

*This is the Word version of our FINAL ANNUAL PLAN FOR 2019-2020, WHICH IS YEAR 1 OF OUR 3-YEAR PLAN. The below responses were copied and pasted into the Annual Plan via NOVA on August 1, 2019. As a reminder, our focus areas are: marketing and outreach, apprenticeship exploration, development of a new referral and tracking system, enhancing partnerships with industry and community, counseling transition services, ESL curriculum alignment, and professional development. I think this is our best annual plan and the most effective process we have ever used to give input, edit, and finalize . . . SUCCESS. Thanks for following through and making our work together a priority."*

*-Dr. Dione Carter, Co-Chair, SMRC for Adult Education*

## **PLANS & GOALS - CONSORTIUM APPROVED**

### **Executive Summary**

The Santa Monica Regional Consortium for Adult Education takes pride in serving as the Santa Monica-Malibu academic and career pathway for adult learners seeking to increase basic skills, earn a high school diploma, prepare for the GED examination, complete noncredit courses to earn a certificate, transition to college-level (credit courses/programs), and/or obtain gainful employment in an entry-level or higher position.

As members of the Consortium, the Santa Monica-Malibu Unified School District Adult Education Center (AEC) and Santa Monica College Noncredit Programs (SMC Noncredit) are committed to making a positive difference in the lives of underserved adult learners. This commitment stems from the Consortium's ongoing strategic goal to assess the academic and career needs of regional adult learners and to focus on eliminating barriers in order to provide more accessible, equitable, and quality academic and career pathways. In addition, the Consortium prides itself in preparing adult learners to thrive in an ever-changing global economy by transforming, empowering, advancing, and motivating students to pursue the career pathway of their dreams.

In the next three years, the Consortium is dedicated to achieving the following goals: (1) successful student transition from the AEC to Noncredit and/or Credit courses/programs and (2) successful student transition from the AEC and Noncredit to credit and/or the workforce (entry-level or higher employment with livable wages). The Consortium seeks to inform SMC English, mathematics, and Disabled Student Services faculty and administrators about noncredit pathways while improving and expanding Adult Basic Education, Adult Secondary Education, English as a Second Language, Immigrant Education, Short-term Vocational, and Workforce Preparation offerings. The Consortium also aims to increase student services and registration support, including but not limited to academic and career counselors, classified staff, and student workers to successfully implement and accomplish Three-Year Plan objectives.

One of the most critical needs of the Consortium is to cultivate industry and community partnerships by having a stronger presence at sites across the region lead by Consortium Co-Chairs and Co-Project Directors to better support the region's most underserved adult learners. Since 2016, the Consortium organized and hosted events to celebrate and engage with partners across the region, including partners outside of the Santa Monica-Malibu region seeking to explore a collaborative partnership with the Santa Monica Regional Consortium for Adult Education. The Consortium will grow existing collaborative partnerships while connecting adult learners to academic and career pathways as well as employment. Bridging AEC and Noncredit academic and career programs to the surrounding community, industry, and credit programs will contribute to improved student engagement, transition, persistence, completion, and gainful employment. Consortium counselors are critical to regional partnerships and students,

particularly during student transition from one program to another while assessing the basic needs of students.

In the 2019/2022 adult education planning cycle, the Consortium will focus on marketing and outreach, exploration of apprenticeship opportunities, developing an online or electronic student referral and tracking system, enhancing counseling transition services, offering professional development for Consortium faculty, in addition to faculty development and implementation of noncredit Career Development College Preparation (CDCP) courses and programs. These objectives are specific, measurable, attainable, realistic, and time-bound (SMART) as indicated in Table 3. Progress Indicators. SMC noncredit administrators participated in a Human-Centered Design (HCD) training in spring 2019. The HCD training included administrators and faculty involved in the Guided Pathways initiative. Noncredit administrators shared their HCD training content and outcomes with the Consortium Governing Board, and AEC and Noncredit faculty and staff.

