

CHANCELLOR'S OFFICE
CALIFORNIA COMMUNITY COLLEGES

DISTRICT: GAVILAN JOINT COMMUNITY COLLEGE DISTRICT
COLLEGE(S): GAVILAN COLLEGE
RFA SPECIFICATION NUMBER: 18-087, AMENDMENT 1

CONTACT PAGE

TO BE COMPLETED BY CCCCCO

Grant Agreement No.: _____

Proposal ID No.: _____

Funding Status: _____

Fiscal Year: _____

Funding Source(s): Currently and Formerly Incarcerated Students Reentry Program

Project Title: Gavilan Current and Formerly Incarcerated Student Transitions

Institution: Gavilan College

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City: Gilroy **State:** CA **Zip + 4:** 95020 -

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GAVILAN COLLEGE

Gavilan Current and Formerly Incarcerated Student Transitions

Gavilan Joint Community College District

1/23/2019

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A. Need

The Gavilan Joint Community College District (Gavilan) has for some time been invested in serving students who are currently incarcerated or are transitioning out of incarceration. The College, through the Noncredit Division, has provided instruction in a County jail and at community-based transition center for those individuals who are formerly incarcerated. Students both inside and outside of jail receive assessment and educational planning support through a counselor who works exclusively with this population. These services are highly valued by the college, our correction and probation partners, and incarcerated students themselves. While the college has provided considerable resources to serving these students, in order to ensure formerly incarcerated students' transitions are seamless and to improve their retention and completion a network of peer guidance and support is needed.

Gavilan College's service area is comprised of 2,700 square miles encompassing all of San Benito and southern part of Santa Clara County. South Santa Clara and San Benito County are transitioning from largely rural regions to, particularly in the north of the district, suburban communities serving the Silicon Valley. The District's main campus is in Gilroy and the College maintains educational sites in the North in Coyote and Morgan Hill and in the South in Hollister. The Gavilan College Noncredit Division, in particular, is focused on serving students and communities that traditionally do not access tertiary education. The Noncredit program has over 20 locations across the district in neighborhoods and at community-based programs that serve community members that are typically under-represented at community colleges. To this end, the College provides instruction and support services at the San Benito County Jail and Community Transition Center and the Santa Clara County South County Reentry Center.

The District's population income and employment rates vary from relatively high in the northern part of the district to low in the southern part. For example unemployment in Morgan Hill (the northern part of the district) was 4.3% while San Benito County's rate was 7.3% and the state rate was 5.5% (American Community Survey data). Similarly, 4.9% of Morgan Hill residents received food stamps and 11.1% did not have a high school diploma, but in San Benito County 10.8% received food stamps and 29.2% did not have a high school diploma (American Community Survey data). Using Kidscount.org data, 29.2% of students in San Benito County were categorized as English Language learners. In general, residents of the southern part of the district struggle more with access to education and intergenerational poverty.

Over the past 5 years, Gavilan College has seen a decline in enrollment similar to most other colleges throughout the state. In the 17/18 academic year, the college had a headcount of 10,393 with 43,777 enrollments. In the Noncredit division, there were 5,403 students and 11,113 enrollments. For classes offered in the jail, there were 707

enrollments with a headcount of 292. Overall college demographics reflect the demographics of the region with 29% reporting white, 41% Hispanic, 15% multi-ethnic and 15% other ethnicities combined. For the Noncredit Division, 22% reported being white, 48% Hispanic, 16% multi-ethnic and 14% other ethnicities combined. The College currently does not collect data on the number of its students who were formerly incarcerated, but its San Benito County Jail students represent approximately 7% of the total number of new students every year. Assuming that there are an equal amount of formerly incarcerated students who enroll in the College that do not come through the San Benito County jail, the percentage of students who are formerly incarcerated could be approximately double at 14%. This would put the total formerly incarcerated student amount at 1,447. It is likely that this amount could be low, but without more concrete data this is a reasonable estimate.

Gavilan College has had an ongoing relationship with San Benito County and Santa Clara County Corrections effort (See Appendix A: Letters of Support). The College has been offering a series of courses in the San Benito County Jail for over a decade. The courses include *Career and Personal Development*, *Math/English/High School Equivalency Preparation*, *ESL*, and *Writing Workshop*. The Writing course, in particular, has received accolades from the corrections staff and the community (See Appendix B: Recent Article). Each term, students develop content for a booklet that highlights their experiences and their work in the course. At the end of the term, students read their own and others' work in a reading event. The writing presented is amazingly powerful and moving and reflects the challenges that many of these students face when confronting rehabilitation.

In the 17/18 academic year, funding was secured to hire a part-time academic counselor for incarcerated students. In a short amount of time, the counselor has been able to meet with 160 students to explore and develop educational plans. She has been very successful at connecting with jail students and working with them to explore and set their post-incarceration academic and training plans.

