

California Adult Education Program : Annual Plan : 2020-21 Produced: Aug 17, 2020, 10:28 PM UTC Craig Lang

07 Chabot-Las Positas/Mid-Alameda County Consortium

Plans & Goals - Consortium Approved

Executive Summary

The mission of the Mid Alameda County Consortium (MACC) is to collaboratively and collectively increase regional effectiveness in providing education, training and support services for adult learners, thereby strengthening our communities. To achieve this, MACC draws its strength from a strong collaborative consortium with well-coordinated outreach efforts among the adult schools, community colleges, and community partners (e.g. open houses, Adult Education College Coordinators, ROPs, AJCC, student case management software, and faculty workgroup participation). Consortium Transition Specialists are positioned at each adult school and work collaboratively with community colleges to ensure seamless transitions for students transitioning from adult schools into the college system. Regionally, MACC continues to support professional development with state initiatives (e.g. AB540, AB705, AB19, non-credit and guided pathways), innovative practices and technologies through our Consortium workgroup teams. Most recently, MACC has been adapting the way we provide programs and services in response to the difficult and shifting circumstances of 2020; COVID-19, budget reductions, and systemic racial injustices. (1.) COVID-19: Since the COVID-19 pandemic began, programs, classes and services were required to move to an online format. The MACC Consortium campuses temporarily closed physical offices and quickly began to prepare staff and learners alike with new digital tools and resources. Maintaining strong communication with faculty, staff and students was paramount for engagement and planning. As we continue to adapt and recover from the virus, we will strive to maintain MACC's top quality programs and services while continuing to work to increase economic mobility and student success for the region's adult learners with minimal disruption. The Fall session will involve distance learning, almost entirely, including remote intakes, CASAS and Reading Level Indicator assessments. While synchronous distant learning will take place, asynchronous options will also be available to support working students. -Additional innovations include: the use of Google Classroom, Zoom, and Google Meets; weekly email check-ins with students; Hotspots for student use; Technology loans for Chromebooks and laptops available for student checkout; additional instructional materials and online supports; APEX/CANVAS offerings for HSD classes; Cranium Cafe; SmartShops; Free e-books; remote access to services via Transition Specialists, College & Career Technician/Counselor and Interns; virtual parenting workshops related to Early Childhood Development; access to Career Cruising; a hybrid model with safety precautions taken to allow hands-on learning for CTE courses to allow students to complete programs for employment; a Transition Specialist website with supports for adult learners and their families; and blended synchronous and asynchronous instruction. (2.) Budget Reductions: The Mid Alameda County Consortium made 2020-21 allocations in accordance with the three-year plan approved by the Consortium's Official Representatives in 2019. The 2020-21 member allocations will support exploration of new programs/services for adult learners within the region where possible, while also maintaining current staffing levels, facilities costs, and existing programs and services. In an effort to accelerate earnings, expand career opportunities, and launch educational goals quickly, the Chabot-Las Positas Community College District unveiled Year 2 Career, a new program designed to help students complete the program and prepare for employment within the span of one year. -Additional innovative ideas among MACC include; shifting scheduled offerings to increase flexibility, adding online ASAP registration for students, data tracking system implemented at on-boarding to identify eligibility for leveraging resources. Because demand for ROP electrical, medical and dental programs remains high, cultivating partnerships with employers offering employment upon completion will continue to be a priority. (3.) Systemic Racial Injustices: To address systemic and racial injustices, the Consortium members will continue to incorporate racial equity work within staff meetings to ensure instructional practices and school processes are aligned to racial equity goals. Member staff will also participate in specific trainings (e.g. Summer Academy on Courageous Conversations, Leadership Coaching for Racial Equity, etc.) and engage in book studies (e.g. "How to Be an Antiracist"), as well as participate in campus activities such as a "Black Minds Matter cohort" or the "10 x 10 Village" model.

Regional Planning Overview

For the 2019-2022 planning cycle, MACC completed a logic model for the six overarching regional plan goals. The annual plan 2020-21 priority goals were selected based upon the logic model outputs. The consortium will use these strategic goals to implement key areas of the three-year plan: ●By November 2020, all workgroups will submit Year 2 annual goal(s) aligned with the MACC three-year plan strategic goals and activities. ●By December 2020, MACC will utilize the MACC website for potential

partners, advocates for adult education, and referral agencies to increase awareness of the regional programs and services for all 12 members agencies. It also serve as a repository of resources accessible to MACC workgroup members, teachers and administrators •By June 2021, all member agencies will be able to a) identify community resources available for learning disabilities assessments b) participate in professional development activities regarding accommodations, Universal Design for Learning (UDI) and for low+high tech assistive technology. Further implementation strategies for the 2020-2021 annual plan include the following: 1. The ability to support and track “in real-time” student transitions and referrals (internal and external). 2. Implementation of a framework to increase the connection of administrators and workgroup teams to the overall mission of the MACC, consisting of providing workgroup teams with an understanding of the overall strategic plan/goals of MACC to increase support from the Official Representatives Governing Board. 3. Convening regular regional professional development meetings with subject matter experts for AWD, and Data & Accountability 4. Increasing the use of regional data to establish student outcome goal targets with annual increase percentages in the seven CAEP program areas. 5. 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. Included in the following section are primary gaps/regional needs for Mid Alameda County. The needs were identified in the previous annual plan and still represent the most current data, although it may be that some need areas are increased by the current events of 2020.

