

CHANCELLOR'S OFFICE
CALIFORNIA COMMUNITY COLLEGES

District: Santa Barbara Community College District
College: Santa Barbara City College
RFA Specification Number: RFA15-068

CONTACT PAGE

TO BE COMPLETED BY CCCCCO

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Project Title: Supplemental Assisted Learning, Acceleration, and Contextualized Learning Strategies for Increasing Success Rates of Basic Skills Students in Basic Skills, CTE and Degree-applicable Courses

Institution: Santa Barbara City College

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NEED STATEMENT (4-pages)

a. Description of the problem that this proposed program will be addressing and the evidence based basic skills principles and practices that will be used.

The Problem

We have a complex issue that is shared across community colleges: for many English, Math and ESL students the course sequences are far too long. This daunting picture results in students dropping out at various exit points, or the “leaky pipe syndrome.” Therefore, the question is, how do we minimize the leaks in the pipeline? How do we increase student success in our content area courses and in our CTE programs? How do we increase student engagement, providing the tools necessary for them to learn? How do we help them develop a mindset that will result in persistence? **The answer—to implement a basic skills course and supplemental instruction model designed with a contextualized curriculum that is directly relevant to students' life experiences and CTE and educational goals.** These models will lead to significantly higher success and completion rates as student reach goals that they previously viewed as unattainable.

Student persistence and completion rates at community colleges are low, particularly among underrepresented populations: low-income students, students of color, and first-generation students. Data-driven research shows that the more levels of developmental/foundational courses a student must take, the less likely the student is to ever complete college courses in English and Math. The more “exit points” where students can fall away by not passing or not enrolling in the next course, the smaller the number of students who will persist. Students who must complete lengthy sequences face burdens associated with additional costs and time. In addition, students may experience negative psychological factors that arise from their frustration and the daunting academic sequence they face. Many of these students arrive with fixed mindsets, believing that they cannot improve their skills and develop their capacity. The research indicates that we can’t keep attributing this problem to students’ low skills or low motivation. We must examine our curricular design, addressing the issues of rigor and relevance as we restructure courses, provide contextualized curriculum and help students to develop a growth mindset that will serve them in any academic or career future.

Our current standard below college level sequence in math provides a useful illustration. The sequence for a typical student at this level includes: Math 1 (3 units/basic), Math 4 (3 units/pre-algebra), Math 100 (5 units/intro algebra), and Math 107 (4 units/intermediate algebra). In this traditional path, a student would have 4 semesters/15 units prior to enrolling in a college level class. Students struggle with the material due to the extensive breadth of the content and the lack of connections to tangible goals. At each level, the success rates are low and, consequently, the percentage of students entering Math 1 who successfully complete Math 107 in five semesters fluctuates between 8% and 12%. For EOPS students, the data is even more concerning, with pass rates below 10% for five out of the eight semesters studied by the college.

In English skills classes, the challenge is boosting the reading writing and critical thinking skills of students so they have the ability to tackle college level composition, a gatekeeper course for degree attainment or transfer.

For ESL, students need individualized, face-to-face time with a teacher or tutor to ask questions and clarify understanding. Without this kind of assistance, many students develop gaps in their language development, fall behind in classes and lose confidence.

Practices for Improvement

Thoughtful, contextualized course re-design; the use of technology and active learning; specialized non-cognitive one-unit courses that serve as summer bridge and/or front loaded orientation courses linked to the lowest level English and math classes; scheduled supplemental education and peer tutoring for below college level classes; compression of two semesters into one, resulting in academic immersion; faculty mentorship for students who begin in below-college level math classes; and improved ESL student tutoring.

b. Description of the college and district, including demographics, regional characteristics, enrollment data, and experience working with Basic Skills students in the implementation of the Basic Skills Initiative over the last five years.

Demographics

Santa Barbara City College (SBCC) currently serves 34,579 credit and non-credit students. The student population is 3% African American, 7% Asian, 38% Hispanic and 43% white. 52% of students are female with 45% male and the largest age group are students under 25 (53%). Over 70% of SBCC students reside in the tri-county area of Santa Barbara, San Luis Obispo and Ventura Counties. 43% of local high school graduates enroll at SBCC and 2,089 high schoolers are enrolled in dual enrollment courses. For the 2014/15 school year, SBCC awarded 2,248 degrees and 1,032 certificates. The overall course completion rate is 74% with 1,023 students transferring into the UC and CSU systems.

Basic Skills Implementation

For the last five years, SBCC developed a very successful, *Express to Success Program* (ESP), funded under a federal Title V grant. This innovative program successfully compressed two semesters of basic skills classes into one and yielded higher student success rates over the general college population.

c. Evaluation of the college's efforts; resources, and support in addressing the needs of basic skills students using Basic Skills Initiative and other programs funds where applicable for the proposed instructional programs.

Over the course of the Express to Success Program, SBCC saw substantial gains in student retention and completion. The table below illustrates the marked improvement of ESP cohort students versus general population, Hispanic students and EOPS students.

Success Rate Comparisons				
	ESP	General Population	Hispanic Students	EOPS Students
English	84%	68%	59%	55%
Math	68%	61%	53%	53%

However, we find that while those who transition from ESP into English 110 (transfer level English) do well in this course, students who do so after taking the pre-requisite traditional basic skill course in English have significantly lower successful completion rates in this course than those who placed directly into the transfer-level English course.

This is also the case for students who transition from the non-ESP basic skills math course that is one-level below the transfer-level math course. This is most likely the result of the basic skills classes providing students with a more sheltered and supportive learning environment with smaller class sizes and a slower pace. We find that they remain in need of supplemental tutoring to finish successfully.

Success Rate Comparisons- Completed Basic English into College Level English	General Population	African American	Hispanic Students
Students enrolling directly into Eng 110	79.5%	68%	71.6%
Students from basic skills to Eng 110	68.3%%	60%	58.2%%

For students enrolled in a non-traditional basic math 41 courses in Fall 14, the number (n) and percentage (%) of those who went on to pass 107 (gateway course) by Fall 15.

All Students		EOPS		DSPS		BOG		Hispanic	
n	%	n	%	n	%	n	%	n	%
30	34.48%	14	32.56%	14	53.85%	22	30.14%	23	37.10%

SBCC has a Gateway to Student Success Program, which embeds tutors into basic skills classrooms. Drop-in tutoring is also funded across campus. The ESL Department has an ESL Tutoring room in which drop-in and Gateway tutors work with students. As a part of the college's efforts to increase success rates in basic skills, ESL instructors also use embedded tutors through the college Gateway to Student Success program.

d. *Explanation why the evidence-based practices and principles were selected and demonstration of their relationship to the identified need or problem.*

Students who place at developmental levels in English often choose to take content specific coursework prior to taking the English remediation and find they are struggling in the first weeks of their content courses. In addition, students who are in transfer English might still find they have gaps in their reading/critical thinking skills and therefore they are struggling. Objectives 2-4 will bring "just in time remediation" to students in the context of relative curriculum. Providing intensive, short-term instruction may just mean the difference between failing and succeeding in the current semester. Students currently have two primary choices: drop the course and maybe the program, or continue ineffective student learning practices and fail the course or the program. Neither of those choices is acceptable.

Objectives 2-4 will provide students with a third choice that will support them through growth mindset practices: effort + effective strategies + help from others. Students can self-refer themselves to the supplemental instruction. Faculty likewise can refer students within the first two to three weeks of classes based on performance results such as exams. Faculty will encourage students to participate, illustrating to the student that third choice mentioned above. The difference between previous interventions and the supplemental instruction is that rather than a one-time visit with a tutor, students will work with developmental education faculty in an intensive program that is both rigorous and relative, correcting the trajectory to one of successful completion.

