AB 86 Regional Final Comprehensive Plan

Santa Monica Regional Consortium

March 1, 2015

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Introduction: Narrative and introductory section on regional planning, organizational structure, decision-making, shared leadership, partners, and representation.

The Santa Monica Community College District (CCD) Regional Consortium ("Consortium") consists of a single college district (Santa Monica College) and a single school district (Santa Monica-Malibu Unified School District (SMMUSD)). The Consortium covers approximately 36 square miles and its boundaries include the communities of Malibu and Santa Monica. The region is bordered by the Ventura CCD to the northwest and the Los Angeles CCD to the north, east and south. Although the geographic area of the Consortium's area is relatively small, the students who currently attend adult education programs in each of the institutions come from all over the Los Angeles County area as well as neighboring counties. Indeed, *more than 91 percent of the noncredit students attending Santa Monica College ESL and Citizenship programs reside outside of the district boundaries*.

Santa Monica Regional Consortium Organization

The Santa Monica-Malibu Unified School District serves as the Consortium's fiscal agent. As shown in the organizational chart below, the Consortium is overseen by two co-chairs, one from each of the Consortium's member organizations. The consortium is directed by two co-project directors. Faculty and staff provide the backbone of the organization and have been split into committees to address the components of the plan.

- **Consortium Co-Chairs**: Dr. Ellen Edeburn, Director, Secondary Curriculum and Instruction for SMMUSD, and Erica LeBlanc, Dean of Academic Affairs and Continuing Education for SMC, serve as the Consortium's co-chairs.

- **Co-Project Directors**: Dr. Janie Gates, Principal of Olympic High School and Adult Education Center and Audra Wells, Counselor and Project Director from SMC serve as the co-project directors for this effort.

- **Faculty Leads**: Melody Nightingale, ESL faculty from SMC and Glenna Dumey, ABE and GED Prep Instructor for SMMUSD-AEC serve as faculty leads, providing direction and coordination to the faculty who are involved on the project.
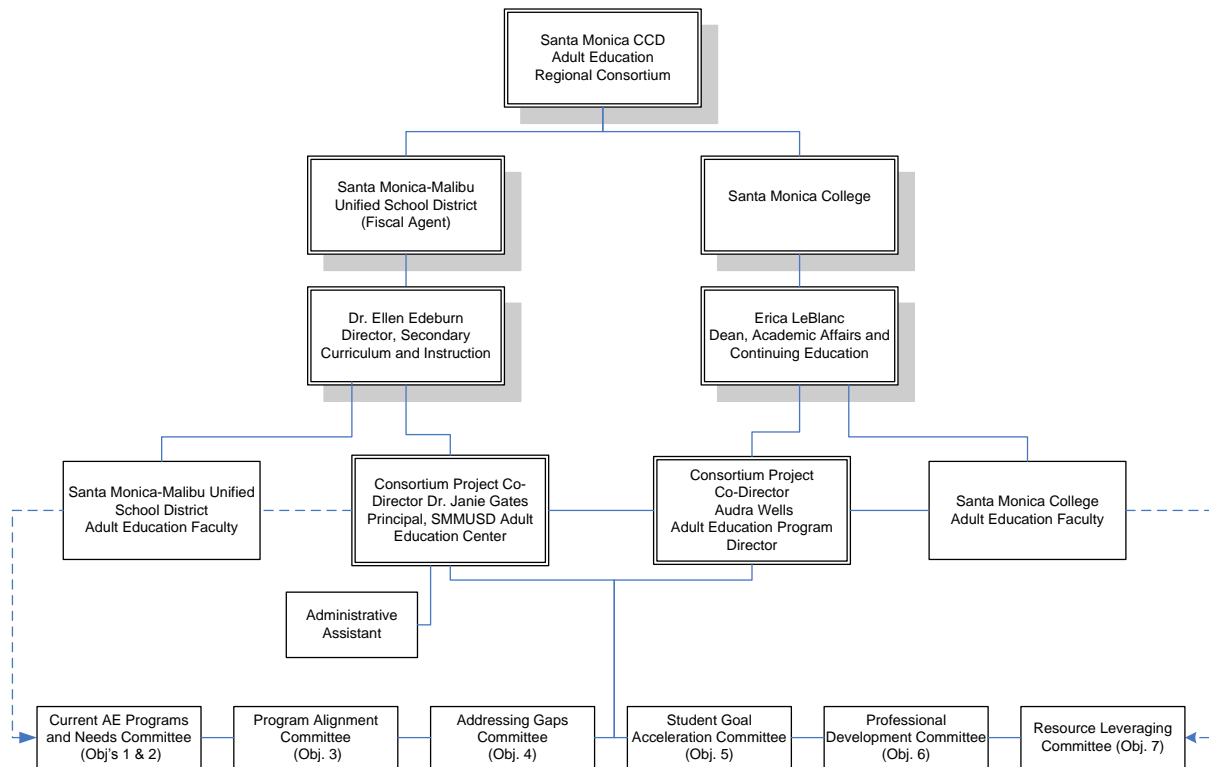
Consortium Partners

Community partners will play an integral role in the development and delivery of new adult education programs. Student recruitment, access to classroom space and advisory services are three of the ways current partners contribute to existing adult education programs. The Consortium has identified several partners that will enable the

college to expand its program offerings off-site and better serve the local community. These programs include the following:

- **St. Anne's Church** provides facility space, including utilities and site personnel, for the delivery of onsite English as a Second Language classes, specifically English Literacy and Civics Education (EL Civics) classes that support ESL learning and provide limited English proficient adults with contextualized instruction on the rights and responsibilities of citizenship, naturalization procedures, civic participation, US government, and history to help adult learners acquire the knowledge to become active and informed parents, workers, and community members. In addition, St. Anne's assists with student recruitment, referring members of the congregation and other interested community members to these classes.

- **The City of Santa Monica's Community and Cultural Services Division** has been instrumental in helping the College access city-owned spaces to provide instruction. One of the primary venues, Virginia Avenue Park, is in walking distance of the populations who lack access to transportation or the means to take classes at the Consortium members' regular classroom sites.

- **The Santa Monica Public Library** is being considered as a partner for the delivery of instruction. With a newly remodeled main library and four branch libraries located throughout the City of Santa Monica, and accessible by a number of bus lines, the library facilities present a wonderful avenue for providing ESL, citizenship and other adult education classes. The City of Malibu is served by the Los Angeles County library system. If possible, classes will be scheduled through this system. The libraries will also be sources for referral and recruitment of students to the adult education programs.

The Consortium will be initiating contact with additional potential partners in the community. These partners may include:

- **YWCA of Santa Monica/Westside** whose programs include early childhood development; K-12 life skills, literacy; transitional housing and education; young adult networking and career building; parent support; and personal and professional renewal.

- **Jewish Vocational Services**: At the core of JVS' programs is a comprehensive range of Career Services, which help people assess their skills and interests, refine their job search skills, match them with the right career options or assist them to transition to a new career. These tools can be used for long term planning or short term solutions, and apply to everyone, from at-risk youth to people with disabilities to downsized professionals and seasoned executives. We also offer specialized training for entry level positions in a range of industries, including financial services, healthcare and green technology, as well as innovative mentoring programs. In addition, JVS assists refugee and immigrants with specialized services, including acculturation, placement and training.

- **Work Source Centers**: the Marina Del Rey and Pacific Asian Consortium in Employment (PACE) Westlake Work Source Centers will be approached as potential partners. PACE has expressed an interest in offering onsite ESL services. In addition, both organizations will refer clients to the Consortium's ESL offerings, either offered onsite at PACE, Marina Del Rey or at the Consortium's sites. To the extent possible, the Work Source Centers will support student learning by helping Work Source clients access other assistive services to help facilitate student attendance, including child care and transportation assistance. Consortium faculty and staff will also work with the Work Source Centers to offer vocational ESL classes to targeted groups as the need arises.

- **Los Angeles Area Workforce Investment Boards** who are charged with developing a skilled and innovative workforce that meets the evolving needs of the market to ensure a healthy and prosperous economy.

- **WISE and Healthy Aging** will provide a career technical education course in Certified Nursing Assistant (CNA) Training starting in January 2015. The course will provide students with the training and skills necessary to pass the state licensing test for a CNA position while enrolled at the Adult Education Center. Students will learn of the caregiving issues of an aging population, how to address basic human needs, and the ethical and legal issues of patient care giving. Students will engage in classroom instructional time while also participating in clinical hours in a convalescent hospital. Students will be prepared to take the CNA exam by the end of the course.

- **Chrysalis**: Chrysalis is a nonprofit organization dedicated to creating a pathway to self-sufficiency for homeless and low-income individuals by providing the resources and support needed to find and retain employment.

- **Los Angeles Hospitality Training Academy (LAHTA).** The LAHTA is working with the City of Santa Monica to support the hospitality and tourism industry. The organization's mission is to improve Los Angeles' tourism and hospitality industry by increasing the skill level of its workforce. The Academy accomplishes this goal by providing training for new hires or current/incumbent workers looking for promotions through improved job skills and work experience. Courses, which are offered in collaboration with local educational providers, are tailored to increase workers' skills in a variety of areas, including culinary/cook, server, bartender, housekeeping, retail sales/customer service and Vocational English as a Second Language. Through this partnership, Santa Monica College will offer vocational ESL courses for the Academy.

- **Salvation Army** works to rebuild broken homes and broken lives; assisting the addicted by leading them through recovery.

- **Clare Foundation** provides effective and compassionate treatment, recovery, and prevention services for alcoholism and substance abuse to individuals, their families and the community.

- **St. Joseph's Center**: St. Joseph's Center has been contracted by the City of Santa Monica to coordinate wrap-around services to younger adult students through their coordination and leadership of the Youth Resource Team (YRT) for students 17 to 23 years old. The AEC Principal participates in weekly YRT meetings addressing individualized school and community-based services that focus on meeting the needs of the adult and the family. Through the team-planning process housing, counseling, and educational issues of each case are addressed to facilitate a successful outcome.

- **Step-up on Second** is a non-profit organization that supports individuals, families, and communities affected by mental health issues with the opportunity to experience recovery.

- **Ocean Park Community Center (OPCC)** is a non-profit organization that is a safety net for low-income and homeless youth, adults, and families, at-risk youth, battered women and their children and people living with mental illness.

- **Westside Family Health Center**: The Westside Family Health Center (WFHC) provides comprehensive, high quality, cost effective health care in an environment that empowers patients to take an assertive role in their wellbeing. WFHC staff visits the AEC campus once a month with three to four clinicians who address the health needs of individual students in their creation of an on-site clinical setting for the day. Students are welcome to seek help and assistance on

a drop-in basis, getting their questions answered and health needs met by the highly qualified staff.

- **Community Corporation of Santa Monica** is a locally based, non-profit organization committed to developing and managing affordable housing in the Los Angeles metropolitan area. A key mission of the organization is to provide housing to lower wage working families. The corporation is directed by a 21-member board that is socioeconomically and ethnically diverse, comprising of housing and finance experts, tenants and other low-income representatives, and professionals with relevant skills of benefit to CCSM.

- **Pico Youth and Family Center (PYFC)** works to equip disenfranchised youth and their families with the skills needed to be productive within the community. PYFC functions under the direction of Oscar De La Torre, a Board Member of the Santa Monica-Malibu Unified School District. The PYFC offers counseling and guidance along with tutoring support for students enrolled in AEC and SMC classes.

- **Common Ground** is a non-profit organization that fights HIV and associated diseases by mobilizing the passion, support and expertise of the community.

Consortium Meetings and Communication

The Consortium co-chairs and project directors have met regularly since early 2014 and have convened monthly meetings with faculty, staff, and administrators from both member institutions since Fall 2014. The Consortium leaders use Dropbox to share information.

Meeting locations alternate between the two main school sites. Faculty availability has been a challenge as the teaching schedules for both programs overlap somewhat: SMC's noncredit programs are offered during the day until 4:15pm and the SMMUSD

Adult Education Center begins its instructional program at 5:30pm. However, despite these hurdles, faculty have come together to develop the response to the Certificate of Eligibility requirements. A minimum of 15 faculty members and teachers are present at each work group meeting (1-2 times per month).

Guiding Principles of the Consortium

Collaborative, open dialogue has resulted in shared decision-making which has facilitated the development of the Consortium's working relationship. The Consortium has established small working groups to address the requirements of the legislation. Discussions about how to integrate these complementary programs have been lively and productive.

Participants in the meetings to date are listed below along with the institutional affiliation.

CONSORTIUM MEMBER	TITLE	INSTITUTION
Bostwick, Lois	Faculty, Non-Credit ESL	SMC
Bronstein, Michael	Faculty, Non-Credit ESL	SMC
Bushin, Greg	Faculty, Adult Ed	SMMUSD
Culberg, Leah	Faculty, Non-Credit ESL	SMC
DeMello, Flavia	Faculty, Adult Ed	SMMUSD
Dumey, Glenna	Faculty Lead, Adult Ed	SMMUSD
Edeburn, Ellen	Director, Secondary Curriculum and Instruction	SMMUSD
Gates, Janie	Principal, Adult Ed Center	SMMUSD
Hammond, Paul	Faculty, Adult Ed	SMMUSD
Harvey, Joy	Faculty, Non-Credit ESL	SMC
Hernandez, Patricia	Faculty, Adult Ed	SMMUSD
Holmes, Wendy	Faculty, Non-Credit ESL	SMC

CONSORTIUM MEMBER	TITLE	INSTITUTION
Jauregui, Luis	Staff, Non-Credit ESL	SMC
Joshi, Kanak	Faculty, Non-Credit ESL	SMC
LeBlanc, Erica	Dean, Academic Affairs	SMC
Martin, Lorena	Support Staff	SMMUSD
McGee, Nicola	Faculty, Non-Credit ESL	SMC
Morgan, Alexandra	Faculty, Adult Ed	SMMUSD
Morrow, Ed	Faculty, Non-Credit ESL	SMC
Nightingale, Melody	Faculty Lead, Non-Credit ESL	SMC
Rousseau, Harmony	Counselor, Adult Ed	SMMUSD
Saucedo, Olga	Faculty, Adult Ed	SMMUSD
Siemer, Deborah	Faculty, Adult Ed	SMMUSD
Smith, Bradford	Faculty, Adult Ed	SMMUSD
Wells, Audra	Project Manager, Adult Ed	SMC

Regional Comprehensive Plan Objective #1: An evaluation of *current levels and types of adult education programs* within the SMMUSD/SMC region.

An evaluation of *current levels and types of adult education programs* within its region, including education for adults in correctional facilities; credit, noncredit, and enhanced noncredit adult education coursework; and programs funded through Title II of the federal Workforce Investment Act, known as the Adult Education and Family Literacy Act (Public Law 05-220).

Both or at least one of the consortium members provide adult education programs in the areas of elementary and secondary basic skills, classes and courses for immigrants, and education programs for adults with disabilities. Neither consortium member *currently* offers adult education classes or courses in short-term career technical

education or programs for apprenticeships, although the school district's Adult Education Center will be offering a Caregiver Training Program in January 2015.

Adult Education Center (AEC) of the Santa Monica-Malibu Unified School District (SMMUSD)

The Santa Monica-Malibu Unified School District (SMMUSD) Adult Education Center (AEC) opened in September of 1992, reaching out to the community through the school district's eleven elementary schools, three middle schools, three high school, fifteen preschool sites, as well as through various community organizations and the local media. This draws in a broad spectrum of students to the site's class offerings which have been serving the community for over 20 years.   The AEC has extensive experience working with learners in Adult Basic Education (ABE), Adult Secondary Education (ASE), and English as a Second Language (ESL), levels of literacy. Throughout the years of budget crisis the SMMUSD School Board and senior administration have continuously supported the Adult Education Center's program and its offerings.

The AEC is moving to the incorporation of Common Core Standards in classroom instruction. Methods of instructional delivery include: classroom based learning with direct instruction, self-paced learning through learning centers, on-line GED preparation courses, and ESL distance learning. The program's administrator and classroom instructors are all fully credentialed in the state of California and the Center has been a Workforce Investment Act (WIA) grant recipient for over fifteen years.

The Adult Education Center (AEC) is located on one shared campus. Classrooms are used during the day by the high school programs, and in the late afternoon/evening, by the AEC. There are ten classrooms plus a computer lab on site with one classroom at Santa Monica High School, used for adult instruction for a Saturday program offering. The AEC school year consists of three sessions (Fall, Winter, Spring) of twelve weeks each, with an additional four-week summer session. ABE/ASE/Citizenship students

enter or change classes as needed, depending on their personal schedules and rate of progress. ESL classes are under a managed-enrollment policy with ESL students enrolled within the first four weeks of a term to allow for sufficient intensity and duration of instruction.

Initial orientation and placement policies assist our staff in ensuring appropriate educational placement of adult students, administration of pretest forms, and determination of short and long-term instructional goals. All adult learners enrolled in WIA classes are pretested within the first week of enrollment. At the onset of each school year a master-testing calendar is distributed to each staff member.

There are no fees for the AEC offerings except for two jewelry-making Community Education classes. Students are encouraged to buy textbooks for classes at a small fee.

	ESL/Citizenship	DSPS	Basic Skills
Number of students served (Fall 2014)	158	0	227

Elementary and Basic Skills

The AEC provides individualized basic literacy training for adults who want to strengthen their reading comprehension, vocabulary acquisition, and writing skills. In addition, individualized instruction is provided in basic math and algebra classes required for completion of the high school diploma and as preparation for the GED and CAHSEE. Classes for ABE and ASE students are held in the evenings from 6:00-9:00 pm, Monday through Thursday. Students enroll in our AEC office after advisement with

our school's counselor. The intake process assists in informing the counselor of academic need and placement. ABE/ASE students are given the TABE5 appraisal and CASAS pretest at the time of enrollment giving us the adult student's initial English language functioning level.

The ABE and ASE courses are operated through three evening labs: the Fundamental Skills Learning Center Lab, the Math Lab, and the Learning Lab. Labs offer individualized instruction to allow flexible scheduling for students with self-paced instruction, on an open-entry/open exit basis allowing for entry/exit according to personal learning issues, interests, or instructional need. Adults may choose to come 1, 2, 3, or 4 nights a week. Each course has an individualized instruction contract that adheres to the course outline and state content standards. All courses are moving toward alignment with the Common Core Standards as appropriate. GED online distance learning is available as an alternative, to assist students in achieving their learning goals.

According to the CASAS National Report System Performance Report for the school year of 2012-2013, performance goals for the AEC were above California performance goals for all levels except ESL Advanced.

The AEC also offers a Transitional English course designed to meet the needs of students who wish to transition from low ABE to ASE classes. Students taking this class focus specifically on the skills necessary to improve their basic skills in written communication. Emphasis is placed on written and oral language conventions, including punctuation, word usage, spelling, capitalization, basic simple sentence structure, and syntax. Students apply these skills in narrative writing assignments and in practical (consumer and workplace) applications. After completing this course, students will master fundamental skills in written communication and will transition to ASE classes.

Classes for Immigrants

Classes for ESL students are held in the evenings from 6:00-9:00pm, two days a week, Monday/Wednesday or Tuesday/Thursday. New ESL student intake occurs the first four weeks of a term. The AEC enrollment and attendance policy states that ESL students enrolling after the registration deadline will be placed on a waiting list until the following term or encouraged to enroll in the ESL Distance Learning program. Students who are absent more than two weeks may be removed from class. Once appraisals are completed and scored, students are administered the appropriate CASAS Life and Working Reading Series pretest. In addition to traditional ESL Classes, students have the opportunity to study English through the use of distance learning materials. The Distance Learning class meets once a week from 6:00 pm - 9:00pm.

