

Adult Education Block Grant : Annual Plan : 2018-19 Produced: Aug 15, 2018, 11:40 PM UTC Action Taskman

# 42 Northern Alameda Consortium for Adult Education

## Plans & Goals - Consortium Approved

### Executive Summary

In 2018-19 NAC's allocation will be consistent with the three-year adult education plan by continuing to serve the community through increased offerings of basic education, ESL, and career pathways. Members are actively participating in all consortia activities, cultivating relationships across sectors, and collaborating with fellow member and partners to fulfill the mission of AEBG. The leadership of the adult schools and colleges are dedicating resources to the development and expansion of curriculum and services to support our region's adult population. Alignment of non-credit ESL, CTE/iBest pathways, transitions support, and co-location of courses are areas in which NAC members continue to focus. NAC's vision is to implement a co-op of shared resources, cultivate standards and develop an improved market that is committed to serving the adult learner population through successful development and delivery of programs, processes, and a system that transitions the learner from one entity to another without disruption to service. NAC accomplishments from 2017-2018 program year include the following:

- Programming to address the needs in ESL levels. We saw increased enrollment, as well as improved completion based on CASAS data.
- Offered more classes (not to the level before funding cuts, but increasing annually).
- Hosted pathway event to focus on healthcare sector in the region.
- Partnered with Strong Workforce Program Director to align initiatives.
- Developed partnership with Alameda County Parole to increase the visibility to re-entry population and provide wrap around support.
- Hosted transition services at member sites.
- Bridge course offerings increased.
- Developed noncredit courses to increase ESL offerings.
- Bay Area Alignment partnership to integrate other programs serving young adults.
- Completed phase 1 of our marketing campaign which was new website development.

In 18-19 our primary goals are to understand the needs of the adults in our region and develop programming that meets the needs based on a current needs assessment. We aim to ensure programming is offered for adults to obtain livable wage jobs, to address the ESL population needs, to increase the success of acclimation to society for the reentry population, and for the acceleration of diploma and degree attainment to the adults in need.

### Regional Planning Overview

To organize and plan for the second cycle three year plan NAC has developed a timeline based on the tentative May 2019 due date. The outline includes review of the first cycle three year plan and status update of goals, conduct a needs assessment to ensure our plans are based on data and the needs of the region, host a retreat to strategize with partners and members in our planning, and develop our plan collectively. The difference between the first cycle's planning process and this cycle's process is the buy in from all members. We will include partners that were brought in throughout the first cycle to discuss second cycle planning. It will be even more inclusive than the first cycle of planning because we are more knowledgeable than we were during the first round and have developed more partnerships throughout this three year cycle.

## Meeting Regional Needs

### Regional Need #1

#### Gaps in Service / Regional Needs

Many former or recently incarcerated individuals come out of prison without a high school diploma/GED. What is needed is a self-contained social service system offering a full spectrum of services including counseling, case management, social support, rehabilitative services and contextualized education and training.

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

Partnership with Alameda County Parole office data and interviews with reentry clients.

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

Success can be measured by the number of students without a high school diploma/GED who become enrolled in an adult school or college program.

## Regional Need #2

### Gaps in Service / Regional Needs

Alignment with regional ESL providers, course level crosswalk to know where students should go next and what skills they will likely have gained to prepare them.

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

CBO partners expressing needs of students.

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

Map CBO/ Adult school ESL offerings and note cut points from their curriculum that can lead into colleges and or to another CBO that may offer courses at desired time, location. Also, looking closely at the persistence, progression and completion rates of our Noncredit course offerings.

## Regional Need #3

### Gaps in Service / Regional Needs

Countywide, over 1,500 students drop out of high school each year before transitioning to Adult Education. Seventeen percent of residents of Oakland live in poverty with 47% of those who are financially vulnerable. Moreover, housing cost and transportation take the majority of a family of four's household income. On average, it takes a resident working 3.7 full-time jobs at minimum wage of \$12.55, to make enough income to afford the median rent of \$2,444.

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

Data from local school district Research and Assessment Office, the Oakland Workforce Development Board, state AEBG Office and Family Assets Count, 2016.

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

We will measure effectiveness by the numbers of diploma/GED program students enrolling and completing. Job training completion, number of students who work 20+ hours per week, successful job placement, continued employment for 90 days or more.

## Regional Need #4

### Gaps in Service / Regional Needs

Need to connect to the population of adults who are developmentally disabled, on the autism spectrum, or otherwise disabled (Ala Costa and Center for Independent Living). Need to offer classes to enhance learner skills for work.

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

Community organizations expressing need for programming based on their AWD client needs.

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

Number of AWD students enrolling.

## Gaps In Service

### New Strategies

#### Strategy #1

Continue to partner with the Gamble Institute by referring all formerly incarcerated students to the program and develop iBest co-teaching courses to support students. Strengthen connection with Youth Employment Partnership (YEP) to serve re-entry opportunity age youth in Career Education with stipends for program/course completion.

**Strategy #2**

Continue to increase Bridge to College ESL course offerings, investigate locations to gainfully offer courses off-site and implement multiple measures for ESL placement.

**Strategy #3**

Open new classes that provide integrated Education/training combining ABE with certificate training program. Family Engagement plan, which includes how families can support returning students working on their high school diploma. Community meetings with probation and parole to serve young adults working on their high school diploma, and partnerships with other work programs for young adults who may need to work on their high school diploma. Increase HSD program marketing region wide.

