

**Mid-Alameda County Consortium
Chabot-Las Positas Community College District**

Regional Comprehensive Plan
March 1st, 2015

ACKNOWLEDGEMENTS

The consortium leadership would like to thank the Steering Committee members for their tireless engagement in the planning process, Executives for their vision and guidance, and the many teachers, faculty, and staff from all the Adult Schools and community colleges in the Mid-Alameda County Consortium for their enthusiastic participation and commitment to the adult learners of the region. A complete list of participants is provided below.

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OVERVIEW OF CONSORTIUM

The Mid-Alameda County Consortium (MACC) includes ten member organizations: Chabot-Las Positas Community College District (Fiscal Agent), Chabot College, Las Positas College, Castro Valley Unified School District (Primary for Consortium's Application), Dublin Unified School District, Hayward Unified School District, Livermore Joint Unified School District, Pleasanton Unified School District, San Leandro Unified School District, and San Lorenzo Unified School District.

Partners

Current participating partnering agencies for the project include: Pleasanton Unified School District (PUSD) (Apprenticeship Program)¹, New Haven Unified School District (Adult School)², Tri-Valley Regional Occupational Program, Eden Valley Regional Occupational Program, and Alameda County Workforce Investment Board.

Through a series of discussions with MACC members, additional partnering agencies were identified, including Tri-Valley One-Stop Career Center, City of Pleasanton, Hayward Public Library, Alameda County Library, Castro Valley/San Lorenzo Chamber of Commerce, and Eden Area One Stop Career Center.

Passion for student success prevails across staff, faculty, and programs in the region. The diversity in the student population is apparent and the institutions have positioned themselves to leverage funding that supports first generation and low-income students with services to ensure their success. Faculty and staff are focused on providing students the support and instruction at just-right levels and earning students' trust through a variety of methods, including team-teaching.

Description of the Region

The Mid-Alameda County region is just east of the San Francisco Bay (and immediately adjacent to the east and south to the Northern Alameda region³). The region has a population of approximately 512,263. As described below, the population is diverse and the economy is experiencing growth in industry sectors such as Advanced Manufacturing, Bio Science, Construction, Energy, Engineering (Professional, Scientific and Technical), Healthcare, Information Communication Technology, and Transportation Logistics.

¹ PUSD is included as a partner. The Pleasanton Adult School is now closed and, as a result, the Apprenticeship program is operated by the K-12 school district.

² New Haven Unified School District is listed as a partner and not a member due to the fact that New Haven Adult School is a listed member in the Southern Alameda Consortium.

³ The Northern Alameda Regional Consortium for Adult Education comprises the Peralta Community College District, with its four colleges, and five Adult schools. Adult Education students move freely among schools in the two regions.

Within the Mid-Alameda County Consortium boundaries, two sub-regions were identified, which coincide with the catchment areas of the two colleges. The Eden Area is served by Chabot College and the following Adult Schools: Castro Valley, San Leandro, San Lorenzo, and Hayward. The Tri-Valley Area is served by Las Positas College and the following Adult Schools: Dublin, Livermore, and Pleasanton. As described below, these two historically-defined and geographically-distinct areas served to help organize data gathering and planning discussions around natural pre-existing affiliations and potential “feeder patterns” for Adult School-to-college transitions.

History of Collaboration in the Region

Through previously existing partnerships, the members are currently collaborating on successful endeavors that will serve as the foundation for future collaboration and alignment efforts between the Adult Schools and the community colleges. These include:

- Articulation agreements between Adult Schools and community colleges
- Transition programs (Adult Schools supporting students transitioning to community colleges)
- Community college classes and orientations held at Adult School facilities
- ESL “Bridge to College” classes offered at Adult Schools
- College recruiting activities at Adult Schools
- Promise Neighborhood Grant
- The Tri-Valley Educational Collaborative, a long-standing partnership among K-12 districts, colleges, universities, and employers in the Tri-Valley sub-region

Data Collection Methodology

Several kinds of data were collected. Enrollment and cost data for 2012-13 and 2013-14 for members (Table 1.1A); members’ funding data for 2012-13 and 2013-14 (Table 1.1B); partners’ enrollment and cost data for 2012-13 and 2013-14 (Table 1.2); members’ enrollments over time, from 2008-09 to 2013-14 (with projections for 2015-16 to be developed during the next phase of planning) (Table 2.1); demographic data, economic data, focus group data and information generated in large convenings, and survey data. Credit CTE was excluded from the data collected.

Enrollment and cost data. As part of the first two objectives of the AB86 Regional Comprehensive Plan, each consortium was required to submit data tables for five program areas documenting (a) current services based on unduplicated enrollment and

attendance, and direct cost of instruction and (b) past, current and projected enrollment⁴. The five program areas are:

1. Elementary and Secondary Basic Skills, including classes for high school diploma or high school equivalency certificate
2. Classes and Courses for Immigrants (Citizenship, ESL and Workforce Preparation in Basic Skills)
3. Short-term Career Technical Education Programs with High Employment Potential
4. Programs for Adults w/Disabilities
5. Apprenticeship Programs

Consortium Members (community colleges and K-12 Adult Schools) provided the following:

- Unduplicated Enrollment for FY 08-09, 12-13, and 13-14
- ADA or FTES for FY 12-13 and 13-14
- Program Operational Cost by budget code categories for FY 12-13 and 13-14
- Dollar Amount by Funding Source for AB86 programs only FY 12-13 and 13-14

College districts listed information separately for credit basic skills, including credit ESL, enhanced noncredit, and/or regular noncredit, as applicable. Based on guidance from the AB 86 Work Group, members did not include students under 18, contract education, or other programs that were 100% fee-based. Credit CTE was also excluded.

Consortium Partners provided the following:

- Unduplicated Enrollment for FY 08-09, 12-13 and 13-14
- ADA or FTES for FY 12-13 and 13-14 (*if applicable*)
- Program Operational Cost for FY 12-13 and 13-14 per program and source of funding (e.g., State, Federal, Fees, Private Donations, Other)

Demographic data. To help establish the need for adult education services, demographic data were collected from the California Department of Education, the U.S. Census, and the National Center on Education Statistics. Data collected included population, drop-out data, English Language proficiency (English learners in schools as well as census data on English language ability), unemployment, and poverty. Additional data were gathered in November 2014 through in depth analysis of census data to identify key need factors in the MACC region, specifically, the lack of high school

⁴ For more information regarding the required data tables (Tables 1.1, 1.2, 2.1, and 2.2) see pages 21-28 of *AB86 Adult Education Consortium Planning Grant Certification of Eligibility*.

diplomas, English language levels, employment and disability data for the working age adult population.

Economic data. Economic data on key industries and growth trends in the region were sought from existing sources available through the Alameda County Workforce Investment Board (WIB). Source documents included the East Bay Economic Outlook for 2014-2015 published by the East Bay Economic Development Alliance and the Alameda County Industry Clusters New Trends in the Workforce report, April 9, 2014, published by the WIB.

Other data. Other data were gleaned from existing documents and sources, such as reports on migration trends, formerly incarcerated populations, student college preparedness and learning disabilities, to better understand the needs of some important subpopulations served by Adult Education.

Promising practices. The concepts reflect review of several projects — both local and national — which align adult education and post-secondary education.

Planning Process

The Consortium conducted an extensive planning process that engages member and partner stakeholders in comprehensive needs and asset assessment. This process involved a series of Steering Committee meetings, large convenings and focus groups, as well as the gathering of program and cost data from participating entities. This project report summarizes the results of these planning efforts in an assessment of current capacity and gaps in each of the five program areas. It also describes strategies to address the identified gaps and an emerging vision for Adult Education in Mid-Alameda. In the ensuing months, the Consortium will take these data-driven conversations deeper to define specific plans for program integration, seamless transitions, and instructional strategies to accelerate student progress toward academic and career goals.

Importantly, the Consortium adopted a set of planning principles that informed the planning process and will continue to guide the re-design of Adult Education in the region. These principles are:

- Inclusivity
- Mutual understanding
- Capacity building for sustainable change
- Practitioners as problem solvers
- Focus on student and community outcomes
- Leveraging of assets and strengths of each system and of communities

- Leveraging of existing collaborations and resources
- Innovation and effective practices to achieve results
- Use of data to inform continuous improvement
- Learning to inform policy

These principles have played an important role in focusing discussion among a vast diversity of partners, who have engaged in difficult and revealing dialogue about the current status and potential future of programs serving thousands of high-need students. Indeed, AB86 has created a forum for learning and visioning that promises to re-shape the delivery of Adult Education across the region.

Communication plan. A publicly available web site was created, <http://midalamedacountyab86.weebly.com/>, that provided information on planning activities, members and participants, meeting agendas and notes, and other relevant documents. The Project Coordinator maintained a Steering Committee e-mail list, ensuring all members received timely communications with regards to agendas and notes. Steering Committee agendas clearly articulated action items and information/discussion items.

Qualitative data from convenings and focus groups to ensure teacher and faculty involvement. A key strategy for collecting qualitative data on strengths, vision, gaps, and strategies to address gaps was to convene teachers and faculty from throughout the region, representing each of the schools and colleges. The MACC leadership identified approximately 70 teachers and faculty to receive stipends for participation. Data were collected through large group and subregional team convenings at the following events:

- Launch event on April 29, 2014: focus on strengths and vision with whole group and subregional break-outs.
- Subregional team convenings on May 6 and 7, 2014: focus groups by program area to discuss history of collaboration, gaps and solutions.
- Subregional team convenings on June 3 and 4, 2014: focus groups to discuss enrollment data collected to date and expand on gaps and solutions information.
- Ongoing regional meetings to develop plan concepts for objectives 3, 5, 6, and 7.
- Targeted meeting for those serving Adults with Disabilities, and working in CTE.

Student focus groups. Student focus groups were conducted in May 29, 2014 in both the Eden and Tri-Valley sub-regions to obtain input on students' goals, experiences, and recommendations.

Survey data to ensure broad input of educators. A survey was developed to collect data on the current status of practice with regard to access, specific program elements, support services, collaborations, gaps, challenges, and recommendations for expanding programs. One hundred and fifty (150) teachers, faculty, administrators, and classified staff responded to the survey.

The following table summarizes all of the convenings.

MACC Meetings			
Meeting Type	Meeting Date(S)	Meeting Purpose	Number of Attendees
Steering Committee	2014 April 22 May 14 June 17 July 9 September 10 October 20 November 12 November 17 December 1 (Executives) December 3 2015 January 20 February 11	Provide ongoing input, review and guidance on the AB 86 planning process and ensure robust participation from member agencies and partners. Review of plans and costing.	Varied, between 10-20
Regional Workshops including K-12 & community college instructors & administrators	2014 April 29 September 24 October 8 November 5	Provide purpose and need overview of the AB 86 planning process and solicit faculty/instructor input on existing program activities, strengths, gaps and potential solutions. Workshops featured interactive exercises designed to identify key issues and potential strategies related to COE objectives 3, 4 and 5.	Average attendance: 60
Student Focus Group (Held in Eden Area and Tri-Valley)	2014 May 29	Student focus groups were designed to obtain input on students' goals, experiences, and recommendations for an improved adult education system.	Approx. 10 attendees at each session
Eden Area Subregional Workshop	2014 May 6 June 3	Subregional workshops provided opportunities for in-depth discussion of local issues, enrollment data, history of collaboration, gaps and potential solutions.	Average attendance: 20
Tri-Valley Subregional Workshop	2014 May 7 June 4	Subregional workshops provided opportunities for in-depth discussion of local issues, enrollment data, history of collaboration, gaps and potential solutions.	Average attendance: 20

Steering Committee Input and Synthesis: The steering committee reviewed summaries of participant input and promising practices throughout the planning process.

CURRENT PROGRAMS AND SERVICES (Objective 1)

In this section of the report we provide descriptive and numeric information about services currently provided by MACC members in each program area.

Current Services and Assets

The Adult Schools and community college programs individually have rich histories and provide a wealth of programs and services. There are seven districts in the region, including six active Adult Schools. Pleasanton does not have an Adult School; it closed down due to budget cuts.

Adult School Budgets and Enrollment. The following table includes overall Adult School budgets from 2008-09 and 2012-13, highlights the difference in Apportionment from those years, otherwise known as the amount “flexed,” and lists total student enrollment from 2012-13. The table highlights the dramatic reduction in apportionment that all schools have faced, with the exception of Castro Valley.

Narrative Table 1. School Budgets and Enrollment

School Budgets and Enrollment				
	Adult School Overall Budget 2008-09	Adult School Overall Budget 2012-13	Difference in Apportionment Only 2008-09 to 2012-13 (Amt. Flexed)	Total Students Enrolled in 2012-13 (all program areas)
Castro Valley	\$3,490,801	\$3,538,888	- \$95,896	5,752
Dublin	\$195,508	\$150,191	- \$437,180	627
Hayward	\$7.2 million	\$3.2 million	-\$4 million	3,464
Livermore	\$834,000	\$263,000	\$71,000	736
Pleasanton	\$744,000 ⁵	0	-\$744,000	-
San Leandro	\$2,500,000	\$2,530,802	-\$580,000	4,974
San Lorenzo	\$1,984,967	\$643,846	\$1,622,521	--

Adult School Snapshots. The following table provides school-by-school snapshots, identifying existing partnerships, support services provided, instructional highlights and other notable successes or innovations.

⁵ This does not include funds available for correctional education.

Narrative Table 2. Adult School Snapshots

Adult School Snapshot: Castro Valley	
Partnerships	Alameda County WIB, Eden Area One Stop Career Center, Alameda County Library Literacy Program Write to Read, SEIU Education Fund, CV Chamber of Commerce, Kaiser Permanente, Northern CA Surveyors Joint Apprenticeship Council, Chabot College (CTE Collaborative), various medical facilities
Support Services	Transition Specialist provides individual support and assistance for students transitioning to community college, 4-year college or the workplace.
Instructional Highlights	Distance Learning offered in ABE, GED and CTE; Blended Learning offered in High School Diploma, GED and CTE; Bridge courses offered in ESL - Bridge to Work contextualized
Other Notable Successes/Innovations	Student Externships provided for Medical courses in over 12 medical facilities in the East Bay. Accredited by WASC

Adult School Snapshot: Dublin	
Partnerships	Alameda County WIB, Alameda County Library, Brain Fuse Program, Dublin Rotary, Dublin Chamber of Commerce, East Bay Community Services
Support Services	Transition counselor and Las Positas Community College Connection
Instructional Highlights	Multi-level English as a Second Language classes during both the day and the night with waiting lists for all sections. Concurrent high school courses for at-risk high school students over the age of 16 years old and adult secondary education. Considering increasing the high school diploma program from one night per week to four nights due to the increase in enrollment.
Other Notable Successes/Innovations	Small community program meeting the needs of residents of Dublin, Pleasanton, San Ramon and surrounding communities. The Valley High School Counselor as well as the Las Positas College counselors facilitate admissions workshops for ESL students and assist with the college application process.

Adult School Snapshot: Hayward	
Partnerships	AC WIB, REACH (Ashland-Cherryland), East Bay Community Services, CalWORKS, Eden Area One Stops, Fremont Tri-city One-Stop, Chabot community college
Support Services	-a high school and GED coordinator/counselor advises and build student programs based on need. -A para educator is also available to work with CBET programs
Instructional Highlights	-VESL transition classes serving all programs -Direct instruction for GED and on-site GED testing -Self-paced and direct instruction opportunities in Computer -Independent studies with weekly advising from teachers for High School Diploma -Offsite ESL/CBET classes for several locations within the community.
Other Notable Successes/Innovations	ESL Classes with Chabot; Redesigning GED Program; PearsonVue Test Site; 2014-15 Deaf Employment Center

Adult School Snapshot: Livermore	
Partnerships	Alameda County WIB, Lawrence Livermore Lab, East Bay Community Services
Support Services	Las Positas College visiting counselors facilitate admissions workshops for ESL students and assist with the college application process.
Instructional Highlights	ESL offered at two sites, Diploma and GED prep blended learning programs
Other Notable Successes/Innovations	Serving the community for 90 years. Graduates 250 students per year through credit recovery. Free childcare at all sites when parents are enrolled in adult education courses.

Adult School Snapshot: Pleasanton	
Partnerships	Apprenticeship programs with Carpenters Training Committee of Northern California, Northern California Cement Masons Joint Apprenticeship and Training Committee, and the California Fire Fighter Joint Apprenticeship Training Committee. Amador Valley Adult Education contracts with TV ROP to provide Correctional Educational Services at Santa Rita Jail and other addendum correctional sites
Support Services	The ROP program has a robust Employability program assisting the formerly incarcerated with access to trade schools, jobs, and further education. Individuals will be linked up with Wardrobes for Opportunities for new cloths for interviews and work. The YFSB provides some case management support to men and women in the jail.
Instructional Highlights	The correctional education program offers drug recovery/education, computer skills, cosmetology/barbering, food service and baking, English as a Second Language, parenting classes, and adult Secondary Education (high school equivalency) exams/diplomas. Almost 4,000 individuals register for program in the two county jails (Glenn Dyer, Oakland, and Santa Rita in Dublin) each year. The Water Treatment program is a year-long course of study that also assists with security water treatment operator certification and assistance with job placement. Approximately 30 men and women are in this course each year.
Other Notable Successes/Innovations	The food service and baking classes provide opportunities for individuals to take coursework and exams for industry recognized certificates in Food Safety and Sanitation, Catering and Food Manager subjects. The ROP and the Pleasanton Unified School District are partners in offering the HiSET (high school equivalency test) exams. During the course of the last year the program transitioned from the GED exam to the HiSET. The Tri-Valley ROP, in partnership with the Pleasanton Unified School District's Adult Education program, have provided education and job skill training to inmates for almost 30 years. One of the Parenting classes, Teaching and Loving Kids or T.A.L.K., provides opportunities for successful candidates to have quality playtime with their child at the jail gymnasium each SAT morning. Three correctional education graduations are held in the jail gymnasium each year.

Adult School Snapshot: San Leandro	
Partnerships	Masonic Home, Hayward Healthcare & Wellness, Girls Inc.
Support Services	Referrals to: Davis Street, Echo Housing, San Leandro Library, City of San Leandro
Instructional Highlights	<ul style="list-style-type: none"> • Distance learning, independent study blended learning, online learning • Medical terminology for ESL students • Home Care Worker classes in Spanish • Spanish GED prep classes • Through our Partner Clinical Medical Assistant classes are offered in Spanish • Public speaking in Spanish. • Have offered computer classes in Chinese and Spanish • Offer apprenticeship programs in multiple languages • Blended curriculum of Computer Skills and Job readiness skills for the ESL Learner • Bridge classes for ASE, GED and CTE students
Other Notable Successes/Innovations	<p>Co-location with Chabot College, SLUSD sites, Head Start, and the San Leandro Senior Center.</p> <p>Certiport Test Center for Microsoft</p> <p>Two Promising Practices Awards, Golden Bell Award.</p> <p>Graduates 100 students per year through credit recovery.</p>
Adult School Snapshot: San Lorenzo	
Partnerships	REACH (Ashland-Cherryland), AC WIB
Support Services	Not applicable
Instructional Highlights	ESL blended learning with Burlington English, High School diploma blended learning with Pearson GradPoint
Other Notable Successes/Innovations	Evening classes returned in September 2014. Educating adults since 1962.

Chabot-Las Positas Community College District. The Chabot-Las Positas Community College District current program offerings and features are described below:

- Chabot College and Las Positas College (LPC) have basic skills courses through their for-credit course offerings. They do not offer noncredit basic skills.
- Chabot and LPC offers programs in all 5 program areas except for Pre-Apprenticeship.
- Chabot and LPC's budget has been cut due to state budget cuts.

- LPC has current articulation agreements with regional adult schools whereas Chabot does not. Other than the articulation agreements, there is not a formal partnership in place.
- LPC has partnerships with other CBO's to provide educational opportunities including the Foundation Center. LPC offers four workshops a year to CBO's in Non-Profit organizational planning and development. This is the only outside educational delivery relationship at this time.
- Both colleges have active fee-based Community Education programs.
- LPC is the manager of a local One Stop Career Center (Tri-Valley One Stop); both colleges work closely with the Alameda County Workforce Investment Board on special projects focusing on Veteran's, dislocated workers and youth (18-24).
- Both colleges provide student services such as the following at its campuses:
 - CalWORKs
 - Transfer Center
 - Employment/Career Center
 - Counseling Services
 - Assessment Testing
 - Orientation
 - General Counseling
 - Disabled Students Programs and Services (DSPS)
 - Extended Opportunity Programs and Services (EOPS)
Financial Aid
 - International Student Program
 - Student Health & Wellness Center
 - Tutorial Center
 - Veterans Administration
- Both colleges partner with the regional TAACCCT grant managed by Contra Costa Community College District.
- Both colleges have strong employer relationships including Valley Care Health System, Lawrence Livermore National Laboratory, Sandia National Laboratory, Safeway Corporate, LAM Research, Kaiser Permanente, BMW, GM, Snap-On, Children's Hospital of Oakland, National Food Labs, and many other small businesses.

