

California Adult Education Program Produced: 05/31/2022 01:42 PM PDT Grace Kim

38 Southern Alameda County Consortium (Ohlone CCD): Certified

Details

Consortium Information

Consortium Name:

38 Southern Alameda County Consortium (Ohlone CCD)

Consortium Short Name:

38 Southern Alameda County (Ohlone)

Address:

600 G Street | Union City, CA | 94587

Website:

<http://sacc-adulted.org>

Funding Channel 2022-23:

Direct Funded

CAEP Funds 2022-23:

\$4,643,166

CAEP Funds 2021-22:

\$4,408,209

CAEP Funds 2020-21:

\$4,236,624



Consortium Contacts

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Primary Contact	Heidi McFadden	hmcfadden@fremont.k12.ca.us	principal	(510) 793-6465

Member Agencies

Member Agency	Member Type	Contact	Phone
Fremont Unified	Unified School District	Heidi McFadden	(510) 793-6465
New Haven Unified	Unified School District	Grace Kim	(510) 476-2696 ext: 62635
Newark Unified	Unified School District	Julie Calderon	(510) 818-3001
Ohlone CCD	District	Mark Lieu	(510) 659-6276

Executive Summary

Executive Summary *

The Southern Alameda County Adult Education Consortium (SACC) followed the process established in the CAEP Three-Year Plan Guidance document, including answering the guiding questions, utilizing the links provided to research data about the local area, as well as delving into the Adult Education LaunchBoard to determine areas for growth. The consortium lead provided a variety of data points for the leadership team to review and each consortium school analyzed the data and added additional information prior to meeting to discuss the findings. The consortium leadership team focused on evaluating current job outlook information that did not require post-secondary instruction, as well as assessing the educational alignment to middle-skilled jobs that are most in demand. The members also evaluated specific metrics and the student achievement data associated with those metrics in order to determine appropriate and achievable goals for this plan.

The workforce needs in Alameda County pose particular challenges for the SACC. A thorough review of data from the East Bay Regional Planning Unit's Regional Plan, labor market research, and associated living wage information indicate that jobs that provide livable wages for the county require post-secondary education or expensive investment in training equipment and other costs. There are many low-skilled jobs also currently in demand, but they do not require training and do not provide livable wages. This leaves middle-skilled jobs that may require training or certification, however they often still do not provide livable wages for the area. Until the wages are commensurate with the training required, employers will continue to struggle to find qualified candidates and adult schools and other training providers will be unable to find interested students to take their courses. After analyzing this data carefully, there were a few job sectors that stood out as possible training opportunities for the consortium.

Bookkeeping/accounting, teacher assistants, information and communication technology, hairdressing, and advanced manufacturing are all jobs/job sectors for which the consortium already provides training opportunities or sees the opportunity to create new training programs.

In addition to analyzing the job training needs in Southern Alameda County, SACC also took into consideration the findings from the Alameda County Workforce Development Board's (ACWDB) Initial Four-Year Plan that indicated that there is a strong need for training and employment of immigrants and refugees. The consortium also recognized that a recent sharp decline in enrollment due to the COVID-19 pandemic is an area that needs to be addressed in this Three-Year Plan. This thorough evaluation of our local community and student needs led us to develop several objectives. These include: targeted recruitment and outreach strategies to increase enrollment; developing transition and support courses for already existing high-demand training programs at Ohlone; creating new CTE courses for in-demand middle-skilled jobs; and the training and employment needs of immigrants and refugees.

The plan is thoughtfully aligned to ensure that the metrics and objectives directly address the areas of focus.

Consortium meetings will continue to center on achieving the goals of each annual plan. The annual plan goals will be derived directly from the three-year plan. The consortium will utilize CAEP, WIOA Title II, and WIOA Title I funding to support new CTE programs and transition classes.

