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

☑ Yes

☐ No

Are you an existing 2018/19, 2019/20 CAEP funding awardee? *

☑ Yes

☐ No

Program Name *

SBCC Adult High School/GED Program

Primary Contact Name *

Sachiko Oates, Patricia Mautone

Primary Contact Email *

sooates@pipeline.sbcc.edu, pmautone@pipeline.sbcc.edu

Primary Contact Phone *

(805) 683- 8230

Applicable Noncredit Program Area *

☑ Adult Education (ABE, ASE, Basic Skills)

☐ English as a Second Language/Citizenship

☐ Entry or Reentry into the Workforce

☐ Adults with Disabilities

☐ Short-Term CTE/Programs in Pre-Apprenticeship

☐ Literacy

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. *

The Santa Barbara City College (SBCC) School of Extended Learning Adult High School/GED program aims to help adults earn their Adult High School Diploma or General Education Diploma (GED) Certificate, and to improve their basic skills and critical thinking skills as the foundation transitioning to college, vocational training programs, and career advancement opportunities.

For this grant cycle, the program's overarching objectives are

1) to foster greater persistence and completion rates even in the remote and digital learning environment;
2) to increase enrollment through community outreach and collaboration among SBCC departments;
3) to collect and track assessment, goal attainment, and attendance data to better identify the Programs' strengths and areas for improvement in ensuring the program meets equity goals and the needs of all students.
4) to increase student engagement and to better prepare them to interact with and critically evaluate information from a variety of sources, particularly information presented in a digital environment (e.g, information presented via the internet and social media) -- skills they will need for college, work, and civic engagement.
5) to provide Adult High School and GED students with more focused cohort instruction to help them develop stronger academic communication skills and greater familiarity with practices that they will need when transitioning to college and the workplace.
6) to foster a greater equity mindset by integrating more culturally inclusive pedagogy and innovative lesson structures that foster greater student autonomy, awareness, and intentionality in exploring timely and relevant topics including, but not limited to, social justice issues.

In order to achieve the above goals, the noncredit AHS/GED/BGED program will:
1. Provide professional development to meet the Title 5 Distance Education requirements including regular and effective student contact and accessibility, and effective online pedagogy and course design. Humanizing online instruction and other classroom practices to emphasize the principles of equity will be covered;

2. Increase our efforts in 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 Enrollment;

3. Analyze and improve our current intake processes for greater equity and access

4. Provide CASAS and GED assessment and instructional Support (Tutors);

5. Supply software, hardware, and other instructional materials for online instruction;

6. Further utilize the print schedule, radio and TV ads, outreach materials in Spanish to reach the non-digital native adult population with low-literacy/ English proficiency;

7. Develop and pilot innovative learning formats, such as webquest-type critical thinking modules and inquiry-based cohort lesson models, into AHS and GED curriculum to increase student engagement, foster an equity-based mindset, and help students develop critical thinking and digital literacy skills necessary to successfully transition to college and workplace environments;

The intended outcomes are:
- Improved student attendance/FTES and diploma/course completion rates
- Increased number of learners enrolled in the AHD/GED classes
- Student data collection and data-informed instruction even through remote operations
- Increased student engagement and better preparedness for transition to college and/or the workplace

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, and self-employment). *

By offering strategies for success for all students through equity, even in the distance education/remote learning environment, we aim to improve all students' timely achievement of their career and academic goals

By integrating innovative lesson formats and increasing the use of relevant, culturally inclusive pedagogy and materials, we strive to: increase student engagement, better prepare students for transitioning to college and workplace, help students develop the transferrable skills and tools needed to evaluate and communicate information particularly in the digital landscape.

By collaborating with the student support services and other community organizations, the AHS/GED program can help streamline the intake, support, and matriculation processes to enhance learner persistence and goal attainment

By incorporating a more integrated, wraparound approach to monitoring and following up with individual students we can reduce attrition and reach out to lapsed students, thus further increasing attendance, enrollment, and completion rates.

Accurate assessment and attendance data collection and analysis are crucial to improving our services and practices in order to help students stay on their career or academic paths

The development and enhancement of marketing and outreach materials in print, radio, and TV will help reach the low skilled adult population in our community and help them get on the path to achieving their educational and career goals

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, include students served, and provide a status report on your existing award(s) and remaining balance(s). *

This year, the AHS/GED program will administer CASAS remote eTesting in order to keep track of student learning gains during the COVID induced distance learning period. This method is more labor-intensive as one staff member can only test 1 -5 students at a time depending on what device students use to access our classes. We will also develop a system for integrating this assessment data into the planning and wraparound student support processes in the classroom, to provide useful information about how well our AHS and GED instructional materials and lesson structures are helping students of all skill levels reach their benchmark goals.

Our plan is also to revamp our GED testing once we are allowed on campus. The AHS/GED program seeks to hire an additional assessment staff to meet the needs of our students and program.

