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CALIFORNIA COMMUNITY COLLEGES

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CONTACT PAGE

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Statement of Need (4)

Despite slightly declining percentages, California remains among the highest for recidivism rates in the country and California is “one of the many states which have stripped its prisons of rehabilitative programming” despite their effective outcomes.¹ Research has repeatedly shown that college education dramatically reduces recidivism. Inmates themselves also recognize this fact. In a recent federal study of people released from state prisons, 94% of incarcerated adults identified education as a key reentry need including high school diploma, GED and postsecondary education.² Harvard University’s Center for the Study of Violence conducted a study to determine what programs have been most successful in preventing recidivism nationwide; the one program that had a 100% success rate in preventing recidivism was earning a college degree. Education, therefore, is the key to promoting systematic social changes in regards to prison reform, mass incarceration and recidivism. Despite the research, however, the federal government is behind on funding educational opportunities for current and formerly incarcerated students.

In 2008, former Santa Barbara City College student, Martin Leyva, brought to the attention of then EOPS Director Marsha Wright, the struggles that formerly incarcerated students face on our campus. As a result of those early discussions, The SBCC Transitions Program was born and 11 summers later, the program consists of a summer bridge program, credit classes taught inside the Santa Barbara County Jail, and invaluable on-campus and community partnerships. In fact, Corrections to College California, a four-year initiative designed to build a network of bridges from corrections to college in California, named the Santa Barbara City College Transitions Program an “innovator in the field.” Additionally, in 2012, the SBCC Transitions Program was the recipient of the John W. Rice Diversity and Equity Award through the California Community College Chancellor’s Office. Santa Barbara City College (SBCC) is requesting grant funding through the California Community College Chancellor’s Office to support and expand the SBCC Transitions Program.

SBCC is a comprehensive community college serving the south coast of Santa Barbara County. Established in 1909, SBCC was designated the number one community college in the nation (co-winner) in 2013 by the Aspen Institute and was recently ranked Number One of the Top 50 Best Value Community Colleges in the country (2018). Santa Barbara City College educates approximately 16,000 students each year – many from demographics that traditionally have very low college entrance and completion rates, including low-income, first-generation, older students who continue to work full-time as they attend college, veterans returning to civilian life, and many other under-resourced, under-prepared, and disadvantaged groups.

In Fall of 2018, 16,177 students were enrolled in credit courses at SBCC, comprising 7,870 in-district students, 2,553 students from the tri-county region (Santa Barbara, Ventura, San

¹ <https://californiainnocenceproject.org>

² The Federal Interagency Reentry Council Report on Education <https://csgjusticecenter.org/wp-content/uploads/2017/01/Education.pdf>

Luis Obispo), 4,023 students from elsewhere in California, 753 out-of-state students, and 978 international students. The demographics of those students are as follows:

- Ethnicity: African American: 2.9%; American Indian/Alaskan Native: 0.4%; Asian/Filipino/Pacific Islander: 8.0%; Hispanic: 39.1%; other Non-White: 0.4%; Two or more races: 5.0%; Unknown: 1.4%; White: 42.8%
- Gender: Female: 52.8%; Male: 45.4%; Unknown: 1.8%
- Course Load: Full-Time: 39.7%; Part-Time: 60.3%
- Age: 19 and under: 37.0%; 20-24: 34.8%; 25-39: 19.5%; 40+: 8.8%

At its core, the Transitions program is an comprehensive six-week summer bridge program whose Mission “is to provide access to higher education to individuals released from the California criminal justice system and create a smooth transition from prison to the community college.” Through College Success and Academic Planning classes, formerly incarcerated students are assisted in clarifying their educational objectives and developing the academic and social skills necessary to achieve them. Students in the summer bridge program are also provided with tutoring and peer mentors, daily food vouchers, required textbooks and school supplies, weekly stipends and field excursions designed to expand horizons, promote team building and develop healthy lifestyles.

The Jail Education component of the Transitions Program is currently in its fourth year and consists of various short, credit courses taught in the Santa Barbara County Jail. The courses offered focus on coping strategies and promote self-awareness, personal wellness, academic achievement, and help students develop strategies for success upon release. When these classes began in 2015, we enrolled 17 students. Currently, we have 55 students enrolled and are serving both the men and women’s side of the jail. Upon release, students are guided toward the summer bridge program where they enroll in on-campus coursework toward pursuit of an associate degree, vocational or certificate program or transfer to a four-year university. (It is also important to note that Santa Barbara City College Non-Credit School of Extended Learning also offers several short, non-credit courses inside the County Jail. We work closely with the Vice President of the School of Extended Learning, however, these non credit courses are not currently part of our Transitions Program).

Accurately tracking the number of formerly incarcerated students at Santa Barbara City College is a challenging task. In order to do so, it would be necessary to clearly define “formerly incarcerated” at the state level. Once defined, it would be important to develop a mechanism for gathering this data where students feel confident that they can respond honestly without the fear of stigma or negative repercussion. Informally, Santa Barbara City College has been tracking the number of students who have participated in our Transitions Program since 2009. We know that over 350 students have taken advantage of this opportunity. However, given that the County Jail for the entire Santa Barbara County resides in the Santa Barbara City College district (South Santa Barbara County), we estimate that there may be more formerly incarcerated students on campus who have not come through our program. Additionally, since we began offering credit courses inside the County Jail in the Fall 2015, 168 incarcerated students have enrolled in these credit classes and currently, 55 students are enrolled in credit classes inside the County Jail this semester.

Despite the successes of the Transitions Program, there are several areas where we can improve and expand. Anecdotally, we have witnessed that at SBCC, students who complete the Transitions Program and enroll in the subsequent fall semester have a very low recidivism rate, due in significant part to the community of support developed during our summer bridge program. However, we have also witnessed that once students leave the 6 week program there is less consistent and intense support and our retention rate drops from the fall to spring semester. Consistency and community of support throughout the academic year is key to the success of formerly incarcerated students. Transitions students repeatedly report that the community of support which includes program staff, faculty and peer mentors are what keeps the students motivated as they face the challenges of re-entry into their communities and higher education. Furthermore, Transitions Students report that their best hope for staying out of jail or prison and in school is working with other students who are making the same transition.

Academically, as we face the reality of complete implementation of AB705 in fall 2019, we must remain cognizant of the fact that 40% of inmates nationwide do not have a high school diploma or GED and nearly one third of incarcerated youth nationwide have a learning disability.³ Strengthening and formalizing our academic and instructional support for this population both in the classroom, with cohort courses and supplemental instruction and through professional development opportunities for instructors, specifically as it relates to college level English and math courses, will be a critical factor in the retention and degree/certificate and goal completion of formerly incarcerated students. Formalizing a cohort of courses throughout the academic year will also contribute to a community of support.

Furthermore, we have recognized over the past 11 years that one of the most significant hurdles that our Transitions students face is employment. “Employment” includes both an immediate, short-term need and long-term planning and goal setting. On a short-term need basis, despite recent initiatives like “Ban the Box,” overcoming the stigma of being formerly incarcerated in the job market is extremely challenging. Without employment, basic needs are not being met; students are challenged to find secure, stable and healthy living environments, which can often lead to “re-offending.” On a long-term planning and goal-setting basis, students need to be able to make informed decisions early in their academic career, not only based on their interests, strengths and aptitudes, but also understanding that their “criminal history” may affect their ability to pursue certain careers.

Currently, the Santa Barbara City College Transitions Program is the only program of its kind in Santa Barbara and Ventura Counties that offer both a program inside the jail AND an on-campus support program.⁴ Despite this and despite the proven efficacy of education as an anti-recidivism mechanism, funding for the Transitions Program can be difficult to secure, both because of federal government funding restrictions and because of the stigma that can be associated with the formerly incarcerated population. Structurally, the Transitions Program

³ The Federal Interagency Reentry Council Report on Education <https://csgjusticecenter.org/wp-content/uploads/2017/01/Education.pdf>

⁴ Please note, Allan Hancock College does offer an Associate’s Degree Program inside the Lompoc Federal Prison but does not currently offer an on-campus support program. <https://correctionstocollegeca.org/>

is housed under the umbrella of the EOPS program at SBCC and therefore, we are able to leverage many of the staff, faculty and support services that EOPS provides. However, given that the EOPS program is categorically funded, there are limitations to the use of these funds. We are also extremely fortunate to have the philanthropic financial support from the Foundation for Santa Barbara City College and in fact, it is large part due to the Foundation that our program has found success. However, the funding from the Foundation varies year to year and does not cover the entire cost of the program.

