

2019-2021 YEAR 5 AHS/GED CAEP PROPOSAL Activity Chart				
Program Area: Adult Education (ABE, ASE, Basic Skills)				
<b>Objective 1: Bilingual GED and GED Pathways to Success</b>				
	Activity Description	Timeline for Completion	Person or Agency responsible	Outcome
1	Detail specific classroom/student needs and desirable attributes of computer-based software program	January-February	AHS/GED Director and Faculty Team	List of requirements of a program that will meet the needs of all students in the targeted courses
2	Explore and evaluate available computer-based resources	February-March	AHS/GED Director and Faculty Team	List of candidate software and demo versions
3	Purchase licenses to pilot materials; integrate lessons into curriculum	April-May	AHS/GED Director and Faculty Team	Educational software that best fits the needs of all GED/BGED student populations
4	Pilot test to gather information re: effectiveness of revised materials	May-Dec	AHS/GED Director and Faculty Team	Data on student attendance, completion rates, GED practice and official exam scores; and student satisfaction with software and revised curriculum
5	Conduct student focus groups (with BGED and GED graduates) to determine needs and obstacles to transitioning to college	May-Nov	AHS/GED Director and Faculty Team	List of students' needs and possible options for meeting those needs
6	Conduct outreach to provide opportunities for a collaboration and possible integration of Bilingual and English GED courses to help BGED students transition to college	Dec-end of project	AHS/GED Director and Faculty Team	Materials cross-promoting GED and BGED courses; GED lesson modules that best meet needs of BGED students who will be transitioning to college or vocational programs; plans for gathering follow up data on module's effectiveness
<b>Objective 2: Provide Classroom Tutor/TA Support for Curriculum and Tracking Enhancements</b>				
	Activity Description	Timeline for Completion	Person or Agency responsible	Outcome
1	Classroom tutor assistance with implementation of updated course materials and tracking systems	January-end of project	AHS/GED Director and Faculty Team	Development of guidelines for working with students of all skill levels; methods for tracking student attendance, completion, and satisfaction with course materials
2	In-class tutor training on updated course materials and processes	February-Sept	AHS/GED Director and Faculty Team	Training materials
3	Tutor assistance with gathering data on effectiveness of classroom enhancements	March-end of project	AHS/GED Director and Faculty Team	Data on student attendance, completion rates, and satisfaction with course materials
<b>Objective 3: Enhanced AHS Science and Mathematics Course Assignments</b>				
	Activity Description	Timeline for Completion	Person or Agency responsible	Outcome
1	Review curriculum of Science and Math Courses to further pinpoint areas of need	June-August	AHS/GED Faculty Team	Streamlined curriculum/assignment outline and list of needed support materials
2	Research, evaluate and catalog possible text and multimedia instructional resources	July-Sept	AHS/GED Faculty Team	Selection of best-fit materials appropriate for ABE-level students to integrate into course content/assignments

3	Develop outlines to create modules for promoting strategies for processing science text and graphics; applying scientific method, etc	July-Oct	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	Sept-end of project	AHS/GED Faculty Team	Set of support materials
5	Streamline existing AHS self-paced, asynchronous courses. and integrate selected support materials	Oct-Jan	AHS/GED Faculty Team	Course materials
6	Pilot revised course materials with students; refine as needed	Jan-end of project	AHS/GED Faculty Team	Implementation of pilot course, with embedded benchmark completion data
7	Meet regularly with all AHS instructors and LTAs to train and obtain feedback on new materials	August-end of project	AHS/GED Faculty Team	Constructive feedback on materials; set of needed refinements

**Objective 4: AHS/GED Assignment Contracts/Syllabi Revision Project**

	<b>Activity Description</b>	<b>Timeline for Completion</b>	<b>Person or Agency responsible</b>	<b>Outcome</b>
1	Develop standardized template for updated AHS and GED course syllabi and contracts	January-February	AHS/GED Faculty Team	Updated standardized template for course contracts that includes CASAS and SLO benchmark tracking, as well as updated information about resources available to students
2	Update a subset of the course contracts and pilot them with students and instructors	February-March	AHS/GED Faculty Team	Set of updated course contracts
3	Gather feedback on effectiveness of changes; update template as needed	April-June	AHS/GED Faculty Team with classroom tutor/TA support	List of recommended revisions to updated template
4	Update all 46 course contracts using revised template	June-August	AHS/GED Faculty Team with classroom tutor/TA support	Full set of updated course contracts