Noncredit administrators embrace the need to meet each student where they are upon entry and eliminate barriers that might prevent students from accomplishing their academic and/or career goals. Conversations resulted in Consortium members and participants being more intentional in efforts to design the adult learner student experience and prototype ideas as outlined in the Consortium's Three-Year Plan Logic Model.

### **Regional Planning Overview**

The Consortium will focus on successful transition of AEC students to Noncredit Career Development College Preparation (CDCP) courses and programs. Noncredit administrators will continue to partner with SMC faculty to support academic departments with the implementation of newly approved noncredit CDCP programs in addition to advising SMC faculty on how best to develop new noncredit CDCP programs based on regional labor market data. The main themes that will drive the Three-Year Plan are:

1. Exploration of pre-apprenticeship for apprenticeship programs.
2. Development of noncredit CDCP courses/programs leading to entry-level or higher employment and successful transition to credit CTE programs.
3. Enhanced counseling transition support.
4. Continuation of ESL curriculum development.

The Consortium will pilot and implement proposed activities by being intentional with the collection and analysis of student and course/program data. The AEC will develop strategies based on identified student need. These strategies will be evaluated by AEC administrators, teachers, and staff following a cycle that includes planning, implementation, assessment, and improvement. Critical needs and challenges will be identified by school-wide needs assessments and student surveys. Noncredit will prototype activities outlined in the logic model by analyzing regional data, identifying student need, and accessing program information at the end of each term. Strategies will be regularly evaluated by SMC Institutional Research and analyzed by Noncredit administrators and workgroups.

A Human-Centered Design approach will support the Consortium in achieving CAEP SMART (Specific, Measurable, Attainable, Realistic, and Time-bound) objectives by which the Consortium will assess progress and impact during the 2019/2022 three-year cycle. The below objectives map directly to the Consortium's Logic Model activities, outputs, and/or outcomes

...serving as a driving factor for annual plans throughout the funding period. Strategies will be regularly evaluated by the AEC Professional Learning Community. Critical needs and challenges will be identified by school-wide needs assessments and student surveys. Noncredit will prototype activities outlined in the logic model by examining regional data, identifying student need, and accessing program information at the end of each term/semester.

SMC Institutional Research will regularly evaluate noncredit strategies to then be analyzed by Noncredit administrators and workgroups. The AEC will evaluate effectiveness of pilot programs by reviewing formative data collected during student enrollment as it relates to identified student academic and career goals. Student exit surveys, CASAS assessment results, and EL Civics assessments will enable the AEC to inform improvement processes. Noncredit student surveys, TOPSpro data, MIS enrollment data, and interagency referral data will be used to measure prototype effectiveness.

The new Three-Year Plan will address the below strategies and progress indicators: By December 2019, the SMC Noncredit Initiatives Marketing Workgroup will develop an electronic noncredit marketing and outreach plan. Once the plan is implemented by January 2020, Noncredit will work with the AEC and regional partners to disseminate noncredit Career Development College Preparation (CDCP) and student support services opportunities. Regional partners will be updated at least three times a semester on noncredit CDCP courses/programs and student support services. Noncredit administrators in collaboration with SMC senior staff and fellow administrators will also explore apprenticeship guidelines and opportunities in 2019/2020. By December 2019, the Consortium will identify and begin development of an electronic or web-based interagency student referral and tracking system lead by AEC/SMMUSD administrators. Once the electronic or web-based interagency student referral and tracking system is developed, AEC and Noncredit, in collaboration with community and industry partners, will begin using the referral and tracking system by February 2020.

By February 2020, the Consortium will increase outreach and counseling transition services to the AEC by Noncredit having a presence at the AEC at least two to three times a semester (spring and fall) and at least once during the intersessions (winter and summer). By May 2021, the Consortium will host at least one joint professional development activity for AEC and Noncredit teachers and faculty each semester (fall and spring). By May 2022, the Consortium will increase the number of noncredit CDCP course/program offerings and completers in collaboration with SMC faculty. SMC faculty seek to develop noncredit courses/programs in Career Education disciplines such as but not limited to Business, Early Childhood Education, Entertainment, Healthcare, in addition to contextualized ESL, English, and math for the workforce.

