AB 86 North Alameda County Regional Consortium for Adult Education

Regional Comprehensive Plan
March 1, 2015

ACKNOWLEDGEMENT

The consortium leadership would like to thank the Workgroup members for their tireless engagement in the planning process, the Members' Cabinet for its vision and guidance, and the many teachers, faculty, and staff from all the Adult Schools and community colleges in the Northern Alameda County Consortium for their enthusiastic participation and commitment to the adult learners of the region. A complete list of participants can be found in the appendix.

EXECUTIVE SUMMARY

The Northern Alameda region, just east of the San Francisco Bay, has a diverse population of approximately 606,000. The economy is experiencing growth in industry sectors such as Advanced Manufacturing, Bio Science, Construction, Energy, Engineering (Professional, Scientific and Technical), Healthcare, Information Communication Technology, and Transportation Logistics and engaging in a number of initiatives to strengthen the workforce pipeline in these sectors.

The region's working age population — those ages 18-64 — numbers almost 470,000. Thirty-eight percent of these working age adults — 189,058 adults — speak another language at home and nearly 50,000 speak English not well or not at all. In addition, over 63,000, 13 percent of working age adults, lack a high school diploma or equivalent and nearly half of these also do not speak English well or at all. Many adults in the NACRCAE region also have disabilities, some diagnosed and many undiagnosed.

The lack of a high school diploma has economic consequences — for both the economy and the individuals. Of the working age adults who lack a high school diploma or equivalent, 51,630, or 81 percent, are either unemployed or make less than $25,000 per year.

Despite the obvious need for English, high school, and job training programs, these services have been drastically cut since 2008, with Oakland Adult and Career Education particularly hard hit, losing 93 percent of its enrollments between 2008 and 2013.

The Northern Alameda County Regional Consortium for Adult Education (NACRCAE), comprising the colleges of the Peralta Community College District and the Adult Schools within six K-12 school districts, with extensive consultation from member institutions and partners, has developed a set of robust strategies to collaboratively address these needs. Primary among them are:

- Expanding course offerings to meet unmet needs, particularly in Oakland
- Ensuring comprehensive, coordinated assessments and placement services
- Building of industry pathways, "entrepreneurship" pathways, and other aligned course series with multiple onramps
- Contextualizing instruction and infusing coursework with strong civic engagement components
- Providing the transition services needed to help students progress along their paths and across segments, together with other services to support their success.

The consortium is keenly aware of the need for some overlap in services in the two systems, given students' diverse needs and the primacy of access as a core principle in service delivery. The consortium is engaging in implementation planning to determine how best to ensure access for all students. In addition, the consortium is leveraging a wealth of partnerships with community-based organizations and public agencies — ranging from

Probation to technology support organizations — that are ready and eager to support students along their paths.

Finally, the Consortium has built a strong infrastructure for ongoing collaboration. It is developing a clear yet flexible organizational structure, leveraging its work to date by Program Area, but allowing for project teams that may be formed to implement key projects holistically. Equally important, the Consortium has succeeded in building understanding and trust among faculty and teachers across segments. These relationships, together with a deep collective commitment to serving the adults of the region, will enable the work to proceed expeditiously, benefiting individual students, their families, and the communities of Northern Alameda County.

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INTRODUCTION

Adult education plays a critical role in the continued economic success of the State of California. The AB 86 planning process has provided an unparalleled opportunity to examine and identify strategies for improving the system. The goal of AB 86 is to rethink and redesign an educational system that creates seamless transitions for students across Adult Schools and community colleges to accelerate academic and career success.

The Northern Alameda region is just east of the San Francisco Bay (and immediately adjacent north-west of the Mid-Alameda region[1]). The region has a population of approximately 606,322 (based on the 2010 population of cities in Northern Alameda region). As described below, the population is diverse and the economy is experiencing growth in industry sectors such as Advanced Manufacturing, Bio Science, Construction, Energy, Engineering (Professional, Scientific and Technical), Healthcare, Information Communication Technology, and Transportation Logistics.

The Northern Alameda County Regional Consortium for Adult Education (NACRCAE)

The Northern Alameda County Regional Consortium for Adult Education (NACRCAE) is comprised of members organizations and partners. All of these organizations have been working together for many years, establishing a strong base for future collaboration.

Members

The Northern Alameda County Regional Consortium for Adult Education (NACRCAE) consists of one community college district and six K-12 school districts. They are:

- The Peralta Community College District (PCCD), including its four colleges:
  - Berkeley City College
  - College of Alameda
  - Laney College
  - Merritt College
- Alameda Unified School District (AUSD): Alameda Adult School
- Albany Unified School District (Albany)
- Berkeley Unified School District (BUSD): Berkeley Adult School
- Emery Unified School District (EUSD)
- Oakland Unified School District (OUSD): Oakland Adult and Career Education
- Piedmont Unified School District (PUSD): Piedmont Adult School

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[1] The Mid-Alameda Regional Consortium for Adult Education comprises the Chabot-Las Positas Community College District, with its two colleges, and seven Adult Schools. Adult Education students move freely among schools in the two regions.

Each of these districts has full membership in the NACRCAE. The full composition and structure of NACRCAE is described in the attached organizational chart, included as an appendix to this report. A hallmark of the NACRCAE is the engaged and active participation of a faculty and instructor driven Workgroup. Workgroup members have played a crucial role in all facets of the planning process, especially in the development and leadership of Program Area Groups[2] that have generated valuable information and engagement.

Partners

The NACRCAE fosters a wide variety of sustained and committed partnerships with community-based organizations (CBOs) and public agencies that enrich and strengthen educational and life enrichment opportunities for students. The comprehensive list of partner organizations are listed in Table 7.1 which is included as an appendix to this report.

Partner organizations have proactively participated in the planning process and will play a crucial role in service and program delivery moving forward. A few examples of successful existing partnerships are described below.

- AUSD's Alameda Adult School (AAS) works with Alameda Reads at Alameda Public Library, Alameda Point Collaborative, Alameda Multi-Cultural Center, McKinney Vento Homeless Youth Services, Alameda Boys and Girls Club, and Alameda Family Services.

- BUSD's Berkeley Adult School (BAS) works with Berkeley Public Libraries Literacy Services, Bay Area Outreach & Recreational Program, a program for disabilities, and the East Bay Center for the Blind.

- OUSD's Oakland Adult and Career Education (OACE) partners with Youth Uprising, a multi-service program for youth and young adults in East Oakland, Allen Temple Baptist Church for services for low income adults, the Salvation Army for recovery services for men, and The Unity Council, a multi-service program for Latino youth and adults. OACE provides to each of these CBOs GED assessment, instruction, and

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[2] As described further below, the five program areas are:
1. Elementary and Secondary Basic Skills, including classes for high school diploma or high school equivalency certificate (Adult Basic Education/Adult Secondary Education, ABE/ASE)
2. Classes and Courses for Immigrants (Citizenship, ESL and Workforce Preparation in Basic Skills)
3. Short term Career Technical Education (CTE) Programs with High Employment Potential
4. Programs for Adults with Disabilities (AWD)
5. Apprenticeship Programs
The Consortium formed four Work Groups, combing CTE and Apprenticeship

examination services. In addition, OUSD provides GED instruction at three OUSD high school locations and Family Literacy[3] classes at seven different OUSD schools.

- PUSD's Piedmont Adult School (PAS) provides services for three special education students who are young adults at COA as part of the North Bay Region Special Education Local Plan Area (SELPA).

History of Collaboration in the Region

NACRCAE is built on a history of collaboration between the community college district and school districts in serving adult learners. The recent successful award of the East Bay I-80/880 Career Pathways Trust grant was based in part on the strength of these existing relationships.

Besides the NACRCAE work, the Consortium members have over 20 formal relationships associated with adult education that take place between PCCD and the six school districts within its service area. The following are examples of these types of relationships:

- PCCD, OUSD, and BUSD all have a partnership with the Department of Rehabilitation for assisting students with disabilities.

- The College of Alameda assessment team goes to AUSD sites to do placement testing and registration, and AUSD students take field trips to the College.

- BUSD and Berkeley City College (BCC) collaborate on an Adult Secondary Education Transition (ASET) program that supports BUSD students' transition to post-secondary education with BCC.

- BUSD and BCC work closely with each other in creating seamless services for ESL students wishing to transition from Adult School to BCC.

- OUSD and the Peralta Colleges have a Gateway to College program which includes a scholarship program that provides academically and economically disenfranchised Oakland residents 16 to 20 years old with an opportunity to experience success in an academically rigorous, supportive, and safe environment as they pursue their high school diploma and transition into college.

- OUSD refers GED students to Laney College counselors. Due to the elimination of the "ability to benefit" requirement each college student must now secure a high school diploma or GED certification to be eligible for Pell grants (federal financial aid).

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[3] Family Literacy classes are those that support parents' skill development so that they can in turn support their children.

- OUSD and PCCD are engaging the community and employer partners to expand Linked Learning, a college and career preparatory strategy that integrates rigorous academics with technical education, work-based learning, real-world job experiences, and social support and intervention services.

- PUSD does not have a formal coordinated effort with Peralta, but it routinely provides transcript information verifying diploma completion to the community colleges.

- Merritt College collaborates with OUSD's Autism Program at Skyline High School, Alameda County Behavioral Health for Psychiatric Disabilities, CiviCorps Alternative High School, Transitional Age Youth Program for foster youth, and the Citizens for Education for Ex-Offenders.

- Merritt College Disability Services Program (DSP) collaborates with the Department of Rehabilitation, East Bay Regional Center, the Center for Independent Living, OUSD's Autism Program at Skyline High School, and OUSD's Transition Partnership Project, Alameda County Behavioral Health for Psychiatric Disabilities, CiviCorps Alternative High School, Transitional Age Youth Program for foster youth, and the Citizens for Education for Ex-Offenders. The Disability Services Programs at Laney, College of Alameda, and Berkeley City College all have similar collaborations.

Data Collection and Planning Process

Both numeric data and input from stakeholders were collected systematically over the year-long planning process.

Data Collection Methodology

Several kinds of data were collected for this report. Enrollment and cost data for 2012-13 and 2013-14 for members (Table 1.1A); members' funding data for 2012-13 and 2013-14 (Table 1.1B); partners' enrollment and cost data for 2012-13 and 2013-14 (Table 1.2); members' enrollments over time, from 2008-09 to 2013-14 (with projections for 2015-16 to be developed during the next phase of planning) (Table 2); demographic data, economic data, focus group data and information generated in large convenings; and survey data.

Enrollment and cost data. As part of the first two objectives of the AB86 Regional Comprehensive Plan, each consortium was required to submit data tables for five program areas documenting (a) current services based on unduplicated enrollment and attendance, and direct cost of instruction and (b) past, current and projected enrollment[4]. The five program areas are:

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[4] For more information regarding the required data tables (Tables 1.1, 1.2, 2.1, and 2.2) see pages 21-28 of *AB86 Adult Education Consortium Planning Grant Certification of Eligibility*.

1. Elementary and Secondary Basic Skills, including classes for high school diploma or high school equivalency certificate
2. Classes and Courses for Immigrants (Citizenship, ESL and Workforce Preparation in Basic Skills)
3. Short term Career Technical Education Programs with High Employment Potential
4. Programs for Adults with Disabilities
5. Apprenticeship Programs

Consortium Members (community colleges and K-12 Adult Schools) provided the following:
- Unduplicated Enrollment for FY 08-09, 12-13, and 13-14
- ADA or FTES for FY 12-13 and 13-14
- Program Operational Cost by budget code categories for FY 12-13 and 13-14
- Dollar Amount by Funding Source for AB86 programs only FY 12-13 and 13-14

College districts listed information separately for credit basic skills, including credit ESL, enhanced noncredit, and/or regular noncredit, as applicable. Based on guidance from the AB 86 Work Group, members did not include students under 18, contract education, or other programs that were 100 percent fee-based. Credit CTE has also been excluded from the Tables.

Consortium Partners provided the following:
- Unduplicated Enrollment for FY 08-09, 12-13 and 13-14
- ADA or FTES for FY 12-13 and 13-14 *(if applicable)*
- Program Operational Cost for FY 12-13 and 13-14 per program and source of funding (e.g., State, Federal, Fees, Private Donations, Other)

Demographic data. To help establish the need for adult education services, demographic data were collected from the California Department of Education, the U.S. Census, and the National Center on Education Statistics. Data collected included population, drop-out data, English Language proficiency (English learners in schools as well as census data on English language ability), poverty and unemployment.

Economic data. Economic data on key industries and growth trends in the region were sought from existing sources available through the Alameda County Workforce Investment Board (WIB). Source documents included the East Bay Economic Outlook for 2014-2015 published by the East Bay Economic Development Alliance and the Alameda County Industry Clusters *New Trends in the Workforce* report, April 9, 2014, published by the WIB.

Survey Data. A survey was developed to collect data on the current status of practice with regard to access, specific program elements, support services, collaborations, gaps,

challenges, and recommendations for expanding programs. It was determined that responses from key administrators would be the most appropriate at this point in the process. Seven administrators responded to the survey.

Other Data. Other data that could be collected in the future include the residence of students being served by NACRCAE members to examine patterns of access in light of school cut-backs; the demographic profile of students in the Adult Schools and community colleges to see how best to address student needs and align programs across systems; and career technical education course offerings by industry, to see where opportunities exist for greater alignment between the Adult Schools and colleges.

Planning Process

The planning process was designed to draw on the expertise of program area experts, liaisons, and community-based organizations in the region. The process is described below and the attendance at various meetings is listed in Narrative Table 1.

Planning Principles. The NACRCAE AB 86 planning process has been guided by the following principles:

- Inclusivity
- Mutual understanding
- Capacity building for sustainable change
- Practitioners as problem solvers
- Focus on student and community outcomes
- Leveraging of assets and strengths of each system and of communities
- Leveraging of existing collaborations and resources
- Innovation and best practices to achieve results
- Use of data to inform continuous improvement
- Learning to inform policy

The guiding focus of the process is on ensuring the success of students — a focus emphasized by PCCD Chancellor Jose Ortiz at a June 26th Members' Cabinet meeting that adult learners are "all our students."

Communication Plan. The Consortium proactively managed project communications and outreach through a variety of methods including:

- Regular convenings of stakeholders, faculty, teachers and the Cabinet members described below.
- A project website, http://www.nacrcae.com, established to provide project updates and the latest information from the NACRCAE.

- Regular email updates with the latest information on the NACRCAE to stakeholders and the public.

Planning Convenings. A key strategy for collecting qualitative data on strengths, vision, gaps, and solutions to gaps was to convene teachers and faculty from throughout the region, representing each of the schools and colleges. The NACRCAE leadership identified approximately 80 teachers and faculty to receive stipends for participation. Data were collected at the faculty, community partners, Members' Workgroup and Cabinet meetings described in the table below.

In every case, the meetings were characterized by a high degree of enthusiasm and interest in forging enduring partnerships to serve the needs of adult learners in the region. On October 4, 2014, the ESL Student Ambassadors in the ESL advanced classes at the Alameda Adult School conducted three simultaneous Student Focus Groups.

At the June 26th Members' Cabinet presentation, Peralta Community College District Chancellor Jose Ortiz summarized the overwhelming sentiment of many consortium members with the following comment:

> "We have opportunities in so many areas to work together, these students are OUR students; we should consciously find a way to move these students into higher education so they become contributors to the community. We have been working in isolation; this process is an important opportunity to bring faculty together and find ways to better serve our students and community."

Narrative Table 1. NACRCAE Meetings

	NACRCAE Meetings		
Meeting Type	Meeting Date(s)	Meeting Purpose	Number of Attendees per Session
Workgroup	April 30, May 22, June 12, 26 July 8 August 28 September 11, 25 October 9, 24 November 3 December 11 January 29 February 12	Provide ongoing input, review and guidance on the AB 86 planning process and ensure robust participation from member agencies and partners.	Varied, between 8-15
Members' Cabinet	June 26 October 9 November 13 January 20	Provide purpose and need overview of the AB 86 planning process and secure commitment for ongoing, meaningful engagement. Present emerging strategies and solicit input and direction on next steps	12
Faculty (K12 & community college)	May 8	Provide purpose and need overview of the AB 86 planning process and solicit faculty/instructor input on existing program activities, strengths, gaps and potential solutions.	60
Community Partners	June 5	Provide purpose and need overview of the AB 86 planning process and solicit partner input on existing program activities, strengths, gaps and potential solutions.	60
Program Area Group: Basic Skills	August 6 December 15	Focus on objectives 3 and 5, "Developing Plans to Integrate Existing Programs and Create Seamless Transitions to Post-Secondary Education and the Workforce". Participants from member agencies and partner organizations.	20
Program Area Group: AWD	September 2	Planning team met to discuss the bigger picture issues of adults with disabilities and how to focus on the upcoming combined faculty/stakeholder meeting.	4
Program Area Group: CTE	September 5	Ad-hoc CTE committee met to discuss how better transitions could be developed between CTE and AWD, ESL and Basic Skills.	7
Faculty (K12	September 18	Joint Faculty/stakeholder meeting held to discuss	Varied,

& community college) and Community Partners	December 4	objectives 3 and 5 and to create preliminary strategies to achieve the objectives. Preliminary cross cutting strategies between PAG's were named.	between 50-90
Program Area Group: ESL	September 5 December 8	Program Area Group designed for immigrants eligible for education services in citizenship, ESL, and workforce preparation classes in basic skills. Participants from member agencies and partner organizations.	32

Program Area Groups met through the summer and fall to involve both teachers/faculty and partners in discussing opportunities for addressing gaps.

Student Engagement. During the months of December 2014 and January 2015 the Northern Alameda County Regional Consortium for Adult Education conducted 5 ESL focus groups that were attended by 86 students. More information on each session is provided below in Narrative Table 2.

Most of the findings were aligned with data collected by the Members' Cabinet, Members' Workgroup, and ESL Program Area group. For example, most students stated that there needed to be far more locations where they could access ESL classes, and that these sites be in safe, accessible locations with parking options. Similarly, they stated that more transportation services were needed in order to foster this access, as well as childcare options. Further, most stated that they learned of the facilities via word of mouth, and that they chose to attend ESL classes for the following reasons: get a better job, obtain a GED, help children with homework, pursue a college degree, or for socialization purposes. As expected, most students arrived to school in a variety of ways including walking, driving, getting a ride, and bus. Commute times varied greatly, between 5 minutes to 1 hour (average time was about 10 – 15 minutes). Many voiced opinions about the need for additional classes at their current facility — citizenship, pronunciation, GED courses — all of which were anticipated.

Information was provided by the students which had not appeared in original data and reporting. First, in the family literacy (multileveled) focus groups there was much desire voiced to have additional, level-tiered classes. Students stated that often the class was too easy because the teacher geared the content towards the lowest level students in the class. Conversely, when asked why their peers did not attend class, those who had peers who knew 'no English' felt that there wasn't a place for them in the multilevel class which was being taught at a level higher than their own. This presents a previously undocumented barrier to services.

Further, when asked why their peers were not attending class, in addition to reasons projected (lack of childcare, transportation, facilities with long waiting lists), the women noted that family opposition and discouragement was a significant barrier. Moreover, they stated that many of their (female) peers lack motivation to learn, or didn't see the point of learning English. These social and cultural barriers had not yet been recorded, though they undoubtedly are a major consideration when planning outreach strategies.

Narrative Table 2. ESL Student Focus Groups

ESL Student Focus Groups				
Location	**Location, Time**	**Number of Attendees**	**Languages**	**Notes**
Alameda Adult School	Alameda (PM)	36	Spanish (21) , Chinese (11), Vietnamese (3), Portuguese (1)	3 focus groups conducted simultaneously. Students represented 6 different levels of ESL (reps from each class)
Lafayette Elementary	West Oakland (AM)	16	Spanish (2), Yemeni (12), other African (2)	Multilevel Family Literacy class
Allendale Elementary	Fruitvale (AM)	6	Not stated	Multilevel Family Literacy class
Korematsu	Deep East Oakland (AM)	8	Spanish (all)	Multilevel Family Literacy Class
Oakland International High School	North Oakland (AM)	20	Ethiopia (Amharic, other) and Eritrea (Tigrinya) (14), other African (1), Spanish (3), Bhutanese (1)	Low ESL

A PICTURE OF NEED

The following section describes regional need in terms of demographics such as educational attainment, language, poverty, unemployment, and disability levels as well as enrollment changes at NACRCAE institutions.

Demographic Data

The demographic data below paint a picture of all of Alameda County.

- Total Alameda County population: 1,515,136

- Adults 25 years and over, total: 1,025,190

- Adults 25 years and over, total foreign born: 406,502

- Adults 25 years and over, total foreign born, not a U.S. citizen: 178,766

- Total population (age 5 or older) speaking language other than English at home: 607,157 (42.8%)

- The population 25 years and older lacking a high school diploma is 13.8 percent across both the native and foreign born population, totaling 141,402. Of these, 76,579, or 7.5 percent, have less than a 9th grade education; 64,823 or 6.3 percent have education 9th-12th grade, no diploma.

- The unemployment rate for adults in Alameda County without a high school diploma is 15.1 percent compared to 12.4 percent for those with a high school diploma or equivalent, 10.6 percent with some college, and 5.3 percent for a bachelor's degree or higher (US Census, Table S2301).

- For the foreign born (406,502), it is estimated that 25 percent lacks a high school diploma; for the foreign born who are not U.S. citizens (178,766), 32.9 percent, or 58,814 lack a high school diploma.