Students with career and technical education goals are often reticent to take English coursework they perceive as disconnected to their chosen field of study. Objective 1 addresses this disconnect by proposing the development of course sections providing our current pedagogically sound instruction through contextualized, relevant curriculum options. Students can be guided into sections that offer contextualized curriculum.

Basic skills math students will be able to substitute a new one unit Statways class in place of traditional intermediate algebra (math 107) for non-stem majors planning to enroll in statistics (math 117). They will also be able to take an additional scheduled supplemental educational class for first in sequence college level math courses.

Low success rates in ESL prompt the department to utilize proven practices for increasing student success. Integrating academic support and student services into coursework is an evidence-based practice found to improve student success. Students need individualized, face-to-face time with a teacher or tutor to ask questions and clarify understanding. Without this kind of assistance, many students develop gaps in their language development, fall behind in classes and lose confidence. Once this happens, they drop the class and frequently stop attending the college all together. In addition, using tutors to train students in good study habits and learning strategies can set a foundation for success. In fact, all students can benefit from working with tutors.

e. If applicable, describe how your AEBG regional consortium is addressing the need for basic skills in your district. What specific activities were put forward in the State approved 3 year plan related to basic skills.

The Santa Barbara AB86 Regional Consortium includes SBCC, Santa Barbara and Carpinteria Unified School Districts and the WIB plus another eight regional human services partners. The specific activities put forth in the three-year plan include:

1. Evaluating the current levels and types of adult education programs including basic skills/GED programs, ESL and workforce preparation courses, adults with disabilities programs, short term CTE programs, and apprentice programs;
2. Evaluation the current needs for adult education programs including basic skills/GED programs, ESL and workforce preparation courses, adults with disabilities programs, short term CTE programs, and apprentice programs;
3. Integrating existing consortium programs and creating seamless transitions into postsecondary integration of the workforce;
4. Addressing the gaps identified in paragraphs 1 and 2 of COE in the program areas of basic skills/GED programs, ESL and workforce preparation courses, adults with disabilities programs, short term CTE programs, and apprentice programs;
5. Employing approaches proven to accelerate a student's progress toward his or her academic or career goals, such as contextualized basic skills and career technical education, and other joint programming strategies between adult education and career technical education; and
6. Collaborating in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes.

RESPONSE TO NEED (6-pages)

a. Describe the community college's current practices with regard to the selected high impact practices and its readiness to implement the new interventions.

The Supplemental Assisted Learning, Acceleration, and Contextualized Learning Strategies for Increasing Success Rates of Basic Skills Students in Basic Skills, CTE and Degree-applicable Courses contain many of the aspects of the successful Accelerated Learning Program of the Community College of Baltimore County (Jenkins, et al, 2010). This program was found to be a cost effective model that mainstreamed upper-level developmental students into college level English classes with a companion class dedicated to maximizing student success. Our proposal uses this same principle of creating one unit supplemental courses but adds a structured tutoring component as well as non-cognitive skills development. The table below outlines the supplemental assisted learning goals for English, Math and ESL.

	Strategies for increasing success rates of basic skills students	Addresses evidence-based principles as identified in RFA
English English Skills	Contextualized reading and writing modules for English skills and selected CTE courses for basic skills students transitioning into college level English to ensure successful completion of gateway English classes.	Progressively increasing shares of students enrolled at the college who successfully complete a college-level English within a sequence of three or fewer courses after enrollment in a community college.
Math	Redesigned courses coupled with supplemental assisted learning courses to provide accelerated completion of math sequence into college level and gateway math classes.	Progressively increasing shares of students enrolled at the college who successfully complete a college-level mathematics course, within a sequence of three or fewer courses after enrollment in a community college in a shorter time period than prior to implementation of plan..
ESL	Strategic and structured tutoring embedded in the supplemental and gateway English and Math courses.	Progressively increasing shares of students enrolled at the college who successfully complete a college-level English or mathematics course, or both, within a sequence of three or fewer courses after enrollment in a community college.

Current Practices-English Skills

The English Skills Department, part of the English Division, has begun to lead the way in supplemental reading courses. The Reading for Nursing course focuses on the academic literacy strategies needed by pre-nursing students entering the vocational nursing program. The course was taught for the first time in Fall 2015 and is offered every third semester to meet the needs of vocational nursing cohorts. This course was offered as a semester-long 3 unit course and was team taught by two faculty members in the English

skills department. We will continue to offer this course but may offer it in a shortened version. Lessons learned:

- Course needs to be a shorter
- Readings that were relative to specific career (nursing) are preferable
- Close collaboration and ongoing communication with Nursing faculty is essential

Based on the success of this course, we will offer a Reading for Earth Sciences course in Fall of 2016. This course is a pilot that was developed through collaboration between Earth Sciences faculty and English Skills faculty

Current Practices--English

Approximately 75% of SBCC students assess into developmental English. These basic skills courses (Eng. 80 and 100) are centered around a portfolio approach to writing, one that emphasizes multiple drafts and thoughtful revision in response to frequent instructor feedback. When these students move into college-level composition courses, however, some of them struggle with the larger class size, longer papers and more complicated assignments that come with college-level writing.

Next Steps: These students, those who benefitted from the workshop/portfolio-based approach in English 80 and 100, need additional support when they reach college-level composition (Eng. 110 and 111). Over the past 20 years, colleges and universities around the country have implemented Writing Studio courses as a complement to required freshman composition courses. A "Studio" is comprised of a small group of students--from different sections of a freshman composition course--and a composition instructor. While the models vary, a typical Studio session involves students "sharing feedback on one another's writing and exchanging ideas on how to address the concerns they face as writers—whether it's tackling sentence-level errors or interpreting an instructor's comments" (according to Warnick, Cooney, and Lackey, writing in the Journal of Basic Writing). The instructor runs the course like a Writing Workshop in an effort to instill a sense of community and help students succeed in their transfer-level composition classes. The English Department would like to research, develop, and implement Writing Studio courses that would help students succeed in Eng. 110 and 111.

Current Practices--Math

We have shortened the sequence with the creation of math 41. Math 41 combines Math 1 and Math 4 into one semester instead of two, eliminates antiquated content, and exposes students to threshold concepts. The combined math 100/107 in one semester sequence has significantly raised student success rates. This promising data means the math department is now open to exploring further reductions of our sequence.

Next Steps: With course creation and redesign, we propose two paths, [A] one for potential STEM majors and [B] one for non-STEM Majors: [A] STEM Path: (1) Math 41 contextualized content with a non-cognitive curriculum with computer science career information, linked with supplemental study sessions directly after class; (2) ESP Math 100/107; (3) Math 137 (pre-calculus) with additional structured supplemental student support for the students who enrolled in below college level math courses. [B] Non-

STEM Path: (1) Math 41 contextualized content with a non-cognitive curriculum with computer science career information, linked with supplemental study sessions directly after class; (2) Math 100/addition 1-unit course to prepare students for college level statistics; (3) assessment into Math 117 (Statistics) with additional structured student support.

Lastly, SBCC has a Gateway to Student Success Program, which embeds tutors into basic skills classrooms. Gateway tutors participate in a tutor training class. Drop-in tutoring is also funded across campus. Drop-in tutors participate in a small training session when they are first hired. The ESL Department has an ESL Tutoring room in which drop-in and Gateway tutors work with students. This year the use of tutors has greatly increased, yet there is no overall coordination of the two different models of tutoring. Teachers manage their own Gateway tutors in isolation and the coordinator of an ESL student services program (PASS) coordinates ESL drop-in tutor schedules. Increased awareness of and interest in using tutors this year suggests this evidence-based practice could be employed more effectively to support tutors as well as faculty to integrate academic support services into coursework.

