56 Santa Monica | Consortium 2017-18 Annual Plan

> **INSTRUCTIONS:** *The form below has been partially completed based on information provided from your prior year's Consortium Annual Plan. Please carefully review and update each section. You may save your progress by clicking the* **Save** *button at the bottom of the page. As you coordinate with your member agencies to complete your annual plan, you are encouraged refer to the planning materials provided by the AEBG office located on the AEBG website here:* [http://aebg.cccco.edu/For-AEBG-Grantees/Reporting-Tool-Kit (http://aebg.cccco.edu/For-AEBG-Grantees/Reporting-Tool-Kit)](http://aebg.cccco.edu/For-AEBG-Grantees/Reporting-Tool-Kit).
>
> *Click on the* **Section 1: Plans & Goals** *header to begin.*

Section 1: Plans & Goals   −

Executive Summary

Please provide an Executive Summary of your consortium's implementation plan for the 2017– 18 Program Year. In your summary, please include a narrative justifying how the planned allocations are consistent with your three-year adult education plan, a clear and concise description of your consortium's vision, accomplishments made during the prior Program Year, and primary goals for the upcoming Program Year. (Limit: 500 words)

The Santa Monica Regional Consortium for Adult Education (SMRC) is committed to assessing the academic and career needs of the region's adult learners. Given the increasing number of unemployed adults in California, the SMRC for Adult Education will close identified gaps by providing enhanced instruction in literacy, high school/high school equivalency completion, short-term vocational, and workforce preparation leading to entry-level or above employment and/or transition into college-level courses. The planned AEBG allocation is consistent with the SMRC for Adult Education Three-Year Plan as funds will be utilized to support curriculum development, digital literacy, technology, student support services (i.e., academic and career counseling), instruction, and professional development to fulfill SMRC for Adult Education activities in alignment with AEBG objectives. Thus, the SMRC for Adult Education seeks to become the regional hub for literacy, secondary education, and workforce preparation for adult learners. This vision is supported by year 2016-17 accomplishments, including but not limited to: Restructured the SMRC for Adult Education meetings by forming a work group for each objective representative of faculty, classified staff, and administrators; SMRC student pathways counseling folder implementation; Exploration of a SMC noncredit to credit counseling transition course; Signed contract for a shared data tracking and accountability system (CommunityPro); Completed technical plans to increase faculty and student digital literacy; Participation in Professional Learning Community training; Hosted SMRC's very first Community Partners' Event to establish linkages to industry and community partners; Finally received Santa Monica College local approval of noncredit short-term vocational and workforce preparation courses/certificates: Basic Computer Operations, Bicycle Maintenance, Business Essentials, Customer Service, Early Childhood Education Instructional Aide, Internet Safety, and Rehabilitative Therapy Aide; Exploration of a career advising and placement process utilizing a common SMMUSD Adult Education Center-Santa Monica College student educational plan; Outlined student outreach services for potential job placement; Increased ESL and high school equivalency test preparation; SMC faculty, classified staff, and administrators participated in various noncredit conferences, summits, and workshops to gain a knowledge of noncredit course, certificate, and student services pathways; AEC teachers, classified staff, and administrators participated in adult education conferences and trainings; SMC recruited a full-time, permanent track classified Administrative Assistant II to support AEBG objectives/activities in alignment with noncredit SSSP and WIOA objectives/activities; and AEC recruited its first part-time ESL counselor. Given the previously stated accomplishments, the SMRC for Adult Education primary goals for year 2017-18 include: (1) Utilize the CommunityPro web-based application to implement data tracking and sharing

between SMRC members, industry, and community partners. This involves identification of academic, student services, and workforce pathways from the AEC to SMC Noncredit, SMC Noncredit to Credit, SMC Noncredit to Workforce, SMC Credit to Workforce, and SMC Credit to a Four-Year College/University; (2) Offer noncredit short-term vocational and workforce preparation courses/certificates starting fall 2017, winter 2018, and/or spring 2018; and, (3) Continue to participate in professional development opportunities.

Meeting Regional Needs

What are the primary gaps / needs in your region? How are you meeting the adult education need and identifying the gaps or deficit in your region? Please provide the reasons for the gap between the need in the region and the types and levels of adult education services currently being offered.

