

California Adult Education Program : Annual Plan : 2019-20 Produced: Sep 3, 2019, 09:12 PM UTC Craig Lang

07 Chabot-Las Positas/Mid-Alameda County Consortium

Plans & Goals - Consortium Approved

Executive Summary

The Mid Alameda County Consortium (MACC) continues to strive toward the shared vision of leveraging all resources to increase economic mobility and student success for all adults within the region. In the previous three-year plan, the MACC regional and annual plans addressed very broad infrastructure building activities resulting in a more measured pace toward student-centered goals. In the 2018-19 annual plan, a revised set of priorities emerged as strategy teams (e.g. ESL Tri-Valley, ESL Eden, CTE, Seamless Transitions and Adults with Disabilities) transformed into workgroup teams with an increased focus on the regional alignment of curriculum, instruction and services with post-secondary transitions to Chabot and Las Positas. 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 regionally we are supporting professional development with new state initiatives (e.g. AB540, AB705, AB19, non-credit and guided pathways) through our workgroup teams. MACC's regional 2018-19 accomplishments include: Regional needs •Increase of ESL and Citizenship classes •New CTE programs and classes (including programs for students with disabilities) •Implementation of contextualized and IET curricula. Seamless Transitions •Increase capacity and coordination of transition specialists •Greater alignment and partnership with America's Job Center of California •Implementation of Community Pro Suite to promote referrals and track transitions to post-secondary education Leveraging Resources •Cross-system understanding of ESL student readiness for college coursework •Showcase of regional programs and services via the MACC website. Professional Development •Onboarding, open house workshops for Chabot and Las Positas •Regional implicit bias training •Facebook – Basic Skills online community of practices in engaging teachers strategies and activities to increase student retention persistence and completion •Regional training for transition specialist on asylum and dreamer resources for students. MACC conducted an extensive planning process for the 2019-2022 three-year plan. Key planning considerations and assumptions included •The emerging growth in non-credit classes, in ESL and Basic Skills, support at Chabot and Las Positas •The implementation of AB705, AB540, and Guided Pathways •Assessment of regional consortium effectiveness •Change management strategies to support workgroups •The regional impact of the economy on housing. The process involved a series of official representative meetings, a large stakeholder convening session, self-assessment of regional effectiveness survey, student surveys, as well as the analysis of regional data. The three-year planning process resulted in the development of six overarching regional goals aligned with the Student Progress Framework for 2019-2022: •Implement a targeted marketing and outreach campaign •Develop effective work teams that are focused on clear, measurable goals, aligned with consortium outcomes. •Expand offerings and services to more effectively serve students with educational barriers. •Increase transition and support services for students going from adult education to college and/or careers. •Enhance career readiness curriculum and instruction, increase work-based learning and certification opportunities for adult learners. •Cultivate regionally-aligned industry and community partnerships to maximize student opportunities. Through deliberate consideration and review of member agency needs (e.g. budget allocation inquiry survey, background information on request beyond COLA, and MACC public meeting on April 16, 2019) the MACC official representatives came to a consensus on the 2019-2020 CAEP allocations based primarily on the member agencies 2018-19 percentages and COLA distribution. The funding allocations reflect clearly defined needs to maintain or increase programs and services for adult learners within the region. MACC's regional program enrollments (e.g. ASE 20.5%, ABE 9.2%, ESL 49.3%, CTE 11.4%, HSD/HSE 10.6%) offers adult learners with a seamless delivery of instruction, training and support services (CAEP Regional Fact Sheet Data, 2019). In 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), Medical Assistant Exploration (Hayward) to address the workforce needs. We have 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.

