

42 Northern Alameda Adult Education Collective

Plans & Goals

Executive Summary

The Northern Alameda Adult Education Collective's 2022-2023 annual plan was derived from the overall three-year plan. 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 year based on each member's identified first year goals. In the annual plan we utilized the goals, strategies and target setting approach of the state to develop our tasks. Our monthly Working Group meetings will include review and discussion of the annual plan to ensure we are consistently working toward completion and able to reiterate where appropriate throughout the year to meet our goals. 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 year was an extension of our three year planning process which encouraged 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. Some accomplishments we will highlight from the previous year include: Increased High School graduates by 27% from distance learning 20-21 to in-person/hybrid/distance learning 21-22; Implemented social work and Human Services Work Readiness Certificate of Completion and filled the program; The persistence rate for non-credit students improved after experiencing a 13% decline due to the pandemic; Student enrollment also increased due to the launch of the Certified Nursing Assistant program; Set up new Partnership with Lao Family CBO which will have 5 cohorts per year of 75 students each; Implemented CASAS student testing and expanded CTE courses offerings; Continued with the Chromebook lending program for students; Improved tracking and increased outreach to high school diploma students; 70% of graduates from the BankWorks program were placed in banking jobs; Began early, limited experiments with HyFlex delivery; and much more! Our primary goals for the 22/23 year include making progress in all strategies/activities planned over the three-year cycle, which are to continue offering flexibility of delivering programs and services; increasing CTE pathways and course offerings leading to job placement; Increasing students requisite skills development; expanding co-location offerings; establishing concrete student supports; implementing a SIS and data system that works across agencies; and developing student facing material to communicate the student journey through completion. We seek to accomplish our goals through a shared overall vision of the Collective providing right-fit opportunities to those seeking adult education in our region, focusing on accessibility and through partnerships, removing barriers and connecting learners with the resources they need to build a bridge to a better future.

Regional Planning Overview

NAC will continue to participate in region wide efforts such as the 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. We will actively seek opportunities to engage community based organizations and leverage resources to offer our community what they need to gain sufficiency to live a fulfilling life. We will collect, analyze, share and dissect the data to ensure our work is indicative of meeting the needs and preparing our learners to meet their goals. Through collaboration, MOU development, leveraging of resources, constant communication and strategic planning efforts we will work to implement our three-year plan.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

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.

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

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 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.

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

We will measure it by the number of ESL courses offered, the enrollment numbers of the course offerings, looking at the offerings that include contextualization for Career Training.

Regional Need #2

Gaps in Service / Regional Needs

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.

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

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 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 our service area. • And those adults with disabilities is approx. 12% which equates to approx. 71,394 people in our service area.

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.

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

We will measure this through the completion of the student journey map development; the SIS data looking at demographic data of enrolled students; as well as the data from the marketing campaigns.

Regional Need #3

Gaps in Service / Regional Needs

The underemployed and near poverty or less percentage is approximately 18% or nearly 107,000 people in our service area.

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

CAEP fact sheet

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

We will look at the number of CE offerings that are tied directly to employers with job placement; number of internship and job shadowing opportunities available, engagement of One-Stop

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

Maintain consortia regionally informed of the course offerings of each member

Activity that Applies to this Strategy

Flexibility of Delivery (schedules/ online)

Metrics that Apply to this Activity/Strategy

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

Strategy Description

The Working Group/ Data Taskforce and/or Bridge Taskforce 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.

Strategy Name

Sponsor Professional Development series on imbedding computer literacy in adult education courses.

Activity that Applies to this Strategy

Computer Literacy Classes/Soft Skills

Metrics that Apply to this Activity/Strategy

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

Strategy Description

Pick Computer Literacy topics to explore deeply post pandemic. During the Fall semester, identify faculty experts in Canvas to create seminar/ community of practice events. Spring semester host events consortia wide.

Strategy Name

Continue to use local networks to understand regional industry and employment needs.

Activity that Applies to this Strategy

CTE-related for jobs, pathways, and CTE bridge

Metrics that Apply to this Activity/Strategy

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

Strategy Description

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 1-2 workforce partners to present to the bridge taskforce. 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. The goal is to map these bridge programs in the consortia course offering and connect adult school bridge offerings to corresponding college courses.

Strategy Name

Support and advocate for Instructional Service Agreements where applicable.

Activity that Applies to this Strategy

Co-location of offerings

Metrics that Apply to this Activity/Strategy

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

Strategy Description

Review the ISA agreement and obtain approvals from all invested partners.

Strategy Name

Package online certificates/ degrees and market as such.

