

56 Santa Monica Regional Consortium for Adult Education (2025-28)

CERTIFIED

Details

Consortium Information

In this section, information about the consortium, its primary and fiscal contacts, and CAEP funds received is auto-populated in NOVA.

As this information is auto-populated from your consortium's landing page in NOVA, make sure the information there is up-to-date, especially the Primary and Fiscal Contacts. This will ensure the correct information is auto-populated properly into the three-year plan.

Consortium Name:

56 Santa Monica Regional Consortium for Adult Education

Address:

1900 Pico Blvd | Santa Monica, CA | 90405

Website:

www.santamonica4adulthood.org

Funding Channel 2025-26:

Direct Funded

CAEP Funds 2025-26:

\$0

CAEP Funds 2024-25:

\$0

CAEP Funds 2023-24:

\$0



Consortium Contacts

Auto-populated

Responsibility	Name	Email	Title	Phone
Consortium Contributor	lorena Martin	lorena.martin@smmusd.org	Administrative Assistant	(310) 664-6222
Fiscal Contact	Saman Mehrazar	mehrazar_saman@smc.edu	Administrative Assistant II - Noncredit Adult Education	(310) 434-8685
Primary Contact	Scott Silverman	silverman_scott@smc.edu	Dean, Noncredit & External Programs	(310) 434-4370
Primary Contact	Cynthia McGregory	cmcgregory@smmusd.org	Principal	(310) 392-2494 ext: 66208
Primary Contact	Luis Jauregui	jauregui_luis@smc.edu	Project Manager	(310) 434-3403
Primary Contact	Patrick Miller	p.miller@smmusd.org	Director of Assessment, Research, and Evaluation	

Members

Auto-populated

Member Agency	Member Type	Contact	Phone
Santa Monica CCD	District	Scott Silverman Ed.D.	(310) 434-4370
Santa Monica-Malibu Unified	Unified School District	Cynthia McGregory	(310) 392-2494 ext: 66208

Executive Summary

Executive Summary *

The Santa Monica Regional Consortium (SMRC) serves the Santa Monica and Malibu area. 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 high school equivalency examinations, complete noncredit courses to earn a certificate, transition to college level (credit courses/programs), and/or obtain mid-level employment with livable wages. It should be noted that in addition to students from Santa Monica and Malibu, there is a significant number of students from the Greater LA region enrolled as well.

SMRC is focusing this 3 year plan on clearly defined SMART goals for enrollment and completions across multiple areas. These SMART goals leverage the available data, the regular Governing Board meetings and retreats, the student and staff surveys each member agency has conducted, and is in alignment with the many other internal and external reports each agency conducts.

Based on the students we serve and the extensive stakeholder input, SMRC has identified several key opportunities for this three-year cycle:

CAEP Objective 1: Address Educational Needs by developing and enhancing curriculum and professional development.

CAEP Objective 2: Improve Integration of Services and Transitions by providing targeted professional development and setting completion targets for programs.

CAEP Objective 3: Improve Effectiveness of Services by increasing enrollment and persistence.

Assessment

Overview and Preparation *

SMRC regularly conducts both student and faculty surveys, as well as reviewing available data sources and reports from CCCC and agency sources. SMRC regularly reviews the available data both in General and Governing Board meetings. When developing new programs, SMRC agencies leverage local labor market information, and peer consortia resources from CAEP, ACCE, CASAS, etc.

What type of representatives make up your assessment planning board members?

- ✓ Community College representatives
- ✓ K12 School District representatives

Which of the following data sources were referenced and contributed to the consortium's understanding of needs, current levels and types of services, and gaps?

- ✓ Student data (TOPSPro, MIS)
- ✓ CAEP consortium Fact Sheet
- ✓ DataVista
- ✓ Population demographic data (U.S. Census, etc.)
- ✓ Labor market data (U.S. Bureau of Labor Statistics, California Employment Development Department (EDD))
- ✓ Partner meetings
- ✓ Regional plans
- ✓ Community stakeholder input
- ✓ Data gathering/student needs assessment
- ✓ Employer input

Data Collection Process - Further Context *

As necessary, each agency has conducted their own local processes to supplement and feed into Consortium planning.

