

Southern Alameda County Consortium
Comprehensive Regional Plan
March 1, 2015



Ohlone Community College District
Grant number 13-328-38



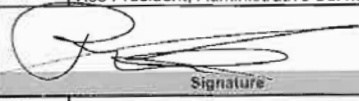
Table of Contents

Certificate of Eligibility Cover Sheet	1
Intent to Participate Member Signature Forms.....	2
Southern Alameda County Consortium for Adult Education.....	6
Comprehensive Regional Plan Summary.....	6
General Findings	6
Region Priorities	6
Budget Summary.....	6
Project Management Narrative.....	7
Organizational Structure	7
Shared Leadership Strategies	9
Project Planning Roles and Responsibilities.....	10
Communication.....	11
Our Consortium	15
Data Collection and Processes	15
The Communities of the Tri-City Area	17
Additional Ohlone Region Demographics and Trends	19
Objective One: Services and Programs Currently Provided.....	23
Current Status of Programs for Apprentices	23
Current Status of Programs for Career Technical Education (CTE)	24
Fremont Adult and Continuing Education (FACE).....	24
Newark Adult School (NAS)	26
New Haven Adult School (NHAS)	26
Mission Valley ROP (MVROP).....	27
Ohlone College	28
Current Status of Programs in Adult Basic and Secondary Education.....	30
Fremont Adult and Continuing Education (FACE).....	31
Newark Adult School (NAS)	34
New Haven Adult School (NHAS)	34
Ohlone College	37
Current Status of Programs for Adults with Disabilities.....	39
Fremont Adult and Continuing Education (FACE).....	39
Ohlone College	41

Current Status of Programs for Immigrants	43
Fremont Adult and Continuing Education (FACE)	44
Newark Adult School (NAS)	47
New Haven Adult School (NHAS)	47
Ohlone College	50
Objective Two: Summary of Assessment of Current Needs.....	52
Inadequate Student Access to Services	52
Weak Student Pathways to Sustainable Wage Jobs	53
Loss of Extensive Historical Partnerships to Serve Students	57
Specific Program Area Needs	58
Apprenticeship Programs.....	58
Career Technical Education	58
Adult Basic and Secondary Education	58
Adults with Disabilities.....	59
Classes for Immigrants	59
Objective Three: Integration of Existing Programs and Creation of Seamless Transitions	61
Adults with Disabilities	61
Table 3.1: Implementation Strategies.....	62
Adult Basic and Secondary Education.....	65
Table 3.1: Implementation Strategies.....	67
Career Technical Education	72
Table 3.1: Implementation Strategies.....	73
Classes for English Language Learners	74
Table 3.1: Implementation Strategies.....	76
Objective Four: Responses to Gaps.....	81
Service Gaps	81
Programmatic Gaps.....	82
Intersegmental Issues.....	83
Table 4.1: Implementation Strategies to Address Identified Gaps	85
Objective Five: Accelerating Student Progress	88
Adult Basic and Secondary Education.....	88
Table 5.1: Work Plan.....	89
Career Technical Education	90
Table 5.1: Work Plan.....	91




Classes for English Language Learners	92
Table 5.1: Work Plan.....	94
Objective Six: Professional Development.....	99
Table 6.1 Current Professional Development	100
Table 6.2 Collaborative Professional Development Plan	100
Objective Seven: Leveraging Resources	101
Adult Basic and Secondary Education.....	101
Adults with Disabilities	101
Table 7.1 Leverage of Existing Regional Structures from Partners.....	102
Appendix A: Expenditures for Regional Adult Services (Tables 1.1A, 1.1B, 1.2, 2)	105
Table 1.1A Consortium Members: Evaluation of Existing Adult Education Programs Offered.....	105
Table 1.1B: Total Dollar Amount by Funding Source for Consortium Members	107
Table 1.2: Evaluation of Existing Adult Education Programs Offered by Consortium Partners	109
Table 2: Evaluation of Existing Adult Education Enrollment.....	110
Appendix B: List of Consortium Planning Participants	111

Certificate of Eligibility Cover Sheet


AB86, Section 76, Article 3 Consortium Planning Grant Certificate of Eligibility Cover Sheet			
 California Community Colleges Chancellor's Office		 State Department of Education	
Fiscal Agent Name:	Ohlone Community College District		
Fiscal Agent Address:	43600 Mission Blvd, Fremont CA 94539		
Fiscal Agent's Contact Information:	Name:	Ron Little	Telephone: 510-659-7307
	Title:	Vice President, Administrative Services	E-mail: rlittle@ohlone.edu
Signature of the Fiscal Agent Chief Executive Officer/ Superintendent/Designee:	 Signature		Printed Name
	Title:	Vice President, Administrative Services	Date: 1-21-14
<p>Briefly describe the process used to determine the fiscal agent (please limit your response to this space):</p> <p>The member organizations discussed possible fiscal agents at their January 8, 2014, meeting and unanimously voted for Ohlone Community College District to serve in that capacity.</p>			
Primary Contact Information for the Consortium's Application:			
Contact Name:	Steve Giudici	Telephone:	510-793-6465 x29108
Contact Title:	Principal	E-mail:	sgjudici@fremont.k12.ca.us
Contact Agency:	Fremont Adult and Continuing Education, FUSD		
List of Participating Consortium Members (use additional sheets as necessary)			
Member Organization Name (i.e., name of school district or community college/district)	Member Point of Contact Name and E-mail		
	Name	E-mail and/or Phone #	
New Haven Unified School District	Jessica Wilder	jwilder@nhusd.k12.ca.us	
Newark Unified School District	Thomas Orput	torput@newarkunified.org	
Fremont Unified School District	Steve Giudici	sgjudici@fremont.k12.ca.us	
Ohlone Community College District	Mark Wade Lieu	mlieu@ohlone.edu	

Intent to Participate Member Signature Forms




TEMPLATE

<p align="center">AB86, Section 76, Article 3 Consortium Planning Grant Intent to Participate Member Signature Form</p>			
 <p>California Community Colleges Chancellor's Office</p>		 <p>State Department of Education</p>	
District Name:	Ohlone Community College District		
District Address:	43600 Mission Blvd, Fremont, CA 94539		
Adult Education Planning Contact Information:	Name:	Mark Wade Lieu	Telephone: 510-659-6276
	Title:	Dean, Language and Communication	E-mail: mlieu@gmail.com
Signature of Chief Executive Officer/ Superintendent/Designee:	 Signature		Gari Browning Printed Name
	Title:	President	Date: 01.15.14

TEMPLATE

<p align="center">AB86, Section 76, Article 3 Consortium Planning Grant Intent to Participate Member Signature Form</p>			
 <p>California Community Colleges Chancellor's Office</p>		 <p>State Department of Education</p>	
District Name:	Fremont Unified School District		
District Address:	4210 Technolog Drive, Fremont, CA 94538		
Adult Education Planning Contact Information:	Name:	Steve Giudici	Telephone: (510) 793-6465, Ext. 29108
	Title:	Principal	E-mail: sgiudici@fremont.k12.ca.us
Signature of Chief Executive Officer/ Superintendent/Designee:			James Morris, EdD
	Signature:		Printed Name
	Title:	Superintendent	Date: 1/17/14

TEMPLATE

AB86, Section 76, Article 3 Consortium Planning Grant Intent to Participate Member Signature Form			
	California Community Colleges Chancellor's Office		State Department of Education
District Name:	Newark Unified School District		
District Address:	5715 Musick Ave, Neark, CA 94560		
Adult Education Planning Contact Information:	Name:	Thomas Orput	Telephone: (510) 818-3700
	Title:	Principal	E-mail: torput@newarkunified.org
Signature of Chief Executive Officer/ Superintendent/Designee:	 Signature		Dave Marken, EdD Printed Name
	Title:	Superintendent	Date: FEBRUARY 19, 2014

TEMPLATE


**AB86, Section 76, Article 3
Consortium Planning Grant
Intent to Participate Member Signature Form**



**California Community Colleges
Chancellor's Office**



**State Department of
Education**

District Name:	New Haven Unified School District		
District Address:	34200 Alvarado-Niles Road, Union City, CA 94587		
Adult Education Planning Contact Information:	Name:	Jessica Wilder	Telephone: (510)489-2185
	Title:	Principal	E-mail: jwilder@nhusd.k12.ca.us
Signature of Chief Executive Officer/ Superintendent/Designee:	 Signature		Dr. Arlando Smith
	Title:	Co-Interim Superintendent	Printed Name
			Date: 1-10-2014

Southern Alameda County Consortium for Adult Education Comprehensive Regional Plan Summary

General Findings

The Southern Alameda County Consortium (SACC) for Adult Education is a well-functioning collaboration. There is no overlap in provision of services between Ohlone College and the adult education providers within the three Unified School Districts in the region, and there is a history of collaboration between the College and the Adult Schools, even if that collaboration has been minimal in recent years because of budgetary reductions. There is a very strong desire among the members of the consortium to work together to better support the adults in our region, both in the programs they offer individually but also in the coordination that will move adults from the Adult Schools to Ohlone College and beyond. In the area of CTE/Apprentices, the consortium finds that the Regional Occupational Program fulfilled many of the functions described in the objectives of this planning grant. The members of the consortium strongly support restoring the role of the Mission Valley ROP in supporting career/technical education for adults in the region.

Region Priorities

Overall, the regional consortium has three priorities.

1. The Adult Schools need to continue to receive at a minimum the funding that they currently receive. These funds need to be dedicated to the Adult Schools.
2. The Adult Schools need to receive funding for evening, Friday, and summer classes to address identified service gaps. All classroom activities in the plan are included in this amount (additional instructional salaries).
3. On-going support for professional development is vital and the primary focus for planned on-going consortium work. Such professional development focuses on the provision of paid faculty time to meet together, not only within institutions but across institutions in their area of focus as well as across institutions and across areas of focus.

Budget Summary

	2015-2016	2016-2017 (10% growth)
Maintenance of current funding	4,221,563.29	4,643,719.62
Expansion of instruction	1,084,145.00	1,192,559.50
Professional development	100,000.00	110,000.00
Counseling Services	225,000.00	247,500.00
Support Staff	51,000.00	56,100.00
Materials	75,000.00	82,500.00
Contracted services	71,000.00	78,100.00
TOTAL	5,827,708.29	6,410,479.12

Project Management Narrative

Southern Alameda County Consortium (SACC) for Adult Education

Ohlone Community College District
Newark Unified School District

Fremont Unified School District
New Haven Unified School District

Organizational Structure

Consortia Membership: Describe existing collaborative relationships, between the community college district and school districts related to adult education. Identify how these relationships may inform the planning process going forward.

The current collaborative efforts between Ohlone College and the three adult school programs of Fremont, Newark and New Haven Unified School Districts are minimal, but in past years have been much stronger. The members have experience with partnership and articulation. Prior collaborative activities included adult student field trips to the Ohlone campus, Ohlone instructor visits and presentations to students on the adult school campuses, Ohlone counselor visits and intake advisement on the adult school campuses, Ohlone Mathematics and English intake assessments administered on the adult school sites, and articulated skill classes provided on adult school sites to prepare students for entry into the Ohlone Biosciences program. Due to budgetary constraints these bridge activities were reduced or eliminated for the adult population. This history of cooperative activities serves as a positive example of what can be accomplished when our programs focus on student needs, and perhaps provides a baseline of student support that may be reestablished as the foundation upon which our current planning may build our stronger student pathways to success.

Partnerships: List any identified partners and describe how these relationships may inform the planning process going forward.

The SACC Group Members have identified many potential partner agencies that could enrich the local consortium planning process. Each of these partner organizations or agencies has a relationship with at least one of the Southern Alameda County member organizations. Our goal is to establish a formal Memorandum of Understanding with every partner that will clearly state the services that they will provide to our students or programs, and/or the expected outcomes for clients they refer to our programs. Many of these partner agencies may also provide valuable input regarding unmet client needs and service gaps that the consortium can address.

The group members recognize that **Mission Valley Regional Occupation Program (MVROP)** has a history of extensive articulations with Ohlone College, and their experience and knowledge could inform the planning and establishment of career pathways between the adult schools and community college district. MVROP will be a key partner of the SACC.

Listed below are additional partners that the group members have identified and classified with regard to their potential contributions to the planning process and support for the consortium goals.

Referring Partners (Points of entry for potential students, and partners that could assist in identifying and addressing gaps in current services to students)

- Abode Housing Services
- Alameda County Adult Education Administrators Group
- Alameda County Parole Office
- Alameda County Probation Office
- Chambers of Commerce of Fremont, Newark, Union City
- Citizens for Better Community (Fremont)
- Employment Development Department
- Alameda County Public Library
- Carnales Unidos Reformando Adictos (CURA- A court-mandated rehabilitation program)
- Fremont Family Resource Center
- Highway to Work
- Indo Americans for Better Community (Fremont)
- League of Volunteers (LOV) Newark
- Migrant Education Departments of School Districts
- Newark Optimist Club
- Recreation Centers
- Rotary of Fremont, Newark, Union City
- Second Chance Newark
- Sikh Center
- Tri-Cities One-Stop Career Center

Employability Skills and Employment Assistance (Placement agencies and special community-based employment programs)

- Alameda County Workforce Investment Board
- Bridges to Jobs of Fremont
- Department of Rehabilitation
- Highway to Work
- Northern California BioTech Center
- SB1070 grant partners
- Tri-Cities One-Stop Career Center
- Tri-City Volunteers
- Union City Youth and Family Services

Employers (May provide full- or part-time employment, apprenticeship or clerkships, curricular input, technical assistance and donations, guest speakers, field trips)

- Cargill
- City Governments of Fremont, Newark, Union City
- Fremont, Union City, Newark Police and Fire departments
- Highway to Work

- Lam Research
- Northern California BioTech Center
- Richard Valle – Alameda County Supervisor
- Tesla
- Tri-Ced Community Recycling
- Washington Hospital

Student Support (family counseling, financial assistance, food, health services, housing, childcare, transportation, legal assistance)

- Centro de Servicios
- Citizens for Better Community (Fremont)
- Fremont Family Resource Center (FRC) Sparkpoint Program
- Indo Americans for Better Community (Fremont)
- Kidango (Childcare centers)
- Kids' Zone
- South Hayward Parish
- Regional Center of the East Bay
- Soroptimists International of Fremont

Post-Secondary/Higher/Allied Education (Providers of additional training- alternate pathways- not available through the group members)

- California State University System
- HarperRand (Clinical Phlebotomy Training)
- Northern California BioTech Center
- University of California
- Washington Hospital

Shared Leadership Strategies

Describe the shared leadership strategies that may be used during the planning project. Examples may include meetings, MOUs, co-chairs, decision-making processes (including resource allocation), advisory groups, and consortia member and partner agreements.

The SACC group members have established a governance, decision-making and planning structure as follows:

The group members agreed that all decisions of the members will be reached by consensus since there are three adult school members and one community college. The “Fist to Five” process will be used to identify when consensus is achieved on each issue.

The group members also agree that shared leadership will be established through project co-chairpersons comprised of one representative from an adult school and one representative from the Community College District. One or more neutral facilitator(s)

will be selected by the group members and will work under the direction of the Co-Chairs.

Representatives of the SACC Leadership Team will communicate monthly with members of our neighboring Alameda and Contra Costa County local consortia planning teams to share our progress, ideas and best practices.

Workgroups will be formed to address the instructional needs in the five specified program/student population areas, including coordination of curriculum and establishment of student benchmarks/assessments to facilitate successful transitions. Data collection will be conducted to help with the identification of current gaps and underserved populations in the SACC region.

Workgroups will include at least one instructor representative from every member agency, and may also include partner agency representatives as appropriate to the program and topics. The work product of these instructionally focused groups will be a critical piece in the development of better articulations between adult schools and the community college, and the identification of crucial benchmarks that students must achieve to successfully progress along the identified career pathways.

Our meeting standards will include: paid time for the professional contributions of all instructors who engage in this work, comprehensive agendas with clear talking points and goals, minutes that capture the important details, rotating locations to increase participant familiarity with member and partner sites and resources (meeting agendas may include a brief site tour/orientation).

One product of the local planning process will be the establishment of formal Memoranda of Understanding among all of the group members and partners to document and formalize the processes and activities that will build and sustain the career pathways that are established. These activities will include provision for joint professional development for instructors and support staff of group member and partner agencies.

Project Planning Roles and Responsibilities

Identify the co-chairs, project directors, and/or the person(s) responsible for oversight of the project, and describe the roles and responsibilities that they will assume, including the timely submission of required reports.

In the spirit of shared leadership and collaboration, the SACC members have unanimously agreed that the planning process will be facilitated by two co-chairs: Mark Wade Lieu, Ohlone College Dean of Language and Communication, and Steve Giudici, Principal of Fremont Adult and Continuing Education. They will be responsible for organizational oversight, including the establishment of funding distribution procedures, and work with the facilitators to plan meetings, prepare communications and ensure that all deliverables are completed and submitted by required deadlines. The co-chairs are

not final decision makers. They will submit recommendations and work product to the group members for consensus approval.

Identify other staffing that may be necessary for planning.

The group members recognize the need for neutral facilitation of the work group meetings and agree that one or more facilitators will need to be hired. Facilitator responsibilities will include working with co-chairs on meeting preparations, leading the meetings, and compiling the information from each work group meeting.

The group members also understand that clerical support will be needed to assist group members, co-chairs and facilitators in the collection, recording and organization of information produced in the planning process, as well as the preparation and distribution of communications to our learning communities and stakeholders. This assistance will also be necessary to facilitate the preparation of required reports and deliverables.

Communication

Explain how the planning process will be communicated to districts, adult education providers, and other organizations in the region.

Minutes will be taken at all meetings of the Leadership team, member workgroups and member/partner study sessions. These minutes will be distributed to all members and posted on a SACC webpage.

Each Member agency will facilitate communication of the planning process to their learning community by:

1. Creating a SACC display in offices to distribute materials and publicize pending meetings.
2. Providing progress reports to staff and students as a regular agenda item in department or school wide meetings.
3. Posting a link on their websites that will connect to a SACC planning information page.
4. Presenting quarterly progress reports to their advisory and governing boards (These will be prepared by the co-chairs and approved by the group members).
5. Including SACC updates in any printed media including catalogs or newsletters

Describe strategies that might be used for outreach to regional stakeholders.

Outreach strategies identified at this time include the following:

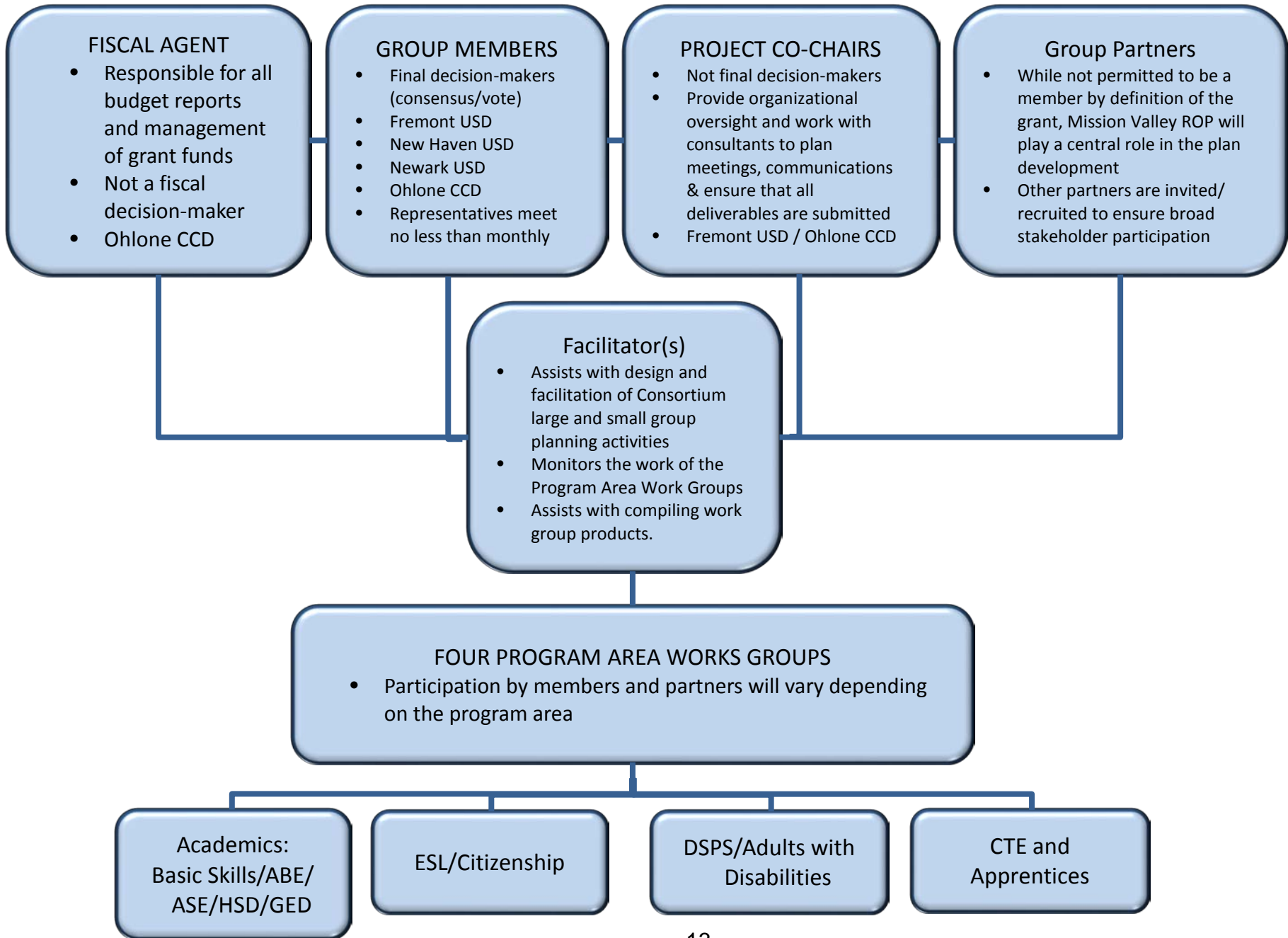
The co-chairs will prepare and deliver press releases to the local news outlets, and create an email distribution list to facilitate communication with all potential partners and stakeholders.

Member agency representatives will participate in promotional interviews on local cable channels including Fremont's EdTV and local channel 28 (Ohlone TV).

Member and partner representatives will provide presentations to local business and service organizations.

We will prepare an informational flyer that describes who we are, our mission statement and project goals, contact information, and encouragement to participate in the planning process. This flyer will be displayed in member and partner offices.

