

Instructions:

This template uses form fields to organize responses to the required three-year planning prompts. You may easily navigate the template by clicking on each of the shaded fields or by using the Tab key.

This document has been protected to enable use of form fields and to guard against accidental edits to the template. Should the need arise, the document may be unlocked temporarily. Use cases may include adding charts, tables, or graphics to narrative sections, expanding Table 1, adding appendices, or updating the table of contents, among others. You may temporarily unlock the template by toggling the **Protect Form** button (🔒) on the **Developer Tab** on the Microsoft Office ribbon. The Developer Tab does not appear by default, so it must first be enabled in order to use this feature. Instructions for how to enable the Developer Tab may be found here: <https://docs.microsoft.com/en-us/visualstudio/vsto/how-to-show-the-developer-tab-on-the-ribbon?view=vs-2017>

Please note: Form fields will not work correctly unless form protection is on. Please be sure to remember to re-enable it once you have finished your work and before submitting to the AEP office.

Table of Contents

| | |
|--|-----------|
| Section 1: Consortium Information | 1 |
| Section 2: Comprehensive Regional Three-Year Plan | 4 |
| 2.1 Executive Summary..... | 4 |
| 2.2 Pre-Planning Assessment | 5 |
| Table 1. Regional Service Providers | 7 |
| Table 2. Funding for Adult Education Programs and Services | 8 |
| 2.3 Community Need and Customers | 9 |
| 2.4 Identifying Goals and Strategies..... | 10 |
| Figure 1. Logic Model | 11 |
| Table 3. Progress Indicators | 15 |
| 2.5 Piloting and Implementation..... | 16 |

Section 1: Consortium Information

Southern Alameda County

Jessica Wilder

Principal, New Haven Adult School

(510) 489-2185

jwilder@nhusd.k12.ca.us

Submitted:

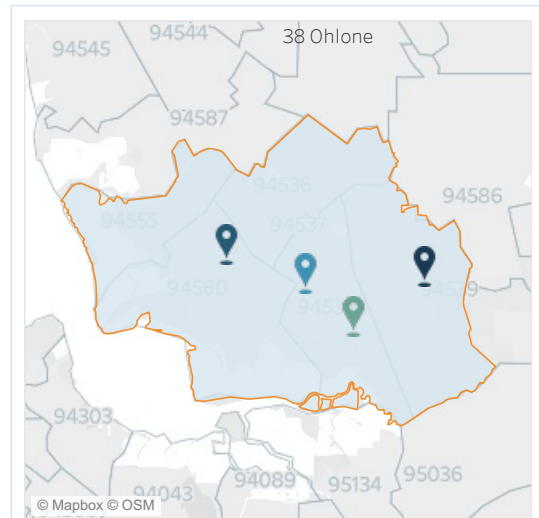
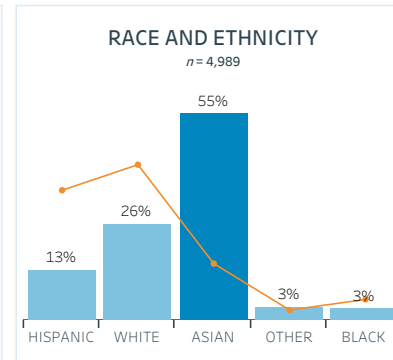
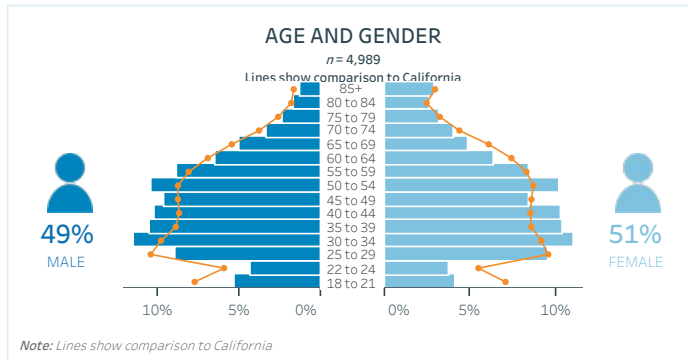
6/7/19

