

2018 - 2019 Santa Barbara AEBG Consortium Request for Proposal for Noncredit Adult Education Funds

The Santa Barbara AEBG Consortium allocation for the Year-4 grant cycle is \$804,710.00. All awardees are expected to expend funds no later than September 1, 2020. The Consortium has historically awarded 70% or more of its total funding to programs.

A comprehensive and competitive Request for Proposal submission will align with the Adult Education Block Grant and the Consortium's Goals and Objectives set forth below.

The overarching AEBG 3-year plan goals of the Consortium are (1) to provide excellent programming for adults in a variety of program areas based on proven community needs; (2) to develop student support services specifically focused on the needs of adult learners, to assist in transfer acceleration and career success; (3) to support innovative professional development for staff and faculty; and (4) to set meaningful outcomes captured by various measurements and tools and shared with her stakeholders.

The Santa Barbara AEBG Consortium's primary goals for upcoming 2018-2019 year are the following:

- 1) Continue to support our noncredit faculty in building bridges to credit for existing and new AEBG programs.
- 2) Continue to fill gaps in Career Education in Industrial Technologies (or other areas supported by the study currently underway to be completed by 2018).
- 3) Support new activity resulting from AB705 implementation (focused on mathematics, English, and ESL).
- 4) Implement and support the new the Adults with Disabilities Career Planning and Training Program
- 5) Continue to partner with local Santa Barbara One-Stop operator and other agencies for career training initiatives.
- 6) Continue to cross-pollinate AEBG initiatives with WIOA and Strong Workforce initiatives.
- 7) Continue its commitment to the collection of accurate data and analytics for all AEBG programs and services
- 8) Continue to support our Student Support Services to help transition students from noncredit to credit or jobs/careers.
- 9) Continue to support our existing SBCC programs that are aligned with the AEBG goals and initiatives.
- 10) Support job placement assistance efforts where feasible and allowable

The statewide AEBG targets programs in areas with a focus on economic mobility and include:

- Programs in elementary and secondary basic skills, including programs leading to a high school diploma or high school equivalency certificate.
- Programs for immigrants eligible for educational services in citizenship, English as a second language, and workforce preparation.
- Programs for adults, including but not limited to older adults that are primarily related to entry or reentry into the workforce.
- Programs for adults with disabilities.
- Programs in career technical education that are short term in nature and have high employment potential.
- Programs offering pre-apprenticeship training activities conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards for the occupation and geographic area.

AEBG Fiscal Regulation for all Independent Contractors and External Partners:

- (I) Indirect, for Profit, or Fringe Benefits are not allowable expenses and cannot be reimbursed.
- (II) All Independent Contractors and External Partners must submit invoices to the AEBG Coordinator for reimbursement

THIS APPLICATION IS DUE NO LATER THAN MIDNIGHT, WEDNESDAY, OCTOBER 10, 2018.

Are you an existing 2015/16, 2016/17, 2017/18 AEBG funding awardee? *

Yes

No

Program Name *

SBCC Adult High School/GED Program

Primary Contact Name *

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Primary Contact Email *

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Primary Contact Phone *

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Applicable Noncredit Program Area *

- Adult Education (ABE, ASE, Basic Skills)
- English as a Second Language/Literacy
- Adults in the Workforce
- Adults with Disabilities

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.

Brief Overview of the Adult High School/GED Program

Santa Barbara City College's Adult High School and GED Program serves student who need to complete high school credits to earn their high school diploma, or who need help in preparing to pass the exams required to earn a GED. For the vast majority of our students, the lack of a HS diploma or GED is the main obstacle standing between them and their ability to apply for stable, well-paying jobs, attend trade schools, or transition to college. There is also a third group of students who attend our program with the primary purpose of brushing up on reading, writing, and/or math skills. These students may have earned a HS diploma years ago, or they may have relatively lower reading and math skills and are not yet ready to start pursuing a GED. There are a variety of compelling reasons why these students have chosen to come back to school and, for them, desired outcomes often include: being better prepared for college placement exams and re-entry into college; improving the reading, writing, and math skills that they need in order to advance to better-paying positions in their current places of employment or to re-enter the workplace; and/or being better able to help their children succeed in school. The current AEBG objectives are geared toward improving the AHS/GED program and addressing areas of need so we can help all of our students meet their desired objectives and increase their access to career and higher education opportunities.

