3- YEAR PLAN

2019-2022

Primary Contact: Shemila Johnson
Website: www.naaec.org
Phone: 510.466.7247
Email: srjohnson@peralta.edu
Address: 333 E. 8th Street, Oakland, CA 94606

Alameda County Office of Education | Alameda Adult School | Albany Unified School District

Berkeley Adult School | Berkeley City College | College of Alameda | Laney College

Merritt College | Oakland Adult School | Piedmont Adult School

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Section 1: Consortium Information

- ❖ Primary Contact: Shemila Johnson, Executive Director

- ❖ Secondary Contact: LaSonja Hill, Manager of Special Projects

- ❖ Website: www.naaec.org

- ❖ Phone: 510.466.7247 or 510.466.7246

- ❖ Email: srjohnson@peralta.edu or lhill@peralta.edu

- ❖ Address: Peralta Community College District Office 333 E. 8th Street, Oakland, CA 94606

The NAAEC Promise (Mission)

Northern Alameda Adult Education Collective provides right-fit opportunities to those seeking adult education in northern Alameda County. With a focus on accessibility and through partnerships, we remove barriers and connect learners with the resources they need to build a bridge to a better future.

NAEEC Guiding Principles

1. "ONE COLLECTIVE" with shared goals
- We may be from different organizations, but we come together to get ahead.
- We win together, we lose together.
- We support and advocate for the consortium.

2. OPEN COMMUNICATION across all stakeholders
- We are transparent, proactive and inclusive in our communication.
- We seek to understand first: Assume positive intent, ask "What do you mean" and then listen.
- We respectfully speak our truth - outcomes are better when we use our collective experience.

3. DATA-DRIVEN discussions and decisions
- We continually work to improve our data.
- We use the best data we have when making decisions.
- We leverage metrics for accountability.

4. PEOPLE-FOCUSED processes

- We stay grounded by considering the experience of the people we serve.
- We understand colleague's roles and make personal connections.
- We recognize contributions and celebrate successes.

5. BIAS FOR ACTION to drive results

- We follow through on assignments with a sense of urgency.
- We track our progress quarterly and adapt as needed to achieve outcomes.
- We are not afraid to learn by failing quickly.

6. ACCOUNTABILITY to own outcomes

- We have clear accountability measures.
- We hold each other mutually accountable.
- We accept responsibility before placing blame.

Section 2: Comprehensive Regional Three- Year Plan

2.1 Executive Summary
During the first cycle of the Adult Education Program (AEP) (formerly Adult Education Block Grant or AEBG) the Northern Alameda Adult Education Collective (NAC) (formerly Northern Alameda Consortium for Adult Education) made strides in a positive direction to address the needs of our community. We faced similar challenges of sister consortia, in that, we were attempting to construct a foundation for the program while being "open for business." Therefore, we acknowledge some victories were achieved, however, moving into the second cycle NAC is energized to restructure and refocus to accomplish surmountable wins. The following list provides context of our impact over the first few years of AEP:

2015-2019 Summary of Achievements:
- For K-12 school districts, our goal was to achieve a 20% increase in the number of students served as a result of increased funding and expansion of programs. From year one of AEBG to this year, we achieved a 35.6% increase in our K-12 adult education programs.

Total Unduplicated Students

	14-15	18-19	% Change (+ -)
Berkeley Adult School	4374	5124	17.10%
Alameda Adult School	1230	1252	2%
Oakland Adult & Career Education	976	2551	161%
Piedmont Adult School		50	
Total (excludes PAS)	6580	8927	35.60%

Peralta Community College District and Oakland Adult and Career Education hired Transition Liaison/Project Managers at each site to identify current adult school students and adults served by community-based organizations to assist in the transition to community college and/or the workforce. The outcomes are as follows:

	S17	M17	F17	S18	M18	F18	S19	Grand Total
AEGA	49	17	94	90	18	118	177	563
AEGB	14	15	51	84	44	113	164	485
AEGL	31	19	55	83	97	134	147	566
AEGM	29	12	21	20	10	21	32	145
Grand Total	123	63	221	277	169	386	520	1759

- Aligned and articulated existing curriculum among the member districts and community colleges, creating new "noncredit to credit" course sequences.

**Number of
Courses Offered**

	2015	2016	2017	2018	2019	Grand Total
Noncredit	9	8	10	10	11	48
Elementary & Secondary Basic	6	6	7	7	5	31
Older Adults					1	1
Short-Term Vocational	3	2	2	2	2	11
Substantial Disabilities					2	2
Workforce Preparation			1	1	1	3
CDCP				12	25	37
Elementary & Secondary Basic						
Skills				4	3	7
English as a Second Language				4	14	18
Short-Term Vocational					4	4
Workforce Preparation				4	4	8
Grand Total	9	8	10	22	36	85

- Created a joint system of operations. NAC members recognized the importance of centralizing a number of processes and procedures: established a data-sharing MOU, coordinated facilities co-sharing plans, explored joint educational centers, embedded ABE/ASE instruction in CTE classes under a common infrastructure.
- Developed a short-term education campaign through branding and marketing to ensure internal and external audiences were informed of the consortium's available services.
- Redesigned consortium website to ensure it is user-friendly, student focused, and provides comprehensive content related to our services. www.naaec.org
- Aligned ESL curriculum between Adult Schools and Community Colleges: Adult School, community college instructors and administrators continue to meet to align standards between the Adult Schools, community college and educational partners, including articulation agreements.
- Continually providing Adult School-to-College Transition Services: Ensuring a "warm hand-off" from one system to another and follow-up to support persistence and success through training Transition Liaisons to facilitate community college matriculation.
- Creating bridges to existing career pathways and developing new pathways. Building and expanding courses that expose students to career options and contextualize basic skills to career-themed programs, such as Home Health Aide, Certified Nursing Assistant and others.

- Provide Wraparound Support Services to Ensure Student Success: Engage agencies and partners in structured information sharing about services offered, services requested and opportunities for collaboration.
- Continually coordinating data between Community Colleges and Adult Schools. Purchased Community Pro Suite licensing for all members to have access to student data and a means to electronically refer from one member to another with the capability to track student progress.
- In constant communication and partnership with Strong Workforce Program Director strategizing on how to align initiatives.
- Developing partnership with Alameda County Parole to increase program visibility to re-entry population and provide wrap around support.
- Participating in Bay Area Alignment initiative focusing on the opportunity youth population (18-24 years old) to integrate regional programs serving young adults.
- Piedmont reviewed high school records and awarded diplomas post AB 167 waiver of the CAHSEE requirement.
- Established regular meetings between members due to consortium structure.
- Adult school members hosted joint commencement ceremonies on the community college member sites as an effort to expose students and their families to higher education reality.
- Established a college district protocol and revised Peralta's Board Policy and process form to include adult school students in the High School concurrent enrollment process.
- Community College and Adult School's colocation of classes.

2019-2022 Key Indicators (Goals)
- Goal 1: Develop and implement instructional, curricular, program and career pathway alignment informed by regional and local data.
- Goal 2: Build student support continuum throughout adult education pathway, including: on-boarding, retention, completion, etc.
- Goal 3: Adopt a common set of principles, policies, procedural coordination and communication mechanisms that enable us to achieve our instructional and student support goals.

2.2 Pre-Planning Assessment

Amongst our five adult school and four community college members, we offer a breadth of adult education types and levels. The adult schools are most active in English as a Second Language (ESL) from beginner to advanced levels, family literacy, high school diploma and high school equivalency, as well as various Career Education programming (credit and noncredit) particularly existing in the Colleges. The colleges have the capacity to develop noncredit course offerings and are partnering with the adult schools and other agencies to ensure community and workforce needs are met. The chart below lists our current workforce/CE program offerings.