## **MEETING REGIONAL NEEDS**

### ***Regional Need #1***

#### **Gaps in Service / Regional Needs**

The Consortium has not reached its most underserved communities in the Santa Monica-Malibu region. There is a lack of visibility of programs in the region. There needs to be a stronger connection between adult education/noncredit programs, community, and industry. It is also assumed that noncredit courses/programs will be easily developed and implemented; however, Noncredit has faced many challenges due to the differences in faculty load factor for credit and noncredit courses.

**How do you know? What resources did you use to identify these gaps?**

According to the 2017 American Community Survey, U.S. Census, 94% of residents have a high school diploma or higher and over 50% of residents have annual incomes of \$75,000 or higher. Given that the Consortium is in a region where most residents are not traditional adult education/noncredit learners and given that many SMC students are residents of the Los Angeles region, the Consortium's adult learner/noncredit population might be significantly lower than other regions/districts. The Consortium has the potential to reach adult learners by targeting the regional workforce in addition to the most underserved Santa Monica-Malibu residents as shared by local community and industry partners, including but not limited to the America's Job Center (JVS)/WorkSource, Los Angeles Hospitality Training Academy, OneWest Bank, in addition to existing and emerging hotels and healthcare centers/hospitals.

**How will you measure effectiveness / progress towards meeting this need?**

Year 2019/2020 Annual Plan Primary Objectives: One of the Consortium's greatest challenges is program awareness and growth. Since a significant number of Santa Monica-Malibu residents may not have interest in or may not benefit from adult education and noncredit courses/programs due to high socio-economic status, employment/salaries, and academic achievement, it is critical for the Consortium to market courses/programs and services to community and industry partners. The SMC Noncredit Initiatives Marketing Workgroup will develop an electronic noncredit marketing and outreach plan. Once the plan is implemented by January 2020, Noncredit will partner with the AEC as well as regional community and industry partners to disseminate noncredit Career Development College Preparation (CDCP) and student support services opportunities. Regional partners will be updated at least three times a semester. If the pilot is successful, the Consortium will have an increase in enrollment across adult education and noncredit programs in the region, which would lead to an increase in completion and transition (e.g., greater certificates and degrees earned). The Consortium will regularly monitor enrollment after each marketing campaign. Financial resources will be allotted for marketing materials and outreach efforts. Noncredit administrators, faculty, classified staff, and student helpers will come together to form and pilot a marketing/outreach workgroup.

Another challenge for the Consortium is the lack of an interagency referral and tracking system. The Consortium will identify and develop an electronic or web-based interagency student referral and tracking system lead by AEC/SMMUSD administrators. Once the student referral and tracking system is developed, the AEC and Noncredit, in collaboration with community and industry partners, will implement the system by February 2020. By piloting this new system, the Consortium will be able to track and monitor interagency referrals. If successfully implemented, the Consortium will have concrete student referral data. Interagency referrals are a regional priority, therefore financial resources and time of the Consortium Governing Board will be expended for this effort. The Consortium will establish stronger pathways for students to transition to their next goals. The AEC will focus on better alignment of existing adult school programs to support student persistence, progression, and completion toward academic goals. The AEC will strengthen alignment of current pathways with SMC noncredit and credit programs, local educational institutions, in addition to existing and new community and industry partners. Priority will be given to identifying, creating, and implementing a viable, cost effective, and user-friendly student referral and tracking system.