Gaps in service / regional needs	How do you know? What resources did you use to identify these gaps?	How will you measure effectiveness / progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress.
Citizenship Preparation/Immigrant Rights	2016-17 SMMUSD WIOA EL Civics Survey; July 2017 review of SMC noncredit ESL citizenship course outline of record.	CASAS assessments, instruction, multiple measures/counseling, and U.S. citizenship attainment.
Career Services for Gainful Employment	2016-17 summer/fall ABE/ASE student survey and ESL student survey; student/counselor/faculty feedback/surveys; regional and statewide unemployment rates.	CASAS update, student completions, student referral rates, student employment (may be a challenge to measure "employment").
Student Transition Support Services	2016-17 summer/fall ESL student survey; SMC administrator, faculty, and classified staff monthly planning meetings; CA community colleges best practices.	CASAS update, number of student referrals from AEC to SMC noncredit and SMC noncredit to SMC credit; student completion of noncredit courses/certificates and transition into credit courses and/or the workforce.
Workforce Preparation Pathways	2016-17 summer/fall ABE/ASE student survey and ESL student survey; faculty and industry partner strategic conversations; spring 2017 SMRC for Adult Education Community Partners' Event; and spring 2017 SMC-SMRC for Adult Education Technical Resource Fair for Older Adults/Emeritus.	Registration, enrollment, and completion of noncredit ESL, short-term vocational, and/or workforce preparation courses/certificates; entry-level employment and/or promotion; transition from noncredit to credit CTE and/or other college programs; industry partner-student feedback/surveys; and, implementation of CommunityPro, the SMRC for Adult Education's employer/community resource/student referral web-based application.
Classified Administrative and Research Support Staff	Program assessments/review; student/classified staff/faculty/administrator feedback; current classified staff employees (limited, small staff); in addition to AEBG and WIOA objectives and data collection/reporting requirements.	Performance evaluations; participation in SMRC for Adult Education activities; marketing of courses and student support services; data collection, analysis, and reporting; completion of WIOA and SMRC for Adult Education AEBG objectives/activities.

GAPS IN SERVICE

For 2017-18, what strategies are planned to incrementally increase capacity in identified gap areas and / or help maintain established levels of service (Must list at least one)?

Identify strategies planned to incrementally increase capacity in identified gap areas as well as those that help maintain established levels of service. Plans will have identified programming and service gaps including lack of providers, services, access, attainment, and/or performance. 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.

Offer noncredit short-term vocational and workforce preparation courses/certificates starting fall 2017, winter 2018, and/or spring 2018; Recruit permanent part-time and full-time classified staff {i.e., Administrative Assistants (SMC and AEC), a Senior Office Assistant (AEC), and a Senior Research Analyst (SMC)} to better support the implementation and reporting of SMRC for Adult Education activities; Network with Los Angeles County AEBG consortia to share best practices; Plan for an increase of SMC noncredit student support services classified staff as more academic courses/certificates are developed and offered.

Update citizenship preparation course outlines to include immigration rights; Explore offering citizenship and/or other ESL classes at the local library; Consider offering additional evening class sections; Continue to fund professional development opportunities in alignment with literacy, high school/high school equivalency completion, workforce preparation, and technology.

Invite industry and community partners to present to AEC and SMC noncredit students; Establish clearly defined industry and community partnerships within the region, including but not limited to participation in the L.A. County Workforce Development Board MOU for Adult Education; Host a second annual SMRC for Adult Education Community Partners' Event in winter 2018 or spring 2018.

Conduct SMC tours for AEC and SMC noncredit students; Streamline alignment between SMRC for Adult Education and community/industry partners by implementing the CommunityPro web-based application and providing training for consortium members; Establish career counseling services and resources for SMC noncredit students.

Collaborate with the SMC CTE Committee to ensure that students transitioning from the AEC to SMC noncredit short-term vocational and workforce preparation programs are included in Strong Workforce planning discussions (i.e., access to the future job placement center); Identify new faculty to lead SMRC for Adult Education curriculum discussions, including alignment of AEC and SMC noncredit ESL curriculum as well as new noncredit course/certificate and transition pathways (i.e., consideration of noncredit DSPS and Older Adult courses).

