

Consortium Annual Plan

This Annual Plan Form has been partially auto-filled for your Consortium based on your AEBG Consortium Fiscal Administration Declaration (CFAD). **Some text is locked** (). Should you need to make changes to these sections, please contact the AEBG Office. Submissions are due by **August 15, 2016**.

Please Note: Please use bullet-point lists where appropriate for clarity and concision and spell out acronyms that may not be readily understood by most readers.

Section 1: Consortium Administration

Consortium Grant Number	Consortium Name
15-328-56	56 Santa Monica

Primary Contact(s)

The table below lists the current Primary Contact(s) for your Consortium. Each may identify up to **two**. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. All changes are saved automatically.

Name	Title	Phone	Email
Edeburn, Ellen	Director of Secondary Curriculum and Instruction	(310) 450-8338	eedeburn@smmusd.org
Carter, Dione	Dean, Noncredit and External Programs	(310) 434-4858	carter_dione@smc.edu

Funding Channel

The consortium has chosen direct funding

Fiscal Contact

The table below lists the current Fiscal Contact for your Consortium. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. All changes are saved automatically. To add or remove a Member Representative, click **Add / Remove Member Representatives**.

Name	Title	Phone	Email
Carter, Dione	Dean, Noncredit and External Programs	(310) 434-4858	carter_dione@smc.edu

Member Representation

The table below lists the current Membership for your Consortium. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. To **add** or **remove** a Member Representative, click **Add / Remove Member Representatives**.

Name	Member Agency	Phone	Email	Approved
Edeburn, Ellen	Santa Monica-Malibu Unified School District	(310) 450-8338	eedeburn@smmusd.org	07/01/2015
Carter, Dione	Santa Monica Community College District	(310) 434-4858	carter_dione@smc.edu	03/07/2016

Governance Plan

Your Governance Plan defines the policies and procedures that guide decision-making and operations for your Consortium. Your Consortium's current Governance Plan may be found below.

Has your Consortium changed how it manages operations since submitting the plan above? (Select Yes or No)

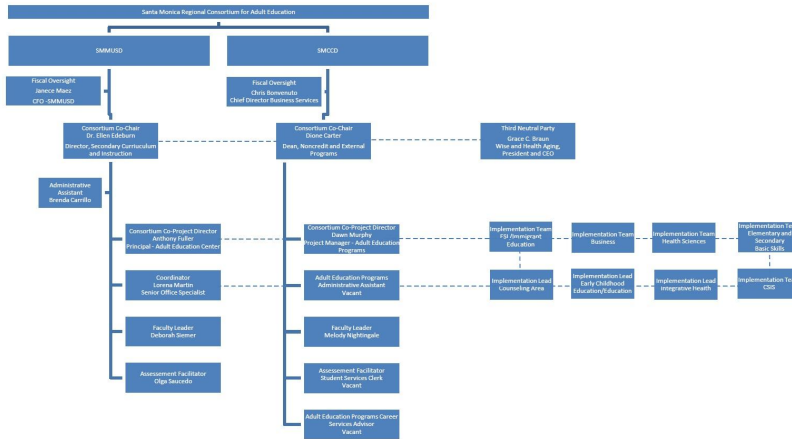
- Yes
 No

If you have changes to your Governance Plan Template, please complete a new Governance Plan Template and upload it below for submission with your Annual Plan.

 [Download Governance Plan Template](#)

Organizational Chart

In your 2016 – 17 CFAD, you were asked to submit an Organizational Chart. Your Consortium’s current Organizational Chart may be found below.



Do you have changes to your Organizational Chart? (Select Yes or No)

- Yes
- No

If there have been changes from what was submitted with your CFAD, please upload a new Organizational Chart below for submission with your Annual Plan. Organizational Charts must be in .jpg format.

[orgchart2016_2017.jpg](#)

Fiscal Management

In your CFAD you answered the following questions: 1) How will the consortium be fiscally managing your block grant in 2016 - 17? 2) How are you rolling up grant expenditures report to the State? Your response is included below for reference.