Readiness to Implement

These high impact practices are new to SBCC and still being tested. Some of what we have already learned informs the current objectives for this proposal as well as the process we propose. The table below demonstrates our readiness to implement further Basic Skills and Student Outcomes programming:

	YEAR ONE	YEAR TWO	YEAR THREE
ENGLISH SKILLS	Empathize: Learn more about contextualized reading instruction (students, support staff and faculty)	Ideate: Create the solutions to the problem and create prototype.	Test: Put it into action and get feedback
ENGLISH	Research Studio courses, scholarship	Develop a one-unit Studio course, begin recruiting students and training instructors	Pilot and evaluate Studio course
MATH	Redesign Math 41, and contextualize career opportunities in the field of computer science in an effort to recruit more underrepresented students	Create a one-unit non-cognitive course linked with math 41 and create a one-unit Statistics Prep course linked with Math 100 preparing students for Math 117	Design a class space to act as both computer lab and can facilitate non-cognitive activities
ESL	Research: visit Chaffey and other colleges with robust Learning Success Center models, look at relationship between faculty professional development and tutor training and the idea of an overall pedagogy like growth mindset	Develop design and training, hire tutors/staff begin tutor training late spring and summer, develop DLAs, design framework for ongoing tutor training and professional development, create schedule	Implementation and evaluation

By maximizing current resources, urging instructors to take advantage of our tutors and encouraging students to use this valuable resource, visits to tutors in the fall increased more than two times compared to past years (these numbers should be checked). Increased awareness of and interest in using tutors suggests that with more training of tutors and support for teachers, this evidence-based practice could be employed more effectively through tutor training and professional development for faculty.

b. Articulate targets for the share of entering students projected to be served by these interventions over the three-year implementation period.

- Adults who have been out of high school for some time and are returning to college to earn a degree, certificate, or receive job training
- Students who assess into the lowest levels of developmental English and want to earn a job-related credential
- Adult basic education students and English language learners who seek a degree, certificate, or training
- Students who assess into SBCC's very lowest math class (basic math)
- All entering ESL students

c. Set goals for the share of entering students who complete a college-level English or mathematics course within three semesters or less after enrollment.

Program Target	Goals of students who complete a college-level English or mathematics course within three semesters or less after enrollment
English English Skills	<p>75% of students who enroll in and pass a reading supplemental course will complete the concurrent content area or CTE course during the same semester.</p> <p>75% of students who enroll in and pass a reading supplemental course for their CTE program will complete the program successfully within the customary length of program.</p> <p><i>Scaling up Existing Practices</i> The college currently has the supplemental reading for nursing serving 25 students. With the implementation of this program, we will scale up to at least 300 students.</p>
Math	For the students who enroll in the contextualized and streamlined math 41 class with a supplemental non-cognitive supplemental instruction course, there will be a 5% increase in passing a college level math course within three semesters of enrolling.
Math (Cont)	<p>For students who enroll in below college level math classes, the percentage that will be successful in a college level course will increase by 5%.</p> <p><i>Providing Services to Greater Proportions of Students</i> This reconfiguration of the math courses will accelerate 5% more students through the math courses.</p>

ESL	<p>25% of ESL students who assess into the program at an intermediate or advanced level will complete a college-level English or mathematics course within three semesters with support of resources through the ESL Tutoring Room.</p> <p><i>Scaling Up Existing Practices</i> The addition of structured tutoring will scale up from 100 to 200 students per semester.</p>
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d. *Identify key strategies and implementation benchmarks for evaluating the progress of campus efforts to implement the selected interventions.*

Key strategies for evaluating the progress of implemented strategies include:

- 1) Use Institutional Research
 - a. Determine success rates
 - b. Identify equity gaps in student success
 - c. Identify which high enrollment courses have the lowest success rates
 - d. Utilize campus “OnTrack” to monitor student success levels (all sub-groups of student population)
- 2) Use data from other sources to identify the underlying barriers or challenges impeding student success
 - a. Form focus groups to effectively address the underlying factors impeding student success.
 - b. Create surveys to effectively address the underlying factors impeding student success.
 - c. Design new interventions, or revise current ones, to effectively address the underlying factors impeding student success.
- 3) Faculty Mentorship:
 - a. Faculty will check in with the assigned student at least three times during each semester that the student is enrolled in math, up through completion of his/her first college-level math course.
- 4) Tracking student persistence
 - a. Use Gateway tutors and SRS to track student participation and attendance in Gateway study sessions. Make this data available to the instructor of record and assigned counselors. Utilize this data, along with “on track” to monitor student progress and involvement during each below college level class.
- 5) Counseling and additional support
 - a. During last below-college level course, utilize counselors to encourage students to enroll in scheduled supplemental study session classes that are linked to first college level math course. Again, let the students know that they may have additional tutoring if their teacher verifies that they have been attending and doing class homework and if they are also attending a supplemental study session.
- 6) Review and consider

- a. Changes to existing college practices and policies that impact the underlying factors impeding student success.
- b. To what extent did the interventions (including policy changes) effectively address the underlying factors impeding student success?
- c. To what extent did the interventions increase student success?

e. Detail the number of campus faculty likely to be involved in all selected high impact interventions and the plan for addressing their professional and technical assistance needs.
SBCC is prepared to dedicate significant human resources to this project. The table below identifies the numbers and types of staff expected to be involved in the implementation of our model:

Department	# Involved	Description
English	25+	Non-credit, Adult Education, English Skills, English, Career Technical, Content Area Faculty, Counseling, Support Staff, faculty for curriculum development, ESP English faculty and counselors, Gateway English liaison, English Dept. Chair, Area Dean
Math	25+	Math 1/4/41 director, Math Department Chair, LRC director, math faculty for curriculum development, ESP math faculty and counselors, Counselors, special faculty mentors, Gateway math liaison, Gateway coordinator, FRC director, SBCC articulation officer.
ESL	10+	All credit ESL faculty who choose to participate will be involved in the high impact intervention of the resources available in an ESL Learning Success Center.
Grant Support	4	EVP Ed Programs, EVP Grants & Research, Grant Coordinator, Categorical Accounting Tech III

f. Describe how the basic skills initiative is leveraging AEBG funds and how are AEBG funds for basic skills supporting the basic skills initiative and is there any connection / interaction between the two programs?

Several of the goals in the Adult Education Block Grant (ABEG) the college is involved with are designed to better prepare students in the college's noncredit Adult High School, GED, ESL, and basic skills English, and math courses to successfully transition into the credit basic skills, CTE and appropriate degree-applicable content courses. The ABEBG includes funds to develop bridge courses from noncredit basic skills and CTE courses into the credit program, articulate the noncredit basic skills and CTE courses with the appropriate level credit courses, and to fund faculty teaching noncredit and appropriate credit basic skills and CTE courses to work together to identify the gaps in the skills students acquire in their noncredit courses that they need to be successful in their credit courses. The ABEBG also includes funds to support the development of contextualized basic skills and CTE courses that involve credit faculty in designing. One of the desired outcomes of the ABEBG is to design accelerated programs with needed support services that would enable students to transition from noncredit to credit programs in an expatiated and effective manner than is currently available.

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APPLICATION ANNUAL WORKPLAN

(BASED ON RFA SPECIFICATION, ONLY ONE OBJECTIVE PER PAGE. DUPLICATE FORM AS NEEDED.)

OBJECTIVE 1: DESIGN SECTIONS OF ESL AND BASIC SKILLS COURSES, OFFERING CONTEXTUALIZED CURRICULUM DIRECTLY RELATED TO CAREER-TECHNICAL FIELDS IN ORDER TO INCREASE THE SUCCESS RATES OF CTE STUDENTS.