ESL students participate in the EL Civics program which supports the design, creation, implementation, and delivery of instructional activities that integrates civics education content with ESL instruction. This program connects literacy to the lives of learners and reflects their experiences as community members, parents and participants in the workforce. Through these programs, adults understand and deal with social issues through community research projects, collecting and analyzing data, and interpreting findings in ways that connect school-based learning with personal knowledge and experience in the community.

Citizenship students participate in Citizenship Preparation class which uses ESL methodologies and citizenship preparation material to prepare learners to take and pass the USCIS (formerly INS) written and oral citizenship test. The program includes outreach services, skills assessment, curriculum development and instruction, professional development, naturalization preparation and assistance, and program evaluation.

Noncredit Programs for Students with Disabilities

Adults with disabilities are accommodated in all classroom settings provided on the AEC campus. All facilities provide wheelchair access with flexibility for adjustments as needed to meet the instructional issues of students. Career Technical Education (CTE) programs are limited to the offering of a Certified Nursing Assistant Program that will be start in the spring semester of 2015. Staff is developing an apprenticeship program, as training options and opportunities within the school district and the local community is explored.

GED Preparation/High School Diploma

The AEC offers students the opportunity to complete their high school diploma courses or prepare for the GED test at their own pace.

The AEC continuously evaluates the quality of program options provided through the monitoring of class enrollment, attendance, and completion rates, in addition to the feedback offered by students, counselors, and faculty. Through the participation in the WIA 231 EL Civics program the AEC surveys students on civics education content for the following school year, in the spring of each year. The top three civics education topics are selected and one is taught each quarter, during the fall, winter, and spring terms. Instructors use pre-approved Civic objectives and assessments for instruction and assessment.

The AEC has received Workforce Investment Act (WIA) monies, now known as Workforce Innovation and Opportunity Act of 2014 (WIOA) funding through the California Department of Education (CDE) since its inception in 1999-2000 (continued from prior state funding).

Santa Monica College

While the college's noncredit program is fairly limited, four of the categories are covered either through its noncredit program or the credit program.

Noncredit Programs

Santa Monica College currently offers a limited array of noncredit classes in three of the five categories addressed by AB 86 (classes for immigrants (ESL and citizenship), basic skills, and courses for adults with substantial disabilities). Historically, the college also offered basic skills classes through the California High School Exit Exam (CAHSEE) program; but this program ended due to low demand (students were served by the school district's AEC).

On average, the college offers ten sections of noncredit English as a Second Language courses, one section of noncredit support to English, seven sections of noncredit courses for students with disabilities, and one section of citizenship each semester.

The table below summarizes the number students currently served in each instructional area.

	ESL/Citizenship	DSPS	Basic Skills
Number of students served (Fall 2013)	1626	172	82

Programs for Immigrants – noncredit English as a Second Language Program

Noncredit ESL courses are offered in multi-skill format at various levels. Students do not undergo assessment as the college has not pursued the effort needed to validate an assessment instrument. Thus, students "self-select" into the class they feel is appropriate for their skill level, and faculty make recommendations to students if they believe students have not enrolled in a course appropriate to their level. There are currently course outlines for seven levels of courses from beginning literacy to high advanced. Multi-skills courses include ESL 901, 902, 903, 904, 905, and 906, and special interest courses include speaking/listening (911, 913, 915), reading/writing (961, 963, 965), and vocabulary/idioms/prepositions (971, 973, 975). According to demand, currently only three multi-skills courses are regularly offered (902, 904, and 906), and all of the special interest courses are offered.

Because the noncredit ESL courses are offered on an open-entry, open-exit basis, to accommodate the adult education student population served, students often move between classes either based on self-assessment or on the recommendation of their instructors. Students may enroll in classes at any time during the semester if space allows.

They may also stop attending these classes at any point in the semester. In addition, although most of our students are non-native speakers, students do not have to prove their residency status, unlike non-native speakers enrolled in credit courses. However, F-1 visa students are not eligible to take noncredit classes. There are no fees associated with our courses; however, students are urged to buy textbooks.

Until recently, classes have been offered at four locations: the Performing Arts Campus, the Bundy Campus, St. Anne's Catholic Church, and Menorah Senior Housing. Because of a surge in enrollment and space limitations at Menorah Senior Housing, the class was moved back to the Bundy campus in fall 2012.

The ESL Department Chair and Faculty Leader collaborate on hiring faculty and staffing classes. Faculty who teach noncredit ESL classes must have the same qualifications as those who teach credit classes. Currently, there are about six instructors who teach only in the noncredit program and typically two or three who teach in both the credit and noncredit programs, helping to ensure continuity between the two programs.

The primary goal of the program is to improve students' communicative (language) skills to help them to function effectively in English and become contributing members of society. A second goal of the program is to enable students to matriculate to credit-bearing courses and pursue academic degrees and certificates. A third goal of the program is for students to engage with classmates from all over the world and to increase their understanding of and appreciation for the global community.

Since its reinstatement, the program has experienced tremendous growth. In fall 2007, there were 502 students enrolled in courses. By fall 2011, there were 823 students

enrolled, which represents a little over a 60% increase in the number of students that the program serves.

The noncredit ESL program solicits feedback regarding program effectiveness from students and faculty through surveys and at meetings. The Faculty Leader regularly (at least twice a semester) holds meetings with the noncredit ESL faculty to discuss curriculum, textbooks, issues, planning, etc. The Dean and Faculty Leader regularly confer on programmatic issues such as class scheduling and enrollment.

One of the challenges of the program has been to encourage students to matriculate into credit classes. Several strategies were implemented to achieve this goal. First, the most advanced course outline was rewritten so that students who finish the course can easily transition into the lowest level credit ESL course, ESL10W and 10G. Next, a counselor was assigned to the noncredit program from 2007-08. The counselor visited classes, explained her role in the noncredit program, distributed information about credit classes, and met individually with those students who expressed an interest in credit classes. Third, campus tours have been arranged for students, particularly those enrolled in advanced courses. The most recent tour was completed in fall 2012. Next, noncredit ESL instructors are encouraged to take students to visit the main campus, particularly when there are events that involve the entire campus community, e.g.

Club Row and International Week, so that noncredit students can become accustomed to interacting with the larger campus community. Finally, a noncredit ESL course was scheduled in the ESL Building on the main campus one semester to give noncredit students the opportunity to interact with credit students.

Still, according to data from Institutional Research, the number of students who matriculate into credit courses is still rather low. In fall 2007, 97 (6%) students who were previously enrolled in non-credit classes enrolled in credit bearing ones. In fall 2011, the number decreased; only 41 students (2.3%) students who were previously enrolled in noncredit courses enrolled in credit courses.

Of note is the increase in the number of students who enrolled in both credit and noncredit ESL classes. In fall 2007, only 24 (1.6%) were enrolled in both. By fall 2011, that number had increased to 150 (8.2%).

SMC applied for and was recently granted funding under the Workforce Investment Act (WIA (now the Workforce Innovation and Opportunity Act of 2014 or WIOA)) Title II/Adult Education and Family Literacy Act (AEFLA) program through the California Department of Education. The purposes of the AEFLA program are to:

- Assist adults in becoming literate and obtaining the knowledge and skills necessary for employment and self-sufficiency;
- Assist adults who are parents in obtaining the educational skills necessary to become full partners in the educational development of their children; and
- Assist adults in the completion of a secondary school education or its equivalency.
- To integrate civics education and English literacy skills within ESL courses.

The college is excited to have this new funding stream available to augment program services, however, the impact of the program will not be known until the initial performance points are assessed. However, the college anticipates that the testing, via Comprehensive Adult Student Assessment Systems (CASAS), will help the college implement a needed assessment and placement process.

Programs for Immigrants – noncredit Citizenship

The Citizenship course is a multi-skills ESL course in which students practice reading writing, speaking, listening, and pronunciation. However, the contextualized curriculum focuses on the application for US Citizenship by the Office of Homeland Security. The course covers the structure and function of the government and the roles and responsibilities of citizens in the political process. In addition, students learn about US History and Civics to prepare for their final interview and how to accurately complete and submit the N-400 Application.

Enrollment in the citizenship has remained steady since fall 2010 with some fluctuations in enrollment from fall 2012 to fall 2013.

Semester	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Enrollment	52	51	44	67	50

The decline in enrollment from fall 2013 to fall 2014 may suggest that SMC needs to pursue alternative modes of delivery for the citizenship class to accommodate the changing needs of the participants. Such modes may include hybrid classes and/or on-line citizenship classes. Also, offering alternative scheduling in the form of a compressed schedule to those participating in the class may be another option; instead of offering the course 2 days a week for 16 weeks, the class could be offered 4 days a week for 8 weeks.

ABE/ASE (Basic Skills) -- Accelerated English Support Class

SMC offers an English Acceleration Support class for students to enhance and improve their skills in college-level composition and reading. It consists of instruction in composition and the comprehension and analysis of readings. It also includes discussion, writing, and grammar and usage.

Noncredit Programs for Students with Disabilities

With the not-for-credit program, ABI Connections, students are generally unable to tolerate the cognitive and communication demands of mainstream coursework and enroll in Couns 910 (0 units, 2.5 hours/3 times/week, a total of 7.5 hours of adult education per week) or a Couns 921 section which allows for less than the 7.5 hours per week. The course provides educational activities in a community setting. The course stresses group problem solving and planning through interesting activities such as video production, gardening, community outings as well as classroom cognitive exercises. The instructor is a licensed occupational therapist who has specialized knowledge and creative skills for 28 effective instruction strategies with students who have diverse backgrounds and unique brain dysfunctions.

Noncredit courses for students with disabilities include:

- COUNS 921—Acquired Brain Injury (ABI) Problem Solving. The non-credit course is always paired with enrollment in core "for-credit" coursework and provides support for mainstream course participation. Common academic and personal problems for ABI students are discussed and compensatory strategies for student success are instructed. Peer support is encouraged through the group process.
- HEALTH E63—the Pathfinders post-stroke recovery course is offered through Emeritus College and provides post-stroke individuals and their caregivers with methods and strategies to cope with the remaining physical effects of the stroke.
- HUM DEV E28—Communication for Aphasics. With computer based instructional programs students improve cognitive skills through the use of written language and compensatory strategies for memory.
- HUM DEV E50—Pathfinders Communication. Students practice communication skills in a group setting, guided by professional speech/language pathologists.
- HEALTH E63—Body Conditioning for the Disabled. This is an individualized program of physical exercise in a group setting to improve and/or maintain physical function and fitness. The course is instructed by licensed occupational therapists that use neuro-facilitation techniques.

Credit Programs

The college offers credit classes and programs in four of the AB86 categories: career technical education, students with disabilities, English as a Second Language, and basic skills. The specific courses and programs currently offered by the College are discussed below.

Credit Programs for Students with Disabilities

Disabled Students Programs and Services (DSPS) is a program designed to assist students with disabilities, so that they may participate in all SMC programs and

activities. The program was established on campus over 35 years ago, with a handful of students, and now serves around 1600 students.

Disabled Students Programs and Services can be divided into eight different areas. Each of these areas (Counseling, High Tech Center, Alternate Media Services, Learning Disability Program, Developmental Disability Program, Acquired Brain Injury Program/Pathfinders, ADA/504 Compliance, and Deaf/Hard of Hearing Services) has prepared a report addressing the individual program changes and modifications since the last program review report, the notable achievements, and the goals for the future.

The number of students served by the program has grown by 32.6% in the six years between 2005/2006 and 2010/2011 (the most recent data available).

Disability Group	Number of students served (2010-11)
Acquired Brain Injury	122
Learning Disability	298
Vision	26
Mobility	83
Developmental Disability	14
ADD/ADHD	174
Autism/Asperger's	65
Other Disability (health, etc.)	326
Hearing	54
Speech	2
Psychological	163
TOTAL	1,327
Students with secondary disability	204

The tables below reflect the success rates of students enrolled in transferrable, nontransferable, and Career Technical Education courses. Note that the success rate in several of the categories meets or exceeds the overall college success rate in these courses (Source: 2011 SMC DSPS Program Review).

Transferrable Course Success Rate by Primary Disability

Disability Group	Enrollment	Success	Success Rate
Acquired Brain Injury	287	191	66.6%
Developmentally Delayed Learner	53	32	60.4%
Hearing Impaired	229	157	68.6%
Learning Disabled	2,010	1,440	71.6%
Mobility Impaired	418	271	64.8%
Psychological Disability	843	477	56.6%
Speech/Language Impaired	18	15	83.3%
Visually Impaired	94	63	67.0%
Other Disability	3,109	2,096	67.4%
Total	7,061	4,742	67.2%
College-wide (Fall 2006 – 2010)	348,601	234,146	67.2%

Non-Transferrable Course Success Rate by Primary Disability

Disability Group	Enrollment	Success	Success Rate
Acquired Brain Injury	154	102	66.2%
Developmentally Delayed Learner	34	18	52.9%
Hearing Impaired	176	119	67.6%
Learning Disabled	588	388	66.0%
Mobility Impaired	147	98	66.7%
Psychological Disability	287	150	52.3%
Speech/Language Impaired	9	8	88.9%
Visually Impaired	71	47	66.2%
Other Disability	1,650	927	56.2%
Total	3,116	1,857	59.6%
College-wide (Fall 2006 – 2010)	76,302	45,711	59.9%

Career Technical Education (CTE) Course Success Rate by Primary Disability			
Disability Group	Enrollment	Success	Success Rate
Acquired Brain Injury	86	64	74.4%
Developmentally Delayed Learner	7	2	28.6%
Hearing Impaired	153	110	71.9%
Learning Disabled	401	291	72.6%
Mobility Impaired	104	53	51.0%
Psychological Disability	266	150	56.4%
Speech/Language Impaired	3	3	100.0%
Visually Impaired	35	21	60.0%
Other Disability	694	466	67.1%
Total	1,749	1,160	66.3%
College-wide (Fall 2006 – 2010)	93,882	63,363	67.5%

Instructional Programs specifically designed for students with disabilities include the Acquired Brain Injury (ABI) program; the Pathfinders Program for post-stroke individuals; and courses designed to help students with learning disabilities. These courses include the following:

- Couns 11H—Orientation to Higher Education (optional). Detailed instruction in the California system of higher education is the goal.

- Couns 12H—Career Planning. Emphasis is on learning how to make satisfying career choices; identifying interests, skills, and values; completing an informational interview; investigating careers using self-evaluations and computer assessments; setting short-term and long-term goals; and, becoming familiar with the legal rights of a person with a disability under state and federal law.

- Couns 15H—Job Search Skills (optional). Instruction seeks to improve skills for successful job hunting through identifying skills, practicing interviews, researching jobs, creating a current resume, and becoming familiar with the legal rights of a person with a disability under state and federal law. Students will produce a usable resume and correctly complete a job application.

- Couns 21H/22H—Adapted Computer Technology. Adapted Computer Technology 27 The High Tech Training Center reserves four seats each Fall and

Spring semester for students beginning the ABI "for credit" coursework plan. The instruction is self-paced with an emphasis on word processing skills and use of technological adaptations.

- Couns 25H—Adaptive Computer Technology: Technology Tools for Academic Success. In the context of the appropriate assistive technology and ergonomics, students learn software programs relevant to their academic success. Programs address academic strategies and reference tools, (e.g., brainstorming, organizing information, planning, spelling and homonym checking, dictionaries and thesauri), text to speech technology, and the fundamentals of industry-standard applications used in mainstream courses (e.g., Excel, Access, Photoshop, and Dreamweaver).

- Couns 26—Technology Literacy for Academic Success. In the context of the appropriate assistive technology and ergonomics, students learn features of industry-standard applications (e.g., formatting a research paper in Word, creating a multimedia PowerPoint presentation) professors expect students to use for their course assignments. Students will use these technologies to create a short research paper and a PowerPoint presentation relevant to their academic coursework and/or learning strategies.

- Couns 41H—Independent Living Skills. Emphasis is on skill acquisition for successful community and college adaptation for individuals with disabilities. Principles of consumer advocacy and a historical framework of people with disabilities in the U.S. and California are also included.

- Couns 51—Test taking/Memory Strategies. This course is designed to teach specific learning strategies in the areas of test taking and memory. Students will learn to be more successful in taking various types of academic tests by applying specific strategies for studying for tests, retaining and recalling information, answering test questions, and learning from mistakes.

- Couns 52—Textbook/Memory Strategies. Students will learn to improve comprehension of textbooks in various subject areas by reading actively to

create a variety of study tools from their texts, and to apply techniques for remembering what has been read.

- Couns 53—Phonics, Spelling and Vocabulary. This course helps students develop strategies designed to improve phonetic and rule-based spelling. It also helps students develop vocabulary through understanding of word morphology.
- Couns 54—Organizational Strategies. The primary emphasis of this course is time management and task analysis. Students learn how to break assignments down and how to schedule these on daily, weekly and monthly calendars. Goal-setting, prioritizing, procrastination and evaluation of study time and environment are part of the planning process.
- Couns 55—Student Success Strategies. The target population is freshmen with learning disabilities. Topics include developing a student education plan and the acquisition of active learning strategies, self-advocacy and goal-setting.
- Couns 56—Written Language Strategies. This course incorporates computers and software designed to help students with disabilities to implement and support writing strategies.
- Couns 57—Listening, Note Taking and Memory. This course is designed to improve a student's ability to actively listen, take notes and employ memory strategies. Assistive technology for note-taking is also explored.
- Couns 58—Math Strategies. This course teaches strategies to students with learning disabilities to improve how they learn mathematics.
- Couns 59—Textbook Strategies Using Technology. This course teaches students to use software programs such as Kurzweil and Microsoft Word to increase textbook comprehension and facilitate note-taking.

Programs for Immigrants – Credit English as a Second Language Program

Each year, about 2,000 students are enrolled in the ESL credit program, which serves as the entry point for the majority of SMC's international students, who comprise a little over 10% of the total college student body. In accordance with the mission of the

college, through the content of its courses, the department strives to create "a learning environment that both challenges students and supports them in achieving their educational goals." The department includes 11 full-time faculty, approximately 30 part-time faculty, a half-time administrative assistant.

In addition to offering low-intermediate to advanced level multi-skills courses and specialized support courses, the College's ESL program offers free tutoring services and workshops to all SMC ESL students (including those currently enrolled in non- ESL classes, e.g., Engl 1). All of our courses are geared towards academic ESL and contextualized learning.

ESL 10G/W and 11A are considered basic skills core courses. ESL11B, 21A, and 21B are transferable core courses and qualify under foreign languages. Included in basic skills data are students enrolled in our C-level support courses (14A/B, 15, 16A/B/C, and 17), which increase the percentage of basic skills courses overall. It should be noted that students who are taking non-basic skills courses (11B and above) also enroll in support courses that are considered to be basic skills thereby inflating the numbers of students who are considered basic skills students. Even so, the percentage of basic skills students has fallen slightly (F07 45%, F11 41%), but remains higher than that reported by the college (F11 21%).

