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Section 1: Consortium Information

Santa Monica Regional Consortium For Adult Education

Primary Contact: Dr. Dione M. Carter

Dean, Academic Affairs (Noncredit & External Programs), Santa Monica College

310.434.4858

carter_dione@smc.edu

Submitted:

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Regional Consortium
For Adult Education

Regional Consortium For Adult Education

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Section 2: Comprehensive Regional Three-Year Plan

2.1 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 leaders 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.

Since Assembly Bill 86, the original adult education-planning grant, the Consortium generally meets once a month. General consortium meetings are attended by AEC and Noncredit teachers/faculty, classified staff, and administrators, alongside regional community and industry partners, such as but not limited to the following: America's Job Center of California/JVS West Los Angeles WorkSource Center, Chrysalis, Los Angeles Hospitality Training Academy, OneWest Bank, Pacific Park, Santa Monica Public Library, and Virginia Avenue Park.

As one of California's smaller adult education consortia having only two members in the Santa Monica-Malibu region, the Consortium has made a tremendous impact in noncredit curriculum and program development. Given that SMC is recognized for being a #1-transfer institution, the California Adult Education Program (CAEP) funds allocated to Consortium members have resulted in the development and approval of 10 new noncredit certificates in both the short-term vocational and workforce preparation noncredit categories. Although the majority of the 20 to 30 vocational-based noncredit courses took a significant time to develop primarily due to Title 5/Ed Code language pertaining to faculty load factor/compensation, the Noncredit Initiatives Team in collaboration with SMC faculty and the AEC strived for success and finally obtained California Community Colleges Chancellor's Office (CCCCO) approval. Furthermore, Consortium English as a Second Language (ESL) faculty leaders representing the AEC and Noncredit identified professional development opportunities to assist with the alignment of ESL and Immigrant Education (Citizenship) curriculum in addition to best teaching and learning practices in the classroom.

Now that the Consortium has stable leadership recognized as the Governing Board, the Consortium has a clearer vision along with dedicated core teams located at the AEC and Noncredit Programs. The Co-Chairs and Co-Project Directors of the Consortium work together to ensure all objectives are accomplished while establishing a presence

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at meetings, events, conferences, trainings, and other activities, including but not limited to the City of Santa Monica Cradle to Career and Education Collaborative meetings.

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.

AEC teachers and Noncredit faculty are committed to aligning noncredit ESL curriculum. Noncredit ESL offers five levels of instruction: Beginning High, Intermediate Low, Intermediate High, Advanced Low, and Advanced High. The AEC currently has four levels of ESL instruction: Beginning Low, Beginning High, Intermediate, and Advanced, and five levels are planned for the 2019/2020 school year: Beginning Low, Beginning High, Intermediate Low, Intermediate High, and Advanced.

In Fall 2017, noncredit ESL faculty began the process of aligning its curriculum to the College and Career Readiness Standards (CCRs) and the English Language Proficiency Standards (ELPS) for Adult Education published in October 2016. In accordance with WIOA Title II, the curriculum was further revised to feature workforce and academic readiness skills. Six core noncredit ESL course outlines were revised to integrate critical thinking, workforce readiness skills, and technology. Noncredit ESL faculty also worked to align noncredit ESL courses with the credit ESL course sequence so that students who successfully complete a noncredit ESL course may have the skills and proficiencies necessary to enter the credit sequence.

In Spring 2019, after reviewing and evaluating adult ESL integrated skills textbooks, AEC ESL faculty selected the Cambridge Ventures series for its ESL program. Ventures is aligned to the College and Career Readiness and English Language Proficiencies for Adult Education.

The two programs aim to serve the needs of the population by eliminating redundancy when possible. For example, both programs offer ESL and Immigrant Education preparation courses in the evening. When faculty discovered that both programs offered the same class on Wednesday evenings, the AEC adjusted the schedule so that the classes were offered on a Tuesday.

Since 2017, noncredit ESL and AEC faculty have worked to cultivate evidence-based teaching practices based on shared goals. Both the AEC and Noncredit identified accessing and using technology as a shared instructional goal that is consistent with developing ESL college and career readiness skills. In Spring 2018, the Consortium had its first shared professional development event. Tech Share Day was hosted by Noncredit, providing AEC and noncredit ESL faculty an opportunity to share promising practices related to technology and instruction. In year

2018/2019, integrating technology continued to be a shared goal. In addition, as both programs worked to align curricula with college and career readiness standards, the ESL faculty in the Consortium determined that they would benefit from exploring the most current learning theories related to academic vocabulary instruction and reading instruction. In Spring 2019, the Consortium offered a workshop series entitled, "Preparing Our Students for College and Careers." The AEC hosted the first workshop entitled, "Teaching Vocabulary with Technology," presented by Kristi Reyes from the Outreach and Technology Assistance Network (OTAN). This session was followed by a session on "Teaching Reading" facilitated by Oxford University Press author Jayme Adelson Goldstein. Through shared professional development events, the ESL faculty collaborated to integrate technology into ESL instruction, develop students' academic vocabulary and study skills, and apply evidence-based techniques to teach reading. Both programs have worked to align ESL curriculum to the current standards, and the programs have worked to align the curriculum between the two agencies. The ESL faculty will continue to collaborate to share promising practices related to effective instruction and shared goals.