SOUTH ALAMEDA COUNTY CONSORTIUM



BOG, CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE (CCCCO)

**AB86, Section 76, Article 3
Consortium Planning Grant**

REGION: Ohlone CCD

FISCAL AGENT: Ohlone CCD

PRELIMINARY BUDGET SUMMARY

Object of Expenditure	Classification	Line	TOTAL PROGRAM FUNDS REQUESTED	
			\$	
				219,423
1000	INSTRUCTIONAL SALARIES	1	\$	100,000
2000	NONINSTRUCTIONAL SALARIES	2	\$	39,000
3000	EMPLOYEE BENEFITS	3	\$	7,020
4000	SUPPLIES AND MATERIALS	4	\$	10,964
5000	OTHER OPERATING EXPENSES AND SERVICES	5	\$	54,000
6000	CAPITAL OUTLAY	6	\$	0
7000	OTHER OUTGO	7	\$	0
TOTAL DIRECT COSTS:		8	\$	210,984
TOTAL INDIRECT COSTS (Not to exceed 4% of Direct Costs):		9	\$	8,439
TOTAL COSTS:		10	\$	219,423

I authorize this cost proposal as the maximum amount to be claimed for this project and assure that funds shall be spent in compliance with State and Federal Regulations.

District Chief Business Officer (or authorized designee):

Name: Ron Little

Vice President,
Title: Administrative Services

Authorized Signature: 

Date: 2/13/14

Our Consortium

The AB86 Consortium located in the Ohlone Community College District Region includes as members the Ohlone Community College District, Fremont Unified School District, Newark Unified School District and New Haven Unified School District (in Union City). The Mission Valley Regional Occupation Program is an important partner in this consortium.

The educational programs of the members are located on multiple sites. Ohlone CCD has campuses in Fremont and Newark. The three school districts each have adult school campuses that integrate many adult and non-adult education programs.

Locally, the consortium members have chosen the title of Southern Alameda County Consortium (SACC), as the presence and distribution of three community college districts in Alameda County have defined the creation of three AB86 Consortia: the Southern Alameda County Consortium, the Mid-Alameda County Consortium (MACC), and the Northern Alameda County Consortium (NACC).



A student from the Mission Valley ROP helped the Southern Alameda County Consortium create a logo, displayed at left, to build community recognition and awareness.

The Southern Alameda County Consortium includes many partners who provide essential support services for adults and families in the Tri-City (Fremont, Newark, and Union City) area. The Tri-City area is a very ethnically and economically diverse region with a current total population of approximately 337,011. The demographics of

each city, and the economic profile of the region, together indicate a high current and future demand for community-based adult education programs that provide pathways to training and employment in sustainable wage careers.

Data Collection and Processes

This draft of the AB86 regional plan includes data collected to-date from a number of sources as detailed below. The members provided many different types of data to document the enrollment and expenditures for regional adult education services, and this data was compiled on spreadsheet templates for separate submission to the AB86 Workgroup (See Appendix A). The spreadsheets and contents are:

- Table 1.1A Consortium member unduplicated enrollment, ADA/FTES, and Operational Costs for FY 12-13 and FY13-14 only in the five designated program areas.

- Table 1.1B Total Dollar Amounts for Consortium Members by funding source for FY 12-13 and 13-14. Sources include State Apportionment, Federal Workforce Investment Act (WIA I and WIA II), VTEA, Perkins, local fees, State Categorical Basic Skills Initiative, SSSP (CCC), Other Grants and Other.
- Table 1.2 Existing Adult Education Programs Offered by Consortium Partners includes unduplicated enrollment, ADA/FTES and Operational Costs for FY 12-13 and FY 13-14 only in the five designation program areas.
- Table 2 Evaluation of Existing Adult Education Enrollment for Consortium Members. Unduplicated enrollment in the five designated program areas for FY 2008-09, FY 2012-13 and FY 2013-14. Projections for FY 2015-16 will be included at a later date.
- The enrollment data provided by Ohlone College had to be designated by type including separate numbers for Credit Basic Skills, Credit ESL, Enhanced Noncredit and Regular Noncredit as appropriate.

Program Quality Data was supplied by members and includes analysis of existing facilities, current course offerings, class days and times, instructional resources and technology, student performance data such as CASAS scores (and benchmarks attained), certificates of completion, High School Diplomas earned and General Education Development (GED) examinations passed. Adult School ASAP attendance databases were used to analyze student enrollment and migration data.

Exclusions: Although some member Adult Schools continue to provide credit recovery (for high school concurrently enrolled students), Parent Education and other 100% fee-based Community Interest classes, data for these courses is not included.

Regional economic data included in this draft plan comes from two recent reports (2013/14) that were provided by the Alameda County Workforce Investment Board. These reports included information on industry growth sectors, workforce trends, and distribution of key employers. SparkPoint, a United Way partner, is completing a current workforce assessment for the East Bay Area, and shared some of their preliminary findings.

Demographic data for Alameda County and the specific Tri-Cities region was collected to document the local need for adult education. Statistics on school district attendance areas were sourced from the California Department of Education. Information regarding unemployment, poverty and education attainment was collected from census data.

Partner data has been collected through individual meetings and telephone conversations between SACC Leadership Team members and partner agencies using a member-created survey sheet. Data indicate that while many of the SACC partners provide a variety of support and referral services to adults, very few provide instruction in the five program areas to be addressed in this plan. Additional information on prospective regional assets/partners was collected through AB86 webinars and resources provided on the AB86 website. The consortium expects to collect more information as we extend and strengthen our regional partnerships.

Accountability, transparency, and collaboration: All minutes of SACC meetings and work product of research and evaluation is posted on our public webpage created and maintained by the SACC Leadership Team Co-chair from Ohlone CCD. The July 31 draft report was shared with member governing boards and preliminary findings shared out with regional stakeholders, faculty and staff at a September 19, 2014, All-Stakeholders meeting at Ohlone College Newark campus, where further qualitative and quantitative data was collected. Program Area Collaborative Workgroups were formed out of the September 19, 2014, meeting and worked on planning activities that are reflected in this draft. A second stakeholders meeting was held on November 14, 2014, and planning of the workgroups informed those discussions. The results of the November 14, 2014, meeting will be incorporated into the next draft of this document. The Collaborative Workgroups expanded their membership following the meeting to include additional community partners, and their planning work continues as we move into the new year.

The Communities of the Tri-City Area

The city of **Fremont** is the fourth-largest city by population in the San Francisco Bay Area, and is California's fifth-largest city in area. Part of Alameda County, Fremont is located at the foot of Mission Peak, on the southeast side of the Bay. The city is home to an ethnically diverse population of approximately 225,000 living comfortably within 92 square miles. The ethnic distribution is 51% Asian, 33% White, 15% Hispanic, 3% Black and 1% Native American with 6% claiming two or more races. (Source: www.city-data.com)

The city of **Newark** is located west of Fremont and borders the San Francisco Bay. Newark has a population of approximately 43,000 living in an area of 13.8 square miles. The city's ethnic distribution is 40% White, 34% Hispanic, 27% Asian, 5% Black and 2% Native American with 7% of the population claiming two or more races.

Union City is located north of Fremont, has approximately 70,000 residents, and is one of the most diverse cities in Alameda County. At 45.6%, Union City leads the county in the percentage of foreign-born residents. The city's ethnic distribution is 51% Asian, 24% White, 23% Hispanic, 1.5% Pacific Islander, .5% Native American with 7% claiming more than one race.

While the cities of Fremont, Newark and Union City are in close proximity to each other and share rich ethnic diversity, the school district demographic data demonstrate differing economic and educational needs.

Table 1 below includes key demographic data organized by school district boundaries. It shows that while all three school districts have similar percentages of English Learners, Newark (53.9%) and New Haven (48.7%) have more than double the percentage of students qualifying for free or reduced price meals as Fremont (21.5%), and their demand exceeds the Alameda County total (44.2%).

The regional dropout rates shown on Table 1, while slightly lower than County and State totals, do demonstrate a noticeable difference. At 2.4%, Newark's rate is over twice that of Fremont (1.0%), and New Haven's rate of 3.1% is over three times Fremont's. We see these numbers reflected in the adult learner statistics compiled in Table 2.

Table 1. Student Demographic Data by School District Boundaries

Demographic Data by School District Boundaries K-12 Data (Most Recent – 2012-2013)				
School District	Enrollment	English Learners	1 Year Dropout Rate	Free or Reduced Price Meals
Fremont Unified	33,406	6,038 (18%)	1.0%	21.5%
New Haven Unified	12,873	2,771 (21.5%)	3.1%	48.7%
Newark Unified	6,484	1,531 (23.6%)	2.4%	53.9%
Ohlone CCD		N/A	N/A	N/A
County Total	220,286	45,903 (20.8%)	4.1%	95,022 (44.2%)
State Totals	6,226,989	1,346,333 (21.6%)	4.0%	3,509,407 (58.0%)

Data Sources: DataQuest 2012-13, NCES American Community Survey 2007-2011, and Kidsdata.org

Table 2 below provides the adult economic and educational attainment data for each of the Tri-City school districts. Unemployment rates for the Tri-Cities are very similar with Newark and Union City running about 1% higher than Fremont. Poverty rates in this region demonstrate a similar trend with Newark's being about 1.5% and New Haven's approximately 2% higher than Fremont. There are a total of **20,813 Tri-City residents living in poverty.**

The educational statistics also paint a grim picture as **9.45% of Fremont residents, 12.35% of Newark residents and 14.21% of Union City residents have less than a high school education. That totals 25,774 adults without at least a high school diploma or GED!**

Finally, the last statistic included on Table 2 indicates the number of households in each of the three communities where a language other than English is spoken at home. **More than half the households in the Tri-City area- Fremont (60.3%), Newark (54.47%) and Union City (69.04%)- speak a language other than English at home!** These figures are significantly higher than County and State totals and may explain why the greatest demand at all of the area K12 Adult Schools is for English as a Second Language and Basic Skills classes.

Table 2. Adult Economic, Academic and Language Data by School District Boundaries

Adult Demographic Data by School District Boundaries				
School District	Number and Percent Unemployed	Poverty	Less than HS Graduate	Language other than English at Home
Fremont Unified	4,500 4.0% (June 2014)	12,368 (5.78%)	13,931 (9.45%)	42,185 Households (60.3%)
New Haven Unified	1,800 5.2% (May 2014)	5,369 (7.7%)	6,586 (14.21%)	14,008 Households (69.04%)
Newark Unified	1,200 5.2% (May 2014)	3,076 (7.22%)	5,257 (12.35%)	23,189 Households (54.47%)
Ohlone CCD	Ohlone's	Service Area	includes all	three cities
County Total	5.6% (June 2014)	178897 (12.02%)	13.80%	42.80%
State Totals	7.6% (May 2014)	15.28%	19.18%	43.20%

Data Sources: www.edd.ca.gov, www.usa.com 2008-2012

Additional Ohlone Region Demographics and Trends

Population Trends

Population will increase statewide by 44.4% from 2000 to 2030, but Alameda County's predicted growth rate is about half (23.3%) of California's forecasted growth. In the past three years, population within the Ohlone Community College District has actually declined 0.6%. (California Department of Finance)

Ohlone College District: Education Survey

The Ohlone Community College District is characterized by a culture of attainment. In Fremont, where 55.1% of students live, 27.7% of the residents aged 25+ possess baccalaureate degrees, and an additional 21.2% also have graduate or professional degrees. Over half (52.0%) of the employed civilian population work as management or professionals. In such an environment, children are expected to attend college, and high standards are expected of schools and colleges. (United States Census Bureau, American Community Survey)

The proportion of adults in the district with a bachelor's degree or higher in 2010 was 43.7% compared to the 38.4% in 2000 in the San Francisco-Oakland-San Jose metropolitan area. In Fremont, the proportion of adults with a bachelor's degree or higher was 48.9%. These numbers are significantly higher than both the state (29.8%) and national (27.5%) proportions. (United States Census Bureau, American Community Survey) and demonstrate that our community also has a significant education gap.

The Bay Area's highly educated population is largely imported. Of those people living in the Bay Area with a bachelor's degree (and age 25+), only about one-third were born in California. Among those who moved to the Bay Area from other places in the US or from abroad, 41% had at least a college degree. ***However, the Bay Area will face escalating battles to attract and retain its necessary highly-educated workforce because of the growing number of less well-educated residents, a weak K-12 education system that is failing to supply college-ready students, and the increasing number of highly-educated foreign graduates of Bay Area universities that are starting to return home.*** (Bay Area Council Economic Institute)

Ohlone College District Ethnicity/Foreign born

Forty-two percent of district residents are foreign born and in over half of the district households, English is not the first language. Educationally, Ohlone must excel in English and ESL as well as in cross-cultural communication and understanding. (United States Census Bureau, American Community Survey)

English was the predominant language in only 45% of district households in 2010. Other languages spoken at home were Spanish (13.1%), Asian (27.3%) and other Indo-European (14.4%). Of these households, 45.8% of Spanish speakers, 43.6% of Asian speakers, and 29.2% of other Indo-European speakers reported they spoke English "less than very well." (United States Census Bureau, American Community Survey)

District Ethnic Distribution

The current ethnic distribution within the district is 3.6% African-American, 35.8% Asian, 18.5% Hispanic, 9.3% Filipino, 0.2% Native American, 0.9% Pacific Islander, 28.7% White, and 3.1% Other/multi-ethnic. Comparatively, students at Ohlone College are distributed 4.6% African American, 35.1% Asian, 13.7% Hispanic, 7.1% Filipino, 0.3% Native American, 1.2% Pacific Islander, 26.4% White, and 11.6% Other/multi-ethnic. (United States Census Bureau, American Community Survey; California Community Colleges Chancellor's Office)

Hispanic students are the third largest ethnic group on campus at 13.7% of the student population, but are under-represented by 4.8%, below the district resident average of 18.5%. This gap has closed significantly from 2007 when Hispanic students were under-represented by 8.0%. (United States Census Bureau, American Community Survey; California Community Colleges Chancellor's Office)

District Age Distribution

Significant changes are occurring among age groups in Alameda County. From 1990 to 2010, the proportion of residents age 25 to 44 as a share of the county's population decreased from 36.8% to 32.0% while the proportion of 45 to 64 year-olds increased from 17.7% to 25.3%. The 20 to 24 year-old age range, a prime college-going group,

decreased from 8.4% to 6.3%. (United States Census Bureau, American Community Survey)

Between 2000-2030, the growth rate for 15-19 year olds will be 12.75% and for 20-24 year olds it will be 6.56%; however, there will be a decline for all age groups between 25-49 and 100+% growth for age groups between 60-85+. (California Department of Finance)

County residents in the gap between baby boomers and “echo boomers” (those born between 1982 and 1995) will impact county demographics. Despite strong growth among Hispanics in the age ranges (the number of Hispanics in the 30 to 49 year-old range will almost double by 2030), there will be significant decline by 2030 among 30-34 year-olds (from 8.6% of the population in 2000 to 6.1% by 2030), 35 to 39 year-olds (8.9% to 6.6%), 40 to 44 year-olds (8.4% to 6.3%), and 45 to 49 year-olds (7.4% to 5.9%). The declines are steepest among White residents, where 30 to 49 year-olds represented 35.2% of the White population in 2000 but will only account for 22.3% in 2030. (California Department of Finance)

Ohlone College District High School Graduate Trends

Public high school graduates in Alameda County are projected to decline by 16.28% between 2007-2016. (California Department of Finance)

African Americans showed the greatest improvement over the previous year with a three percent increase in overall graduation rates and an eight percent increase in those graduates meeting UC/CSU requirements. Asian (95%), White (93%) and Filipino (92%) groups reported the highest graduation rates and American Indians reported the lowest at 73 percent. (California Department of Education)

More than a sixth of the young adults (18 to 24 year-olds) in California have less than a high school education. These estimated 980,000 individuals represent a larger share of the population than the number of students expected to enter California community colleges as a result of Tidal Wave II (The anticipated bulge in high school graduates demanding access to higher education). In the district there are conflicting patterns of high school graduation. For all residents age 25 or over, only 9.0% of Fremont residents lack a high school diploma or equivalent; in Newark, however, 16.2% (down from 20.5% in 2007) have not graduated from high school, and 16.0% of Union City residents age 25 or over have not completed 12th grade. (National Center for Public Policy and Higher Education)

Ohlone College District HS graduates enrollment in UC/CSU

High school enrollments in the district have decreased slightly (1.4%) from 2007, and high school graduation rates have declined by 3.7%, suggesting a smaller pool of college-prepared students and an increased demand for basic skills. English learners

and socio-economically disadvantaged students pass the high school exit exam at rates well below other students. (California Department of Education)

Of those high school students that do graduate, students from all seven district high schools complete CSU/UC entry requirements at a rate higher than the state average. Three of ten of all district high school graduates enroll at the college. For these students, the college must maintain a strong transfer focus and continue to increase transfer opportunities, programs, and articulation. (California Department of Education).

Objective One: Services and Programs Currently Provided

Current Status of Programs for Apprentices

None of the regional consortium members or partners located in the Ohlone CCD region currently offers any programs for apprentices or has significant coordination with potential partners who could provide this opportunity to their students. Preliminary research has identified members of neighboring consortia, specifically Castro Valley Unified School District, Eden Area ROP, Hayward Adult School and San Leandro Adult School, that sponsor apprenticeships in a variety of crafts/occupations.

The SACC Adult Schools do currently provide Test Preparation classes and Math and English instruction that have helped apprenticeship candidates to prepare for entry examinations and/or meet minimum requirements such as Algebra competency.

The consortium will be working with partners in the Alameda County Workforce Investment Board, Trade Unions, One-Stops, and neighboring regional consortia to explore the roles that the members, particularly the Adult Schools, may play in preparing and supporting candidates for successful entry, persistence and completion of apprenticeships. This may include acquiring or developing curriculum and planning for new apprenticeship preparation courses that provide contextualized English, Mathematics and essential soft skills.

Gaps that have been identified to date:

- Lack of regional Adult School and Community College connection/coordination with apprenticeship programs
- Lack of knowledge regarding apprenticeship requirements and preparation.

Plans (to date) to address these gaps:

- Research and identify apprenticeship programs in our region and surrounding area.
- Understand established entry requirements for each program.
- Explore options to meet apprenticeship preparation needs leveraging existing regional resources.
- Acquire appropriate preparation curriculum, or adapt existing course offerings, to improve preparation and create coordinated pathways for adults

Current Status of Programs for Career Technical Education (CTE)

CTE programs present the skill development that is necessary to be competitive in the job market. Instructors develop courses of study for CTE classes with consideration for California Labor Market Information and local labor demand. Curricular development is guided by instructor expertise and feedback from employers as reported by California Department of Labor. Skills currently required in the workplace are the basis for CTE curriculum design.

Graph G1 below shows enrollment trends in CTE classes for the three SACC Adult Schools for the past five years. These programs are funded through a combination of state funds and student fees, and include partnerships (or recently dissolved partnerships) with the school providing classroom space to a partner so that students would have better access to these programs. Although demand has been high, factors such as decreased state funding (flexed), loss of classroom space to other K12 district programs, and increasing fee structure have resulted in diminished course offerings and the enrollment trends documented in graph G1 below.

Graph G1. Career Technical Education Enrollment Trends FY 06-07 to FY 13-14



Fremont Adult and Continuing Education (FACE)

Advertising: CTE courses are advertised on the school's website and through a printed catalog distributed to all Fremont households. Production of this catalog has been reduced from quarterly to semiannually and the number of pages and quality of paper has also been reduced due to budget cuts.

Intake and Enrollment: CTE courses are offered in a variety of formats and at various times throughout the day and evening. Some classes are presented as short workshops, while others run five to 12 weeks in length. New follow-up courses are being created in

response to student needs. Students in the programs meet program standards for enrollment, and are guided by intake staff and instructors if additional support is necessary to meet the program standards.

Demand and Persistence: Enrollment for all courses has demonstrated consistent demand.

Quality and Curriculum: FACE courses provide a challenging, consistent, and appropriate curriculum for each student that fulfills the school's purpose. Instructional strategies include demonstration, scaffolding of skills and demonstration of mastery through project-based learning. Responses by students in the WASC Student Survey indicate that students are pleased by the scope and challenge of the CTE courses.

Courses of Instruction include: The Office Skills series includes Basic Computing, Microsoft Office Basics, and the advanced courses in Word, Excel, and PowerPoint for business presentations.

Quickbooks course helps students develop and practice skills that enable better financial management.

The Account Clerk three part series of courses is designed to teach students how to set-up the books of a sole proprietorship/retailing/corporation business. Students work with the accounting cycle that includes source documents, journal, ledgers, work sheet, financial statements, adjusting and closing entries and the post-closing trial balance. The major goal of these courses is to provide preparation for entry-level employment. Students are able to apply accounting procedures and concepts to real life applications in preparation for possible employment.

Allied Medical Careers have been provided through partnership with Boston Reed College provided students with access to on-site courses in Phlebotomy, Medical Assisting, Pharmacy Technician and Veterinary Assistant; however, the school went out of business this past year.

Evaluation and Assessment: Along with school-wide student learning outcomes, each of our programs has documented program specific student learning outcomes. These learning outcomes are determined by teachers, program managers, and our most important stakeholders: students. Their decisions were guided by state and industry standards.

Promotion: Student mastery is determined by performance on project-based assessments.

Gaps that have been identified to date:

- Loss of the Boston Reed partnership to provide allied medical career training.
- Articulation with Ohlone College to encourage students to pursue advanced training.

Plans (to date) to address these gaps:

- We are working to establish a new partnership to restore these courses and perhaps develop new ones that meet labor market demands.

Newark Adult School (NAS)

Newark Adult School has partnered with Boston Reed College in the past to provide short-term CTE training opportunities in allied medical careers. Since the demise of Boston Reed, there are no current CTE offerings.

New Haven Adult School (NHAS)

NHAS's partnership with Boston Reed College allowed us to offer low-cost allied healthcare training and courses in our community. Our most successful course offerings were Clinical Medical Assisting and Pharmacy Technician. Boston Reed College provided the qualified instructional staff, curriculum, supplies and materials, remote program management and marketing/recruiting. NHAS provided the classroom, local program management, and marketing/recruiting. This was an outstanding partnership in so far as many of the students who entered this program transitioned from NHAS's ASE/High School Diploma program.

NHAS's partnership with Cengage Ed2Go allowed us to offer a wide array of online classes and blended learning opportunities. Our most successful course offerings include GED Preparation, Administrative Assistant Fundamentals, Explore a Career in Medical Administrative Assistant and various software application trainings. NHAS provides community presence, local program management and marketing. When used in a blended class NHAS also provides a live (as opposed to cyber) instructor. Cengage Ed2Go provides the online presence, online instructor course offerings, curriculum, and a remote program manager.

Advertising: Prior to categorical flexibility, NHAS produced & published a full color brochure. The brochure was mailed to all households within the New Haven Unified School District. Currently, we are only producing a 8.5 x 11 tri-fold that is copied on-site and delivered to several community based organizations and popular locations.

Intake/Enrollment Process: At the beginning of each term, we hold a CTE student Orientation. Information about the various certificate programs and computer classes are explained in detail. During orientation students are assessed to determine their level of computer skills in order to place them in the appropriate class.

Demand and Persistence: With the lack of direct instruction courses and courses other than self-paced computer software classes, the demand for CTE classes has drastically decreased.

