



2019 – 2022

3-Year Plan

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Section 1: Consortium Information

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The NAAEC Promise (Mission)

Northern Alameda Adult Education Collective provides right-fit opportunities to those seeking adult education in northern Alameda County. With a focus on accessibility and through partnerships, we remove barriers and connect learners with the resources they need to build a bridge to a better future.

NAEEC Guiding Principles

1. "ONE COLLECTIVE" with shared goals

- We may be from different organizations, but we come together to get ahead.
- We win together, we lose together.
- We support and advocate for the consortium.

2. OPEN COMMUNICATION across all stakeholders

- We are transparent, proactive and inclusive in our communication.
- We seek to understand first: Assume positive intent, ask "What do you mean" and then listen.
- We respectfully speak our truth - outcomes are better when we use our collective experience.

3. DATA-DRIVEN discussions and decisions

- We continually work to improve our data.
- We use the best data we have when making decisions.
- We leverage metrics for accountability.

4. PEOPLE-FOCUSED processes

- We stay grounded by considering the experience of the people we serve.
- We understand colleague's roles and make personal connections.
- We recognize contributions and celebrate successes.

5. BIAS FOR ACTION to drive results

- We follow through on assignments with a sense of urgency.
- We track our progress quarterly and adapt as needed to achieve outcomes.
- We are not afraid to learn by failing quickly.

6. ACCOUNTABILITY to own outcomes

- We have clear accountability measures.
- We hold each other mutually accountable.
- We accept responsibility before placing blame.

Section 2: Comprehensive Regional Three-Year Plan

Executive Summary

During the first cycle of the Adult Education Program (AEP) (formerly Adult Education Block Grant or AEBG) the Northern Alameda Adult Education Collective (NAC) (formerly Northern Alameda Consortium for Adult Education) made strides in a positive direction to address the needs of our community. We faced similar challenges of sister consortia, in that, we were attempting to construct a foundation for the program while being “open for business.” Therefore, we acknowledge some victories were achieved, however, moving into the second cycle NAC is energized to restructure and refocus to accomplish surmountable wins. The following list provides context of our impact over the first few years of AEP:

2015-2019 Summary of Achievements:

For K-12 school districts, our goal was to achieve a 20% increase in the number of students served as a result of increased funding and expansion of programs. From year one of AEBG to this year, we achieved a 35.6% increase in our K-12 adult education programs.

Total Unduplicated Student

| | 14-15 | 18-19 | % Change (+ -) |
|----------------------------------|-------|-------|----------------|
| Berkeley Adult School | 4374 | 5124 | 17.10% |
| Alameda Adult School | 1230 | 1252 | 2% |
| Oakland Adult & Career Education | 976 | 2551 | 161% |
| Piedmont Adult School | | 50 | |
| Total (excludes PAS) | 6580 | 8927 | 35.60% |

Peralta Community College District and Oakland Adult and Career Education hired Transition Liaison/Project Managers at each site to identify current adult school students and adults served by community-based organizations to assist in the transition to community college and/or the workforce. The outcomes are as follows:

| | S17 | M17 | F17 | S18 | M18 | F18 | S19 | Grand Total |
|-------------|-----|-----|-----|-----|-----|-----|-----|-------------|
| AEGA | 49 | 17 | 94 | 90 | 18 | 118 | 177 | 563 |
| AEGB | 14 | 15 | 51 | 84 | 44 | 113 | 164 | 485 |
| A EGL | 31 | 19 | 55 | 83 | 97 | 134 | 147 | 566 |
| AEGM | 29 | 12 | 21 | 20 | 10 | 21 | 32 | 145 |
| Grand Total | 123 | 63 | 221 | 277 | 169 | 386 | 520 | 1759 |

Aligned and articulated existing curriculum among the member districts and community colleges, creating new “noncredit to credit” course sequences.

Number of Courses Offered

| | 2015 | 2016 | 2017 | 2018 | 2019 | Grand Total |
|-------------------------------|----------|----------|-----------|-----------|-----------|-------------|
| Noncredit | 9 | 8 | 10 | 10 | 11 | 48 |
| Elementary & Secondary Basics | 6 | 6 | 7 | 7 | 5 | 31 |
| Older Adults | | | | | 1 | 1 |
| Short-Term Vocational | 3 | 2 | 2 | 2 | 2 | 11 |
| Substantial Disabilities | | | | | 2 | 2 |
| Workforce Preparation | | | 1 | 1 | 1 | 3 |
| CDCP | | | | 12 | 25 | 37 |
| Elementary & Secondary Basics | | | | | | |
| Skills | | | | 4 | 3 | 7 |
| English as a Second Language | | | | 4 | 14 | 18 |
| Short Term Vocational | | | | | 4 | 4 |
| Workforce Preparation | | | | 4 | 4 | 8 |
| Grand Total | 9 | 8 | 10 | 22 | 36 | 85 |

- Created a joint system of operations. NAC members recognized the importance of centralizing a number of processes and procedures: established a data-sharing MOU, coordinated facilities co-sharing plans, explored joint educational centers, embedded ABE/ASE instruction in CTE classes under a common infrastructure.
- Developed a short-term education campaign through branding and marketing to ensure internal and external audiences were informed of the consortium’s available services.
- Redesigned consortium website to ensure it is user-friendly, student focused, and provides comprehensive content related to our services. www.naaec.org
- Aligned ESL curriculum between Adult Schools and Community Colleges: Adult School, community college instructors and administrators continue to meet to align standards between the Adult Schools, community college and educational partners, including articulation agreements.
- Continually providing Adult School-to-College Transition Services: Ensuring a “warm hand-off” from one system to another and follow-up to support persistence and success through training Transition Liaisons to facilitate community college matriculation.
- Creating bridges to existing career pathways and developing new pathways. Building and expanding courses that expose students to career options and contextualize basic skills to career-themed programs, such as Home Health Aide, Certified Nursing Assistant and others.

- Provide Wraparound Support Services to Ensure Student Success: Engage agencies and partners in structured information sharing about services offered, services requested and opportunities for collaboration.
- Continually coordinating data between Community Colleges and Adult Schools. Purchased
- Community Pro Suite licensing for all members to have access to student data and a means to electronically refer from one member to another with the capability to track student progress.
- In constant communication and partnership with Strong Workforce Program Director strategizing on how to align initiatives.
- Developing partnership with Alameda County Parole to increase program visibility to re-entry population and provide wrap around support.
- Participating in Bay Area Alignment initiative focusing on the opportunity youth population (18-24 years old) to integrate regional programs serving young adults.
- Piedmont reviewed high school records and awarded diplomas post AB 167 waiver of the CAHSEE requirement.
- Established regular meetings between members due to consortium structure.
- Adult school members hosted joint commencement ceremonies on the community college member sites as an effort to expose students and their families to higher education reality.
- Established a college district protocol and revised Peralta's Board Policy and process form to include adult school students in the High School concurrent enrollment process.
- Community College and Adult School's colocation of classes.

2019-2022 Key Indicators (Goals)

- **Goal 1:** Develop and implement instructional, curricular, program and career pathway alignment informed by regional and local data.
- **Goal 2:** Build student support continuum throughout adult education pathway, including: onboarding, retention, completion, etc.
- **Goal 3:** Adopt a common set of principles, policies, procedural coordination and communication mechanisms that enable us to achieve our instructional and student support goals.

Pre-Planning Assessment

Amongst our five adult school and four community college members, we offer a breadth of adult education types and levels. The adult schools are most active in English as a Second Language (ESL) from beginner to advanced levels, family literacy, high school diploma and high school equivalency, as well as various Career Education programming (credit and noncredit) particularly existing in the Colleges. The colleges have the capacity to develop noncredit course offerings and are partnering with the adult schools and other agencies to ensure community and workforce needs are met. The chart below lists our current workforce/CE program offerings.