Justification for developing a more focused and integrated wraparound model is supported by our findings from instructor and student interviews and surveys conducted in prior CAEP/AEBG project years, as well as by data and research presented at CALPRO workshops, professional development conferences, equity training, and data from other institutions (Wood and Harris, 2020; Williams, 2010), which highlighted 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 develop a sense of belonging and personal accountability, which, in turn, leads to more regular attendance and more persistent and timely completion of coursework. The development of an integrated wraparound support model with enhanced tools for providing consistent benchmark assessments, would not only help students complete courses in a timely manner, but would also foster a more inclusive and supportive environment which increases the likelihood that the program is meeting the needs of all students and reducing the likelihood that students will fall between the cracks. Added benefits also include more efficient tracking of SLO data, and more useful data to assess program effectiveness.

Piloting proven innovative learning methods, such as webquests and modified cohort models, is expected to not only increase persistence and completion rates for students involved in the pilot studies, but to also help in efforts to increase future enrollment figures. Student feedback and past attendance data has consistently indicated that, as students gain greater autonomy in selecting and interacting with materials that are relevant to their own lives, and as they are provided with more opportunities to interact in a structured environment with other students, they complete the courses in a more timely manner and report an overall more positive experience with the program. The positive student testimonials and successful completion data can then be used when conducting outreach (calls, mailings, etc) to new students as well as lapsed students. When we have had our highest enrollments, a large part of that was due to students sharing their positive experiences and successes with friends, relatives, co-workers and others in the community, which encouraged them to enroll in our program.

Status of existing awards: Data from past CAEP objectives have been utilized to inform direction on the current and proposed objectives. Ongoing objectives are on track to meet completion deadlines, and fully utilized budgetary earmarks. The ongoing objectives have served approximately 500 Adult High School,

GED, and Bilingual GED students, and have managed to stay on course in spite of the disruption caused by the pandemic and the sudden transition to synchronous online instruction. In fact, several of the past and ongoing CAEP projects, particularly those that involved researching and developing innovative approaches and a richer variety of instructional tools and support materials, were essential in helping to smooth the transition. The current proposals build upon past successes by addressing both the needs and opportunities that were highlighted during the course of working on past and current objectives.

4. Outreach & Marketing: Please describe your plans to conduct outreach and marketing to reach your target population and increase enrollments. *

The Adult High School (AHS) and GED program will work with the incoming Vice President of the School of Extended Learning, the SBCC Public Affairs and Communications department, Juliana Minsky, our marketing consultant, and the SBAE consortium members, as well as the student, faculty and community representatives in order to determine the needs and effective methods of outreach and marketing of our program.
In Year 6, the AHS/GED program will enhance our efforts to reach the adults who are not digital natives and the low-skilled/low literacy population in the community by utilizing our print schedule, radio and TV ads, and other translated (bilingual GED) materials as our main tools for outreach and marketing. The AHS/GED program will target the zip code area 93101 in our marketing and outreach efforts. According to the consortium's 3-year plan, the above area has "the greatest population of adults who have not obtained a high school diploma or equivalent...with over 5,200 of these individuals (p.13)."
The AHS/GED program also aims to strengthen our partnerships with the local high schools as well as other SBCC departments in order to mutually support each other's programs.

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. *

- SBCC Student Services- referrals to wraparound services, career and academic counseling, and development of abbreviated education plans
- SBCC Noncredit ESL Program- referrals, especially for the bilingual GED and GED programs
- SBCC Career Skills Institute- Student transfer
- SBCC Guided Pathways, SBCC Promise, Dual Enrollment EOPS, DSPS- specialized support, and student matriculation
- Santa Barbara Workforce One-Stop operator-Referrals, Collaboration through the WIOA Title I and Title II initiatives
- K12 Schools and Public Libraries- referrals and possible curriculum alignment and articulation
- Local employers- referrals

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. *

The Adult High School/GED program will be working closely with the Student Support Service advisors and staff to plan and coordinate community outreach, class visits, student orientation, abbreviated Ed plan development, follow up, and data reporting. They will be an integral part of working with AHS/GED instructors in developing and integrating the wraparound student model as it moves from initial contact and program intake to classroom intake, regular follow up and tracking of current student progress, as well as following up with lapsed students and tracking graduates' plans and successes as they transition to college, vocational training, and the workplace. Student support services will also be fully informed of enhancements to instructional methods and completion rate data which, in turn, can be used to recruit and motivate future students.

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

The School of Extended Learning AHS/GED program is one of the existing SBCC programs that are aligned with the statewide CAPE initiatives "(1) Programs in elementary and secondary basic skills, including programs leading to a high school diploma or high school equivalency certificate" and listed as one of the selected educational programs as part of the Consortium's focus for the 2020-2021 cycle: "(3) Noncredit Adult High School/GED."   In addition, all of the proposed activities and goals align with the newly added statewide CAEP goals and initiatives #8 and #10: COVID-19 response and Systemic Racial Injustices.

Furthermore, the AHS/GED's goals and objectives align with the Santa Barbara Adult Education Consortium's three-year plan key performance indicators: "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." All of the AHS/GED program's plans above aim to "improve Student Learning and Achievement Goals focused on the needs of adult learners, and to assist in their transfer acceleration and career success (consortium's overarching 3-year plan goal #2). The AHS/GED program's plans #5 addresses the consortium's overarching 3-year plan goal #5: "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." The AHS/GED plan directly correlates with the consortium's overarching 3-year plan goal # 4: "provide awareness of educational offerings and training options available through a robust local marketing campaign."