Assessment

Overview and Preparation *

The consortium followed the process established in the CAEP Three-Year Plan Guidance document, including answering the guiding questions, utilizing the links provided to research data about the local area and existing adult education services and barriers, as well as delving into the Adult Education Launchboard to determine areas for growth. The consortium lead provided a variety of data points for the leadership team to review, and each consortium school analyzed the data and added additional information prior to meeting to discuss the findings. The team reviewed data and information from the following sources: Adult Education Pipeline-Launchboard, Regional Education to Workforce Dashboard, U.S. Census Income and

Poverty Tool, Table of Consortia Counties and Associated Living Wage, PIAAC Skills Map, the Alameda County Workforce Development Board's (ACWDB) Initial Four-Year (2021-2024) Local Plan Draft, the East Bay Regional Planning Unit Regional Plan 2021-2024, and local economic and unemployment data. The consortium leadership team focused on evaluating current job outlook information that did not require post-secondary instruction, as well as assessing the educational alignment to middle-skilled jobs that were most in demand. The members also evaluated specific metrics and the student achievement data associated with those metrics in order to determine appropriate and achievable goals for this plan.

Regional Alignment and Priorities *

The SACC provides a variety of adult education and workforce services for adults in Fremont, Newark, and Union City that are aligned with the local ACWDB's Initial Four-Year Plan as well as the East Bay Regional Planning Unit's Four Year Regional Plan. The first section of the ACWDB's Initial Four-Year Plan identifies the need to ensure that there is a coordination of efforts with WIOA core and required program partners. WIOA adult and dislocated worker services are provided by Ohlone College's Tri Cities Career Center. The Tri Cities Career Center is a key SACC partner. Arden Neria, a career center Career Advisor, regularly attends SACC leadership meetings and holds counseling and referral sessions at consortium schools. Co-enrollment efforts and WIOA funding for CTE programs are coordinated through Ohlone College and the consortium schools. The Tri Cities Career Center has utilized WIOA Title I funding to pay for the tuition of students attending consortium CTE courses that lead to certification and are on the ETPL list. In addition, Ohlone College's Youth Entering Success (YES) Program supports youth between the ages of 16-24 by providing job readiness training and assistance, as well as paid internships. The YES Program is currently providing stipends for students who complete FACE's BankWork\$ program. FACE provides ESL transition classes to MVROP's Pharmacy Technician training program, and is in the process of creating ESL transition and support classes for Ohlone College's Earn and Learn Fremont (ELF) Program, which leads to industry recognized certification for advanced manufacturing jobs. FACE is also working with MVROP and Ohlone to coordinate efforts to provide welding certification for adults as part of the advanced manufacturing program at Ohlone.

FACE's Principal and Assistant Principal, as well as New Haven's Career Education Program Manager have participated in the strategic planning sessions for ACWDB's Four-Year Local Plan and provided feedback that was included in the plan. In addition to focusing on a coordination of efforts, the ACWDB Plan indicates the following areas that are aligned with directives from the California Workforce Development Board and SACC efforts: co-enrollments, training and employment needs of immigrants and refugees, people with disabilities and CalFresh E&T participants.

As noted above, co-enrollment efforts are a focus for the consortium, not just in utilizing WIOA funding, but in ensuring that students are co-enrolled in programs at consortium adult schools and Ohlone. One of the newer programs is Ohlone College's Adult School Partnership Program run by Program Manager, Robert Smith, that supports students enrolled in the consortium adult schools to take Ohlone credit classes free of charge. The YES Program is another avenue for co-enrollment.

Training and employment needs of immigrants and refugees are ongoing areas of focus for consortium schools. Schools continue to provide free ESL, ABE/ASE, CTE programs, transition and support courses, and special interest classes for recent immigrants and refugees. FACE has an MOU with LaFamilia to provide ESL courses and counseling services for recent immigrants. SACC members also work closely with the International Rescue Committee (IRC) to serve immigrant and refugee students. In addition, FACE serves people with disabilities in its AWD program, and SACC schools welcome students with disabilities into all CAEP-funded and/or fee-based programs. FACE has worked with CalFresh E&T clients in the BankWork\$ program to ensure they have free training that leads directly to employment.

