2019 – 2021
Santa Barbara Adult Education Consortium
Request for Proposal for Adult Education Funds
Due: November 6, 2019

The Santa Barbara Adult Education (SBAE) Consortium allocation for the Year-4 grant cycle is $900,000.00. All awardees are expected to expend funds no later than September 1, 2021. The Consortium has historically awarded 70% or more of its total funding to programs. In 2018-2019, award allocations ranged between $30,000.00 - $75,000.00.

A comprehensive and competitive Request for Proposal submission will align with the California Adult Education Program (CAEP) grant and the Consortium's goals and objectives set forth below.

The Statewide CAEP targets programs in areas with a focus on economic mobility and include:
(1) Programs in elementary and secondary basic skills, including programs leading to a high school diploma or high school equivalency certificate;
(2) Programs for immigrants eligible for educational services in citizenship, English as a second language, and workforce preparation;
(3) Programs for adults, including but not limited to older adults that are primarily related to entry or reentry into the workforce;
(4) Programs for adults with disabilities;
(5) Programs in career technical education that are short term in nature and have high employment potential;
(6) Programs offering pre-apprenticeship training activities conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards for the occupation and geographic area.

The overarching Santa Barbara Adult Education Consortium's 3-year plan goals are the following:
(1) To continue to provide excellent programming for adults in a variety of program areas
based on proven needs within the seven areas allowable under AB104;
(2) To continue to improve Student Learning and Achievement Goals focused on the needs of
adult learners, and to assist in their transfer acceleration and career success;
(3) To continue refining programs and services for students in alignment with Statewide initiatives;
(4) To provide awareness of educational offerings and training options available through a robust local marketing campaign;
(5) To develop a comprehensive data collection and accountability infrastructure for all programs and services funded by the consortium and to encourage cross-pollination with each other and Statewide initiatives;
(6) Where needed, to support partners that specialize in job placement, apprenticeship, internship, and job coaching.

The Santa Barbara Adult Education Consortium's primary goals for upcoming 2019-2020 year are the following:
(1) Continue to support our noncredit faculty in building pathways to credit for existing and new CAEP programs;
(2) Support new activity of our credit partners to develop noncredit courses as part of Statewide initiatives;
(3) Develop a Noncredit Data Collection task force/workgroup that is committed to the collection of accurate data and analytics for all CAEP programs and services;
(4) Continue to partner with the local Santa Barbara One-Stop operator and other agencies for career training initiatives;
(5) Continue to cross-pollinate CAEP initiatives with WIOA, Guided Pathways, Vision for Success, and Strong Workforce initiatives;
(6) Continue to support our existing SBCC programs that are aligned with the CAEP initiatives.

Based on the 2019 SBCC School of Extended Learning Economic and Workforce Gap Analysis for Adult Education Regional report, the Consortium's focus for the 2019-2020 selection of programs will need to continue enhancing educational programming in the following areas:
(1) Short-Term CTE in career skills training courses
(2) Short-Term CTE with a focus in areas such as Health Care and Health Training services
(3) Noncredit Adult High School/GED
(4) Noncredit English as a Second Language
(5) Noncredit Adults with Disabilities
(6) To ensure students can navigate through the SBCC system from noncredit to credit, the Consortium also identified the need for a robust Student Support Services program to help students plan their educational and vocational objectives.

CAEP Fiscal Regulation for all Independent Contractors and External Partners:
(I) Indirect, for Profit, or Fringe Benefits are not allowable expenses and cannot be reimbursed.
(II) All Independent Contractors and External Partners must submit invoices to the CAEP Coordinator for reimbursement.
(III) All external (non-SBCC) CAEP programs will receive two-three payments based on the timeline for completion as stated on the Activity Chart.

Data Collection for all CAEP Programs and Partners:
(I) All external (non-SBCC) CAEP programs must use the CASAS TopsPro Enterprise platform to electronically collect student data and participation and data points required by the State;
(II) All data collection must be collected on a quarterly basis.