Quality and Curriculum: NHAS/NHUSD provides all personnel with appropriate opportunities for continued professional development, consistent with and based on

identified teaching and student learning needs. NHAS is committed to Professional Learning Communities (PLCs). In 2008, NHAS implemented PLCs as a job-embedded staff development and continuous improvement process that provides NHAS staff the framework and training needed to meet the goals of our strategic plan and the tenets of our mission statement. In this collaborative learning environment, administrator, program managers, teachers, and staff assess the effectiveness of everything from lesson objectives to instructional delivery techniques to formative and summative assessments and customer satisfaction.

Evaluation and Assessment: In addition to the important and valuable data collected in conjunction with state and federal reports, NHAS also strives to gather information concerning student learning from other relevant sources such as school-wide classroom walk through (observation) data, student survey data, and student advisory committee. Along with school-wide student learning outcomes, each of our programs has documented program specific student learning outcomes. These learning outcomes are determined by teachers, program managers, and our most important stakeholders: students. Their decisions were guided by state and industry standards. Support classes such as VABE and VESL classes have also been established for students with specific workplace goals and our HSD program has formed partnerships with counselors from the local community colleges to help transition our students to post-secondary education.

Promotion: Student achievement/mastery is based upon specific performance on --- assessments.

Gaps that have been identified to date:

- Direct instruction courses and courses in certificate programs such as Accounting Clerk, Administrative Asst., and Custodial have been cut.
- Our medical partner (Boston Reed) is no longer in business so we are no longer offering Medical Clinical Assisting and Pharmacy Tech.
- No evening classes.

Plans (to date) to address these gaps:

- In 2014-15 we will be offering an evening class. Hours will be limited

Mission Valley ROP (MVROP)

Mission Valley Regional Occupational Program (MVROP) provides career technical education training to students in three cities within Alameda County- Fremont, Newark, and Union City through a joint powers agreement. The main campus is located on the corner of Stevenson and Blacow roads with 22 classrooms available for high school and adult programs. ***Current enrollment is 4,128 with less than 1 percent adult enrollment. Due to the severe budget cuts education has faced over the past few years, there has been over 40 percent decrease in adult enrollment.*** Without the possibility of offering financial aid to students, many are not able to afford the quarterly fees and consequently drop from the program.

Advertising/Demand: Advertising for adult classes is done primarily through the MVROP web page and on the school marquee. There is a high demand for Pharmacy Technology. The fall class filled on the first day of enrollment in June with and has a waiting list. Students who complete the class sit for the State Board of Pharmacy exam and receive their pharmacy technician license within ten weeks. Pharmacy Technicians earn approximately \$42,000 annually in the Bay Area.

Curriculum: Courses in Auto Body/Painting and Refinishing, Computer Animation, Motion Graphics, and Digital Sound Design are offered primarily to high school students. If space is available, the classes are filled with adult students. Pharmacy Technology and Home Health Aide are both adult-only classes.

Pharmacy Technology

Students will prepare to work under the supervision and direction of a pharmacy supervisor, or staff pharmacist. They will learn to keep records of drugs, compounding, I.V. Admixture, drug distribution, pharmaceutical mathematics, pharmacy law, keyboarding, inpatient pharmacy, basic pharmacology, presentation and leadership fundamentals, care and maintenance of equipment and supplies. Students successfully completing this Pharmacy Technician course will be prepared to pass the Pharmacy Technician Certification Board exam.

Home Health Aide

This course offers the Certified Nursing Assistant the opportunity to learn and practice in a Home Health care setting. Students must attend 20 hours of theory and 20+ hours of clinical experience at a Rehabilitation Nursing Home. Upon completion of the theory and clinical components with a grade of "B" or better the student will receive an MVROP certificate of completion & HHA certification is applied to the Dept. of Public Health Services.

Ohlone College

While Ohlone College has CTE programs in areas such as health sciences, computer applications, and early childhood education, none of them involves apprentices, nor are they short-term CTE programs.

Currently, there is a gap between adult school CTE programs and related CTE programs at the College. For example, there are short-term computer application programs at both Fremont Adult and the Mission Valley ROP. However, there is no clear pathway to build on the initial skills adults acquire at the adult school to bring them to the College for further study that will bring higher-paying jobs.

Gaps that have been identified to date:

- There are no clear pathways established that link K12 Adult School CTE courses to corresponding advanced level courses at Ohlone College.

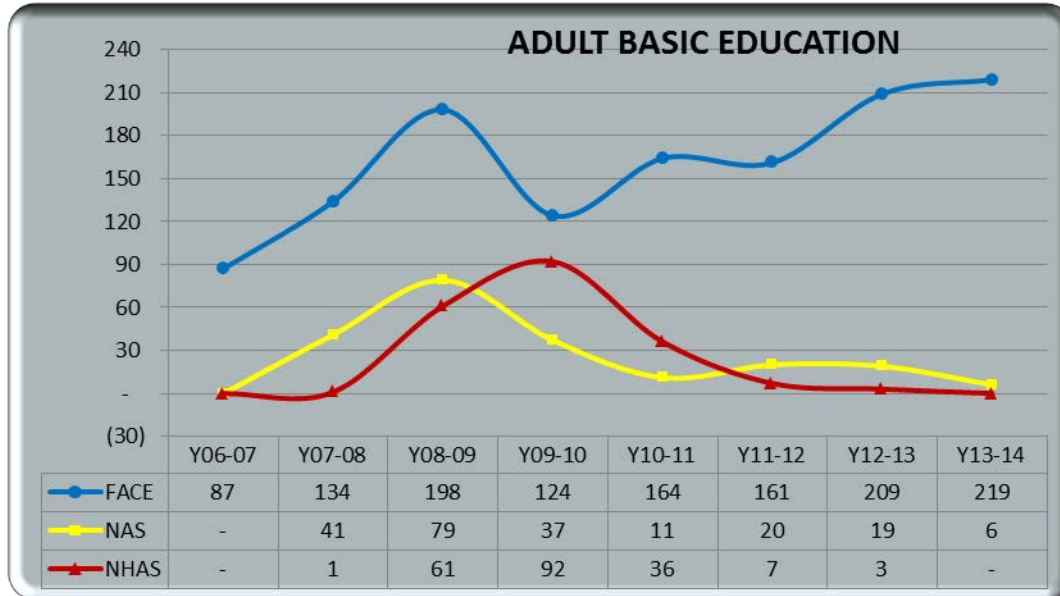
Plans (to date) to address the gaps:

- The CTE workgroup will examine Adult School and ROP courses and identify potential pathways to advanced courses of study at Ohlone College for students.

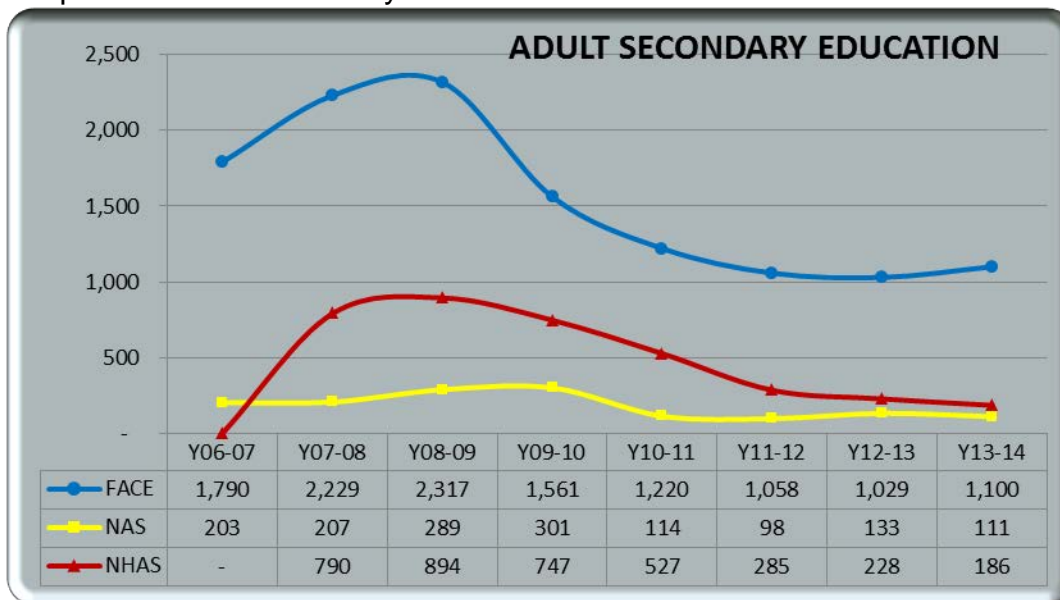
Current Status of Programs in Adult Basic and Secondary Education

For most native English speaking adults, the Adult Basic Education and Adult Secondary Education programs are the points of entry for academic skill building, earning a secondary credential and preparation for post-secondary training at Adult Schools. Graphs G2 and G3 below demonstrate the effects that funding cuts have had on the ability of the three regional Adult Schools to meet current demand.

Graph G2. Adult Basic Education Enrollment Trends FY 06-07 to FY 13-14



Graph G3. Adult Secondary Education Enrollment Trends FY 06-07 to FY 13-14



Fremont Adult and Continuing Education (FACE)

FACE offers a variety of academic programs to meet the needs of our diverse student population. The Adult Basic Education (ABE) program provides remediation of basic skills. A variety of instructional strategies are used to strengthen reading, writing, and math skills for entry into the General Education Development (GED) or Adult Secondary Education (ASE) program. The ASE program offers students the opportunity to complete requirements for a high school diploma. Students must complete 190.5 credits of approved coursework and pass the California High School Exit Exam (CAHSEE). The Test Preparation classes use multiple resources to prepare candidates for the passage of the 2014 GED exam.

Advertising: These programs are advertised in the school course catalog (published only twice yearly), on the school's website. Catalogs are distributed to all households in Fremont and many local businesses and agencies including the Fremont Family Resource Center and the Tri-Cities One-Stop Career Center.

Intake: ABE classes are open-entry with placement utilizing the Test for Adult Basic Education (TABE) testing every two weeks. ASE enrollment is also open-entry and allows new GED Test Preparation students to start each week. These students take an intake assessment in the classroom and develop their individual preparation plans with the instructor. Students who select high school diploma as their academic goal attend quarterly orientation sessions for intake assessment, transcript review and class scheduling. New students may still begin classes during a quarter by taking advantage of Independent Study and online course options.

Demand and Persistence: Demand and persistence in ABE is consistently high. In the past year, demand for morning classes grew to the point where a second instructor was reassigned to the ABE classroom to support the growing enrollment and facilitate the creation of ABE high and low student groups.

Quality and Curriculum: *ABE* Students work individually and in groups based on their skill levels. Small-group, whole-group, and individual instruction is provided, along with a multisensory approach to incorporate different learning styles. Computer assisted lessons are also available for basic reading and phonics, elementary through eighth grade reading comprehension, grammar and math. The ABE program serves learners with no literacy skills or limited literacy skills below 8th grade level, English-speakers, ESL transition students. Once a student's overall English skills improve to grade eight or above, they may transition to the ASE or GED preparation programs.

The ASE program is a competency-based adult high school diploma program that provides an opportunity for students to earn a high school diploma, prepare for the GED certificate, or enhance academic skills needed for career and technical education or training. The ASE program operates on a quarterly system with fall, winter, and spring quarters and a summer session. FACE offers a variety of options for adults to complete

their secondary education. Students can choose a traditional classroom-based instructional setting. Classes are scheduled from 8:30 a.m. to 3:00 p.m.

Students whose circumstances prevent attendance in regularly scheduled classes can choose to attend the High School Learning Center (HSLC). This classroom is open from 8:30 a.m. to 1:30 p.m. and from 5:30 p.m. to 9:30 p.m. Instruction in the HSLC is individualized and self-paced. Some courses are computer based and the classroom is connected to a computer lab that is shared with the GED/Test Preparation class. An Adult Independent Study (AIS) option is also available for those students who can't attend regularly scheduled classes or the HSLC. Initially, students meet with the instructor for transcript evaluation, placement testing, and course assignment. Students then work independently, meeting once a week with the instructor. FACE recently acquired licenses for new online digital high school curriculum through APEX learning to provide another option to accelerate student progress toward their goal.

Students needing remediation for CAHSEE or preparation for the GED can choose from several test preparation options. Teacher directed math and English review classes are offered in the morning, and student directed test preparation labs are offered in the afternoon and evening. All ASE classes meet Monday through Thursday.

ASE students receive limited support for Transitional planning through an ASE instructor who receives three hours per week to plan Transitional activities and presentations, and meet individually with students.

Evaluation and Assessment: Table 3 below shows student achievement data for FACE ABE students obtained from CASAS Payment Points Summary by Program and Update Record Summary Reports.

Table 3. FACE ABE Student Achievement Data for SY 2009-10 through 2013-14

Student Achievement Data: Adult Basic Education (ABE)									
School Year	Total Enrollees	Matched Pairs		Students with Gains		Completers		Advancers	
09-10	83	46	55%	28	61%	13	9%	2	1.3%
10-11	107	65	61%	35	54%	17	11%	1	0.62%
11-12	92	59	64%	31	53%	8	8.7%	14	15.2%
12-13	124	73	59%	46	63%	29	23.4%	33	26.6%
13-14	204	84	41%	14	17%	53	26%	34	17%

Student outcomes in the ABE program demonstrate increasing student gains over that past four years. More time was taken to help students define their goals, allowing them to focus on classes they felt were meaningful to the attainment of those goals. This also helped in persistence rates as well as the percentage of matched pairs. The number of gains, completers and advancers significantly increased as FACE emphasized student accountability for raising their basic level skills before transferring to ASE classes.

Students in the ASE program have demonstrated a desire accelerate obtaining their secondary credential over the past two years. While this seems to have caused a slight decrease in the number of students earning a high school diploma, there has been an increase in the number of California high school equivalency certificates earned through passage of the GED examination. This has resulted in a net increase in ASE learning gains at FACE as documented below in Table 4.

Table 4. FACE ASE Student Learning Gains for SY 2009-10 through 2013-14

WIA Student Learning Gains – Payment Points earned 2009-14					
Year	2009-10	2010-11	2011-12	2012-13	2013-14
Points Earned	*	*	105	125	127

Promotion: ABE student CASAS scores determine student eligibility for advancement to GED Test Preparation or high school credit classes. ASE students are promoted based on achievement of graduation credit requirements and successfully passing the California High School Exit Examinations (CAHSEE) if their goal is a high school diploma. High School Equivalency candidates must pass all four subtests of the new Pearson Vue GED.

High School Equivalency Examinations: The California Department of Education has now authorized the administration of three different high school equivalency examinations and are allowing testing agencies to determine the test(s) they will use. Fremont Adult and Continuing Education became a Pearson Vue Certified Testing Center in January, 2014, and provides computer-based GED testing services for adults in the region.

Gaps identified to date:

- Instructional program reduced to four days per week due to budget cuts.
- There is inadequate student advisement/support staff for day and evening students.
- Limited access to direct instruction for potential evening students.
- Outdated high school subject textbooks and support materials.

Plans (to date) to address these gaps:

- The final regional plan will include a request for funds to restore five day per week instruction at each of the Adult Schools.
- The Elementary and Secondary Skills workgroup will explore options to leverage existing consortium counseling resources and expand services where needed.
- Potential expansion of evening direct instruction will require additional funds.
- The need for new textbooks and class materials may be somewhat alleviated by the increased utilization of APEX digital curriculum, but the workgroup still needs to determine how Common Core and Workforce Preparation needs may necessitate specific curriculum and related new materials.

Newark Adult School (NAS)

Classes in Elementary and Secondary skills are limited to late afternoon/early evening sections of California High School Exit Exam classes and some high school subject classes. English Preparation is offered on Thursdays from 6:30pm to 7:30pm, and Math Preparation on Wednesdays at the same time. There is a multiple subject (Social Studies, Math, Science) class that meets on Mondays and Wednesdays from 4:00pm to 7:30pm, and an English class that meets at the same time on Tuesdays and Thursdays.

Gaps identified to date:

- Past reductions in funding have made it impossible to offer classes at any other time.

Plans (to date) to address these gaps:

- There are no plans to increase offerings in the 2014-15 school year. Options for future years will be based on available funds.

New Haven Adult School (NHAS)

Currently, the NHAS school year provides for three 10-week terms in which most classes vary from 2.75 to 3.25 hours in duration. There are a few exceptions, for example our Boston Reed College and TAA/WIA partnered classes are based on a year-round schedule and subject to sufficient sponsored enrollment. The CASAS testing schedule is an integral component of the infrastructure of each term. Each term allows for a minimum of 120 hours of instruction. Testing is scheduled based upon the recommended 100 hours of instruction between the pre-and post- tests. If a student informs us that he/she is leaving prior to the end of the term, they are administered the test individually prior to exiting the program.

Advertising: Prior to categorically flexibility, NHAS produced & published a full color brochure. The brochure was mailed to all households within the New Haven Unified School District. Currently, we are only producing a 8.5 x 11 tri-fold that is copied on-site and delivered to several community based organizations and popular locations.

Intake and Enrollment: NHAS has an open-entry/open-exit enrollment process. Provided there is space available, students can enroll. In order to enroll in the ASE Program, students are first given an assessment to determine if they have the knowledge/skills to successfully participate in the program. Secondly, the students' transcripts are reviewed and analyzed to identify their academic needs. Various options are discussed with students to determine which program and schedule will work best for them.

Demand and Persistence: We do not have a waitlist for ABE/ASE. See enrollment data.

Quality and Curriculum: Our ABE/ASE Program operates much like a one room school house. Here, students participate in a self-paced, open-entry, open-exit program, especially designed with flexible hours for working adults. Students earn credits toward a high school diploma through a combination of completed work, proficient assessments scores, and seat time. The High School Diploma (HSD) Program also offers CAHSEE prep classes and GED prep classes. We also offer ABE students the flexibility to simultaneously take an ESL coursework and ABE coursework in order to transition to HSD.

In order to best serve our students, we honor our commitment to remove the barriers that prevent student success.. We have an Advisor whose whole focus is to help students overcome barriers and make successful transitions and a Certificated Special Education Teacher who specifically works with students who have an Individualized Educational Plan to assist their success in our High School Diploma Program. In addition, we provide minimal cost child care services on campus.

Qualified Staff - NHAS/NHUSD provides all personnel with appropriate opportunities for continued professional development, consistent with and based on identified teaching and student learning needs. NHAS is committed to Professional Learning Communities (PLCs). In 2008, NHAS implemented PLCs as a job-embedded staff development and continuous improvement process that provides NHAS staff the framework and training needed to meet the goals of our strategic plan and the tenets of our mission statement. In this collaborative learning environment, administrator, program managers, teachers, and staff assess the effectiveness of everything from lesson objectives to instructional delivery techniques to formative and summative assessments and customer satisfaction.

Evaluation and Assessment: Table 5 contains the ABE/ASE student achievement data for school years 2006 through 2013 and presents a graphic picture of the impact that budget cuts had on our program offerings and the resultant barriers to student achievement.

Table 5. NHAS ABE/ASE Student Achievement Data for SY 2006 through 2014

WIA Student Learning Gains – Payment Points earned 2005-13					
Year	2005-06	2006-07	2007-08	2008-09	2009-10
Points Earned	145	155	154	137	105
Year	2010-11	2011-12	2012-13	2013-14	2014-15
Points Earned	1109	46	57	60	-

Our ability to provide effective adult educational services can also be seen in our ability to meet or exceed state performance goals and/or averages. The following table reflects our accomplishments at the height of our student enrollment and our most recent year.

Table 6. NHAS Comparison of Student Achievement to State Averages

CASAS - Educational Functioning Level						
	2008-09		2012-13		2013-14	
Level	NHAS	CA Goal	NHAS	State Avg.	NHAS	CA Goal
ABE Int. Low	n/a	n/a	100%	73.5%	n/a	52.00%
ABE Int. High	n/a	n/a	57.1%	49.8%	n/a	34.00%
ASE Low	88.1%	48.0%	70%	54.8%	78.95%	
ASE High	93.0%	50.3%	26.3%	44.7%	55.56%	

In addition to the important and valuable data collected in conjunction with state and federal reports, NHAS also strives to gather information concerning student learning from other relevant sources such as school-wide classroom walkthrough (observation) data, student survey data, and student advisory committee

Along with school-wide student learning outcomes, each of our programs has documented program specific student learning outcomes. These learning outcomes are determined by teachers, program managers, and our most important stakeholders: students. Their decisions were guided by state and industry standards. For example, one of the student learning outcomes for our High School Diploma states: Students in our program will....use their knowledge, skills, and abilities to transition to the workforce and/or post-secondary education or training and to become productive members of the community. Throughout the school term, achievement of the student learning outcomes is measured and monitored by CASAS results, student peer checks, student self-evaluations on the lesson objectives, formative/summative assessment scores, and classroom learning walks and observations. In general, student achievement outcomes are tied to their personal goals and/or job-related goals. Therefore, we make personal goal-setting an important component of our educational programs. Student learning and motivation are increased when they are able to track their own progress.

The constant monitoring of student learning helped us identify program needs. For example, through our monitoring process, we identified the need for a support class for ABE/ESL students to transition to HSD which resulted in the creation of our Academic Express class. Similar support classes such as VABE and VESL classes have also been established for students with specific workplace goals and our HSD program has formed partnerships with counselors from the local community colleges to help transition our students to post-secondary education.

Promotion: Our High School Diploma (HSD) program tracks student achievement using the California High School Exit Exam results and by the number of students receiving a high school diploma or GED. Please note that the adult school's CAHSEE passage rates exceed that of all of the district's secondary schools. Prior to the reduction of classes resulting from the budget and categorical flexibility, NHAS had the highest number of high school graduates in the entire Alameda County. Table 7 is a compilation of recent graduation totals.

Table 7. Number of NHAS Students Earning a High School Diploma or GED

2006-7	137
2007-8	99
2008-9	98
2009-10	85
2010-11	68
2011-12	36
2012-13	50
2013-14	27

Gaps that have been identified to date:

A major gap is the elimination of our afternoon and evening ASE program and classes. The majority of students seeking to complete their High School diploma cannot achieve this within the limited number of class hours offered. The longer it takes; students become frustrated and drop out.

Plans (to date) to address these gaps:

- In 2014-15, we will be offering an evening class. Hours will be limited, but it is a start.

Ohlone College

Advertising: In general, Ohlone College does not advertise its developmental (basic skills) courses in English and mathematics. These courses serve the needs of students who are not yet ready to enroll in courses accepted towards degrees, certificates, or transfer. The courses, are, of course, listed in the schedule of classes and the college catalog.

Intake: All new students to Ohlone College must attend an orientation before they can register for classes. Students must also have completed an application. There are no academic restrictions on enrollment. All persons 18 years of age or older are eligible for admission to Ohlone College as a California resident or non-resident. Anyone under 18 years of age who is a high school graduate or has been awarded a GED or California High School Proficiency Certificate may also enroll. At Orientation, students are made aware of the assessment process for placement into English and mathematics courses, at which time they are also informed about the developmental courses available to them. At Orientation, students are also briefed on financial aid that is available to them and the need to develop an education plan for their studies at the college.