- The population of adults ages 25-64 in Alameda County is 877,203. If 18.9 percent of the population speaks English "less than very well", it is estimated that roughly 166,000 adults in this working age population in Alameda County speaks English "less than very well".

- Among the population of adults 20-64 in Alameda County, 66,042 adults have some kind of disability. Nearly 21 percent (20.8 percent) are unemployed (Table S2301).

Data provided in Narrative Table 3 below provides a information by school district boundaries in the Northern Alameda region.

Narrative Table 3. NACRCAE Demographic Data

| School District | K-12 Data (Most Recent - 2012-13) | | | | | Demographic Data by School District Boundaries | | | |
	Enrollment	English Learners	1 Yr Drop Out Rate	4 Yr Drop Out Rate	Free or Reduced Price Meals	Percent Unemployed	Poverty	Less than HS Graduate	Speak English less than "very well"*
Alameda City Unified	10,836	2,175 (20.1 %)	2.60%	9.0%	3,526 (33.5%)	8.30%	9.90%	8.75%	11,588 (16.6%)
Albany City Unified	3,804	789 (20.7 %)	1.50%	7.5%	849 (22.7%)	5.50%	8.50%	5.12%	2,783 (16.3%)
Berkeley Unified	9,779	1,184 (12.1 %)	3.90%	11.6%	3,830 (40.0%)	7.20%	20.90%	5.26%	8,552 (7.9%)
Emery Unified	751	108 (14.4 %)	4.20%	17.8%	512 (69.6%)	4.00%	13.20%	3.81%	601 (6.3%)
Oakland Unified	46,486	14,113 (30.4 %)	8.50%	21.6%	32,754 (73.1%)	10.90%	17.70%	20.50%	79,402 (21.7%)
Piedmont City Unified	2,605	51 (2.0 %)	0.50%	1.4%	9 (0.4%)	5.60%	3.20%	1.74%	646 (6.3%)
County Total	**220,286**	**45,903 (20.8 %)**	**4.10%**	**11.2%**	**95,022 (44.2%)**	**7.00%**	**12.00%**	**13.80%**	**18.9%**
State Totals	**6,226,989**	**1,346,333 (21.6%)**	**4.00%**	**11.6%**	**3,509,407 (58.0%)**	**10.10%**	**13.10%**	**19.18%**	**19.60%**

Data Sources: DataQuest 2012-13, NCES, and the US Census American Community Survey 2007-2011

* NCES American Community Survey 2007-2011, DP02: Population 5 years and over

Population and English language data broken out by community are presented in Narrative Table 4.

Narrative Table 4. NACRCAE Language Data

Community	Total Population (5 years and over)	Speak English less than "very well"	Language other than English*
Alameda City	69,862	11,588 (16.6%)	24,970 (35.7%)
Albany City	17,053	2,783 (16.3%)	6,448 (37.8%)
Berkeley City	108,459	8,552 (7.9%)	28,742 (26.5%)
Emeryville City	9,533	601 (6.3%)	2,862 (30.0%)
Oakland City	366,034	79,402 (21.7%)	147,034 (40.2%)
Piedmont City	10,233	646 (6.3%)	1,757 (17.2%)
Totals	478,944	87,547 (18.3%)	195,339 (40.8%)

Source: U.S. Census Bureau, 2008-2012 American Community Survey (DP02)
*Population 5 years and over

In Narrative Tables 5A-5E, data have been broken out for the NACRCAE Region with a focus on key need indicators.

Narrative Table 5A. Analysis of Data on the Working Age Population in the NACRCAE Region: Age Distribution

Ages 18-24	Ages 25-64	Total 18-64
80,577	416,264	496,841

In the NACRCAE region, over 63,000 adults aged 18-64 — the working age population — lack a high school diploma or equivalent. That is 13 percent of the total working age population. Of these 46 percent also do not speak English well or do not speak it at all. This has two implications. First, those who lack a high school diploma but speak English well or very well — 34,284 —are good candidates for ABE and ASE programs, either as stand-alone courses, or courses contextualized with CTE. Those who do not speak English, however — nearly 30,000 — may be candidates for joint ABE/ASE and ESL courses.

Narrative Table 5B. Analysis of Data on the Working Age Population in the NACRCAE Region: Population Ages 18-64 with Less than High School Diploma

Less than high school	Percent of 18-64 population	Number of adults without a HS diploma who speak English well or very well	Number of adults without a HS diploma who speak English not well or not at all	Percent who speak English not well or not at all
63,682	13%	34,284	29,398	46%

As seen in Narrative Table 5C, overall, 38 percent of working age adults — 189,058 adults — speak another language at home. The breakdown of English levels among all working adults who speak another language at home is presented below. Over 49,000 of these adults, or 26 percent, speak English not well or not at all. Over 4,000 of these are young adults ages 18-24.

Narrative Table 5C. Analysis of Data on the Working Age Population in the NACRCAE Region: English Language Levels by Age Span for Those Who Speak Another Language at Home

English Language Levels: Speaks English…	18-24	25-64	18-64
Very well	22,032	72,100	94,132
Well	7,271	38,141	45,412
Not well	2,985	31,859	34,844
Not at all	1,028	13,642	14,670
Speaks English Not Well or Not at All	**4,013**	**45,501**	**49,514**

The lack of a high school diploma has economic consequences. Of the working age adults who lack a high school diploma or equivalency, 51,630, or 81 percent, are either unemployed or make less than $25,000 per year. For those ages 18-24, 96 percent are either unemployed or make less than $25,000 per year. These adults would likely benefit from postsecondary education or training, in addition to receipt of a high school diploma, to increase their employability and career advancement.

Narrative Table 5D. High School Diploma and Unemployed or Making Less than $25,000 Per Year, by Age Span

Lack a HS diploma and make less than 25K or are unemployed			
	Ages 18-24	Ages 25-64	Total 18-64
Lack High School Diploma	8,309	55,373	63,682
Lacking a HS and unemployed or salary less than 25K	7,986	43,644	51,630

Many adults in the NACRCAE region also have disabilities. Data on physical and cognitive disabilities, and difficulty with independent living are presented in Table 5E.

Narrative Table 5E. Analysis of Data on the Working Age Population in the NACRCAE Region: Disabilities by Lacking High School Diploma

	Lacking a HS diploma
Physical Disabilities	27,532
Difficulty with Self-Care and Independent Living	18,765
Veteran's Service-Connected Disability	2,319
Cognitive Difficulty	17,274

Enrollment Data

Adult School and community college enrollment data, including changes in enrollment from 2008-09 to 2013-14, show that neither Adult Schools nor community colleges have been able to address the full need for adult education services.

Narrative Table 6. NACRCAE Unduplicated Enrollments by Program Area for Fiscal Years FYs 08-09, 12-13, and 13-14

Program 1: Elementary & Secondary Basic Skills				
Adult Schools	FY 08-09	FY12-13	FY13-14	% Change 08-09/13-14
Alameda	446	234	237	-47%
Albany	--	--	--	
Berkeley	1764	1373	1273	-28%
Oakland Adult and Career Education	2815	591	599	-79%
Piedmont	408	72	68	-83%
Adult School Total	**5433**	**2270**	**2177**	**-60%**
Community Colleges	FY 08-09	FY12-13	FY13-14	% Change 08-09/13-14
Berkeley City College Noncredit	1925	0	0	-100%
College of Alameda Noncredit	213	2557	2597	1119%
Laney College Noncredit	3772	147	157	-96%
Merritt College Noncredit	2535	1758	1976	-22%
Community College Total	**8445**	**4462**	**4730**	**-44%**
Credit subtotal	**0**	**0**	**0**	**0%**
Noncredit Subtotal	**8445**	**4462**	**4730**	**-44%**
TOTAL	**13878**	**6732**	**6907**	**-50%**

Program 2: Classes for Immigrants (ESL, Citizenship)				
	FY 08-09	FY12-13	FY13-14	% Change 08-09/13-14
Alameda	1161	787	738	-36%
Albany	193	80	0	-100%
Berkeley	3876	2272	2378	-39%
Oakland Adult and Career Education	8126	432	383	-95%
Piedmont	205	0	0	-100%
Adult School Total	**13561**	**3571**	**3499**	**-74%**
Community Colleges	FY 08-09	FY12-13	FY13-14	% Change 08-09/13-14
Berkeley City College, Credit	561	458	470	-16%
College of Alameda, Credit	765	680	637	-17%
Laney College, Credit	2508	1963	1778	-29%
Merritt College, Credit	456	76	105	-77%
Community College Total	4290	3177	2990	**-30%**
Credit subtotal	**4290**	**3177**	**2990**	**-30%**
Noncredit Subtotal	**0**	**0**	**0**	**0%**
TOTAL	**17851**	**6748**	**6489**	**-64%**

Program 3: Adults w/Disabilities				
	FY 08-09	FY12-13	FY13-14	% Change 08-09/13-14
Alameda	0	0	0	0%
Albany	0	0	0	0
Berkeley	211	175	212	0%
Oakland Adult and Career Education	1204	21	24	-98%
Piedmont	0	0	0	0%
Adult School Total	**1415**	**196**	**236**	**-83%**
Community Colleges	FY 08-09	FY12-13	FY13-14	% Change 08-09/13-14
Berkeley City College				
Credit	17	0	0	-100%
Noncredit	0	0	0	0%
College of Alameda				
Credit	194	296	306	58%
Noncredit	0	0	0	0%
Laney College				
Credit	154	262	254	65%
Noncredit	0	0	0	0%
Merritt College				
Credit	165	245	284	72%
Noncredit	0	0	0	0%
Community College Total	**530**	**803**	**844**	**59%**
Credit subtotal	**530**	**803**	**844**	**59%**
Noncredit Subtotal	**0**	**0**	**0**	**0%**
TOTAL	**1,945**	**999**	**1,080**	**-44%**

Program 4: Short-Term CTE				
	FY 08-09	FY12-13	FY13-14	% Change 08-09/13-14
Alameda	649	0	0	-100%
Albany	0	0	0	0%
Berkeley	2203	964	764	-65%
Oakland Adult and Career Education	2892	90	0	-100%
Piedmont	495	0	0	-100%
Adult School Total	**6239**	**1054**	**764**	**-88%**
Community Colleges	FY 08-09	FY12-13	FY13-14	% Change 08-09/13-14
Berkeley City College				
Noncredit	0	0	0	0%
Enhanced Noncredit	0	0	0	0%
College of Alameda				
Noncredit	15	0	0	-100%
Enhanced Noncredit	0	0	0	0%
Laney College				
Noncredit	1173	128	181	-85%
Enhanced Noncredit	957	0	0	-100%
Merritt College				
Noncredit	59	63	0	-100%
Enhanced Noncredit	0	0	0	0%
Community College Total	**2204**	**191**	**181**	**-92%**
Noncredit subtotal	**1247**	**191**	**181**	**-85%**
Enhanced Noncredit Subtotal	**957**	**0**	**0**	**-100%**
TOTAL	**8443**	**1245**	**945**	**-89%**

Program 5: Apprenticeships				
	FY 08-09	FY12-13	FY13-14	% Change 08-09/13-14
Alameda	0	0	0	0%
Albany	0	0	0	0%
Berkeley	0	0	0	0%
Oakland Adult and Career Education	0	0	0	0%
Piedmont	0	0	0	0%
Adult School Total	**0**	**0**	**0**	**0%**
Community Colleges	FY 08-09	FY12-13	FY13-14	% Change 08-09/13-14
Berkeley City College	0	0	0	0%
College of Alameda	6	10	5	-17%
Laney College	171	113	95	-44%
Merritt College	0	0	0	0%
Community College Total	**177**	**123**	**100**	**-44%**
TOTAL	177	123	100	**-44%**

Evaluation of Existing Adult Education Enrollment (Excerpted from Table 2)

Narrative Table 6 above presents an excerpt of data from Table 2 — enrollment data from FYs 07-08, 08-09, 12-13, and 13-14, by program area — with calculated changes from 08-09 to 13-14.

The enrollment data below reveal key information: changes over time, program area comparisons, Adult School enrollment compared to community college enrollments, and differences among Adult School enrollments.

Changes over time. The most salient finding to be discerned from the data below is the decrease in enrollments between 2008-09 and 2013-14. Classes for Immigrants, including ESL and citizenship experienced the greatest drop, 64 percent, going from nearly 18,000 enrollments in 2008-09 to 6,489 in 2013-14. Elementary and basic skills course enrollments decreased by 50 percent and AWD enrollments decreased by 44 percent.

Program area comparisons. As presented above, the largest program offered in 2013-14 in the region is Elementary and Secondary Basic Skills with 6,907 enrollments and corresponding ADA/FTES across the organizations. Next highest overall is the Classes for Immigrants (ESL, Citizenship) program area with enrollments of 6,489. Moving forward, the

Work Group will address the types of ESL students currently being served, clarifying if they are long-term residents or short-term visitors.

Adult School versus community college enrollments. Adult School enrollments were highest in classes for Classes for Immigrants/ESL (3,499) and lowest for Adults with Disabilities (236). Community college enrollments were highest for Elementary & Secondary Basic Skills (4,730) and lowest for Apprenticeship (100). In classes for Immigrants/ESL, community college enrollments were fifteen percent lower than Adult School enrollments; in ABE/ASE/Basic Skills, community college enrollments were nearly two times the enrollment level at Adult Schools; and in Apprenticeship, there were only 100 enrollments system-wide, nearly all at Laney College.

Variations in Adult School enrollments. Enrollments varied widely among Adult Schools. In absolute terms, in 2013-14, Berkeley had the highest ABE/ASE/Basic Skills enrollment among the Adult Schools at 1,273, followed by Oakland at 599 and Alameda at 237. In Classes for Immigrants/ESL, Berkeley still has the greatest enrollments at 2,378 followed by Alameda at 738. Berkeley is the only Adult School offering Short-Term CTE with at 764 students enrolled. In the area of AWD, Berkeley had 212 enrollments in 2013-14 and Oakland had 24. None of the adult schools have students enrolled in apprenticeship courses.

Variations in community college enrollments. College of Alameda and Merritt College enroll more students in noncredit basic skills courses than Berkeley City College or Laney College. Merritt College has the fewest enrollments in Classes for Immigrants (105), compared to Laney (1,778) and College of Alameda (637). All short-term CTE courses and programs offered at the colleges are for credit; therefore no short-term CTE is reflected in the data.

A VISION FOR THE FUTURE
(Setting the Stage for Objectives 3-7)

The NACRCAE regional vision for students includes a seamless educational model that supports student growth, positions teachers/faculty and counselors to assist students in meeting their educational and employment goals, and reduces system barriers to student mobility between Adult Schools and community college. NACRCAE will build students' navigational skills and facilitate their transitions by using strategies such as student ambassadors and mentors, earlier college matriculation services at the Adult Schools, and public information for students that is easily accessible and well organized. The NACRCAE will be guided by the engaged and focused participation of a teacher and faculty driven Workgroup with program area expertise.
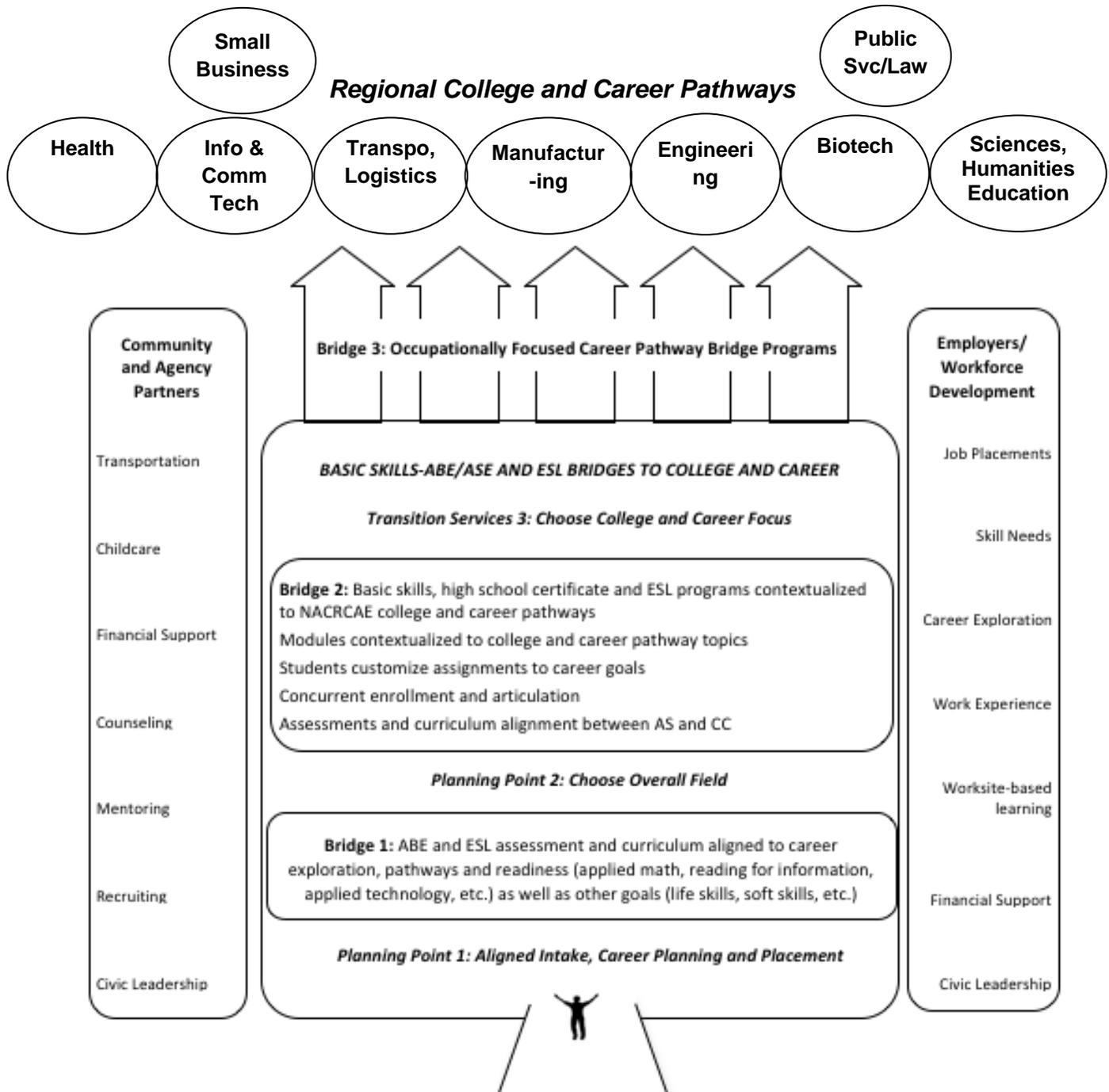
A key system feature will be improved assessment and placement. NACRCAE is exploring the concept of a regional assessment system, with common assessment processes and tools covering academic, career, and social-emotional, and other life circumstances. This assessment system will ensure that needs are identified and that students are directed to the educational institution that can best serve them. Counseling and related transition services will be core services supporting effective instruction. In addition, all students will have portable educational plans. Student support and instruction will be coordinated across educational segments to promote efficiencies and maximize access. ESL and ABE/ASE/Basic Skills classes will be contextualized to career themes and occupations when possible, including entrepreneurship; civic engagement will be a key theme.

NACRCAE will build broad pathways to serve all students, regardless of their initial goals. The pathway concept offers multiple entry points — "no wrong door" access — beginning for many students with Family Literacy programs. Pathways would include onramps and bridges, stackable certificates as completion milestones, and clear next steps so that early achievements build consecutively to further degrees and opportunities for transfer and employment. Adults would have access to a range of educational, support, and employment services, designed to meet them at current ability levels and to facilitate attainment of their own goals.

Co-location of Adult School and community college classes will facilitate shared teaching and learning and student transitions from one segment to another. NACRCAE will also coordinate messaging to the community and examine programs regularly for impact against labor market information and regional demographics.

The following graphic illustrates key system features.

System Alignment; Student Success

Small Business

Public Svc/Law

Regional College and Career Pathways

Health — **Info & Comm Tech** — **Transpo, Logistics** — **Manufactur-ing** — **Engineering** — **Biotech** — **Sciences, Humanities Education**

Bridge 3: Occupationally Focused Career Pathway Bridge Programs

Community and Agency Partners

Transportation

Childcare

Financial Support

Counseling

Mentoring

Recruiting

Civic Leadership

Employers/ Workforce Development

Job Placements

Skill Needs

Career Exploration

Work Experience

Worksite-based learning

Financial Support

Civic Leadership

BASIC SKILLS-ABE/ASE AND ESL BRIDGES TO COLLEGE AND CAREER

Transition Services 3: Choose College and Career Focus

Bridge 2: Basic skills, high school certificate and ESL programs contextualized to NACRCAE college and career pathways

Modules contextualized to college and career pathway topics

Students customize assignments to career goals

Concurrent enrollment and articulation

Assessments and curriculum alignment between AS and CC

Planning Point 2: Choose Overall Field

Bridge 1: ABE and ESL assessment and curriculum aligned to career exploration, pathways and readiness (applied math, reading for information, applied technology, etc.) as well as other goals (life skills, soft skills, etc.)

Planning Point 1: Aligned Intake, Career Planning and Placement

Core Principles Describing the Consortium's Desired Integrated System

Building an aligned system of service delivery for adults requires a shared vision and common understanding of key concepts and principles. The following core principles and concepts for a redesigned system emerged during the planning process. They informed the development of strategies and serve as a "touchstone" for consortium members and partners working together to address complex issues.

