

07 Chabot-Las Positas/Mid-Alameda County Consortium

CONSORTIUM APPROVED

2024-25

Plans & Goals

Executive Summary

The Mid-Alameda County Consortium (MACC) works collectively to create opportunities for adult students through the seamless delivery of instruction, 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, English as a Second Language, Data and Accountability and Seamless Transitions.

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. The overarching goals of the 2022-25 Three-Year Plan are as follows:

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.
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.
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.

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. In anticipation of implementing the current Three-Year Plan, MACC had made the important decision to temporarily suspend the work groups in 2021 to reflect upon their function, purpose and structure. After taking 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 each work group to better support achieving the goals and strategies outlined in the 2022-25 Three-Year Plan. For 2023-24 the Official Representatives each chaired one of the work group teams to further strengthen school participation and member engagement by facilitating the monthly work group meetings and ensuring alignment with the Consortium overarching goals, while also providing guidance and maintaining cohesion across the groups.

2023-24 Key Accomplishments towards the overarching goals:

- collaborated on developing information/resources geared at helping students requiring assistance with remedial transitions for Math & English, resulting in presentations from the colleges at the adult schools
- increased concurrent enrollments between adult schools and community colleges
- collaborated on promotional materials for local businesses and engaged with school boards and district offices to promote CAEP adult education programs and services, the role of adult education in our communities, and the member effectiveness responsibilities of the MACC partners
- partnered with the local WDB/AJCC to host events promoting AE training and education opportunities as a means for ultimately transitioning students into the workforce

- hosted an event introducing adult school ESL students to the college career pathway opportunities
- Chabot College and the Castro Valley and Hayward adult schools implemented programs under the new ELL Healthcare Pathways Grant, which included a new Consortium-wide ELL HC Pathways Outreach Specialist collaborating with all schools on recruitment from their ESL classes
- engaged CTE partners in a series of informational sessions on topics supporting student transitions to postsecondary education and the workforce, focusing on policies/initiatives influencing postsecondary and workforce transitions
- standardized operating procedures and communication systems and identified new college liaisons to work with adult school specialists to ensure seamless transitions for students
- analyzed data, including WIOA and CASAS, and brought data teams together monthly to discuss best practices, challenges and solutions

For the final year of the Three-Year Plan, MACC priority indicators will drive targeted strategies to address any pending educational needs from the current Three-Year Plan, while continuing to improve upon the effectiveness and integration of services.

Regional Planning Overview

The top indicators identified during the 2022-25 three-year planning process consisted 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). From the six overarching goals, five progress indicators have been identified for the 2024-25 Annual Plan;

1. By September 2024, members will have convened to share 2023-24 accomplishments, highlighting best practices and successful student engagement efforts with educational and training options.
2. By October 2024, members will have implemented the internal outreach strategies for the new ELL Healthcare Pathways Program (EHPP) and increased collaboration with external stakeholders, including community partners and businesses, to support healthcare-focused vocational pathways for English language learners across the region.
3. By January 2025, members will have completed an adult education media project, promoting adult education programs and services to community stakeholders.
4. By February 2025, members will have established systems and procedures to support adult school dual enrollments with the colleges.
5. By June 2025, members will have convened quarterly to enhance career readiness opportunities through program analysis, evaluation and the exploration of career readiness pathways for adult learners, increasing student certifications and/or employment opportunities and ensuring program alignment with industry and business demand.

Maintaining strong communication with faculty, staff and students has always been paramount for engagement and planning for the MACC. As we implement this year's Annual Plan, we will remain responsive to the community's shifting needs and interests while continuing to offer top-quality programs and services to increase economic mobility and student success for the region's adult learners.

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 our six top overarching goals. Each Annual Plan then addresses the overarching goals by developing progress indicators for each goal. The sub-work groups develop and implement strategies to support and achieve the Consortium-wide objectives.

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:

- 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

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

During planning for 2022-25, the Consortium Representatives agreed to focus on two 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 monitors WIOA employment and earning survey outcomes along with other local indicators for tracking.

Address Educational Needs

2024-25 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 September 2024, members will have convened to share 2023-24 accomplishments, highlighting best practices and successful student engagement efforts with educational and training options.

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 AE programs and services.