SMC will promote noncredit Career Development College Preparation (CDCP) courses and programs. As offerings increase, program visibility will need to expand. Noncredit will align transition pathways from/to the AEC, credit, and career/employment opportunities. In an effort to increase student transition from the AEC to Noncredit, by February 2020, the Consortium will expand outreach and counseling transition services to the AEC by Noncredit counselors having a regular presence at the AEC at least two to three times a semester (spring and fall) and at least once during the intersessions (summer and winter). Identified strategies will be considered as working towards school-wide program objectives and individual student goals through the collection of data and ongoing review/reflection of data. In addition, the development of improved longitudinal data to track outcomes for AEC students as they exit their program

is critical. Measures and criteria will be used to assess success or failure. These measures and criteria will include student education functional gains, EL Civics assessment passage, high school diploma course completion, high school diploma attainment, high school equivalency examination passage, student completion rates, attainment of student goals and successful referral to higher education and career.

If successful, the Consortium will increase student transition from the AEC to Noncredit. Financial resources and counseling hours will be expended for this effort. Lastly, Noncredit administrators in collaboration with SMC senior staff and fellow administrators will explore apprenticeship guidelines and opportunities. CASAS assessment results, GED passage rates, high school diplomas awarded, and ESL student promotion as well as the number of students transitioning to college and/or vocational schools will be used by the AEC for objective measurement. The AEC needs to develop a system to record the longitudinal educational outcomes for students to determine if their long-term goals have been achieved. Proposed activities will increase enrollment, student transition, in addition to certificates and degrees earned.

## **GAPS IN SERVICE**

### ***New Strategies***

#### **Strategy #1**

Marketing and Outreach: Noncredit will work with SMC Marketing to develop a Noncredit Marketing and Outreach Plan. Noncredit will create a workgroup to help brand noncredit CDCP courses/programs to increase visibility to the campus community and the region. The workgroup will be responsible for distributing materials to community and industry partners and conduct concentrated outreach to targeted communities. The workgroup will help create a SMRC program calendar and develop materials that outline programs and support services. The AEC will work more closely with the SMMUSD Community and Public Relations Officer to promote AEC programs. The Noncredit Marketing and Outreach Workgroup will partner with SMC Institutional Research in order to measure the effectiveness of marketing and outreach campaigns.

#### **Strategy #2**

Exploration of Apprenticeship Opportunities: Noncredit administrators will explore noncredit apprenticeship opportunities in order to identify pre-apprenticeship opportunities in innovative, growing industries. Noncredit will share their findings with key departments on campus and present findings to senior leadership.

#### **Strategy #3**

Electronic Student Referral and Tracking System: The Governing Board, led by SMMUSD AEC administrators, will develop a new electronic or web-based referral system to track referrals from/to community and industry partners as well as from/to the AEC and Noncredit. A new student referral and tracking system will support the Consortium by having an accurate account of shared students receiving services and resources, including students transitioning from the AEC to Noncredit, and from Noncredit to the AEC, etc. The formation of a tracking system will strengthen the Consortium's connection to community and industry partners, and increase student access, while streamlining the referral process. With the ability to track inter-agency referrals, the Consortium will more easily make connections to community resources and workforce. Along with the interagency referral system, the Consortium will identify dedicated time/workspace for partners to meet with students and consortium members.

#### **Strategy #4**

Professional Development: Noncredit will promote professional development opportunities that focus on equity for faculty and staff in order to address possible barriers to persistence, completion, and transition.

Noncredit will continue to participate in instruction and curriculum-related professional development in addition to noncredit-related workshops, meetings, and conferences as well as noncredit career pathways. Student data will drive professional development with a focus on workforce/career preparation, digital literacy, and noncredit Career Development and College Preparation (CDCP) programs. The AEC will focus on providing faculty and staff professional development opportunities in alignment with student learning outcomes and under the guiding principles of the SMMUSD's vision and mission. The Consortium will continue to host joint events to align curriculum and eliminate duplication of services.