1. Support for Diverse Students

Adult education recognizes the strengths and diversity of its students and offers programs, differentiated instruction, and support services to meet these needs.

2. Coordinated and Integrated Agency Roles

Adult Schools and community colleges operate as strategic partners, coordinate their roles, and leverage community resources.

3. Access to Diverse Employment and Career Options

Adult education offers opportunities for students to pursue a wide variety of employment options and career pathways. Students are encouraged to continue from Adult School to community college and have access to such options as apprenticeships, supported employment, and self-employment, in addition to traditional employment.

4. Effective Educational Pathways and Transition Support

Adult education builds pathways that integrate and contextualize learning to maximize effectiveness. It allows for multiple points of entry and exit; co-locates programs to facilitate access and leverage the strengths of each service provider; and offers needed transition services from one educational system to another and from education to work.

5. Adequate and Leveraged Resources

Adult education is sufficiently resourced, through direct funding and leveraging of external resources, to provide the intensive programming, faculty collaboration, materials and wraparound support services required to produce results.

6. Professional and Organizational Development

Adult education builds individual and institutional capacity to create and continuously improve a coordinated and aligned system. Professional development includes educators across both systems as well as industry and community partners engaged in developing a common language and solving real problems. Training for ongoing collaboration and change management is an integral component of professional development.

7. Accountability and Continuous Improvement

Accountability systems in adult education hold educators and partners to high standards of performance and promote innovation, while avoiding disincentives to serve the hardest to

serve individuals. Data is used to monitor progress on an ongoing basis and student voice is incorporated into continuous improvement processes.

Proposed Key Ideas for Differentiation of Functions among Adult Schools Community Colleges and Partner Organizations

Adult Schools, community colleges and partners all play key roles in the redesigned system. During the final phase of the planning process, educators and community partners from across the consortium considered both the existing system and potential system realignment options in light of the current system overlap as depicted in the diagram below. While the realignment conversations began with the intention of figuring out "who does what" and how to minimize the overlapping grey areas, it was determined that the area of overlap is a system strength that needs to be optimized to better serve students. The overlaps makes transparent that a student's academic level alone doesn't identify which segment would be serve the student. Student access issues including course schedules, registration processes, and fees, among other issues, and the respective strengths of each system, together with the needs of distinct student populations, must be considered in determining the distribution of programs. The overlaps also provides for immediately engaging opportunities for curricular and professional development and mutual support across the segments. Acknowledging that some overlap is necessary and even beneficial for students key features of each system are described below.
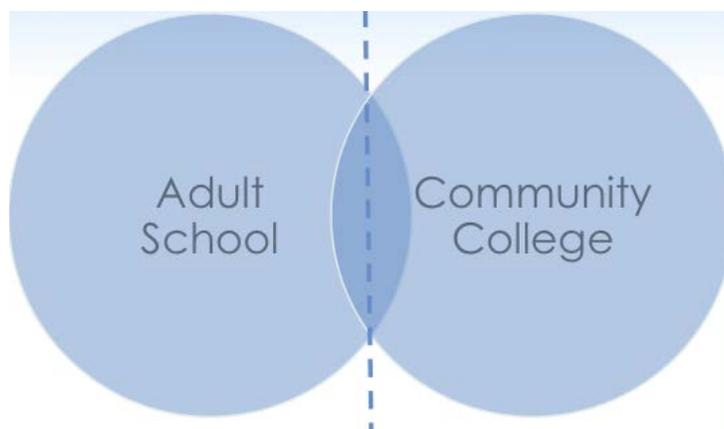
> ➢ **Adult Schools** provide an open door to educational opportunities leading to economic self-sufficiency and productive citizenship for a broad population of students: native English-speakers with very low levels of reading and writing ability;

those seeking high school diplomas; those needing English and exposure to US customs, irrespective of their prior education or English level; and those seeking employment-related skills. Adult Schools offer programs at locations and times that facilitate access; open or flexible enrollment policies and low fees also promote access. In addition, Adult School programming is responsive to changing community needs. Adult School teachers are credentialed and employ differentiated and innovative strategies to engage students and promote learning. Adult Schools efficiently assess students, provide robust information about educational and career options, and refer students to programs at their own schools or other institutions that will most effectively meet their needs. Students who can benefit from postsecondary education are encouraged to continue on and are provided with the transition and other support services needed to succeed.

➢ **Community Colleges** prepare students for the workforce, prepare students for transfer to four-year institutions and provide ESL/basic skills education. They provide an open door to educational opportunities leading to societal contributions and economic self-sufficiency, primarily for students who have a base of foundational skills and behavioral characteristics that prepare them for success in a college setting and at college levels. Community colleges offer rigorous courses and pathways; they provide counseling and other services to support student success. Faculty has disciplinary expertise. Robust credit career technical education (CTE) programs offer the opportunity to integrate CTE and ESL/basic skills. Colleges cultivate close relationships with employers to ensure that career technical education programs are demand-driven and responsive to employer needs. Students have access to work experience programs and employment opportunities.

➢ **Educational Partners: Educational partners are of several kinds, including libraries, some educational non-profit organizations, and other public education agencies.** Libraries provide tutoring services for students lacking literacy or having very low literacy, including students who are have low literacy in their language of origin. Partners also provide education in jails and other correctional settings. K-12 systems, including high schools, engage with adult education to ensure that students who are at risk for leaving high school without a diploma are identified early and provided needed services through the adult education system, including both Adult Schools and community colleges.

➢ **Public, Community and Faith-Based Organizations:** CBOs and public agencies provide resources for child care, transportation, and other life needs, as well as case management and social and personal support. They also provide specialized services for specific populations who have unique needs, such as adults reentering society after incarceration, veterans, foster youth, and adults with disabilities.

- ➢ **Employers and Workforce and Economic Development Organizations:** Employers and workforce and economic development organizations play the vital roles of ensuring that curriculum is aligned with workforce needs and that students have opportunities to explore careers, develop workplace skills, and enter employment.

Attending to Student Diversity

As suggested above, adult education serves a very diverse student population, from newly arrived immigrants with very low literacy levels in their native languages, to middle class adults seeking retraining after layoffs from employment. What the students all have in common is the goal to improve their quality of life and long-term opportunities. But the individual paths to reach their goals will differ. Narrative Table 7 illustrates how an integrated system can serve a broad spectrum of students over time, while attending to the distinct starting places and needs of many subpopulations.

Narrative Table 7: Start Here!: Potential "Pathways to Self-Sufficiency" Based on Students' Starting Place

Starting Place	Potential Areas of Near-Term Focus	Potential Areas of Medium- to Long-Term Focus
Low-Skill English Learner	First language literacy English contextualized to US norms, school communications, life skills, citizenship prep, as appropriate Short-term occupational and entrepreneurship training, including contextualized English	High School Equivalency Post-secondary certificate Career Pathways Leading to AA/AS, BA/BS, MA/MS Degrees
High-Skill English Learner	English contextualized to life skills, US norms, communicating with children's teachers and schools, citizenship prep, as appropriate English contextualized to existing profession Validation of non-US occupational credentials	Ongoing professional development Continued English acquisition
Very Low-Skill Multi-generational English Speaker ($1^{st} – 7^{th}$ grade levels)	Attainment of 9th Grade reading, writing, Math contextualized to an overall occupational target	High School Equivalency contextualized to career goal Career Pathway Leading to Post-Secondary Certificate Career Pathway Leading to AA/AS, BA/BS, MA/MS Degrees
Low-Skill Multi-generational English Speaker ($8^{th} – 12^{th}$ grade levels)	High School Equivalency contextualized to career goal Career Pathway leading to Post-Secondary Certificate	Career Pathway Leading to AA/AS, BA/BS, MA/MS Degrees

Starting Place	Potential Areas of Near-Term Focus	Potential Areas of Medium- to Long-Term Focus
Adult with Profound Intellectual Disability	Development of a career plan and support system Development of skills in a chosen occupational field	Career Pathway leading meaningful engagement with a chosen occupation Ongoing education
Adult with Other Disabilities (physical, psychological, learning, brain injury, medical, etc.)	Assessment and development of an educational and career plan Identification of needed accommodations Progress toward immediate goals	Career Pathway leading to Post-Secondary Certificate Career Pathway Leading to AA/AS, BA/BS, MA/MS Degrees Ongoing education
Re-Entry Student	Development of a career plan, support system, and immediate income/employment stability Attainment of 9th Grade reading, writing, Math contextualized to an overall occupational target High School Equivalency contextualized to career goal	Career Pathway Leading to Post-Secondary Certificate Career Pathway Leading to AA/AS, BA/BS, MA/MS Degrees
Other populations: veterans, foster youth, young parents, new refugees, etc. who fit into above categories but may also have additional needs	Focus areas as appropriate above, enhanced with specialized services that may be provided in partnership with community-based organizations and/or as targeted initiatives	High School Equivalency Post-secondary certificate Career Pathways Leading to AA/AS, BA/BS, MA/MS Degrees

STRATEGIES TO ALIGN ADULT EDUCATION SYSTEMS AND MEET STUDENT NEEDS

The strategies presented below are clustered to address the following objectives:

- Objective 3: Transitions and Program Integration
- Objective 4: Gaps and Solutions
- Objective 5: Instructional Effectiveness/Acceleration
- Objective 6: Professional Development
- Objective 7: Regional Coordination

Strategies were developed for the objectives based on input generated during the planning process. Many of the gaps and solutions identified in the prior period during discussions about gaps, such as the lack of transition services, or the lack of wraparound services, are also directly related to the effectiveness of transitions from one segment to another or from education to work. Those strategies have therefore been integrated into the list of strategies under Objective 3: "Transitions and Program Integration". The remaining "gaps" were primarily those in providers (levels of service), which remain in the section on Objective 4. These draw largely on the changes in enrollment in relation to identified needs. Professional Development (Objective 6) and Regional Coordination (Objective 7) are topics that surfaced consistently during the planning process. A hallmark of the North Alameda County Regional Consortium for Adult Education is the genuine commitment to partner engagement and leveraging of resources to provide needed services.

Narrative Table 8: Strategies by Objective

Strategies by Objective				
Transitions and Program Integration (Objective 3)	**Gaps and Solutions (Objective 4)**	**Instructional Effectiveness / Acceleration (Objective 5)**	**Professional Development (Objective 6)**	**Regional Coordination (Objective 7)**
A. Align and improve the initial assessment, career planning and placement process B. Align curriculum between Adult Schools and community colleges C. Provide Adult School-to - college transition services D. Create bridges to existing career pathways and create new pathways E. Provide wraparound support services to ensure student success F. Engage employers to promote career alignment and work transitions G. Coordinate data between Adult Schools and community colleges H. Expand and improve recruitment efforts	A. Maintain existing programs aligned to needs B. Expand access to quality programs for underserved areas and populations based on need	A. Explore the use of dual enrollment and co-located classes B. Integrate and contextualize ABE/ASE and ESL with Career Exploration and CTE pathways. Support and share instructional strategies to accelerate student success. C. Expand Career Advancement Academies (CAA) building on existing models.	A. Fund ongoing meetings of community college and adult education faculty/teachers to keep programs seamless and non-repetitive B. Provide professional learning and development opportunities focused on an array of teaching topics	A. Work with public sector entities and CBOs to leverage resources and provide needed services B. Maintain a regional asset map C. Sustain regional collaboration and continuous improvement D. Create an organizational and technology infrastructure to support ongoing work of the consortium

TRANSITIONS AND PROGRAM INTEGRATION
(Objective 3)

During the initial gap analysis process, many gaps in assessment, planning, counseling and support services were identified. The complete description of these gaps and the recommended services that would be needed to address the gaps is presented in the Appendix.

A. **Align and improve the initial assessment, career planning and placement process**

B. **Align curriculum between adult schools and community colleges**

C. **Provide adult school-to-college transition services**

D. **Create bridges to existing career pathways and create new pathways**

E. **Provide wraparound support services to ensure student success**

F. **Engage employers to promote career alignment and work transitions**

G. **Coordinate data between adult schools and community colleges**

H. **Expand and improve recruitment efforts**

A. Align and improve the assessment, career planning, and placement process

Develop an aligned intake and educational/career planning, placement and support services delivery approach to ensure quality of assessments, avoid duplication, and promote timely identification of needed services.

1. Convene a development team of Adult School and community college instructors and administrators to align and improve the initial assessment, career planning and placement process and consider the development of a regional assessment center and/or common assessments.

2. Fund counselors or trained intake/assessment specialists at Adult Schools and Peralta (4 FTE). Coordinate services across systems (Adult School and Community College).

B. Align curriculum between Adult Schools and community colleges

Align and articulate curriculum in ESL, ABE/ASE and CTE between Adult Schools and community colleges to limit unnecessary duplication and provide seamless transitions for students from one system to another.

1. Convene a development team of Adult School and community college instructors and administrators to align and develop curriculum between the Adult Schools, community college and educational partners, including articulation agreements.

2. Continue curriculum mapping being conducted by Program Area Workgroups.

C. Provide Adult School-to-college transition services

Assist students to enter college fully aware and prepared for the academic expectations at the college level and know of available support services for assistance as needed.

1. Provide exposure to college life and orientations to financial aid to college services; ensure a "warm hand-off" from one system to another and follow-up to support persistence and success. Convene Consortium members and partners to develop strategies and pilots to support smooth Adult School-to-college transitions

2. Identify and train transitional advisors to facilitate community college matriculation.

3. Organize and host a range of workshops, presentations, speakers and college tours on career options and development for Adult School students. Events to take place at Adult School and college sites for targeted adult learners

D. Create bridges to existing career pathways and create new pathways

Develop integrated and contextualized programs based on community needs and existing regional career and college pathways.

1. Build courses that expose students to career options and contextualize basic skills to career-themed programs; build pathways that motivate learning, enable students to develop marketable skills, and link learning to employment. Convene Leadership or CTE subcommittee to explore and develop pathways in coordination with other regional pathway initiatives

2. Work with representatives from industry and organized labor to support and develop pre-apprenticeship programs at Adult Schools, community colleges and community partner sites

3. Develop new apprenticeship programs at community college with linkages to pre-apprenticeship programs at Adult Schools and community sites

4. Develop bridge classes contextualized to college and career pathways for in-demand fields including: ICT, Biotechnology, Engineering, Advanced Manufacturing, and Public Service

5. Develop college and career readiness courses, specific to students with disabilities, to include college applications, and FAFSA applications.

E. Provide wraparound support services to ensure student success

Ensure that students have access to the services that they need to succeed and in their programs, in further education, and in the workforce

1. Convene consortium members and partners to identify agencies and resources that can be leveraged to provide enhanced wraparound support services; engage agencies and partners in structured information sharing about services offered, services requested and opportunities for collaboration. Generate resource map incorporating input and information.

2. Generate resource map incorporating input. Build on existing resources such as East Bay WIB and East Bay Economic Development Alliance (EDA) summaries (See 7.B.1.)

3. Fund counselors and/or resource specialist positions to assist students with accessing resources for which they are eligible.

F. Engage employers to promote career alignment and work transitions

Leverage other regional workforce development and pathway initiatives to enlist employer input on curriculum and support for career exploration, work-based learning and employment.

1. In collaboration with the 880 Corridor CPT initiative and building on existing CTE advisory board structures and employer relationships, convene consortium members, industry partners, and labor representatives to ensure alignment of adult education curriculum to industry needs.

2. Identify at least two Adult Schools to pilot a work experience or internship program for Adult School students leveraging community college work experience programs and other partner programs, such as those of the Career Ladders Project.

3. Develop regional marketing collateral, in coordination with CPT, to market Adult School and community college programs' capacity to meet employer workforce needs

G. Coordinate data between Adult Schools and community colleges

Ensure that teachers/faculty have the cross-segmental data they need to place students and monitor progress and transitions, and that the consortium can assess results as part of its continuous improvement efforts.

1. Convene a subcommittee of consortium members to explore issues, including student privacy, and develop common data collection and sharing mechanisms between Adult Schools and community colleges, with the goals of integrating adult education into statewide data systems such as Cal-PASS.

H. Expand and Improve Recruitment Efforts

Develop a coordinated outreach and recruitment approach for the aligned system.

1. Convene a consortium-wide outreach committee to expand recruitment of students through social and local media, campus visits: host events at schools; road shows to local high schools; participation in community events, emphasizing student success stories and local employment opportunities

2. Develop a community-wide orientation on adult education options.

GAPS AND SOLUTIONS

(Objective 4)

This section addresses the programs required to address gaps in the NACRCAE region for implementation in 2015-16[1].

The following strategies were identified to address gaps in programs:

> **A. Maintain existing programs aligned to needs**
>
> **B. Expand access to quality programs for underserved areas and populations based on need**

Analysis of Gaps

The analysis of gaps provided below addresses changes in enrollments presented in Narrative Table 6 above, enrollments compared to demographic need (lacking HS diploma, speak English less than well); and gaps identified in convenings and focus groups.

Changes in enrollment. As seen above in the Picture of Need section (page 9) and Appendix A, Table 2 there have been large decreases in enrollments between 2008-09 and 2013-14. The data first of all reflect the fact that all Adult Schools have seen dramatically reduced enrollment since Adult Education went into "categorical flexibility" in 2009. Oakland was hit particularly hard with an average enrollment reduction of 93 percent across program areas (except Apprenticeships). During the'08-'09 school, year, Oakland enrollments across program areas represented 56 percent of all Adult School enrollments. In the '13-'14 enrollment, Oakland enrollments only represented 17 percent of all Adult School enrollments. The overall picture is one of net loss of programs across schools and colleges.

Enrollments in all program areas were reduced at both Adult Schools and community colleges, except in the area of Adults with Disabilities. Adult School enrollments in Classes for Immigrants/ESL dropped 74 percent, and enrollments dropped at each community college campus for an overall community college enrollment decrease of 30 percent. Adult

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[1] Service gaps were discussed in the early stages of planning; the summary of that data collection and resulting recommendations are presented in the Appendix. The strategies developed to address those service gaps now appear under Objective 3.

School enrollments in the program area for Adults with Disabilities dropped 83 percent, while enrollments for Adults with Disabilities increased at three of four community colleges. However, across Adult Schools and community colleges, total enrollment in courses for Adults with Disabilities dropped 44 percent.

Some Adult School programs experienced particularly brutal cuts. In Short-Term CTE, Programs at Alameda, Piedmont and Oakland were eliminated and Berkeley was cut by 65 percent. Adults with Disabilities programs were cut by 98 percent in Oakland. In Classes for Immigrants/ESL, Oakland experienced a 95 percent reduction in enrollments from 8,126 to 383; Berkeley, a 39 percent reduction and Alameda a 36 percent reduction. The Piedmont program was eliminated completely. Elementary and Secondary Basic Skills were reduced 79 percent in Oakland, from 2,815 to 599. This program was cut across schools for a total enrollment reduction of 60 percent.

Projected enrollments compared to demographic need (lacking HS diploma, speak English less than well). As seen in the narrative tables in the Picture of Need section (Page 9), in addition to absolute cuts in programs, cuts have occurred where there remains significant need.

- **ABE/ASE/Basic skills and educational attainment.** In Oakland, where over 20 percent of adults 25 years and older do not have a high school diploma, ABE/ASE/Basic Skills enrollments went from a high of 2,815 in 2008-09 to only 599 in 2013-14.
- **Classes for Immigrants/ESL and English language proficiency.** In Oakland, where nearly 22 percent of the population speak English "less than very well", enrollments in Classes for Immigrants/ESL went from 8,126 in 2008-09 to 383 2013-14, a loss of over 95 percent. In Alameda, where nearly 17 percent of the population speaks English "less than very well", enrollments went from 1,161 in 2008-09 to 738 in 2013-14, a loss of 36 percent.
- **CTE/Apprenticeship and unemployment.** Unemployment and poverty in the region are at their highest in Oakland, at 10.9 percent unemployment and 17.7 percent poverty; but Oakland Short-Term CTE programs have been eliminated, down from 2,892 enrollments in 2008-09. Berkeley has an unemployment rate of 7.2 percent and a poverty rate of 20.9 percent; Short Term CTE was cut 65 percent between 2008-09 and 2013-14, from 2,203 to 764. Apprenticeship programs are not offered at Adult Schools and offerings at community colleges are limited.
- **Classes for Adults with Disabilities (AWD) and disability levels.** Despite the fact that over 66,000 adults in Alameda County have some kind of disability, classes for AWD have been nearly eliminated in the Adult. As mandated by law, services to support AWD in other courses still exist but with smaller budgets than in the past.

It could be argued that class offerings in Berkeley or San Leandro in the Mid-Alameda County Consortium could continue to serve students from Oakland and other schools that have been cut, however net enrollments are still down in all program areas, particularly in Classes for Immigrants/ESL, and classes for AWD — which serve the two populations with the greatest need and the greatest transportation barriers, as suggested by the lower mobility rate of ESL students than for ABE/ASE and CTE students. Both of the receiving districts also face their own budgetary constraints. Equally important, many adult students, not only immigrants and adults with disabilities, have limited access to transportation. For those who do commute, no data exist on the cost in additional travel time, childcare and other expenses.