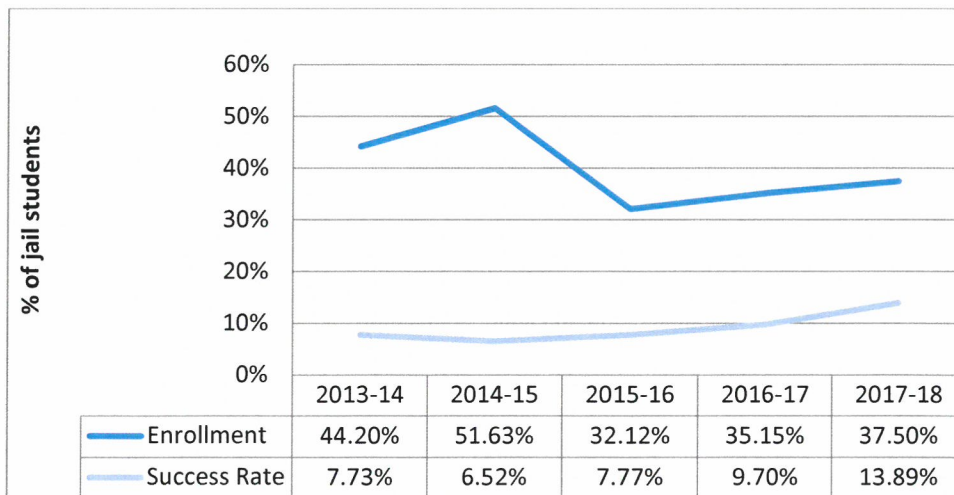
In partnership with Gavilan College, San Benito County has established a community-based center for inmates transitioning out of jail. The center is located at the office complex where most County Social Services are offered. The center has an open computer lab and a space where meetings and courses are conducted. Since opening, Gavilan has offered the same courses that it offers inside the jail at the County transition center. The incarcerated student counselor meets with students at the transition center and at other campus locations to support students in their enrollment and educational planning. The counselor also offers this service to south Santa Clara County formerly incarcerated students at the Gilroy Community Re-entry Center.

While the College is committed to providing instruction inside and outside of incarceration facilities, an important area for improvement is increasing students' successful transition to college and their completion of their educational programs. Currently, the proportion of students who move from jail courses to other classes at

Gavilan is robust but the number who successfully complete is low. To illustrate, the proportion of jail students who took at least one non-jail course within three terms has averaged 40% over the past 5 years (See Figure 1). Of these 40%, only 22% successfully completed at least one course, which amounts to only 9% of the total cohort. So, a good proportion of students are making the transition from our jail classes to regular college classes but a much smaller proportion are succeeding at our college.

If incarcerated students are to be successful, more intensive peer-based support is necessary. For the past decade, Gavilan College has built a strong foundation of instructional and support services for incarcerated students. Important relationships with County Corrections and Enforcement representatives have led to a true collaborative development and implementation effort. In particular, San Benito County is opening a new jail wing and hiring new transition case management staff. Classes and services will be expanding and more focused on decreasing recidivism. Gavilan College has been and will be an important part of developing and implementing these new models. It is clear from a review of other successful national models, formerly incarcerated individuals need to have a role in planning and implementation of any support services. This proposal will fund the development of a program model that utilizes formerly incarcerated students to provide support to fellow students in their transition to college and the completion of their educational and training goals.

Figure1: *Proportion of jail students who enrolled in and subsequently succeeded in non-jail course within 3 terms.*



B. Response to Need

Background

In order to improve formerly incarcerated students' transition to college and completion of their academic programs, it is proposed that Gavilan College will undergo a development process that will establish a program model that provides peer support to formerly incarcerated students. Gavilan College has had over a decade of providing instruction to students who were incarcerated in County jail. More recently, though, a counselor has begun to provide intensive student support, including career exploration and educational planning. These activities are financially supported and will continue to serve these students. Through this work, it has become clear that the classes and support provided need to have a philosophical foundation to best serve this audience. Over the last year, faculty and staff have conducted research and planning discussions about what is the appropriate model and training for instructors and staff providing services to incarcerated students.

One faculty person in particular, spent her Fall 18 sabbatical reviewing and visiting a series of model programs throughout the US. She underwent training, conducted interview with leaders in the field, and reviewed books and articles about successful models for working with formerly incarcerated individuals. The faculty-person also visited in-person inspiring and innovative programs including:

- *Dreamland , Family, and Community Arts and Education Center*: Bronx, NY;
- *GrubStreet Community Writing Center*: Boston, MA;
- *Healing Broken Circles*: Marion, OH;
- *Street Scholars*: Oakland, CA.

Some themes that emerged from her research include:

- Sensitivity to cultural identify and utilized as an asset,
- Relational program structure,
- Meaningful leadership opportunities for participants,
- Peer support model and accountability for principles and values of the program,
- Co-creation of the program.

Program Development

The result of this research and discussions with staff, students, faculty and partners has made it apparent that a collaborative and thoughtful program development process is needed to successfully impact students transitioning out of incarceration. The first phase of the proposed project will be a collaborative process that involves current and formerly incarcerated students in the development of a program model that supports students in their college transition and ongoing success.