Progress Indicator: By January 2025, members will have completed an adult education media project, promoting adult education programs and services to community stakeholders.

Improve Integration of Services & Transitions

2024-25 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)
- All: Number of Adults Served (AE 200 - Overall)

Strategy Description

Goal: Enhance transition and support services for students going from adult education to college.

Progress Indicator: By February 2025, members will have established systems and procedures to support adult school dual enrollments with the colleges.

Strategy Name

Enhance Career Opportunities

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

Progress Indicator: By June 2025, members will have convened quarterly to enhance career readiness opportunities through program analysis, evaluation and the exploration of career readiness pathways for adult learners, increasing student certifications and/or employment opportunities and ensuring program alignment with industry and business demand.

Improve Effectiveness of Services**2024-25 Strategies****Strategy Name**

Enhance Collaboration

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: 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 October 2024, members will have implemented the internal outreach strategies for the new ELL Healthcare Pathways Program (EHPP) and increased collaboration with external stakeholders, including community partners and businesses, to support healthcare-focused vocational pathways for English language learners across the region.

Fiscal Management

A narrative justifying how the planned allocations are consistent with the annual adult education plan which is based on your CAEP 3-year plan.

The Mid Alameda County Consortium (MACC) 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 annually 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 2024-25. As usual, the 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 2024-25.

The MACC Official Representatives review CAEP member effectiveness guidelines regularly, including budget planning, AB1491 carry-over requirements and planned member approaches for incorporating remaining carry-over funds from prior years into planned strategies. The Consortium uses a 20% threshold for carry over and reports member expenditures quarterly to monitor member carry over amounts. All MACC members have agreed to use carry-over funds to meet their agency’s responsibilities for the provision of consortium supported programs and services pertaining to the MACC Three-Year Plan.

Certification

Castro Valley Unified - Member Representative

Beth Cutter

Director

bcutter@cv.k12.ca.us

(510) 850-8660

Approved by Beth Cutter

08/07/2024 12:47 PM PDT

Chabot-Las Positas CCD - Member Representative

Robin Galas

rgalas@chabotcollege.edu

Sergio Saenz

Educational Programs Project Manager

ssaenz@chabotcollege.edu

Traci Peterson

Educational Partnerships Project Manager

tpeterson@laspositascollege.edu

Safiyah Forbes

Vice President, Academic Services

sforbes@chabotcollege.edu

Approved by Sergio Saenz Ed.D.

08/07/2024 01:09 PM PDT

Dublin Unified - Member Representative

Bill Branca

brancabill@dublinusd.org

(925) 833-3300

Approved by Bill Branca

08/07/2024 10:50 AM PDT

Eden Area ROP - Member Representative

Craig Lang

clang@edenrop.org

Approved by Craig Lang

08/07/2024 01:28 PM PDT

Hayward Unified - Member Representative

Kwasi Reed

Principal

kreed@husd.us

(510) 723-3160 ext: 60102

Approved by Kwasi Reed

08/07/2024 11:36 AM PDT

Livermore Valley Joint Unified - Member Representative

Sara Walke

Principal

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

Mamie Kristovich
mkristovich@lvjUSD.org

Buster Young
Executive Assistant
byoung@lvjUSD.org

Approved by Sara Walke MAT

08/07/2024 12:16 PM PDT

New Haven Unified - Member Representative

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

Approved by Eric Barron

08/12/2024 02:37 PM PDT

Pleasanton Unified - Member Representative

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

Approved by Crystal Korbas

08/07/2024 02:52 PM PDT

San Leandro Unified - Member Representative

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

Approved by Bradley Frazier

08/07/2024 10:47 AM PDT

San Lorenzo Unified - Member Representative

Sharita Williams

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

Daryl Camp

Superintendent
dcamp@slzusd.org
(510) 317-4690

L. Lama

Assistant Superintendent, Ed Services
llama@slzusd.org
(510) 317-4758

Approved by Sharita Williams M.A. Ed

08/07/2024 10:33 AM PDT

Tri-Valley ROP - Member Representative

Suzanne Smith

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

Approved by Suzanne Smith

08/07/2024 04:40 PM PDT



California
Community
Colleges



2024 © California Community Colleges
NOVA Site Version: 7.3.4