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.

For 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.

2.2 Pre-Planning Assessment

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 (Figure 1).

In preparation for completion of the Three-Year Plan, the Consortium's Governing Board completed the CAEP Self-Assessment. The assessment confirmed what the Governing Board previously identified as challenging areas or as areas not fully implemented. The assessment reinforced the need for noncredit counselors to have a presence at the AEC to promote noncredit courses/programs leading to credit and career. The assessment also revealed that more focus was needed to align ESL curriculum. Aligning ESL curriculum proved to be a challenge due to (1) cumbersome materials and curriculum review/approval procedures; and, (2) the AEC part-time teacher/co-faculty lead not having the necessary structure and flexibility to follow through with the noncredit full-time faculty lead. Immediately following the results of the self-assessment, the Governing Board strategized on how best to address the main two challenges. First, Noncredit Program administrators contacted SMC counseling faculty and calendared student-focused presentations at the AEC for spring 2019. Second, in Spring 2019, the AEC created a work group to select new textbooks for their ESL program, which were aligned to the English Language Proficiency Standards, WIOA, and the National Reporting System for Adult Education (NRS). SMC ESL courses outlines of record had been revised to align with these standards in Fall 2018 and were approved in Fall 2019. Once both programs had curriculum and textbooks aligned to the same standards, the AEC and SMC noncredit ESL faculties were able to meet in Spring 2019 to have a productive discussion on curriculum alignment. The Consortium Governing Board will continue conversations to determine how best to support AEC teachers assigned to further align ESL curriculum in partnership with noncredit ESL faculty.

In addition to CAEP, Noncredit receives funding to support noncredit student counseling services and activities (Student Equity Achievement Program/SEAP); noncredit short-term vocational and workforce preparation curriculum/program development as well as professional development (Strong Workforce Program/SWP); and noncredit ESL and Immigrant Education curriculum/program development as well as professional development (Workforce Innovation Opportunity Act II/WIOA II). Noncredit courses generate apportionment/FTES for noncredit Career Development College Preparation (CDCP) courses/programs. The AEC receives CAEP MOE funding to support general adult school operations in addition to WIOA II funding in support of adult school program offerings, curriculum/program development, and professional development.

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Table 1. Regional Service Providers

Provider Name	Provider Type	Address or location(s) where AE services are provided	Program Areas								If other, provide a brief description of services provided
			ABE	ASE	ESL	CTE	AWD	WR	PA	ACS	
XYZ Agency	*Business / Industry*	*555 Adult Education Lane, Los Angeles, CA 90001*	*X*	*X*	*X*	*X*	*X*	*X*	*X*	*X*	*XYZ agency provides opportunities for students in Manufacturing Bridge Courses to Job Shadow.*
AJCC/JVS WorkSource Center	Community Resrc	Culver City, CA	☐	☐	☐	☒	☒	☒	☐	☐	
Chrysalis	Community Resrc	Santa Monica, CA	☐	☐	☐	☐	☐	☒	☐	☐	
City of Santa Monica C2C	Community Resrc	Santa Monica, CA	☐	☐	☐	☐	☐	☒	☐	☒	
City of SM: Human Svcs. Div.	Community Resrc	Santa Monica, CA	☐	☐	☒	☒	☒	☒	☐	☒	
Jewish Family Services of L.A.	Community Resrc	Los Angeles, CA	☐	☐	☐	☐	☒	☐	☐	☒	
L.A. Hospitality Training Academy	Education	Los Angeles, CA	☐	☐	☐	☒	☐	☒	☐	☐	
Malibu Library	Community Resrc	Malibu, CA	☐	☐	☐	☐	☐	☐	☐	☒	Future site for ESL courses
OneWest Bank	Financial Svcs.	Santa Monica, CA	☐	☐	☐	☐	☐	☐	☐	☐	Financial Literacy, Volunteer Ops
Pacific Park	Hospitality/CS	Santa Monica, CA	☐	☐	☐	☐	☐	☒	☐	☐	Job Opportunities
Pico Youth & Family Center	Community Resrc	Santa Monica, CA	☐	☐	☐	☒	☒	☐	☐	☐	
Santa Monica Chamber of Commrce	Community Org	Santa Monica, CA	☐	☐	☐	☐	☐	☐	☐	☐	Advocacy
Santa Monica College	Education	Santa Monica, CA	☐	☒	☒	☒	☒	☒	☐	☒	
Santa Monica Public Library	Community Resrc	Santa Monica, CA	☒	☒	☒	☐	☒	☒	☐	☒	

