

# 42 Northern Alameda Consortium for Adult Education: Certified

## Details

### Consortium Information

**Consortium Name:**

42 Northern Alameda Adult Education Collective

**Consortium Short Name:**

42 Northern Alameda County (Peralta)

**Address:**

333 E 8th St. | Oakland, CA | 94606

**Website:**

<https://www.naaec.org/>

**Funding Channel 2022-23:**

Fiscal Agent

**CAEP Funds 2022-23:**

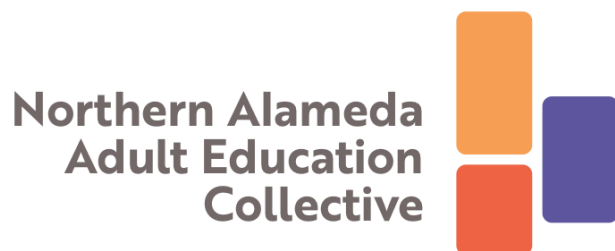
\$8,988,863

**CAEP Funds 2021-22:**

\$8,534,001

**CAEP Funds 2020-21:**

\$8,201,825



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### Consortium Contacts

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Primary Contact	Adil Ahmed	<a href="mailto:ahmed@peralta.edu">ahmed@peralta.edu</a>	Acting Vice Chancveller of Finance and Administration	(510) 466- 7220
Primary Contact	Fareha Bakre	<a href="mailto:fbakre@peralta.edu">fbakre@peralta.edu</a>	Principal Budget Finance Analyst	(408) 398- 1044

## Member Agencies

Member Agency	Member Type	Contact	Phone
<a href="#">Alameda Unified</a>	Unified School District	Pasquale Scuderi	
<a href="#">Berkeley City College</a>	College	Dr. Angelica Garcia	(650) 738-4437
<a href="#">Berkeley Unified</a>	Unified School District	Ruben Aurelio	(510) 644-6257
<a href="#">College of Alameda</a>	College	Nathaniel Jones III	(410) 952-3652
<a href="#">Laney College</a>	College	Dr. Rudolph Besikof	(510) 464-3236
<a href="#">Merritt College</a>	College	Dr. David Johnson	(510) 436-2501
<a href="#">Oakland Unified</a>	Unified School District	Matin Abdel-Qawi	(510) 879-4118
<a href="#">Peralta CCD</a>	District	Dr. Stephanie Droker	(510) 466-7218
<a href="#">Piedmont City Unified</a>	Unified School District	Randall Booker	(510) 594-2614
<a href="#">Alameda Co. Office of Education</a>	County Office of Education (COE)	Monica Vaughan	(510) 670-4590
<a href="#">Albany City Unified</a>	Unified School District	Marie Williams	(510) 558-3771

## Executive Summary

Executive Summary \*

The Northern Alameda Adult Education Collective 2022-2025 3-year plan is a body of work created collectively and collaboratively by each member over the course of one year. As a team, we reviewed, assessed, developed, revised and compiled a comprehensive plan for each member to contribute to and be held accountable for outcomes in the coming three year cycle. The development of the plan began with an extensive assessment process. We looked at various data sets to ensure a well-rounded view of the needs and opportunities was included, reviewed our outgoing plan and assessed the status of prior plan activities to address strategies that should carry forward, and deployed a community needs assessment as a method to directly include our current and prospective student voice in the planning process. New to this process was the target setting, we approached this task with great reservation as not to exaggerate our goals, rather to ensure we set reasonable targets to attain while striving to exceed them. Coming off of a peculiar two years (pandemic), it was a difficult task to walk through due to our actuals over the last two years varying considerably. Planning for the "new normal" and setting targets to live up to made the planning process more concrete than planning in the past. Our objectives were narrowed down significantly from the beginning of the planning in 2021 to where we landed in 2022. All members participated in a two-day virtual retreat to solely focus on the development of the objectives, activities and outcomes based on the CAEP fact sheet data, labor market trends, census data of the region and greater bay area, and the community needs assessment survey results. Each member developed their specific strategy descriptions and outcomes designed to fit within their institutional plans and scope, as well as to meet the needs of the Collective's work. As a whole, the planning process for the coming cycle was an extensive step by step exercise that allowed us to reflect, investigate, study and consider past and future opportunities to successfully collaborate for the purposes of bettering our adult population through education and training in our region.

## Assessment

### Overview and Preparation \*

As a Collective we wanted to approach this three-year planning cycle with intentionality to ensure our community's voice was heard in the process and would be a data set we used in our planning. Therefore, the Collective unanimously elected to conduct a community needs assessment utilizing proven methods to access the community at large, reviewing labor market data to ensure our programming is aligned with labor needs, and in order to determine the educational needs and desires of the targeted adult learners, an assessment survey was developed by the Collaborative Brain Trust in consultation with, and at the direction of, the Northern Alameda Adult Education Collective.

The survey was developed in English and translated into Arabic, Chinese, Spanish, Tigrinya and Vietnamese then distributed to the community by consortium members using online weblinks, paper copies, shared in classrooms by adult education teachers, and by email requests and QR code. A telephone interview option was available as well.. The administration of the assessment instrument was conducted from September 13, 2021, through October 22, 2021. The survey requested students and potential students to acknowledge the factors that limit or encourage their access to adult education. This assessment survey posed a broad range of questions related to age, ethnicity, native language, goal setting and motivation, educational accomplishments and workforce opportunities and desires.

The Northern Alameda Adult Education Assessment Survey targeted population is 462,300 based on the 2020 US Census population data. For the responses of 1244 (sample size), it demonstrates a statistical confidence level of ninety-five (95%). This means that there is a significant statistical plausibility that the survey responses represent the needs, views, demographics and desires of the larger community. On the basis of the survey responses, the data were processed and examined to ensure that the responses were complete, tabulated in each category, and analyzed. As has Emsi reported in its economic overview of Alameda County, recent statistics for 2019 illustrate relatively positive economic indicators in that the County outpaced the nation by several key economic measurements:

- The median household income in Alameda County in 2019 stood at \$99,400 (\$36.6K above
- Total regional employment stood at 836,510 and the number of jobs increased by 0.3% from
- Jobs grew by 2,505 over the previous five years and are projected to grow by 17,015 over the

Additionally, according to the California Employment Development Department, Alameda County has seen “significant growth in manufacturing post-recession” with manufacturing accounting for 70,363 jobs in 2020 and an average annual wage of \$51,926 and \$36,600 for people with a high school diploma or vocational training. Manufacturing sub-sectors that have seen particularly strong growth have been in the areas of navigational, measuring, electromedical, and control instruments (largely due to Tesla), medical equipment and supplies manufacturing, industrial machinery manufacturing, and computer, and peripheral equipment manufacturing, but other large manufacturing sectors have also grown substantially in recent years (Bay Area Economy Manufacturing Report October 2021). (Refer to Appendix C for EMSI Labor Market Analytics for Alameda County).

While much data suggests that Alameda County’s economy is vibrant and expanding, other important indicators explain the socio-economic disparities evident in the demographic data presented in Section 1, which the Covid-19 pandemic exacerbated in a number of ways. Notably, income inequality continues to be a key characteristic of the Bay Area economy. The decline in labor force participation in the wake of the COVID-19 pandemic has been most acute among Bay Area residents that do not have educational attainment beyond a high school degree. In January 2020, 67 percent of the Bay Area age 15+ population with a high school or equivalent level of education were participating in the labor force. As of July, the labor force participation among this group fell to 51 percent – a decrease representing over 100,000 people (Bay Area Economic Profile 2020).

### **Regional Alignment and Priorities \***

NAC attends monthly BACCC Adult Pathway meetings to collectively work with the region to identify CE programs and resources to align and leverage with WDB partners and service providers. In addition, the consortium actively participates in the Alameda County Workforce Development Board WIOA Mandated Partners MOU process which includes neighboring consortia, industry and education partners. Our bridge taskforce has worked to include appropriate employment and workforce partners to ensure our expansion and building of CE programming is inclusive of the industry voice and will be aligned with potential jobs leading into careers for our student population.

### **Evaluate the Educational Needs of Adults in the Region \***

Utilizing the state CAEP fact sheets, our CBT community assessment report, labor market data and our own member effectiveness process has helped us to evaluate the educational needs of adults in our region and develop the strategies for each objective. Some general findings from our research are that ESL is our most popular program based on enrollment, CTE and Basic Skills programs are growing, we have seen big year-to-year variations in program enrollment, retention and completion, and the Covid-19 pandemic has certainly impacted all of our programs and the way we continue to plan future programming and services.

Some major findings that derived from our Community Needs assessment findings include that our current student and potential student interest is to expand knowledge, enter or re-enter the workforce, courses of interest are ESL and workforce preparation or short term trainings that lead to job opportunities and interest in Intermediate/ advanced computer classes is high. Our overall region’s population of 595,161 broken down by age, gender, race/ethnicity, English Language Ability, Educational Attainment, and Employment indicate some areas of opportunity for our growth:

- The below high school percentage is 11.9% which equates to nearly 71,000 people in our service area
- The underemployed and near poverty or less percentage is approx. 18% or nearly 107,000 people in
- And those adults with disabilities is approx. 12% which equates to approx. 71,394 people in our service

These statistics give us a good starting point of who we need to serve and where we can start with the planning to address specific populations.

Sixty-nine percent (69%) of our impoverished community speak very well to well English and the remaining 31% do not speak English well. There's an opportunity for us to look at our ESL programming to see where it's appropriate to develop or expand on contextualized CE for English language learners to support their language skills development and job training concurrently, as well as to ensure the 69% of those who speak English well to very well have appropriate job training that leads to viable jobs.