- For the past six years, with funding from SB70, the Tri-Valley Educational Collaborative has been managed by Chabot College. The collaborative includes both colleges and K12/ROP school districts located in our service area, government, and post-secondary education, representing the needs of the region.

Program Area Descriptions

The following section describes program area offerings in general. The table below highlights program area offerings by school. The table highlights that ABE/ASE/BASIC SKILLS, ESL and CTE are offered at nearly all active Adult Schools with the exception of CTE not being offered at San Lorenzo. Castro Valley is the only school offering AWD programs while Pleasanton, Castro Valley, Hayward and San Leandro are the only schools offering Apprenticeship programs.

Narrative Table 3. Current Program Areas by Adult School

Current Program Areas by Adult School					
	ABE/ASE/BASIC SKILLS	ESL	CTE	AWD	APPR.
Castro Valley	X	X	X	X	X
Dublin	X	X	X	--	--
Hayward	X	X	X	--	X
Livermore	X	X	X	--	--
Pleasanton	--	--	--	--	X
San Leandro	X	X	X	--	X
San Lorenzo	X	X	--	--	--

ABE/ASE/BASIC SKILLS

All active Adult Schools currently offer classes. Highlights include:

- Concurrent enrollment
- HS diploma programs
- Computer labs
- Self-paced study and tutoring
- Math and English
- High school equivalency test preparation

A key issue for ABE/ASE/BASIC SKILLS is the heightened importance of a high school diploma or high school equivalency to qualify for certain benefits (high school diploma is a requirement for entry into the military and some college financial aid benefits are contingent on having a diploma). Blended instruction was identified as a key strategy for ABE/ASE/BASIC SKILLS.

CLASSES FOR IMMIGRANTS (ESL, CITIZENSHIP, VESL)

Mid-Alameda County Consortium Adult Schools provide a variety of courses and support programs for immigrants and ESL students. Some ESL programs focus on the value of integrating parents into the district and school community. Family Literacy and tutoring centers offer parents an opportunity to learn skills to support their children academically. For example, parents learn how to help with homework, call in student absences, and communicate questions and/or concerns to teachers.

Adult Schools in the region provide a variety of morning and evening ESL and citizenship courses to address the wide-range of student types. Students range from elementary-age to PhD students; students' goals vary from wanting to improve basic English skills to looking to advance their career to citizenship. Overall, classes are focused on improving reading, writing, and grammar skills. Students can also receive support in earning a high school diploma or preparing for community college. The use of contextualized learning, with strategies including reading blogs, career vocabulary and magazine articles, allows for students to apply skills to any profession or aspect of life. Funding reductions, however, have forced many resources to be cut or reduced and has been a constraining factor on why expanding programming to higher levels has not taken place. Adult Schools are actively finding ways to expand their programs to address students' needs. The Pleasanton Library, for example, offers a state-funded ESL program comprised of seven ESL drop-in classes that are open to anyone. There are currently 114 students enrolled in one-to-one literacy tutoring (provided by volunteers) and a wait list of 140.

SHORT-TERM CTE

Mid-Alameda County Consortium institutions provide an array of affordable, short-term career technical education (CTE) programs and courses that provide high employment potential. Short term CTE programs are typically less than one year and lead to certificates and/or employment, and may potentially be the first in a series of stackable certificates as part of a career pathway that leads to a community college program. Instructors have disciplinary expertise. Programs may integrate CTE and basic skills. Schools cultivate close relationships with the WIB and employers to ensure that career technical education programs are demand-driven and responsive to employer needs.

Students may have access to work experience programs and immediate employment opportunities. The various offerings at each school are highlighted in Narrative Table 4, below. There are Regional Occupation Programs (ROP) that focus on particular industry sectors and have a CTE focus. Some CTE programs offer bilingual classes to meet the language and literacy levels of a diverse student population. CTE programs are aware that most students' goals are to get a job. As such, MACC member institutions partner with various agencies to offer a range of course topics and time options to make it as accessible to students as possible.

Narrative Table 4. CTE Programs by Adult School

CTE Programs by Adult School	
Castro Valley	Clinical Medical Assistant, Healthcare Administration, Microsoft Office, Accounting Clerk, AutoCAD, Medical Coding, Medical Billing, Customer Service
Dublin	
Hayward	Computers, Home Health Care, Specialized Health Care Topics
Livermore	Computer classes, clinical medical assistant, pharmacy technician, phlebotomy
San Leandro	CNA, Home Health Aide, Homecare Worker, Administrative Assistant, Accounting Tech Certification, Customer Service, Microsoft Certification, Computer Classes

ADULTS WITH DISABILITIES

Over 66,000 adults in Alameda County have documented disabilities. Both Chabot College and Las Positas College have active Disabled Students Program and Services (DSPS) departments. In the MACC region, Castro Valley Adult School is the sole adult education provider of programs for adults with disabilities and has a growing waitlist. Their current capacity is maximized with services to 90 adults with special needs. Funding has been a barrier at the Adult Schools to accommodate adults with intellectual disabilities and provide sufficient support for adults with learning disabilities. Castro Valley Adult School uses a braided funding model with additional funding from the Department of Developmental Services (DDS) East Bay Regional Center. Looking forward, the new Workforce Innovation and Opportunity Act (WIOA) will enable Alameda County WIB to serve adults with disabilities in a more intentional way; possibilities exist to link efforts to address the demand across the region.

APPRENTICESHIP

Apprenticeship programs, allowing students to “earn while they learn”, are offered through four primary sites in Mid-Alameda County, Pleasanton Unified School District, Castro Valley, Hayward and San Leandro Adult Schools. Programs are delivered by programs such as the Carpenters Training Committee for Northern California (CTCNC), an educational organization that provides Apprentice, Journey level, and related training

services for Union Carpenters and Union Contractors across the 46 Northern California Counties. Students are required to have a high school diploma or GED to participate, but may obtain these in conjunction with pre-apprenticeship programs.

Evaluation of Adequacy and Quality

The adequacy of current Adult Education programs in Mid-Alameda is evaluated in terms of programs' enrollment capacity to meet student demand and address student need. Program adequacy is considered in Objectives 2 and 4 of this Progress Report. Evaluation of program quality takes into consideration both implementation of evidence-based practices in program and support services elements, as well as each program's effectiveness at moving students toward their academic and career goals. Outcomes measures of quality include student persistence, advancement of skill level, completion, and transition to higher-level or credit-bearing coursework, employment and job retention. The Adult Schools and community colleges routinely collect many of these metrics under performance-based funding mandates, presenting opportunities for aggregation and analysis of data across systems. A thorough evaluation of current program effectiveness is not within the scope of this Progress Report but will be considered to the extent feasible in future AB86 activities. In the interim, evaluation measures to inform AB86 planning have been defined and are included below.

- **Process measures:** Qualitative and assessment data on the implementation of evidence-based practices in program and support services elements.
- **Outcome measures:** Quantitative indicators of student outcomes, by program area, leveraging or building upon existing systems⁶.
 - **ABE/ASE/ Basic Skills:** Persistence and completion; advancement of basic skills level; attainment of high school diploma or GED; transition to post-secondary education; transition to workforce; wage increase/career advancement
 - **Classes for Immigrants:** Persistence and completion; advancement of ESL level; transition to college, certificate and transfer programs; transition into workforce; wage increase/career advancement
 - **CTE:** Persistence and completion; enrollment in a credit-bearing CTE pathway; attainment of industry-based certificate or credential; attainment of associate degree; transition to workforce; wage increase/career advancement

⁶ Currently, most adult schools use the CASAS system to track student performance. The community colleges collect student outcome data, courses and sections offered and other institutional outcomes, including the success of students in basic skills courses including credit English as a Second Language courses; CTE outcomes, certificates and degrees obtained, entered employment rates and earnings, and occupational demand are also available.

- **AWD:** Persistence and completion; attainment of academic and career goals
- **Apprenticeship:** Transition into full apprenticeship program; completion of apprenticeship program; advancement to journey person

In addition, through an online survey, consortium members were asked to provide input on the overall adequacy and quality of their programs, summary responses are provided in Narrative Table 5. Across all program areas, over half of all respondents characterized program adequacy as “sufficient” or “very sufficient” and quality as “effective” or “very effective.” There were also a substantial number of responses characterizing program adequacy as “somewhat sufficient” and quality as “somewhat effective,” highlighting the need to further investigate this issue.

Narrative Table 5. Survey Responses of Program Adequacy

Please rate the overall adequacy of your program, defined as sufficient range and comprehensiveness of services provided.					
	Don't Know	Not At All Sufficient	Somewhat Sufficient	Sufficient	Very Sufficient
ABE/ASE/BASIC SKILLS	12.0%	4.0%	24.0%	32.0%	28.0%
ESL	3.1%	4.7%	28.1%	43.8%	20.3%
CTE	8.3%	0.0%	33.3%	37.5%	20.8%
AWD	10.0%	0.0%	10.0%	40.0%	40.0%
Apprenticeship	0.0%	0.0%	33.3%	33.3%	33.3%

Narrative Table 6. Survey Responses on Program Quality

Please rate the overall quality of your program, defined as the program's effectiveness in moving students toward their goals.					
	Don't Know	Not At all Effective	Somewhat Effective	Effective	Very Effective
ABE/ASE/BASIC SKILLS	8.0%	0.0%	24.0%	40.0%	28.0%
ESL	3.1%	0.0%	23.4%	48.4%	25.0%
CTE	8.7%	0.0%	8.7%	43.5%	39.1%
AWD	10.0%	0.0%	20.0%	20.0%	50.0%
Apprenticeship	0.0%	0.0%	0.0%	50.0%	50.0%

Evaluation of Existing Adult Education Programs Offered by Consortium Members (Table 1.1A)

Excel File 1.1A, “*Evaluation of Existing Adult Education Programs Offered by Consortium Members*” has been completed and will be submitted separately. Variables for Table 1.1A include: Program area (Elementary and secondary basic skills, short-term career technical education, apprenticeships, etc.), type of program (credit, non credit, enhanced etc.), unduplicated enrollment FY 12-13, ADA or FTES FY 12-13, operational costs per instructional program by year (12-13, 13-14) disaggregated by cost categories 1000 – 7000. The total instructional costs for services identified in table 1.1A is \$21,606,866.

Total Dollar Amount by Funding Source for Consortium Members (Table 1.1B)

WestEd contacted representative(s) from each consortium member to collect funding data to complete Table 1.1B “*Total Dollar Amount by Funding Source for Consortium Members*” and also provide assistance on clarifying the requirements. Variables include: dollar amount for each funding source (apportionment, WIA I, WIA II, VTEA, Perkins, Fees, State Categorical Basic Skills, SSSP, Other grants, other) by consortium member by year (12-13; 13-14). The completed excel file is being submitted separately.

Findings from an analysis of Table 1.1B include:

- Hayward was the only school to receive WIA I funding in 2012-13 and 2013-14. Hayward received most WIA II funding in 2012-13 and 2013-14.
- Dublin was the only school to not receive any WIA II Funding in 2012-13.
- Hayward and Castro Valley were the only schools to receive Perkins grant funding.
- None of the Adult Schools received any State Categorical Basic Skills Initiative or SSSP funding in 2012-13 or 2013-14.
- All schools generate revenue through fees for some or all program areas.

Evaluation of Existing Adult Education Programs Offered by Consortium Partners (Table 1.2)

WestEd contacted representative(s) from each consortium partner organization to collect data for Table 1.2: “*Evaluation of Existing Adult Education Programs Offered by Consortium Partners*” and also provide assistance on clarifying the requirements. Variables included: Type of organization, source of funding (state, federal, fees, private donations, other), unduplicated enrollment by year (12-13; 13-14), ADA or FTES by year, if applicable (12-13; 13-14), operational costs per program area (elementary and

secondary basic skills, short-term career technical education, apprenticeships, etc.) by year (12-13, 13-14). Data will be submitted separately in an excel file. Data are included for New Haven Adult School (which is a member in the southern Alameda consortium) and for the Tri-Valley Regional Occupational Program (ROP). New Haven Adult School enrolled 1,093 students in 2012-14: 217 in ABE/ASE, 658 in Programs for Immigrants/ESL, and 218 in Short-term CTE. The school supported its services with State funding. The Tri-Valley ROP enrolled 2,648 students in its Correctional Education Program: 542 in ABE/ASE/Basic Skills, 59 in Programs for Immigrants/ESL, and 2,047 in Short-term CTE.

CURRENT NEEDS

(Objective 2)

This section of the report provides an evaluation of current needs for adult education programs within the consortium's region.

To help establish the need for adult education services, WestEd collected and analyzed both quantitative demographic data and qualitative data from convenings, focus groups, and a survey.

Demographic data were collected from the California Department of Education (CDE) DataQuest system, the US Census, and the National Center on Education Statistics. Data collected included population, drop-out data, English Language proficiency (English learners in schools as well as census data on English language ability) unemployment and poverty.

Demographic Data

Narrative Table 7 presents key demographic data from the region.

Narrative Table 7. MACC Demographic Data

	K-12 Data (Most Recent - 2012-13)					Demographic Data by School District Boundaries			
School District	Enrollment	English Learners	1 Yr Drop Out Rate	4 Yr Drop Out Rate	Free or Reduced Price Meals	Percent Unemployed	Poverty	Less than HS Graduate	Speak English less than "very well"***
Castro Valley Unified	9,210	735 (8.0 %)	0.60%	3.0%	1,740 (19.2%)	7.10%	5.00%	8.44%	13.2%
Dublin Unified	7,325	523 (7.1 %)	0.60%	2.1%	659 (9.2%)	6.30%	3.80%	7.55%	10.1%
Hayward Unified	21,939	6,790 (30.9 %)	5.30%	19.6%	14,696 (68.3%)	13.30%	12.10%	19.95%	28.0%
Livermore Valley Joint Unified	12,629	1,597 (12.6 %)	2.00%	6.4%	3,204 (26.0%)	6.90%	5.20%	7.70%	9.1%
Pleasanton Unified	14,932	812 (5.4 %)	0.70%	2.1%	886 (6.0%)	7.10%	4.10%	5.08%	9.9%
San Leandro Unified	8,704	2,073 (23.8 %)	3.30%	13.8%	5,560 (65.5%)	10.30%	9.00%	17.77%	24.4%
San Lorenzo Unified	12,270	3,310 (27.0 %)	3.10%	11.2%	7,323 (61.3%)	11.00%	10.60%	21.58%	21.7%
County Total	220,286	45,903 (20.8 %)	4.10%	11.2%	95,022 (44.2%)	7.00%	12.00%	13.80%	18.9%
State Totals	6,226,989	1,346,333 (21.6%)	4.00%	11.6%	3,509,407 (58.0%)	10.10%	13.10%	19.18%	19.60%

Data Sources: DataQuest 2012-13, NCES, and the US Census American Community Survey 2007-2011

* NCES American Community Survey 2007-2011, DP02: Population 5 years and over

Additional demographic data for all of Alameda County⁷ provide a fuller picture of need.

- Total Alameda County population: 1,515,136
- Adults 25 years and over, total: 1,025,190
- Adults 25 years and over, total foreign born: 406,502
- Adults 25 years and over, total foreign born, not a U.S. citizen: 178,766
- Total population (age 5 or older) speaking language other than English at home: 607,157 (42.8%).
- The population 25 years and older lacking a high school diploma is 13.8 percent across both native and foreign born population, totaling 141,402. Of these, 76,579, or 7.5 percent, have less than a 9th grade education; 64,823 or 6.3 percent have education 9th-12th grade, no diploma.
- The unemployment rate for adults in Alameda County without a high school diploma is 15.1 percent compared to 12.4 percent for those with a high school diploma or equivalent, 10.6 percent with some college, and 5.3 percent for a bachelor's degree or higher.
- For the foreign born (406,502), it is estimated that 25 percent lacks a high school diploma; for the foreign born who are not U.S. citizens (178,766), 32.9 percent, or 58,814 lack a high school diploma.
- The population of adults ages 25-64 — working age population — in Alameda County is 877,203. If 18.9 percent of the population speaks English “less than very well”, it is estimated that 165,790 adults in the working age population in Alameda County speaks English “less than very well”.
- Among the population of adults 20-64 in Alameda County, 66,042 adults have some kind of disability. Nearly 21 percent (20.8%) are unemployed.

Population and English language data broken out by community are presented in Narrative Table 8. In Tables 9A-9C, data have been broken out just for the Mid-Alameda Consortium Region, with a focus on key need indicators.

⁷ U.S. Census, American Community Survey, 2008-12

Narrative Table 8. MACC Cities' Language Data

Community	Total Population (5 years and over)	Speak English less than "very well"	Language other than English*
Castro Valley CDP	57,222	7,533 (13.2%)	18,476 (32.3%)
Dublin City	42,362	4,291 (10.1%)	13,757 (32.5%)
Hayward City	134,714	37,772 (28%)	78,194 (58%)
Livermore City	75,228	6,857 (9.1%)	16,040 (21.3%)
Pleasanton City	66,386	6,562 (9.9%)	19,433 (29.3%)
San Leandro City	80,299	19,589 (24.4%)	38,231 (47.6%)
San Lorenzo CDP	22,733	4,943 (21.7%)	11,208 (49.3%)
Totals	478,944	87,547 (18.3%)	195,339 (40.8%)

Source: U.S. Census Bureau, 2008-2012 American Community Survey (DP02)

*Population 5 years and over

Narrative Table 9A. Analysis of Data on the Working Age Population in the MACC Region: Age Distribution

Ages 18-24	Ages 25-64	Total 18-64
42,577	279,215	321,792

In the MACC region, over 39,000 adults aged 18-64 — the working age population — lack a high school diploma or equivalent. That is 12% of the total working age population. Of these 46% also do not speak English well or do not speak it at all. This has two implications. First, those who lack a high school diploma but speak English well or very well — 21,885 — are good candidates for ABE and ASE programs, either as stand-alone courses, or courses contextualized with CTE. Those who do not speak English however — nearly 18,000 — may be candidates for joint ABE/ASE and ESL courses.

Narrative Table 9B. Analysis of Data on the Working Age Population in the MACC Region: Population Ages 18-64 with Less than High School Diploma

Less than high school	Percent of 18-64 population	Number of adults without a HS diploma who speak English well or very well	Number of adults without a HS diploma who speak English not well or not at all	Percent of those lacking high school diploma who speak English not well or not at all
39,502	12%	21,885	17,617	45%

As seen in Narrative Table 9C, overall, 43 percent of working age adults — 138,574 adults — speak another language at home. The breakdown of English levels among all working

adults who speak another language at home is presented below. Over 32,000 of these adults, or 24 percent, speak English not well or not at all. Over 3,000 of these are young adults ages 18-24.

Narrative Table 9C. Analysis of Data on the Working Age Population in the MACC Region: English Language Levels by Age Span for Those Who Speak Another Language at Home

English Language Levels: Speaks English...	Ages 18-24	Ages 25-64	Total 18-64
Very well	12,537	59,348	71,885
Well	2,890	31,137	34,027
Not well	1,814	20,317	22,131
Not at all	1,551	8,980	10,531
Speaks English Not Well or Not at All	3,365	29,297	32,662

The lack of a high school diploma has economic consequences. Of the working age adults who lack a high school diploma or equivalency, 31,847, or 81%, are either unemployed or make less than \$25,000 per year. For those ages 18-24, 94% are either unemployed or make less than \$25,000 per year. These adults would likely benefit from postsecondary education or training, in addition to receipt of a high school diploma, to increase their employability and career advancement.

Narrative Table 9D. Analysis of Data on the Working Age Population in the MACC Region: Lacking High School Diploma and Unemployed or Making Less than \$25,000 per Year, by Age Span

Lack a HS diploma and make less than 25K or are unemployed			
	Ages 18-24	Ages 25-64	Total 18-64
Lack High School Diploma	5,769	33,733	39,502
Lacking a HS and unemployed or salary less than 25K	5,438	26,409	31,847

Many adults in the MACC region also have disabilities. Data on physical and cognitive disabilities, and difficulty with independent living are presented in Table 9E.

Narrative Table 9E. Analysis of Data on the Working Age Population in the MACC Region: Disabilities by Lacking High School Diploma and Unemployed, Ages 25-64

	Lacking a HS diploma
Physical Disabilities	17,531
Difficulty with Self-Care and Independent Living	9,995
Veteran's Service-Connected Disability	1,188
Cognitive Difficulty	7,896

Demographics of the Student Population Served

While an analysis of the Mid-Alameda student population has not yet been completed, past studies (Baran 2010) have shown that Adult Education students tend to be older, and start with lower levels of education than community college Students. To serve these students well, both intensive instruction and significant student support services are needed.

