

Program Name *

Adult High School/GED

Primary Contact Name

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Applicable Program Area

- Basic Skills: Adult High School/GED
- English as a Second Language/Literacy: Noncredit ESL
- Adults in the Workforce: Intergenerational Prep Project to Support K-12 Success
- Adults with Disabilities Research Study
- CTE: Career Skills Institute
- Pre-Apprenticeship Construction Technology Training
- CTE: Short Term Vocational Bridge Program
- Student Support Services

I. Summary of Activities based on the objectives submitted from the Request for Proposal and Activity Chart. These should reflect the goals of AEBG including but not limited to integrative programming for noncredit pathway bridge courses and certificates, internship/placement programs, integrative learning strategies, progress of program working groups and task forces. List and describe their progress.

I. Curriculum Development

AHS/GED faculty is working to finalize the curriculum development projects by August 21, 2016. These projects address Objectives 1, 2 & 3 cited on the Activity Chart. The comprehensive learning community and pathway course curriculum additions include the following courses:

1. Academic Writing
2. Applied Economics
3. American History and Culture
4. U.S. Government and Civics
5. English Literature
6. Film and Media Studies
7. GED Cohort Class
8. Applied Math
9. Reading and Writing Skills
10. Career Choices and Job Skills
11. Study Skills for Academic Success
12. Library Modules

II. Professional Development

Adjunct AHS/GED Faculty attended a Professional Development workshop called Canvas Basics, which the Faculty Resource Center staff presented on 6/21/16 and 6/22/16 (see Activity Chart Objectives 2 & 4). For the first time, Noncredit AHS/GED instructors will now be able to use the Canvas online learning platform in their classroom instruction and curriculum development projects.

III. Program Support

AEBG funds (\$14,586.30) covered instructional aide salaries for summer term. The remaining funds (\$5,413.70) have been encumbered to be used as LTA salaries in fall semester (see Objective 1.7).

IV. Improve Student Intake Process.

As part of Objective 6.1, instructors created an intake flow chart to help incoming students understand the intake process. This document was submitted to the AEBG Coordinator by email.

II. Data Reporting: Fall 2015 - Present (work with AEBG Coordinator on data tracking)

1. Current number of noncredit students served Fall 2015, Spring 2016, and Summer 2016 in your program
2. Current number of students who have completed Career Skill Institute courses to receive a Digital Badge
3. Number of students who have met with Academic Advisor/Faculty member to discuss bridge/transfer plan

Student Enrollment

In Fall 2015, the AHS-GED program had an unduplicated headcount of 316 students. In Spring 2016, student enrollment increased to 376 students, and in Summer I the program had 274 students enrolled. These unduplicated headcount figures do not include the GED program held at the Santa Barbara County Jail.

III. Budget Narrative. Members are expected to make their best efforts to expend funding by June 30, 2016 and no later than December 31, 2016. The timeline of activities should reflect expenditures by this deadline. Please describe your efforts to expend these funds. Examples include hiring faculty and/or faculty, narratives, programmatic committee meetings, purchasing of supplies...

An email attachment has been sent to the AEBG Coordinator that will explain efforts to expend funding.

IV. Marketing Efforts. Please list and describe marketing and outreach efforts to advertise your program.

This item will be addressed in the next quarterly report.

V. AEBG Practices with Promise: due no later than the 4th Quarter Report, January 6, 2017. Please visit the AEBG Practices with Promise webpage for successful submissions at <http://aebgpracticeswithpromise.com/>.

The Practices with Promise Showcase is one of the tools provided for the AEBG Adult Education Regional Consortium Program to support stakeholders in developing and sharing best practices. Partners must submit a written or video success story or emerging practice that highlights your program. Success stories, testimonials and innovations which will be shared on the AEBG website. Stories should include how your program positively changed adult education to better serve the educational needs of adult via regional collaboration in the following ways: integration and student transitions, accelerating students to reach educational or career goals, collaborative and coordinated professional development, leveraging of resources. Please submit short 1 paragraph answers to the following 3 questions: (1) The Challenge: Briefly describe the challenge the user(s) faced. (2) The Solution: What was done to help them overcome the challenge(s). (3) The Data: What is the proof of the outcome.

This form was created inside of Santa Barbara City College.

Google Forms