

38 Southern Alameda County Consortium (Ohlone CCD)

Plans & Goals - Consortium Approved

Executive Summary

The recent Covid-19 events with shelter-in-place orders and the reduction in overall funding to Adult Education Programs has presented unique challenges for 2020-2021 planning. In spite of those challenges, the consortium has developed a thoughtful and strategic approach to accomplishing the goals set forth in the three-year plan with a strong student-centered focus. The consortium members made great strides towards achieving the goals in Logic Model #1 in the three-year plan in 2019-2020. Specifically, SACC developed stronger relationships with social services agencies and community-based organizations through MOUs with Oakland PIC for supporting dislocated workers, LaFamilia to increase educational support for recent immigrants, Alameda County Social Services to provide training for CalFresh recipients, and the Fremont Family Resource Center's Sparkpoint organization to be an educational partner. There are also current discussions with Narika, a non-profit organization that helps immigrant survivors of domestic abuse, to recruit and train their clients. Union City's Family Resource Center is also an ongoing social services agency partner with SACC. The consortium also worked on Logic Model #2 to create a standard Student Education Plan to be used across the consortium. The ESL Consortium Workgroup began concerted efforts to evaluate various student education plans and to determine the elements to include in such plans. This work is still ongoing and needs to be shared more widely in other departments and across all member schools. The goal to have an infographic completed by May 2020 was slowed due to the shelter-in-place ordinance, but will be completed before the end of 2020. The consortium members recently reviewed the three-year plan and determined that the goals in Logic Model #1 and Logic Model #3 are the most student-centered and cost-neutral. The consortium vision during the uncertainty of Covid-19 and the economic upheaval it has caused is to strongly focus on finding students most in need and to meet both their educational and non-educational needs. The consortium will collaborate with social services agencies and community-based organizations to increase targeted recruitment among communities of need. The consortium will develop an infographic for SACC opportunities (map of pathways) and will work closely with identified outside agencies (see those described above) to ensure targeted recruitment. The infographic will be used as a marketing tool for use with consortium social services agency partners. Staff will also attend social services agency partner virtual or in-person events. The consortium also agreed to focus on the activities in Logic Model #3 to provide students with referrals and information about non-educational services. This is another goal that will provide assistance for students during the current economic crisis. The consortium will survey current students to identify their needs, and will develop a list of outside resources. The consortium will work with social services agency partners to ensure warm hand-offs to services and resources. Finally, the consortium will create a common process for referrals to these agencies in order to efficiently and effectively meet student needs. In addition to focusing on Logic Models #1 and #3, the consortium will also reallocate funds that would typically be used for workgroup meetings to provide targeted professional development to support teachers in transitioning to online instruction. There was consensus that some version of online learning will continue at all schools across the consortium in 2020-2021. Rather than focusing more on Logic Model #2 for the upcoming school year, the consortium members have chosen to focus on professional development for online learning.

Regional Planning Overview

The new three-year plan is being implemented as described in the Executive Summary. The consortium will focus primarily on Logic Models #1 and #3 for 2020-2021 to recruit students most in need of educational services and to ensure that their non-educational needs are also being met through a referral system to outside agencies. The consortium reviews the three-year plan regularly during leadership meetings in order to ensure that the work of the consortium remains focused on the appropriate goals.

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. Recently with the dramatic increase in unemployment in the county, there are additional needs to provide educational services including GED, ABE/ASE, ESL, and CTE courses.

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. More recently, the Alameda County unemployment rate was also used to identify gaps. It soared from February 2020 to June 2020 from 3.1% to 13.5% due to the recent Covid-10 pandemic according to the Employment Development Department. The most impacted job sectors in Alameda County were leisure and hospitality; private education and health services; trade, transportation and utilities; professional and business services; manufacturing; and other services. The current high unemployment rate indicates a need for educational services and community-based non-educational resources.

