

07 Chabot-Las Positas/Mid-Alameda County Consortium

CONSORTIUM APPROVED

2023-24

Plans & Goals**Executive Summary**

The Mid-Alameda County Consortium (MACC) is a twelve-member body responsible for ensuring quality education programs and services meet the training, education and employment needs of adults in the region. Within the MACC 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 MACC partner agencies work collectively to create opportunities for adult students through the seamless delivery of instructional, training and support services.

The MACC is led by an "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, the Official Representatives engaged in a thorough assessment of the MACC work groups as part of the Annual Plan, focusing on work group purpose, structure and effectiveness. Reflecting 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). During program year 2022-23, MACC introduced a new work group leadership structure, developed work group strategies to support the goals outlined in year one of the three-year plan, and successfully implemented those strategies toward achieving Consortium goals. Key accomplishments included:

- Raised awareness for students and staff about college and adult school training pathways to a livable wage;
- Increased community awareness of AE programs and services through an adult education symposium and a coordinated college campus tour for adult school ESL students;
- Implemented Unite Us as a common referral tool to improve student tracking and transition response;
- Developed a compilation of codified presentations from each member agency sharing best practices in outreach, intake, and assessments that serve basic skills and students with disabilities, informing MACC agencies by recording a series of presentations highlighting MACC AWD, ABS and ABE programs;
- Conducted an analysis of existing career pathway options among MACC agencies, including articulations, VESL, strategic course linkages, and developed recommendations to increase regional educational offerings for high demand jobs.

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).

(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 2023-24.

Regional Planning Overview

To implement the goals of the 2023-24 annual plan, MACC will continue to utilize the Consortium's six sub-workgroups to develop and execute the plan strategies. At the beginning of the school year, the Official Representatives will identify members from their schools and partner agencies to participate in the Consortium work groups. This year a MACC Official Representative will be assigned to a work group and will be responsible for overseeing the planning and progress for their work groups, including the implementation of specific goals and strategies outlined in the Three-Year Plan to ensure alignment with the objectives of the Consortium leadership team.

Below is a list of the redesigned work groups and their objectives:

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./5. English as Second Language (separate work groups for each region; Eden and Tri-Valley)

- 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.

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 five progress indicators the Consortium identified to accompany each of the overarching goals from the Three-Year Plan:

1. By October 2023, all MACC workgroups will have reconvened under new leadership and have established annual goals aligned with the MACC three-year plan strategic goals and activities.
2. By January 2024, the Consortium partners will have convened to share accomplishments from the 2022-23 work groups, highlighting best practices and promoting coordinated, proactive engagement efforts on educational and training options and choices.

3. By January 2024, the Consortium partners will have evaluated initial usage and value of Unite Us as a common referral tracking system for MACC and will determine next steps for full implementation.
4. By March 2024, MACC will have identified opportunities to better engage with the region's business community (experiential learning, employer advisory, employment, etc).
5. By May of 2024, MACC will have collaborated on at least two community events to increase community awareness of AE programs and services, including an increase in concurrent enrollments and employment outcomes.

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?

- CAEP Fact Sheet 2022 (data from 2021) <https://caladulted.org/2022FactSheets>
- 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?

In addition to overseeing the progress of the work groups, the 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. Through partnership with the Alameda County Workforce Development Board, MACC is intentional about maintaining alignment with the County's workforce system to meet the needs of Alameda County businesses. ACWDB and AJCC staff representation among MACC work groups is highly encouraged.

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)

The Consortium will also monitor WIOA employment and earning survey outcomes along with other local indicators for tracking.

Address Educational Needs

2023-24 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.

Progress Indicator:

By January 2024, the Consortium partners will have convened to share accomplishments from the 2022-23 work groups, highlighting best practices and promoting coordinated, proactive engagement efforts on educational and training options and choices.

Strategy Name

Community Awareness

Activity that Applies to this Strategy

Connection and Entry #2

Metrics that Apply to this Activity/Strategy

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

Strategy Description

Goal:

Increase community awareness of Adult Education programs and services.

Progress Indicator:

By May of 2024, MACC will have collaborated on at least two community events to increase community awareness of AE programs and services, including an increase in Consortium collaboration on concurrent enrollments.

Improve Integration of Services & Transitions

2023-24 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: Adults who Became Participants (AE 202 - Overall)

Strategy Description

Goal:

Enhance transitions and support services for students going from adult education to college and/or careers

Progress Indicator:

By January 2024, the Consortium partners will have evaluated initial usage and value of Unite Us as a common referral tracking system for MACC and will determine next steps for full implementation.

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.

Progress Indicator:

By May of 2024, MACC will have collaborated on at least two community events to increase community awareness of AE programs and services, including an increase in Community collaboration for employment outcomes.

Improve Effectiveness of Services**2023-24 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

Progress Indicator:

By October 2023, all MACC workgroups will have reconvened under new leadership and have established annual goals 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.

Progress Indicator:

By March 2024, MACC will have identified opportunities to better engage with the region's business community (experiential learning, employer advisory, employment, etc).

