

Adult Education Block Grant : Annual Plan : 2018-19 Produced: Aug 15, 2018, 7:11 PM UTC Action Taskman

## 07 Chabot-Las Positas/Mid-Alameda County Consortium

### Plans & Goals - Consortium Approved

#### Executive Summary

The Mid-Alameda County Consortium (MACC) envisions all adults in its region having a clear pathway toward attainment of personal and career goals through seamless delivery of instructional, training and support services. Its three-year and annual plans seek to build and leverage the necessary supports for student goal attainment. Contributing to that end are 2017-18 accomplishments such as: 1. integrating community agencies providing key student supports into the Community Pro Suite data/referral system 2. sponsoring a cross-regional conference for teachers, classified staff and administrators 3. a cross-system understanding of ESL student readiness for college coursework and a plan for developing a related assessment 4. the emergence of contextualized and IET curricula 5. community college open houses and class visits promoting student transition, including El Centro, the one-stop resource center at Chabot College 6. reformed strategy teams, now called work teams, operating with more concrete goals 7. a new website providing information to the public and functioning as a communication hub for MACC participants While the 2018-19 annual plan calls primarily for the maintenance of current programming, it also addresses growth and expansion within the limitations of funding that is outpaced by rising operational costs and reductions in WIOA funding. 2018-19 allocations were proportionally nearly identical to those of 2017-18, with slight variations in COLA distribution supporting limited growth led by members receiving higher funding. In 2018-19, MACC will build on recent accomplishments and move toward greater integration of programs and services by: 1. adding classes in ESL and Citizenship 2. offering new CTE courses (including programs for students with disabilities). 3. increasing the integration of contextualized instruction and integrated education and training 4. strengthening the capacity and coordination of Transition Specialists 5. nurturing the partnership with the Alameda County Workforce Development Board by prioritizing integration of the AJCCs into Community Pro Suite 6. shifting from from planning to implementation of Community Pro Suite 7. showcasing services and cultivating community interaction via the recently-launched web site. Finally, the MACC looks forward to developing the new three-year plan as an opportunity for assessing process and product to date and for refocusing its collaboration for greater student goal attainment.

#### Regional Planning Overview

The development of the MACC's original and aspirational three-year plan was led by consultants from WestEd. The original plan attempted to address a very broad and deep scope of implementation plans and activities, assuming a vastly greater funding level than the consortium actually received. In the ensuing years there has been a narrowing of focus on a more limited scope of activities, many of which turned out to be more infrastructure-building in nature than anticipated, thus resulting in a more measured pace toward student-centered goals. As funding, staffing and collaboration challenges became clearer, a revised set of priorities emerged such as finding the right make-up and approaches for the strategy teams (which have morphed into work teams), an increased focus on the role and work of transition specialists, and a dedication of time, resources and energy into the implementation of Community Pro Suite. With the benefit of lessons learned from the experience of the last three years, the MACC is beginning to organize a two-session retreat for development of the new three-year plan. At minimum, the retreat will address visioning, a review of the MACC's history and progress to date, a data review, a SWOT analysis, and a review of exemplary practices - all to inform development of the new plan. The retreat will convene representatives from various stakeholder communities and will capture input from many sources to inform plan development. Key among factors for consideration in the development of the three-year plan will be the impacts of 1) potential growth in community college non-credit programs, primarily as regards CTE and basic skills, 2) the implementation of AB705, 3) member effectiveness and consortium oversight policies and guidelines, 4) change management practice that supports progress from coordination to collaboration and to the solidification of group identity, and 5) the impact of the economy and joblessness rates on CTE and Pathways activities.

## Meeting Regional Needs

### Regional Need #1

#### Gaps in Service / Regional Needs

Maintain or increase ESL, EL Civics and Citizenship capacity, classes and programs

#### How do you know? What resources did you use to identify these gaps?

Waiting lists at several sites; AEBG Fact Sheet data showing that the consortium was meeting 12% of regional ESL needs in 2015 - 16

#### How will you measure effectiveness / progress towards meeting this need?

MACC will monitor 1) the number of classes added or modified to accommodate more students; 2) the number of students served, and 3) anticipated corresponding increase in learning gains and outcomes.

### Regional Need #2

#### Gaps in Service / Regional Needs

Maintain or increase CTE capacity, classes and programs (including classes designed for adults with intellectual disabilities)

#### How do you know? What resources did you use to identify these gaps?

Data from the Alameda County Workforce Development Board; communications from employers requesting referrals; AEBG Fact Sheet data showing 9% of CTE needs met and 1% of AWD needs met in 2015 - 16; student demand for CTE

#### How will you measure effectiveness / progress towards meeting this need?

MACC will monitor 1) number of classes/programs added or made available to students via partnerships; 2) number of DSPS referrals; 3) number of students served and 4) number of students completing programs and transitioning to employment.

### Regional Need #3

#### Gaps in Service / Regional Needs

Maintain or increase capacity in ABE/ASE/HSD/HSE

#### How do you know? What resources did you use to identify these gaps?

AEBG Fact Sheet showing 7% of needs met in 2015 - 16; professional experience re: ongoing challenge of recruiting and fully serving students in ABE/ASE programs

#### How will you measure effectiveness / progress towards meeting this need?

MACC will monitor 1) the number of classes added or modified to accommodate more students; 2) the number of students served, and 3) anticipated corresponding increase in learning gains and outcomes.