Seamless Transitions

Explain how consortium members and partners are integrating existing programs and services and creating seamless transitions into post-secondary education or the workforce. Please also identify key challenges faced and / or overcome during the 2016–17 Program Year in your efforts to transition students.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
CASAS TOPSPro Shared Data Tracking	3 - Somewhat implemented	Statewide challenges with AEBG and CASAS reporting; Required training and ability for all key faculty/staff/administrators to complete required training.	Faculty/staff/administrator training on AEBG and CASAS/TopsPro objectives and requirements; Faculty review and alignment of AEC and SMC noncredit ESL courses.	Clear direction from the State on the upcoming AEBG and CASAS reporting process/ tools; Communication from the CCCCO-AEBG to potential AEBG Data and Accountability vendors (i.e., LiteracyPro) on reporting processes and tools, including AEBG metrics.
DSPS Services and Resources for Noncredit Students	4 - Mostly implemented	Limited SMC DSPS staff/faculty available to visit noncredit external sites once a week; however, SMC noncredit administrators and counselors collaborated with the SMC DSPS Director to conduct noncredit ESL student informational sessions on DSPS resources and services.	Exploration of noncredit DSPS courses, services, and resources for potential noncredit disabled students in addition to existing noncredit ESL and future noncredit short-term vocational and workforce preparation students.	CCCCO to include noncredit DSPS in CDCP (enhanced funding), particularly noncredit DSPS courses preparing students for the workforce.
High School Diploma Student Graduate Pathway/Transition Seminar	4 - Mostly implemented	SMC noncredit load factor local discussions/negotiations fall 2016 through spring 2017, which delayed planning for other new courses, including AEC high school to SMC noncredit transition.	The new SMRC for Adult Education Student Services Work Group met July/August 2017 to map out a student referral, enrollment, and registration process from the AEC to SMC noncredit; Partnership with the L.A. County Workforce Development Board (MOU for Adult Education); Update seminar as needed to meet the academic and transition needs of students.	CCCCO to equalize noncredit and credit faculty load; or, standardize the various load factors statewide for noncredit courses.
Noncredit to Credit Transition Course	3 - Somewhat implemented	SMC noncredit load factor local discussions/negotiations fall 2016 through spring 2017 which delayed planning for new noncredit courses/certificates.	The noncredit to credit transition course will be presented to the SMC Counseling Department in fall 2017. Once the course is supported by the Counseling Department, the course will move forward for SMC local approval then to the CCCCO for approval.	CCCCO to equalize noncredit and credit faculty load; or, standardize the various load factors statewide for noncredit; Develop a seamless and an expedited process for noncredit course/certificate approval at the CCCCO; Create a noncredit template for Course Outline of Records; Offer scholarships earmarked for noncredit short-term vocational and workforce preparation students seeking to transition into credit courses for certificate and/or degree completion.

For 2017-18, what NEW strategies are planned to Integrate existing programs and create seamless transitions into postsecondary education or the workforce (Must list at least one)?

How will the Consortium align and connect existing and future adult education programs to postsecondary academic pathways and/or career pathways leading to employment? Activities should address how the Consortium will align placement tools, curriculum, assessment tools and rubrics, and student performance outcomes across delivery systems to ensure that student transition paths, both between providers and into postsecondary credit programs, are understood and supported across all systems.

> Implement the CommunityPro web-based application as the SMRC for Adult Education data and accountability student/industry/community referral system.

> Explore new noncredit academic and career courses/certificates in collaboration with the SMRC for Adult Education lead faculty.

> Update the SMRC for Adult Education pathways student/counselor folder to reflect newly approved noncredit short-term vocational and workforce preparation courses/certificates; and, establish noncredit career counseling services and resources for student transition to credit and/or the workforce.

> Develop a common SMRC for Adult Education Student Education Plan that aligns with SMRC-AEBG academic/career pathways and course/certificate offerings.

> Plan for an increase of noncredit classified support staff as additional noncredit courses/certificates, including counseling support services, are developed, approved, and offered.

