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Section 1: Consortium Information

Mid Alameda County Consortium

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## Section 2: Comprehensive Regional Three-Year Plan

### 2.1 Executive Summary

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The Chabot Las Positas Mid Alameda County Consortium (MACC) for Adult Education consists of 12 member agencies: Chabot College, Las Positas College, Tri-Valley Regional Occupational Program (ROP), Eden Area ROP, Castro Valley Adult and Career Education, Dublin Adult School, Hayward Center Adult School, Livermore Adult School, New Haven Adult School, Pleasanton Adult and Career Education, San Leandro Adult School, and San Lorenzo Adult School. Within the Mid Alameda County Consortium boundaries, two sub-regions exist, which coincide with the areas of the two colleges: The Eden Area is served by Chabot College and the following Adult Schools and ROP: Castro Valley, Hayward, New Haven, San Leandro, San Lorenzo, and Eden ROP. The Tri-Valley Area is served by Las Positas College and the following Adult Schools and ROP: Dublin, Livermore, Pleasanton, and Tri-Valley ROP. Each member agency has a board approved voting representative for the consortium. The official representative voting members along with the MACC director inform and monitor MACC's strategic goals and activities.

The Mid Alameda County Consortium has worked collectively to create opportunities for adult students within the region to have a clear pathway toward the attainment of personal and career goals through the seamless delivery of instructional, training and support services. In its previous three-year plan, led by consultants from WestEd in 2015, MACC sought to build and leverage the necessary support for students. The MACC regional and annual plans addressed very broad infrastructure building activities resulting in a more measured pace toward student-centered goals. A revised set of priorities emerged as strategy teams (e.g. ESL Tri-Valley, ESL Eden, CTE, Seamless Transitions, Adults with Disabilities) transformed into workgroup teams with an increased focus on the role and work of transition specialists, and the dedication of time, resources and energy into the successful implementation of key components of the annual plans.

Most notably, faculty and administrators from the member agencies have worked together to align curriculum and develop pathways for adult learners to transition from secondary to post-secondary education. Transition specialists are fully integrated at each member agency site to support students with career and college readiness. Member agencies have also expanded programs and services to meet regional needs for ESL, Adult Secondary Education, and Adults with Disabilities. In 2016, the consortium invested in Community Pro Suite (CPS), a student case management database system, to improve internal and external partner referral services for students. Regionally, members have shared professional development opportunities and resources to enhance instruction and increase the effectiveness of programs.

Over the last three-years MACC's regional 2017-18 accomplishments include the following:

<p><b>Connection and Entry</b></p>	<ul style="list-style-type: none"> <li>● Created a cross-system understanding of ESL student readiness for college coursework and plan for developing a related assessment</li> <li>● Showcased regional programs and services via the MACC website</li> </ul>
<p><b>Student Progress</b></p>	<ul style="list-style-type: none"> <li>● Increased ESL and citizenship classes</li> <li>● Developed new CTE programs and classes (including programs for students with disabilities)</li> <li>● Worked on the emergence of contextualized and IET curricula</li> </ul>
<p><b>Transition to Post-Secondary Education and Employment</b></p>	<ul style="list-style-type: none"> <li>● Strengthened the capacity and coordination of transition specialists</li> <li>● Nurtured the partnership with America’s Job Center of California (AJCC) Eden Area</li> <li>● Shifted from planning to implementation of Community Pro Suite</li> <li>● Promoted student transitions to post-secondary education thru partnerships with the Workforce Development Board, AJCC/Tri-Valley Career Center, Chabot College and Las Positas College</li> </ul>

**Regional Planning Overview**

MACC’s vision continues to focus on leveraging all resources to increase student success in the AB104 CAEP stated outcome goals. With lessons learned from the experience of the last three years, MACC conducted an extensive planning process for the 2019-2022 three-year plan. This process involved a series of official representative meetings, a large stakeholder convening session, as well as the analysis of regional data. The regional data collected for the development of the new three-year plan includes program hours and cost data, demographic, economic, and student survey data, visioning exercise results, a review of the MACC’s goals and progress to date, a SWOT analysis, and a self-assessment of the consortium’s mission and effectiveness.

**Key planning considerations:**

- The emerging growth in non-credit classes, in ESL and Basic Skills at Chabot and Las Positas.
- The implementation of AB705, AB540, and AB86 Guided Pathways.
- Change management strategies to increase support for the workgroup teams and effectiveness of the consortium.
- The regional impact of the economy, housing and employment needs on the alignment of career education programs in adult education and community colleges.

The development of the plan also reflects the collaborative work of our member agency official representatives, teachers, staff, and administrators. On February 1, 2019, the MACC member representatives participated in a reflective process to reassess the purpose and value of a regional consortium. Along with an analysis of the consortium self-assessment results, this led to a review of our regional mission statement: improving our communities by making it possible for individuals to improve their lives through education, training and support services. The consortium redefined its mission to have an impact not only on the communities served but also the shared belief in an intentional approach to regional support and coordination. The new mission for MACC is to collaboratively and collectively increase regional effectiveness in providing education, training and support services for adult learners, thereby strengthening our communities.

Envisioning what could be possible without any limitations in resources, time, or funding, the members shared their regional vision for MACC. The emerging themes included: shared resources to support students, increased internships/on the job training, clear structures, and procedures, as well as seamless student transitions to college or the workforce. MACC members analyzed these themes, the SWOT analysis, regional labor market and zip code data, and the newly revised mission statement to develop goals for the 2019-2022 plan.

The six MACC regional plan goals are aligned with the Student Progress Framework:

<b>Connection and Entry</b>	<ul style="list-style-type: none"> <li>● Implement a targeted marketing and outreach campaign</li> </ul>
<b>Student Progress</b>	<ul style="list-style-type: none"> <li>● Develop effective work teams that are focused on clear, measurable goals, aligned with consortium outcomes.</li> <li>● Expand offerings and services to more effectively serve students with educational barriers.</li> </ul>
<b>Transition to Post-Secondary Education and Employment</b>	<ul style="list-style-type: none"> <li>● Enhance transition and support services for students going from adult education to college and/or careers.</li> <li>● Enhance career readiness curriculum, instruction, increase work-based learning and certification opportunities for adult learners.</li> <li>● Increase regionally-aligned industry and community partnerships to maximize student opportunities.</li> </ul>

For the 2019-2022 planning cycle, MACC completed logic models for the six overarching regional plan goals. MACC voting members selected indicators of progress using the logic model outputs. The indicators reflect the priorities of the consortium members and will guide

activities aligned with three-year plan strategic goals. The following indicators of progress define desired baseline data or outcomes for 2019-2020:

**Progress Indicators**

- By December 2019, MACC will produce printed marketing material aligned with social media (e.g. MACC website, Facebook, etc.) for potential partners, advocates for adult education, and referral agencies to increase awareness of the regional programs and services for all 12 members agencies.
- By June 2020, MACC will establish a regional repository list of all member agencies programs and services using baseline data from 2019 to 2020.
- By October 30, 2019, all workgroups will submit annual goal(s) aligned with the MACC three-year plan strategic goals and activities.
- By October 2019, all MACC transition specialists will have access to a common regional consortium tool for career assessment with students.
- By June 2020 and 2021, all member agencies will be able to a) identify community resources available for L.D. assessments (June 2020), b) participate in professional development activities regarding accommodations, Universal Design for Learning (UDI) and for low+high tech assistive technology (by June 2021).

## 2.2 Pre-Planning Assessment

The following table summarizes the planning convening sessions:

<b>Meeting Type</b>	<b>Meeting dates</b>	<b>Meeting Purpose</b>	<b>Number of Attendees</b>
MACC Official Representative Retreat	February 1, 2019	Professional development: Communication Strategies for Effective Teams. Re-envisioning our regional consortium work by reviewing and providing input on MACC's mission statement, MACC's self-assessment of regional effectiveness, SWOT analysis, and visioning.	15
MACC Regional Retreat	March 1, 2019	Provide an overview of AB104 three-year planning process, solicit college administrators, faculty/teacher and staff input on existing program activities, strengths and gaps in service base on regional data, student surveys, regional MACC programs, workgroups progress to date. Develop overarching goals and logic models for MACCs three-year plan	62 attendees
MACC Official Representative Retreat	March 19, 2019	Refine MACC overarching goals, review labor market, student surveys, census data, and program offerings to discuss regional community needs and gaps in services. Review and edit logic model activities.	14 attendees
MACC Official Representative meeting	April 16, 2019	Final review of MACC goals and logic models in preparation for SMART goals development	12 attendees



The consortium self-assessment of regional effectiveness survey had full participation from the MACC official representatives (see survey results [here](#)). The results indicate high levels of efficiency (doing very well) in the following areas:

- Having a well-developed process and procedures for facilitating collaboration
- Convening regular official meetings to discuss progress toward goals
- Member agency outreach and early engagement with prospective students
- Curricula aligned around common standards for program areas focused on college and/or career readiness
- Formal articulation/dual enrollment agreements to enable easy transitions into postsecondary training

To enhance effectiveness, the results show additional work or focus is needed in the areas of:

- Full range of services to students
- Tracking the performance of aligned programs across agencies
- Regular review and use of labor market data
- Program maps of clearly aligned career pathway opportunities across members and partners

Over 1,053 students responded to the MACC student survey in English, Chinese, and Spanish. Most of the students surveyed have been enrolled for less than one year in ESL classes. Learning English and obtaining a better job were the two primary reasons for attending an adult school. 58% and 49% of students indicated the location and availability of classes (respectively) were the most important factors in choosing a school. Students also indicated services such as academic and career counseling and job training, internships and placement assistance would help them meet their educational or career goals. Overall, students were very satisfied with their educational experiences within the regional consortium.