As foundational to the development process, a series of trainings will be provided so that participants in the collaborative process will be well-prepared to develop a model that is tailored to this particular population. Trainings will include: *Working with System Impacted Individuals*, *Trauma-Informed Instruction*, and *Racial Bias*. These trainings will ensure that the program model and its participants will have a sound foundation. These trainings will be valuable for those involved in the development and operation of other campus support services and as such will be open to campus-wide participation. The Equity Employment Opportunity Committee will fund these professional development opportunities.

While the specifics of the model will emerge from this process, the program will provide a peer support model for formerly incarcerated students. Peer support is an important cornerstone of Gavilan College's *Guided Pathways* student support structure. For some time, the college has provided peer advisors that support students in their effort to register and enroll in classes. Peer advisors also provide a variety of information to students on resources available at the college. These students are highly trained to provide customer-friendly accurate information to their fellow students. Gavilan College peer advisors make approximately 20,000 student contacts per year in the College Welcome Center, and the program recently expanded to work one-on-one with new-to-college students in and out of the classroom. This direct peer support model allows students to contact the advisors with general questions and in turn the advisors deliver effective and efficient social and academic support by providing information, referrals, resources, and a peer to confide in.

In addition to general population students, this model has worked effectively with target populations such as ESL students. For some time, the proportion of ESL students who made the transition from community-based Lifeskills courses to campus-based academic ESL courses was exceeding low. With the hiring of ESL peer advisors and other targeted efforts, the proportion of students who made this transition increased from 5 to 32%. Student advisors, who have successfully made this transition themselves, provide information, support and motivation for ESL students who are often overwhelmed by the prospect of formal institutional education. ESL students are often uncomfortable asking questions with staff or instructors but have no qualms approaching their fellow peer advisors. This model has been highly effective with ESL students and will be applied with an equally challenged and circumspect population of formerly incarcerated students. As with ESL, the proposed model will be to hire formerly incarcerated individuals who have successfully made the transition to education to serve as peer advisors.

A peer support model is also one that has had been advocated for use with formerly incarcerated students. In the 2015 policy document *Degrees of Freedom: Expanding College Opportunities for Formerly Incarcerated Californians* (2015), the authors recommended connecting students to resources and support services and that those delivering these services in and outside of facilitates should be peers. One of the programs that was visited (Healing Broken Circles) by a long-time jail faculty has

actively incorporated formerly incarcerated individuals in both program design and the provision of support services. They have demonstrated high levels of success with their program participants.

The program will focus on objectives that are tied to the CCCCO Vision for Success:

1. Develop a peer-advising program model targeting formerly incarcerated individuals.
2. Increase the proportion of students who transition from the jail and transition center programming to Gavilan College Educational Pathways.
3. Increase the proportion of formerly incarcerated students who successfully complete college milestones (e.g. First Year ENG/Math, 30 units, Degree/Certificate Completion).

Program Implementation

The formerly incarcerated peer advisors will participate in trainings used to prepare other campus student advisors. These trainings include: *Matriculation and Financial Aid*, *FERPA*, *Sexual Harassment*, and *Effective Peer Mentoring*. These trainings lead to a certification of *Peer Educator* from the National Association of Student Personnel Administrators (NASPA).

They will also receive specific trainings on how to work with students emerging from incarceration which will include: *Working with System Impacted Individuals*, *Trauma-Informed Instruction*, and *Racial Bias*.

Peer advisors will support students as they are released from jail or through their participation in community-based transition centers. A referral system will be developed so that students making this transition have an easy connection point. Students will be trained on how to connect with an individual and a protocol on how to work with them. Once individuals exit jail, they will also be provided a packet of information that will include Gavilan College resources. Peer advisors will assemble and distribute these materials so that all potential students have these materials.

Once a connection is made, peer advisors will provide support and information how to enroll in and be successful at college. They will also be able to provide referrals to other services such as food, housing, and formerly incarcerated-specific information such as expungement services. In order to keep students connected and on track, peer advisors will have regular contacts with peers. Events, such as pizza and coffee get togethers, will also be conducted to engage students in the peer support model. General population peer advisors are currently offering these services to all first year students. This proposal will fund a subgroup of advisors who will target and serve a formerly incarcerated student population.

Program Development Timeline:

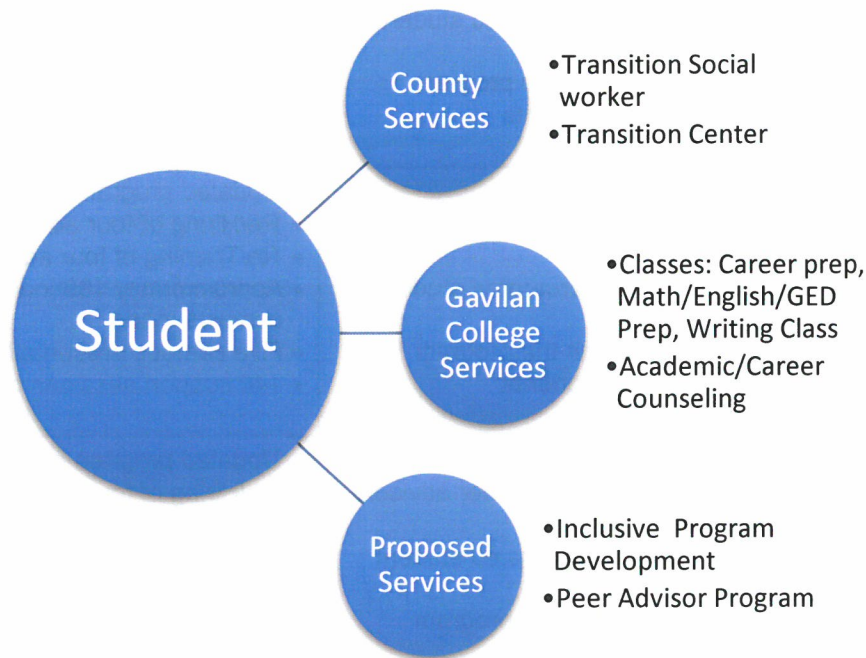
Term	Key Strategies	Implementation Benchmarks
Summer/Fall 19	<ul style="list-style-type: none"> • Recruitment and hiring of coordinator • Staff, faculty and student trainings • Program Development planning sessions 	<ul style="list-style-type: none"> • Hiring completed • Advisory members completing trainings • Program model development
Winter/Spring 20	<ul style="list-style-type: none"> • Recruitment and hiring and of peer advisors • Peer advisor trainings • Current and formerly incarcerated student outreach • Campus presentations on the program • Support sessions with students 	<ul style="list-style-type: none"> • Hiring of four advisors completed • Training of four advisors completed • Approximately 100 individual student contacts made • Five campus presentations made • 100 support sessions conducted
Summer/Fall 21	<ul style="list-style-type: none"> • Review of evaluation data • Recruitment and hiring and of peer advisors • Peer advisor trainings • Current and formerly incarcerated student outreach • Campus presentations on the program • Support sessions with students 	<ul style="list-style-type: none"> • Updated program plan • Re/Hiring of four advisors completed • Re/Training of four advisors completed • Approximately 100 individual student contacts made • Five campus presentations made • 140 support sessions conducted
Winter/Spring 21	<ul style="list-style-type: none"> • Review of evaluation data • Recruitment and hiring and of peer advisors • Peer advisor trainings • Current and formerly incarcerated student outreach • Campus presentations on the program • Support sessions with students 	<ul style="list-style-type: none"> • Updated program plan • Re/Hiring of four advisors completed • Re/Training of four advisors completed • Approximately 150 individual student contacts made • Ten campus presentations made • 200 support sessions conducted
Summer/Fall 21	<ul style="list-style-type: none"> • Review of evaluation data • Recruitment and hiring and of peer advisors • Peer advisor trainings • Current and formerly incarcerated student outreach • Campus presentations on the program • Support sessions with students 	<ul style="list-style-type: none"> • Updated program plan • Re/Hiring of four advisors completed • Re/Training of four advisors completed • Approximately 200 individual student contacts made • Ten campus presentations made • 200 support sessions conducted

Program Leveraging

This proposed program will work in concert with the County resources and current Gavilan instructional and student support services (See Figure 2). Both San Benito and Santa Clara County are focused on inmate transitions and have invested in case managers to assist individuals being released from jail. Both Counties have also invested in community-based transition centers with a variety of recourses for formerly incarcerated individuals. Gavilan College has been providing instructional services with classes in Career Preparation, Math/English/GED Preparation, and Writing for incarcerated and transition center students. The College has also provided academic and career counseling at the San Benito Jail location and at both County transition centers. For Gavilan, the apportionment process compensates the College for

instructional services. The counselor is currently paid in part by San Benito County AB109 and Gavilan Consortium Adult Education Program monies.

Figure 2: Service structure for incarcerated and formerly incarcerated students



Program Monitoring and Evaluation

Gavilan College, as a part of its integrated planning process, conducts annual program planning reviews. Each program sets objectives and monitors progress on a series of objectives. For this project, the coordinator and supervising Dean will ensure that the data is collected, reported, and utilized to improve program operation.

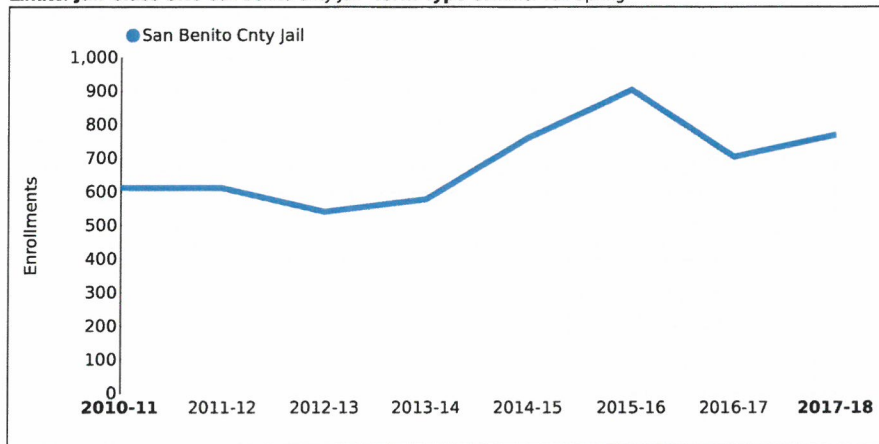
Currently, general population peer advisor contacts are tracked through homegrown system using Google Forms and Sheets. The proposed formerly incarcerated peer advisors will use the same system to track contacts, referrals, and case notes.