Twenty-four and half percent (24.5%) of those with no high school diploma are between the ages of 18-49 and forty three and half percent (43.5%) are 50 and up. Our opportunity to develop older adults programming is something we can explore.

Additionally, we want to develop outreach campaigns to attract the 18-49 year old age group to show the benefits of going back to school to complete their diploma or equivalency and lead them to college and the workforce. We are collaborating with our marketing partners to develop campaigns that will include the voice of our success stories and surveys to hear from our students about messaging that would resonate with them to go back to school.

Limited English Language is the third least populated group among our 7 CAEP demographic data. We can look at this number two ways: either our limited English language speakers population has decreased because ESL is our highest enrolled program and the need has continued to be met or the number of ELL learners in our region decreased. It may be a bit of both.

At any rate, we have spent a great deal of energy in our ESL programming efforts over the years at both the adult school and college level, however based on the numbers in some of the other areas, we certainly have an opportunity to increase our efforts in the diploma or equivalency and career education/job training areas.

### **Contributions by Entities \***

As a Collective, we developed a Member Effectiveness process by which each member would self-assess and peer-assess to establish a method of accessing transparent data for participating institutions. This process allowed everyone to objectively learn, review and provide feedback into the Collective's progress as a whole. It opened the door for honest dialogue about transparency and effectiveness of services. Additionally, the Collective developed a one-time funding process to ensure any excess carry-over funding would be used to address immediate member needs to effectively serve students and appropriately spend down CAEP funding. Through this process, members submit proposals and requests must be approved to receive funding. The methods we used directly to engage in this three-year planning process are as follows: Community Asset Mapping; Self-assessment and Review of current 3 year plan; Strategic Planning Retreat; Post Retreat convening; Individual planning meetings.

Adult Schools (5): Disseminated community survey; Produced a self-assessment and reviewed member assessment, Provided input into Member Effectiveness Improvement plan, Attended/Participated in Planning Retreat and Post Retreat convening, Attended/Participated in individual planning meetings, Developed strategies/activities/outcomes for 3-year plan.

Peralta Colleges (4): Disseminated community survey; Produced a self-assessment and reviewed member assessments; Transition Liaison Attended/Participated in Planning Retreat and Post Retreat convening; Attended/Participated in individual planning meetings; Developed strategies/activities/outcomes for 3-year plan.

Northern Alameda Adult Education Collective (Consortium): Developed 3-year planning timeline and communicated the process to all members; Organized community needs assessment process; Planned, designed, organized, and hosted 3 year planning retreat; Planned, designed, organized, and facilitated individual planning meetings; Disseminated community survey; Produced a self-assessment and reviewed member assessments; Developed NAC strategies/activities/outcomes for 3-year plan; Encouraged and provided inclusive process and space for all members to contribute to three-year planning process.

## **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								
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
*Alameda Co. Office of Education	Member Representative	0	334	0	0	0	0	0	0	0
*Alameda Unified	Member Representative	92	106	705	365	0	0	36	17	0
*Berkeley City College	Member Representative	0	309	186	0	0	0	251	0	0
*Berkeley Unified	Member Representative	363	377	1,495	0	110	0	32	263	0
*College of Alameda	Member Representative	0	0	197	0	0	0	0	15	0
*Laney College	Member Representative	0	310	343	0	0	0	141	0	0
*Merritt College	Member Representative	0	256	157	0	22	0	49	50	0
*Oakland Unified	Member Representative	80	234	630	114	20	0	0	0	0
*Peralta CCD	Member Representative	0	875	883	0	0	0	441	65	0
*Piedmont City Unified	Member Representative	0	10	0	0	0	0	0	0	0
<b>Total Participants</b>		<b>535</b>	<b>2811</b>	<b>4596</b>	<b>479</b>	<b>152</b>	<b>0</b>	<b>950</b>	<b>410</b>	<b>0</b>

\* 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 Northern Alameda Adult Education Collective (NAC) continues to offer programming in all CAEP program areas except for K12 Success courses and Pre-Apprenticeship. English as a Second Language (ESL) consistently enrolls the most students year

over year with 7 of 9 members offering a wide range of English Language preparation from beginning levels through academic English. This popular program meets the demand by performing above the state average serving 9.8% of the adults with limited English proficiency in the district. Adult Secondary Education (ASE) is the second highest enrolled program area meeting the needs of the 70 thousand plus community members looking to complete their high school diploma and others looking to brush up their skills. The implementation of AB 705 at the Peralta Community College District will affect ASE offerings over time as the colleges have eliminated remedial level classes from their offerings providing an opportunity for adult school partners and Community Based Organizations to fill that gap. Although more computer literacy courses were added as a result of the pandemic and online learning requirement, the digital divide continues to persist. Addressing beginning, intermediate and advanced computer literacy needs, as well as access to high speed internet and reliable computer devices will help address the community need. In the past two to three years, NAC has increased the number of participant enrollments in short term CTE training programs but Workforce preparation enrollments have gone down. Pre-apprenticeship courses are non-existent. As Northern Alameda recovers from the economic fall out of the Covid-19 pandemic, sustaining the addition of more short term Career and Technical Education programming, increasing Workforce Preparation programming and initiating new pre-apprenticeship programming can help connect unemployed or underemployed students to jobs in occupations that afford a living wage in Alameda County.

## Metrics: CAEP Barriers & Metrics

### ✓ Student Barriers

#### Adult Ed Metrics

- English Language Learner (AE 305 - Overall)
- Low Income (AE 310 - Overall)
- Low Literacy (AE 311 - Overall)

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

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

#### Adult Ed Metrics

- Participants with Transition to ASE (AE 500 - Overall)
- 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.

**Adult Ed Metrics**

- Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

× **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)	7,167	7,439		7,310	7,456	7,605
Student Barriers	English Language Learner (AE 305 - Overall)	4,375	3,121		3,278	3,343	3,409
Student Barriers	Low Literacy (AE 311 - Overall)	6,133	5,094		5,195	5,298	5,403
Student Barriers	Low Income (AE 310 - Overall)	2,703	2,647		2,699	2,752	2,807

**Member Level Metric Targets**

\* Mandatory for all members

**Alameda Co. Office of Education (No reporting institution)**



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)				220	245	0
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				154	171	0
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				2	3	0
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				22	25	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				2	3	0
Transition	Participants with Transition to ASE (AE 500 - Overall)				0	0	0

**Alameda Unified (Reported by Alameda Adult School)**

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)	797	407		550	750	900
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	24	12		25	30	35
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	34			6	10	15
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	71			4	6	8
Transition	Participants with Transition to ASE (AE 500 - Overall)	64			0	0	0

**Berkeley City College (Reported by Berkeley City College)**

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)	721	766		650	700	750
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				0	0	0
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)	177	120		120	120	120
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	167			150	150	100
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	179			100	100	100
Transition	Participants with Transition to ASE (AE 500 - Overall)	24			0	0	0

### Berkeley Unified (Reported by Berkeley Adult School (BAS))

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)	2,039	1,096		1,100	1,200	1,250
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	62	39		40	40	40
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)	77	138		0	0	0
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	77			77	77	77
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	171			171	171	171
Transition	Participants with Transition to ASE (AE 500 - Overall)	265			265	265	265

### College of Alameda (Reported by College of Alameda)

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)	212	156		80	85	125
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				0	0	0
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)	17			20	21	44
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				10	10	10
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				15	15	15
Transition	Participants with Transition to ASE (AE 500 - Overall)				0	0	0

### Laney College (Reported by Laney College)

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)	789	813		800	800	800
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				0	0	0
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)	91	42		52	52	52
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	182			182	182	182
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	138			100	100	100
Transition	Participants with Transition to ASE (AE 500 - Overall)	13			0	0	0

### Merritt College (Reported by Merritt College)

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)	467	392		390	390	390
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				0	0	0
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)	65	41		41	41	41
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	117			100	100	100
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	126			100	100	100
Transition	Participants with Transition to ASE (AE 500 - Overall)				0	0	0

**Oakland Unified (Reported by Oakland Unified School District (OUSD))**

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)	890	818		1,000	1,200	1,500
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	11	14		20	30	45
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)	19			0	0	0
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	26			26	26	26
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	27			27	27	27
Transition	Participants with Transition to ASE (AE 500 - Overall)	42			42	42	42

### Peralta CCD (Reported by Peralta 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)	2,167	2,084		0	0	0
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				0	0	0
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)	347	204		0	0	0
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	469			0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	445			0	0	0
Transition	Participants with Transition to ASE (AE 500 - Overall)	52			0	0	0

### Piedmont City Unified (Reported by Piedmont City USD)

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)	10	22		50	60	70
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				10	15	20
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				5	5	5
Transition	Participants with Transition to ASE (AE 500 - Overall)				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
Alameda Co. Office of Education	100%	0%	0%	80%	80%	80%
Alameda Unified	100%	100%	54%	80%	80%	80%
Berkeley City College	100%	100%	38%	80%	80%	80%
Berkeley Unified	100%	100%	36%	80%	80%	80%
College of Alameda	100%	100%	57%	80%	80%	80%
Laney College	100%	63%	0%	80%	80%	80%
Merritt College	100%	94%	0%	80%	80%	80%
Oakland Unified	100%	100%	55%	80%	80%	80%
Peralta CCD	100%	100%	83%	80%	80%	80%
Piedmont City Unified	100%	100%	54%	80%	80%	80%

## Objectives

### Address Educational Needs

#### Description of Objective \*

Flexibility of Delivery (schedules/ online); CTE-related for jobs/ pathways, including CTE bridge courses

Computer Literacy Classes/Soft Skills (new classes?)- Requisite Skills Development; Co-location of offerings

### Improve Integration of Services & Transitions

#### Description of Objective \*

Increase Supports (eg mental health); Access to counseling for adult learners to improve transitions; Understanding the drivers of student Retention and Completion in the effectiveness of possible strategies. Developing high potential strategies; Partnerships with CBO's (eg, catalogue active CBOs partner with the likes of Upward Scholars

### Improve Effectiveness of Services

#### Description of Objective \*

Partnerships with WFDB and Employers; Communicate journey to students ("map"); Data capabilities- gather, interpret, inform decisions; Student Management system (re do) to support TLs, referrals, student goal tracking; Iterating consortia operations

## Activities & Outcomes

### Activity Name \*

Flexibility of Delivery (schedules/ online)

### Objective that Applies to this Activity

Not Entered

### Brief Description of Activity \*

Maintain the consortia regionally informed of the course offerings of each member. (Keep the student facing course finder on NAAEC website but create an internal course offering for our membership organized by site and content area to be used for planning and student referral purposes.)