### Regional Need #4

#### Gaps in Service / Regional Needs

Maintain or expand courses and services for adults with disabilities, with an emphasis on employment training

#### How do you know? What resources did you use to identify these gaps?

Input from students, teachers and caregivers re: the need for job and career training; data from the AEBG Fact Sheet showing 1% of AWD needs met in the region in 2015 - 16.

#### How will you measure effectiveness / progress towards meeting this need?

The MACC will monitor 1) the continuation and expansion of existing courses/services, 2) the start-up of new courses/services, 3) the number of students served, 4) the offering of AWD-focused professional development and the implementation of best instructional practices, and 5) the number of students completing programs and entering employment.

### Regional Need #5

#### Gaps in Service / Regional Needs

Maintain or increase programs and services relating to Training to Support Child School Success

**How do you know? What resources did you use to identify these gaps?**

Input from students and central offices staff, including data on K-12 student outcomes

**How will you measure effectiveness / progress towards meeting this need?**

MACC will monitor 1) the continuation of existing programs/services and 2) the addition of new programs/services.

## Gaps In Service

### New Strategies

**Strategy #1**

Maintain current offerings and offer additional classes and distance learning options for ESL and Citizenship students; adjust current classes to accommodate more students and/or achieve greater learning outcomes

**Strategy #2**

Maintain current offerings and offer additional CTE classes; continue to develop pathways; adjust current classes to accommodate more students and/or achieve greater learning outcomes

**Strategy #3**

Maintain current offerings and offer additional classes and distance learning options for ABE/ASE/HSD/HSE students; adjust current classes to accommodate more students and/or achieve greater learning outcomes

**Strategy #4**

Maintain current offerings and offer additional classes and services for Adults with Disabilities

**Strategy #5**

Maintain current offerings and offer additional classes and services in Training to Support Child School Success

## Seamless Transitions

### New Strategies

**Strategy #1**

Continue development and promotion of CTE Pathways and increase number of articulation agreements

**Strategy #2**

Continue progress toward standard practice of referring ESL students to and from both systems, including development of a common assessment tool to determine readiness for community college

**Strategy #3**

Begin routine use of Community Pro Suite to initiate and monitor student referrals and transitions; Identify and integrate at-large partners into Community Pro Suite to strengthen or develop availability of wrap-around services for MACC students

**Strategy #4**

Increase strategic opportunities for adult school students to interact with representatives from the colleges

**Strategy #5**

Integrate selected community college classroom and study skills into adult education classes as appropriate and/or develop and offer bridge courses

## Student Acceleration

### New Strategies

#### Strategy #1

Maintain or increase availability of classes featuring contextualized instruction and integrated education and training

#### Strategy #2

Better align the scheduling of Pathways coursework across systems

#### Strategy #3

Focus on development of CTE classes/programs that are short-term and intensive

#### Strategy #4

Continue to integrate soft skills into classroom management practices to address employers' training needs

#### Strategy #5

Continue work toward integration of universal design for learning principles and adaptive technology across programs and systems, especially to address needs of students with disabilities; begin planning for the addition of non-credit classes and services supporting students with disabilities

## Professional Development

### New Strategies

#### Strategy #1

Support participation of faculty and staff at local, regional and state conferences

#### Strategy #2

Offer at least one local AEBG-focused professional development event, independently and/or in collaboration with the Bay Area Consortium Coordinators' Network

#### Strategy #3

Promote participation in online learning opportunities such as those offered by TAP, CALPRO, PLN, OTAN, CASAS and the AEBG Office

#### Strategy #4

Continue integration of professional learning during meetings of MACC work teams

#### Strategy #5

Open school-based professional development opportunities as appropriate to other members' faculty and staff

## Leveraging Resources

### New Strategies

**Strategy #1**

Collaborate with network of Community Pro Suite users to maximize system effectiveness

**Strategy #2**

Continue progress on increased collaboration/coordination with the Alameda County Workforce Development Board and the two local AJCCs

**Strategy #3**

Continue coordination of services with the Alameda County Library system in general and with the Pleasanton Library ESL program in particular

**Strategy #4**

Leverage K-Adult funding sources

**Strategy #5**

Leverage Community College funding sources

## Fiscal Management

**A narrative justifying how the planned allocations are consistent with the annual adult education plan which is based on your AEBG 3-year plan.**

2018 - 19 allocations were made in accordance with plans presented by members, most of which build incrementally on 2017 - 18 plans. Generally speaking, members receiving minor increases will offer programs and services similar in nature and number to those provided last year, while members receiving more significant increases will expand services and programs.

**An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2018-19.**

No member is anticipated to have significant carryover funds to put toward addressing strategies for 2018 - 19. Members will use any carryover funds for the provision of consortium-supported programs and services that their agencies are responsible for.

## Certification

**Castro Valley Unified School District, Member Representative**

Susie Passeggi

Approved

2018-08-14

**Chabot-Las Positas CCD, Member Representative**

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Julia Dozier  
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<p>Approved</p> <p>2018-08-14</p>
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2018-08-15



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