Demand and Persistence: Demand for developmental mathematics and English courses in 2012-2013 comprised 858 FTES. This is 12% lower than the demand in 2008-2009 of 974 FTES. In fall 2008, students in developmental mathematics and English courses had a success rate of 62%. In fall 2012, the success rate was 66%.

Quality and Curriculum: All courses at Ohlone College are reviewed and revised at a minimum of every six years. Courses are developed by faculty and reviewed by the

College Curriculum Committee before the courses are sent for final approval to the Board of Trustees. Courses are then reviewed again by the Chancellor's Office. Course outlines must include information such as course content, student learning outcomes, methods of instruction, and methods of assessment.

Evaluation and Assessment: Students are evaluated and assessed with regards to meeting the objectives of the class through course assignments and exams. The final grade reflects successful attainment of the course objectives.

Promotion: Students who attain a grade of A, B, C, or Pass are considered prepared to take the next course in the sequence or any course for which the course was a prerequisite.

Gaps that have been identified to date:

- At the current time, it is unclear how students who complete ABE/ASE programs at the adult school place when they come to the college. Such information would help to identify what, if any, interventions are needed so that students who complete programs such as the GED or the HS Diploma program are able to bypass the developmental courses at the college. Such a data analysis would be very helpful in developing bridge programs between the adult school and the college.

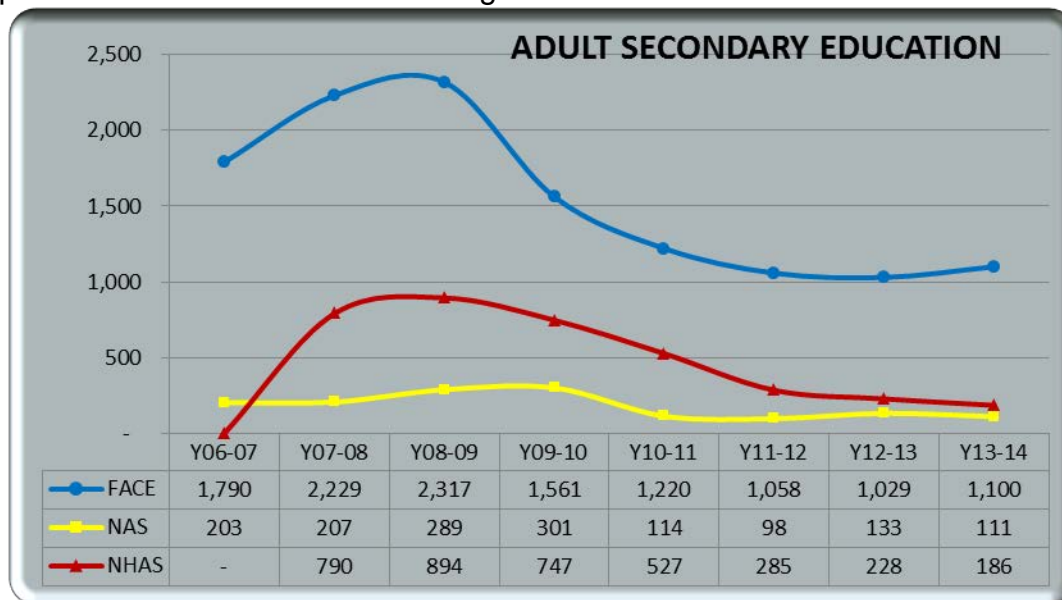
Plans (to date) to address these gaps:

- The Elementary and Basic Skills workgroup will look more closely at this issue and plans to address it.

Current Status of Programs for Adults with Disabilities

Mission Valley Special Education Planning Area (SELPA) is comprised of Fremont, Newark and New Haven Unified School Districts (the Tri-Cities) with Fremont as the designated fiscal agent. This SELPA serves over 5,000 students. The SELPA members do provide instructional programming for adults up to 22 years of age with all three school districts supporting transitional or “Young Adult” programs for their 18 to 22 year olds. There is very limited coordination between these programs and Ohlone CCD. Fremont Adult and Continuing Education is the only SACC adult school offering an Adults with Disabilities Program. The enrollment trend is documented on the Graph G4 below.

Graph G4. Adults with Disabilities Program Enrollment Trends FY 06-07 to FY 13-14



Fremont Adult and Continuing Education (FACE)

The Fremont Adult and Continuing Education AWD program was offered on multiple sites through partnership with two community-based organizations prior to 2009-10 when budget cuts eliminated the off-site partnerships. In addition to a reduced number of classes, the FACE AWD program currently provides only a Monday through Thursday four-day per week class schedule.

In 2013-14, 11% of Fremont Adult’s AWD students were from Newark and 18% were from Union City. This is made possible through the support of a partner agency, Regional Center of the East Bay (RCEB), that provides funding for student transportation to and from school. Most students in the AWD programs also receive case management support provided by RCEB.

Advertising: Potential students become aware of this program through advertisement in our school course catalog, staff presentations at resource fairs, student visibility at community events, word of mouth and referral by RCEB caseworkers.

Intake: Students/consumers with developmental disabilities between the ages of 22 and 85 and who can benefit from the program are eligible to enroll. There is an intake and exit interview process that assures that students/consumers' needs are appropriately addressed. In addition, students/consumers who want to enroll must have a medical examination prior to enrolling and every three years thereafter. Forms are provided by the school for physicians and dentists to complete.

Demand: As of June, 2014, there is a waiting list for this program.

Program Quality and Curriculum: The Fremont Adult and Continuing Education (FACE) Adults with Disabilities (AWD) Program Noll Center is a unique educational day program for adults with developmental disabilities that strive to develop each students/consumer's maximum potential and independence. The curriculum is comprehensive and individualized in order to meet each consumers /student's needs and capabilities. The program offers a variety of classes designed for adults with disabilities.

The focus of the program is to offer life skills training which emphasizes achievement of greater independence in a less restrictive lifestyle. Instruction in basic skills is individualized, competency-based, age-appropriate, and to the fullest extent possible, takes place in the natural environment of the community.

Specifically, this program is designed for students /consumers who want to achieve greater independence, demonstrate a willingness to participate in group activities, and wish to advance their basic skills. Classes are in two goal areas, Living Skills include: 1) Job Preparation /Employability Skills, 2) Vocational Training/Team Building, 3) Functional Academics, and 4) Healthy Lifestyles. The Socialization/Leisure Skills include: 1) Effective Communication and Conflict Management, 2) Visual and Performing Art Appreciation, 3) Community Awareness, 4) Physical Activity, 5) Basic Community/Home Safety, and 6) Leisure Time.

Evaluation and Assessment: The program curriculum is based on student/consumer goals referred to in the Individualized Goal Plan (IGP), through Comprehensive Adult Consumer Assessment Systems (CASAS) pre- and post-test results. All students/consumers have an active IGP that establishes measurable and achievable goals in the areas of Living Skills, Work Readiness/Job Training, Community Awareness and Technology/Computer Skills.

Individual goals are set at the beginning of the school year or upon enrollment in the program. Students /consumers determine their own goals with assistance from instructors. Goals are reviewed during the Individualized Program Plan (IPP) meetings,

mid-year and at the end of the school year to assess whether students/consumers have met their goals, progressed or if there has been no progress.

Promotion: Students in this program are generally not seeking promotion. While some students will improve skills to a level that facilitates their part or full-time employability, most require the review and reinforcement of learned behaviors and skills to assist them in achieving a safer, healthier and more productive life. Participation in the AWD program allows these students to be active and contributing members of the community.

Gaps that have been identified to date:

- Restoration of Five Day program: The Fremont Adult AWD program currently only provides a four-day (Monday through Thursday) schedule of classes due to previous budget reductions. This is a significant programming gap for these students.
- Student to Staff Ratio: A decreased student to staff ration would allow for more programming options and better guidance of students during educational activities.
- Coordination of Services and leveraging of resources with K12 Transitional Programs provided for 18 to 22 year olds.
- Students need better support and case management from their Regional Center of the East Bay (RCEB) case workers.

Plans (to date) to address these gaps:

- Work with partners such as the Regional Center of the East Bay to secure funding to restore a five day instructional week.
- Improve coordination among regional providers of AWD services to create a pathway of sorts from K12 Transition programs, through Adult AWD or to Ohlone College or employment.

Ohlone College

At the current time, Ohlone College offers many support services for adults with disabilities, including participation in the Workability III program. With regards to courses specifically for adults with disabilities, the college offers reading and writing courses and job seeking skills for adults with learning disabilities. The Physical Education Department offers six courses for adults with physical disabilities as a part of the Adaptive Physical Education program. The College also has a sizable Deaf student population, and the Deaf program offers courses in ESL, citizenship, literacy, life skills mathematics, workplace communication, reading, and writing.

Advertising: The College provides local agencies, including the Department of Rehabilitation and the Workability III Program, with information about programs available for adults with disabilities.

Intake: In addition to the normal process of intake, most, but not all, adults with disabilities also meet with the Disabled Students Programs and Services Department to be apprised of services and accommodations.

Demand and Persistence: Demand LSP/DEAF/APE courses in 2012-2013 comprised 50 FTES. This is 17% lower than the demand in 2008-2009 of 60 FTES. In Fall 2008, students these courses had a success rate of 66%. In Fall 2012, the success rate was 54%.

Quality and Curriculum: All courses at Ohlone College are reviewed and revised at a minimum of every six years. Courses are developed by faculty and reviewed by the College Curriculum Committee before the courses are sent for final approval to the Board of Trustees. Courses are then reviewed again by the Chancellor's Office. Course outlines must include information such as course content, student learning outcomes, methods of instruction, and methods of assessment.

Evaluation and Assessment: Students are evaluated and assessed with regards to meeting the objectives of the class through course assignments and exams. The final grade reflects successful attainment of the course objectives.

Promotion: Students who get an A, B, or C grade in the class are considered successful completers.

Gaps identified to date:

- Since these courses target a student demographic rather than a course of study, there is no academic pathway between the adult school and the College. There are differences in how accommodations are handled as well as differences in the types of services that are available.

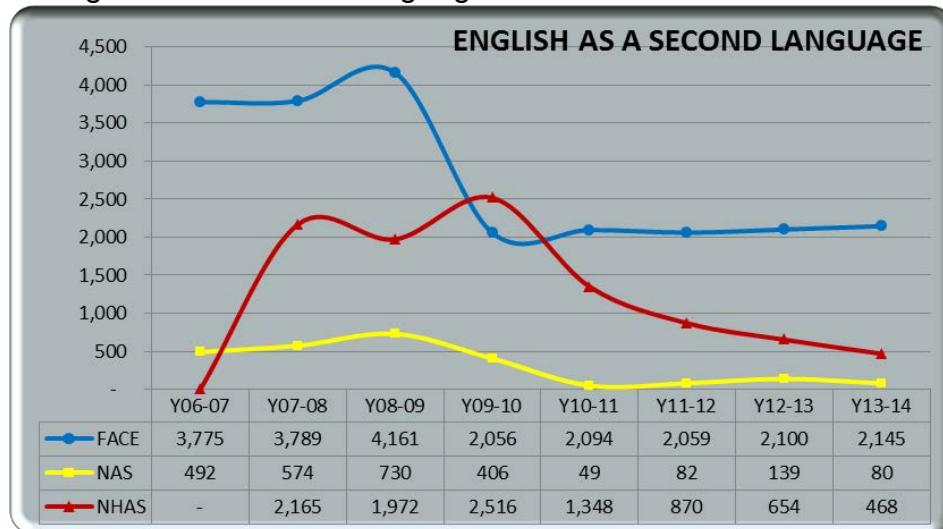
Plans (to date) to address these gaps:

- Discussions with the DSPS Director at the College makes clear that more can be done in the way of orientation for Adult School students with disabilities about what academic life at the College is like. The workgroup will pursue this issue in pathway planning.

Current Status of Programs for Immigrants

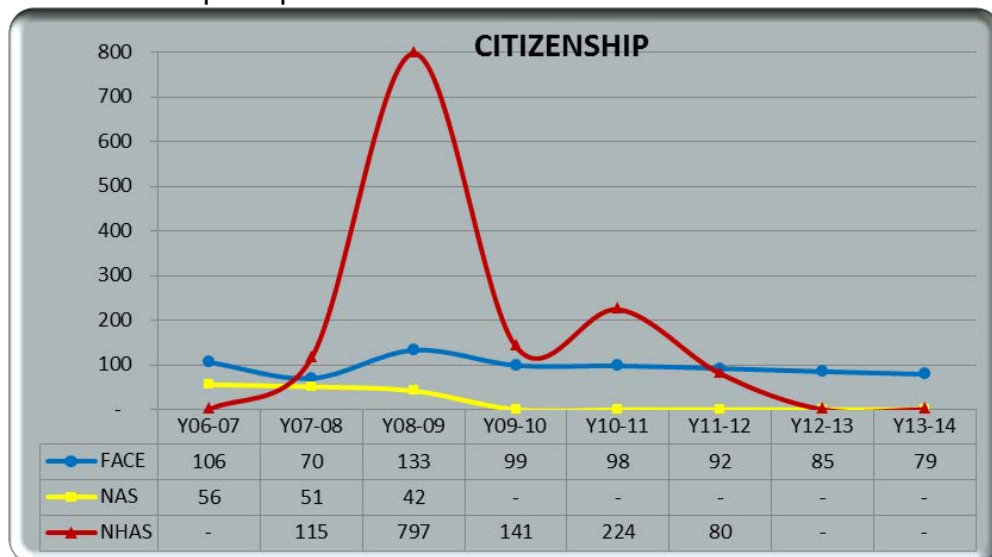
English as a Second Language (ESL) - programs offer a thorough curriculum and an effective learning environment to students for language acquisition, citizenship preparation, and job related English development. Graph G5 presents the ESL enrollment history for the region's three Adult Schools for the period from school year 2007 through 2013. This graph demonstrates the gap that exists between past services and the current realities.

Graph G5. English as a Second Language Enrollment Trends FY 06-07 to FY 13-14



Graph G6 Illustrates historical enrollment in Citizenship Preparation classes in the three regional Adult Schools. The large number served by New Haven Adult School was made possible by a special partnership and grant.

Graph G6. Citizenship Preparation Enrollment Trends FY 06-07 to FY 13-14



Fremont Adult and Continuing Education (FACE)

Students have a variety of course offerings to improve many aspects of their English skills including computer-based instruction, conversation classes, citizenship preparation, and seven levels of traditional teacher-directed instruction. The ESL program strives to empower students to become productive community members/workers, and self-directed life-long learners, through the mastery of the standards-based, data-driven instruction. Considerable effort goes into the task of creating real-life practice to produce both cultural and linguistic understanding. Students do not leave behind their lives as parents, family members, or employees when they enter FACE classrooms.

The ESL program focuses on teaching experiences and activities that are immediate to the needs of the students. FACE continues to utilize EL Civics into the ESL program. Through the Student Needs Assessment process, students collaboratively discuss and select the EL Civics objectives and lesson topics for the school year. The top six EL Civics objectives are then added to the ESL curriculum as a response to student and community needs. The EL Civics component has significantly contributed to our ability to teach community systems in the ESL Program.

Advertising: ESL and Family Literacy classes are promoted in the school's course catalog and on the school's website. Community agencies such as the Fremont Family Resource Center and Catholic Charities provide information and referrals to the program. FACE also has a Google map on the ESL Department page. This map shows all the ESL and Family Literacy classes offered throughout Fremont. Students can click on a location and get information about each class. The map also links students to teacher web pages. Family Literacy students can register in class or come to the main campus and register in the office. Classes are advertised on FUSD's home web page as well as the schools' web pages. Fliers are distributed to the schools' offices also. Principals at Family Literacy sites also place Family Literacy promos in their schools' monthly newsletters--both online and in print. Additionally, Fremont Healthy Start has assisted with promoting our Family Literacy classes by handing out fliers to their clients.

Intake: FACE practices managed enrollment and has established monthly Orientation and Intake sessions schedule on Saturday mornings and Monday mornings and evenings.

Proper level placement of the ESL learner contributes to the individual growth of each student. Determination of the entry level for each ESL student is accomplished with the CASAS intake evaluation that identifies the reading and comprehension abilities of the new student, who are then placed in an appropriate level class.

Demand and Persistence: Managed enrollment has helped to balance current demand with availability. Students may be advised on available ESL specialty courses (fee-based) when core (state-funded) classes are full and unavailable. Additional funding

would make it possible to again offer a wide range of direct instruction classes without financial burden to our students.

Quality and Curriculum: Instructors adhere to standardized curriculum from defined CASAS Competencies, California Model Standards for ESL, and research-based practices by utilizing a variety of methods to deliver their lessons and meet individual student needs. Instructors introduce group interactions to facilitate critical thinking, problem-solving, and effective communication in realistic scenarios. For example, in a lesson with the objective of teaching students how to order from a menu, the classroom becomes a restaurant with realia (i.e. copies of menus from a local restaurant) and appropriate role-playing dialogs are initiated by both the teacher and the students. FACE utilizes a variety of resources to facilitate the learning of all students including core and supplemental textbooks and workbooks, technology, a variety of teaching strategies, guest speakers and presentations. However, the staff recognizes that the interaction and sharing with colleagues is one of the most effective tools available for program development.

The FACE Study English At Home Program is part of the Distance Learning Instructional Module and integral component of ESL instruction. Teachers meet with students individually or in small groups once a week or once every two weeks to answer questions on the previous assignment, test their progress, and assign the next section. During the reviewed period, the program expanded its curriculum and materials, adding the USA Learns Portal from OTAN and other online courses. More flexibility in scheduling to accommodate student needs has resulted in better retention and achievement rates.

ESL students receive limited support for Transitional planning through an ESL instructor who receives three hours per week to plan Transitional activities and presentations, and meet individually with students.

FACE's Family Literacy program provides English language instruction to parents and other members of the community who pledge to provide English language tutoring to Limited English Proficient (LEP) students. The FACE Family Literacy program serves adult ESL students throughout the tri-city area. We currently have nine Family Literacy classes located within FUSD. Free babysitting is available at four locations while parents attend CBET classes.

Teachers provide ESL instruction as well as training students in tutoring skills. Students log their tutoring hours every week using a Family Literacy Tutoring Log Sheet.

Students also learn how to speak to their children's teachers, read and understand report cards, ask questions at parent-teacher conferences, and they learn about bullying.

Eighty-eight Family Literacy students completed pledge cards and logged 3,256 tutoring hours to 162 children.

Even with funding changes to the Family Literacy Program, FACE still has been able to offer a quality program to our students. In Fall Quarter 2011, each CBET class received five to six computers for students to study English language software or use the internet to access our Family Literacy and EL Civics web pages. Rosetta Stone, Phonics Alive, Side by Side, and Ellis are among some of the English language learning software that students have access to. The Family Literacy web page has been updated to include parent links and a quarterly schedule with direct links to teacher web pages.

Evaluation and Assessment: FACE instructors consistently focus on the use of data to evaluate student achievement toward successful learning results. Assessment results and reports are used to analyze student success and to determine areas of needed improvement. CASAS reading and listening tests, teacher evaluations, and EL Civics Additional Assessments facilitate the educational process. TOPSpro Update Records assess the effectiveness of the instructional program in preparing student transition to higher education or entry into the work force.

Listed below in Table 8 is student achievement data for the English as a Second Language program from 2010 through 2013. Information was obtained from both the Payment Points Summary by Program and Update Record Summary Reports. This data demonstrates the excellent progress that students make in this program.

Table 8. FACE ESL Student Achievement Data for School years 2010 through 2014

Student Achievement Data: English as a Second Language (ESL)									
School Year	Qualified Enrollees	Matched Pairs		Students with Gains		Completers		Advancers	
09-10	1744	1169	67%	767	72%	357	16%	412	18%
10-11	1726	1208	70%	785	63%	260	13%	394	20%
11-12	1739	1285	73.9%	844	65.7%	345	16.1%	436	20.4%
12-13	1715	1293	75.4%	799	61.8%	221	10.2%	454	21%
13-14	2087	1434	69%	19	0.91%	428	20.51%	520	25%

Promotion: Students are regularly assessed using EL Civics and CASAS exams to measure learning gains and assist in identifying students ready to move up to the next level of instruction. Students in the highest level course complete additional writing assessments.

Gaps identified to date:

- No current significant coordination of assessments, curriculum and transitions with Ohlone College. Pathways are needed.
- No current leveraging of professional development resources with neighboring Adult Schools other than hosting of regional OTAN workshops.
- Internal (FACE ESL to ASE) transition preparation options and pathways need to be improved and clearly mapped to better prepare ESL students for successful enrollment in College Credit (non-remedial) courses.
- Lack of day and evening counseling resources for ESL students.

Plans (to date) to address those gaps:

- FACE has applied for a grant to help ESL and ASE students improve mathematics skills for transition to Ohlone College.
- The Programs for Immigrants workgroup will develop plans to address the other issues.

Newark Adult School (NAS)

Only two sections of morning ESL classes are currently offered, and there is no evening instruction. These classes only meet for two mornings per week from 8:30 am to 11:30 am, and are scheduled as ESL Beginning/Intermediate on Monday/Wednesday and ESL Intermediate/Advanced on Tuesday/Thursday.

Gaps identified to date:

- Past reductions in funding have made it impossible to offer classes at any other time, and there are no current plans to increase offerings in the 2014-15 school year.

New Haven Adult School (NHAS)

ESL is our largest program. We offer 5 levels from Literacy to Intermediate High and a Multilevel class. In our classes, students learn listening, speaking, reading, and writing skills in relation to the four adult roles: productive worker, lifelong learner, responsible community member, and participating family member. These classes prepare students to reach their goals whether that is to attend an institution of higher learning, to join the workforce, or to be promoted along their chosen career path.

In response to meeting more than just the language skills needs of our diverse community, many of our students have little or no experience working in an American workplace, so our career training program teaches students the language and culture needed for work. We offer a variety of VESL classes. Furthermore, we have formed various partnerships with businesses such as Tri-Ced Recycling to offer job-specific basic skills and training as well as the “soft” skills expected in the workplace for our students.

In addition, all of our ESL students participate in EL Civics. Through EL Civics, the students gain practical information, knowledge, and skills to navigate within the community and to become active participants in the community i.e. school system, U.S. and local government. 36.5% of Union City’s residents are “Not a U.S. citizen”. In partnership with Centro de Servicios and the Alameda County Library – Union City Branch, we have offered citizenship classes and services to limited English-proficient adults.

Advertising: Prior to categorically flexibility, NHAS produced & published a full color brochure. The brochure was mailed to all households within the New Haven Unified

School District. Currently, we are only producing a 8.5 x 11 tri-fold that is copied on-site and delivered to several community based organizations and popular locations.