CTE Programs by Industry

	CP	CA	AA	AS	College	Adult School	
Building & Construction Trades							
Carpentry		X		X	LAN		
Construction Mgt		X		X	LAN		
Electrical Tech		X	X		LAN		
Environmental Control Tech	X	X		X			
Business & Entrepreneurship							
Accounting	X	X	X		LAN/BCC/MER/COA	BAS	
Administrative Assistant		X	X		MER	BAS	
Administrative Office Systems			X		MER		
Banking & Finance		X		X	LAN		
Business Administration				AS-T	LAN/BCC/MER/COA		
Business Information Systems		X	X		LAN/MER		
Business Management		X			MER		
Business Technology	X					OACE	
Entrepreneurship	X	X			LAN/MER		
General Business		X	X		BCC/MER		
Management & Supervision		X			LAN		
Marketing & Sales		X	X		LAN		
Office Skills for Business		X			BCC		
Real Estate		X	X		MER		
Digital Media & Communications							
Animation & Game Design	X	X	X		BCC		
Digital Imaging	X	X	X		BCC		
Graphcis Design		X	X		LAN		

Journalism	X	X			LAN		
Media Communication	X	X	X		LAN		
Mobile & Web	X	X	X		BCC		
Photography		X	X		LAN		
Video Arts	X	X	X		BCC		
Engineering, Design & Production							
Apparel Design & Merchandising		X	X		COA		
Architecture		X		X	LAN		
Biomanufacturing Production				X	LAN		
Biomedical Engineering Tech		X			LAN		
Engineering				X	LAN		
Machine Technology		X		X	LAN		
Public Art		X			BCC		
Welding Technology		X		X	LAN		
Wood Technology		X		X	LAN		
Environment & Sustainability							
Environmental Management Tech	X				MER		
Landscape Horticulture	X	X	X	X	MER		
Healthcare & Bioscience							
Analytical Chemistry		X		X	BCC		
Biomanufacturing		X			LAN		
Biotechnology	X	X		X	BCC		
Dental Assisting		X		X	COA		
Dietary Manager		X			MER		
Dietetic Technology				X	MER		
Emergency Medical Technician	X				MER	BAS	
Genomics	X				MER		
Health Sciences				X	MER		
Histotechology		X			MER		
Home Care Aid	X				MER	BAS	
Medical Assistant	X				MER		
Medical Office Assistant						BAS	
Microscopy	X				MER		
Nursing				X	MER		
Optometric Assistant						AAS	
Radiologic Science		X		X	MER		
Spanish Medical Interpreter		X			BCC		
Hospitality, Retail & Tourism							
Culinary Arts	X	X	X	X	LAN	BAS	
Retail Management	X	X			LAN/MER		
Information & Communication Technology							
Advanced Windows Desktop	X	X			BCC		
Applied Computer Information		X		X	BCC		

Computer Information Systems		X	X		COA		
Computer Networking			X	X	LAN		
Computer Programming	X	X		X	BCC/COA/LAN		
Cyber Security		X		X	MER		
Network Support Technician				X	BCC		
Web Programming		X		X	BCC		
Web Publishing	X				COA		
Personal Services							
Cosmetology		X	X		LAN		
Public & Human Services							
Child Development	X	X	X		MER		
Commuity & Public Services		X	X		BCC		
Community Social Services			X		MER		
Community Social Services/Substance Abuse		X	X		MER		
Early Childhood Education				AS-T	MER		
Education Technology	X				MER		
Human Development	X				COA		
Public & Human Services System	X				BCC		
Social Services Paraprofessional		X	X		BCC		
Teacher's Aide		X			BCC		
Public Service & Law							
Administration of Jusice		X	X	AS-T	MER		
Fire Science	X				MER		
Legal & Community Interpreting		X			LAN		
Paralegal Studies		X	X		MER		
Pathways to Law School			X		COA/MER		
Public Administration			X		COA		
Violence Prevention			X		COA		
Transportation & Logistics							
Auto Body & Paint		X		X	COA		
Automotive Technology		X		X	COA		
Diesel Mechanics		X		X	COA		
ATLAS Program							
- Transportation, Distribution & Logistics		X	X		COA		
-Transportation, Logistics & Operations				X	COA		
- Warehouse Forklift Operations		X			COA		
*Legend:							
BCC - Berkeley City College							
COA - College of Alameda							
LAN - Laney College							
MER - Merritt College							

AAS - Alameda Adult School							
BAS - Berkeley Adult School							
OACE - Oakland Adult & Career Education							

Below is a list of programming offered at our adult schools that show the hours of instruction and funds leveraged to support the programs in 2018:

Oakland Adult & Career Education
Hours of Instruction

AEBG Program Area	Q1 - Q4 Hours of Instruction
ABE/ASE	32023
ESL/El Civics	130931
Short Term CTE	12352
Total	175306 Hours

Oakland Adult & Career Education
Leveraged Funds by Program Area

Fund	ABE/ASE	ESL/El Civics	Short Term CTE	Totals
AEBG	$683,445	$1,344,843	$176,372	$2,204,660
WIOA II	$18,418	$188,470	$0	$206,888
Totals	$701,863	$1,533,313	$176,372	$2,411,548

Alameda Adult School
Hours of Instruction

AEBG Program Area	Q1 - Q4 Hours of Instruction
ABE/ASE	7778
ESL/El Civics	54016
K12 Success	851
Short Term CTE	315
Total	62960 Hours

Alameda Adult School
Leveraged Funds by Program Area

Fund	ABE/ASE	ESL/El Civics	Short Term CTE	Totals
AEBG	$226,786	$580,037	$677	$807,500
WIOA II	$23,418	$222,670	$30,000	$276,088
Totals	$250,204	$802,707	$30,677	$1,083,588

Piedmont Adult School
Hours of Instruction

AEBG Program Area	Q1 - Q4 Hours of Instruction
ABE/ASE	4563
Short Term CTE	2195
Total	6758 Hours

Piedmont Adult School
Leveraged Funds by Program Area

Fund	ABE/ASE	Short Term CTE	Totals
AEBG	$280,370	$70,093	$350,463
Totals	$280,370	$70,093	$350,463

Berkeley Adult School
Hours of Instruction

AEBG Program Area	Q1 - Q4 Hours of Instruction
ABE/ASE	100435
ESL/El Civics	301448
AWD	8661
Short Term CTE	36279
Total	446823 Hours

Berkeley Adult School
Leveraged Funds by Program Area

Fund	ABE/ASE	ESL/El Civics	AWD	Short Term CTE	Totals
AEBG	$1,173,345	$1,009,466	$199,887	$669,337	$3,052,035
CalWORKs	$14,421	$12,407	$2,457	$83,864	$113,149
WIOA II	$183,121	$463,542	$0	$0	$646,663
Totals	$1,370,887	$1,485,415	$202,344	$753,201	$3,811,847

Opportunity Academy Charter Hours of Instruction	
AEBG Program Area	Q1-Q4 Hours of Instruction
High School Diploma	96,768

Opportunity Academy Charter Leveraged Funds by Program Area		
Fund	High School Diploma	Total
LCFF	$810,304	$810,304

Table 1. Entities that provide education and workforce services to adults in the region with current levels and types of adult education programs within the region.

See the following page

Table 2. Funding available within the region to support adult education services. This includes both funds subject to allocation processes in the consortium and categorical or other funding types which may support services or instruction for adult education students.