In addition, the April 2014 *Alameda County Industry Clusters: New Trends in the Workforce* report indicated that most industries are hiring middle to upper level occupations. This puts particularly large pressure on ABE/ASE/Basic Skills and ESL programs to work with CTE to not only prepare students for the next level of education, but to ensure that they develop "college and career readiness" skills consistent with the new Common Core-aligned Adult Education standards, which include critical thinking and other "21st century skills", as well as basic literacy and numeracy. It also requires that students transition effectively and succeed at each level. Given that many Adult Education students start at relatively low levels and face many barriers to success, moving students toward this goal requires concerted efforts and investments. Innovative teaching practices, robust support systems, and systematic transition mechanisms are required to help students overcome barriers and succeed.

Gaps in Facilities

Facility needs is a core issue that the NACRCAE Cabinet, Workgroup and Program Area Groups must consider moving forward. The Oakland/Berkeley/Alameda areas are highly impacted with real estate rates for commercial, residential and land being among the highest in the nation. Now that there has been an economic turnaround in the Bay Area, the housing/real estate costs have risen exponentially.

Additionally, the programs where Adult Education is being offered throughout the region are struggling to maintain suitable, accessible, dedicated space for providing courses. Adult School's are competing for space with K-12 programming from within their own school districts, and with charter schools requesting facilities under proposition 39. Unfortunately Adult Schools are the losers in this battle: districts prioritize K12 services over Adult School's, and Adult School's do not have legal protections for "equivalent space" (including a library, multi-purpose room) as charter schools do under Proposition 39.

In Oakland, all of the original buildings designed or purchased to provide Adult Education are no longer appropriate for the types of courses that the Consortium intends to provide.

Either the buildings are in complete disrepair or too small to offer the types of programming that is needed for the Consortium.

In Berkeley, the District's elementary school population is on the rise and they need to reconvert the Adult School back into an elementary school to meet the needs of those young children.

In Alameda, the District no longer has space to operate an Adult School to house GED, ESL, and ABE classes. The Adult School has moved facilities in 2012 and 2014, and currently operates nine classrooms on the same campus as a charter school, Academy of Alameda. In 2015, the district anticipates moving the diploma/GED classrooms to the continuation school to allow Academy of Alameda three additional classrooms. The College of Alameda is considering potential expansion and is interested to partner with City of Alameda at the Alameda Point former officers complex.

At the Peralta Community Colleges, most of the classrooms in the mornings (when students most likely attend) are used, so additional Adult Education programming at these locations could only be offered at certain times. There may be opportunities for facility sharing during afternoons, evenings and weekends and these opportunities will require additional consortium coordination and information sharing to identify. At Merritt College, the D Building will soon be vacated and could house a program or partner, current tenants with low-cost leases include MLK Freedom Center and ASMC.

Programs to Address Gaps

A. Maintain existing Adult School programs aligned to needs

To address the need, the NACRCAE region requires continuation of existing Adult School programs into the 2015-16 school year. From Table 1.1A, current total costs for existing services (based on apportionment only, not WIA, grants and other sources) is $4,856,779. With a 10 percent increase in 2015-16 to cover increases and wages and indirect, it is projected that the total cost to maintain existing capacity is $5,342,457.

B. Expand access to quality programs for underserved areas and populations

Expand ESL, ABE/ASE, CTE, Apprenticeship programs, and programs for Adults with Disabilities based on needs and goals.

In addition to maintaining current programs, the consortium undertook a process to estimate the costs of expanding ABE/ASE/Basic Skills courses, ESL courses, and CTE/Apprenticeship courses, based on estimated needs over three years. The complete methodology is provided in the Appendix. Need was estimated based on demographic data, as follows:

- For ABE/EL ABE/ASE/Basic Skills: Adults ages 18-64 lacking a high school diploma and speaking English well or very well, less students already being served.
- For ESL courses: Adults ages 18-64 who speak English less than well or not at all, less students already being served in ESL programs.
- For CTE/Apprenticeship courses: Adults ages 18-64 lacking a high school diploma and unemployed or making less than $25,000 per year, less students already served in CTE and apprenticeship program.

For each of these, the consortium set goals for meeting 25 percent, 50 percent, and 75 percent of the need, in years 1, 2, and 3, respectively. The resulting estimated costs are presented below and in Table 4.1 in the Appendix.

Narrative Table 9: Projected Costs to Address Need Over Three Years

Table 4. Projected Total Costs				
Program Area	**Year 1**	**Year 2**	**Year 3**	**Total Costs by Program Area Over 3 Years**
ABE/ ASE/ Basic Skills	$2,309,965	$14,208,227	$26,106,489	$42,624,681
Services to Immigrants/ESL	$19,623,595	$60,863,130	$102,105,997	$182,592,722
Short-CTE and Apprenticeship	$20,959,548	$43,763,636	$66,569,490	$131,292,675
Total Costs	$42,893,108	$118,834,993	$194,781,977	$356,510,078

These numbers do not include needed expansion of programs for Adults with Disabilities. They also do not include facilities costs.

While facilities costs were not included, safe and accessible facilities are critical for adult learners. Over the course of the next few years, the Consortium will develop a plan for facilities that will:
- Call for a strategic enrollment management process that coordinates information on course offerings, enrollments and available class space across the system to identify opportunities for facility sharing.
- Describe strategies for providing courses at shared school sites where individual classrooms might be available for specialized courses for Adults on a campus.

- Look into the viability of offering classes in the afternoons when there is more classroom space available at the community colleges, including individual classrooms or suites.
- Continue co-locating classes in Community-based organizations that support Adult Education.
- Look for community-based organizations that will support greater Adult Education programming at their sites.
- Explore co-location opportunities at other appropriate district schools in the evenings when most K-12 programming is over.
- Explore co-location opportunities with employers for basic skills in addition to work-based learning programs.
- Develop a long-term plan that utilizes the resources of all school districts and community colleges that will create dedicated facilities and spaces for Adult Education students.

Over the course of the next five years, NACRCAE envisions a program that provides Adult Education in district schools, community college settings, community-based organizations and dedicated facilities for Adult Education to meet the greater needs of this region.

INSTRUCTIONAL EFFECTIVENESS
(Objectives 5)

This section focuses on classroom practice and opportunities to increase effectiveness and outcomes through a variety of methods. These strategies will be strengthened by building on existing practices within the consortium and the ongoing coordination of consortium educators to share and improve teaching methods.

> **A.** **Explore the use of dual enrollment and co-located classes**
>
> **B.** **Integrate and contextualize ABE/ASE and ESL with Career Exploration and CTE pathways. Support and share instructional strategies to accelerate student success.**
>
> **C.** **Expand Career Advancement Academies (CAA), building on existing models**

A. Explore the use of dual enrollment and co-located classes

Provide instruction in a variety of methods and locations to enhance student access and success.

1. As referenced in Table 3, Strategy B, identify and incorporate opportunities for dual enrollment into curriculum alignment and articulation work.

B. Integrate and contextualize ABE/ASE and ESL with Career Exploration and CTE pathways. Support and share instructional strategies to accelerate student success.

Provide effective contextualized instruction such as GED+, a GED program that provides students immediate connections to training and employment. Implement other forms of innovative instructional practices to motivate students, and facilitate learning and transitions. Integrate critical "21st Century" personal and social skills and civic engagement into existing curriculum.

1. Develop contextualized curriculum (1): Leverage the convenings of the development team for curriculum alignment and articulation to develop a set of on-ramps at each college with contextualized curriculum and connection to industry. Build contextualized pre-bridge programs, aligned with related programs such as SSSP, Student Equity Planning and Multiple Measures.

2. Develop contextualized curriculum (2): Leverage the convenings of the development team for curriculum alignment to identify opportunities for contextualization of ESL with CTE and ABE/ASE or community college basic skills English and math with CTE.

C. Expand Career Advancement Academies (CAA), building on existing models.

Career Advancement Academies offer a research-based cohort approach to teaching and learning that brings career themes and other services to bear in supporting student success.

1. Pilot new California Advancement Academy (CAA) in at least one college and develop "Pre-CAA" on-ramp at Adult Schools.

PROFESSIONAL DEVELOPMENT

(Objectives 6)

Strategies under the heading of Professional Development focus on classroom practice and the need to employ robust and engaging professional development opportunities, tied to system goals, in order to strengthen practice and promote collaboration.

A. Fund ongoing meetings of community college and adult school faculty/teachers to keep programs seamless and non-repetitive

B. Provide professional learning and development opportunities focused on an array of teaching topics

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Topic 1: Assessment

1. CC's to provide training to AS staff on aligned assessments around learning differences, strengths and needs for accommodations and career/skill/interest assessments.

Topic 2: Transition and Outreach

1. Form a Community of Practice on transition services from AS to CC with transition (AS) and outreach (CC) staff from each school with potential support and facilitation from CALPRO.

Topic 3: Pathway Development

1. Attend Dept. of Labor, WIB, and/or local workforce development agency meetings and forums to ensure alignment with labor market studies and regional training needs. Develop and implement a forum/conference for all consortium staff.

Topic 4: Support Services

1. Leverage partners to provide training to support staff on crisis intervention, resources for referrals and cultural responsiveness. Alameda Behavioral Health along with DSP at all four colleges is an example.

Topic 5: Alignment

After initial alignment work, ensure ongoing coordination by supporting annual working sessions between community college and Adult School faculty.

Topic 6: Curriculum development and teaching approaches for varying contexts and populations

1. Two times per year, provide professional development opportunities for CC/AS instructors on new and current best practices in teaching across all program areas, including contextualized instruction aligned with local pathways. Support teachers in joining communities of practice to reinforce learning throughout the year.

Topic 7: Technology

1. Provide professional development on infusing technology into classroom practice and creating increased blended learning experiences for students.

Topic 8: Engaging Employers

1. Convene industry-specific panels – at least one per industry per year – to promote dialogue and learning between employers and educators.

Topic 9: Students with Disabilities

1. Provide training to staff on accommodating and supporting students with learning and intellectual disabilities and students on the Autism Spectrum in all courses.

Topic 10: Skills for Collaboration

1. Provide training and workshop opportunities to promote ongoing collaboration, shared regional decision-making among consortium members and partners, and development of effective MOUs.

REGIONAL COORDINATION
(Objective 7)

The strategies under the heading of Regional Coordination include both the leveraging of partnership resources and strategies that will promote ongoing collaboration and system improvement over time, including the development of infrastructure to support the consortium work in an ongoing manner.

A. **Work with public sectors entities and CBOs to leverage resources and provide needed services**

B. **Maintain a regional asset map**

C. **Sustain regional collaboration and promote continuous improvement**

D. **Create and organizational and technology infrastructure to support ongoing work of the consortium**

A. Work with public sectors entities and CBOs to leverage resources and provide needed services

Convene regional public sector partners and develop pilots to leverage resources and test new collaborative strategies to serve the needs of adult learners.

1. Convene targeted meetings with such as Alameda County Office of Education, Alameda County WIB, and Alameda County Social Services, the California Department of Rehabilitation, and the Regional Center of the East Bay to explore the leveraging of resources.

2. Pilot at least one strategic initiative with the WIB.

B. Maintain a regional asset map

Ensure that adult education is incorporated into county and multi-county asset maps that are currently under development, ensuring that they include an inventory of educational and partner services that are easily web-accessible by educators.

C. Sustain regional collaboration and promote continuous improvement

Ensure ongoing collaboration and program development through deliberate consortium building, systematic review of data, and rigorous improvement efforts.

1. Convene leadership group to review member and partner participation and conduct outreach to key partners to ensure full engagement of all stakeholders.

2. Engage students in providing systematic input on programs.

   Establish a subcommittee to develop and maintain timely data on service delivery and student outcomes; review data at least once per year and adjust programming accordingly.

D. Create an organizational and technology infrastructure to support ongoing work of the Consortium

Create the organizational infrastructure to ensure the Consortium is sustained over time.

1. Identify or hire a Regional Coordinator.

2. Develop organization framework to support consortium functions and define needed staffing.

3. Obtain needed legal assistance for development of MOU's, JPA's, and other partnership agreements.

4. Ensure adequate IT tools and data management software to enable data sharing.

5. Identify resources and staffing for facilities upgrades and maintenance.

NEXT STEPS

The NACRCAE Consortium is committed to developing a seamless, efficient system to serve adult learners in the region, strengthening outcomes for both students and communities. In the coming months, the consortium will continue its deliberations and begin implementation planning. The Program Area Groups will also continue their work of aligning curriculum and exploring opportunities for contextualization and pathway development.

Tables for Objectives 3-7 as well as a Cost Analysis Summary are presented in the Appendix. The following provides a guide for reading the tables and understanding the related "Methods of Assessment" columns. As many issues still need to be resolved, many of the strategies fall into the category of continued convenings and work sessions that will result in new alignments and services. The consortium has already committed to continued provision of existing services, some new services and staffing, and consortium sustainability; these strategies are listed accordingly. With new alignments and services, students will have greater access to programs, resulting in academic gains, employment, and other life skills. A transformed adult education system will then produce positive community impacts.

Strategies for Change: An Adult Education Logic Model

Inputs	Outputs	Near-term Outcomes	Long-Term Students Outcomes	Community Impacts
Existing and Leveraged Resources Convenings and work sessions for research, planning, and decision-making	• New alignments, partnerships, and coordination efforts in assessment, curriculum, data, materials development, outreach, professional development • Ongoing and new programs, curricula, services and staffing • Sustainable consortia and continuous improvement	• Strengthened student awareness, persistence, transitions • Increased enrollments in aligned programs and pathways • Increased access to key services • Efficiencies in service delivery	• Strengthened student outcomes: 　o Academic attainment; 　o Employment; 　o Life skills	• Strengthened communities and economies including reductions in social welfare costs, crime, and recidivism • Positive employer feedback

Implementation and Continuous Improvement

The Governor's budget has allocated a total of 500 million dollars to adult education for the 2015-16 school year. Roughly 300 – 350 million is expected to be available for currently funded adult education (Adult School) programs to maintain their current capacity. Roughly 150-200 million will be available to support expansion and innovation. Each consortium will receive a regional allocation based on yet-to-be-determined criteria and will in turn be required to allocate resources within its region.

Implementation, sustainability, and continuous improvement will require focused attention on organizational structures and processes — structures that are robust, inclusive, and flexible, and processes which facilitate reasoned prioritization and systematic monitoring of progress.

Organizational Structure and Processes

NACRCAE launched its partnership with a clearly defined organizational structure featuring a Cabinet and a Members' Workgroup (Workgroup) made up of Adult School and community college representatives from each program area. In addition, each Program Area Group has been responsible for alignment work and key discussions among educators and partners in their area. Going forward, the Workgroup, as the on-the-ground leadership body, may organize itself and its work in ways that intentionally facilitate plan implementation — whether by identified strategy areas, by program area groups, by industry sector for development of pathways, or by special projects.

Organizational Structure

The evolving organizational structure is described below.

Cabinet. The Cabinet is comprised of community college presidents, and K-12 district superintendents. The Cabinet convenes regularly to provide broad direction and input to the Workgroup and meets as needed with other key stakeholders and decision-makers.

Members' Workgroup. The Workgroup will provide operational leadership to guide the work, engage key regional partners, ensure ongoing collaboration across systems, identify and implement key region-wide strategies. The Workgroup will also promote sharing of resources and learning across strategies and program areas, support data collection, data review, and continuous improvement. Data to be examined will include student demographics, goals, and outcomes; regional demographics, labor market data; and course offerings. The Workgroup and related teams will then agree on adjustments to strategies and practices, as well as professional learning topics needed to support student and labor market outcomes.

Program Area Groups and Strategy/Project Teams. Drawing from existing Workgroup members, Program Area Groups or strategy and project teams will align their work with the objective categories in this plan (Objectives 3-7). The team structure would be constituted based on both the content of the work itself and on the individuals who may participate. For example, development of a coordinated assessment system will require the participation of administrators and counselors in addition to faculty; contextualizing ABE or ESL courses to CTE courses and industry themes will fall primarily within the purview of teachers and faculty. The process of clarifying the group or team structure to best carry out the strategies is described below.

Staffing

As described, key staff will be identified to support the consortium.

- An Administrative Coordinator will be funded to coordinate the consortium activities and help the Workgroup monitor implementation of the plan.
- Each **Program Area Group or strategy/project team** will have co-chairs — one from the Adult Schools and one from the community college — to support the work of its team and report back to the Workgroup; team co-chairs will be on the Workgroup.

Implementation Planning

The current plan has laid a solid foundation for implementation planning: key strategic areas have been identified, organizational structures and processes have emerged, and important relationships have been established. The Workgroup will now carry out a multi-step process to begin implementation planning that can be broken into four categories.

- I.   Clarification of Strategies and Appropriate Structures
- II. Data and Planning
- III. Synthesis
- IV. Early Action

I. Clarification of Strategies and Appropriate Structures

Teams will be organized to facilitate both program area-specific work, such as alignment of courses in a particular discipline, and strategy-specific work, such as building bridge or GED+ programs and Career Advancement Academies in specific industry areas. The consortium will base future efforts on an organizational structure that highlights consortium priorities, leverages existing relationships, and builds on the results of early implementation efforts.

Regardless of the structure, however, key strategy areas require further clarification so that all team members and the Workgroup as a whole share a common vision from which to set priorities and goals. The following strategy areas have emerged as the result of the planning

process which could serve as the basis for establishing teams to organize the work and identifying feasible, high value projects:

- **Assessment and Support Services**, including transition services, which could be further broken into two subgroups — one for Assessment and one for Support Services. Participants in this team would be assessment specialists, counselors, faculty/teachers, and key public and non-profit sector service providers.

- **Alignment and Pathway Development,** which would be tasked with understanding labor market needs, identifying and gathering existing best practices, and building new pathways and bridge programs. Participants in this team would include CTE administrators and faculty; Adult School and community college basic skills administrators, the WIB, key employers as needed in targeted sectors. Subgroups within each team would continue the critical work of aligning ESL offerings in ESL and from ABE/ASE/high school diploma programs to community college CTE and general education coursework. Dual/concurrent enrollment opportunities would also be addressed in this area.

- **Instructional Effectiveness and Professional Development**, which would focus on instructional methodologies at the classroom level, such as use of technology and blended instruction, understanding the learning needs of diverse populations, retention strategies, integration of standards, differentiation of instruction, and on-the-ground contextualization, such as infusion of industry content into ABE and ESL lessons and the use of projects and work-based learning or work experience integrated with class curriculum. Participants in this team would primarily be faculty/teachers.

All of these would be undergirded by collection and review of data at multiple levels.

The work of each team would necessarily interface with those of the other teams, for example, Assessment and Instruction would need to share information on an ongoing basis, as would Instruction and Pathways.

II. **Data and Planning.** Steps for implementation planning in key areas include:
   A. In each team, collect data appropriate to the task. These data may include existing programs, existing initiatives, student demographics, existing best practices, needs, and community assets.
   B. Identify priorities and action steps within each area of work, determining which activities are best handled regionally, by a strategy team, by a specific program area group, or by a project team.

III. **Synthesis.** Cross-walk the strategies to identify the following:
   A. Areas of overlap that can be allocated to one team or another. For example, contextualization of ESL with Healthcare industry content may be given to the

Instructional Effectiveness team if a course sequence and employer relationships are already established, but in the manufacturing sector, analysis of opportunities for pathway development may still be underway, which would be handled by the Pathway Team.

   B. Opportunities to dive deeply where multiple work by all teams can be brought to bear. For example, in one community or one industry sector, intensive focus may be placed on strengthening a pathway, implementing new assessments and support services, and contextualizing instruction.

IV. **Early Action** items include:

   A. Identifying key projects or strategies that are feasible, can offer "quick wins", have high impact, and can be replicated throughout the region. In the short run, given limited resources to both expand offerings and implement innovations, the consortium is planning to focus on a few key pilot projects that may cross program and strategy areas. Examples discussed include building out one or two career pathways staffed with adequate transition and support services; building an "entrepreneurship pathway"; and integrating critical "21st Century" personal and social skills and civic engagement into existing curriculum.

   B. Assigning responsibilities and developing project plans

   C. Budgeting and MOUs as needed in view of the expected regional allocations and regional contributions of partners

   D. Agreement on metrics and establishment of early stage continuous improvement processes to answer questions such as "how will we keep track of what we are doing?" and "How will we know if it is working well enough to pursue further?"

The process can be depicted as follows:
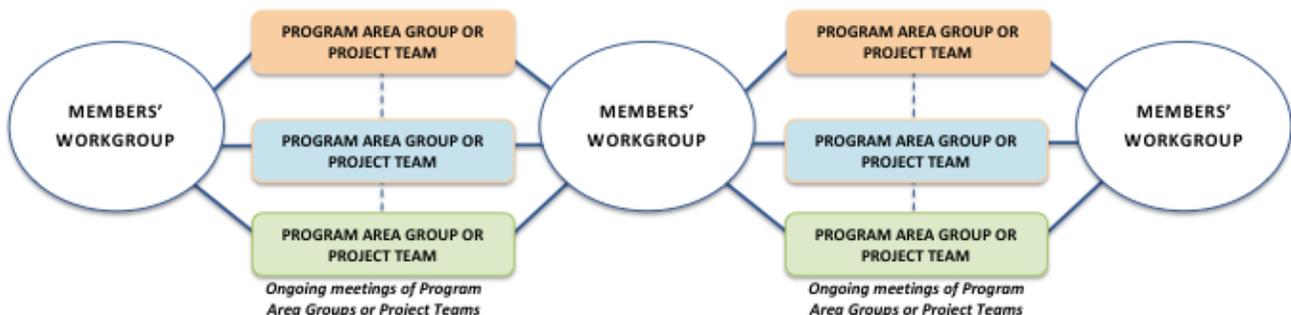
Immediate Next Steps

The consortium will embark upon a series of next steps to facilitate implementation of the plan. The Workgroup will continue to meet monthly to begin implementation planning. It will:

- o Establish a means for addressing key strategy areas through projects and other strategies
- o Work with the teams to establish clear goals or focus areas for the consortium as a whole that will be reflected in the work of the teams
- o Set clear milestones for work in the coming year that will be mirrored in the work plans for the teams
- o Hire a coordinator
- o Establish communication protocols
- o Identify areas in which additional data are needed to finalize implementation plans
- o Identify any needs that have already been identified as critical for the region, for example facilities planning that will address the needs of an expanded population of adult education students through both more dedicated classrooms and shared space with colleges and community-based organizations.