Enhancing the current Transitions Program to become a year round, sustainable model will be critical in addressing many of the above referenced needs, especially as we face significant changes within the community college system. Additionally, securing a multi-year grant for the Transitions Program will allow us to develop and implement long-term measures to address these needs and assure current and future Transitions students that this crucial program – its courses, its staff, and its mentors – will remain accessible to them.

The words of one of our program participants summarizes the depth of the impact and change that the Transitions Program has: “On March 17, 2011, I was released from prison for the 5th time. I have also been released from juvenile detention centers and county jails on numerous occasions,” reports Larry Davidson, a former Transitions student at SBCC. “I knew that I was tired of jails and prisons and that I wanted to change my life. It is easy to say or think that I could change, but in reality the question was: how was I going to do this? While staying at a transitional living home, I heard some guys talking about this program called Transitions. I heard that this program was for people with a similar lifestyle to mine—and who wanted to change. After going through the Transitions program, I developed a passion for learning and education, and I knew I wanted to further my education and further my career goals. The Transitions program has given me a chance to reevaluate my life and the determination to succeed and become a productive part of society. I have gained a sense of self-worth, a sense of pride, and a sense of accomplishment.” On December 15, 2018, Larry Davidson completed an Associate of Arts in Liberal Arts, Social and Behavioral Sciences, an Associate of Arts in Sociology, and an Associate of Arts and Certificate of Achievement in Alcohol and Drug Counseling; with Honors.

To hear more stories directly from our Transitions students, please watch the [SBCC Transitions Video](#).

Response to the Need (8)

In addition to supporting the existing Transitions program model, the CCCCO Reentry Grant would provide SBCC with the opportunity to: 1) continue to provide credit coursework at the Santa Barbara County Jail to prepare inmates for post-incarceration college education; 2) upon release from the criminal justice system, continue to provide an intensive summer bridge program that develops college readiness and success through targeted and coordinated academic coursework, relevant support services both on and off campus, and community building; 3) develop year round academic support through the development of cohort classes in English, Math and pre-determined general education courses toward degree or certificate completion and/or transfer to a four-year university; 4) refocus our efforts on formerly incarcerated career counseling as it relates to basic job search skills, employment readiness, and long term educational and career planning; and 5) ensure that all faculty and staff intimately involved with supporting the Transitions students take advantage of appropriate professional development opportunities.

In response to the need identified by former SBCC student Martin Leyva, the idea of a summer bridge program to recruit and support formerly incarcerated students to college was developed. In 2008, former Santa Barbara City College student, Martin Leyva approached then EOPS Director Marsha Wright, and spoke about the struggles that formerly incarcerated students face on our campus. As a result of those early discussions, The SBCC EOPS Transitions summer bridge program was developed and 11 summers later, over 350 formerly incarcerated students have been academically and financially supported. Because of the success of Transitions, SBCC now also includes credit courses taught in the female *and* male housing units at the SB County Jail. At SBCC, the current Transitions Program is two-fold; (1) a six-week summer bridge program to assist formerly incarcerated students in clarifying their educational objectives and developing the academic and social skills necessary to reach them; and (2) a jail education program to recruit students and acquaint re-entry students with campus resources and develop college survival skills.

The on-campus summer bridge Transitions Program is open to individuals who have been incarcerated and demonstrate a strong interest in earning a certificate, vocational, associate's degree or participate in a transfer program that provides the first two years of study toward the baccalaureate degree. Noel Gomez, Program Coordinator, works closely with various community organizations including the Santa Barbara County Probation Office, County Jail, and Day Reporting Center to recruit ready and eligible students. Students enroll in three courses; (1) Personal Development 149A: Academic Planning taught by an EOPS Academic Counselor; and (2) Personal Development 100: College Success and (3) Personal Development 191A: Career Planning both taught by Noel Gomez, adjunct instructor, EOPS Student Program Advisor and Transitions Program Coordinator. Once a student becomes eligible for the EOPS Transitions Program, they are eligible for tuition and student fee waivers, course textbooks and supplies, tutoring and peer mentoring, campus meal plans,

off-campus educational excursions, financial aid assistance, program stipends, and academic counseling. Upon completion of the PD149A course, all students register and enroll in 9-12 units for the following fall semester. Since the majority of SBCC's formerly incarcerated students are eligible for the EOPS program, the Transitions Program is "housed" under the EOPS umbrella. Once a student completes the Transitions summer bridge program, they are eligible for the academic and financial services available through the SBCC EOPS program until the students' educational goal is met.

Because of the success of Transitions students, the Santa Barbara County Jail Sheriff's Department and Lieutenant Timothy McWilliams requested to meet with SBCC. Lieutenant Timothy McWilliams provided guidance for the Sheriff's Program Unit including Community Outreach, Inmate Services, the Sheriff's Treatment Program, and Re-Entry and Discharge Planning Services. Specifically, he worked closely with Adjunct Faculty Noel Gomez to develop classes that were suitable for the jail environment. At the time, Lt. McWilliams wanted to move jail programming in a new direction. "When you work at the jail, you don't see success - you just see repeat offenders. We were only focused on the failure." A meeting with the Transitions team brought quick focus to McWilliams' jail programming vision. "Formerly incarcerated individuals were achieving educational success through Transitions. That was a real eye opener for me. It had never crossed my mind before that people were leaving jail and actually becoming productive citizens." McWilliams adds that Transitions outcomes are creating an "evolution" in the County, as substantiated by the County Probation Department and the Day Report Center (for state parolees) agreement to partner with SBCC on a coordinated, district-wide Transitions program. "By creating a formal partnership, we can develop intensive programming that includes better coordination for successful re-entry. Transitions has dramatically improved our clients' criminal justice outcomes and we would like to see the program expand," says Tanja Heitman, Deputy Chief Probation Officer.

The first course was offered to a group of 20 incarcerated men during the Spring 2015 semester. As of Spring 2019, the SBCC Jail Education Transitions Program has expanded and now offers courses to incarcerated men and women. The program promotes coping strategies to encourage self-awareness, personal wellness, academic achievement, and help students develop strategies for success upon release through various, short, and credit courses. Those educational opportunities include (1) Personal Development 131: Stress Management and Wellness; (2) Personal Development 101A: Orientation to College For the Re-Entry Adult; and (3) Personal Development 191A: Career Planning For the Currently and Formerly Incarcerated Student. Jail course enrollment varies every semester. For the Spring 2019 semester, the SBCC credit education jail program has 55 students enrolled and 186 students have previously enrolled in these classes since Spring 2015. Upon release, students are guided toward the summer bridge program where they are encouraged to pursue an associate degree, vocational, and certificate programs available at SBCC. With the assistance of the CCCCO Reentry Grant, SBCC will be able to to expand the Transitions

Program beyond the Summer session and allow students to enroll in Fall, Spring, and Summer courses that guide students to the development of job skills, attainment of certificate and/or Associate's degree, and/or the ability to transfer to a four-year university.

Expansion of the SBCC Transitions Program: Persistence and Goal Completion

Persistence and success over time is a key element of the Transitions program. At SBCC, we recognize that in addition to the personal and societal benefits, persistence and goal completion of formerly incarcerated students will be critical in light of the new Student Centered Funding Formula, The Chancellor's Vision for Success and Guided Pathways. The impact of this programming, therefore, must involve not only getting this population into college, but helping Transitions students persist throughout their college career. Over the past 11 years, the SBCC Transitions program has proven to be "shockingly" successful at encouraging college enrollment after the six-week summer program. Yet persistence – remaining in college until certification, graduation, or transfer – is an immense challenge for Transitions students. For example, data specific to Transitions students shows that enrollment in fall semester, following the summer program, averages 84%, but drops to 66% the following spring semester. After two years, only 30% of Transitions students are still enrolled at SBCC. Interventions have proven effective in mitigating this trend among high-risk students: "We believe that by extending some of the highest priority components of the summer bridge programs through the first full year of college, persistence rates will rise dramatically," says EOPS Director Paloma Arnold. "By observing the effect of interventions with other high-risk groups we have determined the elements that impact persistence."

As highlighted in the Statement of Need, consistency and a community of support throughout the academic year is key to success of formerly incarcerated students. It is also important to note that previous assessment measures and placement policies disadvantaged formerly incarcerated students at SBCC since the majority of Transitions students, for various reasons, assessed and placed in remedial courses. Through the implementation of AB705, research has shown that students placed into remediation courses, specifically Math and English, are less likely to persist and complete their educational goals. As identified as one of the Key Elements of Guided pathways, Instructional Support and Co-curricular activities is a critical component of student success and goal completion. Through the development of partnerships with instructional faculty and programs on campus, under the CCCCO Reentry Grant, the Transitions program will develop a sequence of courses taught throughout the Fall and Spring semesters specifically for current and former Transitions students. Understanding that students will now be placed into college level English and Math classes under AB705, our priority is to focus on college level English and Math first. By partnering with other instructional programs, like Santa Barbara City College's Express to Success Program, we are able to leverage the knowledge, expertise and established curriculum that has proven extremely successful in supporting marginalized students through English and Math completion. This ESP approach uses a learning community model that incorporates

instructional support (tutoring) in and outside of the classroom, strong working relationships with educational support faculty and staff, and instructors that are well trained in non-cognitive learning and teaching and working with marginalized student populations.