Regional Demographics

38 SOUTHERN ALAMEDA COUNTY CONSORTIUM (OHLONE CCD)

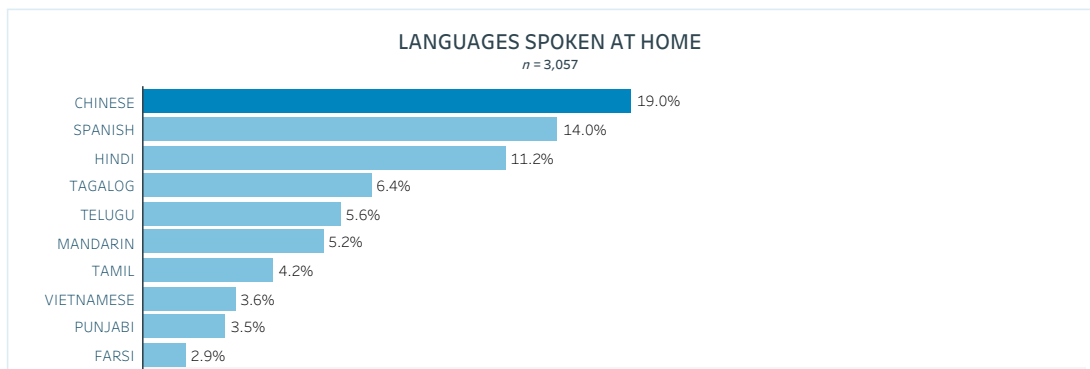
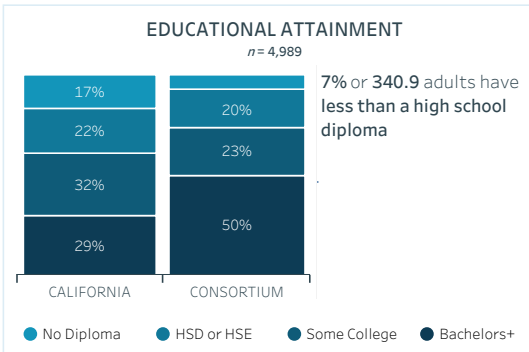
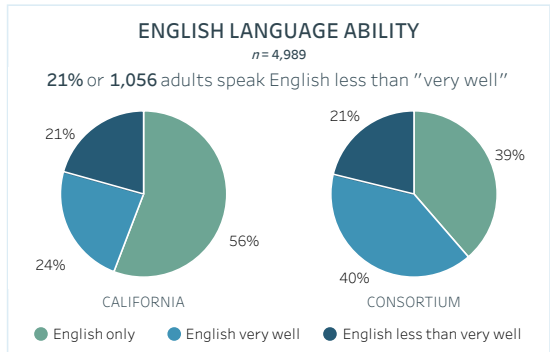
AT-A-GLANCE

-  **4,989**
POPULATION 18+
-  **340.9**
NO DIPLOMA
-  **1,056**
LIMITED ENGLISH
-  **157.0**
UNEMPLOYED
-  **2,860**
FOREIGN-BORN
-  **638**
NEAR POVERTY OR LESS
-  **467.6**
ADULTS W/DISABILITIES
-  **147**
VETERANS



The Southern Alameda County Consortium serves the southeast side of the San Francisco Bay. Just northeast of the Silicon Valley and south of the better-known East Bay cities of Oakland and Berkeley, the tri-city area includes the cities of Fremont, Newark and Union City. Consortium members include Ohlone Community College District, and the Fremont, New Haven and Newark Unified School Districts. The region is characterized by high levels of attainment. In Fremont, where 55.1 percent of students live, 27.7 percent of the residents age 25 and older hold bachelor's degrees, and an additional 21.2 percent also have graduate or professional degrees. The area's highly educated population is however largely imported. Only about one-third of the Bay Area population with a bachelor's degree (age 25+) was born in California. Among those who moved to the Bay Area from other places, 41 percent had at least a college degree.

Source: Ohlone Consortium 2014 Three-Year Plan. Adapted from http://educateandelevateca.org/regional_profiles, courtesy of Full Capacity Marketing.