Broad Goals and Objectives of the Current Proposal:

To provide more equity, and to address the needs of our diverse student population, the overarching goals of the current proposal objectives are to:

(1) Improve and accelerate completion (graduation) rates by continuing to create and implement enhanced, updated, and more relevant materials for our high-demand courses, particularly those that the majority of our students need to complete to earn a diploma, and which many of our students, particularly those with lower skill levels, may find too challenging without the extra support. These new materials and presentation formats will also help students of all levels develop strategies for reading informational texts and graphics -- skills which are essential for college and workplace reading.

(2) Increase student enrollment, attendance, and persistence, not only by providing more structured support for students, but by also providing essential classroom support for instructors so that they are better able to develop and refine strategies that best meet the needs of such a diverse student population. These strategies include the application of methods that have been shown to be effective in increasing student motivation, such providing students more autonomy in selecting applied-learning course module options that are most relevant to their interests and career goals, and creating project-based learning materials.

(3) Reach students, both new and lapsed, whose needs we are currently not meeting. We propose to do this by developing and piloting alternate formats for our current courses, such as hybrid online versions of our courses and/or structured cohort-based formats that are tailored to meet the needs of specific populations.

(4) Enhance guided pathways and bridges from the AHS/GED program to career and post-secondary programs by providing students with more focused instruction that better prepares them to succeed in vocational and/or college-level courses.

(5) Streamline service provision and coordinate best practices to improve the overall AHS/GED Program and ensure that we are effective in meeting the needs of current and future students.

To continue to address these broad goals, the current proposal includes the following objectives:

Objective 1: Enhanced Curriculum and Support Material for AHS Health Course

Providing students with the optimal level and type of support that will enable them to earn their diploma or GED in a timely manner -- and to develop skills that will transfer to the workplace and higher education -- is a significant challenge, especially given the fact that our students come from a wide variety of backgrounds and often lack the skills needed to tackle some of the program's more challenging subject credit requirements. For some of our past AEBG-guided projects, we developed enhanced scaffolding and more accessible materials for courses that tended to be most problematic for many our students, such as economics and government. We have begun to integrate the materials into some of our courses, with great success, and have noted that students who interacted with the revised and enhanced materials during our pilot studies tended to complete the courses in a timelier manner. Several students told us that that they found the courses more interesting, understandable, and relevant. The current proposal seeks to expand upon this success and apply what we have learned to enhance materials for our health course, which is another course that many of our students required to take, and which needs to be updated to include more current, relevant, and accessible materials. In addition, we anticipate that several of the materials created for the health course could also be integrated into the GED Science courses.

Objective 2: AHS/GED Classroom Tutor Support

Hourly AHS/GED classroom tutors form an integral and essential part of the AHS/GED program. The program is open entry/open exit, there are no minimum pre-requisite skill levels, and the coursework is structured so students can work at their own pace. Thus, in a class where students may be working on any one of 46 different courses, where new students can arrive at any time throughout the term, and where student reading and math levels may range from 2nd grade to college level, having classroom support is vital to maintaining student enrollments, persistence, and success. Without classroom tutors, AHS/GED instructors would not be able to adequately meet the needs of the varied student population, which would likely result in lower enrollment, attendance, and completion rate figures. Nor would instructors have the time and resources to

fully implement and pilot many of the objectives and goals of the ongoing and proposed AEBG projects.

Classroom teaching assistants not only provide individualized assistance to students alongside the instructors, their support in the classroom also allows instructors to devote more time to meet the needs of those students who may need more direct guidance in developing the skills and confidence they need to succeed in the program and earn their degree. In short, having consistent classroom tutor support plays a crucial role not only in helping individual students succeed academically, but also in fostering student persistence and thus, in improving student attendance, which is particularly important during this period of recent reductions in funding which are tied to FTEs. Consistent classroom tutor support is particularly essential during the implementation and measurement phases of the AEBG projects. As enrollments and attendance hours increase under these new changes, FTEs and funding will also increase, thereby allowing for the continued support of AHS/GED classroom tutors.