Consortium Member Oversight of individual budget and expenditure

Each member of the Consortium has designated personnel who will provide budgetary planning and expenditure oversight. SMMUSD provides this planning and oversight primarily through the collaboration between the SMMUSD Co-Project Director, Principal of the Adult School, and the SMMUSD Co-Chair, along with the oversight of the SMMUSD Fiscal Director, and the District's Fiscal Department. SMC provides this planning and oversight through coordination between the SMC Co-Chair, SMC Co-Project Director and fiscal services at the college represented by an accountant specializing in restricted funds accounting. Both member Co-Chairs and the Co-Project Directors work closely with Fiscal Services at their member organizations and with Implementation Teams in order to provide narrative project progress monitoring and fiscal expenditure oversight. Expenditures are cataloged through the respective member fiscal services offices and the respective Co-Chairs and Co-Project Directors verify accuracy while also monitoring budget conformity vs. shortfalls/overruns.

Monthly Consortium Meeting Fiscal Reports

Fiscal and/or budget reporting will be included at each governing board meeting. The Consortium members will report the use of funds in a single report, however, delineating individual member expenditure in separate tables within that report for the governing board's edification. Certification of expenditures will be made using the single report signed by the Co-Chairs, certifying their own member organization's expenditures.

Rollup

Monthly reporting described above will be used in the roll up process. Monthly Expenditures will be reported and certified through governing board meetings. These expenditures will be compiled jointly with the use of a data form made available to both member organizations. The monthly reporting as well as the compiled totals will be made available to the Fiscal Coordinator on a monthly basis.

Does your Consortium have updates or changes to its approach to Fiscal Management to report? If so, click Yes and enter them in the textbox below. Otherwise, click No.

- Yes
 No

Consortium Allocation Schedule

In your CFAD, you submitted your Allocation Schedule for 2016-17. **This item is locked.** It is included here for reference only.

Member Name	Total Allocation
🔒 Santa Monica-Malibu Unified School District	\$690,655
🔒 Santa Monica Community College District	\$386,508
Total	\$1,077,163

Section 2: Plan Summary for Program Year 2016-17

The AEBG effort focuses on the purpose described in AB86: "... to rethink and redesign an educational system that creates seamless transitions for students across adult schools and community colleges to accelerate academic and career success in order to earn a living wage." Your AB104 Adult Education Block Grant Three-Year Plan Update summarizes what your Consortium's vision and goals are for your regional Adult Education system. The Annual Plans focus on what will be done to make progress toward that vision each year.

Executive Summary

Please provide an Executive Summary of your Consortium's implementation plan for the 2016 – 17 Program Year. In your summary, please be sure to provide a clear and concise description of your Consortium's vision, accomplishments made during the prior Program Year, and its primary goals for the the upcoming Program Year.

The Santa Monica Regional Consortium (SMRC) for Adult Education strives to enhance academic and career pathways for adult learners in the Santa Monica-Malibu region. The SMRC dedicated year 2015-16 to grow academic course offerings and its capacity to implement a full and robust, seamless regional adult education system. The SMRC enhanced and expanded existing adult education programming through the addition of targeted services, increased course offerings, and the development of new SMC noncredit courses. This resulted in the development and enhancement of existing elementary and secondary basic skills services, including high school diploma, high school equivalency, and English as a Second Language/Immigrant education. In addition, SMC faculty, with input from SMMUSD faculty, explored short-term vocational and/or workforce preparation CTE pathways, including curriculum development in integrative health, business, kinesiology, early childhood education, and computer science information systems. Year 2016-17 funds will be allocated to continue development of courses and the implementation (actual instruction) of short-term vocational and/or workforce preparation noncredit CTE courses once approved locally and at the State-level. These courses will be offered to students starting winter and/or spring 2017.

Stakeholder Engagement

In the table below, please list your Consortium's Partner Agencies. These may include, but are not limited to, state, county workforce and / or educational agencies, community based organizations, corrections, advocacy and / or special interest groups, proprietary schools, charter schools, among others. Values may be entered directly into the table below. All changes are saved automatically.