Intake and Enrollment: New students attend an Orientation/Testing class. During the Orientation, students are made aware of class offerings and expectations. Students are given a CASAS appraisal test and when they pay the fee, they are enrolled into the appropriate level ESL class. Although we have scheduled Orientations, we still practice open enrollment. New students who miss Orientation dates can make appointments for individual testing. Returning students do not have to test. ESL students are expected to attend class 4 days per week and to phone in any absences. If students are absent for 3 or more days, without contacting the school, they risk being dropped and replaced by a student on the waiting list.

Demand and Persistence: In the past year, we maintained a waiting list averaging approximately 30 students. See enrollment data on Tables 9 and 14.

Table 9. NHAS Historical ADA for Classes for Immigrants

	FY07-08*	FY08-09*	FY12-13	FY13-14
Classes for Immigrants	191.1	391.8	77.9	53.4

Quality and Curriculum: Qualified Staff - NHAS/NHUSD provides all personnel with appropriate opportunities for continued professional development, consistent with and based on identified teaching and student learning needs. NHAS is committed to Professional Learning Communities (PLCs). In 2008, NHAS implemented PLCs as a job-embedded staff development and continuous improvement process that provides NHAS staff the framework and training needed to meet the goals of our strategic plan and the tenets of our mission statement. In this collaborative learning environment, administrator, program managers, teachers, and staff assess the effectiveness of everything from lesson objectives to instructional delivery techniques to formative and summative assessments and customer satisfaction. ESL teachers have access to distance learning materials and often, informally, check out materials to students who need the extra benefit of studying at home to reach desired learning outcomes.

Evaluation and Assessment: Table 10 below shows the measurable student learning gains for NHAS ESL students for the school years 2006 through 2013. When compared to our decreased enrollment, these outcomes demonstrate the high effectiveness of our programs and exceptional achievement rates for our students.

Table 10. NHAS ESL Student Learning Gains (2006-14)

WIA Student Learning Gains – Payment Points earned 2005-14					
Year	2005-06	2006-07	2007-08	2008-09	2009-10
Points Earned	1485	1231	2165	1972	2516
Year	2010-11	2011-12	2012-13	2013-14	2014-15
Points Earned	1348	870	862	710	-

Our ability to provide effective adult educational services can also be seen in our ability to meet or exceed state performance goals and/or averages. Table 6 below reflects our accomplishments at the height of our student enrollment and our most recent year.

Table 11. NHAS Student Achievement Compared to State Averages (2009-14)

CASAS - Educational Functioning Level						
	2008-09		2012-13		2013-14	
Level	NHAS	CA Goal	NHAS	State Avg.	NHAS	CA Goal
ABE Int. Low	n/a	n/a	100%	73.5%	n/a	52%
ABE Int. High	n/a	n/a	57.1%	49.8%	n/a	34%
ASE Low	88.1%	48.0%	70%	54.8%	78.95%	36%
ASE High	93.0%	50.3%	26.3%	44.7%	55.56%	-
ESL Beg Lit					90.00%	65%
ESL Low Beg					93.33%	66%
ESL Hi Beg					75.00%	62%
ESL Low Int.					67.54%	55%
ESL High Int.					64.29%	51%
ESL Advanced					28.95%	24%

In addition to the important and valuable data collected in conjunction with state and federal reports, NHAS also strives to gather information concerning student learning from other relevant sources such as school-wide classroom walkthrough (observation) data, student survey data, and student advisory committee

Along with school-wide student learning outcomes, each of our programs has documented program specific student learning outcomes. These learning outcomes are determined by teachers, program managers, and our most important stakeholders: students. Their decisions were guided by state and industry standards. For our ESL program, the student learning outcomes include that students will be able to apply knowledge and skills learned to real-life situations and become more productive workers by applying skills gained.

Throughout the school term, achievement of the student learning outcomes is measured and monitored by CASAS results, student peer checks, student self-evaluations on the lesson objectives, formative/summative assessment scores, and classroom learning walks and observations. In general, student achievement outcomes are tied to their personal goals and/or job-related goals. Therefore, we make personal goal-setting an important component of our educational programs. Student learning and motivation are increased when they are able to track their own progress.

The constant monitoring of student learning helped us identify program needs. For example, through our monitoring process, we identified the need for a support class for ABE/ESL students to transition to HSD which resulted in the creation of our Academic Express class. Similar support classes such as VABE and VESL classes have also been established for students with specific workplace goals and our HSD program has formed

partnerships with counselors from the local community colleges to help transition our students to post-secondary education.

Promotion: ESL teachers use multiple measures which include classroom formative assessments, CASAS scores, and common formative exit assessments to determine whether a student has required the necessary mastery to move to the next level.

Gaps that have been identified to date:

- We do not offer ESL classes higher than Intermediate High (No Advance level).
- There is not a separate Literacy class for those students who are not literate in their native/home language.
- No Evening classes for students who work during the day.

Plans (to date) to address these gaps:

- 2014-15 we will be offering an evening class. The number of classes and hours will be limited, but it is a start.

Ohlone College

The College offers four levels of ESL instruction in the form of reading/writing and listening/speaking courses. Upon completion of ESL courses, students matriculate into the developmental English sequence.

Advertising: The College advertises its ESL courses through its schedule, the College catalog, on the website, and through specialized advertising through the College.

Intake: Students who elect to be assessed for placement into ESL courses must meet the same requirements for admission and application as all students. The assessment process, however, includes an orientation and advising for registration for classes.

Demand and Persistence: Demand for ESL courses in 2012-2013 comprised 128 FTES. This is 18% lower than the demand in 2008-2009 of 157 FTES. In Fall 2008, students in ESL courses had a success rate of 72%. In Fall 2012, the success rate was 68%.

Quality and Curriculum: All courses at Ohlone College are reviewed and revised at a minimum of every six years. Courses are developed by faculty and reviewed by the College Curriculum Committee before the courses are sent for final approval to the Board of Trustees. Courses are then reviewed again by the Chancellor's Office. Course outlines must include information such as course content, student learning outcomes, methods of instruction, and methods of assessment.

Evaluation and Assessment: Students are evaluated and assessed with regards to meeting the objectives of the class through course assignments and exams. The final grade reflects successful attainment of the course objectives.

Promotion: Students who attain a grade of A, B, C, or Pass are considered prepared to take the next course in the sequence or any course for which the course was a prerequisite.

Gaps identified to date:

- In the past, the College offered placement testing at Fremont Adult School to facilitate movement between ESL programs. That was curtailed a few years ago as resources became limited. Resuming this practice would strengthen the development of pathways for students from the adult school to the College

Plans (to date) to address these gaps:

- The classes for immigrants workgroup will determine ways to improve coordination and alignment between the Adult Schools and Ohlone College.

Objective Two: Summary of Assessment of Current Needs

Inadequate Student Access to Services

Adequate programs for adult learners are not equitably distributed across the South County region. Newark and Union City are the two communities in the consortium with the demonstrably greatest needs, and their adult schools are not receiving adequate funding to meet the local demand. New Haven Adult School, which serves all of Union City and the surrounding areas, is located in the heart of the Decoto neighborhood. The Decoto community is one of the most needy and indigent communities in the SACC region. Many Decoto residents face unemployment, underemployment, poverty, and language barriers as reflected below:

Table 12. Demographic and School Data for the Union City Decoto Neighborhood

Median Income	Union City: 82,634	Decoto: 50,232
Unemployed	Union City: 8.00%	Decoto: 8.75%
Below Poverty Level	Union City: 7.70%	Decoto: 33.2%
High School Graduate or Higher	Union City: 86.0%	Decoto: 67.0%
Latino	Union City: 21.0%	Decoto: 74.0%
Free & Reduced Lunch	Union City: 48.7%	Decoto: 73.0%

Since K12 Adult Schools do not have a residency requirement, it is reasonable to expect that as local Adult School courses were eliminated, many students would simply migrate to the closest neighboring school to continue their studies, but analysis of historical enrollment trends at Fremont Adult and Continuing Education indicate that:

- A consistently small number of Newark and Union City residents enroll in ABE, ASE, AWD and ESL classes at Fremont Adult and Continuing Education.
- These numbers represent less than 10% of the need demonstrated by prior (2008-09) enrollment in Newark and New Haven Adult Schools.
- During the period from 2009 through 2014, there has been no significant increase in the number of Newark and Union City residents enrolling in Fremont Adult and Continuing Education. In most cases, the numbers have decreased over the five year period.

The vast majority of potential ABE, ASE and ESL students from Newark and Union City are, for a variety reasons, not leaving their local communities to attend classes in Fremont. ***Adults who don't have access to basic skills education in their communities will never be prepared to successfully pursue post-secondary training. This is one of the most critical gaps in our region.***

Weak Student Pathways to Sustainable Wage Jobs

A review and analysis of the regional economic outlook and job market trends indicates that the current educational options for adults have much work to do to provide preparation and pathways to the better paying jobs.

Alameda County Workforce Investment Board (ACWIB) promotes the economic well-being of our region by providing information to help businesses, educators and job seekers make informed and intelligent labor market decisions. In early 2013, the Alameda County Workforce Investment Board and the East Bay Economic Development Agency (East Bay EDA) recommended eight priority industry sectors for economic and job development. These and other industries are considered vital to the economic growth in the East Bay.

1. Advanced Manufacturing
2. Construction
3. Energy
4. Engineering (Professional, Scientific and Technical) Services
5. Healthcare
6. Information Communications Technology (ICT)
7. Life Science – Bio Science
8. Transportation Logistics

The jobs from the industry clusters represent 40% of the total job market and 28% of the employer base. Healthcare and Information Communication Technology (ICT) have the highest percent of total jobs from a specific industry cluster.

Occupations in the County are categorized by three tiers and are differentiated by hourly wage rates. Occupations earning less than \$18.50 median hourly wage are considered Tier 3 occupations. Transportation Logistics, Healthcare and Energy industry clusters have the highest proportion of Tier 3 occupations.

Occupations earning between \$18.51 and \$31.64 per hour are considered Tier 2 occupations. Tier 2 class jobs are decreasing overall between industry clusters. Construction and Transportation Logistics clusters have the highest ratios of Tier 2 occupations.

Tier 1 occupations earn \$31.65 or more per hour and are in demand by most industries except for Transportation Logistics. Bio Science, Engineering and ICT have the highest ratios of Tier 1 occupations compared to all industry clusters. (Alameda County Workforce Investment Board Fall 2013 Economic Profile Report)

The Alameda County residents' average hourly wage is \$31.62 (Bureau of Labor Statistics, 2012) and this number is most likely artificially inflated by the number of county residents who work in high paying jobs in the Technology sectors and in Silicon Valley. The same BLS statistics specify \$24.10 as the minimum "sustainable" household wage in Alameda County- over three times the current minimum hourly wage! **Alameda**

County is an expensive place to live, and adults need educational paths to jobs that pay at least Tier 2 sustainable wages!

United Way of the Bay Area has been working on a new analysis of industry growth centers in our region with specific emphasis on high (sustainable) wage career paths that include up to three progressive levels of employment and are attainable with a high school diploma, or equivalent, and two years of post-secondary training. The study is also focusing on career paths that have the highest employment potential for women. Some preliminary employment paths include Executive Assistants, Computer/Technical Support and Health Care. There also seems to be a growing local demand for Registered Dental Assistants. These early findings support the WIB projections for high demand by healthcare employers. The following chart from the ACWIB economic profile report lists Major Healthcare Employers in the Tri-Cities Area.

Healthcare

The Healthcare industry employs more individuals than any other industry cluster in the County. The industry employs 5% of the total labor force. Most of the employers are located in downtown Oakland and Berkeley. Clusters also exist in Fremont, Hayward and Dublin. Healthcare has a less than competitive location quotient compared to the nation but has the highest share of total jobs than any other industry cluster. The sheer volume of current jobs and positive growth rate place this industry and its occupations as high priorities. The variety of jobs in the industry is diverse and spans all occupation tiers. Import occupations range from pharmacy technicians to biomedical engineers. All types of nurses are expected to be in demand in the next few years. Several occupations such as dental lab technicians, chiropractors and ambulance drivers are recommended for export due to low demand numbers.

Most of the major Healthcare employers in Alameda County are private General Medical and Surgical Hospitals. The minority of large employers consist of medical laboratories, nursing facilities and physician offices. Within Tri Cities region, most large employers are located in Fremont.

Table 13. Major Healthcare Employers in the Tri-Cities Area

NAME	CITY	# of Employees	Industry Title
Washington Hospital	Fremont	1000 - 4999	General Medical and Surgical Hospitals (Private)
California Cardiovascular	Fremont	100 - 249	Freestanding Ambulatory Surgical and Emergency Centers
Fremont Hospital	Fremont	100 - 249	Psychiatric and Substance Abuse Hospitals (Private)
Professional Home Care Assoc	Fremont	100 - 249	Home Health Care Services
Tiburcio Vasquez Health Ctr	Union City	100 - 249	Freestanding Ambulatory Surgical and Emergency Centers
Vitas Hospice Svc	Newark	100 - 249	Nursing Care Facilities
Washington Outpatient Surgery	Fremont	100 - 249	General Medical and Surgical Hospitals (Private)
Windsor Country Drive Care Ctr	Fremont	100 - 249	Nursing Care Facilities
Abaxis Inc	Union City	500 - 999	Offices of All Other Miscellaneous Health Practitioners
Permanente Medical-Neurology	Fremont	500 - 999	Freestanding Ambulatory Surgical and Emergency Centers
Abaxis Inc	Union City	500 - 999	Offices of All Other Miscellaneous Health Practitioners
Permanente Medical-Neurology	Fremont	500 - 999	Freestanding Ambulatory Surgical and Emergency Centers

Note: All Alameda County Economic Profile Data and Tables from Alameda County Workforce Investment Board Fall 2013 Economic Profile Report

Information Communication Technology

The ICT cluster in Alameda County is very competitive compared to the national economy. Forecast analysis predicts the industry will add 1,910 more jobs to the County by 2017. In an industry sector fixated by automation and technology, many occupations will be replaced by smart software or high end manufacturing. The connection between automation and job replacement can be seen by the export occupations section in the table below. The majority of recommended export occupations in the next few years are technicians, equipment installers, operators, processors and general workers. The recommended import occupations are geared towards software development, computer analysts and engineers.

Major ICT employers in the County except for Tri Valley focus on manufacturing products related to electronics, semiconductors, communications and computers. Large employers in Tri Valley tend to specialize in computer programming services and software development. Four companies in the County employ between 1000-5000 individuals. These are Intel, Seagate, Oracle and Society of Women Engineers.

Table 14. Tri Cities Information Communication Technology (ICT) Employers

NAME	CITY	# of Employees	Industry Title
Intel Corp	Fremont	1000 - 4999	Semiconductor and Related Device Manufacturing
Seagate Technology	Fremont	1000 - 4999	Computer Storage Device Manufacturing
Benchmark Precision Technology	Fremont	250 - 499	Other Electronic Component Manufacturing
Exar Corp	Fremont	250 - 499	Semiconductor and Related Device Manufacturing
Mentor Graphics Corp	Fremont	250 - 499	Electronic Computer Manufacturing
Optical Communication Products	Fremont	250 - 499	Semiconductor and Related Device Manufacturing
Sanmina-Sci Corp	Fremont	250 - 499	Bare Printed Circuit Board Manufacturing
Silicon Graphics Intl Corp	Fremont	250 - 499	Computer Storage Device Manufacturing
Synnex Corp	Fremont	250 - 499	Custom Computer Programming Services
Xyratex International Inc	Fremont	250 - 499	Electronic Computer Manufacturing
Lam Research Corp	Fremont	500 - 999	Semiconductor and Related Device Manufacturing
Synopsys Inc	Fremont	500 - 999	Semiconductor and Related Device Manufacturing
Lam Research Corp	Fremont	500 - 999	Semiconductor and Related Device Manufacturing

Bio Science

The industry is heavily clustered in the northern portion of the County with concentrations in Berkeley, Emeryville and downtown Oakland. Concentrations of employers are also located in Fremont, Livermore and Hayward. Hayward, Fremont and Livermore show the highest number of current jobs. Fremont and Berkeley received 20% and 26% of the total number of advertisements in the last six months. Livermore, Hayward and Pleasanton are also competitive in terms of the number of online advertisements received in the last six months.

The Bio Science industry shows a competitive location quotient, high percent change in the number of jobs by 2017 and employs 1.7% of the current labor force in Alameda County. The import-export analysis was limited to import occupations for the Bio Science cluster. Economic indicators show the industry is expected to add more jobs in the next

few years. Occupations recommended for import are mechanical engineers, market researchers, biomedical engineers and medical scientists. Biological technicians and medical scientists lead all occupations in terms of current and future job growth and are expected to add 398 more jobs to the region by 2017.

The top employers in each region of the County specialize in specific Bio Science sectors. Employers in the Tri-Valley and Tri-Cities focus on surgical and medical instrument manufacturing.

Table 15. Tri Cities Bio Science Employers

NAME	CITY	# of Employees	Industry Title
Zosano Pharma Inc	Fremont	100 - 249	Biological Product (except Diagnostic) Manufacturing
Boehringer Ingelheim Corp	Fremont	250 - 499	Research and Development in Biotechnology
Ccbr-Synarc Inc	Newark	250 - 499	Research and Development in Biotechnology
Kontron America Inc	Fremont	250 - 499	Surgical and Medical Instrument Manufacturing
Mizuho Orthopedic Systems Inc	Union City	250 - 499	Surgical and Medical Instrument Manufacturing
Thermo Fisher Scientific Inc	Fremont	250 - 499	Surgical and Medical Instrument Manufacturing
Boston Scientific Corp	Fremont	500 - 999	Surgical and Medical Instrument Manufacturing
Thermo Fisher Scientific Inc	Fremont	500 - 999	Surgical and Medical Instrument Manufacturing
Boston Scientific Corp	Fremont	500 - 999	Surgical and Medical Instrument Manufacturing
Thermo Fisher Scientific Inc	Fremont	500 - 999	Surgical and Medical Instrument Manufacturing

Loss of Extensive Historical Partnerships to Serve Students

The Adult Schools of the SACC region have a history of establishing numerous partnerships to help meet student and community needs, and many of these relationships have been affected by cuts to staff and resources at the Adult Schools and their partner agencies.

New Haven Adult School has had many partners including, but not limited to Chabot Community College, Ohlone Community College, Centro de Servicios, Hayward Adult School, the City of Union City Tri-Ced Recycling, the Alameda County Library – Union City Branch, Boston Reed College, Tiburcio Vazquez Health Clinic, Cengage Ed2Go, Fremont Employment Development Department (EDD), Hayward EDD, Oakland EDD, Tri-Cities One-Stop Career Center, and New Haven Unified School District, its Migrant Education Program, and Union City Kids' Zone, etc.

NHAS provided the Work Skills training for the Summer Youth Employment Grant through a partnership with Hayward Adult School and the City of Union City. We have partnered with the City of Union City to provide Parent Project training in both Spanish and English for parents of our local community. A successful partnership with the Chabot College CAHSEE Prep grant brought in additional resources to our High School Diploma and CAHSEE Prep classes. We've partnered with the Library to provide citizenship classes and to provide additional literacy services to NHAS families.

A partnership with Ohlone College's Bio-Tech program funded an introduction to Bio-Tech Career Pathways that allowed low skill level students to improve their basic skills and transition to Ohlone College career training. This partnership forged the way to a successful connection with the local One-Stop, and we now work closely with students referred to us for career retraining for the Trade Adjustment Act (TAA). NHAS worked with Tri-Ced Recycling, Chabot College, Fremont Adult School and the City of Union City to apply for a Workforce Investment Board grant to serve youth and young adults to improve academic and career skills to connect with employment. A successful partnership in a joint application with Centro de Servicios for a USCIS grant provided Citizenship training and Naturalization support services (October 2010) to our students and community.

Over the past 5 years, NHAS has been an education provider for the TAA, WIA, NUMMI Re-employment Center for clients who required Vocational ESL and/or Vocational ABE level services. In one recent partnership, NHAS worked with TAA and Arnold Beauty College to ensure that a limited-English, dislocated worker successfully graduated from cosmetology school.

In addition, NHAS has partnered with local employers to provide customized workplace training and workplace ESL. These partnerships have included: Caravan Trading, Fremont Marriott Hotel, Washington Township Medical Offices, and Cargill Salt.

NHAS's partnership with Alameda County Library – Union City Branch to provide citizenship classes and to provide literacy services to those with the greatest need has been very successful.

The Fremont Main Library is a current partner that is delivering instructional service to area residents in Basic Skills and Classes for Immigrants.

Specific Program Area Needs

Apprenticeship Programs

Gaps that have been identified to date:

- Lack of regional Adult School and Community College connection/coordination with apprenticeship programs
- Lack of knowledge regarding apprenticeship requirements and preparation.

Plans (to date) to address these gaps:

- Research and identify apprenticeship programs in our region and surrounding area.
- Understand established entry requirements for each program.
- Explore options to meet apprenticeship preparation needs leveraging existing regional resources.
- Acquire appropriate preparation curriculum, or adapt existing course offerings, to improve preparation and create coordinated pathways for adults

Career Technical Education

Gaps that have been identified to date:

- The loss of the Boston Reed program has impacted the K12 Adult School's ability to provide students with allied medical career training conveniently located on their campuses.
- Not all K12 Adult Schools in the region are currently able to offer CTE courses.
- There are no clear pathways established that link K12 Adult School CTE courses to corresponding advanced level courses at Ohlone College.

Plans (to date) to address the gaps:

- We are working to establish a new partnership to restore Allied Medical Career courses and perhaps develop new ones that meet labor market demands.
- The CTE workgroup will examine Adult School and ROP courses and identify potential pathways to advanced courses of study at Ohlone College for students.

Adult Basic and Secondary Education

Gaps that have been identified to date:

- Instructional program reduced to four days per week due to budget cuts.

- There is inadequate student advisement/support staff for day and evening students.
- Limited access to direct instruction for potential evening students.
- Outdated high school subject textbooks and support materials.

Plans (to date) to address these gaps:

- The final regional plan will include a request for funds to restore five day per week instruction at each of the Adult Schools.
- The Elementary and Secondary Skills workgroup will explore options to leverage existing consortium counseling resources and expand services where needed.
- Potential expansion of evening direct instruction will require additional funds. New Haven Adult School may be able to start a new evening class in fall, 2014.
- The need for new textbooks and class materials may be somewhat alleviated by the increased utilization of APEX digital curriculum, but the workgroup still needs to determine how Common Core and Workforce Preparation needs may necessitate specific curriculum and related new materials.

Adults with Disabilities

Gaps that have been identified to date:

- Restoration of Five Day program: The Fremont Adult AWD program currently only provides a four-day (Monday through Thursday) schedule of classes due to previous budget reductions. This is a significant programming gap for these students.
- Student to Staff Ratio: A decreased student to staff ration would allow for more programming options and better guidance of students during educational activities.
- Coordination of Services and leveraging of resources with K12 Transitional Programs provided for 18 to 22 year olds.
- Students need better support and case management from their Regional Center of the East Bay (RCEB) case workers.

