism rate), calls inmates the best untapped entrepreneurial market in the country. Many of these people have solid sales, leadership, and marketing skills, they have just used them in the merchandising of illegal products and activities. If we tap into the entrepreneurial spirit many of them already possess and give them the opportunity to learn legitimate business building skills, many could succeed by starting their own companies or by bringing a more creative and entrepreneurial mindset to an already established company.

To achieve this, we propose creating four new CSI badges each of which will target a particular general skill area currently lacking in this population. These badges will consist of 3-4 classes each and will encompass many hours of training over two 16-week semesters.

The digital badge and/or certificate classes include:

- 1) Values Based Communication and Decision Making Badge
- 2) Parenting Badge

- 3) Entrepreneurial Badge
- 4) Business Building Skills Badge

As much as we faculty have learned from this process of teaching at the jail, at this point we also realize that there is much more we need to learn. We know that to be as successful as we need to be as faculty and administrators of this program, we need additional help and expertise from people who specialize in jail and prison education. Therefore, we also propose that this money go toward professional development conference attendance for the faculty teaching at the jail. There are several conferences geared toward prison education, including the upcoming 2018 National Conference on Higher Education in Prison November 8-11, 2018 in Indianapolis. We will research which conference(s) would best meet our needs and use the monies to sponsor jail faculty attendance.

Program III: If there is one constant that all of us faculty hear from our students at the jail, it is that while they love and appreciate the training and support they get from us while they are in jail, they desperately need support once they are released. It is not uncommon for people to be released only to return same day, same week, or same month. Without formalized support structures in place immediately upon their release, many are simply unable to overcome the challenges of reentry and fall back into the old, negative habits and patterns, which lead them into the system in the first place. We absolutely have the best chance of helping them if we provide support for them immediately as they exit jail.

We currently encourage them to attend the free CSI classes, but so far, we have not had any takers. We also encourage them to visit SBCC's EOPS Transitions Program but people are intimidated to step onto a college campus, or they can't find parking, or the building, etc. We are proposing and asking for money to fund a walk-in program or resource center/room for formerly incarcerated people at the Wake Center. This would be a welcoming place for people to come and get the support they need then and there, or be directed to resources already available elsewhere but otherwise unknown to them. This could take the form of students attending classes offered specifically for them, and tailored to their needs, including the 4 badges mentioned in Project II, participating in the Construction Technology Certification that is currently offered at Wake, being offered academic advising and/or mental health resources, career information and advice, addiction information and other resources by the jail faculty who now hold office hours for this purpose.

The Wake Center's proximity to the county jail makes it an ideal location. Since many inmates have been incarcerated at the jail off and on throughout their lives, they are already familiar with the location and area, there is plenty of parking, the campus is small and less intimidating, and they would have some familiar faces to greet them if jail faculty held their office hours there.

As in Project 2, we are requesting money for attending conferences and taking field trips to learn best practices in anti-recidivism strategies. Field trips to places like the Anti Recidivism Coalition

in Los Angeles ([www.antirecivism.org](http://www.antirecivism.org)), would be a great education for our jail faculty.

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## 2. Integration \*

Please explain how your proposed program 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 hiring a consultant(s) to help improve the GED program and expand the Transitions program to year-round as well as assess the current needs and gaps and direct the curricula to be written to meet those needs. While this is not an ongoing position it affords the ability to identify the needs of this population and to work with the Santa Barbara County Inmate Services staff to assist in the development of those needs so that going forward SBCC staff can facilitate the transition of these students. The consultant(s) 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. Or they may move directly to 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, etc..

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## 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 received 2015/16 or 2016/17 or 2017/2018 AEBG funding, please justify the need and provide a status report on your existing awards and remaining balances.

More than 4,000 inmates are released throughout the year into this County, necessitating growth from a six-week summer 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 mitigate these insufficiencies.

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#### 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/consultant(s) hired through this proposal, will work with the Santa Barbara County Jail staff to identify education levels of inmates and work with discharge specialists at the Jail to develop processes and procedures to facilitate enrollment into SBCC of post-incarcerated individuals who are interested, and 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 inmates. Reaching out to other inmate education and post-incarceration programs will help us spread the word about what we offering to our community.

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#### 5. 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, 2, and 10 of the AEBG 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.

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#### 6. Activity Chart \*

Please use Activity Chart provided in the link under the instructions and email to [sbaebg@gmail.com](mailto: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](mailto:sbaebg@gmail.com)

#### Total Budget Requested \*

\$56,250

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### 1000 (Instructional Salaries) \*

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

\$20,000 for curriculum development

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### 1000 Detail \*

Please provide a detailed budget for this category.

\$20,000 for curriculum development for overall program and development of new courses and new badges.

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### 2000 (Noninstructional Salaries) \*

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

\$0

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### 2000 Detail \*

Please provide a detailed budget for this category.

n/a

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### 3000 (Benefits from 1000 and 2000 categories) \*

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

\$6,250 for benefits

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### 4000 \*

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

\$2,000

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**4000 Detail \***

Please provide a detailed budget for this category.

\$2000 for paperback books, E-books, and audio books identified to be successful for this population

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**5000 \***

Total dollars requesting for CONSULTANTS, MEETINGS, PROFESSIONAL DEVELOPMENT

\$22,000

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**5000 Detail \***

Please provide a detailed budget for this category.

\$12,000 for conference attendance, field trips, and GED training sessions for jail faculty  
\$12,000 for hiring a faculty member/consultant to guide curriculum development, interface with jail staff to bring back GED test taking and identify students who need to be tracked into GED and those who are interested in the Transitions Program to get their associate's degree.

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**6000 \***

Total dollars requesting for CAPITAL OUTLAY (Computer Hardware)

\$6000

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**6000 Detail \***

Please provide a detailed budget for this category.

\$6000 for computers, TVs, and other equipment for the jail and the resource room.

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**Total Number of Adults Students Served \***

150

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**Target Number of New Adult Students Served for 2018-19. \***

250

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**Do you currently receive other NON-AEBG funding that supports the proposed activity? If yes, please describe how additional funding expands or supports that activity. \***

No

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**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

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**I have reviewed the 2018-2019 AEBG 1-Year Plan and attest that this proposal is in alignment with AEBG current goals and objectives. \***



Yes

This form was created inside of Santa Barbara City College.

Google Forms