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
1.1: Research existing models in California and the rest of the country	1.1.1: Create a database of college level contextualized models, which can be effectively incorporated into the SBCC campus culture	Year One: 7/16 - 6/17 Data gathered by 6/17	Sheila Wiley Anita Cruse
1.2: Research literature on the role of contextualized college courses	1.2.1: Create a Google Drive folder on information gathered through research, workshops, seminars, Webinars	Year One: 7/16 - 6/17 Folder created by 6/17	Sheila Wiley Anita Cruse
1.3: Attend workshops, seminars, and Webinars on contextualized courses.	1.3.1: Create a Google Drive folder on information gathered through research, workshops, seminars, Webinars	Year One: 7/16 - 6/17 Folder created by 6/17	Sheila Wiley Anita Cruse
1.4: Visit community colleges who have or are designing contextualized courses	1.4.1: Create a Google Drive folder on information gathered through research, workshops, seminars, Webinars	Year One: 7/16 - 6/17 Folder created by 6/17	Sheila Wiley Anita Cruse
1.5: Create campus dialogue of faculty who teach in the CTE fields in order to begin the formation of contextualized courses	1.5.1: 8 Faculty who are interested in contextualized curriculum participate in sub-groups	Year One: 7/16 - 6/17 Subgroups created and participating by 12/16	Sheila Wiley Anita Cruse

1.6: Work with CTE department Chairs and faculty to design contextualized courses	1.6.1: Two contextualized courses are CAC approved.	Year Two: 7/17 - 6/18 If CTE departments approves, submitted to CAC by 9/17	Sheila Wiley Anita Cruse
1.7: Contextualized courses are piloted	1.7.1: Scale up to 50 students enrolled in contextualized courses	Year Three: 7/18 - 6/19 By 8/18	Sheila Wiley Anita Cruse
1.8: Contextualized courses are assessed through Institutional Research	1.8.1: Success rates of contextualized courses are evaluated with a goal of 75%.	Year Three: 7/18 - 6/19 5/19-6/19	Sheila Wiley Anita Cruse

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APPLICATION ANNUAL WORKPLAN

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OBJECTIVE 2: *DEVELOP FOUNDATIONAL READING STRATEGY COURSES FOR THE CONTENT AREAS (LATE START 4 TO 6 WEEK) FOR STUDENTS IDENTIFIED AS STRUGGLING/FAILING THE COURSE. THE SHORT COURSES MAY BE OFFERED AFTER THE FIRST DROP AND BEFORE THE LAST WDATE.*

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
2.1: Research existing models in California and the rest of the country	2.1.1: Create a database of college level contextualized models, which can be effectively incorporated into the SBCC campus culture	Year One: 7/16 - 6/17 Data gathered by 6/17	Sheila Wiley Anita Cruse
2.2: Research literature on short courses foundational reading strategy courses in the content areas	2.2.1: Create a Google Drive folder on information gathered through research, workshops, seminars, Webinars	Year One: 7/16 - 6/17 Folder created by 8/17	Sheila Wiley Anita Cruse
2.3: Attend workshops, seminars, and Webinars on short course foundational reading strategy courses in the content areas	2.3.1: Create a Google Drive folder on information gathered through research, workshops, seminars, Webinars	Year One: 7/16 - 6/17 Folder created by 8/17	Sheila Wiley Anita Cruse
2.4: Visit community colleges who have or are designing short course foundational reading strategy courses in the content areas	2.4.1: Create a Google Drive folder on information gathered through research, workshops, seminars, Webinars	Year One: 7/16 - 6/17 Folder created by 8/17	Sheila Wiley Anita Cruse
2.5: Create campus dialogue of faculty who teach in the CTE fields in order to begin the formation of short course foundational reading strategy courses in the content areas	2.5.1: 20 Faculty who are interested in contextualized curriculum participate in sub-groups	Year Two: 7/17 - 6/18 Subgroups created and participating by 12/16	Sheila Wiley Anita Cruse

2.6: Work with CTE department Chairs and faculty to design short course foundational reading strategy courses in the content areas	2.6.1: Two contextualized courses are CAC approved.	Year Two: 7/17 - 6/18 If CTE departments approves submitted to CAC by 9/17	Sheila Wiley Anita Cruse
2.7: Short course foundational reading strategy courses in the content areas are piloted	2.7.1: Scale up to 50 Students enrolled in contextualized courses	Year Three: 7/18 - 6/19 By 8/18	Sheila Wiley Anita Cruse
2.8: Short course foundational reading strategy courses in the content areas are assessed	2.8.1: Success rates of contextualized courses are evaluated by Institutional Research, faculty and counseling feedback, and student surveys with a goal of 75%.	Year Three: 7/18 - 6/19 5/19-6/19	Sheila Wiley Anita Cruse

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OBJECTIVE 3: *DEVELOP A READING AND REASONING COURSE TO BE OFFERED ALONG WITH ENG 110 SECTIONS WITH A PASS/NOPASS FOR STUDENTS IDENTIFIED AS STRUGGLING/FAILING BECAUSE OF GAPS IN THEIR ANALYTICAL READING PERFORMANCE.*

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
3.1: Confer with English faculty to determine assessment benchmarks for referring students to the course	3.1.1: Creation of qualitative/quantitative assessment scheme for concurrent recommendations for supplemental course	Year Two: 7/17 - 6/18 Data gathered 6/17	Sheila Wiley Anita Cruse
3.2: Confer with English faculty to determine supplemental texts and other support materials	3.2.1: Creation, collection and compilation of at least one supplemental texts	Year Two: 7/17 - 6/18 Text created 8/17	Sheila Wiley Anita Cruse
3.3: Design the course	3.3.1: CAC approval of the course	Year Two: 7/17 - 6/18 By 9/17	Sheila Wiley Anita Cruse
3.4: Implement the course	3.4.1: 25 Students enroll in course	Year Three: 7/18 - 6/19 By 8/18	Sheila Wiley Anita Cruse

Chancellor's Office
California Community Colleges

District: Santa Barbara Community College District
College: Santa Barbara City College
RFA Specification Number: RFA15-068

APPLICATION ANNUAL WORKPLAN

(BASED ON RFA SPECIFICATION, ONLY ONE OBJECTIVE PER PAGE. DUPLICATE FORM AS NEEDED.)

OBJECTIVE 4: *WORK WITH OUR ADULT BASIC HIGH SCHOOL EDUCATION PROGRAM TO DEVELOP COURSES TO ACCELERATE THE TRANSITION TO CREDIT COURSES IN ESL, ENGLISH SKILLS AND ENGLISH.*

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
4.1: Research the components of career pathways which guides the acceleration of Adult Basic High School students into credit courses in ESL, English Skills and English	4.1.1: Create a database of career pathways which can assist the ABHS student into credit courses	Year One: 7/16 - 6/17 Data gathered by 6/17	Sheila Wiley Anita Cruse
4.2: Confer with ABHS and non-credit faculty to determine career pathways for our student population	4.2.1: Six faculty who are interested in career pathway acceleration participate in sub-groups	Year One: 7/16 - 6/17 By 12/16	Sheila Wiley Anita Cruse
4.3: In collaboration with ABHS faculty, design courses which assist students into college readiness, degree, or training courses	4.3.1: Two Career pathway courses are CAC approved	Year Two: 7/17 - 6/18 By 9/17	Sheila Wiley Anita Cruse
4.4: Career pathway courses are piloted	4.4.1: Scale up to 50 Students enroll in four of career pathway courses for 200 total	Year Three: 7/18 - 6/19 By 8/18	Sheila Wiley Anita Cruse
4.5: Career pathways courses are assessed	4.5.1: Success rates of career pathway courses are evaluated through Institutional Research, faculty and counseling feedback, and student surveys with a goal of 75%.	Year Three: 7/18 - 6/19 5/19-6/19	Sheila Wiley Anita Cruse

Chancellor's Office
California Community Colleges

District: Santa Barbara Community College District

College: Santa Barbara City College

RFA Specification Number: RFA15-068

APPLICATION ANNUAL WORKPLAN

(BASED ON RFA SPECIFICATION, ONLY ONE OBJECTIVE PER PAGE. DUPLICATE FORM AS NEEDED.)