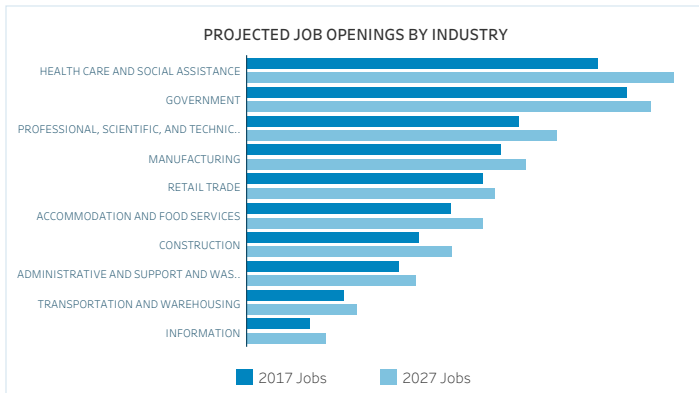
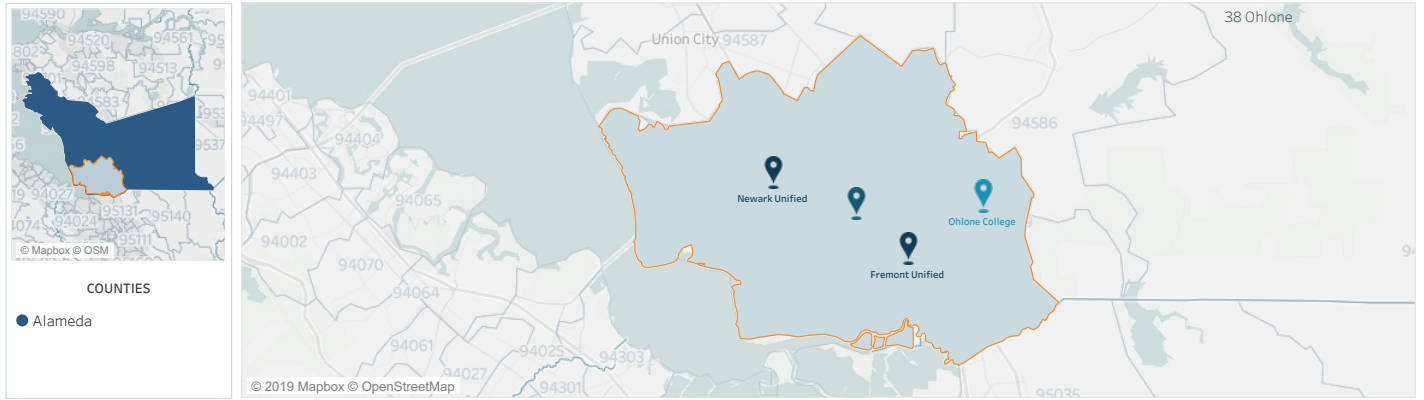


Looking for **Student Progress** data? **Access to the LaunchBoard Adult Education Data Pipeline is now open to the public**, meaning that any consortium member, regardless of whether its institution has an MOU with CalPASS, can access consortium- or institution-level data for planning and program improvement.



LaunchBoard Adult Education Data Pipeline

Source: U.S. Census. 2013 - 2017 American Community Survey Public Use Microdata Sample (PUMS).



| | | | |
|------------------------------------|----------------------------------|-------------------------------|---|
| Typical Entry Level Education: All | Typical On The Job Training: All | Work Experience Required: All | MEDIAN HOURLY WAGES: 0 to 94.14964482 and Null values |
|------------------------------------|----------------------------------|-------------------------------|---|