Other Need Data

- **Second generation immigrants.** The recently published Migration Policy Institute report, *Critical Choices in Post-Recession California: Investing in the Educational and Career Success of Immigrant Youth* (June, 2104), focuses on first and second generation immigrant youth, ages 16 to 26. It details many of the issues that immigrant youth and young adults face in all parts of California including lower graduation rates, lack of supports, and barriers to transition to college. Oakland Unified School District participated in the study. Relevant data include the following:
 - Among young adults ages 21 to 26, 29 percent of first generation immigrants lacked a high school diploma or its equivalent during the 2009-13 time period — more than twice the state average (13 percent) for this age group. Low rates of high school completion were more common for first generation Hispanic youth, as 43 percent of this population —approximately 230,000 individuals — lack a high school diploma or High School Equivalency Certification.
 - The English Language Learner (ELL) graduation rate is 63 percent compared to the overall state level of 80 percent.
 - 122,000 young adults are not eligible for DACA (Deferred Action for Childhood Arrivals) due to education requirements at the time of the President's executive order and in need of Adult Education to satisfy those requirements.

While these data are not specific to the Mid-Alameda region, they clearly indicate a need to support immigrant youth and young adults in the region.

- **Formerly incarcerated population.** The Alameda County Adult Reentry Strategic Plan prepared by the Alameda County Probation Department in March, 2014, reports that In Alameda County, neighborhoods like South Hayward, Ashland/Cherryland, and both East and West Oakland have substantially higher densities of formerly incarcerated people than other parts of the county. From October 2011 to October 2013, 1,294 individuals have been released from state prison to Alameda County in need of a wide range of services, such as: health care, housing, employment, education, mental health and substance abuse services. Currently, 3,101 individuals on probation and 586 parolees live in the communities served by the Mid-Alameda County Consortium.

- **Preparedness for college.** A recent analysis of data by researchers from Chabot and Las Positas College (LPC) provides addition evidence of the need for programs that prepare students well for college-level work.
 - The researchers found that most entering Chabot and LPC are unprepared for college, as defined as starting community college in Basic Skills English or Math. At Chabot, of new first time students in 2007-08, 78 percent were placed in Basic Skills classes; at LPC, this number was 70 percent.
 - Completion rates for students who arrive in college unprepared are much lower that for students who are prepared. At Chabot 44 percent of unprepared students completed within six years, compared to 68 percent of prepared students; at LPC, 51 percent of unprepared students completed, compared to 74 percent of prepared students.
 - Levels of preparation and completion vary by race and ethnicity. Most Chabot College students and many Las Positas College students are also economically disadvantaged and first generation college students. The report concludes that “Basic skills, economically disadvantaged and first generation college students need more support to be successful in college.”

- **Learning disabilities.** Participants in the planning process have reported that many students have undiagnosed learning disabilities. Outcome data are not available on student with learning disabilities in the Mid-Alameda region, but national data reveal the impact that learning disabilities have on student success and the critical importance, therefore, of services to address these needs. The updated and expanded third edition of National Center for Learning Disabilities *The State of Learning Disabilities* report captures data about the 5 percent of the U.S. school-age population whose learning disabilities (LD) have been formally identified, and provides a critical lens through which to understand and address the needs of the additional 15 percent or more of students with unidentified and unaddressed learning

and attention issues. A complete reference on service gaps and issues related to learning disabilities is included in the Appendix, Summary of Gaps on page 73.

- During the past decade, the number of students with LD receiving a regular HS diploma has gone up (68 percent from 57 percent), but so has the number graduating with a certificate rather than a HS diploma (12 percent from 7 percent).
- Forty-one percent of students with LD complete college, compared with 52 percent of the general population.
- One in 2 young adults with LD (55 percent) reported having some type of involvement with the criminal justice system within 8 years of leaving high school.
- While some educational outcomes for students with learning disabilities have shown improvements in recent years, overall they remain very low.
 - Close to half of secondary students with LD perform more than three grade levels below their enrolled grade in essential academic skills (45% in reading, 44% in math).
 - 67% of students with LD graduate from high school⁴ with a regular diploma vs. 74% of students in the general population.
 - 20% of students with LD drop out of high school vs. 8% of students in the general population.
 - 10% of students with LD are enrolled in a four-year college within two years of leaving school, compared with 28% of the general population.
 - Among working-age adults with LD versus those without LD: 55% vs. 76% are employed; 6% vs. 3% of adults are unemployed; and 39% vs. 21% are not in the labor force partly because of lack of education.
- **Attention Deficit Hyperactivity Disorder (ADHD).** ADHD also affects learning and success. Adults with ADHD may have difficulty following directions, remembering information, concentrating, organizing tasks, or completing work within time limits. If these difficulties are not managed appropriately, they can cause associated behavioral, emotional, social, vocational, and academic problems.
 - ADHD afflicts approximately 3% to 10% of school-aged children and an estimated 60% of those will continue to have symptoms that affect their functioning as adults.
 - Prevalence rates for ADHD in adults are not as well determined as rates for children, but fall in the 4% to 5% range.

Description and Analysis of the Local Regional Economy

The following section describes industry trends in the region.

Unemployment. The Mid-Alameda region has an unemployment rate that varies from 6.3% in Dublin to 13.3% in Hayward.

Growth industries in the region. According to the Alameda Workforce Investment Board (WIB) report *Alameda County Industry Clusters-New Trends in the Workforce* April 2014, eight industry sectors project promising occupational demand and growth. The eight sectors are categorized into three groups by applied research on labor market demand, employer variety, and production of products and competitiveness.

Primary Sectors of Economic Importance

- Bio Science
- Engineering (Professional, Scientific and Technical)
- Information Communication Technology

Secondary Sectors of Economic Importance

- Healthcare
- Construction
- Energy

Tertiary Sectors of Economic Importance

- Advanced Manufacturing
- Transportation Logistics

For Alameda County overall, the fastest growing industries in the region are Information Communication Technology, Bio Science and Engineering services. These catalyst industries are responsible for growth, innovation and expansion. Healthcare and Information Communication Technology (ICT) have the highest percent of total jobs from a specific industry cluster.

When examining the industry sectors mentioned above, economic sub-regions for Eden and Tri-Valley are apparent; employers and jobs are concentrated in the patterns.

The Eden Area that encompasses Castro Valley, Hayward, San Leandro and San Lorenzo shows the following significant characteristics:

- The city of Hayward hosts some of the highest number of current Bioscience jobs (along with Fremont and Livermore).
- Eden area shows diverse Bioscience industry activities that include research and development, wholesaling and manufacturing.
- Clusters of healthcare employers can be found in Hayward.

- Concentrations of small construction employers in Hayward and San Leandro, specializing in residential projects.
- Energy focused companies in the Eden area have more emphasis on plumbing/heating.
- Manufacturing employers in Eden produce a range of products.
- Transportation related employers are concentrated in the county in three primary cities: Hayward and San Leandro (and Oakland) near Interstate 880. Employers in the Eden area on average employ more than 100 individuals. Hayward (in addition to Oakland) held the highest number of Transportation Logistics related jobs in 2013.

The Tri-Valley Area, encompassing Dublin, Livermore, and Pleasanton shows the following significant characteristics:

- The city of Livermore hosts some of the highest number of current Bioscience jobs (along with Fremont and Hayward).
- Engineering clusters of employers located in Pleasanton and eastern Livermore.
- ICT Employers are concentrated in Oakland, Berkeley, Livermore, Pleasanton and Fremont.
- Livermore is one of three top cities (others were Fremont and Oakland) in Alameda County that had the highest number of ICT jobs in 2013.
- Major healthcare employers evenly divided between Pleasanton, Dublin and Livermore.
- Concentrations of small construction employers in Livermore, primarily focused on residential construction projects.
- Livermore had the highest number of 2013 energy jobs.
- Energy focused companies in the Tri-Valley area are focused on wholesaling and electrical contractors.
- Tri-Valley manufacturers are focused on developing medical equipment.
- Major Transportation Logistics employers in Tri-Valley tend to employ less than 100 individuals.

In general, *most industries are hiring middle to upper level occupations*. High job growth will occur in the creative classes that are technologically inclined and attuned to science and mathematics. Occupations requiring experience and skills in finance, business, management and advertising will continue to grow as well. Industries are advertising for individuals to develop new products, processes and strategies to allow companies to become world leaders.

Companies in Alameda County attract worldwide talent and do not often advertise for entry to middle level positions. Instead of advertising for entry to middle level jobs, they rely on technology and automation to trim workforce responsibilities. Companies in these growing industry clusters are advertising for a new working class with a mix of creativity, science,

technology and computer related skills. Job seekers with business, managerial and financial backgrounds will also be in demand.

Evaluation of Existing Adult Education Enrollment (Table 2)

An Excel file, “*Evaluation of Existing Adult Education Enrollment*” has been completed and will be submitted separately. Variables for Table 2 include enrollments by program area from FYs 08-09, 12-13, 13-14, and projections (to be provided at a later date) for 15-16. In some cases, consortium members also provided 2007-08 data, as this represented a better baseline year for analysis, given cuts beginning in the 2008-09 school year.

Narrative Table 9 below presents an excerpt of data from Table 1 — enrollment data from FYs 07-08, 08-09, 12-13, and 13-14, by program area — with calculated changes from 08-09 to 12-13.

Narrative Table 10. MACC Unduplicated Enrollments by Program Area for Fiscal Years FYs 07-08, 08-09, 12-13, and 13-14

Program 1: Elementary & Secondary Basic Skills				
	FY 08-09	FY12-13	FY13-14	% Change 08-09/13-14
<i>Adult Schools</i>				
Castro Valley	177	594	1010	471%
Dublin	72	78	65	-10%
Hayward	940	661	327	-65%
Livermore	351	203	151	-57%
Pleasanton	55	0	0	-100%
San Leandro	814	1159	905	11%
San Lorenzo	546	98	97	-82%
Total Adult School	2955	2793	2555	-14%
<i>Community Colleges</i>				
Chabot College Credit Basic Skills	3238	2916	2849	-12%
Las Positas College Credit Basic Skills	2130	2205	2207	4%
Total Community College	5368	5121	5056	-6%
Credit subtotal	5368	5121	5056	-6%
Noncredit Subtotal	2955	2793	2555	-14%
TOTAL	8323	7914	7611	-9%

Program 2: Classes for Immigrants (ESL, Citizenship)				
	FY 08-09	FY12-13	FY13-14	% Change 08-09/13-14
<i>Adult Schools</i>				
Castro Valley	504	421	544	8%
Dublin	281	432	450	60%
Hayward	8392	2055	1915	-77%
Livermore	840	404	300	-64%
Pleasanton	605	0	0	-100%
San Leandro	1218	1398	1222	0%
San Lorenzo	1545	417	429	-72%
Total Adult School	13385	5127	4860	-64%
<i>Community Colleges</i>				
Chabot College Credit ESL	770	673	663	-14%
Las Positas College Credit ESL	490	436	409	-17%
Total Community College	1260	1109	1072	-15%
Credit subtotal	1260	1109	1072	-15%
Noncredit Subtotal	13385	5127	4860	-64%
TOTAL	14645	6236	5932	-59%

Program 3: Adults w/Disabilities				
	FY 08-09	FY12-13	FY13-14	% Change 08-09/13-14
<i>Adult Schools</i>				
Castro Valley	154	104	141	-8%
Dublin	0	0	0	
Hayward	402	0	0	-100%
Livermore	0	0	0	
Pleasanton	63	0	0	-100%
San Leandro	0	0	0	
San Lorenzo	102	0	0	-100%
Total Adult School	721	104	141	-80%
<i>Community Colleges</i>				
Chabot College Credit	725	598	505	-30%
Las Positas College Credit	152	89	147	-3%
Total Community College	877	687	652	-26%
Credit subtotal	877	687	652	-26%
Noncredit Subtotal	721	104	141	-80%
TOTAL	1598	791	793	-50%

Program 4: Short-Term CTE				
	FY 08-09	FY12-13	FY13-14	% Change 08-09/13-14
<i>Adult Schools</i>				
Castro Valley	1516	1305	658	-57%
Dublin	4	15	0	-100%
Hayward	2930	301	161	-95%
Livermore	1198	129	55	-95%
Pleasanton	301	0	0	-100%
San Leandro	668	416	412	-38%
San Lorenzo	431	0	0	-100%
Total Adult School	7048	2166	1286	-82%
<i>Community Colleges</i>				
Chabot College Noncredit	0	0	0	
Las Positas College Noncredit	0	0	0	
Total Community College	0	0	0	
Credit subtotal	0	0	0	
Noncredit Subtotal	7048	2166	1286	-82%
TOTAL	7048	2166	1286	

Program 5: Apprenticeships				
	FY 08-09	FY12-13	FY13-14	% Change 08-09/13-14
<i>Adult Schools</i>				
Castro Valley	71	102	94	32%
Dublin	0	0	0	
Hayward	2718	1483	832	-69%
Livermore	0	0	0	
Pleasanton	0	0	0	
San Leandro	1499	1395	1213	-19%
San Lorenzo	0	0	0	
Total Adult School	4288	2980	2139	-50%
<i>Community Colleges</i>				
Chabot College	995	580	648	-35%
Las Positas College	0	0	0	
Total Community College	995	580	648	-35%
TOTAL	5283	3560	2787	-47%

The enrollment data above reveal key information: changes over time, program area comparisons, Adult School enrollment compared to community college enrollments, and differences among Adult School enrollments.

Changes over time. The most salient finding to be discerned from the above data is the decrease in enrollments between 2008-09 and 2013-14. Short-term, non-credit CTE experienced the greatest percentage drop in enrollment, from 7048 to 1286, a change of 82 percent. But classes for Immigrants, including ESL, experienced the greatest drop in numbers, going from nearly 15,000 enrollments in 2008-09 to just nearly 6,000 in 2012-14, a net loss of 8713 enrollments, or 59 percent. Programs for AWD decreased by 50 percent; Apprenticeship decreased by 47 percent. Enrollments in Elementary and Secondary Basic Skills courses decreased by 9 percent. Pleasanton Adult School closed down altogether. These radical decreases in program enrollment, due to severe funding cuts are restricting the ability to meet the needs of adult learners. Changes are discussed in greater detail in the analysis of gaps presented under Objective 4.

Program area comparisons. As presented above, the largest program offered in 2013-14 in the region is the Elementary and Secondary Basic Skills program area with enrollments of 7611 and corresponding ADA/FTES across the organizations. Next highest overall is classes for immigrants at 5932 enrollments.

For Credit CTE enrollment figures are not included in the official enrollment tables submitted, but these programs, offered at both Chabot and Las Positas college, can help the consortium identify the potential for future alignment of credit and non-credit CTE courses, as well as opportunities for contextualizing CTE with Basic Skills and ESL courses. A more complete analysis of CTE course offerings will facilitate this alignment.

Adult School versus Community College enrollments. Adult School enrollments were highest in classes for Immigrants (4680) and lowest for Adults with Disabilities (141). Community college enrollments were highest for ABE/ASE/BASIC SKILLS (5056) and lowest for Apprenticeship (648). In ABE/ASE/BASIC SKILLS, Adult School enrollments were half community college enrollments; in ESL Adult School enrollments were almost five times community college enrollments.

Variations in Adult School enrollments. Enrollments varied widely among Adult Schools. In absolute terms, in 2012-14, Castro Valley had the highest ABE/ASE/BASIC SKILLS enrollment among the Adult Schools at 1010, followed by San Leandro at 905 and Hayward at 327. In Classes for Immigrants/ESL, Hayward has the greatest enrollments at 1915, followed by San Leandro at 1222. In Short-Term CTE, Castro Valley has the highest enrollments among Adult Schools at 658 followed by San Leandro at 412. In the area of AWD, Castro Valley is the only Adult School that still offers classes, and had 141 enrollments in 2013-14. In Apprenticeship, San Leandro had 1213 enrollments, while Hayward had 832.

A VISION FOR THE FUTURE (Setting the Stage for Objectives 3-7)

The April 29, 2014 Launch event and generated vision concepts across broad representation of all member organizations. During the intervening planning period, the vision has been further refined.

The MACC regional vision for students includes a seamless educational model that supports student growth, positions teachers/faculty and counselors to assist students to meet their educational and employment goals, and reduces system barriers to student mobility between Adult Schools and community college. MACC will build students' navigational skills and facilitate their transitions by using such strategies as student ambassadors and mentors, earlier college matriculation services at the Adult Schools, and public information for students that is easily accessible and well organized.

A key system feature will be improved assessment and placement. Counseling as well as instruction will be core services and efforts will be aligned and coordinated both through student support and course scheduling between adult education and community colleges. MACC will focus on coordinated messaging and efficient educational service offerings, meeting community need and examining programs regularly for impact against labor market information and regional demographics.

MACC is exploring the concept of broad pathways as a progressive model of teaching and learning — one that is not singularly focused on career technical education. The pathway concept begins with multiple entry points — “no wrong door” access — beginning for many students with family literacy programs. Pathways would include onramps and bridges, stackable certificates as completion milestones, and clear next steps so that early achievements are nested within longer degree and transfer structures. Adults would have access to a range of educational services, designed to meet them at current ability levels and to facilitate attainment of their own goals. An adult entering the pathway through Adult School would be supported toward goals of advancing in education and attainment of his/her career goals; employment and academic support services will be more closely aligned, and students will be able to complete meaningful levels of achievement which are portable across geography and recognized by employers and other schools/colleges.

The consortium is also considering the development of CTE “regional hubs” among Adult Schools and community colleges whereby programs would coordinate the launch of new CTE programs. This approach would leverage activities emerging in the East Bay Area through Department of Labor (DOL) funding and two California Career Pathways Trust (CCPT) grants (Diablo Gateway Initiative which includes Las Positas College and its surrounding school districts, and the I80/880 Corridor Initiative which includes Chabot

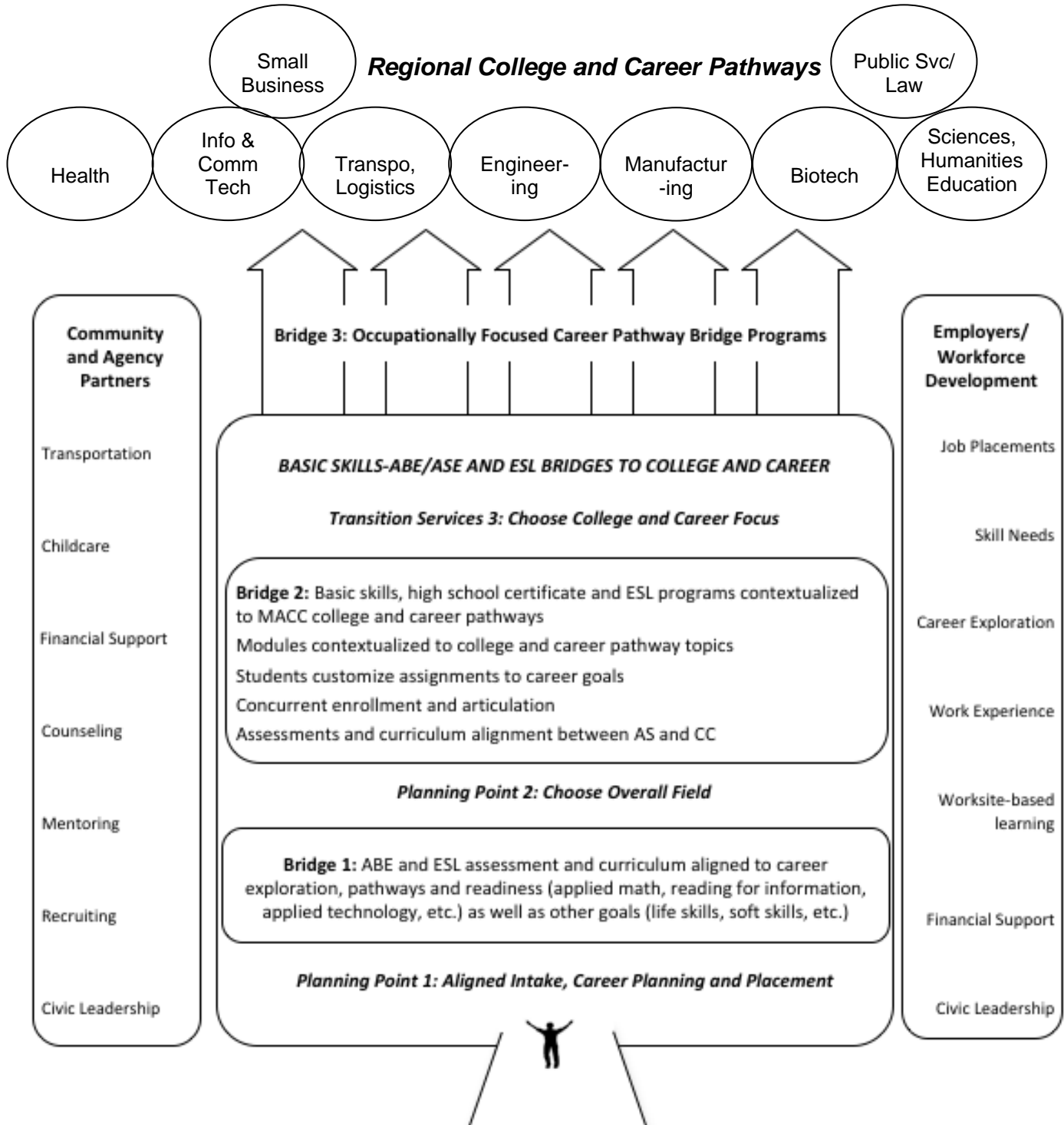
College and its surrounding school districts), as well as SB1070 Career Pathways Regional efforts. CTE regional hubs, as planned in the DOL and CCPT initiatives, will engage employers, educators, and workforce agencies to connect the supply of prepared workers with the demand for skilled employees across a multitude of in-demand sectors including: Healthcare, Information and Communication Technology, Manufacturing, Engineering, Biotechnology, Transportation and Logistics, Public Service and Law. Through these regional efforts, MACC will ensure that not only are local employers involved, but additionally, the schools and colleges will be working with employers through the efforts that are broader than a single school or college.

