

38 Southern Alameda County Consortium (Ohlone CCD)

Plans & Goals

Executive Summary

All of the goals in this annual plan are taken directly from the SACC Three-year Adult Education Plan. This year, SACC will focus on four goals outlined in the Three-year Plan. These include creating two new courses to support local employer needs and the educational needs of recent refugees and immigrants. The first course is an ESL Preparatory course for Ohlone College's Smart Manufacturing Program. The second course is a Paraprofessional Training course. Additionally, SACC will work with Move Ahead Adult Ed to create and deploy a new social media marketing campaign targeted at potential students who live in the zip codes within the consortium's geographic area. Finally, SACC will implement new Immigrant Integration COAAPS to more thoughtfully support our ESL student population.

SACC will create a new ESL Preparatory course for Ohlone College's Smart Manufacturing Program along with a simultaneous support course. There is an urgent need in the local community for workers in this industry. These are well paying local jobs that will help recent refugees and immigrants establish themselves and provide for their families. SACC will also create a new paraprofessional training course. School districts in the area are in desperate need of paraprofessionals, particularly those who speak the languages of the children in the district. The paraprofessional training course will prepare adult education students to meet the hiring requirements for open positions and support students with resume creation and interview preparation.

SACC will contract with Move Ahead Adult Ed to create a new social media marketing campaign to target potential student populations that would benefit from our educational services. Move Ahead Adult Ed will highlight CTE programs, ESL and ABE/ASE. CAEP carryover funding will be used to pay for this marketing campaign. This goal also aligns with our need to recruit more students into our schools, particularly recent refugees and immigrants.

Finally, SACC will implement new Immigrant Integration COAAPS. These COAAPS will be selected to align closely with the goals in our Three-year plan, focusing on ensuring that recent refugees and immigrants are able to fully take part in American society. The training and employment needs of these groups was a highlighted area of need in the Alameda County Workforce Development Boards Four-Year Local Plan. Our continued efforts to provide educational support and job training for this population aligns particularly well with the needs of our community.

All of these goals are directly taken from the SACC Three-year Plan, and CAEP funding will be utilized to ensure that the goals are met. SACC members will continue to meet monthly to review the goals of the Annual Plan, and to ensure that steps are being taken to achieve them.

Regional Planning Overview

SACC leadership team members meet monthly to address the goals in the annual plan. Each monthly agenda includes how we will address the goals in the annual plan. Notes are taken from each meeting that include "Action Items" to be completed before the next meeting. These "Action Items" help SACC ensure that steps are being taken to meet the consortium goals. Each year's annual plan focuses on specific goals taken directly from the 2022-25 Three-year Plan. The main focus of the consortium work is to achieve the goals set for in the Three-year Plan.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

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.

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

The consortium identified gaps by following 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 Local Plan Draft, the East Bay Regional Planning Unit Regional Plan, 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.

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

Effectiveness will be measured by several means. The creation of two new courses (ESL preparatory course for Smart Manufacturing and the Paraprofessional Training course) will be one measure of effectiveness. Additionally, the consortium will evaluate how many students completed each program and how many were employed as a result. The Move Ahead Adult Ed campaign's effectiveness will be measured by how many new contacts the consortium gains as a result of the campaign. The Immigrant Education COAAP goal will be measured by the EL Civics assessment results of the students who completed the new COAAPs. The goal will be to implement at least two new Immigrant Education COAAPs by the end of 2022-2023.

Improve Integration of Services & Transitions

2022-23 Strategies

Strategy Name

Targeted Outreach and Enrollment

Activity that Applies to this Strategy

Targeted Outreach and Enrollment Objective

Metrics that Apply to this Activity/Strategy

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

Strategy Description

The consortium will contract with Move Ahead Adult Education to do a marketing and outreach campaign. This outreach campaign will focus on social media platforms with targeted advertisements in the zip code areas of the consortium to specifically promote ESL, ABE/ASE and CTE programs. The purpose of the outreach campaign is to ensure that students who need our educational services are aware that they exist and have the information they need to register and/or contact each consortium school. 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. SACC will ensure that a representative of the consortium will make a connection with each agency to share course offerings, registration and enrollment processes at each school.

Strategy Name

Transitions Objective

Activity that Applies to this Strategy

Transitions Objective

Metrics that Apply to this Activity/Strategy

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

Strategy Description

SACC will create new ESL preparatory and simultaneous support courses for Ohlone College's Earn and Learn Fremont, Advanced Manufacturing Program. The consortium will market the course to outside agencies and throughout the schools in the consortium.

Address Educational Needs**2022-23 Strategies****Strategy Name**

New Teacher Assistant Preparatory Course Objective

Activity that Applies to this Strategy

New Teacher Assistant Preparatory Course Objective

Metrics that Apply to this Activity/Strategy

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

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

Strategy Description

There is a growing need in all school districts in the consortium for qualified teachers' assistants (paraeducators). There is also a need to train paraeducators who speak the languages of the students in the district. The SACC will create a job training course to prepare students for the hiring requirements of each school district. The course will prepare students to pass the paraeducator qualification exam, as well as clearly outline the role and responsibilities of different classifications of paraeducators in a school district. Opportunities to job shadow district paras will also be a part of the class, as well as resume preparation and interview practice. The course will also include follow-up support with the application process until students are placed in jobs.

Improve Effectiveness of Services

2022-23 Strategies

Strategy Name

New Immigrant Integration COAAPS

Activity that Applies to this Strategy

Immigrant Integration COAAP Objective

Metrics that Apply to this Activity/Strategy

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

Strategy Description

The consortium will implement new Immigrant Integration COAAPS and provide professional development for teachers to ensure success. 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.

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.

Consortium funding will be used to ensure that the Three-year Plan is being implemented through funding of the goals from this year's annual plan. The Move-Ahead Adult Education campaign will be funded through CAEP resources, as well as the new ESL Preparatory Course for Smart Manufacturing and the Paraprofessional Training Course. Professional development time for teachers to implement new COAAPS will also be funded through consortium monies. SACC will also continue to ensure that the funding will be utilized appropriately to offer the seven CAEP funded areas that the consortium has historically provided.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2022-23.

Carryover funding will be utilized first to ensure that the goals in this annual plan are able to be met. The consortium will utilize carryover funding to offer the two new courses, as well as to provide professional development opportunities for teachers. SACC will also use CAEP carryover funding first to fund the Move Ahead Adult Education campaign.

Certification

Fremont Unified - Member Representative

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

Donna Upchurch
Account Clerk
dupchurch@fremont.k12.ca.us
(510) 793-6465

Approved by Heidi McFadden

09/13/2022 03:45 PM PDT

New Haven Unified - Member Representative

Eric Barron
Coordinator of Educational Options
ebarron@nhusd.k12.ca.us

Approved by Eric Barron

09/12/2022 01:49 PM PDT

Newark Unified - Member Representative

Julie Calderon
jcalderon@newarkunified.org
(510) 818-3001

Approved by Julie Calderon

09/12/2022 03:03 PM PDT

Ohlone CCD - Member Representative

Andrew LaManque
alamanque@ohlone.edu

Approved by Andrew LaManque

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