TOP 10 OCCUPATIONS WITH THE MOST JOB OPENINGS

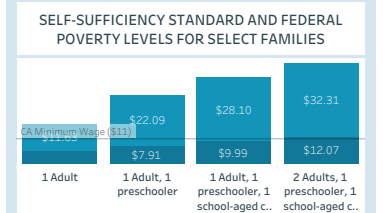
| SOC | DESCRIPTION | TOTAL JOB OPENINGS | MEDIAN HOURLY WAGES | MEDIAN ANNUAL WAGES |
|---------|---------------------------------------|--------------------|---------------------|---------------------|
| 35-3021 | COMBINED FOOD PREPARATION AND SERVICE | 37,680 | \$12.19 | 25,348 |
| 35-3031 | WAITERS AND WAITRESSES | 24,365 | \$12.96 | 26,954 |
| 37-2011 | JANITORS AND CLEANERS | 16,113 | \$15.84 | 32,948 |
| 39-9021 | PERSONAL CARE AIDES | 57,629 | \$11.71 | 24,362 |
| 41-2011 | CASHIERS | 30,887 | \$12.29 | 25,572 |
| 41-2031 | RETAIL SALESPERSONS | 31,221 | \$12.98 | 26,992 |
| 43-4051 | CUSTOMER SERVICE REPRESENTATIVES | 15,392 | \$19.79 | 41,166 |
| 43-5081 | STOCK CLERKS AND ORDER FILLERS | 14,687 | \$13.48 | 28,036 |
| 43-9061 | OFFICE CLERKS, GENERAL | 21,760 | \$17.92 | 37,266 |
| 53-7062 | LABORERS AND FREIGHT | 23,715 | \$14.93 | 31,061 |

TOP 10 FASTEST GROWING OCCUPATIONS

| SOC | DESCRIPTION | 2017 JOBS | 2017-2027 CHANGE | 2027 JOBS | MEDIAN HOURLY WAGES | MEDIAN ANNUAL WAGES |
|---------|---|-----------|------------------|-----------|---------------------|---------------------|
| 39-9021 | PERSONAL CARE AIDES | 552,622 | 261,988 | 814,610 | \$12.75 | 26,511 |
| 31-1014 | NURSING ASSISTANTS | 103,345 | 27,682 | 131,054 | \$22.39 | 46,578 |
| 21-1093 | SOCIAL AND HUMAN SERVICE ASSISTANTS | 58,419 | 14,598 | 73,017 | \$29.52 | 61,401 |
| 31-1011 | HOME HEALTH AIDES | 31,461 | 35,789 | 67,329 | \$14.99 | 31,175 |
| 49-9051 | ELECTRICAL POWER-LINE INSTALLERS AND REPAIRERS | 7,250 | 1,979 | 9,263 | \$57.12 | 118,811 |
| 31-2021 | PHYSICAL THERAPIST ASSISTANTS | 5,114 | 2,596 | 7,710 | \$38.49 | 80,063 |
| 47-2231 | SOLAR PHOTOVOLTAIC INSTALLERS | 4,224 | 4,024 | 8,286 | \$26.49 | 55,109 |
| 47-3015 | HELPERS--PIPELAYERS, PLUMBERS, PIPEFITTERS, AND.. | 3,026 | 1,347 | 4,411 | \$25.29 | 52,601 |
| 31-2011 | OCCUPATIONAL THERAPY ASSISTANTS | 1,955 | 1,135 | 3,209 | \$40.30 | 83,832 |
| 29-2099 | HEALTH TECHNOLOGISTS AND TECHNICIANS, ALL OTH.. | 24,221 | 9,010 | 33,231 | \$37.56 | 78,130 |

Measuring Poverty

For many, the Federal Poverty Level (FPL) has become increasingly problematic and outdated as a measure of income adequacy. The most significant shortcoming of the official poverty measure (OPM) is that for most families, in most places, the poverty level is simply too low. While the Standard changes by family type to account for the increase in costs specific to the type of family member—whether this person is an adult or child, and for children, by age—the Federal Poverty Guideline (FPG) increases by a constant \$4,160 for each additional family member and therefore does not adequately account for the real costs of meeting basic needs.



The Self-Sufficiency Standard was developed to more accurately reflect the income needed to meet basic needs—including housing, food, child care, health care, transportation and taxes. The figure above shows that the income needed to meet basic needs is **often far above the OPM**, indicating that families can have incomes above the federal poverty measure and yet lack sufficient resources to adequately meet their basic needs.

