

California Adult Education Program Produced: 06/07/2022 02:05 PM PDT Sara Walke

07 Chabot-Las Positas/Mid-Alameda County Consortium: Certified

Details

Consortium Information

Consortium Name:

07 Chabot-Las Positas/Mid-Alameda County Consortium

Consortium Short Name:

07 Mid Alameda County (Chabot-Las Positas)

Address:

7600 Dublin Blvd. c/o Julia Dozier | Dublin, CA | 94568

Website:

<http://macc4ae.org>

Funding Channel 2022-23:

Direct Funded

CAEP Funds 2022-23:

\$10,345,706

CAEP Funds 2021-22:

\$9,822,184

CAEP Funds 2020-21:

\$9,439,867



Consortium Contacts

Responsibility	Name	Email	Title	Phone
Primary Contact	Tim Combs	timcombs@macc4ae.org	Director	(415) 336-9618
Primary Contact	Beth Cutter	bcutter@cv.k12.ca.us	Director	(510) 850-8660

Member Agencies

Member Agency	Member Type	Contact	Phone
Castro Valley Unified	Unified School District	Beth Cutter	(510) 850-8660
Chabot-Las Positas CCD	District	Abigail Patton	(510) 723-7261
Dublin Unified	Unified School District	Bill Branca	(925) 833-3300
Eden Area ROP	Regional Occupation Center/Program (ROC/P)	Craig Lang	
Hayward Unified	Unified School District	Evelyn Ocasio	(510) 783-4001 ext: 36105
Livermore Valley Joint Unified	Unified School District	Sara Walke MAT	(925) 606-4722 ext: 7132
New Haven Unified	Unified School District	Grace Kim	(510) 476-2696 ext: 62635
Pleasanton Unified	Unified School District	Crystal Korbas	(925) 463-0616
San Leandro Unified	Unified School District	Bradley Frazier	(510) 618-4424
San Lorenzo Unified	Unified School District	Ms. L. Lama San Lorenzo Unified School District	(510) 317-4758
Tri-Valley ROP	Regional Occupation Center/Program (ROC/P)	Amy Robbins	

Executive Summary

Executive Summary *

The Mid-Alameda County Consortium (MACC) works collectively to create opportunities for adult students within the region through the seamless delivery of instructional, training and support services. 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, Eden ROP, and the adult schools in Castro Valley, Hayward, New Haven, San Leandro, and San Lorenzo. The Tri-Valley Area is served by Las Positas College, Tri Valley ROP, and the adult schools in Dublin, Livermore, and Pleasanton.

The Consortium is led by a twelve-member “Official Representatives” team that sets goals and objectives to best serve adult students and employers through sub-group work teams, strategically focused on the areas of Career Technical Education, Adult Basic Education/Adult Secondary Education, Adults With Disabilities learners, English as a Second Language, Data and Accountability and Seamless Transitions. In program year 2021-22, MACC made the conscious decision to temporarily halt work group meetings as part of the Annual Plan to reflect upon the structure and design of the work groups in order to better meet the educational needs of adult learners. Taking this time to reflect on what was working and where there were areas for needed improvement, the Consortium was then able to redefine the roles and

expectations of work groups and reposition each work group to better support the goals and strategies outlined in the new Three-Year Plan (2022-25).

In addition to overseeing the progress of the work groups, MACC leadership supports the California Adult Education Program (CAEP) policies and priorities by working to strengthen the adult education programs and services in the region. To achieve this, MACC draws its strength from strong Consortium collaboration with well-coordinated planning efforts with community partners to ensure alignment between the region's educational and workforce needs to help adult learners meet their personal, educational and career goals.

In November of 2021, the MACC Official Representatives convened for a full day Consortium Retreat including team building, collaboration and planning activities. The agenda included a review of progress toward the goals and objectives of the prior three-year plan. To set the foundation for planning for the 2022-2025 plan, the Consortium reviewed results from a Consortium self-assessment and engaged in the development of a S.W.O.T analysis to help identify areas of focus and Consortium needs. Following the Retreat, MACC followed a monthly schedule of planning activities to identify and guide the metrics, objectives, activities, outcomes, and funds evaluation for the new plan. To improve the integration of services and transitions, members agreed during the planning to develop and support greater alignment between educational and workforce needs and increase access to much needed support services. MACC Members and their agencies also planned to participate in ongoing professional development activities to improve the effectiveness of services. The 2022-25 plan will include supporting the Consortium's newly redesigned work groups to execute the goals and strategies of the new plan, while also enhancing the Consortium's data and accountability systems and the leveraging of resources.