Partner Name	Partner Type	Core Services
Chrysalis	Nonprofit	Support for homeless and low income adult learners for gainful employment.
Los Angeles County Workforce Development Board	WIOA	SMC signed a MOU late spring 2016 to begin a partnership to provide adult education courses/services in a designated region(s).
Santa Monica Public Library	Public partner	GED test preparation and implementation for adult learners.
SMC CTE Committee	Education	The SMRC SMC Co-Chair and faculty implementation leads attend the SMC CTE Committee. This committee supports SMRC objectives/activities by providing industry trends and needs in various CTE areas.
Various industry contacts	Consultants	Various consultants to advise the SMRC faculty leads on labor market trends and needs.

Briefly describe a promising practice that has emerged as a result of your collaboration with one or more of the partners identified above.

The SMRC partnership with the Santa Monica Public Library resulted in SMMUSD/Adult Education Center adult learners being more academically prepared for and successfully passing the GED examination, which increased college and career readiness. The SMRC collaborated with various industry contacts to recruit local business/industry consultants. This resulted in newly developed SMC short-term vocational and/or workforce preparation noncredit CTE courses (e.g., integrative health and kinesiology). In year 2016-17, the SMRC will meet formally with partners once or twice a year to dialog in an effort to grow professional relationships and pathways for adult learners. Partners will identify

knowledge, skills, and abilities needed in today's 21st Century workplace. The SMRC SMC Co-Chair and faculty implementation leads will continue to attend SMC CTE Committee meetings to gather information on industry trends and needs.

Levels and Types of Services

Please provide a description of your Consortium's success expanding levels and types of programs within your region, as well as key challenges faced and / or overcome during the 2015 – 16 Program Year.

Year 2015-16 resulted in strong articulation between SMC and the SMMUSD. This committed partnership enabled the SMRC to deepen its understanding of academic and workforce gaps, which resulted in strengthening alignment between the two consortium members. Examples of success include: increased GED test preparation and completion (pass rate) at the SMMUSD/Adult Education Center; and, the planning for and development of short-term vocational and/or workforce preparation noncredit CTE courses in addition to high beginner and low advanced ESL course offerings at SMC.

In year 2015-16, the SMRC recognized the uniqueness of the consortium and its surrounding community. For example, there is a disconnect between industry needs, expectations, and under-resourced adult learners in Santa Monica-Malibu. In essence, the skills of our adult learners are disproportioned with employers' needs.

Regional Needs

Please provide a description of your Consortium's success providing training and educational services to address the needs of adult learners within your region. Please also identify key challenges faced and / or overcome during the 2015 – 16 Program Year. Please also include descriptions of changes in the needs of your region, as appropriate.

In year 2015-16, the SMRC made a commitment to enhance the knowledge and abilities of SMC and SMMUSD faculty, administrators, and staff by providing opportunities for personal and professional growth in relationship to the needs of adult learners in the region. Professional development opportunities included: the AEBG Summit- networked and received technical assistance, learned about best practices; CASAS- assessments, bridges to citizenship, English literacy SMRC faculty participated in professional development that included the use of CASAS assessments, reports, bridges to citizenship, English literacy and civic education; TESOL; CCAE; CalPro-PLC Institute; CWA; CASAS Summer Institute, CCCAOE, etc. SMC also educated credit department chairs and faculty on adult education and noncredit.

In year 2015-16, the primary challenges the SMRC encountered were: the need for dedicated, local/interval SMRC-AEBG technical and research support; the disconnect between employers, industry expectations and needs in relationship to adult learners, particularly, in a high-SES region; in addition to turnover in temporary and permanent administrative staff at SMC (i.e., new Dean of Noncredit and External Programs/SMRC Co-Chair and a new Interim Program Manager of Adult Education Programs/SMRC Co-Project Director at SMC effective March 2016 and July 2016, and the fear/concern of both consortium members' fiscal offices and administration in recruiting permanent/regular classified staff and management positions funded by the AEBG.

Section 3: Consortium Expenditures by Program Area and Objective –

Reflecting on what you submitted in your 2015 – 16 Annual Plan, as well as your 2015 – 16 expenditures by Program Area and Objective, estimate the funding that will go to support these efforts in the 2016 – 17 Program Year. Data collected include 2015 – 16 MOE and Consortium Allocations (Budgeted and Spent) by Program Area, Objective, and Object Code, as well as Planned Expenditures by funding source for the 2016 – 17 Program Year, as shown in the tables below.