See the following page

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.*
Building Skills Partnerships	Education/WFD	3411 E. 12t St.Oakland,	☐	☐	☒	☒	☐	☒	☐	☒	Janitorial employment/union
CalJobs	Employment/WF	State of California online	☒	☒	☐	☒	☒	☐	☒	☐	CTE training/Employment
Civiccorps	Education	101 Myrtle St., Oakland,	☒	☒	☒	☒	☒	☐	☒	☒	Earn high school diploma/skills
First Place for Youth	Education/WFD	426 17th St., Oakland,	☒	☒	☒	☒	☐	☐	☐	☐	Education/Housing/Job skills
Five Keys Charter	Education/WFD	70 Oak Grove St., San	☒	☒	☐	☒	☐	☒	☐	☐	Wrap around services for re-entry
Hack the Hood	Education	439 International Blvd.,	☐	☐	☐	☐	☐	☐	☒	☐	Provide tech training to youth
Juma Ventures	Workforce Dev.	131 Steuart St., San Fran	☐	☐	☐	☐	☐	☐	☒	☐	Education/Work/Financial Lit.
Lao Family Community Dev. Inc	Community	2325 E. 12th, Oakland	☒	☒	☒	☐	☒	☒	☒	☒	Wrap around srvc/Ed/WFD
Las Casas	Education/WFD	43326 Mission Cir.Frem	☐	☐	☒	☐	☐	☐	☐	☐	ESL courses and community srvc
Next Step Learning Center	Education	2222 Curtis St., Oakland	☒	☒	☐	☐	☐	☐	☐	☐	HS/GED/ Literacy services
Oakland Workforce Dev. Board	Workforce Dev	Oakland City Hall	☐	☐	☐	☒	☐	☒	☐	☐	Employment opps/job seekers
Opportunity Junction	Workforce Dev.	3102 Delta Fair Blvd.,	☐	☐	☒	☒	☐	☒	☒	☐	Career pathways services/ESL
Rising Sun Center	Workforce Dev.	1116 36th St., Oakland	☐	☐	☐	☐	☐	☐	☒	☐	WFD/Employment/Solar energy
Tech Exchange	WFD/Education	2530 International Blvd	☐	☐	☐	☐	☐	☐	☒	☐	Computer refurbishing skills
Wardrobe for Opportunity	Workforce Dev	570 14th St., Oakland	☐	☐	☐	☒	☐	☒	☐	☐	Interview skills/Grooming/WFD
Youth Employment Partnership	Education/WFD	2300 International Blvd	☒	☒	☐	☒	☐	☐	☐	☐	GED/HS/Soft skills/WFD

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.*
The Stride Center	WFD/IT Training	1212 Broadway,	☐	☐	☐	☒	☐	☒	☒	☐	IT WFD training/Employment
The Unity Council	Support Services	1900 Fruitvale Ave	☐	☐	☐	☒	☐	☒	☐	☒	Soft skills training/WFD/Ed.
Vietnamese American CCEB			☐	☐	☒	☐	☐	☒	☐	☐	Wrap around srvcs/ESL/WFD
			☐	☐	☐	☐	☐	☐	☐	☐	
			☐	☐	☐	☐	☐	☐	☐	☐	
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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	$8,215,180	$8,215,180	$8,215,180
CalWORKs	$961,934	$990,163	$1,019,239
CCD Apportionment	$39,469,967	$40,654,066	$41,873,688
Corrections	$0	$0	$0
LCFF / District Funds	$959,374	$959374	$959374
Perkins V	$811764	$836,117	$861,201
WIOA II	$1,584,241	$1596017	$1,607,868
Other	**$0**	**$0**	**$0**
Bank Interest	$3,000	$3000	$3,000
Adult Fees	$446,300	$446,300	$446,300
Department of Rehabilitation	$100,800	$100,800	$100,800
Other State Funds	$50,080	$50,080	$50,080
Local Funds	$2,350	$2,350	$2,350
Strong Workforce Program	$3,759,628	$3,759,628	$3,759,628
Total	**$52,604,990**	**$53,853,447**	**$55,139,080**

2.3 Community Need and Customers

Based on the state provided fact sheet, current and prospective student surveys, the Oakland Equity Report and discussions with our members and partners we describe the regional need for adult education and workforce services to be essential for our current students and the community at large. We serve an ethnically diverse population in Alameda County, however, there are eye-opening disparities in educational attainment, employment in livable wage jobs and the poverty level of minority groups. The fact sheet breaks out the CAEP populations we serve shown below:
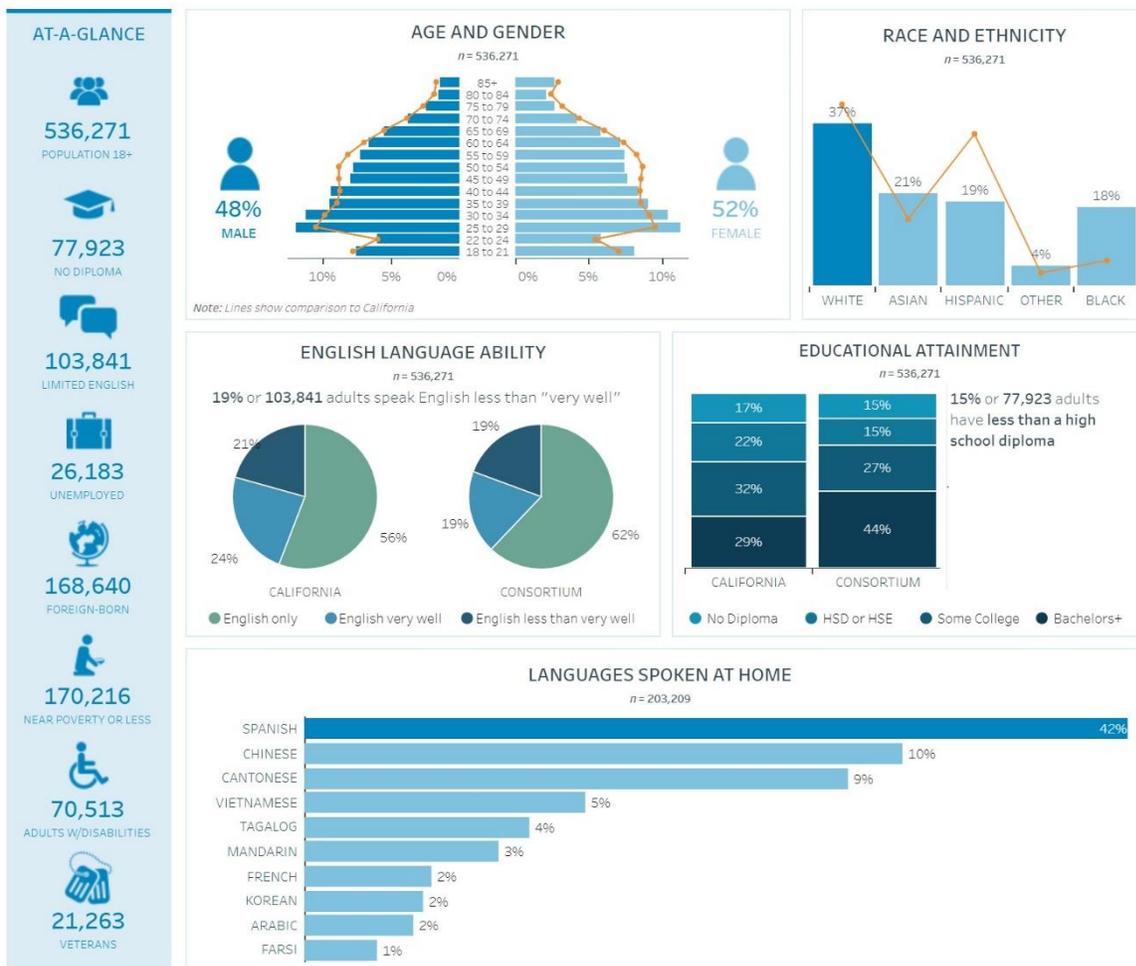
Based on our current programming, our members offer programs that meet the needs of the limited English speakers and those without a diploma or equivalent. Those groups make up approximately 34% of our community. However, where we need to focus more effort is serving the largest group in our area- the "near poverty or less" community. We can surmise that some members of this group are also a part of the no diploma/HSE numbers, as well as the limited English speakers, but we have to analyze the additional factors that attribute to the lack of income, such as incarceration, unemployment and underemployment. Our efforts must increase to address this population through

contextualized basic skills, job training and Career Education pathways that are tied to industry partners and services. We want to offer pathways that will place the students in the best possible position to be hired into a livable wage job.