Commitment to Continuous Improvement over Time

After the completion of the implementation planning and early implementation, the Workgroup will establish a systematic data review process to update strategies over time in response to student outcomes, student feedback, workplace demand, economic and social conditions, new policies, or changes in the environment. The consortium is committed to working with partners to allocate resources to the greatest needs and to working collaboratively — long-term — to create a coherent, robust system of services that will support all adult learners in meeting their goals.

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Appendices

Appendix A: Tables 3-7

Appendix B: Program Area Recommendations to the Cabinet, October 9, 2014

Appendix C: Summary of Proposed Strategy Costs

Appendix C: Cost Analysis for Expansion to Meet Needs

Appendix E: Objective 1 and 2

Appendix A: Tables 3-7

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants					
Strategy/Approach to be Employed	**Resources Needed**	**Estimate of the Cost**	**Responsible Parties (specific school districts and/or community colleges)**	**Methods of Assessment**	**Timeline**
A. Align and improve the initial assessment, career planning and placement process					
1. Convene a development team of Adult School and community college instructors and administrators to align and improve the initial assessment, career planning and placement process and consider the development of a regional assessment center and/or common assessments.	Community College and K12 Adult School Faculty/Teachers; Counselors/Advisors; Partners	$57,600 Assumes 1 meeting every other week for 20 weeks. 1 meeting is 8 hours (4 hour meeting and 4 hour prep). Costs are for 9 representatives at $80/hour.	NACRCAE Workgroup	Level of participation of key stakeholders; quality and scope of new tools and processes in place; once in place, measures of adequacy of assessment based on student feedback and outcomes	July 1, 2015-June 30, 2016
2. Fund counselors or trained intake/assessment specialists at Adult Schools and Peralta (4 FTE). Coordinate services across systems (Adult School and Community College).	Community College and K12 Adult School Faculty/Teachers; Counselors/Advisors; Partners	$900,000 Assumes $100,000/year per counselor for 9 schools	NACRCAE Workgroup	Services provided; transition rates for students served; persistence rates for students served; academic indicators as appropriate.	July 1, 2015-June 30, 2016

B. Align curriculum between Adult Schools and community colleges

1. Convene a development team of Adult School and community college instructors and administrators to align and develop curriculum between the Adult Schools, community college and educational partners.	Community College and K12 Adult School Faculty/Teachers; Counselors/Advisors; Partners; (Stipends and release time)	$57,600 Assumes 1 meeting every other week for 20 weeks. 1 meeting is 8 hours (4 hour meeting and 4 hour prep). Costs are for 9 representatives at $80/hour.	NACRCAE Workgroup	Level of participation of key stakeholders; degree of alignment of Adult School and college classes and programs; creation of seamless pathways into post-secondary education for adult learners; once implemented, outcome data on students in aligned course sequences	July 1, 2015-June 30, 2016
2. Continue curriculum mapping being conducted by Program Area Groups.	Community College and K12 Adult School Faculty/Teachers; Counselors/Advisors; Partners	$28,800 Half of full convening costs described in B1	NACRCAE Workgroup	Quality of comprehensive maps for each program areas; identification of gaps and opportunities for strengthening alignment; once implemented, student enrollments and outcomes	July 1, 2015-June 30, 2016

C. Provide Adult School-to-college transition services

1. Convene Consortium members and partners to develop strategies and pilots to support smooth Adult School-to-college transitions	Community College and K12 Adult School Faculty/Teachers; Counselors/Advisors; Partners	$28,800 Half of full convening costs described in 3B1	NACRCAE Workgroup	Level of participation of key stakeholders; assessment of number and scope of new strategies and pilots developed; once implemented, measures of student transitions	July 1, 2015-June 30, 2016
2. Identify and train four transitional advisors to facilitate community college matriculation	Community College and K12 Adult School Faculty/Teachers; Counselors/Advisors; Partners	$400,000 Assumes Assumes $100,000/year per counselor for 4 colleges	NACRCAE Workgroup	Documented improvement of transition services to students, with increase in student transitions throughout all types of identified transitions	July 1, 2015-June 30, 2016
3. Organize and host a range of workshops, presentations, speakers and college tours on career options and development for Adult School students. Events to take place at Adult School and college sites for targeted adult learners.		$28,800 Half of full convening costs described in B1	NACRCAE Workgroup	Number of workshops, presentations, and speakers scheduled at various Adult School and college sites; once implemented, student feedback and matriculation data	July 1, 2015-June 30, 2016

D. Create bridges to existing career pathways and create new pathways					
1. Convene Leadership or CTE subcommittee to explore and develop pathways in coordination with other regional pathway initiatives	NACRCAE Workgroup and CTE faculty	$28,800 Half of full convening costs described in B1	NACRCAE Workgroup	Inventory and map of various new CTE programs of study across regional initiatives; assessment of number of linkages with other pathway programs for K-12 students and other targeted populations; once implemented, enrollment of adult students in pathways and eventual student outcomes	July 1, 2015-June 30, 2016
2. Work with representatives from industry and organized labor to support and develop pre-apprenticeship programs at Adult Schools, community colleges and community partner sites	Community College and K12 Adult School Faculty/Teachers; Counselors/Advisors; Industry and Labor Representatives	$28,800 Half of full convening costs described in B1	NACRCAE Workgroup	Assessment of the number of pre-apprenticeship programs developed and range of related curriculum developed; once implemented, enrollment of students and eventual student outcomes	July 1, 2015-June 30, 2016

3.Develop new apprenticeship programs at community college with linkages to pre-apprenticeship programs at Adult Schools and community sites	Community College and K12 Adult School Faculty/Teachers; Counselors/Advisors; Industry and Labor Representatives	$28,800 Half of full convening costs described in B1	NACRCAE Workgroup	Assessment of the number of apprenticeship programs developed and range of related curriculum developed; once implemented, enrollment of students and eventual student outcomes	July 1, 2015-June 30, 2016
4. Develop bridge classes contextualized to college and career pathways for in-demand fields including: ICT, Biotechnology, Engineering, Advanced Manufacturing, and Public Service	Community College and K12 Adult School Faculty/Teachers; Counselors/Advisors; Partners	$28,800 Half of full convening costs described in B1	NACRCAE Workgroup	Increase in the number of 'bridge programs' and in the number of students successfully transitioning through these programs	July 1, 2015-June 30, 2016
5. Develop college and career readiness courses, specific to students with disabilities, to include college applications, FAFSA applications, projects.	Community College and K12 Adult School Faculty/Teachers; Counselors/Advisors; Partners	$28,800 Half of full convening costs described in B1	NACRCAE Workgroup	Increase of number and range of courses offered; once implemented, enrollment of students with disabilities and feedback from students	July 1, 2015-June 30, 2016

E. Provide wraparound support services to ensure student success

1. Convene consortium members and partners to identify agencies and resources that can be leveraged to provide enhanced wraparound support services; engage agencies and partners in structured information sharing about services offered, services requested and opportunities for collaboration.	Community College and K12 Adult School Faculty/Teachers; Counselors/Advisors; Partners, EBWIB, EDA	$28,800 Half of full convening costs described in B1	NACRCAE Workgroup	Documentation of meetings convened; documentation of increase in range of wraparound services developed for adult learners; MOUs established; once implemented, documentation of students served and their outcomes	July 1, 2015- June 30, 2016
2. Generate resource map incorporating input. Build on existing resources such as East Bay WIB and East Bay Economic Development Alliance (EDA) summaries (See 7.B.1.)	Community College and K12 Adult School Faculty/Teachers; Counselors/Advisors; Partners, EBWIB, EDA	$12,800 (4 teachers X 40 hours X $80/hour)	NACRCAE Workgroup	Development of resource maps; feedback from teachers, faculty and other users on usefulness of resource map	July 1, 2015- June 30, 2016
3. Fund counselors and/or resource specialist positions to assist students with accessing resources for which they are eligible.	Community College and K12 Adult School Faculty/Teachers; Counselors/Advisors; Partners	-- (Costed In A2)	NACRCAE Workgroup	Services provided; students served and resources accessed as a result of services; persistence rates for students served; academic indicators as appropriate	July 1, 2015- June 30, 2016

F. Engage employers to promote career alignment and work transitions

1. In collaboration with the 880 Corridor CPT initiative and building on existing CTE advisory board structures and employer relationships, convene consortium members, industry partners, and labor representatives to ensure alignment of adult education curriculum to industry needs.	Community College and K12 Adult School Faculty/Teachers; Counselors/Advisors; Partners, Industry and Labor Representatives	$28,800 Half of full convening costs described in B1 (Costs also supplemented by CPT grant funded activities)	NACRCAE Workgroup	Documentation of meetings convened; documentation of adjustments to curriculum in response to industry needs; MOUs established; once implemented, documentation of students served and their outcomes	July 1, 2015-June 30, 2016
2. Identify at least two Adult Schools to pilot a work experience or internship program for Adult School students leveraging community college work experience programs and other partner programs, such as those of the Career Ladders Project.	Community College and K12 Adult School Faculty/Teachers; Counselors/Advisors; Partners, Industry and Labor Representatives, CLP	Development = $12,800 (4 teachers X 40 hours X $80/hour) Delivery= $8,000 (10 students X 6.31/hr X 6 hours X 10 weeks)	NACRCAE Workgroup	Assess progress in developing internship programs. Partnerships established and number of internship opportunities created	July 1, 2015-June 30, 2016
3. Develop regional marketing collateral, in coordination with CPT, to market Adult School and community college programs' capacity to meet employer workforce needs	Community College, Adult School, and K-12 staff	$9,000 (Graphics staff @ $75/hour for 120 hours)	NACRCAE Workgroup	Number of new materials (printed and electronic) developed; once completed, student recruitment	July 1, 2015-June 30, 2016

				numbers resulting from marketing materials and employer awareness of programs as a source of employees	

G. Coordinate data between Adult Schools and community colleges

1. Convene a subcommittee of consortium members to explore issues, including student privacy, and develop common data collection and sharing mechanisms between Adult Schools and community colleges, with the goals of integrating adult education into statewide data systems such as Cal-PASS.	Community College and K12 Adult School Faculty/Teachers; Counselors/Advisors; Partners	$28,800 Half of full convening costs described in B1	NACRCAE Workgroup	Level of participation of key stakeholders; quality and scope of new tools and processes in place; once in place, measures of adequacy of assessment based on student feedback and outcomes	July 1, 2015-June 30, 2016

H. Expand and Improve Recruitment Efforts

1. Convene a consortium-wide outreach committee to expand recruitment of students through social and local media , campus visits: host events at schools; road shows to local high schools; participation in community events, emphasizing student success stories and local employment opportunities	Community College and K12 Adult School Faculty/Teachers; Counselors/Advisors; Partners	$28,800 Half of full convening costs described in B1	NACRCAE Workgroup	Marketing plan developed and implemented; once implemented, tracking of results	July 1, 2015-June 30, 2016

2. Develop a community-wide orientation on adult education options.	Community College and K12 Adult School Faculty/Teachers; Counselors/Advisors; Partners	Development = $12,800 (4 teachers X 40 hours X $80/hour) Delivery = $2,560 (4 orientations. 2 staff, 4 hours each @ $80/hr)	NACRCAE Workgroup	Once developed, assess impact based on student and community partner feedback and outcomes	July 1, 2015- June 30, 2016
Total Estimated Cost for 3.1		**$1,818,760**			

Table 4: Implementation Strategies to Address Identified Gaps					
Strategies to Address the Gap	**Resources needed**	**Estimate of the Cost**	**Responsible Parties (Specific school district(s) or college(s))**	**Methods of Assessment**	**Timeline**
A. Maintain existing Adult School programs aligned to needs	Teachers and staff from NACRCAE Adult Schools	$5,342,457	NACRCAE Workgroup	Documentation of student outcomes from ongoing programs.	July 1, 2015- June 30, 2016
B. Expand access to quality programs for underserved areas and populations based on need	Teachers and staff from NACRCAE Adult Schools and Community Colleges	$42,893,108	NACRCAE Workgroup	Documentation of student outcomes from expanded programs as monitored by the Consortium.	July 1, 2015- June 30, 2016
Total Estimated Costs for 4.1		**$48,235,565**			

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student's progress toward his or her academic or career goals					
Description of the Approach and Needed Tasks	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline
A. Explore the use of dual enrollment and co-located classes					
1. As referenced in Table 3, Strategy B, identify and incorporate opportunities for dual enrollment into curriculum alignment work.	Community College and K12 Adult School Faculty/Teachers; Administrators; Counselors	Estimated costs are included in Table 3.1	NACRCAE Workgroup and Program Area Groups (PAGs)	Assessment of numbers of programs or courses identified as appropriate for dual enrollment and number of dual enrollment or articulation agreements put in place; once completed, implementations of new dual enrollment programs and eventual student outcomes	July 1, 2015- June 30, 2016

B. Integrate and contextualize ABE/ASE and ESL with Career Exploration and CTE Pathways; support and share instructional strategies

1. Develop contextualized curriculum (1): Leverage the convenings of the development team for curriculum alignment to develop a set of on-ramps at each college with contextualized curriculum and connection to industry. Build contextualized pre-bridge programs, aligned with related programs such as SSSP, Student Equity Planning and Multiple Measures	Community College and K12 Adult School Faculty/Teachers; Administrators; Counselors	• Development: • 8 faculty X 80 hours X 80/hr = **$51,200** • Pre-Bridge: • 3 faculty per pre-bridge X 2 semesters X 4 colleges = **$192,000** ($8,000 per inst/class)	NACRCAE Workgroup and Program Area Groups (PAGs)	Number of contextualized courses developed, degree of alignment with pre-bridge and student support programs; once implemented, enrollments in contextualized programs and measures of program effectiveness	July 1, 2015-June 30, 2016
2. Develop contextualized curriculum (2):Leverage the convenings of the development team for curriculum alignment to identify opportunities for contextualization of ESL with CTE and ABE/ASE or community college basic skills English and math with CTE	Community College and K12 Adult School Faculty/Teachers; Administrators; Counselors	• Development: 120 hours X 12 instructors X 80/hr = **$115,200**	NACRCAE Workgroup and Program Area Groups (PAGs)	Number of contextualized courses developed that link ABE,ASE, and ESL with CTE programs or pathways; once implemented, enrollments in contextualized programs and measures of program effectiveness	July 1, 2015-June 30, 2016

C. Expand Career Advancement Academies (CAA) building on existing models.					
1. Pilot new California Advancement Academy (CAA) in at least one college and develop "Pre-CAA" on-ramp at Adult Schools	Community College and K12 Adult School Faculty/Teachers; Administrators; Counselors	• New CAA: • Development: 4 faculty X 40 hours X 80/hr = **$12,800** • 2 x cohorts = **$140,00** (70K @) • Pre-CAA: • Development: 4 faculty X 40 X 50= **$8,000** Classes = **$60,000**	NACRCAE Workgroup and Program Area Groups (PAGs)	Success in development of new CAA and On-ramp program(s); once implemented, enrollments in CAA and Pre-CAA programs and measures of program effectiveness; improvement and replication of pilots	July 1, 2015-June 30, 2016
Total Estimated Cost for 5.1		**$439, 200**			

Table 6.1 Current Professional Development

Topic	Professional Development Strategy	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Instructional Strategies – Best Practices	Consortium Professional Development Days at the beginning of the school year with ongoing Professional Learning Communities to reinforce learning, share implementation successes and challenges, and analyze data for effectiveness.*	ALL	$ 10,000 (25 people x 10 hours x $40 per hour)
Various	CALPRO and OTAN – state funded professional development organizations, providing workshops, webinars, online trainings and communities of practice facilitation on adult education research to practice.	ALL	$24,000 (60 people x 10 hours x $40 per hour)
Various	Participation in state and local conferences offered by CATESOL, TESOL, High School Equivalency Office, CDE Perkins Office, California Council for Adult Education, Association of California School Administrators, Various CTE organizations, etc.	ALL	$80,000 (200 people x 10 hours x $40)
OACE	There are 3 full PD days per year for all staff. There is also PD on a weekly basis for 2 hours per week. In addition, there is approximately 2 hours of PLC time per week. These are all paid opportunities.	ALL	$400,000 (100 people x 100 hours x $40)
AAS	HS Diploma/High School Equivalency Test: Common Core PD (3 times a year 2 hours each), time given to take practice GED test, ESL: Curriculum Collaboration (1 hour a month) Both programs: Evaluations (each evaluated employee needs 2-	ALL	$25,000 (25 people x 25 hours

	3 hours for process, Walkthroughs (each teacher participates once for 3 hours, and as a group meet for 3 hours to develop protocol), Technology PD including OTAN (1-2 times a year, 3 hours each), Beginning of the year PD (3 hours)		x $40)
BAS	There are four PD days (3 hours each) per year for all teachers. There are also three PLC groups in two departments that meet monthly for 1.5 hours and monthly departmental meeting that focus on student learning. In addition, there is a transition team (for ASE students) that meets monthly and quarterly Equity meetings. We hope to build targeted PD for CTE (pathways/transitions) and AWD in the future. These are all paid meetings.	ALL	$25,000 (25 people x 25 hours x $40)
PAS	Professional Development Days around Common Core strategies (according to content areas)	ALL	$1,050
Peralta CTE	Numerous CTE Departments participate in flex days the week before each semester; workshops designed for specific CTE instruction - required for ft faculty; pt – not required, voluntary. Professional CTE associations offer PD at conferences and offer university credit for teachers who need that.	CTE	Flex days are part of their regular scheduled paid days. No pay for the workshops. $35-$40 paid to teachers $120,000 Peralta by contract + grants funded for PD such as equity, basic skills initiative, etc.
Peralta ESL	Staff development, PD in teams, communities of practice – semester long agreed upon areas such as curriculum, alignment, .4 PD coordinator	ESL	$35-$40 paid to teachers $120,000 Peralta by contract + grants funded for PD such as equity, basic skills initiative, etc.
Peralta AWD	Best practices for serving students from all types of disabilities; discuss latest technology for accessing education (smart pen, gre; the management of the DSP including documentation of students, courses, provision of accommodation;	AWD	$20,000 – approximate allocation per year Disabled Students Programs and Services (DSPS Title V)

Table 6.2 Collaborative Professional Development Plan

Topic	Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency)	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Assessment	CC's to provide training to AS staff on aligned assessments around learning differences, strengths and needs for accommodations and career/skill/interest assessments.	ALL	Staff/Release Time: $ 30,000 (25 people x 30 hours x $40 per hour)
Transition and Outreach	Form a Community of Practice on transition services from AS to CC with transition (AS) and outreach (CC) staff from each school with potential support and facilitation from CALPRO.	ALL	Staff/Release Time: $ 30,000 (25 people x 30 hours x $40 per hour)
Pathway Development	Attend Dept. of Labor, WIB, and/or local workforce development agency meetings and forums to ensure alignment with labor market studies and regional training needs. Develop and implement a forum/conference for all consortium staff.	ALL	Cost of Forum/Conference: $ 20,000 (Hotel large meeting room, supplies, etc.) Staff/Release Time: $ 48,000 (200 people x 6 hours x $40 per hour)

Support Services	Leverage partners to provide training to support staff on crisis intervention, resources for referrals and cultural responsiveness. Alameda Behavioral Health along with DSP at all four colleges is an example.	ALL	Consultant/Trainer: $30,000
Alignment	After initial alignment work, ensure ongoing coordination by supporting annual working sessions between community college and Adult School faculty.	ALL	Facilitator: $10,000 Staff/Release Time: $20,000 (100 people x 5 hours x $40 per hour)
Curriculum development and teaching approaches for varying contexts and populations	Two times per year, provide professional development opportunities for CC/AS instructors on new and current best practices in teaching across all program areas, including contextualized instruction aligned with local pathways. Support teachers in joining communities of practice to reinforce learning throughout the year.	ALL	Trainers/Facilitators: $ 30,000 Staff/Release Time: $96,000 (200 people x 12 hours x $40 per hour)
Technology	Provide professional development on infusing technology into classroom practice and creating increased blended learning experiences for students.	ALL	Trainers: $ 10,000 Staff/Release Time: $20,000 (100 people x 5 hours x $40 per hour)
Engaging Employers	Convene industry-specific panels – at least one per industry per year – to promote dialogue and learning between employers and educators.	CTE	Staff/Release Time: $ 20,000 (100 people x 5 hours x $40 per hour)

Students with Disabilities	Provide training to staff on accommodating and supporting students with learning and intellectual disabilities and students on the Autism Spectrum in *all* courses.	ALL	Trainers: $ 3,000

