

California Adult Education Program : Annual Plan : 2021-22 Produced: Aug 16, 2021, 04:57 PM UTC Bill Branca

07 Chabot-Las Positas/Mid-Alameda County Consortium

Plans & Goals - Consortium Approved

Executive Summary

As we enter the final year of our current CAEP Three-Year Plan, the Mid-Alameda County Consortium (MACC) continues to work in a coordinated effort to increase our regional effectiveness in providing education, training and support services for adult learners, and thereby strengthening our communities. Unfortunately this year was a confluence of crises, including the political unrest of an election year, an economic recession and the impact of a pandemic. Despite the shifting challenges of 2020-21, MACC was able to quickly and successfully respond to the following: (1.) COVID-19: When the COVID-19 pandemic began, programs, classes and services were required to move to an online format. The MACC member agency 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 adapt and recover from the virus this year, we will continue to 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. The Spring involved distance learning, almost entirely, including remote intakes, CASAS and Reading Level Indicator assessments. While synchronous distant learning took place, asynchronous options were also made available to support working students and those at home caring for children. As we approach the Fall session the challenges of childcare and transportation appear to be improving for adult students, therefore student choice will determine whether students return to the classroom or take advantage of the new distance learning options available through many of the MACC providers. (2.) Budget: The Mid-Alameda County Consortium approved a CFAD amendment in March of 2021 to repurpose funds dedicated to staffing the Office Specialist position previously supporting the Consortium. By not filling the position the Consortium will be able to apply the budgeted amount and available carry forward funds from previous years to new special projects supporting goal attainment included in the Three-Year Plan. The member allocation COLA increase in 21-22 will also support increased staffing costs as well as some new projects, including exploration of new programs and services for adult learners within the region where possible, while also allowing members to maintain current staffing levels, facilities costs, and existing programs and services. Transition Specialists will continue to offer transition services to support the region's adult education programs, leveraging funding to maintain access to technology, share resources, and maintain best practices. The Chabot-Las Positas Community College District Year 2 Career program was designed to help students complete the program and prepare for employment within the span of only one year. The colleges will continue to work closely with the adult school partners to package offerings, developing pathways from adult school to the college certificate. This partnership will leverage marketing resources of the respective programs at each of the schools. Similarly, there are various partnerships sprouting across the consortium to leverage personnel support and campus resources, including the following: Eden ROP and Livermore Adult School will continue discussions to bring Dental Assisting classes to Livermore; Castro Valley Adult and Career Education will continue to partner with Chabot College on course articulation agreements and also co-teaching opportunities for IELCE programs and others; Livermore Adult School and Las Positas College will continue to pilot a VESL Entrepreneurship program; 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; MACC will continue to work closely with the Alameda County Workforce Development Board and local community based organizations providing career readiness training and employment opportunities.(3.) Systemic Racial Injustices: To address systemic and racial injustices in 20-21, the Consortium members quickly began strategically incorporating racial equity work within staff meetings and consortium workgroups to ensure instructional practices, school processes and support services were aligned to racial equity goals. Member staff also participated in a variety of trainings and engaged in book studies and participated in campus activities such as a "Black Minds Matter cohort." All members plan to continue offering professional development opportunities for faculty and staff in 2021-22 building on the professional development specifically centered around addressing systemic and racial injustices. A detailed list of planned activities can be found in the Professional Professional Development Section of the Annual Plan.

Regional Planning Overview

While we successfully adapted to setbacks and achieved many accomplishments over the past year, the Consortium also used this time for self-reflection and ended the 20-21 year reconsidering how we can best continue to navigate the pandemic and its