Robust staffing will enable relationship building between teachers and students and collaboration among teachers and faculty to share and improve upon delivery of instruction and student services. Strong emphasis will be placed on continuity of staff, increasing the proportion of full-time teachers at Adult Schools. Creation of professional learning communities across adult education and community colleges will benefit both systems and link teachers, faculty, counselors, administrators, and staff with peer expertise to support student learning.

System coordination, from highest level of leadership through discipline specific alignment and interdisciplinary teamwork, will be coordinated by the ongoing work of the consortium members and partners, supported by a designated coordinator. MACC will build upon existing initiatives and mapping efforts to ensure leveraging of resources and a robust system of cross-referrals. Systematic data review will be key to the ongoing improvement of the consortium's efforts. MACC will track student data and understand student progression over time with a focus on students' college and career advancement. Data tracking and program improvement will be facilitated by agreed-upon definitions of student success and deepening institutionalized cross-system collaboration.

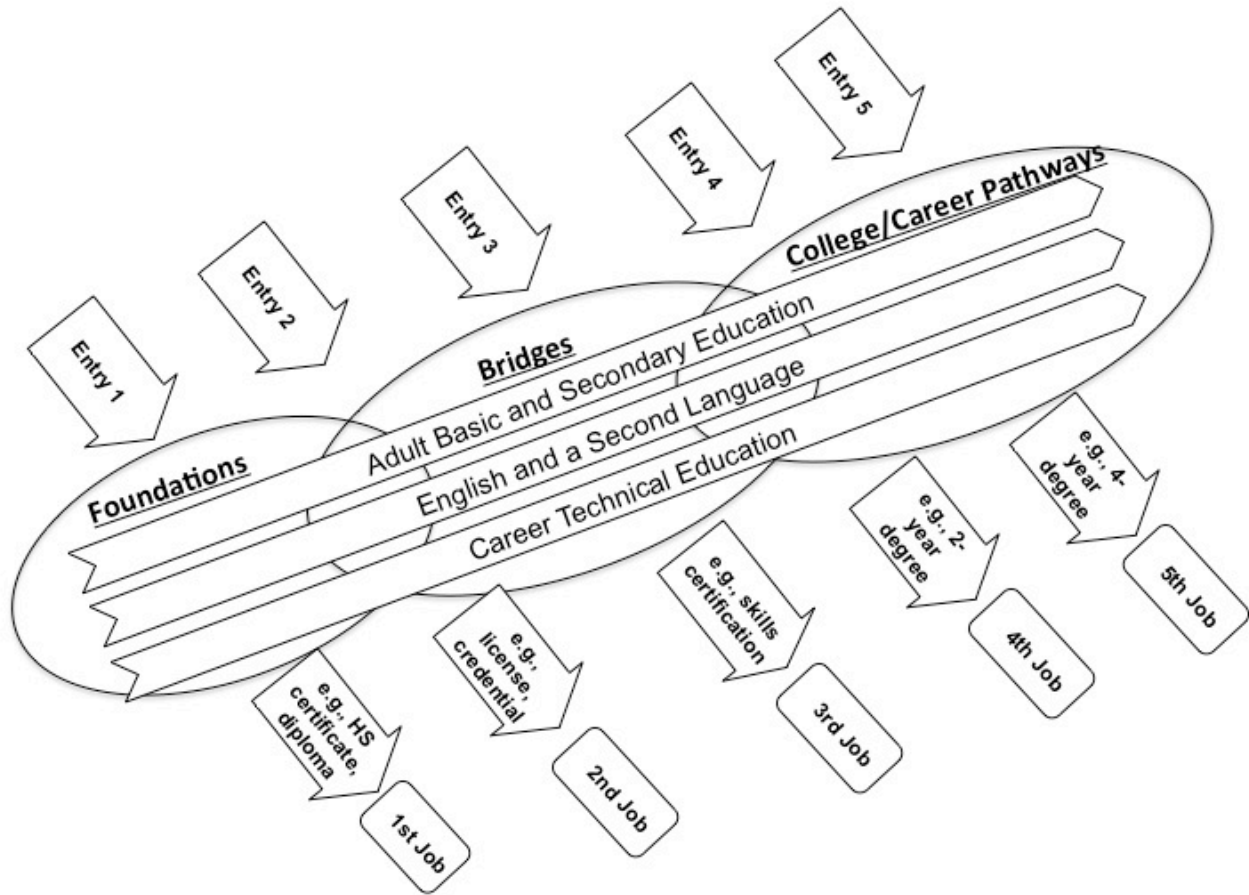
The following graphic illustrates key system features.

System Alignment; Student Success



No Wrong Door: Multiple Entry and Exit Points

The system is based on the concept of “no wrong door”, offering multiple points of entry and exit for adults, based on their needs.



Core Principles Describing the Consortium's Desired Integrated System

Key principles are needed as the foundation for strategies that will enable MACC to realize its vision and build a seamless system. The following core principles and concepts for a redesigned system have emerged during the planning process.

1. Support for Diverse Students

Adult education recognizes the strengths and diversity of its students and offers programs, differentiated instruction, and support services to meet these needs.

2. Coordinated and Integrated Agency Roles

Adult schools and community colleges operate as strategic partners, coordinate their roles, and leverage community resources.

3. Access to Diverse Employment and Career Options

Adult education offers opportunities for students to pursue a wide variety of employment options and career pathways. Students are encouraged to continue from Adult School to community college and have access to such options as apprenticeships, supported employment, and self-employment, in addition to traditional employment.

4. Employer and Community Engagement

Adult education programs are responsive to the needs of the community and employers and enable students to gain workplace skills and employment opportunities.

5. Effective Educational Pathways and Transition Support

Adult education builds pathways that integrate and contextualize learning to maximize effectiveness. It allows for multiple points of entry and exit; co-locates programs to facilitate access and leverage the strengths of each service provider; and offers needed transition services from one educational system to another and from education to work.

6. Adequate and Leveraged Resources

Adult education is sufficiently resourced, through direct funding and leveraging of external resources, to provide the intensive programming, faculty collaboration, materials and wraparound support services required to produce results.

7. Professional and Organizational Development

Adult education builds individual and institutional capacity to create and continuously improve a coordinated and aligned system. Professional development includes educators across both systems as well as industry and community partners engaged in developing a common language and solving real problems. Training for ongoing collaboration and change management is an integral component of professional development.

8. Accountability and Continuous Improvement

Accountability systems in adult education hold educators and partners to high standards of performance and promote innovation, while avoiding disincentives to serve the hardest to serve individuals. Data is used to monitor progress on an ongoing basis and student voice is incorporated into continuous improvement processes.

Proposed Key Ideas for Differentiation of Functions between Adult Schools and Community Colleges

Adult Schools, community colleges and partners all play key roles in the redesigned system.

- **Adult Schools** provide an open door to educational opportunities leading to economic self-sufficiency and productive citizenship for a broad population of students: those with very low levels of reading and writing ability; those seeking high school diplomas or equivalency, those needing English literacy skills and exposure to US customs; and those seeking employment-related skills, and short term career technical education (CTE) training. Adult schools offer programs at locations and times that facilitate access, including at K12 schools throughout their respective districts. Adult school teachers are credentialed and employ differentiated and innovative strategies to engage students and promote learning. Adult schools efficiently assess students, provide robust information about educational and career options, and refer students to programs at their own schools or other institutions that will most effectively meet their needs. Students who can benefit from higher education are encouraged to continue on and are provided with the transition and other support services needed to succeed.
- **Community Colleges** are open access institutions providing workforce training, basic courses in English and math, certificate and degree programs and preparation for transfer to four-year institutions. They provide an open door to educational opportunities leading to societal contributions and economic self-sufficiency, primarily for students who have a base of foundational skills and behavioral characteristics that prepare them for success in a college setting and at college levels. Community colleges offer rigorous courses and pathways; they provide counseling and services for individuals who need to need support to success in college. Faculty have disciplinary expertise. Robust credit career technical education (CTE) programs offer the opportunity to integrate CTE and basic skills. Colleges cultivate close relationships with employers to ensure that career technical education programs are demand-driven and responsive to employer needs. Students have access to work experience programs and employment opportunities.

- **Educational Partners: Educational partners are of several kinds, including libraries, some educational non-profit organizations, and other public education agencies.** Libraries provide services for students lacking literacy or having very low literacy, including students who are have low literacy in their language of origin. Partners also provide education in jails and other correctional settings. K-12 systems, including high schools, engage with adult education to ensure that students who are at risk for leaving high school without a diploma are identified early and provided needed services through the adult education system, including both Adult Schools and community colleges.
- **Public, Community and Faith-Based Organizations:** CBOs and public agencies provide resources for child care, transportation, and other life needs, as well as case management and social and personal support. They also provide specialized services for specific populations who have unique needs, such as adults reentering society after incarceration, veterans, foster youth, and adults with disabilities.
- **Employers and Workforce and Economic Development Organizations:** Employers and workforce and economic development organizations play the vital roles of ensuring that curriculum is aligned with workforce needs and that students have opportunities to explore careers, develop workplace skills, and enter employment.

Attending to Student Diversity

As suggested above, adult education serves a very diverse student population, from newly arrived immigrants with very low literacy levels in their native languages, to adults seeking retraining after layoffs from employment. What the students all have in common is the goal to improve their quality of life and long-term opportunities. But the individual paths to reach their goals will differ. An integrated system will serve a broad spectrum of students over time, while attending to the distinct starting places and needs of many subpopulations.

STRATEGIES TO ALIGN ADULT EDUCATION SYSTEMS AND MEET STUDENT NEEDS

The strategies below have been identified to align Adult School and community college programs and address the needs of adult learners in the MACC region. The strategies have been organized by consortium members and partners to facilitate implementation, as follows:

- I. **Programs to Meet Gaps** are presented to address Objective 4 and appear in Table 4.1.
- II. **Assessment and Support Services to Address Gaps** are presented to address Objective 4 and in Table 4.2. The underlying data collection and recommendations presented in the July report are provided in the Appendix.
- III. **Alignment and Pathway Development to Support Seamless Transitions** are presented under Objective 3 and in Table 3.1. The proposed strategies also emerged during the gap analysis and are discussed in the Appendix as well.
- IV. **Instructional Effectiveness and Professional Development** are presented under Objectives 5 and 6 combined, with separate Tables 5, 6.1 and 6.2 provided in the Appendix.
- V. **Regional Coordination and Leadership** includes discussion of partner roles, as required for Objective 7, but also discusses the sustainability of the consortium as a whole. Table 7.1 is provided in the Appendix.

**Strategies To Align Adult Education Systems and Meet Student Needs
(Cross-Walked to Objectives)**

<p align="center">I. PROGRAMS TO ADDRESS GAPS (Objective 4; Table 4.1-A)</p>	<p align="center">II. ASSESSMENT AND SUPPORT SERVICES TO ADDRESS GAPS (Objective 4; Table 4.1-B)</p>	<p align="center">III. ALIGNMENT & PATHWAY DEVELOPMENT TO SUPPORT SEAMLESS TRANSITIONS (Objective 3; Table 3.1)</p>	<p align="center">IV. INSTRUCTIONAL EFFECTIVENESS & PROFESSIONAL DEVELOPMENT (Objectives 5 and 6; Tables 5 and 6)</p>	<p align="center">V. REGIONAL COORDINATION AND LEADERSHIP (Objective 7; Partner contributions in Table 7)</p>
<p>A. Maintain existing programs aligned to needs</p> <p>B. Expand access to quality programs for underserved areas and populations based on need</p>	<p>A. Align and improve the assessment, career planning and placement process</p> <p>B. Provide adult school-to-college transition services</p> <p>C. Coordinate data sharing between adult schools and community colleges</p> <p>D. Expand and improve recruitment efforts</p> <p>E. Provide needed counseling and wraparound services to ensure student success</p>	<p>A. Align curriculum between adult schools and community colleges</p> <p>B. Create bridges to existing career pathways and create new pathways, aligned with CPT industry areas</p> <p>C. Support and develop pre-apprenticeship and apprenticeship programs</p> <p>D. Engage employers and workforce development agencies to promote career alignment and work transitions</p> <p>E. Design all pathways with multiple entry and exit points.</p>	<p>A. Develop and systematically implement contextualized and other effective instructional practices, supported by appropriate professional development</p> <p>B. Fund joint CC/AE staff/faculty ongoing meetings to keep programs seamless and non-repetitive</p> <p>C. Provide professional learning and development opportunities on new ways of teaching across all program areas (See table 6.2 for specific strategies)</p> <p>D. Engage employers and partners in professional development</p>	<p>A. Work with public sector entities and community-based organizations to leverage resources and provide needed services</p> <p>B. Ensure that adult education programs and resources are represented in regional asset mapping</p> <p>C. Sustain regional collaboration and establish continuous improvement practices</p> <p>D. Provide administrative leadership to support ongoing collaboration.</p>

I. PROGRAMS TO ADDRESS GAPS (Objective 4.1)

This section addresses both the programs and the services required to address gaps in the MACC region. Many of these gaps were discussed in the early stages of planning. The summary of that data collection and resulting recommendations are presented in the Appendix. This section addresses gaps specifically in programs and in assessment and support services, as refined for implementation in 2015-16.

This section discusses plans to address the program gaps identified pursuant to objectives (1) and (2), beginning with an analysis of the program gaps.

Analysis of Gaps as Evident in Enrollment and Need Statistics

The analysis of gaps provided below addresses changes in enrollments since 2008-09 through 2013-14 (Table 1), enrollments compared to demographic need (e.g. lacking HS diploma, speak English less than well); and gaps identified through large group convenings, program area focus groups, and the MACC Steering Committee.

Changes in enrollment are significant for the region. Narrative Table 10 above and Excel File Table 2 (submitted separately) address the sharp decreases in enrollment between 2008-09 and 2013-14. Of particular note, the data reflects the complete shutdown of the Pleasanton Adult School since Adult Education went into “categorical flexibility” in 2009. Similarly, Hayward, Livermore, and San Lorenzo experienced serious cuts across the board. Castro Valley, Dublin, and San Leandro experienced gains in some program areas and some losses in others. The overall picture is one of net loss of programs across schools and colleges.

Across the region, some program areas were particularly hard hit by budget cuts. Classes for Immigrants, including ESL, experienced the greatest drop in enrollment: 59 percent, going from nearly 15,000 enrollments in 2008-09 to just under 6,000 in 2013-14. Programs for AWD decreased by 50 percent, with an 80% decrease in the Adult Schools. Short-Term CTE programs overall decreased by 82 percent.

By school, individual programs experienced particularly brutal cuts. In ABE/ASE/BASIC Skills San Lorenzo Adult School enrollments decreased by 82 percent. This loss was partially offset (regionally) by a doubling of enrollments in Castro Valley, resulting in a net loss of 14 percent of enrollments in ABE/ASE/Basic Skills among the Adult Schools. In Classes for Immigrants/ESL, Hayward Adult School experienced a 77 percent reduction in enrollments from 8392 to 1915; San Lorenzo, a 72 percent reduction and Livermore a 64 percent reduction. Short-term CTE cuts were significant for all Adult Schools except Dublin which experienced gains, but has a very small program. In CTE, Hayward, San Lorenzo and

Livermore were hit particularly hard, with San Lorenzo zeroed out and Hayward and Livermore nearly so.

Projected enrollments compared to demographic need for populations including those lacking a HS diploma, speak English less than well are in sharp contrast. As seen in Narrative Table 9, the needs for service in the Mid-Alameda region are great.

- The number of adults ages 18-64 lacking a high school diploma is very high: 39,502, and of those, nearly half do not speak English well or at all. Excluding those who do not speak English, 21,885 students who lack a high would be candidates for ABE/ASE or community college basic skills classes.
- Overall (including both those who have high school diplomas and those who don't), 32,662 adults ages 18-64 speak English "not well" or "not at all", according to census data. These would be candidates for ESL programs.
- In addition, 31,847 adults 18-64 both lack a high school diploma and are either unemployed or make less than \$25,000 per year. These adults are ideal candidates for short-term CTE or apprenticeship programs that will lead to both high school diplomas and living-wage employment.
- Nearly 8,000 adults have some kind of cognitive disability requiring special classes or services⁸. (Others have physical disabilities requiring accommodations but not special classes).

In addition, as seen in Table 10, the region absorbed absolute cuts in programs and significant cuts across the board, restricting the ability to meet the needs of adult learners

- **ABE/ASE/Basic Skills and educational attainment.** In Hayward, where nearly 20 percent of adults 25 years and older do not have a high school diploma, ABE/ASE/ Basic Skills enrollments went from a high of 940 in 2008-09 to only 327 in 2013-14, a decrease of 65 percent. In San Lorenzo where nearly 22 percent of adults lack a high school diploma, ABE/ASE/ Basic Skills enrollments went from 546 in 2008-09 to only 97 in 2013-14, a decrease of 82 percent. Chabot College enrollments also decreased during the period, by 12 percent. At the same time, Castro Valley enrollments increased significantly and San Leandro increased slightly but the net result was a 14% decrease in services at the adult schools and 14% decrease in noncredit college Basic Skills enrollment.
- **Classes for Immigrants/ESL and English language proficiency.** In Hayward, where 28 percent of the population speaks English "less than very well", enrollments

⁸ The census does not provide information about whether these are developmental disabilities requiring stand-alone classes, or other less severe learning disabilities.

in Classes for Immigrants/ESL went from 8,392 in 2008-09 to 1,915 in 2013-14, a loss of 77 percent. In San Lorenzo, where nearly 22 percent of the population speaks English “less than very well”, enrollments went from 1,545 in 2008-09 to 429 in 2013-14, a loss of 72 percent. In both Livermore and Pleasanton, classes for immigrants were cut by 64 and 100 percent respectively, even though nearly 10% of the population speaks English “less than very well”. At the same time, Las Positas College, the college located nearest to Livermore and Pleasanton, also cut Classes for Immigrants by 17%. All told, noncredit ESL enrollments decreased from 13,385 enrollments in 2008-09 to 4,860 in 2013-14. With immigrants (together with adults with disabilities) among the least mobile of the populations, and projected continued growth in immigration, the net decrease in Classes for Immigrants is of concern.

- **CTE and unemployment.** CTE can be implemented at various levels and for varying purposes. According to the LAO, there is a lack of clarity about the differences between noncredit and credit CTE. CTE provides skills, exposes students to a variety of career options, and provides a thematic context to facilitate mastery of academic skills. In adult education, some students are ready to gain marketable skills, while others need exposure to options and a context for learning English and other basic skills.

Throughout the Mid-Alameda region, short-term, noncredit CTE has been cut by 82% since 2008-09. While unemployment and poverty in the region are at their highest in Hayward, at 13.3 percent unemployment and 12.1 percent poverty, Hayward has experienced a 95 percent cut in short-term CTE programs, from 2,930 enrollments in 2008-09 to 301 enrollments in 2012-13, and only 161 enrollments in 2013-14. Similarly, in San Lorenzo, which has an unemployment rate of 11 percent and a poverty rate of 10.6 percent, short-term CTE was eliminated altogether. Based on guidance from the AB86 Workgroup, college credit CTE programs were excluded from the above tables, but are robust in both colleges. However, many students lack the basic skills to succeed in these credit-bearing community college programs; they need contextualized programs — CTE combined with ESL and Basic Skills. But if contextualization of ESL and Basic Skills to career themes and pathways is to be implemented, as recommended by local consortium members as well as by researchers throughout the country, either some form of CTE will have to be reinstated by adult schools or close collaboration and dual enrollment with community college CTE programs will be required.