The East Bay Regional Planning Unit's Four Year Regional Plan identifies specific sectors that are in-demand industry sectors that are aligned with existing consortium program offerings, including advanced manufacturing, healthcare, and information and communications technology. The plan indicates that there is a need to increase access to training and education aligned with the regional labor market. The plan also identifies the need for industry-recognized post-secondary credentials and improving program alignment and expanding pre-apprenticeship and apprenticeship opportunities. The SACC has CTE and job training courses in each of the industry sectors identified in the plan. These programs all lead to industry-recognized certifications and are on the ETPL list. The members will continue to work on improving program alignment, as well as to look for opportunities to create pre-apprenticeship or apprenticeship programs.

Evaluate the Educational Needs of Adults in the Region *

The workforce needs in Alameda County pose particular challenges for the SACC. A thorough review of labor market needs and data from the East Bay Regional Planning Unit's Regional Plan, labor market research, and associated living wage information indicate that job sectors that provide livable wage jobs for the county require post-secondary education. The most in-demand of these high-skilled jobs include software developer/engineer, physician, business management analyst, and speech language pathologist. Low-skilled jobs are also in demand, but do not require training and do not provide livable wages for the area. This leaves middle-skilled jobs that may require training or certification. The East Bay Regional Planning Unit's Regional Plan notes that, "middle-skilled jobs are those that require more education and training than a high school diploma but less than a four-year college degree." The most in-demand middle-skilled jobs in the area currently are bookkeeping/accounting, teacher assistants, nursing assistants, medical assistants, heavy tractor-trailer/truck drivers, preschool teachers, automotive service technicians, computer user support specialists, manicurists and pedicurists, hairdressers, paralegals and legal assistants, computer network support specialists, web developers, heating and air conditioning mechanics and installers, and emergency medical technicians and paramedics. While many of these middle-skilled jobs require training, they often do not provide livable wages for the area. Until the wages are commensurate with the training required, employers will continue to struggle to find qualified candidates and training programs will be unable to find interested students to take their courses.

Ohlone College offers job training certifications for most of the identified middle-skilled jobs as well as non-credit certifications, and CTE courses. FACE provides accounting/bookkeeping, AutoCAD, and BankWork\$. FACE also partners with CalRegional to provide medical assistant and phlebotomy training. New Haven Adult School provides Residential and In-Home Care Training. More specialized training for truck drivers or emergency medical technicians and paramedics would require infrastructure and specialization that is cost prohibitive for consortium members. One of the largest gaps in the region is affordable training for hairdressers/manicurists and pedicurists. There is also a need for teacher assistant training. The remainder of the in-demand middle-skilled jobs have existing local training providers. Because most of the training for these jobs already exists in the area, the consortium will focus on developing transition and support courses for students to enter into consortium partner programs, such as Advanced Manufacturing, Early Childhood Education, Pharmacy Technician, and Advanced AutoCAD/SolidWorks. SACC will also seek ways to transition students who have completed Quickbooks into more advanced bookkeeping and accounting courses at Ohlone. A new teacher assistant training course will be developed and implemented as part of this three-year plan, and a new training course for hairdressing will be evaluated and set as a potential area of focus in the future.

Contributions by Entities *

The SACC leadership team worked closely together through a series of meetings to gather and analyze the assessment data, to identify metrics, and to determine objectives, activities and outcomes. The consortium lead took initial steps to gather the data to help answer the guiding questions. The leadership team members from each school site were responsible for working in smaller teams to find additional data and information for the plan. The team met each month to discuss the findings and to determine which metrics to select, as well as to develop objectives and activities/outcomes. The SACC Leadership Team consists of the following members who all took part in the process: Heidi McFadden, SACC Consortium Co-Lead and FACE Principal, Mark Lieu, Ohlone College Dean, Language, Communication and Academic Success and SACC Consortium Co-Lead, Grace Kim, Principal New Haven Adult School, Julie Calderon, Principal Newark Adult School, Jacklynn Sprague, FACE Assistant Principal, Marian Langford, GED/ABE/ASE Instructor (Newark), Michelle Walker-Wade, Career Education Program Manager / Marketing Coordinator (New Haven), Jami Majewski, ESL Program Manager (New Haven), Karen Barroso, Professional Development Program Manager (New Haven), Yelena Zimon, ESL Department Chair (Fremont), and Arden Neria, Ohlone College Career Advisor.