### **Strategy #5**

Centralization of the Noncredit Initiatives Team: The Noncredit Initiatives Team will be centralized into one designated space. Part of this transition will reconfigure the noncredit registration space in order to have the ability to directly assist students with digital literacy initiatives, the pilot of noncredit CCCApply, and United States Census recruitment. The unified space will better serve noncredit students as well as community and industry partners.

## **SEAMLESS TRANSITIONS**

### ***New Strategies***

#### **Strategy #1**

Equity-based Mindset: Consortium faculty and staff will increase their understanding of equity issues facing regional adult learners. This equity-based transformation in mindset will assist faculty and staff in improving services and instruction to continue to meet the needs of traditionally underserved. In return, the Consortium expects to have an increase in the number of noncredit CDCP (certificate/program) completers.

#### **Strategy #2**

Professional Development: Participation in adult education and noncredit professional development opportunities, including conferences and in-house meetings/trainings, will keep the Consortium abreast of legislative changes and best practices in adult education and noncredit curriculum, instruction, and student support services.

#### **Strategy #3**

Noncredit CDCP: The Noncredit Initiatives Team will continue to partner with SMC faculty to develop noncredit CDCP courses/programs with a focus on ESL, Short-term Vocational, and Workforce Preparation.

#### **Strategy #4**

Counseling Transition Support: Noncredit counselors will visit the AEC several times a year to assist students who are interested in transitioning to Noncredit ESL, vocational courses/programs, and/or postsecondary credit programs. Joint counseling meetings will be held each semester to align and develop a process to support students as they transition to their next academic and career goal(s). The Consortium will collaborate to identify cohorts of students who can commit to a career pathway, including completing a noncredit CDCP program.

#### **Strategy #5**

Placement, Curriculum, and Program Alignment: Noncredit and AEC will collaborate to share curriculum, assessments and instructional resources. The AEC will explore and create pathways to noncredit programs through alignment of existing programs. The AEC and Noncredit aligned their ESL placement tools and ESL course levels in 2018/2019. The AEC and Noncredit will continue to align curriculum through ongoing collaboration between agencies. Noncredit ESL will align its curriculum with SMC

postsecondary credit ESL to develop a pathway from noncredit ESL to credit ESL. Toward that end, the Dean of Noncredit in collaboration with SMC Enrollment Services and IT/MIS are close to completing all required programming needed to implement noncredit progress indicators, program (department) certificates, and a SMC noncredit student transcript. Once the transcript is implemented, noncredit students can present their noncredit transcript for SMC faculty to determine placement into the appropriate credit ESL sequence or into other credit or noncredit vocational programs.

**Strategy #6**

Noncredit Pathways for Student with Disabilities: The Noncredit Initiatives Team will partner with SMC Disabled Student Services (DSS) to explore noncredit vocational programs for students with disabilities.

**Strategy #7**

CASAS Testing, Evaluation, Reporting and Professional Development: The Consortium will continue to focus on CASAS testing and evaluation of student performance based on CASAS pre and post assessment results. The AEC and Noncredit will incorporate CAEP and WIOA data and integrity reports into program planning and evaluation. Student data will drive professional development with a focus on workforce/career preparation, digital literacy, and noncredit Career Development and College Preparation (CDCP) programs resulting in alignment of curriculum to WIOA and college to career readiness standards.

**Strategy #8**

Noncredit Mirrored Courses: The Dean of Noncredit and Noncredit Faculty Lead, in collaboration with SMC Academic Affairs, will review the feasibility of creating noncredit courses which “mirror” credit courses thereby offering students the option to take the same course for either credit or noncredit. Offering noncredit students the option to transition to a credit course by taking it as a noncredit course with no registration fee could support a smoother transition from noncredit into Career Education or postsecondary credit courses/programs.

