2017-2018 AHS/GED AEBG PROPOSAL Activity Chart

Program Area: Adult Education (ABE, ASE, Basic Skills)

Objective 1: Improve AHS/GED Humanities Course Materials to Increase Student Course Completion

	Activity Description	Timeline for Completion	Person or Agency responsible	Outcome	Data capture method
1	Review curriculum of 6 Humanties Courses to further pinpoint areas of need	April-June	AHS/GED Faculty Team	Streamlined curriculum/assignment outline and list of needed support materials	AHS/GED Curriculum Library Archive
2	Research, evaluate and catalog possible text and multimedia instructional resources	May-June	AHS/GED Faculty Team	Selection of best-fit materials appropriate for ABE-level students to integrate into course content/assignments	Annotated catalog of resources and uses
3	Develop outlines to create modules for promoting strategies for processing informational text and graphics	July-Oct	AHS/GED Faculty Team	Set of best practices and design rubrics for designing, guiding and evaluating non-fiction reading skills	Internal written design rubric and guide
4	Develop, test, and refine set of supplemental support materials	July-Oct	AHS/GED Faculty Team	Set of support materials	AHS/GED Curriculum Library Archive
5	Streamline existing AHS self-paced, asynchronous courses. and integrate selected support materials	Oct-Jan	AHS/GED Faculty Team	Course materials	AHS/GED Curriculum Library Archives
6	Pilot revised course materials with students; refine as needed	Jan-end of project (June 2019)	AHS/GED Faculty Team	Implementation of pilot course, with embedded benchmark completion data	Student and instructor survey/feedback data, attendance and completion data
7	Meet regularly with all AHS instructors and LTAs to train and obtain feedback on new materials	April-June	AHS/GED Faculty Team	Constructive feedback on materials; set of needed refinements	instructor survey/feedback data,

Objective 2: Development and Piloting of Student-Instructor Modified "Homeroom" Interaction Model

	Activity Description	Timeline for Completion	Person or Agency responsible	Outcome	Data capture method
1	Collect data to Identify patterns and document specific needs	March	AHS/GED Faculty and Student Services Team	Set of needs and system requirements	Meeting agendas, Internal design guide
2	Research, discuss, observe possible models, options, resources (e.g., "Google Classrooms" text communicaiton tools, etc)	April-June	AHS/GED Faculty and Student Services Team	Crosswalk of candidate student-instructor interaction models that best fit the AHS/GED Program structure and needs	Internal written report; list of recommended programs options
3	Conduct site visits to similar AHS/GED programs that currently utilize proposed system models	April-June	AHS/GED Faculty and Student Services Team	Set of possible systems and strenghts and weaknesses of each	Meeting attendee sign-in sheets and written summaries

Objective 2 CONTINUED: Development and Piloting of Student-Instructor Modified "Homeroom" Interaction Model				
	Activity Description	Timeline for Completion	Person or Agency responsible	Outcome	Data capture method
4	Select and develop preliminary model and logistics	July-Aug	AHS/GED Faculty and Student Services Team	Documented procedural system for the classrooms; training agendas	Written outline
5	Conduct focus groups and interviews with faculty, students, advisors	May-Sept	AHS/GED Faculty and Student Services Team	Sample reports; document of report needs	Internal written report
6	Pilot components of the proposed model	Sept-end of project (May/June)	AHS/GED Faculty and Student Services Team	Student and Instructor Feedback; attendance and course completion data	Internal written report

Objective 3: Develop and Pilot Alternate Formats for Current AHS/GED Courses

	Activity Description	Timeline for Completion	Person or Agency responsible	Outcome	Data capture method
1	Survey needs of current and potential students and identify candidate courses	May-July	AHS/GED Faculty Team and Partnering Agencies	Survey data and needs assessment identifying which courses to target first.	Written summary of survey data
2	Research options and requirmeents	April-June	AHS/GED Faculty project lead	List of necessary steps to implement proposed selection	Written report
3	Participate in Professional Development to complete necessary requirements to offer online courses	May-August	AHS/GED Faculty project lead	Instructors certification to offer online courses	Internal written guidelines
4	Development of model for online course	May-Sept	AHS/GED Faculty Team	Documents describing TA role in gathering data; data files	Internal written reports; data files
5	Pilot some materials in classroom settting	Sept-end of project (May/June)	AHS/GED Faculty Team	Refinement of materials; student feedback	Feedback data; Canvas

Objective 4: Provide Support Faciltitate and Oversee Current AEBG Activities

	Activity Description	Timeline for Completion	Person or Agency responsible	Outcome	Data capture method
1	monitor budget, timelines, deliverables, and reports	January - end of project	AHS/GED Project leads	quarterly reports	written reports
2	Attend AEBG meetings	January - end of project	AHS/GED Project leads	meeting summaries	written reports