### Short-Term Outcomes (12 Months) \*

The (WG, BTF, DTF) will work together to review and reconcile the semester/ trimester/ quarter dates for each course offering. The NAC will compile all classes by site and organize by content areas for easy reference and referral.

### Intermediate Outcomes (1-3 Years) \*

A Consortia Taskforce ( bridge or data?) will continuously review the internal resource for accuracy and begin to note trends in offerings, gaps and share information on institutional waitlists and under-enrollments.

### Long-Term Outcomes (3-5 Years) \*

Regional approach goal to course offering.

### Proposed Completion Date

06/30/2025

### Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)

### Responsible person(s)

Name
Ann Gonzalez
Shemila Johnson

### Activity Name \*

Computer Literacy Classes/Soft Skills

### Objective that Applies to this Activity

Address Educational Needs

### Brief Description of Activity \*

1. Sponsor a professional development series on imbedding computer literacy in adult education courses. 2. host NAC member specific CANVAS resource gatherings to discuss how its used locally at AS and CC levels to facilitate transitions. ID what is available at each institution- College Flex day- Canvas trainings- invite or incorporate Adult Schools.

### Short-Term Outcomes (12 Months) \*

1. pick computer literacy topics to explore deeply post pandemic 2. Fall semester Identify the faculty experts in CANVAS to create seminar/ Community of Practice events. Spring semester host events consortia wide.

### Intermediate Outcomes (1-3 Years) \*

1. Create and run 2-4 Professional Development session each year. 2. No action- CANVAS seminar/ Community of Practice completed.

### Long-Term Outcomes (3-5 Years) \*

1. no action. completed

### Proposed Completion Date

06/30/2024

### Adult Ed Metrics and Student Barriers

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

### Responsible person(s)

Name
Ann Gonzalez
Shemila Johnson

### Activity Name \*

CTE-related for jobs, pathways, and CTE bridge

### Objective that Applies to this Activity

Not Entered

### Brief Description of Activity \*

Continue to use the BACCC Adult Pathway meetings, the Alameda County Workforce Development Board WIOA Mandated Partners MOU process and PCCD Advisory Boards to learn about and understand the industry and employment needs of our region. Invite appropriate employment and workforce partners to present at the bridge taskforce meetings. The taskforce will discuss and address the instructional needs of these CE programs across the consortia ensuring all bridge courses include an

industry voice and are in alignment with potential jobs leading into careers for our student population. Map these bridge programs in the consortia course offering and connect adult school bridge offerings to corresponding college courses.

#### Short-Term Outcomes (12 Months) \*

Develop relationships with regional partners. Invite 1-2 workforce partners to present to the bridge taskforce.

#### Intermediate Outcomes (1-3 Years) \*

Adult school teachers and PCCD Faculty will continue to meet and discuss academic support necessary to transition to college CTE or Credit programming. Discussions will include but are not limited to curriculum alignment in general college success, math and English, computer literacy, adult ed learners needs, mentorship, CANVAS workshops, ISA agreements, apprenticeships and pre-apprenticeships programming.

#### Long-Term Outcomes (3-5 Years) \*

Include bridge courses in any CTE program pathway maps, marketing and promotion.

#### Proposed Completion Date

06/30/2025

#### Adult Ed Metrics and Student Barriers

- Student Barriers: Low Income (AE 310 - Overall)

#### Responsible person(s)

Name
Ann Gonzalez

#### Activity Name \*

Increase student support services

#### Objective that Applies to this Activity

Improve Integration of Services & Transitions

#### Brief Description of Activity \*

Smaller institutions or institutions who run smaller adult education programs do not have the quantity of students or need to hire a 1.0 FTE or .50 FTE dedicated mental health or counseling position but collectively the numbers would meet the demand for such services. Where institutions are in alignment with the type of supports needed, the consortium office will look for and develop partnerships with organizations providing that additional student support, such as mental health services, and negotiate services that can provide telehealth, in person therapy and group webinars across institutions. This will be targeted to those students who are unable to access these services such as non-credit students at the colleges and all adult school students.

#### Short-Term Outcomes (12 Months) \*

Seek out organizations that provide mental health or other support services. Obtain multiple quotes and select the best option with the input of all the agencies who have requested this service.

#### Intermediate Outcomes (1-3 Years) \*

Collect and analyze data on students utilizing these services and the outcomes or progress the student in making in their classes each year to ensure the partnership is meeting the needs of our students.

#### Long-Term Outcomes (3-5 Years) \*

The addition of mental health or other support services have increased the student retention rate in both adult school and non-credit college courses and student success has increased across the consortia by 20%.

#### Proposed Completion Date

06/30/2023

#### Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

#### Responsible person(s)

Name
Ann Gonzalez
Shemila Johnson

#### Activity Name \*

Co-location of offerings

#### Objective that Applies to this Activity

Not Entered

#### Brief Description of Activity \*

Support/ advocacy role. Instructional Services Agreement. ISA- supports the leveraging of all eligible resources of the Adult Schools and PCCD Colleges to create the best Adult Education program available for adult learners. This will provide a stronger coordinated system of instructional and support services for adult learners. the ISA includes fiscal, educational, materials and capital. All current and proposed Adult Education courses would be eligible through the ISA puts forward their funding sources to produce the best ways to generate more dollars that will fund more courses. Colleges will report the FTES from the classes for the purpose of claiming state apportionment. When available and needed, all facility requests are honored by Adult Education participants. The District and partnering adult school will support assessments and collect outcomes data in order to report learning gains in accordance to the California Adult Education Program and Workforce Innovation and Opportunity Act (WIOA) established procedures.

#### Short-Term Outcomes (12 Months) \*

Review ISA agreement and obtain approvals from all invested partners.

#### Intermediate Outcomes (1-3 Years) \*

Identify where and what classes will be included in this agreement.

#### Long-Term Outcomes (3-5 Years) \*

none.

**Proposed Completion Date**

06/30/2025

**Adult Ed Metrics and Student Barriers**

- Student Barriers: Low Income (AE 310 - Overall)

**Responsible person(s)**

Name
Ann Gonzalez
Shemila Johnson

**Activity Name \***

Flexibility of Delivery (schedules/ online)

**Objective that Applies to this Activity**

Not Entered

**Brief Description of Activity \***

Online classes have new tools, more accessible, computer literacy is better. Package online certificates/ degrees and market as such. CHW certificate program will be offered online in F22 and later offered 1 section online and 1 section at BAS. Will add support to these classes as well- CANVAS support training / workshops, etc.

**Short-Term Outcomes (12 Months) \***

Package and advertise the online CHW non-credit programs

**Intermediate Outcomes (1-3 Years) \***

Fill 2 sections of CHW programs each semester (70 students)

**Long-Term Outcomes (3-5 Years) \***

Continue building relationships with CBO's and Adult school to expand to a 3rd cohort

**Proposed Completion Date**

12/31/2025

**Adult Ed Metrics and Student Barriers**

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

**Responsible person(s)**

Name
Lisa Cook

**Activity Name \***



Computer Literacy Classes/Soft Skills (new classes)

### Objective that Applies to this Activity

Not Entered

### Brief Description of Activity \*

Employers also see this need. Non-credit certificate on requisite skills. Imbed or integrate skills option and also teach these skills in context. HUSV program exploring non-credit certificate in basic technology skills for human services.

### Short-Term Outcomes (12 Months) \*

Faculty research and development of course/certificate/ workshop series in requisite basic computer skills.

### Intermediate Outcomes (1-3 Years) \*

Course/certificate/workshop series offered

### Long-Term Outcomes (3-5 Years) \*

none.

### Proposed Completion Date

06/30/2024

### Adult Ed Metrics and Student Barriers

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

### Responsible person(s)

Name
Lisa Cook
Midhun Joseph

### Activity Name \*

CTE-related for jobs, pathways and CTE bridge

### Objective that Applies to this Activity

Not Entered

### Brief Description of Activity \*

Interest in working with CIS program to build a bridge to address the gap that exists in CIS 5 course. Pilot to isolate 5-10 students to receive support. Meet bi-monthly for feedback on what's working. Potential to expand to MM Art, etc.

### Short-Term Outcomes (12 Months) \*

Partner with dean and CIS faculty to develop and implement a plan to address gaps for adult learners in CIS 5 courses. The intervention would include embedded tutoring to provide just in time learning support as well as targeted learning aids.