| CTE Programs by Industry | | | | | | |
|---|----|----|----|------|-----------------|--------------|
| | CP | CA | AA | AS | College | Adult School |
| Building & Construction Trades | | | | | | |
| Carpentry | | X | | X | LAN | |
| Construction Mgt | | X | | X | LAN | |
| Electrical Tech | | X | X | | LAN | |
| Environmental Control Tech | X | X | | X | | |
| | | | | | | |
| Business & Entrepreneurship | | | | | | |
| Accounting | X | X | X | | LAN/BCC/MER/COA | BAS |
| Administrative Assistant | | X | X | | MER | BAS |
| Administrative Office Systems | | | X | | MER | |
| Banking & Finance | | X | | X | LAN | |
| Business Administration | | | | AS-T | LAN/BCC/MER/COA | |
| Business Information Systems | | X | X | | LAN/MER | |
| Business Management | | X | | | MER | |
| Business Technology | X | | | | | OACE |
| Entrepreneurship | X | X | | | LAN/MER | |
| General Business | | X | X | | BCC/MER | |
| Management & Supervision | | X | | | LAN | |
| Marketing & Sales | | X | X | | LAN | |
| Office Skills for Business | | X | | | BCC | |
| Real Estate | | X | X | | MER | |
| | | | | | | |
| Digital Media & Communications | | | | | | |
| Animation & Game Design | X | X | X | | BCC | |
| Digital Imaging | X | X | X | | BCC | |
| Graphic Design | | X | X | | LAN | |
| Journalism | X | X | | | LAN | |
| Media Communication | X | X | X | | LAN | |
| Mobile & Web | X | X | X | | BCC | |
| Photography | | X | X | | LAN | |
| Video Arts | X | X | X | | BCC | |
| | | | | | | |

| Engineering, Design & Production | | | | | | |
|--|---|---|---|---|-------------|-----|
| Apparel Design & Merchandising | | X | X | | COA | |
| Architecture | | X | | X | LAN | |
| Biomanufacturing Production | | | | X | LAN | |
| Biomedical Engineering Tech | | X | | | LAN | |
| Engineering | | | | X | LAN | |
| Machine Technology | | X | | X | LAN | |
| Public Art | | X | | | BCC | |
| Welding Technology | | X | | X | LAN | |
| Wood Technology | | X | | X | LAN | |
| | | | | | | |
| Environment & Sustainability | | | | | | |
| Environmental Management Tech | X | | | | MER | |
| Landscape Horticulture | X | X | X | X | MER | |
| | | | | | | |
| Healthcare & Bioscience | | | | | | |
| Analytical Chemistry | | X | | X | BCC | |
| Biomanufacturing | | X | | | LAN | |
| Biotechnology | X | X | | X | BCC | |
| Dental Assisting | | X | | X | COA | |
| Dietary Manager | | X | | | MER | |
| Dietetic Technology | | | | X | MER | |
| Emergency Medical Technician | X | | | | MER | BAS |
| Genomics | X | | | | MER | |
| Health Sciences | | | | X | MER | |
| Histotechnology | | X | | | MER | |
| Home Care Aid | X | | | | MER | BAS |
| Medical Assistant | X | | | | MER | |
| Medical Office Assistant | | | | | | BAS |
| Microscopy | X | | | | MER | |
| Nursing | | | | X | MER | |
| Optometric Assistant | | | | | | AAS |
| Radiologic Science | | X | | X | MER | |
| Spanish Medical Interpreter | | X | | | BCC | |
| | | | | | | |
| Hospitality, Retail & Tourism | | | | | | |
| Culinary Arts | X | X | X | X | LAN | BAS |
| Retail Management | X | X | | | LAN/MER | |
| | | | | | | |
| Information & Communication Technology | | | | | | |
| Advanced Windows Desktop | X | X | | | BCC | |
| Applied Computer Information | | X | | X | BCC | |
| Computer Information Systems | | X | X | | COA | |
| Computer Networking | | | X | X | LAN | |
| Computer Programming | X | X | | X | BCC/COA/LAN | |
| Cyber Security | | X | | X | MER | |
| Network Support Technician | | | | X | BCC | |
| Web Programming | | X | | X | BCC | |

| | | | | | | |
|--|---|---|---|------|---------|--|
| Web Publishing | X | | | | COA | |
| | | | | | | |
| Personal Services | | | | | | |
| Cosmetology | | X | X | | LAN | |
| | | | | | | |
| Public & Human Services | | | | | | |
| Child Development | X | X | X | | MER | |
| Community & Public Services | | X | X | | BCC | |
| Community Social Services | | | X | | MER | |
| Community Social Services/Substance Abuse | | X | X | | MER | |
| Early Childhood Education | | | | AS-T | MER | |
| Education Technology | X | | | | MER | |
| Human Development | X | | | | COA | |
| Public & Human Services System | X | | | | BCC | |
| Social Services Paraprofessional | | X | X | | BCC | |
| Teacher's Aide | | X | | | BCC | |
| | | | | | | |
| Public Service & Law | | | | | | |
| Administration of Justice | | X | X | AS-T | MER | |
| Fire Science | X | | | | MER | |
| Legal & Community Interpreting | | X | | | LAN | |
| Paralegal Studies | | X | X | | MER | |
| Pathways to Law School | | | X | | COA/MER | |
| Public Administration | | | X | | COA | |
| Violence Prevention | | | X | | COA | |
| | | | | | | |
| Transportation & Logistics | | | | | | |
| Auto Body & Paint | | X | | X | COA | |
| Automotive Technology | | X | | X | COA | |
| Diesel Mechanics | | X | | X | COA | |
| ATLAS Program | | | | | | |
| - Transportation, Distribution & Logistics | | X | X | | COA | |
| - Transportation, Logistics & Operations | | | | X | COA | |
| - Warehouse Forklift Operations | | X | | | COA | |
| | | | | | | |
| *Legend: | | | | | | |
| BCC - Berkeley City College | | | | | | |
| COA - College of Alameda | | | | | | |
| LAN - Laney College | | | | | | |
| MER - Merritt College | | | | | | |
| AAS - Alameda Adult School | | | | | | |
| BAS - Berkeley Adult School | | | | | | |
| OACE - Oakland Adult & Career Education | | | | | | |

Below is a list of programming offered at our adult schools that show the hours of instruction and funds leveraged to support the programs in 2018:

Oakland Adult & Career Education Hours of Instruction

| AEBG Program Area | Q1 - Q4 Hours of Instruction |
|--------------------------|-------------------------------------|
| ABE/ASE | 32023 |
| ESL/EI Civics | 130931 |
| Short Term CTE | 12352 |
| Total | 175306 Hours |

Oakland Adult & Career Education Leveraged Funds by Program Area

| Fund | ABE/ASE | ESL/EI Civics | Short Term CTE | Totals |
|-------------|---------------------|----------------------|-----------------------|---------------|
| AEBG | \$683,445 | \$1,344,843 | \$176,372 | |
| | \$2,204,660 WIOA II | \$18,418 | \$188,470 | \$0 |
| | \$206,888 Totals | \$701,863 | \$1,533,313 | |
| | \$176,372 | \$2,411,548 | | |

Alameda Adult School Hours of Instruction

| AEBG Program Area | Q1 - Q4 Hours of Instruction |
|--------------------------|-------------------------------------|
| ABE/ASE | 7778 |
| ESL/EI Civics | 54016 |
| K12 Success | 851 |
| Short Term CTE | 315 |
| Total | 62960 Hours |

Alameda Adult School

Leveraged Funds by Program Area

| Fund | ABE/ASE | ESL/EI Civics | Short Term CTE | Totals |
|---------------|------------------|----------------------|-----------------------|--------------------|
| AEBG | \$226,786 | \$580,037 | \$677 | \$807,500 |
| WIOA II | \$23,418 | \$222,670 | \$30,000 | \$276,088 |
| Totals | \$250,204 | \$802,707 | \$30,677 | \$1,083,588 |

Piedmont Adult School Hours of Instruction

| AEBG Program Area | Q1 - Q4 Hours of Instruction |
|--------------------------|-------------------------------------|
| ABE/ASE | 4563 |
| Short Term CTE | 2195 |
| Total | 6758 Hours |

Piedmont Adult School**Leveraged Funds by Program Area**

| Fund | ABE/ASE | Short Term CTE | Totals |
|---------------|------------------|-----------------------|------------------|
| AEBG | \$280,370 | \$70,093 | \$350,463 |
| Totals | \$280,370 | \$70,093 | \$350,463 |

Berkeley Adult School Hours of Instruction

| AEBG Program Area | Q1 - Q4 Hours of Instruction |
|--------------------------|-------------------------------------|
| ABE/ASE | 100435 |
| ESL/EI Civics | 301448 |
| AWD | 8661 |
| Short Term CTE | 36279 |
| Total | 446823 Hours |

Berkeley Adult School**Leveraged Funds by Program Area**

| Fund | ABE/ASE | ESL/EI Civics | AWD | Short Term CTE | Totals |
|---------------|--------------------|----------------------|------------------|-----------------------|--------------------|
| AEBG | \$1,173,345 | \$1,009,466 | \$199,887 | \$669,337 | \$3,052,035 |
| CalWORKs | \$14,421 | \$12,407 | \$2,457 | \$83,864 | \$113,149 |
| WIOA II | \$183,121 | \$463,542 | \$0 | \$0 | \$646,663 |
| Totals | \$1,370,887 | \$1,485,415 | \$202,344 | \$753,201 | \$3,811,847 |

Opportunity Academy Charter Hours of Instruction

| AEBG Program Area | Q1-Q4 Hours of Instruction |
|--------------------------|-----------------------------------|
| High School Diploma | 96,768 |

Opportunity Academy Charter**Leveraged Funds by Program Area**

| Fund | High School Diploma | Total |
|-------------|----------------------------|--------------|
| LCFF | \$810,304 | \$810,304 |

Table 1. Entities that provide education and workforce services to adults in the region with current levels and types of adult education programs within the region.