**STUDENT ACCELERATION*****New Strategies*****Strategy #1**

Noncredit Career Development and College Preparation: Noncredit administrators will work closely with SMC faculty, administrators, and staff to continue to develop and increase the institutional knowledge of the Consortium as it relates to: AEC to SMC (noncredit) student transition, noncredit eligible categories, program development, and pathways to credit and career. Noncredit faculty leads and administrators will actively participate in SMC Student Equity Achievement Program (SEAP) and the Redesign (Guided Pathways) with the goal of infusing noncredit instructional and student services opportunities in the discussions and plans. SMC Career Education faculty will explore in demand career opportunities in the Santa Monica region leading to employment opportunities with a specific focus on entertainment, healthcare, hospitality, and technology. Noncredit faculty leads and administrators will continue to partner with faculty leadership as well as English and math department chairs to address and overcome the load factor barrier.

**Strategy #2**

ESL Curriculum Alignment: Because most of the Consortium’s adult learners are English language learners, the AEC and Noncredit will continue to make ESL curriculum alignment and faculty professional development a high priority. The AEC and noncredit ESL faculty will pursue its work to align noncredit ESL curriculum and to offer ESL courses that serve the needs of the region. Noncredit ESL is exploring the creation of a new two basic computer skills courses and two workforce readiness courses that will support noncredit ESL students on specific career pathways. It is expected that these courses will fill a

need in the region, as neither agency currently offers noncredit basic computer skills courses or noncredit ESL workforce readiness courses. Consortium ESL faculty will continue to collaborate to share promising practices related to effective instruction and shared goals. Going forward, the programs will consider ways to share more data between agencies; to collaborate to share curriculum, assessments and instructional resources; and to create new pathways to ensure that students have the skills to navigate and adapt to an ever-changing global society.

### **Strategy #3**

Explore Integrated Education and Training: Noncredit ESL faculty will create four new noncredit ESL courses, which will offer contextualized English language support for students on specific career pathways. These courses will be offered as two new Noncredit ESL Certificates of Competency: Certificate of Competency in ESL for Special Uses- Basic Computer Skills and a Certificate of Competency in ESL for Special Uses- English for College and Career Pathways. These new courses/programs will support noncredit ESL students on specific career pathways such as early childhood education, health, and business and hospitality. Once approved, these courses will be offered concurrently with noncredit short-term vocational programs and thus support acceleration and integrated education and training goals. Noncredit ESL will initially pilot integrated education and training with the noncredit Early Childhood Education Certificate of Completion. The AEC and Noncredit ESL faculty will work to identify a cohort of ESL students who are committed to this pathway.

## **PROFESSIONAL DEVELOPMENT**

### ***New Strategies***

#### **Strategy #1**

Professional Development Participation and Report-outs: Professional development for Consortium members will focus on ESL, Immigrant Education, ABE, ASE, digital literacy, and noncredit to credit and career pathways. The Governing Board will ensure that professional development is aligned with consortium activities and CAEP objectives. Both members will identify equitable and accountable professional development requests and approvals processes, appropriate for both members that may require “share and learn” report-outs at consortium meetings.

#### **Strategy #2**

External Professional Development Participation: The Governing Board will participate in meetings, trainings, workshops, conferences, etc. focused on: Adult Education, Noncredit, CAEP, CASAS, WIOA II, and the Los Angeles County Workforce Development Board's MOU for Adult Education. SMC Noncredit administrators, faculty leaders, and designated classified staff will continue to participate in ACCE, ASCCC, Guided Pathways (SMC's Redesign), IEPI, Student Equity and Achievement, RP Group (Noncredit), and Strong Workforce Program (Noncredit) discussions and events.

#### **Strategy #3**

Faculty Conversations: The Consortium's faculty leaders will facilitate Noncredit and AEC curriculum and instruction shared learning discussions in collaboration with adult education, noncredit, and credit faculty in order to create clearer pathways, eliminate redundancies, and identify challenging areas. These conversations will include orienting other faculty on consortium efforts and the intent of CAEP.