The consortium has the capacity to expand partnerships with 501(c) 3 nonprofit organizations to support re-entry and probation student populations to further leverage its work with the Alameda County Workforce Development Board, and industry for paid internships and pre-apprenticeships. MACC adult education services are aligned with other regional plans and planning processes including the Federal Workforce Innovation and Opportunity Act (WIOA) Title I and II, and the Bay Area Community College Consortium Strong Workforce Program (SWP). The Workforce Innovation and Opportunity Act also offers similar outcome measures on education functioning level gained by pre-test and post-test, credits, and transition to postsecondary, high school diploma, or equivalent. WIOA also includes measurements on employment and earnings after exit.

The regional funding capacity of the consortium is \$9,439,867 of CAEP direct funding to support the current levels of education, services, and workforce programs. MACC has partnered with the Alameda Workforce Development Board, local chambers of commerce, libraries, community-based organizations (e.g. La Familia, Alameda Alliance for Health, America's Job Center of California and Sunflower Hill Gardens) and numerous regional employers. These regional partnerships play an integral role in the region to offer adult learners' opportunities for

self-improvement, job training, and post-secondary education. MACC is working to strengthen its regional effectiveness in a collaborative delivery system that addresses community needs.

MACC's official representatives completed Strengths, Weakness, Opportunities, and Threats (SWOT) analysis and visioning activity on February 1, 2019. The SWOT analysis helped the members examine some key areas of internal strengths and opportunities to advance its mission. A major strength for MACC is its membership which is comprised of leadership at the Adult Schools, Community Colleges and ROPs with high levels of "in-house" expertise and a good mix of leaders with historical MACC knowledge while embracing new official representatives. The consortium also has the opportunity to increase dual enrollment agreements, early engagement to support students transitions to employment and college, a MACC website regional marketing capacity and work towards IET collaborations between adult schools and colleges. Members identified the ESL workgroups as having high levels of success in aligning curriculum in collaboration with community college and adult schools to meet the needs of students in the ESL program area. It was also noted MACC has the potential to increase its regional impact by leveraging new and existing partnerships by engaging in quarterly meetings with partners (e.g. workforce development board, probation/re-entry, CBOs, and libraries, etc.) to engage in pre-apprenticeships and meeting industry employment needs.

An identified weakness is the continuing need for the full functionality of Community Pro Suite to support and track "in real time" student transitions and referrals (internal and external). Additionally, MACC representatives must contend with the competing interest of regional responsibilities and local agency demands. The regional responsibilities include strong participation amongst all members at Official Representatives meetings, updating internal processes and procedures to ensure compliance with AB104 and CAEP goals, developing an orientation plan for new memberships, and creating a regional outreach/marketing plan. The consortium is mindful of the threat of funding instability in the K-12 consortium members and CAEP. Continuous increases in CAEP funding is essential for large scale regional success. MACC members are active in State advocacy opportunities within CCAE and CAEAA organizations. Potential barriers for MACC also exist with building Career Education pathways that are aligned with higher wage programs from Adult Schools/ROPs to community colleges. Our students are also facing greater challenges with food and housing insecurities. Increasing numbers of potential students must leave the MACC region for employment opportunities which impact the availability of residents to enroll and complete programs. The lack of facilities has also hindered the expansion of some program offerings.

MACC's 2017-18 resources and total program area hours in education, workforce programs and services for adults in the region include:

	Adult School Overall Budget 2017-18	Total Program Area Hours for 2017-18
Castro Valley	\$3,490,860	230,985
Dublin	\$511,327	30,856
Hayward	\$2,508,923	199,212
Livermore	\$954,531	32,976
New Haven	\$1,787,781	97,549
Pleasanton	\$576,895	34,838
San Leandro	\$2,361,334	190,271
San Lorenzo	\$686,265	68,243

CAEP AB104 legislation calls for “consortia to integrate their existing programs and create seamless transitions into postsecondary education or the workforce” [California Ed code 84830(d)]. MACC’s community college member organizations Chabot College and Las Positas College are actively involved in workgroup strategy teams to build pathways for Adult School to Community College transitions including dual enrollment, articulation, credit for prior learning, non-credit courses and Career Education pathway alignments through strong workforce to meet market labor demands. Both Chabot and Las Positas have adult education program managers, one-stop centers, and all adult schools employ transition specialists to connect students with services and educational support. Inter-institutional alignment with adult school career pathways Integrated Education and Training (IET) and community college programs ensure that adult learners who have gained the necessary foundational skills can onboard to college for occupational skills that will build toward higher levels of credentialing over time.

The following table highlights program area offerings by adult schools. All adult schools offer ABE/ASE/Basic skills, ESL and CE programs. Castro Valley, San Leandro, and Pleasanton adult schools offer AWD programs while Pleasanton, Castro Valley, Hayward, and San Leandro are the only schools offering pre-apprenticeship programs.

**Table 5: Current Program Areas by Adult School**

	ABE/ASE/Basic Skills	ESL	CTE	AWD	PRE- APPR.
Castro Valley	X	X	X	X	X
Dublin	X	X	X		
Hayward	X	X	X		X
Livermore	X	X	X		
New Haven	X	X	X		
Pleasanton	X	X	X	X	X
San Leandro	X	X	X	X	X
San Lorenzo	X	X	X		

\*Please see regional snapshot [PowerPoint](#) by member agency on partnerships, support services, and notable successes or innovations.



Mid-Alameda County Consortium

Table 1. Examples of Key Regional Service Providers

Provider Name	Provider Type	Address or location(s) where AE services are provided	Program Areas						
			A BE	A SE	ES L	C TE	A W D	W R	PA
XYZ Agency	Business / Industry	555 Adult Education Lane, Los Angeles, CA 90001	X	X	X	X	X	X	X
Alameda WDB	County	24100 Amador Street Hayward, CA 94544	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	x	<input type="checkbox"/>	x
La Familia	CBO	26081 Mocine Ave Hayward, CA 94544	x	x	x	x	x	<input type="checkbox"/>	<input type="checkbox"/>
East Bay Innovations		2450 Washington Ave #240 San Leandro, CA 94577	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Futures Explored	CBO	2380 Salvio St Concord, CA 94520	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Tri-Valley Career Center	WDB	6300 Village Parkway #100 Dublin, CA 94568	x	x	x	x	x	x	<input type="checkbox"/>
Regional Center of East Bay		500 Davis Street San Leandro, CA 94577	x	x	x	x	x	<input type="checkbox"/>	<input type="checkbox"/>
Department of Rehabilitation		1515 Clay Street #119 Oakland, CA 94612	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	x	<input type="checkbox"/>	<input type="checkbox"/>
America's Job Center of California (Eden)	WDB	24100 Amador Street, Hayward, CA 94544	x	x	x	x	x	<input type="checkbox"/>	<input type="checkbox"/>

Sunflower Hill Gardens		455 Olivina Ave Livermore, CA 94551	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Alameda Alliance for Health		1240 S Loop Rd Alameda, Ca 94502	x	x	x	x	x	<input type="checkbox"/>	<input type="checkbox"/>

Table 2. Funding for Adult Education Programs and Services

Source and Type of Funds	Funding Estimates FY2019-20	Funding Estimates FY2020-21	Funding Estimates FY2021-22
<b>State / Federal Funding</b>			
CAEP	\$9,439,867	\$9,723,063	\$10,014,754
CalWORKs	\$72,613	\$74,791	\$77,035
CCD Apportionment	\$0	\$0	\$0
Corrections	\$0	\$0	\$0
LCFF / District Funds	\$103,661	\$106,771	\$109,974
Perkins V	\$194,525	\$200,361	\$206,372
WIOA II	\$1,484,141	\$1,528,665.23	1,574,525.19
<b>Other</b>			
Fees	\$199,037	\$205,008	\$211,158
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
<b>Total</b>	<b>\$11,493,844</b>	<b>11,838,659</b>	<b>12,193,818</b>

### 2.3 Community Need and Customers

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This section provides an overview of shared and unique customers as they pertain to current students, the regional population characteristics and labor market data. The consortium leadership contracted with BW Research Partnership Inc. (BW Research), an independent firm to complete research to support the consortium's strategic planning efforts. The research scope of work had two main objectives:

- Develop a comprehensive profile of the area's potential and current adult education students by different program segments and sub-regions.
- Produce a regional analysis of the economy and demand-side employment profile to better understand the opportunities for training education and career pathways for adult education students.

The MACC member agencies (except for the ROP programs) provided BW Research unduplicated zip code data on current students by program areas. The complete overall report prepared for MACC can be viewed [here](#) and the member agency sub-regions report is [here](#). Census, Launchboard regional demographic and CCCCCO MIS data are also factored into the overall analysis of community need. Community need is based on the following six characteristics:

- Education attainment (no high school diploma)
- Employment (unemployed adults)
- Adult population (18 years and older)
- Poverty (household)
- Adult literacy levels (7th grade education level)
- English Proficiency (the ability to speak English)

The total population in the MACC region service area is approximately 1.7 million people, a 5.2% increase from 2014 to 2018. Employment has increased in the region by 14%. This suggests the region has undergone substantial change in recent years. The MACC regional consortium demographics shows 78,888 residents 18 and over without a high school diploma or the equivalency (see Figure 1).