OBJECTIVE 5: *STREAMLINE, REALIGNED AND ENHANCE THE BELOW COLLEGE LEVEL MATH SEQUENCE TO IMPROVE STUDENT SUCCESS RATES, IMPROVE NUMBERS OF UNDERREPRESENTED STUDENTS ENROLLING IN COMPUTER SCIENCE, REDUCE SEMESTERS AND UNITS NEEDED TO GET TO COLLEGE-LEVEL MATH CLASSES.*

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
5.1: Redesign Math 41, eliminating topics not needed for success at higher levels, introducing topics that are challenging at higher levels, contextualizing career opportunities in the field of computer science in an effort to get more underrepresented students involved in CS	5.1.1: Course Modification approved at CAC	Math 41 modification submission to CAC by 9/16. Full implementation by 8/17.	Bronwen Moore
5.2: Examine all topics in math 100 and math 107, eliminating topics and/or reducing overlap, allowing for more time to cover critical topics. Explore the development of a self-paced Math 100 class	5.2.1: Research/Body of evidence presented to math department for possible approval. If approved, then course modification for math 100 and math 107 and/or alternate course format for Math 100 approved in CAC	If math department approves then alternate format of math 100 submitted to CAC by 9/17. Course in alternate format offered by 8/18	Bronwen Moore
5.3: Create a one-unit Statistics Prep course linked with Math 100. This will prepare students to be successful in Math 117	5.3.1: 5% increase in numbers of underrepresented students attending CS courses and/or declaring a computer science or engineering major/degree	Data gather by 6/19	Bronwen Moore
5.4: Math Faculty attend conferences, webinars, and campuses that have innovative course re-designs of the below college math sequence and the implementation of the shortened Statway path	5.4.1: Increase the number of students reaching math 117 within three semesters of initiating their math sequence by 5%. (Math 41 or Math 100)	Data gather by 6/19	Bronwen Moore

Chancellor's Office
California Community Colleges

District: Santa Barbara Community College District
College: Santa Barbara City College
RFA Specification Number: RFA15-068

APPLICATION ANNUAL WORKPLAN

(BASED ON RFA SPECIFICATION, ONLY ONE OBJECTIVE PER PAGE. DUPLICATE FORM AS NEEDED.)

OBJECTIVE 6: IMPROVE THE PERCENTAGE OF STUDENTS SUCCEEDING IN COLLEGE LEVEL MATH COURSES WITHIN THREE SEMESTERS OF ENROLLING IN BELOW COLLEGE LEVEL MATH COURSES

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
6.1: Create a one-unit non-cognitive course linked with math 41, either as a summer/vacation bridge course prior to enrollment, or within the semester of enrollment	6.1.1: Course Modification approved at CAC	Course development 7/16 – 8/17. Course submission to CAC by 9/17. New course offered by 8/18	Elizabeth Imhof Bronwen Moore
6.2: Revise existing tutor training program to include non-cognitive curriculum. Train tutor coordinators and LTAs so that they in turn can train the tutors	6.2.1: New tutor handbook, reflecting the inclusion of non-cognitive training and curriculum.	Revision 7/16 – 12/16. Implementation begins 2/17. Tutor coordinators and LTAs ready to train tutors by 9/17	Elizabeth Imhof Bronwen Moore
6.3: Provide faculty training of non-cognitive curriculum and the ability to act as mentors for students	6.3.1: 25 faculty who have been trained in non-cognitive curriculum and mentoring skills	Begin offering professional development opportunities (FIGS, conferences, flex activities, etc.) by 8/16	Elizabeth Imhof Bronwen Moore
6.4: Design a larger classroom to act as both computer lab (with thin clients) and flexible classroom that can facilitate non-cognitive classroom activities and conceptual active learning activities	6.4.1: Existence of well-equipped classroom, with thin clients and mobile/flexible student stations to accommodate 30 students at a time.	Data gather by 6/19	Elizabeth Imhof Bronwen Moore

6.5: Faculty and support staff attend conferences, webinars, and campuses that have successfully changed campus culture through faculty mentorships and the infusion of non-cognitive curriculum at all levels of education that directly touch students	6.5.1: Increased numbers of 25 in non-cognitive curriculum and mentoring skills	Begin offering professional development opportunities (FIGS, conferences, flex activities, etc.) by 8/16	Elizabeth Imhof Bronwen Moore
6.6: Design and implement supplemental instruction for all below college level student and college level students at higher risk of failing	6.6.1: Supplemental study sessions approved through CAC offered in schedule of classes	Supplemental study sessions submitted to CAC by 9/16 and offered by 8/17	Elizabeth Imhof Bronwen Moore
6.7: Design and implement additional tutoring resources for students who have persisted from below-college level math to college math and who are at risk of failing	6.7.1: Increase number of tutors by 28 for Math 114, 117, 120, and 137 students.	New tutors will be supporting this cohort by 8/19	Elizabeth Imhof Bronwen Moore

Chancellor's Office
California Community Colleges

District: Santa Barbara Community College District

College: Santa Barbara City College

RFA Specification Number: RFA15-068

APPLICATION ANNUAL WORKPLAN

(BASED ON RFA SPECIFICATION, ONLY ONE OBJECTIVE PER PAGE. DUPLICATE FORM AS NEEDED.)

OBJECTIVE 7: CREATE AND IMPLEMENT FACULTY INQUIRY GROUPS (FIGS) TO FACILITATE THE ADOPTION OF OBJECTIVES 1 THROUGH 4 AND 8-9.

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
7.1: Based on exploration of mindset theory and other approaches to proactive learning strategies: Interested faculty invited to participate in an ESL Faculty Inquiry Group (FIG)	7.1.1: Recruitment of 25 faculty in 3 FIGs	Year Two: 6/17 - 6/18	Anita Cruse Elizabeth Imhof Bronwen Moore Sheila Wiley
7.2: Facilitate FIGs	7.2.1: Prepare materials and training for FIGs 7.2.2 Provide FIG faculty with initial non-cognitive professional development 7.2.3: Attendance and participation of 25 faculty in FIGs for 4 meetings per semester	Year Two: 6/17 - 6/18	Anita Cruse Elizabeth Imhof Bronwen Moore Sheila Wiley
7.3: Evaluation	7.3.1: Overall higher student course success rates as a quantitative indicator of increased student engagement	Begin measuring in year three: 6/19 - 8/19	Anita Cruse Elizabeth Imhof Bronwen Moore Sheila Wiley

Chancellor's Office
California Community Colleges

District: Santa Barbara Community College District
College: Santa Barbara City College
RFA Specification Number: RFA15-068

APPLICATION ANNUAL WORKPLAN

(BASED ON RFA SPECIFICATION, ONLY ONE OBJECTIVE PER PAGE. DUPLICATE FORM AS NEEDED.)

OBJECTIVE 8: *RESEARCH STRUCTURED ESL TUTORING MODEL TO SUPPORT STUDENTS IN COMPLETING COLLEGE-LEVEL ENGLISH OR MATH COURSES WITHIN THREE SEMESTERS.*

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
8.1: Research pedagogy and data on integrating academic support into instruction	8.1.1: Develop pedagogical foundations of integrating tutors with other faculty and design tutor training and professional development framework	Year One: 7/16 - 6/17 Data gathered by 6/17	Betsy Cassriel Marit Ter Mate-Martinsen
8.2: Explore literature on growth mindset and other empowerment models for application	8.2.1: Create a Google Drive folder on information and resources gathered through research, workshops, seminars, webinars	Year One: 7/16 - 6/17 Folder created by 6/17	Betsy Cassriel Marit Ter Mate-Martinsen
8.3: Dialogue with faculty and staff at SBCC and at other campuses working on integration of proactive academic services into coursework	Establish a Google Drive folder of effective practices for effective tutoring practices and integration of academic services into classes	Year One: 7/16 - 6/17 Folder created by 6/17	Betsy Cassriel Marit Ter Mate-Martinsen
8.4: Research tutor training, tutoring center/learning success center models in California and other parts of the country	Develop a database of effective program design and practices	Year One: 7/16 - 6/17 Database created by 6/17	Betsy Cassriel Marit Ter Mate-Martinsen

Chancellor's Office
California Community Colleges

District: Santa Barbara Community College District
College: Santa Barbara City College
RFA Specification Number: RFA15-068

APPLICATION ANNUAL WORKPLAN

(BASED ON RFA SPECIFICATION, ONLY ONE OBJECTIVE PER PAGE. DUPLICATE FORM AS NEEDED.)

