

38 Southern Alameda County Consortium (Ohlone CCD)

CONSORTIUM APPROVED

2024-25

Plans & Goals

Executive Summary

The goals in this annual plan are directly aligned with the SACC Three-year Adult Education Plan. This year, SACC will focus on four goals including continuing the twice yearly Job and Resources Fairs for recruitment and retention, creating a more strategic approach to increase the number of students who are in dual enrollment, developing new CTE pathways into existing Ohlone College programs, and relaunching consortium workgroups. The goals in the Three-year plan have been met prior to 2024-2025, but the four goals for this annual plan will continue to support the intention and efforts of those in the Three-year Plan.

SACC has been effective in its efforts to ensure that each of the goals in the Annual Plan are met. SACC developed and implemented the Paraeducator Training Course and Beginning and Advanced Welding. Four cohorts of the Paraeducator course were held this year and two welding cohorts were held. SACC also held two Job and Resources Fairs that were hugely successful with over 250 attendees and numerous local employers and social services agencies. We also received the ELL Healthcare pathways funding and implemented the program with new bridge and simultaneous support courses for CalRegional's phlebotomy and clinical medical assisting courses and MVROP's pharmacy technician training program.

Regional Planning Overview

The SACC has fully implemented the goals in the 2022-2025 Three-year Plan. 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. Specifically, SACC created and implemented a bridge and simultaneous support course for Ohlone College's Smart Manufacturing Earn and Learn Program. SACC also created and continues to implement two new job training programs, the Paraeducator Training Course and Beginning and Advanced Welding. New immigrant integration COAAPs were developed and taught in the ESL Departments to support recent refugees and immigrants in the early years of implementation of the Three-Year Plan. In the first year of the plan, SACC contracted with Move Ahead Adult Education to conduct a marketing campaign in an attempt to increase student enrollment to pre-pandemic numbers. The campaign was effective and all of the schools in the consortium currently have waiting lists. We also have consistently conducted Job and Resources Fairs each year to spread the word about our programs and provide support for job seekers and current students in need of additional resources. The fairs have been hugely successful with a large number of attendees. SACC will continue to focus on the intent of the goals in the Three-Year Plan in the 2024-2025 Annual Plan by continuing to improve existing programs and seeking new ways to work more closely together to benefit our students.

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. 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. In 2024-2025, SACC will focus on the continued successful implementation of our Job and Resources Fairs. SACC will host at least two Job and Resources fairs and will seek to increase the number of agencies that participate and the number of attendees by 5% compared to 2023-2024. We will also be focusing on dual enrollment this year. Currently, SACC has very few students that take advantage of dual enrollment opportunities. Success for this goal will be measured by total numbers of students in dual enrollment. Our goal will be to have at least 25 students in dual enrollment in 2024-2025. Another goal is to create new CTE pathways into Ohlone College's existing job training programs. The goal will be to create one new pathway in 2024-2025 with at least one student cohort successfully enrolling into an Ohlone College program. Finally, we would like to ensure that consortium workgroups return and hold regular and effective meetings. SACC will host quarterly workgroup meetings for ESL and CTE workgroups. ABE/ASE will meet at least twice per year.

Improve Integration of Services & Transitions

2024-25 Strategies

Strategy Name

Job and Resources Fairs

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

SACC will implement two Job and Resources Fairs in 2024-2025. The FACE Transition Specialist will work with SACC consortium members to ensure that each school has a table at the fair to recruit new students. SACC will invite all previous agencies to attend, as well as attempt to recruit at least five new agencies to host tables and share their resources or recruitment efforts. SACC will also work to increase attendee numbers by 5% when compare to 2023-2024. SACC will do this through marketing campaigns in local publications as well as through social media. SACC will also ask partner agencies to share the Job and Resources Fair flyers.

Address Educational Needs

2024-25 Strategies

Strategy Name

Dual Enrollment

Activity that Applies to this Strategy

Transitions Objective

Metrics that Apply to this Activity/Strategy

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

Strategy Description

SACC will work closely with Ohlone College to identify students who are interested in and could benefit from dual enrollment opportunities. Ohlone will ensure that their application process for Adult Education students is accessible and will have their college recruitment counselors assist students with the enrollment and registration process. Adult School staff will advertise dual enrollment for ABE/ASE and ESL students and will schedule information and registration sessions to ensure that students have the resources necessary to take advantage of dual enrollment.

Strategy Name

CTE Pathways

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 identify one job training program at Ohlone College and develop a transitions program to support students to successfully enter the program. SACC will survey students on their interests and identify which Ohlone College programs are of

most interest. The SACC instructors will work with Ohlone College faculty to develop a bridge course that successfully prepares students to enter the job training program. The goal will be to have at least one cohort complete the bridge program and enter Ohlone College's job training program by the end of 2024-2025.

Improve Effectiveness of Services

2024-25 Strategies

Strategy Name

Workgroups

Activity that Applies to this Strategy

Transitions Objective

Metrics that Apply to this Activity/Strategy

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

Strategy Description

The SACC workgroups have not consistently met since the pandemic. This goal will be to have the ESL and CTE workgroups meet at least once per quarter or four times per year to improve student outcomes and effectiveness of services. ABE/ASE has a very small number of teachers and will meet at least twice per year. The focus of the workgroups will be to improve outcomes in the respective departments, particularly those that are aligned to the goals in this Annual Plan.

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 the achievement of goals from this year's annual plan. The Job and Resource Fairs will be funded through CAEP resources, as well as the new Beginning and Advanced Welding and the Paraprofessional Training Course. 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 2024-25.

Carryover funding will be utilized first to ensure that the goals in this annual plan are able to be met. SACC has very minimal carryover funding, but it will utilize any carryover funding to offer the two new courses. SACC has amended its Bylaws to include language aligned with the new Education Code to address how carryover funding is to be addressed. Typically, the SACC consortium has little to no carryover funding from year-to-year.

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

07/12/2024 09:59 AM PDT

New Haven Unified - Member Representative

Eric Barron

Coordinator of Educational Options

ebarron@nhusd.k12.ca.us

Approved by Eric Barron

08/12/2024 09:35 AM PDT

Newark Unified - Member Representative

Richelle Piechowski

Principal

rpiechowski@newarkunified.org

(510) 818-3702

Approved by Richelle Piechowski

07/31/2024 11:22 AM PDT

Ohlone CCD - Member Representative

Andrew LaManque

alamanque@ohlone.edu

Approved by Andrew LaManque

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