Assessment

Overview and Preparation *

To gather data needed to describe existing adult education services, barriers, and needs, the Mid-Alameda County Consortium (MACC) participated a self-assessment activity using the Self-Assessment Tool provided by CAEP to help consortia evaluate their effectiveness in 5 key areas; Capacity, Connection, Entry, Progress, Completion & Transition. The purpose of the self-assessment was to evaluate both the needs for and the current levels and types of education and workforce services in the region to identify gaps in current services.

MACC introduced the self-assessment to members in September of 2021 as an agenda item in the monthly Consortium meeting. As a follow up task, Official Representatives were asked to go through the indicators and rate the Consortium's progress toward each indicator. Members made recommendations on related indicators and rated the consortium on a scale of 1 – 5, with five being the highest score. The results were [compiled and summarized](#) for the Consortium Official Representatives and [presented](#) during the Consortium Retreat in November of 2021. Members then engaged in break out groups during the Retreat to further review and discuss the results in order to make recommendations on priority indicators for the 2022-25 Three-Year Plan, which were compiled in a [S.W.O.T. Analysis](#).

The top indicators identified during the Retreat using the Consortium assessment tool and planning activities for the 2022-25 Three-Year Plan are as follows:

1. CONNECTION = Refers to the Consortium members' ability to provide coordinated, proactive engagement to potential students on educational and training options and choices
2. ENTRY= Refers to the the Consortium members' ability to have established common intake and assessment procedures and provide career and goal exploration and planning that addresses individual student needs and interests
3. PROGRESS= Refers to the Consortium members' ability to have shared and aligned programs which allow students to accelerate progress via courses that are geared toward academic, career, and community goals.

The priority indicators were then used to develop targeted strategies to address educational needs and improve the effectiveness and integration of services through six overarching goals:

(Connection and Entry)

1. Establish and share best practices and provide coordinated, proactive engagement to potential students on educational and training options and choices.

2. Increase community awareness of AE programs and services.

(Student Progress)

3. Develop effective work teams that are focused on clear, measurable goals in alignment of Consortium goals and outcomes.

4. Increase collaboration with stakeholders, including business and community partners, to expand offerings and services to more effectively serve students with educational barriers and needs.

(Transition to Post-Secondary Education and Employment)

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

6. Enhance career readiness curriculum, instruction, increase work-based learning and certification opportunities for adult learners to ensure alignment with industry and business demands.

Progress indicators were then identified to accompany each of the six overarching goals:

- By October 2022, MACC will create a list of common procedures (e.g. outreach, intakes, assessment, etc.) to be analyzed and discussed by all 12 member agencies during a Consortium meeting each quarter (Goal 1)
- By December 2022, all MACC Transition Specialists will have access to a common regional consortium tool for tracking and monitoring referrals (Goal 5)
- By February 2023, MACC will develop strategies for potential partners, advocates for adult education, and referral agencies to increase awareness of the regional programs and services available through the Consortium. (Goal 2)
- By April of 2023, MACC will improve and increase local partnerships to align with industry and business demand in an effort to increase the percentage of students that transition into employment. (Goal 6)
- By November 2024, MACC will leverage interagency shared resources for student support services for English Language Learners, maximizing opportunities for students and expanding interagency collaboration (Goal 4)
- By October 2022, 2023 and 2024, all workgroups will submit annual goal(s) aligned with the MACC three-year plan strategic goals and activities. (Goal 3)

Links to assessment planning materials from 2021-22 MACC Retreat:

- [MACC Consortium Retreat with Self-Assessment Presentation](#)
- [MACC Consortium Self-Assessment_2021](#)
- [Consortium Self-Assessment results_2021](#)
- [Responses to "World Cafe" activity_MACC Retreat 21-22](#)
- [MACC S.W.O.T. Analysis_MACC Retreat_21-22](#)

Regional Alignment and Priorities *

To ensure regional alignment and priorities, MACC collaborates internally on program implementation and the development of career pathways, and coordinates externally on industry sector strategies with the Workforce Development Regional Planning Unit, the Centers for Excellence, and the Alameda County County Workforce Development Board. Additionally, the Consortium leadership participates regularly in local and state-level initiatives.

