

# 42 Northern Alameda County (Peralta) | Consortium 2017-18 Annual Plan

**INSTRUCTIONS:** The form below has been partially completed based on information provided from your prior year's Consortium Annual Plan. Please carefully review and update each section. You may save your progress by clicking the **Save** button at the bottom of the page. As you coordinate with your member agencies to complete your annual plan, you are encouraged refer to the planning materials provided by the AEBG office located on the AEBG website here: <http://aebg.cccco.edu/For-AEBG-Grantees/Reporting-Tool-Kit> (<http://aebg.cccco.edu/For-AEBG-Grantees/Reporting-Tool-Kit>).

Click on the **Section 1: Plans & Goals** header to begin.

## Section 1: Plans & Goals

### Executive Summary

Please provide an Executive Summary of your consortium's implementation plan for the 2017– 18 Program Year. In your summary, please include a narrative justifying how the planned allocations are consistent with your three-year adult education plan, a clear and concise description of your consortium's vision, accomplishments made during the prior Program Year, and primary goals for the upcoming Program Year. (Limit: 500 words)

Northern Alameda Connected (formerly Northern Alameda Consortium for Adult Education) is excited for the upcoming 2017– 2018 program year. The planned allocations to NAC members are consistently being used to carry out our three-year plan. Members are actively participating in all consortia activities, cultivating relationships across sectors, and collaborating with fellow member and partners to fulfill the mission of AEBG. The leadership of the adult schools and colleges are dedicating resources to the development and expansion of curriculum and services to support the regions adult population. Alignment of non-credit ESL, CTE/iBest pathways, transitions support, family literacy expansion, and co-location of courses are areas in which NAC members have focused.

NAC's vision is to develop a co-op of shared resources, cultivate standards and develop an improved market that is committed to serving the adult learner population through successful development and delivery of programs, processes, and a system that transitions the learner from one entity to another with no disruption to service. The student's experience will be received through excellent customer service, streamlined processes, and programmatic efficacy which leads to the attainment of his/her goal.

Our consortium will work to achieve the vision through:

- Dedicated leadership
- Motivated participants
- Confidence in the plans
- Common goals
- Institutionalized processes
- Support of each member

NAC's accomplishments from 2016–2017 program year include the following:

- Align and improve the initial assessment, career planning, and placement process.
- New ESL curriculum was collaboratively developed by adult ed. teachers and community college faculty and will be offered fall 2017.

- College entrance exam is offered at member sites.
- Multiple measures review to include member institutions in the process.
- Developed career planning courses to be offered at member sites.
- Align curriculum between adult schools and community colleges:
- Expanded iBest using data from the pilots to help identify gaps in adult learning.
- ESL group reviewed neighboring consortium model for ESL sequencing and hosted two professional development events to advance alignment.
- Create bridges to existing career pathways/create new pathways:
- Summer Health Bridge pilot offered in summer 2017.
- Offered various co-teaching pilots.
- Provide adult school to college transition services:
- Hired four transition liaisons.
- Engage employers to promote career alignment and work transitions:
- Issued request for proposal (RFP) to provide job development services to students.
- Entered into two MOUs with Alameda County and Oakland's Workforce Development Boards to leverage resources for the America's Job Center for California initiative.
- Coordinate data between members:
- Developed and approved data sharing MOU between members.
- Pooled resources with Bay Area Consortia group to create regional data coordination.
- Purchased and integrating CASAS/TopsPro licensing.
- Explore the use of dual enrollment & co-located classes:
- Enrolled Alameda Adult School students in College of Alameda via concurrent enrollment process.
- Oakland Adult is co-located on Merritt College campus.
- Integrate & contextualize basic skills and ESL with CTE pathways:
- Offered 10 co-teaching model courses in fall 2016 and spring 2017 with a basic skills adult school instructor co-teaching a college CTE course.
- Professional development:
- Hosted 6 trainings/meetings for faculty, staff, and administrators to develop ongoing collaboration.
- Work with public sector entities and CBOs to leverage resources and provide needed services:
- Received 9 proposals from RFP. Two awards were given to focus on mental health and job development services.
- Established a CBO Committee in which 12 CBOs are committed to participating along with Alameda County Probation department, Alameda Office of Education and Oakland Public Library.
- Create an organizational and technology infrastructure to support ongoing work of the consortium:
- Embarked on a branding campaign to create a consortium identity and develop a student-centric comprehensive website.

