

California Adult Education Program : Annual Plan : 2020-21 Produced: Aug 17, 2020, 05:24 PM UTC Diane Chang

42 Northern Alameda Consortium for Adult Education

Plans & Goals - Consortium Approved

Executive Summary

In the 2020-2021 academic year, members of the NAAEC consortium will continue to focus on delivering courses/programs via distance learning to ensure current and potential students are provided educational advancement opportunities. There are many areas from the three year plan that we will continue to focus on; however, with the shift in delivery mode and the shut down of many external partners (industry and CBO) some strategies will not be a focus in the coming year. We will seek available partnerships with organizations interested in establishing unconventional relationships during this COVID era. NAAEC's vision is to establish and implement right on time services for all constituents working with adult education in order to offer adult learners the best experience and outcome for advancement. 2019-2020 accomplishments made are as follows: Goal 1: Develop and implement instructional, curricular, program and career pathway alignment informed by regional and local data. This year we plan to improve alignment of ESL among the adult school and community college members by further coordinating the pathway offerings from one system to the other, minimizing duplication of offerings, and developing curriculum together. Accomplishment 1: Berkeley City College (BCC) and Berkeley Adult School (BAS) hosted a very well attended meet and greet with English and Math faculty for students enrolled in the GED program. Faculty are interested in meeting to plan programming to aid students in more streamlined transition. BAS did work that led to adopting a leveled ESL series to be core curriculum that is aligned with English Language Proficiency Standards (ELPS). Merritt College developed an ESL curriculum. Laney faculty presented on ESL Self Guided Placement tool, to adult school faculty (fall 2019). The ESL SGP tool tools are not uniform across the District but the Laney ESL established a Self Guided Placement tool that can be used by any student. Oakland Adult Career & Education (OACE) and Laney College drafted an MOU that will allow for stronger alignment between OACE and the college courses to provide smoother transition for adult students to transition into college level programs. College of Alameda ESOL mirrored course approval is in progress. Goal 2: Build student support continuum throughout adult education pathway, including: on-boarding, retention, completion, etc. This year we plan to develop collaborative enrollment strategies; co-advertise programming in member schedules, on member websites, etc.; enhance relationships with social services department; develop contract education programming, market all members collectively via radio, online, etc.; enhance bridge and orientation programs; partner adult school counseling and college counseling departments; build relationships/co-partnerships with CBOs and WIOA funded services; advocate for consortia representatives to serve on College Student Services committee, implement colocation of services Accomplishment 2: Advertising efforts were deployed via radio, digital ads and email marketing. The Transition Liaisons have participated in community events in order to outreach, in addition, they hosted several Table Talk series to engage with students regularly throughout the year. OACE, Merritt College and Diversity in Healthcare Training Institute collaborated on a healthcare program implemented. BCC- Bridge to Community Health Worker Certificate had 13 completions. The program attracts returning adults. Alameda Adult School (AAS) offered Optometric Assistant Training course during summer school 2019 (canceled for summer 2020 due to Shelter-in-place). Course is in partnership with the Workforce Development Board. Goal 3: Adopt a common set of principles, policies, procedural coordination and communication mechanisms that enable us to achieve our instructional and student support goals. Restructuring of the organization through revamping the organizational structure to include task groups that focus on the goals of the 3 year plan; fully implement Community Pro as our data management and referral platform; develop processes that support transparency among members; implement a communication platform that enables all members to receive information concerning the Collective. Accomplishment 3: We have implement use of Mailchimp as our communication platform, the task force groups have been established and meeting to develop goals, strategies and timelines. Our student data has been updated in Community Pro a/o July 2020. Full use to begin August 2020. Practices to establish more transparency has been implemented by the use of developed budget/expense templates and activity/strategy tracking through quarterly reporting. 2020-2021 Goals are a carry-over from 2019-2020 in addition to: In design planning for English/Math alignment (AB705); GED score placement Noncredit college courses at adult schools; partner adult school and college counseling teams