Internal discussions to identify gaps in student onboarding procedures, assessments and completions at the agency level regularly lead to improved processes, which should then lead to improved outcomes.

Data on employment status post-completion continues to be somewhat elusive/. Likewise, data mismatches between data sources can impact our analysis.

Regional Alignment and Priorities

Provide the names and types of the regional partner organizations that your consortium works with to ensure programs offered align with regional needs. *

Click **Add Partner Organization**, search for the organization's name, and select it. If the organization is not listed, click **Create a new one** in the modal, enter the Partner Organization Name, and select the Partner Organization Type.

Partner Organization Name	Partner Organization Type
Jewish Vocational Services	Community Organization
Santa Monica Public Library	Community Organization
Chrysalis	Community Organization
LA Hospitality Training Academy	Community Organization
LA Worksource Center	Workforce Development Board

What relevant education and workforce plans that guide services in the region were used to develop this Three-Year Plan?

- ✓ WIOA Title II Continuous Improvement Plan (CIP)
- ✓ California Strong Workforce Program (SWP) Plans
- ✓ K12 Strong Workforce Program (SWP) Plans

What are the top priorities in relation to regional alignment?

- ✓ Developing or enhancing program mapping and career pathways that support identified industry needs
- ✓ Identifying emerging industries for development of CTE programming aligned with regional needs
- ✓ Increasing access to and awareness of services
- ✓ Supporting changing industry needs that require re-training and upskilling of workers to prepare for high-demand jobs
- ✓ Alignment of curriculum, student assessments, articulation, connecting bridge courses, and/or dual enrollment to support transitions

Alignment with Other Education and Workforce Plans *

LA County Workforce Development WIOA Local Plan

Both agencies within SMRC conduct an annual student needs survey and the WIOA Core Performance and Technology Needs surveys.

Evaluate the Educational Needs of Adults in the Region *

1. In our area, we have 9% of ELLs, though given the actual student population served inclusive of those not residing in the area it is a higher percentage.
2. 10% have attained only a High School Diploma, and 5% did not complete High School.
3. Unemployment is 4%
4. 14,500 individuals are at or below the poverty line

Please identify the categories of needs of your region.

- ✓ Access for underserved populations
- ✓ Access to technology
- ✓ Address broad needs of diverse populations served
- ✓ Alignment of education and workforce needs
- ✓ English language needs
- ✓ Improving accessibility of programming
- ✓ Improving digital literacy
- ✓ Increasing awareness of services
- ✓ Labor shortages
- ✓ Lack of childcare
- ✓ Living wage job attainment
- ✓ Short term CTE training

Needs - Further Context (optional)

The Census data for our service area does not adequately reflect the students served. Our area draws in a lot of people from an area outside of our service area. There are people who work in the area and thus their families enroll in SMMUSD, as well as a high percentage of residents from LA County or beyond that enroll at SMC.

Out of the local residents served, the needs and demographics of the two cities in our region, Santa Monica and Malibu, are very different.

What challenges does your region face that impact the programs you have previously or are currently offering?

- ✓ High cost of living/housing/healthcare
- ✓ Labor market issues (e.g., teacher shortages, etc.)
- ✓ Diverse regional needs
- ✓ Waiting list for students / not enough program capacity for number of qualified applicants

Challenges - Further Context (optional)

Not Entered

Which populations are currently being served by your programs?