2015 - 16 Expenditures								2016 - 17 Planned Expenditures							
Program Areas	Budgeted			Spent			+/-	AEBG	WIOA	Adult Perkins	Ca/Works	LCFF	CCD Apportionment	Incarcerated Adults	Total
	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total									
3.1a Adult education (ABE, ASE, Basic Skills)	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1b English as a second language	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1c Pre-apprenticeship training	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1d Career and technical training	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1e Adults training to support child school success	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1f Older adults in the workforce	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1g Services to adults with disabilities	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Objectives	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	+/-	AEBG	WIOA	Adult Perkins	Ca/Works	LCFF	CCD Apportionment	Incarcerated Adults	Total
5.1a Obj. 3: Seamless Transition	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5.1b Obj. 4: Gaps in Services	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5.1c Obj. 5: Accelerated Learning	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5.1d Obj. 6: Professional Development	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5.1e Obj. 7: Leveraging Structures	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Object Code	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	+/-								
1000 Instructional Salaries	\$0	\$0	\$0	\$0	\$0	\$0	-								
2000 Noninstructional Salaries	\$0	\$0	\$0	\$0	\$0	\$0	-								
3000 Employee Benefits	\$0	\$0	\$0	\$0	\$0	\$0	-								
4000 Supplies and Materials	\$0	\$0	\$0	\$0	\$0	\$0	-								
5000 Other Operating Expenses	\$0	\$0	\$0	\$0	\$0	\$0	-								
6000 Capital Outlay	\$0	\$0	\$0	\$0	\$0	\$0	-								
7000 Other Outgo	\$0	\$0	\$0	\$0	\$0	\$0	-								
Indirect / Administration	\$0	\$0	\$0	\$0	\$0	\$0	-								
Total	\$0	\$0	\$0	\$0	\$0	\$0	-								

Key
 ▼ = Under
 ▲ = Over

Expenditures data must be submitted for each participating Member agency as a single comma-separated values (.csv) file for each Consortium. To help ensure the consistency and accuracy of data collected, as well as minimize the administrative burden on Consortium Members, the AEBG Office has developed tools to support collection and reporting of Consortium expenditures data. These include a Member Expenditures Form that Consortia may use to collect data from Member agencies, and a Consortium Expenditures Workbook with built-in automations to import and export Member / Consortium data with the click of a button. Instructions for use of these tools, as well as a sample workflow document and export file may be found in Consortium Expenditures Workbook.

While it is not required that Consortia use these tools, expenditures data must be submitted in the format produced by the Consortium Expenditures Workbook. Consortia using other tools to produce this report are strongly encouraged to reach out to the AEBG Office to ensure their files meet the specifications of the AEBG Office prior to submission. Once you have prepared your Consortium Expenditures file, upload it here for submission with your 2016 – 17 Annual Plan.

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Section 4: Consortium Action Plan Review and Update

Regional Assessment Plan Updates

Provide a description of your AEBG Regional Assessment Plan, i.e., how students will be appraised, placed, assessed, etc. into the regional adult system as they progress, and as they move among the various schools.

The SMMUSD Adult Education Center is a WIOA grant participant. The AEC will continue to use CASAS tests (paper and pencil) for appraisal, placement, and assessment of all adult students. SMC's Noncredit/Adult Education Programs is a WIOA-AEFLA grant participant utilizing CASAS tests (paper and pencil) and eventually piloting as well as possibly implementing eCASAS (electronic testing) for appraisal, suggested placement, and post testing of all Noncredit ESL students. The SMMUSD AEC uses Administrative Software Applications Program (ASAP) software for attendance collection and reporting purposes. ASAP gives the AEC the ability to export student demographic data and attendance data into CASAS TOPSpro to assist in better tracking of adult students. The SMC Noncredit/Adult Education Programs use a homegrown database system, ISIS, to capture, track, and report student demographics and logging positive attendance. The data is then transferred and/or mapped into the TOPSpro online database. Program personnel can query and analyze aggregated data through the TOPSpro online system. Once short-term and/or workforce preparation noncredit CTE courses are approved at the SMC local-level and then by the State Chancellor's Office, students may complete the SMC Placement Test. More planning to occur in year 2016-17 as SMC noncredit CTE courses are developed and ready to implement. Reference the "Student Data Tracking" section for systems used for student data tracking.