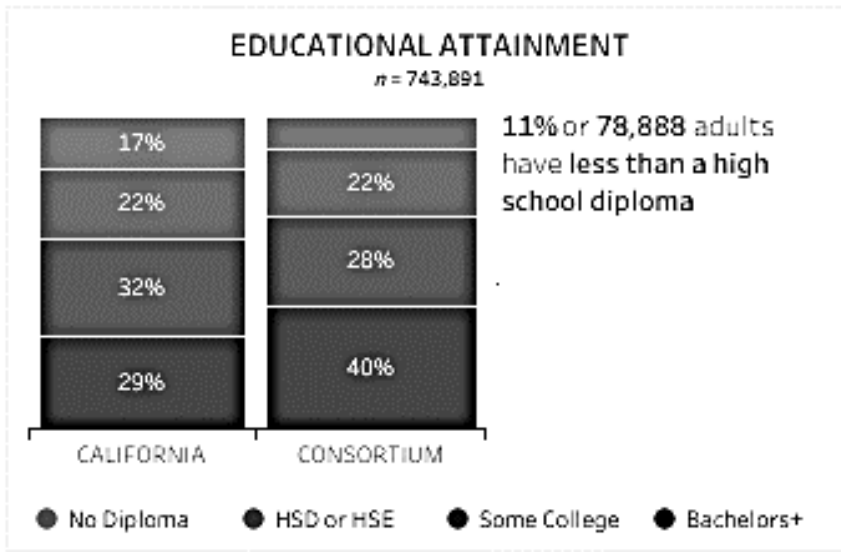


Figure 1  
Educational attainment among residents 18 and over within MACC service area  
Source: BW Research Regional Data Report 2019

Additionally, the U.S. Census Bureau and American Community Survey (ACS) data suggests that the MACC region has a population of at least 13% (56,599) adults 25 and older with less than a high school diploma – of which 63% (35,888) speak English less than “very well” and speak a language other than English at home. It is also estimated that 22% (98,369) of adults are foreign born and speak English less than “very well”. Finally, 23% (12,749) of adults with less than a high school diploma and 12% (55,740) of the overall adult population have a disability. The data indicates a need for ESL and disability programs (see Table 1).

	Total	Less than high school diploma		Speak English less than "very well"	
		Estimate	Percent	Estimate	Percent
<b>Population 25 and older</b>	<b>450,558</b>	<b>56,599</b>	<b>13</b>	<b>102,714</b>	<b>23</b>
<b>Nativity and Citizenship Status</b>					
Native born	266,702	16,178	6	4,345	2
Foreign born	183,856	40,421	22	98,369	54
Not a U.S. Citizen	79,153	24,315	31	51,560	65
<b>Speak English less than "very well"</b>					
Speak Spanish at Home	42,593	22,796	54	42,593	100
Speak Some Other Language at Home	60,121	13,092	22	60,121	100
<b>Disability Status</b>					
With any Disability	55,740	12,749	23	12,198	22
With a Cognitive Difficulty	20,107	5,797	29	4,496	22

Table 1 (U.S. Census, 2010)

Nativity and citizenship status, language spoken at home, and disability status for residents 25 and older within the MACC service area (by those who attained less than a high school diploma, speak English less than “very well”, and total)

Median household income in the MACC region is \$97,264. Less than one-seventh of households (13%) have an income of less than \$25,000 and about one-in-four households have an income between \$25,000 and \$99,999. 46% of households have an income of \$100,000 or higher, which is higher than the average across the state (Figure 2). Examining broader trends, MACC households tend to have higher rates of wealth than the state average.

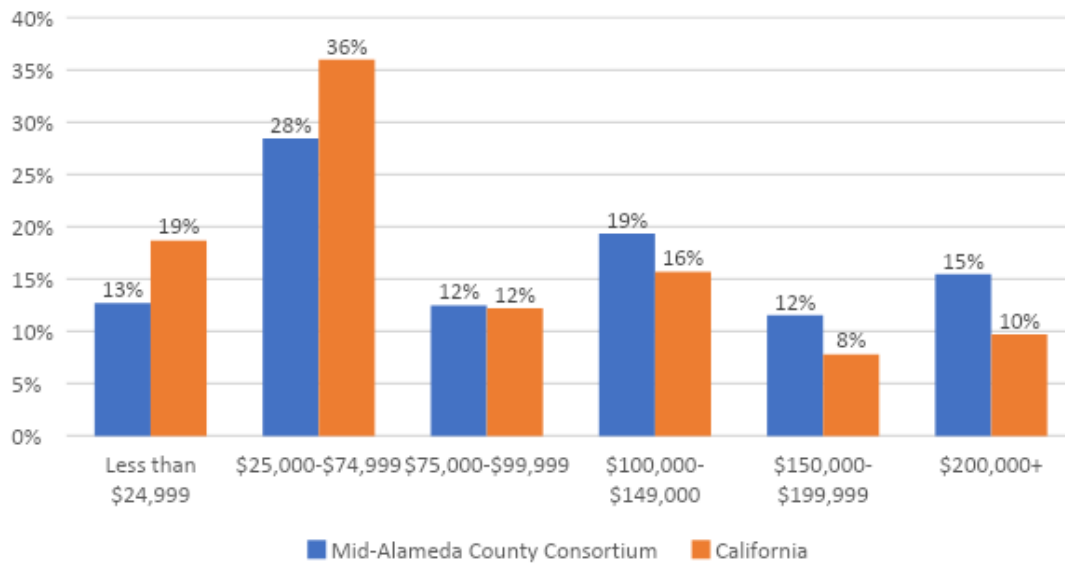


Figure 2: Household Income Distribution, 2017

Note: Individual percentages may not perfectly sum up to 100% due to fraction rounding.

Within our consortium region of current student populations, the cities with the highest median household income appear to be centered around Dublin, San Ramon, and Danville. Although San Ramon, and Danville are not in our region, some residents from these cities attend MACC. The lowest median household income region tends to be the North-East part of the MACC region, near Oakland. In many of these zip codes, the median household income dips well below the sustainable living wage of \$70,200 a year for a family of four. The zip code with the lowest median household income, 94621, has a median household income of about \$34,500.

Labor market data shows the MACC region’s projected job openings by industry, occupational groups, and median hourly wage. Regionally, the self-sufficient wage is earning at least \$20.00 per hour (see Appendices 3 and 4).



Figure 2  
Industries with the largest job creation since 2014 within the MACC service area

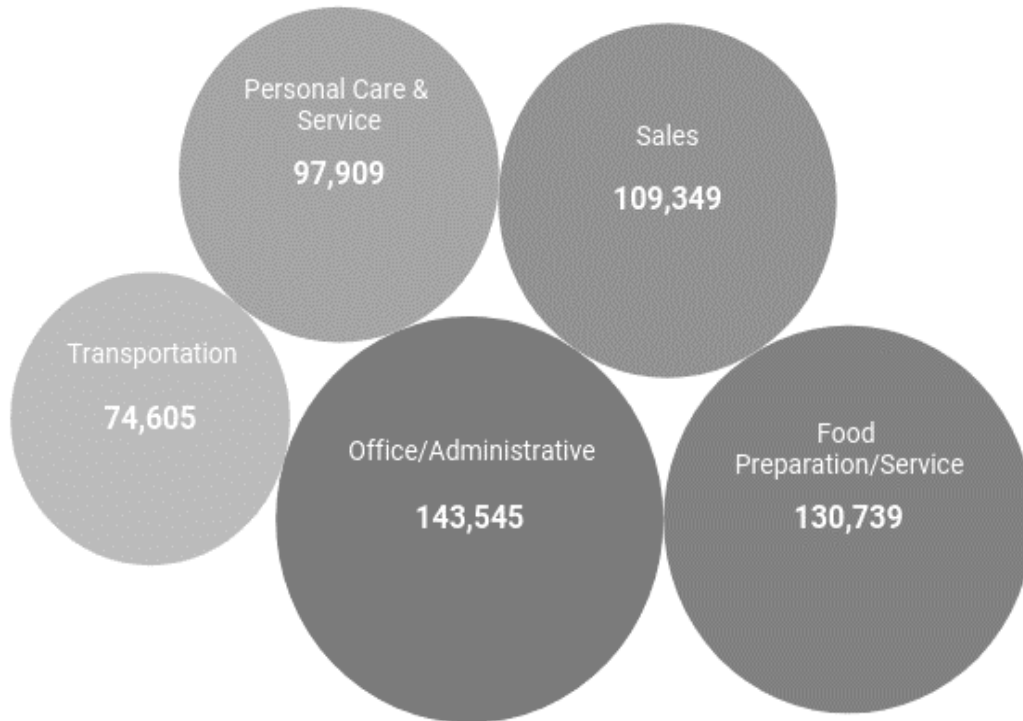


Figure 3  
 Occupations with the most projected job openings in the MACC service area from 2017-2027

There are a total 656,154 jobs in the Mid Alameda County Consortium (MACC) region. Since 2014, the number of jobs in the region has increased by 14%, or by an additional 78,183 jobs. Along with this significant job growth, average wages per job in MACC (\$83,330) are above the state and national average. Since 2014, employment in the MACC region has increased more than the state (10%) and national (7%) averages, and nearly the same as broader Alameda County. The industries with the largest job creation since 2014 include general warehousing and storage (8,315 additional jobs), restaurants and other eating establishments (6,281), services for the elderly and persons with disabilities (6,111), other outpatient care centers (4,906), and education (local government) (3,893). Between 2017 and 2027, the occupations with the most job openings are projected to include office/administrative (143,545), food preparation/service (130,739), sales (109,349), personal care and service (97,909), and transportation (74,605) (see Figures 2 and 3). Approximately 65.8% of the population 16 years and older are in the labor force. The labor force participation rates in California and the U.S. are slightly lower, at 63.5% and 63.4% respectively. The unemployment rate in the MACC region is approximately 2.7%, which is lower than the state (4.1%) and national rates (3.9%).