Objective 3: Develop Integrated "College Ready" and "Career Track" Modules

Nearly all of our 500+ AHS and GED students need to take math and English courses, but many don't quite understand or appreciate how the content and skills they are learning are relevant for their future careers. We also have students who are currently taking vocational courses in areas such as medical assistant training, construction, and culinary arts; these students come by our classrooms to get help with basic math skills such as reading rulers, converting measurements, interpreting growth charts, writing descriptive summaries, etc. Input from AHS/GED students and instructors, as well as from students and instructors in vocational programs, has indicated a clear need for short, focused, applied-learning modules that directly address skills needed to succeed in vocational training courses and in the workplace. These modules can be inserted into our existing mathematics, English, and electives courses, and would allow student to interact with materials, exercises, and hands-on projects that (1) provide applied practice with the math and writing skills that they are learning in the core courses, (2) directly relate to a career field that they may be interested in, and (3) better prepare them to succeed in their current or future vocational training courses. These modules may also increase student motivation and persistence, as they provide students with a sense of autonomy in selecting options that are most relevant to their needs and interests.

In addition to the students who are focused on improving skills for vocational training, we also have students who attend our classes with the goal of refreshing math and writing skills prior to taking college placement exams. Some of these students may already have diplomas, but have either been away from school or a while or were not focused in high school and, as a result, score well below college level on math and English placement tests. Our program provides a low-pressure, self-paced environment where students who are not quite ready for college level courses can bring up their skill levels prior to enrolling. For example, we recently had a student who initially placed into "pre-algebra" on the SBCC placement exam; he then came back to our class for a few weeks to brush up on math, took the placement test again and scored a level or two levels higher.

He went on to earn A+ in math class on the credit campus. Based on our experience with this student and other college-bound students, we would like to create accelerated modules that can be integrated into current HS and GED courses to better prepare students for college level placement in math and English. This objective is particularly timely given the recent AB705 implementation, whereby students may want to take noncredit accelerated AHS courses prior to enrolling in college.

Objective 4: Update and (Re)Institute Basic Skills Enrichment (BSE) Program

As noted in the description of the program above, our AHS/GED classrooms also attract students who may not need or want to pursue a HS diploma or GED certificates at the time, but instead want to improve their basic reading, writing, and math skills for employment, college-prep, and/or personal reasons. They benefit from the supportive, AHS/GED classroom environment where they can work with instructors who are teaching at their level, and among students who have similar skill levels. While instructors do their best to accommodate the needs of these students by having them work on AHS and GED course materials, the development of a Basic Skills Enrichment Program, would allow the program to better and more directly meet the needs of the students. The BSE program would not be created from scratch as a state-approved BSE program with enhanced funding was active at SBCC noncredit until approximately 2009. The project lead has copies of the old approved course outlines and much of the course materials; therefore, it is feasible, within the scope of this current project, to re-institute the BSE program, and offer enhanced funded BSE classes that are specifically tailored to meet the needs of the students described above.

Objective 5: Accelerated GED Preparation Weekend Workshops

Informal discussions with lapsed students and with representatives from community agencies have indicated that we may not be reaching certain student populations that could greatly benefit from getting help with preparing for their GED exams -- or from improving reading, writing, and math skills that they may need to advance in their careers. These populations include students who, for a variety of reasons, cannot drive to one of our campuses on a regular basis during regular class hours due to work or childcare demands. It also includes students who may need a more structured and accelerated instructional format, one where students are expected to keep up with a syllabus timeline rather than work at their own pace. Likewise, some students might be more likely to enroll and attend courses if they were part of a cohort. For example, our consortium's KRA employment agency partner indicated that many of their clients are older women who have recently lost jobs or who are changing careers; they may now need to earn a GED or diploma to get a new job or may just need to brush up on skills. These clients may be more inclined to attend accelerated GED prep weekend workshops that are offered outside our regular AHS/GED classes, or cohort groups where students share similar needs and goals.

The current proposal seeks to expand upon our previous AEBG cohort-related projects, by piloting accelerated GED-prep weekend workshops designed to meet the needs of students for whom the current self-paced format may not necessarily be the best fit -- or for current GED students who may benefit from additional support in a more structured environment. The final workshop

format and details would be guided by student needs and input, as well as by best practices from other colleges that provide GED preparation in alternate formats. The project lead has attended GED conferences and instructor workshops where variation of this focused, accelerated method were presented and reported to be quite successful in increasing GED completion rates.