- **Classes for adults with disabilities (AWD) and accommodation needs.** Despite the fact that over 66,000 adults in Alameda County have some kind of disability, specific classes or support services designed for AWD populations have been nearly eliminated in the adult schools and cut severely in the colleges. As mandated by law, services to support AWD in pursuit of education still exist, but with smaller budgets

than in the past which make it nearly impossible to serve the range of accommodation and support service needs of this vulnerable population.

- **Apprenticeship programs address the need for skills in the trades.** The adult schools that serve as the local educational agency (LEA) for apprenticeship programs, receiving Related and Supplementary Instruction (RSI) funds by partnering with specific apprenticeship program sponsors are Pleasanton Unified, San Leandro, Hayward and Castro Valley. Chabot College is the LEA for six apprenticeship programs, all of which receive for-credit instruction through the college. There is a need for more RSI funds to recover the 52% cuts that the colleges received seven years ago that were never reinstated. Also, as the economy recovers, the need for skilled workers is increasing, but RSI funds remain stagnant, and therefore apprenticeship programs are unable to meet the needs.

Castro Valley and San Leandro Adult School continue to “pick up the slack”; however, net enrollments are still down in all program areas, particularly in classes for immigrants/ESL, and classes for AWD — which serve the countywide populations with the greatest demand and the transportation barriers. Castro Valley has seen lower mobility rate of ESL students to Castro Valley compared to the mobility rates for ABE/ASE/Basic Skills and CTE students. Both of these districts have demonstrated commitment to adult education, serving students from the entire region, and should continue to be funded at a minimum at the same level as they have recently been, to sustain their extensively-developed programs. Equally important, many adult students, not only immigrants and adults with disabilities, have limited access to transportation. Further, while many students from Hayward, San Lorenzo, and Oakland (in the Northern Alameda region) have found their way to either Castro Valley or San Leandro, no data exist on the toll that this has exacted in transportation costs, child care expenses, and lost wages. Elimination and reduction in adult schools have created additional barriers for many students who cannot access adult schools located outside of their neighborhood. Access is a fundamental principle of adult education, suggesting the importance of examining the full cost of program cuts and school closures to individuals, the region, and the state.

As described above, *Alameda County Industry Clusters: New Trends in the Workforce* April 2014 reports that most industries are hiring middle to upper level occupations. This puts particularly large pressure on ABE/ASE/ Basic Skills and ESL programs to work with CTE to not only prepare students to achieve basic literacy and numeracy, but to ensure that they develop “college and career readiness” skills to progress to the next level of education. Teaching and learning consistent with the new Common Core-aligned Adult Education standards, is an opportunity to reinforce critical thinking and other 21st century skills, in demand by employers. Students will need inter-system programs of study that are smoothly knit together to reduce barriers to skills acquisition and transition to college. Teachers, Counselors, and Faculty will be key to apply innovative instruction and student supports,

which accelerates student learning and increases success at progressive levels of education. Given that many Adult Education students start at relatively low levels and face many barriers to success, helping students achieve college and career readiness requires concerted efforts and investments. Innovative teaching practices, robust support systems, and systematic transition mechanisms are required to help students overcome barriers and succeed.

Programs to Address Gaps

The following strategies were identified to address gaps in programs:

- A. Maintain existing programs aligned to needs**
- B. Expand access to quality programs for underserved areas and populations based on need**

A. Maintain existing adult education programs aligned to needs

Maintain K-12 school district adult education programs in Castro Valley, Dublin, Hayward, Livermore, San Leandro, and San Lorenzo.

To address the need, the MACC region requires continuation of existing Adult School programs into the 2015-16 school year. From Table 1.1A, current total costs for existing Adult School programs (based on apportionment only, not WIA, grants and other sources) is \$8,096,488. With a 10 percent increase in 2015-16 to cover increases and wages and indirect, it is projected that the total cost to maintain existing capacity is \$8,906,137.

B. Expand access to quality services for underserved areas and populations

Expand ESL, ABE/ASE, CTE, Apprenticeship programs, and programs for Adults with Disabilities based on needs and goals.

In addition to maintaining current programs, the consortium undertook a process to estimate the costs of expanding ABE/ASE/Basic Skills courses, ESL courses, and CTE/Apprenticeship courses, based on estimated needs over three years. The complete methodology is provided in the Appendix. Need was estimated based on demographic data, as follows:

- For ESL and ABE/ASE/Basic Skills: Adults ages 18-64 lacking a high school diploma and speaking English well or very well, less students already being served
- For ESL courses: Adults ages 18-64 who speak English less than well or not at all, less students already being served

- For CTE/Apprenticeship courses: Adults ages 18-64 lacking a high school diploma and unemployed or making less than \$25,000 per year, less students already served in CTE and apprenticeship programs

For each of these, the consortium set goals for meeting 25 percent, 50 percent, and 75 percent of the need, in years 1, 2, and 3, respectively. For ABE/ASE/Basic Skills, the consortium was already meeting over 25 percent of the need, so the goals were set at 50 percent, 75 percent and 100 percent.

The resulting estimated costs are presented below and in Table 4.1 in the Appendix.

Projected Costs to Address Need Over Three Years				
Program Area	Year 1	Year 2	Year 3	Total Costs by Program Area Over 3 Years
ABE/ ASE/ Basic Skills	\$4,636,588	\$12,216,160	\$19,795,732	\$36,648,480
Services to Immigrants/ESL	\$7,396,300	\$34,682,650	\$61,869,050	\$103,948,000
Short-CTE and Apprenticeship	\$6,871,085	\$20,938,347	\$35,003,842	\$62,813,274
Total Costs	\$18,903,973	\$67,837,157	\$116,668,624	\$203,409,754

II. ASSESSMENT AND SUPPORT SERVICES TO ADDRESS GAPS (Objective 4.2)

During the initial gap analysis process, many gaps in assessment, planning, counseling and support services were identified, both through group convenings and through a comprehensive survey administered to Adult School and community college teachers, faculty, staff, and administrators. The complete description of these gaps and the recommended services that would be needed to address the gaps is presented in the Appendix. The following strategies were identified and are presented in Table 4.2, with resources and metrics.

- A. Align and improve the assessment, career planning and placement process**
- B. Provide adult school-to-college transition services**
- C. Coordinate data sharing between adult schools and community colleges**
- D. Expand and improve recruitment efforts**
- E. Provide needed counseling and wraparound services to ensure student success**

A. Align and improve the assessment, career planning, and placement process

Develop an aligned intake and educational/career planning, placement and support services delivery approach to ensure quality of assessments, avoid duplication, and promote timely identification of needed services.

1. Convene a development team of adult school and community college instructors, faculty and administrators to align and improve the initial assessment, career planning and placement process. Strengthen assessment for learning disabilities and encourage career planning and career assessment for students with developmental and learning disabilities. Utilize Career Exploration, interest inventories, personality assessments, skill assessments and align with ones used at the community colleges.
2. Fund counselors or trained intake/assessment specialists at adult schools. Assign students to counselors at first program entry to facilitate smooth progress through

programs and from one system to another, provide learning disability assessments, career assessments, and development of individual success plans.

Discussion

The strategies above reflect deep discussions in the region. Key priorities for the development team and the counselors would include:

- Align assessments between adult schools and community colleges
- Exploring the development of a universal assessment (especially for ESL from adult schools to CC)
- The development of strategic enrollment policies related to open access versus managed enrollment and alignment of course offerings between adult schools and community colleges
- Adapting or creating an assessment tool for students with intellectual and learning disabilities (consider WorkKeys/ KeyTrain) to assess readiness for job training and work skills
- Utilization of career exploration, interest inventories, personality assessments, skill assessments and alignment with the tools used at the community college level
- Development of information on college and career pathway options to provide to all students seeking adult education services both at the adult schools and community colleges
- Determination about how to identify all students' initial educational and career goals and learning strengths and develop a student success plan to be used across both systems
- Identification of potential barriers to students' success and completion and the resources and services available to address those barriers
- Addressing concerns about use of, and timing of Accuplacer for incoming ESL students
- Consideration of key information points: State mandates (SSSP), current assessment process, potential starting point (CAHSEE)
- Adaptation and creation of an assessment tool for students with intellectual and learning disabilities (consider WorkKeys/KeyTrain) to assess readiness for job training and work skills
- Collecting data on the success of transitioned students to see if the alignment of assessments and placement is successful
- Ensuring that adult school course assessments measure whether students are prepared for college

B. Provide adult school-to-college transition services

Assist students to enter college fully aware and prepared for the academic expectations at the college level and know of available support services for assistance as needed.

1. Convene consortium members and related partners to develop pilots and strategies to support smooth adult school-to-college transitions.
2. Provide funding to support transition, outreach, and informational programming including transitional specialists as needed.

Discussion

Key elements of the transitions and support service strategies shall include:

- Assessing and coordinating scheduled availability of classes (by geography and program area) to ensure classes students need are offered effectively
- Developing intensive cohort and bridge programs (see also pathway development)
- Providing comprehensive support with financial aid application
- Conducting inventory of current services
- Focusing on student goal setting and regular updates
- Building on existing successful Chabot College models (college readiness courses).
- Developing a sequence checklist with steps to matriculation
- Training transition advisers who can facilitate students' transition to community college.
- Involving Adult School alumni in school activities
- Developing and offering regular "Next Steps" survey for AS students
- Establishing transition centers at both institutions including outreach and bridge personnel
- Organizing and hosting career workshops, presentations, speakers, and college tours on career options and development for adult school students
- Providing college transition readiness workshops including assistance navigating college websites
- Providing parent education and support, including Family Literacy programs
- Providing counseling and advisement on career development and pathways for adult students and follow-on advisement once transition to community college happens

C. Coordinate data between adult schools and community colleges

Ensure that teachers/faculty have the cross-segmental data they need to place students and monitor progress and transitions, and that the consortium can assess results as part of its continuous improvement efforts.

1. Convene a subcommittee of consortium members to explore issues, including student privacy, and develop strategies to coordinate data between adult schools and community colleges.
2. Fund development of software that integrates existing data collection programs and provides a common platform for and sharing mechanism for demographic data, goal data, assessment of student learning needs, and effective accommodations, preparedness for college-level coursework (English, math), level of ESL achieved, and entry/exit tracking.
3. Fund development of software platform for an individual student portfolio that will follow and evolve with students, regardless of progression.
4. Identify and provide ongoing staffing support/training for startup and maintenance of existing and additional data systems and platforms. Provide ongoing technical support and training for program implementation and maintenance.

Discussion

Key elements to address include:

- Exploring adding more diverse test reports on official transcripts. Expanded achievement reporting to include certificates on transcripts of non-graduates
- Exploring providing transcripts for non-graduates
- Exploring integration of adult education into Cal-PASS and the Launchboard. Integration must be cost-neutral and not represent additional ongoing maintenance costs

D. Expand and improve recruitment efforts

Develop a coordinated outreach and recruitment approach for the aligned system.

1. Convene a consortium-wide marketing committee.
2. Hire a marketing coordinator and support staff person.

Discussion

Key elements to address include:

- Develop marketing funding allocation for consortium-wide and school-specific activities
- Make a compelling marketing case for adult education options in the MACC region

- Expand programs
- Coordinate consortium-wide and sub-regional activities
- Develop community-wide, combined orientation on adult education options
- Develop current/regularly updated website with current info, info about course offerings, locations, and timings
- Increase branded, consortium-wide outreach:
 - Social and local media
 - Campus visits: host events at schools
 - Road shows to local high schools
 - Participate in community events
 - Assign community college outreach staff to Adult Schools
 - Ensure activities are regularly and strategically timed at varied events and locations
- Involve employers in marketing the educational opportunities provided by the consortium
- Share student testimonials and success stories

E. Provide needed counseling and wraparound services to ensure student success

Ensure that students have access to the services that they need to succeed and in their programs, in further education and in the workforce.

1. Convene consortium members and related partners to leverage and provide enhanced wraparound support services as needed for all students, including those with disabilities.
2. Fund counselors and/or resource specialists who will conduct educational presentations to increase awareness of available services.
3. Identify staff who can provide “problem solving” services and referrals to support students, especially with families.
4. Provide information and professional development as needed so all staff and teachers are knowledgeable about student service needs and can make appropriate referrals.

Discussion

Key elements of the wraparound support services strategies shall include:

- Developing memorandums of understanding (MOUs) with partners to formalize existing arrangements and commit to ongoing partnership

- Examining criteria for wraparound support services to ensure that the working poor are getting services they need to advance to better paying job
- Exploring opportunities for enhancing assessment and support services for adults with disabilities
- Exploring MOUs with employers that support paid training time like an apprenticeship model
- Identifying resources to meet student needs
- Engaging agencies and partner in structured information sharing about services offered, services requested and opportunities for collaboration
- Providing affordable, healthy food choices through MOUs or even instructional opportunities with nutrition and food courses
- Providing coordinated transportation with information on timing and locations of pickup. Participate in Alameda CTC community advisory boards to advocate and stay informed
- Providing scholarships for transitional costs
- Providing child care
- Providing counseling and mentoring
- Leveraging peer support for life issue counseling
- Providing onsite referral for mental health counseling
- Creating peer infrastructure for job coaching/employment connections
- Providing legal support services
- Providing “travel training” to aid with transportation issues

III. ALIGNMENT AND PATHWAY DEVELOPMENT TO SUPPORT SEAMLESS TRANSITIONS (Objective 3)

The set of strategies under the heading “Alignment and Pathway Development” focus on the activities needed to build structural coherence across systems, with a focus on curriculum and pathways.

- A. Align curriculum between adult schools and community colleges**
- B. Create bridges to existing career pathways and create new pathways aligned with CPT industry areas**
- C. Support and develop pre-apprenticeship and apprenticeship programs**
- D. Engage employers and workforce development agencies to promote career alignment and work transitions**
- E. Design all pathways with multiple entry and exit points**

A. Align curriculum between adult schools and community colleges

Align curriculum in ESL, ABE/ASE and CTE between adult schools and community colleges to limit unnecessary duplication and provide seamless transitions for students from one system to another.

- A. Convene a development team of adult school and community college instructors and administrators to align curriculum between the adult schools, community college and educational partners such as jail education and library literacy programs.
- B. Continue curriculum mapping by identifying program area workgroups to champion the effort, including more concrete and specific information. Workgroups will develop shared course calendar to identify timing issues and student populations served. Workgroup will also explore teaching approaches, possibly through site visits, to identify/understand differences in teaching modalities and content across systems and course levels. Workgroup will also inventory policy issues. Workgroup deliberations will inform the region-wide development work.

Discussion

Key elements of the aligned curriculum strategies will include:

- Consider and develop strategic enrollment policies related to open access versus managed enrollment and alignment of course offerings between adult schools and community colleges
- Conduct an examination of cohort-based versus individualized strategies to ensure alignment of instructional methodologies to students' needs
- Consider allowing adult schools to provide pre-requisite courses to community college courses, either on the community college campuses or at the adult schools
- Explore options for offering adult school courses at community college and vice versa and related policy issues
- Ensure that adult school course completions prepare students for college
- Align classroom expectations, use of homework, and pedagogy

B. Create bridges to existing career pathways and create new pathways

Develop integrated and contextualized programs based on community needs and existing regional career and college pathways.

1. Develop bridge classes contextualized to college and career pathways for in-demand fields including: Healthcare, Information and Communication Technology, Manufacturing, Engineering, Biotechnology, Transportation and Logistics, Energy, Construction, Multi-Media, Public Service and Law.
2. Offer college and career readiness courses, specific to students with disabilities, to include KeyTrain, counseling, college applications, FAFSA apps, projects.
3. Convene Leadership or CTE subcommittee to explore and develop pathways in coordination with other regional pathway initiatives

Discussion

Key elements of the bridges and pathways strategies will include:

- Alignment of Family Literacy programs to other more career-oriented pathways and determination of process to ascertain student interest/readiness to move into these from Family Literacy programs
- Regional coordination of the provision of CTE programs to avoid duplication
- Develop regional collaboration to create CTE Hubs at adult schools aligned with the region's labor market demand and community college offerings

- Identify key skills needed to develop pathways and build related curriculum
- Use employer advisory committees to advise, develop, maintain and update CTE training programs

C. Support and develop apprenticeship and pre-apprenticeship programs

Leverage apprenticeship programs in the region to provide more apprenticeship opportunities.

- Identify apprenticeship and pre-apprenticeship programs available in the area
- Coordinate with those apprenticeship and pre-apprenticeship organizations' leadership and include their programs as strong, viable options for adults of all ages seeking careers

Discussion

Key discussion points supporting this strategy include:

- While many apprenticeship opportunities exist in the region, there continue to be long waiting lists.
- Given the separate funding stream, expanding these opportunities and restarting previously existing programs represents a high leverage/high impact and cost-effective strategy for supporting the needs of adult learners.

D. Engage employers to promote career alignment and work transitions

Ensure that courses align with industry demand and that students have opportunities to learn through direct workplace experience.

1. Convene consortium members, WIB staff and related employment partners to build on existing employer relationships and CTE program advisory boards to ensure alignment of adult education curriculum to industry needs.
2. Identify at least two Adult Schools to pilot a career exploration and work experience program for adult school students leveraging community college work experience programs and other partner programs, such as those of the Career Ladders Project, WIB, and the Department Vocational Rehabilitation.

Discussion

Key elements of the bridges and pathways strategies will include:

- Creation of contextualized internship and work experience opportunities
- Contextualization of curriculum and students' educational plans to working in careers of interest

- Solicitation of student input in development of pathways
- Obtaining information on skills needed in stable and growing sectors to be shared with teachers/faculty and students
- Utilizing student surveys/information to validate strategy and inform advisory committee and/or use existing structures to engage and solicit student input
- Leveraging workforce programs and current efforts around employer services and outreach
- Engaging chambers of commerce
- Engaging employers and those agencies that serve individuals with intellectual disabilities to fund job development and coaching
- Leveraging and building upon existing initiatives, such as CCPT, ROPs and pathways and sector work under TAACCT

E. Design all pathways with multiple entry and exit points

Adult learners have diverse needs and come to adult education programs at varying points in their career. Programs need to be designed with these needs in mind, providing multiple entry and exit points for adults to enter and exit programs while maintaining a forward trajectory. Adult education programs should provide flexible instruction opportunities, including workplace-based instruction, to encourage and support the participation of adult learners who are working and raising families.

Discussion

Throughout all the planning stages, participants highlighted the diversity of student needs. This element highlights the need for access and flexibility in serving adult learners.

IV. INSTRUCTIONAL EFFECTIVENESS AND PROFESSIONAL DEVELOPMENT

(Objectives 5 and 6)

Strategies under the heading of “Instructional Effectiveness and Professional Development” have a two-part focus: classroom practices and related professional development. The strategies emphasize the need to employ robust and engaging professional development opportunities, tied to system goals, in order to strengthen practice and promote collaboration. While current practices identified in table 6.1 such as attendance and participation in Professional Development Days, professional development organizations and conferences should continue, the collaborative strategies on a variety of instructional topics identified in table 6.2, such as assessment and alignment, should be employed as well.

Survey results showed that respondents seek a variety of professional development opportunities, as follows:

What kinds of professional development in your program area would be most valuable in improving or expanding services to adult learners? Please mark all that apply.						
	Combined		Adult Schools		Community Colleges	
Answer Options	Response Percent	Response Count	Response Percent	Response Count	Response Percent	Response Count
Contextualized learning	62%	60	64%	40	59%	19
Differentiated instruction	54%	52	57	36	44%	14
Articulation and dual/concurrent enrollment	56%	54	60%	38	47%	15
Use of technology to enhance access and learning	60%	58	67%	42	44%	14
Building of career pathways	74%	72	76%	48	69%	22

The following strategies have been identified to meet this need.

- A. Develop and systematically implement contextualized and other effective instructional practices, supported by appropriate professional development**
- B. Fund joint CC/AE staff/faculty ongoing meetings to keep programs seamless and non-repetitive**
- C. Provide professional learning and development opportunities on new ways of teaching across all program areas (See table 6.1 and 6.2 for specific strategies)**
- D. Engage employers and partners in professional development**

A. Develop and systematically implement contextualized and other effective instructional practices, supported by appropriate professional development

Provide effective contextualized instruction and implement other forms of innovative instructional practices to motivate students, and facilitate learning and transitions.