Regional Planning Overview

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. For the 2019-2022 planning cycle, MACC completed a logic model for the six overarching regional plan goals. The annual plan 2019-20 priority goals were selected based upon the logic model outputs. The consortium will use these strategic goals to implement key areas of the new three-year plan: ●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 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 agency programs and services using baseline data from 2019 to 2020. ●By June 2020 and 2021, all member agencies will be able to a) identify community resources available for learning disabilities 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). Further implementation strategies for the 2019-20 annual plan include the following: 1. Revisions to MACC's governance by-laws and procedures is a high priority for the successful implementation of the MACC logic model goals and strategies. 2. The full functionality of Community Pro Suites to support and track "in real-time" student transitions and referrals (internal and external). 3. Aligning resources to support a regional marketing plan and professional development opportunities to address educational barriers for students. 4. Developing a new framework to increase the connection of workgroup teams to the overall mission of the MACC consist of providing workgroup teams with an understanding of the overall strategic plan/goals of MACC and a new communication structure (e.g. MACC format for notes, reports, tracking outcomes, etc.) to increase support from the Official Representatives Governing Board. Data and accountability, and outreach and marketing will also be added to the workgroup teams. 5. Convening regular regional professional development meetings with subject matter experts for AWD, and Data & Accountability (i.e. a Fall and Spring "data day" with research member agencies to establish consistent practices and quality control in data collection, analysis, and reporting). 6. Increasing the use of regional data to establish student outcome goal targets with annual increase percentages in the seven CAEP program areas. 7. Planning a Fall and Spring super-regional Career Education Guided Pathways symposium with Chabot and Las Positas, the Alameda County Workforce Development Board, CBOs and Employers, analyze LMI, employer survey of needs, unemployment rates and zip code data to assess market demands for new and existing CE programs and also showcase promising practices in implementing new CE programs. 8. Increasing opportunities for engagement with employer facing partnerships, employer advisory councils, Chambers of Commerce, CBOs and county agencies to cultivate pre-apprenticeship, stackable credentials for skill development, wage increases and employment opportunities.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

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. Regionally, MACC's ABE/ASE enrollments total 29.7% and HSD/HSE 10.6% respectively. The MACC region population has 78,888 adults without a high school diploma or the equivalent. As reflected in the BW Research MACC region and sub-regional reports the highest number of Basic Skills needs 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.

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

The consortium leadership contracted with BW Research Partnership Inc. (BW Research), an independent firm to complete an analysis of regional zip code data for current and potential adult learners by program areas. The U.S. Census Bureau, CAEP 2019 Regional Fact Sheets, and Launch Board Adult Education regional data provided an additional narrative in the analysis of Mid Alameda County's regional population needs for adult education programs and services.

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

A baseline for effectiveness and progress will be established using an annual review of student enrollment, educational functioning level achievement counts (basic education) diploma momentum progress and completion with historical comparative data. Data will be tracked through Launch Board and well as through a student case management database, and adult education reporting agencies ASAP, CASAS, etc.

Regional Need #2

Gaps in Service / Regional Needs

Increase English as a Second Language, El Civics and Citizenship Capacity: 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. MACC's ESL enrollments represent 49.3% of all program areas. Each member agency has waitlists for ESL classes. The highest numbers of adults 18 years and older who speak English less than "very well" center around Hayward. The zip codes 94544 and 94541 (both in 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. 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.

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

BW Research Partnership Inc. completed research on regional zipcode data analysis of current adult learners and gaps in service by program area. The U.S. Census Bureau, CAEP Regional Fact Sheet, MACC Spring 2019 student survey results, MACC regional waiting lists at several sites, and Launch Board Adult Education regional data was used to provide an analysis of Mid Alameda County's regional population needs for ESL classes/programs and services.

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

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

Regional Need #3

Gaps in Service / Regional Needs

Career Technical Education (CTE) 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. In the regional demographics, 25,730 residents are unemployed with 127,675 living at near-poverty or less. MACC career education programs represent 11.4% of the total student enrollments. 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. 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 in the career lattice. For these classes, two populations segments were identified: 1) 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. 2) the zip codes with the highest population those 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.

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

BW Research Partnership Inc. completed research on regional zipcode data analysis of current adult learners and gaps in service by program area. The U.S. Census Bureau, CAEP Regional Fact Sheet, MACC Spring 2019 student survey results, and Launch Board Adult Education regional data was used to provide an analysis of Mid Alameda County's regional population needs for CTE classes/programs and services.

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 students served and 4) number of students completing programs and transitioning to employment.