To determine mandatory metrics at both the consortium and member levels, the Consortium Official Representatives reviewed the following data sources for program years 2019-20, 2020-21, and 2021-22:

- CAEP Fact Sheet 2021 (data from 2020) <https://caladulthood.org/2021FactSheets>
- California Adult Education Pipeline: <https://www.calpassplus.org/Launchboard/Adult-Education-Pipeline.aspx>
- TOPSPRO Enterprise:

- CAEP- Summary Tables
- CAEP Outcomes Reports
- CAEP Enrollees by Hours
- CAEP Demographics

Evaluate the Educational Needs of Adults in the Region *

In 2019 BW Research Partnership Inc., an independent research firm, was commissioned by the Mid-Alameda County Consortium to complete research addressing the needs of adult education in the region in order to support the Consortium's strategic planning efforts. The report provided a comprehensive profile of the area's adult education students by different program segments using area zip codes, and also highlighted the potential to reach new adult education students in the region. The report included demographic, educational, socio-economic and geographic data. This sub-regional research ultimately provided each MACC school with greater insight into the potential student populations in their geographic areas.

Building on the regional supply-side assessment of potential adult education students from the 2019 report, the Consortium looked to the Alameda County Workforce Development Board's 2021 analysis to explore the demand-side of the region's economic and employment needs. The report was used to better understand the opportunities for training, education and career pathways for adult education students in the region. In May of 2021, the Consortium engaged in discussions around program planning and development needs. Members presented overviews of their current programs and shared their areas of interest for new program development for their schools. Around the same time the Consortium's Career Technical Education (CTE) work group had been working on a career mapping project to align the Consortium's existing adult education programs and identify possible program gaps.

To learn more about current local labor market trends, including the post-pandemic outlook for adult education, the Alameda County Workforce Development Board's Management Analyst was invited to present an overview of Federal, State and local workforce findings and projections during the June 2021 Consortium meeting. Key takeaways from the presentation included 1.) COVID-19 disruptions were more drastic for lower wage workers, workers of color, and women; 2.) Wage gaps were more prominent for workers of color; 3.) There is projected growth in low-wage work (Home Care Workers and Food Service Workers); 4.) Future occupations will be more complex and will require more technical skills; 5.) Automation and artificial intelligence will continue to lead to worker displacements; 6.) There is projected growth in high-wage work (Software Developers, Analysts, Engineers).

Having assessed the supply of adult education students and the demand of the region's economic and employment needs, in November of 2021 the Consortium Official Representatives engaged in a variety of activities in preparation for the 2022-25 Three-Year Plan. The November meeting was a full-day retreat, the first in-person convening since the pandemic began. The retreat included a presentation of the results from the CAEP-designed three-year planning self-assessment tool. The Consortium utilized the tool to launch breakout group discussions to identify the current strengths and opportunities. In December 2021, the Consortium Official Representatives held a follow up session and again participated in breakout room activities to further analyze educational data for the region. This time members were asked to use the Adult Education Pipeline (Launchboard) and the CAEP Fact Sheets to analyze data. Members divided into four different groups and were given guiding questions to better understand who the MACC current customers are, what characteristics define the regional community, what outcomes are current students achieving, and what industries are the region home to. Following discussion and once consensus was reached, results were used to draft overarching goals and strategies for the new Three-Year Plan between January and February 2022.

Sources:

[MACC Sub-Regions Report 2.0. March 28.19](#)

[Alameda County Workforce Development Board "Labor Market Opportunities; Current and Future Dynamics" \(June 2021\)](#)

[The Future of Work After COVID](#)

[MACC 3 Year Plan Data Dive: Evaluation of Educational Needs for our Region](#)

Additional Data Resources:

- <https://www.labormarketinfo.edd.ca.gov/geography/lmi-by-county.html>
- <https://www.bls.gov/regions/>
- <https://caladulthood.org/2021FactSheets>

Contributions by Entities *

Three-Year Planning Partners:

Castro Valley Adult and Career Education	Beth Cutter
Chabot College	Abigail Patton
Dublin Adult	Bill Branca
Eden ROP	Craig Lang
Hayward Adult	Evelyn Ocasio
Las Positas College	Emerald Templeton
Livermore Adult	Sara Walke
New Haven Adult	Grace Kim
Pleasanton Adult	Crystal Korbas
San Leandro Adult	Brad Frazier
San Lorenzo Adult	Sharita Williams
Tri-Valley ROP	Amy Robbins

Regional Service Providers

For each Member Agency service provider, enter the number of Participants in each program area.

