**Peralta Community College District**

**Strategic Plan Implementation FRAMEWORK**

**DRAFT as of July 25, 2016**

\* “Have-to’s” or grant-required initiatives that are underway or which we need to deliver as part of a grant are indicated with a red asterisk. All other Actions have been removed – to be completed by each college. “District Role” column has been added per 7/20 discussion.

**Overarching Strategic Goal**: Ensure all students achieve their college and career goals.

This happens in three stages:

**Moving In**: the student transitions successfully into college, is supported in exploring choices and creating a focused educational plan aligned to their career goals, and feels connected to the college

**Moving Through**: the student feels valued, directed and nurtured in a way that allows them to remain engaged in meeting their goals

**Moving On**: the student is engaged and supported in transitioning to a career (via work and work-based learning opportunities) and/or transferring to a four-year institution.

**Strategic Objectives (by stage)**

**Moving In:** Strengthen how students connect and transition into the Peralta Colleges.

**Moving Through:** Foster responsive programs and related infrastructure so that students can maintain educational momentum.

**Moving On:** Collaborate effectively to ensure students achieve educational and career goals.

The success of our students and the pathways they choose are what we communicate to students considering enrolling and those enrolled in a Peralta College. For each objective, a series of proposed strategies, actions, and funding streams are identified on the following pages. Infrastructure or systems the Colleges or District need are also indicated.

All actions included below need to include a timeline, means of evaluation, plan(s) for improvement, Additionally, the evaluation/assessment should align with the RP Group’s “Six Success Factors:” Directed, Focused, Nurtured, Engaged, Connected, and Valued.

| Objective #1: Strengthen how students connect with and transition into the Peralta Colleges. |
| --- |
| Strategies | **Actions** | **District Role** | **Aligned Funding** |
| Improve Outreach |  |  |  |
|  | Establish and maintain a “Counseling Collaborative” between K12 and CC Counselors\* | Director of EBCPCAVC Enrollment Management | CPT\*CTE Transitions (Perkins) \* |
|  | Develop greater opportunities for faculty to engage HS faculty to promote programs and to align coursework/curriculum\* |  | CPT\*CTE TransitionsBOG TFBridging the Gap |
| Improve & Align Assessment & Placement |  |  |  |
|  | Continue the MMAP initiative (using high school GPA’s in addition to assessment tests) to improve placement in English and math\* | MMAP Counseling Leads at each campusIR DirectorDir. of Econ & Wkfc. Dev. | CPT\*Basic Skills\* |
|  | Offer Math Jams in weeks prior to the start of the semester\* |  | Basic Skills\* |
|  | Implement a writing sample as part of the assessment process\* |  | Basic Skills\* |
|  | Create alternative math pathways with local high school & CSU partners\*  | Math faculty leadsCollege Administrator (one at each college)Counselors | Bridging the Gap\*CPT |
|  | Create and offer contextualized math and English options\*  | Math and CTE Faculty leads | CPTBasic Skills\*Bridging the Gap\* |
|  | Adult School & CC Counselors develop “aligned” assessment and placement tools and practices (per AB 104) \*  | NACAE Director | AEBG\* |
| Rethink Orientation |  |  |  |
| Create Early College Experiences |  |  |  |
|  | Dual Enrollment\* |  | CPT\* |
|  | High School Articulation\* |  | CPT\* |
|  | Summer Bridge Programs\* |  | CPT\*CTE Transitions |
|  | Implement the Oakland Promise\* |  | No grant – but legal commitment to Oakland Promise\* |
| Track and Assess Student Data |  |  |  |
|  | Establish metrics for every stage and action, track and enter data, use it to continuously improve and re-align and prioritize programs and efforts\* |  | All grants require tracking and monitoring, reporting, and most require an evaluation\* |