Data tools have been developed that allow program staff to readily determine progress on program objectives including the proportion of students from jail classes who transition to Gavilan College and then subsequently complete their courses and programs. The Gavdata tool allows users to easily obtain this data through custom built dashboards (See Figure 3.). The dashboards present data in an easy to understand table and graphic layout. A user can also filter the results to view sub-group rates of enrollment and success. This data along with the annual program review planning will allow for appropriate monitoring and evaluation.

Figure 3: GAVDATA tool sample output

Non-Credit End-of-Term Enrollments by Year

Limits: Jail Class Site San Benito Cnty Jail Term Type Summer Fall Spring



Enrollments (counts)

Jail Class Site	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
San Benito Cnty Jail	613	612	542	579	761	904	705	770
Total	613	612	542	579	761	904	705	770

Enrollments (percents)

Jail Class Site	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
San Benito Cnty Jail	100%	100%	100%	100%	100%	100%	100%	100%
Total	100%	100%	100%	100%	100%	100%	100%	100%

Data loaded 07 JAN 2019 04:00 PM

C. Work Plan

Chancellor's Office
 California Community Colleges

District: Gavilan Joint Community College District
 College(s): Gavilan College
 RFA Specification Number: 18-087, Amendment 1

APPLICATION ANNUAL WORKPLAN

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

OBJECTIVE #1: DEVELOP A PEER-ADVISING PROGRAM MODEL TARGETING FORMERLY INCARCERATED INDIVIDUALS

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
Offer in-house and expert consultant professional development sessions for program development team to learn about traditional and non-traditional paradigms for developing and delivering programming for systems-impacted individuals.	100% of the design team will participate in the training. 80% of participants will report increasing their understanding and likelihood to use training content.	Summer 19	All advisory and development team
Program development team members will create a set of program principles, values, and best, most humane practices that will guide program development and delivery	Guiding principles will be produced.	Fall 19	All advisory and development team
Program development team members will outline the program model which will be implemented.	Program model will be developed	Fall 19	All advisory and development team

OBJECTIVE #2: INCREASE THE PROPORTION OF STUDENTS WHO TRANSITION FROM THE JAIL AND TRANSITION CENTER PROGRAMMING TO GAVILAN COLLEGE EDUCATIONAL PATHWAYS

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
Peer advisors will be recruited, trained and deployed.	At least 4 advisors will complete training 100% of peer advisor participants will report increasing their understanding and likelihood to use training content.	Winter/Spring 2020	Program coordinator
Peer advisors will connect with students who are to be released or who are recently released.	Advisors will connect with at least 100 formerly incarcerated individuals per semester. These numbers will increase over the grant term.	Starting Spring 20	Program coordinator/peer advisors
Peer advisors will support students in registration, financial aid, and enrollment and referral to additional college and community services.	Advisors will provide direct assistance at least 100 times per term. These numbers will increase over the grant term.	Starting Spring 20	Program coordinator/peer advisors
Academic counseling and career exploration sessions will be conducted by the current counselor	Counselor will meet with at least 100 students per term and at least 70% will complete an educational plan.	Ongoing	Noncredit Incarcerated Student counselor



OBJECTIVE #3: INCREASE THE NUMBER OF FORMERLY INCARCERATED STUDENTS WHO SUCCESSFULLY COMPLETE COLLEGE MILESTONES (E.G. FIRST YEAR ENG/MATH, 30 UNITS, DEGREE/CERTIFICATE COMPLETION)

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
Peer advisors will conduct campus presentations and outreach activities to connect with current formerly incarcerated students.	Peer advisors will conduct at least 5 class visits or presentations per term. These numbers will increase over the grant term.	Starting Spring 20	Program Coordinator/peer advisors
Peer advisors will provide ongoing support and information to formerly incarcerated students.	Peer advisors will connect with approximately 100 students per term. Participating students will increase their success and completion rates.	Starting Spring 20	Program Coordinator/peer advisors
Peer advisors will support students in registration, financial aid, and enrollment and referral to additional college and community services. Academic counseling and career exploration sessions will be conducted by the current counselor	Advisors will provide direct assistance at least 100 times per term. These numbers will increase over the grant term. Counselor will meet with at least 100 students per term and at least 70% will complete an educational plan.	Starting Spring 20 Ongoing	Program coordinator/peer advisors Noncredit Incarcerated Student counselor

D. Program Management

Gavilan College has actively participated in State and Federal funding opportunities to greater serve students, particularly those in need. Over the past 10 years, the College has received three Hispanic Serving Institution Title V grants and two Federal STEM grants. Each of these grant necessitates budget management and annual reporting. The College has also received and reported upon a series of State initiatives including *Student Success Support Plan (SSSP)*, *Equity*, *Guided Pathways*, *Basic Skills Initiative* and *Adult Education Block Grant*. The Noncredit Division oversees the College and Regional Consortium Adult Education Program (AEP) allocation and the AB109 funds which is currently allocated to support incarcerated instructional and support programming.