Specific action steps proposed include the following:

1. Convene representative teachers and faculty from the community colleges and adult schools to align curriculum and best practices to the needs of students and identify the curriculum materials and resources needed to serve the students.
2. Conduct a student survey to identify needs and assess the adequacy of course offerings based on students' career and educational goals; collaborate also with the Assessment workgroup to obtain information on career areas of interest.
3. Designate lead teachers to inventory curriculum resources and best practices that are currently being implemented; investigate new tools and practices; and provide leadership in developing a peer-to-peer learning approach for replicating best practices; select resources and best practices to support curriculum contextualization and other effective teaching strategies and identify tools and professional development that would be have to be developed.
4. Replicate existing successful programs, such as the Hayward Adult School VESL program, the Castro Valley Bridge to College and Careers, and the WIA Intro to Manufacturing, ICT and Health program co-located on the Chabot campus, in at least one additional school.
5. Create pre-requisite classes at the adult schools to community college CTE classes, including bridge programs which would enable the students to be exposed to job

opportunities, even if they are not ready to enter employment; leverage the WIOA program to provide employer panels, field trips and other supports.

6. Conduct a small pilot to augment existing GED programs with an introduction-to-career class.
7. For low-level ESL programs, maintain current EL Civics tied to Family Literacy and add transitional courses that may include writing to higher levels and career exposure.
8. Identify curriculum liaisons between the colleges and adult schools by program area.
9. Inventory needs for computers and software and provide resources for adequate computers and for maintaining software.

B. Fund ongoing joint CC/AE staff/faculty meetings to keep programs seamless and non-repetitive

After initial alignment work, ensure ongoing coordination by supporting annual working sessions between community college and adult school faculty. Topics would include:

- The ins and outs of building dual-enrollment programs

C. Provide collaborative community college – adult school professional learning and development opportunities on new ways of teaching across all program areas (See tables 6.1 and 6.2).

In addition to leveraging existing professional development initiatives, such as Professional Development Days, CalPRO, and professional association conferences, engage adult school teachers and community college faculty together at least twice per year to develop new teaching practices. Some topics discussed for professional development include the following:

- Assessment: the variety of assessments, aligning assessments across systems, using assessment data for placement and identification of needs, among other subtopics
- Transition and Outreach: processes and tools for ensuring students transition from one level to another and from education to work; coordinating outreach
- Pathway Development: aligning courses within and across systems; providing support services and work-based opportunities along the pathway
- Support Services: identifying support service needs; resources in the community to meet needs
- Alignment: working with colleagues to ensure seamless course sequences
- Curriculum Development and Teaching Approaches for Varying Contexts and Populations: approaches and strategies for working with a diversity of needs in the classroom

- Technology: using technology to enhance learning and facilitate acceleration
- Engaging Employers: leveraging and coordinating with existing initiatives to ensure that employer input informs curriculum and that students have access to “real world” career exploration and employment opportunities
- Students with Disabilities: working with students with disabilities; knowing when and where to refer students for assessments and services as needed
- Skills for Collaboration: working effectively with a broad spectrum of colleagues and partners

D. Engage employers and partners in professional development

Enable educators to learn directly from employers and partners about industry needs and partner services.

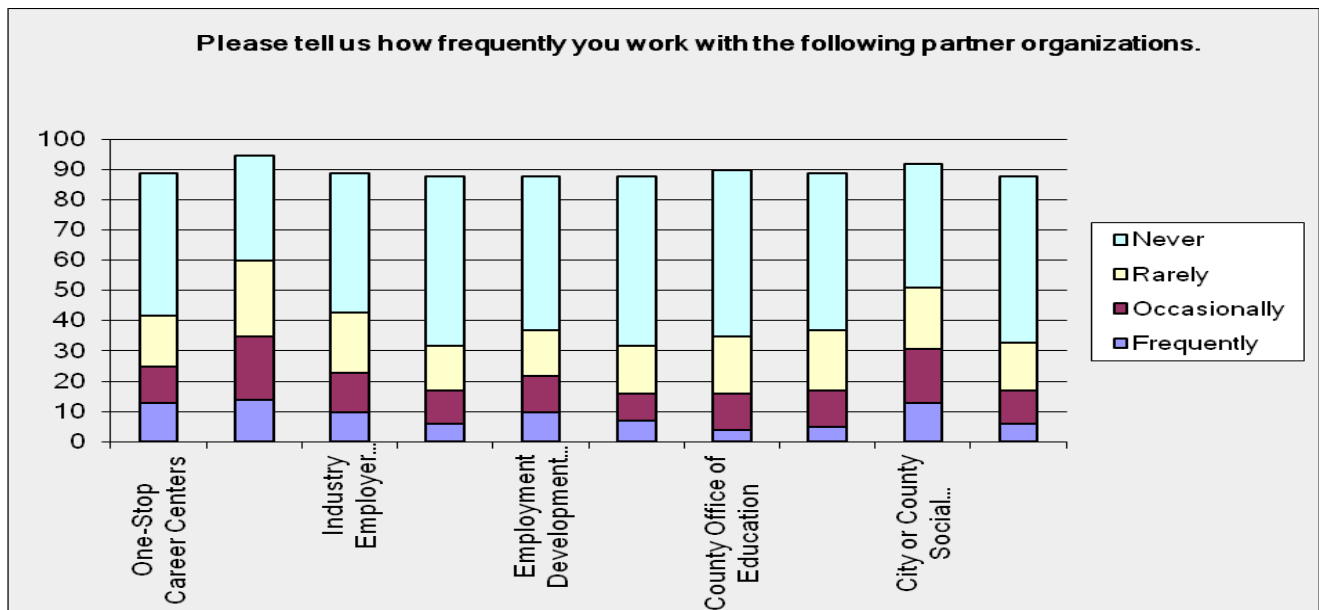
1. Convene industry-specific panels — at least one per industry per year — to promote dialogue and learning between employers and educators.

V. REGIONAL COORDINATION AND LEADERSHIP (Objective 7)

The strategies under the heading of Regional Coordination and Leadership include both the leveraging of partnership resources and strategies that will promote ongoing collaboration and system improvement over time.

Many adult schools and community college have active partnerships that support student learning and success. However, according to survey results below, educators do not frequently partner with the public agencies listed below.

Please tell us how frequently you work with the following partner organizations.					
Answer Options	Never	Rarely	Occasionally	Frequently	Response Count
One-Stop Career Centers	47	17	12	13	89
City or County Libraries	35	25	21	14	95
Industry Employer Groups	46	20	13	10	89
Economic Development Agencies	56	15	11	6	88
Employment Development Department (EDD)	51	15	12	10	88
Chambers of Commerce	56	16	9	7	88
County Office of Education	55	19	12	4	90
Literacy Coalitions	52	20	12	5	89
City or County Social Services (e.g., CalWORKS, Crisis Response, Eden Information & Referrals)	41	20	18	13	92
City Parks and Recreation	55	16	11	6	88
Other (please specify)					7
<i>answered question</i>					98



The following strategies have been identified to better leverage resources and sustain collaboration:

- A. Work with public sector entities and community-based organizations to leverage resources and provide needed services**
- B. Ensure that adult education programs and resources are represented in regional asset mapping**
- C. Sustain regional collaboration and establish continuous improvement practices**
- D. Provide administrative leadership to support ongoing collaboration**

A. Work with public sector and community-based organizations to leverage resources and provide needed services.

Convene regional public sector partners and develop pilots to leverage resources and test new collaborative strategies to serve the needs of adult learners.

1. Convene targeted meetings with public sector entities such as Alameda County Office of Education, Alameda County WIB, and Alameda County Social Services, library literacy programs, the California Department of Rehabilitation, and the Regional Center of the East Bay to explore the leveraging of resources
2. Pilot at least one strategic initiative with the WIB

B. Ensure that adult education programs and resources are represented in regional asset mapping

Develop an inventory of educational and partner services and map resources for easy web access by educators.

C. Sustain regional collaboration and establish continuous improvement practices

Ensure ongoing collaboration and program development through deliberate consortium building, systematic review of data, and rigorous improvement efforts.

1. Convene leadership group to review member and partner participation and conduct outreach to key partners to ensure full engagement of all stakeholders.
2. Engage students in providing systematic input on programs.

3. Establish a subcommittee to develop and maintain timely data on service delivery and student outcomes; review data at least once per year and adjust programming accordingly.
4. Include skills for collaboration within the suite of professional development opportunities.

D. Provide administrative leadership to support ongoing collaboration

Ensure progress in attainment of consortium goals by engaging a staff person to help coordinate the work.

NEXT STEPS

MACC is committed to developing a seamless, efficient system to serve adult learners in the region — whether in Family Literacy programs or in CTE programs for dislocated workers — strengthening outcomes for both students and communities. In the coming months, the consortium will continue reviewing and costing all the strategies, prioritizing, planning for implementation and engaging partners to leverage resources; it will also begin to test implementation of key strategies where possible.

Tables are presented in the Appendix. The following provides a guide for reading the tables and understanding the related “Methods of Assessment” column. As many issues still need to be resolved, many of the strategies fall into the category of continued convenings and work sessions that will result in new alignments and services. The consortium has already committed to ongoing and some new services and staffing as well as consortium sustainability, and these strategies are listed accordingly. With new alignments and services, students will have greater access to programs, resulting in academic gains, employment, and other life skills. A transformed adult education system will then produce positive community impacts.

Strategies for Change: An Adult Education Logic Model

Inputs	Outputs	Near-term Outcomes	Long-Term Students Outcomes	Community Impacts
<ul style="list-style-type: none"> • Existing and Leveraged Resources • Convenings and work sessions for research, planning, and decision-making 	<ul style="list-style-type: none"> • New alignments, partnerships, and coordination efforts in assessment, curriculum, data, materials development, outreach, professional development • Ongoing and new programs, curricula, services and staffing • Sustainable consortia and continuous improvement 	<ul style="list-style-type: none"> • Strengthened student awareness, persistence, transitions • Increased enrollments in aligned programs and pathways • Increased access to key services • Efficiencies in service delivery 	<ul style="list-style-type: none"> • Strengthened student outcomes: academic attainment; employment; life skills 	<ul style="list-style-type: none"> • Strengthened communities and economies including reductions in social welfare costs, crime, and recidivism • Positive employer feedback

Implementation and Continuous Improvement

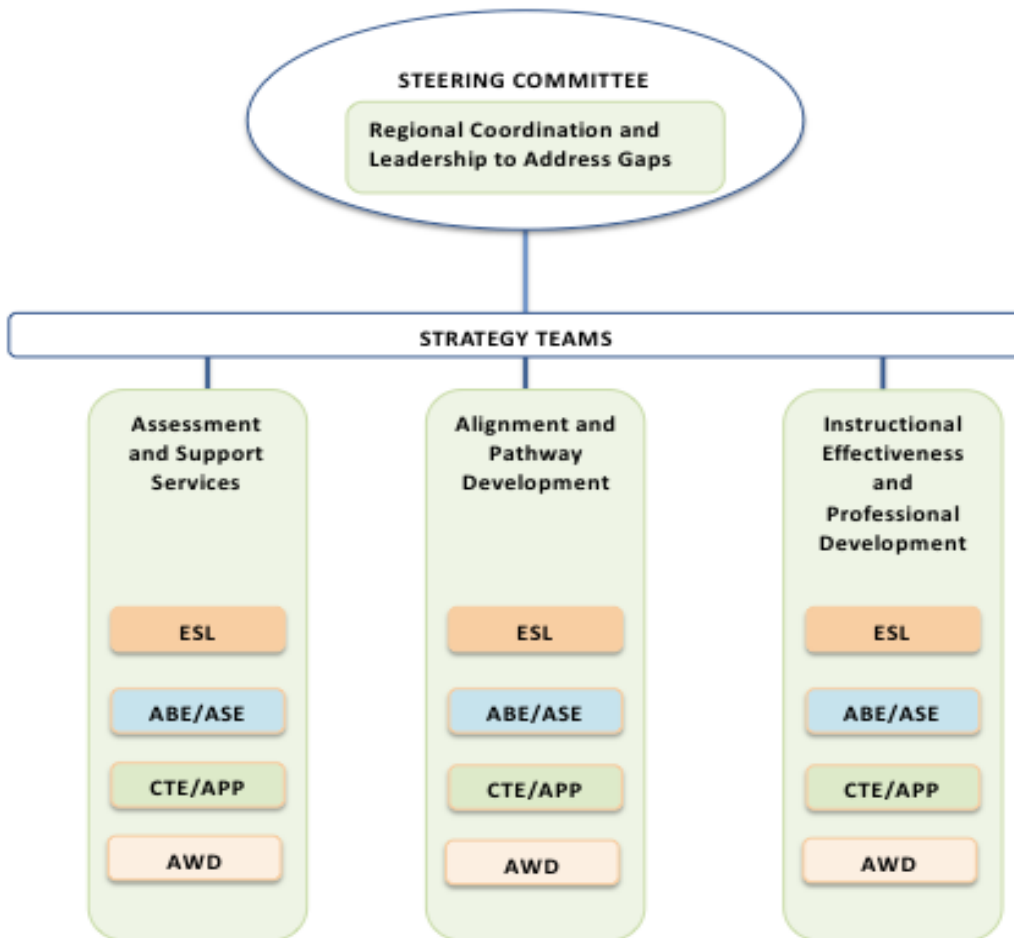
The Governor’s budget has allocated a total of 500 million dollars to adult education for the 2015-16 schools year. Roughly 350-400 million is expected to be available for currently funded adult education (adult school) programs to maintain their current capacity. Roughly 150-200 million will be available to support expansion and innovation. Each consortium will receive a regional allocation based on yet-to-be-determined criteria and will in turn be required to allocate resources within its region.

Implementation of the plan and allocation of resources to the greatest needs, especially under tight budget constraints, will require carefully designed organizational structures, adequate staffing, and thoughtful processes.

Organizational Structure and Processes

MACC has established the following organizational structure and processes to facilitate implementation planning.

Steering Committee. As the graphic below depicts, the Steering Committee (SC) will provide overall leadership to guide the work, engage key regional partners, ensure ongoing collaboration across systems, identify and implement key region-wide



strategies, promote sharing of resources and learning across strategies and program areas, and support data collection, data review, and continuous improvement. Data to be examined will include student demographics, goals, and outcomes; regional demographics, labor market data; and course offerings. The SC, with the strategy team representatives, will then agree on adjustments to strategies and practices, as well as professional learning topics, needed to support student and labor market outcomes. The Steering Committee will also be responsible for resource development.

Strategy Teams. The consortium will base future efforts on an organizational structure that highlights the critical importance of the strategy area approach to implementation. The following teams have been identified:

- **Assessment and Support Services**, including transition services, which could be further broken into two subgroups, as reflected by the recommended ad hoc committees. Participants in this Action Area would be assessment specialists, counselors, faculty/teachers, and key public and non-profit sector service providers.
- **Alignment and Pathway Development** which would be tasked with understanding labor market needs, identifying and gathering existing best practices, and building new pathways and bridge programs. Participants in this Action Area would include CTE administrators and faculty; adult school and community college basic skills administrators, the WIB, key employers as needed in targeted sectors. Subgroups within each Action Area would continue the critical work of aligning ESL offerings in ESL and from ABE/ASE/high school diploma programs to community college CTE and general education coursework. Dual/concurrent enrollment opportunities would be addressed in this Action Area.
- **Instructional Effectiveness and Professional Development**, which would focus on instructional methodologies at the classroom level, such as use of technology and blended instruction, understanding the learning needs of diverse populations, retention strategies, integration of standards, differentiation of instruction, and on-the-ground contextualization, such as infusion of industry content into ABE and ESL lessons and the use of projects and work-based learning or work experience integrated with class curriculum. Participants in this strategy area would primarily be faculty/teachers.

All of these would be undergirded by collection and review of data at multiple levels. The work of each of the strategy team would necessarily interface with those of the others, for example, Assessment and Instruction would need to share information on an ongoing basis, as would Instruction and Pathways.

In addition, the work of Program Area groups will continue and cross-cut the strategy areas. In some cases their efforts will take priority or drive a strategy area. Attention to specific subpopulations, such as immigrants or disconnected young adults — including assessments, course alignment and new instructional strategies — may prove to be high priorities. In these cases ESL or ASE staff would work across strategy areas to address those needs. Similarly, alignment work in ESL and ABE/ASE, designated as Strategy IIIA, will also need to continue working by program area, to create seamless course sequences from one system to another; this work would likely be done in teams that at least initially pair adult schools with their local college, then branch out to establish multiple feeder patterns across the region.

Finally, some work may occur in cross-programmatic, cross-strategy project teams, such as establishing a pilot regional CTE hub that offers CTE pathways and a full range of services. The implementation planning process described below will enable the consortium to arrive at the optimal configurations to meet its goals.

Staffing. As described, key staff will be identified to support the consortium.

- An Administrative Coordinator will be funded to coordinate the consortium activities and help the Steering Committee monitor implementation of the plan.
- Each strategy team will have co-chairs — one from the adult schools and one from the community college — to support the work of the strategy team and report back to the SC; strategy team co-chairs will be on the SC.
- In addition, member organizations (adult schools and community colleges) will each have a consortium representative who will facilitate the partnership, coordination and collaboration required to implement the AB86 plan and serve as points of contact for anyone seeking information about AB 86, and, more important, about appropriate courses and services in either the adult schools or colleges in the consortium.

Implementation Planning

The current plan has laid a solid foundation for implementation planning: key strategic areas have been identified, organizational structures and processes have emerged, and important relationships have been established. The steering committee will now carry out a multi-step process to begin implementation planning that can be broken into four categories.

- I. Prioritization and Clarification of Strategies
- II. Data and Planning
- III. Synthesis
- IV. Early Action

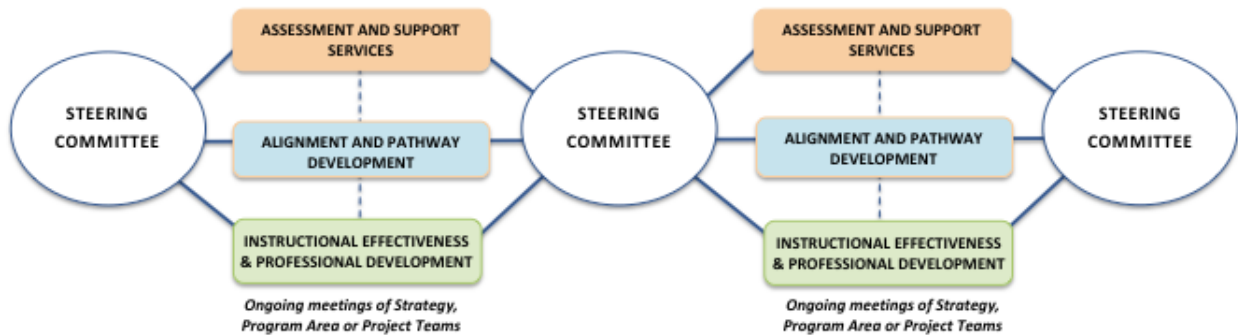
- I. **Prioritization and Clarification of Strategies Across the Region and by Team**
 - A. Before embarking on action planning, the consortium as a whole will review each of the strategy areas and engage in a process to identify priorities across all strategy areas.
 - B. Each strategy team will also clarify its purposes and goals.

- II. **Data and Planning.** Steps for implementation planning in key areas include:
 - A. In each strategy area, collect data appropriate to the task. These data may include existing programs, existing initiatives, student demographics, existing best practices, needs, and community assets.
 - B. Identify priorities and action steps within each strategy area, determining which activities are best handled regionally or by a specific strategy or program area.

- III. **Synthesis.** Cross-walk the strategies to identify the following:
 - A. Areas of overlap that can be allocated to one strategy team or another, (e.g. contextualization of ESL with Healthcare industry content may be given to the Instructional Effectiveness team if a course sequence and employer relationships are already established, but in the manufacturing sector, analysis of opportunities for pathway development may still be underway, which would be handled by the Pathway Team).
 - B. Opportunities to dive deeply where multiple work by all teams can be brought to bear. For example, in one community or one industry sector, intensive focus may be placed on strengthening a pathway, implementing new assessments and support services, and contextualizing instruction.

- IV. **Early Action** items include:
 - A. Assigning responsibilities based on the quick wins/high impact principles, and leveraging existing/new initiatives, such as new WIOA priorities.
 - B. Budgeting and development of MOUs as needed in view of the expected regional allocations and regional contributions of partners.
 - C. Agreement to metrics and establishment of early stage continuous improvement processes to answer such questions as “How will we keep track of what we are doing?” Or “How will we know if it is working well enough to pursue further?”

The process described above is depicted in the following graphic below.