### Intermediate Outcomes (1-3 Years) \*

Plan developed and piloted

**Long-Term Outcomes (3-5 Years) \***

Develop a formal bridge program for returning adults to enter CIS pathway

**Proposed Completion Date**

12/31/2024

**Adult Ed Metrics and Student Barriers**

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

**Responsible person(s)**

Name
Lisa Cook

**Activity Name \***

Co-location of offerings

**Objective that Applies to this Activity**

Not Entered

**Brief Description of Activity \***

Continue TL colocation at BAS. Counseling class will continue. Next step learning center will refer students to the counseling class. One section of CHW certificate will continue to be offered at BAS if there is student demand. BCC has an interest in exploring the co-location of offerings consortia wide in WG. Potential to offer English or Math bridges by Adult Schools. Backwards referral idea.

**Short-Term Outcomes (12 Months) \***

Co-locate in-person offerings for CHW certificate or English/math bridge at BAS according to student demand

**Intermediate Outcomes (1-3 Years) \***

Determine student demand and expand the program accordingly

**Long-Term Outcomes (3-5 Years) \***

Expansion of bridge program in Math and English Bridge to lower barrier in transition between adult schools to community college

**Proposed Completion Date**

12/31/2022

**Adult Ed Metrics and Student Barriers**

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

**Responsible person(s)**

Name
Lisa Cook

**Activity Name \***

Flexibility of Delivery (schedules/ online)

**Objective that Applies to this Activity**

Not Entered

**Brief Description of Activity \***

Develop new courses, possibly with CIS or Medical Assisting. This will fill classes and allow for expanded FTEF. Non-credit Business English course at Lao Center. Offer CA Preschool Learning Foundations-Eng Lang Development. Variety of courses in child development certificate programs - ESOL / English Intro to Early Childcare education, Family providers. Continue to explore creating non-credit pathways. Another option is ESL-Cannabis. Identify gaps and needs in programs.

**Short-Term Outcomes (12 Months) \***

Course development: which courses to mirror. Meet w/ESOL faculty and staff tp determine availability for course development. Identify and speak to gaps and need as we focus on course development.

**Intermediate Outcomes (1-3 Years) \***

Implementation of courses.

**Long-Term Outcomes (3-5 Years) \***

Higher retention and completion.

**Proposed Completion Date**

02/28/2025

**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
Chriss Foster
Marie Amboy
Victor Littles

**Activity Name \***

Computer Literacy Classes/Soft Skills (new classes)

**Objective that Applies to this Activity**

Not Entered

**Brief Description of Activity \***

Tap into current programs that address basic skills using CANVAS, keyboarding, etc. And/or develop a course that integrates these learning experiences. Potential to imbed these in English classes. Internet/ research skills.

**Short-Term Outcomes (12 Months) \***

Identify the gaps and needs in opportunities for students to hone skills in keyboarding and the use of the Canvas platform, and create classes where non exist if needed.

**Intermediate Outcomes (1-3 Years) \***

Review existing classes to assess gaps and needs.

**Long-Term Outcomes (3-5 Years) \***

Make classes available to students to increase their skills and make employment more accessible.

**Proposed Completion Date**

02/28/2025

**Adult Ed Metrics and Student Barriers**

- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

**Responsible person(s)**

Name
Chriss Foster
Marie Amboy
Victor Littles

**Activity Name \***

Peer to Peer Mental Health Ambassador

**Objective that Applies to this Activity**

Improve Integration of Services &amp; Transitions

**Brief Description of Activity \***

Berkeley City College will create a new course called HUSV 510 A/B Mental Health Ambassador training I and II. This course will be packaged into the non-credit Community Health Worker Program and will provide mental health and health services to over 70 students who are unable to access the college provided services as non-credit students. This success incubator model is specific and equitable offering services to students who would otherwise not be eligible.

**Short-Term Outcomes (12 Months) \***

Pilot the new course in the Fall 2022.

**Intermediate Outcomes (1-3 Years) \***

none

**Long-Term Outcomes (3-5 Years) \***

none

**Proposed Completion Date**

06/30/2023

**Adult Ed Metrics and Student Barriers**

- All: Adults who Became Participants (AE 202 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

**Responsible person(s)**

Name
Lisa Cook

**Activity Name \***

CTE-related for jobs/ pathways and CTE bridge cour

**Objective that Applies to this Activity**

Not Entered

**Brief Description of Activity \***

Contextualized ESOL courses in CIS or Medical Assisting. Child Development courses lead to certificates offered in English and Spanish. Implementation of Non-credit Bridge to Healthcare courses/certificates to support DHTI Partnership

**Short-Term Outcomes (12 Months) \***

Courses are already in place; we need to ensure that these courses are filled.

**Intermediate Outcomes (1-3 Years) \***

Ensure that we meet the enrollment requirements.

**Long-Term Outcomes (3-5 Years) \***

Higher retention and completion leading to job opportunities.

**Proposed Completion Date**

02/28/2025

**Adult Ed Metrics and Student Barriers**

- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)

**Responsible person(s)**

Name
Chriss Foster
Marie Amboy
Victor Littles

**Activity Name \***

Co-location of offerings

**Objective that Applies to this Activity**

Not Entered

**Brief Description of Activity \***

Faith-based location near Castlemont high school- Office hours for TL at that site. Lao Family Center for ESOL and other classes. TL will return to Eastmont Mall- Alameda County Social Services office hours. TL will also have an office at ACOE new East Oakland site, Parole Office hours will resume as well. Opportunity to host Opportunity Academy students on Campus- can speak with ACOE.

**Short-Term Outcomes (12 Months) \***

Since sites are already in place, the goal is to maximize attendance through marketing, through advertisement including social media, recruiting, and onboarding.

**Intermediate Outcomes (1-3 Years) \***

Maximize our potential to recruit and further serve the community.

**Long-Term Outcomes (3-5 Years) \***

Expand our presence in the community and address immediate and long term needs.

**Proposed Completion Date**

02/28/2025

**Adult Ed Metrics and Student Barriers**

- All: Adults who Became Participants (AE 202 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)

**Responsible person(s)**

Name
Victor Littles

**Activity Name \***

Flexibility of Delivery (schedules/ online)

**Objective that Applies to this Activity**

Not Entered

**Brief Description of Activity \***

Offering courses in evenings - noncredit Bridge to Credit (Basic English). Adjusting how many hours this will run. Bring back Saturday classes. Offering F2F, mix of Asynch and Synch, online, hybrid, etc. Maintain a range of modalities

**Short-Term Outcomes (12 Months) \***

Offer courses in the evening. Confirm in CORs the maximum-minimum each class can be offered, and adapt for evening classes to make them more manageable.

**Intermediate Outcomes (1-3 Years) \***

Review enrollment, persistence, and retention data to reassess which modalities and schedules work best.

**Long-Term Outcomes (3-5 Years) \***

Review enrollment, persistence, and retention data to reassess which modalities and schedules work best.

**Proposed Completion Date**

03/30/2025

**Adult Ed Metrics and Student Barriers**

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

**Responsible person(s)**

Name
Elizabeth Maher

**Activity Name \***

Computer Literacy Classes/Soft Skills (new classes)

**Objective that Applies to this Activity**

Not Entered

**Brief Description of Activity \***

Develop course work- workplace communication Business etiquette- verbal communication, customer service like. Possibly a Learning Resources or ESOL program area. LRNRE 235 Professional Skills for Career Technical Students. Collaborate with APASS (Asian Pacific Islander...) program- connect ESOL and CTE. Offering ESOL Computer Literacy course and runs every year. Develop LRNRE Computer Literacy course too.

**Short-Term Outcomes (12 Months) \***

Pilot workplace communication course through contract ed. Ask APASS counselors to increase embedded counseling to more sections of ESOL courses. Offer English for Technology every semester.

**Intermediate Outcomes (1-3 Years) \***

Faculty submits new course for curriculum approval process. Offer English for Technology every semester.

### Long-Term Outcomes (3-5 Years) \*

Offer English for Technology every semester.

### Proposed Completion Date

06/30/2025

### Adult Ed Metrics and Student Barriers

- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - 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
Elizabeth Maher

### Activity Name \*

CTE-related for jobs/ pathways and CTE bridge cour

### Objective that Applies to this Activity

Not Entered

### Brief Description of Activity \*

5 Year project with Lao Family, VESOL and CTE Bridge. Opportunity to open other CTE bridge with Mark Martin.

### Short-Term Outcomes (12 Months) \*

Ongoing - contract education with Lao FDC. Align with Mark Martin's program on curriculum and cross-recruitment. Package and promote VESL credit and non credit certificates.

### Intermediate Outcomes (1-3 Years) \*

Ongoing - contract education with Lao FDC. Evaluate and reassess course offerings to meet student outcomes. Track VESL certificates and evaluate offerings are meeting student needs and outcomes.

### Long-Term Outcomes (3-5 Years) \*

Ongoing - contract education with Lao FDC. Evaluate and reassess course offerings to meet student outcomes. Explore adapting VESL certificates to contract education or other community-employer-based programs.

### Proposed Completion Date

06/30/2025

### Adult Ed Metrics and Student Barriers

- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)



- Student Barriers: Low Literacy (AE 311 - 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
Elizabeth Maher

#### Activity Name \*

Co-location of offerings

#### Objective that Applies to this Activity

Not Entered

#### Brief Description of Activity \*

5 Year Project with LAO. VESOL and CTE Bridge are co-located with Lao. Also offering OACE GED/ Spanish GED at Laney. Offering OACE Bankworks at Laney. Expanding to other OACE basic skills courses for students that need shorter/ targeted skills on Laney Campus.