Regional Service Providers

For each Member Agency service provider, enter the number of Participants in each program area.

Provider Name	Provider Type	Number of Participants in Program Area									Pa
		ABE	ASE	ESL	El Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship	
*Fremont Unified	Member Representative	29	174	917	613	65	0	84	86	0	
*New Haven Unified	Member Representative	55	253	396	94	0	0	22	0	0	
*Newark Unified	Member Representative	0	86	69	0	0	0	0	0	0	
*Ohlone CCD	Member Representative	0	77	365	0	0	0	756	85	0	
Total Participants		84	590	1747	707	65	0	862	171	0	

* Member Agency required to input number of Participants

For each service provider added, check the box in the program areas where services are provided.

No Service Providers for this consortium.

Evaluate the Current Levels and Types of Education and Workforce Services for Adults in the Region *

The consortium schools provide all CAEP funded programs except Child School Success and Pre-Apprenticeship. The consortium offers several CTE programs including BankWork\$, AutoCAD certification, Quickbooks certification, and Residential and In-Home Care Training. In addition to these programs, Ohlone College offers numerous non-credit, credit, CTE and community education workforce training opportunities for students. Ohlone offers over 70 career education certificates and degrees. As stated previously, the most in-demand middle-skilled jobs in the area are "bookkeeping/accounting, teacher assistants, nursing assistants, medical assistants, heavy tractor-trailer/truck drivers, preschool teachers, automotive service technicians, computer user support specialists, manicurists and pedicurists, hairdressers, paralegals and legal assistants, computer network support specialists, web developers, heating and air conditioning mechanics and installers, and emergency medical technicians and paramedics." FACE provides bookkeeping/accounting training, as well as AutoCAD training. Ohlone College trains students in a variety of these areas including early childhood education, information and communication technologies, and paralegal certification courses. In addition, FACE provides an ESL preparatory course for MVROP's Pharmacy Technician training and will soon offer an ESL preparatory course into Ohlone College's Earn and Learn Fremont (ELF) Advanced Manufacturing training. Many of the remaining in-demand jobs noted above are cost prohibitive for the consortium to develop training programs, such as air conditioning mechanics and installers, EMT and paramedics, and automotive service technicians. Training teacher assistants and cosmetologists are two potential areas for new programming for the consortium.

The most in-demand job sectors in the region are advanced manufacturing, healthcare and information and communication technologies. The consortium is developing ESL preparatory classes for Ohlone College's advanced manufacturing program, as well as partnering with MVROP to share an instructor who will provide welding certification at both MVROP and FACE. The consortium currently provides healthcare training programs. Information and communication technologies are offered through Ohlone and FACE and New Haven provide digital literacy courses and AutoCAD training. FACE is also in the process of developing a JAVA certification course.

Metrics: CAEP Barriers & Metrics

✓ Student Barriers

Adult Ed Metrics

- English Language Learner (AE 305 - Overall)

✓ **Progress:** Learn about skills gains in adult basic education, ESL, workforce preparation, and CTE programs.

Adult Ed Metrics

- Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)

✓ **Transition:** Learn about student transition into postsecondary education and college credit pathways.

Adult Ed Metrics

- Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

× **Success:** Information on completion of diplomas, certificates, and college credit awards.

× **Employment and Earnings:** Access 2nd and 4th quarter employment, annual earnings, and earning gains data.