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Provider Name	Provider Type	Address or location(s) where AE services are	Program Areas								If other, provide a brief description of services provided
SMMUSD - Adult Education Ctr.	Education	Santa Monica, CA	☒	☒	☒	☐	☐	☐	☐	☐	
St. Joseph Center	Community Resrc	Venice, CA	☐	☐	☐	☒	☒	☐	☐	☐	
Virginia Avenue Park	Community Resrc	Santa Monica, CA	☐	☐	☒	☐	☒	☐	☐	☒	

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Santa Monica CALIFORNIA ADULT EDUCATION

Table 2. Funding for Adult Education Programs and Services

Source and Type of Funds	Funding Estimates FY2019-20	Funding Estimates FY2020-21	Funding Estimates FY2021-22
State / Federal Funding			
AEP	$1,162,490	$1,162,490	$1,162,490
CalWORKs	$0	$0	$0
CCD Apportionment	$0	$0	$0
Corrections	$0	$0	$0
LCFF / District Funds	$351,518	$351,518	$351,518
Perkins V	$0	$0	$0
WIOA II	$185,561	$185,561	185561
Other			
SEAP	$82,000	$82,000	$82,000
Strong Workforce Program-Noncredit	$88,000	$88,000	$88,000
	$0	$0	$0
	$0	$0	$0
	$0	$0	$0
	$0	$0	$0
Total	**$1,869,569**	**$1,869,569**	**$1,869,569**

2.3 Community Need and Customers

The Consortium serves nearly 160 adult high school diploma/ASE students, 11 adult GED preparation students, 13 adult basic education students, and 1,250 adult ESL/Immigrant Education/Citizenship students. New noncredit short-term vocational and workforce preparation courses/programs are expected to be fully implemented with open enrollment for adult learners in year 2019-2020. Several of these noncredit Career Development College Preparation (CDCP) programs started fall 2018 during a pilot phase. Noncredit also serves nearly 3,500 unduplicated noncredit older adult students at the SMC Emeritus Campus.

Noncredit ESL students differ from the general SMC student population in that every student is a non-native English speaker, and they face the challenges that come along with being an immigrant in a new culture. Many noncredit ESL students enroll in classes to improve their English skills. They are less likely to be interested in earning a degree or certificate than the general SMC population since many of them (40%) already have earned post-secondary degrees in their own countries. Most are developing their English skills to improve their lives whether to get a job or a promotion, help their children, or simply survive in a new culture. Noncredit ESL students tend to be older, with 74% of the student population over the age of 30. Noncredit ESL students are also more likely to be female (74%), which differs from the typical college demographic.

In Spring 2019, SMC's largest noncredit CDCP program was ESL. In Fall 2017, out of 573 noncredit ESL students, there were 151 males (26%) and 422 females (74%). Noncredit ESL students self-reported their ethnicity as 167 (29%) Asian/Pacific Islanders, 191 (33%) White, 150 (26%) Hispanic, 3 (.5%) Black, 60 (10%) Unknown, 18 as Two or More (.3%). The reported ethnicity demographics have remained consistent in the last five years with the three largest ethnic groups represented being White, Asian/PI, and Hispanic/Latino. The number of White students represented has decreased slightly from 40% in 2012, to 33% in 2017, while Asians represented 29% of the student population in 2017-up from 27% in 2012. In Fall 2017, noncredit ESL students reported their age as 17 students 19 and younger (3%), 54 students 20-24 (10%), 75 students 25-29 (13%), 146 students 30-39 (25%), 94 students 40-49 (16%), and 187 students 50 and older (33%). About three quarters of the students in the noncredit ESL program are over the age of 30. The largest age group (representing 33% of the student population in Fall 2017) is students over the age of 50. In Fall 2012, students over 50 were just 20% of the student population. These numbers are not surprising given that the noncredit program is more likely to fit the needs of learners who have immigrated to the area and are making a life in a new country as mature adults. In 2017/2018, 228 students (40%) were permanent residents, 26 students (5%) were refugees, 26 (5%) were temporary residents, 72 students (13%) were United States Citizens, 163 of students (28%) were classified as "other," and 56 students (10%) did not share their citizenship status (unknown). The percentage of first-time college students enrolled in noncredit ESL in Fall 2012 was 28%. In 2017, it rose to 34%. The percentage of returning students was 7% in Fall 2012 and increased slightly to 8% in Fall 2017. In Fall 2012 and Fall 2017, the percentages of students who reported themselves as first time transfer students were 55% and 52%. Finally, there was a decrease in the percentage of continuing students from 10% in Fall 2012 to 5% in Fall 2017. Most noncredit ESL students have high school diplomas or post-secondary credentials or degrees. In Fall 2017, 40% had a high school diploma or equivalent while 40% of the student population had a bachelor's degree or higher and 8% claimed to have an Associate Degree. Just 12% of students

