SBCAE Innovation Fund Overview

First draft presented to Steering Committee March 10, 2023
Final draft presented to Steering Committee April 7, 2023

[APPLICATION FORM](#)

I.   Purpose

- For SBCAE member agencies to request consortium funds for innovation projects, above and beyond their base CAEP allocation.
- Projects must comply with CAEP fiscal management guidance, be aligned with the active consortium three year plan, and fall in one of these categories:
    - Program development & implementation
        - Maintenance of effort/address projected budget shortfall
        - Program expansion
        - Addition of new programs
    - Student equity & success
        - Student support services
        - Serving unmet community needs
        - Serving new populations
        - Transition services
        - Strategies that improve student persistence
    - Capacity building
        - Attraction and retention of staff
        - Professional development
        - Credentialing
    - Innovation projects
        - Piloting new curriculum
        - Piloting new delivery methods
        - Innovative Partnerships
        - Student voice

II. Background

- Consortia are allocated CAEP funds annually per the legislative budget
  - January budget
  - May revise
  - Final budget in June
- Consortia decide on member allocations annually in the CFAD process
  - Reviewed and approved by Steering Committee
  - Certified by member districts in NOVA
  - Submitted to state (early May)
- Up to 5% of total consortium allocation can be expended on consortium-wide management and initiatives. At SBCAE, this covers:
  - consortium-wide staff: director, data analyst, admin assistant, web/tech specialist, community partnership specialist, AWD specialist
  - Consortium-wide infrastructure costs: website, data (Pairin/CommunityPro)
  - Outreach & marketing (print materials etc.)
  - Professional Development Day
- From year to year, there may be additional consortium-wide funds available:
  - Unspent consortium-wide funds (ex. Open positions, hiring late, shifts in organizational infrastructure)
  - Carry-over funds (consortium-wide, from prior year)
  - COLA (provided agencies forego it, or part of it)
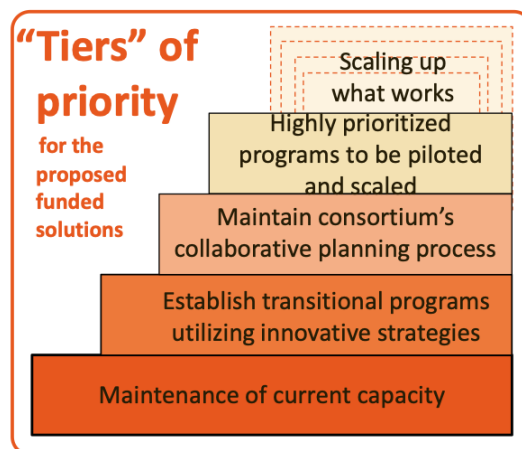- Each year, consortium leadership will determine and announce the available funds

III. Process

- Funds will be allocated to a member in 2 steps:
  - Trial period: one year, members set evaluation criteria
  - Permanent funding: if evaluation criteria are met and successful program implementation is demonstrated, the allocation can become permanent pending Steering Committee approval & availability of funds
  - Awarded funds need to be spent within a two year period.
- Timeline:
  - Funding sources will be identified each year during the CFAD process
  - Funds will only be allocated once a year, during the CFAD process in Spring (April- May)
    - Permanent funding: CFAD allocation

- ○ Applications need to be submitted by March 1st of the year prior to the program year for which funding is requested.
  - ■ Ex. if requesting funds for 2023-2024, the due date for submitting the proposal is March 1st 2023. Extended to 4/30/2023.
- ● Proposal evaluation
  - ○ Initial review by Co-Chairs & Director to verify eligibility - member effectiveness committee
  - ○ Approval by Steering Committee at formal public meeting (action item)

IV. Guiding principles

- ● CAEP legislation calls for
  - ○ Integration of services / collaboration across members
  - ○ Accelerated pathways
  - ○ Mechanisms to achieve this include: contextualized ESL/Basic Skills courses, bridge programs, co-location, dual enrollment, mirrored classes
- ● A priority for SBCAE is to provide pathways/onramps for ESL/basic skills students into CTE (increase ESL to CTE and ABE/ASE to CTE transitions)
- ● Student centered: program design needs to be responsive to student needs, provide supports & remove barriers to participation where needed
- ● CTE programs need to be responsive to Labor Market Information, organizational capacity and student interest/need (the 'sweet spot')
- ● In the collaborative consortium environment, agencies are expected to inform consortium members of program development decisions
- ● SBCAE Tiers of priority (from original consortium Three-year Plan)

V. Question to consider when applying for program development funds:

1. Relevancy

Students	- Is there demonstrated student interest in this program? - How many students have expressed interest in this program? - Who is the intended audience? - Where might you recruit students from? - What kind of support might students need to persist in the program? - How will we provide students with the needed support? - How will we market the program?
For CTE programs: Labor Market & Employer Connection	- Do you have connections with employers who might hire graduates from this program? - Did you seek input from employers on curriculum / program content?

2. Program Alignment

Pathway connection	- Who else in SBCAE is offering this or a similar kind of program? - Where does this program fit in existing pathways? - Who might I partner with to connect the dots? - For CTE programs: Is this course a: - Workforce preparation: programs/courses that promote general skills development relevant to the workplace (ex. Typing, digital literacy, soft skills) - Skill builder: Offerings that advance skills related to an industry but that by themselves do not qualify a student for a specific occupation within an industry (ex. Medical terminology) - Skill certification: Programs/courses of sufficient duration and intensity that provide skills for an individual to enter into or advance in a specific occupation and industry (ex. Medical assistant, accounting certification)
Acceleration	Are there opportunities for acceleration such as: dual

	enrollment, co-location, articulation ● Is there opportunity for contextualization (IET, ESL support, basic skill support, bridge program)
Entry and Exit points	● From which programs at your agency, or at other SBCAE agencies, might students transition into this program? ● Which programs at your agency, or at other SBCAE agencies, might students transition into upon completion of this program?

3. Capacity

Facilities	● What kind of infrastructure is needed for this program (ex. computer lab, technical equipment, industrial kitchen, …) ● Is there classroom space available for this program at the desired days/times? ● Could this program be co-located at another SBCAE agency to increase equitable access or support student transitions? ● Which instructional materials, including textbooks/student materials, will be needed for this program?
Faculty	● Is there a qualified instructor identified to teach this program? ● If not, where might a qualified instructor be recruited from? ● How can I support (potential) instructors to become qualified to teach this course?
Budget	● Does the course fall into one of the allowable CAEP program areas? ● How will the course be funded? ● Are there grants and/or other funding streams available that might support the objectives of this program? ● Will there be a cost for students? How might this cost be off-setted?

4. Program design

Length	- How long is the program? - How many units?
Schedule	- Which days/times are most appropriate? - Might the course be offered at different times?
Delivery method	Will the course be delivered in person, online (synchronous/asynchronous), or using a hybrid model?
Other considerations	- Can this program be offered as part of a cohort model? - Are additional instructional supports, such as TAs or tutors, desired? - Guest speakers: Student ambassadors/graduates/industry partners?

5. Marketing/outreach

Site-specific	- How will you market this program - To which audiences?
Consortium-wide	- How will this program be added to the consortium inventory (Open Doors, master course list) - How will Transition Specialists be informed about this program?

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