Specifically, in the Fall semester immediately following the summer bridge program, Transitions students will enroll in a 4 unit English 110 College Composition class in addition to a 1 unit English support class. Students will also enroll in a 5 unit Math 117 Elementary Statistics class in addition to a 1 unit math support class for a total of 11 units. Support classes will be faculty led sections that will include additional time to complete assignments, review of core concepts and include peer tutoring support. Ideally, the peer tutor hired for each section will be a former Transitions student who has already completed the course. In order to complete full time enrollment (12 units), students will have the option to enroll in a Physical Education, Work Experience or other general education or major required course. In the subsequent spring semester, Transitions students will enroll in a 3 unit, Public Speaking Communication 131 class. Different from the traditional Public Speaking curriculum, this section will again be limited to the Transitions cohort and will focus on the benefits of oral storytelling, a technique that has numerous psychological benefits. Practically, this communication class meets a general ed requirement for an Associate's Degree at Santa Barbara City College, meets the Cal State General Education Breadth Area A1 requirement and is UC transferable. Students will also be given the opportunity to enroll in an additional 3 unit Critical Thinking English 111 course, required to transfer to both a UC and CSU.

There are multiple benefits of including instructional coursework throughout the academic year. First, Transitions students will have a formalized year-round support community by enrolling in the same English, Math and Communication sections. These cohort sections will have additional academic peer tutor support and diversity trained and equity minded instructors that will participate in professional development to support this population of students. We believe these factors will increase student retention, English and Math completion and give students the confidence and skills necessary to persist through goal completion, all critical components of the Chancellor's Vision for Success. Additionally, by hiring peer tutors to work in the classes, we are offering employment opportunities in leadership roles to formerly incarcerated students that often struggle to find employment. These tutors will become role models to Transitions students enrolled in these classes.

Expansion of the SBCC Transitions Program: Career Development and Placement

The employment possibilities and job placement of women and men are directly affected by incarceration. Formerly incarcerated women and men experience multiple challenges and barriers on the path to employment. Aside from the negative stigma attached to formerly incarcerated women and men, employment possibilities are also affected by low academic skills, lack of work experience, and continuous arrest, convictions, and incarceration. This life trajectory is difficult to disrupt for any formerly incarcerated individual. However, education

can assist a formerly incarcerated individual increase their chances for employment and increase their median weekly earnings. According to the U.S. Bureau of Labor Statistics, an individual with less than a high school diploma is expected to earn \$504 a week. However, an individual with a Bachelor's degree can earn up to \$1,156 a week. The higher educational level a formerly incarcerated student achieves, the higher the weekly earnings. The SBCC Transitions Program will interrupt this common pattern in the following ways: (1) Re-Implementing Personal Development 191A: Career Planning; (2) Continue to offer Personal Development 149A: Academic Planning; (3) Develop an SBCC Career Center workshop series; (4) Develop relationships with community resources and (5) Develop a network of employers that hire formerly incarcerated individuals. All of these proposed activities directly support the Key Elements of the Guided pathways that stress the importance of "structured onboarding" and "proactive academic and career advising."

Personal Development 191A (PD 191A), a 1 unit Career Development class, was last taught to the Transitions Program cohort during the Summer 2017. Due to limited funding and availability of faculty to teach PD 191A, SBCC was not able to continue to offer the class to Transitions students. However, the CCCCO Reentry Grant would allow us to revive this course to explore the barriers to employment for formerly incarcerated students, the existing strategies to overcome those challenges and develop a path to employment. PD 191A will be an individualized career planning course specifically for formerly incarcerated students that will include career assessment, counseling, guidance, and research. Students will prepare a personal portfolio that will include short-term and future educational career plans and goals. PD 191A will be taught each summer during the 6-week Transitions Summer Program.

Personal Development 149A (PD 149A) was taught for the first time during the 2018 Transitions Summer Bridge Program in response to the need to provide academic counseling and registration support. The class was taught by an EOPS Academic Counselor. PD 149A was developed to introduce Transitions students to academic planning and lead to the development of a comprehensive Student Education Plan (SEP). During the class, students learned how to use SBCC Student Services and resources to identify educational requirements and appropriately balance a course schedule. Students identified required elements of a certificate of achievement, associates degree or transfer and students completed a comprehensive SEP incorporating the required elements. Finally, students registered in the subsequent fall semester according to their SEP. The combination of PD191A and PD149A during the summer program are clear examples of "proactive academic and career counseling" as identified by Guided Pathways.

SBCC Career Center Workshop Series

The path to employment for formerly incarcerated students is often discouraging, as there are limited resources available. In collaboration with the SBCC Schall Career Center, and as a supplement to the PD191A course, a mini-workshop series for formerly incarcerated students

will be developed to provide actual, immediate resources to assist the student in their job search. During the workshops, students will (1) Create a resume and cover letter; (2) Practice basic interviewing skills and (3) understand application and interview “etiquette and norms.”

Develop Relationships with Community Resources

It is also important to create a relationship between Transitions and community resources. Building and sustaining strong relationships with community agencies that assist formerly incarcerated students with employment, independent and sober living, and equality for individuals with disabilities is an integral component in the academic and social success of formerly incarcerated students. Through the SBCC Transitions program, we will build a partnership with the Employment Development Department, Workforce Resource Center and Department of Rehabilitation and invite staff as guest speakers in the PD 191A class. In addition, we will continue to build partnerships with the Community Solutions Day Reporting Center. With assistance of the Day Reporting Center, we will provide a community-based alternative to incarceration for individuals on parole and assess the needs of each client to reduce individual risk factors. In addition, we will work closely with case managers and employment specialists to develop individual goals (already identified in PD 191A and PD149A) and make positive changes in their lives.

Develop a Network of Employers Hiring Formerly Incarcerated Students

During the Summer Transitions Program, there are usually a number of formerly incarcerated students that are hired in the community and on-campus. Usually, Transitions students will tell other formerly incarcerated students about their recent hiring process leading to employment. The Transitions Program will reach out to employers hiring formerly incarcerated students and begin creating a resource network of employers in the Santa Barbara County hiring individuals with conviction histories. The goal is to have a large number of employers and develop a job fair to assist formerly incarcerated students with gaining employment while they are in school pursuing their academic and career goals.

Expansion of the SBCC Transitions Program: Professional Development

Since 2014, Noel Gomez has been consistently active in conference participation and professional development for the support of formerly incarcerated students within California community colleges, including one of the first statewide convenings entitled *Renewing Communities: California's Pathways From Corrections to College* where Noel Gomez was invited as a speaker for the conference panel entitled *Building the Onramp: Supporting Formerly Incarcerated Students' Success*. In 2016, Noel was also involved and invited to speak at the Statewide Academic Senate regional meetings about effectively serving formerly incarcerated students. Earlier this year, Noel and the Reentry and Discharge Planning Counselor for the SB Sheriff's Department attended the California Community Colleges and Institutional Effectiveness Partnership Initiative conference *Leading the Nation: Building Excellence for California's Incarcerated and Formerly Incarcerated College Students*, where

Noel was a featured speaker. Lastly, this November, a team from SBCC was selected as one of the participants for the 2019 Leadership Institute For California Community Colleges Serving Formerly Incarcerated Students. The team will consist of Noel Gomez (Program Lead), Dr. Pamela Ralston (Senior Administrator and SBCC Executive Vice President of Educational Programs), and Raymond Carroll (Student Participant). This leadership opportunity will provide professional development for SBCC administration, students, and the SBCC Transitions Program Lead.

The CCCCO Reentry Grant will provide the Transitions Program with the opportunity to develop and host workshops for SBCC staff and faculty working closely and directly with formerly incarcerated students inside and outside of the classroom setting. The campus community is critical in the success and persistence of formerly incarcerated students. The Transitions Program will provide opportunities for faculty and staff to learn how to address fears, concerns, address negative stigma attached to formerly incarcerated students, but more importantly, how to foster a supportive academic campus and classroom environment.