Objective 6: Business process/needs analysis and Best Practice Research for AHS/GED Program
A comprehensive needs analysis is necessary to maximize ongoing efforts to increase student persistence and achievement of academic, employment and life goals in the AHS/GED program areas. The goal of the AHS/GED business process and/or needs analysis is to streamline service provision by hiring a consultant to document current practices across departments and compare our existing approach to requirements and best practices across the state. The consultant will guide and support faculty in the creation of a customized action plan to streamline and improve service provision and student outcomes in AHS/GED. A professional consultant with expertise in the areas of AHS/GED has already been identified and, pending funding, will work closely with AHS/GED faculty, support staff and relevant college departments to perform a structured business practice/needs analysis including:

- Research and Documentation of:
 - o Current business practices governing service provision, data collection and reporting in the AHS/GED programs
 - o Goals and priorities for the program across college departments
 - o Legislative requirements governing service provision, data collection and reporting in the AHS/GED programs and opportunities
 - o Best practices in comparable programs throughout the state
 - Data Collection and Analysis:
 - o Guide faculty and parties identified in the research and documentation phase through a collaborative process to determine priorities, target groups, gather data to define needs and gaps in services, identify and analyze causes, summarize findings and advise on allocation of time and resources to address needs and gaps
 - Support faculty in the development of an action plan to guide continued improvement of outcomes and service provision through development of research-based pathways and implementation of best practices that better support student persistence and success rates.
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2. Integration *

Please explain how your proposed program creates a transition to credit/transfer educational programs or creates a transition to the workforce (including, but not limited to, internships, jobs, pre-apprenticeships, self-employment).

The proposed projects will create transitions to higher education and the workplace in the following ways:

- 1) Accelerated completion time: Students need to have a diploma or GED to be eligible to even just apply for many jobs. The same is true for most vocational training programs. We have students who have been accepted to trucking school, barber school, or medical assistant training schools, but who have had to delay or put those plans on hold because the schools require a diploma or GED before the student can begin the program. Having a HS diploma or GED also opens more financial aid opportunities for students to attend college. Helping students to earn a diploma in a more timely manner – months, rather than years – would greatly accelerate the time it takes for students to transition to college or the workplace, and reduce the likelihood that students will drop out.
 - 2) Updating and enhancing course materials to better help students develop transferable skills, particularly in interpreting text and visual/graphic information, and in applying problem-solving to workplace oriented tasks: Instructor observations, student comments, and discussions with credit and noncredit college colleagues, have all pointed to the fact that many students have insufficient strategies for reading and analyzing informational text, and with reading and interpreting graphical information. Providing students with support materials that explicitly help them develop strategies for reading informational texts, as well as graphs, tables, diagrams, and measurement instruments, would provide them with transferrable skills that can help them in college and in the workplace.
 - 3) Provide students with goal-setting and time-management skills. Accelerated GED prep workshops would not only potentially help students earn a GED in a more timely manner, but would also provide them with an alternate format of instruction where they would be required to meet deadlines and manage their time and resources to accomplish goals.
 - 4) Computer literacy and familiarity with using online resources: Supplementing existing courses with online materials would provide students with experience in interacting with online materials – which, in turn, will better prepare them for when they transition to college or workplace training programs, many of which offer online courses or materials.
 - 5) Provide basic skills enrichment to improve reading, writing, and math skills that are essential for success in vocational training courses and/or transitioning to college.
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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 received 2015/16 or 2016/17 or 2017/2018 AEBG funding, please justify the need and provide a status report on your existing awards and remaining balances.

Many of the justifications were included in the Executive summary and Integration sections, but to summarize some additional key points:

Many of our students are unemployed or working in lower-paying jobs; for most, the main reason they are attending the AHS/GED program is that they need a diploma or GED to get a job, enroll in vocational training programs, move up to a higher position at work, or attend college. Nearly all would like to earn a diploma in a timely manner, but many have had trouble completing all their credits in the timeline they have set for themselves. Interviews with students, as well as analysis of course completion data and "credits still needed" data, indicate some gaps or needs in our program that, if addressed, would likely help students persist with their studies and complete their credits.

Below are some relevant statistics and survey/interview data that supports the need for the proposed projects:

Recently pulled data indicates that approximately 90+ % of the roughly 500 AHS students who have been active in our AHS program for the past two years still need to complete credits in health, math, and /or English. This is not surprising given that traditional high school typically require students to take these courses senior year, and most, if not all, of our AHS students did not complete senior year at their previous high school. The reading level of the text books is at least a 10th grade level, while many of our students come to our program with 5th-6 grade reading levels or below.