Formerly Incarcerated/Re-Entry Population
Research indicates that over 90% of people incarcerated in jails or prisons will be released back to the community. A report by The PEW Charitable Trust found that 1 in 36 adults in California were under correctional control as of 2007. In 1982 that figure was 1 in 69. High concentrations of formerly incarcerated people tend to live in poor urban communities of color and are not evenly distributed across California communities. In Alameda County, neighborhoods like South Hayward, Ashland/Cherryland, and both East and West Oakland have substantially higher densities of formerly incarcerated people than other parts of the county. As noted in the 2008-2012 Re-entry Plan, the re- entry population and the communities to which probationers and parolees returned, faced a wide array of challenges upon release. Evidence showed the re-entry population was three to four times more challenged than the general population in their ability to obtain employment and permanent housing upon release.

The California Department of Corrections and Rehabilitation (CDCR) and county jails did not provide many supports during the re-entry process and, consequently, over half (56%) of all persons released from CDCR returned to custody within three years of their release. The numbers were similar for persons sentenced to the Alameda County jail. The flow of persons between communities and prison/jails destabilized the communities of return, but also created substantial barriers to providing ongoing health, employment, housing, and educational services to a population in great need of services. Successfully re-entering society after incarceration is extremely difficult. Often the underlying issues that led to a person's incarceration were not addressed during his/her incarceration. In all likelihood, these needs existed prior to the person's incarceration and, without intervention, they continue to exist after the individual has been released.

Faced with the added disadvantage of having a criminal record and being cut off from their social networks, the majority of formerly incarcerated people in California will return to state prison or county jail. Breaking this cycle and the negative impact it has on our communities and families requires developing a system of re-entry that begins with assisting individuals from the first point of contact with the criminal justice system through community-based supervision and community integration. In our service area it is reported that the cities we serve currently have the following number of probationers living there:

Probationer Population:
Albany, Berkeley, & Emeryville: 794 Alameda:
235
Oakland: 4401

In our service area it is reported that the cities we serve currently have the following number of parolees living there:

Parolee Population:
Albany, Berkeley, & Emeryville: 66
Alameda: 33
Oakland: 1,055

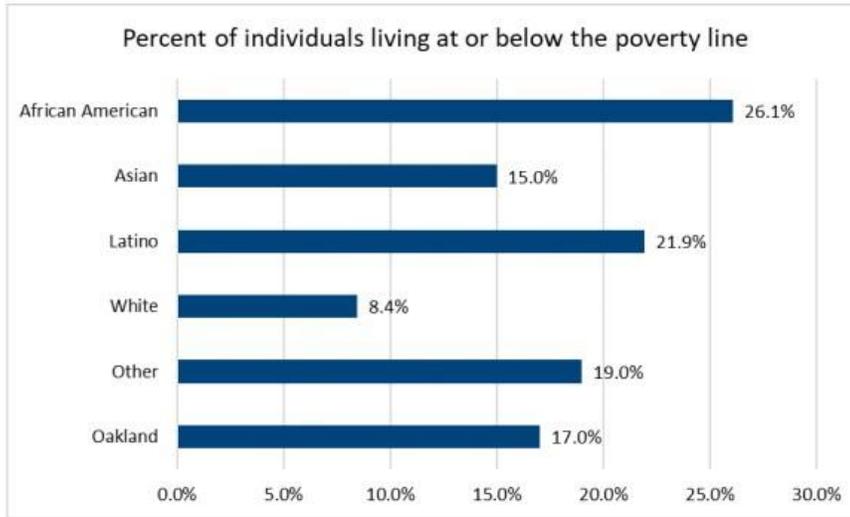**Total (Parolees & Probationers): 6,584 (living in Northern Alameda)**

Many of the NAC members are serving the formerly incarcerated population through a network of support service programs at their institutions such as Restoring our Community, The Gamble Institute Street Scholars, and the Prison University Project. While our members serve this population, we have not strategically outreached to this group. We will work to deepen our partnerships with the Alameda County Probation Reentry Initiative and community based organizations such as Root and Rebound to target the reentry population. Additionally, when the opportunity arises we will apply for funding through the reentry initiative and county to provide educational services in the jail and prison to currently incarcerated individuals.

Unemployed/Underemployed/Poverty Stricken Populations
Upon surveying our current students, we learned that Career Education (CE) is not widely understood. The students are interested in attaining jobs/careers which will help them earn a livable wage, however, their understanding about how Career Education can do that was minimal. CE and adult education is key in our region to addressing the disparity between the percent of African Americans and Whites who are living in poverty.

Individuals and families living in poverty struggle financially but also forego basic necessities in order to make ends meet. Individuals living in poverty may experience hunger, live in low-quality housing, and decide not to seek medical care. Intergenerational poverty can further limit access to opportunity and economic mobility. In addition, when poverty is concentrated geographically, the negative effects on health and wellbeing are compounded at the neighborhood and community level. African Americans are most likely to be living at or below the federal poverty level (26.1%), compared to 21.9% of Latinos, 15.0% of Asians, and 8.4% of Whites. This means that more than one in four African Americans and more than one in five Latinos are living at or below the federal poverty level. African Americans are 3.09 times more likely than Whites to be living at or below the federal poverty level. (Source: https://aspe.hhs.gov/poverty-guidelines)

Data:

Percent of individuals living at or below the poverty line

African American	26.1%
Asian	15.0%
Latino	21.9%
White	8.4%
Other	19.0%
Oakland	17.0%

Source: American Community Survey, 1-year PUMS, 2016 (Oakland PUMAs extend beyond the city boundaries, see maps here: https://www.census.gov/geo/maps-data/maps/2010puma/st06_ca.html

The needs in our regional community to address the realities of poverty lie in education and job training with a focus on industry sectors that are growing. Per the survey, our students' interest for CE training is in healthcare, construction and information technology. Interestingly, their interest aligns with the labor market projected job openings from now through 2027 (see graphs below). As we look to deepen partnership between the adult schools and colleges, this data will be utilized to inform our decision making. Strong Workforce will be leveraged to create CE pathways and industry engaged to ensure the pipeline is whole.