See the following page

Table 2. Funding available within the region to support adult education services. This includes both funds subject to allocation processes in the consortium and categorical or other funding types which may support services or instruction for adult education students.

See the following page

| Provider Name | Provider Type | Address or location(s) where AE services are provided | Program Areas | | | | | | | | If other, provide a brief description of services provided |
|-------------------------------|---------------------|---|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|---|
| | | | ABE | ASE | ESL | CTE | AWD | WR | PA | ACS | |
| XYZ Agency | Business / Industry | 555 Adult Education Lane, Los Angeles, CA 90001 | X | X | X | X | X | X | X | X | XYZ agency provides opportunities for students in Manufacturing Bridge Courses to Job Shadow. |
| Building Skills Partnerships | Education/WFD | 3411 E. 12t St. Oakland, | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | Janitorial employment/union |
| CalJobs | Employment/WF | State of California online | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | CTE training/Employment |
| Civicorps | Education | 101 Myrtle St., Oakland, | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | Earn high school diploma/skills |
| First Place for Youth | Education/WFD | 426 17th St., Oakland, | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Education/Housing/Job skills |
| Five Keys Charter | Education/WFD | 70 Oak Grove St., San | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Wrap around services for re-entry |
| Hack the Hood | Education | 439 International Blvd., | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Provide tech training to youth |
| Juma Ventures | Workforce Dev. | 131 Steuart St., San Fran | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Education/Work/Financial Lit. |
| Lao Family Community Dev. Inc | Community | 2325 E. 12 th , Oakland | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | Wrap around srvc/Ed/WFD |
| Las Casas | Education/WFD | 43326 Mission Cir.Frem | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | ESL courses and community srvc |
| Next Step Learning Center | Education | 2222 Curtis St., Oakland | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | HS/GED/ Literacy services |
| Oakland Workforce Dev. Board | Workforce Dev | Oakland City Hall | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Employment opps/job seekers |
| Opportunity Junction | Workforce Dev. | 3102 Delta Fair Blvd., | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Career pathways services/ESL |
| Rising Sun Center | Workforce Dev. | 1116 36th St., Oakland | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | WFD/Employment/Solar energy |
| Tech Exchange | WFD/Education | 2530 International Blvd | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Computer refurbishing skills |
| Wardrobe for Opportunity | Workforce Dev | 570 14th St., Oakland | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Interview skills/Grooming/WFD |
| Youth Employment Partnership | Education/WFD | 2300 International Blvd | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | GED/HS/Soft skills/WFD |

| Provider Name | Provider Type | Address or location(s) where AE services are provided | Program Areas | | | | | | | | If other, provide a brief description of services provided |
|--------------------------|---------------------|---|--------------------------|--------------------------|-------------------------------------|-------------------------------------|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|---|
| | | | ABE | ASE | ESL | CTE | AWD | WR | PA | ACS | |
| XYZ Agency | Business / Industry | 555 Adult Education Lane, Los Angeles, CA 90001 | X | X | X | X | X | X | X | X | XYZ agency provides opportunities for students in Manufacturing Bridge Courses to Job Shadow. |
| The Stride Center | WFD/IT Training | 1212 Broadway, | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | IT WFD training/Employment |
| The Unity Council | Support Services | 1900 Fruitvale Ave | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | Soft skills training/WFD/Ed. |
| Vietnamese American CCEB | | | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Wrap around srvcs/ESL/WFD |
| | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
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Table 2. Funding for Adult Education Programs and Services

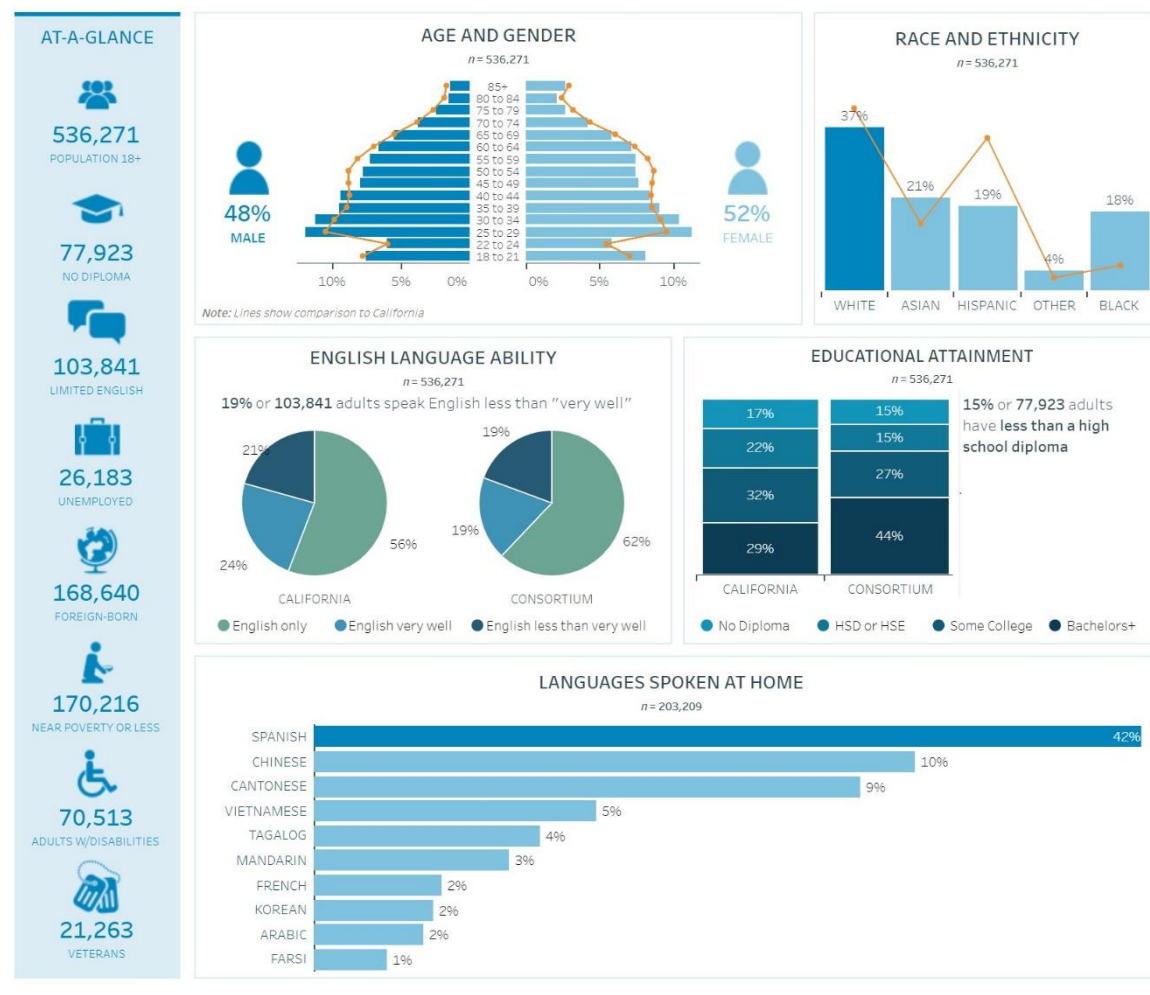
| Source and Type of Funds | Funding Estimates FY2019-20 | Funding Estimates FY2020-21 | Funding Estimates FY2021-22 |
|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| State / Federal Funding | | | |
| AEP | \$8,215,180 | \$8,215,180 | \$8,215,180 |
| CalWORKs | \$961,934 | \$990,163 | \$1,019,239 |
| CCD Apportionment | \$39,469,967 | \$40,654,066 | \$41,873,688 |
| Corrections | \$0 | \$0 | \$0 |
| LCFF / District Funds | \$959,374 | \$959,374 | \$959,374 |
| Perkins V | \$811,764 | \$836,117 | \$861,201 |
| WIOA II | \$1,584,241 | \$1,596,017 | \$1,607,868 |
| Other | \$0 | \$0 | \$0 |
| Bank Interest | \$3,000 | \$3,000 | \$3,000 |
| Adult Fees | \$446,300 | \$446,300 | \$446,300 |
| Department of Rehabilitation | \$100,800 | \$100,800 | \$100,800 |
| Other State Funds | \$50,080 | \$50,080 | \$50,080 |
| Local Funds | \$2,350 | \$2,350 | \$2,350 |
| Strong Workforce Program | \$3,759,628 | \$3,759,628 | \$3,759,628 |
| Total | \$52,604,990 | \$53,853,447 | \$55,139,080 |

