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

Section 1: Consortium Information

1.1 Consortium Planning Grant Number:

15-328-042

1.2 Consortium Name:

Northern Alameda Consortium for Adult Education

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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.

Regional need (in terms of data collected during the AB86 planning grant) in the key areas of educational attainment, English language acquisition, poverty and disability levels as well as enrollment changes at NACAE institutions remain the driving force behind recommendations for the three-year plan. It cannot be overstated that cuts in program have had a devastating effect on the region's ability to provide service. Adult Education program participation in K-12 elementary and basic skills was down 60 percent from 2008-09 levels; for community colleges, that total is -44%. For ESL/Citizenship participation was down -74% for K-12 programs, and -64% for community colleges. For AWD programs, the reductions were -88% in K-12, and -39% for community colleges respectively. For short-term CTE, reduction in the number of students served were -92% for K-12, -89% for community colleges.

The point of emphasizing the genuine regional needs of adult learners is not to underscore the paucity of services provided, but rather to highlight the magnitude of the challenges and work that lies ahead. Whether stated overtly or understood implicitly, the members of NACAE fully believe in a vision for students that includes seamless educational models that support student growth, positions teachers/faculty and counselors to assist students to meet

their educational and employment goals, and reduces system barriers to student mobility between Adult Schools and community college. The formation of regional consortia presents a unique opportunity to engage in a paradigm shift wherein the mechanisms for building students' navigational skills and the ability facilitate student transitions can be more readily accessible and far better organized than before. The work of NACAE will be two-fold: building capacity and improving program – each guided by the engaged and focused participation of committed leadership and teacher/faculty-driven working groups with program area expertise.

A key system feature will be improved assessment and placement. NACAE is exploring the concept of a regional assessment system, with common assessment processes and tools covering academic, career, and social-emotional, and other life circumstances, to ensure that needs are identified and that students are directed to the educational institution that can best serve them. Counseling and related transition support will be a core service, in support of effective instruction and all students will have portable educational plans. Our first year plan calls for the hiring of specialized "Success Coaches" that will provide earlier college matriculation services at the Adult Schools, and establish direct links among member institutions. Both student support and instruction will be coordinated across educational segments to promote efficiencies and maximize access. ESL and ABE/ASE/Basic Skills classes will be contextualized to career themes and occupations when possible; co-location of Adult School and community college classes will facilitate shared teaching and learning and student transitions from one segment to another. In order for this model to work, however, we need to remove the barriers that have previously blocked or limited embedded instruction models.

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

Much of the work in the first year will be to fulfill the short-term goals set forth in the initial plan submitted in March of 2015. These include the following:

- Align and Improve Assessment

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

- Align Curriculum between Adult Schools and Community Colleges

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

- Provide Adult School-to-college transition services

  - o Ensure a "warm hand-off" from one system to another and follow-up to support persistence and success through hiring and training transitional "Success Coaches" to facilitate community college matriculation.

- Create bridges to existing career pathways and create new pathways

  - o Build courses that expose students to career options and contextualize basic skills to career-themed programs; build pathways that motivate learning, enable students to develop marketable skills, and link learning to employment
  .
- Provide wraparound support services to ensure student success

  - o Engage agencies and partners in structured information sharing about services offered, services requested and opportunities for collaboration. Generate resource map incorporating input and information

- Coordinate data between Community Colleges and Adult Schools

  - o Convene a subcommittee of consortium members to explore issues, including student privacy, and develop common data collection and sharing mechanisms between Adult Schools and community colleges

2.2 Provide updates and changes to your submitted AB 86 Final Plan regarding Objectives 1 and 2. It is not necessary to reiterate or attach these sections from your AB86 Final Plan to this document. You can attach your description or enter it below. Please see the Guidance document for attachment instructions.

NOTE: The updates shall include data and changes regarding the seven program areas in AB104 (five of which were in AB86):

1. Programs in elementary and secondary skills, including those leading to a high school diploma or high school equivalency certificate.
2. Programs for immigrants in citizenship, ESL, and workforce preparation.
3. Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce.
4. 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.
5. Programs for adult with disabilities.
6. Programs in career technical education that are short term in nature with high employment potential.
7. Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards.

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).