Basic Skills Programs

More than 70% of SMC students enter the College needing remediation in basic skills. The college has established basic skills improvement and transition to degree-level coursework as two of its institutional priorities:

	Reported Year				
	2011	2012	2013	2014	Institution Set Standard
Basic Skills Course Improvement Rate	69.3%	71.5%	71.5%	71.9%	66.7% ⬆

Basic Skills Transition to Degree Course Rate	35.9%	34.4%	36.5%	37.1%	33.5%

Source: 2014 SMC Dashboard

The college currently offers basic skills classes in Math and English. Some of the basic skills courses are accompanied by Supplemental Instruction. Supplemental Instruction (SI) is an academic assistance program that utilizes free peer-assisted weekly study sessions to help students learn the most difficult course content.

English

Basic Skills courses in in English include Group B, English Fundamentals (ENGL 20, Reading and Writing; ENGL 21A/B, English Fundamentals, and ENGL 23, Intermediate Reading and Vocabulary). Courses in Group C include ENGL 80, Reading Laboratory; ENGL 84R, Reading and Vocabulary; ENGL 84W, The Basic College Essay; and ENGL 85, Reading and Writing.

Math

Math courses that are one level below transfer include MATH 18, Intermediate Algebra for Statistics and Finite Mathematics, MATH 20, Intermediate Algebra, and MATH 32, Plane Geometry. MATH 31, Beginning Algebra, is two levels below transferable math courses. MATH 84, Pre-algebra, and MATH 81, Basic Arithmetic, are three and four levels, respectively, below transferable math. The table below reflects the enrollment in the basic skills classes and the relative success rate for each course.

	Transfer Level Math		1-level below		2-levels below		3 levels below		4 levels below	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
F 2006 to F 2010	17,813	51.9%	9,761	49.4%	6,041	46.1%	7,295	46.6%	5,657	44.7%

Career Technical Education (CTE) Programs

The College offers a wide variety of Career Technical Education (CTE) courses as summarized in the table below. Several of the programs are unique and the overall diversity allows students to pursue a wide range of vocational pursuits or gain the retraining they need to stay current in their field.

	Enrollment	Success	Success Rate
College-Wide (Fall 06 to 10)	93,882	63,363	67.5%

CTE Program	A.S. Degree	Certificate of Achievement	Department Certificate
Accounting	√	√	
Professional Accountant		√	
Computer Accounting			√
Automotive Technology			√
Business Administration			
Business Administration-Professional	√		
Entrepreneurship		√	√
International Business		√	√
Insurance Professional	√	√	
Insurance Specialist		√	
Logistics/Supply Chain Management	√	√	√
Marketing		√	√
Management/Leadership	√	√	√
Merchandising	√	√	√
Communication and Media Studies			
Broadcast Sales and Management	√	√	
Broadcast Programming and Production	√	√	
Communications – A.A.	√		
Entertainment Promotions & Marketing Production "Promo Pathway"	√	√	
Film Studies - A.A.	√		
Journalism – A.A.	√		

CTE Program	A.S. Degree	Certificate of Achievement	Department Certificate
Computer Information Systems			
Computer Business Applications	√	√	
Desktop Publishing			√
Website Software Specialist	√	√	
Website Creator			√
Website Development Management			√
Word Processing			√
Computer Science	√	√	
Computer Programming	√	√	√
Database Applications Developer	√	√	
Web Programmer	√	√	
Information Systems Management			√
Networking **			√
Robotics and Artificial Intelligence **			√
Mobile Application Development-Android			√
Mobile Application Development-iPhone			√
Cosmetology	√	√	
Skin Care			√
Nail Care			√
Salon Business			√
Teacher Training **			√
Early Childhood Education			√
Early Childhood Education-Career	√	√	
Early Childhood Intervention Assistant	√	√	
Early Childhood Intervention Teacher	√	√	
Early Childhood Master Teacher	√	√	
School-Age Intervention Assistant			√
Entertainment Technology			
Animation	√	√	

CTE Program	A.S. Degree	Certificate of Achievement	Department Certificate
2D Animation			√
3D Animation			√
3D Modeling			√
3D Rendering			√
Game Design			√
Digital Media	√	√	
Digital Effects			√
Fashion			
Fashion Design	√	√	
Fashion Merchandising	√	√	
Graphic Design	√	√	
Web Design			√
Interior Architectural Design	√	√	
Set Design and Art Direction for Film and TV			√
CAD Production and Design			√
Nursing (RN)	√		
Office Technology			
General Office	√	√	
Legal Administrative Assistant	√	√	
Medical Administrative Assistant	√	√	
Medical Coding and Billing Specialist	√	√	√
Clerical/Data Entry			√
Medical Billing/Coding			√
Medical Records Clerk Receptionist			√
Medical Transcription			√
Word Processing			√
Photography	√	√	
Recycling and Resource Management	√	√	
Recycling and Zero Waste			√
Respiratory Therapy	√		
Solar Photovoltaic Installation	√	√	

Regional Comprehensive Plan Objective #2: An evaluation of *current needs* for adult education programs within the consortium's region.

The Santa Monica- Malibu Unified School District includes two cities. An evaluation of current needs for adult education programs within the City of Santa Monica reflects an educational attainment for the population over 25 years of age reported 1,551 people with less than a 9th grade education (2.2%), and 1,824 (2.6%) with a 9th-12th grade education but without having completed a high school diploma. Of the city's population over 18 years of age, 1,528 of the males and 1,857 of the females had less than a high school diploma. The graduation rate for the school district is 91.4% (for the 2011-2012 school year) with a 5.2% dropout rate. Of the labor force, 6.4% are unemployed, while among those not in the labor force, 9.2% are unemployed.

Santa Monica's population of 91,812 (2012 U.S. Census) is 70.1% white, 3.9% African American, .4% American Indian, 9% Asian, .1% Native Hawaiian, 13.1% Hispanic Latino. Foreign-born residents comprised 23.6% of the population from 2008-2012 with languages other than English spoken at home by 27.2% of those over the age of 5 years old and 8,632 residents are not U.S. citizens. Multi-unit structures make up 76.6% of the housing units, and those living below the poverty level comprised 11.3% of the city's residents from 2008-2012. The median age of the city's population is 40 years old. The 2012 U.S. Census data for Malibu notes a population of 12,832 of whom

13.6% are foreign born, and 13.2% of the population speak a language other than English within the home; and 8.6% live below the poverty level.

Santa Monica-Malibu Unified School District (SMMUSD) reported Pre-kindergarten to Grade 12 data for the year 2013-2014 includes English Learners as 8.6% (1363 students) enrolled compared to 24% in Los Angeles County and 23% in California. The number of children qualifying for free or reduced lunch in the SMMUSD is 25% (2857 students), compared to Los Angeles County that has 68% free and reduced lunch participants, and 59% throughout the state of California.

Service Area	Total Population	% Un-employed	Median Household Income	% Living in Poverty	Less than 9th Grade Education	Less than HS diploma	Speak English less than very well
Santa Monica	89,726	9.2	72,271	11.3	1,551	1,824	8,163
Malibu	12,645	8.4	135,530	8.6	22	129	322
Total	102,371	17.6	$207,801	19.9	1,573	1,953	8,485

Local Regional Economy:

Although the Consortium is defined in terms of Santa Monica College's district boundaries, the regional economy of Los Angeles County must be considered as more than 91% of the students served by the Adult Education programs reside outside of this artificial boundary.

According to the Los Angeles Economic Development Corporation (LAEDC) February 2014 Economic Forecast (http://laedc.org/wp-content/uploads/2014/02/LAEDC-2014-15-February-Forecast-Report.pdf), the Los Angeles County economy will continue to grow and 2014 will bring new opportunities for emerging and existing industries.

The unemployment rate in Los Angeles County is falling as the region rebounds from the "Great Recession." The LA County unemployment rate is at 8%, down 1.7% from the 2013 rate of 9.7%. For the City of Santa Monica and Malibu, the unemployment

rate is at 7% in Santa Monica and 8.5% in Malibu, down from 8.4% and 9.6%, respectively, in 2013.

A summary of the Southern Region Industry Clusters from the California Employment Development Department's *Regional Economic Analysis Profile* (June 2014) examines job growth in industry clusters. The table below summarizes the Top 10 Clusters in the Southern Region:
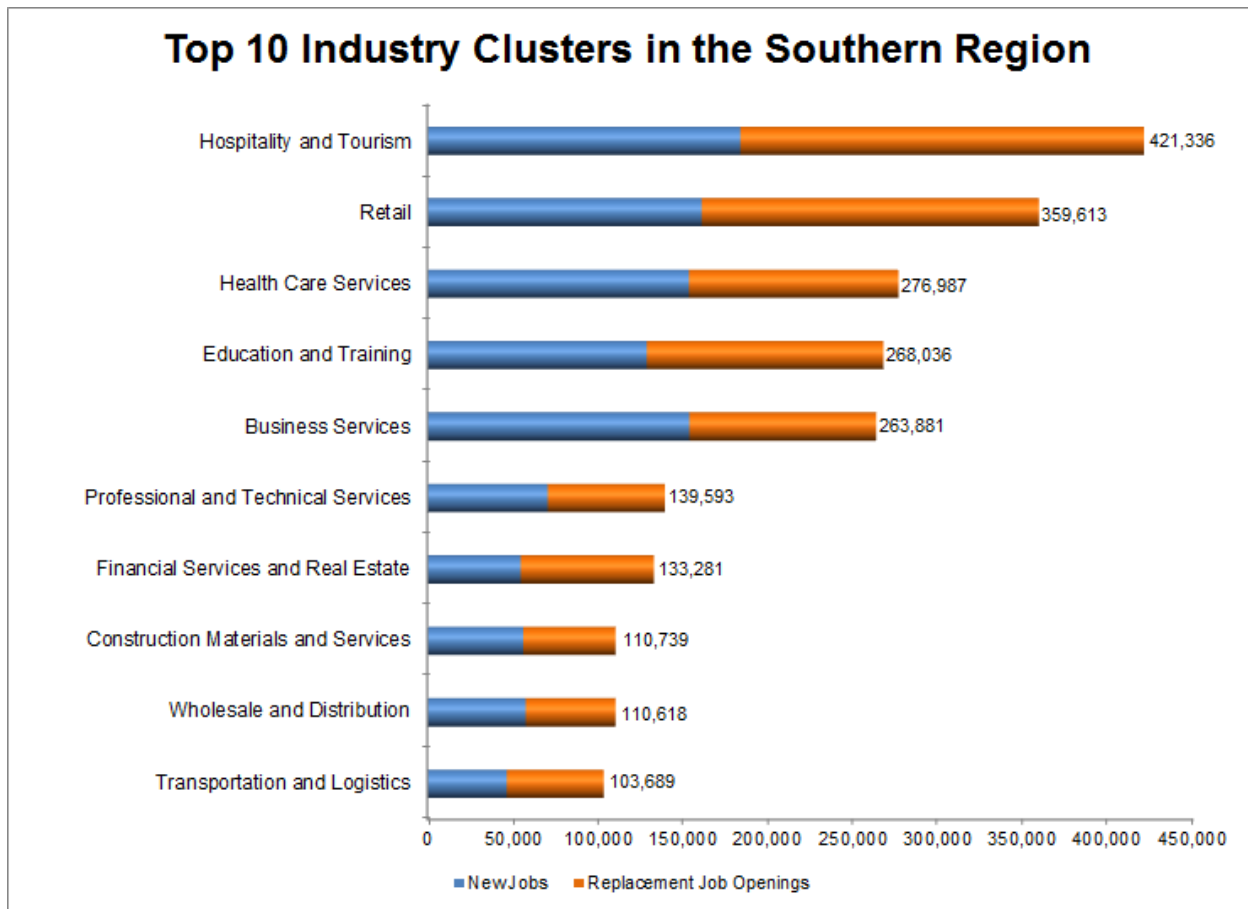
Source: California Employment Development Department, Projections of Employment 2010-2020. Industry and occupational employment projections for 2010-2020 in this report may not be directly comparable to the published 2010-2020 employment projections available online at www.labormarketinfo.edd.ca.gov.

Job Growth in the immediate region would seem to favor tourism. Indeed, the Regional Economic Analysis Profile published by the California Employment Development Department (June 2014), lists Hospitality as the top industry cluster, with 421,336 new or replacement positions forecasted. According to the LAEDC, 2013 marked the third

straight year that Los Angeles County achieved record breaking visitor counts. With 7.3 million visitors in Santa Monica, short-term CTE programs in Hospitality and Tourism is something the Consortium will consider developing with partners such as the Los Angeles Hospitality Training Academy.

The Hospitality and Tourism industry cluster includes interrelated industries such as eating establishments, hotels and motels, casinos, museums, and sightseeing transportation. For 2012-2013, this cluster comprised almost 750,000 workers, 10.8 percent of the region's employment. Industries within this cluster with the most projected job openings include:

- Restaurants and Other Eating Places
- Traveler Accommodation
- Other Amusement and Recreation Industries
- Amusement Parks and Arcades
- Special Food Services

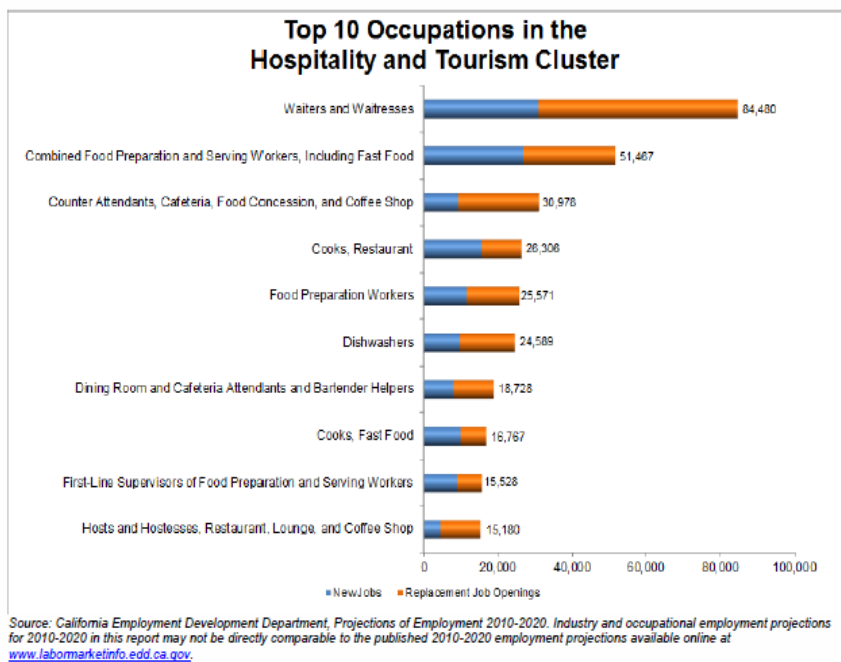

Top 10 Occupations in the Hospitality and Tourism Cluster

Source: California Employment Development Department, Projections of Employment 2010-2020. Industry and occupational employment projections for 2010-2020 in this report may not be directly comparable to the published 2010-2020 employment projections available online at www.labormarketinfo.edd.ca.gov.

A closely related industry cluster that has high job growth potential is the Retail industry. This industry cluster includes grocery and department stores, dollar stores, retail pharmacies, and clothing specialty stores. During 2012-2013*, this cluster employed almost 680,000 workers or about 9.8 percent of the region's total employment. Industries projected to have the largest number of jobs (new and replacement) include:

- Grocery Stores
- Clothing Stores
- Department Stores
- Other General Merchandise Stores
- Automobile Dealers
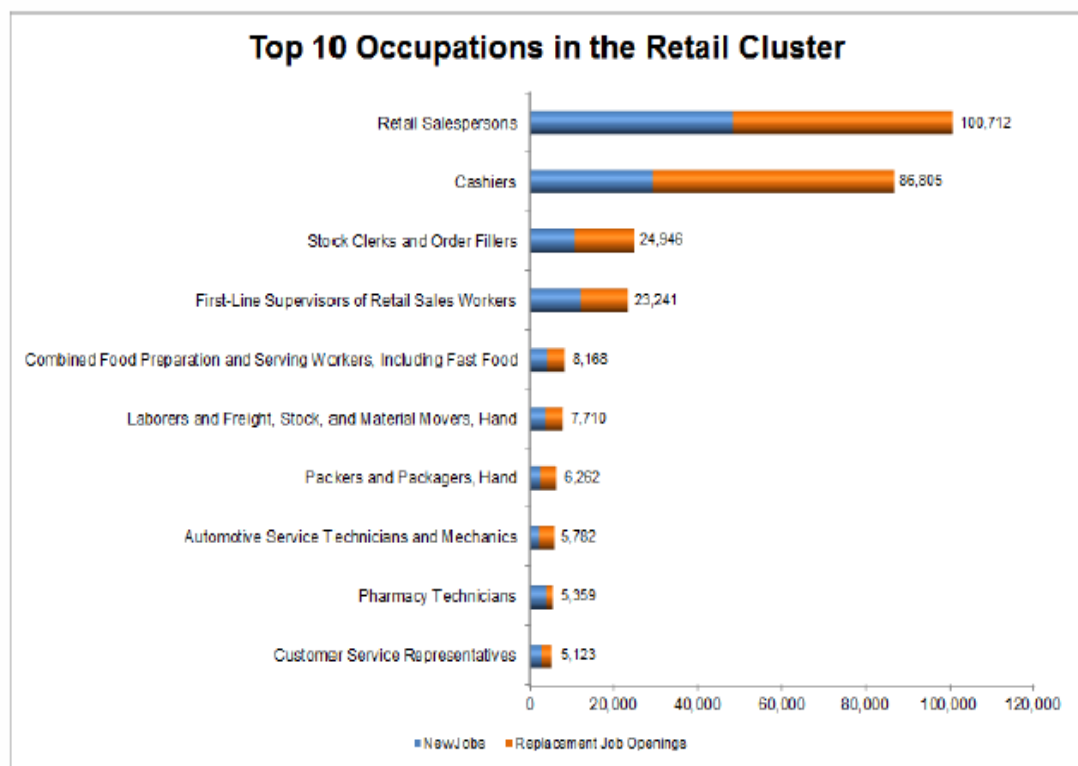
Top 10 Occupations in the Retail Cluster

Occupation	Value
Retail Salespersons	100,712
Cashiers	86,805
Stock Clerks and Order Fillers	24,946
First-Line Supervisors of Retail Sales Workers	23,241
Combined Food Preparation and Serving Workers, Including Fast Food	8,168
Laborers and Freight, Stock, and Material Movers, Hand	7,710
Packers and Packagers, Hand	6,262
Automotive Service Technicians and Mechanics	5,782
Pharmacy Technicians	5,359
Customer Service Representatives	5,123

■ New Jobs ■ Replacement Job Openings

Source: California Employment Development Department, Projections of Employment 2010-2020. Industry and occupational employment projections for 2010-2020 in this report may not be directly comparable to the published 2010-2020 employment projections available online at www.labormarketinfo.edd.ca.gov.

LAEDC also looks to technology as a growth sector in the immediate region. "Silicon Beach" has become a moniker for the Santa Monica and Westside area, with more than

500 tech-related firms in the LA's Westside area. According to the California Employment Development Department, 139,593 new or replacement job openings are expected in this industry cluster for the region. Entry level jobs in technology related fields will require classes in job retention strategies and "soft-skills," as well as basic skills in English (reading, writing), mathematics, English as a Second Language, and job training in specific CTE technology areas.