Community Need and Customers

Based on the state provided fact sheet, current and prospective student surveys, the Oakland Equity Report and discussions with our members and partners we describe the regional need for adult education and workforce services to be essential for our current students and the community at large. We serve an ethnically diverse population in Alameda County, however, there are eye-opening disparities in educational attainment, employment in livable wage jobs and the poverty level of minority groups. The fact sheet breaks out the CAEP populations we serve shown below:

Regional Demographics ^⑦

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Based on our current programming, our members offer programs that meet the needs of the limited English speakers and those without a diploma or equivalent. Those groups make up approximately 34% of our community. However, where we need to focus more effort is serving the largest group in our area- the "near poverty or less" community. We can surmise that some members of this group are also a part of the no diploma/HSE numbers, as well as the limited English speakers, but we have to analyze the additional factors that attribute to the lack of income, such as incarceration, unemployment and underemployment. Our efforts must increase to address this population through contextualized basic skills, job training and Career Education pathways that are tied to industry partners and services. We want to offer pathways that will place the students in the best possible position to be hired into a livable wage job.

Formerly Incarcerated/Re-Entry Population

Research indicates that over 90% of people incarcerated in jails or prisons will be released back to the community. A report by The PEW Charitable Trust found that 1 in 36 adults in California were under correctional control as of 2007. In 1982 that figure was 1 in 69. High concentrations of formerly incarcerated people tend to live in poor urban communities of color and are not evenly distributed across California communities. In Alameda County, neighborhoods like South Hayward, Ashland/Cherryland, and both East and West Oakland have substantially higher densities of formerly incarcerated people than other parts of the county. As noted in the 2008-2012 Re-entry Plan, the re-entry population and the communities to which probationers and parolees returned, faced a wide array of challenges upon release. Evidence showed the re-entry population was three to four times more challenged than the general population in their ability to obtain employment and permanent housing upon release.

The California Department of Corrections and Rehabilitation (CDCR) and county jails did not provide many supports during the re-entry process and, consequently, over half (56%) of all persons released from CDCR returned to custody within three years of their release. The numbers were similar for persons sentenced to the Alameda County jail. The flow of persons between communities and prison/jails destabilized the communities of return, but also created substantial barriers to providing ongoing health, employment, housing, and educational services to a population in great need of services. Successfully re-entering society after incarceration is extremely difficult. Often the underlying issues that led to a person's incarceration were not addressed during his/her incarceration. In all likelihood, these needs existed prior to the person's incarceration and, without intervention, they continue to exist after the individual has been released.

Faced with the added disadvantage of having a criminal record and being cut off from their social networks, the majority of formerly incarcerated people in California will return to state prison or county jail. Breaking this cycle and the negative impact it has on our communities and families requires developing a system of re-entry that begins with assisting individuals from the first point of contact with the criminal justice system through community-based supervision and community integration. In our service area it is reported that the cities we serve currently have the following number of probationers living there:

Probationer Population:

Albany, Berkeley, & Emeryville: 794 Alameda: 235
Oakland: 4401

In our service area it is reported that the cities we serve currently have the following number of parolees living there:

Parolee Population:

Albany, Berkeley, & Emeryville: 66 Alameda: 33

Oakland: 1,055

Total (Parolees & Probationers): 6,584 (living in Northern Alameda)

Many of the NAC members are serving the formerly incarcerated population through a network of support service programs at their institutions such as Restoring our Community, The Gamble Institute Street Scholars, and the Prison University Project. While our members serve this population, we have not strategically outreached to this group. We will work to deepen our partnerships with the Alameda County Probation Reentry Initiative and community-based organizations such as Root and Rebound to target the reentry population. Additionally, when the opportunity arises, we will apply for funding through the reentry initiative and county to provide educational services in the jail and prison to currently incarcerated individuals.

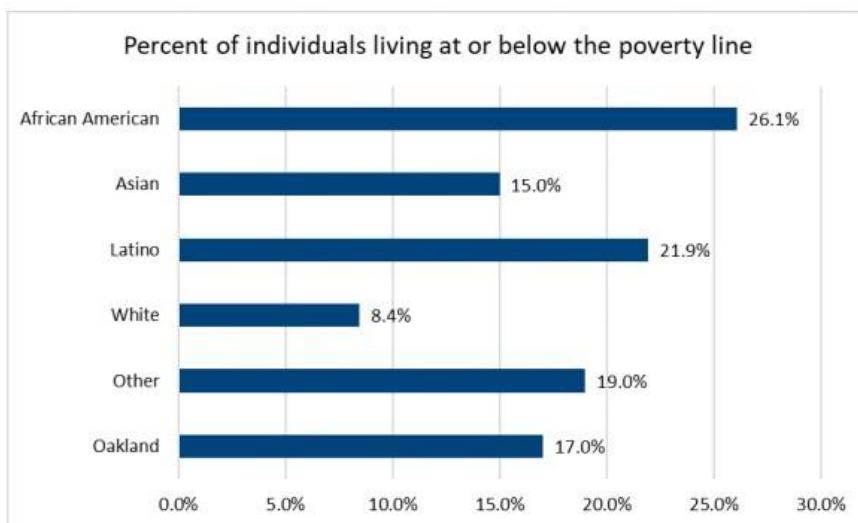
Unemployed/Underemployed/Poverty Stricken Populations

Upon surveying our current students, we learned that Career Education (CE) is not widely understood. The students are interested in attaining jobs/careers which will help them earn a livable wage, however, their understanding about how Career Education can do that was minimal. CE and adult education are key in our region to addressing the disparity between the percent of African Americans and Whites who are living in poverty.

Individuals and families living in poverty struggle financially but also forego basic necessities in order to make ends meet. Individuals living in poverty may experience hunger, live in low-quality housing, and decide not to seek medical care. Intergenerational poverty can further limit access to opportunity and economic mobility. In addition, when poverty is concentrated geographically, the negative effects on health and wellbeing are compounded at the neighborhood and community level. African Americans are most likely to be living at or below the federal poverty level (26.1%), compared to 21.9% of Latinos, 15.0% of Asians, and 8.4% of Whites. This means that more than one in four African Americans and more than one in five Latinos are living at or below the federal poverty level. African Americans are 3.09 times more likely than Whites to be living at or below the federal poverty level.

(Source: <https://aspe.hhs.gov/poverty-guidelines>)

Data:

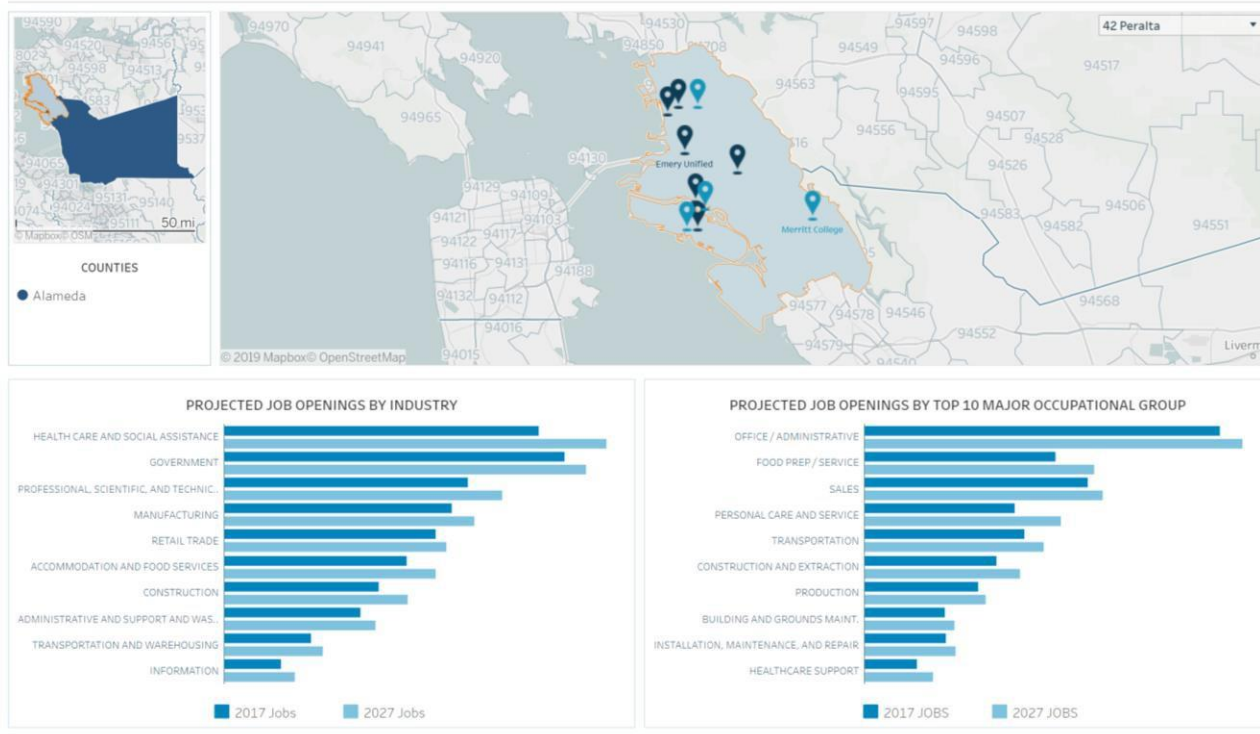


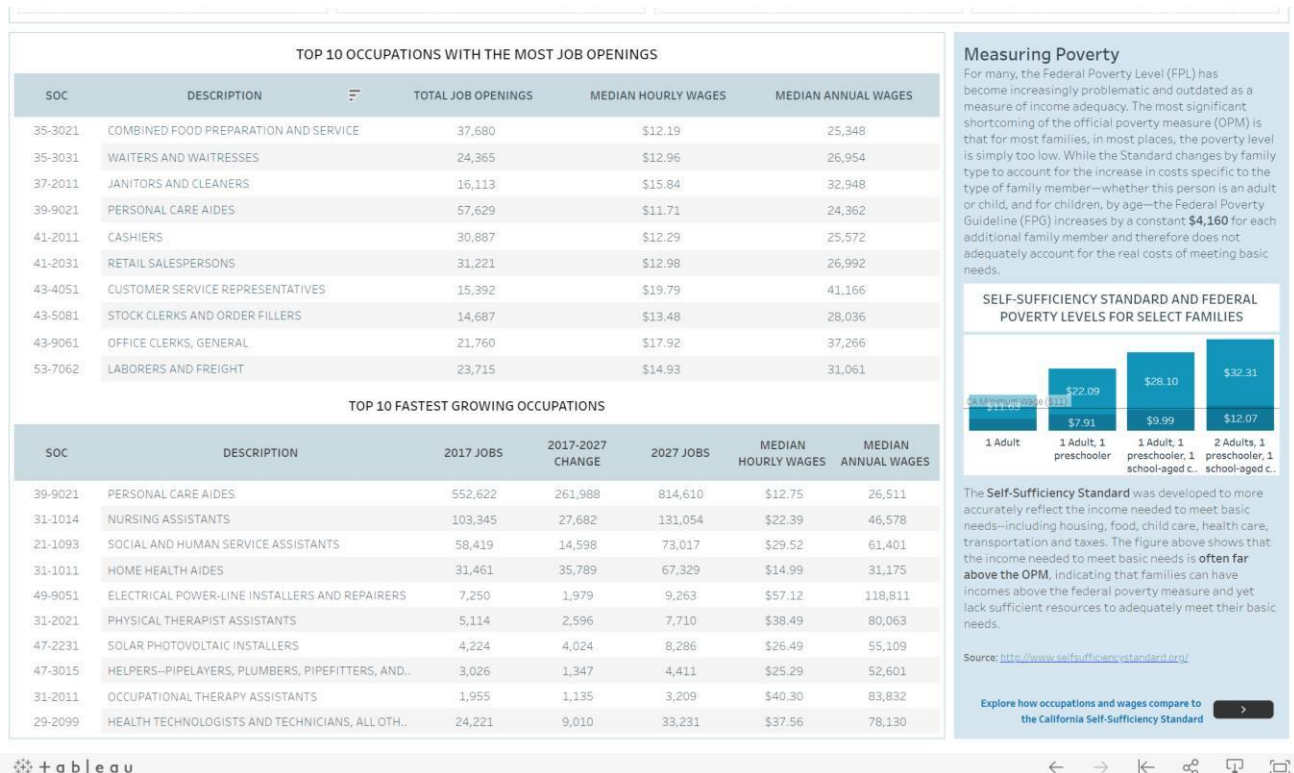
Source: American Community Survey, 1-year PUMS, 2016 (Oakland PUMAs extend beyond the city boundaries, see maps here: https://www.census.gov/geo/maps-data/maps/2010puma/st06_ca.html)

The needs in our regional community to address the realities of poverty lie in education and job training with a focus on industry sectors that are growing. Per the survey, our students' interest for CE training is in healthcare, construction and information technology. Interestingly, their interest aligns with the labor market projected job openings from now through 2027 (see graphs below). As we look to deepen partnership between the adult schools and colleges, this data will be utilized to inform our decision making. Strong Workforce will be leveraged to create CE pathways and industry engaged to ensure the pipeline is whole.

Labor Market Outlook

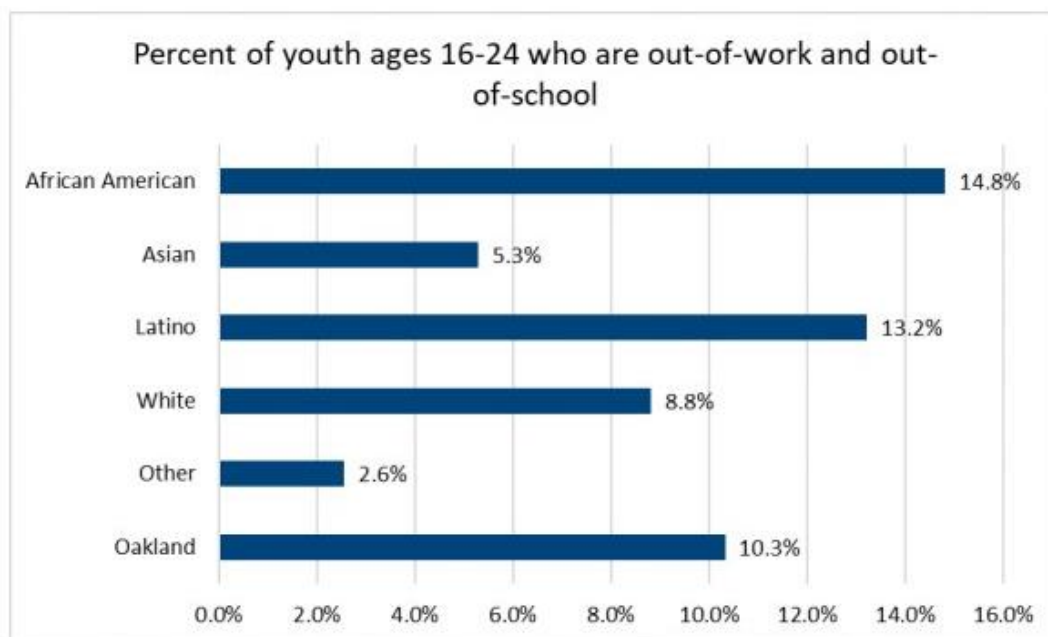
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Opportunity Youth

Disconnected Youth aged 16-24 are young people that are neither working nor in school. This population are in transition between youth and adulthood. Developing the education, networks, confidence, and social-emotional skills to handle stress and prepare for adult independence is what they need to succeed. Youth that are out of work and out of school face disadvantages in making this transition successfully. They also face a higher risk of involvement with the criminal justice system. Citywide, one in ten youth are neither working nor in school (10.3%). African American youth are the most likely to be disconnected (14.8%), followed closely by Latino youth (13.2%). Asian youth are the least likely to be disconnected (5.3%), while 8.8% of White youth are disconnected. African American youth are 2.80 times more likely to be disconnected from both work and school than Asian youth. Additionally, this outcome tracks with the education data for the groups, with the same groups experiencing the greatest disadvantage.