Source: <http://www.selfsufficiencystandard.org/>

Explore how occupations and wages compare to the California Self-Sufficiency Standard

Section 2: Comprehensive Regional Three-Year Plan

2.1 Executive Summary

In 2018-2019, the number of students served by the consortium has remained constant. There is some concern that with changes in federal program funding in addition to increased employee costs due to local bargaining agreements that this number may decrease in the coming year. The consortium has increased the number of students transitioning from the adult schools to the college through its bridge programs and CE pathway in Early Childhood Education. However, the number of students served by these programs is relatively small. In Spring 2019, the college began offering noncredit courses at Fremont Adult and Continuing Education. Student interest and enrollment have been solid for the initial offerings in Computer Fundamentals and courses leading to a certificate in Customer Service. No progress was made on certification of instructors for programs such as HVAC and automotive. The consortium completed its work with N&R Publications to create a newspaper insert to publicize programs in the consortium. At the same time, the consortium has nearly completed the work needed to transform its website from a focus on the work of the consortium to a centralized portal for students to get information about programs and courses offered in the area.

The 2019-2022 plan builds on this work in spite of concerns about fewer resources overall for adult schools and the college. The consortium plans to continue its recruitment efforts, using its newspaper insert, a revised website, and additional information/materials with social service agencies and community-based organizations. Work will continue to coordinate processes across schools and the college to facilitate the movement of students within the consortium area. Students have already begun to enroll in career education courses offered at other schools, and the creation of common Student Education and Career Plans will assist in that effort. Finally, the consortium seeks to improve its processes for referring students to social services, key to allowing students to stay in school to achieve their educational and career goals.

2.2 Pre-Planning Assessment

Education and workforce services to adults in the Southern Alameda County region are primarily provided by the members of the consortium: Fremont Adult and Continuing Education (FACE), Newark Adult School (NAS), New Haven Adult School (NHAS), and Ohlone College (OC). The members of the consortium work closely with the Tri-Cities Career Center and the Alameda County Workforce Development Board. An on-going partner to the consortium is the Mission Valley ROP. The Alameda County library is the other service provider in the consortium area and provides literacy and basic computer skills programs to adults through the Fremont branch.

Adult Schools and WIOA

Ohlone College receives funding through both the Carl Perkins Act and the California Chancellor's Office Strong Workforce Program. At this time, all funding received through those programs support credit programs not specifically targeted to adult learners.

Using the Consortia Self-Assessment, the consortium identified the following challenges:

[2.1.1]

* Few if any/Some programs develop annual recruitment plan(s) or establish stretch goals for number of students enrolling in program areas.

[2.1.3]

* Data are not used to inform recruitment/Some census data, labor market data and/or assessments of regional and community needs are used to inform recruitment.

[3.2.1]

* There is little to no uniformity or consistency/some consistency among provider sregarding assessment, placemetn, and use of individual learning plans.

[3.3.1]

Few/Some students develop meaningful individual educational plans they use to track progress through their programs.

[3.3.2]

Career planning occurs at the end of students' programs, if at all/Some programs provide integrated career planning that is sometimes captured as part of students' individual educational plans.

{3.4.1]

Few agencies assess or promorte the full range of wrap-around supports students need/some programs informally assess student needs and make referrals to partners for services.

[3.4.2]

There is almost no consistent approach to proactively identifying student needs or connecting them to supportive services/Dedicated advisors/staff/faculty tend to coordinate academic and non-academic supports to students, though procedures may not be formalized.

[4.1.2]

No alignment/articulation has occurred/Some programs are monitored for successful alignment and articulation.

[4.3.1]

There is little to no coordination around student support services/Some agencies have processes for tracking student supports needs and acting on data to ensure student success.

[5.1.1]

There is little to no coordinated case managements or formal support for transition into post-secondary or the workforce/Some agencies provide case managed transition support, through processes may not be uniform or aligned across agencies.

[5.1.2]

Few/Some programs have formal articulation/dual-enrollment policies or agreements.

