

42 Northern Alameda Adult Education Collective

CONSORTIUM APPROVED

2024-25

Plans & Goals

Executive Summary

The Northern Alameda Adult Education Collective aims to address the growing need for accessible, flexible, and high-quality educational opportunities for adults. Recognizing the diverse needs and backgrounds of adult learners, the consortium brings together a coalition of educational institutions, community organizations, and industry partners committed to empowering adults through lifelong learning. In 2024-2025 we seek to provide Accessibility in order to increase access to adult education programs by leveraging the resources and expertise of our members to offer a variety of learning pathways tailored to diverse learner needs. High-quality educational experiences by implementing rigorous standards, effective pedagogical approaches, and continuous evaluation and improvement processes. Align educational offerings with the evolving needs of the workforce and society, equipping adults with the skills and knowledge necessary for personal and professional success. Promote equity and inclusivity in adult education by removing barriers to participation, addressing systemic inequities, and fostering a supportive learning environment for all learners. Foster collaboration among consortium members to share resources, best practices, and innovative approaches, maximizing the impact and reach of adult education initiatives.

Key Strategies we will work to implement the stated objectives:

1. Program Diversification: Develop a diverse range of educational programs, including traditional classroom-based courses, online learning opportunities, vocational training, and workforce development initiatives.
2. Outreach and Recruitment: Implement targeted outreach and recruitment efforts to engage underserved populations, including low-income individuals, immigrants, refugees, and individuals with disabilities.
3. Support Services: Provide comprehensive support services, such as academic advising, career counseling, financial aid assistance, and childcare, to help adult learners overcome barriers to participation and achieve their educational goals.
4. Partnership Development: Cultivate partnerships with local employers, community organizations, government agencies, and other stakeholders to create pathways for adult learners to gain employment, advance their careers, and contribute to the economic vitality of their communities.

Our plan aims to make a meaningful impact on the lives of adult learners by empowering them to achieve their educational and career goals. By equipping adults with the skills and knowledge needed to thrive in the 21st-century economy, the Collective will contribute to the long-term social and economic vitality of our communities. Through strategic partnerships, innovative programming, and a commitment to continuous improvement, the consortium seeks to establish a sustainable model for adult education that can adapt and evolve to meet the changing needs of learners and society. Our 2024-2025 plan represents a collaborative and comprehensive approach to addressing the educational needs of adults. By harnessing the collective expertise and resources of our members, we aspire to create a more inclusive, equitable, and vibrant learning ecosystem where all adults have the opportunity to realize their full potential.

Regional Planning Overview

To implement objective 1: Address Educational Needs, the Collective has designed the following strategies:

- Provide literacy and HSD/ HSE programming to meet regional adult immigrants and non-graduate needs
- Flexibility of Delivery (schedules/ online)
- Computer Literacy Classes/Soft Skills
- CTE-related for jobs/ pathways, including CTE bridge courses
- Co-location of offerings

To implement objective 2: Improve Integration of Services & Transitions, the Collective has designed the following strategies:

- 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
- Partnerships with CBO's

To implement objective 3: Effectiveness of Services, the Collective has designed the following strategies:

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

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

Approximately eleven percent (11%) or 60,952 adults have less than a high school diploma within our region.

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

CAEP factsheet data, coupled with our CBT needs assessment, quantified the need for high school completion programming in our service area. High school completion includes both high school diploma (HSD) and high school equivalency courses (GED/ HiSET). Data compiled from our members and TopsPro Enterprise reports indicate that all high school completion enrollments and credentials are trending up from last year. Although these numbers are rising, we believe there is a continued need for programming because of our open entry/ open exit enrollment patterns. High school completion students begin at many different points of the year and many are retained year to year as they continue to work on completing their diploma or equivalency tests. In addition, our adult school concurrent enrollments have also rebounded since the pandemic. Building on our existing concurrent enrollment process, our Collective seeks to expand access to both college programs and high school completion options through the Ability-To-Benefit (ATB) provision at the Peralta Community College District. This program will enhance the seamless transitions from our adult schools to post secondary education.

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

Ability to Benefit (ATB) enrollment, HSD or equivalent program enrollment, concurrent enrollment, and the number of high school credentials issued.

Regional Need #2

Gaps in Service / Regional Needs

Eight percent (8%) or 43,827 adults speak English less than very well.

