October 2026-March 2027

CULVER CITY
ADULT SCHOOL
Where Every Chapter Leads to Change.

October 2026

Social Media and Digital Content

• Continue 3-4 posts weekly across school channels, including student stories, CTE highlights and enrollment reminders.

• Refresh Google Performance Max assets; prepare YouTube and social video promotion linked to available classes.

Class Spotlight Videos

• Film each department teacher/student for boosting, website and social media.

• Publish each video on YouTube and its class webpage, with captions, registration links and short ad edits.

Employer and Community Outreach

• Email 10 priority employers or community hosts about short on-site professional learning sessions.

• Follow up after 5 business days; arrange in-person visits and the first workplace English or digital skills session.

• Continue flyer and brochure drop-offs at the senior center, churches and library.

Program and Event Development

• Meet with teachers on Microsoft Office,

November 2026

Social Media and Digital Content

• Continue 3-4 posts weekly, testimonials and ads promoting available courses.

• Link Google, YouTube and social promotion to updated class pages; test two campaign messages.

Major Website Update

• Refresh all class pages with descriptions, schedules, instructor information and clear enrollment steps.

• Begin drafting flipbook course for review for spring course catalog.

• Embed completed class videos, organize YouTube playlists and add direct webpage links.

• Remove outdated content; check mobile access, accessibility, forms, navigation and QR links.

NEDP and Student Referrals

• Publish approved English and Spanish NEDP infographics; offer advising or an information session.

• Launch a four-week Bring a Friend drive with approved incentives, a QR code and referral tracking.

AI, business, further English and digital marketing pathways; identify off-site space. • Educator outreach with principal for upcoming accelerated one-month classes/professional development classes.the **App and Communications** • Coordinate App Store restoration of the Culver City app with district staff and the vendor; test text updates. • Marketing campaign to get everyone on the application for regular updates/announcements **Instruction and Ongoing Support** • Continue contracted Social Media Marketing instruction through January. • Meet with the principal; set enrollment baselines, available-seat targets and the monthly report.		**Professional Learning and Pathways** • Continue employer emails and in-person follow-ups; deliver a practical Business Class Mini Session. Find educator • Present at South Adult Conference • Collect preferred times, skill levels and intent to enroll for upcoming CTE classes; shortlist teachers and two potential off-site hosts. • Roll out the Student Climate survey **Holiday Event and Communications** • Confirm Wende Museum and Culver Arts roles, space, costs and publicity for the proposed December event and future classes. • Send a winter newsletter, winter-interest email and follow-ups to former students, interested business partners and incomplete inquiries. **Instruction and Ongoing Support** • Continue the contracted Social Media Marketing class. • Meet with the principal; report website inquiries, referrals and partner progress.

October 2026-March 2027

December 2026

Social Media and Digital Content

• Continue 3-4 posts weekly, testimonials and January enrollment promotion.

• Refresh Google, YouTube and social assets before the break; align ads with office and registration availability.

Holiday Community Event

• Hold the proposed event with Wende Museum and Culver Arts once partner and venue details are confirmed. Content Creation Day?

• Combine a creative activity, teacher demonstrations, program information and January interest sign-ups.

• Offer a short digital storytelling or AI learning station; follow up within 2 business days and before January.

Class Spotlight Videos

• Continue individual ESL and other class videos; publish on YouTube and matching webpages.

• Create captioned social edits and a partner-approved event recap.

January Enrollment and Communications

• Send the Year at a Glance newsletter with program highlights and January next steps.

• Prepare targeted ESL, CTE, high school completion and NEDP emails; follow up with interested adults.

January 2027

Social Media and Digital Content

• Continue 3-4 posts weekly and coordinated new-year campaigns across Google, YouTube and social media.

• Test messages and registration prompts; prioritize available seats and qualified inquiries.

Enrollment Emails and Follow Up

• Send a launch email, program-specific follow-up and reminder tied to actual start dates.

• Contact event attendees, former students and incomplete inquiries; offer registration and advising help.