- ✓ Adults over 50
- ✓ Foreign born or refugees
- ✓ Less than a high school education
- ✓ Limited English proficiency/English language learners
- ✓ Limited/low literacy
- ✓ Near or below the poverty line
- ✓ Under-represented minority populations
- ✓ Unemployed
- ✓ Workers in need of upskilling

Contributions by Entities*

Name	Role	Three-Year Plan Contribution
Scott Silverman	Administrator	Participated in planning meetings
Patrick Miller	Administrator	Participated in planning meetings
Luis Jauregui	Administrator	Participated in planning meetings
Cynthia McGregory	Principal	Participated in planning meetings
Liz Koenig	Community college faculty	Participated in planning meetings
Patricia Hernandez	Teacher employed by local educational agencies	Participated in planning meetings
Saman Mehrazar	Classified staff	Participated in planning meetings
Lorena Martin	Classified staff	Participated in planning meetings

Regional Service Providers

For each Consortium Member service provider, enter the number of Participants in each program area.

Provider Name	Provider Type	Number of Participants in Program Area									Total Participants
		ABE	ASE	AWD	CSS	CTE	ESL	Pre-Apprenticeship	Short Term CTE	Workforce Reentry	
*Santa Monica CCD	Member Representative	0	0	0	0	0	1,486	0	2,003	216	3
*Santa Monica-Malibu Unified	Member Representative	59	54	0	0	0	168	0	8	0	
Total Participants		59	54	0	0	0	1654	0	2011	216	3

* Consortium Member required to input number of Participants

For each service provider added, check the box in the program areas where services are provided.

No Service Providers for this consortium.

What industries do you currently serve/plan to serve in the future?

- ✓ Business
- ✓ Construction
- ✓ Education
- ✓ Environmental technology

- ✓ Healthcare
- ✓ Retail
- ✓ Technology
- ✓ Transportation

Industries Served - Further Context (optional)

Not Entered

Evaluate the Current Levels and Types of Education and Workforce Services for Adults in the Region *

SMRC offers all 6 levels of ESL as well as ABE, ASE across 6 days a week, typically in the morning and evenings.

CTE courses are offered at various times of day and days of the week.

Classes are offered at various community locations, including the Santa Monica Public Library.

SMRC, and each agency, collaborates with community partners to send and receive referrals and facilitate their enrollment.

Based on the regional Workforce Plan, enrollment trends and fill rates, adjustments are made when necessary, including program enhancements, revision and creation. For example, a workforce need within the healthcare industry first led to the Certified Nursing Assistant (CNA) program, and subsequent development of an acute care version of the CNA program was made to meet industry needs.

Metrics: CAEP Barriers & Metrics

✓ Student Barriers

Adult Ed Metrics

- English Language Learner (149AE)

✓ Students and Programs: Explore program enrollment, student demographics, and barriers to employment.

Adult Ed Metrics

- Career Technical Education (1003)
- English as a Secondary Language (1002)

✓ Progress: Learn about skills gains in adult basic education, ESL, workforce preparation, and CTE programs.

Adult Ed Metrics

- Completed Educational Functioning Level Gain (400AE)

✓ **Transition:** Learn about student transition into postsecondary education and college credit pathways.

Adult Ed Metrics

- Transitioned to CTE (636AE)
- Transitioned to Non-Developmental Credit College Course (637AE)

✓ **Success:** Information on completion of diplomas, certificates, and college credit awards.

Adult Ed Metrics

- Diploma, GED or High School Equivalency (633AE)

✗ **Employment & Earnings:** Access 2nd and 4th quarter employment, annual earnings, and earning gains data.

Consortium Level Metric Targets

In this section, Consortium Level Actuals data from DataVista for the previous three years, including areas to input data for Consortium Level Targets are shown below.

The first row shows the required metric of Number of Adults Served. The following rows show metrics previously selected in the CAEP Barriers and Metrics workflow section.

Input Consortium Level Targets as whole numbers for the upcoming three years for all of the rows of metrics shown below

The 2023-24 data in DataVista will be made available in Spring 2025 and the 2024-25 data will be made available in Spring 2026.

Metric Set	Metric Description	Consortium Level Metric Actuals			Consortium Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
All	Reportable Individuals (200AE)	3,576	3,956		4,088	4,220	4,352
Student Barriers	English Language Learner (149AE)	1,613	1,812		1,872	1,932	1,992

Member Level Metric Targets

In this section, Member Level Actuals data from DataVista for the previous three years, including areas to input data for member level Targets for the upcoming three years are shown below.