Our primary goal for the upcoming year is to develop a well-coordinated, aligned system for adults in our region to access programs, services, and supports via:

- Aligned Curriculum & Improved Assessment
- Design a curricular system in ESL that abides by CCSR standards between the adult schools and college system.
- Design basic skills curricular system in the adult schools and colleges to mitigate duplication of offerings and improve student remediation rates amongst members.
- Coordinated data
- Integrate data systems amongst members.
- Use data to develop future programming.
- Bridged Pathways
- Design a bridged pathway system that aligns adult school and community college CTE programs to advance student acceleration and success.

- Delivery of wrap around services
- Develop a referral system with CBO partners for consortium member students to have direct access to services.
- Develop comprehensive website as one stop resource for Northern Alameda adult learning programs/services.

## Meeting Regional Needs

What are the primary gaps / needs in your region? How are you meeting the adult education need and identifying the gaps or deficit in your region? Please provide the reasons for the gap between the need in the region and the types and levels of adult education services currently being offered.

Gaps in service / regional needs	How do you know? What resources did you use to identify these gaps?	How will you measure effectiveness / progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress.
Course accessibility.	<input type="checkbox"/> Waitlists for full classes. <input type="checkbox"/> Registration numbers and waitlists were used to identify the gap. <input type="checkbox"/> Focus groups w/students. <input type="checkbox"/> Declining enrollment/enrollment numbers.	<ol style="list-style-type: none"> <li>1. Number of students enrolled and the amount of hours attended in the additional courses.</li> <li>2. Learning gains measured by CASAS and EL Civics.</li> </ol>
Technology, distance learning, & curriculum materials, and instruction for High School Equivalency. Training in technology use.	<input type="checkbox"/> Decline in numbers of students taking and passing GED test since 2014. <input type="checkbox"/> Internal reports of student success indicators. <input type="checkbox"/> ESL student and teacher reports of technology training need for college and career advancement.	<ol style="list-style-type: none"> <li>1. Increase of students taking and passing the online HiSET/GED.</li> <li>2. Student benchmarks demonstrating technology knowledge and skill.</li> </ol>
Serving re-entry population.	<input type="checkbox"/> Workforce Development data.	<ol style="list-style-type: none"> <li>1. Number of students served, enrolled and placed into jobs.</li> <li>2. Progress reports throughout semester.</li> <li>3. Program Completion rates.</li> </ol>
Identifying and minimizing the population of adults without HS Diploma/GED	<input type="checkbox"/> AEBG Fact Sheet. <input type="checkbox"/> College Financial Aid Applications. <input type="checkbox"/> Unified School Districts' graduation rates.	<ol style="list-style-type: none"> <li>1. Outreach tracking.</li> <li>2. Enrollment numbers for HSD/GED programs.</li> </ol>
Serving immigrant, undocumented, ESL population with low level literacy to advanced level language skill.	<input type="checkbox"/> Teacher reports and students' ill-preparedness and lack of progress. <input type="checkbox"/> 3 year plan data. <input type="checkbox"/> Student focus groups. <input type="checkbox"/> Monthly meetings with CBO partners who also serve the population.	<ol style="list-style-type: none"> <li>1. Individual student progress.</li> <li>2. Number of students served.</li> <li>3. Learning gains measured by CASAS.</li> <li>4. Amount of hours attended.</li> <li>5. Literacy level, noncredit and vocational ESL for work course development and enrollment.</li> <li>6. Number of non-credit certificates earned.</li> </ol>

GAPS IN SERVICE

**For 2017-18, what strategies are planned to incrementally increase capacity in identified gap areas and / or help maintain established levels of service (Must list at least one)?**

Identify strategies planned to incrementally increase capacity in identified gap areas as well as those that help maintain established levels of service. Plans will have identified programming and service gaps including lack of providers, services, access, attainment, and/or performance. These might include, but are not limited to, working with other partners in the service area, developing or expanding programs and plans to assess the effectiveness of these expanded efforts.