Professional Learning and Off Site Pilot

• Deliver an AI for Everyday Work mini-session with a practical activity and output verification.

• Launch the first pilot when teacher, space, equipment and demand are confirmed; otherwise collect interest for a later start.

• Revisit employers whose teams attended earlier sessions.

Class Spotlight Videos

• Continue digital skills and other class videos, embedded on webpages and linked from YouTube.

• Create a hybrid mini-series invitation after dates and enrollment steps are

Off Site Pathway Readiness • Confirm teacher, curriculum, host space, equipment and registration for the first pilot. • Review referral results, deliver approved incentives and support students needing placement or attendance help. **Instruction and Ongoing Support** • Continue contracted Social Media Marketing instruction. • Meet with the principal; report event leads, advising appointments and January registrations.		confirmed. **Instruction and Hybrid Mini Series** • Complete the current contracted Social Media Marketing class in January. • Recruit for one four-week hybrid mini-series within January-March; plan February delivery and March follow-up. **Ongoing Support** • Restart the approved referral drive; send the newsletter and meet with the principal. • Roll out staff survey

October 2026-March 2027

February 2027

Social Media and Digital Content

• Continue 3-4 posts weekly, student testimonials and partner cross-promotion.

• Promote spring classes through Google, YouTube, social and email; direct audiences to class webpages.

Professional Learning and Outreach

• Continue employer emails, calls and in-person visits; hold a business or entrepreneurship mini-session.

• Provide partners with program flyers, QR codes and spring registration links.

Four Week Hybrid Mini Series

• Deliver the proposed Social Media Marketing mini-series with online lessons and in-person practice.

• Track new and returning learners, attendance and interest in further CTE study.

Class Videos and Campaign Improvement

• Film remaining offered classes; publish individual videos on YouTube and matching webpages.

• Refresh weaker ads and improve class pages when clicks do not generate inquiries or registrations.

Partnerships and Program Capacity

• Review the first pilot with teachers; adjust timing, level or student support.

• Confirm interest and readiness for a

March 2027

Social Media and Digital Content

• Continue 3-4 posts weekly and promotion for available spring classes.

• Follow up personally with unresolved inquiries; keep schedules and registration instructions current.

Professional Learning and Pathways

• Hold a social media and digital marketing mini-session at an employer or community site.

• Launch a second off-site pilot if ready, or present a dated next-term proposal.

• Connect hybrid mini-series learners with further CTE opportunities.

Class Video Library Completion

• Complete a spotlight video for every offered class; check YouTube captions, descriptions and webpage links.

• Embed all class videos and organize short edits for continued digital promotion.

Enrollment and Campaign Evaluation

• Compare October-March inquiries, registrations, 12-hour participation, referrals and campaign spending.

• Identify effective outreach and where staffing, schedules or space limit additional enrollment.

Systems and Handoff

• Deliver organized email lists, partner

second off-site pilot; document host space and equipment needs. **Communications and Ongoing Support** • Send the newsletter; renew referrals if results support another push. • Meet with the principal and report campaign costs, enrollment, attendance and partnership progress.		records, templates, class videos and a current program catalog. • Refresh staff on brand use, website publishing, newsletters and inquiry follow-up. **Ongoing Support and Next Phase** • Send the newsletter and six-month report; meet with the principal. • Present April-June recommendations, including staffing, space, partnerships and budget needs.

October 2026-March 2027

Outreach and Learning Sessions

Employer Outreach Sequence

• Day 1: email a named contact with a relevant learning topic, 30-45 minute session length and two meeting options.

• Day 5: send a brief follow-up and call where appropriate; offer an in-person visit.

• Days 10-15: confirm the audience, host, room, teacher, technology and next step.

• One week before: send an invitation and RSVP link for the host to distribute.

• Within 2 business days after: email resources and the class or advising link; office staff follow up.

• Within 7 days: review registration and barriers; check enrollment again at 30 days.

Monthly Session Topics

• October: workplace English or practical digital skills.

• November: Microsoft Office task in Word or Excel.

• December: digital storytelling or AI at the holiday event.