Activity that Applies to this Strategy

Flexibility of Delivery (schedules/ online)

Metrics that Apply to this Activity/Strategy

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

Strategy Description

Package and advertise the online Community Health Worker (CHW) non-credit programs. 1 CHW program will be offered in Fall 2022 and later 1 section will be offered online along with 1 section at Berkeley Adult School (BAS), each with Canvas support trainings/ workshops, etc.

Strategy Name

Imbed or integrate skills option and teach computer literacy skills in context

Activity that Applies to this Strategy

Computer Literacy Classes/Soft Skills (new classes)

Metrics that Apply to this Activity/Strategy

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

Strategy Description

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

Strategy Name

Bridge to CIS 5 course

Activity that Applies to this Strategy

CTE-related for jobs, pathways and CTE bridge

Metrics that Apply to this Activity/Strategy

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

Strategy Description

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.

Strategy Name

Co-locate College classes at Berkeley Adult

Activity that Applies to this Strategy

Co-location of offerings

Metrics that Apply to this Activity/Strategy

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

Strategy Description

Co-locate in person offerings for Community Health Worker, Counseling class or English/math bridge at Berkeley Adult according to student demand.

Strategy Name

Pilot 1-2 ESL classes & 1 additional CTE class

Activity that Applies to this Strategy

Flexibility of Delivery (schedules/ online)

Metrics that Apply to this Activity/Strategy

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

Strategy Description

Piedmont Adult School has expanded their online offerings for CTE and explore further expansion and adding ESL classes responsive to student need and availability.

Strategy Name

Offer stand alone computer classes

Activity that Applies to this Strategy

Computer Literacy Classes/Soft Skills (new classes)

Metrics that Apply to this Activity/Strategy

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

Strategy Description

Review and expand computer offerings.

Strategy Name

Explore creating non-credit pathways

Activity that Applies to this Strategy

Flexibility of Delivery (schedules/ online)

Metrics that Apply to this Activity/Strategy

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

Strategy Description

Explore course development for mirrored courses at Merritt College in CIS, Medical Assisting or ESL Cannabis. Meet with ESOL faculty and staff to determine availability for course development.

Strategy Name

Identify gaps and needs in keyboarding and using Canvas platform.

Activity that Applies to this Strategy

Computer Literacy Classes/Soft Skills (new classes)

Metrics that Apply to this Activity/Strategy

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

Strategy Description

Tap into current programs that address basic skills using Canvas, keyboarding, internet and research skills, etc. and develop a course that integrates these learning experiences. Potential to imbed these in English classes.

Strategy Name

Market and recruit for contextualized ESOL courses

Activity that Applies to this Strategy

CTE-related for jobs/ pathways and CTE bridge cour

Metrics that Apply to this Activity/Strategy

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

Strategy Description

Focus on Contextualized ESOL courses in CIS or Medical Assisting, child development (English/ Spanish) and non-credit Bridge to Healthcare courses/ certificate supported by DHTI.

Strategy Name

Provide office hours at local Community based and faith based location

Activity that Applies to this Strategy

Co-location of offerings

Metrics that Apply to this Activity/Strategy

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

Strategy Description

Maximize attendance through marketing and advertisement including social media, recruiting and onboarding by providing office hours at faith based site in east Oakland, the Lao Family Center, Eastmont Mall and ACOE new east Oakland site.

Strategy Name

Offer a range of modalities, evening and Saturday courses

Activity that Applies to this Strategy

Flexibility of Delivery (schedules/ online)

Metrics that Apply to this Activity/Strategy

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

Strategy Description

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.

Strategy Name

Develop Course work in workplace communication, professional skills for CTE, English for technology

Activity that Applies to this Strategy

Computer Literacy Classes/Soft Skills (new classes)

Metrics that Apply to this Activity/Strategy

- 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)

Strategy Description

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.

Strategy Name

Expand OACE basic skills courses for students that need shorter/targeted skills on Laney Campus

Activity that Applies to this Strategy

Co-location of offerings

Metrics that Apply to this Activity/Strategy

- 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)

Strategy Description

Renew the 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.

Strategy Name

Connect Adult school learners to the OneStop Career center

Activity that Applies to this Strategy

Computer Literacy Classes/Soft Skills (new classes)

Metrics that Apply to this Activity/Strategy

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

Strategy Description

Connect adult education learners with existing workshops or develop an Adult Ed focused workshop. Begin discussions with CIS faculty regarding a non-credit CIS or mirrored class for learners who need more computer skills.

Strategy Name

Explore opportunity to create non-credit CTE course with Alameda Adult School

Activity that Applies to this Strategy

CTE-related for jobs/ pathways and CTE bridge cour

Metrics that Apply to this Activity/Strategy

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

Strategy Description

College of Alameda Transition Liaison, CE Dean and Alameda Adult School Principal will explore the opportunity to create a non-credit Dental course or Automotive course.