#### Short-Term Outcomes (12 Months) \*

Ongoing - classes offered at Lao FDC. Renew MOU with OACE to offer GED and other courses on campus. Integrate OACE into the campus community, to increase referrals to OACE for basic skills from Math and English.

#### Intermediate Outcomes (1-3 Years) \*

Ongoing - classes offered at Lao, and OACE classes offered on campus. Identify 1-3 CBOs to expand contract ed. Cross train faculty and counseling team to refer students to OACE for basic skills. Review AB705 data to evaluate OACE-basic skills process.

#### Long-Term Outcomes (3-5 Years) \*

Ongoing - classes offered at Lao, and OACE classes offered on campus. Evaluate expanded contract education offerings and consider collaboration with other departments to expand content and certificates available to students. Review AB705 data to evaluate OACE-basic skills process.

#### Proposed Completion Date

06/30/2025

#### Adult Ed Metrics and Student Barriers

- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - 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
Elizabeth Maher

**Activity Name \***

Flexibility of Delivery (schedules/ online)

**Objective that Applies to this Activity**

Not Entered

**Brief Description of Activity \***

PAS has expanded their online offerings for CTE. The HS diploma program is now offered in-person and online. There is exploration of ESL offerings which will be scheduled responsive to student need and availability.

**Short-Term Outcomes (12 Months) \***

Pilot 1 - 2 ESL class(es) & 1 additional CTE class

**Intermediate Outcomes (1-3 Years) \***

Develop leveled ESL class program

**Long-Term Outcomes (3-5 Years) \***

Review and adjust ESL program based on community needs

**Proposed Completion Date**

06/30/2025

**Adult Ed Metrics and Student Barriers**

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

**Responsible person(s)**

Name
Shannon Fierro

**Activity Name \***

Computer Literacy Classes/Soft Skills (new classes)

**Objective that Applies to this Activity**

Not Entered

**Brief Description of Activity \***

PAS has expanded their offerings to include stand alone computer classes.

**Short-Term Outcomes (12 Months) \***

Review and expand computer offerings

**Intermediate Outcomes (1-3 Years) \***

Offer industry certifications in computers

**Long-Term Outcomes (3-5 Years) \***

none

**Proposed Completion Date**

06/30/2025

**Adult Ed Metrics and Student Barriers**

- Student Barriers: Low Income (AE 310 - Overall)

**Responsible person(s)**

Name
Shannon Fierro

**Activity Name \***

CTE-related for jobs/ pathways and CTE bridge cour

**Objective that Applies to this Activity**

Not Entered

**Brief Description of Activity \***

Explore, learn, look into the potential- currently all CE classes are computer classes ( Python Coding, Microsoft Office, Google Suite). There is an interest in offering ESL classes to the Piedmont Community. These could be specific and might focus on caregivers.

**Short-Term Outcomes (12 Months) \***

Review and expand computer offerings

**Intermediate Outcomes (1-3 Years) \***

Offer industry certifications in computers

**Long-Term Outcomes (3-5 Years) \***

N/A

**Proposed Completion Date**

06/30/2025

**Adult Ed Metrics and Student Barriers**

- Student Barriers: Low Income (AE 310 - Overall)

**Responsible person(s)**

Name
Shannon Fierro

**Activity Name \***

Flexibility of Delivery (schedules/ online)

**Objective that Applies to this Activity**

Not Entered

**Brief Description of Activity \***

Working to create flexibility of delivery through offering blended learning. Various modalities. Offering PD to promote culture change to offer instruction in times and places based on student needs. Implementing CANVAS system to assist in various modalities. Looking at OWL camera device to offer real time distance learning environment.

**Short-Term Outcomes (12 Months) \***

15 teachers will have participated in focused professional learning activities to support blended learning practices.

**Intermediate Outcomes (1-3 Years) \***

N/A

**Long-Term Outcomes (3-5 Years) \***

Nearly all BAS classes can be accessed through in-person or by teleconference, synchronously or asynchronously.

**Proposed Completion Date**

01/01/2027

**Adult Ed Metrics and Student Barriers**

- Student Barriers: Low Literacy (AE 311 - Overall)

**Responsible person(s)**

Name
Thomas Reid

**Activity Name \***

Computer Literacy Classes/Soft Skills (new classes)

**Objective that Applies to this Activity**

Not Entered

**Brief Description of Activity \***

Exploring License to system called Northstar- digital literacy skills. This will allow BAS to use it to screen students understanding of tech, staff who are not digital natives.

**Short-Term Outcomes (12 Months) \***

60% of students earning a high school diploma or equivalent or demonstrating a measurable skill gain in intermediate ESL will have passed three digital literacy assessments.

**Intermediate Outcomes (1-3 Years) \***

N/A

**Long-Term Outcomes (3-5 Years) \***

Digital literacy skills will be integrated into instruction across BAS

**Proposed Completion Date**

01/01/2026

**Adult Ed Metrics and Student Barriers**

- Student Barriers: Low Literacy (AE 311 - Overall)

**Responsible person(s)**

Name
Thomas Reid

**Activity Name \***

Access to Counseling to Improve Transitions

**Objective that Applies to this Activity**

Improve Integration of Services & Transitions

**Brief Description of Activity \***

Advocate for and seek opportunities to bundle adult education college counseling needs with existing college programming such as Career Education or Dual Enrollment. This position would begin to support adult education students transitioning into the colleges by focusing on student retention, offer courses targeting adult school students interested in transitioning to the college and provide workshops for an adult education population. The overall goal is to imbed college counseling into the adult education transition process at each Peralta College.

**Short-Term Outcomes (12 Months) \***

Hire a 1.0 FTE adult education and K12 Dual Enrollment counselor at Berkeley City College for the Spring 2023 semester. Using this same model, identify another bundled opportunity at another Peralta College to begin scaling this program to all 4 Peralta Colleges.

**Intermediate Outcomes (1-3 Years) \***

Hire a second 1.0 FTE adult education counselor bundled with another Peralta college such as Merritt College, Laney College or College of Alameda.

**Long-Term Outcomes (3-5 Years) \***

Collect/analyze data on student transitions with support of counseling services. Work with Academic Senate, Student Services, etc. to hire up to two other 1.0 FTE counseling positions.

**Proposed Completion Date**

06/30/2027

**Adult Ed Metrics and Student Barriers**

- All: Number of Adults Served (AE 200 - 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
Ann Gonzalez
Elizabeth Maher
Lisa Cook
Marie Amboy
Paula Armstead
Shemila Johnson

**Activity Name \***

Access to Counseling to Improve Transitions

**Objective that Applies to this Activity**

Improve Integration of Services &amp; Transitions

**Brief Description of Activity \***

Being able to connect with the Transition Liaisons is a huge help in navigating the college application and enrollment process. AOA wants to reconnect with newer staff. Students must complete a Individualized Learning Transition Plan (ILTP). BAYAC volunteers supports students with college enrollment process.

**Short-Term Outcomes (12 Months) \***

100% of students at AOA will complete a transition plan to better address college and career planning. AOA will reestablish their partnership with Peralta community college liaisons in order to better transition graduating students into community college. 100% of graduating students will have completed their FAFSA and would enroll in community college.

**Intermediate Outcomes (1-3 Years) \***

All graduating students will have completed their FAFSA, Dream Act forms, or other financial aid forms in preparation for transitioning into community college.

**Long-Term Outcomes (3-5 Years) \***

All graduating students will received college counseling or career counseling either through Peralta college or though new partnership with Grand Canyon University.

**Proposed Completion Date**

06/30/2025

**Adult Ed Metrics and Student Barriers**

- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

**Responsible person(s)**

Name

Tracey Burns

**Activity Name \***

Student Retention and Completion Strategies

**Objective that Applies to this Activity**

Improve Integration of Services &amp; Transitions

**Brief Description of Activity \***

The consortium will host professional development trainings on retention and completion to aid us in the development of high yielding strategies. This professional development series will explore the economic, geographic and housing factors that affect a students participation in our region. These professional development sessions will focus on understanding the drivers of student retention and completion and effective strategies that contribute to high retention and completion rates. These sessions may include but are not limited to tutoring, childcare, providing resources like Chromebooks and hotspots, employing social media, case loading and/or imbedding support services into adult education programming.

**Short-Term Outcomes (12 Months) \***

Research and offer 1-2 Professional Development opportunities in the 22/23 school year.

**Intermediate Outcomes (1-3 Years) \***

Offer 2-4 professional development opportunities per year.

**Long-Term Outcomes (3-5 Years) \***

Review retention and completion data with with the team to implement appropriate learned strategies for adult education learners.

**Proposed Completion Date**

06/30/2024

**Adult Ed Metrics and Student Barriers**

- All: Adults who Became Participants (AE 202 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

**Responsible person(s)**

Name
Ann Gonzalez
Shemila Johnson

**Activity Name \***

Student Retention and Completion Strategies

**Objective that Applies to this Activity**

Improve Integration of Services & Transitions

**Brief Description of Activity \***

Laney College will add a follow up step in the ESOL enrollment process that targets ESOL students who went through the Guided Self Placement (GSP) process but did not end up enrolling in an ESOL course. Enrollment data shows that 50% of the students who participate in the Guided Self Placement process do not end up enrolling in an ESOL course.