Having developed a strong relationship with staff at the Lompoc Federal Correctional Institution, SBCC faculty and staff will be able to learn from inmates currently incarcerated. Through project IMPACT (Inmates Mentoring Peers Against Criminal Thinking), faculty and staff will be able to hear first-hand stories shared by inmates of what led to their incarceration and will humanize and develop empathy for incarcerated and formerly incarcerated individuals. With the CCCCO Reentry Grant, we will be able to provide future opportunities for SBCC faculty and staff to participate in regional and statewide conferences to further build practice, strengthen campus and off-campus relationships, and more importantly, develop and implement campus-wide initiatives to sustain the academic and social support for formerly incarcerated students at SBCC.

Enrollment Targets

The age range of students served through the Transitions program varies. The EOPS Transitions Program has assisted formerly incarcerated students between the ages of 18-62, male and female, from diverse backgrounds (Latina/o, Native, Asian American, Black and African American, and Caucasian), and experiences. The Transitions program has assisted formerly incarcerated students who have previously served life sentences, short jail terms, and those currently on parole and probation. In the last 11 years, the majority of identified formerly incarcerated students are from Santa Barbara, because the cost of living in Santa Barbara is so high and we are a unique program in our tri-counties region, there are frequently students traveling long distances from Ventura, Oxnard, Santa Maria, and Lompoc. Over the past 11 years, we have also found that the needs of the Transitions students are great and therefore, maintaining a manageable cohort size of 25-30 students helps us deliver an ideal quality of service and resources. Pedagogically, a class size of 25 is also an ideal learning environment. Recognizing that the female population in the criminal justice system is

one of the fastest growing populations, looking for ways to enroll more female formerly incarcerated students will be an important goal. Working with SBCC Institutional Research to track the persistence and goal completion of each Transitions cohort is also a critical need. We have started this process and will continue to improve in this area with future cohorts.

Transitional Material, Services, and Outreach

To help break the cycle of incarceration, our recruitment process begins at the Santa Barbara County Jail. Since 2015, members of the Santa Barbara Sheriff Department's administration, lieutenants, commanders, custody deputies, and inmate services staff have seen the transformational impact higher education has on incarcerated women and men. Currently, the primary areas of recruitment and outreach for the Transitions Program are the credit courses offered at the SB County Jail. The Spring 2019 semester has 55 total women and men enrolled in SBCC courses. This number is expected to increase once enrollment begins for a late-start six-week class in April. Most of the inmates enrolled are expected to be released starting March 1, 2019. Because higher education is now highly promoted in the jail, inmates who successfully complete courses and programs are eligible for early release ranging from 14-28 days. Once an inmate is released, they immediately visit the EOPS department to complete their FAFSA, obtain their SBCC ID card, and become registered for the SBCC Transitions summer program (if they are released before SBCC's Summer II session). Offering credit courses at the SB County Jail has facilitated the process to enrollment for discharged women and men.

However, some women and men may not be able to participate in credit courses (due to release date or other jail restrictions). To reach these inmates, Noel has built strong relationships with custody deputies at the SB County Jail. These partnerships have allowed SBCC to host informational workshops in most of the male and female housing units. These workshops give inmates an overview of the Transitions Program, Financial Aid Information including FAFSA and California College Promise Grant, Steps To Enrollment at SBCC, and where to get the direct assistance of becoming a student at SBCC. Similar workshops are also held at the Santa Barbara County Probation Office, Day Reporting Center, sober living environments, and Los Prietos Boy's Camp (Residential and correctional facility for 13-18 year old boys). The SBCC Transitions Program has also hosted campus and community film screenings and panels focusing on the negative effects of incarceration, the educational possibilities available at SBCC, and opportunities to hear the narratives of women and men that previously experienced incarceration and have successfully transitioned to SBCC and employment. These events included faculty, staff, students, community members, and members of the criminal justice system.

Finally, as a testament to the benefits of the Transitions Program, Martin Leyva, the formerly incarcerated SBCC student who walked into the EOPS Office in 2008 to suggest a program supporting his peers at SBCC, has recently completed a Master's Degree in Sociology from Cal State University San Marcos. Most importantly, however, Martin has created the Transitions Collective at Palomar College, Mira Costa College and CSU San Marcos.

Chancellor's Office

California Community Colleges

District: Santa Barbara Community College District

College(s): Santa Barbara City College

RFA Specification Number: 18-087

APPLICATION ANNUAL WORKPLAN

(BASED ON RFA SPECIFICATION, ONLY ONE OBJECTIVE PER PAGE. DUPLICATE FORM AS NEEDED.)

OBJECTIVE: A. Professional Development for Staff

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
<ol style="list-style-type: none">1. Host workshops for Santa Barbara City College staff and faculty who work closely with formerly incarcerated students2. Participate in the Opportunity Institute3. Participate in Project Impact (Inmates Mentoring Peers Against Criminal Thinking) at Lompoc Federal Prison4. Identify and attend annual conferences that focus on education and incarceration5. Encourage relevant faculty and staff to participate in Transitions Summer Bridge excursions6. Invite Faculty and Staff to participate in Reentry Grant Advisory Committee	<ol style="list-style-type: none">1. Increase the number of faculty and staff on campus that are confident and competent working with formerly incarcerated students and understand how to foster a supportive learning environment2. Provide professional growth opportunity for critical members of the campus community3. Increase faculty and staff who attend Project IMPACT; Participants can hear first-hand stories shared by inmates of what led to their incarceration and can humanize incarcerated individuals4. Increase the number of faculty and staff on campus that are confident and competent working with formerly incarcerated students and understand how to foster a supportive learning environment5. Faculty and staff can meet formerly incarcerated students thereby humanizing the population and developing empathy and understanding6. Invite faculty and staff to stay informed and help make decisions related to the formerly incarcerated population	<ol style="list-style-type: none">1. Annually during inservice2. Annually, as invited to do so3. Each summer during the summer bridge program beginning in July 20194. Ongoing5. Each summer during the summer bridge program beginning in July 20196. Throughout the academic year	<ol style="list-style-type: none">1. Noel Gomez, Paloma Arnold and Instructional Faculty working with incarcerated students2. Noel Gomez, EVP Pamela Ralston and student3. Noel Gomez and Paloma Arnold4. Paloma Arnold5. Paloma Arnold

Chancellor's Office

California Community Colleges

District: Santa Barbara Community College District

College(s): Santa Barbara City College

RFA Specification Number: 18-087

APPLICATION ANNUAL WORKPLAN

(BASED ON RFA SPECIFICATION, ONLY ONE OBJECTIVE PER PAGE. DUPLICATE FORM AS NEEDED.)

OBJECTIVE: B. Transitional material, services and outreach inside the college's local jail, prisons, probation and/or parole

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
<ol style="list-style-type: none">1. Conduct credit classes inside the Santa Barbara County Jail2. Presentations to male and female housing units inside the jail3. Bring clients from the Santa Barbara County Day reporting Center to an on-site "Application Day" in the EOPS Office Computer Lab4. Host workshops at the County Probation Office, Los Prietos Boys Camp and sober living homes	<ol style="list-style-type: none">1. Students enrolling in the credit courses in the Santa Barbara County Jail are directly referred to the summer bridge Transitions Program upon release; inmates are often rewarded for completing the jail classes with early release upon the condition that they immediately visit the EOPS Office and sign up for the Transitions Program2. Connect with potential students and recruit for the summer bridge Transitions Program directly to people on probation, parolees or others who may benefit from the program3. Assist eligible students with the SBCC application and steps to enrollment; familiarize potential students with the campus, building, EOPS Office and staff	<ol style="list-style-type: none">1. Fall and spring semesters/ongoing2. Ongoing3. Late Spring/Early Summer annually4. Ongoing during the spring semesters	<ol style="list-style-type: none">1. Noel Gomez2. Noel Gomez3. Paloma Arnold, Noel Gomez, EOPS support staff and Day Reporting Center staff4. Noel Gomez

Chancellor's Office

California Community Colleges

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APPLICATION ANNUAL WORKPLAN

(BASED ON RFA SPECIFICATION, ONLY ONE OBJECTIVE PER PAGE. DUPLICATE FORM AS NEEDED.)

