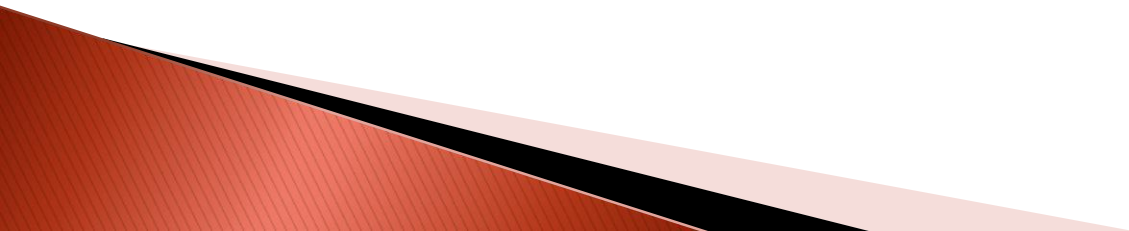


Keeping Your Adult School Relevant and Viable

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Framing the Conversation



What purpose does your Adult School serve in your district? In your community? And who needs to know?



And who needs to know?

Internal Partners / Supporters

&

External Partners / Supporters




Internal Partners

District Office Leadership

District/School Business Officers need to understand the AEP funding and all its nuances

Educational Services Leaders need to be aware of all the ways the Adult Education program serves and supports families.

Students Services Division needs to have a working knowledge of the expertise and knowledge within Adult Education related to serving parents, especially immigrant parents.

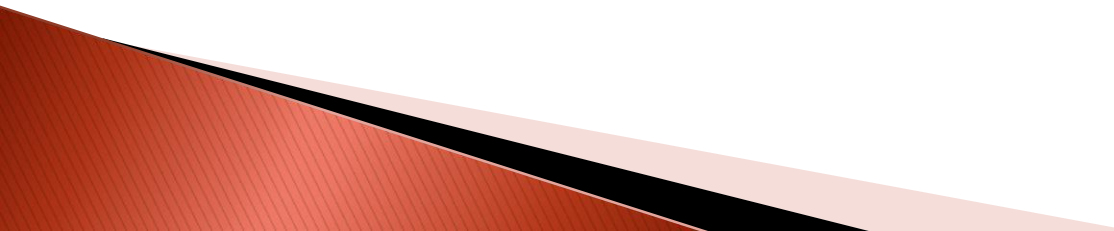


Internal Partners

School Site Administrators

All Principals and Co-Administrators need to know about the various education, training and resources available to their students' parents and families.

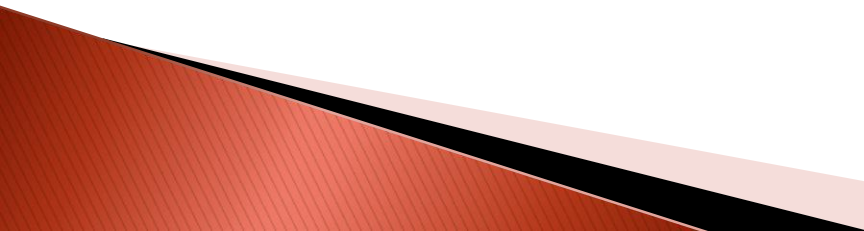
Adult Ed Leadership needs to have a relationship with Site Principals to assess current critical education needs of parents, including at-risk parents.



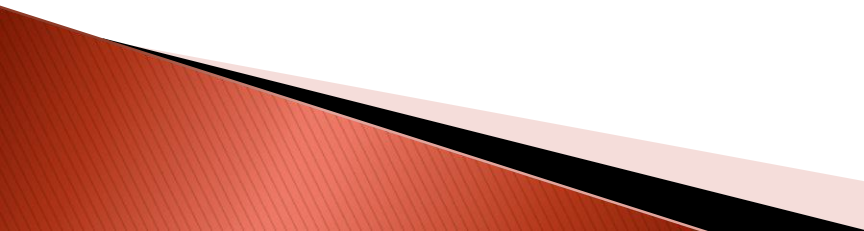
Internal Partners

School District Governance Team

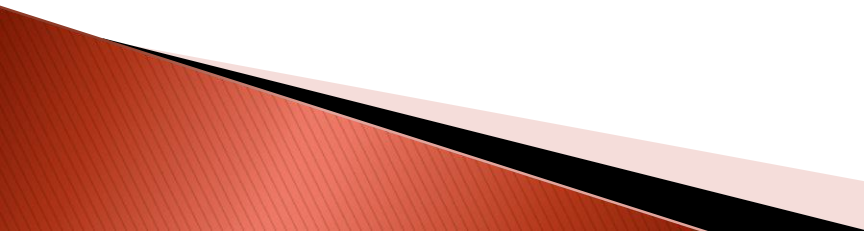
The Trustees and Superintendent need to understand:

- how Adult Education provides value added to their students, parents and families
 - the depth of support in the community of their Adult School
 - the various resources available through Adult Education
 - the local Adult Education Consortium governance and structure and how it impacts their Adult School
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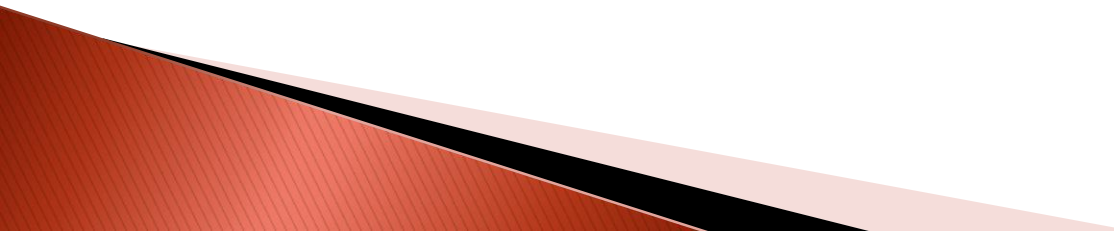
Ways to Interact with Internal Partners

- ▶ Board Meetings: Attend meetings, Adult Ed Board agenda items, Annual California Adult Ed Week Resolution and presentation, student success presentations, etc.
 - ▶ Family Literacy & preschool events
 - ▶ High School graduations
 - ▶ Superintendent K–Adult meetings
 - ▶ Alternative Ed meetings
 - ▶ Cabinet meetings
 - ▶ LCAP stakeholder meetings
 - ▶ Contribute articles & updates: Superintendent newsletters (staff & community), district website postings, Board updates, etc.
 - ▶ Participate in Career Fairs, Staff Development Events, etc.
- 

Expanding Internal Partners' Knowledge of Adult Education

- ▶ Have School Board members and other internal leaders visited your programs, events, sites?
 - ▶ How many times have you had the opportunity to present at meetings?
 - ▶ Do they all know and understand the educational/training programs you provide?
 - ▶ Do they know how many students you serve and what the outcomes are?
 - ▶ Are they aware of the partnerships you have with other organizations?
 - ▶ Does the Superintendent and Board understand the consortium work and the membership, governance structure, needs assessment and plan?
 - ▶ Is the School Board aware of your budget and financial situation?
 - ▶ Does your district Governance Team have a role in your consortium governance structure?
 - ▶ Do they understand how adult education is funded at the State level?
- 

Communication strategies within the context of your district protocols

- ▶ Learn established district chain of command and communication protocols i.e. can staff send information directly to the Board? To the Superintendent?
 - ▶ Take opportunities to share information and make announcements at various staff convenings i.e. Principals meetings, Cabinet meetings or the like.
 - ▶ Ask what is needed that you may be able to provide, be a team player.
- 



Eye on the Goal

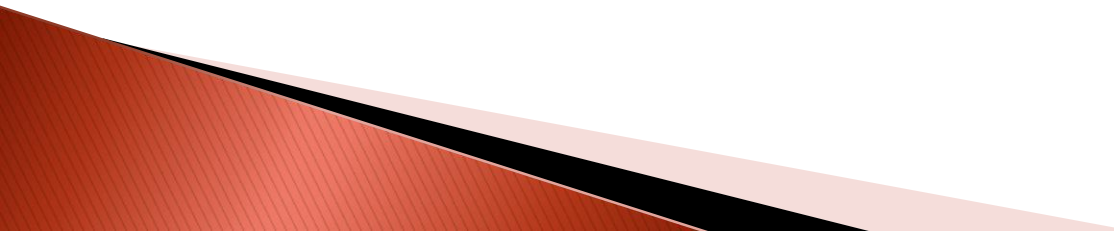
Internal Partners see Adult Education as a critical part of the team and can, *and do*, speak up about the value added of Adult Education in serving students, families and community.

Mt. Diablo Adult Education's Focus that resonates with Internal Partners

- Immigrant Integration
- ESL
- Citizenship
- Family Literacy
- Parent Support



Key Internal Partners for This Focus

- ▶ District staff supporting K–12 English Learners
 - ▶ District Student Services staff
 - ▶ District Leadership for Equity Initiatives
 - ▶ Elementary School Principals
 - ▶ School Site Parent Leadership
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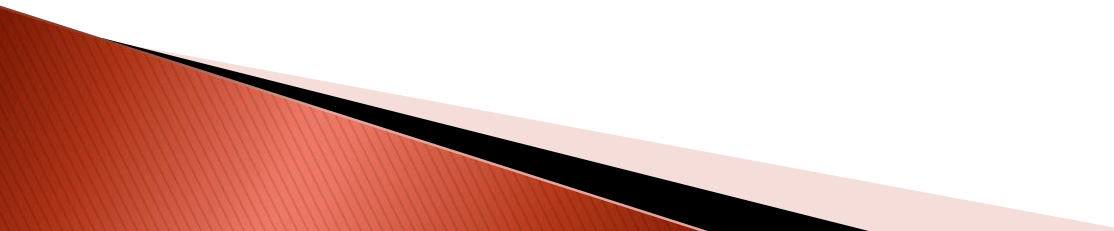
What has been your
experience with your
internal partners?