**Short-Term Outcomes (12 Months) \***

Clarify the roles and responsibilities in this ESOL student enrollment process between the ESOL Student Enrollment Support position and/or Transition Liaison and the Welcome Center staff. Pilot this initial process in the 22/23 academic year.

**Intermediate Outcomes (1-3 Years) \***

Develop metrics to regularly and accurately review and evaluate ESOL student enrollment with persistence and retention data.

**Long-Term Outcomes (3-5 Years) \***

Respond to changes in enrollment process and trends in student enrollment and adapt ESOL student Enrollment Support.

**Proposed Completion Date**

06/30/2025

**Adult Ed Metrics and Student Barriers**

- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

**Responsible person(s)**

Name
Elizabeth Maher

**Activity Name \***

Student Retention and Completion Strategies



**Objective that Applies to this Activity**

Improve Integration of Services & Transitions

**Brief Description of Activity \***

To address retention, the Berkeley Adult School data taskforce will focus on data accuracy in collection and reporting to pinpoint where a student becomes disengaged and how this can be addressed in the retention funnel.

**Short-Term Outcomes (12 Months) \***

The Berkeley Adult School data taskforce will establish data collection protocols that will provide data in confidence by June 2023.

**Intermediate Outcomes (1-3 Years) \***

The Berkeley Adult School will use student participation data to develop a process for implementing interventions to increase student retention by June 2024.

**Long-Term Outcomes (3-5 Years) \***

none

**Proposed Completion Date**

06/30/2024

**Adult Ed Metrics and Student Barriers**

- Student Barriers: Low Literacy (AE 311 - Overall)

**Responsible person(s)**

Name
Thomas Reid

**Activity Name \***

Increase Student Support Services

**Objective that Applies to this Activity**

Improve Integration of Services & Transitions

**Brief Description of Activity \***

The College of Alameda (COA) Transition Liaison Project Manager will help navigate, advocate and provide access to the student support services offered on campus including the mobile pantry. COA is looking to centralize all of the campus funded and leveraged CBO support services into one location and hire a Basic Needs Coordinator to manage it all.

**Short-Term Outcomes (12 Months) \***

Once the Basic Needs Coordinator is hired, the Transition Liaison will facilitate coordination with the basic needs coordinator on the Mobil pantry resources.

**Intermediate Outcomes (1-3 Years) \***

A seamless transition for adult education students to access the mobile pantry.

**Long-Term Outcomes (3-5 Years) \***

none

**Proposed Completion Date**

06/30/2025

**Adult Ed Metrics and Student Barriers**

- Transition: Participants with Transition to ASE (AE 500 - Overall)

**Responsible person(s)**

Name
Kawanna Rollins
Paula Armstead

**Activity Name \***

Partnerships with CBOs

**Objective that Applies to this Activity**

Improve Integration of Services & Transitions

**Brief Description of Activity \***

The College of Alameda is looking to re-establish a partnership with the San Leandro Juvenile center and other CBO partners.

**Short-Term Outcomes (12 Months) \***

Re-engagement with CBO's by setting up introductory meetings and attending events.

**Intermediate Outcomes (1-3 Years) \***

none

**Long-Term Outcomes (3-5 Years) \***

The long term goal is to re-engage with CBO's and have a strong pipeline and pathway.

**Proposed Completion Date**

06/30/2025

**Adult Ed Metrics and Student Barriers**

- Student Barriers: Low Income (AE 310 - Overall)

**Responsible person(s)**

Name
Kawanna Rollins

**Activity Name \***

Partnerships with CBO's

**Objective that Applies to this Activity**

Improve Integration of Services &amp; Transitions

**Brief Description of Activity \***

Berkeley City College (BCC) would like to establish that all partnerships moving forward offer paid work experience opportunities, develop clear objectives and include mentorship. BCC will also continue the Upward Scholars partnership and try to replicate these supports inside the college.

**Short-Term Outcomes (12 Months) \***

Expand the number of students supported by Upward Scholars from 15 to 20 in the 22/23 academic year.

**Intermediate Outcomes (1-3 Years) \***

Continue to expand the partnership with Upward Scholars.

**Long-Term Outcomes (3-5 Years) \***

none

**Proposed Completion Date**

06/30/2025

**Adult Ed Metrics and Student Barriers**

- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)

**Responsible person(s)**

Name
Lisa Cook
Midhun Joseph

**Activity Name \***

Partnerships with CBOs

**Objective that Applies to this Activity**

Improve Integration of Services &amp; Transitions

**Brief Description of Activity \***

There is an opportunity to partner with and offer targeted courses to the Young Adult Program (YAP) serving OUSD students with disabilities, ages 19-21. The Laney College Transition Liaison Project Manager and adult ed can offer those pre- steps prior to enrollment.

**Short-Term Outcomes (12 Months) \***

Continue offering dual enrollment classes for YAP OUSD students. Explore opportunities to expand offerings to adults with disabilities who have aged out of OUSD, for example, regional centers.

**Intermediate Outcomes (1-3 Years) \***

Continue offering dual enrollment classes for YAP OUSD students. Identify and pilot 1-3 partner to offer to adults with disabilities who have aged out of OUSD, for example, regional centers.

**Long-Term Outcomes (3-5 Years) \***

Continue offering dual enrollment classes for YAP OUSD students. Evaluate and reassess partnerships and consider further expansion.

**Proposed Completion Date**

06/30/2025

**Adult Ed Metrics and Student Barriers**

- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

**Responsible person(s)**

Name
Elizabeth Maher

**Activity Name \***

Partnerships with CBOs

**Objective that Applies to this Activity**

Improve Integration of Services & Transitions

**Brief Description of Activity \***

Review and catalog current partnerships with CBOs. Seek new partnerships where appropriate.

**Short-Term Outcomes (12 Months) \***

Catalogue current CBO partnership and post to the NAAEC website.

**Intermediate Outcomes (1-3 Years) \***

Analyze data from current partnerships to decide with whom new partnerships are needed. Enter into new partnerships where appropriate.

**Long-Term Outcomes (3-5 Years) \***

Host CBO convening with members (town hall) to invite them in on planning, goals, etc.

**Proposed Completion Date**

06/30/2025

**Adult Ed Metrics and Student Barriers**

- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)

**Responsible person(s)**

Name
Ann Gonzalez
Shemila Johnson

**Activity Name \***

Partnerships with CBOs

**Objective that Applies to this Activity**

Improve Integration of Services &amp; Transitions

**Brief Description of Activity \***

Piedmont Adult School (PAS) has resource binders full of services/ CBOs that offer needed services. Getting to know each provider better and being able to facilitate a warm hand off would be more helpful than a catalogue. PAS is currently connected to local CBOs- transitional housing location, OUSD parent resource specialist and parole board to offer services to other clients. An idea might be to replicate the same resource fair/ presentation idea: host zoom call quarterly- share resources between agencies.

**Short-Term Outcomes (12 Months) \***

Explore online resource fair

**Intermediate Outcomes (1-3 Years) \***

Develop systematic way for students to connect with resources on a semester by semester basis

**Long-Term Outcomes (3-5 Years) \***

none

**Proposed Completion Date**

06/30/2024

**Adult Ed Metrics and Student Barriers**

- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

**Responsible person(s)**

Name
Shannon Fierro

**Activity Name \***

Partnerships with CBO's

**Objective that Applies to this Activity**

Improve Integration of Services & Transitions

**Brief Description of Activity \***

Merritt College will continue its partnerships with IT Biz, DHTI, Lao Center and expand non-credit courses that are currently offered to different sites.

**Short-Term Outcomes (12 Months) \***

Continue to create a smoother transition process, etc. CCCApply, FAFSA application process.

**Intermediate Outcomes (1-3 Years) \***

Expand our CBO base.

**Long-Term Outcomes (3-5 Years) \***

Create non-credit programing for these specific organizations

**Proposed Completion Date**

06/30/2025

**Adult Ed Metrics and Student Barriers**

- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)

**Responsible person(s)**

Name
Chriss Foster
Victor Littles

**Activity Name \***

Increase Student Support Services

**Objective that Applies to this Activity**

Improve Integration of Services & Transitions

**Brief Description of Activity \***

Alameda County Office of Education- Opportunity Academy (AOA) is trying to connect with CBOs such as La Familia, YEP, etc. who offer case management services, refer students to these agencies and track their progress. AOA will also increase specialized tutoring services, offering intensive/inclusive support services for ESL, FY/HY- get ed mentors for students extended through 21st birthday. These activities also align with AOA's LCAP 3 Year Plan.

**Short-Term Outcomes (12 Months) \***

AOA will continue to collaborate and partner with the SEL department of ACOE to provide professional development for all staff in order to provide student with strategies they can use to reduce mental health crisis.

**Intermediate Outcomes (1-3 Years) \***

AOA will have a MOU in place with community based organization that provide wrap around services to reduce barriers to education.

**Long-Term Outcomes (3-5 Years) \***

AOA Administrator will leverage its partnership with YEP, Next Step Learning Center, La Familia, Civicorps, REACH, and any future partnerships with community based organizations to provide wrap around services to those students who many be experiencing barriers such as housing, transportation, or finances, that will hinder student access to college and career opportunities, earning their High School Diploma, participating in job readiness and/or internships, apprenticeships, dual enrollment, etc

**Proposed Completion Date**

06/30/2025

**Adult Ed Metrics and Student Barriers**

- Student Barriers: Low Income (AE 310 - Overall)

**Responsible person(s)**

Name
Tracey Burns

**Activity Name \***

Student Retention and Completion Strategies

**Objective that Applies to this Activity**

Improve Integration of Services & Transitions

**Brief Description of Activity \***

The graduation rate is high at AOA, students are invested as they are a part of the instructional design for their learning and pathway. Communicate through the lens of career before college to resonate with adults who are seeking employment and a better living. Still seeking ways to stabilize our community.