OBJECTIVE 9: *DESIGN AND IMPLEMENT A STRUCTURED ESL TUTORING MODEL TO SUPPORT STUDENTS IN COMPLETING COLLEGE-LEVEL ENGLISH OR MATH COURSES WITHIN THREE SEMESTERS.*

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
9.1: Design and plan for ESL tutor training	9.1.1: Tutor training plan developed and distributed.	Year Two: 7/17 - 6/18 Plan developed by 9/17	Betsy Cassriel Marit Ter Mate-Martinsen
9.2: Faculty support for integrating tutors into the classroom	9.2.1: Design in-service workshops to help teachers integrate academic services into classes is developed	Year Two: 7/17 - 6/18 Developed by 9/17	Betsy Cassriel Marit Ter Mate-Martinsen
9.3: Hold tutor training and support tutors in Tutoring Center	9.3.1: Tutors participate in training and report on improved effectiveness	Year Two: 7/17 - 6/18 Training by 12/17	Betsy Cassriel Marit Ter Mate-Martinsen
9.4: Hold faculty in-services for interested teachers	9.4.1: Survey findings of teachers report that in-services are supportive, leading to more effective instructional practices	Year Two: 7/17 - 6/18 Training by 12/17	Betsy Cassriel Marit Ter Mate-Martinsen
9.5: Conduct structured tutoring sessions in conjunction with English and Math faculty	9.5.1: At least 50 students receive tutoring each semester	Year Two: 7/17 - 6/18 Tutoring begin 1/18	Betsy Cassriel Marit Ter Mate-Martinsen
9.6: Students are surveyed about tutoring experiences and collect data on numbers of students participating in academic support services	9.6.1: Serve at least 100 many initial students 9.6.2: Increase help-seeking behavior by 25% 9.6.3: Provide tutoring 32 many hours per week 9.6.4: Provide tutoring to at least 200 students	Year Three: 7/18 - 6/19	Betsy Cassriel Marit Ter Mate-Martinsen

Chancellor's Office
California Community Colleges

District: Santa Barbara Community College District
College: Santa Barbara City College
RFA Specification Number: RFA15-068

APPLICATION ANNUAL WORKPLAN

(BASED ON RFA SPECIFICATION, ONLY ONE OBJECTIVE PER PAGE. DUPLICATE FORM AS NEEDED.)

OBJECTIVE 10: *DEVELOP A SUPPLEMENTAL STUDIO COURSE DESIGNED TO SUPPORT STUDENTS WHO ARE AT RISK OF FAILING IN ENG. 110 AND 111*

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
10.1: Research Studio scholarship and models	10.1.1: Create Google Drive folder on information gathered through research, workshops, site visits	Year One: 7/16 - 6/17 Folder created by 8/17	Barbara Bell
10.2: Attend professional conferences that include Studio presentations	10.2.1: Create Google Drive folder on information gathered through research, workshops, site visits	Year One: 7/16 - 6/17 Folder created by 8/17	Barbara Bell
10.3: Visit colleges—or bring in representatives from colleges—that offer Studio courses	10.3.1: Create Google Drive folder on information gathered through research, workshops, site visits	Year One: 7/16 - 6/17 Folder created by 8/17	Barbara Bell
10.4: Design Studio course	10.4.1: Studio course is approved by CAC	Year Two: 7/17 - 6/18 Submit to CAC by 9/17	Barbara Bell
10.5: Pilot Studio course	10.5.1: Students enroll in Studio course	Year Three: 7/18 - 6/19 By 8/18	Barbara Bell
10.6: Assess Studio course	10.6.1: Success rates of Studio course are evaluated by Institutional Research, faculty and counseling feedback, and student surveys with a goal of 75%.	Year Three: 7/18 - 6/19 5/19-6/19	Barbara Bell

PROGRAM MANAGEMENT (2 pages)

a. Describe your district's capabilities and knowledge in conducting and administering state funded projects. Describe your district's ability to collect and report financial and student performance data as required

SBCC has administered many state and federal grant programs. The college currently administers the Regional Consortium grant and the Deputy Sector Navigator for Global Logistics grants and federal Title V and Title V STEM grants. In the past, the college has managed IDRC grants, a workplace learning grant and a Media Arts Center grant.

SBCC has a dedicated categorical grants person in fiscal services to manage all financial aspects of the grant, a grant coordinator that works with faculty and staff in all reporting duties relating to grant compliance, plus a competent institutional research department that can gather appropriate data relating to program implementation and outcomes.

b. Identify experienced and appropriate program administration and support staff with sufficient time allocated to ensure success for the Basic Skills and Student Outcomes Transformation Program.

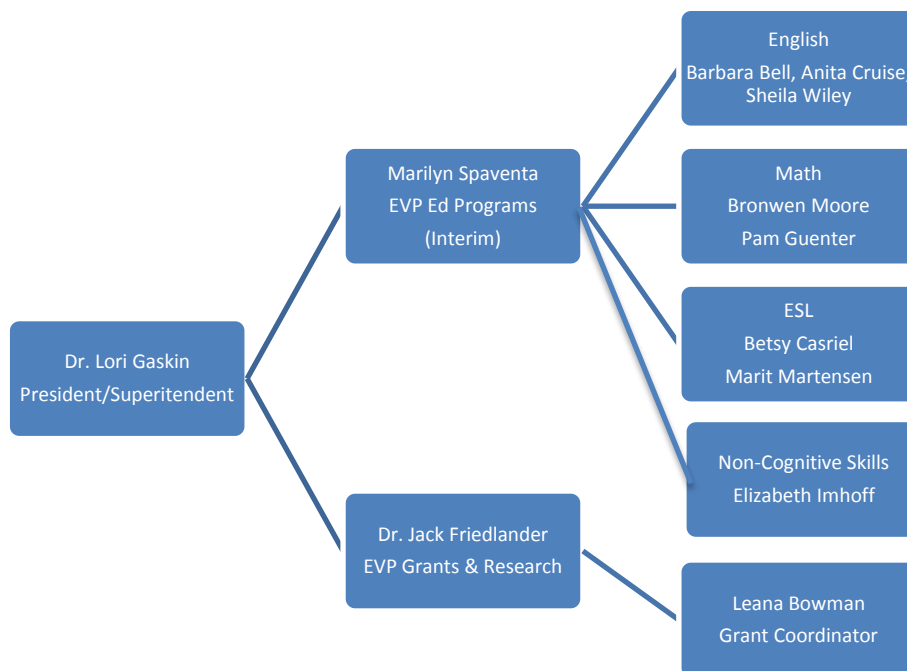
Personnel	Time	Justification
Barbara Bell English Faculty Project Co-Lead	25%	Prof. Bell is Chair of the English Department and teaches in the ESP program. She will oversee the implementation of the studio model portion of the project.
Leana Bowman Grant Coordinator	15%	Ms. Bowman has been the grant coordinator with SBCC for seven years. She assists with grant implementation, meeting grant criteria and reporting functions.
Betsy Cassriel ESL Faculty Project Co-Lead	25%	Ms. Cassriel will oversee the redesign of the ESL tutoring to include the structured tutoring model.
Anita Cruse English Faculty Project Co-Lead	25%	Dr. Cruse is faculty in the English Skills department. Currently, she is Chair of the department and will be the Assessment Director 8/16.
Jack Friedlander Exec. Vice President Evaluator	15%	Dr. Friedlander EVP responsibilities include Institutional Effectiveness, Planning, Research and Evaluation, and Grants. He will oversee the evaluation to assess program effectiveness.
Pam Guenther Math Faculty Project Co-lead	25%	Ms. Guenther will develop the new curricular pathway and model, coordinate and oversee project math faculty and tutors, and LTAs.
Elizabeth Imhof Faculty Non-Cognitive Skills	25%	Dr. Imhof will plan, coordinate, and facilitate faculty and tutor non-cognitive training and develops non-cognitive curriculum and facilitate summer bridge
Marit Ter Mate-Martinsen ESL Faculty	25%	Ms. Mate-Martinsen will work with Ms. Cassriel on the redesign of the ESL tutoring to include the structured tutoring model.