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. |
| Mission Valley ROP - Fremont | Education | 5019 Stevenson Blvd | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Tri-Cities Career Center | | Newark Campus - OC | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| DeVry University - Newark | Education | 8000 Jarvis Ave | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| SupportVector - Fremont | Business | 46540 Fremont Blvd | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Workshop - Technology |
| Harper Rand via Fremont Adult | Education | 4700 Calaveras Avenue | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

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 | \$4,236,624 | \$4,321,356 | \$4,407,783 |
| CalWORKs | \$50,000 | \$45,000 | \$40,000 |
| CCD Apportionment | \$20,000 | \$30,000 | \$50,000 |
| Corrections | \$0 | \$0 | \$0 |
| LCFF / District Funds | \$150,000 | \$100,000 | \$50,000 |
| Perkins V | \$0 | \$0 | \$0 |
| WIOA II | \$750,000 | \$745,000 | \$740,000 |
| Other | | | |
| | \$0 | \$0 | \$0 |
| | \$0 | \$0 | \$0 |
| | \$0 | \$0 | \$0 |
| | \$0 | \$0 | \$0 |
| | \$0 | \$0 | \$0 |
| | \$0 | \$0 | \$0 |
| Total | \$5,206,624 | \$5,241,356 | \$5,287,783 |

2.3 Community Need and Customers

In an effort to better understand our students and their needs, the consortium administered a survey. In spite of the fact that over 400 students responded, due to a problem with the survey results, many of the responses were inconclusive. The consortium plans to work with the survey and administer it again in the next year and use the results to update our plan accordingly.

The survey included such question as:

- * What are the most important factors that would influence your decision to take career training at an adult school?
- * What are the ideal class times for you to attend school?
- * What makes taking classes difficult for you?
- * Which services at the school have you heard about or used?
- * Which career courses are you most interested in taking?

Beyond the survey, the consortium has been working closely with the Alameda County Workforce Development Board (ACWDB). The ACWDB has done a workshop with the consortium leadership to better understand and be able to interpret LMI reports. Representatives from the ACWDB regularly attend consortium leadership meetings and provide input on consortium plans and decisions.

The greatest demand for all three adult schools in the consortium is for ESL courses. Next are courses for students to attain a High School Diploma or take the GED. Finally, adult learners look to the consortium for training. Because of funding challenges for the adult schools in the consortium, many training ideas are not pursued. However, a recent collaboration between Ohlone College and an adult school partner resulted in the development of noncredit courses in Business offered by the college at an adult school site. The first cohort was well subscribed, and additional courses and pathways are being developed. Ohlone College has also developed a training module and offers the module to the adult schools for its purposes.

In terms of demographics, enrollment at the three adult schools reflects the diversity and composition of ethnic groups.

Discussions among the consortium members focus more on how to make service agencies aware of existing programs so that agencies can help to advertise programs and strengthen the adult schools.

2.4 Identifying Goals and Strategies

The consortium used the information gleaned from its use of the Quality Self-Assessment tool, its consultation with the Tri-Cities Career Center and the Alameda County Workforce Development Board, and local demographic and employment data to inform the development of its goals.

The first area of challenge identified related to recruitment. Local demographic and employment data did not adequately address how to target recruitment. Given the resource limitations of the consortium, it was also not feasible to create many new programs that aligned with labor demand data. In the end, the consortium members agreed that the key was to better market our existing programs with key social service agencies that work with adults in the area.

The second area of challenge concerned the creation of student educational plans. The four consortium members all use different formats and content in the plans they develop for students. The members also realized that consistency of plans could only come about if the members also worked on consistency in assessment reporting.

The final challenge was how best to connect students to social services. While a case management model was seen as ideal, it was rapidly recognized that the consortium members lacked the resources needed to work with individual students under such a model. In addition to collecting and disseminating information about social service resources, the members also felt that it was important to train faculty and staff in how to best respond to student needs outside of the classroom.

