

38 Southern Alameda County Consortium (Ohlone CCD)

Plans & Goals - Consortium Approved

Executive Summary

The SACC has worked diligently during the past year amid the Covid-19 pandemic to provide online instruction across all CAEP programs and to achieve the goals set forth in the consortium's Three-Year Plan and Annual Plan. The consortium members accomplished the 2020-2021 Annual Plan goals that were directly tied to the Three-Year Plan. The SACC created and distributed a pathways infographic and an e-newsletter to more than 45 responsive social services agencies/community-based organizations. The quarterly e-newsletter highlights various consortium programs, while the infographic provides a clear snapshot of the consortium's career pathways. The SACC also created a shared database of social services agency contacts and each leadership team member committed to reaching out to at least one contact from a social services agency to follow up with after distributing the e-newsletter and infographic. This is an ongoing commitment to regularly check in with social services agency contacts to maintain relationships and share information. The final goal for the year was to provide at least two professional development opportunities for teachers to transition to online instruction. We exceeded this goal by providing three distinct online learning opportunities that highlighted effective instructional strategies in a Zoom classroom, as well as the use of Google forms. 80% of SACC instructors attended these training opportunities. The easing of pandemic restrictions and the inevitable return to in-person instruction in the fall of 2021-2022 present new and unique challenges for the upcoming school year. While the events of the past year created numerous obstacles that had to be overcome quickly and creatively, transitioning back to in-person instruction will require a thoughtful and strategic approach. In spite of the challenges of the past year-and-a-half, the consortium members have worked harder than ever to achieve the goals in the Three-Year and Annual Plans. The consortium members determined that based on student and community needs identified from recent surveys to focus mainly on Logic Models #1 and #3 from the Three-Year Plan. Unfortunately, due to the pandemic, enrollment across the consortium, particularly in the ESL program declined dramatically. The need to increase our enrollment, along with the Logic Model #1 goal to "collaborate with social service agencies and community-based organizations to increase targeted recruitments among communities of need" are a major focus of the new Annual Plan. The SACC will work diligently to increase enrollment and recruit from communities of need by creating, translating and distributing flyers highlighting our programs, as well as by hosting Open Houses and other recruitment/ informational events. The members will also continue to create and update quarterly newsletters to share information with outside agencies for recruitment and information purposes. In addition, Ohlone College's Career Center and Student Pathways Apprenticeship Program will provide on-site services at the consortium schools to guide students through Ohlone's onboarding process. These efforts will support student recruitment and enrollment efforts not simply into the adult schools, but from the adult schools into the college. The consortium members also agreed to focus on the activities in Logic Model #3 to provide students with referrals and information about non-educational services. The Open Houses will serve a dual purpose of not only recruiting new students, but highlighting social services and community-based organizations resources for our students. Each leadership team member will also continue to commit to regular outreach to agency contacts to share non-educational resources for the students. In addition to focusing on Logic Models #1 and #3, the consortium will reallocate funds that would typically be used for workgroup meetings to provide targeted professional development to support teachers in transitioning back to in-person instruction while continuing to implement new and effective online instructional strategies from the past year.

Regional Planning Overview

The Three-Year Plan is being implemented as described in the Executive Summary. The consortium will focus primarily on Logic Models #1 and #3 for 2021-2022 to recruit students most in need of educational services, to increase enrollment, and to ensure that students' non-educational needs are being met through increased collaboration with outside social services and community-based agencies. The Consortium will also provide professional development opportunities for instructors to support the transition back to in-person instruction. The consortium will continue to review the Three-Year Plan regularly during leadership meetings in order to ensure that the work remains focused on the appropriate goals.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

Regional needs identified include: 1) Collaborate with social services agencies and community-based organizations to increase targeted recruitments among communities of need. 2) Provide students with referrals and information about non-educational services. The newest needs created by the current COVID-19 pandemic are to 3) Transition back to in-person and hybrid instruction while working to increase our student enrollment numbers to pre-pandemic rates and 4) Continue to provide professional development for instructors to transition back to in-person instruction while maintaining and improving upon effective online/in-person instructional strategies.