Labor Market Outlook — 42 NORTHERN ALAMEDA CONSORTIUM FOR ADULT EDUCATION
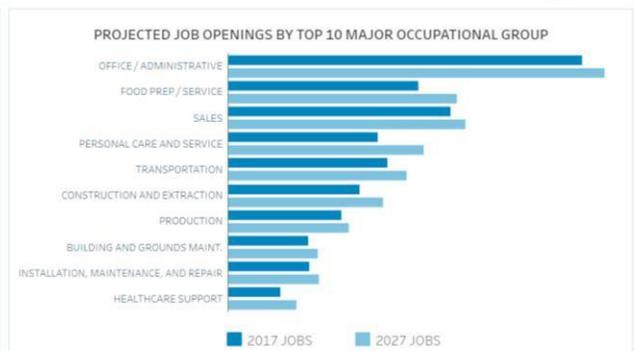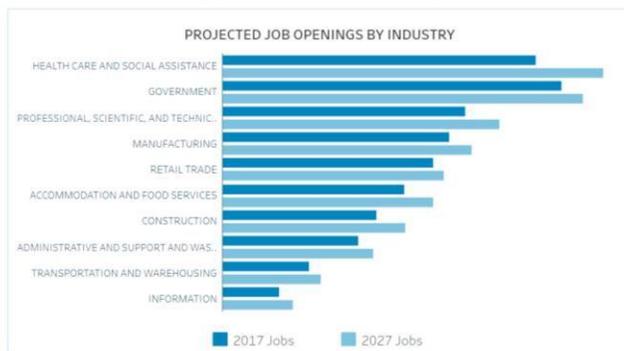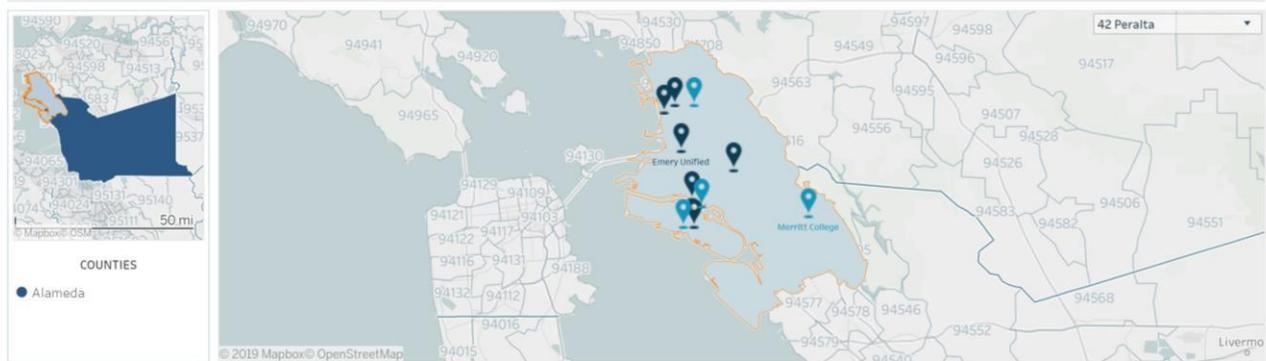
TOP 10 OCCUPATIONS WITH THE MOST JOB OPENINGS

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.

SELF-SUFFICIENCY STANDARD AND FEDERAL POVERTY LEVELS FOR SELECT FAMILIES

1 Adult	1 Adult, 1 preschooler	1 Adult, 1 preschooler, 1 school-aged c..	2 Adults, 1 preschooler, 1 school-aged c..
CA Minimum Wage ($11)	$22.09	$28.10	$32.31
$7.91	$7.91	$9.99	$12.07

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

+ableau

Opportunity Youth

Disconnected Youth aged 16-24 are young people that are neither working nor in school. This population are in transition between youth and adulthood. Developing the education, networks, confidence, and social-emotional skills to handle stress and prepare for adult independence is what they need to succeed. Youth that are out of work and out of school face disadvantages in making this transition successfully. They also face a higher risk of involvement with the criminal justice system. Citywide, one in ten youth are neither working nor in school (10.3%). African American youth are the most likely to be disconnected (14.8%), followed closely by Latino youth (13.2%). Asian youth are the least likely to be disconnected (5.3%), while 8.8% of White youth are disconnected. African American youth are 2.80 times more likely to be disconnected from both work and school than Asian youth. Additionally, this outcome tracks with the education data for the groups, with the same groups experiencing the greatest disadvantage.

Percent of youth ages 16-24 who are out-of-work and out-of-school

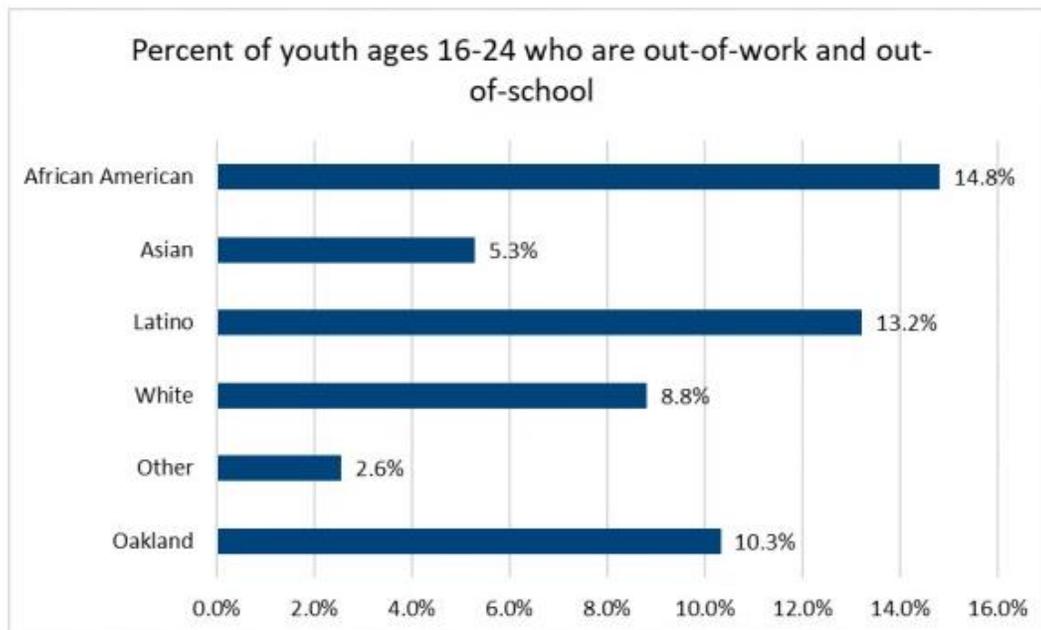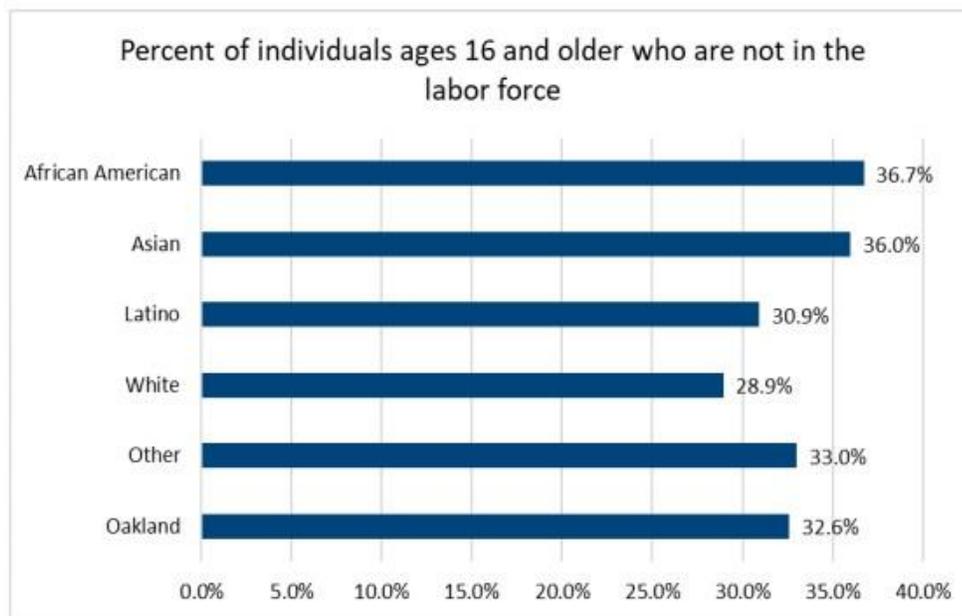| Group	Percent
African American	14.8%
Asian	5.3%
Latino	13.2%
White	8.8%
Other	2.6%
Oakland	10.3%

Source: American Community Survey, 1-year PUMS, 2016 (Oakland PUMAs extend beyond the city boundaries, see maps here: https://www.census.gov/geo/maps-data/maps/2010puma/st06_ca.html)

As a Collective, our members are working diligently to connect with transitional youth before they are completely fallen off of our radar. Our goal is to strengthen our relationships with the high schools in order to catch the student before they completely fall. In partnership with Bay Area Alignment's ENGAGE Team, a group of educators, industry partners and CBO leaders, who are focused on developing supports for the opportunity youth population, the Collective is dedicated to collaborating with community based organizations, court and continuation schools, and the traditional high schools to educate our opportunity youth and connect them with the services and education they need to achieve success. Many of our members have aligned their diploma program total credits to the California state standard of 130 credits to decrease the number of barriers our community faces in completing their education.