Bronwen Moore Math Faculty Project Co-Lead	25%	Ms. Moore will develop the new curricular pathway and model, coordinate and oversee project math faculty and tutors, and LTAs, and the New Math Lab and develops math curriculum for summer bridge
Marilynn Spaventa EVP Ed Programs Project Administrator	5%	Ms. Spaventa is Interim EVP Educational Programs. In July, will resume her position as Dean, Educational Programs – Math and Science
Sheila Wiley English Faculty Project Co-Lead	25%	Ms. Wiley is faculty in the English Skills department. She has also been the Co-Director of the Gateway Tutoring Program for 10 years.

c. Provide examples of programs that the college and/or district have successfully implemented which are similar to the proposed Basic Skills and Student Outcomes Transformation Program.

The Express to Success program at SBCC offers learning communities in developmental math and English for underprepared students who test up to two levels below college-level work. The goal of the program is to get students through their developmental classes faster and better prepared so that they can begin taking the courses required to earn a degree, certificate or to transfer. The program differs from the standard learning community model where various teachers instruct the same cohort of students. Instead, students have the same teacher for their classes in math and English. Express to Success students take two or more classes together, working collaboratively both inside and outside of the classroom.

d. Provide an organizational chart for the Basic Skills and Student Outcomes Transformation Program.



Chancellor's Office
California Community Colleges

District: Santa Barbara Community College District
College: Santa Barbara City College
RFA Specification Number: 15-068

Object of Expenditure	Classification	Line	Total Grant Budget	Total Apportionment Budget (estimated)
1000	Instructional Salaries*	1	\$710,760.00	\$995,942.89
2000	Non-instructional Salaries	2	\$360,458.00	\$485,825.80
3000	Employee Benefits	3	\$223,484.00	\$388,660.64
4000	Supplies and materials	4	\$1,000.00	\$291,495.48
5000	Other Operating Expenses and Services	5	\$108,000.00	\$242,912.90
6000	Capital Outlay	6	\$37,500.00	\$24,291.29
7000	Other Outgo	7		
Total Direct Costs		8	\$1,441,202.00	\$2,429,129.00
Total Indirect (4% of Line 8)		9	\$57,648.00	n/a
Total Program Costs		10	\$1,498,850.00	\$2,429,129.00

APPLICATION BUDGET SUMMARY

Email Address: friedlan@sbcc.edu Telephone: 805-965-0581

I authorize this total costs proposal as the maximum amount to be claimed for this project and assure that funds shall be spent in compliance with state and federal regulations.

Project Director Name/Title: Jack Friedlander, Executive Vice President (Signature on hard copies) Date: 3/23/16
Authorized Signature
District Chief Business Officer: Joseph Sullivan, VP Business Services (Signature on hard copies) Date: 3/23/16

Chancellor's Office
California Community Colleges

District: Santa Barbara Community College District
College: Santa Barbara City College
RFA Specification Number: 15-068

APPLICATION BUDGET DETAIL SHEET

Program Year: July 2016 - June 2017
Source of Funds: Community Colleges Basic Skills and Student Outcomes Transformation Program

Object of Expenditure	Classification	Budgeted Expenses
1000	10 TLU @ \$1,790 = \$17,900 x 2 semesters Release time for project co-lead Barbara Bell to develop studio model and oversee training and implementation Stipend for work over summer 60 hrs @ \$60=\$3600 year one	\$ 39,400.00
1000	4 TLU @ \$1,790 = \$7,160 x 2 semesters Release time for project co-lead Betsy Casriel to develop structured tutoring model and oversee training and implementation	\$ 14,320.00
1000	10 TLU @ \$1,790 = \$17,900 x 2 semesters Release time for project co-lead Anita Cruse to develop English SI model and oversee training and implementation Stipend for work over summer 60 hrs @ \$60=\$3600 year one	\$ 39,400.00
1000	5 TLU @ \$1,790 = \$8,950 x 2 semesters Release time for project co-lead Elizabeth Imhoff to develop non-cognitive skills model and oversee training and implementation Stipend for work over summer 60 hrs @ \$60=\$3600 year one	\$ 21,500.00
1000	4 TLU @ \$1,790 = \$7,160 x 2 semesters Release time for project co-lead Merit Martinsen to develop structured tutoring model and oversee training and implementation	\$ 14,320.00
1000	10 TLU @ \$1,790 = \$17,900 x 2 semesters Release time for project co-lead Bronwen Moore to develop accelerated math & SI model and oversee training and implementation Stipend for work over summer 60 hrs @ \$60=\$3600 year one	\$ 39,400.00

Santa Barbara City College
Supplemental Assisted Learning Model

RFA 15-068

1000	10 TLU @ \$1,790 = \$17,900 x 2 semesters Release time for project co-lead Sheila Wiley to develop English SI and oversee training and implementation Stipend for work over summer 60 hrs @ \$60=\$3600 year one	\$ 39,400.00
1000	10 TLU @ \$1,790 = \$17,900 x 2 semesters Release time for project co-lead Pam Guenther to develop accelerated math & SI model and oversee training and implementation Stipend for work over summer 60 hrs @ \$60=\$3600 year one	\$ 39,400.00
1000	Stipends for faculty training and professional development activities 10 English faculty at \$60/hr for 60hrs=\$36,000 6 Math faculty at \$60/hr for 60hrs=\$21,600 4 ESL faculty at \$60/hr for 60hrs=\$14,400 Summer bridge 5 @ \$1000 = \$5000 Faculty Mentors 10 @ \$5,000 = \$50,000 Bridge leaders 100 hrs x \$60/hr x 2 = \$12000	\$ 139,000.00
2000	Grant Coordinator 15% of \$60,000 annual salary	\$ 9,000.00
2000	Hourly tutors 12 @ \$15/hr x 22 hr/wk x 14 weeks x 2 semesters	\$ 110,880.00
3000	Benefits for above personnel at 25%	\$ 105,567.00
4000	Curriculum development supplies \$5,000	\$ 1,000.00
5000	Non-cognitive speakers for summer bridge	\$ 1,000.00
5000	Travel and Conference 10 faculty @1,500 to two annual workshop/conferences	\$ 30,000.00
5000	Contractor to configure mobile classroom	\$ 15,000.00
6000	Mobile classroom configuration Modular desks/chairs 50 @ \$300 = \$15,000 Rolling desks 25 @ \$900 = \$22,500	\$ 37,500.00
	Total Direct Cost	\$ 696,087.00
	Total Indirect Cost (4 %)	\$ 27,843.48
	Total Funding Cost	\$ 723,930.48

Chancellor's Office
California Community Colleges

District: Santa Barbara Community College District
College: Santa Barbara City College
RFA Specification Number: 15-068