Dr. Brown who is the supervising administrator of the Noncredit Division will be overseeing the development and implementation of the current funding proposal. He oversees several outside funding sources at the college including, *Guided Pathways*, a Federal Title V grant, AB109 funds, and the College's AEP allocation. His Division has offered instruction and support services for incarcerated students for over a decade and his staff have devoted special attention to the successful development and implementation of these services. Dr. Brown has been an active member of the team who has been working to increase the level and quality of County support services for individuals transitioning out of incarceration.

The current Student Life Coordinator whose role is managing the College's peer advisor program will devote a portion of his time to supporting the development of the new program. He has had extensive program development and student worker management experience. He also is a successful formerly incarcerated student with a substance abuse recovery background. As a part of this background, the coordinator understands the difficulties of transitioning from incarceration to education. As an active member in the local addiction recovery community, the coordinator can provide additional resources to student advisors and participating students that may not otherwise be available on campus.

A team of staff, formerly incarcerated individuals, and partners will provide advisory support to the development and implementation of this project. Our current faculty and counselor who work in the county jail have had important experience with this population and will provide input into the development of the program. One faculty in particular completed a sabbatical where she conducted research and visited exemplary and innovative incarcerated transition programs throughout the US, including:

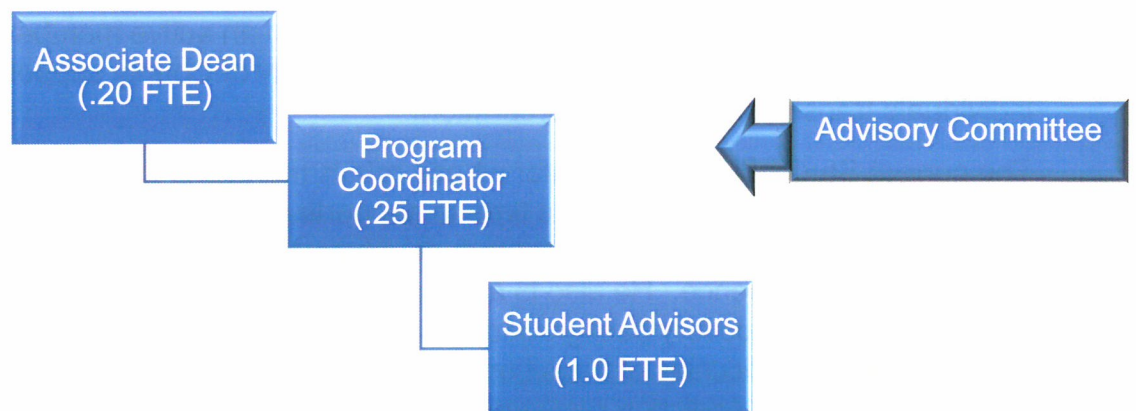
- *Dreamland , Family, and Community Arts and Education Center*: Bronx, NY;
- *GrubStreet Community Writing Center*: Boston, MA;
- *Healing Broken Circles*: Marion, OH;
- *Street Scholars*: Oakland, CA.

Our jail counselor has also been an important part of the development of support services for jail students and will provide input into the current program development process. Campus leaders on serving the whole students will also participate including the CalWORKs/Fresh Success Supervisor and the Associate Dean of EOP&S and CalWORKs. Representatives from the San Benito County Corrections will be part of the advisory committee. Lastly, and most importantly, formerly incarcerated individuals who have successfully managed the transition to further education will be a vital part of the development of and the eventual operation of the program.

The governance structure of the program will incorporate the expertise of the Advisory Committee to develop the program model and provide input into the program operation (See Figure 4). It is anticipated that this group will meet regularly and support the program across campus. They will also assist in the annual program planning process.

The daily operation of the program will be managed by the Program Coordinator, with most of the direct outreach and support provided by the peer advisors themselves.