For adult learners who lack two-, four- or graduate-level degrees, the following occupations are projected to have the largest growth potential. The Consortium will consider this and other data when determining which Short Term CTE programs to develop. The occupations that seem most relevant include the occupations in allied health (nursing aides, orderlies, etc.), jobs in retail and customer service.

2010-2020 Comparison of Growing Occupations by Entry Level Education Los Angeles County		
Fastest Growing (New jobs from Industry Growth)	**Entry Level Education**	**Largest Growing (New Jobs and Job Replacement**
Emergency Medical Technicians and Paramedics (43.5% or 1,540 jobs) Licensed Practical and Licensed Vocational Nurses (27.8% or 5,270 jobs) Nursing Aides, Orderlies, and Attendants (25.9% or 8,710 jobs) Medical Records and Health Information Technicians (22.3% or 1,100 jobs) Skincare Specialists (21.9% or 600 jobs)	**Postsecondary Non-degree Award**	**Nursing Aides, Orderlies, and Attendants (13,050 jobs) Licensed Practical and Licensed Vocational Nurses (10,340 jobs) Dental Assistants (3,630 jobs) Hairdressers, Hairstylists, and Cosmetologists (3,380 jobs) Firefighters (2,710 jobs)**
Residential Advisors (18.5% or 170 jobs) Computer Support Specialists (16.5% or 2,630 jobs) Transportation Inspectors (13.5% or 100 jobs) Private Detectives and Investigators (9.8% or 80 jobs)	**Some College, No Degree**	**Computer Support Specialists (6,810 jobs) Residential Advisors (520 jobs) Transportation Inspectors (280 jobs) Private Detectives and Investigators (260 jobs)**
Gaming Dealers (39.8% or 1,370 jobs) Glaziers (34.3% or 230 jobs)	**High School Diploma or Equivalent**	**Office Clerks, General (31,110 jobs) Customer Service Representatives**

Bicycle Repairers (33.3% or 150 jobs) Physical Therapist Aides (33.1% or 560 jobs) Food Service Managers (30.1% or 3,490 jobs)		(24,420 jobs) First-Line Supervisors of Office and Administrative Support Workers (21,200 jobs) Security Guards (18,220 jobs) Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products (18,020 jobs)
Helpers--Brickmasons, Blockmasons, Stonemasons, and Tile and Marble Setters (50.0% or 410 jobs) Home Health Aides (49.4% or 7,280 jobs) Helpers--Carpenters (48.1% or 260 jobs) Tapers (35.3% or 300 jobs) Personal Care Aides (30.8% or 40,290 jobs)	Less than High School	Retail Salespersons (58,320 jobs) Cashiers (54,840 jobs) Personal Care Aides (50,660 jobs) Waiters and Waitresses (43,850 jobs) Combined Food

Other job growth areas are summarized in the table below.

Top 10 Industry Clusters in the Southern Region	New Jobs	Replacement Needs	Total Job Openings
Hospitality and Tourism	184,000	237,336	421,336
Retail	161,120	198,493	359,613
Health Care Services	153,770	123,217	276,987
Education and Training	128,960	139,076	268,036
Business Services	153,970	109,911	263,881
Professional and Technical Services	70,690	68,903	139,593
Financial Services and Real Estate	54,780	78,501	133,281
Construction Materials and Services	56,260	54,479	110,739
Wholesale and Distribution	57,920	52,698	110,618
Transportation and Logistics	46,700	56,989	103,689

Source: California Employment Development Department, Projections of Employment 2010-2020.

Assessment of Current Adult Education Needs

In addition to addressing regional Adult Education needs for each of the instructional areas, this analysis includes other needs such as class scheduling (location and time), student services, and other issues that present obstacles to the adults served by the Consortium members.

Needs by Instructional Areas (1-5)

Elementary and Secondary Basic Skills, Including Classes Required for a High School Diploma or High School Equivalency Certificate

This section will be addressed in the December 31, 2014 edition of the regional plan.

Classes and Courses for Immigrants (ESL, Citizenship and Workforce Preparation Classes in Basic Skills)

The greater Los Angeles area is a region of immigrants. It is estimated that of the 3,800,000 residents of the City of Los Angeles alone, more than 700,000 are permanent residents eligible for citizenship. Many of these permanent residents do not know where to begin to start the process. The cost, paperwork, testing procedures and unfamiliarity with the English language are often barriers that prevent people from applying. The College's Citizenship program is highly successful and boasts an almost 100% success rate of students who pass the citizenship examination.

The need for ESL classes is evident by the overflowing number of students in the classrooms at both institutions. Since its reinstatement at Santa Monica College, the College's noncredit ESL Program has experienced tremendous growth. In fall 2007, there were 502 students enrolled in courses. By fall 2011, there were 823 students enrolled, which represents a little over a 60% increase in the number of students that the program serves. Currently, in fall 2014, there are 1033 students

enrolled in noncredit ESL classes. Classrooms are filled to capacity with students and this occasionally creates a safety issue for the College.

Citizenship Classes-The AEC has also had very good success rates with their Citizenship program. This class is offered at a local high school on Saturday mornings to accommodate working adults. A distance learning component is included for additional support.

ESL Classes – statewide budget cuts have had a dramatic effect on the Adult Education Center. Program offerings, site locations, and enrollment were significantly reduced between the fall of 2008 and the spring of 2014. In the past, for example academic year 2008-2009, the AEC utilized 6 separate sites, offering 16 ESL classes, and 3 Community English Tutoring sessions; all courses offered totaled 35 sections. Currently, academic year 2014-2015, the AEC conducts classes on two separate sites, offers four ESL classes, and offers no Community Tutoring component. ABE offerings decreased 72%, overall ASE enrollment numbers remained stable considering a 50% drop in 2011-2013, and Citizenship courses decreased 30% while Citizenship enrollment dropped 60%. ESL courses offerings dropped 66% in total.

There is a direct relationship between site and course availability and enrollment data; as the number of sites decreased by 60%, the number of enrolled students decreased by 55%. A significant proportion of ESL classes where held at the alternative campus sites, (a combination of community churches and local school sites), also Citizenship and Community English Tutoring classes were held off campus.

First and foremost, more ESL, citizenship, ABE, and ASE courses are needed in our schedule of class offerings. More classes need to be offered and more sites need to be opened. During the 2008 – 2009 academic year, 16 ESL courses at 6 different sites were offered with a total of 1021 registered students in attendance. By the 2013 – 2014 academic year, fully 75% of the classes had been cut. As a

result, the total enrollment of the AEC had declined by a similar amount: from 1021 students in 2008, to a total of 249 students in 2014.

As a result of this dramatic decrease, class sessions were reduced by 50%, and class schedules were similarly reduced. In 2008, ESL classes were offered 4 sessions a week and they were available throughout the day. However, at the present time, only 3 sessions are offered per week, and they are offered exclusively in the evenings.

In order to best serve the needs of the community, the AEC needs to provide a complete sequence of ESL course levels including: Beginning Literacy, Beginning Low-High, Intermediate Low-High, Advanced Low-High and Transitional English. A complete course sequence would ensure that ESL students are moving through course levels at a quicker and more stable pace. The ESL course sequence currently in place is impaired by the lack of available funding. Our AEC goal is for students to progress through levels as they build a solid educational foundation to be able to move into the workforce, vocational training, and/or higher education.

The demand for ESL classes is high and the following factors need to be further explored:

- **Offer more sections of each class**. Currently, only one section of most classes is offered during the semester. For example, there is only one section of ESL 904 (Intermediate Multi-Skills) offered this semester. The currently enrollment in that class is 106 students with an average of 60-75 students attending each session.

- **Offer all levels of the multi-skills courses of the program**. Currently, only three multi-skills courses are offered (high beginning, high intermediate, and high advanced). Some students self-place into courses accurately while others do not or students who self-place in our courses

may not have the language preparation that they need to succeed in those courses. For example, a low-beginning student will not grasp the curriculum of the high beginning class as the high beginning class assumes that students have learned the curriculum in the low beginning class.

The CASAS Testing Program will serve to help strengthen the idea of offering more levels, as it will help the non-credit ESL Program to identify which level of English students need to study; however, since we are in our first semester of its' implementation, it has yet to be vetted.

Workforce Preparation: Both Consortium members experience high enrollment by students who work within the district boundaries but live in some of the poorest sections of the greater Los Angeles area (nearly 92% of SMC's students reside throughout Los Angeles). Many if not most of those looking to community colleges are underprepared for college-level work. To succeed, these students will need remediation in one or more areas. Estimates of incoming college students underprepared for college-level work in all institutions are often around 30-40 percent, but estimates for community colleges run as high as 90 percent. Under-prepared students include new college students; returning students, both employed and unemployed; and first time college students entering after years of employment. Many of these students may not have even completed high school.

Workforce preparation and contextualized basic skills classes are needed to ensure that adults have not only the language skills they need but also the job skills needed to successfully compete and keep jobs, as well as move up the ladder within their current employment sphere or pursue careers in other areas. Several initiatives in California have supported efforts to increase contextualized basic skills instruction, but there is still a long way to go, given some of the limitations many colleges have faced. These discussions are taking place in credit and non-credit programs at the community college, as well as beginning amongst Adult Ed Consortium members.

Course for Students with Disabilities

The AEC and the College currently offer support for individuals with disabilities. The College provides a variety of classes (outlined in Objective 1) as well as support to students with disabilities (e.g., interpreters, access to technology, captioning). The AEC currently provides support to students with disabilities.

The need for classes is undoubtedly going to grow as veterans continue to return from service with disabilities and other health issues, and burgeoning numbers of students with disabilities are documented at the K-12 level.

Short-Term Career Technical Education (CTE) Programs

While offerings in short-term CTE are nonexistent at the College and are only just being offered at the AEC (the Certified Nursing Assistant program) this fall, the Consortium members have identified a number of new, short-term CTE programs that would provide entry level job training for adults in the community. These include introductory programs for existing credit CTE programs and programs in emerging fields such as the greening of industries called for by new regulations and the LAEDC.

The table below lists the fastest growing occupations in Los Angeles County. These data will help inform the consortium about potential short-term CTE programs that have high employment potential.

SOC Code	Occupational Title	Annual Average Employment		Employment Change
		2010	2020	Percent
17-2031	Biomedical Engineers	500	800	60.0
47-3011	Helpers--Brickmasons, Blockmasons, Stonemasons, and Tile and Marble Setters	820	1,230	50.0
31-1011	Home Health Aides	14,730	22,010	49.4
47-3012	Helpers--Carpenters	540	800	48.1
29-2041	Emergency Medical Technicians and Paramedics	3,540	5,080	43.5

SOC Code	Occupational Title	Annual Average Employment		Employment Change
21-1013	Marriage and Family Therapists	2,320	3,310	42.7
13-1161	Market Research Analysts and Marketing Specialists	13,380	18,950	41.6
39-3011	Gaming Dealers	3,440	4,810	39.8
13-1121	Meeting, Convention, and Event Planners	1,940	2,680	38.1
31-2011	Occupational Therapy Assistants	450	610	35.6
47-2082	Tapers	850	1,150	35.3
47-2121	Glaziers	670	900	34.3
49-9062	Medical Equipment Repairers	620	830	33.9
49-3091	Bicycle Repairers	450	600	33.3
31-2022	Physical Therapist Aides	1,690	2,250	33.1
39-9021	Personal Care Aides	130,910	171,210	30.8
53-3041	Taxi Drivers and Chauffeurs	5,970	7,800	30.7
13-1081	Logisticians	3,200	4,170	30.3
25-1124	Foreign Language and Literature Teachers, Postsecondary	1,520	1,980	30.3
11-9051	Food Service Managers	11,600	15,090	30.1
21-1091	Health Educators	2,070	2,690	30.0
13-1151	Training and Development Specialists	4,490	5,820	29.6
25-1194	Vocational Education Teachers, Postsecondary	3,930	5,080	29.3
29-2052	Pharmacy Technicians	6,520	8,400	28.8
19-1042	Medical Scientists, Except Epidemiologists	5,480	7,060	28.8
47-2021	Brickmasons and Blockmasons	590	760	28.8
13-1051	Cost Estimators	4,210	5,410	28.5
35-2011	Cooks, Fast Food	30,220	38,810	28.4
51-3022	Meat, Poultry, and Fish Cutters and Trimmers	3,490	4,480	28.4
13-2041	Credit Analysts	1,560	2,000	28.2
49-9041	Industrial Machinery Mechanics	5,500	7,050	28.2
53-1021	First-Line Supervisors of Helpers, Laborers, and Material Movers, Hand	6,400	8,200	28.1
31-2021	Physical Therapist Assistants	1,070	1,370	28.0
31-9095	Pharmacy Aides	2,000	2,560	28.0
43-6013	Medical Secretaries	19,930	25,510	28.0
29-2061	Licensed Practical and Licensed Vocational Nurses	18,990	24,270	27.8
25-4013	Museum Technicians and Conservators	400	510	27.5
13-1011	Agents and Business Managers of Artists, Performers, and Athletes	6,000	7,650	27.5
53-6031	Automotive and Watercraft Service Attendants	1,350	1,720	27.4
29-1122	Occupational Therapists	2,300	2,930	27.4
21-1015	Rehabilitation Counselors	3,000	3,820	27.3
49-2098	Security and Fire Alarm Systems Installers	1,870	2,380	27.3
21-1022	Healthcare Social Workers	3,160	4,020	27.2
35-2014	Cooks, Restaurant	24,710	31,400	27.1
27-1026	Merchandise Displayers and Window Trimmers	2,070	2,630	27.1
29-2056	Veterinary Technologists and Technicians	1,110	1,410	27.0

SOC Code	Occupational Title	Annual Average Employment		Employment Change
35-2012	Cooks, Institution and Cafeteria	5,090	6,460	26.9
35-9021	Dishwashers	16,870	21,410	26.9
17-2081	Environmental Engineers	930	1,180	26.9
47-2081	Drywall and Ceiling Tile Installers	3,690	4,680	26.8

Source: http://www.labormarketinfo.edd.ca.gov/LMID/Occupations_in_Demand.html

Programs for Apprentices

Programs for Apprenticeship opportunities are currently not being offered in the Consortium. This has been an area of discussion over the last few months as we have convened our faculty and Consortium members. There is a definite need for transition services that allow adult learners the opportunity to gain skills and knowledge to attain gainful employment.

The Consortiums' faculty members have begun discussions to integrate apprenticeship concepts in all non-credit curricula. For-credit CTE at Santa Monica College offer internships, job shadowing, industry speaker forums, classroom presentations from local employers and other work-based learning opportunities. These programs are imperative for students in transitioning to the workforce or in offering career ladder opportunities for advancement.

A number of successful models are already in place and have been the cornerstone of CTE Program at other institutions, offering short- and long- term certificate and degree options. These, and future, models are currently being built upon by the work of AB 86 Career Pathways Trust, in which Santa Monica College was a recipient of in the ICT/E[2] (Information, Communication and Technology/Entertainment and Entrepreneurship) sector.

Currently, the ICT industry represents 7% of the regional economy and it is targeted to grow to 13% in the next decade. With over 19,000 job openings in LA County per year, 44% are considered middle-skill and require an associate degree, certificate, or some level of two-year post-secondary training. The career pathways that are being developed, within the AB 86 CPT Grant, and CTE

as a whole, include key components: contextualization to industry, work-based learning, internships and mentoring, and in-class visits from industry partners. These components foster an industry-themed atmosphere where students participate in constructing meaning around their learning. Adult Education, at both the AEC and SMC, can follow the model already set in place in credit programs at the community college. The current goal is to customize these pathway opportunities to meet the needs of our adult learners, work with community industry partners to provide opportunities for work-based learning and apprentices and imbed apprenticeship and career planning curriculum into existing non-credit curricula.

Class Scheduling

One of the challenges faced by the Consortium members is offering classes at times and locations that meet the varying needs of the adult student. To address these varying needs, SMC ESL faculty regularly survey students to assess access and success concerns. Santa Monica College's population includes a particularly large female student population who are parents of small or school-aged children. In a recent survey, students indicated that they needed classes that began after their children started school but ended before their children's school day was over. As a result of this feedback, nearly all of SMC's classes are offered during the day. In addition to student surveys, faculty and staff also regularly assess the classroom environment to identify and address any potential barriers to access and success. Conversely, SMMUSD AEC's programs are offered largely at night to accommodate working adults with day shifts. Thus, the two ESL programs provide programs for both day and evening students.

Location of classes is another aspect that presents unmet need for adults in the Consortium's region. Classes are currently offered in two main locations. The SMMUSD AEC classes are mainly offered at the Olympic High School facility, located at Lincoln Blvd and Ocean Park. The majority of College's noncredit ESL classes are scheduled at the Bundy satellite campus. Both locations are convenient for students

who travel from throughout the Los Angeles area and work in the Consortium's boundaries and both are serviced by multiple bus lines.

In addition to these locations, the College schedules a few classes at community venues including Virginia Avenue Park, St. Anne's Church, and the Performing Arts Campus. Classes are not offered at the College's main campus location due to the severe shortage of classroom space and the lack of parking.

A need for classes in other areas of the city dictates that facilities must be identified and infrastructure requirements (site supervision, space availability, transit lines) will need to be addressed. The Consortium members anticipate a need for instruction to be delivered in Malibu which is almost isolated in terms of educational programming. The College has offered credit classes at Malibu High School and other venues, but the noncredit classes offered in these locations were sparsely attended and finding instructors willing to commute to these locations represented a significant challenge.

The AEC also offered ESL classes with the same result. Distance learning or online learning options would be a good option for this site.

Student Services

The college offers counseling services to students in the noncredit DSPS classes. Students in the noncredit ESL and citizenship classes have had limited access to matriculation-related services because of the low level of funding received through noncredit matriculation, which has averaged $20,000 per year for the last few years. However, with the Student Success and Support Program (SSSP), the noncredit program is looking forward to implementing the orientation, assessment and counseling services mandated by the program.

To effectively serve adults in a coordinated fashion, a coordinated intake process needs to be developed. Student services needs identified by Consortium members included the following:

- Coordinated intake and assessment
- Joint orientation for new students, including information about career guidance, programs for special/specific populations, financial aid (as appropriate), and support services
- Transition orientation services to facilitate students' movement into employment and/or postsecondary education programs, including information about job search services and financial aid for postsecondary programs
- Shared data systems
- Counseling services that covers both programs seamlessly, including "intrusive counseling" services to prevent students from "swirling"
- Student services provided online (tutoring, counseling)
- Referrals to social services, employment opportunities, etc.

Future Identification of Additional Needs

The workgroups for each instructional area will be asked to assess and document their perception of the communities needs from their collective perspective as educators. Activities to further define the current regional needs for instructional areas supported by AB 86 include administering a survey to the region's employers to better understand the needs within the region. The survey will address areas such as:

- Professional training needs for existing employees in the Consortium's region that could lead to the development and implementation of potential short-term CTE programs and/or introductory apprenticeship courses.
- Entry level hiring plans in the Consortium's region that could lead to the development and implementation of potential short-term CTE programs and/or introductory apprenticeship courses.
- Vocational English as a second language, citizenship and literacy training needs for incumbent and entry-level employees.

