

Member
Santa Barbara Community College District
Program Name
Adult High School/GED
Primary Contact Name
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805-683-8233
Applicable Program Area
Adult Education (ABE, ASE, Basic Skills)
Please provide an executive summary of your proposed plan to expand opportunities in the program area identified above.
Needs Statement
<p>The Adult High School (AHS)/GED Program is designed for students who want to earn their high school diploma or equivalency credential with optimal flexibility. The open entry/open exit schedule that this program provides allows students to have more autonomy than in traditional high schools since they can decide when to begin their studies, attend class, and complete their coursework. In fact, students often register for class, leave and enroll again throughout the course of their studies. This flexible scheduling provides students with a means of continuing their high school studies with a timeline that is convenient for their personal and work needs.</p> <p>Yet, while the program's strength is built on flexible study schedules and instructional delivery models, these same strengths create challenges that are evidenced with low student persistence and completion rates. With no clear end to their studies, students often extend their completion dates indefinitely. In addition, individualized instruction often makes it difficult for students to form support networks with their instructors and peers. Furthermore, students who stop out of their high school education may not have a clear vision or established goals to help them access next-step higher educational options and job opportunities.</p> <p>Therefore, with this AEBG proposal, the program faculty and staff intend to modify existing curriculum, redesign delivery options, expand program support services, and design seamless pathways to post-secondary educational programs and workforce opportunities. The project contains five essential components that will be used to meet the overarching goal of increasing enrollment and completion rates by 20%. The proposed activities are to (1) create academic learning communities, (2) develop new pathway courses from AHS to technical and academic programs, (3) provide students with internship opportunities, and (4) streamline program systems through collaboration with internal and external partners.</p> <p>1. Learning Communities</p> <p>The AHS/GED program proposes to increase student engagement and completion rates by restructuring the curriculum and creating learning communities. According to MacGregor, Mathews and Smith (1990), Learning Communities encompass "A variety of approaches that link or cluster classes, during a given term, often around an interdisciplinary theme, and enroll a common cohort of students."</p> <p>1.1. In line with this definition, AHS/GED Faculty will design content-driven Learning Communities for courses</p>
Please explain how you plan to integrate existing programming to create seamless and accelerated transitions to credit/transfer education programs and/or the workforce, internships or business startups.

1. &2. LC and Pathway Curriculum Creation to be supported by Professional Development (Q.1 points 1&2).

1-2.1.As explained in Question #1, curriculum modification and new course design efforts will be a large part of this project. Professional development is crucial to the success of this plan. To begin the Learning Community development project, Washington Center LC consultants will be contacted to provide faculty with curricular design workshops. Faculty will also participate in other training, such as with the Online Education Initiative, as well as consult with peers at other institutions, to develop effective Hybrid Courses. Equipped and energized with creative solutions, faculty will then meet in collaborative groups to redesign targeted courses and create new curriculum pathways to boost student retention and foster higher completion rates. Course modifications and new course additions will go through the proper local and state channels for approval.

1-2.2. Teacher's Assistant' roles will change so that LTAs can play an instrumental role in facilitating the logistics of experiential and community learning assignments. Through the Washington Center training, instructors and LTAs will learn online organizational techniques and implementation strategies that will help to increase student enrollment, engagement and completion in the new LC learning formats. LTAs will learn to help with the logistics of social and professional development needed to implement the plan, and assist students with easy access to LC-related functions, events and activities.

1-2.3. Based upon Best Practices and Professional Development Workshops, AHS/GED faculty will implement improvements in delivery materials to existing courses and create new ones where needed. They will submit course modifications and new course outlines to the Curriculum Committee for approval. Once new curriculum is approved, faculty will move into the implementation stage, working with the Noncredit Program Coordinator to create scheduling that supports the learning communities. After the initial LC pilots, evaluations will be conducted to ascertain student successes and identify necessary program modifications.

1-2.4. Purchase Materials and Learning Software Programs. The Plato software program will be purchased to augment classroom materials.