Key Performance Indicators:
As stated in the Consortium's 2019-2021 Three-Year Plan, the Consortium adopts the following key performance indicators related to the allowable program areas and will use these indicators as part of the rubric in selecting programs:

Seven Program Areas	Key Performance Indicators
1. Programs in elementary and secondary basic skills	Increase in enrollment in the AHS/GED program and increase hours attending resulting in higher FTES. Increase in the number completing a high school diploma or GED. Creation of new support courses for the AB705 initiative.
2. Programs for immigrants and English as a Second Language	Increase in enrollment and hours attending in the ESL program resulting in higher FTES. Increase certificate completion rates in ESL. Increase in supportive programming to reach more community members.
3. Adults Entering or Re-entering the Workforce	Broadening our reach to the One-Stop and other community partners to increase the numbers of students served. Continue a partnership with the one-stop to offer educational programs on site. Increase in enrollment and hours attending in the Career Skills Institute resulting in higher FTES.

4. Adults who assist secondary school students.	Measure results of a pilot program with our community library partners to understand the value and number of students served.
5. Programs for Adults with Disabilities	Launched in 2019, create a realistic growth strategy for the new Adults with Disabilities Work Readiness and Career Certificated Program. Increase the number of enrollments in accordance with the strategy.
6. Programs in Short-Term CTE	Based on the recommendation of the BW Research environmental scan, develop new noncredit programs in CTE areas such as health, business, and information communication technology sectors.
7. Programs offering Pre-apprenticeship Training Activities	Explore the possibility of coordinating with a formal apprenticeship program in Construction Technology, leveraging our piloted pre-apprenticeship activities in this department.

THIS APPLICATION IS DUE NO LATER THAN MIDNIGHT, NOVEMBER 6, 2019.
* Required

I have reviewed the 2019-2021 CAEP Three-Year Plan and 2019/2020 1-Year Plan and attest that this proposal is in alignment with Consortium's current goals and objectives. *
☒ YES

Are you an existing 2015/16, 2016/17, 2017/18, 2018/19 CAEP funding awardee? *
Yes
Program Name *
SBCC ADULT HIGH SCHOOL/GED PROGRAM
Primary Contact Name *
Patricia Mautone
Primary Contact Email *
pmautone@pipeline.sbcc.edu
Primary Contact Phone *
805-705-7531

Applicable Noncredit Program Area *
☒ Adult Education (ABE, ASE, Basic Skills)
☐ English as a Second Language/Literacy
☐ Adults in the Workforce
☐ Adults with Disabilities

1. Executive Summary *
Please provide an executive summary of your proposed plan (to include overarching goals and outcomes) to create new programs or expand existing programs in one of the areas identified above.
Brief Overview of the Adult High School/GED Program

Santa Barbara City College's Adult High School (AHS), GED, and Bilingual GED Program serves a wide range of adult students, nearly all of whom enroll in our classes with the goal of earning a high school diploma or GED certificate so they can then go on to college or vocational programs. At our recent graduation, every graduate indicated that they planned to enroll, or had already enrolled, at the SBCC Credit Campus or at another college.

For the vast majority of our students, the lack of a high school diploma or GED is the main obstacle standing between them and their ability to apply for stable, well-paying jobs, attend vocational training programs, or transition to college. Our program also attracts students who may have already earned a HS diploma or GED years ago but are now at a point in their lives where they want to pursue a better employment opportunities. These students enroll in our courses to brush up on their reading, writing, and/or math skills so that they are better prepared for re-entry into college and vocational programs, or so that they can move up to better positions in their current jobs.

Broad Goals and Objectives of the Current Proposal:
To provide more equity, to enhance pathways to college and vocational programs, and to address the needs of our diverse student population, the overarching goals of the current proposal objectives are to:

 (1) Improve and accelerate completion (graduation) rates, as well as successful transitioning to college and vocational training, by continuing to create and implement enhanced, updated, and more relevant materials for our high demand courses. Revisions and enhancements to our AHS and GED curriculum, supported by more up-to-date materials, will be designed to increased engagement, expose students to a variety of interactive multimodal materials (not just text), and to help students of all levels develop strategies for reading informational texts and graphics -- skills which are essential for college and workplace reading.   We will continue to build upon the success of previous AEBG/CAEP projects by expanding curriculum enhancement to our GED, Bilingual GED, and our AHS science and math courses.