**Strategy #4**

We intend to incrementally increase AWD classes.

**Seamless Transitions****New Strategies****Strategy #1**

We are continuing the work of our transitions liaisons, IBEST and co-located college classes. We will implement as new efforts Community Pro to help track students transitional services. Connect directly with employers to provide students who are in Adult Education courses with employment opportunities. Connect adult education programs to career pathways allowing them to earn authenticated skill sets informed by labor market demands.

**Strategy #2**

To deepen transition partnership with local CBOs we will host two brown bag lunches addressing important topics to service providers supporting adult students transition to college from adult school or back to adult school and CBO partners. The adult school counselor will consult with colleges and teach a counseling course for students exploring college and career opportunities.

**Strategy #3**

Student success for adult students is accelerated by direct connections to employment resources (upwardly global, Bay Area Business Roundtable). Additional wrap around services include on campus resources for students to meet primary needs by connecting students with EOPS, Undocumented Community Resource Center and Disabled Student Programs and Services.

**Student Acceleration****New Strategies****Strategy #1**

Bridge programming in various industries, co-teaching model to minimize remediation, noncredit course offerings and career education pathway programming.

**Professional Development**

## New Strategies

### Strategy #1

The AEBG Annual Summit, RP Group Strengthening Student Success conference, NAC and MACC Adult Transitions Liaisons joint meeting, Adult Transitions retreat, various professional development days, monthly meetings, Professional Learning Communities, Bay Area Alignment meetings, AEBG A-Team meetings, form subcommittees (result of WASC self-study).

## Leveraging Resources

### New Strategies

#### Strategy #1

On-board new Director of Workforce Systems into our consortium. The Director of Workforce systems will be able to provide the expertise and direction on how to best leverage existing structures with local workforce investment. Members that are WIOA title II funded leverages those funds to provide assessment and accountability. CTE program funding under Department of Rehabilitation. Co-location of classes.

#### Strategy #2

Alameda County Workforce Development Board will join NAC as a user of Community Pro Suite. Including WDB clients in NAC's system for making and tracking student referrals and transitions will practically increase NAC's focus on serving the unemployed and underemployed adults in our region while providing currently served adult learners with better access to services available through WIOA Titles I, III, and IV.

#### Strategy #3

Basic skills grant will be used during final spend down to support convening of faculty, assessment and multiple measures discussion, and support adult ed human centered tutoring.

## Fiscal Management

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

NAC's planned allocations are consistent with the 3 year plan because the AEBG funding is used for the following primary programs: -ESL in the morning and evening for adult learners of all abilities. Instruction includes technology instruction, and contextualized language learning for students who are transitioning to post-secondary or career. -High School programming in the evening- both diploma and HS equivalency test preparation. A part time counselor meets with students to plan their academic and career goals. The counselor also refers students to wrap around students as needed. For both programs, we monitor student success and provide interventions to maximize student success. -Additionally, our family literacy programming is offered to the local elementary school for immigrant parents and is expanding career pathways through iBEST co-located college courses and job training opportunities. -Transition specialists continue to work with all members and partners to ensure student support is prevalent. In 18-19 our transition specialists will outreach to local industry partners to connect our College/Career Readiness and GED classes directly with organizations that are open to partnering. - In order to inform our communities about the many opportunities available in the region, we will implement a full marketing campaign. In 2017-18 we focused on developing a comprehensive, student friendly website. Now that it is complete, in 18-19 we can take the next steps to advertise our programs.

**An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2018-19.**

Our plan is to always spend first in, first out. The largest amount of carry-over is allocated to leasing or purchasing a building for Oakland Adult School. Additionally, we are developing processes for unfunded members to request funding and funded members to request additional funding from the carry-over allocation. As we increase our marketing effort in this year, we will use a large portion of carry-over consortium funds to market collectively. Lastly, a new project manager was hired in July 2018 to support the consortium and faculty led work.

## Certification

### Alameda City Unified School District, Member Representative

Sean McPhetridge

Approved

2018-08-15

### Alameda County Office of Education, Member Representative

Monica Vaughan

Approved

2018-08-15

### Albany City Unified School District, Member Representative

Marie Williams

Approved

2018-08-15

### Berkeley City College, Member Representative

Rowena Tomaneng

Approved

2018-08-15

### Berkeley Unified School District, Member Representative

<b>College of Alameda, Member Representative</b>	
Pasquale Scuderi	
	Approved
2018-08-15	

<b>College of Alameda, Member Representative</b>	
Timothy Karas	
	Approved
2018-08-15	

<b>Laney College, Member Representative</b>	
Tammeil Gilkerson	
	Approved
2018-08-15	

<b>Merritt College, Member Representative</b>	
Marie-Elaine Burns	
	Approved
2018-08-15	

<b>Oakland Unified School District, Member Representative</b>	
Curtiss Sarikey	
	Approved
2018-08-15	

<b>Peralta CCD, Member Representative</b>	
Jowel Laguerre	

<b>Shemila Johnson</b>
Approved
2018-08-15
<b>Piedmont City Unified School District, Member Representative</b>
<b>Randall Booker</b>
Approved
2018-08-15



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