Strategy Name

Explore offering Alameda Adult School classes at College of Alameda

Activity that Applies to this Strategy

Co-location of offerings

Metrics that Apply to this Activity/Strategy

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

Strategy Description

Fall 2022 begin discussions with Alameda Adult School Principal.

Strategy Name

Offer Professional Development to support blended learning practices

Activity that Applies to this Strategy

Flexibility of Delivery (schedules/ online)

Metrics that Apply to this Activity/Strategy

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

Strategy Description

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

Strategy Name

Explore license to Northstar-digital literacy skills system

Activity that Applies to this Strategy

Computer Literacy Classes/Soft Skills (new classes)

Metrics that Apply to this Activity/Strategy

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

Strategy Description

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.

Strategy Name

Expand Berkeley City College Classes offered at Berkeley Adult School

Activity that Applies to this Strategy

Co-location of offerings

Metrics that Apply to this Activity/Strategy

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

Strategy Description

With BCC leadership, identify BCC classes that will have wide appeal for delivery on BAS campus.

Strategy Name

Partner with other organizations that offer soft skills and CE pathway bridging

Activity that Applies to this Strategy

Computer Literacy Classes/Soft Skills

Metrics that Apply to this Activity/Strategy

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

Strategy Description

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.

Strategy Name

Embed 3 CTE pathways into OA programming

Activity that Applies to this Strategy

CTE-related for jobs/ pathways and CTE bridge pro

Metrics that Apply to this Activity/Strategy

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

Strategy Description

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

Strategy Name

Expand AOA presence on a college campus.

Activity that Applies to this Strategy

Co-location of offerings

Metrics that Apply to this Activity/Strategy

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

Strategy Description

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.

Strategy Name

Make final fall planning decisions based on 21/22 Student Survey results

Activity that Applies to this Strategy

Flexibility of Delivery (schedules/ online)

Metrics that Apply to this Activity/Strategy

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

Strategy Description

Offer ESL classes as a hybrid model while both HSD/ E and CTE classes will be offered using a hyflex model.

Strategy Name

Explore adding a basic computer literacy course

Activity that Applies to this Strategy

Computer Literacy Classes/Soft Skills

Metrics that Apply to this Activity/Strategy

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

Strategy Description

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.

Strategy Name

RElaunch Optician Training course

Activity that Applies to this Strategy

CTE-related for jobs/ pathways and CTE bridge

Metrics that Apply to this Activity/Strategy

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

Strategy Description

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.

Strategy Name

Identify opportunities to access funding for expansion of programs

Activity that Applies to this Strategy

Flexibility of Delivery (schedules/ online)

Metrics that Apply to this Activity/Strategy

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

Strategy Description

Offering courses in the mornings, afternoons and evenings. Ensure courses are offered in person, hybrid and online. Offer more classes by leveraging non-CAEP dollars.

Strategy Name

Implement short term online CTE offerings for our College and Career Readiness Program students

Activity that Applies to this Strategy

Computer Literacy Classes/Soft Skills (new classes)

Metrics that Apply to this Activity/Strategy

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

Strategy Description

Buy ICB licenses for online/in-person CTE Pathways. Increase offering for CTE/ Pathways. This curriculum includes soft skills/ life skills and OACE would like to imbed digital literacy.

Strategy Name

Put OACE on California's Eligible Training Provider List (ETPL)

Activity that Applies to this Strategy

CTE-related for jobs, pathways, and CTE bridge

Metrics that Apply to this Activity/Strategy

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

Strategy Description

Submit application September 1st, 2022.

Improve Integration of Services & Transitions**2022-23 Strategies****Strategy Name**

Increase access to college counseling at all Peralta Colleges

Activity that Applies to this Strategy

Access to Counseling to Improve Transitions

Metrics that Apply to this Activity/Strategy

- 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)

Strategy Description

Advocate for and seek opportunities to bundle adult education college counseling needs with existing college programming such as Career Education or Dual Enrollment beginning with Berkeley City College for the Spring 2023 semester. 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.

Strategy Name

Involve PCCD Transition Liaisons in the Individualized Learning Transition Plan (ILTP) Process

Activity that Applies to this Strategy

Access to Counseling to Improve Transitions

Metrics that Apply to this Activity/Strategy

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

Strategy Description

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.

