

Walmart Brighter Futures 2.0: College Sustainability Plan Santa Fe College

I. Best/promising practice(s) identified during the project.

- A. Concurrent enrollment in Adult Basic Education (ABE), GED, and English for Speakers of Other Languages (ESOL) and certificate or industry recognized credential programs. Additionally, with the receipt of a Florida Integrated Career and Adult Preparation System (FICAPS) grant, we are beginning integrated Adult Education and Career and Technical Programs.
- B. Building a community of learners with supports in place for success through the use of Brighter Futures Scholar pins and shared experiences.
- C. Standardization of orientation, intake, and program processes.
- D. Creation of programs to provide trained workers to fill high demand, beginning level, middle-skill jobs—specifically CNA, security guard, retail, and landscaping—leading to advancement and further educational training and not requiring a high school diploma for enrollment.

II. Rationale for institutionalizing the best/promising practice(s) identified above.

- A. Concurrent enrollment leads to students' increased commitment and academic progress, an increase in school and workplace professionalism, and an overall optimism about their lives. Concurrent enrollment reinforces basic academic skills while working with certification-specific materials. Students earn credentials while working toward adult education goals and become employable sooner. We anticipate that integrated Adult Education/Career and Technical Education (CTE) enrollment will provide even more successes more rapidly as students are learning their academics in the context of their interest area.
- B. Students succeed in a supportive learning community. A community is built through group participation in classes and workshops, wearing Brighter Futures Scholar pins, mentoring and supporting one another, celebrating each other's successes, and helping one another overcome difficulties. Staff counseling, knowledge, empathy, and wraparound college and community resources provide the support and infrastructure for success.
- C. Clear processes are necessary so students understand exactly what is expected of them, what assistance will be provided, and what support they will receive. Group orientations begin to build the learning community. Students are expected to provide completed applications, meet attendance requirements, participate in financial management and job seeking seminars, make a plan with an advisor, and enroll in adult education (if needed) before their credential program begins. They are also expected to meet program expectations, keep their contact information current, and contact program staff when they need help or meet their goals.
- D. There is a high unmet demand for Certified Nursing Assistants (CNAs) in Gainesville, Florida. There are currently no programs dealing with individuals living in poverty that pay for CNA training, nor is

CNA training covered by financial aid. Many individuals in poverty see CNA training as the first step into a variety of options in Gainesville's large medical community: three large hospitals and many nursing homes and home health agencies. Additionally, because there are few middle-skill training programs for individuals without a high school diploma, Walmart Brighter Futures 2.0 program staff are working with the Santa Fe College Center for Innovation and Economic Development (CIED) to create retail, landscaping, and food service course options. Security guard and phlebotomy are currently in place, which are both appropriate options for this population.

III. Fiscal implication(s) for institutionalizing the best/promising practice(s) identified above.

- A. The fee for adult education classes is \$30 per semester. Either students or partner support can assist with that. Funds for credential and certificate tuition, books and materials, CPR/First Aid training, immunizations, and background checks (depending on program) are sought through partnerships with East Gainesville Development Corporation, CareerSource of North Central Florida (CSNCFL), Community Action Agency, Project YouthBuild, and Radiant Hands. Even with these partnerships, it is anticipated that less funding will be available for these activities.
- B. Many of the processes of creating a supported community of learners have become institutionalized in the philosophy of the Santa Fe College Adult Education Program, and no funds are needed for this. Federal Adult and Family Literacy and State grant funds will be used to try to sustain the current level of personnel and supports available to students through a Pathways to a Brighter Future program.
- C. The fiscal implications of continuing the Walmart Brighter Futures Project 2.0 monthly informational session is minimal and can be covered by infrastructure funding.
- D. The fiscal implications for this best practice are similar to those in (III. A.) since tuition, books and materials, CPR/First Aid training, immunizations, and background checks are not covered by financial aid but cost more that individuals living in poverty can pay. Scholarships through Comfort Keepers and other a home health care agencies are being sought as the Walmart Brighter Futures Project provides well-trained, quality applicants for these agencies.

IV. Partnerships/sponsorships established during the project that should be continued.

- a. East Gainesville Development Corporation, a nonprofit organization committed to reducing poverty in Gainesville, provided \$10,000 for credential training and GED scholarships. It is hoped that this will be a yearly contribution.
- b. CSNCFL, which is the local Employ Florida entity, brings workshops and services directly to the project's student population. In addition to providing students with information about CSNCFL resources such as the WIA and the American Job Center Network programs, this partnership has increased the number and variety of workshops offered on various job-related topics.
- c. Project YouthBuild is funded through a Department of Labor grant. In partnership with Project YouthBuild, SF Adult Education provides the academic piece of the project for students age 16-24, all in low-income situations. These students receive construction training and certificates including OSHA 10 (construction specific), CPR/First Aid, and NCCER Core Certification, while participating in a hands-on learning community, which completes building projects for community members in need.

Additionally, students are working toward a high school diploma, leadership skills, and improved literacy skills.

- d. Comfort Keepers is a Home Health Care company in Gainesville that is desperately in need of caregivers. An initial partnership discussion proposes providing Brighter Futures students with tuition assistance and immediate job placement.
- e. Adult Education and Family Literacy Federal Adult General Education (AGE), and English Literacy and Civics (ELC), and State of Florida Leadership Integrated Learning grants provide funding for Adult Education services and integrated instructional program offerings.
- f. Vocational Rehabilitation provides assessment, case management, and training funds for individuals with disabilities.
- g. The Community Action Agency is a support agency that provides services, training funds, and associated fees for credential training for individuals living in poverty.
- h. Radiant Hands is a religious organization that provides GED and training scholarships for women with children who live in poverty.
- i. Goodwill provided assistance with curriculum for a SF Adult Education Retail Training and Cashiering course, in addition to providing other services for individuals living in poverty.
- j. Junior League, Sandy's Consignment Shop, and Haven Hospice donate scrubs for students in need.

V. Internal institutional collaboration during the project that should be continued.

- a. Displaced Homemaker Project
- b. 50 + Project
- c. Center for Innovation and Economic Development (CIED Center)
- d. Career and Technical Program Advisors
- e. Perkins Grant
- f. Santa Fe College Little School
- g. Career Resource Center
- h. Student Legal Services
- i. Student Health and Dental Services
- j. Disabilities Resource Center
- k. Counseling Center
- l. Gainesville Harvest (food assistance)
- m. Saint Shareware (clothing thrift store)
- n. Training for Manufactured Construction (TRAMCON): a grant project that provides construction preparation and certifications tuition free

VI. Integration timeline for identified activities.

Most of these activities and partnerships are in place at this time with plans for continuation. Time specific and pending projects follow:

1. An East Gainesville Development Corporation \$10,000 Scholarship Grant has been awarded and the funds will be spent over the next six months. This award will be applied for in the future.
2. Adult and Family Literacy AGE and EL Civics continuation grants have been awarded and will continue until June 30, 2016. They will be applied for the following year.
3. The State of Florida Leadership Grant based on the IBEST Model, Florida's Integrated Career and Academic Preparation System (FICAPS) grant, has been awarded. SF is one of eight chosen for this

project state wide. This is due to the infrastructure put in place and successes of the Walmart Brighter Futures 2.0 Project. This is a one year project.

4. A Comfort Keepers partnership is in discussion.
5. A draft memorandum of understanding is being approved by SF and Community Action Agency leadership.