Describe any changes regarding the services and programs the consortium members and partners are currently providing in the consortium's region and provide a narrative evaluation of adequacy and quality. Please note that community college district members are requested to provide data separately for credit basic skills, enhanced noncredit, and/or regular noncredit, as applicable.

The Peralta Community Colleges currently do not offer any enhanced noncredit. Our intention, in the 2015-16 academic year, is to create and establish as many Career Development College Preparation (CDCP) sequences as possible. Each will be built as a noncredit pathway to immediate employment *and* as a stackable sequence into a for-credit CTE pathway.

At present, our enrollment (headcount) in credit and noncredit basic skills is as follows (for the Fall 2015 semester):

BASIC SKILLS	College of Alameda	COUN	N	43
		ENGL	C	131
		ESL	C	200
		LIS	N	44
		LRNRE	C	181
			N	1036
		MATH	C	243
	Laney College	ENGL	C	347
		ESL	C	538
		LRNRE	C	133
			N	3
		MATH	C	471
			N	43
	Merritt College	ENGL	C	205
		ESL	C	29
		LRNRE	C	180
			N	666
		MATH	C	365
	Berkeley City College	ENGL	C	197
		MATH	C	357

N= noncredit; C=credit

K-12 service comparisons reveal similar circumstances as reported in the NACAE regional planning document from March, 2015. In Elementary & Secondary Basic Skills, overall participation was down by 60% from 2008-09 levels. In ESL/Citizenship, reductions were in the neighborhood of 74%. Service to Adults with Disabilities was all but eliminated with the exception of the Berkeley Unified School District, which maintained 100% of its enrollment. Oakland Unified witnessed reduced enrollment of over 90%. Short-Term Career Technical Education enrollment was basically eliminated from all K-12 districts, with the exception of Berkeley Unified, which saw reductions in enrollment of 65%. As a consortium, the decline in the number of students served was 88%. Current efforts to ramp up services and meet regional goals to serve 20% more students are underway.

2.2b Objective #2: An updated evaluation of *current needs* for adult education programs within the consortium's region. Describe and assess current needs for each of the AB86 adult education program areas (1-5), including the needs that are currently unmet. This might be informed by regional data including, but not limited to, student wait lists for classes in the program areas addressed in AB86;

school districts' K-12 English Learner statistics; the number of children who qualify for free or reduced lunch; adults who do not have a high school diploma; and other relevant data. Additionally, consider needs in your region documented in state sources that informed the AB86 awards, which were calculated based on community college district boundaries.

This should provide an updated overview (if applicable) of the consortium's region including:
● Analysis/description of local regional economy
● Additional analysis utilizing other data

A review of the Consortium's data analysis with respect to State sources that were used to inform the AB86 awards shows remarkable consistency in a number of key findings between both sources. For example, AB86 documents reveal 66,046 non-high school graduates, in comparison to NACAE's summary findings of 63,682 for Northern Alameda County – a variance of only 3.5%. Similarly, employment statistics based on ESRI data identify 24,829 unemployed in the NACAE region, while NACAE data (utilizing a variety of sources) identify 24,728 unemployed – a variance of less than four-tenths of one percent. AEBG census variables for population do not vary significantly from NACAE data by a margin of 2.4%. However, upon review of the assessment of the number of English learners in Alameda County (combining data referenced for the Ohlone Consortium and Chabot-Las Positas with Peralta), our Consortium finds a marked disparity between State sources and local projections.

Whereas State sources identify 127,538 adults in need of English language services and instruction throughout Alameda County, NACAE projects this figure to be much higher. NACAE contends that if the population of adults ages 25-64 — working age population — in Alameda County is 877,203, and if 18.9% of this population speaks English "less than very well", it is estimated that 165,790 adults in the working age population in Alameda County require comprehensive services in English instruction. This critical demographic has compelled Consortium member districts to focus a good portion of the Consortium's work (as well as driving its corresponding budget) toward developing meaningful programs and services for meeting the needs of English learners within the population NACAE serves. It has informed the Consortium's decision to form design teams to restructure curriculum and to offer contextualized ESL, as well as account for the expansion of regional ESL programs (which is, in fact, less about expansion than it is about recovery of lost program). However, this is not to suggest that Consortium program offerings in ESL will offer a repetition or "re-enactment" of prior instructional models. Rather, NACAE members have remarked that in thinking of student pathways, instruction should avoid the teaching of skills for the sake of having skills. Peralta College faculty have stated explicitly that a more traditional "front loaded" model of teaching

decontextualized basic skills as a prerequisite to college courses has shown little promise. Thus, a shift to both embedded basic skills and contextualized basic skills will be a central focus of the Consortium's work and program is rebuilt.