Immediate Next Steps

The Steering Committee will continue to meet monthly to begin implementation planning. It will:

- Identify strategy area leads, including an adult school and community college representative for each strategy area
- Work with the strategy teams to establish clear goals or focus areas for the consortium as a whole that will be reflected in the work of the strategy teams
- Set clear milestones for work in the coming year that will be mirrored in the strategy groups
- Hire a coordinator and identify points of contact for each adult school and college
- Establish communication protocols and planning processes
- Identify areas in which additional data are needed to finalize implementation plans
- Develop detailed plans to address any needs that have already been identified as critical for the region, including services for adults with disabilities, and development of pre-apprenticeship and apprenticeship programs

After the completion of the implementation planning and early implementation, the Steering Committee will establish a systematic data review process to update strategies over time in response to student outcomes, student feedback, workplace demand, economic and social conditions, new policies, or changes in the environment. The consortium is committed to working with partners to allocate resources to the greatest needs and to working collaboratively — long-term — to create a coherent, robust system of services that will support all adult learners in the Mid-Alameda region in meeting their goals.

APPENDICES

Summary of Gap Analysis (July 2014)

Cost Analysis for Expansion to Meet Needs

Tables 3-7

Tables 1-2 (Excel Tables Submitted Separately)

Gaps and Recommended Strategies as Described In Focus Groups, Large Convenings, and Survey Data

(From July 31, 2014 Report)

Note, strategies to address these gaps are presented in various sections of the December report, not just under Objective 4.

The following sections include data gathered through focus groups, structured convenings and survey data. To set the stage, Student Focus Group results are presented first.

Student Focus Groups Input. Two student focus groups were convened on May 29, 2014, one in the Eden area and one in the Tri-Valley area. Fifteen students participated. Participants were enthusiastic in both sessions, appreciating the opportunity to provide input and expressing support for their teachers' efforts to deliver engaging curriculum. One student shared how a teachers' encouragement to explore college options inspired her to pursue coursework to prepare for a transition to community college.

Students provided specific suggestions for improvements to the following Adult School elements:

- **Classroom experience and course offerings** Students appreciated the flexibility of assignments but also expressed interest in greater rigor and expectations. Students shared that their performance, comprehension and accomplishments increased with greater expectations. Students also expressed interest in hybrid online/in-person classes.
- **Assessment Students** requested assessment before entering programs to ensure accurate placement and shared that mixed level classes were challenging for student and teacher alike.
- **Alignment with student goals** Students requested that schools collect more information on local employers and provide relevant courses to match with industry demands. While the current course offerings are engaging, students identified the opportunity for greater course alignment to ensure that they could find work upon completion.
- **Support Services** Student requested additional tutoring and counseling opportunities as well as facilitated connections to local governmental agencies that provide support services. Students also requested assistance with job search activities and coordination with community-based organizations that may have volunteer opportunities for interested students.

- **Information and Materials** Students shared that online course offerings and other school related information are hard to access, inconsistent or incomplete. Additionally students requested textbooks and shared that teachers often provide only handouts that can be easily lost.

Broadly speaking the suggestions on these topics focused on providing the optimal student experience to support success and progression towards goals.

Drawing on focus groups with teachers/faculty and other stakeholders, large convenings and survey data, gaps and recommended strategies are presented alternatingly, by type of gap and by program area. The types of gaps to be addressed that are identified in the Certificate of Eligibility include the following:

- **PROVIDERS**
- **SERVICES**
- **ACCESS**
- **ATTAINMENT AND/OR PERFORMANCE**

In addition, when possible, discussions and data about *services* were divided into *program elements* and *support services*. Program elements include instructional program components identified in the literature (Career Ladders Project, Linked Learning, Grubb, N.) as critical to the success of most adult education students seeking to become “college and career ready”, to pursue further education, to advance in a career, or to integrate fully into society. They begin with assessment and instruction, and end with transition services and data tracking. Transition services are considered integral to students entering postsecondary education, employment and community life successfully⁹ and while outside agencies or service providers can support transition work, good practice suggests that these services be connected back to the classroom as an integral contribution to student learning. Further, only by tracking students’ eventual successful engagement with “next step” organizations — whether community colleges, 4-year educational institutions, employers, or communities — can adult education providers be assured that they have accomplished their goals.

By contrast, support services include wraparound services such as personal counseling and mental health services, tutoring, childcare, and transportation. These are critical for student success and are needed by students in different dosages and intensities,

⁹ For example, internships can be used as a transition strategy to future employment and in community colleges these are offered through work experience programs that are part of students’ programs of study. Internships and other forms of work-based learning can be brokered by the local One Stop or another agency and connected to the academic program of study. Similarly students learning English or formerly incarcerated students need transition services to connect with communities and community-based organizations.

support services are good examples of what can either be provided by staff or agencies outside of the adult education classroom.

In addition, the process also identified gaps and solutions to issues of collaboration and alignment between Adult Schools and the community colleges. These are described separately as they cross-cut each of the program areas.

Within each gap type are provided subcategories by program area; program areas are also highlighted as appropriate.

PROVIDERS. Five unique provider gaps are identified below, followed by recommended strategies.

1. **Provider Gap.** Pleasanton Adult School was completely closed and Hayward and San Lorenzo were extensively cut.
 - **Recommended Provider Strategies.** Restore services as possible in these specific areas to prior levels, in coordination with other adult schools as well as community colleges, to address unmet need, increase efficiencies, and increase access for adult learners currently not being served.
2. **Provider Gap.** Shortage of course offerings by program area as identified by respondents are described in Table 10 below, followed by a list of specific additional recommended courses.

Narrative Table 10. Survey Data on Additional Offerings Needed

- ABE/ASE/Basic Skills transition programs that prepare students for college, including study skills, note taking, and computer skills

Programs needing additional offerings, services, or improvements (Survey Q. 27)	Percent of Total Respondents	Percent Adult School Respondents	Percent Community College Respondents
Primary and Secondary Basic Education	42%	38%	53%
English as a second language (ESL) or Citizenship or Vocational ESL (VESL)	63%	79%	33%
Programs for adults with disabilities	23%	26%	17%
Short-term career technical education (CTE) programs	53%	48%	63%
Apprenticeship programs	26%	21%	37%

- Contextualized ABE to CTE/APPRENTICESHIP
 - Low level ESL courses for those immigrants who don't read or write in their native language
 - High level ESL courses to prepare students for transition to college
 - Listening and speaking in ESL for those without academic or career goals
 - Information for IMMIGRANTS/ESL students regarding identification, drivers' licenses, nutrition and other services
 - Reading and writing in ESL to ensure that young adult former "English language learners" are prepared for college-level English
 - Contextualized ESL courses to ABE/ASE/BASIC SKILLS
 - Contextualized CTE/ESL courses ("Vocational ESL")
 - Short-term CTE (one year or less) to meet labor market needs and prepare students for employment
 - Community-Based English Tutoring (CBET) classes to support parents in ensuring their children's success
 - ABE/ASE/BASIC SKILLS and CTE/APPRENTICESHIP math classes that meet the college and career readiness standards
- **Recommended Provider Strategies.** Align course offerings across Adult Education and community college, ensuring that the need is met across sub-regions and demographics. Develop a well-integrated delivery of education for adult learners that clearly messages what is offered through each system and reduces duplication, reduces barrier to success, and increases completion and advancement to next levels of education and employment. Program area Recommended Strategies are listed below.
- ABE/ASE/BASIC SKILLS
Address high levels of unprepared students for college work through early assessment happening through high school alignment efforts. Adult Education schools work more directly with high schools, so that if a student's grade 11 assessment indicates low basic skills, the school district works on those skills while student is still in high school.
 - IMMIGRANTS/ESL
Determine a region-wide system for offering courses and programs for English Language Learners. Develop agreement on what AE will offer and what the community college will offer that allows for diverse learning styles

that range from the need for repeatability to acceleration. For example, Chabot College and Las Positas College teach the academic ESL, while AE focus on particulars of functional life and employment skills, complementary approaches that benefit students.

- CTE/APPRENTICESHIPS

Strengthen math content in contextualized CTE courses; leverage regional CTE Hubs of activity that engage employers, labor, educators, and workforce agencies to connect the supply of prepared workers with the demand for skilled employees, specifically in two identified high growth sectors in Healthcare and ICT. Connect students to effective pre-Apprenticeship programs to help students build skills, knowledge and abilities about a wide variety of trades, and progress to next steps with specific occupational trades. Leverage regionally funded projects through California Career Pathways Trust over the next three years. Chabot College is a partner in the I880 funded project and Las Positas College is a partner in the Diablo Gateway funded project.

- AWD

Rebuild adult education, support and assessment services for students with learning disabilities in coordination with the Chabot College and Las Positas College's DSPS departments which model effective approaches; leverage Alameda County Workforce Investment Board and ability under the new Workforce Innovation and Opportunity Act (WIOA) to serve adults with disabilities in a more intentional way.

- Adults with intellectual disabilities need Life Skills curriculum to meet their unique needs
- Address the demand in sub-regions. For example, Castro Valley Adult School is currently the only Adult School providing an AWD program and has a growing waitlist. Their current capacity is maximized with services to 90 adults with special needs
- Build on the opportunity to braid funding to meet higher cost instructional costs with the Regional Centers. Previously Regional Centers couldn't vendorize public Adult Schools, but now there is gradual funding of Adult Schools. Castro Valley Adult School is one beneficiary of this change that has allowed them to be the only provider in the Mid-Alameda region and serve as many students as they do. To continue at this level of service and expand across the region to meet the demand, there will need to be an increase in partnerships and joint funding.

3. **Provider Gap.** Uneven course offerings across Adult Education schools and not necessarily addressing critical sub-regional issues. For example, Hayward and San Lorenzo are particularly affected by high unemployment. Other areas have high proportions of low-level English speakers

➤ **Recommended Provider Strategies.** Make explicit the data connection between course offerings and regional and sub-regional need. For example:

- ABE/ASE/BASIC SKILLS: Increase offerings in:
 - Hayward or neighboring adult schools, where nearly 20 percent of adults 25 years and older do not have a high school diploma
 - San Lorenzo or neighboring adult schools where nearly 22 percent of adults lack a high school diploma
- IMMIGRANTS/ESL: Increase offering and English language proficiency, particularly in:
 - Hayward, where 28 percent of the population speak English “less than very well”, and enrollments have fallen over 76% due to program cuts
 - San Lorenzo, where nearly 22 percent of the population speak English “less than very well” and enrollments have fallen over 76% due to program cuts.
- CTE: Increase offerings, particularly in:
 - Hayward or neighboring adult schools, with 13.3 percent unemployment and 12.1 percent poverty, Hayward has experienced a 90 percent cut in Short-Term CTE programs
 - San Lorenzo or neighboring adult schools, with 11 percent unemployment and a poverty rate of 10.6 percent, short-term CTE was eliminated altogether.
 - The Tri-Valley area where there are no short-term CTE programs.
- ADULTS WITH DISABILITIES (AWD): Restore classes to meet the need. Over 66,000 adults in Alameda County have documented disabilities. Castro Valley Adult School is currently the only provider.
- APPRENTICESHIP: Increase apprenticeship RSI funds to meet the trades’ skilled worker demands and develop contextualized pre-

apprenticeship programs to improve completion/success rates of apprentices.

4. **Provider Gap.** No formal structures to support instructional innovation, integrated delivery across systems, shared problem solving and coordination, and exchange of best practices.

- **Recommended Provider Strategies.** Through statewide policy and local funding incentives, create professional learning groups to problem solve, exchange promising practices/content, and systems coordination. Areas of focus could include:
- Robust and scalable solutions to counseling and advising
 - ABE/ASE/BASIC SKILLS Instruction and advisement based on the new high school equivalency test
 - Contextualized CTE courses which also focus on soft skills, literacy, and numeracy
 - CTE/APPRENTICESHIP aligned content between systems in subject areas and to increase inter-system relationships and student referrals, e.g. English, math
 - ADULTS WITH DISABILITIES to improve knowledge about how to build and deliver programs and services. Build on peer expertise and dedicated FTE similar to K12 and community colleges.

5. **Provider Gap.** Too many part-time teachers and faculty, which decreases available time and ability to focus on solutions, these part-timers are pulled in various directions, across grants, and sites.

- **Recommended Provider Strategies.** Dedicated and more robust funding for Adult Education programs to increase full-time staff, thus ensuring continuity and more bandwidth to involve teachers in focused problem-solving. Increase staff efficiency in the system redesign with equal pay for equal work. For example:
- Improve structural HR issues, so that .5 FTE could equal a full-time position; and
 - Provide solutions so that blended positions that provide both instructional and student support are viable.

PROGRAM ELEMENTS. Through focus groups and steering committee meetings, the following gaps and recommended strategies were identified.

Program Elements Gaps

- Ensuring universal alignment of assessment tools, curriculum, and instructional strategies
- Coordinating soft skills and job search skills. They need to be integrated into training so students are ready when they start looking for work
- Providing enough time to plan for consistent standards/student learning outcomes across systems e.g. consistent language/grammar instruction (ESL)
- Ensuring connection to career opportunities, pathways, alignment to employer demand
- Developing program offerings that can be adapted and updated to meet needs of a changing job market (CTE in particular)

The following table states the survey responses in the area of program elements.

Narrative Table 11. Survey Data on Program Elements

Program Elements	Percent responding that service was provided to Many or All Students (excluding NAs)	Percent Adult School Respondents	Percent Community College Respondents
Assessment and Planning (Survey Q. 6)			
Academic assessment	83%	87%	78%
Career Assessment	30%	30%	31%
Assessment of personal needs (for non-academic support services)	35%	40%	28%
Development of learning plans	65%	62%	69%
Development of career plans	37%	36%	40%
Acceleration and Contextualization (Survey Q. 7)			
Dual or concurrent enrollment	18%	17%	21%
Individualized instruction that targets specific competencies	43%	47%	37%
Shorter or compressed courses to accelerate learning	46%	40%	53%
Contextualization (Putting basic skills content into the context of a student’s goals and career path; e.g., ABE with ESL, ESL with CTE, ABE with CTE) – Specific lessons	46%	55%	33%
Contextualization ((Putting basic skills content	40%	49%	26%

into the context of a student's goals and career path; e.g., ABE with ESL, ESL with CTE, ABE with CTE) – Whole course			
Integrated Basic Education and Skills Training (I-BEST) model (Pairing two instructors in the classroom – one to teach professional and technical content and the other to teach basic skills in reading, math, writing or English language)	18%	21%	15%

Orientation to Postsecondary Institutions (Survey Q. 9)			
College tours, speakers and other bridge programs	36%	33%	42%
Support with accessing financial aid	43%	18%	74%
Orientation to specific college services	38%	15%	68%
Support for Matriculation	44%	26%	66%
Other “warm hand-off” services	26%	14%	46%
Follow-up services	26%	16%	40%
Connections to Future Employment (Survey Q. 10)			
Career-relevant curriculum as context for basic skills	27%	53%	34%
Career speakers, tours, and job shadowing,	26%	20%	34%
Resume writing and interview skills	43%	46%	39%
Work experience opportunities, including internships and other workplace experiences	28%	16%	37%
Transitions to Community-Based Services (Survey Q. 11)			
For adults needing ongoing language and cultural support	31%	40%	15%
For adults needing ongoing social services	12%	10%	16%

➤ **Recommended Program Elements Strategies** from survey respondents (Survey Q. 29) and discussions included the following:

- A focus on bridge programming, so that community college and Adult Education instructors can plan and strategize on successful onramps to college for adult learners. This would include reducing barriers to the students and enhancing how systems align so that curriculum dovetails, and transition points are clear.

- Examining the teaching and learning benefits of cohort training, linked classrooms, and intentional grouping of students to build peer supports.
- Joint advisory committees, especially for CTE and linking to meta-regional efforts which include the launch of CTE Hubs in healthcare and IT sectors, to involve employers, educators, and workforce stakeholders.
- Focus on state recognized certificates, accreditation and stackable certificates.
- Engage with employers in a variety of ways: Curriculum developed in coordination with employers; education and training aligned with industry certification; work based and project based learning, focus on both entry level employment and move up strategies for entry level employees. Kaiser Permanente at their new San Leandro facility is a prime opportunity.
- Package course offerings so that students reach completion milestones aligned to industry recognized credentials.
- Connect AE sequence of courses to an educational completion and link to next steps with Chabot College and/or Las Positas College, creating pathway structures with multiple entry and exit points.
- Explore electronic/digital badging to indicate student levels of achievement. In design, badges would be recognized broadly, transferrable, and competencies documented.
- Provide quality job placement services with results tracked.
- Increase work-based learning opportunities like internships.

SUPPORT SERVICES. Support services are integral to the successful education experience, allowing schools and colleges to provide professional guidance and support on many of the life issues that are barriers to learning.

Support Services Gaps

- A large and notable gap was identified around the current lack and limited formal structures to support instructional innovation, integrated delivery across systems, shared problem solving, shared coordination, and exchange of best practices
- Child care
- Life Skills to include navigating financial, legal, and social skills

- Liaison role with other service providers, providing referrals and making connections for the student to access and leverage public and private services
- Personal Counseling with multiple language capability
- Career counseling and advising
- Connection with employers, paid job leads, paid and unpaid internships
- Access and guidance to consistent labor market information, career advisement, developing long range career plans
- Strategic use of social media and online communities to support student learning
- Academic counseling
- Transition support for adult education students planning and executing the next steps to community college
- Bridge/onramp programs that are designed into the infrastructure of a pathway which has multiple entry and exit points and it designed to take a student all the way to A.A./A.S. degree and transfer
- Gaps specific to ADULTS WITH DISABILITIES include:
- Efficient and cost-effective methods to diagnose learning disabilities. Currently, students self-refer and most teachers are not trained to diagnose learning disabilities; formal assessments are costly
 - Support services for students across the curriculum
 - Professional development for teachers, faculty, and counselors.
 - Quality measures of effective instructional delivery, especially with increasing rates of autism.

The following table summarizes survey responses in the area of Student Support Services.

Narrative Table 12. Survey data on student support services

Student support services (Survey Q. 8)	Percent responding that service was provided to Many or All Students (excluding NAs)	Percent Adult School Respondents	Percent Community College Respondents
Tutoring	43%	33%	75%
Counseling	46%	38%	77%
Mentoring	31%	25%	38%
Transportation	4%	5%	3%
Child care	27%	38%	10%
Physical health services	35%	5%	63%
Mental health services	34%	11%	54%
Housing	0	0	0

Survey respondents listed the following kinds of additional services as needed (Survey Q. 29):

- Counseling and advising, including college counseling and career advising, career planning, goal setting
- Wraparound services
- Child care
- Services for students who have aged out of special education services (504 and IEPs)
- Tutoring and mentoring

➤ **Recommended Support Services Strategies**

- Dedicated and more robust funding for Adult Education programs, to include an increase in full-time faculty to ensure continuity and ongoing professional development.
- Increased cross-system (adult education and community college) collaboration, especially to assist with the enrollment and matriculation to community college process. Strategies would include early college and career exploration, coordinated campus visits, transition counselors, timely financial aid and college applications.
- Transition counselors to work with students in the strategies above
- Encouraging online student communities
- New staffing structures to support cross-system collaboration that may include coordinator and transition counselors at adult schools and adult ed recruiters at the colleges working together.

- Additional resources/information for instructors/faculty to provide to students as needed
- Provide sensitivity training at colleges to ensure IMMIGRANTS/ESL student language needs are met
- Recommended Strategies specific to ADULTS WITH DISABILITIES include:
 - Leverage Alameda County WIB resources and partnerships with community-based organizations to support diagnoses of learning disabilities and services to adults with disabilities. 5 percent of our nation's school-age populations with learning disabilities have been formally identified; there is an additional 15 percent or more of students with unidentified and unaddressed learning and attention issues. 20% of students with learning disabilities drop out of high school vs. 8% of students in the general population. (*The State of Learning Disabilities*, National Center for Learning Disabilities)
 - Chabot College and Las Positas College model good practices with the Disabled Students Program and Services (DSPS), look to establish similar efforts in Adult Schools and create referral process/warm handoffs from Adult Schools to the colleges

ACCESS. Access gaps and recommended strategies are described below.

Access Gaps

- Technology access
- Staff and teachers fluent/with functional knowledge in multiple languages
- Barriers due to finances, work and family responsibilities, and transportation
- User-friendly websites
- Limited times classes are offered as identified by respondents (Survey Q. 28). The following scheduling issues were mentioned specifically:
 - Few Saturday classes
 - Insufficient morning classes (morning classes are impacted)
 - Access gaps specific to ADULTS WITH DISABILITIES include:
 - Documenting student learning disabilities, primary method in Adult Schools is through self-reporting. Therefore, the data on numbers of adults with disabilities are misleading, i.e. too low.

- No way to assist students with learning disability diagnoses. National statistics bear out that a large number of adults requesting adult may have undiagnosed learning disabilities.
- No services to support their success.