In 2017-18 we plan to implement the following strategies to increase capacity in identified gap areas and maintain established levels of service:

- Schedule additional course offerings for waitlisted classes.
- Increase the number of college courses we will concurrently enroll adult school students in.
- Increase the number of purchased GED practice test vouchers.
- Hire a technology instructor.
- Offer noncredit courses and partner with CBOs to address needs of the re-entry (formerly incarcerated) population.
- Develop a two-way recruitment plan with CBOs, adult schools and colleges to reach the 60,000 plus adults without HS Diploma/GED.
- Increase College and Career Readiness Standards (CCRS) implementation.
- Develop a plan with K12 school districts to transition credit deficient, 17 years of age and above high school students to adult school program pre drop-out.
- Creating joint course, offered as non-credit to bridge students from adult school programming to college credit-bearing English and Math courses.
- Offer ESL courses on Saturday, exploring more weekend college offerings. Pilot ESL college courses Fall 2017 and developing vocational ESL courses to prepare non-native English speakers for workforce.
- Extend data sharing MOU to include CBO partners where feasible.

**Seamless Transitions**

Explain how consortium members and partners are integrating existing programs and services and creating seamless transitions into post-secondary education or the workforce. Please also identify key challenges faced and / or overcome during the 2016–17 Program Year in your efforts to transition students.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Begin course in electronics/math as bridge to technical training	1 - Not at all implemented	Instead of offering the electronics/math bridge, we offered ESL bridge.	None.	None.
Continue work of select CTE design teams	3 - Somewhat implemented	Colleges need a systematic approach to implement fully.	Hosting professional development for leadership on co-teaching model. Faculty engagement meetings.	Determine the measures of success. Full approval of iBest (co-teaching) model from the state.
Development and implementation of a formal referral and tracking system between Consortium members	2 - Mostly not implemented	The difficulty of system integration amongst members.  Guidance on consistent units of outcome measurements from the State.	Continue work with Bay Area regional data and accountability group.  Confer with sister consortia on their referral and tracking processes.  Review systems that meet the needs of our efforts.	Definitive outcomes that will be reported and tracked.  System that works for adult schools, colleges and CBOs.
Provide basic skills instructor for Laney culinary program	1 - Not at all implemented	College capacity to move on the initiative.	Partner with Vice Chancellor of Academic Affairs to gain support of the effort.  Meet with Culinary faculty and teachers to revisit the conversations and create momentum.  Partner with Bay Region Apprenticeship Design Group to incorporate our adult school to college pathway into their Culinary Apprenticeship program.	Share known successful models.

**For 2017-18, what NEW strategies are planned to Integrate existing programs and create seamless transitions into postsecondary education or the workforce (Must list at least one)?**

How will the Consortium align and connect existing and future adult education programs to postsecondary academic pathways and/or career pathways leading to employment? Activities should address how the Consortium will align placement tools, curriculum, assessment tools and rubrics, and student performance outcomes across delivery systems to ensure that student transition paths, both between providers and into postsecondary credit programs, are understood and supported across all systems.

In 2017-18 we plan to implement the following new strategies to integrate existing programs and create seamless transitions into postsecondary education and the workforce:

- Further align ESL curriculum between adult schools and colleges. The Bridge to College ESL course transitions students into English 1A.
- College CTE noncredit development in collaboration with adult school partners to ensure ABE, ASE, and ESL (where applicable) support is integrated so students can successfully complete and advance through the sequence.
- Strategizing a workforce partnership with Bay Area Business Roundtable to increase our collaboration with local businesses to hire our students during their academic journey, as well as upon completion.
- Strengthening our collaboration with the Alameda County Probation Department and participate in their 1400 Jobs initiative to ensure our programs meet the demand and needs of the reentry population.