Provider Name	Provider Type	Number of Participants in Program Area								
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
*Castro Valley Unified	Member Representative	144	245	351	319	88	32	216	0	11
*Chabot-Las Positas CCD	Member Representative	0	0	0	0	0	0	0	0	0
*Dublin Unified	Member Representative	0	0	332	0	0	0	0	0	0
*Eden Area ROP	Member Representative	0	0	0	0	0	0	0	0	0
*Hayward Unified	Member Representative	99	299	1,274	1,603	0	53	59	12	0
*Livermore Valley Joint Unified	Member Representative	67	51	344	173	0	3	68	87	0
*New Haven Unified	Member Representative	200	196	478	374	0	0	80	0	0
*Pleasanton Unified	Member Representative	0	25	394	128	12	0	120	122	106
*San Leandro Unified	Member Representative	176	406	843	1,181	0	83	275	258	0
*San Lorenzo Unified	Member Representative	45	54	430	300	0	152	16	76	0
*Tri-Valley ROP	Member Representative	0	0	0	0	0	0	0	0	0
Total Participants		731	1276	4446	4078	100	323	834	555	117

* Member Agency required to input number of Participants

For each service provider added, check the box in the program areas where services are provided.

Provider Name	Provider Type	Program Area Where Services Are Provided								
		ABE	ASE	ESL	El Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
Alameda County Workforce Development Board	Business	×	×	×	×	✓	×	✓	×	✓
La Familia	Community Organization	✓	✓	✓	×	✓	×	✓	×	×
East Bay Innovations	Industry	×	×	×	×	✓	×	×	×	×
Futures Explored	Community Organization	×	×	×	×	✓	×	×	×	×
Tri-Valley One Stop Career Center, Alameda County WIB	Business	✓	✓	✓	×	✓	✓	✓	✓	✓
Regional Center of the East Bay	Community Organization	×	✓	✓	×	✓	✓	✓	×	×
CA Department of Rehabilitation	Community Organization	×	×	×	×	✓	×	×	×	×
America's Job Center of California	Community Organization	✓	✓	✓	×	✓	✓	✓	✓	✓
Sunflower Hill Gardens	Community Organization	×	×	×	×	✓	×	×	×	×
Alameda Alliance for Health	Community Organization	✓	✓	✓	×	✓	✓	✓	×	×
Rubicon Programs	Community Organization	×	×	×	×	×	×	✓	✓	✓

Provider Name	Provider Type	Program Area Where Services Are Provided								
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
Hayward Public Library	Community Organization	×	×	×	✓	✓	×	×	×	×
Upwardly Global	Community Organization	×	×	✓	✓	×	×	×	×	×
International Rescue Committee (IRC)	Community Organization	✓	✓	✓	✓	×	×	✓	✓	×

Evaluate the Current Levels and Types of Education and Workforce Services for Adults in the Region *

Refer to the table above for the types of services provided by each member and partner agency.

In August of 2021 MACC partners shared key accomplishments from 2020 and presented specific goals and strategies for 2021; [MACC 20-21 Accomplishments, Goals & Strategies](#)

Metrics: CAEP Barriers & Metrics

✓ **Student Barriers**

Adult Ed Metrics

- English Language Learner (AE 305 - Overall)

✓ **Progress:** Learn about skills gains in adult basic education, ESL, workforce preparation, and CTE programs.

Adult Ed Metrics

- Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)

× **Transition:** Learn about student transition into postsecondary education and college credit pathways.

× **Success:** Information on completion of diplomas, certificates, and college credit awards.

× **Employment and Earnings:** Access 2nd and 4th quarter employment, annual earnings, and earning gains data.