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. Student enrollment data comparisons from 2019-2020 to 2020-2021 indicate that the ESL Program, the largest program across the consortium, declined by 45%. In addition, recent surveys taken by current, online-only students indicate that 61% of them wish to remain in online learning at the start of 2021-2022. These results reiterate the need for the consortium to provide both in-person and online instruction during the upcoming school year. Teacher surveys regarding professional development needs indicate their desire to have more trainings related to Google Forms and other online instructional tools to ensure consortium-wide implementation.

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

The following progress indicators will help to evaluate the consortium's efforts: Improved recruitment and increased student enrollment: -By September 2021 SACC will create and translate consortium flyers for ESL programs and distribute to districts and to community and social services agencies -By May 2022, SACC will have created and distributed at least 3 quarterly newsletters to the community and social service agency partners-By May 2022, Ohlone College will have hosted at least 4 information and transition counseling sessions on consortium campuses. Provide students with referrals and information about non-educational services:-By May 2022, SACC will have hosted two Open House/Showcase events that will highlight course offerings and non-educational services from our social service agency partners. -By June 2022, SACC members will have attended at least 3 social services agency meetings to contribute and share consortium resources, as well as to receive information about non-educational services for our students. Professional development for instructors to transition back to in-person instruction:-By May 2022, 100% of SACC instructors will have been provided at least two professional development opportunities for online/in-person/hybrid instruction.

Gaps In Service

New Strategies

Strategy #1

Strategy #1 Collaborate with social services agencies and community-based organizations to increase targeted recruitments among communities of need by creating, translating, and distributing ESL flyers highlighting consortium course offerings. Strategy # 2 Host two Open House/Showcase events at two consortium schools to recruit new students, which will include social service agency partners who will advertise their non-educational services. Strategy #3 Increase one-on-one contacts with social services agencies, continue quarterly outreach via the consortium newsletter, and attend send a consortium representative to regularly attend agency meetings.

Seamless Transitions

New Strategies

Strategy #1

The consortium is working directly with Ohlone College's Career Center and Student Pathways Apprenticeship Program to ensure that consortium students have access to provide on-site services to support students through the onboarding process. The Career Center will continue to work with consortium students to transition smoothly into CTE programs, while the Student Pathways Apprenticeship Program will assist students in transitioning into non-credit and credit based programs. Both programs will conduct quarterly information and transition counseling sessions at FACE in coordination with FACE's Transition Specialist. The FACE Engineering Pathway continues to provide a bridge for consortium students to transition to Ohlone College's non-credit engineering courses and to earn AutoCAD certification.

Student Acceleration

New Strategies

Strategy #1

The consortium will continue to provide online courses offerings to ensure that students have access to curriculum across all CAEP and CTE programs. These courses will be accelerated when possible. The consortium will also transition back to in-person instruction courses that will implement effective online instructional strategies to ensure that students continue to have access to 21st Century skills and technology.

Professional Development

New Strategies

Strategy #1

The consortium will provide at least two professional development opportunities for instructors to transition from online only learning to in-person, online and/or hybrid instruction. The ongoing need to alter instruction from in-person to online to in-person creates new and unique challenges that will require continued professional development support.

Leveraging Resources

New Strategies

Strategy #1

The consortium will work together to leverage funds to support adult learners to attain the goals outlined in this Annual Plan. Ohlone College's Career Center will continue to provide WIOA Title I funding when possible to support adult learners in consortium CTE programs that are on the ETPL list. In addition, BankWork\$ will continue to remain a free program for all adult students through the generous philanthropic support of our bank partners.

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 and the 2021-2022 Annual Plan. All of the goals outlined in the Annual Plan are directly derived from the Three-Year Plan. The consortium plans to use the funding to create

and distribute ESL informational flyers, to host Open House events that include social services agency partners, and to provide at least two professional development opportunities for instructors to transition back to in-person instruction.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2021-22.

Due to the COVID-19 pandemic, the consortium has more carry-over funds from 2020-2021 than usual. These carry-over funds will be utilized primarily to achieve the goals outlined in this Annual Plan. All costs associated with achieving these goals will come primarily from applicable carry-over funds.

Certification

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