Consortium Level Metric Targets

* Mandatory for all consortia

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Number of Adults Served (AE 200 - Overall)	2,812	2,011		2,875	2,875	2,900
Student Barriers	English Language Learner (AE 305 - Overall)	2,209	1,235		2,100	2,150	2,200

Member Level Metric Targets

* Mandatory for all members

Fremont Unified (Reported by Fremont Unified School District (FUSD))

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	1,857	1,102		1,857	1,900	1,950
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)	904	531		950	950	1,000
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	55			5	5	6
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	149			10	12	15

New Haven Unified (Reported by New Haven Unified School District (NHUSD))

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	659	409		650	675	680
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)	276	106		200	250	275
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	23			5	5	6
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	55			0	0	0

Newark Unified (Reported by Newark Adult Education)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	171	94		100	125	150
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				1	5	10
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	12			0	0	0

Ohlone CCD (Reported by Ohlone District)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	270	607		270	275	280
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)	16	25		0	0	0
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	15			0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	10			0	0	0

Member Spending Targets

Member	Percent of 2019-20 Available Funds Spent	Percent of 2020-21 Available Funds Spent	Percent of 2021-22 Available Funds Spent	2022-23 Target	2023-24 Target	2024-25 Target
Fremont Unified	100%	85%	0%	90%	100%	100%
New Haven Unified	100%	61%	0%	80%	90%	100%
Newark Unified	100%	87%	0%	100%	100%	100%
Ohlone CCD	100%	11%	0%	50%	50%	50%

Objectives

Improve Integration of Services & Transitions

Description of Objective *

Targeted Outreach and Enrollment Objective:

Enrollment numbers are down across the consortium due to multiple factors including the pandemic, declining population, low unemployment, and wages not being commensurate with job training costs/commitment. The enrollment numbers in ASE grew during the pandemic, but in the remaining CAEP funded areas, there was a large decline. There is a need to recruit and place individuals into appropriate adult education programs. Currently, as noted in the ACWDB's Initial Four-Year Plan, an area of focus is on the training and employment needs of recent refugees and immigrants. The SACC will focus on improving recruitment of these individuals into ESL classes and applicable job training programs.

Strategies: The consortium will contract with Move Ahead Adult Education to do a marketing and outreach campaign. SACC will work with The International Rescue Committee, La Familia, The Afghan Coalition, and other social services agencies that support recent refugees/immigrants to improve the referral process for ESL students. The SACC will also hold yearly open houses and in-district outreach campaigns to generate more local awareness of consortium course offerings.

Transitions Objective:

One of the most in-demand job sectors in the Tri-Cities, as noted in the East Bay Regional Planning Unit's Four Year Regional Plan, is advanced manufacturing. Ohlone College has a strong advanced manufacturing program but is in need of students. The SACC will create new ESL preparatory courses to transition students into Ohlone College's career pathways that address the needs of both in-demand job sector employers and the training/employment needs of immigrants and refugees.

Strategies: The SACC will create a new ESL preparatory and simultaneous support course for Ohlone College's Earn and Learn Fremont, Advanced Manufacturing Program.

Address Educational Needs

Description of Objective *

New Teacher Assistant Preparatory Course Objective:

New CTE Welding Certification Program Objective:

One of the most in-demand middle-skilled job sectors per the East Bay Regional Planning Unit's Regional Plan is teacher assistants. The consortium will create a job training course to prepare students for the hiring requirements of local school districts for para-educators. The SACC will also continue to bolster Ohlone College's Advanced Manufacturing Program by working closely with Mission Valley Regional Occupational Program (MVROP) and Ohlone to offer a welding certification course for adult students as one aspect of the Advanced Manufacturing Program.

Strategies:

The SACC will consult with the human resources departments of each school district to evaluate the hiring process for paraeducators and to develop a job training program for ESL students to become para-educators. This will meet the districts' need for paraeducators who speak the languages of their student populations, as well as the employment needs of recent refugees/immigrants. The SACC will also work with MVROP to hire a CTE certified welding instructor to teach a welding certification course for adult students. The instructor will teach for MVROP in the morning, and will be hired by Fremont Adult and Continuing Education to teach a welding certification course for consortium students in the afternoon/evening.

Digital Literacy and Advanced Computer Skills Objective:

While students need to be computer literate, more advanced computer skills, as noted in the East Bay Regional Planning Unit's Four-Year Regional Plan, are in high demand. The SACC already provides an AutoCAD certification course, but there is a need

for more information and communication technologies courses or pathways to Ohlone College's existing courses. In addition, our students need to have more digital literacy skills to enter the workforce and/or to transfer to post-secondary college or career training opportunities.