Employment trends and economic snapshots are important in understanding the number of jobs in a given area, but they typically fall short in providing a strong understanding of job quality. Educational attainment, training, and experience are often associated with employment opportunity, career growth, and potential earnings. Based on these elements, most occupations can be categorized into one of three occupational tiers that will provide more insight into job quality.

Tier 1 Occupations are typically the highest-paying, highest-skilled occupations in the economy. In 2018, the median annual wage for Tier 1 occupations in the MACC region was approximately \$107,843 a year. This occupational category includes positions such as managers (e.g., chief executives and sales managers), professional positions (e.g., lawyers and physicians) and highly-skilled technology occupations, such as scientists, engineers, computer programmers, and software developers.

Tier 2 Occupations are typically the middle-skill, middle-wage occupations. In 2018, the median annual wage for Tier 2 occupations in the MACC region is approximately \$58,576 a year. This occupational category includes positions such as technicians, teachers, office and administrative positions (e.g., accounting clerks and secretaries), and manufacturing, operations, and production positions (e.g., assemblers, electricians, and machinists).

Tier 3 Occupations are typically the lowest-paying, lowest-skilled occupations that have historically provided the largest portion of employment in the region. In 2018, the median annual wage for Tier 3 occupations in the MACC region is approximately \$38,442 a year. These occupations include positions such as security guards, food service and retail positions, building and grounds cleaning positions (e.g., janitors), and personal care positions (e.g., home health aides and child care workers).

The Three-Tiered system used in this regional analysis is largely defined by current wage data, general educational attainment, and skills requirements. They are as follows:

	<b>Median Annual Wage</b>	<b>Number of Jobs to Meet Family Self-Sufficiency</b>
<b>Tier 1</b>	\$107,843	0.65
<b>Tier 2</b>	\$58,576	1.20
<b>Tier 3</b>	\$38,442	1.83

Table 4: Number of Jobs a Family of 2 Adults (One Working) and 2 Children Need to Meet Self-Sufficiency in Alameda County

MACC region has a mix of Tier 1, 2, and 3 occupations. The MACC region’s Tier 3 jobs experienced the largest growth, followed by Tier 1 and Tier 2 jobs. Looking at specific occupations, Tier 3 job growth was particularly strong among other personal care and services

workers (+7,728 jobs), material moving workers (+7,155 jobs), and food and beverage serving workers (+4,483 jobs). The highest growth Tier 2 occupations include construction trade workers (+6,262 jobs) and motor vehicle operators (+2,058). Tier 1 occupations experiencing the largest increase in workers include business operations specialists (3,133) and computer occupations (2,521). This means that employment opportunities are available for a range of educational and technically-skilled backgrounds. However, disproportionate growth among tier 3 jobs is cause for particular attention, as nearly 2 full-time Tier 3 jobs are needed to support a family of four.

Job quality represents a critical metric in understanding economic sustainability. Since tier 3 employment does not typically provide enough income for people to afford to live in the area, to improve job and life quality, the number of Tier 1 and Tier 2 jobs should increase so that more people are able to live and work in the MACC region. As mentioned previously, Tier 3 employment is associated with lower job quality. Thus, it is important for the MACC to support the growth of the more sustainable Tier 1 and Tier 2 jobs.

### **CURRENT STUDENT ASSESSMENT FOR THE REGION**

As reflected in the BW Research MACC region and sub-regional reports zip codes 94544 and 94541, near Hayward, have the highest number of current adult education students in the MACC region, with 3,816 students and 3,203 students respectively.

#### **Basic Skills Programs**

Basic skills programs are meant for students with less than a high-school diploma seeking to build a solid foundation of vocabulary, reading, and writing skills, and to complete their high-school diploma or equivalency. Basic skills students are most-concentrated in the three zip codes of 94544 (near Hayward), 94587 (near Union City), and 94541 (near Hayward). These three zip codes account for 332, 306, and 295 students respectively. Only one adult school, the Hayward Adult School, is located within one of these zip codes. Chabot College, San Lorenzo Adult School, and Castro Valley Adult and Career Education School are relatively close in proximity.

#### **English Second Language (ESL) and Citizenship Programs**

English Second Language (ESL) courses help adult participants learn or improve their English. These courses are often oriented for the workplace or in the context of immigration and citizenship. The zip codes 94544 and 94541 (both in the Hayward area) have the most ESL and Citizenship program students, with more than 1,000 residents each taking courses. The zip codes 94568 and 94587 also have a large number of current ESL/Citizenship students, with 794 and 644 current resident students respectively.

#### **Career Training Education (CTE) Programs**

Career Training Education programs are for students who have at least a high school diploma or equivalent, or some college but no degree. These programs are designed to provide students with technical and skills training to enhance employment opportunities, assist in the completion of a college degree, or prepare students for a specific career pathway. The zip codes 94544

(Hayward) and 94568 (near Dublin) have the greatest number of current CTE students, with more than 2,200 and 2,000 current students, respectively. Other zip codes, including 94541, 94587, and 94550 have more than 1,500 current CTE students.

### **Courses for parents of young children**

Unlike the other regions, the zip code with the largest number of residents enrolled in parenting education courses is 94546 in Castro Valley, with 150 current parenting education students. The zip codes 94551, 94550 (both near Livermore), and 94552 (near Castro Valley) are zip codes with 50 or more current parenting education students.

## **POTENTIAL STUDENT ASSESSMENT FOR THE REGION**

### **Students Need Elementary and Secondary Basic Skills**

The highest number of potential Basic Skills students tend to be found in zip code 94544 in Hayward, with 12,603 residents ages 18 and older with less than a high school diploma.

### **English as a Second Language**

The highest numbers of adults 18 years and older who speak English less than “very well” center around Hayward. In zip code 94544 (Hayward) there is a substantial opportunity population with at least 20,113 residents who could benefit from additional ESL and citizenship programs.

### **Career and Technical Education (CTE)**

Career and Technical Education courses are meant to provide specific training and education to expand and improve employment opportunities while moving students along their career pathway. These potential students include workers trying to get a degree or certificate, get a job, promotion or career advancement. Developing strong CTE classes and programs will include identifying technical and non-technical skills demanded in growing industry clusters to better prepare students to complete a degree, enter the workforce, select career pathways, and/or move up the career lattice. For these classes, two populations segments were identified:

#### **Adults with a High School Diploma (or equivalent)**

The zip codes 94544 and 94587 between Hayward and Union City in the MACC region have the highest number of individuals whose highest level of educational attainment is a high school diploma or equivalent.

#### **Adults with some College, no Degree**

The zip codes with the highest population with some college, no degree, are 94544 and 94587 with 13,905 and 13,855 potential students. Chabot College and the Hayward Adult School are both located within this zip code.

### **Courses for Parents of Young Children**

The zip codes 94568 and 94536 (6,800 and 4,479 respectively) have the largest number of families with children aged six or younger.

### **Adult with Disabilities**



This population is any non-institutionalized civilian adult (ages 18 and older), who have a verified disability such as hearing, vision, or cognitive disability, self-care difficulty, or independent living difficulty. The zip codes 94544 and 94541 have the largest populations of adults with disabilities, though many zip codes in the region have substantial populations of adults with disabilities.

**STUDENT GAP ANALYSIS**

The student gap analysis is a calculation that highlights a region’s relative ratio of underserved populations. Gap analysis help assess how the concentration of the targeted adult education (AE) population segments (e.g. population with a high school diploma, population with english as a second language, etc.) compares to the number of current AE students within a program category by zip code.

MACC region gap analysis (opportunities for growth) in Basic Skills, CTE, and ESL

Chabot College	94501, 94536
Las Positas College	95336, 95337, 95391, 95376
Castro Valley	94601, 94605, 94621
Dublin	94582, 94506, 94526. 94583
Hayward	94546,94545, 94544, 94542*
New Haven	94560, 94536, 94575, 94539, 94587
Pleasanton	94582, 94583**, 94568, 94488
Livermore	94586. 94550. 94551
San Leandro	94619, 94501, 94502, 94606

\*Relatively less served populations in CTE

\*\* May benefit from increased attention in CTE

Additional key findings for the Mid Alameda County Consortium include:

1. Career pathways in healthcare, building, and design, and information and communications technology offer living wages in industries that have grown substantially in the MACC region. Each of these industries has grown by at least 10% and offer average annual earnings of \$74,900 or higher. Occupations such as computer

support specialists, sales representatives, and construction laborers offer entry-level roles with living wages that do not typically require a 4-year degree.