effects on adult education, adult learners and the local economy. One key area of focus for 2021-22 will be reevaluating and redesigning our Consortium work groups. Currently we have seven work groups made up of administrators, faculty and staff representatives from all consortium member agencies along with a variety of community partners. The workgroups are tasked with identifying clear, measurable goals, aligned with specific consortium outcomes. MACC work groups allow for dedicated time, resources and energy for the successful implementation of key components of the annual plans. As we ended the 20-21 year we considered merging some of the work groups to reduce duplication and also recognized a need for more consistency among work groups and greater overall engagement with Consortium objectives. We decided to convene a subcommittee to work on redesigning the objectives, roles and structure of the work groups as the primary goal as we begin our 21-22 Annual Plan. The subcommittee will review best practices from other consortia and make recommendations to the full Consortium during a planning session retreat scheduled for October. Retreat topics will also include the new member effectiveness guidelines, alignment of work groups with CAEP objectives, strengthening collaboration among members and identifying new programs and collaborations to address regional needs and service gaps. MACC completed a logic model during the 2019-2022 planning cycle for six overarching regional plan goals. Progress indicators identified in 2019 include producing printed marketing materials, a regional repository list of all member agencies programs and services, work group annual goals aligned with the MACC three-year plan strategic goals and activities, a common regional consortium tool for career assessments, and that all member agencies would be able to identify community resources and LD assessments and accommodations, Universal Design for Learning (UDI), and for low+high tech assistive technology. While we were successful with progress toward these indicators, some areas require additional effort. The 2021-22 Annual Plan prioritizes goals based upon the logic model outputs. The consortium will use the following strategic goals to implement key areas of the current Three-Year Plan: -By September 2021, a subcommittee of the MACC Official Representatives will convene to begin a review of existing MACC workgroups and to develop recommendations for Consortium approval regarding workgroup recruitment, structure, participation and engagement. -By October 2021, MACC Official Representatives will implement a framework to increase the connection between workgroup teams and the overall mission of the MACC, consisting of providing workgroups with an understanding of the overall strategic plan/goals of MACC and increasing support from the Official Representatives Governing Board. -By November 2021, the Consortium workgroups will submit Year 3 strategic goals and activities aligned with the 2019-22 MACC three-year plan. -By January 2022, the Consortium will have identified resources to assist MACC with regional asset mapping to identify area needs and service gaps to inform the next Three-Year Planning cycle. -By March 2022, MACC will launch a redesigned MACC website for potential partners, advocates for adult education, and referral agencies to increase awareness of the regional programs and services for all 12 member agencies. It will also serve as a repository of resources accessible to MACC workgroup members, teachers and administrators. -By May 2022, MACC will have approved the next Three-Year Plan for 2022-2025. In June 2022, MACC Official Representatives will present 2021-22 accomplishments and outline 2022-23 goals and strategies for the next Annual Plan. Included in the following sections are the primary gaps/regional needs for Mid-Alameda County. The needs were identified in the previous annual plans and still represent the most current data, although it may be that some need areas increased as the result of 2020-21 events.

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. 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, 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/AWD: The following strategies will be addressed by MACC member agency sites or the Basic Skills/Accessibility workgroup team. - Combine the two workgroups by reenvisioning the mission, goals and strategies for the workgroup- Review and provide professional development opportunities for member agencies on student support services for teachers to address student educational barriers.- Resume the pursuit of Learning Disability resources and accommodations for teachers, including LD Assessments that paused as the result of no in-person testing during COVID.

Strategy #2

ESL: The following strategies will be addressed by MACC member agency sites or the ESL Eden area and/or Tri-Valley area workgroup teams. - The MACC member agency sites will continue to explore opportunities to connect ESL with employment training and CTE pathways. - 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

DAWG: The Data and Accountability Workgroup strategy will be addressed by MACC member agency sites and the DAWG workgroup team. - MACC experienced several accomplishments this year, including CASAS recognition of Castro Valley Adult and Career Education, Hayward Adult and Livermore Adult School, for promising practices. The Promising Practice Award recognizes California ABE, ASE, or ESL adult education providers that have implemented strategies and practices to help students attain their goals. The DAWG workgroup will continue to identify promising practices to share among the broader consortium.- Increase the use of regional data to establish student outcome goal targets with annual increase in percentages in the seven CAEP program areas. - The DAWG will seek out and participate in data and reporting training opportunities and continue to align operations and reporting systems among the MACC member agencies.

Strategy #4

CTE: The CTE strategy will be addressed by MACC member agency sites and the CTE workgroup team. - The CTE workgroup will continue to engage with regional community college, adult education and workforce groups to align MACC's CTE framework with regional priorities, including career pathways and apprenticeships.

Seamless Transitions

New Strategies

Strategy #1

MACC Transition Specialists and college representatives 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. Information is shared about new programs, information sessions, financial aid events and campus tours. In 2021-22, members will continue to refine a streamlined MACC-wide referral process and tracking system to enhance student transitions as well as communication among MACC member organizations.