Staff/Release Time: $ 10,000 (50 people x 5 hours x $40 per hour) |
| **Skills for Collaboration** | Provide training and workshop opportunities to promote ongoing collaboration, shared regional decision-making among consortium members and partners, and development of effective MOUs. | ALL | Trainers/Facilitators: $ 10,000

Staff/Release Time: $20,000 (100 people x 5 hours x $40 per hour) |
| **Total Estimated Costs for 6.1 and 6.2** | | | **$1,108,050** |

Table 7.1 Leverage of Existing Regional Structures from Partners					
Partner Institution Supporting Regional Consortium	**Program area to be addressed (1-5)**	**Tasks/Activities Needed to Implement Support of the Program**	**Member Counter-part(s) ***	**Partner Contribution****	**Timeline**
Alameda County and Oakland WIBs, and Eastbay WORKs	1-5	• Coordination and Information Sharing • Workforce Innovation Networks, • Asset Mapping • Training, Workshop, Professional Development • Specialized support (Veterans, Out of School Youth) • Assist in the engagement of employers to promote career advisory, alignment and work experience • Referrals and individual fee reimbursements	TBD	Staff Time Facilities	July 1, 2015-June 30, 2016
Alameda County Social Services	1-5	• Coordination and Information Sharing • Referrals and individual fee reimbursements	TBD	Staff Time	July 1, 2015-June 30, 2016
Regional Center of the East Bay	3	• Coordination and Information Sharing • Case Management • Specialized support (Developmental Disabilities) • Potential vendorization for joint funding • Support in development of new services/programs • Referrals	TBD	Staff Time Equipment	July 1, 2015-June 30, 2016
California Dept. of Rehabilitation	1-5	• Coordination and Information Sharing • Disabilities Services: counseling and guidance • Referrals and individual fee reimbursements	TBD	Staff Time	July 1, 2015-June 30, 2016
Probation Department	1-5	• Coordination and Information Sharing • Referrals and outreach	TBD	Staff Time Facilities	July 1, 2015-June 30, 2016

BAS One Stop Career Center	1-5	• Coordination and Information Sharing • Case Management • Specialized support (Reentry population) • Referrals and outreach	TBD	Staff Time	July 1, 2015- June 30, 2016
Chamber of Commerce	4,5	• Coordination and Information Sharing • Assist in the engagement of employers to promote career pathway development, advisory, alignment and work experience	TBD	Staff Time	July 1, 2015- June 30, 2016
Various Apprenticeship Partners	1-5	• Coordination and Information Sharing • Referrals and outreach • Program expansion and development • Advisory in Pre-Apprenticeship Program Development	TBD	Staff Time	July 1, 2015- June 30, 2016
Santa Rita Jail	1,2,3	• Coordination, alignment, referrals and outreach	TBD	Staff Time	July 1, 2015- June 30, 2016
Library Literacy Programs Second Start Adult Literacy, Oakland Public Library, Berkeley Reads	1,2,3	• Provision of literacy tutoring and support	TBD	Staff Time	July 1, 2015- June 30, 2016
Urban Strategies Council	1-5	• Resource and advice for program and support services.	TBD	Staff Time	July 1, 2015- June 30, 2016
East Bay Center for the Blind	3	• Specialized resource and support for adults with visual impairment.	TBD	Staff Time	July 1, 2015- June 30, 2016
Cerebral Palsey Center	3	• Specialized resource and support for adults with developmental disabilities	TBD	Staff Time	July 1, 2015- June 30, 2016
Marcus Foster Education Fund	1-5	• Resource and advice for program and support services.	TBD	Staff Time	July 1, 2015- June 30, 2016
Alameda County Behavioral Health Care Services	1-5	• Resource and advice for program and support services.	TBD	Staff Time	July 1, 2015- June 30, 2016
Sparkpoint Oakland, United	1-5	• Resource and advice for program and support services.	TBD	Staff Time	July 1, 2015-

Way of the Bay Area					June 30, 2016
Civicorps	1-5	• Provides high school diploma and CTE training for adults 18-26 years	TBD	Staff Time	July 1, 2015- June 30, 2016
Rising Sun Energy Center	1-5	• Provides training	TBD	Staff Time	July 1, 2015- June 30, 2016
The Stride Center	1-5	• Resource and advice for program and support services.	TBD	Staff Time	July 1, 2015- June 30, 2016
Youth Radio	1-5	• Resource and advice for program and support services.	TBD	Staff Time	July 1, 2015- June 30, 2016
East Bay Refugee Forum	1-5	• Provides resource and advice for refugees	TBD	Staff Time	July 1, 2015- June 30, 2016
California Emerging Technology Fund	1-5	• Resource and advice for program and support services.	TBD	Staff Time	July 1, 2015- June 30, 2016
Building Skills Partnership	1-5	• Resource and advice for program and support services.	TBD	Staff Time	July 1, 2015- June 30, 2016
Tradeswomen Inc.	1-5	• Pre-apprenticeship program	TBD	Staff Time	July 1, 2015- June 30, 2016
First Place for Youth	1-5	• Resource and advice for program and support services.	TBD	Staff Time	July 1, 2015- June 30, 2016
Berkeley Creative Wellness Center/Bonita House, Inc.	1-5	• Resource and advice for program and support services.	TBD	Staff Time	July 1, 2015- June 30, 2016
Oakland Private Industry Council	1-5	• Resource and advice for program and support services.	TBD	Staff Time	July 1, 2015- June 30, 2016
The Workforce Collaborative	1-5	• Resource and advice for program and support services.	TBD	Staff Time	July 1, 2015- June 30, 2016
Las Casas - English as a Second Language	1-5	• Resource and advice for program and support services.	TBD	Staff Time	July 1, 2015- June 30, 2016
OUSD Programs for Exceptional Children	1-5	• Resource and advice for program and support services.	TBD	Staff Time	July 1, 2015- June 30, 2016

Two Win Communications	1-5	• Resource and advice for program and support services.	TBD	Staff Time	July 1, 2015-June 30, 2016
Department of Rehabilitation	1-5	• Resource and advice for program and support services.	TBD	Staff Time	July 1, 2015-June 30, 2016
Native TANF	1-5	• Resource and advice for program and support services.	TBD	Staff Time	July 1, 2015-June 30, 2016
Fast Response School of HealthCare Education	1-5	• Resource and advice for program and support services.	TBD	Staff Time	July 1, 2015-June 30, 2016
OAKLAND EDUCATION ASSOCIATION	1-5	• Resource and advice for program and support services.	TBD	Staff Time	July 1, 2015-June 30, 2016

Table 7.2:   Implementation Strategies to Sustain and Continuously Improve Consortium Collaborations

Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
A. **Work with public sectors entities and CBOs to leverage resources and provide needed services**					
1. Convene targeted meetings with such as Alameda County Office of Education, Alameda County WIB, and Alameda County Social Services, the California Department of Rehabilitation, and the Regional Center of the East Bay to explore the leveraging of resources	Community College and K12 Adult School Faculty/Teachers; Counselors/Advisors; Partners	$57,600 Assumes 1 meeting every other week for 20 weeks. 1 meeting is 8 hours (4 hour meeting and 4 hour prep). Costs are for 9 representatives at $80/hour.	NACRCAE Workgroup	Documentation of meetings, MOUs developed, resources committed	July 1, 2015- June 30, 2016
2. Pilot at least one strategic initiative with the WIB	Teachers/faculty and WIB staff	Development = $12,800 (4 teachers X 40 hours X $80/hour) Delivery=	NACRCAE Workgroup	Results of pilot; eventual replication and student outcomes	July 1, 2015- June 30, 2016

		$8,000 (10 students X 6.31/hr X 6 hours X 10 weeks)			
B. Maintain a regional asset map					
1. Develop an inventory of educational and partner services and map resources for easy web access by educators, leveraging existing mapping initiatives	Community College and K12 Adult School Faculty/Teachers; Counselors/Advisors; Partners	Costed in 3.1E2	NACRCAE Workgroup	Completion of resource maps; feedback from teachers, faculty and other users on usefulness of resource map	July 1, 2015-June 30, 2016
C. Sustain regional collaboration and promote continuous improvement					
1. Convene leadership group to review member and partner participation and conduct outreach to key partners to ensure full engagement of all stakeholders	Community College and K12 Adult School Faculty/Teachers; Counselors/Advisors; Partners	$28,800 Half of full convening costs described in 7.2A1	NACRCAE Workgroup	Levels of participation and measures of engagement of members and partners	July 1, 2015-June 30, 2016
2. Engage students in providing	Teachers, faculty	$14,400	NACRCAE Workgroup	Measures of student participation and	

systematic input on programs	and students	(20 hours x 9 faculty x $80/hour)		engagement	July 1, 2015-June 30, 2016
3. Establish a subcommittee to develop and maintain timely data on service delivery and student outcomes; review data at least once per year and adjust programming accordingly	Subcommittee of Teachers, faculty and administrators reporting to full Workgroup	$24,000 (2 day retreat = 16 hrs x 15 people x $100/hr)	NACRCAE Workgroup	Timely collection of data; systematic use of data to improve programming and instruction; evidence of improvements made	

C. Create an organizational and technology infrastructure to support ongoing work of the consortium

1. Identify or hire a Regional Coordinator.	Funding for Regional Coordinator	$100,000	NACRCAE Workgroup	Identification and orientation of coordinator; evidence of	July 1, 2015-June 30, 2016
2. Develop organization framework to support consortium functions and define needed staffing.	Workgroup and stipends for any subcommittee members	TBD	NACRCAE Workgroup	Fully functioning organization, with goals, worklans, and, documented accomplishments	July 1, 2015-June 30, 2016
3. Obtain needed legal assistance for development of MOU's, JPA's, and other partnership agreements.	Funding for any legal assistance beyond that available through districts	TBD	NACRCAE Workgroup	Organizational agreements established.	July 1, 2015-June 30, 2016
4. Ensure adequate IT tools and data management software to enable data sharing.	Connection to statewide efforts; pilot tests through Cal-PASS	TBD	NACRCAE Workgroup	Pilot tests of data sharing with documentation of results; recommendations for additional trials; inclusion of adult	July 1, 2015-June 30, 2016

				education data in Cal-PASS or installation of other workable systems; use of data by consortium and faculty to improve programs.	
5. Identify resources and staffing for facilities upgrades and maintenance.	Resources for facilities planning	$25,000 for facilities planning only; facilities costs TBD	NACRCAE Workgroup	Completed facilities plan that addresses options for joint use of space with educational, community, and employer organizations, as well as acquisition or construction of new facilities.	July 1, 2015-June 30, 2016
Total Estimated Costs for 7.2		**$270,600**			

Appendix B: Program Area Recommendations to the Cabinet, October 9, 2014

At the October 9th Cabinet Meeting, Workgroup members presented emerging Program Area specific strategies. The strategies are presented in their entirety below to represent the high depth and quality of thinking the Workgroup has produced. They will be developed in greater detail over coming months and incorporated into the final regional strategies.

<u>Adults with Disabilities</u>

1. Transition to College classes for Adults with Disabilities (AWD) offered at each Peralta College, and at the High School, Adult School, and in the Community.

2. Outreach AWD Counselors for transition from/to Adult Schools, Community Agencies serving AWD, and Community Colleges for an access bridge. Included in this outreach are veterans, formerly incarcerated, and undiagnosed disabilities.

3. Supported Education for transition of students with Psychological Disabilities for Access, Retention, and Outcomes, This would involve Mental Health Case Managers from Alameda County Behavioral Health full involvement in the transition to college and follow-up.

4. Increase staffing levels of Disability Services Programs at Colleges and Adult Schools to have staff time to implement transition, outreach, specialized support classes,

5. Sharing student individual assessments across programs (Adult Schools, K-12, Community Agencies, and Community Colleges). Also developing experiential assessment of readiness for college, CTE programs, and the job market.

6. Incorporate holistic approaches related to character, self-esteem, problem solving, social and life skills etc. in courses like art, music, drama, as well as physical and mental health. Also maintenance and growth for contributing citizens to transition to community not for higher education.

7. Development and training of disability Peer counselors and support groups taken into the Adult Schools, K-12, community based organizations, and Community Colleges.

8. College Courses for transition to career and work skills for students with low academic skills e.g. Developmental or Intellectual Disabilities, as well as Psychological Disabilities that affect academic abilities. This could be coupled with college Vocational Skills classes.

9. AWD assessment and follow-up accommodations and liaison services for CTE, Basic Skills, and ESL programs.

ABE/ASE

1. Pre-Counseling and community college registration for adult education student to include peer mentoring, career assessment; interest surveys, support for financial aid, transitional counselor for adult education students, learning disabilities testing referral

2. Adult school staff knowledge of community college program: Professional Development for adult education staff to familiarize with community college course offerings, entrance requirements, (immigration status), along with existing transition programs and counseling services, community college /CBO/ adult education joint professional development

3. Identify wraparound CBO network services available to adult education students, including housing

4. Frame and communicate about adult education as a platform to address other issues – such a life skills, civic participation/engagement, social-emotional development. Serve individuals with disabilities, etc.

5. Address need for ABE/6th grade level and below, basic computer training

6. Enhanced Data Sharing capacity

7. Develop common Assessment for community college entrance transition

ESL

Investment in a coordinating body: Create a coordinating entity for stakeholders across Northern Alameda County, including but not limited to Adult Schools, community colleges, CBO's and NGO's working with immigrants, private educational institutions, and other wraparound services including non-profit immigration legal services, health services, etc. This body would (1) determine and provide mechanisms for information sharing such as a website and listerv and tracking student data/progress across programs, (2) conduct periodic meetings (3) Plan to address gaps in programming, (3) Advocate for and participate in the creation of a mechanism to allow refugee and undocumented students to pay in-state tuition at Peralta and other community colleges so they may transition to community college, (4) Allow for the sharing of resources from one facility to the next, (5) advocate for full-time teaching positions and (6) Provide opportunities for professional learning for instructors across programs.

Investment in facilities: Address the severe lack of sufficient points of entry for immigrant students in our community by increasing ESL class offerings at multiple safe and accessible

sites throughout our community, providing instruction at times and locations which align with students' schedules. These sites need to be equipped with security, lighting, parking, and transportation options. Additionally, quality childcare and counseling services must be provided to meet current demand.

Investment in staff: Dedicate funding to provide all teachers and counselors the opportunity of a full time, secure job at a single facility with a livable wage and benefits. Currently, with 90% of our faculty as adjunct, programs are not sustainable. If student outcomes are expected, then this investment must be made. Furthermore, we must provide ongoing training for our instructors to keep them up to date with regards to teaching methods, resources, curriculum and student pathways, and provide paid opportunities for teachers to meet at regular intervals, both within their own institutions and cross-institution to understand curriculum, assess student work, share resources and best practices, and continue to 'norm' their understanding of levels and systems.

Investment in classes: Develop and implement a plan to address the large gaps that currently exist in programming. In addition to providing ESL instruction, we must pay particular attention to the ensuring an adequate number of ESL literacy level, Family Literacy, Advanced Level/Bridge, and Citizenship classes to meet current demands.

Investment in transition and pathways: Provide learning opportunities that bridge transitions with a contextualized (blended) approach such as a blended ESL /Math course, English for Childcare, a CTE survey course or apprenticeship/ internship.

An in-house counselor who coordinates with other Career Pathways offices or Workforce Board could aid in this process. Furthermore, have more ESL classes count for transfer credit, to bolster transition time.

Apprenticeship and CTE

1. **Basic/Foundational Skills Onramp Coordination between Adult Schools, Community Colleges and Local CBO's:** Adult School can provide courses that are suited towards adult learners with multiple modalities who need differentiated learning in the classroom and may have academic and personal barriers to academic success. In addition Adult School courses are affordable, may be open entry/open exit, and do not have to be offered for credit. In addition, if all k12 districts provide adult education, physical accessibility would be higher than community college campuses.

- o **Adult Learners fulfill their English and Math prerequisite at Adult School before moving on to community college or job training at a CBO.** Adult School ABE/ASE math and English courses fulfill ELA and/or math benchmarks prospective students need for entry in a CTE or apprenticeship program. These math and English courses are points of recruitment for aligned career pathways. This pathway may or may not include community colleges. By providing a direct route from Adult School to CTE and apprenticeship programs offered by CBO's, students may respond quicker to industry job market demands that are emerging or changing, as CBO's and Adult School may respond more quickly to industry needs than Community Colleges.

- o **Community College CTE Bridge Courses/Contextualized Math and English classes** would engage a broader group of students who are better able to learn foundational academic skills within the context of their chosen vocation. Cohort model would increase ability to case manage students and provide wrap around services to increase student success.

- o **Computer Literacy/ Professional skill development coordination between Adult Schools, Community College, CBO's and Trade Unions:** Adult School sites, according to local CTE program and industry needs, provide basic job skills courses and technology courses.

- o **Soft Skills development coordination between Adult Schools, Community College, CBO's and One-Stop Centers.**

2. **Regional CTE Coordinator and Office:** Office building and brokering relationships between community colleges, K12, WIB, local industry (employees and trade unions), and CBO's, while maintaining in depth current information of these institutions and organizations (for example knowledge of how and when to enroll, and what kind of applicant programs are looking for).

   a. **Publicity and recruitment**

   b. **Organizes expos including all stakeholders (educational institutions, CBO's, trade unions, industry representatives).**

   c. **Maintains website/database** that organizes and directs information of all stakeholders and adult learners in a user-friendly interface. An adult learner should be able to navigate website easily to connect to resources that are appropriate for him/her.

3. **Incentivize and develop accountability for growing apprenticeship opportunities in the region through collaboration with industry especially in high growth sectors.** Region has limited apprenticeship programs available through

K12 and community colleges. The limited existing programs through Peralta are housed by the college but the college does not always provide curriculum.

   a. Regional CTE Coordinator and Office has an active role in facilitating and building strong collaborative partnerships.

   b. Build apprenticeships by leveraging relationships/opportunities with industry and trade unions with existing CTE pathways. Industry is able to recruit higher quality applicants by using CTE pipeline.

4. **Career Awareness and Exploration: Programmatic survey courses at the community college which allow undecided students to explore high interest career fields without entrance to a program of study**. Programs target specific populations for recruitment, and may be open to high school students, adult learners at CBO's and Adult Schools, and current community college students. Programs can be interdisciplinary project based learning models. These survey courses can be part of CTE bridge programs.

5. **Technology Integration at all levels of education and job training:** build computer skills at all levels and focus on 20th century skills needed for entry to the workforce. Includes investment in technology at all levels of education and job training, and professional development for teachers to integrate technology into their curriculum.

6. **CTE Counselor/Transition Specialist:** Counselor has in-depth knowledge of CTE programs at community colleges and CBO's and academic offerings at the different educational institutions. Counselor advises students on their short term and long-term academic/ career goals, and ultimately guide students through a pathway are best suited to their goals and skills.

7. **Test Prep Coordination between Adult Schools, Community College, Local CBO's and trade unions**:

   a. Adult School provides instructional support for entrance examinations for apprenticeship programs,
   b. Community colleges provide training for licensure exams.

Appendix C: Summary of Proposed Strategy Costs

The following table summarizes the estimated costs of proposed strategies by objective table.

Objective Table	Focus	Estimated '15-'16 Costs
3.1	Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants	$1,818,760
4.1	Implementation Strategies to Address Identified Gaps	$48,235,565
5.1	Implementation Strategies for Student Acceleration	$439,200
6.1 & 6.2	Professional Development	$1,108,050
7.2	Implementation Strategies to Sustain and Continuously Improve Consortium Collaborations	$270,600
Total Estimated Costs for Proposed Strategies in Tables 3.1-7.2		**$51,872,175**

Appendix D: Northern Alameda County Regional Consortium for Adult Education (NACRCAE) Cost Analysis for Expansion to Meet Needs

Table 1a: Estimates of Gaps in ABE/ASE for English Speaking Residents Aged 18-64					
Year	Potential Service Goal	Need Estimate	Service Goal	Students Currently Served	Gap to be Filled Based on Goal
1	25%	34,284	8,571	6,907	1,664
2	50%	34,284	17,142	6,907	10,235
3	75%	34,284	25,713	6,907	18,806
NA	100%	34,284	34,284	6,907	27,377

Table 1b. Basis of Section Costs							
	Additional Students				Sections		
	Y1 25% of Need	Y2 50% of Need	Y3 75% of Need	Students/ Section	Y1	Y2	Y3
ABE sections	1,664	10,235	18,806	30	55	341	627

Table 1c. Cost of New ABE Sections							
		Section Cost			Year One	Year Two	Year Three
Reimbursement Rate/ FTE	Rate/ student/ hour on Average	Wks	Hrs/ Wk	Annual Cost/ Section			
$3,311	$6.31	44	5	$41,646	$2,309,965	$14,208,227	$26,106,489

Table 2a: Estimates of Gaps in ESL for Residents Aged 18-64

Year	Potential Service Goal	Need Estimate	Service Goal	Students Currently Served	Gap to be Filled Based on Goal
1	25%	49,514	12,379	6,489	5,890
2	50%	49,514	24,757	6,489	18,268
3	75%	49,514	37,136	6,489	30,647
NA	100%	49,514	49,514	6,489	43,025

Table 2b. Basis of Section Costs

	Additional Students				Sections		
	Y1 25% of Need	Y2 50% of Need	Y3 75% of Need	Students/ Section	Y1	Y2	Y3
ESL sections	5,890	18,268	30,647	30	196	609	1022

Table 2c. Cost of New ESL Sections

		Section Cost			Year One	Year Two	Year Three
Reimbursement Rate/ FTE	Rate/ student/ hour on Average	Wks	Hrs/ Wk	Annual Cost/ Section			
$3,311	$6.31	44	12	$99,950	$19,623,595	$60,863,130	$102,105,997

Table 3a: Estimates of Gaps in Short-Term CTE or Apprenticeship based on Lacking High School Diploma and Unemployed or Making Less than 25,000/year (18-64)

Year	Potential Service Goal	Need Estimate	Service Goal	Students Currently Served	Gap to be Filled Based on Goal
1	25%	51,630	12,908	1,045	11,863
2	50%	51,630	25,815	1,045	24,770
3	75%	51,630	38,723	1,045	37,678
NA	100%	51,630	51,630	1,045	50,585

Table 3b. Basis of Section Costs

	Additional Students				Sections		
	Y1 25% of Need	Y2 50% of Need	Y3 75% of Need	Students/ Section	Y1	Y2	Y3
CTE sections	11,863	24,770	37,678	30	395	826	1256

Table 3c. Cost of New CTE Sections

		Section Cost			Year One	Year Two	Year Three
Reimbursement Rate/ FTE	Rate/ student/ hour on Average	Wks	Hrs/ Wk	Cost/ Section			
$3,311	$6.31	17.5	16	$53,004	$20,959,548	$43,763,636	$66,569,490

Table 4. Projected Costs

Program Area	Year 1	Year 2	Year 3	Total Costs by Program Area Over 3 Years
ABE/ ASE/ Basic Skills	$2,309,965	$14,208,227	$26,106,489	$42,624,681
Services to Immigrants/ESL	$19,623,595	$60,863,130	$102,105,997	$182,592,722
Short-CTE and Apprenticeship	$20,959,548	$43,763,636	$66,569,490	$131,292,675
Total Costs	$42,893,108	$118,834,993	$194,781,977	$356,510,078

Appendix E: Objectives 1 and 2

Objective 1: Services and Programs Consortium Members Are Currently Providing
In this section of the report we provide descriptive and numeric information about services currently provided by NACRCAE members in each program area. A general description of evaluation of adequacy and quality is provided below. This is followed by a description of current services, strengths, and challenges, as identified during the May 8, 2014 NACRCAE Launch event and through subsequent meetings.