were not high school graduates. The percentages were virtually the same in 2012. This is significant in understanding that many of the noncredit ESL students come to the program with degrees and academic skills in their own languages. In 2017/2018, 67% of students stated their primary goal was to "improve English skills," 17% stated it was to "improve basic skills," and 13% stated it was to "enter college or training." Whereas in 2014/2015, the first-year data are available, 72% of students claimed improving their English as their primary goal, 8% claimed it was to improve basic skills, and 4% stated it was to obtain United States Citizenship. Students are also asked to name a secondary goal. In 2014/2015, 18% of students listed "getting a job" as their secondary goal, and 16% claimed to have a "personal goal." In 2017-2018, 22% of students named "personal goal" as the secondary goal, while 15% stated it was to get a job.

As of Spring 2018, out of 439 AEC students, there were 147 males (33%) and 292 females (67%) enrolled. Students self-reported their ethnicity as 54 (12%) Asian/Pacific Islanders, 32 (7%) Black, 3 (.6%) Filipino, 224 (51%) Hispanic, 6 (1%) Mixed Heritage, and 120 (27%) White. Most AEC students reside in California and have a California address. The AEC does not track residency status.

Fifty percent of AEC students have high school diplomas or post-secondary credentials or degrees. As of Spring 2018, 22% had a high school diploma or equivalent while 20.5% of the student population had a bachelor's degree or higher, 2% claimed to have an Associate degree, 50% of adult students were not high school graduates, 4% of students report some college with no degree, while 1% report having a technical certificate. This is significant in understanding that many AEC students come to the program without degrees and academic skills in their own languages.

AEC students complete CASAS TOPSpro entry forms (which capture data on students' goals) as required by WIOA II and CAEP. As indicated in the CASAS TOPSpro Enrollment (Entry) Summary report, 20% of AEC students listed "Improve English Skills" as their primary goal while 13% were seeking to earn a High School Diploma or High School Equivalency and 9% listed "Personal Goal." Next, 7% of AEC students were looking to "Get a Job," "Retain a Job," and/or "Get a better job." U.S. Citizenship was a primary goal for 6% of students, and 6% wanted to "Enter College or Training." Finally, 5% looked to "Improve basic skills" as their primary goal.

AEC students are encouraged to identify a secondary goal. As a result, 27% wanted to "Improve Basic Skills," 27% were looking to "Get a Job," "Retain a Job," and/or "Get a better Job;" and 20% of AEC students sought to "Improve English Skills." In addition, 26% of students listed "Personal Goal," and 4% selected "Family Goal." Finally, 10% of AEC students had a goal to "Enter College or Training," 5% chose "U.S. Citizenship," and 4% were seeking to obtain a "H.S. Diploma or High School Equivalency" as their secondary goal.

Nearly 50% of AEC students are employed, 27% have reported that they are unemployed, and 1% employed, but received notice that they will soon be unemployed. Also, 17% of AEC students are neither employed nor seeking work, are not in the labor force, or are retired. In addition, 9% of adult students are full-time students.

The Santa Monica region is defined as the five-mile radius from SMC (1900 Pico Boulevard) and includes 28 zip codes including Santa Monica, Venice, Marina del Rey, and parts of Culver City and Los Angeles. Key demographics