Strategy Name

Offer professional development trainings on retention and completion

Activity that Applies to this Strategy

Student Retention and Completion Strategies

Metrics that Apply to this Activity/Strategy

- 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)

Strategy Description

Research and offer 1-2 Professional Development opportunities in the 22/23 school year that aid in the development of high yielding strategies. They will explore economic, geographic and housing factors that affect a students participation in the

region and focus on understanding the drivers of student retention and completion along with strategies to achieve this.

Strategy Name

Enhance enrollment process to retain ESOL students at Laney College

Activity that Applies to this Strategy

Student Retention and Completion Strategies

Metrics that Apply to this Activity/Strategy

- 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)

Strategy Description

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. 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. Pilot this initial process in the 22/23 academic year.

Strategy Name

Establish data collection protocols that improve student retention.

Activity that Applies to this Strategy

Student Retention and Completion Strategies

Metrics that Apply to this Activity/Strategy

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

Strategy Description

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

Strategy Name

Navigate, advocate and provide access to the student support services offered at College of Alameda

Activity that Applies to this Strategy

Increase Student Support Services

Metrics that Apply to this Activity/Strategy

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

Strategy Description

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

Strategy Name

Re-establish partnership with the San Leandro Juvenile center and other CBO partners

Activity that Applies to this Strategy

Partnerships with CBO's

Metrics that Apply to this Activity/Strategy

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

Strategy Description

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

Strategy Name

Expand the number of students supported by Upward Scholars from 15 to 20.

Activity that Applies to this Strategy

Partnerships with CBO's

Metrics that Apply to this Activity/Strategy

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

Strategy Description

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.

Strategy Name

Explore opportunities to expand offerings to adults with disabilities who have aged out of OUSD

Activity that Applies to this Strategy

Partnerships with CBOs

Metrics that Apply to this Activity/Strategy

- 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)

Strategy Description

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.

Strategy Name

Update current CBO partnerships

Activity that Applies to this Strategy

Partnerships with CBOs

Metrics that Apply to this Activity/Strategy

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

Strategy Description

Catalogue current CBO partnership and post to the naaec.org website. Seek new partnerships where appropriate.

Strategy Name

Explore online resource fair

Activity that Applies to this Strategy

Partnerships with CBOs

Metrics that Apply to this Activity/Strategy

- 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)

Strategy Description

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.

Strategy Name

Create smoother transitions to Merritt College for existing partners

Activity that Applies to this Strategy

Partnerships with CBOs

Metrics that Apply to this Activity/Strategy

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

Strategy Description

Merritt College will continue its partnerships with IT Biz, DHTI, Lao Center and expand non-credit courses that are currently offered to different sites. Continue to create a smoother transition process, etc. CCCApply, FAFSA application process.

Improve Effectiveness of Services**2022-23 Strategies****Strategy Name**

Strengthen partnership with Oakland and Alameda County WFDB

Activity that Applies to this Strategy

Increase WFDB and Employer Partnerships

Metrics that Apply to this Activity/Strategy

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

Strategy Description

Review AJCC 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.

Strategy Name

Design a student journey map in alignment with college district's CE map

Activity that Applies to this Strategy

Communicate journey to students ("map")

Metrics that Apply to this Activity/Strategy

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

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

Strategy Description

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

Strategy Name

Use data to inform CAEP annual plans

Activity that Applies to this Strategy

Data Capabilities- gather, interpret, inform

Metrics that Apply to this Activity/Strategy

- 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)

Strategy Description

Develop trainings calendar, seek opportunities for Professional Development. Develop meeting calendar for annual data review session. Meet with the PCCD Institutional Research Department to conduct a college course coding review to map out transitions from non-credit to CTE and credit programming.

Strategy Name

Implement a student management system to support student transitions, referrals & progress

Activity that Applies to this Strategy

Student Management System

Metrics that Apply to this Activity/Strategy

- 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)

Strategy Description

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.

Strategy Name

Improve upon consortium operations to enhance member transparency, student outcomes & partnerships

Activity that Applies to this Strategy

Iterating Consortia Operations

Metrics that Apply to this Activity/Strategy

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

Strategy Description

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

Fiscal Management

A narrative justifying how the planned allocations are consistent with the annual adult education plan which is based on your CAEP 3-year plan.

The CAEP funds received will continue to fund appropriate staffing of the adult schools and consortium. We will continue to invest in collective outreach/marketing efforts on behalf of the members. Our goal is to increase professional development opportunities over the next year 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.

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

We have developed an internal approach to incorporating our carry-over known as the "One-Time Funding" process. This process was developed as a part of our Member Effectiveness process. In this process members with an excessive amount of carry-over must deposit the overage into a shared pot that other members may apply for. There is an application process, all members must agree to fund the one-time projects, and the Cabinet votes. Funds are then redistributed to the approved applications with specific spend down dates and progress report deadlines.

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