Evaluation of Adequacy and Quality
The *adequacy* of current Adult Education programs in the North Alameda Consortium is evaluated in terms of programs' enrollment capacity to meet student demand and address student need. Program adequacy is considered in Objectives 2 and 4 of this Progress Report. Evaluation of program *quality* takes into consideration each program's effectiveness at moving students toward their academic and career goals, as well as the degree to which programs are implementing evidence-based practices. Outcome measures include student persistence, advancement of skill level, completion, and transition to higher-level or credit-bearing coursework, employment and job retention. Many of these data are routinely collected by the Adult Schools and community colleges under performance-based funding mandates, presenting opportunities for aggregation and analysis of data across systems. A thorough evaluation of current program effectiveness is not within the scope of this report but will be considered to the extent feasible in future AB86 activities. In the interim, evaluation measures to inform AB86 planning have been defined and are included below:

1. Process measures Qualitative evidence of implementation of evidence-based practices in program and support services elements.

2. Outcome measures Quantitative indicators of student outcomes, by program area.
- **ABE/ASE** Persistence and completion; advancement of basic skills level; attainment of high school diploma or GED; transition to post-secondary education; transition to workforce; wage increase/career advancement
- **ESL** Persistence and completion; advancement of ESL level; transition to college, certificate and transfer programs; transition into workforce; wage increase/career advancement
- **CTE** Persistence and completion; enrollment in a credit-bearing CTE pathway; attainment of industry-based certificate or credential; attainment of associate degree; transition to workforce; wage increase/career advancement
- **AWD** Persistence and completion; attainment of academic and career goals

- **Apprenticeship** Transition into full apprenticeship program; completion of apprenticeship program; advancement to journeyperson.

Administrator survey input on overall program adequacy and quality revealed that only one of four respondents considered overall quality of their program very effective in moving students towards their goals. The other three respondents considered their program quality "effective" or "somewhat effective" in moving students toward their goals.

When asked to rate the overall adequacy of their program in terms of the range and comprehensiveness of services provided, only one respondent ranked each program area offering as "very sufficient." All other respondents ranked program area offerings as either "somewhat sufficient" or "sufficient."

Current Services, Strengths and Challenges
The following section describes the existing services, strengths, and challenges faced in each program area. East section begins with survey results from 8 administrators about adequacy and quality of the program. "Adequacy" is more concretely reflected in changes in enrollment over the last five years. This is discussed in Objective 2 of this report.

The following table, Current Program Areas by School/College, identifies each program area and indicates if there are program offerings at each Adult School or community college. The table indicates that ABE/ASE and ESL courses are offered most comprehensively, all but one school and one community college offer ABE/ASE courses and there is only one Adult School that does not offer ESL. CTE is offered at all community colleges and only one Adult School. AWD is offered at three of five Adult Schools and three of four community colleges. Apprenticeships are only offered at two community colleges and no Adult Schools.

A review of school funding highlights both the dramatic reductions in overall budgets and the amount of state apportionment that was "flexed." Oakland suffered the greatest reductions, including an over $12.5 million budget reduction between the '08-'09 and '12-'13 school years.

Narrative Table 2. Current Program Areas by School/College

Current Program Areas By School/College					
	ABE/ASE	ESL	CTE	AWD	APP
Adult School					
Alameda	X	X	--	--	--
Albany*	--	--	--	--	--
Berkeley	X	X	X	X	--
Oakland	X	X	--	--	--
Piedmont	--	--	--	--	--
Community College					
Berkeley City College	X	X	X	--	--
College of Alameda	X	X	X	X	X
Laney College	X	X	X	X	X
Merritt College	X	X	X	X	--

PROGRAM AREA 1: ELEMENTARY AND SECONDARY BASIC SKILLS (ABE/ASE)

ABE/ASE Existing Program Highlights. ABE/ASE programs are offered at school and community colleges throughout the consortium. Offerings in GED and basic skills are complemented by the use of tutors and cohort instruction to support students.
- There is limited ABE below 8th grade in Oakland.
- Berkeley Adult School offers Older Adult Studies, Adult Basic Skills instruction, and one to one tutoring.
- Berkeley Adult School HS Diploma/Adult Secondary that gets federal grant money to transition into Post Secondary Education (Laney, BCC, Apprenticeship); funds pay for intensive adult services.
- Berkeley Adult School is using 12-15 in class tutors, which survey respondents deemed very effective. Many of the tutors have been there a long time, so lots of experience; this is valuable for students, especially given large class sizes.
- Oakland Adult and Career Education reported that High School Completion is more complex and expensive since a range of subjects need to be offered. ESL is more defined and has discrete levels, so is easier to deal with, but even with that, most of their ESL classes have been eliminated.
- Merritt College recently connected with OUSD special education programs.

ABE/ASE Program Strengths. Students are provided support they need to succeed through a number of services including tutors and culturally sensitive programming to meet them "where they are at." Participants reported the following program strengths:
- Use of tutors to provide focused/supplemental instruction as needed.

- Culturally sensitive programming to encourage student comprehension.
- Cohort model to ensure students learn from one another and have consistent participation in their courses.
- Holistic approach to students and their life circumstances.
- Gateway to College program to encourage educational progression and transition.
- Berkeley Public Library relationship with both Berkeley Adult and BCC.
- In past (before the cuts) as part of the ATLAS Logistics Program, Oakland Adult and Career Education offered contextualized English, math, and computer classes, provided at a CBO prior to students taking community college credit CTE classes at College of Alameda. Good example of effective practice of students concurrently enrolling in contextualized foundational skills at Adult School and credit bearing CTE classes at community college.

- CAHSEE prep classes (for HS completion exam for dropouts) taught at Laney – seen as very effective.
- Laney's Gateway to College Program serves at-risk out-of school youth and those behind in school to complete HS diploma and enter college. The program is considered highly effective.
- Berkeley City College – Berkeley Adult School collaboration. Institutional calendars are aligned so students can be co-enrolled. Peralta ESL staff come to Berkeley Adult School each semester to conduct morning and evening informative sessions in the ESL classrooms, and then make a second visit assist with on-line registration in community college. CTE Transitions funding helps to fund BCC academic and life-skills advisor at BAS.

ABE/ASE Challenges. Budget cuts have reduced program offerings, greater collaboration is needed, especially shared assessments, to provide students greater support to meet their educational goals. Other challenges include the following:
- Lack of formal coordination and accountability for community service partnerships.
- Due to cuts, Alameda Adult School had to combine GED/ABE with some of the lowest skilled students referred to "Alameda Reads" library program.
- Prior to cuts, Oakland Adult and Career Education "took everyone"; now it is only admitting those testing at 6th grade skill-level or above.
- BAS has cut all summer classes due to budget cuts.
- There is a need for greater overall collaboration and coordination across systems.
- Lack of common assessments; need for better diagnoses of learning disabilities.
- Lack of record sharing between Adult Schools and community colleges and ability to track student progress across systems. Lack of data sharing applies to students

going in both directions and for tracking how many GED completers go on to community college and level of success in community college.
- Need for counseling and educational planning.
- Need for tutoring, social-emotional skills, and wraparound services

PROGRAM AREA 2: CLASSES FOR IMMIGRANTS (ESL, CITIZENSHIP, WORKFORCE PREP)

ESL Existing Program Highlights. There are a variety of ESL programs, courses and support services for immigrants offered at all levels across the community colleges, Adult Schools and Community-Based Organizations.
- Oakland ESL at Adult Schools has very contracted programs providing family literacy services at decentralized locations, with multi-level services.
- ESL is offered at the Peralta Community Colleges, at college credit level, expanding lower level courses.
- Carpenteria Fina Program at Laney College is a good example of integrating Vocational ESL (VESL) contextualized to first level of Wood Technology training.
- The Berkeley Adult School ESL program is robust; there are 12 morning sections, 4 afternoon sections (M-F) and 9 evening sections (M-Th) ranging from literacy level to bridge to college (post Intermediate-High). The school recently re-launched the Citizenship program and is poised to grow (federal WIA grant has grown from $350K in 2010 to $750K in 2014). The ESL program at BAS was slightly reduced (most notable in summer classes) during 2008-2009. The big cuts were Older Adults.
- Six levels of ESL are offered, including the following types of classes:
  - Pilot bridge courses
  - Pathway courses
  - EL Civics
  - Off-site and on-site programs
  - ESL Family Literacy
  - Accelerated ESL
  - Reading/writing
  - Morning, afternoon, and evening courses
- The Compass test is the primary mechanism used for initial placement at PCCD; the CASAS testing system is primarily used in the Adult School system.

ESL Program Strengths. The diversity of programs reflects the varied needs of immigrant students. Programs are offered at levels to match student interest and readiness. Program strengths include:
- The wide range of ESL offerings: credit, morning, afternoon and evening

- Accelerated ESL
- Family literacy
- Preliminary pathway course
- Courses for wide range of immigrants

ESL Challenges. There are not enough resources or facilities to meet the demand for ESL instruction. There is a great need for coordination to ensure that providers can refer students to appropriate programs and align offerings to ensure student success moving across institutions.
- Lack of funding for adequate staffing to provide the lower levels of ESL including literacy and Beginning levels.
- Shortage of facilities to provide instruction in communities of need.
- Lack of adequate staffing – including full-time positions.
- Need for student data sharing and tracking.
- Need for information sharing and alignment between systems on institutional expectations for student preparedness.
- Need for development of articulation agreements.
- Lack of transition support.
- Obstacles to college enrollment by undocumented students.

PROGRAM AREA 3: SHORT-TERM CTE

CTE Existing Program Highlights. CTE programs are offered primarily at community colleges. Efforts are underway to create stronger linkages with high schools and develop contextualized courses.
- Adult Ed CTE reduced to just a few: computer class and employment readiness class.
- Dual enrollment and concurrent enrollment: efforts are underway to get process started for more articulation.
- Laney is a "CTE powerhouse."
- Existing linkages between CTE programs at the community colleges and high schools are being strengthened. Via the Career Pathways Trust Consortium activity, new linkages are being created as are additional opportunities for creating "bridge" programs, dual enrollment, and better alignment with ROPs and other regional resources.
- Contextualization of English and Math classes with CTE pathway courses is an existing strategy that is being considered for application more broadly in the Adult Education context.

CTE Strengths. CTE programs build on a foundation of community partnerships and successful programs that can be replicated, as follows:
- Extensive community college CTE offerings.
- Excellent industry partnerships and linkages allowing for more seamless transitions to the world of work.
- Partnerships with community organizations and agencies.
- Good model of high school – community linkage.
- Capacity and experience in contextualizing basic skills and ESL to CTE pathways.

CTE Challenges. Specific challenges include:
- CTE students lack basic skills for success in technical training.
- Lack of non-credit CTE programs offered by Adult Schools.
- CTE faculty challenged by multiple demands for time.
- CTE programs face funding challenges and staffing turnover.
- Lack of staffing continuity diminishes relationships with community partners.
- High quality CTE instructors who meet the colleges' minimum qualifications can be hard to find. Salaries are not commensurate with industry. Some candidates lack teaching expertise. Scheduling for part-time adjuncts can be a challenge.
- Inadequate information for students about classes and programs.
- Shortage of funding for instruction, outreach, and coordination.
- Large class size does not allow for adequate student/instructor engagement.
- Limited access to technology. Courses in high-demand technical fields need constant upgrades in instructional technology to keep courses relevant to the job market.

PROGRAM AREA 4: ADULTS WITH DISABILITIES (AWD)

AWD Existing Program Highlights. The mission of AWD programs are to, empower students with disabilities for success, provide services to minimize the limiting effects of a disability, advocate for the needs and rights of students with disabilities and create a "level playing field" in the classroom. The goals of the programs are to focus on the true ability of student, determine and provide individualized accommodations, foster equal treatment throughout all Programs, and promote awareness of the disability rights of "equal access." Highlights include:
- Specialized disability counseling academic, personal, vocational counseling.
- Computer access classes with adaptive computer technology.
- Assessment of students with specific learning disabilities and learning disability support classes.
- Accommodations: test-taking, note-taking, mobility assistance (tram), audio books, sign language interpreters, adaptive equipment etc.
- Liaison with faculty, campus & community services.

- Specialized instruction.
- Priority registration assistance.
- Alternate media – print material in alternate formats.
- The purpose of DSPS at all 4 colleges is to provide equal access services for student support and success in the general course and program offerings at each college.

AWD Strengths. AWD programs provide appropriate, individualized attention to students in need and foster family and community connections through successful partnerships.
- Learning Disability Specialists
- Programs that facilitate strong family connections
- Collaboration between college and Adult School instructors
- Individualized attention
- Holistic approach to meeting students' needs
- Community partnerships, including the Creative Wellness Center, East Bay Innovations and Berkeley Mental Health Services

AWD Challenges. Students face a myriad of challenges when they leave AWD programs and need additional transition programming and training. Funding and staffing levels are not adequate to meet need. Other challenges include:
- Lack of staff and consistent staff training.
- Lack of funding to provide any disability services in K-12 Adult Schools.
- Need for real world experiences as students leave program.
- Need for transition programs for formerly incarcerated adults.
- Lack of communication and system of records transfer between Adult School and community college (e.g. IEP).
- Need for accurate and tailored assessment.
- Lack of programming in the community, "where the people are."
- More peer-to-peer support needed.
- Due to 45 percent funding cuts the vacant Full Time DSPS Coordinator/Counselor was replaced by Part-Time DSPS Coordinator/Counselor (15 hours per week). This is challenging due to the workload, including budgeting, compliance reporting, etc.
- DSPS staff is stretched to meet the needs of the 500+ DSPS students especially at the beginning of the semester. Most of the staff is donating time for these meetings for the sake of the DSPS team, students, and improvement of program policies and procedures. Payment for Note-takers is discontinued due to funding cuts. Forms developed for student and instructor to find volunteer note-takers, followed by DSPS staff coming to class if no volunteer note-taker is found. Flyer also developed to provide incentives, such as letters of recommendation, and certificates of volunteer service. Given difficult economic times, unemployment, and

the demographics of the general student body, students do not want to volunteer. They need to be paid at least a stipend amount.

- DSPS had three full-time counseling staff and now has only three part-time counselors, who have condensed their complex disability and academic counseling appointments to 30 minutes, and encouraged students to drop in as time for counseling allows us to squeeze them in. Also the DSP counseling has been shifted to the peak time need from the end of the semester.
- There is a backlog of one month for appointments of students with disabilities to get their mandated services. There is limited, only part-time, counseling.

PROGRAM AREA 5: APPRENTICESHIP

Apprenticeship Existing Program Highlights. Existing programs are well coordinated with economic opportunities and connect motivated students with tangible opportunities that can positively impact their future. Highlights include:

- Manufacturing apprenticeship, under development at Laney College, is very promising due to need for skilled technicians in advanced manufacturing occupations. Evidence of this need is demonstrated by the fact that every student who goes through Laney's Machine Technology program tech gets a job.
- The federal Trade Adjustment Assistance Community College and Career Training TAACCCT grant program helps to support apprenticeship.
- All CTE are academic programs; connections with ESL and math are critical; employers are "grabbing students" and offering $25 per hour or, in manufacturing, over $40 per hour.
- Apprenticeships can lead to a living wage; after the recession, there was a huge demand for apprenticeship programs to fill the skills gap; "it's a great time for young people" to enter apprenticeships."
- At Laney College the "I Design" program is a survey of CTE; it is accelerated – they get right into it. It is highly successful; students transition quickly to CTE programs and employment.
- Laney College's Electrical, Carpentry, and Machining programs offer access to apprenticeship programs.
- College of Alameda's Automotive programs offer some access to apprenticeship programs.

Apprenticeship Strengths

- Apprentices are paid to learn a trade/occupation and do not have to pay any tuition costs.

- Most apprenticeship programs especially unionized programs start apprentices at a fair wage and guarantee wage increases as well as health and welfare benefits.
- Programs lead to portable credentials that are nationally recognized.
- Apprenticeship courses can be taken for college credit.
- Survey of Skilled Trades course and integrated, cohort-based iDesign Program at Laney College are potential models for pre-apprentice program that could also be pathway for students transitioning from Adult School GED / high school completion classes.
- Contextualized basic math class that prepares students for apprenticeship tests offered at Laney – very popular and successful support for passing entrance tests.
- Many opportunities for entrance into various apprenticeships – much more than in the past due to large scale retirements in many skilled trades.

Apprenticeship Challenges
- No linkages with K-12 Adult School staff to provide connections for graduating students.
- Montoya funds (federal pass-through funds for apprenticeship) were cut 50% in recent years thus hampering ability to support or develop apprenticeship programs at community college.
- Linkages between the Peralta Colleges and the Building Trades are not as strong as they could be.
- Self-motivation of students.
- Finding a sponsoring employer for apprenticeship programs.
- Language barriers for non-native speaking students.
- Many students have basic skills challenges and programs do not always offer supplemental support services.
- Most programs require a high school diploma or GED for admittance.
- Many applicants lack personal and professional job skills required to persist.
- Difficulty in fulfilling contractual obligations for the apprenticeship program.
- Rigorous work and instructional hour requirements to achieve journey person status.(Often times conflicting).
- Some apprentices overextend themselves financially once they achieve a moderately comfortable status.
- Easy to limit ones skill set within a specific company and impair ones transportability within an industry.

Evaluation of Existing Adult Education Programs Offered by Consortium Members (Table 1.1A)

Table 1.1A, *"Evaluation of Existing Adult Education Programs Offered by Consortium Members"* has been completed and is presented in the AB86 Excel Tables. Variables for Table 1.1A included: Program area (Elementary and secondary basic skills, short term career technical education, apprenticeships, etc.), type of program (credit, non credit, enhanced etc.), unduplicated enrollment FY 12-13, ADA or FTES FY 12-13, operational costs per instructional program by year (12-13, 13-14) disaggregated by cost categories 1000 – 7000.

An analysis of Table 1.1 A. (Cost) will be provided when data are verified.

Total Dollar Amount by Funding Source for Consortium Members (Table 1.1B)

WestEd contacted representative(s) from each consortium member to collect funding data to complete Table 1.1B *"Total Dollar Amount by Funding Source for Consortium Members"* and also provide assistance on clarifying the requirements. Variables included: dollar amount for each funding source (apportionment, WIA I, WIA II, VTEA, Perkins, Fees, State Categorical Basic Skills, SSSP, Other grants, other) by consortium member by year (12-13; 13-14).

Findings from an analysis of Table 1.1B include:
- Three of five Adult Schools receive apportionment funding. Albany and AUSD do not receive any apportionment funding.
- Three of five Adult Schools received WIA II funds in 12-13 (AUSD, BUSD and OUSD).
- The level of apportionment funding received across the schools is approximately double the amount of WIA II funding received across the schools.
- Two of five schools receive Perkins grant funding.
- All schools except Piedmont and Albany generated revenue through fees in 13-14. BUSD generated the most revenue from fees, $415,000 and Oakland the least, $600. Albany fee generation appears to have dropped dramatically between 12-13 and 13-14 from over $36,000 to $0 (data currently being verified).
- AUSD receives a significant amount of funding, nearly $500,000 from a local property tax.