2. Most current students are centered around Hayward, San Leandro, Dublin, and Livermore—and most potential students are clustered around these areas as well. However, there are relatively large populations of potential students near San Leandro, Oakland, and eastward toward Tracy. While these more geographically-extreme regions may be out of the MACC immediate jurisdiction, it is worth noting a large number of potential adult education students fall within these outer bounds.
3. Some pockets of underserved populations are geographically closer to MACC institutions. The zip codes 94583 and 94582, just north of Dublin, have between 140 and 188 potential basic skills students for every current basic skills student. The zip codes 94603 and 94605, which are just north of San Leandro Adult Education, have more than 40 potential CTE students for every current CTE student.
4. There are opportunities for the growth of courses for parents with young children. Gap analysis reveals over 3,436 families with children under the age of 7 in Dublin (zip code 94568). Similarly, zip codes around Hayward and San Leandro have gap values ranging from 150-300. This suggests substantial potential interest in this region for these programs.

As of fall 2019, MACC will offer the following new Career Education programs: Sterile Processing (Castro Valley), Cisco/IT (Dublin). Entrepreneurship (Livermore), LVN (San Leandro), and Business (San Lorenzo) to address the workforce needs. There are waitlists at all adult schools for ESL classes. Potential opportunities also exist for expanding IETs, pairing and marketing vocational ESL programs with professional immigrant populations. MACC currently has well-coordinated outreach efforts with adult schools and community colleges (e.g. open houses, adult education college coordinators, ROPs, AJCC, student case management software, and faculty workgroup participation). Transition specialists are positioned at each adult school and are regionally supporting professional development with new state initiatives (e.g. AB540, AB705, AB19, non-credit and guided pathways) through workgroup teams. The consortium is working on regional workshops with Chabot and Las Positas to align efforts in the Guided Pathways grant-funded initiatives. The AB86 Guided Pathways grant explicitly calls for the coordination with adult schools to build sustainable, equity-centered pathways.

## 2.4 Identifying Goals and Strategies

The MACC logic model identifies the six overarching goals, activities, and outputs for the 2019-2022 three-year plan. The activities provide direction and focus for the three-year planning cycle relative to the target populations and problems we seek to address. The goals focus on the regional alignment of student transitions, curriculum, and instruction, marketing, removing educational barriers and increasing partnerships. The goals and strategies were derived from the collective efforts of the regional consortium official representatives and key stakeholders (e.g. MACC administrators, staff, teachers, community college educators, and community partners, etc.).

Using the Student Progress Momentum Framework, listed below are the MACC 2019-2022 regional goals:

<b>Connection and Entry</b>	<ul style="list-style-type: none"> <li>● Implement a targeted marketing and outreach campaign</li> </ul>
<b>Student Progress</b>	<ul style="list-style-type: none"> <li>● Develop effective work teams that are focused on clear, measurable goals, aligned with consortium outcomes.</li> <li>● Expand offerings and services to more effectively serve students with educational barriers.</li> </ul>
<b>Transition to Post-Secondary Education and Employment</b>	<ul style="list-style-type: none"> <li>● Enhance transition and support services for students going from adult education to college and/or careers.</li> <li>● Enhance career readiness curriculum, instruction, increase work-based learning and certification opportunities for adult learners.</li> <li>● Increase regionally-aligned industry and community partnerships to maximize student opportunities.</li> </ul>

Figure 1. MACC Logic Model:

**1. Enhance transition and support services for students going from adult education to college and/or careers.**

Inputs	Activities	Outputs	Long-Term Outcomes / Impact
<i>In order to accomplish our set of activities we will need the following:</i>	<i>In order to address our problem or asset we will accomplish the following activities:</i>	<i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i>	<i>We expect that if accomplished these activities will lead to the following changes in 3-5 years</i>

Survey of needs from both students and staff	Collect and analyze student and staff survey results.	A target list of transition-related student needs and develop a plan to address the needs	The better alignment of services, more efficiently and effectively meeting students' needs.
Information from Community Agencies, 211.org, AJCCs, Department of Housing, Social Services, etc.; Community pro suites to share information, OR google drive MACC document repository	Acquire information and compile a list of community and consortium resources (e.g. through our sites, cities, county health, and human services, etc.); Invite speakers to attend workgroup meetings to share and answer questions	Every agency office and staff will know the range of available supports and services within the community (internal and external) and where and how to access them.	Seamless support system of resources will be established to better support students within our region, leveraging multiple funding streams.
A common career assessment tool	Purchase and implement a common career assessment tool(s) and provide targeted training/professional development for all staff (classified/office, teachers, etc.) across agencies	All consortium students will have access to common career assessment software.	Consistency in student services and measurable outcomes within our regional consortium with the sharing of Career Assessment data, ensuring effective referrals.
Professional Development resource; knowledge of community LD testing sites (can this be a partnership with our CC); university student programs and resources	Develop a shared process for identifying students with learning disabilities and strategies to support them; provide consortium-wide professional development on reasonable accommodations and assistive technology.	All member agencies will be able to identify community resources for LD assessments and have the knowledge of how to implement these accommodations.	Proactive and increased services for students with disabilities, maximizing student success.
Knowledge of all resources/programs within each consortium; identified areas of needs; research of possible resources/best practices	Explore opportunities to leverage interagency shared support services for students that may include navigators, counselors, transitional specialists, learning supports, etc.	Leverage interagency shared resources for student support services, maximizing opportunities for students and expanding interagency collaboration.	Efficient and effective use of funding and resources to expand and enhance supports for students, maximizing their outcomes.
A fully functional data collection and referral tool (i.e. Community Pro Suite) and trained staff members, including Transition Specialists and outreach specialists at colleges	All agencies are actively using CPS to facilitate/memorialize transitions.	When students are referred, we have a system in place to measure the level of success in each transition	Programmatic decisions will be made based on documented successes memorialized in program data.

**2. Enhance career readiness curriculum and instruction and increase work-based learning and certification opportunities for adult learners.**

Labor market research information about certificates (i.e. CDE, workforce boards, strong workforce)	Collaboratively develop IET/ IELCE programs aligned to the labor market data, research industry-recognized certificate curriculum (with an eye toward which AE site is best to serve the need in the region)	Growth in the number of ESL students served in career pathway courses	Increase in the number of students or a larger percentage of students that transition into employment
A tracking system for data collection; Labor market data; job listings	Collaborate with Alameda County Workforce Development Board, CC, and Adult Schools to increase CTE articulation between Adult Schools and Community College to facilitate post-training job placement.	Increase in the number of students receiving employment in the industry or career sector in which they are trained	More students who are prepared for the next step in their career pathway.
Collaboration with local/ regional employers; Identified CORE skills; course outlines; ELPS; CCRS; Transitional Integration Framework (TIF: From Minnesota)	The curriculum team works collaboratively to integrate core work skills into ESL, AWD, HSD, ASE, CTE, and EL Civics curriculum. Then, share this information with peers such as internships.	Integrate core work skills into ESL, AWD, HSD, ASE, CTE and EL Civics curriculum.	Students are better prepared for employment opportunities
Regional data, cluster data, CC offered certifications; list of certifications	Work with local community colleges to develop articulation and preliminary stackable certificates or prerequisites	Increase opportunity at adult schools for stackable certificates or prerequisites for certificate programs offered at the CC level.	Increase economic mobility for students.
List of current offerings; their current success; a team of subject matter experts; Labor Market data and employment statistics; career pathway models	Share best practices and systems for the creation of CTE pathways; share Labor Market Data, and share lessons learned	A guiding document to memorialize how best to develop and implement a new CTE pathway.	Have successful, sustainable CTE programs that meet regional needs without duplicating services.

**3. Develop effective work teams that are focused on clear, measurable goals, aligned with consortium outcomes.**

Workgroup member survey; Sample work group structures; time for convening; agenda; assigned roles - including who will take the minutes	Convene a group to determine best practices, creating a set of guidelines for workgroup structure and function; develop a set of standards (i.e. policies and protocols) for the workgroups (i.e. agenda format - including partnership building, feedback process, minutes, etc.)	Increase in the effectiveness of the workgroups	Maximize output from convenings to ensure the integrity of the work and the advancement of the MACC goals
Collaboration meeting with Official Representatives and Co-Chairs to Set goals for each workgroup	Set each workgroup goals for the academic year to present during an Official Representatives MACC meeting for Official Rep approval	Workgroups will have measurable goals that are aligned with consortium outcomes	Teams are collaborating and functioning effectively and moving towards the 6 CAEP outcomes.

**4. Implement a targeted marketing and outreach campaign**

A regional list of programs/services to market; data; Marketing consultant; and Webmaster/IT consultant	Hire a marketing consultant and establish a regional marketing strategy, based on regional data	Produce regional print and online marketing material, including social media, for various stakeholders (e.g. students, partners, faculty, legislators, etc.) to increase awareness and participation in MACC programs and services	Increase in student outcomes in 6 CAEP outcomes.
Community College outreach specialists (or designees), Transition Specialists	Attend job fairs, open houses, community college tours, CTE/Manufacturing Days	Have a face to face presence with students at targeted outreach events, job fairs, AE/CC tours to increase student employment and enrollment opportunities	Increase in student outcomes in 6 CAEP outcomes.