**Short-Term Outcomes (12 Months) \***

100% of students will have an education pathway specifically designed for each student. Each students will complete their individualized learning and transition plans which will include plans for college and career. The school will connect students to

college and career resources that will best meet each student's goals.

#### Intermediate Outcomes (1-3 Years) \*

The school will retain 5% more students yearly to complete their high school diploma for graduation.

#### Long-Term Outcomes (3-5 Years) \*

The school will retain 10% more students yearly to complete their high school diploma for graduation.

#### Proposed Completion Date

06/30/2025

#### Adult Ed Metrics and Student Barriers

- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

#### Responsible person(s)

Name
Tracey Burns

#### Activity Name \*

Student Retention and Completion Strategies

#### Objective that Applies to this Activity

Improve Integration of Services & Transitions

#### Brief Description of Activity \*

Can always improve retention. CASAS data shows that AAS is doing better than state average. Varies by program - ESL lower levels 1-3 attendance is strong. Higher levels have dropped off. Childcare in the morning assists in retention/ completion. HiSET/ HSD retention is low. Unsure of exact reasons. Developing plan to address student needs.

#### Short-Term Outcomes (12 Months) \*

During the 2021-22 school year, key ABE/ASE staff & teachers at our local adult schools have begun meeting quarterly online to strategize around issues affecting our HSD/E programs, including retention. During the 2022-23 school year, continue with these monthly meetings if they seem helpful. Also, AAS has bimonthly HSD/E meetings to review data and strategize around HSD/E issues, including retention; continue with these meetings.

#### Intermediate Outcomes (1-3 Years) \*

Continue with ABE/ASE internal data meetings as well as regional ABE/ASE adult ed meetings.

#### Long-Term Outcomes (3-5 Years) \*

Continue with ABE/ASE internal data meetings as well as regional ABE/ASE adult ed meetings.

#### Proposed Completion Date

06/30/2025

#### Adult Ed Metrics and Student Barriers



- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

#### Responsible person(s)

Name
Joy Chua

#### Activity Name \*

Partnerships with CBOs

#### Objective that Applies to this Activity

Improve Integration of Services & Transitions

#### Brief Description of Activity \*

Open to other and new partnerships. Currently has a solid relationship with Alameda Reads - library literacy program. Upward Scholars will meet this year with counselor.

#### Short-Term Outcomes (12 Months) \*

Establish another partnership with a community org during the 2022-23 school year. Prioritize organizations that work with similar populations as our students.

#### Intermediate Outcomes (1-3 Years) \*

By 2025, have 2-5 established partnerships with community orgs. Prioritize orgs that work with similar populations as our students.

#### Long-Term Outcomes (3-5 Years) \*

none

#### Proposed Completion Date

06/30/2025

#### Adult Ed Metrics and Student Barriers

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

#### Responsible person(s)

Name
Joy Chua

#### Activity Name \*

Increase WFDB and Employer Partnerships

#### Objective that Applies to this Activity

Improve Effectiveness of Services

**Brief Description of Activity \***

Strengthen partnership with Oakland and Alameda County WFDB through AJCC Mandated Partners MOU. Better align CAEP efforts with SWF efforts. Invite employers where appropriate to the Bridge Taskforce and other convenings to ensure our CE discussions are informed by labor market and employer data.

**Short-Term Outcomes (12 Months) \***

Review Mandated Partners MOU in detail with Working Group & Cabinet. Discuss need for employers at Bridge Taskforce. Review labor market data to inform CE offerings. Develop list of potential employers to collaborate with.

**Intermediate Outcomes (1-3 Years) \***

Seek alignment with AJCC MOU and NAC plans. Attend SWF college meetings. Backwards develop CE bridge with employer at the table.

**Long-Term Outcomes (3-5 Years) \***

Develop 1-3 aligned adult ed to college CE program that are industry led and employer contributed.

**Proposed Completion Date**

06/30/2025

**Adult Ed Metrics and Student Barriers**

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

**Responsible person(s)****Name**

Ann Gonzalez

Shemila Johnson

**Activity Name \***

Communicate journey to students ("map")

**Objective that Applies to this Activity**

Improve Effectiveness of Services

**Brief Description of Activity \***

Design a student journey map for virtual display and physical display in alignment with college district's CE map.

**Short-Term Outcomes (12 Months) \***

Gather all college and workforce journey maps in the region. Seek designer quotes. Hire contractor to work with NAC on the map.

**Intermediate Outcomes (1-3 Years) \***

Map design completion. Make map available to students. Reiterate the map where necessary annually.

**Long-Term Outcomes (3-5 Years) \***

Reiterate map on annual on-going basis for consistency and accuracy of data.

### Proposed Completion Date

06/30/2024

### Adult Ed Metrics and Student Barriers

- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)

### Responsible person(s)

Name
Ann Gonzalez
Shemila Johnson

### Activity Name \*

Data Capabilities- gather, interpret, inform

### Objective that Applies to this Activity

Improve Effectiveness of Services

### Brief Description of Activity \*

Attend CAEP data trainings for TE. Launchboard, etc. Host annual convening to review Collective outcomes. Use data to inform CAEP annual plans. Conduct a college course coding review to identify where adult ed classes exist in the non-credit course offerings. This will identify where CE deans can leverage CAEP grant dollars and identify programs and courses with a successful pipeline from non-credit and those that may benefit from a stronger non-credit component. This course coding review will also assist PCCD IR department with logic/coding for transitions and other metrics to be included in Adult Ed Data dashboard.

### Short-Term Outcomes (12 Months) \*

Develop trainings calendar, seek opportunities for PD. Develop meeting calendar for annual data review session. Meet w/PCCD IR. Conduct a college course coding review to map out transitions from non-credit to CTE and credit programming.

### Intermediate Outcomes (1-3 Years) \*

Data taskforce evolution. Work with CE Deans at each college to understand where adult ed programming lives in each of their non-credit programs, which programs have a successful pipeline fed by non-credit programming and which program areas do not.

### Long-Term Outcomes (3-5 Years) \*

Overall improvement of data gathering (systems); use of data in decision making (plans/goals/outcomes); tracking. Work with PCCD IR Department to include the course coding and other CAEP metrics into a Adult Education Dashboard accessible to all adult school partners and the public.

### Proposed Completion Date

06/30/2025

**Adult Ed Metrics and Student Barriers**

- All: Number of Adults Served (AE 200 - 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
Ann Gonzalez
Shemila Johnson

**Activity Name \***

Student Management System

**Objective that Applies to this Activity**

Improve Effectiveness of Services

**Brief Description of Activity \***

Implement a student management system to support our data input and tracking of student transitions, referrals and progress.

**Short-Term Outcomes (12 Months) \***

Seek software platforms to meet the needs of our Collective. Host demo meetings for members, IR and IT department. Decide on a platform. Develop data tracking metrics to be used across the board and tracked.

**Intermediate Outcomes (1-3 Years) \***

Hire contractor, implement system, host user trainings.

**Long-Term Outcomes (3-5 Years) \***

Analyze data and reiterate where appropriate.

**Proposed Completion Date**

06/30/2025

**Adult Ed Metrics and Student Barriers**

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - 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
Ann Gonzalez
Shemila Johnson

**Activity Name \***

Iterating Consortia Operations

**Objective that Applies to this Activity**

Improve Effectiveness of Services

**Brief Description of Activity \***

Continue to improve upon consortium operations to enhance member transparency, student outcomes, and partnership evolution.

**Short-Term Outcomes (12 Months) \***

Reiterate member effectiveness process. Hire fiscal support contractor. Train w/fiscal agent finance team. Report monthly on fiscal status to Working Group

**Intermediate Outcomes (1-3 Years) \***

Finalize member effectiveness process for annual use. Hire part-time support (not contractor). Review and reiterate processes as appropriate

**Long-Term Outcomes (3-5 Years) \***

Review and reiterate processes where appropriate.

**Proposed Completion Date**

06/30/2024

**Adult Ed Metrics and Student Barriers**

- All: Number of Adults Served (AE 200 - Overall)

**Responsible person(s)**

Name
Ann Gonzalez
Shemila Johnson

**Activity Name \***

Partnerships with CBOs

**Objective that Applies to this Activity**

Improve Integration of Services & Transitions

**Brief Description of Activity \***

AOA has established relationships i.e. LaFamilia, Host sites, etc.

**Short-Term Outcomes (12 Months) \***

AOA will continue its partnerships with number of community based organizations providing students with resources necessary to complete their high school diploma.

**Intermediate Outcomes (1-3 Years) \***

AOA will seek additional partnerships with community based organizations to provide necessary supports to address housing, food, and other insecurities.

**Long-Term Outcomes (3-5 Years) \***

AOA will increase its partnerships with CBOs by 1 per year.

**Proposed Completion Date**

06/30/2025

**Adult Ed Metrics and Student Barriers**

- Student Barriers: Low Income (AE 310 - Overall)

**Responsible person(s)**

Name
Tracey Burns

**Activity Name \***

Access to counseling to improve transitions

**Objective that Applies to this Activity**

Improve Integration of Services & Transitions

**Brief Description of Activity \***

Counseling is offered at AAS. Will need to strengthen relationship with TL moving forward.

**Short-Term Outcomes (12 Months) \***

COA TL and/or Laney TL will begin making campus visits to AAS during the 2022-23 school year.