Regional Planning Overview

Establish improved program alignment of ESL & Basic Skills courses. Explore the alignment of the ESOL placement process across colleges to facilitate the transition of adult school students. Laney and OACE will explore the alignment of the ESOL placement process across adult schools through the use of the new ESOL guided self placement tool, potentially working with adult schools to provide feedback regarding the usability and efficacy of the tool as well. In the fall, finalize the Instructional Services Agreement (ISA) between Oakland Adult and Peralta District to implement the beginning of the Spring semester 2021. College of Alameda (COA) will continue the conversation with Alameda Adult School and COA ESOL on mirrored courses and transition levels from the adult school ESL program to COA ESOL. Increase advertising efforts: radio, print, digital ads, email marketing. Continuing some form of marketing into the next year as we look to increase visibility in the community and reach those not currently served by our members, we must seek to get our messaging out in various forms. Participate in community events collectively (outreach)- as the marginalized and minority communities are fighting for equal opportunities and resources, we need to establish a presence in the community tabling/presenting at these various events (where appropriate). Develop consistent material that can be shared with government and prospective students. Table at fairs and festivals in the Northern Alameda region and surrounding areas, highlighting individual member programs. Expand noncredit healthcare pathway- efforts are occurring now to procure funding for the Diversity in Healthcare Training Institute (DHTI) components of the program. OACE will provide basic skills instructor, however, the program needs to follow more closely with the iBEST model of development of the basic skills into the course curriculum. Instructors will be recruited in the Fall in order for sufficient planning time for the spring semester. Increase the number of concurrently enrolled students- project managers continue to work with adult school administrators and teachers to recruit students to concurrently enroll in the college courses. An outreach marketing campaign will be developed to highlight the benefits of concurrent enrollment this year to increase student participation. In design planning for English/Math alignment (AB705)- Berkeley City College (BCC) and Berkeley Adult School (BAS) faculty working group being developed to identify gaps and plan bridging activities. Noncredit college courses at adult schools- BCC to continue offering Bridge to Community Health Worker Certificate at BAS; math and English may be offered in the future. Partner adult school and college counseling teams- BCC and BAS to start meetings in fall to plan activities to improve transition of BAS students to BCC.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

Access to resources to continue education via distance learning since COVID pandemic.

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

Since the start of the shelter in place educators have been working to identify the best ways to deliver distance learning to students with minimal to no access. Student surveys were administered to identify the gaps with the need to offer distance learning only.

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

Student surveys will be administered to measure the effectiveness of deploying resources for students to continue education in distance learning environment. Also annual enrollment numbers will provide a sense of measure.

Regional Need #2

Gaps in Service / Regional Needs

Individuals and families living in poverty due to unemployment and/or underemployment. The needs in our regional community to address the realities of poverty include our African American community at 26.1%, our Latino community at 21.9% and our Asian community at 12.0%.

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

We know this based on the data found with the U.S. Department of Health and Human Services poverty guidelines. In addition, the data provided via the Census and Labor Market Outlook.

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

Enrollment in Career Education training programs.

Regional Need #3

Gaps in Service / Regional Needs

Educating and training the formerly/re-entry population.

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

Data from the PEW Charitable Trust, The California Department of Corrections and Rehabilitation (CDCR).

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

Partnerships with the CDCR and self-reporting data from students.

Gaps In Service**New Strategies****Strategy #1**

The gap is access to resources to continue education via distance learning since COVID pandemic. Members will continue to adjust distance learning as needed to provide best instruction to students. Members will deploy technology access to students in need as necessary. Students will have opportunities to communicate needs, improvements needed throughout the term.

Seamless Transitions**New Strategies****Strategy #1**

The gap identified is individuals and families living in poverty due to unemployment and/or underemployment. The needs in our regional community to address the realities of poverty include our African American community at 26.1%, our Latino community at 21.9% and our Asian community at 12.0%. To address the need members will educate adult education students on Career Education programming; develop CE programming with industry standards; develop stronger partnerships with college Strong Workforce teams and county Workforce Development Boards; deliver job training programs that are relevant to the labor market trends to ensure students have viable access to jobs.

Student Acceleration**New Strategies****Strategy #1**

An existing strategy is concurrent enrollment. Members will continue to educate and outreach to students regarding the advantages of enrolling concurrently. Members continue to examine programming between members that can be more aligned to accelerate students progress.

Professional Development**New Strategies****Strategy #1**

Annually the consortium hosts a multi-day retreat in order to have an opportunity for shared learning and focused collaboration. During the COVID era we will plan to host some type of shared PD (in person if allowed or virtually). As conferences move to a virtual space, members will be encouraged to participate.

Leveraging Resources

New Strategies

Strategy #1

The consortium desires to intentionally implement strategies to leverage the Strong Workforce program with CAEP. We have struggled to leverage this partnership in a clear cut, precise way as we worked to better understand the ways in which we should leverage. This year we will begin by hosting meetings focused on educating the adult schools on the SWP initiative and the colleges on CAEP. From there we will invite appropriate SWP faculty and administrators to participate in the bridges taskforce to thoughtfully plan strategies to leverage the two programs. Additionally, the consortium members will continue to work toward solidifying the Instruction Services Agreement to leverage faculty, curricular, facility and budgetary resources among members.

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.

We will appropriately budget our funding in the program budget work plan to align with our efforts based on staff time, contractors needed, supplies and equipment, and other . In order to implement partnerships, pathways, and expand programming time and resources will be allocated accordingly.

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

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2020-21 was designed in our one-time allocation process which utilizes carry-over funds. Throughout the 2019-2020 fiscal year, the Collective's members participated in a process to estimate the individual member expenditures, percent of budget used and the amount and percent of budget remaining based on quarterly actual expenditures from prior quarter and historical annual expenditures. Each member is allowed to carry-over twenty percent from the prior year with clear plans to expend it on time.

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