Consortium Level Metric Targets

* Mandatory for all consortia

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Number of Adults Served (AE 200 - Overall)	7,943	5,337		8,400	8,500	8,600
Student Barriers	English Language Learner (AE 305 - Overall)	5,244	3,105		5,200	5,300	5,400

Member Level Metric Targets

* Mandatory for all members

Castro Valley Unified (Reported by Castro Valley Unified School District (CVUSD))

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	897	663		1,000	1,100	1,150
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	163	100		200	220	250
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)	227	154		375	400	440

Chabot-Las Positas CCD (Reported by Chabot-Las Positas District)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	124	301		125	135	150
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	42	36		40	45	50
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)				0	0	0

Dublin Unified (Reported by Dublin Unified School District (DUSD))

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	341	183		340	380	420
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	112			120	145	165
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)				100	120	140

Eden Area ROP (No reporting institution)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				0	0	0
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)				0	0	0

Hayward Unified (Reported by The Hayward Center for Education and Careers (HCEC))

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	1,524	683		1,293	1,400	1,550
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	634	177		497	650	800
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)	704	250		832	950	1,200

Livermore Valley Joint Unified (Reported by Livermore Adult Education)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	347	152		359	370	381
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	102	69		107	110	114
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)	107	61		178	184	189

New Haven Unified (Reported by New Haven Unified School District (NHUSD))

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	659	409		450	550	700
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	195	84		120	160	200
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)	276	106		250	300	400

Pleasanton Unified (Reported by Pleasanton USD)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	537	285		325	380	460
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	117	128		130	155	185
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)	155	166		162	190	230

San Leandro Unified (Reported by San Leandro Adult School)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	1,372	850		1,300	1,350	1,400
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	375	81		300	325	350
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)	545	251		1,000	1,050	1,100

San Lorenzo Unified (Reported by San Lorenzo Adult School (SLAS))

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	458	136		290	380	470
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	218	60		144	182	220
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)	222	58		168	229	290

Tri-Valley ROP (No reporting institution)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				0	0	0
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)				0	0	0

Member Spending Targets

Member	Percent of 2019-20 Available Funds Spent	Percent of 2020-21 Available Funds Spent	Percent of 2021-22 Available Funds Spent	2022-23 Target	2023-24 Target	2024-25 Target
Castro Valley Unified	100%	100%	45%	95%	95%	100%
Chabot-Las Positas CCD	100%	100%	66%	100%	100%	100%
Dublin Unified	100%	100%	83%	95%	95%	95%
Hayward Unified	100%	100%	65%	100%	100%	100%
Livermore Valley Joint Unified	100%	74%	0%	60%	80%	100%
New Haven Unified	100%	100%	40%	80%	90%	100%
Pleasanton Unified	100%	100%	57%	100%	100%	100%
San Leandro Unified	100%	100%	65%	100%	100%	100%
San Lorenzo Unified	100%	100%	36%	95%	95%	100%
Tri-Valley ROP	100%	100%	100%	100%	100%	100%

Objectives

Address Educational Needs

Description of Objective *

Focus = Connection and Entry

CONNECTION = Refers to the Consortium members' ability to provide coordinated, proactive engagement to potential students on educational and training options and choices

ENTRY= Refers to the the Consortium members' ability to have established common intake and assessment procedures and provide career and goal exploration and planning that addresses individual student needs and interests

1. Establish and share best practices and provide coordinated, proactive engagement to potential students on educational and training options and choices.
2. Increase community awareness of AE programs and services

Student barrier to address = English Language Learner (AE 305 - Overall)

Improve Integration of Services & Transitions

Description of Objective *

Focus = Transition to Post-Secondary Education and Employment

1. Enhance transition and support services for students going from adult education to college and/or careers.
2. Enhance career readiness curriculum, instruction, increase work-based learning and certification opportunities for adult learners to ensure alignment with industry and business demands.

Improve Effectiveness of Services

Description of Objective *

Focus = Student Progress

PROGRESS= Refers to the Consortium members' ability to have shared and aligned programs which allow students to accelerate progress via courses that are geared toward academic, career, and community goals.

Progress: Learn about skills gains in adult basic education, ESL, workforce preparation, and CTE programs.

- Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)

1. Develop effective work teams that are focused on clear, measurable goals in alignment of Consortium goals and outcomes.
2. Increase collaboration with stakeholders, including business and community partners, to expand offerings and services to more effectively serve students with educational barriers and needs.

Activities & Outcomes

Activity Name *

Connection and Entry #1

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

Goal #1: Establish and share best practices and provide coordinated, proactive engagement to potential students on educational and training options and choices.

Short-Term Outcomes (12 Months) *

By November 2022, MACC will create a list of common procedures (e.g. outreach, intakes, assessment, etc.) to be analyzed and discussed by all member agencies quarterly.