Student Acceleration

Explain how your consortium members and partners have employed 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, post-secondary institutions, and career technical education.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Integrated Basic Education Skills Training (I-BEST) Instructional Model for Noncredit CTE and/or ESL Courses	2 - Mostly not implemented	SMC noncredit short-term vocational and workforce preparation courses/certificates were delayed due to faculty noncredit load faculty negotiations, which resulted in postponement of other instruction-focused activities; Professional development conferences conflicted with other AEC-SMC priorities; Absence of lead faculty to coordinate IBEST training; IBEST practitioners needed to share "best practices" with AEC and SMC faculty prior to conducting formal training.	Invite North Orange County Regional Consortium for Adult Education faculty to present to the SMRC for Adult Education faculty on how they developed and implemented IBEST co-teaching models; SMRC for Adult Education lead faculty and co-project managers to organize an IBEST training for fall 2017 or spring 2018.	None.
Noncredit Tutoring and/or Supplemental Instruction	4 - Mostly implemented	Gaps in between daily noncredit ESL tutoring sessions; No formal, ongoing tutor training; No system in place to assess tutor-student effectiveness.	Identify a tutor scheduling, tracking, and reporting system for noncredit students.	No cost or low cost online tutor training, scheduling, tracking, and reporting tool designed to support noncredit adult learners enrolled in noncredit ESL, short-term vocational, workforce preparation, and adult secondary education level noncredit courses, particularly in preparation for credit courses and/or the workforce.

For 2017-18, what strategies are planned to accelerate student progress (Must list at least one)?

Identify activities that you will implement and/or improve through using specific evidence- based strategies across the region, within and between systems where they currently don't exist, to accelerate student's progress. Common strategies include compressing courses into shorter, more intensive terms (accelerated), individualized instruction based on a student's competencies (competency-based), and putting basic skills content into the context of a student's goals and career path (contextualized).

> IBEST training and "best practices" coaches fall 2017 and spring 2018; Plan for supplemental instruction and/or embedded tutoring for noncredit ESL, short-term vocational, and/or workforce preparation courses/certificates.

> Digital literacy implementation and new technology in classrooms; Explore contextualized learning for business.

> Ongoing collaboration amongst SMRC for Adult Education ESL faculty/teachers (i.e., curriculum alignment, development, implementation, i.e., citizenship, etc.).

> Conduct SMC tours for AEC and SMC noncredit students; Assess student coping and life skills strategies and provide counseling-facilitated workshops in addition to individual student-counselor sessions.

> Assess SMC noncredit students' needs and experiences as they complete noncredit ESL, short-term vocational, and/or workforce preparation courses/certificates to identify and address student academic progress in addition to completion and transition barriers.

Shared Professional Development

Explain how your consortium has collaborated in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration, consortium alignment, and improve student outcomes.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
College and Career Readiness Standards for Adult Learners	4 - Mostly implemented	AEC teachers had difficulty attending trainings/conferences due to a small substitute teacher pool.	Increase substitute pool and create a master pool of qualified substitute teachers to allow AEC teachers to attend SMRC for Adult Education meetings (i.e., curriculum planning), events, and professional development opportunities.	State guidance on College and Career Readiness Standards.
Enhancement of Classroom Technology	4 - Mostly implemented	Release time or stipends for faculty to identify and develop new courses; AEC construction impacts instruction; Faculty requires ongoing technical training that may be limited or difficult to attend due to teaching assignments.	Ongoing technology training offered online and on-site; Faculty and staff, peer training at the AEC and in SMC noncredit programs.	Free or low cost regional trainings offered in the region or, on-site at the AEC or SMC noncredit.
Formalized SMC and SMMUSD/AEC Calendar of Resources/Services for All Special Populations	3 - Somewhat implemented	A formalized calendar was not developed; however, administrators announced professional development opportunities throughout the year that were beneficial to faculty/teachers (including, SMC noncredit and credit), classified staff, and administrators.	SMRC for Adult Education administrative assistants to work closely with co-project directors to develop a shared professional development calendar of regular adult education and noncredit conferences/trainings. The calendar will be available online via the SMRC for Adult Education web site starting fall 2017.	State-lead regional trainings on new adult education and noncredit initiatives; State representatives should visit consortia throughout the state (including small consortia); Host statewide meetings in Southern California at a consortia (i.e. SMRC for Adult Education).
Professional Learning Community Protocol Training	4 - Mostly implemented	Implementation of College and Career Readiness Standards at the AEC is a challenge due to a lack of substitute teachers.	Attend future Professional Learning Community trainings; Identify an AEC instructional faculty lead to work closely with the SMC faculty implementation lead on SMRC for Adult Education curriculum and faculty professional development; Increase AEC teacher substitute pool.	None.
SMRC for Adult Education Curriculum Advisory Committee/Work Group	2 - Mostly not implemented	SMRC for Adult Education lead faculty transitions and other college/school priorities prevented formation of the curriculum work group.	SMRC for Adult Education co-chairs and co-project directors to identify new lead faculty to facilitate a curriculum work group starting fall 2017.	None.