With respect to State sources used by AEBG regarding high school graduates, the Northern Alameda Consortium demonstrates the greatest need among the three county consortia reported where ESRI 2014 data table of census variables in the aggregate and for non-high school graduates are anywhere from 1.4 to 3.8 times higher than other county consortia. For this reason, the Consortium has chosen to re-examine ways to increase high school adult education diploma rates while simultaneously capitalizing on the passage of SB172 to bring more adult school high school graduates into the Consortium

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.

TBD

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

K-12 Adult Schools will provide courses that are suited towards adult learners with multiple modalities who need differentiated learning in the classroom and may have academic and personal barriers to academic success. K-12 Adult Schools will make sure these courses are affordable, and allow open entry/open exit. Community College CTE Bridge Courses and Contextualized Math and English classes will engage a broader group of students who are better able to learn foundational academic skills within the context of their chosen vocation. Our cohort model will increase ability to case manage students and provide wrap around services to increase student success.

There will be Computer Literacy/ Professional skill development coordination between Adult Schools, Community Colleges, CBO's and Trade Unions: Adult School sites, according to local CTE program and industry needs, will provide basic job skills courses and technology courses, with an emphasis in the areas of Communication Technology, Bioscience and Engineering Services

NACAE will research ways to incentivize and develop accountability for growing apprenticeship opportunities in the region through collaboration with industry especially in high growth sectors. Currently, the region has limited apprenticeship programs available through K12 and community colleges. The limited existing programs through Peralta are housed by the college but the college do not always provide curriculum. To remedy this situation, NACAE will work closely with the regional CTE Coordinator and Office, which has an active role in facilitating and building strong collaborative partnerships.

NACAE recognizes the need to focus on 21st century skills needed for entry to the workforce. This includes investment in technology at all levels of education and job training, and professional development for teachers to integrate technology into their curriculum.

NACAE advocates for Community colleges to provide training for licensure exams.

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.

In development for the second half of the 2015-16 school year

2.3d Collection and availability of data.

TBD

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

For Community Colleges:
http://extranet.cccco.edu/Portals/1/AA/MinQuals/MinimumQualificationsHandbook2012_2014.pdf

For K-12 Districts:
http://www.ctc.ca.gov/credentials/CREDS/adult-voc-ed.html

Section 3: Consortium Member Signature Block

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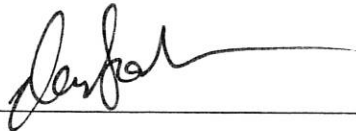
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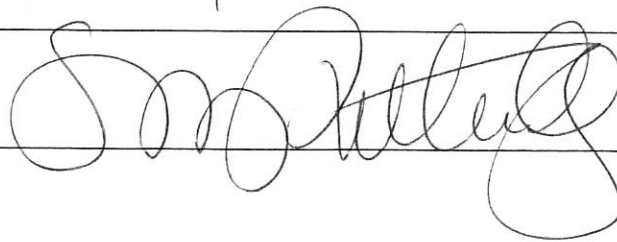Name: Sean McPhetridge

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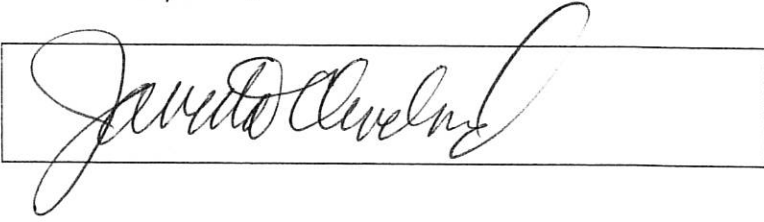Email: dbudd@peralta.edu

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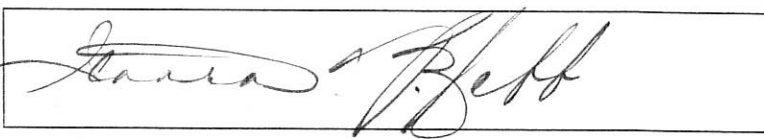
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