In short, for a significant portion of our student population, what is standing between them and a diploma is completion of these courses. Providing scaffolded support materials to better guide students (particularly those for whom English is not a first language, or who do not have strong reading skills), through the challenging subject matter, would greatly increase completion rates for the courses and, ultimately, for the HS diploma program. These materials would also benefit our 400+ GED students, nearly all of who also need to understand key concepts in these subject matter areas and to develop skills in reading and analyzing informational texts in order to pass the science, math, and language arts GED exams – and to transition to college.

-- A few additional notes regarding need for developing enhanced student-instructor interaction with cohort and preparation workshops: Past BSI projects, CALPRO workshops, and data from other institutions (Williams, 2010), as well as instructor and student interviews and surveys, have all supported the fact that enhanced, systematic student-instructor interaction and greater student

autonomy have a significant impact on learner persistence. Students who meet regularly with instructors for the purpose of setting and monitoring attendance goals, and for following up with overall progress, are more likely to persist and attend regularly – and to return to school after unavoidable absences.

-- In the past few months in particular, students who are currently enrolled in the medical assistant course have also been regularly stopping by the AHS/GED classroom for help in refreshing math skills that are essential for getting the most out of the course. Discussions with the students and the vocational course instructor confirmed that problems with reading measurement instruments, converting measurements, and reading graphs, and applying other math skills are often problematic for several of the students. Creating a module tailored to address these deficiencies would likely better prepare students for courses such as these, as they pursue certificates in the medical profession. Students who are pursuing careers in construction and other related fields may also encounter the same issues.

Alignment with previous phases of the AEBG projects

In prior phases of the AEBG project, we utilized funding to begin to develop learning communities for some of our courses, and even piloted an accelerated cohort class in American government that was successful in helping students complete the course in a timely manner; we have also used AEBG funding to improve materials and to pilot different formats for our economics course. Based on the feedback from students who participated in this pilot courses and modules, we believe that the lecture and discussion format of the course not only helped students understand and learn the material at a deeper level, it also resulted in stronger student-instructors interactions and helped students develop skills that will transfer when they go on to the credit campus. However, one of the other “lessons learned” from the pilot is that our current program structure and demographics make it difficult – at least for now -- to fully implement regular and ongoing cohort courses for all students. It made it clear that, in order to have the greatest impact on the greatest number of students, our focus at this phase of the project should be on taking what we learned from the pilot courses and expanding upon it to enhance support materials for the current self-paced (i.e., asynchronous, non-cohort) version of our health, math, and English courses, and explore how workshops may be integrated into the program.

Another task we began this past year using AEBG funding was to look at ways to better gather and track student data, so that we can make more informed decisions about what will have the most positive and significant impact on improving our program outcomes. While we are still in the early phases of that task, we have been able to look at some of preliminary data relating to attendance and completion patterns, as well as student needs. Rough analysis of that data has also pointed to the fact that one of our greatest needs is to continue to develop enhanced support materials for our high-demand courses, and to find ways to make course materials more relevant and applicable to students’ current interests and future needs. Finally, the current to develop better ways to connect with and follow up with students, and to reach students who are unable to physically come to campus on a regular basis.

Status report of ongoing projects:

As noted above, we have had encouraging success in improving completion rates for at the AHS/GED courses that were targeted in previous AEBG project proposals, and have now begun to pilot the changes more fully. With support from AEBG-funded projects, we also continue to reach out to more diverse student populations, and to improve our course materials, delivery, and structure so that we may better meet students' needs and help them stay on course to attain their high school diplomas. Objectives in the current proposal incorporate and expand upon lessons learned from those endeavors so that they can be applied to improving students' experiences and outcome in a wider range of courses.

With regards to expenditures: All of the Year 2 project tasks are nearing completion and all allocated money is fully earmarked to be spent by the November 2018 deadline. It is important to note that there have been slight delays in filing some of the payment request paperwork due to administrative staffing changes, but all paperwork will be filed by the deadline and all allocated funds will be expended. Work on Year 3 project objectives is also underway, and all of the requested fund for that allocation period are also expected to be expended by that year's deadline.

4. Outreach & Marketing *

Please describe your plans to conduct outreach and marketing to reach your target population and increase enrollments.