For 2017-18, what NEW strategies are planned to provide shared professional development (Must list at least one)?

A critical element to ensuring the effective implementation of the Consortium's plans to improve adult education programs are faculty and staff equipped with the skills, knowledge, and support needed to deliver high-quality instruction and use classroom support strategies that foster learner persistence and goal achievement. Significant and effective professional development will be required to build capacity within the existing systems to deliver this new vision for adult learning throughout the state.

> Develop and post online a SMRC for Adult Education Professional Development Plan.

> Invite SMRC for Adult Education faculty, classified staff, and administrators to share their experiences at trainings and conferences (to be shared at SMRC for Adult Education monthly meetings).

> Participate in professional development aligned with AEBG objectives/activities, including educational technology and student transition.

Leveraging Resources

See the attached adult education fiscal resources table on your consortium fact sheet. Explain how your consortium is leveraging and braiding these funds sources including those provided by consortium members and partners, incorporating existing regional structures, and reaching out to stakeholders and partners for participation and input.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Apprenticeship Resource Guide and Annual Partners' Breakfast	4 - Mostly implemented	Lack of support staff to conduct industry and community partner outreach; Time constraints of potential industry community partners that prevented their attendance.	Invite industry and community partners to the annual SMRC for Adult Education Community Partners' Event in winter 2018 or spring 2018; Collaborate with partners who have already expressed interest in collaborating with the SMRC for Adult Education (i.e., OneWest Bank, JVS, Progressive Learning, Santa Monica Pier, Chrysalis, Library, etc.); Develop a SMRC for Adult Education Industry and Community Partners Advisory Board to meet once or twice a year lead by the SMRC for Adult Education co-project directors and lead faculty.	Provide AEBG consortia a current listing of all potential industry and community resource partners (post online and update regularly); Provide or identify internship/apprenticeship programs; Offer incentives to AEBG consortia that have best practices in place in alignment with AEBG objectives; Host an AEBG Consortia Conference in Southern and Central California so that all conferences/summits/trainings are not only in Sacramento/Northern California; Commit funds to the recruitment of diverse faculty and classified support staff to help acclimate and better prepare English language learners for academic and career success (i.e., multilingual faculty and classified staff, mentor program).
Partner with Regional America's Job Center/JVS WorkSource, Marina del Rey	3 - Somewhat implemented	Awaiting completion of the L.A. County Workforce Development Board MOU for Adult Education to solidify regional partners including but not limited to America's Job Center/JVS WorkSource, Marina del Rey.	Continue to participate in L.A. County Workforce Development Board MOU for Adult Education meetings.	Consider a unified plan and reporting process for AEBG, WIOA, and Strong Workforce; offer incentives/subsidies to employers who hire noncredit short-term vocational and workforce preparation certificated students seeking entry/reentry into the workforce.
Partner with the SMMUSD-SMC Educational Collaborative to Develop a Plan for Basic Skills Instruction and/or Resources for ESL Parents	2 - Mostly not implemented	AEC and SMC administrators had other schedule/program priorities that conflicted with Educational Collaborative meetings dates/times; therefore, there was limited attendance of SMRC for Adult Education co-chairs at the Educational Collaborative meetings.	SMRC for Adult Education co-project directors and co-chairs to connect with the Educational Collaborative to promote SMRC for Adult Education activities, particularly AEC ABE and ASE courses in addition to SMC noncredit courses/certificates, to parents/guardians of SMMUSD students and participating Santa Monica-Malibu organizations.	None.

For 2017-18, what NEW strategies are planned to leverage existing regional structures, including, but not limited to, with local workforce investment areas (Must list at least one)?

Identify strategies planned to leverage existing regional structures and utilization of resources, including 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.