Plans (to date) to address these gaps:

- Work with partners such as the Regional Center of the East Bay to secure funding to restore a five day instructional week.
- Improve coordination among regional providers of AWD services to create a pathway of sorts from K12 Transition programs, through Adult AWD or to Ohlone College or employment.

Classes for Immigrants

Gaps that have been identified to date:

- We do not offer ESL classes higher than Intermediate High (No Advanced level). (NHAS and NAS)

- There is not a separate Literacy class for those students who are not literate in their native/home language (FACE, NHAS, NAS).
- No Evening classes for students who work during the day (NHAS and NAS).
- In the past, Ohlone College offered placement testing at Fremont Adult School to facilitate movement between ESL programs. That was curtailed a few years ago as resources became limited. Resuming this practice at all of the region's Adult Schools would strengthen the development of pathways for students from the adult school to the College
- No current significant coordination of assessments, curriculum and transitions with Ohlone College. Pathways are needed.
- No current leveraging of professional development resources with neighboring Adult Schools other than hosting of regional OTAN workshops.
- Internal (FACE ESL to ASE) transition preparation options and pathways need to be improved and clearly mapped to better prepare ESL students for successful enrollment in College Credit (non-remedial) courses.
- Lack of day and evening counseling resources for ESL students.

Plans (to date) to address these gaps:

- 2014-15 we will be offering an evening class. The number of classes and hours will be limited, but it is a start.
- The classes for immigrants workgroup will determine ways to improve coordination and alignment between the Adult Schools and Ohlone College.
- FACE has applied for a grant to help ESL and ASE students improve mathematics skills for transition to Ohlone College.
- The Programs for Immigrants workgroup will develop plans to address the other issues after additional collaboration and study.

Objective Three: Integration of Existing Programs and Creation of Seamless Transitions

Adults with Disabilities

The Adults with Disabilities team has identified student transitions as our main issue to address. Our consortium region has many 18 to 22 year old young adults in high school transition programs and older adults with disabilities not receiving services who need assistance in planning and making smooth transitions to the next step in the pathway to their eventual goals. With this goal in mind, the planning team has identified the following steps and strategies:

- Identify all of the potential adult placements and the agencies that provide or support them. This may include academic goals, career goals, employability, and independent living.
- Prepare a graphic representation of these potential options that will be a reference for students, parents, caseworkers, counselors and instructors.
- Provide job-alike sessions for all of the instructors and community partners to share this placement, contact and other resource information. Rotate the locations of the meetings to various program and agency sites to promote awareness and familiarity with the resources.
- Connect with more Community Partners who work with the adults with disabilities population by leveraging our developing professional relationships among the consortium member schools.
- Provide K-12 Transition instructors, Adult School AWD instructors and other support staff with professional development regarding current legal issues and concepts related to our student population so that we may become better advocates for improvements in services.
- Identify and understand how adult students with disabilities may benefit from the many programs offered by adult schools and the support processes that would enable them to easily enroll and attend these classes.
- Sustained staff and partner meeting time to continue to build agency relationships, improve communication and collaboration, build better capacity for our clients and ensure that resource information for students is current. We have established monthly workgroup sessions that will continue through the end of the 2014-15 school year, and we hope to be able to continue these into the 2015-16 school year.

We will be assigning specific projects to team members so that we can coordinate our efforts in pathway building and mapping.

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants- Adults with Disabilities						
Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
High School Young Adults (ages 18 -22) in transitional programs. What are their adult placement options?	Identify and map all of the placement options for these students including location, contacts and brief description of program. Produce a graphic representation of pathways	Transitional Instructor and Partner Meeting time Transitional Professional Development Days	9 meetings, 8 participants = \$5,500	Fremont New Haven Newark Ohlone CC	Evaluation of the reference resource that is produced	Complete this project before end of 2014-15 school year
Adult School non-credit and community education classes	Explore feasibility of AWD students auditing adult school fee-based classes Determine if there are community resources to pay for these courses for AWD students and 18-22 year old Transition students	Instructor and administrator meeting time	Fees would vary by class	FUSD district Special Services Leadership Fremont New Haven Newark Adult School staff	Student enrollment and instructor assessment of ability to participate and benefit from these classes.	This option may be piloted by some transition students in spring 2015 and further developed in 2016 SY

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants- Adults with Disabilities						
Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Adult Day Activity Programs	Collect program information Facilitate site visits	Schedule time to visit programs, perhaps during other meetings	Covered under first activity	Fremont New Haven Newark Ohlone CC	Tracking of student referrals, site visits and successful transitions	Facilitate these activities in spring 2015 and throughout 2015-16 school year
Supported Employment Program	Transition Partnership Program and long-term job skill preparation	Instructor professional development to understand process and assist parents, care-providers, students and clients	Incorporated into Consortium PD planning days and budget	Fremont New Haven Newark Ohlone CC	Tracking of student job placements and outcomes including duration of employment and feedback from job coaches	Facilitate these activities in spring 2015 and throughout 2015-16 school year
Independent Employment	Identify agencies that support these placements and eligibility criteria. Map this information on pathway graphic	Time for research and perhaps visits to these partners	10 hours/month = \$3,300	Fremont New Haven Newark Ohlone CC	Tracking of student job placements and outcomes including duration of employment and feedback from employers and students	Facilitate these activities in spring 2015 and throughout 2015-16 school year

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants- Adults with Disabilities						
Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Academic: HS Diploma or GED	Promote AWD student awareness of these options	Transition instructor and caseworker training on how this option would work	Included under Professional Development; costs would include time for material preparation and distribution	Fremont New Haven Newark	Student persistence Course completion and credits earned GED pass rate Graduation rate	Facilitate these activities in spring 2015 and throughout 2015-16 school year
Academic: Ohlone College	Determine the appropriate skill levels for transition and placement exams used Identify best college contacts for AWD students What partner agencies are available to provide support to these students while in college? Student campus visits Enrollment assistance	Planning time with HS Transition teachers, Ohlone College AWD support staff, and Adult School AWD instructors	Meeting time (under Professional Development)	Fremont New Haven Newark Ohlone CC	Student enrollments Student persistence and quarterly course completion	Facilitate these activities in spring 2015 and throughout 2015-16 school year

Adult Basic and Secondary Education

Staff from Newark, Fremont and New Haven gathered together on two occasions to determine how to create seamless transitions for our students into postsecondary education. During our discussions we determined that both Newark and New Haven were lacking classes within their own offerings that would make transitions within our own agencies seamless. What these districts need are the funds to offer the additional classes needed to determine and bridge these gaps.

During our discussions we learned that our districts have different ways of determining the level of our students for placement. While New Haven uses the CASAS test, both Fremont and Newark use the TABE test for placement. It appears that the TABE test is superior to the CASAS for placement purposes. We have determined that New Haven should research placement tests for ABE students and switch to using the TABE test if that is determined to be the best. In order to accomplish this, New Haven would need to pay staff for research time and would then need to pay for materials to adopt the new testing materials.

In order for the adult schools to properly prepare our students for further education at the community college level, we feel it is important for us to know what the requirements are for entering post-remedial classes at Ohlone. We would also like to get feedback on what skills our students are lacking when they enter into the community college setting. Joan from Fremont offered to get us information about their placement test. However, staff from any of the adult schools can be assigned to get this information and share it with the other schools. In order to remediate these deficiencies the adult schools may need to offer additional classes or tutoring to our students and would need the funds to do so.

We adult school educators feel that many of our students feel too intimidated to apply to the community college. One way to encourage students to make the move from the adult school into higher education would be to offer at least one class on-site that would give community college credit to our students. This could be accomplished by determining what curricula we would need to teach in a class in order to have it qualify for college credit and having our own staff teach the class or by having Ohlone place a class of its own at each of our sites. We feel that once students earned college credits in a “safe” environment, they would feel empowered to enter into the community college system and pursue an A.A. degree there. The needs to accomplish this would be a discussion between the administrators of the adult schools and Ohlone plus a classroom at each site and money to pay staff and buy classroom materials.

We would like to see an online site established where all of the class offerings of the three adult schools are listed in a clear, concise format. This site could be on the consortium web site itself. In this way the staff at each adult school could refer students to other adult schools that may offer classes which their own does not. Also, such a site would aid administrators in deciding what new classes to offer in order to have different types of offerings – especially in the area of CTE. One person would need to be in

charge of keeping the site updated. Staff from any site could do this, but would need paid staff time to do so.

And finally, we would like to see regular meetings established between all like-members of the consortium to continue with this alignment and articulation process.

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants- Adult Basic and Secondary Education						
Transition to be Addressed	Strategy/ Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Internal transitions at the adult school agencies	<p>Identify and remediate gaps in pathways from ESL/ABE to HSD or CTE programs.</p> <p>Quarterly meetings with ESL and ASE staff from all sites</p> <p>Help students create educational plans and set goals for success.</p> <p>Incorporate workplace readiness skills in ABE/ASE curriculum</p>	<p>A new on-site counselor for ABE, HSD, and GED student support</p> <p>More support at ASE orientation</p> <p>Office space for counselor</p> <p>Computer software for workplace readiness skills</p>	<p>Salary for new counselor position (15 hours per week at each of the adult school sites for 35 weeks. Total of \$90,000)</p> <p>Compensation for teachers (site hourly rates) based on percentage of 2014-15 SACC planning activities (See consolidated PD)</p>	FUSD NHUSD NUSD	<p>On-site counseling position established</p> <p>Clear pathways created so students move seamlessly between programs</p> <p>Minutes from meetings between ESL and ASE staff</p>	Based on allocation/distribution of funds to consortium would like to start counseling positions in September, 2015, but no later than September 2016

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants- Adult Basic and Secondary Education						
Transition to be Addressed	Strategy/ Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Collaboration and ongoing communication between adult education agencies and community college	Establish quarterly meetings so that staff can evaluate the success of the existing strategies and explore new ideas.	Paid time for meeting participants Materials and handouts Facility for meeting	Staff salary for adult school and Ohlone staff Cost of materials	FUSD NHUSD NUSD Ohlone College	Submit minutes from meetings to Consortium Administration	September, 2015 through June, 2016. Continue in SY 2017 per funding

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants- Adult Basic and Secondary Education

Transition to be Addressed	Strategy/ Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Clearly defined pathways between adult school agencies so students can access courses to meet their academic goals.	<p>Research and establish uniform assessment between adult school agencies (CASAS, TABE, WRAT, or online testing)</p> <p>Standardize exit criteria for transitioning from level to level within each adult school</p> <p>Ongoing communication between adult school agencies</p> <p>Create a central online site where classes from all three adult schools are identified in a clear format.</p>	<p>Compensation for staff time</p> <p>Examples of various assessment and curriculum materials</p> <p>Access to computer labs for online testing</p>	<p>Compensation for professional development</p> <p>Cost of assessment materials for each test center</p>	FUSD NHUSD NUSD	<p>Assessment approved and used by all adult schools</p> <p>Research the feasibility of implementing standardized graduation requirements across SACC adult school programs</p> <p>Students are able to access an online site to determine where classes are offered that meet their academic goals.</p>	September 2016

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants- Adult Basic and Secondary Education

Transition to be Addressed	Strategy/ Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Adult School to Community College	<p>Understanding of placement test content, standards, and scores to place in credit track courses at community college</p> <p>Offer college readiness workshops on the adult school campus.</p> <p>Work with Ohlone admissions office to create an effective means of tracking student progress during and post-transition from adult schools to Ohlone College.</p>	<p>Course outlines and textbooks from community college remediation courses.</p> <p>Communication between adult school instructors and Ohlone College instructors</p> <p>Arrange for Ohlone College Placement Testing and Application Workshops on each adult school campus</p>	<p>Cost of textbooks (\$5,000 per class section set. One set for each K12AE) \$15,000 total</p> <p>College Survival Skills: 30 hours of instruction per quarter (\$2,000 per section)</p> <p>Application Workshop: Two times per year Two hours per workshop (\$250 per K12 AE site annually)</p> <p>Placement Testing Two times per year Three hours per testing session (\$360 per K12 AE site annually)</p>	FUSD NHUSD NUSD Ohlone College	<p>Adult School students are placed in credit earning English and Math classes after taking placement test</p> <p>Application workshops and college placement tests are scheduled at all three adult schools</p> <p>Adult schools are able to easily track student progress as they transition to community college</p>	Planning activities will continue through Spring, 2015 for implementation in September, 2015

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants- Adult Basic and Secondary Education

Transition to be Addressed	Strategy/ Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
	Create bridge courses in Algebra, Writing, Reading, and College Survival Skills to assist students' successful transition to college level courses.	Bridge classes and workshops at each adult school site.	College Prep Reading and Writing:60 hours of instruction per quarter(\$4,500 per section) <u>Instructor Salaries for Bridge Courses:</u> Basic Algebra: 60 hours of instruction per quarter (\$4,500 per section)	FUSD NHUSD NUSD Ohlone College	Students successfully complete bridge courses	Planning activities will continue through Spring, 2015 for implementation in September, 2015

Career Technical Education

Those interested in CTE transitions had the opportunity to meet at both of the Fall 2014 meetings to discuss what was needed to facilitate the ability of adult learners to move into both short-term CTE programs leading directly into employment as well as into pathways that would ultimately lead into a career with a more-than-sustainable wage.

Initial discussions focused on specific activities, such as the need for workshops focused on skills such as resume writing and interviewing or for mentors for students in early childhood education programs to help them become teachers. Participants also discussed the need for a better understanding of the requirements for students moving from adult education into programs at Ohlone College and beyond as well as an understanding of how curriculum aligned (or did not align) between the segments.

As discussions continued at the second meeting, it became clear that the key to improving transitions and pathways lay not in the development of a specific program or programs but in the strengthening of a resource that already exists in our region, the Tri-Cities One-Stop Career Center. Programs come and go, depending on regional needs and funding sources, and the key to improving transitions and pathways is in connecting students with the services they need to take advantage of programs. The Tri-Cities One-Stop Career Center does this, but a key issue for the center is establishing on-going effective relationships with other agencies that students will need to work with as well as maintaining current and accurate information for the multitude of programs available within the area.

As of the submission of this plan, the CTE group has made plans to meet to develop a process for working with social service agencies on the pre-employment issues that adults face (e.g. housing, childcare, physical and mental health), with employers and employment agencies on what the Center can do to better prepare clients that are referred to them (which will, in turn, inform training and education pathways), and with clients on improving the effectiveness of the services delivered by the Center.

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants- Career Technical Education						
Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Resolving pre-employment issues	Improve and broaden connection between One-Stop and social service agencies	Staff person to follow up with social service agencies	5 hours/week/ year of staff time = \$3,500.00	One-Stop	Expanded resource list	Begin Fall 2015
Maintain current information about job training opportunities	Survey job training agencies	Staff person to collect and organize survey results.	5 hours/week/ year of staff time = \$3,500.00	One-Stop	Job Training information will be renewed every six months	Begin Fall 2015
Offer appropriate workshops for job seekers.	Survey job providers	Staff person to collect and organize survey results.	5 hours/week/ year of staff time = \$3,500.00	One-Stop	Survey results will be used to revise workshops	Begin Fall 2015
Improve One-Stop experience for clients	Survey clients to One-Stop (at different sites)	Staff person to collect and organize survey results.	5 hours/week/ year of staff time = \$3,500.00	One-Stop	Increase in client access to One-Stop services	Begin Fall 2015

Classes for English Language Learners

Ohlone Community College and SACC Adult Schools instructors exchanged information regarding student expectations, structure of programs, placement policies, curriculum delivery, embedded assessments, student learning outcomes, and existing student support services. The work group identified barriers to ESL students' transitions from adult schools ESL to Ohlone ESL and remedial English programs in the following areas: a) academic writing skills; b) college level work requirements; c) independent study skills.

The following evidence based policies and practices will be implemented:

Adult schools will refine existing placement and orientation procedures and implement amended goal-setting policies to formulate adult ESL students' individual education plans. Adult schools and community colleges will develop clear visual charts representing internal and external adult ESL student transitions. The charts will be used to educate faculty and orient students as to their career and education pathways. Adult schools will provide counseling office hours for ESL students. Ohlone College, with the help of adult school instructors, will pilot ESL Placement Testing at adult school campuses and reserve guaranteed seats for candidates who meet college entry requirements.

ESL in Adult Ed is based on life skills and civics addressing the needs of new immigrants. ESL at the Community College is more academic, preparing students for advancement in education and career. However, the new College and Career Readiness Standards (CCRs) require that ESL instructors in Adult Ed emphasize intensive reading and academic writing across ESL levels, particularly from Intermediate Low to Advanced. Adult School ESL programs will align existing ESL courses with these requirements, articulating student learning outcomes for every ESL level. Adult Ed ESL instructors will integrate writing in daily instruction systematically, with clear expectations at each ESL level. Adult schools will meet essential ESL instructional standards and provide curriculum scaffolds at each level. Adult school ESL programs will continue to offer or create new Transitional to College ESL classes aligning curriculum with CCRS to help bridge the gaps for ESL students. A pilot Ohlone ESL Bridge class at adult school campus for college-bound students would educate Adult Ed ESL students regarding college level requirements. Adult schools will continue offering informational workshops, field trips, and individualized counseling for college and career bound students. Ohlone College ESL staff and counselors will visit adult school informational events as guest speakers and provide support at campus field trips.

Adult schools will implement ESL writing assessments at each ESL level from Beginning to Advanced. Advanced/Transitional ESL students will take a timed in-class essay test at the end of each quarter. Adult schools will continue to practice formative and summative assessments across ESL levels. Students will keep portfolios/e-portfolios with significant data and provide feedback through online surveys.

Both Ohlone College and Adult Ed ESL instructors will continue to collect and analyze data on student persistence and achievement. Ohlone ESL program will identify students transitioning from Adult Ed ESL, evaluate their preparation levels, and track further progress. Adult Ed ESL instructors will evaluate students' college readiness based on Ohlone ESL entry requirements. A regional database of adult ESL students will enable the consortium members to track student progress along educational pathways.

It is expected that the proposed alignment of placement procedures, curriculum, and assessments, as well as delivery of timely and relevant information regarding educational paths and college requirements will result in measurable improvement in student learning outcomes, e.g., higher course completion rates, facilitated transitions to regular English courses at college and decreased need for remediation classes.

As for communication among consortium participants, the work group needs to have at least one representative from all consortium member agencies at all face-to-face meetings. We need to invite our partners from the Main Library as well. If we have to include pathways to careers for ESL students in the scope of our discussion, we need the expertise of CTE instructors from Adult Ed, Ohlone and ROP, as well as other community partners.

Adult Ed ESL teachers and Ohlone ESL teachers will participate in professional development offered by OTAN and CALPRO in order to engage in ongoing communication for continuous program improvement.

Conference calls and online meetings may help the work group participants to connect in the future, perhaps for 1 – 1.5 hour meetings. The ESL Transitions work group members and partners will create a Google Group to facilitate collaboration.

Defined and articulated pathways to postsecondary education will be outlined by developing the flow chart of classes/levels and services for ESL learners that will include all consortium members and partners.

Adult schools and community college will provide embedded access to student services including counseling, guidance, and follow-up; childcare, transportation assistance, and financial aid. They will offer clear, ESL-level appropriate informational materials and educational counseling to students.

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants – English Language Learners

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Facilitate internal transitions at the adult education agencies.	<p>Intermediate-Advanced ESL students will develop and follow educational plans.</p> <p>Students will be presented an educational roadmap at entry to Adult Ed ESL programs.</p> <p>Continue to refine Career and Transitions services at the adult schools to support ESL students' transitions to careers and post-secondary education</p>	<p>Adult Ed ESL Counselor/s and Ohlone Counselors More support at ESL placement testing and orientation</p> <p>Enhanced collaboration with the Main Library Adult Literacy Programs</p> <p>Customized support for ESL students at the One-Stop Career Center</p>	<p>1 P/T ESL Counselor at each Ad Ed agency (10 hrs/wk) \$50x10x35x2=\$35K</p> <p>Time as needed of Ohlone College Counselors and instructors</p> <p>Translate all ESL Orientation materials into Chinese, Farsi, Hindi, Russian, Spanish, and Vietnamese - 5 hours per language 30 hours = \$900</p>	FUSD, NHUSD – Ohlone College	Monitor goal achievement through student surveys, internal data systems, and reporting	July 2015 - June 2016
Facilitate transitions of adult education ESL students to community colleges and training	Identify cohorts of college bound students and provide targeted instruction and counseling in collaboration with post-secondary	<p>Adult Ed ESL Counselor/s</p> <p>Adult Ed ESL Instructor/s</p> <p>Collaborative group</p>	<p>1 P/T ESL Counselor at each Ad Ed agency (10 hrs/wk) (see above)</p> <p>Time as needed of</p>	FUSD, NHUSD – Ohlone College	<p>- Monitor progress through formative and summative assessments</p> <p>- Create a</p>	July 2015 - June 2016

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants – English Language Learners

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
programs	<p>institutions</p> <p>Articulate clear expectations</p> <p>Provide guaranteed seats in Ohlone ESL classes to students who meet the program requirements</p> <p>Implement Ohlone placement testing at adult education sites and/or testing sessions for adult school students at Ohlone College.</p> <p>Organize field trips to Ohlone College for Intermediate – Advanced ESL college-bound students</p> <p>Create an online course based on</p>	<p>meetings/Google group</p> <p>Outline roadmap from Adult Ed to community college for ESL students</p> <p>Ohlone College entry requirements to ESL, regular English and certificate programs</p> <p>Textbooks that take students from beginning level to college</p> <p>Software that develops language proficiency and computer skills.</p> <p>Transportation</p> <p>Curriculum development</p> <p>Video support</p>	<p>Ohlone college Counselors and instructors</p> <p>Textbooks \$15K</p> <p>Software \$30K</p> <p>School Bus \$1,000</p> <p>30 hours x 2 teachers = \$3,000</p> <p>20 hours of professional development</p> <p>5 hours/wk/5 weeks = 25 hours+ 20 hours curriculum design \$3000 + paraeducator \$700</p>		regional data base of adult students to track student transitions	

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants – English Language Learners

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
	<p>FACE CTC workshops to facilitate transitions of adult ESL students to post-secondary education and workforce and share the course with SACC members and partners.</p> <p>Offer summer Ohlone Bridge classes at the adult schools</p>	Instructor, para-educator, curriculum				

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants – English Language Learners

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Intensify writing instruction and incorporate writing assessments across ESL levels at the adult education agencies to bridge the writing skills gap and to facilitate student transitions to community colleges and qualified workforce.	<p>Align writing instruction with the CCR writing standards and post-secondary education requirements across ESL levels.</p> <p>Develop and implement writing assessments at all ESL levels and via Distance Learning programs</p> <p>Integrate technology training with writing instruction.</p>	<p>FACE ESL Department</p> <p>NHAS ESL Department</p> <p>Ohlone ESL Department</p> <p>Ohlone writing rubrics</p> <p>Paid teacher time for writing assessments</p> <p>Functioning computer labs with internet access and IT</p>	<p>2 office hours/wk for Intermediate – Advanced Level Adult Ed ESL instructors. (6 teachers \$21K)</p> <p>Curriculum & assessments development – 10 hours/per instructor per quarter (6 teachers \$9K)</p> <p>3 hours per quarter to implement writing assessments. \$2,750</p>	FUSD, NHUSD, Ohlone College	<p>Develop and apply assessment rubrics and scoring guides</p> <p>Assess students at the beginning and end of each quarter.</p>	September 2015 – June 2016

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants – English Language Learners

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Implement effective professional development for faculty of adult education agencies and community colleges	<p>Utilize existing professional development resources (OTAN, CALPRO, CATESOL, TESOL CCAE, etc.</p> <p>Create venues for collaboration and ongoing discussion between adult education ESL faculty and community college faculty.</p> <p>Include community partners in ongoing discussion</p>	<p>Paid time for professional development</p> <p>Ongoing SACC Collaboration – 2 three-hour meetings per quarter, 6 meetings per year</p>	<p>30 hrs/year per instructor of administrator approved prof development (\$38K)</p> <p>10 teachers \$9K</p>		<p>Monitor and assess project</p> <p>Submit quarterly reports</p>	September 2015 - June 2016

Objective Four: Responses to Gaps

Specific programmatic gaps and responses have been identified in previous sections in the five areas. This section provides a broader discussion of gaps and how to respond to them.