Strategies:

The SACC will offer digital literacy courses at FACE and New Haven that will focus on foundational computer skills. The SACC will continue to offer AutoCAD certification and encourage students to transition to Ohlone College's Advanced AutoCAD and SolidWorks courses. FACE will develop and provide an Oracle Certified Associate JAVA certification course. FACE will seek additional opportunities to create and implement advanced certification courses with transitional opportunities to Ohlone College.

Improve Effectiveness of Services

Description of Objective *

New Immigrant Integration COAAPS Objective:

The ACWDB's Initial Four-Year Plan emphasizes the importance of meeting the training and employment needs of recent refugees and immigrants. The SACC, as noted in other parts of this Three-Year Plan, will focus on the recruitment of these individuals into ESL classes and applicable job training programs. The educational success of recent refugees and immigrants will be further bolstered by the consortium through adoption and implementation of new Immigrant Integration COAAPS.

Strategies:

The consortium will implement new Immigrant Integration COAAPS and provide professional development for teachers to ensure success. There are 30 new COAAPS that have not been taught before by consortium schools that are designed to directly support the integration of recent immigrants. The ESL instructors will select and teach a variety of the most impactful new COAAPS. The ESL instructors will analyze student achievement data from the EL Civics assessments to inform and improve instruction.

Activities & Outcomes

Activity Name *

Targeted Outreach and Enrollment Objective

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

The consortium will contract with Move Ahead Adult Education to do a marketing and outreach campaign that targets recent refugees/immigrants who would benefit from ESL instruction as well as consortium CTE and job preparation courses. This will ensure that more ESL students' education and training needs are being met.

Short-Term Outcomes (12 Months) *

The SACC will contract with Move Ahead Adult Education to create a marketing campaign that will be deployed to the local community by the end of May 2023. SACC will ensure that local social services agencies, such as The International Rescue

Committee, La Familia, and The Afghan Coalition are aware of the marketing campaign in order to reach their clients and provide them with consortium resources.

Intermediate Outcomes (1-3 Years) *

The SACC will evaluate ESL and CTE enrollment data from 2022-2023 to assess the effectiveness of the marketing campaign with the goal of improving enrollment by at least 5% from 2021-2022 to 2022-2023 in ESL and CTE/job preparation courses.

SACC will continue to work with Move Ahead Adult Education to fine-tune the campaign to ensure that the appropriate targeted student groups are enrolling in our courses.

Long-Term Outcomes (3-5 Years) *

The SACC will evaluate ESL and CTE enrollment data from 2022-2023 and 2023-2024 to assess the effectiveness of the marketing campaign with the goal of improving enrollment by at least 5% in ESL and CTE/job preparation courses each year.

Proposed Completion Date

05/31/2025

Adult Ed Metrics and Student Barriers

- Student Barriers: English Language Learner (AE 305 - Overall)

Responsible person(s)

Name
Grace Kim
Heidi McFadden
Julie Calderon

Activity Name *

Targeted Outreach and Enrollment Objective

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

The SACC will hold yearly Open Houses and in-district outreach campaigns to generate more local awareness of consortium course offerings.

Short-Term Outcomes (12 Months) *

The SACC will host one open house each year beginning in 2022-2023 to showcase consortium course offerings. Social services agencies that support recent refugees/immigrants will be invited.

Intermediate Outcomes (1-3 Years) *

The SACC will create a new in-district outreach campaign to spread the word about Adult School course offerings and events in local district publications. This campaign will begin in 2022-2023 and will include all three school districts in the consortium.

Long-Term Outcomes (3-5 Years) *

The SACC will collect enrollment data from 2022-2023 through 2025-2026 to evaluate the effectiveness of the open houses and in-district outreach campaigns. Recent refugee/immigrant enrollment should increase by 5% for each year of these initiatives. 2022-2023 will be the baseline year for enrollment numbers.

Proposed Completion Date

05/30/2025

Adult Ed Metrics and Student Barriers

- Student Barriers: English Language Learner (AE 305 - Overall)

Responsible person(s)

Name
Grace Kim
Heidi McFadden
Julie Calderon

Activity Name *

Transitions Objective

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

The SACC will create a new ESL preparatory and simultaneous support course for Ohlone College's Earn and Learn Fremont Advanced Manufacturing Program.