Unemployed and underemployed people of our communities need our services. Training to be upskilled or for entry level opportunities, our members hope is to provide what is needed by this heavily populated group. Labor force participation is an important indicator because unemployment statistics do not capture all individuals who are not working such as employed individuals, unemployed individuals who are looking for work and individuals in the armed forces. Some of these individuals are classified as discouraged workers who may have given up seeking work due to prolonged unemployment, lack of opportunities that match their skills, and education, age, and disability. Other individuals not in the labor force include retired persons, students, and those taking care of children or other family members. Across all racial and ethnic groups, about one in three individuals aged 16 and older (32.6%) are not in the labor force. Labor force non-participation was less common among Whites and Latinos, 28.9% and 30.9% respectively. A higher percent of African Americans (36.7%) and Asians (36.0%) are not in the labor force. African Americans are 1.27 times more likely than Whites to not be in the labor force. (Source: https://www.bls.gov/cps/lfcharacteristics.htm)

NAC desires to meet the unemployed and underemployed where they are. In order for our services to positively impact the poverty, unemployed/underemployed, undereducated communities we live in and serve, we are committed to engaging with industry partners, workforce boards, and community based organizations to ensure the programming we offer is relevant to industry needs and accessible to the community. Some of our current strategies that are in a pilot phase include offering HSE at an employer site for a cohort of part-time employees partnered with a college certificate and Associate degree option for a cohort of part-time supervisors. In this partnership, we created a tactic to entice the unemployed adult school students to apply for a part-time position with the employer as well to encourage completing school while working (when feasible).

Data:

Percent of individuals ages 16 and older who are not in the labor force

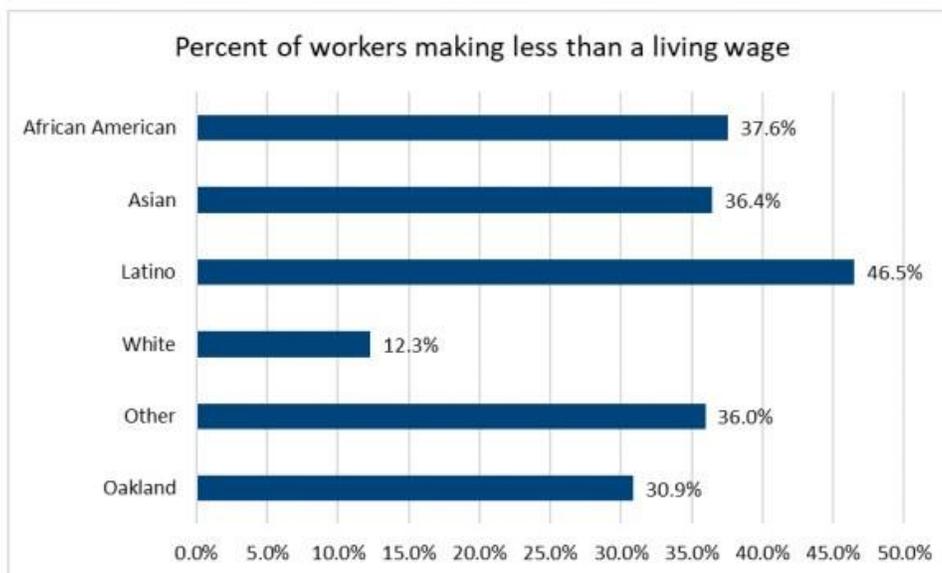| Group	Percent
African American	36.7%
Asian	36.0%
Latino	30.9%
White	28.9%
Other	33.0%
Oakland	32.6%

Source: American Community Survey, 1-year PUMS, 2016 (Oakland PUMAs extend beyond the city boundaries, see maps here: https://www.census.gov/geo/maps-data/maps/2010puma/st06_ca.html)

The underemployed data looked at individuals who are not employed in industries with a mean annual wage of at least $80,000. In 2016, these industries included management occupations; legal occupations; healthcare practitioners and technical occupations; computer and mathematical occupations; architecture and engineering occupations; life, physical, and social science occupations; and business and financial operations occupations. (Source: Occupational Employment Statistics, CA Employment Development Department https://data.edd.ca.gov/Wages/Occupational-EmploymentStatistics-OES-/pwxn-y2g5)

Employment in high wage industries is an important measure of what kinds of jobs are accessible to individuals of different racial and ethnic groups. Limited access to jobs in high wage industries may be due to several factors, including a mismatch between available jobs and required education or training, discrimination, and other limiting factors that may also contribute to differences in access to quality jobs and overall employment rates. (Source: https://www.stlouisfed.org/publications/regional-economist/july-2011/the- mismatchbetween-job-openings-and-job-seekers)

Latino workers are the most likely to not be employed in a high wage industry (83.2%), followed closely by African American workers (82.0%). About half of White workers are not employed in a high wage industry (50.4%), and Asian workers fell in the middle (67.5%). Citywide, six out of ten workers are not employed in high wage industries. Latino workers are 1.65 times more likely to not be employed in a high-wage industry than White workers. This affects the communities we serve significantly because in Alameda County the living wage ranges from a minimum of $36,331 for one adult to $112,305 for two adults and 3 children. (Source: http://livingwage.mit.edu/counties/06001

Data:

Percent of workers making less than a living wage

African American	37.6%
Asian	36.4%
Latino	46.5%
White	12.3%
Other	36.0%
Oakland	30.9%

Source: American Community Survey, 1-year PUMS, 2016 (Oakland PUMAs extend beyond the city boundaries, see maps here: https://www.census.gov/geo/maps-data/maps/2010puma/st06_ca.html)

2.4 Identifying Goals and Strategies

Over the next three years, NAC has identified the following as our key indicators/goals to focus our strategies in order to advance the work of the Collective and to meet the needs of the community:

❖ **Goal 1: Develop and implement instructional, curricular, program and career pathway alignment informed by regional and local data.**

Goal 1 will be measured by:

- Number of programs aligned between adult school and community college that meet the needs of the data.
- Number of students enrolled and completed.
- Number of students attaining employment.

As a Collective, we determined the instructional component of our work must speak to the needs of our undereducated and underemployed population in Northern Alameda. There are over 75,000 adults without a high school diploma or GED in our region and over 170,000 that are poverty stricken. The workforce (employers) is changing and educational attainment for jobs is increasing. In the United States: Twenty-seven (27%) percent of jobs does not require a high school diploma or equivalent; Thirty-five (35%) percent of the job openings will require at least a bachelor's degree; Thirty (30%) percent of the job openings will require some college or an associate's degree; Thirty-six (36%) percent of the job openings will not require education beyond high school.