Regional Need #4

Gaps in Service / Regional Needs

Regional fact sheet demographics indicate that there are 80,185 adults/with disabilities within the service area. The MACC region needs to 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?

BW Research Partnership Inc. completed research on regional zipcode data analysis of current adult learners and gaps in service by program area. The U.S. Census Bureau, CAEP Regional Fact Sheet, and Launch Board Adult Education regional data were used to provide an analysis of Mid Alameda County's regional population needs for AWD classes/programs and services.

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

The MACC will monitor 1) the continuation and expansion of existing courses/services, 2) new courses offerings and/or services, the number of students served 3) the offering of AWD focused professional development, number of students completing programs and entering employment.

Gaps In Service

New Strategies

Strategy #1

ABE/ASE The following strategies will be addressed by MACC member agency sites or the Basic Skills workgroup team.

- Support expanding curriculum options through CC dual enrollment (including online) courses.
- Review and provide professional development opportunities on student support services (e.g. mental health) for teachers, to address student educational barriers.

Strategy #2

ESL The MACC member agency sites will continue to explore opportunities to connect ESL with employment training and CTE pathways. The Tri-Valley and Eden ESL workgroup teams will also work on the following areas to address regional needs:

- Align instructional practices in Adult Education ESL curriculum to non-credit classes at Chabot/Las Positas to limit unnecessary duplication and provide seamless transitions for students from one system to another.
- Develop a shared grid identifying the educational needs of students best served by the regional adult schools
- Create a referral process to support the successful level of ESL placement for students who start ESL classes at either adult schools or community college (Chabot or Las Positas) non-credit ESL and share with teachers, faculty, transition specialists, counselors, and Adult Education Coordinators.
- Explore ESL placement tools and share with both systems (i.e. AE and CC)
- Each semester hold joint Eden/Tri-Valley meeting to monitor student enrollments, retention and persistence data for ESL programs.

Strategy #3

Career Education ●Convene Super Regional Adult Education Consortium Guided Pathways Symposium focused on practical tools and resources on how to leverage partnerships Chabot/Las Positas, Alameda County partners WDB/AJCC, and Probation, Community Pro Suite, CBO, local employers based on LMI data (unemployment, growth areas), and employer survey of needs to implement new career education programs (e.g. ESL/IET, AWD/CE).

Strategy #4

AWD AWD strategy will be addressed by MACC member agency sites and the AWD workgroup team. ●Maintain or expand courses and services for adults with disabilities, with an emphasis on employment training. ●Identify regional support for AWD services (e.g. community resources for LD assessments etc.)

Seamless Transitions

New Strategies

Strategy #1

- Implement strategies (e.g. career cruising assessment tool) to assist students with entrance into post-secondary education or employment fully aware and prepared for the academic expectations at the college level and knowledge of available support services for assistance as needed.

Strategy #2

- Establish annual regional targets for student transitional goal using a case management referral system and databases (e.g. community pro suites, TOPSPROs, CCCapply, Launchboard, MIS, etc.) to track, review and outcomes.

Strategy #3

- Increase transition specialists professional development training for onboarding from AE programs to CC degrees and/or certificates.

Strategy #4

- 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.

Strategy #5

- 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.

Student Acceleration**New Strategies****Strategy #1**

- Member agencies will continue to focus on the development of contextualized instruction (Integrated Education and Training (IET) models), leveraging ESL and Basic Skills programs with Career Education/Short-Term Vocational programs with strategic partners (i.e. local employers, America's Job Centers of California (AJCC)).

Strategy #2

- Continue to integrate core work skills into ESL, AWD, Basic Skills, CTE and EL Civics curriculum practices to address employers' training needs.

Strategy #3

- Development and facilitation of online or dual-enrolled courses to support student acceleration.

Professional Development**New Strategies****Strategy #1**

- Support participation of staff members in consortium related workgroup teams, activities, and events (e.g. basic skills, outreach & marketing, AWD, ESL, Seamless Transitions, etc.)

Strategy #2

- Host/sponsor at least one super regional professional development event for respective staff and open to the greater bay area adult education community (including community colleges) on promising practices bridging adult education short-term CTE certifications to community colleges CE guided pathways.