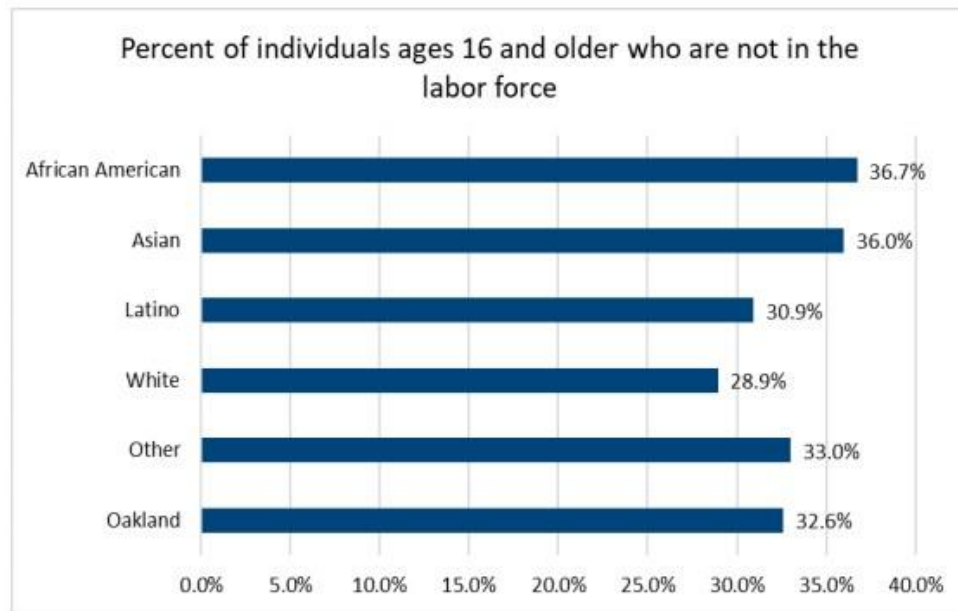
Source: American Community Survey, 1-year PUMS, 2016 (Oakland PUMAs extend beyond the city boundaries, see maps here: https://www.census.gov/geo/maps-data/maps/2010puma/st06_ca.html)

As a Collective, our members are working diligently to connect with transitional youth before they are completely fallen off of our radar. Our goal is to strengthen our relationships with the high schools in order to catch the student before they completely fall. In partnership with Bay Area Alignment's ENGAGE Team, a group of educators, industry partners and CBO leaders, who are focused on developing supports for the opportunity youth population, the Collective is dedicated to collaborating with community-based organizations, court and continuation schools, and the traditional high schools to educate our opportunity youth and connect them with the services and education they need to achieve success. Many of our members have aligned their diploma program total credits to the California state standard of 130 credits to decrease the number of barriers our community faces in completing their education.

Unemployed and underemployed people of our communities need our services. Training to be upskilled or for entry level opportunities, our members hope is to provide what is needed by this heavily populated group. Labor force participation is an important indicator because unemployment statistics do not capture all individuals who are not working such as employed individuals, unemployed individuals who are looking for work and individuals in the armed forces. Some of these individuals are classified as discouraged workers who may have given up seeking work due to prolonged unemployment, lack of opportunities that match their skills, and education, age, and disability. Other individuals not in the labor force include retired persons, students, and those taking care of children or other family members. Across all racial and ethnic groups, about one in three individuals aged 16 and older (32.6%) are not in the labor force. Labor force non-participation was less common among Whites and Latinos, 28.9% and 30.9% respectively. A higher percent of African Americans (36.7%) and Asians (36.0%) are not in the labor force. African Americans are 1.27 times more likely than Whites to not be in the labor force. (Source: <https://www.bls.gov/cps/lfcharacteristics.htm>)

NAC desires to meet the unemployed and underemployed where they are. In order for our services to positively impact the poverty, unemployed/underemployed, undereducated communities we live in and serve, we are committed to engaging with industry partners, workforce boards, and community-based organizations to ensure the programming we offer is relevant to industry needs and accessible to the community. Some of our current strategies that are in a pilot phase include offering HSE at an employer site for a cohort of part-time employees partnered with a college certificate and Associate degree option for a cohort of part-time supervisors. In this partnership, we created a tactic to entice the unemployed adult school students to apply for a part-time position with the employer as well to encourage completing school while working (when feasible).

Data:



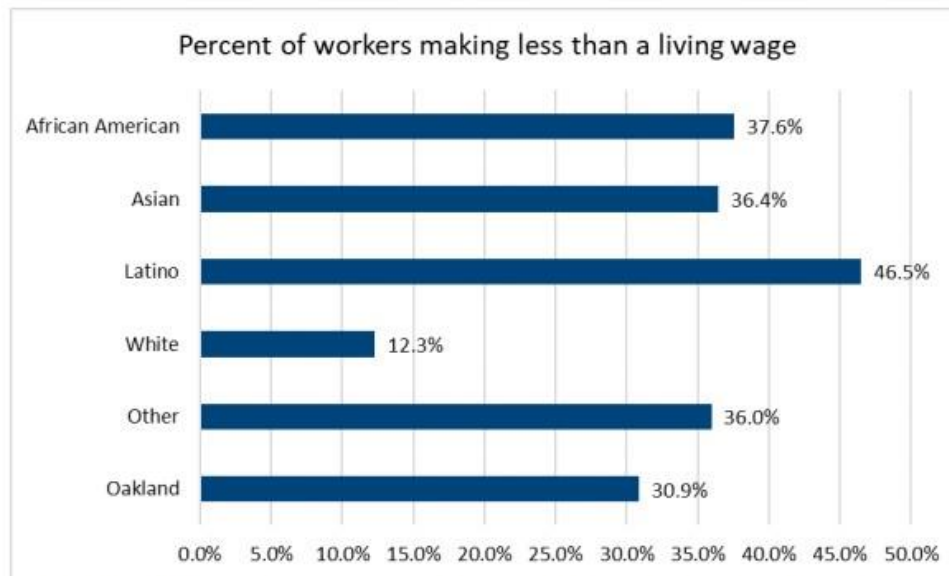
Source: American Community Survey, 1-year PUMS, 2016 (Oakland PUMAs extend beyond the city boundaries, see maps here: https://www.census.gov/geo/maps-data/maps/2010puma/st06_ca.html)

The underemployed data looked at individuals who are not employed in industries with a mean annual wage of at least \$80,000. In 2016, these industries included management occupations; legal occupations; healthcare practitioners and technical occupations; computer and mathematical occupations; architecture and engineering occupations; life, physical, and social science occupations; and business and financial operations occupations. (Source: Occupational Employment Statistics, CA Employment Development Department <https://data.edd.ca.gov/Wages/Occupational-EmploymentStatistics-OES-/pwxn-y2g5>)

Employment in high wage industries is an important measure of what kinds of jobs are accessible to individuals of different racial and ethnic groups. Limited access to jobs in high wage industries may be due to several factors, including a mismatch between available jobs and required education or training, discrimination, and other limiting factors that may also contribute to differences in access to quality jobs and overall employment rates. (Source: <https://www.stlouisfed.org/publications/regional-economist/july-2011/the-mismatchbetween-job-openings-and-job-seekers>)

Latino workers are the most likely to not be employed in a high wage industry (83.2%), followed closely by African American workers (82.0%). About half of White workers are not employed in a high wage industry (50.4%), and Asian workers fell in the middle (67.5%). Citywide, six out of ten workers are not employed in high wage industries. Latino workers are 1.65 times more likely to not be employed in a high-wage industry than White workers. This affects the communities we serve significantly because in Alameda County the living wage ranges from a minimum of \$36,331 for one adult to \$112,305 for two adults and 3 children. (Source: <http://livingwage.mit.edu/counties/06001>)

Data:



Source: American Community Survey, 1-year PUMS, 2016 (Oakland PUMAs extend beyond the city boundaries, see maps here: https://www.census.gov/geo/maps-data/maps/2010puma/st06_ca.html)

Identifying Goals and Strategies

Over the next three years, NAC has identified the following as our key indicators/goals to focus our strategies in order to advance the work of the Collective and to meet the needs of the community:

Goal 1: Develop and implement instructional, curricular, program and career pathway alignment informed by regional and local data.

Goal 1 will be measured by:

- Number of programs aligned between adult school and community college that meet the needs of the data.
- Number of students enrolled and completed.
- Number of students attaining employment.

As a Collective, we determined the instructional component of our work must speak to the needs of our undereducated and underemployed population in Northern Alameda. There are over 75,000 adults without a high school diploma or GED in our region and over 170,000 that are poverty stricken. The workforce (employers) is changing and educational attainment for jobs is increasing. In the United States: Twenty-seven (27%) percent of jobs does not require a high school diploma or equivalent; Thirty-five (35%) percent of the job openings will require at least a bachelor's degree; Thirty (30%) percent of the job openings will require some college or an associate's degree; Thirty-six (36%) percent of the job openings will not require education beyond high school.

In order for Goal one to meet the community and workforce needs, it is our approach to increase the number of adults enrolled and completing the high school diploma or equivalent program. By doing so we hope to catapult them into a pathway that will support them attaining a career and earning a livable wage.