(2) Increase student enrollment, attendance, persistence, and completion rates, by implementing better ways to track and follow up with students. These tools and processes will help instructors and advisors assess that all students, regardless of initial skill level, are meeting their benchmark goals in a timely manner and are receiving the support they need in the classroom. Given our diverse student population -- and the extremely wide range of incoming skill levels, learning styles, and work/life constraints --   we need a multi-pronged approach in providing the support and structure that best meets individual students' needs. This requires not only making sure the course material is engaging and accessible, but also implementing procedures and processes that provide students (and instructors) with a clearer, more explicit picture of a student's pathway toward his or her goal, as well as a more accurate and "real time" evaluation of the student's progress toward these goals. We cannot wait until the end of the term to get an accurate assessment of who is staying on track and who may be falling behind. For some students, this may mean implementing a more structured course format, with specific attendance requirements and deadlines; for others, this may involve maintaining a more flexible structure, but backing that up with enhanced accountability measures. These tools and processes will also better enable us to track SLO outcomes, follow CASAS testing timelines, collect useful data, and identify and analyze which aspects of the courses and programs are working well and which aspects may need improvements so they are meeting the needs of our various student populations.

 (3) Improve marketing and outreach to better inform the community, the college, and CAEP partnership agencies about our AHS/GED Program and the role it can play in helping students to not only earn a HS diploma or GED, but also transition to college and other post-secondary opportunities. This involves updating and expanding our marketing materials and social media presence, exploring other innovative ways to reach out to prospective students, and working with CAEP-partner agencies and our college's credit campus departments more directly to make sure they are aware of our AHS/GED Program and the opportunities it can provide to their students and clients. For example, we can make sure that AHS/GED is involved in the planning for the college's Guided Pathways Project; explore how AHS/GED courses might be part of an integrated plan to help students who are affected by the AB705 initiatives; and we can work with employees and vocational training programs to discuss how some of our courses could help their employees or prospective employees improve reading, math, and study skills.

4) Create and support enhanced pathways from AHS, GED, and BGED to post-secondary opportunities by identifying and addressing some of the challenges our students meet as they transition from AHS and GED/BGED programs to colleges and vocational programs.

To continue to address these broad goals, the current proposal includes the following objectives:

Objective 1: Enhance GED and Bilingual GED Curriculum and Pathways to College
The primary goals of this objective is to better address the needs of all GED and Bilingual GED students by (1) providing more interactive, multi-modal computer-based study materials, and (2) by developing curriculum and exploring a GED/BGED course collaboration that will better prepare students, particularly BGED students, for transitioning to college.
Currently, most of the study materials and exercises we use in our GED and BGED classes are text based. Furthermore, most of the GED test prep books begin at a fairly high level, particularly the Spanish GED books. Given that the skill level of students enrolled in our GED courses varies greatly – from those who have had no formal schooling and initially test at a 2nd grade level in math and English to those who have near college level skills but need some refresher – it is often difficult to find enough practice and support materials that address the needs of all our students.
Incorporating computer-based educational software programs to provide additional support material for our GED courses would greatly enhance the educational experience and outcomes for all of our GED and BGED students, particularly those who may struggle more with reading and who learn best from a multimodal approach. Interactive computer exercises can help introduce and reinforce key concepts and content knowledge, particularly in the areas of science and social studies where videos, animations, and interactive diagrams can often present material more effectively than text and static diagrams. The computer-based lessons and exercises will likely be especially effective for students who have limited prior knowledge of the subject matter, or who need more tailored practice to master the skills needed to pass the GED exams.

Based on student and instructor input, as well as our observations of other GED programs, we anticipate that incorporating a mix of instructor-led, text, and educational software, will result in students becoming more engaged, exhibiting better retention of the material, and progressing more rapidly through the lessons. Providing students with computer-based instructional materials would not only likely help them pass their GED exams in a more timely manner, but would also help better prepare them for transitioning to college where they will be interacting with material presented in multiple formats.