Service Gaps

The most significant gap identified to date is in service demand overall. Table 14 provides a summary of unduplicated enrollment for Tri-City Adult Schools in FY 07-08, FY 08-09, FY 12-13 and FY 13-14 and illustrates the dramatic gap in service between what the adult schools have historically provided versus what they are currently funded to provide at present.

Table 14. Between Peak Fiscal Year 08-09 and Fiscal Year 13-14

Percentage Change in Unduplicated Enrollment	FY 07-08	FY 08-09	FY 12-13	FY 13-14	Difference %
Fremont USD					
ABE/ASE	2363	2515	1238	1183	-53.0%
AWD	118	102	57	73	-38.1%
Classes for Immigrants	3859	4294	2185	2264	-47.3%
Short-Term CTE	160	444	206	151	-66.0%
Apprentices	0	0	0	0	0%
New Haven USD					
ABE/ASE	791	955	231	186	-81.3%
AWD	0	0	0	0	0%
Classes for Immigrants	2280	2769	862	454	-83.6%
Short-Term CTE	746	1194	218	72	-94.0%
Apprentices	0	0	0	0	0%
Newark USD					
ABE/ASE	248	368	152	98	-73.4%
AWD	0	0	0	15	+
Classes for Immigrants	621	772	139	79	-89.8%
Short-Term CTE	0	32	0	0	-100%
Apprentices	0	0	0	0	0%

An analysis of past and current adult school class schedules also reveals that student access to direct instruction in the classroom has been greatly reduced in specific areas. The Adult School programs at Newark USD and New Haven USD currently have no evening instruction, although it appears that New Haven may be able to restore some evening programming in school year 2014-15. The Adult School program at Fremont USD has limited evening programming in ABE and ASE through open-entry learning labs and a Test Preparation class, but it is unable to offer more rigorous direct classroom instruction in English and Mathematics. Virtually all summer programs have been eliminated, a serious issue for students in ABE/ASE and ESL programs.

Student Guidance and Support: An important factor in student persistence and achievement is access to guidance and support services that provide accurate academic assessment, goal-

setting, placement and planning, as well as consistent encouragement and reinforcement of successful behaviors. Many adult students have also benefitted from access to Life Coaches who can help them with advice and assistance in accessing resources that may help them address challenges and stay in school. Ohlone College is able to provide student support in these areas through counseling and support services available on both campuses and has a One-Stop center collocated on their Newark campus. The three adult schools in the region have very limited resources in this area. Newark and New Haven Adult programs have no evening office hours or advisement. Fremont Adult has limited evening support in the ABE, ASE and ESL programs, which is currently provided by an administrator (ABE, ASE) and the ESL department chair. While there has been some coordination of student advisement, assessment and intake services between the adult schools and the Ohlone counseling staff, these efforts must become consistent and extensive across all segments.

No Coordination that Supports the Re-entry Student Population: The members of the consortium have also noted that there are no programs in the consortium service area that address the needs of incarcerated/recently-incarcerated adults. Although there are no prisons, jails, or youth facilities in the consortium service area, a significant number of adults who leave these institutions come into the service area. There is a need to meet with the prisons, jails, and youth facilities in nearby areas to determine the needs of those who return/enter into the community.

Programmatic Gaps

Elementary and Secondary Basic Skills (ABE/ASE): Aside from meeting service demand, the greatest issue appears to be transitioning students into adult school ABE/ASE programs and out of ABE/ASE programs into post-secondary programs. Conversations with the Alameda County Library system, which provides foundational literacy courses in a less formal setting, reveals a desire for an improved pathway into the more structured format of adult school ABE/ASE courses. Conversations between the adult schools and the college raised questions about how well-prepared students who complete adult school High School Diploma and GED programs are for college-level work. Ideally, programs would be articulated to minimize the need for remediation in English and mathematics at the college. However, the lack of a means to track adult school students into the community college and beyond means there is insufficient data to identify let alone address issues in this area.

Courses for Immigrants: Just as with students who complete High School Diploma and GED programs at the adult school, consortium members question how ESL programs at the adult schools articulate with the ESL program at the college. Formerly, Ohlone College brought counselors and placement testing to FUSD, but that stopped when funding was reduced in all educational segments. Such efforts, as well as the ability for ESL faculty in both segments to exchange information, would help in this area. Again, the lack of data hinders the ability to fully identify problems in articulation.

Courses for Adults with Disabilities (AWD): The consensus of the members and regional partners contacted to-date is that there is a need for better coordination of programming and leveraging of resources among all service providers for adults with disabilities. Ohlone College provides many services and a number of special classes to help address the learning needs of AWD students. The Newark, New Haven and Fremont Unified school districts are organized as

the Mission Valley Special Education Local Provider Agency (SELPA). The SELPA members provide instructional programming for adults up to 22 years of age with all three school districts supporting transitional or “Young Adult” programs for their 18 to 22 year olds. However, there is very limited coordination between these programs and Ohlone College, and Fremont has the only adult school with an AWD program. (RCEB assessment pending)

Short-Term CTE: While the Adult School members have plans to develop new partnerships that will provide some on-site short-term CTE courses in Allied Medical Careers, Administrative Support Skills, Bookkeeping and other related areas, there is currently no meaningful coordination with Ohlone College to encourage students to build upon this foundation and continue to develop their skills in college-level programs and courses.

Apprenticeships: At the current time, there are no courses in the consortium service area that assist adults to enter into apprenticeships. Strong apprenticeship programs exist in adult schools just to the north, which suggests there is much that we can do in our service area to help students enter into these programs. The major gap at this point is knowledge about how best we can support students who wish to enter apprenticeship programs that exist at other adult schools. Conversations to date with partners do not support the development of apprenticeship programs ourselves.

Intersegmental Issues

While some of these issues are also addressed to a certain extent in the sections above, they bear repeating.

Data Collection: Currently, there is virtually no data collected for adult school students on a statewide level. Unlike the Chancellor’s Office Datamart, which provides a centralized data source for all community colleges in the state, the K-12 system has no such data source for adult school students. Instead, data for adult school students is maintained locally. In order to address the issue of better articulation between adult schools and the college, success data for adult school students needs to be collected and connected with the data that will be collected for adult school students who transition to post-secondary institutions.

Alignment: While data will provide information about what needs alignment between adult school and post-secondary programs, addressing those needs will rely on facilitating regular and effective communication between faculty and administrators at the adult schools and the college. On-going professional development that involves faculty in both segments will also help with the identification of gaps and the development of ways to address these gaps in the future.

Communication with Students: Analysis of current practice indicates that the quality, frequency, content and distribution of printed advertising for adult education programs and the college have been significantly reduced over the past five years. Especially for the adult schools, this is a gap in access for many adults in their target population who don’t have the technology (computer, laptop, smartphone) or skills that would allow them to access school websites. In order to encourage students to see education and learning as a life-long process, the members of the consortium also talked about having some form of jointly developed

printed communication that would provide information about educational pathways that span multiple educational segments.

Table 4.1: Implementation Strategies to Address Identified Gaps

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Inability to address student demand for courses	Advocate with state for additional funding	Funding	1,084,145	All members	FTES returns to 2007-2008 level	2015-2016
Need for transition counseling services for adult school students	Hiring an additional counselor at the college to work directly with adult schools	Funding	100,000	Ohlone College	Number of student contacts	2016
Need for counseling services at the adult schools	Hiring one full-time counselor to serve the three adult schools	Funding	125,000	FUSD NUSD NHUSD	Number of student contacts	2015-2016
Lack of services/programs focused on the recently incarcerated	Meet with jails, prisons, and youth facilities to identify the scope of the need and services/programs to serve need	Time for meetings between adult schools and facilities	Included in professional development request	FUSD NUSD NHUSD	This is the first step; assessment is focused on identify the need and how to address it	2014-2016
Lack of information regarding the articulation between adult programs and college (ABE/ASE/ESL)	Means to identify and track adult school students when they enter college	Data collection (should be enabled on a statewide basis)	Included in support staff request	Ohlone College FUSD NUSD NHUSD	This is the first step to allow for collection of data to evaluate how well the programs articulate	2015-2016

Table 4.1: Implementation Strategies to Address Identified Gaps

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Need for information regarding college services for AWD for adult school students	Presentations to adult school AWD students about college services and programs	Coordination of schedules to allow for presentations	Included in professional development request	Ohlone College FUSD NUSD NHUSD	Number of student contacts	Begin in 2015; on-going
Lack of comprehensive information for students regarding CTE pathways than cross segments	Joint examination of what potential pathways exist (e.g. computer applications); development of pathway information, including wage data; dissemination of pathway information	Pathway guides (printed) Time for meetings	10,000	Ohlone College FUSD NUSD NHUSD	Publication of pathway guide; future data should track adult school students and movement through pathways	2015-2016
Lack of knowledge about how to support apprenticeship programs in other regions	Meet with apprenticeship programs in other regions to identify how many students enter into apprenticeships from consortium service area and what preparation is needed for entry into apprenticeship	Time for meetings	Included in professional development request	FUSD NUSD NHUSD	This is a first step to ascertain need	2015-2016

Table 4.1: Implementation Strategies to Address Identified Gaps

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Lack of alignment between adult school and community college programs	The need for on-going professional development opportunities that bring together adult school and community college faculty to review curriculum, develop pathways, and make changes as needed to facilitate alignment	Support for joint meetings	Included in professional development request	FUSD NUSD NHUSD Ohlone College	The establishment of clear pathways for ESL, ABE/ASE, and CTE programs	2014-2016
Comprehensive communication to the public about college and adult school programs	Development of a joint print communication; will need to meet to decide on contents and the format	Time for meetings; cost of printing	50,000	Ohlone College FUSD NUSD NHUSD	Communication published and disseminated	2015-2016

Objective Five: Accelerating Student Progress

Adult Basic and Secondary Education

Accelerating a student's progress towards his or her academic or career goals will focus on improving alignment of curriculum, improving student preparation, and ensuring strong student support.

Alignment of curriculum will be accomplished through regular meetings of faculty from the Adult Schools and the college. Faculty will share course outlines, materials, and instructional strategies.

Student preparation is key to eliminating wasted time on the part of the student. This includes making sure the student is informed about college expectations, is exposed to coursework of increased rigor, is aware of college student services, and receives targeted preparation for college-level English and mathematics. Avoiding remediation in English and mathematics is key to successful and timely progress.

Motivation and persistence are also vital to student progress towards academic and occupational goals. Contextualized coursework in mathematics and English provide relevance and a strong foundation for pathways to occupational careers. Local workforce assessment shows a strong demand for STEM-based careers in our consortium region, and Ohlone College has already begun working with employers on programs related to bio-technology and pre-engineering and pathways into these programs from the adult schools.

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student's progress toward his or her academic or career goals- Adult Basic and Secondary Education						
Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member	Methods of Assessment	Timeline
Summer Bridge courses at Adult Schools to prepare students for transition to college	Development of curriculum Offering of classes	Meeting time	Under professional development	All members	Student completion of course; tracking of cohort through college, including placement	2015-2016
Alignment of curriculum, curriculum development, and curricular revision	Collaborative meetings	Meeting time	Under professional development	All members	Reduced sequence for transition from AS to college	2015-2016
Contextualized courses	Development of curriculum	Instructor time	Under professional development	All members	Tracking of cohort, including placement and successful completion of CTE program	2015-2016

Career Technical Education

As delineated under Objective Three, the workgroup focused on career and technical education find that the way to best accelerate an adult's entry into the workforce is by improving the services of the Tri-Cities One-Stop Center.

Adults seeking employment often face pre-employment challenges, including issues related to housing, childcare, claiming of veterans benefits, and healthcare. It is essential for the Center to have reliable information for social agencies so that adults can be sent directly to the agency and the person at the agency that can actually help them.

In addition, the Center can better serve clients by having information from job training organizations that makes clear basic information such as what will get a client through an interview, as well as the generally acknowledged need for workshops related to resume writing and interview skills.

The table below essentially replicates the activities listed under Objective Three.

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student's progress toward his or her academic or career goals- Career Technical Education

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline
Streamline referrals of clients with pre-employment issues to social service agencies	Improve and broaden connection between One-Stop and social service agencies	Staff person to follow up with social service agencies	5 hours/week/ year of staff time = \$3,500.00	One-Stop	Expanded resource list	Begin Fall 2015
Maintain current information about job training opportunities and requirements	Survey job training agencies	Staff person to collect and organize survey results.	5 hours/week/ year of staff time = \$3,500.00	One-Stop	Job Training information will be renewed every six months	Begin Fall 2015
Offer appropriate workshops for job seekers.	Survey job providers	Staff person to collect and organize survey results.	5 hours/week/ year of staff time = \$3,500.00	One-Stop	Survey results will be used to revise workshops	Begin Fall 2015
Improve One-Stop experience for clients	Survey clients to One-Stop (at different sites)	Staff person to collect and organize survey results.	5 hours/week/ year of staff time = \$3,500.00	One-Stop	Increase in client access to One-Stop services	Begin Fall 2015

Classes for English Language Learners

There are existing systems and services in place at the adult schools and at Ohlone College. Yet, there is a need to improve and extend these services to all students to sustain educational equity.

ESL students at adult education programs show high persistence rates when they are:

- a. Placed at appropriate levels
- b. Given clear orientation and articulated expectations
- c. Helped with goal setting
- d. Monitored consistently and given feedback
- e. Have reliable transportation
- f. Allowed flexibility to transfer to more conveniently scheduled classes due to work and family demands.
- g. Supported with resources, such as computer labs, materials, distance learning options, counseling, information and referrals, child care services, and various incentives.

ESL students at community colleges show high persistence rates when they are:

- a. Prepared for college level work and requirements
- b. Supported in setting their short term and long term goals
- c. Have access to financial assistance
- d. Have reliable transportation
- e. Have child care services

Currently a cohort of FACE ESL instructors is piloting Burlington English online courses. Some of those are courses in occupational English, e.g. Business English, Pharmacy Technician, Hi-Tech, Travel Agent, Accounting, Nursing, Web Design, Engineering, etc. Students completing these courses will be better equipped to join workforce and/or career technical certification courses at Ohlone or other community colleges and training programs. NHAS has "Academic Express", an accelerated reading course designed to help students achieve academic level reading skills. The school would like to add a career explorations class for ESL students utilizing Burlington English.

Ohlone has recent experience offering a successful ESL support class in collaboration with Ohlone Early Childhood Education Program. Unfortunately, continued funding for this class was not pursued. The emphasis in community college ESL programs is clearly on accelerating achievement of student learning outcomes. AB86 Initiative is in line with this requirement. Students have access to financial aid to attend ESL classes at Ohlone. Accelerated courses would help save this resource for certificate and university transfer courses. Ohlone College ESL program will implement accelerated contextualized courses in collaboration with Ohlone certificate programs to support ESL students' progress through Ohlone ESL to mainstream English and certificate courses. The emphasis will be made on intensifying, contextualizing, and customizing instruction at higher ESL levels.

It would be beneficial to plan occupational ESL support classes at Ohlone College within the framework of AB86 Initiative in collaboration with existing Career and Technical Education certification programs. These classes based on contextualized instruction would dramatically increase students' success rates.

Adult schools will also collaborate with specific certificate programs to provide basic communication skills necessary to enter Ohlone.

At adult schools, accelerated learning is achieved through hybrid classes, open ESL Lab and VESL Computer Lab, Distance Learning Program, and Special Interest classes. Competency-based instruction is delivered through EL Civics Curriculum in the core and Family Literacy ESL classes. EL Civics requires formative and summative assessments and a strong focus on mastering English related to competencies/life skills.

At community colleges, accelerated learning approaches require rigor and structure with emphasis on homework projects and due dates, flipped classroom, hybrid classes, online courses, etc. Competency-based and personalized instruction is delivered through labs, tutoring, smaller class sizes, etc.

Plans to implement and/or improve specific evidence-based strategies in ESL instruction within and between SACC member agencies include:

- Identifying requirements/rubrics that adult education ESL students have to meet to be successful in their transitions to the community college
- Implementing Career and College Readiness Standards (Common Core Standards) both in adult education programs and at community colleges
- Avoiding duplication in programming, curriculum and materials in Adult ESL and Community College ESL while preserving the variety of student options and individualized instruction.

Measurable improvement metrics will be obtained by:

- Collecting and analyzing data to identify strengths and weaknesses in the alignment of programs and services
- Initiating data systems to track students transitioning within the region's educational institutions
- Implementing existing best practices and strategies for each of the program areas
- Building close ties between Ohlone counselors and adult schools faculty and counselors
- Incorporating ESL class observations in the CTC Ohlone College Tour by adult schools ESL students.

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student's progress toward his or her academic or career goals – English Language Learners						
Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member	Methods of Assessment	Timeline
Create contextualized ESL courses linked to existing certificate programs at Ohlone	<p>Connect with existing certificate programs at Ohlone College to assess ESL students' skills and instructional needs.</p> <p>Develop contextualized accelerated ESL curriculum to address Ohlone ESL students' skill gaps</p> <p>Adult schools will provide contextualized instruction through blended ESL classes and distance learning utilizing Occupational online English courses, such as Burlington English.</p>	<p>Collaborative discussions between ESL and certificate program instructors.</p> <p>Time to develop course outlines and syllabi.</p> <p>Scheduled class time to provide instruction</p> <p>Develop appropriate rubrics and assessments</p>	<p>Included in professional development request (\$40K)</p> <p>\$30K (cost of software and instr. support)</p>	Ohlone College, FUSD, NHUSD	Test fluency and accuracy of oral and written communication in students' fields of expertise within the scope of the certificate programs using formative and summative assessments.	September 2015 – June 2016

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student's progress toward his or her academic or career goals – English Language Learners

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member	Methods of Assessment	Timeline
Continue to develop and refine existing accelerated ESL courses at adult schools, e.g. Academic Express, to support successful student transitions to post-secondary education and workforce	<p>Refine counseling and advisement at ESL entry</p> <p>Include math needs assessment at ESL entry</p> <p>Incorporate homework assignments and flipped classroom in the adult education accelerated courses</p> <p>Implement formative and summative assessments to measure student success.</p>	<p>ESL Counselors</p> <p>Paid time to develop, check and correct assignments and assessments</p>	See Table 3.1	FUSD, NHUSD	Collect and analyze student assessment and transitions data	September 2015

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student's progress toward his or her academic or career goals – English Language Learners

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member	Methods of Assessment	Timeline
Provide instructional support and individualized competency-based instruction for adult education ESL students	<p>Provide in-class tutoring by para-educators and community volunteers</p> <p>Open ESL computer labs with ESL software and Online resources for students' independent work</p> <p>Open student resource libraries at adult school campuses</p> <p>Provide special interest classes focused on specific skills, such as pronunciation, grammar, writing, etc. based on students' needs assessments.</p>	<p>Qualified para-educators</p> <p>Computer labs and libraries</p> <p>Time for curriculum development</p> <p>New classes as needed</p>	<p>Para-educators at New Haven 15K</p> <p>Open Computer Lab time 5 hours a week \$5,250 P/T Librarian 10 hrs/wk \$10,500</p> <p>New SI classes – 10 hrs/wk (\$18K – included under expansion)</p>	FUSD, NHUSD	<p>ESL Exit Test</p> <p>ESL Essay Test</p> <p>Ohlone Placement test</p>	September 2015

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student's progress toward his or her academic or career goals – English Language Learners						
Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member	Methods of Assessment	Timeline
Offer other support services for students at Adult Schools and Ohlone College	Identify facilities and purchase equipment for babysitting during class time Expand existing baby-sitting schedules to facilitate students' access to instruction	Babysitters 2 for 12 – 20 children Supplies	\$20K \$4K			

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student's progress toward his or her academic or career goals – English Language Learners

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member	Methods of Assessment	Timeline
Provide instructional support and individualized competency-based instruction for adult education ESL students	<p>Provide in-class tutoring by para-educators and community volunteers</p> <p>Open ESL computer labs with ESL software and Online resources for students' independent work</p> <p>Open student resource libraries at adult school campuses</p> <p>Provide special interest classes focused on specific skills, such as pronunciation, grammar, writing, etc. based on students' needs assessments.</p>	<p>Qualified para-educators</p> <p>Computer labs and libraries</p> <p>Time for curriculum development</p> <p>New classes as needed</p>	TBD	FUSD, NHUSD	<p>ESL Exit Test</p> <p>ESL Essay Test</p> <p>Ohlone Placement test</p>	September 2015

Objective Six: Professional Development

One of the most valuable outcomes of the planning process thus far has been the intentional bringing together of faculty and staff from the five major organizations involved in this effort: Fremont USD, Mission Valley ROP, New Haven USD, Newark USD, and Ohlone CCD. It is clear that any successful plan must support the time needed for future collaboration, including professional development related to pertinent topics as well as curriculum development and alignment.

Topics already identified to date as of interest to consortium participants include:

- Strategies for strengthening the work in Adult School Basic and Secondary Education and bridging the gaps between the curriculum of ABE/ASE programs and the expectations of college-level classes, especially in the areas of English and mathematics
- Strategies for improving the transition between Adult School English as a Second Language (ESL) programs and college ESL programs, including the ideas of acceleration and contextualization
- Strategies for implementing effective student service support to help bridge the transition between Adult School and college
- Strategies for bringing to Adult School students the “soft skills” that are so much needed in college and career, including skills such as time management, study skills, problem solving, and stress management.