Surveys will also be designed and administered with the residents of the region to determine what their needs are relative to the five instructional areas and what barriers exist (work/family conflicts, child care needs, transportation issues, etc.). This survey will help the Consortium identify where, when and how to best serve the constituent groups. However, it should be noted that both consortium members serve the greatest number of students who reside beyond the Consortium's artificial and constrained boundaries. Indeed, over 70% of the college's students reside in the greater Los Angeles area, so findings from the Los Angeles Community College District/Los Angeles Unified School District's consortium will help inform the SMC/SMMUSD Consortium about the needs of the residents and employers that the Consortium serves.

Regional Comprehensive Plan Objective #3: Plans for consortium members and partners to integrate existing programs and create seamless transitions into postsecondary education or the workforce.

Narrative: Describe the specific plans and strategies the consortium will employ to create the following:
- Educational pathways
- Alignment of:
  - Placement
  - Curriculum
  - Assessments
  - Progress indicators
  - Major outcomes - i.e., awards of high school diplomas, CTE certificates, etc.
- Transition strategies among the consortium participants' systems including:
  - Communication paths among consortium participants and higher education institutions
  - Defined and articulated pathways to postsecondary education or the workforce
  - Embedded access to student services including counseling, guidance, and follow-up

Both the Santa Monica Malibu Unified School District's Adult Education Center (AEC) and Santa Monica College (SMC) programs are committed to the needs of adult learners. Integrated educational pathways will be established to ensure that adult learners have access to seamless programs that lead to employment or postsecondary education programs.

Plans to Align Educational Pathways between SMMUSD AEC and SMC

As described in Objective One, the AEC offers basic literacy classes and GED prep/high school diploma programs. Currently there are no Adult Education offerings at SMC in Basic Literacy and GED Preparation/High School Diploma classes, other than support classes (grammar, reading, speaking and listening) designed to help students who want to improve their skills in order to be successful as they pursue their college educational plan. The AEC and SMC will collaborate to create multiple pathway opportunities designed to help students transition from the GED/high school program or basic literacy program into career technical programs or postsecondary education. This will require the administration of a needs assessment in order to identify appropriate career pathways to be developed and offered by the Consortium. This will require the

development of additional curriculum, such as a Career Planning course or Orientation to Higher Education, to ensure a continuum of educational opportunities for students that bridge the gap between the GED/High School program and the credit basic skills classes offered by the College. There is a need for joint workshops and information sessions (time management, study skills, test-taking strategies, educational planning, etc.), job fairs and collaboration with AB 86 CPT funded programs (at SMC and SMMUSD). Many adult learners are simply unaware of their educational options at the community college (non-credit or credit programs alike), and have very little understanding of the matriculation and assessment process, financial aid procedures and the educational system in the United States in general. Similarly, transition courses as well as counseling/support services need to be developed and offered in order to ensure students who enroll in AEC ESL classes can transition seamlessly into the SMC's noncredit ESL courses, and eventually into the credit-bearing classes. Pathways for short-term CTE programs leading to credentials, programs for apprenticeships and courses for students with disabilities will be established as curriculum is reviewed and aligned. This plan will be further detailed as the Consortium moves into implementation, but currently the work of Consortium members has been to inform each system of current curriculum, best practices, potential areas of alignment and developing a mapping tool of existing pathways.

Alignment of Assessment and Placement

There are currently efforts at the state-level to create a common assessment instrument for students in the community college system. The California Community Colleges Chancellor's Office has organized an effort to develop common assessments for placement in the areas of math, English, and English as a Second Language. The goal of this effort is to create a data collection system that will allow students to attend any college within the system without having to retake assessment tests. Common assessment work groups have been working since summer 2014 to define a continuum of competencies that will be used by test developers in creating placement tests.

The ESL work group has developed reading, writing, grammar, and listening competencies that could be used for eight levels below freshman composition, with the plan that whatever placement exam is used will be able to place students in credit or noncredit ESL. The rubric of competencies is not leveled per se. Each competency would be aligned with a college's local curriculum and individual colleges would decide on cut scores for placement based on local curriculum. The plan is to find a test developer, create the exam, and pilot it in the fall of 2015. Santa Monica College has been selected as one of the pilot schools.

This assessment test could be used by the Consortium to ensure seamless transition between the AEC and the College's ESL and credit basic skills programs. Until then, a common instrument might exist: both SMC and AEC use CASAS (Comprehensive Adult Student Assessment System) testing in their ESL/Civics programs. SMC uses the results of the CASAS appraisal testing to advise students as to which level is most appropriate for them to take in the ESL Program; however, it cannot be used as a placement instrument since SMC has not conducted any validation studies to determine the appropriateness of such testing for placement purposes. At the AEC, CASAS appraisal testing is currently used for placement purposes in the ESL and ABE programs. ASE program testing and placement will begin in 2015.

Eventually, AEC will be moving towards CASAS eTests, (computer-based combined assessment and pretest). The AEC plans to implement CASAS eTesting for placement purposes the summer of 2015. SMC has plans of implementing eTests as well, but it will depend on computer lab availability and computer literacy of our student population.

Curriculum Alignment

Efforts to align curriculum in both programs need to be faculty-driven. Meetings involving faculty from both institutions need to be held to examine the course objectives (on-ground and on-line), identify gaps in the curricula, revise the curricula to address such gaps, and determine how to align the curricula in order to provide the students

with pathways to either career-technical programs or post-secondary education. Depending upon the goals of each individual student, a transition or bridge course needs to be a part of the curriculum to ensure that the transition from adult/noncredit ESL to career technical or post-secondary educational programs is as seamless as possible. Components of a bridge course would include counseling, preparation for college assessment testing, and orientations to career technical or postsecondary education programs.

The mode of delivery for instructional programs also needs to be re-examined. Most classes (at SMC and SMMUSD) are held in a traditional classroom; however, with the changing needs of the adult population (work obligations, childcare obligations, transportation constraints), other modes of delivery such as hybrid courses or on-line courses should be incorporated into the curriculum. The transition to distance learning would most likely begin with offering online supplemental instruction, concurrently with the on-ground traditional course. The topic of Family Literacy is also part of the discussion as far as how to deliver services to adult students and their children (space, variety of course offerings, logistics, age requirements and curriculum). Such "after school" and evening courses existed and were successful prior to decreased funding.

Alignment of Progress Indicators

The progress indicators have not yet been defined by the Consortium members but could include such metrics as attendance, improvement as indicated by CASAS test scores, and the attainment of major outcomes discussed below. The Consortium members discussed the importance of identifying key milestones in each pathway for better tracking of student progress. The California Community College Chancellor's Office is reviewing a request from the field to allow for the collection of progress indicators of P (passing), NP (not passing) and SP (satisfactory progress) for noncredit courses, which traditionally have been ungraded. While the final implementation of this system is still being considered, the field anticipates that it will have the opportunity to collect this data which will provide an ongoing snapshot of the progress made by

students in the various programs. If implemented, a common database developed for the Consortium could capture this data from both systems, providing for a clear indication of individual and overall student progress. The challenges of a shared database have been discussed among Consortium members, as it pertains to student privacy, creating data fields that are relevant to both SMC and AEC, cost and maintenance of such a system and how to best streamline data entry. In the short-term, we have discussed data sharing, using complimentary platforms and providing consistent communication between both systems in order to best serve our students.

Alignment of Major Outcomes

Major outcomes for the existing programs and those to be developed include course completion, certificate completion and transition to either postsecondary programs or the workforce. Outcomes specific to each instructional area are summarized below:

Instructional Area	Major Outcomes
Elementary and secondary basic skills, including classes required for a high school diploma or high school equivalency certificate	Course Completion GED/High School Diploma attainment Transition to postsecondary programs/employment
Classes and courses for immigrants eligible for education services in citizenship and English as a second language and workforce preparation classes in basic skills	Course Completion Acquisition of Citizenship (accessing and passing the Citizenship examination) Transition to postsecondary ESL programs Student self-reported success (self-advocacy, civic responsibility, helping children with homework, accessing services)
Education programs for adults with disabilities	Course Completion Course Success in other classes Certificate/Degree Completion
Short-term career technical education programs with high employment potential	Course Completion Certificate Completion

Instructional Area	Major Outcomes
	Employment Employment retention/advancement
Programs for apprentices	Follow-up on referrals made to apprenticeship programs offered by other consortia, community organizations and post-secondary institutions.

Transition Strategies for Communication Paths

Communication between the members of the Consortium and the Consortiums' partners will depend on the incorporation of transparent policies, access to technology, and ongoing conversations. The ongoing discussions are probably the single most important avenue for ensuring that communication pathways are open, useful, relevant and functional as the Consortium members grapple with the integration of these two systems. Meetings to date have been productive, but scheduling them has been challenging since teaching schedules of faculty from both member institutions only allow for minimum opportunities to meet. However, the Consortium has met monthly and bi-monthly to date, and will continue to meet on a regular basis through the 2014-15 grant period.

To overcome this challenge, the AEC and SMC will jointly design the certificated position of the Consortium coordinator that will serve as the conduit between the two member institutions. This position needs to be maintained not only during this planning process but as a permanent part of the Consortium's new paradigm for providing Adult Education services to the region. The position will be supported by an Administrative Assistant, Information Technology Specialist, Counselor and Curriculum Coordinator (starting with two FTE, but growing as needs and enrollment dictate). The SMMUSD schools staff a Community Liaison to help bridge the student/school/community relationship. The AEC does not currently have such a position, but could utilize one specific for Adult Learners.

To ensure a common communication path, a website will be developed to act as a repository of information: schedules, curriculum outlines, policies, procedures, guidelines, ground rules, and frequently asked questions are just a few of the elements that the website content will include. Inclusion of a "Goals List" or database was also discussed, with various pathways associated with each goal. This would help students with individual needs navigate more easily through the system and help to provide appropriate resources for various goals. This would be continuously maintained by the Program Coordinate and Counselors and both SMC and AEC.

Communication with Consortium partners will also be an ongoing strategy to ensure that these partners know of new programs as they are developed and launched so that they know how best to refer students. The SMMUSD e-notice will be utilized in order to communicate with parents and SMMUSD employees, as well as local Unions, including links to AEC and SMC webpages. The Advisory Group members will meet at least once every semester, and sub-groups will be formed as specific disciplines or instructional areas dictate.

These positions and strategies are, of course, contingent upon funding availability.

Transition Strategies for Articulated Pathways to Postsecondary Education or the Workforce

WISE and Healthy Aging will provide a career technical education course in Certified Nursing Assistant (CNA) Training starting in January, 2015. The course will provide students enrolled at the Adult Education Center with the training and skills necessary to pass the state licensing test for a CNA position. Students will learn about issues, including but not limited to physical, ethical, and legal needs of specific populations. Students will engage in classroom instructional time while also participating in clinical hours in a convalescent hospital. Students will be prepared to take the CNA exam by the end of the course.

Articulation between the Consortium's programs and future programs of postsecondary education will require ongoing discussions with those programs to ensure that the outcomes for the Consortium's Adult Education curriculum is aligned with the entry level skills required by the postsecondary programs. This has already been done with the College's ESL programs: the Faculty Leader and the College's noncredit faculty revise the curriculum every two years and ensure that the highest levels of the noncredit ESL courses match the lowest level requirements of the credit ESL classes. Similar pathways will be established for the curriculum that will be developed by the Consortium in the applicable instructional areas. For example, the AEC's Certified Nursing Assistant program (which is just being offered this fall), could have an articulated pathway with the College's allied health program, allowing for a career ladder of graduates from the CNA program into nursing, respiratory therapy, and/or other allied health fields offered by other institutions.

Support pathways, via comprehensive student services, will also be developed. These pathways will ensure that students, no matter what their entry point, will have access to tutoring, counseling, referrals to social services, financial aid advising, and other avenues of support needed to ensure that they attain their career and academic goals.

Transition Strategies to Ensure Embedded Access to Student Services

Both the AEC and the College provide counseling to students, but ongoing interaction between the counselors, advisors and community liaisons is imperative to ensure that common language and understanding of the aforementioned pathways exist. To ensure that this avenue of communication exists and is functional, the Consortium Coordinator will hold quarterly meetings with counselors from both institutions and any advisors from partner institutions to review programs, articulated pathways, and support services. These meetings will also ensure that any issues that arise are dealt with quickly. The meetings will also ensure the accuracy of the information that is posted to the web about the educational and career pathways and the other programs offered by the Consortium.

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
Alignment of Educational Pathway Opportunities	Pathway Strategies applicable to all instructional programs • Ongoing discussions between faculty • Curriculum revision (ensuring alignment of entry/exit skills and rubrics) • Development of Pathway information guidelines • Professional development opportunities to ensure advisors and counselors have up-to-date information **ABE/ASE/HS/GED**: create clear pathways for students to follow once they achieve a high school diploma/GED, or master basic skills needed to succeed in college-level programs	• Support for ongoing faculty discussions and curriculum development efforts • Shared database • Web presence • Catalog information/diagrams • Counseling and orientation materials • Transitional curriculum and orientation processes • Referral information for advisory board members (student referral) • Professional development activities	$10,000 to develop $2,000 ongoing to maintain	Faculty, counselors, administrators from both institutions. Advisory groups/partner agencies for referrals	Tracking student participation in/completion of identified pathway and/ credit/non-credit course enrollment and successful completion	Planning 2015-17 Implementation 2017-18
	Programs for Immigrants: Development of transitions course for AEC to SMC non-credit/credit ESL program. Creation of curricula for workforce preparation courses (as none exist).	Identification of exit/entry skills Revised curriculum as needed.	$15,000	Faculty from both institutions		

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants

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Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
	Programs for students with disabilities: Ensure continuum of services, ATB documentation, SEPs	Shared database Ongoing conversations between faculty and DSPS student support personnel at both institutions Electronic SEPs shared between institutions	$10,000	Faculty/DSPS faculty and advisors from both institutions		

Table 3.1:	Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants					
Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
	Short-term CTE: Pathway development designed to transition students from AEC and SMC noncredit programs to CTE credit programs.	Identification of S/T CTE programs appropriate for Consortium members to offer. Curriculum development (only CTE program that exists is the AEC's CNA program) Curriculum approval from SMC Curriculum Committee, CCCCO and SMMUSD Board Program materials from SMMUSD AEC and SMC Career ladder progression provided by both educational institutions; credential mapping	Faculty stipends $10,000/yr and/or leveraging WIA II resources	SMMUSD Ad Ed Center and SMC staff		

Table 3.1:	Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants					
Transition to be Addressed	**Strategy/Approach to be Employed**	**Resources Needed**	**Estimate of the Cost**	**Responsible Parties (specific school districts and/or community colleges)**	**Methods of Assessment**	**Timeline**
	Programs for Apprentices: Identify apprenticeship programs in the region for referral and inclusion in curriculum as appropriate	Professional development opportunities for faculty, administrators and counselors to understand apprenticeship requirements, formats, content. Information on existing apprenticeship programs	$15,000	Faculty, administrators and counselors from both institutions.		
Assessment and Placement Alignment	Explore options for a common assessment (CCCCO effort) Explore CASAS testing validation for placement purposes Local validation of cut scores	Assessment Coordinator at AEC and SMC for planning/ implementation Development of shared or complimentary database Selection and Validation of a Common Assessment instrument	$75,000 for initial planning, development and assessment validation if needed	SMC and AEC assessment coordinators	Successful placement of students in appropriate courses/programs	Planning 2015-16 Implementation 2016-17

Table 3.1:	Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants					
Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
Curriculum Alignment	Examination of course objectives to identify gaps Revise and align curricula	Faculty involvement Professional development Coordination with Curriculum Committee(s)	Faculty stipends (listed above) Coordinator or Faculty Leader	SMC and AEC	Completion of curricula revisions	Planning 2015-16 Implementation 2016-17
Progress Indicators	Data collection and tracking Complimentary data system Identify progress indicators within Consortium Identify key milestones in each pathway	Leadership coordination at AEC and SMC IT/MIS support at AEC and SMC Staff/clerical support	$100,000 for initial year development of shared data system and support	SMC and AEC	Accuracy and usefulness of data collection and data sharing	Planning 2015-16 Implementation 2016-17
Alignment of Major Outcomes (e.g., high school diplomas, CTE Certificates, etc.)	Program outcome data (diplomas awarded, SLO outcomes and analysis, certificates issued, etc.)	Shared or complimentary database IT support	TBD	SMC and AEC	Data reported through the system.	2016 and ongoing

	Table 3.1:	Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants				
Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
Transition Strategies: Communication Paths among consortium participants and higher education institutions	Use of electronic documents, website and common database Establishment of consortium coordinator to serve as conduit between the two member institutions. Creation of and continuous maintenance/coordination of website to serve as repository of information. Bi-annual Advisory Board meetings with Consortium partners	Information Technology support Articulation officers (time, discussions, formatting of articulation agreements) from SMC and Four-Year institutions	TBD	IT staff from consortium members Articulation officers from SMC and four-year institutions	Articulation agreements established	2017 and ongoing
Transition Strategies: Articulated Pathways to Post-Secondary programs or the Workforce	See above.	Organization that supports a joint consortium coordinator and/or community liaison(s).	TBD	Faculty, counselors from both members.	Articulation agreements between SMC and four-year institutions.	2015 and ongoing

Table 3.1:	Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants					
Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
Transition Strategies: Embedded access to Student Services	Create flowchart with check list upon initial student contact. Flow chart should include student short-/long-term goals and common referral list/procedures Provide support services for students after initial placement and throughout course/program.	Counseling coordination from AEC and SMC Program materials from SMC and AEC	Staff Support $50,000/yr at both institutions and/or leveraging of WIA II funding	AEC and SMC Coordinators, Counselors and staff. Website Coordinator	Review of resulting documents. Ongoing collaboration and improvement of communication and referral process.	Planning 2015-16 Implementation 2016-17

Regional Comprehensive Plan Objective #4: Plans to address the gaps identified pursuant to paragraphs (1) and (2).

> Describe how the consortium intends to respond to the gaps identified in the region. These might include, but are not limited to, working with other partners in the service area, developing or expanding programs and plans to assess the effectiveness of these expanded efforts.
>
> Plans should identify programming and service gaps including lack of providers, services, access, attainment, and/or performance. Plans should also include strategies to incrementally increase capacity in identified gap areas (e.g., using distance learning to reach adult populations in a consortium's region who are currently underserved).
>
> The plan should include sufficient detail including:
>
> • A description of the resources needed to implement the identified strategies.
>
> • Identification of the methods and common metrics needed to track the successful implementation of the plan and measure the amelioration of identified gaps in services/programming.

The SMMUSD/SMC Consortium has only begun the discussions needed to identify and respond to gaps in the region but even without in-depth analysis, the greatest needs lie in the areas of student services, expanded class offerings in the instructional categories currently offered by Consortium members, and the development of classes and programs in the instructional areas where little or no instruction is currently offered.

Developing or expanding programs, and plans to assess the effectiveness of these expanded efforts, will include gathering information of course offerings of nearby adult schools and community colleges. This will aid in finding the gaps in our services to the local community. SMC/AEC could offer classes in a gap area or could supplement courses already in place at one of the neighboring schools providing a pathway to transition into that program. An annual local needs assessment will be conducted by surveying students, local businesses, and SMMUSD schools, to support the need and effectiveness of the course offering/s. Effectiveness of this strategy will be monitored through successful completion of the class and completion of the major outcome.