Figure 1. Logic Model

Goal Statement: See attached

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 |
|---|--|--|--|--|--|
| <i>In order to accomplish our set of activities we will need the following:</i> | <i>In order to address our problem or asset we will accomplish the following activities:</i> | <i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i> | <i>We expect that if accomplished these activities will lead to the following changes in the next year</i> | <i>We expect that if accomplished these activities will lead to the following changes in 1-3 years</i> | <i>We expect that if accomplished these activities will lead to the following changes in 3-5 years</i> |
| | | | | | |

LOGIC MODEL #1

| Goal Statement: Collaborate with social service agencies and community-based organizations to increase targeted recruitments among communities of need | | | | | |
|---|---|---|---|---|---|
| Inputs | Activities | Outputs | Short-term (Immediate) Outcomes | Intermediate Outcomes | Long-Term Outcomes/Impact |
| Resources needed: human, financial, and material resources. | If we have access to resources, then they can be used to accomplish these activities: | The measurable, tangible products that result from program activities | Direct changes resulting from outputs, typically expressed in terms of changes in knowledge and/or awareness. | Outcomes generally expressed by changes in behavior, decision-making, or policies. | Lasting changes with organizational, community or systems-level benefits. |
| Staff Time Map of Our Pathways Copy Costs | Develop infographic for SACC opportunities (map out pathways) Compile a list of social service agencies (and non-profit organizations) (e.g. Department of Rehabilitation, refugees, SNAP) Contact social service agencies Participate in social service agency events Provide social service agencies with information about adult school programs | Number of responsive agencies Number of referrals Number of enrollments | More referrals from social service agencies for our programs | Establish a partnership with social service agencies Track numbers over time | Our programs have a sustainable enrollment of students who really need it We help the social service agency to move the client along |

| Assumptions | External Factors |
|---|--|
| Beliefs/values that buttress your planned approach are necessary for success. | Factors that could potentially enable or limit the success of your plan. |
| The agencies will work with us The agencies have students who can take advantage of our programs | Students in need not taking advantage of provided educational opportunities Social Service program requirements |

LOGIC MODEL #2

| Goal Statement: Develop consistency among providers regarding the use of student education plans and integrated career planning. | | | | | |
|--|--|---|---|---|---|
| Inputs | Activities | Outputs | Short-term (Immediate) Outcomes | Intermediate Outcomes | Long-Term Outcomes/Impact |
| Resources needed: human, financial, and material resources. | If we have access to resources, then they can be used to accomplish these activities: | The measurable, tangible products that result from program activities | Direct changes resulting from outputs, typically expressed in terms of changes in knowledge and/or awareness. | Outcomes generally expressed by changes in behavior, decision-making, or policies. | Lasting changes with organizational, community or systems-level benefits. |
| Support for faculty time needed to work on these collaborations Copies of existing forms for student education and integrated career planning | Get together to: Determine the standard components of the Student Education Plan (SEP) and Career Planning tool. Create a process for using the SEP and Career Plan to facilitate transitions among schools. | Standardized SEP form Standardized Career Planning tool | Each school will use the same basic format for SEPs and Career Plans | All schools within the consortium will adopt the same processes for using SEPs and Career Plans to advise students. | Make it easier for students to move between schools and use coursework from more than one school to achieve their goals |

| Assumptions | External Factors |
|---|---|
| Beliefs/values that buttress your planned approach are necessary for success. | Factors that could potentially enable or limit the success of your plan. |
| That we actually have the resources (particularly human) to accomplish this goal. | Education Plans for adult schools will differ from those for the college. |

LOGIC MODEL #3

| Goal Statement: Provide students with referrals and information about non-educational services | | | | | |
|--|---|---|---|--|---|
| Inputs | Activities | Outputs | Short-term (Immediate) Outcomes | Intermediate Outcomes | Long-Term Outcomes/Impact |
| Resources needed: human, financial, and material resources. | If we have access to resources, then they can be used to accomplish these activities: | The measurable, tangible products that result from program activities | Direct changes resulting from outputs, typically expressed in terms of changes in knowledge and/or awareness. | Outcomes generally expressed by changes in behavior, decision-making, or policies. | Lasting changes with organizational, community or systems-level benefits. |
| Staff time Funds to provide professional development | Identify student needs Create a resource list Provide student referrals Training in how to do a warm hand-off to services and resources Create a common process for referrals Evaluate referral process and changes if necessary | Creation of resource List Number of students referred | Students will be provided with resource lists | Faculty and staff will be trained in how to be responsive to student non-educational needs and how to refer them | The establishment of strong relationships between the members of SACC and agencies Referrals to non-educational services are an established practice All faculty and staff have familiarity with non-educational services available to our students |
| Assumptions | | | External Factors | | |
| Beliefs/values that buttress your planned approach are necessary for success. | | | Factors that could potentially enable or limit the success of your plan. | | |
| Students will be receptive to this type of intervention. Faculty can be trained to be reception to student non-educational needs. | | | Changing sources for non-educational services - how to keep current | | |