As the enhanced support materials for some of our more challenging courses are created, instructors and Student Support staff will directly contact AHS students who need credits in those areas, and let them know that the courses have been improved. In addition, we will reach out to instructors of vocational courses, as well as students who will be enrolling in course such as the medical assistant and construction courses, and inform them of the opportunities to improve their skills prior to or in conjunction to taking the vocational course. As students begin feeling more successful when working with the course materials, and as they complete the courses in a more timely manner, we will have student testimonials and data that we can then use when conducting outreach (calls, mailings, etc) to new as well as lapsed students.

We expect a similar pattern with the other components of the project. Past experience has demonstrated that success breeds more success: When we have had our highest enrollments, a large part of that was due to students sharing their positive experiences with friends, relatives, co-workers and others in the community: Namely that they felt connected to their instructors, that they had successfully completed courses, and that they had earned diplomas or GEDs.

The proposed projects also align well with the inter-agency collaborative project that the SB Public Library is proposing this cycle. AHS/GED Instructors and support staff will help create informational and promotional materials, and will meet with partners and community stakeholders, to make sure internal and external agencies/departments are aware of the AHS/GED offerings and success rates.

Noncredit Program staff will also continue to work at the institutional level to improve data collection systems, create seamless entry and exit processes, and provide further marketing and outreach efforts for the AHS/GED program. These efforts span collaboration among SBCC administrative departments, ongoing work that will continue to expand upon the One College Initiative. Work will also continue in three main areas: (a) the Marketing and Outreach Initiative, (b) the Student Intake and Transition Initiative and (c) the Data Collection Repository Initiative.

5. Alignment *

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

The AHS/GED proposal aligns with the vision, mission and goals of the Santa Barbara AEBG Consortium in the following ways: The Consortium's vision is to "meet the needs of adult education programming in our region by using data-driven decision making and an inclusive, collaborative coordinated approach." The AHS/GED plan clearly identifies the need to create programs based on studied Best Practices, develop data repositories, and to make sure instructors receive professional development particularly in developing versions or formats of our existing courses which will, in turn, help our program reach broader student populations. The Consortium's mission also states that a critical goal is to "accelerate transitions to transfer or career success." The AHS/GED proposal aligns with all aspects of this mission by proposing the our program enhance courses we currently offer by (1) providing support for learners of all levels complete courses in a more timely manner, (2) by developing courses and course formats that meet students' needs, and (3) by providing pathways to college and vocational training. As a result, the scope and implementation of these major project initiatives will also further the vision, mission and goals of the AEBG Consortium.

6. Activity Chart *

Please use 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 *

\$110,125

1000 (Instructional Salaries) *

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

\$26,500

1000 Detail *

Please provide a detailed budget for this category.

Objective 2: \$8000

Objective 3: \$3000

Objective 4: \$6000

Objective 5: \$7000

Objective 6: \$2500

(instructor rates are \$50 for curriculum development; \$30 for meetings)

2000 (Noninstructional Salaries) *

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

\$60,000

2000 Detail *

Please provide a detailed budget for this category.

objective 2: \$60,000

3000 (Benefits from 1000 and 2000 categories) *

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

\$6625

4000 *

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

\$5000

4000 Detail *

Please provide a detailed budget for this category.

Objective 2: \$1000

Objective 3: \$1500

Objective 4: \$2000

Objective 5: \$500

5000 *

Total dollars requesting for CONSULTANTS, MEETINGS, PROFESSIONAL DEVELOPMENT

\$12,000

5000 Detail *

Please provide a detailed budget for this category.

Objective 2: \$1000

Objective 5: \$500

Objective 6: \$10,500 (includes consultant fee \$100/hr for 80hrs, \$2,000 for travel and \$500 expenses)

6000 *

Total dollars requesting for CAPITAL OUTLAY (Computer Hardware)

0

6000 Detail *

Please provide a detailed budget for this category.

n/a

Total Number of Adults Students Served *

700

Target Number of New Adult Students Served for 2018-19. *

100

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

There is some partial funding for classroom tutors, which has been greatly reduced; AEBG funding will allow the program to retain classroom tutor support during the project implementation and measurement phases. When the program improvements achieve the expected increases in enrollments, attendance, and completion rates, more state funding will be available to support continuation of classroom tutor support.

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

The majority of the plan objectives entails curriculum design and development, faculty professional development, and the creation of systems for effective program implementation. After the courses and course materials are developed and piloted, program design will be completed and implementation into the existing AHS/GED Program will take effect. 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.

I have reviewed the 2018-2019 AEBG 1-Year Plan and attest that this proposal is in alignment with AEBG current goals and objectives. *

Yes