Objective 2: Provide Classroom tutor/TA support for AHS/GED/BGED Curriculum and Tracking Enhancements
Hourly AHS/GED classroom tutors form an integral and essential part of the AHS/GED/BGED program. The program is open entry/open exit, there are no minimum pre-requisite skill levels, and the course work is structured so students can work at their own pace. Thus, in a class where students may be working on any one of 46 different courses, where new students can arrive at any time throughout the term, and where student reading and math levels may range from 2nd grade to college level, having classroom support is vital to maintaining student enrollments, persistence, and success. Without classroom tutors, AHS/GED instructors would not be able to adequately meet the needs of the varied student population, which would likely result in lower enrollment, attendance, and completion rate figures. Nor would instructors have the time and resources to fully implement and pilot many of the objectives and goals of the ongoing and proposed AEBG/CAEP projects.

Classroom teaching assistants not only provide individualized assistance to students alongside the instructors, their support in the classroom also allows instructors to devote more time to meet the needs of those students who may need more direct guidance in developing the skills and confidence they need to succeed in the program and earn their degree. In short, having consistent classroom tutor support plays a crucial role not only in helping individual students succeed academically, but also in fostering student persistence and thus, in improving student attendance, which is particularly important during this period of recent reductions in funding which are tied to FTEs. Consistent classroom tutor support is particularly essential during the implementation and measurement phases of the AEBG/CAEP projects. As the enrollments and attendance hours increase under these changes to curriculum and processes, FTEs and funding will also increase, thereby allowing for the continued support of AHS/GED classroom tutors.

Objective 3: Enhanced AHS Science and Math Course Assignments and Materials

Providing students with the optimal level and type of support that will enable them to earn their diploma or GED in a timely manner -- and to develop skills that will transfer to the workplace and higher education -- is a significant challenge, especially given the fact that our students come from a wide variety of backgrounds and often lack the skills needed to tackle some of the program's more challenging subject credit requirements. For some of our past AEBG-guided projects, we developed enhanced scaffolding and more accessible materials for courses that tended to be most problematic for many our students, such as economics and government. We have begun to integrate the materials into some of our courses, with great success, and have noted that students who interacted with the revised and enhanced materials during our pilot studies tended to complete the courses in a timelier manner. Several students told us that that they found the courses more interesting, understandable, and relevant. The current proposal seeks to expand upon this success and apply what we have learned to enhance materials for our math and science courses, which nearly everyone of our AHS students need to take, and which need to be updated to include more current, relevant, and accessible materials. In addition, we anticipate that several of the materials created for the these courses could also be integrated into the GED Science courses.

Objective 4: AHS/GED/BGED Course Contracts and Syllabi Revision Project
The goal of this objective is to revise all 46 course contracts and syllabi to (1) make sure they are up-to-date and follow college and AHS and GED Program guidelines; (2) include features that will allow for clearer and more efficient CASAS and SLO tracking; (3) explore options for transitioning to electronic versions that will allow for better data tracking and collection.

Each of the 40+ Adult High School courses has two course contracts – one for the student and one for the instructor. These "contracts" serve as a cross between a syllabi and a grade sheet. This is where students are given general information about the Program and the course, as well as detailed information about the course requirements, materials, and specific assignments. The instructor version is where instructors track individual student progress and assignment scores. Currently the course contracts for AHS are all paper-based, meaning that only record of student's in-progress work is in a written document in a folder.
Our programs are open entry/open exit, which means a student may start a course at any time and can finish at any time, as long as all work and the minimum attendance requirement has been met. In other words, a student is not required to complete a particular course by the end of the term; some may take weeks to complete all assignments and earn a grade, while others make take several terms. While we generally have 200 active AHS and 400 active GED students during a given academic year, we have hundreds more folders with in-progress work that students can pick up whenever they return.
Given that students work at their own pace, the courses are all team taught, and there is no electronic record of a student's progress on assignments until he or she earns a final grade, it makes it difficult to track who is "close" to completing a course, who is close to graduating, who is missing assignments, etc. without pulling individual paper folders. It is also difficult to collect aggregate data that could be useful in evaluating problematic areas in the course contracts, as well as what impact course enhancements have had on completion rates. GED and Bilingual GED courses also have course assignments, and while those courses don't require letter grades, it would be very useful for instructors and the 400+ GED students we have each year to have syllabi/assignment contracts that provide clearer goals and progress tracking. Transitioning or complementing paper-based records with electronic spreadsheets would also allow us to correlate student intake data and initial assessment data with course progress and performance measures; that, in turn, would provide important insights into how well we are meeting the needs of all student populations, regardless of skill level, and how we might better reduce any disproportionate performance gaps.