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 May 2020, provide SACC pathways infographic to five responsive social services agencies/community-based organizations.
2. By May 2020, all three adult schools in SACC will adopt a common Student Education Plan and Career Plan format
3. By May 2020, 33% of all adult faculty and staff will have received training in how to do a warm hand-off of students to social non-educational services.

2.5 Piloting and Implementation

Recruitment has been a challenge, especially for new career-education programs. It has been less so for established programs such as ESL and high school diploma. Originally, the consortium approached the issue of recruitment from the perspective of what it can create that will respond labor market data. However, while labor market data can inform the programs that it can create, limitations due to facilities and funding inhibit responding in such a way. Rather, the consortium needs to present to feeder organizations what the consortium can offer.

We envision this in two steps. First, the consortium must have the means to provide information about its programs - ESL, high school diploma, and career education - in an attractive and easy-to-understand format. We believe this involves infographics. Second, the consortium must establish stronger ties to social service agencies and community-based organizations such that they are receptive to the information we want to provide. We see this as coming from greater involvement with our community partners, including participation in each other's events.

Over the first year of this three-year plan, we will complete the materials we wish to share with community partners; we will work to establish a strong relationship with at least five partners such that the materials we share with them result in recruitment.

An aspiration of the consortium since its inception has been the easy flow of students between our institutions. This has been a challenge primarily from a geographical perspective - the majority of the students served by our adult schools do not readily go to a different adult school. However, as we have created career-education programs, there has been some incentive for students to cross those adult school boundaries. Another challenge has been the fact that each adult school has developed programs and courses that respond to its community of learners. This means that it is not desirable to have a common curriculum; at the same time, the consortium members wish to facilitate student movement among its members to the extent practicable.

Rather than focus on specific courses and programs, therefore, the consortium prefers to focus on the larger practices that provide our students with education and career direction - Student Education Plans (SEP) and Career Plans. We envision this goal in two steps. First, the members of the consortium will create common formats for SEPs and Career Plans such that a student from one adult school can readily share this information when they move to a different adult school. Of even more importance, we recognize that we need to use the information from common SEPs and Career Plans in a similar way, especially since career education programs, in particular, are generally only offered at one adult school site in the area.

Over the first year of this three-year plan, we will establish a common format for Student Education and Career Plans. Over the second year of this three-year plan, we will establish common processes for how to advise students based on the information in the plans. Throughout the three years, we will be collecting numbers for students advised and those who complete education and career goals.

At each of our institutions, we have exceptional individual faculty and staff who provide students with individualized attention. Unfortunately, such an approach is not easily brought to scale - both because not everyone has the innate affinity for those personal connections and because not everyone has the information that could inform what they pass on to students.

Our third goal focuses also focuses on two elements. First, there is the need to have up-to-date information about non-educational resources. This includes what services are provided and a primary contact. One major challenge to such efforts is keeping the information current - while organizations and agencies don't change that frequently, programs and staff do. Second, there is a need for professional development. While not all of us have the innate personal skills, all of us can be trained in how to be more responsive to student needs - both in knowledge and identification - and how to more efficiently refer students to organizations and agencies that can help them.

Over the first year of this three-year plan, we will work on a process to create a resource list and a process for keeping the resource list current. We will also identify professional development to be offered to faculty and staff in how to be more responsive to student needs, even when students don't tell us. Finally, we will work on referral processes that connect students to the right people at organizations and agencies. By the second year, we expect to engage in the professional development identified in year one, and by the end of the second year, we can begin collection of actual referral numbers to use as a point of comparison moving forward.