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

English as a Second Language (ESL) or English for Speakers of Other Languages (ESOL) has been, and continues to be our Collective's highest enrolled program reinforcing the demand for courses in our service area. In the past year our Collective has expanded ESL offering and to increase access, members have varied the modality of these offerings. ESL or ESOL courses are offered synchronously, asynchronously, fully online, in person and in a hybrid format. The CAEP fact sheet and survey results from our CBT Needs Assessment indicated a desire for more courses that further the study of English as well as courses that help participants enter or re-enter the workforce. To address these needs concurrently, pathways to careers using VESOL courses have been piloted successfully and will further be expanded to meet this regional demand.

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, and look at the offerings that include contextualization for Career Training.

Regional Need #3

Gaps in Service / Regional Needs

Unemployed is four percent (4%) and underemployed/near poverty or less is 106,998 individuals within our region.

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

CAEP fact sheet indicates the unemployed rate at 3.8% or 21,077 individuals within our region. Additionally, there are nearly 107k individuals who are near poverty or less. Does this include the unemployed population? There is a gap of 86k people that would appear to be employed but not making a living wage. Regionally, the Bay Area unemployment rate is approximately 4.6% per the US Labor Bureau of Statistics. Based on the need to increase our population's living wage and skills, we have developed many partnerships with employers and CBOs to job train our adult learners, created Career Education bridge programs that align with local industry need. Our Bridge Taskforce meets to identify gaps in services and offering the employers a voice to connect the work in varying ways. The Collective and its members have participated and hosted multiple career fairs and outreach events to connect students with prospective employers. Partner with the Alameda County One- Stop

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

Lauchboard job placement and improved wages reports. Employer survey/report back. Course completion report.

Regional Need #4

Gaps in Service / Regional Needs

Mental health and wellness support services for adult learners.

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

Our adult school's teachers and staff have observed a growing demand for wellness services among our student population, as evidenced by discussions, behaviors, and observations of student interactions. This need is particularly evident in addressing issues related to student retention, completion, and preventing dropouts.

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

Retention & completion numbers. Enrollment of telehealth services pilot.

Address Educational Needs

2024-25 Strategies

Strategy Name

High School Diploma online expansion

Activity that Applies to this Strategy

Flexibility of Delivery (schedules/ online)

Metrics that Apply to this Activity/Strategy

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

Strategy Description

Members are actively seeking opportunities to broaden our programming. We're committed to piloting an exclusive online educational pathway for students unable to attend in person. This initiative promises unprecedented flexibility, catering to diverse needs in a way that was previously unavailable.

Strategy Name

Review and adjust ESL program based on community needs

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

Members will continue to evaluate current offerings of ESL section(s) for staff and community members using enrollment and student outcome data. Post-covid programs have seen a marked increase in beginner level ESL student enrollment.

Strategy Name

Maintain a range of course modalities

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

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

Strategy Name

Expand computer and soft skills course offerings

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

Offer multiple digital literacy classes and certificates. Opportunities can include stand alone, imbedded and/o open source, drop-in tutorials for basic tech, including 21st century skills, Canvas, Campus Solutions, Email, etc.

Strategy Name

Increase CTE retention and completion leading to job opportunities.

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

Evaluate and reassess course offerings in CTE pathways to meet student outcomes. Continue to develop contract education courses with local CBOs and formally structured CTE Integrated Education & Training (IET) courses for ABE and ESL students.

Strategy Name

Maintain current co-located programming

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

Continue to offer co-located programming between Berkeley Adult School and Berkeley City College, Laney College with both Lao Family & Oakland Adult & Career Education and the many community site of Opportunity Academy.

Strategy Name

Literacy and High School 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)

Strategy Description

Provide literacy and HSD/ HSE programming to meet regional adult immigrants and non-graduate needs.

Improve Integration of Services & Transitions

2024-25 Strategies

Strategy Name

Access to Mental Health services

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

Pilot on demand mental health and counseling services through a telehealth provider serving all adult school members in the Collective.

Strategy Name

Increase transitions through access to college counseling services

Activity that Applies to this Strategy

Access to Counseling to Improve Transitions

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

Continue to pilot and evaluate college counseling positions that support both K12 Dual Enrollment and all Adult Ed students through college orientation workshops, counseling courses, and other supports that focus on student retention. Address hiring needs of Transition Liaison positions as attrition is inevitable.