**Intermediate Outcomes (1-3 Years) \***

By 2023-24, COA TL or Laney TL will begin offering office hours at AAS during the school year, ideally twice per month.

**Long-Term Outcomes (3-5 Years) \***

COA TL and/or Laney TL feels like a regular member of AAS community, students have easy access to her.

**Proposed Completion Date**

06/30/2025

**Adult Ed Metrics and Student Barriers**

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

**Responsible person(s)**

Name
Joy Chua
Kawanna Rollins

**Activity Name \***

Computer Literacy Classes/Soft Skills

**Objective that Applies to this Activity**

Not Entered

**Brief Description of Activity \***

Partnerships with 5 orgs that offer soft skills and CE pathway bridging. Could develop MOU with Tech exchange to build computer literacy courses.

**Short-Term Outcomes (12 Months) \***

AOA will reach out to Tech Exchange to determine what programming in their organization they could offer to AOA students related to computer literacy skill building.

**Intermediate Outcomes (1-3 Years) \***

AOA will have a MOU in place or other agreement in place by the Spring of 2023 with Tech Exchange or other community based organization or community college offering basic computer literacy skills.

**Long-Term Outcomes (3-5 Years) \***

At the end of the 3-year plan is the goal of AOA to have at least 10% of it students taking and completing a soft skills program or computer literacy program.

**Proposed Completion Date**

06/01/2025

**Adult Ed Metrics and Student Barriers**

- Student Barriers: Low Income (AE 310 - Overall)

**Responsible person(s)**

Name
Tracey Burns

**Activity Name \***

CTE-related for jobs/ pathways and CTE bridge pro

### Objective that Applies to this Activity

Not Entered

### Brief Description of Activity \*

Desire to develop ECE co-op (connect with Merritt's program). OA CE faculty to participate in Bridge taskforce. OA continues to receive funding from K12 SWP grant that provides CTE related internship opportunities for youth 18 years and older. As well, all summer bridge programming is available for all students through the K12SWP grant at all the Peralta colleges and Chabot college.

### Short-Term Outcomes (12 Months) \*

10% of AOA's total school population will have completed one of the 3 CTE pathways offered at the school including ECE, Education training, or human services by the end of school year 2022-23

### Intermediate Outcomes (1-3 Years) \*

AOA will begin the conversation with Merritt college in developing a ECE co-op program for AOA students needed childcare in order to attend school, internships, or work.

### Long-Term Outcomes (3-5 Years) \*

At the end of the 3 year plan is it is the goal of the school to have in place a partnership with an ECE program that will be able to serve AOA students with direct ECE training and internships and childcare services on a sliding scale.

### Proposed Completion Date

06/01/2025

### Adult Ed Metrics and Student Barriers

- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

### Responsible person(s)

Name
Tracey Burns

### Activity Name \*

Co-location of offerings

### Objective that Applies to this Activity

Not Entered

### Brief Description of Activity \*

Desires to have a presence on a college campus. Small group instruction offered. Dual-enrollment would increase for students to work on high school diploma and college courses concurrently. Benefit of working on diploma vs. GED students are able to build the skill they are working on versus be taught to the test.

### Short-Term Outcomes (12 Months) \*



AOA will establish a MOU or contract with one of the 4 Peralta campuses to establish an AOA site on one of the college campuses.

#### Intermediate Outcomes (1-3 Years) \*

By June 2023, AOA would like to go before the Alameda County Board of Education with a material revision allowing AOA to establish a site at one of the 4 Peralta College Campuses.

#### Long-Term Outcomes (3-5 Years) \*

At the end of the 3 year plan, AOA will have a full partnership with the Peralta Colleges that will allow students to earn their high school diploma and concurrently enroll in community college course work.

#### Proposed Completion Date

06/01/2025

#### Adult Ed Metrics and Student Barriers

- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

#### Responsible person(s)

Name
Tracey Burns

#### Activity Name \*

Flexibility of Delivery (schedules/ online)

#### Objective that Applies to this Activity

Not Entered

#### Brief Description of Activity \*

Offerings and modality shifts have happened all year and will continue. 2 days Face to face and 2 days online- re-shift; small class sizes- re-shift. Student surveys to determine what preferences are and use data to make future planning decisions. Maintain open ear to address variability of students/ factors.

#### Short-Term Outcomes (12 Months) \*

Moving forward, our ESL class in 2022-23 will be mostly all in-person, with morning classes starting at 9am and evening starting at 6pm, for 3 hours @4 days per week. 3 ESL classes will maintain a hybrid model, employing 3 days a week in person and 1 day a week online. Our CTE classes will continue to be offered using a HyFlex model, and our HSD/E classes will also be offered using a HyFlex model.

#### Intermediate Outcomes (1-3 Years) \*

Continue to survey students to ensure our programmatic schedule and modalities fit the needs of as many learners as possible.

#### Long-Term Outcomes (3-5 Years) \*

Continue to survey students to ensure our programmatic schedule and modalities fit the needs of as many learners as possible.

#### Proposed Completion Date

06/30/2025

**Adult Ed Metrics and Student Barriers**

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

**Responsible person(s)**

Name

Joy Chua

**Activity Name \***

Computer Literacy Classes/Soft Skills

**Objective that Applies to this Activity**

Not Entered

**Brief Description of Activity \***

Two tiered computer literacy course is currently offered. This could be cut depending on budget. Other soft skills - ESL department runs the Civic modules and employment module houses the soft skills often discussed. Cultural mannerisms, expectations of workplace, etc. @Levels 2-6.

**Short-Term Outcomes (12 Months) \***

Currently exploring employing a 3 tier Computer literacy class for 2022-23, beginning with a basic computer literacy course, and then offering our two-tiered Modern Office Technology Series which build upon those foundational skills. Our EL Civics modules in our ESL classes will continue to focus on soft skills in the employment unit.

**Intermediate Outcomes (1-3 Years) \***

Continue with digital literacy classes and EL Civics modules.

**Long-Term Outcomes (3-5 Years) \***

Continue with digital literacy classes and EL Civics modules.

**Proposed Completion Date**

06/30/2025

**Adult Ed Metrics and Student Barriers**

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

**Responsible person(s)**

Name

Joy Chua

**Activity Name \***

CTE-related for jobs/ pathways and CTE bridge

**Objective that Applies to this Activity**

Not Entered

**Brief Description of Activity \***

Interest in bringing back Optometric Training course (4 week intensive) with added support for ESL as needed (I-BEST). MOT 1 and MOT 2 feeds into the Optometric training course. Open to more opportunities in CTE.

**Short-Term Outcomes (12 Months) \***

Relaunch Optician Training course in the 2022-23 school year; work with consortia to explore other local partnership that could evolve into new ibest classes (CTE & ESL) course offerings.

**Intermediate Outcomes (1-3 Years) \***

Based on consortia help during 2022-23 school year, launch a new IELCE with IET course (ESL & CTE) in the 2023-24 school year.

**Long-Term Outcomes (3-5 Years) \***

Continue with new course which was launched during the 2023-24 school year; review and revise course as needed.

**Proposed Completion Date**

06/30/2024

**Adult Ed Metrics and Student Barriers**

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

**Responsible person(s)**

Name
Joy Chua

**Funds Evaluation**

**Member Allocations and Expenditures**

Member Agency	Prior Year Total Leveraged Funds	Program Reporting Status
<a href="#">Alameda Co. Office of Education</a>	\$981,904	Certified
<a href="#">Alameda Unified</a>	\$1,069,047	Certified
<a href="#">Berkeley City College</a>	\$0	Certified
<a href="#">Berkeley Unified</a>	\$3,598,526	Certified
<a href="#">College of Alameda</a>	\$0	Certified
<a href="#">Laney College</a>	\$0	Certified
<a href="#">Merritt College</a>	\$0	Certified
<a href="#">Oakland Unified</a>	\$2,529,263	Certified
<a href="#">Peralta CCD</a>	\$0	Certified
<a href="#">Piedmont City Unified</a>	\$378,966	Certified
<b>Totals</b>	<b>\$8,557,706</b>	<b>10/10 Certified</b>

#### Funds Evaluation \*

The CAEP funds received to the operation of the consortium will continue to fund appropriate staffing of the department. We will continue to invest in collective outreach/marketing efforts on behalf of the members. Our goal to increase professional development opportunities will be a focus over the next few years as new representatives for members rotate in and out. Additionally, we will be working to strengthen relationships with the college departments that significantly overlap with our efforts, such as Strong Workforce, Career Education and Noncredit programming. As we seek to implement a consortium wide tracking system, some of our funds will certainly be allocated to that tremendous effort. All member allocations will continue to fund the adult school operations as their primary source of funding to staff the classrooms with teachers and the school with appropriate management and staff. The adult education programming will continue to be the focus of the allocation to serve the adults in our region who need and access our programs and services. As other grant opportunities become available we will seek to secure those funding opportunities to help expand and maintain our levels of programming and service. We are working with the college district's Career Education committee to access Strong Workforce and noncredit funding that can be leveraged with our CAEP dollars.

## Certification

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Approved by Tracey Burns

06/03/2022 01:55 PM PDT

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06/06/2022 10:30 AM PDT

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06/06/2022 01:06 PM PDT

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06/03/2022 02:30 PM PDT

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06/03/2022 01:33 PM PDT

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06/03/2022 01:32 PM PDT

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05/31/2022 04:01 PM PDT

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06/03/2022 04:54 PM PDT

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06/03/2022 01:21 PM PDT

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05/31/2022 11:07 AM PDT



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