Local education service providers:

- Venice Service Area-University High School, Venice Skills Center, Venice Adult School +: ESL, High School Diploma, Adult Independent Studies, Basic Language, Basic Reading, Career Technical (Accounting, Administrative

Assistant, Business Computer Operations, Cisco Networking, Dental Assistant, Early Childhood Education, Graphic Design, Video Production, Pharmacy Technician), AEWC (High School Diploma 16-18 years of age)

- Culver City Adult School: ESL, GED Preparation Lab (evenings), GED Preparation Teacher-Directed (mornings), GED Testing, High School Diploma (mornings and evenings)

The AEC has had successful referral relationships with several local schools and non-profit community organizations for GED Preparation classes and GED testing services. This is an example of working with partners in the service area to fill a need. Students needing to receive a high school equivalency certificate to enter workforce training, receive certification of workforce training, and/or enter postsecondary education, very often come to the AEC through partner referrals. The AEC is the only GED testing center on the Westside of Los Angeles and has just recently been approved to become a GED test center as of 2014, and testing will begin in the early months of 2015.

Once students contact our center they often find the need for GED preparation classes prior to taking the GED test. The AEC helps students through the process of taking the official GED practice test and offers support through our scheduled GED Preparation classes. GED Preparation classes are offered in the evening through the Math Lab and the Reading/Writing Lab. In addition to the classroom setting, students are offered the opportunity to take GED Preparation classes through our online Distance Learning program. The online Distance Learning program is *GED Academy* which is aligned to the California State Standards and to the 2014 GED exam. Students already attending SMC and wishing to continue are then recommended to take college level English and/or Math classes at SMC prior to taking the GED.

The AEC has offered GED Distance Learning as an option for the past two years. It is recommended that students use a blended option for GED math preparation as we have found that math is the subject that students struggle with the most in passing the GED. Students have self-reported that they often get "stuck" with the distance learning

option only. The self-paced online option can be used as homework. It is recommended that students attend at least one evening of math class for specific instruction on their area of deficit.

Once our center begins GED testing, we will be able to provide partner referred students with the official practice exam, guided counseling, GED preparation classes, and access to the GED exam within the regional area thereby completing the circle and returning student to the referred partner.

GED preparation opportunities can easily be expanded to students not currently being served, such as those in the City of Malibu, through the use of Distance Learning. Students having access to a computer with Internet access may take the online official practice exam, meet with our counselor for orientation at the AEC, and then enroll in GED distance learning. Malibu students would then check in with the GED Distance Learning instructor once a week via phone or email to monitor progress. It is recommended that the GED Distance Learning instructor be credentialed in math because that is the subject area that most students need the support. The effectiveness of expanding efforts would be monitored through attendance, GED academy recommended chapter completion, and GED certificate attainment.

In addition, an area of need that is not currently being met through the AEC is Independent Study (IS) for the High School Diploma (HSD) program.   Students currently working on completing the required credits necessary for diploma attainment can only work on two classes at a time. These are offered three hours an evening, two nights a week. Two nights are reserved for math classes and two nights are reserved for all other subjects. Students wishing to progress through their required classes would have an option to work on one additional class through Independent Study.

Ideally a long-term option would be a self-paced Distance Learning course such as the GED Academy for GED preparation, with monitoring via email/phone, and/or in person, once a week. Such an option is not cost-effective at this time for adult students. Using the GED Distance Learning model as a guide, an instructor would be made available

one evening a week at the AEC, and one evening twice a month in Malibu, for HSD IS purposes.

Initial program participants for HSD IS would be pulled from the current student population as well as HSD students who have "dropped out". HSD students very often leave due to work and/or family commitments. These students and future HSD students would have the option to come to the lab setting class, do IS or a blended option of both. IS students would need to meet with an instructor once a week, or every other week, to review, show progress, and submit work. Students would receive further instruction and approval to continue with the work. Policies and procedures would be established to conform to state and local guidelines.

The High School Diploma Independent Study program would give HSD students the option to move through at a faster pace, thereby completing the diploma requirements and theoretically moving into the workforce, workforce training, and/or postsecondary classes. Program effectiveness would be monitored through attendance, course completion, and completion of diploma requirements.

The most obvious gaps are the lack of adult education programming in the areas of short-term career and technical education and programs for apprenticeships. The school district's Regional Opportunity Program (ROP) has had its funding severely curtailed but is the optimal home for introductory classes in apprenticeship. Short-term career technical classes that dove-tail with the college's current credit CTE offerings are also a logical focus as there may be basic skills courses needed to help credit CTE students complete their programs, or short-term CTE programs that could help students access entry level employment prior to entering the credit-level CTE program.

For example, the AEC is launching a new program which will begin in early 2015: the Caregiver Training Academy, which was developed through a partnership with a local nonprofit organization, *WISE & Healthy Aging*. Adult Education Center students will have the opportunity to engage in a career-technical education course in Certified

Nursing Assistant (CNA) Training starting in early 2015. The course will provide students with the training and skills necessary to pass the state licensing test for a CNA position while enrolled at the Adult Education Center. Students will learn of the caregiving issues of an aging population, how to address basic human needs, and the ethical and legal issues of patient care giving. Students will engage in classroom instructional time while also participating in clinical hours in a convalescent hospital. Students will be prepared to take the CNA exam by the end of the course.

Students who complete this program may be interested in pursuing additional training through the college's credit allied health programs, which include credit degree programs in Respiratory Therapy and Nursing. Collaboration with the Health Science Department at SMC will be critical in the transition from the CNA Program to other career ladder opportunity in healthcare. Classroom presentations, information sessions and counseling services will be imbedded in this program for all enrolled and interested students.

The consortium members are prepared to develop additional training programs in career-technical areas along with related apprenticeships for our students. Additional apprenticeships will also be established with local agencies and businesses in accordance with the career interests of students and the offerings of the community.

Along with additional curriculum and programs in the instructional areas where current needs are not met, the Consortium members have identified gaps in the areas of student support services: counseling/advising (including the development of Student Educational Plans), assessment/placement, transitional services to help students move from one segment to another.

The assessment/placement issue is one that also carries with it challenges of facilities: assessment tests need to be convenient to students and the program. Currently, the College's assessment center is overburdened with the credit student population and, located on the main campus, presents a major impediment to noncredit (adult

education) students. The Bundy campus, where the majority of the current noncredit program classes are offered does not have a dedicated assessment center; thus, students are taking the CASAS tests on a paper-pencil basis. The AEC has similar limitations with assessment. Clearly additional assessment testing centers will need to be established.

Addressing these needs will also require the development of a comprehensive shared database to ensure that information is fluid, shared and not duplicated between the Consortium members and future partners.

Finally, student needs must also be addressed when considering the gaps and how to respond to them. Many students have multiple burdens. Transportation issues and childcare needs top the list for adult learners. And, clearly, workplace constraints affect many of the students who enroll in the Consortium's current programs. To respond to these needs, the Consortium needs to adopt a multipronged approach that would include offering classes in convenient locations, at convenient times (all during the day and evening as well as weekends to meet the needs of working adults and parents), and have ready referrals to needed social services, including affordable day care.

Another area of need is for faculty and counselors to have access to professional development opportunities. Counselors will need to have access to professional development conferences to ensure that advising is provided that reflects the new programs and career laddering possibilities for adult learners. Faculty and instructors from both segments should have access to conferences and other forms of professional development to ensure that their classroom pedagogy reflects the strategies and recommended practices for adult learners including contextualized learning, the use of technology in the classroom and other modalities (e.g., distance education, individualized instruction, accelerated learning) designed to help adult learners succeed. These needs are addressed in Objective 6.

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific school district(s) or college(s))	Methods of Assessment	Timeline
Knowledge and awareness of student needs	Student needs survey	Survey development, recipient list and mailing (online completion)	Leverage resources from Institutional Research Team; OTAN resources	SMC and AEC collaboration	Administration of survey, response rate	April 2015
Knowledge and awareness of community and workplace needs	Community needs survey	Survey development, recipient list and mailing	Leverage resources from Institutional Research Team OTAN resources	SMC and AEC collaboration	Administration of survey, response rate	September 2015
Advisory committee (source of leveraged resources and to help guide development of programmatic elements)	Invite members from local libraries, employment centers, industry employer groups	Existing resources sufficient	None	AEC SMC Advisory Members	Bi-Annual attendance and ongoing communication and collaboration	December 2015, ongoing

Table 4.1: Implementation Strategies to Address Identified Gaps

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific school district(s) or college(s))	Methods of Assessment	Timeline
Student Recruitment/Outreach	Partner with external entities (libraries, EDD, Work Source centers) to recruit students, community newsletters	Recruitment materials (informational packets, etc.) – include in community needs survey mailing	Minimal cost	AEC SMC Advisory Committees	Increase in enrollment	June 2015, ongoing
Integrated intake, assessment and orientation processes and systems	Collaboration with support/intake staff, testing proctors, orientation coordinators, populations served	Support staff Shared data system	Leverage from existing resources	SMC and AEC	Integrated/shared system of meeting the intake/assessment and orientation needs of all adult learners in both programs	Planning 2015 Implementation Spring 2016

Table title (spanning header above table):

Table 4.1: Implementation Strategies to Address Identified Gaps

Table 4.1: Implementation Strategies to Address Identified Gaps						
Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific school district(s) or college(s))	Methods of Assessment	Timeline
Establishment of impacted ESL classes	Offer additional sections of each class and all levels of multi-skills courses	Faculty Expanded apportionment (SMC's noncredit program is currently "over cap" meaning that no funding is associated with some enrollment)	$10,000 per year	SMC	Expanded enrollment Student success and progress toward matriculating into credit program	2015-16 and ongoing
Develop Workforce preparation curriculum	Faculty assigned to develop curriculum	Faculty time Curriculum Committee Chancellor's Office approvals	Faculty stipends to support curriculum development (est. at $5,000 for each program)	AEC SMC	Additional programs to support needs of immigrants. Employment reported by students and employers	Fall 2015 – Fall 2016 to develop courses and seek approval.

				Table 4.1: Implementation Strategies to Address Identified Gaps		
Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific school district(s) or college(s))	Methods of Assessment	Timeline
Develop S/T CTE classes in high job growth/demand industries	LMI analysis to determine what fields to develop and identify existing programs that might be used as referrals Faculty assigned to develop curriculum	Researcher Faculty to develop curriculum	$5000 for researcher $5000 for each program developed	AEC SMC	Programs developed, referral to other S/T CTE programs	Spring 2016 – Fall 2016 for research Spring 2016 – Spring 2017 for curriculum Development Operational by Fall 2017
Develop referral network for students interested in apprenticeship opportunities	Research to identify other organization's apprentice programs Coordination with existing apprentice programs.	Researcher Coordinator for referrals	$5000 for researcher $10,000/yr for part-time apprentice coordinator.	AEC SMC	Apprentice programs identified. Referral network established	Fall 2017

Table 4.1: Implementation Strategies to Address Identified Gaps						
Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific school district(s) or college(s))	Methods of Assessment	Timeline
Expand locations where classes can be held.	Identify additional sites. Develop agreements with local partners.	Coordinator	$5,000 per yr (portion of a full or part-time coordinator's salary)	AEC SMC	Long-term site agreements with satellite locations.	July 2015, ongoing
Gaps in Student Services: Assessment and Placement	CASAS Implementation	Testing materials and proctor/support staff	SMC and Adult School – no cost due to WIA II funding 2014-15 $80,000 if unsupported by WIA II	SMC and AEC support staff	Appraisal scores Pre-/Post-Testing measuring/supporting student progression through courses/program	SMC – Began October 2014 Adult School – currently implemented

Table 4.1: Implementation Strategies to Address Identified Gaps						
Description of the Gap	**Strategies to Address the Gap**	**Resources needed**	**Estimate of the Cost**	**Responsible Parties (Specific school district(s) or college(s))**	**Methods of Assessment**	**Timeline**
Gaps in Student Services: Support Services / Counseling	Counselors at each agency, tutors, mentors, supplemental instruction, workshop topics dedicated to needs of students Individualized Instruction	Counselor – SMC Counselor-Adult School	$50, 000/yr – SMC	SMC AEC	Student Ed Plan (SEP) on file. Benchmark tracking (course/program completion, cert/AA earned, job placement)	Fully implemented – Fall 2015

		Table 4.1: Implementation Strategies to Address Identified Gaps				
Description of the Gap	**Strategies to Address the Gap**	**Resources needed**	**Estimate of the Cost**	**Responsible Parties (Specific school district(s) or college(s))**	**Methods of Assessment**	**Timeline**
Gaps in Student Services: Transition Services	Support provided to students who are transitioning to credit programs or workforce Success seminars (transition course), financial planning, time management, learning/study skills	Counselor – SMC Counselor-Adult School	Leverage existing Student Services resources (counseling, workshops)	SMC AEC	Benchmark tracking (course/program completion, cert/AA earned, job placement)	Fully implemented – Fall 2016

Table 4.1: Implementation Strategies to Address Identified Gaps						
Description of the Gap	**Strategies to Address the Gap**	**Resources needed**	**Estimate of the Cost**	**Responsible Parties (Specific school district(s) or college(s))**	**Methods of Assessment**	**Timeline**
Gaps in Student Services: Student Educational Plans	Develop SEP format Develop shared database to ensure students are tracked between programs Orientation modules Transition modules Professional development	SEPs Shared database	50,000 (initial development) – could be leveraged with SSSP funding for noncredit	Counselors, instructional faculty and administrators from both systems.	Student progress, as defined by SEP goals monitored.	Development: Fall 2015 – Fall 2018; Operational: ongoing

Table 4.1: Implementation Strategies to Address Identified Gaps						
Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific school district(s) or college(s))	Methods of Assessment	Timeline
Unmet student needs: transportation	Develop referral network of transit lines and ensure that class locations are located in close proximity to transportation lines/hubs.	Coordinator Information from various metro lines (Culver City, Los Angeles Metro, Big Blue Bus, etc.)	$2,500/yr for coordination (portion of coordinator's salary) Unknown cost for rental of additional classroom locations.	SMC AEC Consortium partners	Additional classes offered. Students able to access classes via various transportation modes.	July 2015
Unmet student needs: Childcare	Referral network to childcare services. Classes offered at convenient times/places.	Coordinator	$2,500/yr (portion of coordinator's salary)	SMC AEC Consortium partners (libraries, social service networks, child care providers)	Childcare referral list available to students. Classes offered at convenient times/places to accommodate parents.	July 2015, ongoing

Table 4.1: Implementation Strategies to Address Identified Gaps						
Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific school district(s) or college(s))	Methods of Assessment	Timeline
Assessment facilities	Secure space Procurement of computers to conduct testing	Space Computer equipment and software Local validation of assessment instruments	$50,000 for assessment validation $50,000 for computer equipment	SMC	Noncredit (adult education) Assessment facility established.	Fall 2015

Regional Comprehensive Plan Objective #5: Plans to employ 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.

Narrative: Identify plans to implement and/or improve specific evidence-based strategies across the region, within and between systems where they currently don't exist, to accelerate student's progress. Plans should address:
- how the consortium will identify and gather measurable improvement metrics
- how existing best practices and strategies such as those described earlier will be implemented for each of the program areas.

Plans to accelerate a student's progress toward his/her academic goals include the following evidence-based strategies:

Student Services

- Assessment and Placement Services

- Enrollment Management Protocols

- Comprehensive Support Services and Counseling

- Family and Student Support

- Transition Services and Student Educational Planning

- Career Exploration and Planning

Instruction

- Accelerated Instruction and Distance Education

- Computer-based Assistance

- On-ground Individual Instruction

- Contextualized Coursework

- Work-based Learning and Apprenticeship Opportunities

- Industry Sector Needs Analysis

Program Evaluation

- Measurement of Success
- Identifying and Gathering Measurable Improvement Methods

Assessment and Placement Services

Assessment measures are already implemented at the AEC, where CASAS is used for course placement advisement. CASAS testing was only recently implemented at the College, as a result of the recently awarded WIA Title II: AEFLA grant for 2014-15 as a new agency. While the AEC uses CASAS testing as its assessment instrument, the College can only use it as an advisement tool until the assessment instrument is validated with the local population – a protracted and expensive process. Until it is validated or some other assessment tool is selected and validated, the College will use CASAS to assist in placement advising and measuring progression and success as students move through ESL coursework.

A shared adult student database is a strategy that could be invaluable in working with common students who move between systems to meet their academic and personal/career goals and eventually transition into college-level courses. For example, as students move through non-credit ESL coursework at either the AEC or the college, they will eventually need to take the approved and validated assessment system, ACUPLACER, to be properly placed in for-credit coursework at Santa Monica College. Counselors and/or Assessment Center staff will conduct classroom presentations and/or workshops at both the AEC and SMC for students to be fully aware of assessment procedures and preparatory measures should they continue their education in for-credit ESL/English and/or Math.

Enrollment Management Protocols

Discussions relating to enrollment management have already begun amongst Consortium members since this is currently a challenge at both the AEC and SMC. Enrollment in courses is often at maximum capacity and waitlists are an ongoing occurrence. It is important that both institutions develop Consortium-wide policies and guidelines for waitlisted students, especially as it pertains to adding and dropping students, in order to maintain responsiveness to students' needs. Since both the AEC and SMC have different student populations, regular meetings to discuss, monitor and revise these policies and procedures is imperative in order to ensure that all students' needs are being addressed.

Establishing advisement/placement protocols that are clear and consistent will help to ensure that students at both the AEC and SMC are not being assessed multiple times, that they are advised into appropriate courses and successful progression through courses/programs are occurring. This will help to improve attendance and success rates at both institutions.

Comprehensive Support Services and Counseling

To support student success, it is imperative to provide wraparound services outside of class which are designed to strengthen successful progression, soft skill development, academic success, and personal and academic planning. Key to the success of these services will be the coordination between the counselors at both the Adult School and SMC. Students wishing to transition from non-credit to credit programs will receive a Student Educational Plan outlining required assessments and courses needed toward their short- and long-term educational/career goals. The counselor/advisor will provide individualized support as well as joint presentations and/or orientations to students at both agencies. The counselor will also help the students identify supportive services that address the student's individual strengths and challenges. These supportive services may include supplemental instruction/tutoring, soft skill development

workshops, peer-to-peer mentoring, career advisement, interviewing skills and resume building workshops, financial literacy workshops, time management and clear explanation of higher education in the US. The Counselors will also coordinate in development pathways maps for various goals, as well as referral services as appropriate. Currently the SMMUSD Adult Education Center has a part-time counselor working with their adult population, upon entry and on a continuous basis throughout their program, advising and coaching their ABE and Advanced ESL students on course selection, high school diploma completion, and transition to college and/or career goals. Santa Monica College has just hired two adjunct non-credit ESL Counselors for Spring 2015, with the help of WIA Title II and SSSP funding, to help close this gap in services provided, as well as to coordinate efforts within the Consortium for all adult learners being served at both SMC and AEC.

Family and Student Support

Much discussion among the Consortium members has been dedicated to ways to best serve students and their families. Childcare and transportation challenges are a reality for the adult learner population served by the Consortium. Prior to 2009, the AEC offered free childcare for children (between 3 and 10 years old) of adult students while they attended classes or took assessments. Parents were not allowed to leave campus and they were also responsible for the children during the student break.   Childcare was discontinued as AEC program funding declined.