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 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. 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 zip code 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 zip code 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 zip code 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 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 continue 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.
- 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

AWD: The 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

- In 2019-20 MACC college partners identified a structure and points of contact with the implementation of a new streamlined referral process supporting adult learners transitioning to postsecondary education. The new process also informs the Consortium of the transitioning students progress. By December 2020, the Seamless Transitions workgroup will replicate the system and identify a transition roadmap for referring a student from one adult school to another.

Strategy #2

- The Seamless Transitions workgroup will engage America's Job Centers of California partners to establish stronger connections for recruitment, WIOA training accounts, support services and job placement assistance.

Strategy #3

- The Seamless Transitions workgroup will establish a target list of transition-related student needs and develop a shared resource among Transition Specialists to better align services, and more efficiently and effectively meet students' needs.

Student Acceleration

New Strategies

Strategy #1

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

Strategy #2

The Consortium's Transition Specialists and MACC website will promote and support the Chabot-Las Positas Community College District's Year 2 Career Program. The Y2C program was designed to accelerate earnings, expand career opportunities, and launch educational goals quickly so students may complete within the span of one year.

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

- Continue to support participation of staff members in consortium related workgroup teams, activities, and events (e.g. Basic Skills, Data & Accountability, AWD, ESL, Seamless Transitions, etc.)

Strategy #2

- Support instructor, staff and administrator participation with the implementation of synchronous and asynchronous online learning techniques and best practices for all programs to improve upon online instructional practices for distance learning.

Strategy #3

- To address systemic and racial injustices, the Consortium members will continue to incorporate racial equity work within staff meetings to ensure instructional practices and school processes are aligned to racial equity goals. Staff will participate in specific trainings (e.g. Summer Academy on Courageous, Leadership Coaching for Racial Equity, etc.).

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, CASAS, Career Cruising and Community ProSuite.

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. In 2019-20, the Consortium collaborated on the development of individual infographic sheets for the purpose of marketing MACC member organization programs and services. Member organization information will be posted on the MACC website and utilized during promotional events and advocacy work (e.g. CCAE Legislative Day). The Consortium will continue to collaborate on a marketing plan that addresses barriers to student success, using labor market information, employer and student feedback, and exploring regional needs to guide the development of new programs and partnerships opportunities. The Consortium is committed to portraying more images of people of color at various ages and stages in life with marketing and outreach materials. Curriculum will also be updated to ensure reading text

includes well-rounded, culturally diverse, relevant and timely to real world accurate historical context. (e.g. including African / Latino / Asian / Native American stories, etc.)

Strategy #2

- Continue to leverage resources to maintain the regional consortium member agencies access to technology (e.g. Career Cruising, Zoom, Community Pro Suite, MS Google Suite, MACC website, etc.). MACC Transition Specialists meet monthly as part of the Seamless Transitions Work Group. Members share resources and best practices in support of student transitions from adult education into the community college system. Outside of work group meetings, information is shared about programs, information sessions, financial aid events and campus tours via email and the MACC website. In partnership with MACC college partners, the work group also introduced a streamlined referral and tracking system to enhance student transitions as well as communication among MACC member organizations.

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. Through partnership engagement, the consortium continued to align education and training course offerings, such as the New World of Work program curriculum, and identified employment pathways to assist students with transitions within adult education and into employment. Current key partners, such as the Tri-Valley and Eden Area America's Job Centers of California, California Department of Rehabilitation, and several community based organizations continue to offer targeted workshops, case management and support services for specialized populations (e.g. re-entry, dislocated workers, veterans, persons with disabilities, etc.) within the MACC Consortium. We look forward to continuing to expand our partnerships in the region.

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.

The Mid Alameda County Consortium (MACC) made 2020-21 allocations in accordance with the three-year plan approved by the MACC Official Representatives. The 2020-21 member allocations will support development of new programs and services for adult learners within the region, while also maintaining current staffing levels, facilities costs, and existing programs and services. A budget allocation inquiry survey was distributed to members in March of 2020 along with available information about the anticipated 20-21 allocations. The survey was intended to capture member requests beyond the anticipated COLA. The Consortium convened again the following month and voted in unanimous agreement to proceed with 20-21 allocation percentages in alignment with 19-20 allocation percentages, including a possible 20-21 COLA, with the one exception being the reallocation of \$25,000 from San Leandro Unified School District to Pleasanton Unified School District to cover the ongoing staffing of the MACC Office Specialist position. The Consortium agreed to use the same allocations again during the final May 2020 Revise.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2020-21.

No MACC member organization is anticipated to have significant carryover funds to put toward addressing strategies for the 2020-21 annual plan. Members will use any carryover funds to meet their agency's responsibilities for the provision of consortium supported programs and services pertaining to the MACC three-year plan.

Certification

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