Intermediate Outcomes (1-3 Years) *

Common procedures will be analyzed and discussed by all member agencies quarterly throughout years 1-3.

Long-Term Outcomes (3-5 Years) *

By June of 2025, MACC will have identified best practices for efficiency and will be providing coordinated, proactive engagement to potential students on educational and training options and choices in the region.

Proposed Completion Date

11/30/2022

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)

Responsible person(s)

Name
Abigail Patton
Amy Robbins
Beth Cutter
Bill Branca
Bradley Frazier
Crystal Korbas
Emerald Templeton
Evelyn Ocasio
Grace Kim
Sara Walke
Sharita Williams
Tim Combs

Activity Name *

Connection and Entry #2

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

Goal #2: Increase community awareness of Adult Education programs and services

Short-Term Outcomes (12 Months) *

Beginning in March 2022, partner with the Bay Area Community College Consortium, including neighboring regional Consortia, on the development of the new BACCC Customer Relationship Management (CRM) system

Intermediate Outcomes (1-3 Years) *

By March 2023, MACC will develop strategies for engaging potential partners, advocates for adult education, and referral agencies to increase awareness of the regional programs and services available through the Consortium

Long-Term Outcomes (3-5 Years) *

By June 2025 (and beyond), MACC will have established awareness of adult education regional programs and services.

Proposed Completion Date

03/31/2023

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)

Responsible person(s)

Name
Abigail Patton
Amy Robbins
Beth Cutter
Bill Branca
Bradley Frazier
Crystal Korbas
Emerald Templeton
Evelyn Ocasio
Grace Kim
Sara Walke
Sharita Williams
Tim Combs

Activity Name *

Transition to Post- Ed and Employment #1

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

Goal #5: Enhance transition and support services for students going from adult education to college and/or careers

Short-Term Outcomes (12 Months) *

By December 2022, all MACC Transition Specialists will have access to a common regional consortium tool for tracking and monitoring referrals

Intermediate Outcomes (1-3 Years) *

By December 2023, the consortium tool will have been fully implemented with the ability to report internal referral outcomes

Long-Term Outcomes (3-5 Years) *

By December 2024, MACC will be utilizing the tool for external student support services with community partners

Proposed Completion Date

12/31/2022

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)

Responsible person(s)

Name
Tim Combs

Activity Name *

Transition to Post- Ed and Employment #2

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

Goal #6: Enhance career preparation and training programs with increased certification and employment opportunities for adult learners to ensure alignment with industry and business demands.

Short-Term Outcomes (12 Months) *

By October 2022, MACC will have relaunched newly redesigned Consortium work groups with WDB representation to ensure alignment with industry and business demands and will have engaged AJCC/WIOA providers to increase employment opportunities for adult learners.

Intermediate Outcomes (1-3 Years) *

By October 2023, MACC will improve and increase local partnerships to align with industry and business demand in an effort to increase the percentage of students that transition into employment.

Long-Term Outcomes (3-5 Years) *

By May 2025 and beyond, MACC will continue to align Consortium goals and strategies with that of the Alameda County Workforce Development Board to ensure alignment with industry and business demands in the next planning cycle.

Proposed Completion Date

10/31/2023

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)

Responsible person(s)

Name
Abigail Patton
Amy Robbins
Beth Cutter
Bill Branca
Bradley Frazier
Crystal Korbas
Emerald Templeton
Evelyn Ocasio
Grace Kim
Sara Walke
Sharita Williams
Tim Combs

Activity Name *

Student Progress #1

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

Goal #3: Develop effective work teams that are focused on clear, measurable goals in alignment of Consortium goals and outcomes

Short-Term Outcomes (12 Months) *

By October 2022, all workgroups will submit annual goal(s) aligned with the MACC three-year plan strategic goals and activities.

Intermediate Outcomes (1-3 Years) *

By October 2023, all workgroups will submit annual goal(s) aligned with the MACC three-year plan strategic goals and activities.

Long-Term Outcomes (3-5 Years) *

By October 2024, all workgroups will submit annual goal(s) aligned with the MACC three-year plan strategic goals and activities.