3. Internship Opportunities

3.1 Noncredit staff and faculty will collaborate with the SBCC Student Support Department, the Career Skills Institute, and external partners to develop internship opportunities. Steadily growing industry sectors that show

Please demonstrate the need or gap in our region with respect to the program area identified. Please include labor market information, employer feedback, student surveys, or other relevant information.

Labor Market Evidence

The Santa Barbara Consortium Regional Comprehensive Plan dated March 1, 2015 provides labor market information that identifies regional needs and job development priorities. In the plan, an Economic and Workforce Information Analysis is cited (2013) as identifying two occupational wage tiers where income levels vary considerably. Tier 3 represents lower-skilled workers who have little formal training and/or education. Tier 2 refers to assistant level positions within the retail, educational and business industries. Importantly, Tier 2 occupations make an average of \$19,200 more annually than occupations in Tier 3. The report states that an important first-year program goal should be to develop instructional programs that will strengthen students' opportunities for better paying jobs.

The report cites Employment Development Department data from May 2014 that indicates the "largest percentage of occupational openings is expected in Food Preparation, and Serving Related Occupations (22%) and Personal Care and Service Occupations (15%)." The report also mentions that the Construction Academy could potentially grow by developing vocational pathways. Finally, it cites that major employment sectors rely heavily upon business support services such as office administrative and management services. The AHS program proposal aligns with this supporting evidence since students who finish their high school diploma are more likely to increase their occupational wage tier. Furthermore, through proposed program improvements in this proposal, additional pathway opportunities will exist for students to successfully enter vocational programs. Finally, Internships will provide students connections to their learning experiences and connections to the work force.

Student Evidence

As part of 2015 faculty-driven Basic Skills Initiatives (BSI), students were informally polled to identify areas of preferred curricular improvements. Evidence found in both student surveys and focus group responses demonstrate the need to create learning communities and redesign the program's curriculum. For example when GED students were asked about their interest in participating in a focused GED learning group, 90% indicated they were very interested. They added that it depended on the times that sessions were offered. They also indicated that small-group instruction in focused areas would be beneficial.

A separate BSI pilot study was also conducted to examine how a focused learning community cohort might improve student persistence rates. At the end of course, students who participated responded to a survey. All participants had much higher attendance rates than the general AHS/GED program. In interviews, students said

Please describe how this proposed plan aligns with and is in the furtherance of the vision, mission and goals of the Santa Barbara AEBG Consortium.

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Please attach the specific objectives and specific activities to complete the objectives, 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

\$120,000

1000/2000/3000

\$75,000

1000/2000/3000 Detail

Non-teaching stipends - curriculum development (600hours @ \$50/hr) \$30,000

Hourly staff non-instructional - credit and noncredit faculty stipends, student advisers' stipends for committee work \$10,000

Hourly Instructional aid \$20,000

Hourly staff non-instruction (program support) \$15,000

4000

\$20,000

4000 Detail

Instructional supplies (Plato software and materials) \$15,000

Non-instructional supplies \$5,000

5000

\$25,000

5000 Detail

Consultants: \$7,000

Travel and conference: \$8,000

Advertising and Marketing: \$10,000

Target Number of New Students Served for 2015-16

20% increase from 2013-2014 = a target number of 334 students served for 2015-16.
Do you currently receive funding that supports the proposed activity? If yes, please describe how additional funding expands or supports that activity.
No
What is your sustainability plan for this activity when funding is no longer available?
<p>The majority of the plan delineated herein entails curriculum design and development, faculty professional development, and the creation of systems for effective program implementation. After the first year, program design will be completed and implementation will take effect.</p> <p>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.</p>
Current Number of Students Served
AY 2013-2014 numbers from AB86 Final Plan indicates 278 students served.
Please list specific objectives, activities, timeline, person/agency responsible, outcomes and data capture. Please attach additional pages if necessary. [Objective 2]