OBJECTIVE: C. Academic counseling that provides clear pathways

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
<ol style="list-style-type: none">PD149A 1 unit Academic Planning class taught after career development class during summer bridge program by an academic counselor specific to Transitions studentsAdditional one-on-one counseling hours provided during summer bridge to identify educational goals and develop comprehensive educational plansAcademic counselors are hired under EOPS umbrella and therefore meet additional diversity and equity minimum qualificationsAcademic counselors working with Transitions Students will participate in training and professional development opportunities as it relates to this populations	<ol style="list-style-type: none">a. Students will be able to identify required elements of a certificate of achievement, associates degree or transfer b. students will complete a comprehensive student educational plan c. students will register in the subsequent fall semester according to their student educational planSummer bridge will have access to an EOPS Academic Counselor for one-on-one counseling during the summer bridge program when FT faculty are usually off contractCounselors are trained with an equity lens; therefore students feel connected and supported by EOPS counselor as demonstrated by follow-up appointments after initial visitParticipate in one professional development activity specifically related to formerly incarcerated students annually	<ol style="list-style-type: none">Every Summer beginning July 2019Every Summer beginning July 2019Upon hiring of academic counselorOngoing annually	<ol style="list-style-type: none">EOPS Academic Counselor/Instructor Camila AcostaEOPS Academic CounselorsEOPS DirectorEOPS Academic Counselors

Chancellor's Office

California Community Colleges

District: Santa Barbara Community College District

College(s): Santa Barbara City College

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APPLICATION ANNUAL WORKPLAN

(BASED ON RFA SPECIFICATION, ONLY ONE OBJECTIVE PER PAGE. DUPLICATE FORM AS NEEDED.)

OBJECTIVE: D. Academic tutoring

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
<ol style="list-style-type: none">Ideally, identify former Transitions students who can be hired as Instructional Support tutors for English, Math and Communication cohort classes taught during semesterInstructional support/tutors will be tied to the specific section of the class established for the Transitions cohort; tutors will be available both inside and outside of class	<ol style="list-style-type: none"><ol style="list-style-type: none">Students enrolled in classes will receive additional, course specific, peer tutoring by Transitions students who have previously successfully completed the classStudents will be given appropriate tools and support to pass and English and Math completion rates will increase for Transition populationIncrease retention between Fall and Spring semesters and d. Former Transitions students will be given leadership employment opportunities at the college.<ol style="list-style-type: none">Students enrolled in classes will receive additional, course specific, peer tutoring by Transitions students who have previously successfully completed the classStudents will be given appropriate tools and support to pass and English and Math completion rates will increase for Transitions populationIncrease retention between Fall and Spring semestersFormer Transitions students will be given leadership employment opportunities at the college.	<ol style="list-style-type: none">Prior to each semester (Fall and Spring)Prior to each semester (Fall and Spring)	<ol style="list-style-type: none">Paloma Arnold and appropriate course instructorPaloma Arnold and appropriate course instructor

Chancellor's Office

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APPLICATION ANNUAL WORKPLAN

(BASED ON RFA SPECIFICATION, ONLY ONE OBJECTIVE PER PAGE. DUPLICATE FORM AS NEEDED.)

OBJECTIVE: E. Peer-to-peer support and mentoring services

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
<ol style="list-style-type: none">1. Hire 4-5 peer mentors for each Summer Bridge program preferably from former Transition cohort populations2. Hire 1 -2 peer mentors for the fall and spring semesters to support students and act as a resource as students transition into the general population3. Encourage peer mentors to organize events and/or meetings throughout the year to informally support students and develop community4. Ensure that all peer mentors have received training regarding both on and off campus resources and training in responding to, supporting and reporting students of concern	<ol style="list-style-type: none">1. Students will receive additional support through peer mentor which will increase retention rates; former Transitions students will be given employment opportunities in leadership roles at the college2. Students will receive additional support through peer mentor which will increase retention rates; former Transitions students will be given employment opportunities in leadership roles at the college3. Develop community and consistency of support throughout the academic year which will increase retention rates between fall and spring semesters4. Ensure that peer mentors understand confidentiality, are familiar with relevant resources and can identify situations in which they may need to refer to the program lead, director, counselor, health and wellness or other appropriate service or resource to appropriately support students	<ol style="list-style-type: none">1. Spring before start of summer bridge program2. Upon completion of summer bridge program/beginning of each fall and/or semester3. Ongoing4. Upon hiring of peer mentors and ongoing throughout academic year	<ol style="list-style-type: none">1. Noel Gomez and EOPS support staff2. Noel Gomez and EOPS Support Staff3. Noel Gomez, Peer Mentors and EOPS Support Staff4. Paloma Arnold, Noel Gomez and Peer Mentor liaison in EOPS

Chancellor's Office

California Community Colleges

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APPLICATION ANNUAL WORKPLAN

(BASED ON RFA SPECIFICATION, ONLY ONE OBJECTIVE PER PAGE. DUPLICATE FORM AS NEEDED.)

OBJECTIVE: F. Financial aid information and application assistance

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
<ol style="list-style-type: none">1. Assist students through the Financial Aid application process upon enrollment in Santa Barbara City College credit, campus-based classes2. Work with Financial Aid Liaison to EOPS to assist students in completing the Financial Aid verification process3. Develop FAFSA/DREAM Application workshops during "application season" specifically for Transitions students housed in the EOPS Office4. Develop Scholarship Workshops to assists students completing applications for both on and off campus scholarships	<ol style="list-style-type: none">1. Students will be eligible for various types of federal and state aid including Pell Grants, CCPG (BOGW), SEOG, CalGrants, Federal Work Study and student loans2. Transitions Student receive individualized support in understanding and completing the financial aid process3. Students will be supported in renewing their FAFSA/DREAM Applications annually4. Students will learn about scholarships opportunities and will be assisted in developing strong scholarship applications annually	<ol style="list-style-type: none">1. Upon acceptance into SBCC Transitions Summer Bridge Program2. Ongoing3. October - March every year4. January - March every year	<ol style="list-style-type: none">1. Noel Gomez and Financial Aid Staff2. Paloma Arnold and Financial Aid liaison and FA Director3. Paloma Arnold and Financial Aid liaison4. Paloma Arnold and Financial Aid Scholarship Coordinator

Chancellor's Office

California Community Colleges

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APPLICATION ANNUAL WORKPLAN

(BASED ON RFA SPECIFICATION, ONLY ONE OBJECTIVE PER PAGE. DUPLICATE FORM AS NEEDED.)

OBJECTIVE: G. Career counseling and placement assistance

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
<ol style="list-style-type: none">1. Re-implement the PD191A, one unit career planning class during the summer bridge program, focusing specifically on the barriers to employment for formerly incarcerated students, the existing strategies to overcome those challenges and develop a path to employment ; ensure curricular collaboration between PD191A and PD149A (Academic Planning)2. Implement a mini workshop series in the SBCC Career Center to develop resumes, cover letters and interview skills during the summer bridge program3. Develop relationships with community resources that offer job development resources, such as the EDD and Workforce Resource Center, and invite them as guest speakers/collaborators during the PD191A class4. Develop a network of local employers that are amenable to hiring formerly incarcerated students; if enough such employers can be secured, develop a mini job fair	<ol style="list-style-type: none">1. a) Students will participate in career assessment, counseling, guidance, and research; b)Students will prepare a personal portfolio that will include short-term and future educational career plans and goals and c) students will be involved in concrete and direct activities to achieve these goals2. Students will develop an appropriate resume, cover letter and learn basic interview etiquette and skills. Students will also become familiarized with the resources available in the SBCC Career Center3. Students will become familiar with off campus resources available4. Students will have job opportunities at organizations that are amenable to hire formerly incarcerated applicants	<ol style="list-style-type: none">1. Each summer bridge program beginning in Summer 20192. Each summer bridge program beginning in Summer 20193. Ongoing4. Ongoing	<ol style="list-style-type: none">1. Paloma Arnold, Noel Gomez and Camila Acosta, EOPS Academic Counselor and PD149A Instructor2. Paloma Arnold and Noel Gomez3. Paloma Arnold, Noel Gomez and support staff4. Paloma Arnold, Noel Gomez and support staff

Chancellor's Office

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APPLICATION ANNUAL WORKPLAN

(BASED ON RFA SPECIFICATION, ONLY ONE OBJECTIVE PER PAGE. DUPLICATE FORM AS NEEDED.)

