

38 Southern Alameda County Consortium (Ohlone CCD)

Plans & Goals - Consortium Approved

Executive Summary

Planned allocations to the consortium for 2019-2020 allow the members, for the most part, to maintain a level of service provided in previous years. In spite of concerns about fewer resources overall for adult schools and the college due to uncertain federal funding, increased basic costs, and declines in enrollment, 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. Some expansion in course offerings will come from the College's development of non-credit programs and courses. 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. In 2018-2019, AEP funds accomplished the following:

- Updating of the consortium website
- Development of a newspaper insert to publicize adult school and college programs in the consortium area
- Collaboration among consortium members and with partners such as the Alameda Workforce Development Board, Mission Valley ROP, and the Tri-Cities Career Center
- Professional Development, including workgroup meetings, an annual consortium summit, state meetings, and local trainings
- Bridge courses at the adult schools to help transition students into programs at the College

Regional Planning Overview

The strategies described below are taken primarily from the consortium's new 3-year plan and represent the first steps as laid out in the logic model section of the 3-year plan.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

Regional needs identified include:

- improved recruitment in order to support course offerings and programs
- a need to have common elements and reference points for assessment and educational plans to allow students to transition between schools and the College
- a need to provide a better handoff for adult school students to social services

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

The CAE Self-Assessment Tool was critical in identifying challenges facing the consortium and providing a focus for the consortium's planning efforts. In addition, the consortium conducted a survey of students to identify needs with regards to student challenges and student interests.

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

As described in its 3-year plan, the following progress indicators will help to evaluate the consortium's efforts:

- By May 2020, provide SACC pathways infographic to five responsive social services agencies/community-based organizations.
- By May 2020, all three adult schools in SACC will adopt a common Student Education Plan and Career Plan format.
- 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.

Gaps In Service

New Strategies

Strategy #1

Collaborate with social service agencies and community-based organizations to increase targeted recruitments among communities of need.

Strategy #2

Develop consistency among providers regarding the use of student education plans and integrated career planning.

Strategy #3

Provide students with referrals and information about non-educational services

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

The College is moving into the development of non-credit programs which will support adult learners with training for employment as well as programs that can transition into credit programs at the College and beyond. At this time, the College's non-credit courses will be offered at adult school sites.

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

The four consortium members all use different formats and content in the educational plans they develop for students. The members also recognize that consistency of plans could only come about if the members also work on consistency in assessment reporting. The consortium plans to begin the process of developing consistency in educational plans through first identifying standard components of the Student Education Plan (SEP) used at the College and career planning tools used at the adult schools.

Professional Development**New Strategies****Strategy #1**

There is a need to better connect students to social services. While a case management model is seen as ideal, consortium members recognize that they lack the resources needed to work with individual students under such a model. In 2019-2020, the consortium members will focus on working together to identify student needs regarding non-educational resources and creating a resource list. The members will also identify ways to train faculty and staff in how to best respond to student needs outside of the classroom.

Leveraging Resources**New Strategies**

Strategy #1

Recruitment of students into existing programs remains a challenge. Local demographic and employment data do not adequately address how to target recruitment. Given the resource limitations of the consortium, it is also not feasible to create many new programs that align with labor demand data. Therefore, the consortium members will work to identify ways to better market our existing programs with key social service agencies that work with adults in the area.

Fiscal Management

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

Because of the uncertainty of future federal funds and increasing overhead for school districts and the college, the Southern Alameda County Consortium (SACC) sees the planned allocations as insufficient to allow the Consortium to expand in services offered through the Adult Schools. The Consortium plans to use its funding to continue to provide professional development for teachers, modest support for supplies and materials, and stipends for additional time devoted to implementing 2019-2020 strategies.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2019-20.

Of previous years' funding, only a modest amount remains in the College's share of consortium funding. This funding will be used to support the development of non-credit courses and course offerings as described in section 3.

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