What tools and vendors will you be using for these activities? Responses may be entered directly into the table below. All changes are saved automatically.

Name	Vendor	Core Services
GED Preparation and Testing Software	Pearson	Assessment, evaluation, advising, and placement.
Noncredit ESL (SMC) Assessment	CASAS	Assessment, evaluation, advising, and placement.
Pilot of Noncredit ESL (SMC) Assessment	CASAS	Assessment, evaluation, advising, and placement.

Student Data Tracking

Describe how you will track student enrollment, demographics, and performance. What system(s) will you be using? How will you collect the data from the student / classroom level? How will this system enable you to meet the targeted program outcomes?

CASAS is used to appraise, place, and assess adult learners enrolled in the SMMUSD Adult Education Center GED, adult high school diploma program, and credit recovery. CASAS is also utilized for the same purposes in SMC noncredit ESL. SMC also utilizes a homegrown database system, ISIS, to capture, track, and report student demographics and logging positive attendance. Student data is then transferred and/or mapped into the TOSpro online database. Staff can then query and analyze aggregated data through the TOPSpro online system. The SMMUSD Adult Education Center utilizes ASAP software for attendance collection and reporting purposes. ASAP provides the AED the ability to export student demographic data and attendance data into TOPSpro to assist in improved tracking of adult learners. As new SMC noncredit courses are developed and offered in year 2016-17, the college placement test in addition to classroom assessments/evaluations and multiple measures by faculty will be utilized to monitor academic progress, persistence, and completion. In year 2016-17, SMRC members will continue to collaborate to identify seamless transitions from the SMMUSD Adult Education Center to SMC noncredit/adult education programs to SMC credit courses and/or to the workforce.

List the systems used for student data tracking. Responses may be entered directly into the table below. All changes are saved automatically.

Name	Vendor	Core Services
Administrative Software Attendance Program	ASAP	Student attendance and reporting.
CASAS	CASAS	Pre and post-testing of students.
CASAS Data Integrity Report	CASAS	Student demographic and student data reports.
CASAS TOPS-Pro	CASAS	Student demographic and student data reports.
Integrated Student Information System	SMC	SMC student, personnel, and fiscal database; a SMC homegrown application.

2015 – 16 Annual Plan Review and Update

Considering the activities proposed and / or implemented this year, please evaluate your Consortium's effectiveness meeting the following student outcomes identified in AB104:

- (A) Improved literacy skills
- (B) Completion of high school diplomas or their recognized equivalents
- (C) Completion of postsecondary certificates, degrees, or training programs
- (D) Placement into jobs
- (E) Improved wages

In your responses, please include a description of your progress toward implementation of your 15 - 16 strategies. Please also be sure to highlight key successes, challenges, and any new strategies proposed as a result of lessons learned during the 15 – 16 program year.

Objective 3: Integration and Seamless Transition

Activities and plans to align regional academic and career pathways leading to employment and student transition into postsecondary education and / or the workforce.

The SMRC dedicated year 2015-16 developing academic and career pathway strategies. This involved ongoing discussions between SMC and SMMUSD faculty; curriculum development and revisions; development of academic and career pathway information guidelines; and professional development to ensure faculty, staff, and administrators have updated student services and academic programs information. The SMRC also developed a pathway transition informational folder for SMMUSD adult students, counselors, and future students in the region to reference enrollment procedures, courses, and services offered. SMRC faculty began to develop curriculum for successful transitions from the SMMUSD-Adult Education Center

(AEC) to SMC noncredit/credit ESL and CTE programs for academic and workforce preparation. The noncredit courses explored in year 2015-16 will be implemented and offered to adult learners in year 2016-17. Therefore, as of August 2016, data is not available to demonstrate completion of postsecondary certificates, degrees, or training programs; placement into jobs; nor, improved wages. The SMRC will collect postsecondary completion and workforce data in fall 2016, winter 2017, and/or spring 2017.

Objective 3 Activities

Activities and plans to align regional academic and career pathways leading to employment and student transition into postsecondary education and / or the workforce.