OBJECTIVE: H. Referral to on-and off-campus resources

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
<ol style="list-style-type: none">1. Continue to develop strong working relationships with Student Services personnel including Admissions and Records, Financial Aid, the Career Center, EOPS2. Continue to develop strong working relationships with community resources that will refer students to the SBCC Transitions program3. Identify community resources that can provide auxiliary support for Transitions students like employment, housing, transportation, mental health and sobriety; develop a "resource fair" for Transitions or invite various resources in as guest speakers during summer bridge programming4. Continue to develop strong working relationships with instructional faculty to support students in the classroom5. Invite constituents to Transitions graduation events, student panels, video screenings, and other events highlighting the benefits and positive outcomes of Transitions.	<ol style="list-style-type: none">1. Students will be assisted in the matriculation process and will know where to find resources when necessary2. Various community agencies will continue to refer potential student to the Transitions program3. Students will know which resources in the community that can provide resources and will take advantage of said resources when necessary4. Students will be supported inside the classroom once they enter the general population and instructors will understand how to best support our students; this will lead to greater goal completion and retention amongst Transitions students5. Constituents will be able to witness the benefits of the Transitions Program to further refer students and provide resources	<ol style="list-style-type: none">1. Ongoing2. Ongoing3. Ongoing4. Ongoing5. Ongoing	<ol style="list-style-type: none">1. Paloma Arnold and Noel Gomez2. Paloma Arnold and Noel Gomez3. Paloma Arnold and Noel Gomez4. Paloma Arnold and Noel Gomez5. Paloma Arnold, Noel Gomez and EOPS support staff

Program Management (2)

At SBCC, the Transitions Program is under the EOPS/CARE program umbrella. As such, all Transitions students must meet EOPS eligibility requirements. This enables us to leverage for our Transitions students the many critical resources that are available to EOPS programs including book grants, meal vouchers, academic counseling, tutoring, peer mentorship, caseload management, cultural events and many more services. Additionally, housing the Transitions program within the EOPS program also allows us to leverage staff support for recruitment, planning, implementation, management and oversight. Running for over 50 years, the EOPS program is a well-established model for student equity and has proven successful in supporting marginalized populations of students and closing the achievement gaps. The Transitions Program at Santa Barbara City College is currently overseen by Director of EOPS, Paloma Arnold and Transitions Program Lead and Student Program Advisor, Noel Gomez. Noel and Paloma will be responsible for coordinating the implementation of the expanded Transitions program under the CCCCO Reentry Grant.

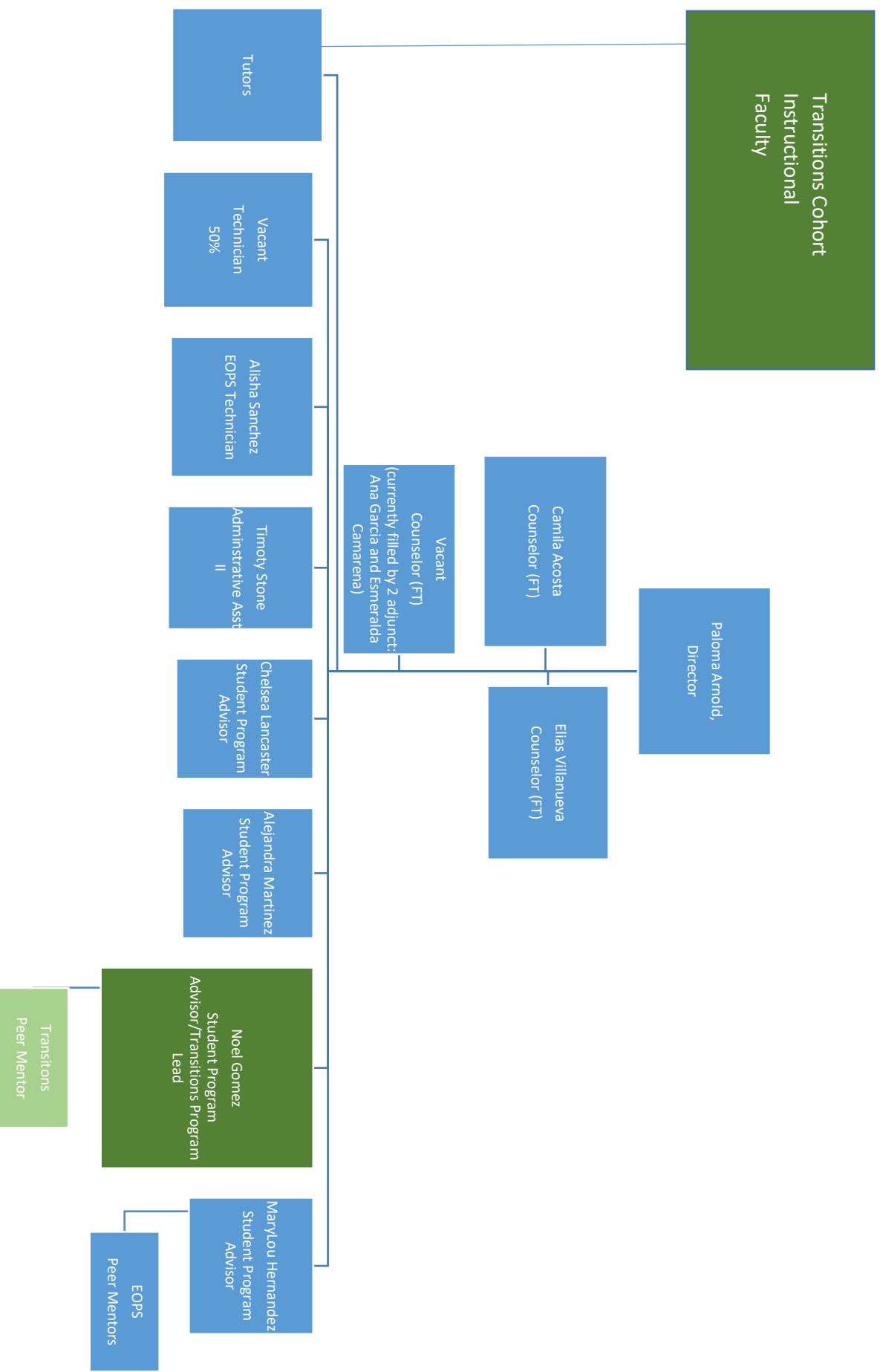
Noel Gomez plays an active role in the Transitions program and has arguably been the most instrumental person in developing the Transitions Program into what it is today. Personally, as a native of the Boyle Heights neighborhood of LA, Noel grew up in the gang capital of America in the turbulent 1990s. His cousins were members of the most powerful gang in the region. Gomez had to cross two turfs to get to school. "If I'd pledged allegiance to any of these gangs, I would have been dead in two days." Noel stayed "out", graduated high school, and against the advice of a school counselor, applied to and was accepted at UCSB. Despite the odds, Noel graduated from UCSB and subsequently, earned a Master's in Education from Harvard University. Many Transitions students can personally relate to Noel's background and upbringing and Noel serves as an excellent role model for them. As part of the Transitions program, Noel teaches the credit Personal Development classes inside the County Jail during the fall and spring semesters where he is consistently recruiting students for the summer bridge portion of the program. Noel is also responsible for cultivating relationships and recruiting students from various community organizations and county offices including Santa Barbara County Probation Office, Santa Barbara County Sheriff's Department and the Day Reporting Center. In addition to teaching classes in the jail and recruiting students for the summer program, Noel serves as the program lead for the Transitions program. He determines the eligibility for Transitions students and assists the students, in conjunction with other Student Services professionals, in completing the entire matriculation process including admissions, assessment (historically), registration and financial aid. Noel also determines necessary resources and referrals. Noel also teaches one of the Personal Development classes during the summer bridge program and, with the assistance of EOPS support staff and the EOPS Director, coordinates relevant field excursions and services for summer bridge students. Finally, Noel also serves as the Student Program Advisor for Transitions students once they have completed the summer bridge program to provide caseload management, resources, referrals and general assistance throughout the academic year. Noel will continue in these capacities under the expanded program.

Paloma Arnold, EOPS Director, oversees Gomez and the Transitions Program, as part of her larger role overseeing all aspects of the EOPS programs, including CARE (Cooperative Agencies Resources for Education), CalWORKs (California Work Opportunity and Responsibility to Kids), the Guardian Scholars/Foster Youth program and multiple summer bridge programs. Paloma has been a part of SBCC's EOPS programs for almost 20 years and has been the Director of the program since 2017. As a long time EOPS tenured faculty and current Director of EOPS/CARE, CalWORKs and Foster Youth, Paloma has extensive knowledge and experience understanding state-mandated implementation requirements, managing state funded budgets and allocations and state required reporting as the EOPS/CARE and CalWORKs programs remain some of the most strictly regulated categorical programs by Title 5 and the Chancellor's Office. Paloma will continue in this capacity with the expanded Transitions program and will also act as the liaison between Transitions and instructional faculty teaching the cohort courses.

Together, Noel and Paloma work to develop strong on-campus and community relationships including the SBCC Administration, Admissions and Records, Financial Aid, Institutional Research and the Foundation for Santa Barbara City College. In the community, strong relationships have been cultivated with the Santa Barbara County Sheriff's Department, Santa Barbara County Probation Office, Day Reporting Center and the Santa Barbara County Re-entry Steering Committee. Other critical program support and leadership comes from a team of Peer Mentors. Since mentors are frequently former participants of the program, Transitions ensures that student leadership within the program is consistently representative of its constituents. During the summer bridge portion of the program, the Transition Program usually hires 4-5 peer mentors to support the program. Under the expanded program, we hope to hire 1 peer mentor to work year round to support the program, students, and program lead.