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 MACC Official Representatives allocate CAEP funding for members in accordance with AB104 compliance and the Consortium Three-Year and Annual Plans. Annual negotiated and executed contract cost increases are considered first in developing the annual budget before agreeing to funding new projects. To begin the process, a budget allocation inquiry survey is distributed to MACC members during the spring quarter in preparation for allocation discussions. The survey provides members the opportunity to consider their agency's needs, special projects, interests, and to identify potential carryover balances. The MACC Official Representatives then meet to review and discuss member allocations in accordance with the Three-Year Plan before proceeding with a consensus-style vote to approve member allocation percentages. Depending on needs, MACC may opt to change the funding allocations in the Consortium Fiscal Administrative Declaration (CFAD) per AB104 guidelines. For 2023-24, there were no changes requiring the reallocation of funds.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2023-24.

To provide students with maximum services funded through CAEP, funded members have committed to making every effort to expend funds according to their agency's annual budget and work plan by the end of each fiscal year. In 2022-23, MACC members agreed to internally align annual carryover monitoring for each agency with AB 1491 guidelines and the State's threshold to not exceed a twenty (20) percent carryover balance. Going into academic year 2023-24, MACC bylaws will reflect the added threshold and specify corrective action steps to support members with any challenges meeting the internal benchmark and AB 1491 legislation.

In the case where a member has unexpended funds, members have agreed to provide a narrative explaining the reason for the carryover and, if applicable, what part of their respective plan was not carried out. Members will expend the carry over funds in the following year in accordance with the approved plan for that year. If a member is not able to develop a plan for expenditures of carryover funds that is aligned with AB104, AB1491, and their approved plan, then those funds will be made available for other consortium projects or member agency funding requests per the process outlined in the Consortium bylaws.

As part of the planning process for the 2023-24 Annual Plan, members shared key accomplishments from the previous year during the May Consortium meeting and included how they planned to incorporate any carryover funds from prior years for the upcoming year.

Below are the opportunities presented:

Las Positas College:

- Sustain REACH programming
- Establish a special committee for Adult Education

Castro Valley Adult & Career Education:

- Campus improvements
- Short term increase in staff hours for new program development
- Anticipate district COLA

New Haven Adult School:

- Campus improvements
- Continue to grow the programs and potentially expand classes
- Professional Development Opportunities
- Increase participation of PLC Institute across all disciplines

Chabot College:

- Hire College Educational Project Manager to support Adult Education

Dublin Adult School:

- Continue to rebuild programming in a post-pandemic era (expanding ESL programs), requiring additional equipment
- Support anticipated hourly teaching rate increase and cost of benefits

Livermore Adult School:

- Addition of four full-time contracted positions designed to support program development and longevity, as well as

San Lorenzo:

- Support a summer session
- Increase technology access by providing additional devices on site and integration of technology into classroom
- Establish a school library to improve access to literature for students (furniture and books)
- Expand ESL elective, ABE and CTE class offerings
- Advertise (brochure and website)

Pleasanton:

- Replace aging student Chromebooks and teacher computers
- Purchase additional tables for classrooms to accommodate an increase in ESL students

Hayward:

- Improve technology in the classrooms
- Increase staff hours for new programs

Certification

Castro Valley Unified - Member Representative

Beth Cutter

Director

bcutter@cv.k12.ca.us

(510) 850-8660

Approved by Beth Cutter

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Chabot-Las Positas CCD - Member Representative

Abigail Patton

Academic Pathways and Student Success, Dean
apatton@chabotcollege.edu
(510) 723-7261

Emerald Templeton

Education Partnerships Project Manager
etempleton@laspositascollege.edu
(925) 424-1109

Approved by Abigail Patton

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Dublin Unified - Member Representative

Bill Branca

brancabill@dublinusd.org
(925) 833-3300

Approved by Bill Branca

08/04/2023 11:12 AM PDT

Eden Area ROP - Member Representative

Craig Lang

clang@edenrop.org

Approved by Craig Lang

08/08/2023 03:16 PM PDT

Hayward Unified - Member Representative

Kwasi Reed

Principal

kreed@husd.us
(510) 723-3160 ext: 60102

Approved by Kwasi Reed

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Livermore Valley Joint Unified - Member Representative

Sara Walke
Principal
swalke@lvjUSD.org
(925) 606-4722 ext: 7132

Mamie Kristovich
mkristovich@lvjUSD.org

Buster Young
byoung@lvjUSD.org

Approved by Sara Walke MAT

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New Haven Unified - Member Representative

Eric Barron
Coordinator of Educational Options
ebarron@nhUSD.k12.ca.us

Approved by Eric Barron

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Pleasanton Unified - Member Representative

Crystal Korbass
Assistant Director, Career Pathways and Adult Learning
ckorbass@pleasantonUSD.net
(925) 463-0616

Approved by Crystal Korbass

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San Leandro Unified - Member Representative

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

Approved by Bradley Frazier

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San Lorenzo Unified - Member Representative

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

Approved by Sharita Williams M.A. Ed

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Tri-Valley ROP - Member Representative

Suzanne Smith
Coordinator of Program Services
ssmith@tvp.org
(925) 455-4800 ext: 103

Approved by Suzanne Smith

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