Response: (200 words max.)

Activity	Outcomes Expected	Method of Assessing Impact
Noncredit to Credit Transition Course	Successful student enrollment (i.e., Noncredit ESL and SMMUSD/AEC students) in and completion of the noncredit to credit transition course.	Tracking enrollment of SMC noncredit students who transition/enroll in credit courses.
High School Diploma Student Graduate Pathway/Transition Seminar	SMMUSD/AEC students are informed about academic and workforce transitions.	Student sign-in/attendance and evaluations.
CASAS TOPSPRO Shared Data Tracking	Seamless collaboration of SMMUSD/AEC and SMC data and transition/referral services; use and ease of collective data; shared reporting, and collaboration.	Ongoing dialog and evaluation between SMMUSD and SMC.
DSPS Services and Resources for Noncredit Students	SMC noncredit students receive DSPS services and resources at their class(es) location (i.e., SMC Bundy Campus, Emeritus College/Older Adults Program).	SMC DSPS advisor/counselor/specialist and student evaluations/feedback; number of services (i.e., accommodations, LD assessments, etc.) offered to and accepted by students; increased academic course completion.

Objective 4: Gaps in Services

Activities and plans to address gaps in programs and services within your region.

The SMRC dedicated year 2015-16 to identifying industry and academic gaps in the region. The SMRC developed an educational plan for SMC noncredit students. Students enrolled at the Adult Education Center/SMMUSD were surveyed on their academic and career goals. Additional SMC noncredit ESL classes were added to meet the needs of adult learners. The SMRC implementation teams planned for the development of noncredit short-term and/or workforce preparation CTE courses by consulting with local businesses/industries that are in high demand. In addition, a SMC noncredit counselor provided career advising/workshops to noncredit ESL students.

Objective 4 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Outcomes Expected	Method of Assessing Impact
Re-establishment of Two Levels of ESL Classes, "Beginning-High" and "Academic English"	SMMUSD/AEC faculty hired for the "Beginning-High" and "Academic English" classes; AEC student enrollment in re-establishment of ESL classes.	Increased enrollment, completion, and transition to high school diploma/GED, and SMC noncredit, and/or credit courses.
Employment and Career Services for Noncredit Students	Employment of a part-time career counselor/ apprenticeship coordinator or seek release time or a stipend for existing SMC counseling faculty; increased industry partnerships; established internship and job databases; employer presentations at noncredit student orientations/workshops; advisement on applying for and obtaining jobs, internships, externships, and apprenticeships.	Number of noncredit students registering with an employment resource; number of students obtaining internships, externships, and apprenticeships; number of students preparing for and attending SMC internship and career fairs; survey student need; obtain feedback from employers and faculty.
Academic and Professional Transition Services	Recruitment of a part-time transitions counselor to support seamless transition of SMMUSD/AEC ESL students to SMC noncredit and/or credit courses; shared student resources between SMC and SMMUSD; student participation in field trips (i.e., SMC tours, visiting SMC classes and Student Services, and participating in the SMC career fair and new student events); collaboration with SMC staff to conduct presentations at the SMMUSD/AEC on SMC noncredit and credit admission procedures and student services (i.e., financial aid).	Number of SMMUSD/AEC students enrolling in SMC noncredit and credit courses; student and presenter evaluations/feedback.
Increased Clerical Support for the Older Adults Programs/Services to Explore Student Interests/Needs and Potential Community Partners	Recruitment of SMC temporary administrative assistant II to support clerical needs for and growth of adult education/noncredit Older Adults programs/services related to AEBG legislation: (a) programs primarily related to entry or reentry into the workforce, and (b) programs designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school.	Increased clerical support to assist SMC Older Adults/Emeritus College Associate Dean with complex clerical duties pertaining to AEBG objectives/activities for Older Adults programs/services; survey of faculty interests and community needs in the two AEBG Older Adults categories; development of marketing materials; creation of an Older Adults database consisting of potential community partners and students related to the two AEBG Older Adults categories.
Institutional Effectiveness Research Support for SMC AEBG Member Planning, Assessment, and Reporting	Allocation of funds for SMC research/Institutional Effectiveness support to assist with AEBG SMC member planning, assessment, and reporting of student data and outcomes as required by the State Chancellor's Office/AEBG.	Efficient and accurate planning, assessment, and reporting of SMC AEBG activities and student outcomes.
Implementation of Noncredit CTE Courses	Offer new noncredit CTE classes to SMMUSD-AEC and SMC students for credit course and/or workforce preparation.	Student enrollment, completion, and transition into credit courses and/or the workforce; student and faculty evaluations/feedback.