Figure 4: *Organizational Structure of Gavilan Program*



E. Application Budget Summary and Detail

Chancellor's Office
California Community Colleges

District: Gavilan Joint Community College District
College(s): Gavilan College
RFA Specification Number: 18-087, Amendment 1

APPLICATION BUDGET SUMMARY (AMENDED)

Object of Expenditure	Classification	Line	Total Grant Funds Requested**	District Match Funds**	Other Source Funding**	Grant Total All Funding Sources
1000	Instructional Salaries*	1	\$2,000	\$116,935 (AEP)	\$25,000 (AB109)	\$143,935
2000	Non-instructional Salaries	2	\$79,292			\$79,292
3000	Employee Benefits	3	\$6,228			\$6,228
4000	Supplies and materials	4	\$4,134			\$4,134
5000	Other Operating Expenses and Services	5	\$4,500	\$5,000 (EEO funding)		\$9,500
6000	Capital Outlay	6				
7000	Other Outgo	7				
	Total Direct Costs	8	\$96,154	\$121,935	\$25,000	\$243,089
	Total Indirect (4% of Line 8)	9	\$3,846	Not applicable	Not applicable	Not applicable
	Total Program Costs	10	\$100,000			

** 2.5 years total.

Email Address: rbrown@gavilan.edu Telephone: 408-848-4847

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: Randy Brown Ph.D./Associate Dean: *Randy Brown* Date: 1/28/19

District Chief Business Officer: Fred Harris/Chief Business Officer: *Fred Harris* Date: 1/29/19

Chancellor's Office
California Community Colleges

District: Gavilan Joint Community College District
College(s): Gavilan College
RFA Specification Number: 18-087

APPLICATION BUDGET DETAIL SHEET (AMENDED)

Program Year: FY20-22
Source of Funds: Formerly Incarcerated Funds

Object of Expenditure	Classification	Grant Funds	District Match Funds	Other Sources
1410	Adjunct Counselors	\$0	\$116,935 (AEP)	\$25,000 (AB109)
1490	Faculty Stipends	\$2,000		
2110	Non-Instructional Classified	\$35,292		
2317	Student Workers	\$44,000		
3000s	Burdens	\$6,228		
4510	Office Supplies	\$1,134		
4710	Food	\$2,000		
5110	Guest Speakers	\$1,000	\$5,000 (EEO)	
5250	Mileage	\$4,500		
	Total Direct Cost	\$96,154	\$121,935	\$25,000
	Total Indirect Cost (4%)	\$3,846		
	Total Funding Cost	\$100,000		

F. Overall Feasibility of the Project

Reader Assessment

G. Sustainability of the Program

For the last several years, Gavilan College has employed peer advisors to serve new and particularly high-need student populations. These programs have led to successful outcomes for students. Gavilan College is committed to using peer advisors in its *Guided Pathways* structure to support program clusters (see Figure 5). SEAP funds are currently being used to support general population peer advisors and program coordination.

During the development phase of the program, a series of training will be offered to set a foundation for the program and how to work with formerly incarcerated students. These training will be offered to the total campus population and will be funded Equal Employment Opportunity Committee monies.

Once the proposed program model is established, it is anticipated that formerly incarcerated peer advisors will be folded into the campus' peer advisor program. This peer support program is proposed, as the college moves to a more Guided Pathways structure, to increase and serve students more comprehensively. The specialized training will continue to prepare formerly incarcerated student peer advisors to be effective with this audience. Additionally, program coordination will be conducted by the program manager who is currently funded through SEAP monies. At the County jail and transition centers, instruction will continue, as it has for over a decade, and will be supported through apportionment revenue. Jail and community transition center student support is funded through a combination of San Benito County AB109 and AEP monies. This funding and support will extend through the term of this grant and beyond so that students will continue to receive counseling support. Together with these ongoing elements, the proposed peer program will provide the crucial relational support that is so important to this population and do so after the term of the grant.

Figure 5: Proposed Gavilan College Cluster Model




Appendix A: Letters of Support



San Benito County Probation Department

400 Monterey Street
Hollister, CA 95023
831-636-4070
831-636-5682 FAX

Joseph A. Frontella
Interim Chief Probation Officer

TO: Gavilan College
FROM: Joe Frontella, Interim Chief Probation Officer 
DATE: January 14, 2019
RE: Letter of Support for Student Peer Support Program

This letter is in support of Gavilan College's proposal for a formerly incarcerated student peer support program. The County Department of Correction has collaborated with Gavilan College for over a decade on offering courses in the jail.

Their instructional service has been an important part of the programming opportunities that are made available to inmates in the County jail. They have also offered no-cost classes for individuals on probation who attend our County's community-based transition center. Their classes are staffed by professional and compassionate faculty who devote great effort to serving our inmate population. As a part of our County's AB109 efforts, they have also provided academic counseling and career exploration services to inmate transitioning out of our facility.

Dr. Brown has been a reliable and responsive partner to the work of the Department of Corrections and we look forward to continued partnerships with him and Gavilan College as a whole.

I endorse their effort to develop a new program that will support formerly incarcerated individuals in transitioning to successful transition and completion of their educational goals.



San Benito County Probation Department

400 Monterey Street
Hollister, CA 95023
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Joseph A. Frontella
Interim Chief Probation Officer

January 11, 2019

To Whom It May Concern:

This letter is in support of Gavilan College's proposal for a formerly incarcerated student peer support program. The San Benito County Sheriff's Office, Corrections Division, and San Benito County Probation Department have had a efficacious relationship with Gavilan College for over a decade on offering courses in the jail and in the community.