of the Santa Monica community in year 2017 (Data source: 2017 American Community Survey, U.S. Census) revealed that the adult population - 18 years of age and older - increased in small increments between years 2013 and 2017. In 2013, Santa Monica had 77,910 adults and in 2017, 78,944 adults. Sixty five percent of Santa Monica residents identified as White; whereas 16% identified as Hispanic or Latino, 10% as Asian, 5% as Other, and 4% as Black or African American. Educational attainment (population of 25 years of age and older) indicated that 94% of Santa Monica residents were a high school graduate or higher (N - 68,727), 72% earned an associate's degree or higher (N = 52,498), and 67% earned a bachelor's degree or higher (N = 48,874). Employment status (population of 16 years and over) of Santa Monica residents included 65.6% residents being employed (N = 52,669), 5.1% as unemployed (N = 4,117), and 29.3% not in the labor force (N = 23,520). Annual Household income of Santa Monica residents revealed that 5.3% (N = 2,445) earned less than $10,000; 12.5% (N = 5,778) earned $10,000 to $24,999; 6.8% (N - 2,904) earned $25,000 to $34,999; 8.4% (N = 3,886) earned $35,000 to $49,999; 12.5% (N = 5,791) earned $50,000 to $74,999; 11.1% (N = 5,135) earned $75,000 to $99,999; and 44% (N = 20,419) earned $100,000+. Unemployment rate by educational attainments of the Santa Monica population 25 to 64 years of age (N = 57,077) showed that 18% (N = 3,801) were high school graduates; 9% (N = 2,409) did not complete high school; 9% (N = 10,384) completed some college or an associate's degree; and, 5% (N= 40,483) completed a bachelor's degree. The median income by educational attainment of the Santa Monica population 25 years of age and over with earnings (N = 61,572) showed that residents who did not complete high school earned $22,552; high school graduates earned $30,833; some college or an associate's degree (N = 10,384) earned $39,909; bachelor's degree earned $65,990; and graduate or higher degree earned $87,075. Other characteristics of the Santa Monica community revealed that 11.3% (N = 8,946) spoke English less than "very well" (18 years of age and older); 11.2% (N = 8,807) lived below the poverty line (18 years of age and older); 9.8% (N = 9,053) were not a United States Citizen (all ages); and 3.7% (N = 2,912) were veterans (18 years of age and older).

The five largest industries in the Santa Monica region in order of the largest number of job opportunities in 2018 were Motion Picture and Video Industries (Year 2018: 47,418 jobs, Year 2023: 44,907 jobs; Year 2018 Earnings Per Worker: $126,656); Restaurants and Other Eating Places (Year 2018: 36,306 jobs; Year 2023: 40,300 jobs; Year 2018 earnings Per Worker: $27,045); Education and Hospitals (State Government) (Year 2018: 28,236 jobs; Year 2023: 30,057 jobs; Year 2018 earnings Per Worker: $89,303; Education and Hospitals (Local Government) (Year 2018: 19,291 jobs; Year 2023: 19,118 jobs; Year 2018 earnings Per Worker: $76,430); and Individual and Family Services (Year 2018: 17,468 jobs; Year 2023: 22,396 jobs; Year 2018 earnings Per Worker: $21,180). The top five occupations in the Santa Monica region in terms of annual openings (jobs requiring less than an associate degree) in 2023 are Personal Care Aides (N = 18,489; Median Hourly Earnings: $11.54); Office Clerks/General (N = 13,258; Median Hourly Earnings: $15.36); Retail Salespersons (N = 11,017; Median Hourly Earnings: $12.27); Waiters and Waitresses (N = 9,982; Median Hourly Earnings: $11.86); and Combined Food Preparation and Serving Workers, including Fast Food (N = 9,654; Median Hourly Earnings: $11.36). Other higher median hourly earnings occupations include but are not limited to Customer Service Representatives, Bookkeeping, Accounting, and Auditing Clerks; Sales Representatives, Services, all other; General and Operations Managers; First-Line Supervisors of Office and Administrative Support Workers; Business Operations Specialists, all other; and Maintenance and Repair Workers (general).

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2.4 Identifying Goals and Strategies

AEC and Noncredit counselors are instrumental in helping students navigate their academic and career pathway. Counselors collaborate with the noncredit counseling faculty lead to update and distribute a student pathway map in a student folder that highlights AEC and Noncredit academic programs, including student support services. Counselors actively provide academic and career advisement one-on-one, in small groups, and in workshops.

AEC and Noncredit counselors are vital to student guidance and success. They have made it a priority to focus on the following activities to support students with their transition from the AEC to Noncredit and/or from Noncredit to Career: continue to develop and distribute a student pathway map that informs students on programs and services; develop and distribute a pamphlet/brochure (electronic and hard copy) highlighting all noncredit Career Development College Preparation (CDCP) programs; send AEC counselors schedules every semester for AEC students; develop and implement a comprehensive education plan to include transfer information and career goals; establish regular AEC and Noncredit counseling meetings (consider once a semester); collaborate with AEC and Noncredit faculty, staff, and administrators to identify how to share noncredit ESL student assessment results; continue noncredit counselor-student visits at the AEC; promote the noncredit Transition to College, and Career and Workforce Readiness courses/program to AEC students; develop a AEC to SMC student referral system in partnership with the Consortium's Governing Board; connect more closely with the local WorkSource Centers; facilitate conversations with SMC Career Services to remove the credit unit requirement so that noncredit students have access to the Career Center; develop an electronic list of all key employees and resources; conduct SMC tours during the evening hours for AEC students seeking to transition to SMC; promote noncredit programs to AEC students by conducting mini-workshops at the AEC giving students a preview of the different programs and student support services; and establish a process to support AEC students who are interested in co-enrolling at the AEC and Noncredit Programs.