The first row shows the required metric of Adults Served Who Became Participants. The following rows show metrics previously selected in the CAEP Barriers and Metrics workflow section.

Input Member Level Targets as whole numbers for the upcoming three years for all of the rows of metrics shown below

The 2023-24 data in DataVista will be made available in Spring 2025 and the 2024-25 data will be made available in Spring 2026.

Santa Monica CCD (Reported by Santa Monica)

Metric Set	Metric Description	Member Level Metric Actuals			Member Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
All	Participants (202AE)	3,039	3,359		3,471	3,583	3,695
Progress	Completed Educational Functioning Level Gain (400AE)	273	471		487	503	518
Success	Diploma, GED or High School Equivalency (633AE)	54	63		65	67	69
Transition	Transitioned to Non-Developmental Credit College Course (637AE)	91			100	109	118
Transition	Transitioned to CTE (636AE)	193			200	207	212
Students and Programs	English as a Secondary Language (1002)	1,313	1,486		536	1,586	1,634
Students and Programs	Career Technical Education (1003)	1,800	2,003		2,070	2,136	2,204

* Mandatory for all members

Santa Monica-Malibu Unified (Reported by Santa Monica-Malibu Unified School District)

Metric Set	Metric Description	Member Level Metric Actuals			Member Level Metric Targets		
		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
All	Participants (202AE)				217	241	263
Progress	Completed Educational Functioning Level Gain (400AE)				75	80	85
Success	Diploma, GED or High School Equivalency (633AE)				9	12	15
Transition	Transitioned to Non-Developmental Credit College Course (637AE)				11	14	17
Transition	Transitioned to CTE (636AE)				8	10	12
Students and Programs	English as a Secondary Language (1002)				1	1	1
Students and Programs	Career Technical Education (1003)				1	1	1

* Mandatory for all members

Member Spending Targets

The Percent of Available Funds Spent in 2022-23, 2023-24, and 2024-25, imported from NOVA, is in the first row. This is a required metric. Add 2025-26, 2026-27, and 2027-28 Targets for each member district's Percent of Available Funds Spent.

Enter each of the Percent of Available Funds Spent as percentages for each year

Member	% of Available Funds Spent			Member Level Targets		
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Santa Monica CCD	100%	100%	22%	100%	100%	100%
Santa Monica-Malibu Unified	100%	162%	6%	100%	100%	100%

Objectives

Objective #1: Address Educational Needs

Strategies *

1. Enhance and develop course curriculum
2. Enhance and develop mirrored course offerings
3. Increase student completion rates

Objective #2: Improve Integration of Services & Transitions

Select the strategies that your consortium is using to improve 1) integration of services and 2) transitions to post-secondary education and the workforce

1. Utilizing Data

- ✓ Quarterly reviews of student data
- ✓ Data visualization tools and dashboards

2. Providing Professional Development

- ✓ Attendance for education providers at workshops, webinars, and conferences
- ✓ Training in technology and student tracking

3. Identifying Best Practices

- ✓ Creating SMART goals

4. Offering Flexible Courses and Services

- ✓ Hybrid and hyflex delivery to meet students where they are
- ✓ Other

Provide targeted professional development; Set completion targets for programs

Additional Context (optional)

Not Entered

Objective #3: Improve Effectiveness of Services

Select the programmatic strategies that your consortium is using to improve effectiveness of services:

- ✓ Develop or Improve Professional Development Activities
- ✓ Develop or Improve Pathways/Maps for Students
- ✓ Develop or Improve Community Partnerships
- ✓ Develop or Improve Transition and Counseling Services/Resources
- ✓ Develop or Improve Distance Learning Capabilities (flexible schedule)
- ✓ Close Gaps in Services
- ✓ Develop or Improve Wraparound Services for Students and Families
- ✓ Other
Increase enrollment and persistence

Select the operational strategies that your consortium is using to improve effectiveness of services:

- ✓ Develop or Identify Industry and Workforce Needs Courses
- ✓ Better Use of Data and Analytics to Evaluate Services
- ✓ Increase Staff Training and Development
- ✓ Enhance Marketing and Messaging Efforts
- ✓ Enhance Student Completion
- ✓ Enhance Student Recruiting
- ✓ Enhance Student Retention
- ✓ Better Use of Data Analytics to Prioritize Services
- Not Entered

Additional Context (optional)

Not Entered

Activities & Outcomes**Objective #1: Address Educational Needs****Activity Name ***

Enhance and develop course curriculum

Brief Description of Activity and Significance of Activity to Outcome *

Santa Monica College will develop new ESL and CTE curriculum and enhance existing courses, emphasizing contextualized instruction that connects English language learning to real-world goals such as employment, civic participation, and further education. This includes expanding ESL courses aligned with CTE pathways—such as healthcare, education, and technology—to help students understand the purpose of their studies and build clear bridges into workforce training. Additionally, Santa Monica College will continue to develop new short-term vocational courses that provide adult learners with practical, career-focused training in high-demand fields like healthcare, technology, and business. These condensed programs will equip students with specific workforce skills, enabling faster entry or advancement in their industries. By offering flexible scheduling

and targeted instruction, these courses aim to reduce barriers such as limited time availability and prior experience, making career training more accessible for working adults and English learners.

To support immediate language acquisition needs, SMC will also develop ESL conversation courses that focus on building speaking and listening skills for daily life, workplace readiness, and community interaction. These courses are especially critical for beginning and intermediate-level learners who need functional English to access services and engage in entry-level work. To increase accessibility and support persistence, these courses will be offered with flexible scheduling options, including evenings, Saturdays, and off-site locations, allowing working adults and caregivers to participate more consistently.

By improving the relevance, accessibility, and delivery of ESL instruction, these curricular enhancements directly address key barriers faced by English Language Learners—such as lack of flexible class options, limited workforce-aligned instruction, and low engagement due to limited real-world application. These efforts are expected to contribute to measurable EFL gains by better aligning instruction with learner goals, supporting consistent attendance, and providing meaningful opportunities to apply language skills. Additionally, by offering more relevant and accessible pathways, the consortium aims to improve student persistence and retention, ensuring that learners remain engaged across terms and make steady progress toward their goals. Ultimately, these activities support improved student progress through educational functioning levels and better outcomes in employment, training, and continued education.

Outcomes

Use the space provided to identify the Outcomes that the activity will accomplish in the next year (Short-Term), in one to three years (Intermediate), and in three to five years (Long-Term). The brief description of each of these three types of outcomes should include one or more outcomes that are specific, measurable, achievable, relevant, and time-bound (SMART).

Short-Term Outcomes (12 Months) *

- Increased enrollment and attendance
- Improved EFL gains as demonstrated by pre- and post-assessments in ESL courses
- Increased persistence and retention among adult learners.

Intermediate Outcomes (1-3 Years) *

- Increased student engagement in contextualized curriculum, measured through surveys and classroom participation
- Growth in transitions from ESL to CTE or credit-bearing programs, reflecting successful bridging and preparation through aligned coursework
- Improved access to flexible learning options, as evidenced by enrollment in evening, weekend, online, and off-site classes, supporting retention of working adults and caregivers.
- Higher attainment of CDCP certificates in both ESL and short-term vocational courses, reflecting increased persistence and retention among adult learners.

Long-Term Outcomes (3-5 Years) *

Continue to serve an increasing population with increased percentage of completions.