Strategy #3

- Convene regional professional development events with subject matter experts for Data & Accountability (i.e. a fall and spring "data day") for adult education teachers/staff on how to run (disaggregated) reports and analyzing data in the 5

program areas, using state and local databases (i.e. ASAP, launch board, TOPSPro, CPS, labor market data, student success metrics, etc.) as a part of MACC's continuous student improvement efforts.

Strategy #4

- Convene regional professional development events with subject matter experts for AWD. 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.

Strategy #5

- Support instructor, staff and administrator participation in regional consortium sponsored training, state conferences and events related to instructional and/or leadership development strategies to support student retention, persistence and/or acceleration, compliance, and collaborative networking.

Strategy #6

- Increase participation in online learning opportunities such as those offered by TAP, CALPRO, PLN, OTAN, and CASAS.

Leveraging Resources

New Strategies

Strategy #1

- Align resources to support a regional consortium marketing plan for adult learner advocates and key stakeholders to address educational barriers for students.

Strategy #2

- Leverage resources to maintain the regional consortium member agencies access to technology (e.g. career cruising, zoom, community pro suite, Adobe suite, MS google suite, MACC website, etc.).

Strategy #3

- Continue building regional partnerships with county agencies (e.g. workforce board, probation, AJCC, etc.), employer advisory councils, Chambers of Commerce, and CBOs to increase co-enrollments, cultivate pre-apprenticeships for skills development and wage increases and employment opportunities.

Fiscal Management

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

2019-20 allocations were made in accordance with the three-year plan approved by the MACC members. The 3.24% COLA increase will support new programs/services for adult learners within the region. However, member agencies annual 2019-20 CAEP funding allocations will also be used to maintain current staffing levels, facilities costs, and existing programs and services.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2019-20.

No member is anticipated to have significant carryover funds to put toward addressing strategies for the 2019 - 20 annual plan. Members will use any carryover funds to meet their agencies responsibilities for the provision of consortium supported programs and services.

Certification

Castro Valley Unified - Member Representative

Susie Passeggi
spasseggi@cv.k12.ca.us
(510) 886-1000

Approved by Susie Passeggi

2019-08-28

Chabot-Las Positas CCD - Member Representative

Thomas Allen
Adult Education Program Manager
tallen@laspositascollege.edu
(925) 424-1109

Abigail Patton
HSI Director
apatton@chabotcollege.edu
(510) 723-7261

Approved by Thomas Allen

2019-08-16

Dublin Unified - Member Representative

Bill Branca
brancabill@dublinusd.org
(925) 833-3300

Approved by Bill Branca

2019-08-16

Eden Area ROP - Member Representative

Craig Lang

clang@edenrop.org

Approved by Craig Lang

2019-09-03

Hayward Unified - Member Representative

Evelyn Ocasio

Director Alternative Education

eocasio@husd.k12.ca.us

(510) 783-4001 ext: 36105

Approved by Evelyn Ocasio

2019-08-23

Livermore Valley Joint Unified - Member Representative

Sara Walke

Vice Principal

swalke@lvjUSD.org

(925) 606-4722

Approved by Sara Walke MAT

2019-08-16

New Haven Unified - Member Representative

Jessica Wilder

jwilder@nhUSD.k12.ca.us

(510) 489-2185

Approved by Jessica Wilder

2019-08-16

Pleasanton Unified - Member Representative

Glen Sparks
gsparks@pleasantonusd.org
(925) 462-2285

Beth Cutter
Assistant Director
bcutter@pleasantonusd.net
(925) 596-4926

Approved by Beth Cutter

2019-08-16

San Leandro Unified - Member Representative

Bradley Frazier
Principal
bfrazier@slusd.us
(510) 618-4424

Approved by Bradley Frazier

2019-08-16

San Lorenzo Unified - Member Representative

Sharita Williams
Principal, San Lorenzo Adult School
swilliams@slzusd.org
(510) 317-4200

Approved by Sharita Williams M.A. Ed

2019-08-19

Tri-Valley ROP - Member Representative

Amy Robbins
arobbins@tvp.org

Approved by Amy Robbins

2019-08-16



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