Due to most of the Consortium's adult learners being English language learners, the AEC and Noncredit will continue to make ESL curriculum alignment and faculty professional development a high priority. Noncredit ESL is exploring the creation of a new ESL Certificate of Competency, which will include a basic computer skills course and a workforce readiness course that will support noncredit ESL students on specific career pathways such as childcare, health careers, and business and hospitality. These courses will be offered concurrently with noncredit short-term vocational programs and thus support acceleration and integrated education and training goals. The basic computer skills course will also fill a need in the region, as neither agency currently offers a noncredit basic computer skills course. 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; collaborate to share curriculum, assessments and instructional resources including EL Civics; and create new pathways to ensure that students have the skills to navigate and adapt to an ever-changing global society. AEC and noncredit ESL faculty have worked to align noncredit ESL curriculum. Noncredit ESL faculty will create two new noncredit ESL courses, which will offer English language support for students on a specific career pathway. Upon approval of the courses, noncredit ESL will pilot Integrated Education and Training for the noncredit Childcare Certificate of Completion to be offered in Spring 2020. In Fall 2019, AEC and Noncredit ESL

faculty will work to identify a cohort of ESL students who are committed to this pathway. Students will be co-enrolled in one or more noncredit ESL support classes and in Early Childhood Education (ECE) 901 and 902 in Spring 2020.

The Consortium's Governing Board facilitated four meetings Fall 2018 through mid-Spring 2019 to determine priorities for the next three years. 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 alignment; (5) identification of a marketing and outreach workgroup to connect with and engage community and industry partners; (6) student recruitment and more informed AEC and Noncredit faculty and staff; (7) development and implementation of a student referral and tracking system rather than continuing with LiteracyPro's CommunityPro web-based system, which is still being developed and too costly in the long-run for the Consortium; (8) collaboration with SMC Disabled Students Services (DSS) to explore noncredit workforce training for students with disabilities; (9) partnership with SMC Career Services; (10) professional development opportunities to AEC and Noncredit faculty and staff; and (11) increased classified staff by recruiting critical positions to support growing programs (such as SMC Noncredit Programs).

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Figure 1. Logic Model

Goal Statement: Develop accessible and equitable opportunities for underserved adult learners by establishing effective academic pathways leading to gainful employment.

Our overall direction and focus for the program cycle relative to the target populations and problems we seek to address

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
In order to accomplish our set of activities we will need the following:	*In order to address our problem or asset we will accomplish the following activities:*	*We expect that once accomplished, these activities will produce the following evidence or service delivery:*	*We expect that if accomplished these activities will lead to the following changes in the next year*	*We expect that if accomplished these activities will lead to the following changes in 1-3 years*	*We expect that if accomplished these activities will lead to the following changes in 3-5 years*
CAEP objectives and metrics: Course and Student Services offerings -Faculty will need time to develop curriculum -Faculty and administrators will need time and resources to expand student services. AB 86 Objectives and CAEP Metrics: Partnerships -The Governing Board will need time to meet with interested community and	Objective 5: Accelerate Success Objective 7: Leveraging Regional Structures: -Development of noncredit CDCP courses/programs. -Enhance counseling transition support. -Continue ESL curriculum alignment. -Begin to hold joint counseling meetings each semester in order to keep all counseling services aligned and to begin to develop a process to help students transition to their next goal.	CAEP Area Metric -Literacy gains, skills gains -Certificates and degrees -Transition to CTE or ASE: By expanding course offerings and enhancing student services, students will have greater pathways opportunities and greater support to reach their goals. CAEP Area Metric -Certificates and Degrees -Job Placements: -Partners will have a more visible presence at the AEC and Noncredit Programs	CAEP Area Metric -Literacy gains, skills gains -Certificates and degrees -Transition to CTE or ASE: Increase in enrollment across all noncredit offerings contributing to an increase of certificates and degrees. CAEP Area Metric -Certificates and Degrees -Job Placements: Increase in inter-agency referrals. CAEP Area Metric	CAEP Area Metric -Literacy gains, skills gains -Certificates and degrees -Transition to CTE or ASE: Increase in enrollment across all noncredit offerings contributing to an increase of certificates and degrees. CAEP Area Metric -Certificates and Degrees -Job Placements: -Increase in student access to community resources. -Increase in AEC student transition to Noncredit.	CAEP Area Metric -Literacy gains, skills gains -Certificates and degrees -Transition to CTE or ASE: Increase in enrollment across all noncredit offerings contributing to an increase of certificates and degrees. CAEP Area Metric -Certificates and Degrees -Job Placements: -Increase in student access to community resources. -Increase in AEC student transition to Noncredit.

