

AEBG Proposal - Noncredit ESL Program Timeline

No.	Objective	Activity Description	Timeline for C	Person or Agency responsible	Outcome	Data capture method
1	Enhance the core curriculum to include content-based job readiness and content-based instruction will lead to employability	1. Modify Core curriculum by integrating entry-level, foundational work readiness skills into four existing core courses.	May	ESL Faculty team	1. Course modifications/syllabi revisions	Curricunet
		2. Build upon existing job readiness focus in EL Civics modules and BSI projects	March	NC ESL Faculty team	2. Syllabi modifications and course material revisions	Faculty Wiki Page
		3. Align curriculum to fit two, 8-week semester schedule, building on current BSI faculty project.	March	NC ESL Faculty team	1. Remapped curriculum structure and scheduling of core courses	Curricunet Faculty Wiki Page
		4. Enhance ESL instruction with software programs	March	NC ESL Faculty	2. Purchase software	Curricunet Faculty Wiki Page
		5. Equip classroom sites with lending-library of portable tablets	March	NC Staff-Partner Collaboration	4. Implement technology-enriched instructional delivery	Not applicable
		6. Collaborate with internal and external partners to provide NC ESL classes with computer lab access. Build upon current work being conducted by WIA-mandated Interdepartmental Technology Committee.	May	NC ESL faculty, staff, external partners	5. 50% off-site locations provide computer access to NC ESL classes	Database creation
		7. Provide faculty with professional development to integrate workplace and job-readiness teaching applications into teaching practices.	March	Ventures' Series authors	7. 80% NC ESL faculty implement job-readiness instructional practices	AHS Webpage
		8. Integrate exemplary I-Best model as best teaching practices framework	May	NC ESL faculty	8. Wikipe repository of instructional materials	Faculty Wiki page
		9. Provide faculty with technical application training modules	March	CALPro & SBCC Faculty Center	9. 80% of NC ESL faculty take training	Not applicable
2	Create and improve pathways to (1) technical/vocational students will have clearly-defined seamless pathways to next-step (2) High School Completion educational opportunities and/or jobs. (3) Credit ESL.	1. Upper-level NC ESL learning community cohorts will be developed and implemented	May	NC ESL Faculty	Course modifications Pathway capstone courses	Curricunet
		2. Modify existing VESL courses to improve student readiness for occupation-specific vocational classes (VESL Healthcare to CNA and VESL Childcare to Childcare certificate program). Note: work is in progress	March	Collaborative interdepartmental faculty work group	Course Modifications	Curricunet
		3. Create VESL pathways to vocational certificates. Possible certificates include construction technologies, environmental horticulture, and automotive technologies. Note: Work is in progress	May	Collaborative interdepartmental faculty work group	New Courses submitted to CAC	Curricunet
		4. Create student focus groups and survey instrument to identify areas of interest.	March	Faculty, students	Data to inform curriculum development	Database creation
		5. Streamline student goal-setting and pathway identification strategies	April	NC ESL faculty and Student Services		

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	6. Create ESL to High School Learning Community cohort to provide a seamless pathway to enter high school completion program.	March	NC ESL and AHS/GED Faculty	Implementation of Pathway certificate	Curricunet
	7. Align NC ESL and Credit ESL curriculum by using Backward Design Method.	May	NC ESL and Credit ESL faculty		Moodle Canvas
	8. Create a NC ESL academic readiness capstone course for upper-level learning communities	May	NC ESL and Credit ESL faculty	New Courses/Certificate submitted to C	Curricunet
	9. Create an introductory flipped class (hybrid) research module for academic pathway.	May	ESL faculty and Librarians	New course module	Canvas
3	1. Continue work begun with AB86 funds to identify and implement ESIS Department program marketing and outreach strategies. Target increase improving student outreach and facilitating student access. 2. Identify how credit and noncredit ESL programs complement one another; clarify program distinctions and pathways; train instructors and SBCC staff in pathways and program differences	May	Marketing and Outreach/NC ESL Faculty ESL Department, SBCC staff	Ad campaign Marketable Program Identity	SBCC database Various
4	1. Create internship referral network with Community partners 2. Collaborate with student services to placement in internships	May May	NC ESL Faculty, Student Services Staff Credit/NC Faculty	3. By April, job placement system will be created. 4. By May, 3-4 students will placed in jobs.	Database creation Curricunet
5	1. Bring Washington Center LC training experts to NC programs 2. Create Interdepartmental Faculty Learning Community to exchange Best Teaching Practices 3. Bring CALPro Workshops to NC Faculty	Feb Feb Ongoing	Washington Center Trainers NC ESL, AHS/GED, Credit Faculty Staff	1. Create Learning Communities 2. Monthly Interdepartmental Best Practice Exchanges	Database creation Wikipage Repository Wikipage Repository
6	1. Work with SBCC Marketing/Outreach to create an ad campaign visibility, improving student outreach, and facilitating access 2. Create streamlined student admission and registration processes and systems interface. Noncredit Advisory Committee work	March Ongoing	Interdepartmental committee Interdepartmental committee	1. Implementation of ad campaign 1. Increase student enrollments	SBCC Archives Banner and subsystem
7	1. Work with interdepartmental staff to create interface between existing data collection systems	March	faculty/staff	1. One-stop shop for student entry.	Banner and subsystem

Santa Barbara AEBG Activity Chart 2015/16
Noncredit ESL Proposal

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8 Program support	1. Support staff to coordinate new program development and delivery	March	Staff	Hire part-time support staff	Human Resources