

07 Chabot-Las Positas/Mid-Alameda County Consortium

Plans & Goals

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 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 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 2022-25 Three-Year Plan.

Despite the shifting challenges of the COVID-19 pandemic experienced during the previous Three-Year Plan, MACC was able to quickly and successfully respond to student needs. 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. All MACC member agencies were able to provide distance learning and hybrid learning models within all program areas. While synchronous distant learning took place, asynchronous options were made available to support working students and those at home caring for children. As we enter the new three-year plan, the challenges of childcare and transportation appear to be improving for adult students, therefore student choice determines whether students return to the classroom or take advantage of the new distance learning options available through many of the MACC providers. Maintaining strong communication with faculty, staff and students has always been paramount for engagement and planning for the MACC. While we continue to respond to the community's rapidly changing health needs, we will continue to strive to maintain MACC's top-quality programs and services to increase economic mobility and student success for the region's adult learners.

The top indicators identified during the 2022-25 three-year planning process consist of connection (referring to providing coordinated, proactive engagement to potential students on educational and training options and choices), entry (referring to having established common intake and assessment procedures and provide career and goal exploration and planning that addresses individual student needs and interests), and progress (referring to having shared and aligned programs which allow students to accelerate progress via courses that are geared toward academic, career, and community goals).

For 2022-23, the Mid-Alameda County Consortium priority indicators will drive targeted strategies to address educational needs and improve the effectiveness and integration of services through six overarching goals outlined within our Three-Year Plan:

(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.

From these six overarching goals, five S.M.A.R.T. goals have been identified in the Regional Planning section of the Annual Plan as the progress indicators for 2022-23.

Regional Planning Overview

To implement the goals of the 2022-23 annual plan, MACC will utilize the Consortium's six newly redesigned sub-workgroups to develop and execute the plan strategies, while also enhancing the Consortium's data and accountability systems and the leveraging of resources.

The Official Representatives oversee the planning and progress of the work groups as they implement the goals and strategies outlined in the Three-Year Plan. At the beginning of each school year, the Official Representatives identify members from their schools and partner agencies to participate in the Consortium work groups. A Work Group Chair is then selected by the Official Representatives to facilitate monthly work group meetings for the school year. For 2022-23, each work group has also been assigned two Official Representative liaisons, called "Thought Partners," who will attend work group meetings to ensure alignment with the Consortium goals and provide guidance and support to the Work Group Chairs where needed.

Below is a list of the six redesigned work groups for 2022-23:

1. Accessibility/Basic Skills: *Adults with Disabilities / Adult Basic Education / Adult Secondary Education*

- This work group focuses on the sharing of information and resources for elementary and secondary skills, including programs leading to a high school diploma or equivalency certificate and programs and training supporting adults with disabilities.

2. Career Technical Education: *Career Technical Education / Vocational Programs*

- This work group focuses on the sharing of information and resources for career pathways and short-term training programs with high employment potential. This category also includes Pre-apprenticeship.

3. Data and Accountability: *Adult Education Data Tracking / Program Performance*

- This work group focuses on the sharing of information and resources for campus data professionals and administrators to review consortium data, align policies, and identify best practices to ensure data integrity across the consortium

4. ESL Eden: *English as Second Language*

- This work group focuses on the sharing of information and resources for programs for immigrants inclusive of citizenship, English as a second language, and workforce preparation. This work group is specific to providers in the Eden area of Alameda County.

5. ESL Tri-Valley: *English as Second Language*

- This work group focuses on the sharing of information and resources for programs for immigrants inclusive of citizenship, English as a second language, and workforce preparation. This work group is specific to providers in the Tri-Valley area of Alameda County.

6. Seamless Transitions: *Student Transitions / Support*

- This work group focuses on communities of practice focused on aligned employment exploration and counseling, student support resources, best practices to guide student outreach, orientation, retention, progress, completion and transitions

for success.