Some activities we will implement to achieve Goal 1 are as follows:

- Improving alignment of English as a Second Language (ESL) amongst adult school to college programs.
- Offering GED, Hiset testing/courses on the college campuses (improved access).
- Improving alignment of high school diploma program to college courses.
- Adult schools offering basic skills (remedial courses) for AB705.
- Implementing GED score as college Math/English placement into transfer level courses.
- Increasing concurrent enrollment of adult education students into college courses.
- Build Career Education and Noncredit Bridges.
- Consideration of mirroring ESOL courses.
- Colocation of offerings.

Goal 2: Build student support continuum throughout the adult education pathway (onboarding, retention, completion, etc.)

Goal 2 will be measured by:

- Number of students enrolled in various programs.
- Number of students completing various programs.
- Number of quality partnerships developed with CBOs and workforce.
- Increase in marketing efforts (surveys, advertising reports).

Goal 2 is a component that will help the student successfully complete their diploma, equivalent, certificate or degree. This goal is vital to the success of our program as it is a foundational element that must be stable enough to guide a student through to completion while facing life's inevitable ups and downs. During cycle one of AEBG we hired Transition Liaisons to coordinate the wrap around service that our students need to succeed. The Transition Liaisons have implemented strong networks and processes to facilitate adult education students and community-based organization clients' college entry; however in the second cycle of CAEP we want to increase our efficiency and deepen our networks to create the stability needed to refer, follow up, and support a student/client totally.

In order for Goal two to meet the student/client needs through onboarding, retention and completion, it is our approach to increase the community's awareness of the adult education programs and services available to them. By doing so we hope to excite the potential and current learner about their opportunities and the support that exists to help them attain a career earning a livable wage.

Some activities we will implement to achieve Goal 2 are as follows:

- Develop collaborative enrollment strategies.
- Co-Advertise programming in member schedules, on member websites, etc.
- Enhance relationships with social services department.
- Develop contract education programming.
- Collaborative markets all members jointly via radio, online, etc.
- Enhance bridge and orientation programs.
- Partner adult school counseling and college counseling departments.
- Build relationships/co-partnerships with CBOs and WIOA funded services.
- Consortia representative serve on College Student Service committees.
- Co-location of services.

Over the last three years, we collectively identified what worked well and what needed to be revamped. In doing so, we uncovered the need to establish a more defined infrastructure. From the lines of communication to determining what an effective member is, we want to work toward implementing a strong consortium infrastructure to support the work of the adult schools and colleges which will support Goals one and two.

Goal 3: Adopt a common set of principles, policies, procedures, coordination and communication mechanisms that enable us to achieve our instructional and student support goals.

Goal 3 will be measured by:

- Surveys of members.
- Improvement of outcomes from Goals one and two.

In order for Goal three to support our instructional and student support goals, it is our approach to reorganize the structure and develop a system by which data and reporting inform everything we do. Some activities we will implement to achieve Goal three are as follows:

- Restructure the organization: Revamp the organizational structure to include task groups that focus on the goals of the 3-year plan to include faculty, staff, administrators, and community-based organizations.
- Fully implement Community Pro as our data management and referral system platform.
- Develop processes that support transparency amongst members.
- Implement a communication platform that enables all members and the public to receive information concerning the Collective.

Figure 1. Logic Model

Goal Statement: Develop and implement instructional, curricular, program and career pathway alignment informed by regional and local data.

| Inputs <i>Our overall direction and focus for the</i> | Activities <i>program cycle activities to the target populations and providers we seek to address</i> | Output <i>What we seek to accomplish</i> | Immediate (Short-Term) Outcomes <i>We expect that if accomplished these activities will lead to the following changes in the next year</i> | Intermediate Outcomes <i>We expect that if accomplished these activities will lead to the following changes in 1-3 years</i> | Long-Term Outcomes / Impact <i>We expect that if accomplished these activities will lead to the following changes in 3-5 years</i> |
|---|--|--|---|---|---|
| <p><i>In order to accomplish our set of activities, we will need the following:</i></p> <p>Teacher/Faculty time/participation</p> <p>Space on college campus</p> <p>Teacher/Faculty time participation</p> <p>AB705 training for Adult School personnel</p> <p>State guidance/support</p> <p>Advertising of college offerings to AS students</p> <p>Funding</p> | <p><i>In order to address our problem or asset, we will accomplish the following activities:</i></p> <p>Improving alignment of English as a Second Language (ESL) amongst adult school to college programs.</p> <p>Offering GED, Hise testing/courses on the college campuses (improved access).</p> <p>Improving alignment of high school diploma program to college courses.</p> <p>Adult schools offering basic skills (remedial courses) for AB705.</p> <p>Implementing GED score as college Math/English placement into transfer level courses.</p> <p>Increasing concurrent enrollment of adult education students into college courses.</p> <p>Build Career Education and Noncredit Bridges.</p> <p>Consideration of mirroring ESOL courses.</p> <p>Colocation of offerings</p> | <p><i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i></p> <p>Decrease in ESOL offerings amongst members.</p> <p>Improved system for students.</p> <p>Increase of GED/HSE enrollment/completion</p> <p>Increase of ABE/ASE enrollment, Increase of transfer level math/English in colleges</p> <p>Increase of college enrollment of adult school students</p> | <p><i>We expect that if accomplished these activities will lead to the following changes in the next year</i></p> <p>Improved ESL regional system</p> <p>Higher retention and completion of GED/HSE</p> <p>Higher retention in basic skills and transfer level courses</p> <p>Increased certificates/degrees earned</p> | <p><i>We expect that if accomplished these activities will lead to the following changes in 1-3 years</i></p> <p>Improved ESL regional system</p> <p>Higher retention and completion of GED/HSE</p> <p>Higher retention in basic skills and transfer level courses</p> <p>Increased certificates/degrees earned</p> | <p><i>We expect that if accomplished these activities will lead to the following changes in 3-5 years</i></p> <p>Improved ESL regional system</p> <p>Higher retention and completion of GED/HSE</p> <p>Higher retention in basic skills and transfer level courses</p> <p>Increased certificates/degrees earned</p> |

Figure 1. Logic Model

Goal Statement: Build student support continuum throughout the adult education pathway (onboarding, retention, completion, etc.)

Our overall direction and focus for the program cycle relative to the target populations and problems we seek to address

| Inputs | Activities | Outputs | Immediate (Short-Term) Outcomes | Intermediate Outcomes | Long-Term Outcomes / Impact |
|---|---|---|--|--|--|
| <i>In order to accomplish our set of activities, we will need the following:</i> | <i>In order to address our problem or asset, we will accomplish the following activities:</i> | <i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i> | <i>We expect that if accomplished these activities will lead to the following change in the next year</i> | <i>We expect that if accomplished these activities will lead to the following changes in 1-3 years</i> | <i>We expect that if accomplished these activities will lead to the following changes in 3-5 years</i> |
| Funding Transition Outcomes/Assessment Measures per the State State guidance on how to leverage Strong Workforce, AJCC, Probation/Corrections initiatives, etc. | Develop collaborative enrollment strategies Co-Advertise programming in member schedules, on member websites, etc. Enhance relationship with social services department. Develop contract education programming Collaborative markets all members collectively via radio, online, etc. Enhance bridge and orientation programs Partner adult school counseling and college counseling departments Build relationships/co-partnerships with CBOs and WIOA funded services | Less confusion for students, better aligned and seamless processes, increased enrollment Increased awareness of programming/services. Increased enrollment. Enhanced partnership and services offered to students/clients. Marketing together will save money versus individual advertising efforts. Easier tracking of marketing efforts. Less confusion for students, better aligned and seamless processes, increased enrollment Staff appropriately aware of counseling process at other sites, aligned processes, better service to students. | Increased enrollment Increased concurrent enrollment Wrap around services Increased enrollment and partnerships Improved counseling services and joint counseling course offerings Leveraged funding for programs | Increased enrollment Increased concurrent enrollment Wrap around services Increased enrollment and partnerships Improved counseling services and joint counseling course offerings Leveraged funding for programs | Increased enrollment Increased concurrent enrollment Wrap around services Increased enrollment and partnerships Improved counseling services and joint counseling course offerings Leveraged funding for programs |

| Inputs | Activities | Outputs | Immediate (Short-Term) Outcomes | Intermediate Outcomes | Long-Term Outcomes / Impact |
|-------------|--|---|---|---|---|
| | <p>Consortia representative to sit on College Student Service committee</p> <p>Co-location of services</p> | <p>Adult education represented on college committee to advocate and lessen duplication, increase alignment</p> <p>Access, convenience, less barriers for students</p> | <p>Decreased duplicative efforts, more coordinated programming</p> <p>Increased retention</p> | <p>Decreased duplicative efforts, more coordinated programming</p> <p>Increased retention</p> | <p>Decreased duplicative efforts, more coordinated programming</p> <p>Increased retention</p> |
| Assumptions | | | External Factors | | |
| | | | | | |

Figure 1. Logic Model

Goal Statement: Adopt a common set of principles, policies, procedures, coordination and communication mechanisms that enable us to achieve our instructional and student support goals.