Adult Education Metrics and Student Barriers

- All: Participants (202AE)
- Progress: Completed Educational Functioning Level Gain (400AE)
- Student Barriers: English Language Learner (149AE)
- Students and Programs: Career Technical Education (1003)
- Students and Programs: English as a Secondary Language (1002)
- Transition: Transitioned to CTE (636AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
Luis Jauregui	Santa Monica CCD	06/30/2028
Cynthia McGregory	Santa Monica-Malibu Unified	06/30/2028

Activity Name *

Enhance and develop mirrored course offerings

Brief Description of Activity and Significance of Activity to Outcome *

Mirrored ESL courses (noncredit ESL sections that align with credit-bearing classes) will be added or expanded at Santa Monica College to support transitions to college credit programs and ensure continuity for learners seeking longer-term academic goals. These courses are designed to help students build the academic language, study skills, and confidence needed to succeed in credit-bearing environments, reducing common barriers such as unfamiliarity with college systems, lack of academic preparedness, and fear of transition.

By creating a bridge between noncredit and credit pathways, mirrored courses offer a structured, supportive entry point into postsecondary education. They also promote persistence by clearly linking ESL progress to attainable educational and career outcomes. Additionally, these courses reinforce language skills through academic content, helping students demonstrate measurable EFL gains while simultaneously preparing for college-level work. This alignment not only supports smoother transitions but also increases the likelihood of student success in both ESL and subsequent academic programs.

Outcomes

Use the space provided to identify the Outcomes that the activity will accomplish in the next year (Short-Term), in one to three years (Intermediate), and in three to five years (Long-Term). The brief description of each of these three types of outcomes should include one or more outcomes that are specific, measurable, achievable, relevant, and time-bound (SMART).

Short-Term Outcomes (12 Months) *

- Increased enrollment and attendance in mirrored classes

Intermediate Outcomes (1-3 Years) *

- Growth in transitions to credit-bearing programs, reflecting successful bridging and preparation through aligned coursework and mirrored classes.
- Increase in number of mirrored courses offered

Long-Term Outcomes (3-5 Years) *

Increased yield of students matriculating to Credit.

Adult Education Metrics and Student Barriers

- All: Participants (202AE)
- Student Barriers: English Language Learner (149AE)
- Transition: Transitioned to CTE (636AE)
- Transition: Transitioned to Non-Developmental Credit College Course (637AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
Luis Jauregui	Santa Monica CCD	06/30/2028
Cynthia McGregory	Santa Monica-Malibu Unified	06/30/2028

Activity Name *

Increase student completion rates

Brief Description of Activity and Significance of Activity to Outcome *

For AEC: By June 2028, increase the percentage of students attaining a CDCP certificate of HSD/equivalency by 10%.

For AEC: By June, 2028, increase the percentage of AEC students earning a GED/high school diploma/equivalent, completing ABE/ASE goals, and completing courses by 3% annually in all three areas.

For SMC: By June 2028, increase the number of Noncredit CDCP certificates awarded by 10%.

Outcomes

Use the space provided to identify the Outcomes that the activity will accomplish in the next year (Short-Term), in one to three years (Intermediate), and in three to five years (Long-Term). The brief description of each of these three types of outcomes should include one or more outcomes that are specific, measurable, achievable, relevant, and time-bound (SMART).

Short-Term Outcomes (12 Months) *

AEC: By June 2026, increase each metric below by 3%

- Earning a GED/high school diploma/equivalent
- Completing ABE/ASE goals
- Completing courses

SMC: By June 2026, increase the number of Noncredit CDCP certificates awarded by 3%.

Intermediate Outcomes (1-3 Years) *

AEC: Each year, increase each metric below by an additional 3%

- Earning a GED/high school diploma/equivalent
- Completing ABE/ASE goals
- Completing courses

SMC: Each year, increase the number of Noncredit CDCP certificates awarded by 3%.

Long-Term Outcomes (3-5 Years) *

Faculty feel more confident in their abilities to support students in reaching their educational milestones

Adult Education Metrics and Student Barriers

- All: Participants (202AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
Luis Jauregui	Santa Monica CCD	06/30/2028
Cynthia McGregory	Santa Monica-Malibu Unified	06/30/2028

Objective #2: Improve Integration of Services & Transitions

Activity Name *

Provide targeted professional development

Brief Description of Activity and Significance of Activity to Outcome *

Provide targeted professional development focused on instructional quality, student engagement, and best practices to enhance learner persistence.