Updating the course contracts to include SLO benchmark tracking, CASAS testing reminders and tracking, and more explicit descriptions of course requirements and assignments would
Objective 5: Explore and Pilot Alternate Structures for AHS/GED Program and Courses
The flexible, open entry/open exit structure for Adult High School and GED courses is an important and essential feature of our program for the majority of our student population. Although we encourage students to set and keep a regular schedule, many of them currently have jobs where their hours vary week-to-week, or they have child care and other demands that make it difficult to stick to a regular schedule. For them, flexibility and the ability to work at their own pace is critical to their success in earning a diploma or GED.

On the other hand, for some students, this flexibility can sometimes serve as an inadvertent disadvantage, particularly in reaching their goals in a timely manner. For these students, having more structure – such as setting firm start and stop dates, having assignment deadlines with real consequences – is something that they need to keep them focused on their goals.

The goal of this objective would be to explore and pilot options for an alternative, accelerated/structured version of the GED test prep courses. Based on our findings from student surveys and research into program formats of GED courses at other colleges, we might, for example pilot a program where the the coursework is divided into four-week blocks, with set daily schedules and weekly deadlines. A similar format was implemented at Taft College and resulted in more students passing their GED exams in a more timely manner.

Objective 6: Cross-Campus and Cross-Agencies Pathways and Information Sharing
As references above, this objective involves updating and expanding our marketing materials and exploring other innovative ways to reach out to prospective students. It also involves working with CAEP-partner agencies and our college's credit campus departments make sure they are aware of our AHS/GED Program and the opportunities it can provide to their students and clients, as well as working with employees and vocational training programs to discuss how some of our courses could help their employees or prospective employees improve reading, math, and study skills. Furthermore, we plan t

2. Integration *
Please explain how your proposed program integrates adult education programs at SBCC and creates a transition to credit/transfer educational programs or creates a transition to the workforce (including, but not limited to, internships, jobs, pre-apprenticeships, self-employment).

The proposed projects will create transitions to higher education and the workplace in the following ways:
1) Accelerated completion time: Students need to have a diploma or GED to be eligible to even just apply for many jobs. The same is true for most vocational training programs. We have students who have been accepted to trucking school, cosmetology programs, or medical assistant training courses, but who have had to delay or put those plans on hold because the schools require a diploma or GED before the student can begin the program. Having a HS diploma or GED also opens more financial aid opportunities for students to attend college, including eligibility for the SBCC Promise, which provides covers tuition and materials costs for eligible students for 2 years . Helping students to earn a diploma in a timelier manner – months, rather than years – would greatly accelerate the time it takes for students to transition to college or the workplace, and reduce the likelihood that students will drop out.

2) Development of transferrable skills: Updating and enhancing course materials, and providing students with a wider variety of materials, including interactive computer-based as well as text-based materials, will not only increase engagement, but will also enable students to develop and practice skills that they will need when they move onto college or vocational training. Instructor observations, student comments, and discussions with credit and noncredit college colleagues, have all pointed to the fact that many students have insufficient strategies for reading and analyzing informational text, interpreting graphical information, and for carrying out mathematical problem solving. For students who plan to enroll in vocational courses, this skill deficit can interfere with their ability to get the most out of the course and could even result in the student dropping out or never applying in the first place.   Integrating proven educational software programs into our curriculum will provide students with more of a context-rich, multi-modal, interactive adaptive learning environment and, thus, help them gain the skills and confidence they need to succeed as they transition to college

3) Provide students with goal-setting and time-management skills. Providing students with a more structured course format option for our GED courses, would not only potentially help them earn a GED in a more timely manner, but would also provide them with an alternate format of instruction where they would be required to meet deadlines and manage their time and resources to accomplish goals. Likewise, updating course syllabi and incorporating electronic contracts would not only help instructors monitor individual and group progress, but will also help provide students with tools to better monitor and stay on top of their own progress towards their goals.

4) Computer literacy and familiarity with using online resources: Supplementing existing courses with online materials would provide students with experience in interacting with online materials – which, in

turn, will better prepare them for when they transition to college or workplace training programs, many of which offer online courses or materials.