EOPS also has a well-established Advisory Committee that meets regularly each semester. This Advisory Committee, chaired by the EOPS Director, consists of on- and off-campus professionals, as mandated by Title 5, and moving forward, will incorporate regular updates of the CCCCO Reentry Grant. In addition to the EOPS Advisory Committee, and following the Advisory Committee model, the EOPS Program Director will establish a Reentry Grant Steering Committee to meet regularly and monitor the execution of the grant and evaluate its effectiveness. The proposed Advisory Committee membership would include:

- | | |
|---|--|
| 1) EOPS Director, Paloma Arnold | 7) Representative from at least one on |
| 2) Transitions Program Lead, Noel Gomez | campus resource directly involved with |
| 3) Representative from the Foundation for | supporting Transitions Students |
| Santa Barbara City College | 8) Representative from the SBCC Center for |
| 4) Representative from Institutional Research | Equity and Social Justice |
| 5) English, Math and Communication faculty | 9) At least one Transitions Student and/or |
| teaching Transition classes | Peer Mentor |
| 6) Representative from the County Jail, | |
| County Probation Office and/or Day | |
| Reporting Center | |



Chancellor's Office
California Community Colleges

District: Santa Barbara Community College District
College(s): Santa Barbara City College
RFA Specification Number: 18-087

APPLICATION BUDGET SUMMARY

Object of Expenditure	Classification	Line	Total Grant Funds Requested	Total Additional Funding
1000	Instructional Salaries*	1	\$0	\$179,025
2000	Non-instructional Salaries	2	\$34,674	\$188,201
3000	Employee Benefits	3	\$1,000	\$59,917
4000	Supplies and materials	4	\$13,500	\$13,250
5000	Other Operating Expenses and Services	5	\$7,500	\$3,000
6000	Capital Outlay	6	\$0	\$0
7000	Other Outgo	7	\$39,480	\$103,500
Total Direct Costs		8	\$96,154	\$546,893
Total Indirect (4% of Line 8)		9	\$3,846	Not applicable
Total Program Costs		10	\$100,000	\$546,893

Email Address: lmmaas@sbcc.edu Telephone: (805) 730-3094

I authorize this total costs proposal as the maximum amount to be claimed for this project and assure that funds shall be spent in compliance with state and federal regulations.

Project Director Name/Title:

Authorized Signature

Date:

District Chief Business Officer:

Authorized Signature

Date:

*Note: Grant funding cannot be used for classroom instruction. These costs must be paid through apportionment.

Chancellor's Office
California Community Colleges

District: Santa Barbara Community College District
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APPLICATION BUDGET DETAIL SHEET

Program Year: _____

Source of Funds: _____

Object of Expenditure	Classification	Budgeted Expenses – Grant Funding
2000	Non-Instructional Salaries:	
	Academic Counselor (Summer Hours)	\$6,009
	Peer Mentor	\$5,265
	Tutors	\$23,400
3000	Employee Benefits:	
	Counselor Summer Benefits	\$1,000
4000	Supplies and Materials:	
	Non Instructional/Office Supplies	\$500
	Printing and Duplicating (promotional materials)	\$250
	Cultural Event Supplies (graduation/orientation)	
5000	Other Operating Expenses and Services:	
	Travel and Conference Classified	\$2,000
	Travel and Conference Certificated	\$5,000
	Mileage	\$250
	Meeting Expenses	\$250
6000	Capital Outlay	\$0
7000	Other Outgoing	
	Student Textbooks	\$15,000
	Meal Vouchers	\$12,000
	Student School Supplies	\$1,480
	Student Stipends	\$10,000
	Fees: Transportation/Health/Enrollment	\$1,000
	Total Direct Cost	\$96,154
	Total Indirect Cost (4 %)	\$3,846
	Total Funding Cost	\$100,000

Chancellor's Office
California Community Colleges

District: Santa Barbara Community College District
College(s): Santa Barbara City College
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APPLICATION BUDGET DETAIL SHEET

Program Year: _____

Source of Funds: _____

Additional Funding Detail:

Object of Expenditure	Classification	Budgeted Expenses
1000	Instructional Salaries:	
	PD Classes taught during Summer Bridge (2019, 2020, 2021)	\$31,500 (District)
	PD Classes taught inside the County Jail during academic year (F2019, S2020, F2020, S2021, F2021)	\$52,500 (District)
	English/Math/General Ed Classes taught during academic year (F2019, S2020, F2020, S2021, F2021)	\$95,025
2000	Non-Instructional Salaries: *variable percent (10/20) of salary during summer, fall and spring terms	
	Academic Counselor*	\$22,964 (EOPS/Categorical)
	EOPS Director*	\$56,855 (EOPS/Categorical)
	EOPS Administrative/Technical Support*	\$26,886 (EOPS/Categorical)
	EOPS Student Program Advisor/Transitions Program Coordinator*	\$34,696 (EOPS/Categorical)
	Peer Mentor	\$23,400 (EOPS/Categorical and Federal Work Study)
	Tutors	\$23,400 (EOPS/Categorical and Federal Work Study)
3000	Employee Benefits: *variable (10/20) percent of benefits during summer, fall and spring terms	
	Academic Counselor*	\$10,256 (EOPS/Categorical)
	EOPS Director*	\$23,196 (EOPS/Categorical)
	Administrative/Technical Support*	\$4,857 (EOPS/Categorical)
	Student Program Advisor/Transitions Program Coordinator*	\$21,608 (EOPS/Categorical)

4000	Supplies and Materials:	
	Non Instructional/Office Supplies	\$250 (Philanthropic, District, EOPS/Categorical)
	Printing and Duplicating (promotional materials)	\$250 (District, EOPS/Categorical)
	Cultural Event Supplies (graduation/orientation)	\$750 (Philanthropic, District, EOPS/Categorical)
	Field Education Excursions	\$12,000 (Philanthropic)
5000	Other Operating Expenses and Services:	
	Travel and Conference Classified	\$2,000 (EOPS/Categorical)
	Travel and Conference Certificated	\$1,000 (EOPS/Categorical)
6000	Capital Outlay	\$0
7000	Other Outgoing	
	Student Textbooks	\$10,000 (Philanthropic, EOPS/Categorical)
	Meal Vouchers	\$10,000 (Philanthropic, EOPS/Categorical)
	Student School Supplies	\$2,500 (Philanthropic, EOPS/Categorical)
	Student Stipends	\$80,000 (Philanthropic)
	Fees: Transportation/Health/Enrollment	\$1,000 (EOPS/Categorical)
	Total Direct Cost	\$546,893
	Total Indirect Cost (4 %)	N/A
	Total Funding Cost	\$546,893

Sustainability of the Program (2)

For sustained success, it is critical that the Transitions program evolves over time, based on lessons learned, program successes and failures, and participant feedback. This evolution has allowed us to add courses taught inside the County Jail, adjust our course offerings and field trips during the summer bridge program and add additional services for students like meal vouchers. We are confident that we will be able to expand the Transitions program throughout the academic year to increase retention and to address the recurring needs that we have observed over the past 11 years.

Though the SBCC administration understands the importance of Transitions, its sustainability over the past 11 years has depended heavily on grant funding and individual donations. The Foundation for Santa Barbara City College staff continues to work diligently in its grant-writing efforts and solicitation of individuals who have been identified (or who have self-identified) as interested in supporting the population served by the Transitions program. Our fundraising team consists of Foundation Chief Executive Officer Geoff Green, Chief Development Officer Gretchen Hewlett, and Director of Grants Rachel Johnson who all share a passion for supporting formerly incarcerated students through education. Through the Foundation for SBCC, we have been fortunate to receive a multi-year grant from The Fund for Santa Barbara twice, totaling support over a 6-year period. Securing this grant allowed us to gain the support of individual donors who have also committed long term funding. Additionally, the Foundation for Santa Barbara City College has committed to supporting the Transitions Program through the CAP Fund. These grants represent a social justice fund grant, private individual donors, and the backing of the Foundation for SBCC; which demonstrate a strong diversity of support for the program. This dedicated team will continue to explore new ways to secure funding for Transitions students. We are continually working to increase visibility and community support for Transitions, and educate the community regarding the program's success. Together, we are committed to continuing to leverage community support in the years to come.