Short-Term Outcomes (12 Months) *

The SACC will implement an ESL preparatory course and a simultaneous support course for Ohlone College's Earn and Learn Fremont Advanced Manufacturing Program by September 30, 2022.

Intermediate Outcomes (1-3 Years) *

The SACC will continue to implement at least once yearly, both an ESL preparatory course and a simultaneous support course for Ohlone College's Earn and Learn Fremont Advanced Manufacturing Program.

Long-Term Outcomes (3-5 Years) *

The SACC will continue to provide a minimum of once yearly preparatory and simultaneous support courses for Ohlone College's Earn and Learn Fremont Advanced Manufacturing Program. SACC will collect student enrollment, program completion data, and job placement data for students of this program. The goal will be to serve a minimum of 15 students per cohort.

Proposed Completion Date

05/30/2025

Adult Ed Metrics and Student Barriers

- Student Barriers: English Language Learner (AE 305 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Responsible person(s)

Name
Heidi McFadden

Activity Name *

New Welding Certification Objective

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

The SACC will work with Ohlone and MVROP to support a welding certification course for adult students in the Advanced Manufacturing Program.

Short-Term Outcomes (12 Months) *

By May 2023, the SACC will, in conjunction with MVROP, hire a welding instructor to teach a certification program for adult education students.

Intermediate Outcomes (1-3 Years) *

By May 2024, at least one full session of the welding certification program will have been conducted. Student enrollment and completion data will be collected with a goal of serving a minimum of 15 students per class.

Long-Term Outcomes (3-5 Years) *

By May 2025, the welding certification program will be fully implemented. Student enrollment and completion data will be analyzed to evaluate program effectiveness. The SACC will work with MVROP to ensure the program is approved on the ETPL list.

Proposed Completion Date

05/30/2025

Adult Ed Metrics and Student Barriers

- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

Responsible person(s)

Name
Heidi McFadden
Mark Lieu

Activity Name *

New Teacher Assistant Preparatory Course Objective

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

The SACC will create an ESL preparatory/training program for paraeducators to ensure that the students meet the NCLB requirements and are able to pass any required exams to be hired as paraeducators in local school districts. The SACC will work with human resources departments to ensure that students who complete the program are eligible to apply for open positions.

Short-Term Outcomes (12 Months) *

The SACC will research local district hiring requirements for paraeducators and develop an ESL preparatory course for eligible/interested students. At least one session of the preparatory course will be implemented by June 2023.

Intermediate Outcomes (1-3 Years) *

SACC will hold two ESL paraeducator preparatory courses per year. The goal will be to train at least 10 students per course and assist them in applying for school district jobs.

Long-Term Outcomes (3-5 Years) *

The ESL paraeducator preparatory course will be fully implemented. SACC will collect student enrollment, completion, and job placement data. The goal will be to graduate and place at least 20 students in paraeducator jobs in the three consortium school districts each year.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)

Responsible person(s)

Name
Heidi McFadden

Activity Name *

Immigrant Integration COAAP Objective

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

The consortium will implement new Immigrant Integration COAAPs and provide professional development for teachers to ensure success. There are 30 new COAAPs that have not been taught before by consortium schools that are designed to

directly support the integration of recent immigrants. The ESL instructors will select and teach a variety of the most impactful new COAAPs. The ESL instructors will analyze student achievement data from the EL Civics assessments to inform and improve instruction.

Short-Term Outcomes (12 Months) *

ESL Instructors will select and teach at least two new COAAPs in 2022-2023 recent refugee/immigrant students. The chosen COAAPs will align as much as possible with consortium CTE and job preparation course offerings.

Intermediate Outcomes (1-3 Years) *

By the end of each school year in the three-year cycle, at least 90% of ESL students who complete the new COAAPs will have passed the EL Civics assessments and up to 50% will have completed an NRS educational level.