Finally, the AHS/GED program's proposals align with all nine of the Santa Barbara Adult Education Consortium's primary goals for upcoming the 2020-2021 including building pathways to credit, AB 705 support, noncredit data collection, partnership with the local Workforce One-Stop operator, cross-pollination with WIOA and Guided Pathways, professional development for distance learning, addressing systemic racial injustices, and collaboration with the local workforce.

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. *

- SBCC General Funds- Unrestricted: $ 335,975.78 (no change compared to 2019-2020) However, the GED testing program was added to our fiscal responsibilities (78 %)
- CAEP Year 5 and Emergency Funds: $81,200.00 (19 %)
- The Workforce Innovation and Opportunity Act funds: TBD up to $10,000 (2%)
- The Lottery Funds: $ 5500 (1%)

9. Diversity, Inclusion, and Equity: Please describe how your program will create a diverse, inclusive, and equitable educational experience for adult learners. Please identify strategies in which your program plans to address racial inequality and professional development support for instructors and staff. *

The AHS/GED program will offer professional development activities to instructors and staff to apply strategies for success for all learners through equity and accessibility. The strategies include culturally responsive teaching and learning and the pedagogy of multiliteracies that recognizes linguistic diversity and multimodal forms of communication influenced by the advancement of technology.

Also, the AHS/GED program will coordinate with the SBCC student support services and strengthen our cross-agency partnerships to offer better wraparound services including childcare, housing, food security, financial support, physical and mental health support, academic and career counseling to all students. We will also put extra effort into ensuring that our program information reaches the population with low literacy and low technology access. We will use simple language, translation, and varied media such as print and radio to make sure that the adults in our community are aware of our tuition-free courses and all the resources we provide including free Chromebook and internet access.

Finally, the integration of innovative learning models, including webquests and cohort English and Language Arts groups, will provide even more opportunities for students to have autonomy in selecting and interacting with a wider variety of culturally diverse and inclusive subject matter. Taking a best practice approach to incorporating these types of modules into the curricula will not only provide students with greater autonomy and practice with instructional models that they will likely encounter in their postsecondary careers, but it will also provided an increased opportunity to build community among students where they can participate in thoughtful, guided discussions and research quests that allow them to learn more about their own as well as other cultures.

10. Potential Budget Reductions: Please describe what specific programming needs and/or services your program would reduce or eliminate should the CAEP grant budget be reduced (range 10-25% at any point during the grant cycle). Please note that final budget reductions would be determined by the Santa Barbara Adult Education Consortium based on the Consortium's priorities and goals. *

The AHS/GED program will prioritize the adult learners' equitable access to education, student learning, and incorporation of effective strategies for distance learning. If necessary, we would reduce the allocation for the CASAS remote testing and/or marketing activities.

6. 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 *

$101,250.00

1000 (Instructional Salaries) *

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

$5,000

1000 Detail *

Please provide a detailed budget for this category.

Faculty time for Professional Development, Meeting and other project participation

2000 (Noninstructional Salaries) *

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

$40,000

2000 Detail *

Please provide a detailed budget for this category.

In-class tutoring, assessment and data tracking

3000 (Benefits from 1000 and 2000 categories) *

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

$11,250

4000 *

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

$15,000

4000 Detail *

Please provide a detailed budget for this category.

Software and other instructional supplies

5000 *

Total dollars requesting for CONSULTANTS, MEETINGS, PROFESSIONAL DEVELOPMENT

$25,000

5000 Detail *

Please provide a detailed budget for this category.

Marketing consultants, Meeting supplies, Print Schedule design and publishing, Ads and Texting program

6000 *

Total dollars requesting for CAPITAL OUTLAY (Computer Hardware)

$ 5000

6000 Detail *

Please provide a detailed budget for this category.

Computer hardware and other equipment

Do you currently receive other NON-CAEP funding that supports the proposed activity? If yes, please describe how additional funding expands or supports that activity. *

- SBCC General Funds- instructional salaries, administrative and classified salaries, benefits, supplies, consultants, and advertisement and marketing,
- The Workforce Innovation and Opportunity Act funds: Data Collection, CASAS testing, and supplies.
- The Lottery Funds: Instructional Supplies/Duplicating

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

Advocate for the CAEP funded activities to be incorporated into the unrestricted SBCC General Fund budget. In addition, activities in some of the proposed objectives will result in the creation of enhanced processes and materials that, once piloted, evaluated and refined, can then be integrated into the existing AHS/GED program. When the program improvements achieve the expected increases in enrollments, attendance, and completion rates, more state funding will be available to support continuation of the course and program enhancements and support.

Total number of adult students served in 2018-2019 and 2019-2020 (for CAEP awardees). *

1218

Target number of adult students you plan to serve from 2020-2022. *

675

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Google Forms