APPLICATION BUDGET DETAIL SHEET

Program Year: July 2017 - June 2018
Source of Funds: Community Colleges Basic Skills and Student Outcomes Transformation Program

Object of Expenditure	Classification	Budgeted Expenses
1000	5 TLU @ \$1,845 = \$9,225 x 2 semesters Release time for project co-lead Barbara Bell to develop studio model and oversee training and implementation	\$ 18,450.00
1000	4 TLU @ \$1,845 = \$7,380 x 2 semesters Release time for project co-lead Betsy Casriel to develop structured tutoring model and oversee training and implementation	\$ 14,760.00
1000	5 TLU @ \$1,845 = \$9,225 x 2 semesters Release time for project co-lead Anita Cruse to develop English SI model and oversee training and implementation	\$ 18,450.00
1000	5 TLU @ \$1,845 = \$9,225 x 2 semesters Release time for project co-lead Elizabeth Imhoff to develop non-cognitive model and oversee training and implementation	\$ 18,450.00
1000	4 TLU @ \$1,790 = \$7,380 x 2 semesters Release time for project co-lead Merit Martinsen to develop structured tutoring model and oversee training and implementation	14,760.00
1000	5 TLU @ \$1,845 = \$9,225 x 2 semesters Release time for project co-lead Bronwen Moore to develop accelerated math & SI model and oversee training and implementation	\$ 18,450.00
1000	5 TLU @ \$1,845 = \$9,225 x 2 semesters Release time for project co-lead Sheila Wiley to develop English SI and oversee training and implementation	\$ 18,450.00
1000	5 TLU @ \$1,845 = \$9,225 x 2 semesters Release time for project co-lead Pam Guenther to develop accelerated math & SI model and oversee training and implementation	\$ 18,450.00

Santa Barbara City College
Supplemental Assisted Learning Model

RFA 15-068

	Stipends for faculty training and professional development activities Summer bridge 5 @ \$1000 = \$5000 Faculty Mentors 1 @ \$5,000 = \$5000		
1000	Bridge leaders 100 hrs x \$60/hr x 2 = \$12000	\$	22,000.00
2000	Hourly tutors 12 @ \$15/hr x 22 hr/wk x 14 weeks x 2 semesters	\$	110,880.00
2000	Grant Coordinator 15% of \$61,800 annual salary	\$	9,270.00
3000	Benefits for above personnel at 25%/15% Tutors	\$	54,892.00
5000	Travel and Conference 10 faculty @1,500 to two annual workshop/conferences	\$	30,000.00
5000	Non-cognitive speakers for summer bridge	\$	1,000.00
	Total Direct Cost	\$	368,262.00
	Total Indirect Cost (4 %)	\$	14,730.48
	Total Funding Cost	\$	382,992.48

Chancellor's Office
California Community Colleges

District: Santa Barbara Community College District
College: Santa Barbara City College
RFA Specification Number: 15-068

APPLICATION BUDGET DETAIL SHEET

Program Year: July 2018 - June 2019
Source of Funds: Community Colleges Basic Skills and Student Outcomes Transformation Program

Object of Expenditure	Classification	Budgeted Expenses
1000	5 TLU @ \$1,900 = \$9,500 x 2 semesters Release time for project co-lead Barbara Bell to develop English studio model and oversee training and implementation	\$ 19,000.00
1000	4 TLU @ \$1,900 = \$7,600 x 2 semesters Release time for project co-lead Betsy Casriel to develop structured tutoring model and oversee training and implementation	\$ 15,200.00
1000	5 TLU @ \$1,900 = \$5,700 x 2 semesters Release time for project co-lead Anita Cruse to develop English SI model and oversee training and implementation	\$ 19,000.00
1000	5 TLU @ \$1,900 = \$5,700 x 2 semesters Release time for project co-lead Elizabeth Imhoff to develop non-cognitive skills model and oversee training and implementation	\$ 19,000.00
1000	4 TLU @ \$1,900 = \$7,600 x 2 semesters Release time for project co-lead Merit Martinsen to develop structured tutoring model and oversee training and implementation	\$ 15,200.00
1000	5 TLU @ \$1,900 = \$5,700 x 2 semesters Release time for project co-lead Bronwen Moore to develop accelerated math& SI model and oversee training and implementation	\$ 19,000.00
1000	5 TLU @ \$1,900 = \$5,700 x 2 semesters Release time for project co-lead Sheila Wiley to develop English SI and oversee training and implementation	\$ 19,000.00

Santa Barbara City College
Supplemental Assisted Learning Model

RFA 15-068

1000	5 TLU @ \$1,900 = \$5,700 x 2 semesters Release time for project co-lead Pam Guenther to develop accelerated math & SI model and oversee training and implementation	\$ 19,000.00
1000	Stipends for faculty training and professional development activities Summer bridge 5 @ \$1000 = \$5000 Faculty Mentors 1 @ \$5,000 = \$5,000 Bridge leaders 2 @ \$4,000 = \$8,000	\$ 18,000.00
2000	Hourly tutors 12 @ \$15/hr x 22 hr/wk x 14 weeks x 2 semesters	\$ 110,880.00
2000	Grant Coordinator 15% of \$63654 annual salary	\$ 9,548.00
3000	Benefits for above personnel at 25%/15% tutors	\$ 63,025.00
5000	Travel and Conference 10 faculty @1,500 to two annual workshop/conferences	\$ 30,000.00
5000	Non-cognitive speakers for summer bridge	\$ 1,000.00
	Total Direct Cost	\$ 376,853.00
	Total Indirect Cost (4 %)	\$ 15,074.12
	Total Funding Cost	\$ 391,927.12

SUSTAINABILITY OF THE PROGRAM

The college has an excellent track record of institutionalizing grant-funded projects that data demonstrate are achieving their intended outcomes. Most recently, the college committed over \$2 million to institutionalize its Express to Success Program (ESP) and its STEM Transfer Program, each of which had been funded from Title V grants before they expired.

If proven to be successful, the college will institutionalize this accelerated and redesigned portion of the math department's curriculum either before or directly after this grant expires. Similarly, if shown to be successful, the contextualized reading and writing courses that will be designed for students in targeted CTE programs, will be institutionalized and, most likely expanded to other areas in the curriculum, prior to or immediately after this grant ends.

Three of the major components of this proposal are the development and implementation of supplemental instruction, the development of contextualized learning courses, and training of faculty and tutors in incorporating the teaching of non-cognitive/affective domain competencies into their courses and tutoring sessions.

The Supplemental Assisted Learning Model is designed with the goals of permanent change and reform at SBCC. Project faculty have carefully and thoughtfully designed a project to respond to deficiencies in long-held practices, choosing strategies for implementation that have the great potential to strengthen the permanent instructional model at SBCC. One of the shortcomings of traditional drop in tutoring is that students in most need of this assistance either do not avail themselves of this service, wait to do so until the last minute, or work with a tutor on a sporadic basis. Research studies on supplemental instruction models show that student in need of academic assistance have higher success rates in their current and future courses if they work with tutors on a consistent basis. In addition, the research literature suggests that students who acquire the non-cognitive skills such as those that are part of the Growth Mindset or other methods, are more likely to develop the motivation and dispositions toward learning needed to successfully complete their educational objectives. If, as we anticipate, combining supplemental instruction with the teaching of non-cognitive skills proves to be successful, there will be a strong desire among our faculty and the colleges to not only continue funding this approach, but to expand it to other "Gatekeeper courses" throughout the curriculum.

All of the objectives and activities in this proposal are in alignment with the College Strategic Goals and Priorities and Accreditation Standards. By aligning with these overall institutional goals, we hope to demonstrate the college's commitment to reform at the institutional level as well as the commitment to institutionalize these practices going forward into the future for the continues success of our students.