#### **Strategy #4**

Student Services Workgroup: The Consortium's Student Services Workgroup will reconvene under the direction of the AEC and Noncredit Co-Project Directors. This workgroup will meet once a quarter in order to analyze student data and identify trends and gaps of service. The workgroup will develop a tracking and referral system, led by the AEC Co-Chair and AEC Co-Project Director, to be used by consortium members and partners. In addition, this workgroup will serve to identify and share best practices,



including strategies to best serve students while supporting classified colleagues, faculty and administrators.

**Strategy #5**

Equity-based Professional Development: Noncredit will promote professional development opportunities that focus on equity for faculty, staff, and administrators in order to address possible barriers to noncredit student persistence, completion, and transition.

**LEVERAGING RESOURCES**

***New Strategies***

**Strategy #1**

Los Angeles County Workforce Development Board's MOU for Adult Education: Consortium Co-Chairs and Co-Project Directors will participate in the Los Angeles County Workforce Development Board's MOU for Adult Education meetings and training sessions. Co-Chairs and Co-Project Directors will network with adult education and noncredit regional providers identified by the Workforce Development Board. This includes presentations to regional providers and agencies on SMC Noncredit and SMMUSD Adult Education Center academic programs and student services.

**Strategy #2**

Santa Monica Chamber of Commerce and Cradle to Career Meetings: Consortium Co-Chairs and/or Co-Project Directors will participate in Santa Monica Chamber of Commerce and Cradle to Career meetings. Chamber of Commerce and Cradle to Career partners will be invited to consortium meetings and events. Co-Chairs will collaborate with the Chamber and Cradle to Career to identify potential community and industry partners.

**Strategy #3**

Santa Monica Public Library: The Consortium will partner with the Santa Monica Public Library to host consortium meetings and to explore library meeting rooms for future adult education and noncredit classes. The AEC, as part of its mission to serve the SMMUSD, will take the lead in reaching out to the Los Angeles Public Library and Malibu branch in an effort to offer adult education and potentially noncredit classes at library locations.

**Strategy #4**

SMC Noncredit Awareness: SMC Noncredit administrators, faculty leaders, and designated classified staff will continue to present at college faculty and staff meetings as well as college-wide and community events on noncredit academic and career pathways. Meetings and events include but are not limited to VIP Day, Super Saturday, Career Fair, Career Education (formerly, CTE) Committee, Academic Affairs and Student Services Department Meetings, Flex Day, and Opening Day.

**Strategy #5**

Outreach to Community and Industry Partners: The Consortium's Governing Board, led by the AEC Co-Chair, will host outreach events to initiate and strengthen partnerships with community and industry existing and potential partners to explore opportunities for adult learners in alignment with the Consortium's 2019-2022 Three-Year Plan.

## FISCAL MANAGEMENT

**A narrative justifying how the planned allocations are consistent with the annual adult education plan, which is based on your CAEP 3-year plan.**

The Consortium's Governing Board, representative of SMC noncredit and SMMUSD adult education administrators, faculty, and classified staff, are committed to remaining accountable by ensuring consortium-related activities align with CAEP objectives/strategies. CAEP funds will continue to only be allocated to activities that support noncredit and adult education academic and student services programs, including: curriculum and program development; support staff (classified, faculty, and managers); marketing; outreach; technology; research; data collection, analyses, and reporting; and professional development. All activities are consistent with the 2019-2020 annual plan and 2019-2022 three-year plan. Activities are revisited and expanded to meet the needs of the consortium's growing adult education and noncredit programs in the region.

**An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2019-20.**

The Consortium's Governing Board, representative of SMC noncredit and SMMUSD adult education administrators, faculty, and classified staff, are confident that year 2018-2019 remaining funds will be spent down by the CAEP deadline. Carry-over funds from prior year(s) are incorporated into the expansion of activities/strategies outlined in the 2019-2020 Annual Plan including: curriculum and program development; support staff (classified, faculty, and managers); marketing; outreach; technology; research; data collection, analyses, and reporting; and professional development.