It was suggested that, in order to address family literacy needs, the Consortium offer courses at local community centers and/or libraries. Many times parents bring their children to their local libraries to take part in story time and other activities and could be participating in on-site learning opportunities (classes for immigrants, etc.) at the same time. There are also centers such as Virginia Avenue Park in the city of Santa Monica that could possibly provide space for classes and on-site childcare. Outreaching to, and collaborating with, our community partners will provide an opportunity for these

discussions and potential alternate opportunities for meeting the needs of the community. The Consortium is planning to hold an Advisory Board meeting to bring our partners together to discuss such topics of need, services, leveraging resources and addressing regional family literacy needs.

Transition Services & Student Educational Planning

Transition Services begin when students develop their **individual educational/career plans** with a Counselor. This plan will include both secondary and postsecondary planning so that students see the link between non-credit and for-credit education. Transition programs will help students understand the differences between courses taken to obtain a high school diploma, those taken to strengthen English literacy skills, and courses taken to lead to short term certificate programs or a degree.

These services will include workshops for students on completing a college application and applying for financial aid, and helping students connect with student support programs at the college as well as other postsecondary institutions. This will require the creation of a non-credit Student Success Seminar offered at SMC and at the AEC that strengthens and focuses on student success skills. These skills include motivation and self-efficacy; critical thinking and effective study strategies and includes career planning and exploration. As a shorter term goal, this course content can also be imbedded in the final Advanced ESL course to target these students prior to exiting the College's ESL program. The AEC currently offers this advisement of students through their counselor on an individual basis.

The College also offers Conversational English forums on Fridays for students enrolled in the credit ESL program. These forums have proven to be a successful strategy for providing students an opportunity to practice their skills amongst peers in a natural setting, with faculty facilitation. The non-credit ESL students are invited to these forums and are participating in conversation with our credit population. This allows for exposure to main campus life and potential transition to credit ESL and college

programs. Discussions of expanding this program have already taken place and will include students from both the College and AEC ESL programs.

SMC faculty and AEC teachers have expressed the need for better coordination of program calendars, start and end dates, so students can transition more easily from one program/class to the other, at both sites. Having regular, open dialogue regarding course content/curricula at every level, so students are advised appropriately as to the best steps to take in order to advance successfully.

Career Exploration and Planning

Career Exploration and Planning activities are critical components of any program, especially workforce preparatory programs. Career readiness opportunities can include:

- Employment Opportunities and/or Apprenticeships
- Field trips and Guest Speakers
- Job Shadowing Opportunities
- Volunteer Opportunities
- Career Readiness Workshops and Inventories

The Consortium members plan to include career assessment and planning as part of the strategies to address the needs of adult learners, with the collaboration and expertise of Career Counselors and the non-credit Counselor at SMC, in coordination with the ROP director of the SMMUSD. SMC currently offers the Counseling 12 (1 unit) Career Planning credit course, and discussions have been underway to offer a similar course in non-credit or, at the very least, to incorporate career readiness content in existing non-credit coursework or in the final level ESL transitional course. In the short term, both adjunct Counselors hired in non-credit ESL for Spring term have extensive career counseling experience and have already begun planning for needs surveys, workshops, assessments and individual career counseling this semester.

Accelerated Programs and Distance Education Offerings

The Consortium has discussed at length the importance of creating an accelerated option for appropriate students who wish to progress through the courses/programs at a faster pace. This could work at the AEC for ASE/ABE students, as well as at the College for the ESL population. Counseling services for this population are critical, in order to make sure such deliveries are appropriate for the student's goals. Classes offered at alternate sites and times have been considered as well, in order to address transportation and childcare needs.

Another strategy is to convert on-ground courses into delivery via distance education. Converting curriculum for online delivery will also help serve an unmet need in our region and is currently being assessed at the College as part of the Technology Plan for WIA Title II. The AEC is considering offering GED preparation courses through online Distance Learning as well as high school diploma classes through Independent Study at Malibu High School. SMC and the AEC plan to survey the needs of students (or potential students), as well as the competencies of our faculty, to offer courses in as many formats as possible and provide necessary training/professional development to do so. This is also being supported by WIA Title II funding/efforts, and will include online tutoring and counseling to adequately serve this population. The goal is to offer training and professional development to all faculty members who are serving our adult learners with the Consortium.

This accelerated instruction strategy will include the development of **Computer-based Assistance** (see Table 5.1)

On-ground Individual Instruction

Successful models of individual instruction already exist at SMC and can be duplicated in Adult Education. Supplemental instruction (SI)/tutoring staff is critical and is already underway in non-credit. Recruitment and training of tutors/instructional aides and

professional development for counselors and faculty are a priority in this area as well as Administrative staff to coordinate scheduling. Computer lab and office space is also a factor to consider when offering such services and these discussions and potential solutions are already underway.

Contextualized Coursework

Key to the success of any pathway is the contextualization of basic skills courses using career-specific content. While the College and SMMUSD has undertaken this task through the Career Pathways Trust grant (funded through another section of AB 86), this work poses a bigger challenge with non-credit adult learners. Many of these students do not have plans of entering credit courses or the workforce, but instead are simply interested in acquiring basic English literacy. Many students are lacking the knowledge regarding career technical skills that are necessary for the workforce, as well as being aware of certificate and/or degree programs available to them at the community college.

Work-based Learning and Apprenticeship Opportunities

Programs for apprenticeship opportunities are currently not being offered in the Consortium. However, The Certified Nursing Assistant (CNA) program of the AEC will have work-based learning embedded in the semester long training program, along with apprenticeship opportunities within a healthcare facility. Apprenticeship opportunities have been an area of discussion over the last few months as we have convened our faculty and Consortium members. There is a definite need for transition services that allow adult learners the opportunity to acquire skills and knowledge to attain gainful employment. The Consortiums' faculty members have begun discussions to integrate apprenticeship concepts in all non-credit curricula. For-credit CTE courses/programs at Santa Monica College offer internships, job shadowing, industry speaker forums, classroom presentations from local employers and other work-based learning opportunities. These programs are imperative for students in transitioning to the

workforce or in taking advantage of career ladder opportunities for advancement. These successful models are already in place and have been the cornerstone of any CTE Program offering short- and long- term certificate and degree options. These, and future, models are currently being built upon by the work of AB 86 Career Pathways Trust, in which Santa Monica College and SMMUSD were recipients in the ICT/E[2] (Information, Communication and Technology/Entertainment and Entrepreneurship) sector. Currently, the ICT industry represents 7% of the regional economy and it is targeted to grow to 13% in the next decade. With over 19,000 job openings in LA County per year, 44% are considered middle-skill and require an associate degree, certificate, or some level of two-year post-secondary training. The career pathways that are being developed, within the AB 86 CPT Grant, and CTE as a whole, include key components: contextualization to industry, work-based learning, internships and mentoring, and in-class visits from industry partners. These components foster an industry-themed atmosphere where students participate in constructing meaning around their learning. Adult Education, at both the AEC and SMC, can follow the model already set in place in credit programs at the community college. The current goal is to customize these pathway opportunities to meet the needs of our adult learners, work with community industry partners to provide opportunities for work-based learning, and incorporate apprenticeship and career planning curriculum into existing non-credit curricula.

Industry Sector Needs Analysis

Extensive work has been done in the credit CTE programs as far as Industry Sector Skills Analyses. These are completed as part of the process of new program development/approval through the CCCCO. SMC uses EMSI data to run reports, as well as individual departments conducting employer surveys in order to gather information related to the skills required of our students. It is vital to ask professionals in existing and emerging industries to tell us where skills are needed, so as an educational institution, we can address those skills gaps and help students access the training and

development they need. This information also informs curriculum and new program development tremendously, as well as helping the college to look at an inter-disciplinary approach to learning and certificate/degree completions. This employer/survey data can help inform our adult learner population as well, especially as we begin to include work-based learning and apprenticeship content into non-credit curricula.

Measurement of Success

Identifying and gathering measurable improvement metrics will be accomplished by assessing our two student population at the point of entry and developing benchmarks for success throughout their studies. CASAS testing will assist with measuring a student's level of competency at the onset of their education and tracking performance based on pre- and post- testing. Progression through coursework and transition to credit programs and/or workforce will be tracked on a regular basis in all ABE/ASE/ESL/EL CIVICS programs at both institutions.

In addition to CASAS testing, the AEC currently participates in EL Civics and Core-Performance Surveys as required by WIA Title II. ESL students participate in EL Civics through their ESL classes. Students are first given instruction regarding a previously chosen civics topic and an assessment each fall/winter/spring of every school year. EL Civics assessments are tracked using the TOPSpro Enterprise software and submitted on a quarterly basis to CASAS for submission to the CDE. ESL students demonstrate a measurement of success of having learned a specific civic participation activity by passing the assessment. One EL Civics topic that is always very popular for AEC students is to learn about education opportunities in our community. Part of the assessment for the Advanced ESL students consists of filling out a paper copy of the admission application for Santa Monica College.

All AEC students have an opportunity to participate in the Core-Performance Follow-up Survey for student outcomes on a quarterly basis. Core-Performance Follow-up Surveys are tracked using the TOPSpro Enterprise software. The TOPSpro Enterprise

software automatically selects a random group of students to be surveyed from the previous quarter's enrollment. Students are surveyed for completion of core-performance outcomes of entering employment, retaining employment, and entering postsecondary education or a training program. Surveys are conducted by phone, email, and US mail. Results are tracked using the TOPSpro Enterprise software and submitted on a quarterly basis to CASAS for submission to the CDE.

Tracking benchmark successes in coursework/programs/job placement will be critical in implementing program improvement strategies across programs.

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student's progress toward his or her academic or career goals						
Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline
Assessment and Placement Services	CASAS Implementation	Testing materials and testing proctor (support staff)	SMC and AEC – no cost due to WIA II funding 2014-15 $80,000 if unsupported by WIA II	SMC and AEC support staff	Appraisal scores Pre-/Post-Testing measuring student progression through courses/program	SMC – Began October 2014 Adult School – currently implemented
Enrollment Management Protocols	Develop policies and guidelines for waitlists, adding/dropping students. Establish placement protocols that are similar to ensure students aren't assessed multiple times	Shared database Policies Ongoing meetings to establish monitor and revise, as necessary, policies and procedures.	$10,000	Administrative staff (A&R, counseling) IT Staff	Student waitlists are responsive to needs. Improvement in student attendance Higher success rates	Summer 2015
Comprehensive Support Services and Counseling	Counselors at each agency, tutors, mentors, supplemental instruction, workshop topics dedicated to needs of students Individualized Instruction	Counselor – SMC Counselor-AEC	$50, 000/yr – SMC	SMC AEC	Student Ed Plan (SEP) on file. Benchmark tracking (course/program completion, cert/AA earned, job placement)	Fully implemented – Fall 2015

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student's progress toward his or her academic or career goals						
Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline
Family and Student Support	Disseminate ways for students to organize and meet to develop their skills and practice communication; conversation forums; classes at local libraries and community centers (conversational forums) Identify alternate site workshops/classes for parents (with childcare option)	Faculty and staff support	$20,000 per year or possible WIA II leveraging	SMC AEC	Improved scores in testing and fluency in comprehension	Initial development: 2015/16; Operational: 2016/17
Transition Services	Support provided to students who are transitioning to credit programs or workforce Success seminars (transition course), financial planning, time management, learning/study skills, career readiness	Counselor – SMC Counselor-AEC	Leverage existing Student Services resources (counseling, workshops)	SMC AEC	Benchmark tracking (course/program completion, cert/AA earned, job placement)	Fully implemented – Fall 2016
Student Education Plans	Develop SEP format Develop shared database to ensure students are tracked between programs Orientation modules Transition modules Professional development	SEPs Shared database	$50,000 (initial development)	Counselors, instructional faculty and administrators from both systems.	Student progress, as defined by SEP goals monitored.	Development: Fall 2015 – Fall 2018; Operational: ongoing

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student's progress toward his or her academic or career goals						
Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline
Career Exploration and Planning	Career Planning course for non-credit Career presentations (classroom); workshops; career/interest assessments; resume and interview workshops; career advisement Career opportunities outlined in row (above)	Career Counselor expertise (instruction, workshops, assessments, classroom presentations) Faculty inclusion of content in existing curriculum Career pathways, Transfer Model Curriculum, and Apprenticeship opportunities in other regions Student Education Plans Shared database Professional development for faculty in areas of contextualized learning	Development of Career Course and instruction - $10,000/yr Leverage existing resources Adult Ed Counselor (cost listed above)	Faculty, counselors from both SMC (noncredit and credit CTE) and AEC. SMC CTE Committee Advisory Boards (AB86 and CTE)	Pathways defined. Curriculum developed. Students who transition from Adult Ed to Credit CTE to 4-year programs (and/or employment statistics)	Initial development: Spring 2016 – Spring 2017; Operational 2017/18 and ongoing

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student's progress toward his or her academic or career goals						
Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline
Accelerated Instruction and Support Services	Develop advisement and counseling services, success seminars, financial planning and time management courses, and how to succeed in college class Establish Faculty-led task force to develop schedule, curriculum, implementation processes, student learning outcomes Develop research paradigms and conduct ongoing evaluations to ensure baselines are established and monitor progress of students	Professional development on accelerated learning Use of other sites Schools, libraries, city buildings, YWCA Researcher Shared database IT staff for programming Curriculum outlines	$150,000 $25,000/year ongoing	Faculty (both institutions) Administrators (both institutions) Curriculum Committee (SMC) CCCCO staff (course approvals) Information Tech staff (both institutions) Computers Databases	Diagnostic testing (pre- and post) Advisement	Development Spring 2016 – Fall 2018; Operational: ongoing
Accelerated Instruction and Distance Education	Curriculum revision/development; online conversion; site space for alternate locations given student needs	Faculty time/resources Online Learning Management System (LMS) Development of course shells Alternate location sites from community partners (schools, libraries, city buildings, YWCA)	Faculty stipends - $10,000 LMS: unknown	SMC and AEC Faculty	Development of new curriculum and online course shells for high demands courses	Development/ Planning - 2015-16 New Course/format offerings - 2016-17

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student's progress toward his or her academic or career goals						
Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline
Computer-based Assistance	Identify space for computer labs. Identify programs (e.g., Plato, others) Train faculty in use of CBI programs Monitor students' progress/changes in success rates as a result of implementing this strategy	Staff	$250,000	SMC AEC	Pre- and post-tests to assess students' progress using online programs.	Initial development: 2016/17; Operational: ongoing
On-ground Individual Instruction	Includes tutoring (SI), mentoring Develop tutoring and peer mentoring services at both systems. Develop scheduling processes. Recruit and train tutors, S/Is, and instructional aides Establish and monitor computer labs Soft skill integration	Additional teaching and tutoring staff, S/I instructional aides, administrative support for scheduling Facilities for one-on-one instruction Counselors and facilities (office space) to house them. Professional development for counselors (re: special aspects of adult ed/noncredit population)	$100,000/year	Faculty (both institutions) Admin Support Instructional Aides Counselors (SEPs) Tutoring staff CAI labs and staffing for them	Diagnostic testing and teacher reports/ determination of students' goals Student progress and attainment of stated goals	Development: Fall 2015 – Fall 2017; Operational: ongoing

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student's progress toward his or her academic or career goals						
Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline
Contextualized Coursework	Identify career paths/laddering opportunities (entry level jobs via S/T CTE classes, leading to additional training through credit CTE certificate/degree and on to transfer to four year institutions. Identify and link employment skills with career readiness, leading to certification Develop contextualized learning modules Develop Transition classes to help students continue to progress through various systems, leading to career laddering opportunities Incorporate career readiness skills in basic skills coursework; employment opportunities in field with high earning potential/career laddering; employer guest speakers; volunteer/job shadowing opportunities; integrating apprenticeship concepts in all curriculum	Curriculum development Identification of local apprenticeship opportunities Student Education Plans Shared database Professional development for faculty in areas of contextualized learning via OTAN/CALPRO Leverage resources with Career Services program at SMC Specific classroom materials (including handouts, career assessments, etc.)	10,000 plus leverage existing sources	SMC faculty and administrators (noncredit and credit CTE) AEC faculty and administrators Advisory Board(s)	Development of contextualized coursework and new curriculum modules Tracking students' progress toward attainment of stated goals	Planning 2015-16 Curriculum Development: Spring 2015 – Spring 2016 Operational: Fall 2017

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student's progress toward his or her academic or career goals						
Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline
Identifying and Gathering Measureable Improvement Methods	Match initial stated student goals with progress made toward realization of long or short term goals	Staff Shared database system Identification of outcomes	$25,000	SMC AEC	CASAS testing and El Civics (adult school) Job placement and retention Test scores	Initial development: TBD; Operational: ongoing

Regional Comprehensive Plan Objective #6: Plans to collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes.

A major challenge for the Consortium is the professional development needed to ensure that students are provided with an adult education system that reflects a marriage of both institutions' current systems and standards. For example, discussions with Consortium members revealed contrasts between the instructional methodologies employed by the respective member institutions. In addition to professional development activities designed to stimulate discussion and integration between faculty from the two member organizations' adult education programs, ongoing professional development activities also need to bring together faculty from credit programs and potentially four-year institutions to ensure that programs are designed with a far reaching effect for students, providing students with a long-term trajectory of skill building and career laddering opportunities.

Other areas of professional development needs identified and discussed during Consortium meetings include:

- Classroom Management Skills (including emergency response to various situations): classroom discipline and management are issues that the College has been addressing, proactively, for some time. Additional procedures and professional development training have been put in place as the result of the June 2013 shooting incident on the College's campus. As these programs grow and students transition between the two institutions and other partners' programs, the Consortium needs to develop consistent expectations for student behavior and approaches to disciplinary responses. One example of the differences between the course offerings is that AEC instructors have typically 12 to 20 students in each class. College faculty, conversely, have to address the instructional needs of up to 60 students per class.

- Curriculum Development: To ensure consistent course content is provided to students regardless of the location the class is offered, faculty/instructors from both member institutions will need to develop a common language and course outline formats. This will also be critical to ensure that new program development, in the areas where no instruction currently exist, are developed in a cohesive manner, transparent to the student and consistent, no matter where the class is taken.

- Course Texts: another difference between the two member institutions that will need to be resolved or at least addressed is the difference in text book adoptions between the two systems. The College's ESL program adopts texts that reflect a focus on the academic skills needed in preparation for students to succeed in credit level ESL courses while AEC texts address advocacy and survival skills. There is certainly room for both but this will require coordination between the two institutions so that professional development opportunities can be identified. It is important to mention that the difference in textbooks speaks to the difference in educational goals for the two different ESL student populations. In addition to coordination and professional development, ESL student educational goals will need to be surveyed and taken into consideration as curriculum selection takes place.

- Workshops: The Consortium plans to host a series of workshops for SMC and AEC staff. Various guest speakers, including academics, local employers, and representatives from community service, cultural, and volunteer organizations, will be invited to speak on a variety of topics such as religious, intercultural, and ethnic sensitivity, second language acquisition, integration of work-skills in the curriculum, online learning, and internship/apprenticeship opportunities and needs. Guest speakers in the workshops will focus on methods that teachers can use to help students apply the aforementioned skills to the school setting, workplace, and personal life, and inform them regarding community resources and workplace needs.

- Mentoring: The Consortium will coordinate with both AEC and SMC administrations to pair new teachers with experienced teachers as mentors/coaches during their first semester in addition to the current orientation session and materials provided as part of the departments' first meeting of the semester. New teachers will receive assistance with curriculum, syllabi, materials, and methods of presentation for their classes.