The Extended Opportunities Programs and Services (EOPS) administration and staff have proven to be remarkable partners in maximizing available resources. Fortunately, Transitions operates under the umbrella of EOPS; a well-established program, established by the State of California, that provides educational support, resources and assistance to low-income students at SBCC. This means that foundational expenses, such as staff and faculty salary and benefits, are covered by consistent funding and Transitions has access to all EOPS resources, space and equipment, including computer and tutorial labs. Additionally, because all Transitions students qualify for EOPS, we are also able to augment the resources paid for by other funding sources by providing EOPS services (i.e. book grants, meal vouchers, etc.) out of EOPS funding. Peer Mentors for Transitions are recruited out of each cohort and again, because of the relationship with EOPS, can often be compensated through EOPS Work-Study allocations. All of this minimizes the resources needed through philanthropic or district contributions. The EOPS Program is committed to continuing to support the Transitions Program in this way.

Additionally, because of the strong relationships developed with community partners, when local law enforcement and criminal justice organizations receive funding for special projects, we are able to develop collaborative agreements, which mitigate some of the costs of the Transitions program. Through SB542, the Inmate Welfare Fund, basic school and instructional supplies are provided for students enrolled in classes inside the County Jail. Not only does sustaining this program also encourages parole officers and others in the criminal justice system to refer their clients to SBCC with confidence (and even grant early release to inmates on the condition of entering the Transitions Program), we have also noticed a dramatic paradigm shift in the attitude of criminal justice officers towards education. This shift has led to a physical restructuring of the Santa Barbara County Jail to become more “education friendly,” implementation of courses being taught on the “women’s side” of the county jail, a re-evaluation of rehabilitation programs being offered in the county jail, and an interest from Allan Hancock College to develop a sister program in North Santa Barbara County (Santa Maria).

Lastly, because we are able to enroll significant numbers of students in our Transitions classes and collect apportionment, the Santa Barbara City College district has been committed to funding the instructional salaries and benefits related to these classes. Assuming that we are able to enroll sufficient students for the Fall 2018/Spring 2019 cohort of English, Math and Communications classes, they are willing to continue to do so.

We believe that having sustained and grown the program over the last 11 years, despite not having a program specific funding source, is a true testament to the commitment that Santa Barbara City College has, and will continue to have, to supporting formerly incarcerated students.

October 18, 2018

California Community Colleges Serving Formerly Incarcerated Students
2019 Leadership Institute

RE: Letter of Support for the EOPS Transitions Program

To Whom It May Concern,

In my capacity as the President of the Santa Barbara City College Board of Trustees, I fully support the EOPS Transitions Program's application to the California Community Colleges Serving Formerly Incarcerated Students 2019 Leadership Institute.

The work that the Transitions Program has been doing at Santa Barbara City College and in the Santa Barbara Community for the past 11 years is critical. Research has shown that the benefits of education as an anti-recidivism tool are profound. Helping formerly incarcerated individuals transition to the community college is not only transformative for the individual but has long lasting benefits within our community as well. The goals, objectives and outcomes of our Transitions Program are well in line with Santa Barbara City Colleges Mission, Vision and Our Core Principles. Furthermore, the EOPS Transitions Program has been recognized by the Chancellor's Office as the 2012 Recipient of the Rice Diversity and Equity Award.

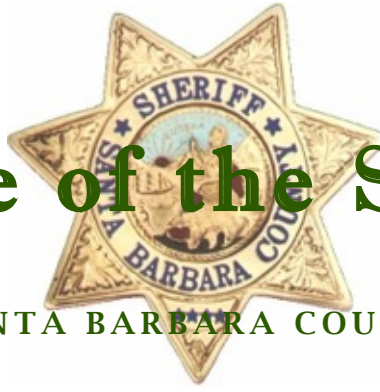
Thank you for your consideration.

Sincerely,



Veronica Gallardo
President Board of Trustees

Office of the Sheriff



SANTA BARBARA COUNTY

BILL BROWN
Sheriff-Coroner

SOL LINVER
Undersheriff

STATIONS

Buellton

140 W. Highway 246
Buellton, CA 93427
Phone (805) 686-8150

Carpinteria

5775 Carpinteria Avenue
Carpinteria, CA 93013
Phone (805) 684-4561

Isla Vista

6504 Trigo Road
Isla Vista, CA 93117
Phone (805) 681-4179

Lompoc

3500 Harris Grade Road
Lompoc, CA 93436
Phone (805) 737-7737

New Cuyama

70 Newsome Street
New Cuyama, CA 93254
Phone (661) 766-2310

Santa Maria

812-A W. Foster Road
Santa Maria, CA 93455
Phone (805) 934-6150

Solvang

1745 Mission Drive
Solvang, CA 93463
Phone (805) 686-5000

Sheriff - Coroner Office

66 S. San Antonio Road
Santa Barbara, CA 93110
Phone (805) 681-4146

Main Jail

4436 Calle Real
Santa Barbara, CA 93110

P. O. Box 6427 · 4434 Calle Real · Santa Barbara, California 93160
Phone (805) 681-4100 · Fax (805) 681-4322
www.sbsheriff.org

January 31, 2019

California Community Colleges Chancellor's Office
Division of Educational Services
1102 Q Street
Sacramento, CA 95811

Re: Formerly Incarcerated Students Reentry Program

On behalf of the Santa Barbara County Sheriff's Office (SBSO), I am pleased to write this letter in support of a working partnership between our office and Santa Barbara City College (SBCC) in its expansion of the college's Transitions Program.

In 2014, under the auspices of the Transitions Program, SBCC introduced Personal Development courses to members of our incarcerated population. The SBSO has been impressed with the diligence and capability of our SBCC faculty, and have observed the positive effect that these courses have had on participating members of the jail population. The SBSO values our relationship with SBCC and welcomes an opportunity to strengthen it and develop a broader, deeper educational experience for SBSO inmates through an enhanced Transitions Program.

The SBSO provides law enforcement for the unincorporated areas of Santa Barbara County, California, and for several cities by contract, including Solvang, Buellton, Goleta, and Carpinteria.

Our physical plant, the Santa Barbara County Main Jail (located at 4436 Calle Real in Goleta, California) is a secure correctional facility holding pre-trial detainees and both male and female sentenced inmates. The Mail Jail receives new bookings of individuals mainly from Carpinteria, Goleta, Guadalupe, Isla Vista, Lompoc, Santa Barbara, Santa Maria, and Isla Vista, as well as individuals from out-of-county.

The SBSO's intent is to work collaboratively on behalf of Santa Barbara County's incarcerated population to enhance and expand educational opportunities currently available. Educational tools will aid in returning criminal offenders to the community upon release, and will provide them with a path to enrollment at SBCC. The SBSO's hope is to provide post-release opportunity for earning a higher education and ultimately, to significantly reduce recidivism.

January 31, 2019
California Community Colleges Chancellor's Office
Re: Formerly Incarcerated Students Reentry Program

The SBSO will continue work collaboratively with SBCC to identify educational needs and to assist in designing and refining curriculum to meet those needs. The SBSO can coordinate with SBCC in regards to the number of inmates participating, location of inmate education within the Main Jail, management of inmates during classes, and training of SBCC adjunct faculty for in-custody class environments.

SBSO will provide complete oversight of all safety-related issues that may arise, and will adhere to the strict and established policies that insure the safety and security of inmates, SBCC faculty, and SBSO staff.

It is the SBSO's understanding that funding for expansion of the Transitions Program is being made possible through an opportunity presented by the California Community Colleges Chancellor's Office. Should the SBSO be given the opportunity, the SBSO would strongly recommend that funding be awarded to benefit SBCC's Transitions Program. Transitions programming has already had a positive impact on inmate services in Santa Barbara County; a strengthened program can significantly extend its reach and broaden its positive impact.

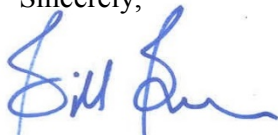
Additionally, the SBSO views Santa Barbara County as a particularly ripe candidate for this funding, based on the collaborative nature of local agencies serving inmates and formerly incarcerated individuals, and on our community's openness and willingness to effect systematic change.

The SBSO believes that through an enhanced and strengthened SBSO-SBCC partnership, county inmates can be presented with exceptional educational opportunities. The SBSO fully expects this grant opportunity will promote the success of participating inmates during their incarceration, introducing them to education that will hopefully continue following their release.

The SBSO looks forward to working with SBCC to develop coordinated inmate educational programming and post-release success services.

If you have any questions about our partnership with SBCC, please do not hesitate to contact me or Custody Chief Vincent Wasilewski at (805)681-4245.

Sincerely,



BILL BROWN
Sheriff