Proposed Completion Date

10/31/2024

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)

Responsible person(s)

Name
Tim Combs

Activity Name *

Student Progress #2

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

Goal #4: Increase collaboration with stakeholders, including business and community partners, to expand offerings and services to more effectively serve students with educational barriers and needs

Short-Term Outcomes (12 Months) *

By May 2023, MACC will have implemented the [UniteUs](#) platform for engaging with stakeholders and community partners to support student needs and address student barriers

Intermediate Outcomes (1-3 Years) *

By May 2024, MACC will leverage interagency shared resources for student support services for English Language Learners, maximizing opportunities for students and expanding interagency collaboration

Long-Term Outcomes (3-5 Years) *

By May 2025 and beyond, MACC will have an internal tracking system in place to support and monitor interagency collaboration, while also providing essential resources and supports to students by effectively engaging with community partners.

Proposed Completion Date

05/31/2024

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)

Responsible person(s)

Name
Abigail Patton
Amy Robbins
Beth Cutter
Bill Branca
Bradley Frazier
Crystal Korbas
Emerald Templeton
Evelyn Ocasio
Grace Kim
Sara Walke
Sharita Williams

Funds Evaluation

Member Allocations and Expenditures

Member Agency	Prior Year Total Leveraged Funds	Program Reporting Status
Castro Valley Unified	\$3,321,344	Certified
Chabot-Las Positas CCD	\$604,614	Certified
Dublin Unified	\$629,008	Certified
Eden Area ROP (Optional)	\$0	Draft
Hayward Unified	\$2,141,459	Certified
Livermore Valley Joint Unified	\$833,630	Certified
New Haven Unified	\$359,685	Certified
Pleasanton Unified	\$834,512	Certified
San Leandro Unified	\$2,168,103	Certified
San Lorenzo Unified	\$865,296	Certified
Tri-Valley ROP	\$31,903	Certified
Totals	\$11,789,554	10/11 Certified

Funds Evaluation *

The Mid Alameda County Consortium (MACC) determines allocations in March-April of each year in accordance with the prior Three-Year Plan approved by the MACC Official Representatives. A budget allocation inquiry survey is distributed to the Consortium voting members along with available information about an anticipated COLA when appropriate. The survey is intended to capture member requests and suggested special projects for the coming year. The MACC Official Representatives then vote to proceed with allocation percentages.

The MACC Official Representatives participated in a consortium retreat in November 2021, which included new CAEP guidance regarding member effectiveness, budget planning and carry forward amounts. The 2022-23 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. Member approaches to incorporating remaining carry-over funds from prior years into planned strategies were discussed during 21-22 Consortium meetings. 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.

As part of the 22-23 Three-Year Planning process, members shared their leveraged non-CAEP funding for Adult Education programs and services.

See links:

[MACC 2022-25 Plans for Leveraged Funds](#)

[MACC Member 2021-22 Accomplishments, Goals & Strategies](#)

Certification

Castro Valley Unified - Member Representative

Beth Cutter

Director

bcutter@cv.k12.ca.us

(510) 850-8660

Approved by Beth Cutter

06/01/2022 01:16 PM PDT

Chabot-Las Positas CCD - Member Representative

Abigail Patton

Academic Pathways and Student Success, Dean

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06/02/2022 07:51 PM PDT

Dublin Unified - Member Representative

Bill Branca

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Approved by Bill Branca

06/03/2022 10:51 AM PDT

Eden Area ROP - Member Representative

Craig Lang

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Approved by Craig Lang

06/02/2022 09:25 AM PDT

06/02/2022 09:23 AM PDT

Hayward Unified - Member Representative

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Approved by Evelyn Ocasio

06/01/2022 12:44 PM PDT

Livermore Valley Joint Unified - Member Representative

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Principal
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Approved by Sara Walke MAT

06/07/2022 02:05 PM PDT

New Haven Unified - Member Representative

Grace Kim
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Approved by Grace Kim

06/01/2022 01:38 PM PDT

Pleasanton Unified - Member Representative

Crystal Korbas
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Approved by Crystal Korbas

06/05/2022 09:30 PM PDT

San Leandro Unified - Member Representative

Bradley Frazier
Principal
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Approved by Bradley Frazier

06/01/2022 07:59 PM PDT

San Lorenzo Unified - Member Representative

Ms. L. Lama San Lorenzo Unified School District
Director - Secondary Instruction
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Sharita Williams M.A. Ed
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Approved by Ms. L. Lama San Lorenzo Unified School District

06/02/2022 01:00 PM PDT

Tri-Valley ROP - Member Representative

Amy Robbins
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Approved by Amy Robbins

06/01/2022 07:05 PM PDT



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