- Needs Assessment (s): College and career counselors will conduct surveys which will analyze current student academic and career goals. Based on student goals, counselors will offer workshops, classroom visits, and informational sessions (for instructors) to provide instructors with information that they can communicate to students.

Plans will begin in early 2015 to offer Consortium-wide professional development opportunities in the areas outlined above, with the support of OTAN (Outreach and Technical Assistance Network) and CalPRO.

Professional Development Opportunities Currently Offered by Consortium Member Institutions

In the fall of each school year, the Adult Education Center (AEC) teachers are provided with updates regarding CASAS testing policies and implementation procedures. Additional staff meetings are conducted when changes occur in assessment policies. The AEC testing coordinator participates in the CASAS Annual California Accountability Training that provides guidance on specific state data and accountability requirements, including timelines. This training in ensures accurate use of tests and appropriate interpretation of learner results. It maintains the integrity and quality of the assessment process.

AEC staff participates in an annual instructor technology needs assessment to determine appropriate staff-development sessions. Staff development on technology is

provided through release time, one-on-one training, peer mentoring, and/or online facilitated webinars.

AEC staff participates in GED professional development offered through webinars at various times throughout the year. With the changes in GED test administration as of January 2014, test administrators at our site logged into on-line discussions and trainings provided by the GED Testing Service: The Assessment Guide for Educators and The 2014 GED Test Webinar Archive. Teachers this year have joined in on webinars such as A Teacher's Guide (an eight week, self-paced course), instructional videos, and other trainings as needed.

The AEC staff is also encouraged to participate in professional development offered through Outreach and Technical Assistance Network for Adult Educators (OTAN), Comprehensive Adult Student Assessment Systems (CASAS), and Pro-Literacy Education Networks. These organizations offer workshops in subject matter that is pertinent to adult education. Online workshops give staff the flexibility of self-selecting the subject matter as well as flexibility in scheduling. Staff is made aware of upcoming trainings on an ongoing basis.

The AEC has a yearly schedule of meetings and professional development training dates providing professional development sessions for teachers to attend each term (Fall/Winter/Spring). The AEC Principal participates in bi-monthly administrator meetings and trainings on Board policies, curriculum, professional learning communities, and district academic goals.

Santa Monica College is mandated to hold Institutional Flex Days as well as departmental flex days, both devoted to professional development activities. During the bi-annual Institutional activities, a variety of workshops are offered for faculty and staff and typically a keynote speaker is scheduled to provide discourse on a relevant topic and follow up the keynote with smaller workshop presentations. SMC Faculty have access to both internal and external professional development opportunities. Also, a number of professional development workshops are offered throughout the year

sponsored by the Student Success Initiative. These mini-workshops cover a variety of topics such as Using One Drive in the Classroom, Prezi for Beginners, and Using Google Docs.

In addition, the agreement with the Faculty Association allocates $20,000 of district funds for external professional development activities. Faculty interested in attending conferences and other professional development activities may apply to the Joint Academic Senate Professional Development Committee for up to $500 in funding. As a result, faculty are able to attend and/or present at Teachers of English to Speakers of Other Languages (TESOL) conferences (regional and national) and other activities related to ensuring that their pedagogy and teaching methods incorporate current approaches to helping English language learners to acquire the language efficiently and effectively. Finally, faculty are also encouraged to participate in free online webinars and workshops offered by OTAN, CALPRO, CATESOL (California Teachers of English to Speakers of Other Languages) and text book publishers. Such workshops explore topics such as ESL pedagogy and its implementation in the classroom, EL Civics, on-line /hybrid classes as a mode of instruction, and adoption of textbooks into existing curricula.

Other professional organizations offer professional development opportunities. Indeed, both the statewide Academic Senate (ASCCC) and the Chief Information Officers (CCCCIO) have scheduled non-credit practitioners and administrators to provide workshops on developing non-credit curriculum at their annual conferences. Other professional organizations that may be able to provide professional development to faculty from both institutions include:

- California Community College Association for Occupational Education (CCCAOE)
- Association of Continuing and Community Education (ACCE)
- California Association of Community College Registrars and Admissions Officers (CACCRAO)

- California Association for Postsecondary Education and Disability (CAPED)

- Association of California Community College Administrators (ACCCA)

- Community College League of California (CCLC)

Table 6.1   Current Professional Development

In the table below, identify current, effective professional development strategies carried out by consortium members that could be adapted for consortium-wide use.

TOPIC (Consortium Member(s))	Professional Development Strategy	Program Area(s) Addressed	Estimated Cost to Implement Consortium Wide
Common Core Standards (AEC)	Transitioning to Common Core Standards- all faculty training	HS Diploma lab: GED prep	$50/hr x 10 faculty = $500
Curriculum (SMC)	Curriculum Revision (every 2 years)	ESL and EL CIVICS	0 for faculty
TESOL (AEC)	Drama and PYFC – Teaching Communication through Drama	ESL	0
TESOL (SMC) GED (AEC)	Attendance at Regional and National Conferences	ESL, EL CIVICS	$200 x 9 faculty for Regional = $1800 $2000 x 5 faculty for National =$10,000
	GED Statewide Annual Conference	Elem/Basic Skills (Diploma completion)-GED	$370 x 2 staff = $740
Assessment (SMC and AEC)	CASAS Implementation, Accountability Training, TOPSpro Enterprise – lead Adult Education staff/faculty CASAS Summer Institute (SMC – ESL/EL CIVICS)	ABE, ASE, ESL, EL CIVICS	0 for WIA Grantees
Technology (AEC)	One-on-one peer mentoring and/or online webinars	Technology – all programs	0

TOPIC (Consortium Member(s))	Professional Development Strategy	Program Area(s) Addressed	Estimated Cost to Implement Consortium Wide
Technology (SMC)	Workshops and webinars (eCompanion, GoogleDocs, Prezi, etc.)	ESL, EL CIVICS	0
Admin Administration Meetings (AEC)	Bi-monthly Meetings	Program Admin, Curriculum, Prof Learning Comma, Board Policies, District Academic goals	0
CALPRO (AEC and SMC) WIA Title II (SMC and AEC) OTAN (AEC and SMC)	Webinars – contextualized instruction strategies; post-secondary transition	ESL, EL CIVICS, workforce skills	0 for WIA grantees
	Annual Grantee Conference	Program Administration and/or lead faculty	$156 x 2 = $312 (AEC) $500 x 2 = $1000 (SMC)
	Technology Integration PD – webinars	EL CIVICS (AEC) ESL, EL CIVICS (SMC)	0 for WIA grantees
Common Core Standards (AEC)	Transitioning to Common Core Standards- all faculty training	HS Diploma lab: GED prep	$50/hr x 10 faculty = $500
Curriculum (SMC)	Curriculum Revision (every 2 years)	ESL and EL CIVICS	0 for faculty
GED Test Administration (AEC)	On-line	GED Preparation	0 x 2 staff members
ASAP – Attendance Software Applications (AEC)	Webinar	ALL	$25 x 1 staff member

TOPIC (Consortium Member(s))	Professional Development Strategy	Program Area(s) Addressed	Estimated Cost to Implement Consortium Wide
Miscellaneous topics (pedagogy, distance ed, recommended practices, classroom management, institutional strategic planning initiatives, SLO assessment, planning, etc.) (SMC)	Institutional Opening Day workshops and Flex Day presentations	All (specific to department and/or district-wide applicability)	0 for faculty

Table 6.2   Collaborative Professional Development Plan

The table below summarizes the professional development topics the consortium considers priorities for _collaborative_ professional development.

Topic	Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency)	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Classroom Management and Discipline	Participants: faculty, advisors, administrators Mentoring of faculty/instructors between institutions: ongoing throughout the year. Brown-bag lunches to discuss strategies: monthly Workshops: once/semester	ALL	$0
Acceleration	Participants: faculty, advisors, administrators Strategies for course/program acceleration, curriculum revision/development – CALPRO/OTAN PD resources (2x/yr)	ALL that are determined appropriate for compression	$0 for WIA grantees

Topic	Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency)	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Use of Technology in the classroom	Participants: faculty and administrators OTAN and other WIA-sponsored training (1 – 2x per yr) Flex day workshops (2x per year) CAPED conference (and conferences sponsored by other professional organizations) (1/yr) Guest speakers (come to the Consortium) (2x/yr) Visit other programs (1/yr)	ALL	OTAN, etc.: 0 for WIA grantees Flex Day: 0 CAPED: $1000/per participant Guest speakers: $500/per Visits: $50 - $1000 depending on travel costs
Development of online curriculum	Participants: Faculty and administrators Special topics could include: • Ensuring accessibility and compliance with 504/508 requirements (• Using LMS efficiently • Ensuring online systems address needs of adult learners Delivery mode: in-service workshops (1/yr), specialized conferences (1/yr)	ALL	In-service training with experts from College: $0 Outside organizations: $500 - $2000 depending on whether travel or honorarium is involved.

Topic	Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency)	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Curriculum Development: recommended practices; new requirements for approval	Participants: faculty, advisors, administrators Attendance at CIO/ASCCC functions (1x per year) Attendance at ACCE conferences In-house sessions (2x per year)	ALL	$100 - $1500 pp, depending on location and conference format In-service: $0 (unless charging for time outside of classroom)
Program Improvement	Participants: faculty, advisors, administrators SLO development, assessment and use of findings to improve programs. (2x per year)	ALL	$0 - $500 depending on method of training used (guest speakers versus in-service events)
Online Enrollment Management Systems	Participants: faculty and administrators In-service sessions with guest experts	ALL	$0
Serving Veterans and other special populations	Participants: faculty, advisors, administrators Attendance at CCCCO Veterans' Summit Conference;	ALL	$500 x 6 faculty= $3000/yr

Topic	Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency)	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Special topics for serving students with disabilities	Participants: faculty, advisors, administrators In-service workshops with College 504/508 compliance officers. (1/year) Topics could include: • Special topics for serving students with disabilities • Legal aspects of captioning classroom materials • Other ADA 504-508 Compliance Issues	ALL	$0
Student Support	Participants: faculty, advisors, administrators Instructor collaboration with student support services (2x/yr) Flex day workshops (2x per year) Departmental meetings (monthly) In-service workshops (2x per year)	ALL	$0
Instructor/Management Competency Self-Assessments	Participants: faculty, advisors, administrators Provides instructors and administrators with an individual PD plan so they know where to focus time and learning. Can help plan for consortium-wide PD	ALL	$0
Technology in the Classroom	Participants: faculty Technology integration/training (OTAN); Evidence-based writing instruction ASE/ABE/ESL, postsecondary transitions, managing the multilevel ESL classroom (CALPRO) (2x/yr)	ALL	$0 for WIA grantees

Topic	Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency)	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Distance Ed course development and best practices	Participants: faculty Online teaching academy; online workshops and webinars (OTAN or other technical assistance provider)	ESL and EL CIVICS	$0 for WIA grantees
Transitioning from Adult Education to Postsecondary Education	Participants: faculty, advisors, administrators In-service workshops with credit faculty and student services staff (3x/yr)	ALL	$0
Integrated and contextualized workforce skills	Participants: faculty and administrators Collaboration with short-term CTE program faculty, internship/career coordinators	ABE/ASE/ESL	$1500 per year (attendance at CCCAOE conference)
Special topics, programs for Immigrants	Participants: faculty and counselors A series of brownbag sessions or guest lectures on topics such as Intercultural Sensitivity, language acquisition (quarterly) Attendance at TESOL/CTESOL conferences (1/yr)	ESL	Conferences: $500 - $1500 pp
Special topics: ABE/ASE	Participants: faculty Topics might include in-service workshops on GED developments, individualized instruction to accelerate learning, use of computer aided instruction, "post" basic skills pathways.	ABE/ASE	In-Service $0 Guest lectures: $250 - $1000 Conferences: $100 - $1500 pp

Topic	Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency)	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Special topics, programs for individuals with disabilities	Participants: faculty and counselors Special topics could include accommodations, when and how to provide them, legal aspects of ADA compliance, ability to benefit, and high tech center resources.	DSPS	In-service: $0
Special topics, Short Term CTE programs and Apprentice programs	Participants: faculty and counselors Topics could include information on high demand employment areas, employment of individuals with special needs in the workplace, apprenticeship requirements and structures.	S/T CTE and programs for apprentices	$500 - $1000 per event depending on honoraria

Regional Comprehensive Plan Objective #7: Plans to leverage existing regional structures, including, but not limited to, local workforce investment areas.

Describe how the consortium will leverage existing assets or structures to benefit the adult learners in the region. These assets or structures might include, for example, contributions from or collaborations with local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, and county libraries.

For example, a consortium might include in its plan to offer classes, taught by one of the member districts, at a local Workforce Development Center which is easily accessible by members of the community. Another consortium might opt to work with the industries in its region to develop a career transition program focused on helping students with disabilities gain the necessary skills to enter the workforce.

Identify existing regional structures and their resources. These might include but are not limited to:

- WIBs
- Chamber of Commerce
- County Libraries
- County Office of Education
- Industry Employer Groups
- Literacy Coalitions
- Economic Development Regions
- County Social Services - CalWorks
- Employment Development Department (EDD)

Identify current engagement strategies and describe how these strategies leverage regional structures.

- Outreach by regional consortia to existing regional structures
- Utilization of existing regional resources
- Positioning of the regional consortium to be responsive to economic needs
- Positioning of the consortium to be stronger and more effective

The Adult Education Center shares a campus with the district's continuation high school (Olympic High), Independent Study Program, Off Campus Learning Center, and a two-classroom preschool (Pine Street Preschool). This site maximizes use of the facility with daytime programs for Pre K-12 students and use by the Adult Education Center in the evening. Ample free parking and ramps are available which provides easy access for able bodied as well as disabled students. Citizenship classes are provided on the campus of Santa Monica High School on Saturday mornings. The school is centrally located with easy access to public transportation. The Santa Monica Big Blue Bus has two major lines with bus stops at two corners of the school's intersection.

The AEC reaches out to the community through the school district's eleven elementary schools, three middle schools, three high schools, and fifteen preschool sites. This

draws in a broad spectrum of students (parents; those locally employed; residents of Santa Monica, Malibu, and surrounding cities; concurrent high school students; etc.) to the center's class offerings, which include: beginning through advanced levels of English as a Second Language (ESL), General Education Development Test (GED) preparation and/or testing, Fundamental Skills Center, Math Learning Center, High School Learning Center, and Citizenship classes. The AEC works closely with the continuation and comprehensive high schools to concurrently enroll students who have failed high school classes and need to retake a failed high school class or move to an Adult Education Center high school diploma or GED pathway. As a school offering evening classes, we are able to compliment the schedules of adult schools in surrounding communities that offer daytime course offerings.

The AEC has the opportunity to offer ABE, ESL, and GED preparation classes through-out the SMMUSD in coordination with the various school site principals and school community liaisons for their parent populations. A survey may be conducted of parents and staff to find the schools most in need and the educational goals of these parents/community members. Most sites have a community/meeting room that can be used as an adult classroom for instruction. Parking is a consideration in determining the time offering of course offerings at SMMUSD school sites.

The AEC has considered working with the Santa Monica Chamber of Commerce in the development of ABE, ESL, and GED preparation classes for workers in the hotel and restaurant industry, to be held at one of the hotel locations in the city.

The Consortium members (the SMMUSD AEC and the College) have focused planning efforts on identifying the current programs and needs of the community. In January 2015, the Consortium elected two members (one from SMC and one from AEC) to lead a Community Partners focus group. The members will look outside of its membership to identify the community partners whose contributions to the Consortium's efforts would strengthen and enhance the adult education programs for the region. This will help to

organize an Advisory Board, opportunities for collaboration as well as building a referral resource for faculty and counselors at both institutions.

Leveraging of resources sounds like a fairly straightforward effort, but the reality is that it takes an enormous amount of time and energy and ability to coordinate with entities that have their own unique missions and goals, not to mention demands on their time and resources from multiple sources. For example, the local WIBs and County entities will no doubt be peppered with requests from the neighboring consortia. To make this section of the plan a reality will take the concerted effort of a Consortium-wide coordinator who can reach out to partners and secure their support, as well as coordinate the establishment of an advisory board for the Consortium's efforts. Thus, the timelines below are predicated on funding being secured for a coordinator and the position being filled by fall 2016.

In the interim, the Consortium members have identified the need to establish an advisory board comprising representatives from external organizations. These organizations will also form the framework for future leveraging of resources. The expansion of the consortium partners include entities such as Los Angeles and South Bay Workforce Investment Boards, Chamber of Commerce, City and County Libraries, County Office of Education, Industry Employer Groups, County Social Services – CalWorks, Employment Development Department (EDD).

In short, it is imperative to solicit input on programming by creating and continuing ongoing needs assessment survey of student populations, academic outcomes/targets/goals and industry partners. These surveys will initially serve as a baseline of program services and program success. Continued areas to address are revealed as survey data is compiled and analyzed.

Table 7.1 Leverage of Existing Regional Structures from Partners (expand table as necessary)					
Partner Institution Supporting Regional Consortium	**Program area to be addressed (1-5)**	**Tasks/Activities Needed to Implement Support of the Program**	**Member Counterpart(s) ***	**Partner Contribution****	**Timeline**
Advisory Boards	All	Send invitations to local entities Schedule meetings Conduct Meetings Document findings, action items	AEC SMC	In kind	Once per semester beginning in Spring 2015
Los Angeles and South Bay Workforce Investment Boards	All	Develop sector-based training programs Leverage public sector hiring and contracting Create jobs through economic development activities Move incumbent workers into living wage jobs Connect young adults to jobs Skill assessment for students Job search and placement assistance	AEC SMC	In kind	Ongoing beginning in Fall 2015
Chamber of Commerce	All	Support to advisory board Connections to employers	AEC SMC	In kind	Ongoing, beginning in Fall 2015
City and County Libraries	All	Classroom space Outreach Referrals	AEC SMC	In kind	Quarterly meetings, beginning in Fall 2015

Table 7.1 Leverage of Existing Regional Structures from Partners (expand table as necessary)					
Partner Institution Supporting Regional Consortium	**Program area to be addressed (1-5)**	**Tasks/Activities Needed to Implement Support of the Program**	**Member Counterpart(s) ***	**Partner Contribution****	**Timeline**
County Office of Education	All	In-service training Guest speakers Referrals to other agencies	AEC SMC	In kind	Fall 2015
Industry Employer Groups	All	Curriculum Advising Job readiness standards Guest lecturers/speakers Professional Development for faculty Career advisement Internships for students	AEC SMC	In kind	Fall 2015
County Social Services - CalWorks	All	Childcare referrals Social Service Referrals	AEC SMC	In kind	Fall 2015
City of Santa Monica	All	Internships, job placement/readiness	AEC / SMC	In kind	Fall 2015
Employment Development Department (EDD)	All	Research into potential S/T CTE programs and Apprentice programs	AEC SMC	In kind	Fall 2015

* Indicate the consortium member(s) who will be the users of the contribution.

** Partner Contributions may be in the form of cash, in-kind (i.e., facilities, staff time, etc.), or a combination of both. Please note: matching contributions are not required for a consortium's partners or members. The purpose of this table is to identify the contributions that partners may make to the efforts of a consortium toward coordinating the Adult Education programs to be offered by the consortium.