Professional development will be offered to SMC and AEC faculty and staff to support high-quality curriculum delivery, effective use of technology, and instructional strategies that promote learner persistence and retention. Topics may include student engagement, best practices to enhance learner persistence, and using data to support at-risk students. By equipping educators with tools to better identify and address barriers—such as inconsistent attendance, limited digital literacy, and low academic confidence—these trainings will help foster more inclusive, responsive learning environments. In turn, this will contribute to improved EFL gains by increasing instructional effectiveness and aligning teaching practices with the diverse needs of adult learners. Ultimately, targeted professional development is a key strategy for improving student persistence and retention, ensuring that learners are supported through each stage of their educational progress.

Outcomes

Use the space provided to identify the Outcomes that the activity will accomplish in the next year (Short-Term), in one to three years (Intermediate), and in three to five years (Long-Term). The brief description of each of these three types of outcomes should include one or more outcomes that are specific, measurable, achievable, relevant, and time-bound (SMART).

Short-Term Outcomes (12 Months) *

- Increased faculty and staff knowledge of effective instructional strategies to support diverse adult learners, including those with limited digital literacy and inconsistent attendance.
- Improved skills in using data to identify and support at-risk students.
- Enhanced ability of instructors to implement engagement techniques that foster a positive and inclusive learning environment.
- Greater faculty confidence in integrating technology effectively into curriculum delivery.

Intermediate Outcomes (1-3 Years) *

- Increased instructional quality and alignment with learner needs, leading to more responsive and engaging classroom experiences.
- Measurable improvements in learner persistence and retention, as students remain enrolled and engaged across terms due to better support and instructional methods.
- Reduction in barriers to learning such as absenteeism and low motivation, as faculty and staff are better equipped to intervene early and tailor supports.
- Strengthened institutional culture of continuous improvement and data-informed decision-making in adult education programs.

Long-Term Outcomes (3-5 Years) *

Faculty feel more confident in their abilities to support students in reaching their educational milestones

Adult Education Metrics and Student Barriers

- All: Participants (202AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
Liz Koenig	Santa Monica CCD	06/30/2028
Patricia Hernandez	Santa Monica-Malibu Unified	06/30/2028

Activity Name *

Set completion targets for programs

Brief Description of Activity and Significance of Activity to Outcome *

Annually, the percentage of students who make the desired learning gain will be at/above the state target based on pre/post test as reported on CASAS NRS Performance Reports (EFL Level Attainment)

For SMC:By June 2028, The percentage of Noncredit students successfully transitioning to Credit will increase by 6%.

Outcomes

Use the space provided to identify the Outcomes that the activity will accomplish in the next year (Short-Term), in one to three years (Intermediate), and in three to five years (Long-Term). The brief description of each of these three types of outcomes should include one or more outcomes that are specific, measurable, achievable, relevant, and time-bound (SMART).

Short-Term Outcomes (12 Months) *

61.2% (AEC) met desired level gain

40% (SMC) met desired level gain

Non Credit to Credit Transition (SMC) 23-24: 213/1314 (16%)

Intermediate Outcomes (1-3 Years) *

Annually, the percentage of students who make the desired learning gain will be at/above the state target based on pre/post test as reported on CASAS NRS Performance Reports (EFL Level Attainment)Source: NRS Performance Report -EFL Level Attainment

Year 1-3: Increase by 2% per year

Long-Term Outcomes (3-5 Years) *

SMC and AEC completion numbers will be above State averages in all categories.

Adult Education Metrics and Student Barriers

- All: Participants (202AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
Luis Jauregui	Santa Monica CCD	06/30/2028
Cynthia McGregory	Santa Monica-Malibu Unified	06/30/2028

Objective #3: Improve Effectiveness of Services**Activity Name ***

Increase enrollment and persistence

Brief Description of Activity and Significance of Activity to Outcome *

By June 2028, increase number of students enrolled in CAEP funded programs by 10%.

SMRC will also increase by 5 percent of total students that will sustain 12+ hours each year.