**Student Acceleration**

Explain how your consortium members and partners have employed approaches proven to accelerate a student’s progress toward his or her academic or career goals, such as contextualized basic skills and career technical education, and other joint programming strategies between adult education, post-secondary institutions, and career technical education.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type “None”	What state support would be most helpful to fully implement this strategy?
Begin morning and evening ESL Bridge Class	4 - Mostly implemented	Ensuring warm hand off occurred and integrating college transition process.	Ensure transitions liaison and counselor more connected to course for college transition.  Have teachers work together to continuould refine curriculum	Develop structural bridge from noncredit pathway into credit
Continue SB-172 outreach effort	3 - Somewhat implemented	Receiving student information from K12 districts.	Increase marketing effort to notify the public of the opportunity to receive their HS Diploma through SB-172.	Provide directive to K12 districts to work with adult schools on this effort.
Provide half time special educator to support teacher professional development for supporting adult school students with learning disabilities	3 - Somewhat implemented	Teaching shortage. Develop more formal process for intervention planning and implementation process.	Create more structures. Appoint staff to oversee the program. Collect data and complete follow through to track student progress	Standards for beginning level ESL.  Assessments that differentiate with struggling with language vs. disability.

**For 2017-18, what strategies are planned to accelerate student progress (Must list at least one)?**

Identify activities that you will implement and/or improve through using specific evidence- based strategies across the region, within and between systems where they currently don’t exist, to accelerate student’s progress. Common strategies include compressing courses into shorter, more intensive terms (accelerated), individualized instruction based on a student’s competencies (competency-based), and putting basic skills content into the context of a student’s goals and career path (contextualized).

In 2017-18 we will implement the following new strategies to accelerate student progress:

- Strategically incorporate contextualized basic skills in CTE programs that quickly lead to a certificate and job.
- Build short-term noncredit pathways to accelerate student progress in various industries.

## Shared Professional Development

Explain how your consortium has collaborated in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration, consortium alignment, and improve student outcomes.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Provide half time special educator to support teacher professional development for supporting underserved students with learning disabilities	3 - Somewhat implemented	Teaching shortage. Develop more formal process for intervention planning and implementation process.	Create more structures. Appoint staff to oversee the program. Collect data and complete follow through to track student progress	Standards for beginning level ESL.  Assessments that differentiate with struggling with language vs. disability.
Weekly PLC by program	5 - Fully implemented	None.	None.	Continued funding.

### For 2017-18, what NEW strategies are planned to provide shared professional development (Must list at least one)?

A critical element to ensuring the effective implementation of the Consortium's plans to improve adult education programs are faculty and staff equipped with the skills, knowledge, and support needed to deliver high-quality instruction and use classroom support strategies that foster learner persistence and goal achievement. Significant and effective professional development will be required to build capacity within the existing systems to deliver this new vision for adult learning throughout the state.

In 2017-2018 we plan to provide shared professional development opportunities via:

- Symposiums to include break-out sessions which will focus on additional AEBG specific areas.
- Host curriculum alignment meetings for faculty, deans, and staff to attend.
- Prioritize PD discussion with cross-sector CBO committee (includes CBO's, adult schools and colleges) to plan additional shared PD.

## Leveraging Resources

See the attached adult education fiscal resources table on your consortium fact sheet. Explain how your consortium is leveraging and braiding these funds sources including those provided by consortium members and partners, incorporating existing regional structures, and reaching out to stakeholders and partners for participation and input.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Advisory Committee Meeting	5 - Fully implemented	None.	None.	Align metrics between SWF and AEBG; ensuring minimum qualifications are same for hiring USD teachers and College faculty.
Employer engagement	3 - Somewhat implemented	Employers capacity to engage in multiple initiatives.	Improve coordination with Workforce Development, Strong Workforce and Workforce Development Boards	Successful state model training.
Improved access	3 - Somewhat implemented	Co-located courses structure is lacking.  Establishing fiscal responsibility of class to ensure full implementation.	Continue to conduct class as contract education course to avoid enrollment number minimum.	None.
Non-credit course development	3 - Somewhat implemented	Colleges infrastructure to support and build noncredit. Lack of college funding to support the effort.  Alignment of curriculum from adult school to college noncredit in progress.	Align curriculum.  Partner with colleges WDCE department to build college infrastructure for noncredit development.	Additional funding.  CDE and CCCCCO curricular standards alignment.