Below are the progress indicators the Consortium identified to accompany each of the six overarching goals for 2022-23:

- By October 2022, MACC will have created 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
- By November 2022, all MACC workgroups will have established annual goal(s) aligned with the MACC three-year plan strategic goals and activities.
- By December 2022, all MACC Transition Specialists will have access to a common regional consortium tool for tracking and monitoring referrals
- By February 2023, MACC will have developed strategies for potential partners, advocates for adult education, and referral agencies to increase awareness of the regional programs and services available through the Consortium.
- By April of 2023, MACC will have improved and increased local partnerships to align with industry and business demand in an effort to increase the percentage of students that transition into employment.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

To ensure regional alignment and priorities, the Mid-Alameda County Consortium 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 Workforce Development Board. Additionally, the Consortium leadership participates regularly in local and state-level initiatives.

In preparation for the Three-Year Planning process the Consortium completed a self-assessment and rated the Consortium's progress toward achieving CAEP's progress indicators for Consortia. Members then compiled and summarized the survey results and engaged in break out groups to further review and discuss the results in order to make recommendations on priority indicators for the MACC 2022-25 Three-Year Plan. The priority indicators were then compiled into a S.W.O.T. Analysis to identify six top priority indicators for the 2022-25 Three-Year Plan. Of those six priority indicators, the following three indicators address regional needs identified in the Consortium Self-Assessment and S.W.O.T Analysis:

1. Increase community awareness of AE programs and services.
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.
3. Enhance career readiness curriculum, instruction, and increase work-based learning and certification opportunities for adult learners to ensure alignment with industry and business demands.

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

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

- CAEP Fact Sheet 2021 (data from 2020) <https://caladulted.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

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

During planning for 2022-25, the Consortium Representatives agreed to focus on areas where all members currently provide comparable programs and services.

1. Student Barriers:

- English Language Learner (AE 305 - Overall)
- Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)

Reflecting on the Consortium Self-Assessment results and the subsequent S.W.O.T. Analysis, members determined that effectiveness and progress would be measured by:

2. Progress:

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

In addition, the Consortium will monitor WIOA employment and earning survey outcomes along with other local indicators for tracking.

Address Educational Needs**2022-23 Strategies****Strategy Name**

Best Practices & Student Engagement

Activity that Applies to this Strategy

Connection and Entry #1

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)

Strategy Description

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

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.

Strategy Name

Community Awareness

Activity that Applies to this Strategy

Connection and Entry #2

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)

Strategy Description

Goal: Increase community awareness of Adult Education programs and services

Beginning in March 2023, partner with the Bay Area Community College Consortium, including neighboring regional Consortia, on the development of the new BACCC Customer Relationship Management (CRM) system

Improve Integration of Services & Transitions**2022-23 Strategies****Strategy Name**

Enhance Transitions and Support Services

Activity that Applies to this Strategy

Transition to Post- Ed and Employment #1

Metrics that Apply to this Activity/Strategy

- All: Number of Adults Served (AE 200 - Overall)

Strategy Description

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

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

Strategy Name

Enhance Career Readiness

Activity that Applies to this Strategy

Transition to Post- Ed and Employment #2

Metrics that Apply to this Activity/Strategy

- All: Number of Adults Served (AE 200 - Overall)

Strategy Description

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

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.

Improve Effectiveness of Services

2022-23 Strategies

Strategy Name

Work Group Goals and Objectives

Activity that Applies to this Strategy

Student Progress #1

Metrics that Apply to this Activity/Strategy

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

Strategy Description

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

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

Strategy Name

External Collaboration

Activity that Applies to this Strategy

Student Progress #2

Metrics that Apply to this Activity/Strategy

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

Strategy Description

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

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

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) 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. There were no changes requiring the reallocation of funds among Consortium members for 2022-23. 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.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2022-23.

At the time of the development of the 2022-23 Annual Plan, the Consortium continues to monitor the progress of Assembly Bill 1491, which proposes a percentage cap on allowable carry forward for prior fiscal years.

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. MACC member approaches to incorporating remaining carry-over funds from prior years into planned strategies were reviewed during planning meetings for the Three-Year Plan. Members agreed to 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: [MACC Member Plans for leveraging non-CAEP funds to implement strategies and activities to achieve outcomes in the plan](#)

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