Objective 5: Acceleration

Activities and plans to accelerate student progress toward academic and/or career goals.

The SMCR dedicated year 2015-16 to brainstorming appropriate policies, procedures and guidelines for noncredit/adult education enrollment, including how best to market future programs and manage enrollment, including waitlists. The SMMUSD documented a process for orientation, educational planning, and follow-up for at-risk ABE/ASE students. APEX and Aztec licenses were explored and will be implemented to accelerate student progress. AEC counseling hours were increased with an additional transitions counselor. A SMC career advisor was not hired; however, a noncredit counselor advised students individually, in small groups, and in noncredit classes on career pathways. Noncredit contextualized, CTE course outlines were developed with the goal of finalizing for local and state approval by fall 2016 or winter 2017.

Objective 5 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Outcomes Expected	Method of Assessing Impact
Noncredit Tutoring and/or Supplemental Instruction	Tutoring and/or supplemental instruction in designated noncredit ESL Integrated Skills levels; improved SMC noncredit ESL student gains on CASAS post-testing	CASAS post-test results; faculty evaluation of noncredit students' academic progress; improved literacy and mathematical abilities; student completion of noncredit ESL courses; student transition to other noncredit and/or credit courses.
Integrated Basic Education Skills Training (I-BEST) Instructional Model for Noncredit CTE and/or ESL Courses	SMC and SMMUSD I-BEST trained faculty and/or administrators; developed plan and identified courses/faculty.	Noncredit and credit faculty and administrator successful completion of I-BEST training; established plan to pilot the I-BEST instructional model in noncredit CTE and/or noncredit ESL courses starting fall 2017 and/or spring 2018.

Objective 6: Shared Professional Development

Activities and plans to implement collaborative professional development strategies designed to foster program alignment and support ongoing assessment and improvement of student outcomes.

The SMRC dedicated year 2015-16 to learning about and sharing adult education and noncredit to credit and/or career pathways best practices. The SMRC collaborated and shared best practices (i.e., new adult education and noncredit instructional models) acquired at professional development conferences/activities. The SMRC established and committed to a more timely process and submission of AEBG plans/activities, improved meeting productivity, and established effective and efficient reporting practices by creating a shared online database resource and e-mail group chat. The SMRC increased its network by joining adult education and noncredit listservs. The SMMUSD/AEC provided Google accounts to all faculty and staff. The SMMUSD/AEC discussed new ESL instructional approaches to level completion and create a more seamless transition to noncredit. Local professional development was provided to SMC and SMMUSD administrators, faculty, and staff to increase instructional practices and student services.

Objective 6 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Outcomes Expected	Method of Assessing Impact
College and Career Readiness Standards for Adult Learners	CCRS: diploma lab in all subjects, syllabi, textbooks; shared alignment, assessment, and improved student outcomes; joint webinar sessions (via LINC) on CCRS.	Student work reflects essential learning standards of CCRS, instructors are implementing CCRS through course completion and formative assessments; participant numbers in webinar series
SMRC for Adult Education Curriculum Advisory Committee/Work Group	Alignment between SMMUSD/AEC ESL compatible courses and updated curriculum reflecting CCRS; practicing the Professional Learning Community protocol and analyzing student learning; development of SMC noncredit courses/pathways; increased collaboration between SMC and SMMUSD/AEC faculty and administrators.	Approved adult education and noncredit courses; increased student transition between SMMUSD/AEC programs and course levels to SMC noncredit and/or credit courses; faculty evaluation/feedback; student exit evaluations/surveys; increased job placement and workforce preparation.
Enhancement of Classroom Technology	Faculty and student use of technology to increase digital literacy; improved digital literacy enables students to seamlessly transition into college and career pathways; technology used to evaluate and submit course activities.	Communication records; electronic portfolios; OTAN survey results; faculty and student evaluations/feedback; student enrollment and transition into SMC noncredit and/or credit courses.
Formalized SMC and SMMUSD/AEC Calendar of Resources/Services for All Special Populations	Participation in conferences/activities with a focus on adult learners and special populations; generate seamless academic and career transitions for special populations; participate in the statewide special populations conference/advisory committee; promote SMC and SMMUSD/AEC resources and services to adult learners and special populations via a formalized calendar.	Number of SMC and SMMUSD/AEC faculty, administrator, and staff attendees at conferences/activities for adult learners and special populations; exploration and implementation of new and/or enhanced courses and services; faculty, student, and administrator evaluation/feedback.
Professional Learning Community Protocol Training	Consortium faculty will use the PLC process to analyze student learning and use results to drive instruction.	CASAS reports, student achievement data, number of students transitioning from the SMMUSD/AEC to SMC noncredit and/or credit courses.