Our overall direction and focus for the program cycle relative to the target populations and problems we seek to address

| Inputs | Activities | Outputs | Immediate (Short-Term) Outcomes | Intermediate Outcomes | Long-Term Outcomes / Impact |
|---|---|---|--|--|--|
| <i>In order to accomplish our set of activities, we will need the following:</i> | <i>In order to address our problem or asset, we will accomplish the following activities:</i> | <i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i> | <i>We expect that if accomplished these activities will lead to the following changes in the next year</i> | <i>We expect that if accomplished these activities will lead to the following changes in 1-3 years</i> | <i>We expect that if accomplished these activities will lead to the following changes in 3-5 years</i> |
| Funding State guidance on how to leverage Strong Workforce, AJCC, Probation/Corrections initiatives, etc. More PD with similar sized consortia More Faculty focused PD | Restructure the organization: Revamp the organizational structure to include task groups that focus on the goals of the 3-year plan to include faculty, staff, administrators, and community-based organizations. Fully implement Community Pro as our data management and referral platform. Develop processes that support transparency amongst members. Implement a communication platform that enables all members to receive information concerning the Collective. | Improved processes and transparency throughout the Collective. Increased collaboration amongst all groups. Task oriented work to accomplish goal. Improved outcomes to achieve the work. Increased referrals and improved tracking Consistent member participation and advocacy across individual institutions. Improved communication amongst all member groups. Better alignment. | Task groups formed Increased follow-up of students referred via Community Pro Financial statements made public via NAAEC website Increased participation amongst members. | Activities implemented 2 to 5 CBOs added to Community Pro referral system | |

Table 3. Progress Indicators

Provide three to five SMART (Specific, Measurable, Attainable, Realistic, and Time-bound) objectives by which your consortium will assess progress and impact during the next three-year cycle. These objectives should map directly to your Logic Model activities, outputs, and / or outcomes, as these will be a driving factor for annual plans throughout the funding period.

Example: By May 2019, increase the number of agencies that have aligned CTE pathways and developed comprehensive program maps from 2 to 10.

1. By January 2020, have complete ESL alignment amongst adult schools.
2. By May 2020, increase the number of students concurrently enrolled in a college course by 10%.
3. In the 2019-2020 academic year, jointly market member programming: adult schools advertise in college schedules and colleges advertise in adult school schedules.
4. By January 2020, begin GED/HSE program at employer partner site.
5. By January 2020, implement a communication platform to communicate with all members and the public.

Piloting and Implementation

Over the next 3 years, as a Collective, we plan to pilot and implement strategies to: Increase awareness and enrollment of our programs and services through various tactics:

- Solid alignment of adult education to community college programs.
- Marketing strategies.
- Increase employment opportunities through creation of clear CE pathways to include adult education, community college and industry.
- Develop education-industry partnerships through innovative approaches to benefit employers, employees and prospective employees.

1. To achieve an increased awareness and enrollment of member programs and services, we will employ varying practices to improve our current efforts. Over the last 3 years, we have worked to align ESL programming amongst members, however, there were barriers that arose to completing the task. Barriers such as total alignment amongst the adult education institutions were needed in order to align the adult schools to the community college programs. Moving forward, we will exercise the following strategies to complete the alignment of ESL programming:

- Align ESOL from Adult School to college course titles, equivalencies.
- Align ESOL between all Adult Schools.
- Develop mirrored courses for ESOL.

The expected outcomes of the above listed strategies are as follows:

- Increase in enrollment of students transitioning to College of Alameda credit courses through bridge to credit courses and offering more Alameda Adult School services on the college campus.
- Increase in enrollment of students transitioning to Community College credit courses.

The expected outcomes will be evaluated via:

- Student surveys on both College of Alameda and Alameda Adult School services and courses.
- Enrollment data from courses.
- Number of Alameda Adult School students utilizing services on College of Alameda campus.
- Number of students being placed in the next level of ESOL. Benchmark from past two years.
- Monitor from intermediate low to high and other transitions.
- Number of students enrolling in Noncredit ESOL courses.
- Completion of Noncredit ESOL Certificates.
- Number of Noncredit Enrollment Applications.

Similarly, we plan to align the adult school high school programming to college course placement.

Plans to do so include the following tactics:

- In design planning for English and math alignment (AB705); Counseling Course.
- GED score placement, Math/English metric into college level (AB705), Adult School Career Ed/ articulation into College, Pre-apprenticeship Math Trades cross referrals, Adult School Fuel Ed. HSE matic, Noncredit College courses at Adult Schools.
- Concurrent enrollment.

The expected outcomes of the above listed strategies are as follows:

- Increased completion of Community College programs by Adult School High School graduates.

The expected outcomes will be evaluated via:

- Number of Adult School High School grads who complete Community College programs.
- Number of Adult School High School students enrolled in Community College programs or Career Education programs.
- Number of Adult School students persisted from fall to spring.
- Number of Adult School and CBO partner clients enrolling in English and math.
- Planning map for alignment and time line for mapping.
- Timeline and plan for Professional Learning for Adult School instructors and Community College instructors.
- Equity Training for all instructors.

2. The Collective has reached a point where consistent and steady marketing is an opportunity we must capitalize upon. Over the first 3 years, marketing as a consortium was not beneficial because we had to define our partnership, set the foundation and create & learn how we would coexist in the partnership. Individual marketing was still taking place for the members, however, now that we have better solidified our foundation as partners it is time to market programming as a network. We will employ the following strategies to market programming as a consortium:

- Advertise via media outlets driving prospective students to the NAAEC website through:
 - Radio
 - Digital advertisements
 - Print
 - Community events participation
- Distribute consortium print material within the community.
- Consider creating a social media presence to engage with students and prospective students.

The expected outcomes of the above listed strategies are as follows:

- Increased community awareness of programming and services.
- Increased enrollment into programs.
- Increased engagement with prospective students.

The expected outcomes will be evaluated via the following:

- Marketing campaign analytics.
- NAAEC website analytics.
- Enrollment numbers.
- Community surveys.

3. To achieve an increase in employment opportunities through creation of clear CE pathways to include adult education, community college and industry, we will employ practices to strengthen our pathways for students to see the value and outcome for their lives. We will accomplish this in the following ways:

- Develop and offer Noncredit Bridge to Community Health Worker Certificate; Non-Credit
- Pathways. Noncredit Community Health Worker Certificate collaborative enrollment. Co- Location.
- Consider resource sharing models to provide more courses throughout Oakland in ESL, ABE, ASE and CTE.
- Provide workforce data to inform program development; NAC participation on Peralta
- CE/Non-Credit committees.
- Develop pre-CE programming that happens at the Adult Schools (opportunity for IBEST model, contextualized learning).

The expected outcomes of the above listed strategies are as follows:

- Increased enrollment of CE programs.
- Increased offerings of CE pathways from adult school to community college into industry.
- Increased offerings of colocated courses.
- Increased offerings of noncredit certificate programs.

The expected outcomes will be evaluated via the following:

- Measure participation in CE programs.
- Complete survey of students in CE programs.
- Survey co-location of noncredit classes.
- Noncredit Certificate programs.
- Assess noncredit enrollment process and make recommendations for adjustments.

4. To develop education-industry partnerships through innovative approaches to benefit employers, employees and prospective employees we will strengthen our collaboration with employers, Workforce Development Boards and organizations working to decrease poverty and the unemployed/underemployed rates through job training and employment workshops. We will employ the following strategies to address this effort:

- Co-locate programs at employer sites.
- Host education-industry symposiums.
- Participate in Bay Area Alignment initiative.
- Increase employer/industry partner participation on NAC Committees.

The expected outcomes of the above listed strategies are as follows:

- Increase enrollment of programs.
- Increase job opportunities for students.
- Increase collaboration with employer partners.
- Improved wrap around support service for job training that leads to jobs.

In conclusion, the Northern Alameda Adult Education Collective is revitalized by the work the members have done in the first CAEP cycle. We are excitedly ready to embark on the second three years to implement the strategies set forth to improve the communities we live in and serve. Decreasing the equity gaps in poverty, education, and employment are no small tasks; however, the members of the Collective are committed to developing, implementing, offering, and serving the adults in the region to improve the gaps throughout the years in order to eventually realize total elimination of the gaps.