



YR 6 2020-2021

California Adult Education Program

Santa Barbara Adult Education Consortium (SBAEC) - ACTIVITY CHART

DUE: September 9, 2020

Email this form to sbaebg@gmail.com

YOUR PROGRAM/AGENCY NAME:					
Santa Barbara City College Adult High School/GED Program					
NO.	OBJECTIVE	ACTIVITY DESCRIPTION	TIMELINE FOR COMPLETION (Month/Year)	PERSON OR AGENCY RESPONSIBLE	OUTCOME
1	Build Wraparound Approach for Intake and Follow-up to increase persistence	1. Conduct needs and gap analysis of current AHS/GED intake and follow up processes	Dec 2020	AHS/GED NC coordinator, faculty and Student Support Services	Outline documenting current and optimal intake and follow up process;
		2. Identify gaps and possible tools/processes	January 2021	AHS/GED NC coordinator, faculty and Student Support Services	list of identified gaps and recommended steps/tools/processes to address them
		3. Develop system and tools to facilitate and track enhanced regular and effective communication practices	March 2021	AHS/GED faculty and Student Support Services	Procedural manual; support materials (e.g., handouts for students);
		4. Pilot and implement of the approach, including team meetings	August 2021	AHS/GED faculty and Student Support Services	Implementation of process; team meeting notes
		5. Track attendance of current students	Sept 2021	AHS/GED faculty	Attendance Data
		6. Contact lapsed students and implement the approach	June 2021	AHS/GED faculty and Student Support Services	Tracking list of current and lapsed students
		7. Conduct follow up surveys, analyze and report on attendance and completion data	Sept 2021	AHS/GED faculty and Student Support Services	survey data; report on effectiveness of implementation, plus recommendations
		8. Refine processes, report to faculty and advisors	Sept 2021	AHS/GED faculty and Student Support Services	updated processes, guidelines for faculty and advisors

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2	Provide Classroom Tutor/TA Support for Curriculum and Tracking Enhancements	1. Classroom tutor assistance with implementation of updated intake and tracking systems	August 2021	AHS/GED Noncredit Coordinator and Faculty Team	Guidelines for working with students of all skill levels; tracking attendance, completion, and satisfaction with course materials
		2. Classroom tutor assistance with initial and benchmark assessments (e.g., CASAS)	August 2021	AHS/GED Noncredit Coordinator and Faculty Team	protocol for testing, reporting data to instructors to utilize in student communications and tracking
		3. In-class tutor training on updated course materials and processes	January 2021	AHS/GED Noncredit Coordinator and Faculty Team	Training materials
		4. Tutor assistance with gathering data on effectiveness of classroom enhancements	June 2021	AHS/GED Noncredit Coordinator and Faculty Team	Data on student attendance, completion rates, satisfaction with course materials
3	Develop and Pilot new interactive learning format; Webquest Critical Thinking Learning Modules	1. Research, document, and evaluate Webquest design processes, models, and examples; consult with credit and other faculty	Dec 2020	AHS/GED Faculty Team	Document design model spec specs, and recommendations for best fit model for ABE-level students and targeted courses.
		2. Review curriculum; survey students/instructors to pinpoint areas of curriculum where the WQ model would be most effective	January 2021	AHS/GED Faculty Team	Survey data, list of selected topics/courses.
		3. Develop outlines of TASK, PROCESS, RESOURCES, and EVALUATION for selected areas	May 2021	AHS/GED Faculty Team	Module assignment outline and list of needed support materials
		4. Develop, test, and refine one or two sets of materials as well as feedback and evaluation surveys	June 2021	AHS/GED Faculty Team	Prototype WQ modules, survey tools, survey and some initial feedback data
		5. Select subset of students for pilot study; gather feedback, make further refinements	June 2021	AHS/GED Faculty Team	Implementation of pilot modules, feedback data, updates to WQ module specs and materials
		6. Integrate modules into existing courses; develop course outlines for 1-2 credit standalone courses	August 2021	AHS/GED Faculty Team	Updated course outlines, new CORs for stand alone courses, library of materials
		7. Meet regularly with all AHS/GED instructors and tutors to train and obtain feedback on new materials	Sept 2021	AHS/GED Faculty Team	Constructive feedback on materials; set of needed refinements

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4	Develop and Pilot Inquiry-based Cohort Group Model for English and Language Arts	1. Research and review best practices for establishing cohort modules in AHS and GED language arts Distance Ed classrooms	Dec 2020	AHS/GED Faculty Team	Outline of best-fit cohort models
		2. Research, evaluate and catalog instructional resources	January 2021	AHS/GED Faculty Team	Selection of best-fit materials appropriate for ABE-level students to integrate into course content
		3. Develop outlines to implement and assess effectiveness of cohort modules, including student survey tools	Feb 2021	AHS/GED Faculty Team	Set of best practices and design rubrics for designing, guiding and evaluating non-fiction reading skills
		4. Develop, test, and refine set of supplemental support materials	March 2021	AHS/GED Faculty Team	Set of support materials
		5. Streamline existing AHS self-paced courses. and integrate selected cohort module materials	April 2021	AHS/GED Faculty Team	Course materials
		6. Pilot revised course materials with subset of students; refine as needed	August 2021	AHS/GED Faculty Team	Implementation of pilot course, with benchmark completion, attendance, student feedback data
		7. Meet regularly with all AHS instructors to evaluate, train and obtain feedback on new materials	August 2021	AHS/GED Faculty Team	Constructive feedback on materials; set of needed refinements
5	Enhance and Extend Marketing and Outreach	1. Create outreach campaigns targeting a broader constituency, particularly disproportionately impacted and non-digital natives	June 2021	NC Coordinator, Marketing Consultants, AHS/GED Faculty	Increased enrollment in the AHS/GED program (Tracked in Banner and TOPSPro)
		2. Update marketing materials (website, brochures, fliers) with a focus on increased accessibility	June 2021	NC Coordinator, Marketing Consultants, AHS/GED Faculty	Accessible and Bilingual Website, Increased number of students enrolled in the AHS/GED program (Tracked in Banner/TOPSPro)
		3. building partnerships with local high schools and other K12 organizations, SBCC student support services, SBCC Promise, Extended Opportunity Programs and Services (EOPS), Guided Pathway and Dual	June 2021	NC Coordinator, Student Support Services and Representatives from named departments and organizations	Increased referrals to and from the AHS/GED program (Tracked in Banner/Starfish, etc.)

		<p>Enrollment</p> <p>4. Contact the above organizations including Carpinteria School District/High School to schedule meetings</p>			
		<p>1. Meet with Guided Pathways team; meet with other campus faculty to discuss role AHS/GED could play in AB705 initiatives</p>	February 2021	NC Coordinator, AHS/GED Faculty	Increased number of students transferring to SBCC (Tracked in Banner/Tableau)