**Objective 4 continued (AHS/GED Assignment Contracts/Syllabi Revision Project)**

5	Create electronic/spreadsheet versions of a subset of the contracts	July-Sept	AHS/GED Faculty Team with classroom tutor/TA support	Subset of electronic
6	Test and revise electronic spreadsheets; populate with data and test running reports	Oct-June	AHS/GED Faculty Team with classroom tutor/TA support	Feedback and suggestions from students and instructors re effectiveness of electronic versions. Preliminary data on student course assignment completion patterns.

**Objective 5: Alternate Program/Course Structures for GED Courses**

	<b>Activity Description</b>	<b>Timeline for Completion</b>	<b>Person or Agency responsible</b>	<b>Outcome</b>
1	Survey students to determine needs, candidates, best timelines	March-July	AHS/GED Faculty Team and Partnering Agencies	Survey data and needs assessment identifying which courses to target first.
2	Research options and requirements, including site visits to other GED Programs	April-July	AHS/GED Faculty project lead	List of necessary steps to implement proposed selection
3	Participate in Professional Development to learn how to employ Canvas and other online resources to employ in the courses	May-August	AHS/GED Faculty project lead	Instructors certification for online
4	Development of model for cohort GED courses	May-Sept	AHS/GED Faculty Team	Syllabi, course materials, document specifying tracking and follow up methods
5	Pilot some materials in classroom setting	Sept-end of project (May/June)	AHS/GED Faculty Team	Refinement of materials; student feedback

## Objective 6: Cross Campus and Cross Agencies Pathways and Information Sharing

	Activity Description	Timeline for Completion	Person or Agency responsible	Outcome
1	Work with SBCC Marketing/Outreach to create ad campaigns	January -March	SEL and AHS/GED Directors, Marketing Consultants, AHS/GED Faculty Team	Detailed marketing plan for multiple ad campaigns (radio, social media, print)
2	Update and improve marketing materials (website, brochures, fliers)	February-March	AHS/GED Director, Marketing Consultants, AHS/GED Faculty Team	Updated website, brochures, fliers
3	Conduct workgroup meetings with relevant campus departments and other CAEP partner agencies to assess student/client needs	March-May	AHS/GED Director and Faculty Leads	Document specifying needs of targeted populations
4	Meet with Guided Pathways team; meet with other campus faculty to discuss role AHS/GED could play in AB705 initiatives	January-March	AHS/GED Director and Faculty Leads	Specification and increased awareness of AHS/GED roles in Guided Pathways Initiatives

### Objective 6 continued (Cross Campus and Cross Agencies Pathways and Information Sharing)

5	Develop presentations and informational materials based on needs of target groups	March-July	AHS/GED Director and Faculty Leads	Script and materials for presentations to relevant agencies
6	Meet with vocational program faculty to discuss how AHS/GED tailored reading and math modules can better prepare their incoming students	February-May	AHS/GED Director and Faculty Leads; SEL Vocational Program Coordinators and faculty	Shared information and cross referrals for students in both programs
7	Develop data capture method to assess effectiveness of materials and presentations	April-June	AHS/GED Director and Faculty Leads	Surveys, modified intake materials, methods for linking outreach efforts to attendance and enrollment data reporting
8	Launch campaigns and presentations	March-end of project	SEL and AHS/GED Directors, Marketing Consultants, AHS/GED Faculty Team	Increased awareness of program

## Objective 7: Support to oversee CAEP Projects

	Activity Description	Timeline for Completion	Person or Agency responsible	Outcome
1	monitor budget, timelines, deliverables, and reports	January - end of project	AHS/GED Project leads	quarterly reports
2	Prepare and track payment requests, invoices	January - end of project	AHS/GED Project leads	quarterly reports
2	Attend AEBG meetings	January - end of project	AHS/GED Project leads	meeting summaries