3. Justification *

Please justify the need of your proposed program and include research, labor market information, employer feedback, student surveys, or other relevant information and describe how funding will further your objectives. For programs that have previously received funding, please justify the need and provide a status report on your existing award(s) and remaining balance(s).

Many of the justifications were included in the Executive summary and Integration sections, but to summarize some additional key points:

Many of our students are unemployed or working in lower-paying jobs; for most, the main reason they are attending the AHS/GED program is that they need a diploma or GED to get a job, enroll in vocational training programs, move up to a higher position at work, or attend college. Nearly all would like to earn a diploma in a timely manner, but many have had trouble completing all their credits in the timeline they have set for themselves. Interviews with students, as well as analysis of course completion data and "credits still needed" data, indicate some gaps or needs in our program that, if addressed, would likely help students persist with their studies and complete their credits.

Below are some relevant statistics and survey/interview data that supports the need for the proposed projects:

Recently pulled data indicates that approximately 85 % of the roughly 560 AHS students who have been active in our AHS program for the past two years still need to complete credits in one or more of these math and/or science. This is not surprising given that traditional high school typically require students to take these courses junior or senior year, and most, if not all, of our AHS students did not complete senior year at their previous high school. The subject matter of these courses is, by nature, challenging, particularly for students who lack prior knowledge of key concepts and vocabulary that the textbook writers assume most high school students have. The reading level of the text books is at least a 10th grade level, while many of our students come to our program with 5th-6 grade reading levels or below. In addition, science courses, in particular, require that students are able to interpret and analyze graphs and diagrams, and to make predictions based on patterns and trends. These are skills that are essential for students to practice and reinforce if they are to be successful in college and in a number of vocational programs, from automotive to the medical field.

In short, for a significant portion of our student population, what is standing between them and a diploma is completion of these courses. Providing scaffolded support materials to better guide students through the challenging subject matter (particularly those for whom English is not a first language, or who do not have strong reading or math skills), would greatly increase completion rates for the courses and, ultimately, for the HS diploma program. These materials would also benefit our 400+ GED students, nearly all of who also need to understand key concepts in these subject matter areas and to develop skills in interpreting graphical materials as well as text on the GED exams .

-- A few additional notes regarding need for creating more explicit pathways and clearer goal and benchmark tracking: Past BSI projects, CALPRO workshops, and data from other institutions (Williams, 2010), as well as instructor and student interviews and surveys, have all supported the fact that. students who have a clearer understanding of their progress toward a goal and who meet regularly with instructors to follow up with overall progress in a course, are more likely to attend regularly and to complete coursework – and to return to school and persist even after unavoidable absences. Enhanced, real time tracking of a student's progress on assignments within a course (in addition to tracking overall credits and progress towards a diploma), would be a useful tool in not only encouraging students to complete course material in a more timely manner, but also in reaching out and following up with lapsed students. An added benefit would be more efficient tracking of SLO data, CASAS testing follow up timelines, and more useful data to assess program effectiveness.

Alignment with previous phases of the AEBG projects

In prior AEBG/CAEP phases, we utilized funding to update curriculum and course materials for a subset of our more challenging courses. We also explored alternate course formats, briefly piloting an accelerated cohort class for one of our AHS courses. Based on the feedback from students who participated in updated courses and in the pilot course, we believe that providing students with the opportunity to interact with more computer-based assignments (videos, online exercises, etc.) resulted in better learning outcomes

and increased participation. Another motivating factor for some of the students was the incorporation of a tighter structure for the course, including set start and end dates as well as assignment due dates. That was likely a factor in helping some of the students in the pilot to complete that course in far less time then it generally takes when they work at their own pace . It also helped students practice time management skills that will transfer when they go on to the credit campus. Some of the "lessons learned" from the pilot is that our current program structure and demographics make it difficult – at least for now -- to fully implement regular and ongoing cohort courses for all students. Not all of the students were able to adhere to the set timelines and had to transition back to the normal, self-paced version of the course. Based on our experiences with the revised materials and with the pilot course, we came to the conclusion that, in order to have the greatest impact on the greatest number of students, our focus for subsequent phases of the project should be on enhancing support so materials for the current self-paced (i.e., asynchronous, non-cohort) version of our courses to make them more engaging and more accessible to students of all levels. However, we also know there is value in the cohort format; students were motivated, supported each other, moved faster through the material, and seemed more engaged with the material. Our idea for the current project is to scale down the cohort model we piloted and create a series of shorter cohort modules, and to employ it with our GED courses, where we tend to have a greater number of students who are working on the same subject at the same time.