• January: AI for Everyday Work.

• February: business or entrepreneurship.

• March: social media and digital marketing.

Videos and Program Development

A Video for Every Class

• Use an October class inventory to track teachers, filming dates, editing, captions, YouTube links and class webpages.

• Show what learners study, who the class serves and a teacher or student perspective; finish with registration guidance.

• Publish on YouTube with a direct class-page link; embed on that webpage and create short advertising edits.

• Make November the main webpage update month; complete the video library by March.

Teacher and Host Readiness

• Validate interest in Microsoft Office, AI, business, further English and digital marketing.

• Confirm level, prerequisites, software, devices, teacher time, host access and preferred schedules.

• Advance one or two off-site pilots when curriculum, staffing, rooms, dates and intent to enroll are confirmed.

NEDP Information Materials

• Create English and Spanish infographics for print, web and social media explaining the diploma pathway and next steps.

• Include competency-based learning, eligibility review and advising; have the NEDP team confirm local details.

Session Format and Enrollment		Email Wording to Adapt
• Provide an introduction, teacher demonstration, guided practice and 10 minutes for questions and registration support. • Offer one useful skill and one clear next step: a confirmed class, advising appointment or interest list. • Use workplace or partner space to reach adults whose schedules limit campus access.		• Invitation: We would welcome a short conversation about your team's learning needs and a practical session at your site. • Follow-up: I would be happy to stop by to discuss the topic, schedule and space. • Afterward: Thank you for joining. Here are the resources and your next class or advising step.

October 2026-March 2027

Instruction and Student Referrals

Four-Week Hybrid Mini Series

• January: recruit and confirm dates; February: proposed four-week delivery; March: follow-up. Final timing falls within January-March.

• Week 1 online: audience, goals and a marketing plan.

• Week 2 in person: photos, video and content practice.

• Week 3 online: captions, calendars and promotion.

• Week 4 in person: campaign presentation and next steps.

• Promote to new and former students, employers and partners; use a dedicated page with dates and registration.

Bring a Friend Referral Drive

• Use an English/Spanish invitation, shareable link and QR code; record referral sources at registration.

• Confirm modest incentives, budget cap, eligibility and reward timing before launch.

• Recognize orientation or placement completion, with optional recognition at 12 instructional hours.

• Track referred inquiries, enrollment and participation; keep incentives separate from review requests.

Reporting and Resources

Recurring Commitments

• 3-4 social posts weekly, one monthly newsletter, targeted enrollment emails and personal inquiry follow-up.

• Planning target: 10 new partner contacts and one short learning session monthly; batch filming for all classes.

• Monthly principal meeting and report; weekly checks of inquiries and early student participation.

Measures of Progress

• Qualified inquiries, confirmed enrollment and inquiry-to-enrollment conversion by program and source.

• Event attendance, referrals and enrollment at 7 and 30 days; cohort progress to 12 instructional hours.

• Campaign spend, cost per inquiry and cost per matched enrollment.

• Pilot readiness, attendance and student feedback; academic outcomes reported separately.

Staff Roles and Budget

• Marketing leads campaigns and content; teachers lead learning; office staff handle placement and follow-up; principal confirms capacity.

• Retain up to $600/month in boostable social ad content from the original plan; confirm paid-media spending separately.

• Confirm Google/YouTube funds, teacher

Holiday Collaboration • Plan the December event with Wende Museum and Culver Arts; confirm venue, activity, teachers, publicity and registration help. • If December is unavailable, use a partner learning session and January information event.		time, host space, equipment, printing, incentives and event costs. • Set enrollment targets in October using available seats and baseline results; review and adjust monthly. **Survey and Sources** • 111 survey responses: 41.4% heard through friends/family; 50.5% through search, social media or the website. • 75.5% selected in-person learning; 47.7% cited work schedules as a barrier. Formats: n=110; barriers: n=107. • Sources: supplied CCAS work plan, brand guide and survey. NEDP: casas.org/nedp; Google: support.google.com/google-ads/answer/10724817.