Strategy Name

Enhance registration processes to promote retention

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)

Strategy Description

Organize and standardize a registration processes in order to promote student retention and identify critical points in the student journey to deliver interventions that would further support student retention and completions.

Strategy Name

Expand base of local 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)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

Strategy Description

Continue to build relationships and partner with local CBOs to leverage resources and develop non credit programming that leads to transitions or employment.

Improve Effectiveness of Services

2024-25 Strategies

Strategy Name

Implement Ability to Benefit Process/Procedures

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

Rolling out the Ability to Benefit (ATB) initiative across the Peralta Community College District (CCD) will lower obstacles for adult learners lacking a high school diploma or completion to join college classes, all while avoiding debt. This initiative ensures students can access financial aid for tuition and living costs, thereby alleviating the financial strain of pursuing higher education. Students will have access to career and job training courses, as well as programs for transfer if they elect to pursue their education.

Strategy Name

Partnerships with Workforce Development Board and Employers

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

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

Strategy Name

Improve data capabilities to gather, interpret, and use to inform decision-making

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)

Strategy Description

The Data Taskforce has set a quarterly review of student data and outcomes. A CAEP Data Dashboard has been created in conjunction with Peralta CCD Institutional Research. The data and other regionally tabulated reports will be used to in the planning of our 24/25 strategies. Our goal to capture transitional data by defining PCCD non-credit courses under CAEP program areas has been completed.

Strategy Name

Iterating consortia operations

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

Continue to improve upon consortium operations to enhance member transparency, student outcomes, and partnership evolution. Progress continues in the current member effectiveness document, this process will inform future iterations. Goal is to present one-time funding process at the annual CAEP conference.

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 funding allocated for our consortium's operations remains dedicated to ensuring adequate staffing within our department. We are committed to bolstering collective outreach and marketing endeavors for our consortium members. We will work to elevate member engagement through retreat, meetings, and professional development throughout the year. Moreover, we are steadfast in strengthening partnerships with college departments that align with our mission, such as Strong Workforce, Career Education, and Noncredit programming. As we strive to establish comprehensive support resources across the consortium, a portion of our funds will be directed towards this crucial initiative.

For the adult schools, the CAEP allocation will cover salaries and benefits for implementing ESL, High School Diploma, High School Equivalency, CTE, AWD, and Family Literacy programs. Additionally, funds will be utilized for supplies, overhead expenses, curricular subscriptions, and indirect costs. Across all colleges, the funding will support the salary and benefits of the

Project Manager/Transition Liaison positions, as well as the development of bridge programs aimed at facilitating the transition of adult students into community college.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2024-25.

Those JPA members which do not fully utilize all block grant and maintenance of education funding previously allocated, where the deadline to utilize those funds will expire during the coming fiscal year may request at the August Executive Cabinet meeting that the Executive Cabinet permit them to carry over unutilized funding to the following fiscal year. The maximum amount of funds which will be permitted to be carried over into a fiscal year is twenty percent of the subject funding allocation. A statement explaining and justifying the need to carry over funds must be submitted to the Executive Cabinet no later than one week prior to the date of the August Executive Cabinet meeting.

Semi-annually all members and the consortium will submit completed workplans: Q1 and Q2 due January 31st and Q3 and Q4 due August 15th. Annually all members and the consortium will complete the “Member Effectiveness” Tool by October 15th for the prior academic year. The working group will review all member submissions with the work plan and back-up data reports by the third week of November to identify members that need an effectiveness improvement intervention plan. An Effectiveness Improvement Intervention Committee will review the assessments by mid-January. Participating team (to include WG rep, Transition Liaison, faculty, etc.) for member institution will meet with the committee to develop an “intervention/efficiency plan” for necessary area(s) of improvement by April 1st. Members will have February through June for planning and the following academic year for implementation. When agreed upon progress is made, no further action is taken. If agreed upon progress is not made within the established timeline, next steps are for the Working Group to review areas of growth to determine the improvement plan extension or next steps. This will determine if there is a change to the member annual allocation. Additionally, review of the funds associated with areas of growth (from NOVA program area hours & expenses report) will occur to determine the amount available if funds will be reallocated.

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