|  |
| --- |
| Objective #2: Foster responsive programs and related infrastructure so that students can maintain educational momentum |
| Strategies | **Actions** | **District Role** | **Aligned Funding** |
| Provide Professional Development Opportunities for Faculty |  |  |  |
| Support faculty at the program level |  |  |  |
|  | Organize and support “Design Teams” to support faculty in developing noncredit and credit instructional programs and related “bridge” programs in collaboration with Adult Schools and CBO’s\* |  | AEBG\*CPT II\*Bay Area Workforce Funders’ Collaborative Grants to Laney and Merritt\* |
|  | Support faculty connections with industry for program improvements, donated equipment, externships, etc (via industry advisory boards, regional industry partnerships, etc) |  | Carl D. Perkins\*CPT\*FCCC Work-based Learning\*BOG Strong Task Force\* |
| Continuously integrate instruction and student services |  |  |  |
|  | Equity principles and objectives…\* |  | Equity Funds\* |
| Create, maintain, and continuously align student support programs |  |  |  |
|  | Equity principles and objectives\* |  | Equity |
|  | EOPS/CAFYES\* |  | US Federal and CCCCO (CAFYES) \* |
|  | CalWorks/Care |  | US Federal\* |
| Embed instructional supports |  |  |  |
|  | Instructional Aides\* |  | Basic Skills\* |
|  | Embed Adult School Basic Skills or ESL teachers in credit CTE courses (this is one initiative of our AEBG Consortium\* |  | AEBG\* |
|  | CTE programs (embedded tutors, instructional supports, counseling) |  | CTE Perkins\*BOG Strong Task Force |
| Create and sustain Co-Curricular Supports |  |  |  |
|  | Create sustainable and predictable ways for CBO’s to engage with Peralta programs and to align their support of students with the Colleges\* |  | AEBG\*CPT II\* |
| Implement Evidence-based Practices to Improve Basic Skills attainment and acceleration |  |  |  |
|  | Increase the placement of students directly in gateway English and mathematics courses that are transferable (with remedial instruction integrated as appropriate) \* |  | Basic Skills\* |
|  | Align content in remedial courses with the students’ programs of academic or vocational study to target students’ actual needs and increase relevance. \* |  | Basic Skills\* |
|  | Develop two and three-course sequences, as appropriate, for completion of a college-level English or mathematics course, or both, for underprepared students, but utilizing technology….\* |  | Basic Skills\* |
|  | Other objectives from the colleges’ Basic Skills grants can be seen in each other proposals and annual work plans for that grant\* |  | Basic Skills \* |
| Track and Assess Student Data |  |  |  |
|  | Establish metrics for every stage and action, track and enter data, use it to continuously improve and re-align and prioritize programs and efforts\* |  | All grants require tracking and monitoring, reporting, and most require an evaluation\* |

|  |
| --- |
| Objective #3: Collaborate effectively to ensure students achieve educational and career goals. |
| Strategies | **Actions** | **District Role** | **Aligned Funding** |
| Create & Sustain Employment Services Centers at each Campus |  |  |  |
|  | Hire Employment Services Managers at each campus and establish on-line matching tools for students and employers\*  |  | CPT\*FCCC Work-based LearningBOG Strong Task Force |
|  | Provide students with a more complete array of Career Services: understanding career options, visiting potential employers or companies in their field, getting internships, preparing their resume, conducting mock interviews, applying for work and work-based learning\* | Employment Services Managers at each campus | CPT\*FCCC Work-based Learning\*BOG Strong Task Force |
|  | Revise and implement new District Co-Op Education Plan and align its policies and practices with CPT and related goals of scaling quality work-based learning for students\* |  | State Co-Op Ed Requirements (new regulations) \* |
|  | Continue to participate in the CTE Outcomes Survey and find other ways to track student employment outcomes and wage gains\* | Employment Services Managers at each campus | CTE Data Unlocked\*CPTFCCC Work-based LearningBOG Strong Task Force\* |
| Align Transfer Center Activities with Programs of Study |  |  |  |
|  | CSU math pathway alignment\* |  | Bridging the Gap\* |
| Track and Assess Student Data |  |  |  |
|  | Establish metrics for every stage and action, track and enter data, use it to continuously improve and re-align and prioritize programs and efforts\* |  | All grants require tracking and monitoring, reporting, and most require an evaluation\* |