**5. Expand offerings and services to more effectively serve students with educational barriers**

Student surveys focus groups and regional data (i.e. BW Research, census data, Launch board, Community Pro, Workforce Development Board, etc.)	Analyze the data to determine gaps in services/courses in each subregion	Each member agency will have data-informed resources to support the expansion of course offerings (e.g. noncredit classes at Community Colleges etc.) and	Increase in CAEP 1-4 student outcomes: <ul style="list-style-type: none"> <li>• Improved literacy skills</li> <li>• Completion of high school diplomas or their</li> </ul>
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		services to address the sub-regional educational barriers for students.	<p>recognized equivalents</p> <ul style="list-style-type: none"> <li>• Transition into postsecondary study</li> <li>• Completion of postsecondary certificates, degrees, or training programs</li> </ul>
List of member agencies current course offerings by program area	Improve the functionality of CP Suite and train members accordingly	Optimize interagency referrals for students with educational barriers.	Students will have access to the programs that most appropriately meet their educational needs.
Staff Professional Development Budget (leverage resources)	Provide professional development for staff on best practices in serving students with educational barriers; research innovative instructional practices	Support and instructional staff more informed and better equipped to support students by program areas and member agency	<p>Increase in CAEP 1-4 student outcomes:</p> <ul style="list-style-type: none"> <li>• Improved literacy skills</li> <li>• Completion of high school diplomas or their recognized equivalents</li> <li>• Transition into postsecondary study</li> <li>• Completion of postsecondary certificates, degrees, or training programs</li> </ul>

**6. Increase regionally-aligned industry and community partnerships to maximize student opportunities.**

Sub-regional lists of industry and community organizations	Increase MACC representatives participation in industry and community advisory groups;	Expand MACC presence across regional businesses,	Increase regionally-aligned industry and
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	participating members will report out to Official Representatives	community, local boards, and industry organizations.	community partnerships to maximize student opportunities.
Staff personnel; processes; partnerships; Communication focused on sharing internship or OJT	Transition specialist to collect interest of students in comparison to jobs that are available; Develop system of support to expand community and industry placements, utilizing a Navigator; Identifying the needs of students and potential employers; Work Groups will have a standing agenda item addressing partnership development	Coordinate efforts to Increase the number of students actively involved with community partners and industry.	Increase in CAEP student outcomes: <ul style="list-style-type: none"> <li>● Placement into jobs</li> <li>● Improved wages</li> </ul>

**Strategies to improve the integration of services**

The consortium values the diversity of its students and offers programs, differentiated instruction, and support services to meet their needs. MACC has identified resources to offer regional workshops on implicit bias training. This is reflective of our commitment to support teachers, staff and administrators with serving increasingly diverse residents within our communities, many of whom represent the most marginalized populations (e.g. recent immigrant populations, homeless, working poor, probation, etc.). MACC will also continue to leverage direct funding and external resources to provide intensive programming, faculty collaboration, and wraparound support services including co-located services with AJCC to produce higher level results. MACC plans to convene regular quarterly meetings with regional public sector entities such as Alameda Probation Department, Employment Development Department, and Alameda Social Services, city libraries literacy programs, Chambers of Commerce, the California Department of Rehabilitation, the Regional Center of the East Bay, community-based organizations and industry employers to leverage resources and expand needed services.

A key goal for MACC is to enhance regional support for data-informed innovation in career education programs while avoiding duplication. MACC plans to build on its capacity to align systems with Chabot Las Positas Community Colleges and adult schools to develop ongoing collaboration in instructional practices for ESL, Basic Skills and post-secondary transitions. Regional professional learning symposiums on key state initiatives (e.g. AB540, non-credit, International students, AB705, Dreamers, Guided Pathways, etc.) will be an integral part in strengthening the partnership with Chabot and Las Positas Colleges educators and MACC.

MACC will leverage CAEP funding allocations to support member agencies in maintaining existing programs that are aligned with regional community needs. MACC will develop a regional strategic marketing plan for potential partners (industry, CBOs, etc.), and local elected officials. The plan will consist of social media campaigns and print material to engage various



stakeholders to advocate for adult schools (e.g. increase fundings, services, unmet regional needs, etc.). The consortium is also committed to expanding inter-agency referrals and tracking progress from entry to completion using a student case management software.

MACC will update its governance rules and procedures to increase regional effectiveness and ensure compliance with AB104. The consortium will also address key areas of the workgroup teams structure to increase support, communication, and efficiency. MACC gathered specific questions for consideration in revising the workgroup teams during the consortium retreats, workgroup team chairs debrief meeting and the Official Representatives meetings. The questions include:

- How often should each workgroup team meet?
- Who needs to participate in the workgroup teams?
- How can we establish consistency in meeting formats (e.g. templates for sign-in sheet, agenda, meeting minutes, etc.)?
- How can the MACC Official Representatives provide consistent feedback and support to the workgroup teams (two-way conversations)?
- How will the workgroup teams establish goals with measurable objectives?
- Can we track a semester/year cohort to determine how many adult education students succeed at community colleges (i.e. how well are doing in helping students transition)?
- How do we ensure workgroup teams are doing things related to what MACC needs to focus on to enhance regional success?
- Are there any local needs identified by the workgroup team(s) as important?

Each workgroup teams will have a chairperson or co-chairs. The chair(s) will coordinate and facilitate the work of the group.

- The chair(s) will also be responsible for:
  - Creating the agenda
  - Facilitating the co-construction of meaningful and relevant SMART goals for the academic year based on the 2019-2020 MACC plan logic models outputs.
  - Monitoring the work towards the desired goal outcome(s).
  - Report on progress, soliciting input and support (as needed) at the MACC Official Representative monthly meetings.

<b>Workgroup team</b>	<b>Composition</b>	<b>Purpose</b>
Marketing and Outreach	<ul style="list-style-type: none"> <li>● Marketing consultant</li> <li>● MACC region experts in marketing/outreach</li> </ul>	<ul style="list-style-type: none"> <li>● Develop a coordinated marketing, outreach and recruitment plan aligned with the CC system.</li> <li>● Convene a consortium-wide group on marketing and outreach, work with the marketing consultant to create a strategic consortium-wide and school-specific marketing plan and materials. Coordinate consortium-wide outreach and recruitment activities.</li> </ul>
Seamless Transitions	<ul style="list-style-type: none"> <li>● Transition specialists</li> <li>● AE counselors</li> </ul>	<ul style="list-style-type: none"> <li>● Develop strategies to assist students to enter college fully aware and prepared for the</li> </ul>

	<ul style="list-style-type: none"> <li>● College outreach lead(s)</li> <li>● College AE program coordinators</li> <li>● Related community partners (i.e. AJCC)</li> </ul>	<p>academic expectations at the college level and knowledge of available support services for assistance as needed.</p> <ul style="list-style-type: none"> <li>● Establish annual regional student transitional goal targets and use data systems (e.g. community pro suites, CCCapply, Launchboard, MIS, etc.) to pull reports, review and track outcomes.</li> <li>● Explore possible cohort-based onboarding from AE programs to CC degrees and/or certificates.</li> </ul>
Career Education	<ul style="list-style-type: none"> <li>● MACC CE expert(s)</li> <li>● College lead(s) in CE</li> <li>● MACC agencies leads with CE programs</li> </ul>	<ul style="list-style-type: none"> <li>● Offer professional development opportunities on regional collaborations to align CE programs at adult schools/ROPs with the region's labor market demand and industry partners. Additionally, provide workshops for stakeholders at Adult Schools and Chabot/Las Positas to identify shared points of interest in the development of Guided Pathways CE programs including career pathway mapping to support the transition from Adult Education into post-secondary education and careers.</li> <li>● Work with MACC expert(s) in CE to provide insight and direction for career pathways in AE and CC.</li> </ul>
Data and Accountability	<ul style="list-style-type: none"> <li>● AE data analysts</li> <li>● AE administrators</li> <li>● Colleges Institutional Research analysts</li> </ul>	<ul style="list-style-type: none"> <li>● Establish clear standards for data collection across the consortium. Share policies and procedures on data reporting (i.e. system input and extraction) to have consistency in results and data analysis.</li> <li>● Offer regional professional development to AE teachers/staff on how to run (disaggregated) reports and analyzing data in the 7 program areas, using State and local databases (i.e. ASAP, launch board, CPS, labor market data, student success metrics, etc.) as a part of MACC's continuous student improvement efforts.</li> </ul>
Adults with Disabilities	<ul style="list-style-type: none"> <li>● MACC expert(s) in AWD</li> <li>● DSPS lead(s) at Colleges</li> <li>● AE teachers</li> </ul>	<ul style="list-style-type: none"> <li>● Identify regional support for services and programs.</li> <li>● Convene 3-4 meetings with community partners, AE and CC to share resources and programmatic support services for AWD.</li> </ul>
ESL Eden/ESL Tri-Valley	<ul style="list-style-type: none"> <li>● College Faculty</li> <li>● AE ESL teachers</li> </ul>	<ul style="list-style-type: none"> <li>● Align instructional practices in AE ESL curriculum to non-credit classes at Chabot/Las Positas to limit unnecessary duplication and provide</li> </ul>

	<ul style="list-style-type: none"> <li>College Administration as need on programmatic work</li> </ul>	<p>seamless transitions for students from one system to another.</p> <ul style="list-style-type: none"> <li>Develop a shared grid identifying the educational needs of students best served by adult school schools and create a student referral process.</li> <li>Explore ESL placement tools.</li> <li>Convene the workgroup teams once a month.</li> <li>Once a semester joint a Eden/Tri Valley meeting.</li> </ul>
ABE/ASE		<ul style="list-style-type: none"> <li>Establish target goals in the program area(s).</li> <li>Support expanding curriculum options through CC dual enrollment (including online) courses.</li> <li>Review and provide professional development opportunities on student support services (e.g. mental health) for teachers to address student educational barriers.</li> </ul>

MACC will add a data and accountability workgroup team charged with setting standards for data collection across the consortium. The team will maintain consistency in regional data tracking and reporting and will also examine intersegmental data to coordinate our efforts to eliminate duplication and maximize student transitions into college and the workforce. The revised MACC workgroup teams will be aligned with the Student Progress Momentum Framework and CAEP outcomes:

1. Improved literacy skills
2. Completion of high school diplomas or their recognized equivalents
3. Transition into post-secondary
4. Completion of postsecondary certificates, degrees, or training programs
5. Placement into jobs
6. Improved wages

Student Progress Momentum	MACC Workgroup Teams
Connection and Entry	Outreach and Marketing
Student Transition to Post-Secondary Education and Employment	Seamless Transition, Career Education
Student Progress	Data and Accountability, AWD, ESL, ABE/ASE

**Progress Indicators:**

- By December 2019, MACC will produce printed marketing material aligned with social media (e.g. MACC website, Facebook, etc.) for potential partners, advocates for adult education, and referral agencies to increase awareness of the regional programs and services for all 12 members agencies.