In order for Goal one to meet the community and workforce needs, it is our approach to increase the number of adults enrolled and completing the high school diploma or equivalent program. By doing so we hope to catapult them into a pathway that will support them attaining a career and earning a livable wage.

Some activities we will implement to achieve Goal 1 are as follows:

- Improving alignment of English as a Second Language (ESL) amongst adult school to college programs.
- Offering GED, Hiset testing/courses on the college campuses (improved access).
- Improving alignment of high school diploma program to college courses.
- Adult schools offering basic skills (remedial courses) for AB705.
- Implementing GED score as college Math/English placement into transfer level courses.
- Increasing concurrent enrollment of adult education students into college courses.
- Build Career Education and Noncredit Bridges.
- Consideration of mirroring ESOL courses.
- Colocation of offerings

❖ **Goal 2: Build student support continuum throughout the adult education pathway (onboarding, retention, completion, etc.)**

Goal 2 will be measured by:
- Number of students enrolled in various programs.
- Number of students completing various programs.
- Number of quality partnerships developed with CBOs and workforce.
- Increase in marketing efforts (surveys, advertising reports).

Goal 2 is a component that will help the student successfully complete their diploma, equivalent, certificate or degree. This goal is vital to the success of our program as it is a foundational element that must be stable enough to guide a student through to completion while facing life's inevitable ups and downs. During cycle one of AEBG we hired Transition Liaisons to coordinate the wrap around service that our students need to succeed. The Transition Liaisons have implemented strong networks and processes to facilitate adult education students and community based organization clients' college entry; however in the second cycle of CAEP we want to increase our efficiency and deepen our networks to create the stability needed to refer, follow up, and support a student/client totally.

In order for Goal two to meet the student/client needs through onboarding, retention and completion, it is our approach to increase the community's awareness of the adult education programs and services available to them. By doing so we hope to excite the potential and current learner about their opportunities and the support that exists to help them attain a career earning a livable wage.

Some activities we will implement to achieve Goal 2 are as follows:
- Develop collaborative enrollment strategies.
- Co-Advertise programming in member schedules, on member websites, etc.
- Enhance relationships with social services department.
- Develop contract education programming.
- Collaborative markets all members jointly via radio, online, etc.
- Enhance bridge and orientation programs.
- Partner adult school counseling and college counseling departments.
- Build relationships/co-partnerships with CBOs and WIOA funded services.
- Consortia representative serve on College Student Service committees.
- Co-location of services.

Over the last 3 years, we collectively identified what worked well and what needed to be revamped. In doing so, we uncovered the need to establish a more defined infrastructure. From the lines of communication to determining what an effective member is, we want to work toward implementing a strong consortium infrastructure to support the work of the adult schools and colleges which will support Goals one and two.

- ❖ **Goal 3: Adopt a common set of principles, policies, procedures, coordination and communication mechanisms that enable us to achieve our instructional and student support goals.**

Goal 3 will be measured by:
- Surveys of members.
- Improvement of outcomes from Goals one and two.

In order for Goal three to support our instructional and student support goals, it is our approach to reorganize the structure and develop a system by which data and reporting inform everything we do. Some activities we will implement to achieve Goal three are as follows:

- Restructure the organization: Revamp the organizational structure to include task groups that focus on the goals of the 3 year plan to include faculty, staff, administrators, and community based organizations.
- Fully implement Community Pro as our data management and referral system platform.
- Develop processes that support transparency amongst members.
- Implement a communication platform that enables all members and the public to receive information concerning the Collective.

Figure 1. Logic Model

- ❖ Goal Statement: Develop and implement instructional, curricular, program and career pathway alignment informed by regional and local data.

Inputs	Activities	Output	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
In order to accomplish our set of activities we will need the following:	*In order to address our problem or asset we will accomplish the following activities:*	*We expect that once accomplished, these activities will produce the following evidence or service delivery:*	*We expect that if accomplished these activities will lead to the following changes in the next year*	*We expect that if accomplished these activities will lead to the following changes in 1-3 years*	*We expect that if accomplished these activities will lead to the following changes in 3-5 years*
Teacher/Faculty time/participation Space on college campus Teacher/Faculty time participation AB705 training for Adult School personnel State guidance/support Advertising of college offerings to AS students Funding	Improving alignment of English as a Second Language (ESL) amongst adult school to college programs. Offering GED, Hiset testing/courses on the college campuses (improved access). Improving alignment of high school diploma program to college courses. Adult schools offering basic skills (remedial courses) for AB705. Implementing GED score as college Math/English placement into transfer level courses. Increasing concurrent enrollment of adult education students into college courses. Build Career Education and Noncredit Bridges. Consideration of mirroring ESOL courses. Colocation of offerings	Decrease in ESOL offerings amongst members. Improved system for students. Increase of GED/HSE enrollment/completion Increase of ABE/ASE enrollment, Increase of transfer level math/English in colleges Increase of college enrollment of adult school students	Improved ESL regional system Higher retention and completion of GED/HSE Higher retention in basic skills and transfer level courses Increased certificates/degrees earned	Improved ESL regional system Higher retention and completion of GED/HSE Higher retention in basic skills and transfer level courses Increased certificates/degrees earned	Improved ESL regional system Higher retention and completion of GED/HSE Higher retention in basic skills and transfer level courses Increased certificates/degrees earned

Figure 1. Logic Model

Goal Statement: Build student support continuum throughout the adult education pathway (onboarding, retention, completion, etc.)

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

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
In order to accomplish our set of activities we will need the following:	*In order to address our problem or asset we will accomplish the following activities:*	*We expect that once accomplished, these activities will produce the following evidence or service delivery:*	*We expect that if accomplished these activities will lead to the following changes in the next year*	*We expect that if accomplished these activities will lead to the following changes in 1-3 years*	*We expect that if accomplished these activities will lead to the following changes in 3-5 years*
Funding Transition Outcomes/Assessment Measures per the State State guidance on how to leverage Strong Workforce, AJCC, Probation/Corrections initiatives, etc.	Develop collaborative enrollment strategies Co-Advertise programming in member schedules, on member websites, etc. Enhance relationship with social services department. Develop contract education programming Collaborative markets all members collectively via radio, online, etc. Enhance bridge and orientation programs Partner adult school counseling and college counseling departments Build relationships/co-partnerships with CBOs and WIOA funded services	Less confusion for students, better aligned and seamless processes, increased enrollment Increased awareness of programming/services. Increased enrollment. Enhanced partnership and services offered to students/clients. Marketing together will save money versus individual advertising efforts. Easier tracking of marketing efforts. Less confusion for students, better aligned and seamless processes, increased enrollment Staff appropriately aware of counseling process at other sites, aligned processes, better service to students.	Increased enrollment Increased concurrent enrollment Wrap around services Increased enrollment and partnerships Improved counseling services and joint counseling course offerings Leveraged funding for programs	Increased enrollment Increased concurrent enrollment Wrap around services Increased enrollment and partnerships Improved counseling services and joint counseling course offerings Leveraged funding for programs	Increased enrollment Increased concurrent enrollment Wrap around services Increased enrollment and partnerships Improved counseling services and joint counseling course offerings Leveraged funding for programs

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
	Consortia representative to sit on College Student Service committee Co-location of services	Adult education represented on college committee to advocate and lessen duplication, increase alignment Access, convenience, less barriers for students	Decreased duplicative efforts, more coordinated programming Increased retention	Decreased duplicative efforts, more coordinated programming Increased retention	Decreased duplicative efforts, more coordinated programming Increased retention

Assumptions	External Factors

Figure 1. Logic Model

Goal Statement: Adopt a common set of principles, policies, procedures, coordination and communication mechanisms that enable us to achieve our instructional and student support goals.