Outcomes

Use the space provided to identify the Outcomes that the activity will accomplish in the next year (Short-Term), in one to three years (Intermediate), and in three to five years (Long-Term). The brief description of each of these three types of outcomes should include one or more outcomes that are specific, measurable, achievable, relevant, and time-bound (SMART).

Short-Term Outcomes (12 Months) *

By June 2026, AEC enrollment will increase 6% (335), with 65% sustaining 12+ hours. By June 2026, SMC Noncredit enrollment will increase by 3%, with 92% sustaining 12+ hours.

Intermediate Outcomes (1-3 Years) *

By June, 2027, AEC enrollment will increase an additional 6% (355), with 68% sustaining 12+ hours. By June 2026, SMC Noncredit enrollment will increase by 3%, with 93% sustaining 12+ hours.

By June, 2028, AEC enrollment will increase and additional 6% (376) , with 70% sustaining 12+ hours. By June 2026, SMC Noncredit enrollment will increase by 3%, with 94% sustaining 12+ hours.

Long-Term Outcomes (3-5 Years) *

Increased number of students served and persisting is theoretically directly proportionate to how effective our services are.

Adult Education Metrics and Student Barriers

- All: Reportable Individuals (200AE)
- Student Barriers: English Language Learner (149AE)
- Students and Programs: Career Technical Education (1003)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
Luis Jauregui	Santa Monica CCD	06/30/2028
Cynthia McGregory	Santa Monica-Malibu Unified	06/30/2028

Funds Evaluation

Member Allocations and Expenditures

Member Agency	Prior Year Total Leveraged Funds	Program Reporting Status
Santa Monica CCD	\$1,728,026	Certified
Santa Monica-Malibu Unified	\$893,707	Certified
Totals	\$2,621,733	2/2 Certified

Funds Evaluation *

SMC Noncredit and the Adult Education Center anticipate continuing to leverage existing funding sources. As noncredit CDCP courses generate apportionment, SMC noncredit anticipates that instructor related costs, partial funding of classified staff salaries and benefits, and facilities expenses will continue to be supported by the college. Student Equity and Achievement funding is anticipated to continue support of noncredit career and academic counselors, in addition to partially funding classified staff salaries and benefits. To support the efforts of building and expanding noncredit career education CDCP programs, SMC Noncredit anticipates continued participation in Strong Workforce projects. Funding through Noncredit Strong Workforce varies depending on the scope of regional project efforts. SMC Noncredit anticipates leveraging Strong Workforce funding to support curriculum development, program marketing, counseling support, and project management. CAEP apportionment and WIOA Title II AEFLA fund the Adult Education Center program. Possible in-kind funding may be available in collaboration with Santa Monica Public Library (SMPL). SMPL facilitates the use of their rooms by AEC, for the purpose of in-person classes at local libraries, free of charge. CAEP spending will align with the objectives outlined in this three-year plan, including but not limited to: Salary and benefits of Program Management, classified staff salaries, instructional salaries and benefits, supporting of curriculum development, outreach and marketing, program supplies and instructional materials, and professional development opportunities. Carryover is the responsibility of each member to spend by the established deadlines.

Certification

Santa Monica CCD - Member Representative**Scott Silverman Ed.D.**

Dean, Noncredit & External Programs

silverman_scott@smc.edu

(310) 434-4370

Luis Jauregui

Project Manager

jauregui_luis@smc.edu

(310) 434-3403

Approved by Scott Silverman Ed.D.

06/13/2025 11:02 AM PDT

Santa Monica-Malibu Unified - Member Representative**Cynthia McGregory**

Principal

cmcgregory@smmusd.org

(310) 392-2494 ext: 66208

Patrick Miller

Director of Assessment, Research, and Evaluation

p.miller@smmusd.org

Approved by Cynthia McGregory

06/16/2025 02:54 PM PDT

**California
Community
Colleges****NOVA**
PLAN. INVEST. TRACK.

2025 © California Community Colleges

NOVA Site Version: [9.0.1](#)