- By June 2020, MACC will establish a regional repository list of all member agencies programs and services using baseline data from 2019 to 2020.
- By October 30, 2019, all workgroups will submit annual goal (s) aligned with the MACC three-year plan strategic goals and activities.
- By October 2019, all MACC transition specialists will have access to a common regional consortium tool for career assessment with students.
- By June 2020 and 2021, all member agencies will be able to a) identify community resources available for L.D. assessments (June 2020), b) participate in professional development activities regarding accommodations, Universal Design for Learning (UDI) and for low+high tech assistive technology (by June 2021).

### **Piloting and Implementation**

These pilot projects were selected based on the following criteria:

- Alignment with CAEP seven programs.
- The project was discussed as a priority in the workgroup teams and/or official representatives meetings.
- The project idea was discussed at the planning retreat(s).
- The new strategic approach will improve student progress indicators and success metrics.

Revisions to MACC's governance by-laws and procedures is a high priority for the successful implementation of the goals and strategies that are described in the Logic Model and section 2.4. Equally essential is a new framework to increase the connection of workgroup teams to the overall mission of the MACC. Finally, implementing a data and accountability workgroup team is a key element to MACCs strategic plan CAEP outcomes.

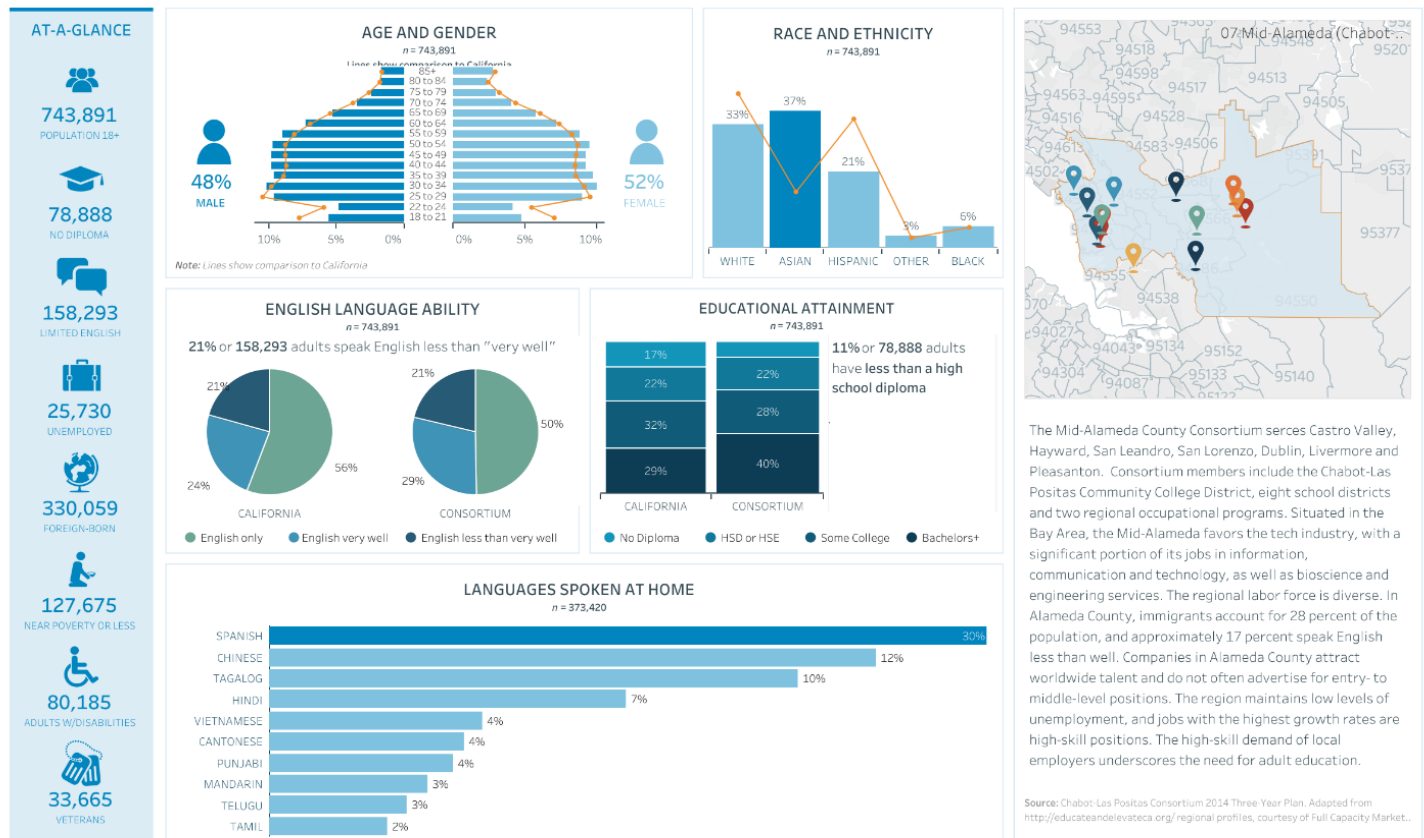
The following pilot projects will involve prototyping, learning, and refining processes and procedures in the coming three years:

1. Revise the governance rules, by-laws, and procedures with organizational chart(s) and reporting structures aligned with CC and workgroups, to ensure compliance with CAEP and MACC's mission.
2. Align resources to support a regional marketing plan and professional development opportunities to address educational barriers for students.
3. Implement a data and accountability workgroup team. Provide workgroup teams with an understanding of the overall strategic three-year plan of MACC, establish SMART goals aligned with the plan, and a new communication structure (e.g. MACC format for notes, reports, tracking outcomes, etc.) to increase support from the official voting representatives.
4. Increase the use of regional data to establish student outcome goal targets with annual increase percentages in the 7 CAEP program areas. Use a regional student case management referral system (e.g. Community Pro Suite) to track and monitor progress.

Appendix 1

Regional Demographics

07 CHABOT-LAS POSITAS/MID-ALAMEDA COUNTY CONSORTIUM



Looking for Student Progress data? Access to the LaunchBoard Adult Education Data Pipeline is now open to the public, meaning that any consortium member, regardless of whether its institution has an MOU with CalPASS, can access consortium- or institution-level data for planning and program improvement.

**LaunchBoard Adult Education Data Pipeline**

Source: U.S. Census, 2013- 2017 American Community Survey Public Use Microdata Sample (PUMS).

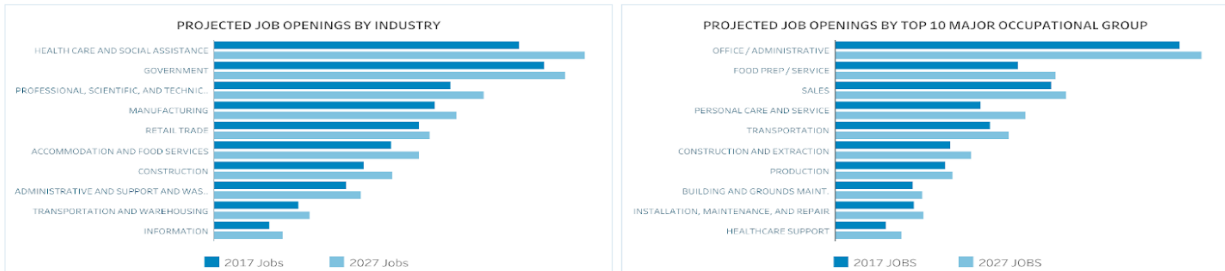
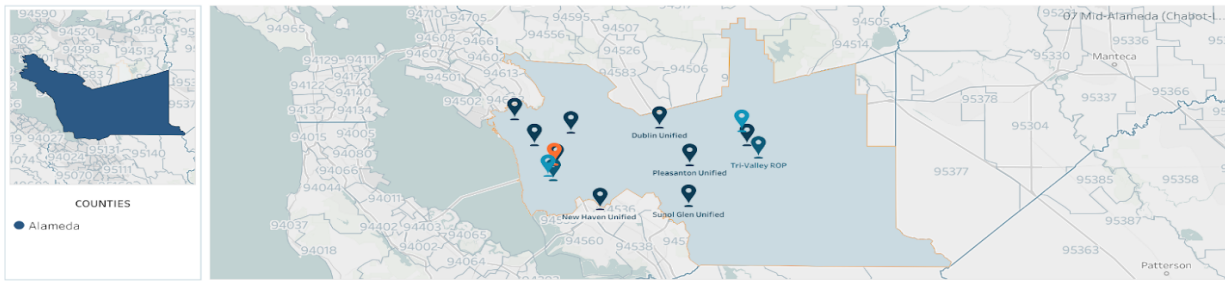
Demographics and language information for the MACC service area