External Partners



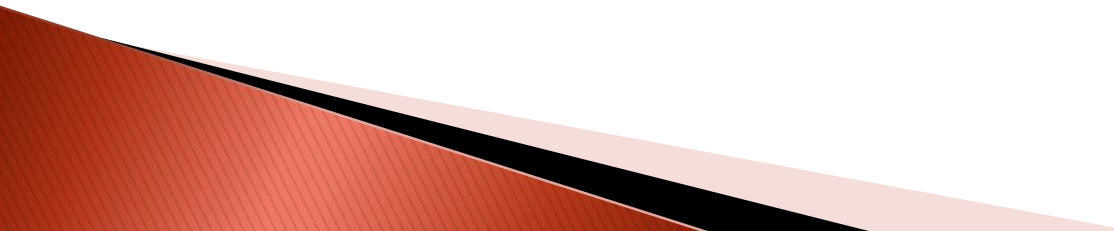
Goal for Positive External Partner Relationships

- ▶ Local partners see you and your Adult School as a reliable and collaborative partner, focused on what's best for adult learners and families.
 - ▶ There is an appreciation of the expertise and breadth of experience amongst Adult Educators.
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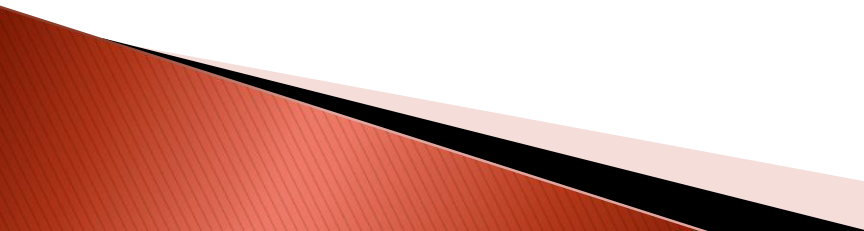
Types of External Partners

- ▶ Public agencies
 - ▶ Public libraries
 - ▶ Business workforce organizations
 - ▶ Community-based organizations (CBOs) for specific populations or service expertise
 - ▶ Regional and locally-based Foundations
- 

Forms of Collaboration

- ▶ Informal networking & collegial relationships through one-one-one and group meetings
 - ▶ Resource referrals
 - ▶ Formal contracts and agreements for services
 - ▶ Advisory Boards
- 

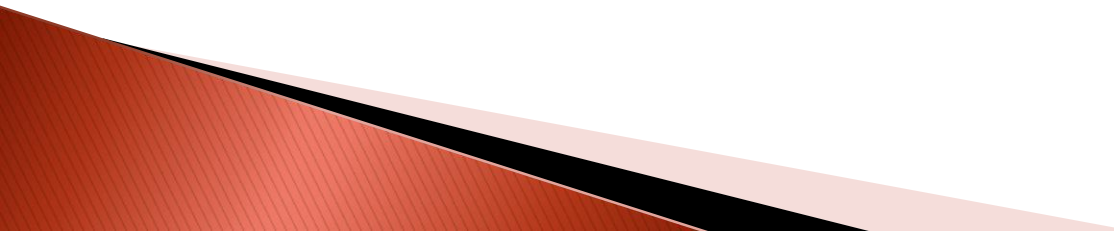
Specific Collaborations with External Partners Facilitated by MDAE

- ▶ Project ACCESS, a Bridge Program with Diablo Valley College for Early Childhood Education (ECE) started over 10 years ago with seed-funding and support from Catholic Charities
 - ▶ CNA Regional Training program developed with support of John Muir Health Foundation, Ombudsmen Services of Contra Costa, Solano and Alameda (Counties), Opportunity Junction (CBO)
- 

What has been your
experience with
external partners?



Who are – or could be – your Adult School internal and external partners?

- ▶ Which of your programs and services will be most relevant to each partner?
 - ▶ What types of collaborations will have identifiable impacts on student outcomes?
 - ▶ How do you create a ‘win-win’ collaboration?
 - ▶ Which partners will, as a result, become vocal advocates for K12 Adult Education?
- 

Questions?

For Further Information

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