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

The following progress indicators will help to evaluate the consortium's efforts: - By December 2020 provide SACC pathways infographic to five responsive social services agencies/community-based organizations; -- By May 2021, SACC members will engage in at least two social services agency events to actively recruit students most in need; - By May 2021, SACC will develop a streamlined referral process to outside agencies for students' non-educational needs; - By May 2021, 100% of SACC instructors will have been provided at least two professional development opportunities for online instruction; - By May 2021, 50% of SACC instructors will have participated in at least one professional development training for online instruction

Gaps In Service

New Strategies

Strategy #1

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

Strategy #2

Provide students with referrals and information about non-educational services.

Strategy #3

Provide professional development for instructors to transition to online learning.

Seamless Transitions

New Strategies

Strategy #1

The consortium is working directly with Ohlone College's Career Center and their non-credit programs to ensure that pathways are developed for postsecondary and career pathways. Students in the Engineering Pathway take two courses at FACE and two at Ohlone College, and the Transition Specialist and the College's Career Center Advisor work together to ensure students have job placement support. Students from across the consortium have access to all career pathways and non-credit College programs.

Student Acceleration

New Strategies

Strategy #1

The consortium will develop new online courses to ensure that students have access to curriculum across all CAEP and CTE programs, and will ensure that these courses are accelerated when possible. The instruction will be individualized based on student competencies to ensure success in a remote learning environment.

Professional Development

New Strategies

Strategy #1

Consortium instructors will be provided at least two professional development opportunities to enhance their skills to deliver online instruction. The transition from in-person courses to completely online instruction requires support for instructors to maximize learning opportunities through a completely new delivery model.

Leveraging Resources

New Strategies

Strategy #1

The consortium goals for 2020-2021 were determined based on the understanding that fiscal resources are limited. The consortium has agreed to develop a cost-effective infographic for use in marketing existing programs to students most in need. The funding for the printing of the infographic will be supported through consortium funds allocated to the college. The infographic will be shared widely with social services and other outside agencies to recruit students. Consortium member time will be the additional resource that will be needed to meet the goals of the annual plan. Members will utilize their time to develop a list of outside resources for students' non-educational needs, and will create a consortium-wide referral process to outside agencies. In addition, the consortium will utilize the time traditionally provided for workgroup meetings to ensure that instructors are given professional development opportunities to transition to online instruction.

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.

The planned allocations are all consistent with the CAEP three-year plan. All of the goals outlined in the annual plan are directly derived from the three-year plan. The consortium plans to use its funding to develop and distribute an infographic, as well as to provide professional development for instructors to transition to online instruction.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2020-21.

Of the previous year's funding, only a modest amount remains in the College's and FACE's share of consortium funding. This funding will be used to support the development of the infographic, as well as any materials or other costs associated with the goals in this annual plan.

Certification

Fremont Unified - Member Representative

Heidi McFadden

principal

hmfadden@fremont.k12.ca.us

(510) 793-6465

Donna Upchurch

Account Clerk

dupchurch@fremont.k12.ca.us

(510) 793-6465

Approved by Heidi McFadden

07/07/2020 11:54 AM PDT

New Haven Unified - Member Representative

Michaelene McKelvey

Coordinator, EL Services

mmckelvey@nhusd.k12.ca.us

(510) 476-2638

Grace Kim

Director

gkim@nhusd.k12.ca.us

(510) 489-2485

Approved by Grace Kim

07/07/2020 01:04 PM PDT

Newark Unified - Member Representative

Julie Calderon

jcalderon@newarkunified.org

(510) 818-3001

Approved by Julie Calderon

07/28/2020 01:49 PM PDT

Ohlone CCD - Member Representative

Mark Lieu

Dean, Language, Communication and Academic Success

mlieu@ohlone.edu

(510) 659-6276

Approved by Mark Lieu

07/07/2020 12:14 PM PDT



California
Community
Colleges



2020 © California Community Colleges

NOVA Site Version: [4.20.7](#)