Full interactive dashboard available at:  
[https://public.tableau.com/shared/8FFXFHP28?:display\\_count=yes](https://public.tableau.com/shared/8FFXFHP28?:display_count=yes)

Appendix 2

Labor Market Outlook

07 CHABOT-LAS POSITAS/MID-ALAMEDA COUNTY CONSORTIUM



All	Typical Entry Level Education	All	Typical On The Job Training	Multiple values	Work Experience Required	0 to 94,14964482 and Null values	MEDIAN HOURLY WAGES
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TOP 10 OCCUPATIONS WITH THE MOST JOB OPENINGS				
SOC	DESCRIPTION	TOTAL JOB OPENINGS	MEDIAN HOURLY WAGES	MEDIAN ANNUAL WAGES
35-3021	COMBINED FOOD PREPARATION AND SERVICE	37,680	\$12.19	25,348
35-3031	WAITERS AND WAITRESSES	24,365	\$12.96	26,954
37-2011	JANITORS AND CLEANERS	16,113	\$15.84	32,948
39-9021	PERSONAL CARE AIDES	57,629	\$11.71	24,362
41-2011	CASHIERS	30,887	\$12.29	25,572
41-2031	RETAIL SALESPERSONS	31,221	\$12.98	26,992
43-4051	CUSTOMER SERVICE REPRESENTATIVES	15,392	\$19.79	41,166
43-5081	STOCK CLERKS AND ORDER FILLERS	14,687	\$13.48	28,036
43-9061	OFFICE CLERKS, GENERAL	21,760	\$17.92	37,266
53-7062	LABORERS AND FREIGHT	23,715	\$14.93	31,061

TOP 10 FASTEST GROWING OCCUPATIONS						
SOC	DESCRIPTION	2017 JOBS	2017-2027 CHANGE	2027 JOBS	MEDIAN HOURLY WAGES	MEDIAN ANNUAL WAGES
39-9021	PERSONAL CARE AIDES	552,622	261,988	814,610	\$12.75	26,511
31-1014	NURSING ASSISTANTS	103,345	27,682	131,054	\$22.39	46,578
21-1093	SOCIAL AND HUMAN SERVICE ASSISTANTS	58,419	14,598	73,017	\$29.52	61,401
31-1011	HOME HEALTH AIDES	31,461	35,789	67,329	\$14.99	31,175
49-9051	ELECTRICAL POWER-LINE INSTALLERS AND REPAIRERS	7,250	1,979	9,263	\$57.12	118,811
31-2021	PHYSICAL THERAPIST ASSISTANTS	5,114	2,596	7,710	\$38.49	80,063
47-2231	SOLAR PHOTOVOLTAIC INSTALLERS	4,224	4,024	8,286	\$26.49	55,109
47-3015	HELPERS—PIPELAYERS, PLUMBERS, PIPEFITTERS, AND...	3,026	1,347	4,411	\$25.29	52,601
31-2011	OCCUPATIONAL THERAPY ASSISTANTS	1,955	1,135	3,209	\$40.30	83,832
29-2099	HEALTH TECHNOLOGISTS AND TECHNICIANS, ALL OTH...	24,221	9,010	33,231	\$37.56	78,130

### Measuring Poverty

For many, the Federal Poverty Level (FPL) has become increasingly problematic and outdated as a measure of income adequacy. The most significant shortcoming of the official poverty measure (OPM) is that for most families, in most places, the poverty level is simply too low. While the Standard changes by family type to account for the increase in costs specific to the type of family member—whether this person is an adult or child, and for children, by age—the Federal Poverty Guideline (FPG) increases by a constant \$4,160 for each additional family member and therefore does not ade...

#### SELF-SUFFICIENCY STANDARD AND FEDERAL POVERTY LEVELS FOR SELECT FAMILIES

Family Type	2017 FPG	2017 Self-Sufficiency Standard	2027 FPG	2027 Self-Sufficiency Standard
1 Adult	\$11.03	\$22.09	\$12.01	\$24.02
1 Adult, 1 preschooler	\$17.01	\$38.10	\$18.01	\$36.03
1 Adult, 1 preschooler, 1 preschooler, ..	\$23.02	\$54.11	\$24.02	\$50.04
2 Adults, 1 preschooler, ..	\$29.03	\$70.12	\$30.03	\$66.05

The Self-Sufficiency Standard was developed to more accurately reflect the income needed to meet basic needs—including housing, food, child care, health care, transportation and taxes. The figure above shows that the income needed to meet basic needs is often far above the OPM, indicating that families can have incomes above the federal poverty measure and yet lack sufficient resources to adequately meet their basic needs...

Explore how occupations and wages compare to the California Self-Sufficiency Standard

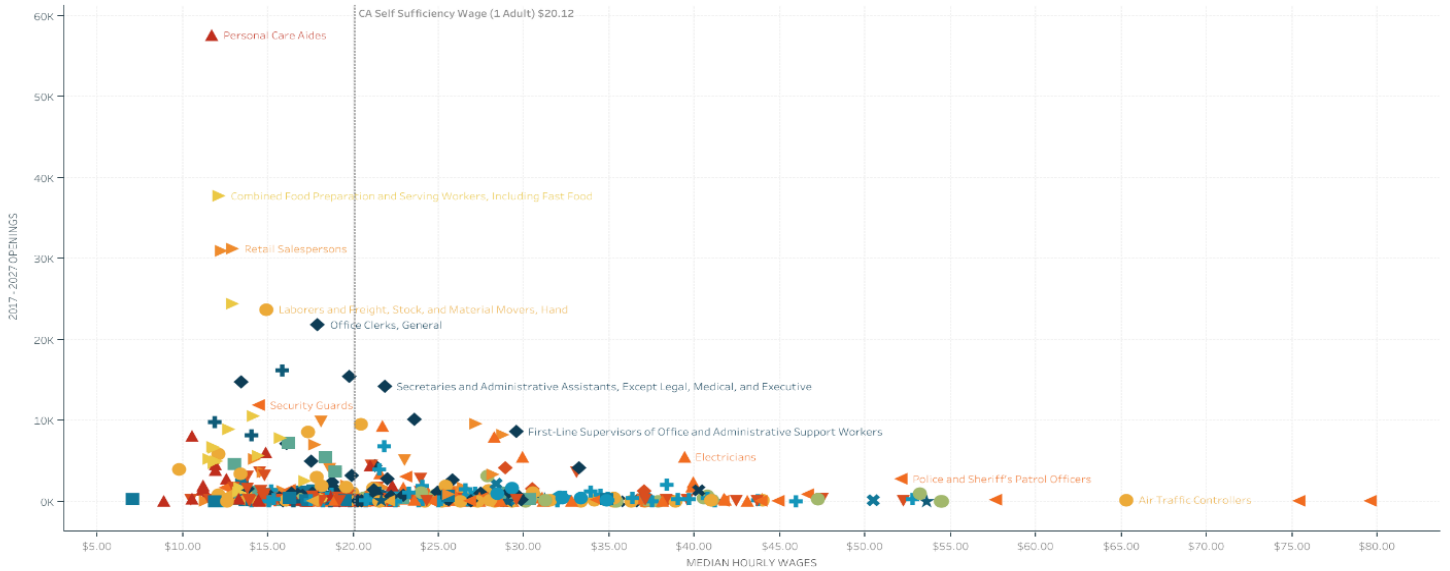
Labor market outlook for the MACC service area

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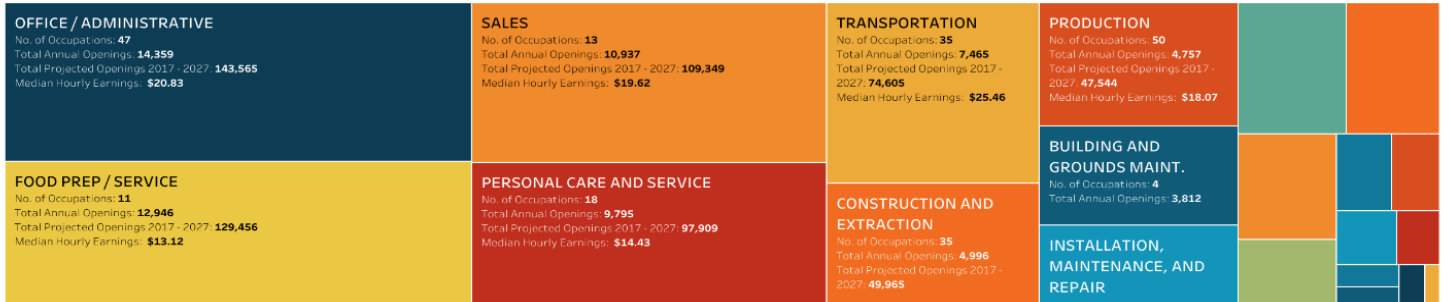
Appendix 3

TOTAL JOB OPENINGS 2017 - 2027 BY MEDIAN HOURLY WAGE

Consortium 07 Mid-Alameda (Chabot-Las Positas)	County All	Typical Entry Level Education All	Typical On The Job Training All	Work Experience Required Multiple values
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OCCUPATIONS WITH THE MOST JOB OPENINGS 2017-2027



Job opening and hourly wage information for MACC service area

Full interactive dashboard available at:  
[https://public.tableau.com/shared/JP3SZXRW6?:display\\_count=yes](https://public.tableau.com/shared/JP3SZXRW6?:display_count=yes)



Mid-Alameda County Consortium