SMRC for Adult Education co-project directors and administrative assistants to expand the SMRC web site by including all consortium activities, events, partners, and resources via an online calendar/database;Translate SMRC for Adult Education marketing materials into commonly spoken languages in the Santa Monica-Malibu region.

Continue to offer an annual SMRC for Adult Education Industry and Community Partners' Event; in addition to an annual Technical Resource Fair designed for older adults enrolled at SMC Emeritus.

Identify community and/or SMC ECE Department resources to potentially provide childcare support for adult learners.

Collaborate with the SMC CTE Department Chairs to invite advisory committee industry and community participants to SMRC for Adult Education consortium meetings and events.

SMRC for Adult Education co-chairs and co-project directors to attend the SMMUSD-SMC Educational Collaborative meetings to outreach to parents/guardians and participating organizations; Promote noncredit ESL, short-term vocational, and workforce preparation courses/certificates at SMC's VIP Day to outreach to parents/guardians of new college (credit) students.

Section 2: Fiscal Management   −

Please provide an update on your AEBG fiscal spending. In the table below, identify the total MOE & Non-MOE funding spent or encumbered for the 2015-16 and 2016-17 program years.

Program Year	Total AEBG Funding	Total Spent	Total Funds Remaining
2015-16	$1,054,147	$530,792	$523,355
2016-17	$1,077,163	$436,525	$640,638
Total	**$2,131,310**	**$967,317**	**$1,163,993**

Please identify challenges faced related to spending or encumbering AEBG funding.

The Adult Education Center (AEC) will report on total MOE expenditures at a later date; therefore, MOE is not included in the 2017-18 Annual Plan "Total Spent" calculations. Total Spent-Program Year 2015-16 as of 4th Quarter Expenditures Reporting, July 31, 2017, excluding the AEC's MOE: $530,792; and, Total Spent-Program Year 2016-17 as of 4th Quarter Expenditures Reporting, July 31, 2017, excluding the AEC's MOE: $436,525. The primary challenges faced in spending AEBG funding included: SMC and SMMUSD/AEC administrator and/or Board of Trustees concerns about funding permanent classified staff support with the Adult Education Block "Grant;" a difference in credit-noncredit load factor (compensation) that delayed the local approval of SMC noncredit short-term vocational and workforce preparation courses/certificates; lengthy hiring processes in Human Resources and the Personnel Commission; AEC development of new curricula and alignment of existing curricula with new standards, including review of materials prior to Board of Education approval protocols; and, AEBG consortia members are required by the state to be responsible for official reporting of all member activities/expenditures (IMPORTANT: This could be a more effective and efficient process if AEBG consortia members, for example the SMMUSD/AEC and SMC, are made accountable for reporting their own AEBG expenditures and progress rather than combined reporting).

Please describe your approach to incorporating remaining funds from 2015-16 and 2016-17 into activities planned for 2017-18. (Limit: 250 words)

The SMRC for Adult Education members (SMC and AEC) are confident that year 2015-16 remaining funds will be spent down by December 2017. Year 2016-17 rollover monies will be spent down in alignment with the 2016-17 the 2017-18 annual plans. This includes a focus on: adult education and noncredit curriculum development, student services (i.e., transition, career counseling, classified support staff), technology, professional development, research, outreach, marketing, industry and community partnerships, and appropriate staffing for the successful implementation of SMRC/AEBG activities.

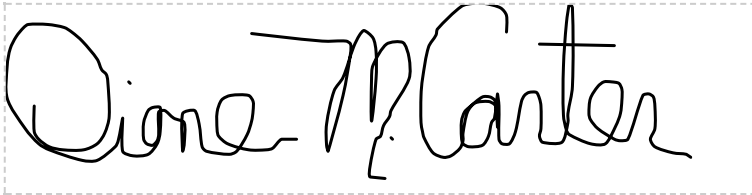## Section 3: Certification and Submission   –

*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 **2017–18 AEBG General Assurances Document.***

Failure to meet the requirements listed in the 2017–18 AEBG General Assurances Document may result in a determination of non-compliance and lead to partial or complete loss of Consortium and / or Member funding.

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 2017–18 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 (Required)

☑ Click to indicate you are ready to Submit your 2017-18 Consortium Annual Plan