Long-Term Outcomes (3-5 Years) *

As evidenced by the Employment and Earnings surveys, student transitions data, and learners' feedback, within three to five years, the new immigrant/refugee students will have achieved their educational, employment, and life goals.

Proposed Completion Date

06/30/2023

Adult Ed Metrics and Student Barriers

- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)

Responsible person(s)

Name
Grace Kim
Heidi McFadden

Activity Name *

Digital Literacy and Advanced Computer Skills

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

The SACC will offer digital literacy courses at FACE and New Haven that will focus on foundational computer skills. The SACC will continue to offer AutoCAD certification and encourage students to transition to Ohlone College's Advanced AutoCAD and SolidWorks courses. FACE will develop and provide an Oracle Certified Associate JAVA certification course. FACE will seek additional opportunities to create and implement advanced certification courses with transitional opportunities to Ohlone College.

Short-Term Outcomes (12 Months) *

FACE and New Haven will offer digital literacy courses to address the needs of current students. The goal will be to have at least 100 students from both schools complete these courses each year. FACE will offer a JAVA certification course in 2022-2023 with the goal of having 15 students take the course and earn the certification.

Intermediate Outcomes (1-3 Years) *

The SACC will have at least two advanced level certification courses implemented (AutoCAD and JAVA) and will provide digital literacy courses at FACE and New Haven. The goal at the end of each school year will be to have at least 100 students complete digital literacy classes and 15 students per year take and earn the certifications in AutoCAD and JAVA.

Long-Term Outcomes (3-5 Years) *

The SACC will have at least two advanced computer certification courses (AutoCAD and JAVA), and will seek to establish a pathway for both of these courses to advanced computer courses at Ohlone College to ensure that students are able to continue building their computer skills.

Proposed Completion Date

05/26/2023

Adult Ed Metrics and Student Barriers

- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Responsible person(s)

Name
Grace Kim
Heidi McFadden
Mark Lieu

Funds Evaluation

Member Allocations and Expenditures

Member Agency	Prior Year Total Leveraged Funds	Program Reporting Status
Fremont Unified	\$4,032,601	Certified
New Haven Unified	\$734,636	Certified
Newark Unified	\$150,000	Certified
Ohlone CCD	\$397,941	Certified
Totals	\$5,315,178	4/4 Certified

Funds Evaluation *

The SACC will utilize its CAEP and WIOA funding to ensure that the goals set forth in this plan are met. FACE will utilize its CAEP funds to provide teacher pay for transition and support courses into Ohlone College's Advanced Manufacturing program, and will pay for the teacher hours for an adult education section of welding in conjunction with MVRP. The

welding program will be a fee-based program, so the cost for the instructor will be off-set by student tuition. FACE will also utilize CAEP and WIOA funds to pay for teachers hours for a new Teacher Assistant Preparatory course. New Haven and Fremont will utilize CAEP funding to pay for ESL instructors to implement new Immigrant Integration COAAPs, and to analyze student achievement data to evaluate the success of the instruction. Prior year funding will be spent first to ensure that all funds received are utilized to support CAEP programs.

CAEP funding will be used to pay for a marketing campaign through Move Ahead Adult Education, as well as to hold yearly open houses and in-district outreach campaigns.

WIOA Title I funding from Ohlone College's Career Center will be leveraged when possible to assist students to take fee-based job training programs such as AutoCAD, Quickbooks, and any new career training programs the consortium develops.

The SACC will utilize other funding resources, such as WIOA Title II, student fees, and general fund money to ensure that the goals in this plan are met.

Certification

Fremont Unified - Member Representative

Heidi McFadden

principal

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(510) 793-6465

Donna Upchurch

Account Clerk

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Approved by Heidi McFadden

05/31/2022 12:02 PM PDT

New Haven Unified - Member Representative

Grace Kim

Director

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Approved by Grace Kim

05/31/2022 01:42 PM PDT

Newark Unified - Member Representative

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Approved by Julie Calderon

05/31/2022 12:03 PM PDT

Ohlone CCD - Member Representative

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Approved by Mark Lieu

05/31/2022 01:22 PM PDT



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