Their instructional services and ongoing partnership has enabled us to provide essential services to incarcerated and reintegrated individuals in the community. The opportunity to offer peer support would allow us to expand the reentry services for individuals on probation, those with a transition plan and attendees of the Probation Department's Community Transition Center.

Dr. Brown and I have worked together since the onset of the new reentry program on shared goals and objectives. He and his staff have experience working with this population and understand the challenges and needs facing them upon release.

The Probation and Sheriff's Department fully support a new peer program that will serve incarcerated individuals in transitioning back to the community and in the successful completion of their educational goals.

Sincerely,

A handwritten signature in black ink, appearing to read "RH", written over a horizontal line.

René Hankla, M.A.

Reentry Program Manager

Appendix B: Recent article of jail writing program

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OBITUARIES SUPPORT Post Your Story

Local San Benito County Jail inmates share creative writing

posted on Sun, 06/17/2018 - 06:25am

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Stories shared from a creative writing workshop in partnership with Gavilan College.



File Photo

This article was contributed by Julie Morris and inmates at the San Benito County Jail.

I have been teaching two creative writing workshops at the San Benito County Jail since January 2018. These workshops are intended to help inmates sharpen their writing skills, learn how to better communicate, and exercise their creativity.

The program is a collaboration between Gavilan College and the San Benito County Jail. Sheriff Captain Tony Lamonica has been an advocate for programs at the jail that help inmates focus on making positive changes in their lives and reduce recidivism.

I don't ask my students how they landed in jail, preferring to focus on what they're going to do once they get out. All of them have stories to tell. They've made mistakes and they know that. For many, jail is a wake-up call, forcing them to get clean, seek counseling, and consider how their actions have affected their victims, families, and friends. After choosing topics to write about, the students worked for five months on the following journals. Together with my colleague and longtime Gavilan English professor, Kimberley Smith, we guided the inmates and published two spring semester journals. Their poems, essays and illustrations do the talking for themselves.

We hope you enjoy these works, and learn a little bit more about our fellow San Benito County residents who live in the jail.

Julie Morris and Kimberly Smith

May 2018

Introduction: In Custody

Readers should keep in mind that the writers and artists of *Me, Myself, and Dopey: Lost and Found Expressions of San Benito County Jail* suffer different types of negative emotions due to incarceration. This book, therefore, becomes an important outlet of positive self expression. It contains the feelings of people behind jail walls. The emotions are real and deep and the writing has allowed us to open parts of ourselves some of us didn't even know we had.

Rich or poor, anyone can make a mistake. We can all be assholes. Inmates are people, and people make mistakes. The difference is inmates were caught. Not everyone gets caught and, therefore, not everyone gets to feel what it's like to be judged and sentenced, to be forced out of society and placed into a box for a given time without the freedoms others take for granted.

As you read the words on the following pages, know they arise from real feelings and life experiences. People that get locked up aren't "bad" people in the way we've been taught to believe. Far too often, we are simply people who've experienced significant trauma in childhood, things like emotional, physical, and sexual abuse as well as parental abandonment. According to public health experts, children who experience these things have higher rates of addiction, incarceration, and diminished physical and mental health.

Jail sometimes create a strange opportunity. Locked up we begin to reflect on our pasts. We learn to accept ourselves as we are right now, and this acceptance opens our hearts and eases our pain. We have no choice but to live in the present because we literally have no control of our futures. Our

jailers decide when we eat, sleep, get medical care, or can see our families. Here, in the present, we can only do what we can do. Surprisingly, it isn't even all bad.

Priceless is what comes to mind when we think of our Gavilan College classes, for example. Respect, gratitude, and genuine human caring is what this program has brought our community. Our writing becomes a part of our healing. We can honestly say the opportunity to write and learn brings a positive energy to us. We say this out of respect for all who make this program possible—thank you!

May all our community know that the kindness we experience each week does not go unnoticed. In our classes we learn that though life may have wounded us and we hurt deeply, overtime we can heal. One day, it may be as if there were no trace left of our pain but our scars.

What this book shows, is that regardless of where we end up, we remain part of the human collective. Each person has some good in them. Please, take the time to hear our voices. Many people die without ever being heard. Others come alive through the act of listening.

—Writers of A & C pods

For more creative writing from the inmates at San Benito County Jail, check out the PDF files below.

PDF or other file:

-  [S18WWBOOKCover \(1\).pdf](#)
-  [S18WWMeMyselfBook \(1\).pdf](#)
-  [CreativityTakesCourage_Spring2018.doc](#)



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1/3/2019

Local San Benito County Jail inmates share creative writing | Benitolink: San Benito County News

Submitted by [Terry Butler](#) on Wed, 06/20/2018 - 9:32am

This is a great idea! High praise is due to the people who got this together. Having your freedom taken away from you is real punishment, and many who find themselves in that situation can begin to feel shunned by the society remaining "at large". Humane treatment of anyone who stumbles is a far better way to rehabilitate than mind deadening isolation. My congratulations to all the writers for taking the time and making the effort and the teachers for expressing compassion. "The pen is mightier than the sword".

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