Another task we began this past year using AEBG funding was to look at ways to better gather and track student data, so that we can make more informed decisions about what will have the most positive and significant impact on improving our program outcomes. While that work is ongoing, we have been able to look at some of preliminary data relating to attendance and completion patterns, as well as student needs. Rough analysis of the data has pointed to areas where we need to develop enhanced support materials, as well as ways we can better connect and follow up with students. It has also pointed out areas where we currently lack sufficient data to track student's week-to-week progress, and progress within a particular course. That led to the idea of how we can update our course contracts to not only foster more frequent follow-up, but also better tracking of student and program needs.

4. Outreach & Marketing *
Please describe your plans to conduct outreach and marketing to reach your target population and increase enrollments.
As with the enhancements to our government and economics courses, once the enhanced support materials for the science and GED courses are created, instructors and Student Support staff will directly contact AHS and GED students who need to take those courses, and let them know that the courses have been improved and now incorporate more of a variety of materials. As students begin feeling more successful when working with the course materials, and as they complete the courses in a more timely manner, we will have student testimonials and data that we can then use when conducting outreach (calls, mailings, etc) to new students as well as lapsed students.

We expect a similar pattern with the other components of the project. Past experience has demonstrated that success breeds more success: When we have had our highest enrollments, a large part of that was due to students sharing their positive experiences with friends, relatives, co-workers and others in the community: Namely that they felt connected to their instructors, that they had successfully completed courses, and that they had earned diplomas or GEDs.

The proposed projects also align well with the inter-agency collaborative project that the SB Public Library is proposing this cycle. AHS/GED Instructors and support staff will help create informational and promotional materials, and will meet with partners and community stakeholders, to make sure internal and external agencies/departments are aware of the AHS/GED offerings and success rates.
Noncredit Program staff will also continue to work at the institutional level to improve data collection systems, create seamless entry and exit processes, and provide further marketing and outreach efforts for the AHS/GED program. These efforts span collaboration among SBCC administrative departments, ongoing work that will continue to expand upon the One College Initiative.   Work will also continue in three main areas: (a) the Marketing and Outreach Initiative, (b) the Student Intake and Transition Initiative and (c) the Data Collection Repository Initiative.

5. Partnerships *
Please provide 2-3 prospective CAEP Programs or Partners you plan to work with to maximize student and client participation and describe your prospective collaborative efforts; either with current CAEP programs and/or other external community entities.

-- SB Public Library Literacy Program: conducting outreach, exploring collaboration with literacy/tutoring program and GED and BGED program, developing presentations and training for library tutors who are or who would like to work with GED students.

-- KRA Corporation: outreach and informational presentations to inform managers about AHS/GED and how we can meet the needs of their clients, either through workshops or course modules

-- ESL: work to bridge students from ESL to GED and BGED; explore ways BGED graduates can take noncredit ESL and English GED courses prior to enrolling at SBCC credit campus

6. SBCC Noncredit Student Support Services *

Provide your plans to integrate SBCC Noncredit Student Support Services in order to assist students in obtaining abbreviated educational plans.

Student Support Services will be kept abreast of AHS/GED course enhancements so they can share them with new and lapsed students to increase enrollment, including outreach to lapsed students. Studentn Services will also be invited to collaborate and provide input on data tracking tools and reports, as well as have access to tools that will aid in follow up with AHS and GED students.

7. Alignment *

Please describe how your program is in alignment and furthers the Consortium's goals and objectives as stated above.