In addition, the collaborative working groups that have already been established have indicated that they would be strongly supportive of regularly scheduled program area meetings moving forward into the future. While working groups are planning to meet at least monthly during this planning year, groups hope that they will be able to meet at least quarterly to plan and conduct follow up on plan activities and the outcomes achieved. Some meetings have occurred via telephone conference, but participants have stressed the value of meeting in person. Faculty has also stressed the value of continuing to include community partners in these efforts, in particular the Mission Valley ROP and the County Library.

Table 6.1 Current Professional Development

Topic	Professional Development Strategy	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Articulation and Transitions	Peer workshops to develop better alignment between classes in a sequence (Ohlone College)	ABE/ASE, ESL	See below
Use of Technology in the Classroom	Workshops on use of Burlington English computer software and APEX digital high school curriculum in both classroom and online (FACE)	ABE/ASE, ESL	See below

Table 6.2 Collaborative Professional Development Plan

Topic	Professional Development Strategy	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Contextualization and Acceleration	Accessing existing professional development resources (websites, conferences, workshops); opportunities for discussion and collaboration among adult school and college faculty and community partners	ABE/ASE, ESL, CTE	Included in professional development request
Articulation and Transitions	Opportunities for discussion and collaboration among adult school and college faculty to articulate curriculum across segments (curricular revision and curriculum development)	ABE/ASE, AWD, ESL	Included in professional development request
Use of Technology in the Classroom	Accessing existing professional development resources (websites, conferences, workshops); peer workshops	ABE/ASE, ESL	Included in professional development request

Objective Seven: Leveraging Resources

Adult Basic and Secondary Education

Literacy: The Fremont, Newark and Union City branches of the Alameda County Library are receiving funds to provide Literacy instruction. The consortium adult schools have, in the past, referred students at the lowest reading levels to the library for instruction. We plan to improve our coordination of services to optimize the use of our combined literacy instruction resources.

Pathway Preparation: The Ohlone College, adult schools, United Way, Alameda County WIB, Fremont and Newark One-Stop Career Centers, Fremont Family Resource Center and non-profit agency Growth Sector are working together to develop an innovative pathway for pre-engineering technology. The adult schools and agencies will recruit a cohort of students who will receive intensive contextualized Mathematics instruction to prepare them for successful transition to Ohlone College. At the college, this cohort will continue together through a unique program of contextualized Mathematics that will prepare them for pursuit of multiple employment pathways in the engineering technology sector. The program will also include many industry partners such as Lawrence Livermore Labs, Tesla, BioLabs and others who may provide speakers and internship opportunities during the summer.

Adults with Disabilities

The Regional Center of the East Bay (RCEB) is an important provider of services to the disabled population in the East San Francisco Bay Area. One of the most critical services they have provided in the past is transportation. This has enabled disabled adults in the consortium's region to travel from Newark and Union City to attend the Adults with Disabilities program offered on the Fremont Adult and Continuing Education campus.

One early positive outcome of the regional planning process is the certification of the Fremont Adults with Disabilities (AWD) program as a vendor with RCEB. This process involved collaboration between RCEB program specialists and the staff of the Fremont AWD program this past spring and summer. Vendor status provides an additional revenue stream that will make it possible to increase weekly instruction by 20% and reduce the student to staff ratio in this program to 8:1. This is a significant improvement in service to the students in this program.

As the program area workgroups progress in the planning process, and provide further work product to the Leadership Team, we expect more specific opportunities to leverage the resources of our community partners to emerge.

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 Counterpart(s) *	Partner Contribution**	Timeline
Alameda County Library System	Adult Basic Education Classes for Immigrants	<ul style="list-style-type: none"> • Identify the days and times that instruction is available at each library branch, and the service capacity • Coordinate literacy levels to identify the best candidates for referrals from the college and adult schools to library program and vice versa • Identify appropriate skill levels for library to adult school transition. • Build network communication among the providers 	Ohlone College Fremont, New Haven Newark Adult Schools	Funded Literacy instruction that addresses needs of pre-literate and lowest level students	Complete during the 2014-15 school year
United Way SparkPoint program	Adult Basic Education Career Technical Education	Help identify and recruit candidates to the pre-engineering cohort	Ohlone College Fremont, New Haven Newark Adult Schools	Support students in the cohort with services. Potentially fund academic coach for cohort	Spring 2015 continuing into 2015-16 school year for first cohort

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 Counterpart(s) *	Partner Contribution**	Timeline
Growth Sector (non-profit partner)	Adult Basic Education Career Technical Education	Help identify and recruit candidates to the pre-engineering cohort Recruit industry partners Provide technical assistance with the program model Coordinate and connect partners and members Write grants and secure additional funding to establish and sustain the pathway Hire the academic/life coach who will support the student cohort	Ohlone College Fremont, New Haven Newark Adult Schools	Facilitate pathway creation	Fall 2014 continuing into 2015-16 school year for first cohort
Alameda Count WIB	ABE/CTE	Work with pre-engineering pathway team to provide technical and financial support for this training program	Ohlone College Fremont, New Haven Newark Adult Schools	Provide funding for pre-engineering pathway	Fall 2014 continuing into 2015-16 school year for first cohort
OneStops	ABE/CTE	Provide assessment, counseling and access to financial assistance for cohort members	Ohlone College and Member Adult Schools	Student Support Services	Spring 2015 continuing into 2015-16 school year for first cohort

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 Counterpart(s) *	Partner Contribution**	Timeline
Regional Center of the East Bay	Adults with Disabilities	<ul style="list-style-type: none"> • Provide Transportation Services to School site • Vendorization funding to support increased staffing levels • Funding to support expanded instructional schedule 	Fremont, New Haven Newark Adult Schools	Financial Support and Student Referral and Support Services	Start during the 2014-15 school year

Appendix A: Expenditures for Regional Adult Services (Tables 1.1A, 1.1B, 1.2, 2)

Table 1.1A Consortium Members: Evaluation of Existing Adult Education Programs Offered

Ohlone											
					9848	1881.098	6158295.73	4097122.6	923477.2	761597.66	98475.99
Consortium Member Name	Consortia (autofill)	Program Area (select from drop down)	Community College or CDE Adult Ed? (select from drop down)	For Community College Response Only: Credit ESL, Credit Basic Skills, Non-Credit, Enhanced Non-Credit	FY 12-13 Unduplicated Enrollment	FY 12-13 ADA (CDE Adult Ed)/ FTES (Community Colleges)	FY 12-13 Operational Cost for Instructional Program Total	FY 12-13 Operational Cost for Instructional Program 1000's	FY 12-13 Operational Cost for Instructional Program 2000's	FY 12-13 Operational Cost for Instructional Program 3000's	FY 12-13 Operational Cost for Instructional Program 4000's
Fremont Adult Education	Ohlone	1-Elementary and Basic Skills	CDE Adult Education		1239	184.55	952785	476134	244556	143902	18786
Fremont Adult Education	Ohlone	2- Classes and Courses for Immigrants	CDE Adult Education		2185	400.1	1604412	755640	437640	220870	40110
Fremont Adult Education	Ohlone	3- Adults with Disabilities	CDE Adult Education		57	75.31	337765	131739	105531	46063	26705
Fremont Adult Education	Ohlone	4- Short Term CTE	CDE Adult Education		206	9.38	84209	57871	6661	15229	879
Fremont Adult Education	Ohlone	5- Programs for apprentices	CDE Adult Education		0	0	0	0	0	0	0
New Haven Adult Education	Ohlone	1-Elementary and Basic Skills	CDE Adult Education		217	22.1	109602	61717	16316	20281	1536
New Haven Adult Education	Ohlone	2- Classes and Courses for Immigrants	CDE Adult Education		658	77.9	383605	216009	57105	70984	5375
New Haven Adult Education	Ohlone	3- Adults with Disabilities	CDE Adult Education		0	0	0	0	0	0	0
New Haven Adult Education	Ohlone	4-Short Term CTE	CDE Adult Education		218	18.6	54801	30858	8157	10141	768
New Haven Adult Education	Ohlone	5- Programs for apprentices	CDE Adult Education		0	0	0	0	0	0	0
Newark Adult Education	Ohlone	1-Elementary and Basic Skills	CDE Adult Education		118	7.817	33998.48	12250.04	11399.81	6152.18	889.19
Newark Adult Education	Ohlone	2- Classes and Courses for Immigrants	CDE Adult Education		139	10.189	42.166.35	15067.28	14138.53	755.93	1713.9
Newark Adult Education	Ohlone	3- Adults with Disabilities	CDE Adult Education		20	39.152	65531.25	22602.28	21972.86	12867.55	1713.9
Newark Adult Education	Ohlone	4- Short Term CTE	CDE Adult Education		0	0	0	0	0	0	0
Newark Adult Education	Ohlone	5- Programs for apprentices	CDE Adult Education		0	0	0	0	0	0	0
Ohlone College	Ohlone	1-Elementary and Basic Skills	Community College	Credit Basic Skills	3874	858	1658349.00	1532408.00	0	125941.00	0
Ohlone College	Ohlone	2- Classes and Courses for Immigrants	Community College	Credit ESL	608	128	368405.00	330320.00	0	38085.00	0
Ohlone College	Ohlone	3- Adults with Disabilities	Community College	Credit Basic Skills	309	50	504833.00	454507.00	0	50326.00	0
Ohlone College	Ohlone	4- Short Term CTE	Community College		0	0	0	0	0	0	0
Ohlone College	Ohlone	5- Programs for apprentices	Community College		0	0	0	0	0	0	0
							0				
							0				

FY 12-13 Operational Cost for Instructional Program 5000's	FY 12-13 Operational Cost for Instructional Program 6000's	FY 12-13 Operational Cost for Instructional Program 7000's	FY 13-14 Unduplicated Enrollment	FY 13-14 ADA or FTES	Total FY 13-14 Operational Costs for Instructional Programs	FY 13-14 Operational Cost for Instructional Program 1000's	FY 13-14 Operational Cost for Instructional Program 2000's	FY 13-14 Operational Cost for Instructional Program 3000's	FY 13-14 Operational Cost for Instructional Program 4000's	FY 13-14 Operational Cost for Instructional Program 5000's	FY 13-14 Operational Cost for Instructional Program 6000's	FY 13-14 Operational Cost for Instructional Program 7000's
218534.72	0	92865	9227	1750.576	6606810.29	3909446.08	878091.27	757385.69	270942.94	313436.76	272622	155185.52

FY 12-13 Operational Cost for Instructional Program 5000's	FY 12-13 Operational Cost for Instructional Program 6000's	FY 12-13 Operational Cost for Instructional Program 7000's	FY 13-14 Unduplicated Enrollment	FY 13-14 ADA (CDE Adult Ed) FTES (Community Colleges)	Total FY 13-14 Operational Costs for Instructional Programs	FY 13-14 Operational Cost for Instructional Program 1000's	FY 13-14 Operational Cost for Instructional Program 2000's	FY 13-14 Operational Cost for Instructional Program 3000's	FY 13-14 Operational Cost for Instructional Program 4000's	FY 13-14 Operational Cost for Instructional Program 5000's	FY 13-14 Operational Cost for Instructional Program 6000's	FY 13-14 Operational Cost for Instructional Program 7000's
43266	0	24141	1183	119.74	1118518	493211	231418	130701	52501	101149	70453	39085
93444	0	56708	2264	395.21	2011056	781970	452657	220888	176524	126605	162348	90064
17081	0	10646	73	87.23	439272	166035	109802	49244	31446	27024	35839	19882
2199	0	1370	151	10.09	81296	51716	6466	12467	1453	3003	3982	2209
0	0	0	0	0	0	0	0	0	0	0	0	0
9752	0	0	186	17	96920	5520	15500	17440	1020	7740	0	0
34133	0	0	454	53.4	339220	193270	54250	61040	3570	27090	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0
4876	0	0	72	5	48460	27610	7750	8720	510	3870	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0
3307.26	0	0	98	4.693	17886.48	11804.13	51.15	917.87	807.36	3493.14	0	812.84
4101.8	0	0	79	5.213	25372.45	16568.58	72.55	1477.9	1145.26	4955.11	0	1153.03
6374.66	0	0	15	39	43562.36	27559.37	124.57	3424.92	1966.32	8507.51	0	1979.65
0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	3856	852	1683273.00	1514135.00	0	169138.00	0	0	0	0
0	0	0	508	118	358532.00	325820.00	0	32712.00	0	0	0	0
0	0	0	288	44	343442.00	294227.00	0	49215.00	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0
					0							
					0							

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

Region (select your region from drop down): Ohlone

	Apportionment 12-13	WIA I 12-13	WIA II 12-13	VTEA 12-13/Perkins 12-13	Fees 12-13	State Categorical Basic Skills Initiative (CCC) 12-13	SSSP (CCC) 12-13
Total For Consortia Members:	2939598.08	0	698344	49389	231608	90000	273800

[illegible]

by consortium member. Note, this is a

Other Grants 12-13	Other 12-13	Apportionment 13-14	WIA I 13-14	WIA II 13-14	VTEA 13-14/ Perkins - 13/14	Fees 13-14	State Categorical Basic Skills Initiative (CCC) 13-14	SSSP (CCC) 13-14	Other Grants 13-14	Other 13-14	
9809	23782	2902026.28	0	682789	192638	266799		90000	542553	11111	26288

[illegible]

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

Ohlone

Ohlone						
	395	0	700000	306	0	700000

[illegible]

Table 2: Evaluation of Existing Adult Education Enrollment

Ohlone				FY 2015-16 Projected Enrollment (*This information is not required at this time)
	18486	9848	8949	0

Consortium Member or Partner Name	Region	Program Area (select from drop down menu)	FY 2008-09 Unduplicated Enrollment	FY 2012-13 Unduplicated Enrollment	FY 2013-14 Unduplicated Enrollment	FY 2015-16 Projected Enrollment (*This information is not required at this time)
Fremont Adult Education	Ohlone	1-Elementary and Basic Skills	2515	1239	1210	
Fremont Adult Education	Ohlone	2- Classes and Courses for Immigran	4294	2185	1924	
Fremont Adult Education	Ohlone	3-Adults with Disabilities	102	57	72	
Fremont Adult Education	Ohlone	4-Short Term CTE	444	206	187	
Fremont Adult Education	Ohlone	5- Programs for apprentices	0	0	0	
New Haven Adult Education	Ohlone	1-Elementary and Basic Skills	901	217	186	
New Haven Adult Education	Ohlone	2- Classes and Courses for Immigran	2779	658	454	
New Haven Adult Education	Ohlone	3-Adults with Disabilities	0	0	0	
New Haven Adult Education	Ohlone	4-Short Term CTE	1194	218	72	
New Haven Adult Education	Ohlone	5- Programs for apprentices	0	0	0	
Newark Adult Education	Ohlone	1-Elementary and Basic Skills	368	118	98	
Newark Adult Education	Ohlone	2- Classes and Courses for Immigran	772	139	79	
Newark Adult Education	Ohlone	3- Adults with Disabilities	22	20	15	
Newark Adult Education	Ohlone	4- Short Term CTE	32	0	0	
Newark Adult Education	Ohlone	5- Programs for apprentices	0	0	0	
Ohlone CCD	Ohlone	1-Elementary and Basic Skills	3937	3874	3856	
Ohlone CCD	Ohlone	2- Classes and Courses for Immigran	719	608	508	
Ohlone CCD	Ohlone	3- Adults with Disabilities	407	309	288	
Ohlone CCD	Ohlone	4- Short Term CTE	0	0	0	

Appendix B: List of Consortium Planning Participants

Name	Organization	Position
Acosta, Nicole	La Familia	Program Manager
Asterlind, Kathy	NHUSD, NHAS	Program Manager
Banchieri, Brenda	FUSD, FACE	Instructor, Parent Education
Barroso, Karen	NHUSD, NHAS	Program Manager
Borjon, Olga	NUSD, Ohlone College	
Braley, Lisa	FUSD, FACE	Instructor, ESL
Brown, Tamia	ACWIB	PPS
Browning, Gari	Ohlone College	College President
Burnett, Kristina	NHUSD, NHAS	Program Manager
Bustamante, Sonia	Office of Richard Valle	Legislative Director
Calvert, Shirley	Tri Cities One-Stop Center	WIA Case Manager
Camacho, Queta	NHUSD, NHAS	Instructor
Carli, Gale	Ohlone College	Dean, Health Sciences
Carlile, Jonna	FUSD, FACE	Instructor, Parent Ed
Carrell, Tanya	Ohlone College	Instructor, ESL and English
Casey, Jean	FUSD, FACE	Instructor, ESL
Castro, Patti	ACWIB	Assistant Director
Champion, Nathan	FUSD, FACE	Instructor, Computers
Cheeves, Lori	NHUSD, NHAS	Instructor
Cheney, Diane	Ohlone College	Instructor, Counseling
Chenhansa, Suporn	Ohlone College	WIA Eligibility Coordinator
Choi, Lillian	FUSD, FACE	Instructor, ESL
Chun, Gordon	FUSD, FACE	Instructor, ABE
Cox, Stefani	Urban Habitat	Equitable Development Coordinator
Cram, Chien-Mei	FUSD, FACE	Instructor, ABE
Crocker, Jan	NUSD	NUSD School Board President
Crockett, Cameron	Degree Info Source	CEO
Crone, Chris	FUSD, DO	Assistant Director, Special Education
Crosby, Neola	Alameda County Probation	Reentry Coordinator
Curtis, Vicki	Ohlone College	Instructor, ESL
Dahlen, Toni	Harper Rand	Instructor, Medical
Damas, Sue	FUSD, FACE	Instructor, ESL
De Franco, Leslie	NHUSD, NHAS	Instructor, Computers
De Larios, Ruth	Ohlone College	Instructor, English
De Leon, Stephen	FUSD	Instructor, Special Education
Debus, Eric	FUSD, FACE	Instructor, Special Education
Dela Cruz, Marie	Mission Valley ROP	Director
Dial, Lazandra	ACWIB	Program Specialist
Ellis, Jennifer	East Bay Community Services	Director of Youth Services
Flores, Rosario	ACWIB	Program Specialist

Forshay, Elena	Rising Sun Energy Center	Director of Adult Services
George, Nancy	NHUSD, Kids Zone	Executive Director
Giudici, Steve	FUSD, FACE	Administrator
Gruber, Jon	Growth Sector	Principal
Gudov, Andrey	Harper Rand	Program Support
Guerra, Joan	FUSD, FACE	Instructor, High School
Hamilton, Dollie	EDD	Area Manager
Hanson, Thomas	Mission Valley ROP	Superintendent
Hanzel-Sello, Gabe	Growth Sector	Student Support & Program Manager
Harp, Alex	NUSD	Administrator
Hilberg, Soleste	NUSD	Assistant Superintendent, Instructional Services
Holtzclaw, Mike	Ohlone College	Dean, Science, Engineering, and Mathematics
Iida, Lorraine	FUSD, FACE	Instructor, ESL
Jones, Horacio	Tri Cities Community Development Center	President
Judge, Thomas	Ohlone College	Instructor, Mathematics
Kehl, Martha	Ohlone College	Instructor, ESL
Kennedy, Chris	FUSD, FACE	Instructor, ESL
Kennerk, Dan	EDD	LVER
Kiefer, Gladys	FUSD, FACE	Administrator
Kong, Luis	Alameda County Library	Literacy Manager
Landavazo, Lenore	Ohlone College	Counselor
Langford, Marian	NUSD	Instructor
Lasser, Allison	Alameda County Probation	Reentry Coordinator
Levin, Joel	NUSD	Instructor, Special Education
Lieu, Mark Wade	Ohlone College	Dean, Language and Communication
Luna, Zenaida	NHUSD, NHAS	Instructor, ESL
Madison, Sandra	Ohlone College	Instructor, English
Manalo, Sean	Office of Bob Wieckowski	Field Rep
Mariano, Eugene	FUSD	Instructor, Special Education Transition
Marken, Dave	NUSD	Superintendent
Marshall, Kim	City of Fremont	Economic Development Specialist
Maxwell, James	FUSD	Director of Secondary Education
Mc Cue, Mary	FUSD, FACE	Instructor, High School
Mc Dowell, Michele	Ohlone College	Instructor, Early Childhood Studies
Miller, Lorraine	FUSD, FACE	Instructor, ESL
Monteverde, Yvonne	La Familia Counseling	Youth Employment Specialist
Morgan, Sharon	FUSD, FACE	Instructor, Parent Education
Nathan, Tara	NUSD	Office Manager

Nejat, Osman	NHUSD, NHAS	Instructor
Ng, Li	NHUSD, NHAS	Instructor
Nguyen, Binh	Tri Cities One-Stop Center	Director
Novbakhtian, Nargesse	NHUSD, NHAS	Instructor
O'Connell, Jeff	Ohlone College	Instructor, Mathematics
Olsen, Connie	Ohlone College	Instructor, ESL
O'Neill, Leo	FUSD, YAP	Instructor, Special Education
Orput, Thomas	NUSD	Administrator
Patterson, Andrew	Ohlone College	Instructor, Business Administration
Payne, Leslie	Ohlone College	Instructor, ESL
Perez, Erika	NUSD	Office Manager
Pickell, Bruce Jay	FUSD, FACE	Instructor, GED
Pincus, Jodi	Rising Sun	Executive Director
Podevyn, Joyce	Ohlone College	Instructor, ESL
Pryor, Michele	FUSD, WHS	Instructor, Special Education
Raj, Jayashree	NHUSD, NHAS	Instructor
Ram, Sharon	FUSD, FACE	Instructor, ESL
Rawlings, Dirk	FUSD, FACE	Instructor, GED, ESL, HS
Reichert, Isabel	Ohlone College	Instructor, Multi Media
Rodriguez Jackson, Tiffanie	FUSD, YAP	Instructor, Special Education
Rodriguez, Ray	NUSD	NUSD School Board Vice President
Saleem, Sobia	Ohlone College	Instructor, English
Schwartz, Judy	FFRC	Administrator
Scott, Quianna	NHUSD	Director
Sibley, Christine	Ohlone College	Instructor, Librarian
Smith, Arlando	NHUSD	Co-Superintendent
Soliday, Sandi	Alameda County Public Health	Coordinator
Stagnaro, Leta	Ohlone College	Vice President Academic Affairs, Deputy Superintendent
Sullivan, Michele	FUSD, FACE	Instructor, Special Education
Swarts, Christine	FUSD, Native American Studies	Community Liaison
Thomas, Ramona	Ohlone College	Instructor, Early Childhood Studies
Trujillo, Margie	Mission Valley ROP	Director
Upchurch, Donna	FUSD, FACE	Account Clerk
Varadarajan, Akur	NHUSD	Co-Superintendent
Wallace, Kim	FUSD	Assistant Superintendent, Instructional Services
Wang, Anna	Friends of Children with Special Needs	Program Administrator
Weiss Barr, Pamela	FUSD, FACE	Instructor, ESL
Wieckowski, Robert A	State Of California	State Senator

Wilder, Jessica	NHUSD, NHAS	Administrator
Yoshikawa, Rosemary	Ohlone College	Instructor, Business Administration
Zaro, Laura	NHUSD, NHAS	Instructor
Zimon, Yelena	FUSD, FACE	Instructor, ESL