Objective 7: Leveraging Resources

Activities and plans to leverage resources to create or expand programs and services to adult learners in your region. Resources may include contributions from, or collaborations with, local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, county libraries, etc.

The SMRC dedicated year 2015-16 to identifying and establishing relationships with potential community, local business, and industry partners. A list of potential partners was established. Implementation teams worked closely to identify noncredit ESL and CTE courses that would benefit adult learners. SMC faculty consulted with local businesses to obtain feedback/guidance on noncredit curriculum development to meet with needs of the workforce. Course outlines of records were drafted and/or submitted with the goal of offering SMC noncredit CTE courses in fall 2016, winter 2017, and/or spring 2017. The SMRC SMC Co-Chair outreached to America's Job Center/WIOA in Marina del Rey to brainstorm a potential partnership. SMC also signed a MOU with the L.A. County Workforce Development Board in spring 2016 to establish adult education in designated regions with designated partners starting in year 2016-17.

Objective 7 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Partners	Partner Contributions	Outcomes Expected	Method of Assessing Impact
Apprenticeship Resource Guide and Annual Partners' Breakfast	To be identified.	Partner participation, brochures, and identified business/community/industry trends and needs.	Resources and network/industry collaborations are established; development of new/existing courses for workforce preparation and reentry.	New and enhanced industry partnerships; development of new/existing courses for workforce preparation and reentry; participant evaluations at the annual partners' breakfast.
Partner with Regional America's Job Center/JVS WorkSource, Marina del Rey	JVS WorkSource-America's Job Center	Facility for on-site/JVS basic skills instruction; recruitment of students/clients; instructional materials, i.e., books; computers for faculty/staff/student use; and, report-out of students/clients job placement and/or successful advancement.	Potential development and offering of on-site and/or off-site basic skills training for job preparation. Referral to the AEC High School Diploma Lab. Potential enrollment in a noncredit CTE pathway and/or credit program.	Faculty evaluation of students (pre and post testing, etc.). Surveys of employers and students. Job placement and/or promotion. Increased salary.
Partner with the SMMUSD-SMC Collaborative to Develop a Plan for Basic Skills Instruction and/or Resources for ESL Parents	Santa Monica-Malibu Educational Collaborative	Identify parents; community outreach; facility/classroom space.	Increased student success (i.e., attendance, graduation rates, transition college, etc.); English language acquisition of parents.	Increased student graduation rates; college enrollment; parent/guardian(s) English language acquisition (i.e., reading, writing, and speaking).

Section 5: Annual Plan Submission

As a condition of receiving AEBG funds, each Consortium must confirm they have read, understand, and agree to adhere to the measures put forth in the 2016 – 17 AEBG Program Assurances Document.

Certification (Required)

- I hereby certify that the Consortium operates in a manner consistent with all legislative mandates, Consortium, and Member requirements as set forth in the by the AEBG Office and the AEBG 2016 – 17 Program Assurances Document.
- I hereby certify a) the information contained in this report is true and accurate to the best of my knowledge, b) that this Annual Plan has been approved following established Consortium governance policies, and c) that I am an official representative of the Consortium authorized to submit this Annual Plan on its behalf.

Signature



- Click here to confirm that you are ready to submit your Annual Plan.