### For 2017-18, what NEW strategies are planned to leverage existing regional structures, including, but not limited to, with local workforce investment areas (Must list at least one)?

Identify strategies planned to leverage existing regional structures and utilization of resources, including leverage existing assets or structures to benefit the adult learners in the region. These assets or structures might include, for example, contributions from or collaborations with local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, and county libraries.

In 2017-18 we plan to leverage existing regional structures via:  
 •Basic skills transformation grant- leveraging funds for ESL work; will use for English and Math areas to inform noncredit and adult education partnership.  
 •Develop partnership with Bay Region Apprenticeship group to assist in our efforts to create pre-apprenticeship opportunities for our community.

## Section 2: Fiscal Management

Please provide an update on your AEBG fiscal spending. In the table below, identify the total MOE & Non-MOE funding spent or encumbered for the 2015-16 and 2016-17 program years.

Program Year	Total AEBG Funding	Total Spent	Total Funds Remaining
2015-16	\$7,534,359	\$7,534,359	\$0
2016-17	\$7,614,531	\$4,972,539	\$2,641,992
<b>Total</b>	<b>\$15,148,890</b>	<b>\$12,506,898</b>	<b>\$2,641,992</b>

Please identify challenges faced related to spending or encumbering AEBG funding.

The primary challenges we faced spending/encumbering 2015-16 AEBG funding were due in part to the funds being received half way through the academic year. Receiving the money late created difficulty in building new programming mid-year, created staffing challenges and recruitment of students and staff occurred late in the year which meant students were already in a program and teachers/staff were hired elsewhere.

The primary challenges we faced spending/encumbering 2016-2017 AEBG funding were due to difficulty with filling employment vacancies, lack of community knowledge of adult ed programming, and community college initiative fatigue whereby the same administrators, faculty, and staff are expected to implement strategies to address new initiatives and funding with minimal human resources and various overlapping initiatives.

Please describe your approach to incorporating remaining funds from 2015-16 and 2016-17 into activities planned for 2017-18. (Limit: 250 words)

Our 2017-18 approach to incorporating remaining funds from prior years is to implement a robust marketing and outreach campaign to reach the 60,000 plus adults without GED/HS Diploma, as well as our ESL community and increase the number of adults with disabilities we serve. We plan to hire more staffing/teachers to fill vacancies and increase the number of classes offered.

## Section 3: Certification and Submission

*As a condition of receiving AEBG funds, each Consortium must confirm they have read, understand, and agree to adhere to the measures put forth in the 2017–18 AEBG General Assurances Document.*

*Failure to meet the requirements listed in the 2017–18 AEBG General Assurances Document may result in a determination of non-compliance and lead to partial or complete loss of Consortium and / or Member funding.*

## Certification (Required)

- I hereby certify that the Consortium operates in a manner consistent with all legislative mandates, Consortium, and Member requirements as set forth in the by the AEBG Office and the AEBG 2017–18 Program Assurances Document.
- I hereby certify a) the information contained in this report is true and accurate to the best of my knowledge, b) that this Annual Plan has been approved following established Consortium governance policies, and c) that I am an official representative of the Consortium authorized to submit this Annual Plan on its behalf.

## Signature (Required)

A handwritten signature in black ink is displayed within a dashed rectangular box. The signature is cursive and appears to be a name followed by a long horizontal flourish.

- Click to indicate you are ready to Submit your 2017-18 Consortium Annual Plan