Evaluation of Existing Adult Education Programs Offered by Consortium Partners (Table 1.2)

WestEd will be contacting representative(s) from each consortium partner organization to collect data for Table 1.2: *"Evaluation of Existing Adult Education Programs Offered by Consortium Partners"* and also provide assistance on clarifying the requirements.

Variables included: Type of organization, source of funding (state, federal, fees, private donations, other), unduplicated enrollment by year (12-13; 13-14), ADA or FTES by year, if applicable (12-13; 13-14), operational costs per program area (elementary and secondary basic skills, short term career technical education, apprenticeships, etc.) by year (12-13, 13-14). Data will be compiled for the October report.

Objective 2: Current Needs

This section of the report provides an evaluation of current needs for adult education programs within the consortium's region.

To help establish the need for adult education services, WestEd collected and analyzed both quantitative demographic data and qualitative data from convenings, focus groups, and a survey.

Demographic data were collected from the California Department of Education (CDE) DataQuest system, the US Census, and the National Center on Education Statistics. Data collected included population, drop-out data, English Language proficiency (English learners in schools as well as census data on English language ability) unemployment and poverty.

Demographic Data

Narrative Table 3 below presents key demographic data from the region.

Narrative Table 3. NACC Demographic Data

School District	Enrollment	K-12 Data (Most Recent - 2012-13)					Demographic Data by School District Boundaries			
		English Learners	1 Yr Drop Out Rate	4 Yr Drop Out Rate	Free or Reduced Price Meals	Percent Unemployed	Poverty	Less than HS Graduate	Speak English less than "very well"*
Alameda City Unified	10,836	2,175 (20.1 %)	2.60%	9.0%	3,526 (33.5%)	8.30%	9.90%	8.75%	11,588 (16.6%)
Albany City Unified	3,804	789 (20.7 %)	1.50%	7.5%	849 (22.7%)	5.50%	8.50%	5.12%	2,783 (16.3%)
Berkeley Unified	9,779	1,184 (12.1 %)	3.90%	11.6%	3,830 (40.0%)	7.20%	20.90%	5.26%	8,552 (7.9%)
Emery Unified	751	108 (14.4 %)	4.20%	17.8%	512 (69.6%)	4.00%	13.20%	3.81%	601 (6.3%)
Oakland Unified	46,486	14,113 (30.4 %)	8.50%	21.6%	32,754 (73.1%)	10.90%	17.70%	20.50%	79,402 (21.7%)
Piedmont City Unified	2,605	51 (2.0 %)	0.50%	1.4%	9 (0.4%)	5.60%	3.20%	1.74%	646 (6.3%)
County Total	**220,286**	**45,903 (20.8 %)**	**4.10%**	**11.2%**	**95,022 (44.2%)**	**7.00%**	**12.00%**	**13.80%**	**18.9%**
State Totals	**6,226,989**	**1,346,333 (21.6%)**	**4.00%**	**11.6%**	**3,509,407 (58.0%)**	**10.10%**	**13.10%**	**19.18%**	**19.60%**

Data Sources: DataQuest 2012-13, NCES, and the US Census American Community Survey 2007-2011

* NCES American Community Survey 2007-2011, DP02: Population 5 years and over

Additional demographic data for Alameda County provide a fuller picture of need.

- Total Alameda County population: 1,515,136

- Adults 25 years and over, total: 1,025,190

- Adults 25 years and over, total foreign born: 406,502

- Adults 25 years and over, total foreign born, not a U.S. citizen: 178,766

- Total population (age 5 or older) speaking language other than English at home: 607,157 (42.8%)

- The population 25 years and older lacking a high school diploma is 13.8 percent across both the native and foreign born population, totaling 141,402. Of these, 76,579, or 7.5 percent, have less than a 9th grade education; 64,823 or 6.3 percent have education 9th-12th grade, no diploma.

- The unemployment rate for adults in Alameda County without a high school diploma is 15.1 percent compared to 12.4 percent for those with a high school diploma or equivalent, 10.6 percent with some college, and 5.3 percent for a bachelor's degree or higher (US Census, Table S2301).

- For the foreign born (406,502), it is estimated that 25 percent lacks a high school diploma; for the foreign born who are not U.S. citizens (178,766), 32.9 percent, or 58,814 lack a high school diploma.

- The population of adults ages 25-64 — working age population — in Alameda County is 877,203. If 18.9% of the population speaks English "less than very well", it is estimated that 165,790 adults in the working age population in Alameda County speaks English "less than very well".

- Among the population of adults 20-64 in Alameda County, 66,042 adults have some kind of disability. Nearly 21 percent (20.8 percent) are unemployed (Table S2301).

Population and English language data broken out by community are presented in Narrative Table 4 below.

Narrative Table 4. NACRCAE Language Data
Source: U.S. Census Bureau, 2008-2012 American Community Survey (DP02)

Community	Total Population (5 years and over)	Speak English less than "very well"	Language other than English*
Alameda City	69,862	11,588 (16.6%)	24,970 (35.7%)
Albany City	17,053	2,783 (16.3%)	6,448 (37.8%)
Berkeley City	108,459	8,552 (7.9%)	28,742 (26.5%)
Emeryville City	9,533	601 (6.3%)	2,862 (30.0%)
Oakland City	366,034	79,402 (21.7%)	147,034 (40.2%)
Piedmont City	10,233	646 (6.3%)	1,757 (17.2%)
Totals	478,944	87,547 (18.3%)	195,339 (40.8%)

*Population 5 years and over

Demographics of the student population served

While an analysis if the NACRCAE student population has not yet been completed, past studies (Baran 2010) have shown that Adult Education students tend to be older, and start with lower levels of education than community college Students. To serve these students well, both intensive instruction and significant student support services are needed.

Other Need Data

- The recently published Migration Policy Institute report, *Critical Choices in Post-Recession California: Investing in the Educational and Career Success of Immigrant Youth* (June, 2104), focuses on first and second generation immigrant youth, ages 16 to 26. It details many of the issues that immigrant youth and young adults face in all parts of California including lower graduation rates, lack of supports, and barriers to transition to college. Oakland Unified School District participated in the study. Relevant data include the following:

  - Among young adults ages 21 to 26, 29 percent of first generation immigrants lacked a high school diploma or its equivalent during the 2009-13 time period — more than twice the state average (13 percent) for this age group. Low rates of high school completion were more common for first generation Hispanic youth, as 43 percent of this population —approximately 230,000 individuals — lack a high school diploma or High School Equivalency Certification.
  - The English Language Learner (ELL) graduation rate is 63 percent compared to the overall state level of 80 percent.
  - 122,000 young adults are not eligible for DACA (Deferred Action for Childhood Arrivals) due to education requirements at the time of the President's executive order and in need of Adult Education to satisfy those requirements.

  While these data are not specific to the Northern Alameda region, they clearly indicate a need to support immigrant youth and young adults in the region.

- The *Alameda County Adult Reentry Strategic Plan*, prepared by the Alameda County Probation Department in March, 2014, reports that 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. From October 2011 to October 2013, 1,294 individuals have been released from state prison to Alameda County in need of a wide range of services, such as: health care, housing, employment, education, mental health and substance abuse services. Currently, 5,430 individuals on probation and 1,154 parolees live in the communities served by the Northern Alameda consortium.

Analysis/description of Local Regional Economy

The following section provides an overview of current unemployment rates in the North-Alameda region and explores trends in regional employer activity.

Unemployment. As seen in Narrative Table 4 above, the Northern Alameda region has an unemployment rate that varies from 5.5 percent in Albany to 10.9 percent in Oakland, according to the U.S. Census.[5]

Growth industries in the region with associated educational levels. According to the Alameda Workforce Investment Board (WIB) report, *Alameda County Industry Clusters-New Trends in the Workforce, April 2014*, eight industry sectors project promising occupational demand and growth. The eight sectors are categorized into three groups by applied research on labor market demand, employer variety, and production of products and competitiveness.

Primary Sectors of Economic Importance
- Bio Science
- Engineering (Professional, Scientific and Technical)
- Information Communication Technology

Secondary Sectors of Economic Importance
- Healthcare
- Construction
- Energy

Tertiary Sectors of Economic Importance
- Advanced Manufacturing
- Transportation Logistics

For Alameda County overall, the fastest growing industries in the region are Information Communication Technology, Bioscience and Engineering Services. These catalyst industries are responsible for growth, innovation and expansion. Healthcare and Information Communication Technology (ICT) have the highest percent of total jobs from a specific industry cluster.

When examining the industry sectors described mentioned in the 2014 Alameda County Industry Clusters report, employers and jobs are concentrated in patterns as described below.

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[5] May 2014 unemployment data (not seasonally adjusted) showed slightly lower rates, from 2.3 percent in Albany to 8.6 percent in Oakland.)

- In the North, proximity to San Francisco helps drive the consulting, professional and engineering service sectors. Land is affordable and transportation networks allow business and workers to easily move and enter into Oakland, Berkeley and Emeryville.
- The Bioscience industry is heavily clustered in the northern portion of the County with concentrations in Berkeley, Emeryville and downtown Oakland. Activities include research and development, wholesaling and manufacturing.
- Clusters of advanced manufacturing, producing a range of products, are located in East Oakland, southwest and north Berkeley
- Concentrations of small construction employers in Oakland, specializing in residential projects.
- Large construction employers in north cities are focused on infrastructure and heavy civil construction projects
- Energy focused employers are concentrated in downtown Oakland and south Berkeley. Employers in the City of Berkeley are proactively recruiting employees.
- Energy employers in North Cities tend to focus on heavy engineering and power distribution with less emphasis on heating and plumbing
- The engineering industry cluster is spread throughout the County and heavily concentrated in Oakland, Berkeley, Emeryville and Albany.
- The majority of engineering employers (57 percent) are located in the northern portion of the County.
- Oakland, Emeryville, Berkeley had the highest number of engineering jobs in 2013.
- Oakland alone contains 31 percent of engineering employers.
- The Healthcare industry employs more individuals than any other industry cluster in the County. The industry employs 5 percent of the total labor force. Most of the employers are located in downtown Oakland and Berkeley.
- Employers in the Information Communication Technology (ICT) cluster are spread thin throughout the County with concentrations in Oakland, Berkeley.
- Majors ICT employers in the County focus on manufacturing products related to electronics, semiconductors, communications and computers.
- Transportation related employers are concentrated in Oakland and other cities along 880.
- Major transportation employers in Oakland and other northern cities tend to employ more than 100 individuals.

In general*, most industries are hiring middle to upper level occupations*. High job growth will occur in the creative classes that are technologically inclined and attuned to science and mathematics. Occupations requiring experience and skills in finance, business, management and advertising will continue to grow as well. Industries are advertising for individuals "to

develop new products, processes and strategies to allow companies to become world leaders."

Companies in Alameda County attract worldwide talent and do not often advertise for entry to middle level positions. Instead of advertising for entry to middle level jobs, they rely on technology and automation to trim workforce responsibilities. Companies in these growing industry clusters are advertising for a new working class with a mix of creativity, science, technology and computer related skills. Job seekers with business, managerial and financial backgrounds will also be in demand.

Evaluation of Existing Adult Education Enrollment (Table 2)

Table 2, "*Evaluation of Existing Adult Education Enrollment"* has been completed and is presented in the AB 86 Excel Tables. Variables for Table 2 included enrollments by program area from FYs 08-09, 12-13, 13-14, and projections (to be provided at a later date) for 15-16. In some cases, consortium members also provided 2007-08 data, as this represented a better baseline year for analysis, given cuts beginning in the 2008-09 school year.

Narrative Table 5 below presents an excerpt of data from Table 2 — enrollment data from FYs 07-08, 08-09, 12-13, and 13-14, by program area — with calculated changes from 08-09 to 12-13.

The enrollment data above reveal key information: changes over time, program area comparisons, Adult School enrollment compared to community college enrollments, and differences among Adult School enrollments.

At the time of this writing, community college enrollments are being verified.

Narrative Table 5. NACRCAE Unduplicated Enrollments by Program Area for Fiscal Years FYs 08-09, 12-13, and 13-14

Program 1: Elementary & Secondary Basic Skills				
Adult Schools	FY 08-09	FY12-13	FY13-14	% Change 08-09/13-14
Alameda	446	234	237	-47%
Albany	--	--	--	
Berkeley	1764	1373	1273	-28%
Oakland Adult and Career Education	2815	591	599	-79%
Piedmont	408	72	68	-83%
Adult School Total	**5433**	**2270**	**2177**	**-60%**
Community Colleges	FY 08-09	FY12-13	FY13-14	% Change 08-09/13-14
Berkeley City College				
Noncredit	1925	0	0	-100%
College of Alameda				
Noncredit	213	2557	2597	1119%
Laney College				
Noncredit	3772	147	157	-96%
Merritt College				
Noncredit	2535	1758	1976	-22%
Community College Total	**8445**	**4462**	**4730**	**-44%**
Credit subtotal	**0**	**0**	**0**	**0%**
Noncredit Subtotal	**8445**	**4462**	**4730**	**-44%**
TOTAL	**13878**	**6732**	**6907**	**-50%**

Program 2: Classes for Immigrants (ESL, Citizenship)				
	FY 08-09	FY12-13	FY13-14	% Change 08-09/13-14
Alameda	1161	787	738	-36%
Albany	193	80	0	-100%
Berkeley	3876	2272	2378	-39%
Oakland Adult and Career Education	8126	432	383	-95%
Piedmont	205	0	0	-100%
Adult School Total	**13561**	**3571**	**3499**	**-74%**
Community Colleges	FY 08-09	FY12-13	FY13-14	% Change 08-09/13-14
Berkeley City College, Credit	561	458	470	-16%
College of Alameda, Credit	765	680	637	-17%
Laney College, Credit	2508	1963	1778	-29%
Merritt College, Credit	456	76	105	-77%
Community College Total	**4290**	**3177**	**2990**	**-30%**
Credit subtotal	**4290**	**3177**	**2990**	**-30%**
Noncredit Subtotal	**0**	**0**	**0**	**0%**
TOTAL	**17851**	**6748**	**6489**	**-64%**

Program 3: Adults w/Disabilities				
	FY 08-09	FY12-13	FY13-14	% Change 08-09/13-14
Alameda	0	0	0	0%
Albany	0	0	0	0
Berkeley	211	175	212	0%
Oakland Adult and Career Education	1204	21	24	-98%
Piedmont	0	0	0	0%
Adult School Total	**1415**	**196**	**236**	**-83%**
Community Colleges	FY 08-09	FY12-13	FY13-14	% Change 08-09/13-14
Berkeley City College				
Credit	17	0	0	-100%
Noncredit	0	0	0	0%
College of Alameda				
Credit	194	296	306	58%
Noncredit	0	0	0	0%
Laney College				
Credit	154	262	254	65%
Noncredit	0	0	0	0%
Merritt College				
Credit	165	245	284	72%
Noncredit	0	0	0	0%
Community College Total	**530**	**803**	**844**	**59%**
Credit subtotal	**530**	**803**	**844**	**59%**
Noncredit Subtotal	**0**	**0**	**0**	**0%**
TOTAL	**1,945**	**999**	**1,080**	**-44%**

Program 4: Short-Term CTE				
	FY 08-09	FY12-13	FY13-14	% Change 08-09/13-14
Alameda	649	0	0	-100%
Albany	0	0	0	0%
Berkeley	2203	964	764	-65%
Oakland Adult and Career Education	2892	90	0	-100%
Piedmont	495	0	0	-100%
Adult School Total	**6239**	**1054**	**764**	**-88%**
Community Colleges	FY 08-09	FY12-13	FY13-14	% Change 08-09/13-14
Berkeley City College				
Noncredit	0	0	0	0%
Enhanced Noncredit	0	0	0	0%
College of Alameda				
Noncredit	15	0	0	-100%
Enhanced Noncredit	0	0	0	0%
Laney College				
Noncredit	1173	128	181	-85%
Enhanced Noncredit	957	0	0	-100%
Merritt College				
Noncredit	59	63	0	-100%
Enhanced Noncredit	0	0	0	0%
Community College Total	**2204**	**191**	**181**	**-92%**
Noncredit subtotal	**1247**	**191**	**181**	**-85%**
Enhanced Noncredit Subtotal	**957**	**0**	**0**	**-100%**
TOTAL	**8443**	**1245**	**945**	**-89%**

Program 5: Apprenticeships				
	FY 08-09	FY12-13	FY13-14	% Change 08-09/13-14
Alameda	0	0	0	0%
Albany	0	0	0	0%
Berkeley	0	0	0	0%
Oakland Adult and Career Education	0	0	0	0%
Piedmont	0	0	0	0%
Adult School Total	**0**	**0**	**0**	**0%**
Community Colleges	FY 08-09	FY12-13	FY13-14	% Change 08-09/13-14
Berkeley City College	0	0	0	0%
College of Alameda	6	10	5	-17%
Laney College	171	113	95	-44%
Merritt College	0	0	0	0%
Community College Total	**177**	**123**	**100**	**-44%**
TOTAL	177	123	100	**-44%**

Evaluation of Existing Adult Education Enrollment (Excerpted from Table 2)

Narrative Table 5 above presents an excerpt of data from Table 2 — enrollment data from FYs 07-08, 08-09, 12-13, and 13-14, by program area — with calculated changes from 08-09 to 13-14.

The enrollment data below reveal key information: changes over time, program area comparisons, Adult School enrollment compared to community college enrollments, and differences among Adult School enrollments.

Changes over time. The most salient finding to be discerned from the data below is the decrease in enrollments between 2008-09 and 2013-14. Classes for Immigrants, including ESL and citizenship experienced the greatest drop, 64 percent, going from nearly 18,000 enrollments in 2008-09 to 6,489 in 2013-14. Elementary and basic skills course enrollments decreased by 50 percent and AWD enrollments decreased by 44 percent.

Program area comparisons. As presented above, the largest program offered in 2013-14 in the region is Elementary and Secondary Basic Skills with 6,907 enrollments and corresponding ADA/FTES across the organizations. Next highest overall is the Classes for Immigrants (ESL, Citizenship) program area with enrollments of 6,489. Moving forward, the

Workgroup will address the types of ESL students currently being served, clarifying if they are long-term residents or short-term visitors.

Adult school versus community college enrollments. Adult School enrollments were highest in classes for Classes for Immigrants/ESL (3,499) and lowest for Adults with Disabilities (236). Community college enrollments were highest for Elementary & Secondary Basic Skills (4,730) and lowest for Apprenticeship (100). In classes for Immigrants/ESL, community college enrollments were fifteen percent lower than Adult School enrollments; in ABE/ASE/Basic Skills, community college enrollments were nearly two times the enrollment level at Adult Schools; and in Apprenticeship, there were only 100 enrollments system-wide, nearly all at Laney College.

Variations in Adult School enrollments. Enrollments varied widely among Adult Schools. In absolute terms, in 2013-14, Berkeley had the highest ABE/ASE/Basic Skills enrollment among the Adult Schools at 1,273, followed by Oakland at 599 and Alameda at 237. In Classes for Immigrants/ESL, Berkeley still has the greatest enrollments at 2,378 followed by Alameda at 738. Berkeley is the only Adult School offering Short-Term CTE with at 764 students enrolled. In the area of AWD, Berkeley had 212 enrollments in 2013-14 and Oakland had 24. None of the Adult Schools have students enrolled in apprenticeship courses.

Variations in community college enrollments College of Alameda and Merritt College enroll more students in noncredit basic skills courses than Berkeley City College or Laney College. Merritt College has the fewest enrollments in Classes for Immigrants (105), compared to Laney (1,778) and College of Alameda (637). All short-term CTE courses and programs offered at the colleges are for credit; therefore no short-term CTE is reflected in the data.

Members' Cabinet

- Includes members from Peralta Community College District (PCCD) and K-12 School Districts (SD) only: 6 representatives from PCCD; 1 each from the SDs.
- Final decision-making by CONSENSUS (6 PCCD; 6 SD).
- PCCD Chancellor and SD Supts determine the decision makers(s) for their organization.

Consultants/Advisors

The Consultants, or Project Development Agency (PDA), will develop the needs assessment, research existing programs, advise on the plan development process and shared governance models and provide best practices from other regions, shape meeting agendas and facilitate broad-based participation of Consortia members and other community stakeholders.

Fiscal Agent

- Responsible for all budget reports and management of grant funds
- Not a fiscal decision-maker

Members' Workgroup

- Not final decision-makers. Meets 1-2x's per month. Responsible for overall planning, plan development and writing, and managing the consultants. Drives and coordinates the work of the five Program Areas
- 10 members total (5 from PCCD; 5 from SD's).
- Comprised of two co-chairs (one from PCCD as well as the Project Coordinator from OUSD) and the 8 Program Area co-chairs.
- District representatives on this Workgroup cannot be the same as those on the Members' Cabinet.

Project Coordinator

The Project Coordinator will coordinate the planning process: provide staff support to the Members' Cabinet, Workgroup, and Program Groups; work with the fiscal agent, partners and PDA; and ensure clear and comprehensive communication across the Consortium

5 Program Area Groups

- Each Program Area Group meets on a regular basis;
- 2 Co-Chairs per group (1CCD/1 SD) – Co-Chairs selected by Members' Cabinet from PCCD faculty and SD teacher/leaders;
- CTE and Programs for Apprenticeships are combined under 2 co-chairs;

| Elem/Sec.Basic Skills/ABE/HS Diploma/GED | ESL/Citizenship | DSPS/Adults with Disabilities | Career Technical Education | Programs For Apprenticeships |