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Santa Monica

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
industry partners. -Designated space and funding identified by the Consortium in collaboration with partners to assist adult learners in achieving their educational and career goals. AB 86 Objectives and CAEP Metrics: Marketing and Outreach -Financial resources will be needed to develop, maintain and distribute material -Counselors, staff, and student workers will attend recruitment events. Pre-apprenticeship -Time will be allotted to explore apprenticeship guidelines and best practices in addition to identifying potential partners and resources.	-SMRC will work collaboratelly to identify cohorts of students that are committed to offered career pathways in order to promote student success. -Noncredit and AEC will collaborate to share curriculum, assessment and instructional resources -Partner with SMC Disabled Student Services (DSS) to explore noncredit workforce training for students with disabilities. Objective 4: Addressing gaps in Service Objective 7, Leveraging Regional Structures: -Partners as on-site guest speakers with a dedicated time/workspace to meet with students and Consortium members. -The Governing Board will develop a new electronic or web-based referral system to track referrals from/to	resulting in students making connections to community resources and workforce. -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. CAEP Area Metric -Job Placements -literacy and skills gains: Increase in student enrollment in noncredit CDCP courses/programs. CAEP Area Metric -Certificates and Degrees -Job Placements -Transition to transfer level coursework and transition to CTE or ASE: -Students will have greater	-Job Placements -literacy and skills gains: Increase in student enrollment in noncredit CDCP courses/programs. CAEP Area Metric -Certificates and Degrees -Job Placements -Transition to transfer level coursework and transition to CTE or ASE: -The Consortium will have a greater understanding of apprenticeship standards and employment opportunities. CAEP Area Metric -Certificates and Degrees -Transition to CTE, ASE and Transfer level coursework: -Consortium faculty and staff will have a greater understanding of equity issues in order to offer services or tailor	-Increase in noncredit course and certificate student completers. -Increase in AEC and Noncredit students becoming gainfully employed. CAEP Area Metric -Job Placements -literacy and skills gains: Increase in student enrollment in noncredit CDCP courses/programs. CAEP Area Metric -Certificates and Degrees -Job Placements -Transition to transfer level coursework and transition to CTE or ASE: -The Consortium will have a greater understanding of Apprenticeship standards and employment opportunities. CAEP Area Metric -Certificates and Degrees	-Increase in noncredit course and certificate student completers. -Increase in AEC and Noncredit students becoming gainfully employed. CAEP Area Metric -Job Placements -literacy and skills gains: Increase in student enrollment in noncredit CDCP courses/programs. CAEP Area Metric -Certificates and Degrees -Job Placements -Transition to transfer level coursework and transition to CTE or ASE: -The Consortium will have a greater understanding of Apprenticeship standards and employment opportunities. CAEP Area Metric -Certificates and Degrees

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Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
Professional Development	community and industry partners as well as from/to the AEC and Noncredit. AB 86 Objective 4: Addressing gaps in Service Objective 5: Accelerate Success Objective 7, Leveraging Regional Structures: -Noncredit will work with SMC Marketing. -Noncredit will create a workgroup to help brand noncredit CDCP courses/programs to increase visibility to the campus community and the region. -Distribute materials to community and industry partners and concentrated outreach to targeted communities. -The workgroup will help create SMRC program calendar and develop material that outline programs and support	visibility to employment prospects. -The employer may compensate students while completing the apprenticeship program. -The employer may give students a salary increase and higher position upon completion of the program. CAEP Area Metric -Certificates and Degrees -Transition to CTE, ASE and Transfer level coursework: -Consortium faculty and staff will have a greater understanding of equity issues in order to offer services or tailor instruction to meet the needs of traditionally underserved students which will increase the number of noncredit certificate completers. -Participation in adult education and noncredit-related meetings and	instruction to meet the needs of traditionally underserved students which will increase the number of noncredit certificate completers. -Participation in adult education and noncredit-related meetings and conferences, etc. will keep the Consortium abreast of legislative changes and best practices. -The Consortium will continue to host joint events to align curriculum and eliminate duplication of services for ease of transition between members.	-Transition to CTE, ASE and Transfer level coursework: -Consortium faculty and staff will have a greater understanding of equity issues in order to offer services or tailor instruction to meet the needs of traditionally underserved students which will increase the number of noncredit certificate completers. -Participation in adult education and noncredit-related meetings and conferences, etc. will keep the Consortium abreast of legislative changes and best practices. -The Consortium will continue to host joint events to align curriculum and eliminate duplication of services for ease of transition between members.	-Transition to CTE, ASE and Transfer level coursework: -Consortium faculty and staff will have a greater understanding of equity issues in order to offer services or tailor instruction to meet the needs of traditionally underserved students which will increase the number of noncredit certificate completers. -Participation in adult education and noncredit-related meetings and conferences, etc. will keep the Consortium abreast of legislative changes and best practices. -The Consortium will continue to host joint events to align curriculum and eliminate duplication of services for ease of transition between members.