Strategy #2

The Seamless Transitions workgroup will engage with the Alameda County Workforce Development Board, the America's Job Centers of California and new WIOA workforce service delivery providers to establish stronger connections for recruitment, WIOA training accounts, and the coordination of support services and job placement assistance for adult learners.

Strategy #3

The Seamless Transitions workgroup will continue to contribute to a target list of transition-related student needs and share resources to better align services, and more efficiently and effectively meet students' needs.

Student Acceleration

New Strategies

Strategy #1

The Data and Accountability Work Group will align program reporting procedures and tracking among member agencies, while the Official Representatives will strategically increase progress monitoring efforts to increase member enrollments and completion rates.

Strategy #2

Increase student acceleration and transitions through course articulation, digitized dual/concurrent enrollment forms and strengthening collaborations between adult school and community colleges.

Strategy #3

The Community Colleges and MACC Transition Specialists will work together to promote and support the Chabot-Las Positas Community College District's Year 2 Career Program 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

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. The following activities and resources have already been identified for 21-22:-Castro Valley Adult and Career Education: Monthly PD workshops for staff, building on the prior year's book study of How to be an Antiracist. -Chabot College: Continuing to promote the "10 x 10 Village" model, providing case management and academic support for African American students on campus.-Hayward Adult School: Continuing to provide Anti-Biased/Anti-Racism (AB/AR) training for all adult school staff with a focus on equity in the

classroom. Scheduling AB/AR trainings and PD days in collaboration with the HUSD Equity Coordinator.-Las Positas College: The Presidential Task Force on Race and Equity will continue meeting to discuss and address actions leading to systemic change for the students and communities they serve.-Livermore Adult School: All instructors will participate in district wide equity trainings.-Pleasanton Adult School: Offering staff professional development support, especially in the areas of equity and social justice. -San Leandro Adult School: Staff will be receiving outside coaching on building equity, diversity, and inclusion awareness to ensure everyone has a voice and that the voices are heard and acknowledged. Every employee will receive 30 hours of paid PD to enhance their skills.-San Lorenzo Adult School: Providing paid hours for professional development and common planning time. Staff participated in Beyond Diversity training with other sites across the district and will provide time during staff meetings to consistently revisit foundational sessions from Beyond Diversity

Strategy #2

The MACC Official Representatives will work with the Workgroup Subcommittee to develop the Workgroup Chair positions as a professional development opportunity through support participation/recruitment, developing goals and leading activities and events.

Strategy #3

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 (TAP, CALPRO, PLN, OTAN, CASAS, Career Cruising, etc.).

Leveraging Resources

New Strategies

Strategy #1

As part of the new member effectiveness guidelines, consortium members will work to identify opportunities to spend down carry forward and leverage consortium resources.

Strategy #2

Continue to leverage resources to maintain the regional consortium member agency access to technology (e.g. LAUNCHBOARD, TopsPro, Career Cruising, Zoom, 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. When community agencies work together, all of our clients and students benefit from a wider range of opportunities and support services. Expanding community partnerships serves to both address issues of Gaps in Service and Leverage Resources.

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) determined 2021-22 allocations in accordance with the Three-Year Plan approved by the MACC Official Representatives. The 2021-22 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. In February of 2021, a budget allocation inquiry survey was distributed to the Mid-Alameda County Consortium (MACC) voting members along with available information about the anticipated 21-22 COLA. The survey was intended to capture member requests and suggested special projects. The Mid-Alameda County Consortium convened in March 2021 and voted in

unanimous agreement to proceed with 21-22 allocation percentages in alignment with 19-20 and 20-21 allocation percentages, including the 21-22 COLA, with the one exception being the reallocation of funds from San Leandro Unified School District to Chabot-Las Positas Community College District to cover MACC administrative support/operating expenses.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2021-22.

No MACC member organization is anticipated to have significant carryover funds to put toward addressing strategies for the 2021-22 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. The MACC Official Representatives will participate in a consortium retreat in October 2021, which will include the new CAEP guidance regarding member effectiveness, budget planning and carry forward amounts. For FY22, the MACC administrative operating budget is \$201,600, including \$46,600 in carry forward from prior years. The operating expenses for FY22 total is \$134,860, leaving a remaining balance of \$66,740 available to the consortium for special projects including the reinvestment in the MACC work groups, website, and planning for the next Three-Year Plan cycle (2022-25).

Certification

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