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

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
In order to accomplish our set of activities we will need the following:	*In order to address our problem or asset we will accomplish the following activities:*	*We expect that once accomplished, these activities will produce the following evidence or service delivery:*	*We expect that if accomplished these activities will lead to the following changes in the next year*	*We expect that if accomplished these activities will lead to the following changes in 1-3 years*	*We expect that if accomplished these activities will lead to the following changes in 3-5 years*
Funding State guidance on how to leverage Strong Workforce, AJCC, Probation/Corrections initiatives, etc. More PD with similar sized consortia More Faculty focused PD	Restructure the organization: Revamp the organizational structure to include task groups that focus on the goals of the 3 year plan to include faculty, staff, administrators, and community based organizations. Fully implement Community Pro as our data management and referral platform. Develop processes that support transparency amongst members. Implement a communication platform that enables all members to receive information concerning the Collective.	Improved processes and transparency throughout the Collective. Increased collaboration amongst all groups. Task oriented work to accomplish goal. Improved outcomes to achieve the work. Increased referrals and improved tracking Consistent member participation and advocacy across individual institutions. Improved communication amongst all member groups. Better alignment.	Task groups formed Increased follow-up of students referred via Community Pro Financial statements made public via NAAEC website Increased participation amongst members.	Activities implemented 2 to 5 CBOs added to Community Pro referral system	

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 January 2020, have complete ESL alignment amongst adult schools.

2. By May 2020, increase the number of students concurrently enrolled in a college course by 10%.

3. In the 2019-2020 academic year, jointly market member programming: adult schools advertise in college schedules and colleges advertise in adult school schedules.

4. By January 2020, begin GED/HSE program at employer partner site.

5. By January 2020, implement a communication platform to communicate with all members and the public.

2.5 Piloting and Implementation

Over the next 3 years, as a Collective, we plan to pilot and implement strategies to:
Increase awareness and enrollment of our programs and services through various tactics:

- Solid alignment of adult education to community college programs.
- Marketing strategies.
- Increase employment opportunities through creation of clear CE pathways to include adult education, community college and industry.
- Develop education-industry partnerships through innovative approaches to benefit employers, employees and prospective employees.

1.   To achieve an increased awareness and enrollment of member programs and services, we will employ varying practices to improve our current efforts. Over the last 3 years, we have worked to align ESL programming amongst members, however, there were barriers that arose to completing the task. Barriers such as total alignment amongst the adult education institutions were needed in order to align the adult schools to the community college programs. Moving forward, we will exercise the following strategies to complete the alignment of ESL programming:

- Align ESOL from Adult School to college course titles, equivalencies.
- Align ESOL between all Adult Schools.
- Develop mirrored courses for ESOL.

The expected outcomes of the above listed strategies are as follows:

- Increase in enrollment of students transitioning to College of Alameda credit courses through bridge to credit courses and offering more Alameda Adult School services on the college campus.
- Increase in enrollment of students transitioning to Community College credit courses.

The expected outcomes will be evaluated via:

- Student surveys on both College of Alameda and Alameda Adult School services and courses.
- Enrollment data from courses.
- Number of Alameda Adult School students utilizing services on College of Alameda campus.
- Number of students being placed in the next level of ESOL. Benchmark from past two years. Monitor from intermediate low to high and other transitions.
- Number of students enrolling in Noncredit ESOL courses.
- Completion of Noncredit ESOL Certificates.
- Number of Noncredit Enrollment Applications.

Similarly, we plan to align the adult school high school programming to college course placement. Plans to do so include the following tactics:

- In design planning for English and math alignment (AB705); Counseling Course.
- GED score placement, Math/English metric into college level (AB705), Adult School Career Ed/ articulation into College, Pre-apprenticeship Math Trades cross referrals, Adult School Fuel Ed. HSE matic, Noncredit College courses at Adult Schools.
- Concurrent enrollment.

The expected outcomes of the above listed strategies are as follows:

- Increased completion of Community College programs by Adult School High School graduates.

The expected outcomes will be evaluated via:

- Number of Adult School High School grads who complete Community College programs.
- Number of Adult School High School students enrolled in Community College programs or Career Education programs.
- Number of Adult School students persisted from fall to spring.
- Number of Adult School and CBO partner clients enrolling in English and math.
- Planning map for alignment and time line for mapping.
- Timeline and plan for Professional Learning for Adult School instructors and Community College instructors.
- Equity Training for all instructors.

2.   The Collective has reached a point where consistent and steady marketing is an opportunity we must capitalize upon. Over the first 3 years, marketing as a consortium was not beneficial because we had to define our partnership, set the foundation and create & learn how we would coexist in the partnership. Individual marketing was still taking place for the members, however, now that we have better solidified our foundation as partners it is time to market programming as a network. We will employ the following strategies to market programming as a consortium:

- Advertise via media outlets driving prospective students to the NAAEC website through:
  o Radio
  o Digital advertisements
  o Print
  o Community events participation
- Distribute consortium print material within the community.
- Consider creating a social media presence to engage with students and prospective students.

The expected outcomes of the above listed strategies are as follows:

- Increased community awareness of programming and services.
- Increased enrollment into programs.
- Increased engagement with prospective students.

The expected outcomes will be evaluated via the following:

- Marketing campaign analytics.
- NAAEC website analytics.
- Enrollment numbers.
- Community surveys.

3. To achieve an increase in employment opportunities through creation of clear CE pathways to include adult education, community college and industry, we will employ practices to strengthen our pathways for students to see the value and outcome for their lives. We will accomplish this in the following ways:

- Develop and offer Noncredit Bridge to Community Health Worker Certificate; Non-Credit Pathways. Noncredit Community Health Worker Certificate collaborative enrollment. Co-Location.
- Consider resource sharing models to provide more courses throughout Oakland in ESL, ABE, ASE and CTE.
- Provide workforce data to inform program development; NAC participation on Peralta CE/Non-Credit committees.
- Develop pre CE programming that happens at the Adult Schools (opportunity for IBEST model, contextualized learning).

The expected outcomes of the above listed strategies are as follows:

- Increased enrollment of CE programs.
- Increased offerings of CE pathways from adult school to community college into industry.
- Increased offerings of collocated courses.
- Increased offerings of noncredit certificate programs.

The expected outcomes will be evaluated via the following:

- Measure participation in CE programs.
- Complete survey of students in CE programs.
- Survey co-location of noncredit classes.
- Noncredit Certificate programs.
- Assess noncredit enrollment process and make recommendations for adjustments.

4. To develop education-industry partnerships through innovative approaches to benefit employers, employees and prospective employees we will strengthen our collaboration with employers, Workforce Development Boards and organizations working to decrease poverty and the unemployed/underemployed rates through job training and employment workshops. We will employ the following strategies to address this effort:

- Co-locate programs at employer sites.
- Host education-industry symposiums.
- Participate in Bay Area Alignment initiative.
- Increase employer/industry partner participation on NAC Committees.

The expected outcomes of the above listed strategies are as follows:
- Increase enrollment of programs.
- Increase job opportunities for students.
- Increase collaboration with employer partners.
- Improved wrap around support service for job training that leads to jobs.

In conclusion, the Northern Alameda Adult Education Collective is revitalized by the work the members have done in the first CAEP cycle. We are excitedly ready to embark on the second three years to implement the strategies set forth to improve the communities we live in and serve. Decreasing the equity gaps in poverty, education, and employment are no small tasks; however, the members of the Collective are committed to developing, implementing, offering, and serving the adults in the region to improve the gaps throughout the years in order to eventually realize total elimination of the gaps.