The AHS/GED proposal aligns with the vision, mission and goals of the Santa Barbara AEBG Consortium in the following ways: The Consortium's vision it to build stronger pathways to credit and vocational training programs. The AHS/GED plan clearly identifies the need to create programs based on studied best practices, develop data repositories, and to make sure instructors receive professional development particularly in developing versions or formats of our existing courses which will, in turn, help our program reach broader student populations, and accelerate our students' transfer to – and success in – subsequent post-secondary educational endeavors The AHS/GED proposal aligns with all aspects of this mission by proposing the our program enhance courses we currently offer by (1) providing support for learners of all levels complete courses in a more timely manner, (2) by developing courses and course formats that meet students' needs, and (3) by providing pathways to college and vocational training. As a result, the scope and implementation of these major project initiatives will also further the vision, mission and goals of the AEBG Consortium.

8. Leveraging Funds *

Please describe what other funding sources, and the percentage of those funding sources, will be used to support your CAEP proposed program.

There is some partial funding for classroom tutors, which has been greatly reduced; AEBG funding will allow the program to retain classroom tutor support during the project implementation and measurement phases. When the program improvements achieve the expected increases in enrollments, attendance, and completion rates, more state funding will be available to support continuation of classroom tutor support.

9. Diversity, Inclusion, and Equity*

Please describe how your program will create a diverse, inclusive, and equitable educational experience for adult learners.

The AHS/GED Program accepts students of all skill levels and creates individualized earning plans that allow students to work at their own pace to meet their goals of earning a diploma or GED or improving reading, writing, and math skills. We work with student to overcome obtacles that may have impeded their progress toward their educational goals in the past. We never turn students away; we meet the needs of each individual by starting at their level and then providing any needed scaffolding and additional support they require to understand the course materials and work toward earning their grades or passing their exams. The objectives outlined in the current proposal will help us better meet the needs of ALL students, especially those who have struggled with reading and math in the past, by providing multiple and enhanced instructional delivery methods, by monitoring and following up on progress in a more timely manner, and by inproving outreach.

10. Activity Chart *

Please use the Activity Chart provided in the link under the instructions and email to sbaebg@gmail.com. The Activity Chart should outline your program's specific objectives and activities, along with a timeline for completion, the person/agency responsible, outcomes and data capture methods. Please attach additional pages if necessary. *

☒ I certify that the Activity Chart has been completed and emailed to sbaebg@gmail.com

Total Budget Requested *

79,900

1000 (Instructional Salaries) *

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

23,000

1000 Detail *

Please provide a detailed budget for this category.

Obj 1 $ 7,000.00
Obj 3 $ 7,000.00
Obj 4 $ 3,000.00
Obj 5 $ 3,000.00
Obj 6 $ 2,000.00
Obj 7 $ 1,000.00

2000 (Noninstructional Salaries) *

Total dollars requesting for PERSONNEL (include 20% for BENEFITS in 3000 section below)

20,000

2000 Detail *

Please provide a detailed budget for this category.

Obj 2

3000 (Benefits from 1000 and 2000 categories) *

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

4300

4000 *

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

22,600

4000 Detail *

Please provide a detailed budget for this category.

Obj 1 $ 10,000.00
Obj 3 $ 10,000.00
Obj 4 $ 300.00
Obj 5 $ 300.00
Obj 6 $ 2,000.00

5000 *

Total dollars requesting for CONSULTANTS, MEETINGS, PROFESSIONAL DEVELOPMENT

10,000

5000 Detail *

Please provide a detailed budget for this category.

Obj 1 $ 1,000.00
Obj 3 $ 1,000.00
Obj 5 $ 1,000.00
Obj 6 $ 7,000.00

6000 *

Total dollars requesting for CAPITAL OUTLAY (Computer Hardware)

0

6000 Detail *

Please provide a detailed budget for this category.

n/a

Total number of adult students served in 2017-2018 and 2018-2019 (for CAEP awardees). *

700

Target number of adult students you plan to serve from 2019-2021. *

800

Your answer

What is your sustainability plan for this activity when funding is no longer available? *

The majority of the plan objectives entails curriculum design and development, faculty professional development, and the creation of systems for effective program implementation. After the courses and course materials are developed and piloted, program design will be completed and implementation into the existing AHS/GED Program will take effect. Primarily, current funding sources will be used to maintain

the program components. In addition, future funding options will be explored. Possible funding sources include internal and external grants including but not limited to WIOA and Student Equity Funds.