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
	services of the SMRC. -AEC to work more closely with the SMMUSD Community and Public Relations Officer. AB 86 Objective 4: Addressing gaps in Service Objective 5: Accelerate Success Objective 7, Leveraging Regional Structures: -Noncredit administrators will explore apprenticeship opportunities in order to identify pre-apprenticeship opportunities. -AEC will provide information and resources to counselors, staff, and students interested in apprenticeship opportunities as they become available. AB 86 Objective 4: Addressing gaps in Service Objective 5: Accelerate Success	conferences, etc. will keep the Consortium abreast of legislative changes and best practices. -The Consortium will continue to host joint events to align curriculum and eliminate duplication of services for ease of transition between members.			

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
	Objective 6: Collaborate on Professional Development: -Noncredit will promote professional development opportunities that focus on equity for faculty and staff. -Noncredit will continue to participate in noncredit-related workshops, meetings, and conferences. -Noncredit will continue to participate in instruction and curriculum-related professional development. -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.				

Regional Consortium For Adult Education

Assumptions	External Factors
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.	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 located in a region where the majority of residents are not traditional adult education/noncredit learners and given that the majority of 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.

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Table 3. Progress Indicators

Provide three to five SMART (Specific, Measurable, Attainable, Realistic, and Time-bound) objectives by which your consortium will assess progress and impact during the next three-year cycle. These objectives should map directly to your Logic Model activities, outputs, and / or outcomes, as these will be a driving factor for annual plans throughout the funding period.

Example: By May 2019, increase the number of agencies that have aligned CTE pathways and developed comprehensive program maps from 2 to 10.

1. 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.

2. 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.

3. 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).

4. 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).

5. 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.

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2.5 Piloting and Implementation

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 Consortium will pilot and implement proposed activities by being intentional with the collection and analyzation of student and course/program data. The AEC will develop and strategies based on identified student need. These strategies will be evaluated by AEC administrators, teachers, and staff following an improvement cycle that includes planning, implementation, assessment, and improvement. Critical needs and challenges will be identified by schoolwide 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 schoolwide 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.

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 Consoritum 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 schoolwide 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. Consortium members have financial resources to carry out proposed activities. Ongoing evaluation of strategies and allocated funds will be considered in relationship to increasingly focused practice. Noncredit also

has access to other noncredit grant sources that can be leveraged to achieve proposed activities. Most activities are designed to be measured given current or proposed data collection methods.

Year 2020/2021 Annual Plan Primary Objectives: The Consortium will host at least one joint professional development activity for AEC and Noncredit teachers and faculty each semester (fall and spring). Professional development will focus on curriculum and program alignment, development, and implementation; best teaching practices; understanding, supporting, and empowering adult education and noncredit students; classroom technology and equipment; use of student assessment results in the classroom; etc. Professional development effectiveness will be measured based on improved curriculum and practices, and ultimately, an increase in student engagement, persistence, completion, and transition. If supported by SMC senior staff, Noncredit administrators will develop an apprenticeship program with a new, innovative industry partner, such as a partner in the entertainment or health industry. The success of an apprenticeship program will be demonstrated by the number of certificates awarded, employment (job offer), on the job promotion, future development of new apprenticeship programs and pathways, etc.

Year 2021/2022 Annual Plan Primary Objectives: The Consortium will increase the number of noncredit Career Development College Preparation (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 mathematics for the workforce. Noncredit curriculum and program development can be a challenge due to the difference in noncredit and credit faculty load factor. This challenge delays noncredit academic and career pathways that are beneficial to underserved adult learners and other students, like credit students, who have an interest in increasing their basic skills in preparation for college-level courses. Once developed, approved, and implemented, the effectiveness of noncredit courses and programs will be measured by student engagement, persistence, completion, transition, and gainful employment.