



**AEBG**  
PARTNERING FOR A STRONG  
CALIFORNIA WORKFORCE

## AB104 Adult Education Block Grant - Three-Year Consortia Plan Update from AB86 Final Plan

### Section 1: Consortium Information

1.1 Consortium Planning Grant Number:

15-328-38

1.2 Consortium Name:

Southern Alameda County Consortium (Ohlone

1.3 Primary Contact Name:

Jessica Wilder

1.4 Primary Contact Email:

jwilder@nhusd.k12.ca.us

### Section 2: Three-Year Plan Summary

AB86 Final Plan adapted to AB104 requirements

**2.1 Provide an Executive Summary of your consortium's AB86/104 Plan vision and goals (updated as appropriate). You can attach your summary or enter it below. Please see the Guidance document for attachment instructions.**

The overarching goals of the Southern Alameda County Adult Education Consortium, driven by its vision to better serve adults in the consortium area, are three-fold: (1) increase the ability of the adult schools in the consortium to meet community demand for adult school programs and courses; (2) develop pathways for adults from adult schools into career and further education; and (3) coordinate information about resources for adults such that it is up-to-date and shared. Under the first goal, funds will be used by all three adult schools to increase course availability, both through the number of sections of a course but also by expanding new sections into times and days currently not being utilized. For all three districts, this means the offering of evening and weekend sections of in-demand courses. Work has already begun under the second goal, and the consortium will expand on these efforts throughout the year. Pathway activities include transitional programs to bring ESL learners from adult schools to Ohlone College, bridge courses to strengthen mathematics and English skills so that ABE/ASE students are ready for college-level coursework in College certificate programs in areas such as biotechnology and advanced manufacturing, and coordination of curriculum in CTE programs in the areas of Early Childhood Education and Information Technology between adult school and Ohlone College programs to provide a seamless transition for students from one segment to the other. Under the third goal, consortium members will work to update and coordinate resources such that consortium members and partners will have access to the same current information. Two specific projects are planned: one for the Tri-Cities One Stop and one in service of the needs of adults with disabilities.

**2.2 Provide updates and changes to your submitted AB 86 Final Plan regarding Objectives 1 and 2.**

**2.2a Objective #1:** An updated evaluation of *current levels and types of adult education programs* within its region, including education for adults in correctional facilities; credit, noncredit, and enhanced noncredit adult education coursework; and programs funded through Title II of the federal Workforce Investment Act, known as the Adult Education and Family Literacy Act (Public Law 05-220).

The levels and types of adult education programs within the consortium region remain the same as was reported in the planning grant final report.

**2.2b Objective #2:** An updated evaluation of *current needs* for adult education programs within the consortium's region.

Current needs for adult education programs within the consortium region remain the same as was reported in the planning grant final report.

**2.3 Briefly describe what your regional consortium system will look like by the end of the 2017-18 program year in the areas listed below. NOTE: Responses to items 2.3a, b, c, d and e are required as part of adapting the AB86 Plans to AB104 requirements. The remaining items are optional and are offered to provide updates, if applicable.**

**2.3a Placement of adults (including but not limited to older adults) seeking education and workforce services. (REQUIRED)**

By the end of the 2017-2018 program year, the consortium envisions that the adult schools and the College will be making significantly greater use of the Tri-Cities One Stop as the logical nexus for providing resources to adults with regards to education goals and workforce services. A successful ESL transitions course was offered in Summer 2015, and integration of the One Stop into curriculum of the course will be implemented when the course is next offered in Winter 2016. Since the submission of the final consortium work plan, the consortium's CTE working group has already established two clear pathways of focus for education and workforce training – information technology and early childhood education. Clear pathways in these two areas will be in place with active cohorts of students enrolled and transitioning from the adult schools and into degree and certificate programs at the College and beyond, both to more advanced study and into the workforce. The consortium collaborated with partners over Spring and Summer 2015 on a bridge program to transition ABE/ASE students from the adult schools into certificate and degree programs in advanced manufacturing and biotechnology at the College. The collaboration continues in 2016 with a second cohort, and the consortium envisions that a well-established program will be in place to support this pathway by the end of the 2017-2018 program year. A primary goal of the consortium workgroup for programs for adults with disabilities is to establish strong connections between adult school and College personnel, federal and state agencies, and community support services to support adults with disabilities. By the end of the 2017-2018

program year, the consortium envisions the maintenance of a robust inter-connected community of educators and service providers, including a regularly updated resource list. Overall, the consortium envisions a continued collaboration among all consortium members and partners, a culture that has already been established in the work on the consortium plan. This collaboration will serve the consortium well in fostering seamless transitions between institutions and programs.

**2.3b Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards. (REQUIRED)**

By the end of the 2017-2018 program year, the consortium envisions the establishment and successful implementation of a pre-apprenticeship training programs for adults in the area of cosmetology. The consortium area includes two sizable training programs in cosmetology. The consortium also envisions the offering of basic skills and high school diploma courses in partnership with pre-apprenticeship programs such as Cypress Mandela and other apprenticeship programs.

**2.3c Programs for adults (including but not limited to older adults) that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school. (REQUIRED)**

By the end of the 2017-2018 program year, the consortium envisions vibrant classes focusing on language arts and reading being offered to help parents assist their children to succeed academically in school.

**2.3d Collection and availability of data. (REQUIRED)**

Because there is currently no centralized system for such purposes, the consortium will rely on its members to collect and report such data. For programs contained within the adult schools, each adult school will track its own enrollment, demographics and performance in specific courses as well as between courses. While many adult school students end up transitioning to courses and programs at Ohlone College, due to the lack of a common student identification system between adult schools and the college, the consortium will focus its efforts on manual collection of such data for students enrolled in targeted transition programs. All adult schools in the consortium use the ASAP & TOPSpro Enterprise systems to maintain and collect student data. The College uses Ellucian Colleague for data collection. The data collected will inform the consortium's annual evaluation of its work plan, providing the data needed to rethink, revise, and refine the activities of the work plan in order to meet targeted program outcomes.

**2.3e Qualifications of instructors (including common standards across entities). (REQUIRED)**


All instructors will continue to meet at least the minimum qualifications required of their institutions in accordance with state regulation.

**2.3f Alignment of academic content and curricula (OPTIONAL)**

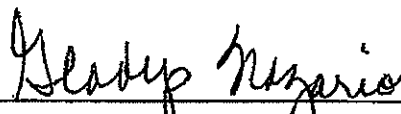
No response.

**2.3g Alignment of educational services supported by this grant . (OPTIONAL)**

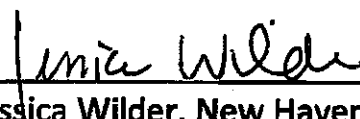
By the end of the 2016-2017 program year, the consortium envisions providing additional counseling support at all three adult schools to guide students into further educational attainment and other workforce-related options.

  
\_\_\_\_\_  
Mark Wade-Lieu, Ohlone College

01-20-16  
Date

  
\_\_\_\_\_  
Gladys Nazario, Fremont Adult & Continuing Ed

1-19-16  
Date

  
\_\_\_\_\_  
Jessica Wilder, New Haven Adult School

1/19/16  
Date

  
\_\_\_\_\_  
Marc Lopes, Newark Adult School

1-19-16  
Date