Narrative Table 13. Survey Data on Strategies to Promote Access

Strategies to Promote Access	Percent Using this Strategy to a Moderate or Great Extent (Excluding NA)	Percent Adult School Respondents	Percent Community College Respondents
Communication (Survey Q. 18)			
Dissemination of program information in local media	36%	48%	15%
Program information in multiple languages	37%	53%	9%
Physical access (Survey Q. 19)			
Location within easy access of student population	75%	85%	57%
Assistance with transportation (bus passes, carpooling,	12%	18%	4%
Physical accommodations for adults with disabilities	64%	57%	77%
Hours and scheduling (Survey Q. 20)			
Open entry/open exit programs	60%	76%	23%
Evening hours	83%	88%	75%
Saturday hours	33%	39%	21%
Other strategies (Survey Q. 21)			
Learning accommodations for students with disabilities	53%	46%	62%
Childcare	36%	37%	32%

➤ **Recommended Access Strategies**

- Dual enrollment and co-location, lending to reducing barriers to student transition to college. For-credit college courses can be taught at the Adult School, and/or Adult School courses can be taught on a college campus.
 - One idea is to offer classes for students at the adult schools similar to the Chabot College class to learn about their learning differences, strengths and challenges.
- Provision of wraparound services including childcare.
- In redesign, incorporate alternative delivery methods including times and dates, location, and accommodation for working adults. Examples would include online, evening and weekend courses.

- Managed enrollment/open enrollment that allows ABE/ASE/BASIC SKILLS and ESL students to enter and exit classes based on need and not limited to academic schedules, which restrict class starts to a few times a year.
- Recommended strategies specific to ADULTS WITH DISABILITIES include:
 - Increase resources to accommodate students with learning disabilities, including supplemental instruction, professional development for teachers, and tools and technology for the teaching and learning environment.
 - Location for support, priority class registration, local systems of communications, professional expertise on site including knowledge about assistive technology.
 - Leverage assessment and diagnostics at community colleges, local WIBs, or other agencies to close the gap on undiagnosed students and the particular assistance which would be most beneficial.

ATTAINMENT/PERFORMANCE. The work to date has included inter-system discussions about the need for a universally accepted definition of student success. Each of the systems is currently operating under structures that operate significantly different, use separate data systems, and measure student success in varying ways.

Attainment/Performance Gaps

The responses to Survey question 22 on “overall program quality” speaks directly to attainment/performance gaps. The survey defined quality as the program’s effectiveness in moving students toward their goals. Approximately 50 percent of respondent rated programs as “effective” in moving students toward their goals, and nearly a quarter responded that the programs were “somewhat effective.”

Narrative Table 14. Survey Data on Overall Program Quality

Please rate the overall quality of your program, defined as the program's effectiveness in moving students toward their goals. (Survey Q. 22)						
Answer Options	Not At All Effective	Somewhat Effective	Effective	Very Effective	Don't Know	Response Count
All respondents: Effectiveness in moving students toward meeting their goals	0 (0%)	26 (23%)	52 (46%)	32 (28%)	4 (4%)	114
Adult School Respondents	0 (0%)	16 (23%)	33 (47%)	22 (31%)	2 (3%)	73
Community College Respondents	0 (0%)	10 (26%)	18 (47%)	10 (26%)	1 (3%)	39

Participants noted that student attainment is seriously hampered by the significant issues that impact students' learning, including:

- Low self-confidence
- Fear
- Undiagnosed learning disabilities

Additionally, both community college and adult education noted gaps in student knowledge and abilities in

- Study skills; and
- Time management.

➤ **Recommended Attainment/Performance Strategies**

Overall, it was widely agreed that establishing a universally accepted definition of student success across Adult Education and community colleges would be beneficial.

The region as next steps proposes to examine:

- Shared quantitative data and standardized assessments to increase understanding of how students are performing and succeed after transitioning to college.
- Qualitative data on student success including successful transition from adult education to community college, and employment obtainment in high demand, high skill, high wage jobs.

There is acute interest both at Chabot and Las Positas Colleges on transitional barriers to college and examining ways in which the colleges can redesign onramps and bridges to college. Chabot College, specifically, is invested in learning more about transitioning high school students and evaluating the design of their first year experience program. Similar strategies using the data elements mentioned above will be helpful to apply lessons learned and focus on transition strategies for adult education students.

Recommendations across both systems would include instructional and advisement strategies and peer-to-peer supports in the following content areas:

- Goal clarification and documenting student educational and employment goals in an ongoing manner.
- Establishing sample Pathway Roadmaps, clarifying sector-based career pathways.
- Personal effectiveness (soft) and work readiness skills.
- Ongoing processes will be developed to establish interventions, monitor effectiveness, and measure student achievement.

ALIGNMENT. The need for greater coordination and alignment of services cross-cut all of the “gap areas”, from providers to access and attainment.

Alignment Gaps

Respondents stated more time and greater incentives were needed to collaboration between the Adult Schools and the community colleges (Survey Q. 38). There is also recognition for needed increased efforts in outreach, public relations and stronger communication between the Adult Schools and the community (Survey Q. 38 and 39). The survey revealed that 34 percent of practitioners have participated in collaborations between Adult Schools and community colleges either never or rarely; 20 percent have participated occasionally and 9 percent have participated frequently.

In addition survey results revealed (Survey Q 4.) that only 17% of survey respondents (excluding those who marked “Not Applicable”) marked that educational and career pathways were used to either a moderate or large extent to align programs across providers; 38 percent marked “not at all” and 45 percent marked “to some extent”.

Specifically for ESL, CASAS is the primary assessment used although it is difficult to decipher results. One challenge is that WIA Title II, funding from which many adult education schools benefit, requires CASAS. Currently, there is a gap in knowing how adult education student performance on CASAS does or does not compare with performance on entrance exams at community colleges.

Narrative Table 15. Survey Data on Collaboration between Adult Schools and Community Colleges

Please tell us how often you or your school/college have participated in collaborations between the adult school and the community college to better meet the needs of adult learners? (Survey Q. 31)						
Answer Options	Total Response Percent	Total Response Count	AS Response Percent	AS Response Count	CC Response Percent	CC Response Count
Frequently	8.7%	9	8%	5	11%	4
Occasionally	20.4%	21	23%	15	14%	5
Rarely	22.3%	23	18%	12	31%	11
Never	11.7%	12	12%	8	11%	4
Don't Know	36.9%	38	39%	26	31%	11
<i>answered question</i>		103				
<i>skipped question</i>		67				

The most frequent areas of collaboration are information sharing on student service needs and course articulation.

Narrative Table 16. Survey Data on Areas of Collaboration

Please identify the areas in which you have collaborated. Mark all that apply. (Survey Q. 32)						
Answer Options	Response Percent	Response Count	AS Response Percent	AS Response Count	CC Response Percent	CC Response Count
Alignment of assessments	17.0%	9	16%	5	20%	4
Alignment of educational and career plans	13.2%	7	13%	4	15%	3
Alignment of curriculum	30.2%	16	28%	9	30%	6
Articulation of courses	41.5%	22	38%	12	50%	10
Dual and concurrent enrollment	28.3%	15	22%	7	40%	8

Team teaching	11.3%	6	6%	2	15%	3
Creation of career pathways	28.3%	15	16%	5	50%	10
Sharing of information about student service needs	49.1%	26	59%	19	35%	7
Sharing of data	34.0%	18	31%	10	40%	8
Joint grant writing and fund development	17.0%	9	9%	3	30%	6
Joint professional development	20.8%	11	22%	7	20%	4
<i>answered question</i>		53				
<i>skipped question</i>		117				

Convenings and Steering Committee meetings corroborated the need for increased collaboration and alignment of services across systems and generated the following.

➤ **Recommended Alignment Strategies**

- Consistent data tracking for students across all program areas:
 - Student performance and outcomes
 - Entered employment rates
 - Increase in employment earnings and responsibility
 - Dosage/intensity of faculty/instructor support
- Institutionalized and sustainable communication/collaboration infrastructure. Survey respondents strongly emphasized a need for this through question 38 and 39.
 - Develop standard form across institutions to assist with articulation
 - Follow-through on articulation agreements
 - Metrics to measure scale and success across student demographics
 - Progress toward aligned assessment
 - Dedicated “mandatory” liaisons at Adult Schools and community colleges to assist with student navigation
 - Support instructor professional development and sharing of promising approaches
 - Exit interview for students

- Enrollment Management. Increase access to relevant population and labor market data, so that course offerings are more explicitly connected to demand. For example:
 - Increase CTE and Apprenticeship offerings in high areas of unemployment like Hayward
 - Ensure sufficient English language instruction in geographic areas with low-level English speakers

- Matriculation and transition. Strategies are listed below.
 - Coordinate between systems so that the community college brings assessment, orientation, financial aid, and enrollment information to the Adult Schools and/or hosts a day on the college campuses for Adult School students.
 - Reduce barriers to the college assessment through test preparation and warm-ups. Offer workshops to prepare like Math Jam and/or digital preparations at the adults schools.
 - Leverage common core state standards (CCSS) and expectation, which are similar to student learning outcomes of community colleges. Work on aligning adult education academic programs to CCSS.
 - Create opportunities for Adult School student to observe and participate at Chabot College or Las Positas College. Offer a multiple day unit on the college campus to break down myths and barriers. Include Adult School students in activities and structure the opportunity so that students complete a cross-disciplinary assignment.

- ABE/ASE/BASIC SKILLS alignment recommendations include examining ways to offer layers of instruction and services:
 - Determine GED Readiness using 8th grade as a criteria.
 - Build Adult Schools into the community college work to apply multiple assessment measures; this is a promising approach if content curriculum, especially in English and Math could be aligned. Multiple measures in other areas of the state works with high schools based on last course taken, grades achieved, and aligned curriculum.
 - Using contextualized instruction across both adult education and community college to accelerate students into transfer level coursework.
 - Align exit and entry standards and identify overlap.

- Adult Schools offer their highest level ASE course on the local college campus and Chabot and Las Positas Colleges can offer the first level college-credit course in a schedule which allows students to persist without a gap.
- Increase effective up-to-date curriculum, computerized programs, and resources for teachers to prepare students for diploma and high school equivalency exams.
- IMMIGRANTS/ESL alignment recommendations include:
 - Share student performance data on CASAS and compare to performance on the assessment when applying to Chabot College and Las Positas College.
 - Increase content discussions across systems so that adult education teachers and community college faculty can discuss how performance on CASAS correlates to college readiness and assessment methods.
 - Work toward common goal of student acceleration by examining student success in transitioning to college and ways that curriculum can be aligned.
 - Align measurement of college readiness so that students are not burdened with additional assessment, considering approaches like alternative placement and multiple measures.
 - Content emphasis in Adult Schools and community college are different, and can be beneficial to students who need to learn both social skills as well as more heavily academic skills. Recognize that the instructional efforts that are complementary to each other.
 - Concurrent enrollment would be very helpful for students to benefit from the best and most practical of both system offerings.
- CTE alignment recommendations include:
 - Build on lessons learned through a Chabot College Trio Federal grant, which developed and offered Auto Technician training contextualized with ESL. The college had a difficult time recruiting adult ELLs and meeting minimum enrollments, efforts could not be sustained.
 - Determine effective design elements like course length and student schedules. Shorter, intensive courses do not meet working student needs.

- Consistently link Workforce Readiness Certificates and other portable professional certifications with instruction, preparing students to gain industry-recognized certificates in addition to academic completions.

- ADULTS WITH DISABILITIES alignment recommendations include:
 - Build onramps and bridges from Adult Schools to community college designed to address the needs of adult learners with learning differences.
 - Increase funding for accommodations and support services for both students with physical and learning disabilities. Currently, there is no specific adult education funding for equipment, supplies, and instructional assistance, e.g. ASL interpreter.
 - Increase funding to support joint educational assessment so that students' needs can be diagnosed and a single assessment meets the needs of adult education, community college, and leveraged WIA funding.
 - Leverage efforts and funding with the Department of Developmental Services (DDS) Regional Centers. Regional Center East Bay spans Alameda County and Contra Costa County and primarily funds private non-profit efforts.

Mid-Alameda County Consortium Cost Analysis for Expansion to Meet Needs

Year	Potential Service Goal	Need Estimate	Service Goal	Students Currently Served	Gap to be Filled Based on Goal
0	25%	21,885	5,471	7,611	-2,140
1	50%	21,885	10,943	7,611	3,332
2	75%	21,885	16,414	7,611	8,803
3	100%	21,885	21,885	7,611	14,274

	Additional Students			Students/ Section	Sections		
	Y1 50% of Need	Y2 75% of Need	Y3 100% of Need		Y1	Y2	Y3
ABE/ASE sections	3,332	8,803	14,274	20 ¹⁰	167	440	713

Reimbursement Rate/ FTE	Rate/ student/ hour on Average	Section Cost			Year One	Year Two	Year Three
		Wks	Hrs/ Wk	Cost/ Section			
\$3,311	\$6.31	44 ¹¹	5	\$27,764	\$4,636,588	\$12,216,160	\$19,795,732

¹⁰ For ABE/ASE 20 students per section

¹¹ Most adult schools are in session approx. 44 weeks per year if including a 6-week summer session.

Table 2a: Estimates of Gaps in ESL for Residents Aged 18-64					
Year	Potential Service Goal	Need Estimate	Service Goal	Students Currently Served	Gap to be Filled Based on Goal
1	25%	32,662	8,166	5,932	2,234
2	50%	32,662	16,331	5,932	10,399
3	75%	32,662	24,497	5,932	18,565
NA	100%	32,662	32,662	5,932	26,730

Table 2b. Basis of Section Costs							
	Additional Students			Students/ Section	Sections		
	Y1 25% of Need	Y2 50% of Need	Y3 75% of Need		Y1	Y2	Y3
ESL sections	2,234	10,399	18,565	30	74	347	619

Table 2c. Cost of New ESL Sections							
Reimbursement Rate/ FTE	Rate/ student/ hour on Average	Section Cost			Year One	Year Two	Year Three
		Wks	Hrs/ Wk	Cost/ Section			
\$3,311	\$6.31	44	12 ¹²	\$99,950 ¹³	\$7,396,300	\$34,682,650	\$61,869,050

¹² Most programs will aim for offering courses 44 weeks per year and most students attend for a full year with day classes are 14-17 hrs per week; night classes 9-12 – I averaged them to be 12 hours per week.

¹³ 30 students x 12 hrs per week x \$6.31/hr x 44 weeks = \$99,950

Table 3a: Estimates of Gaps in Short-Term CTE or Apprenticeship based on Lacking High School Diploma and Unemployed or Making Less than 25,000/year (18-64)					
Year	Potential Service Goal	Need Estimate	Service Goal	Students Currently Served	Gap to be Filled Based on Goal
1	25%	31,847	7,962	4,073	3,889
2	50%	31,847	15,924	4,073	11,851
3	75%	31,847	23,885	4,073	19,812
NA	100%	31,847	31,847	4,073	27,774

Table 3b. Basis of Section Costs							
COST OF NEW SECTIONS	Additional Students			Students/ Section	Sections		
	Y1 25% of Need	Y2 50% of Need	Y3 75% of Need		Y1	Y2	Y3
CTE sections	3,889	11,851	19,812	20	130	395	660

Table 3c. Cost of New CTE Sections							
Reimbursement Rate/ FTE	Rate/ student/ hour on Average	Section Cost			Year One	Year Two	Year Three
		Wks	Hrs/ Wk	Cost/ Section			
\$3,311	\$6.31	17.5	16	\$35,336 ¹⁴	\$4,723,680	\$14,352,720	\$23,321,760

¹⁴ 20 students x 6.31/hr x 16 hrs x 17.5 weeks

Table 4. Projected Costs				
Program Area	Year 1	Year 2	Year 3	Total Costs by Program Area Over 3 Years
ABE/ ASE/ Basic Skills	\$4,636,588	\$12,216,160	\$19,795,732	\$36,648,480
Services to Immigrants/ESL	\$7,396,300	\$34,682,650	\$61,869,050	\$103,948,000
Short-CTE and Apprenticeship	\$4,723,680	\$14,352,720	\$23,321,760	\$42,398,160
Total Costs	\$16,756,568	\$61,251,530	\$104,986,542	\$182,994,640

Tables 3-7

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants					
Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
A. Align curriculum between adult schools and community colleges					
1. Convene a development team of adult school and community college instructors and administrators to align curriculum between the adult schools, community college and educational partners such as jail education and library literacy programs.	Community College and K12 Adult School Faculty/Teachers; Counselors/Advisors; Partners	\$83,500	MACC Steering Committee	Level of participation of key stakeholders; quality and scope of new tools and processes in place; once in place, measures of adequacy of assessment based on student feedback and outcomes	July 1, 2015- June 30, 2016
2. Continue curriculum mapping being conducted by program area workgroups.	Community College and K12 Adult School Faculty/Teachers; Counselors/Advisors; Partners	\$41,750 (half of curriculum alignment convening due to joint meeting)	MACC Steering Committee	Quality of comprehensive maps for each program areas; identification of gaps and opportunities for strengthening alignment	July 1, 2015- June 30, 2016

B. Create bridges to existing career pathways and create new pathways, aligned with CPT industry areas					
2. Develop bridge classes contextualized to college and career pathways for in-demand fields including: Healthcare, Information and Communication Technology, Manufacturing, Engineering, Biotechnology, Transportation and Logistics, Energy, Construction, Multi-Media, Public Service and Law.	Community College and K12 Adult School Faculty/Teachers; Counselors/Advisors; Partners	Development = \$8,000 Delivery: 20 students x 6.31/hr x 16 hrs x 17.5 weeks = \$35,336	MACC Steering Committee	Increase in the number of 'bridge programs' and in the number of students successfully transitioning through these programs	July 1, 2015- June 30, 2016
3. Offer college and career readiness courses, specific to students with disabilities, to include KeyTrain, counseling, college applications, FAFSA apps, projects.	Community College and K12 Adult School Faculty/Teachers; Counselors/Advisors; Partners	Development = \$8,000 Delivery: 20 students x 6.31/hr x 16 hrs x 17.5 weeks = \$35,336	MACC Steering Committee	Program development; student enrollments; student outcomes in new programs	July 1, 2015- June 30, 2016
4. Convene Leadership or CTE subcommittee to explore and develop pathways in coordination with other regional pathway initiatives	Community College and K12 Adult School Faculty/Teachers; Counselors/Advisors; Partners	\$41,750 (half of curriculum alignment convening due to joint meeting)	MACC Steering Committee	Inventory and map of various new CTE programs of study	July 1, 2015- June 30, 2016

C. Support and develop apprenticeship and pre-apprenticeship programs					
1. Support and develop apprenticeship and pre-apprenticeship programs.	Community College and K12 Adult School Faculty/Teachers; Counselors/Advisors; Partners	Development = \$8,000 (4 teachers x 40 hours x \$50/hour) Delivery: 20 students x 6.31/hr x 16 hrs x 17.5 weeks = \$35,336	MACC Steering Committee	Program development; student enrollments; student outcomes in new programs	July 1, 2015- June 30, 2016
D. Engage employers and workforce development agencies to promote career alignment and work transitions					
1. Convene consortium members and related employment partners to build on existing employer relationships and CTE program advisory boards to ensure alignment of adult education curriculum to industry needs.	Community College and K12 Adult School Faculty/Teachers; Counselors/Advisors; Partners	\$41,750 (half of curriculum alignment convening due to joint meeting)	MACC Steering Committee	Level of participation of key employers; employer feedback; employment outcomes of students	July 1, 2015- June 30, 2016
2. Identify at least two Adult Schools to pilot a career exploration and work experience program for adult school students leveraging community college work experience programs and other partner programs, such as those of the Career Ladders Project and the Department Vocational Rehabilitation.	Community College and K12 Adult School Faculty/Teachers; Counselors/Advisors; Partners	Development = \$8,000 Delivery: 20 students x 6.31/hr x 16 hrs x 17.5 weeks = \$35,336	MACC Steering Committee	Program development; student enrollments; student outcomes in new programs	July 1, 2015- June 30, 2016
E. Design all pathways with multiple entry and exit points					
1. Provide programs that meet the diverse needs of adult learners.	Community College and K12 Adult School Faculty/Teachers; Counselors/Advisors; Partners	No direct cost, covered through related strategies	MACC Steering Committee	Program development; student enrollments; student outcomes in new programs	July 1, 2015- June 30, 2016
Total Estimated Cost for 3.1		\$382,094			

Table 4.1: Implementation Strategies to Address Identified Gaps 4.1A: Programs					
Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific school district(s) or college(s))	Methods of Assessment	Timeline
A. Maintain existing Adult School programs aligned to needs	Teachers and staff from MACC Adult Schools	\$8,906,137	MACC Steering Committee	Documentation of student outcomes from ongoing programs, as monitored by the Consortium	July 1, 2015-June 30, 2015
B. Expand access to quality programs for underserved areas and populations based on need	Teachers and staff from MACC Adult Schools and Community Colleges	\$16,756,568	MACC Steering Committee	Documentation of student outcomes for expanded programs, as monitored by the Consortium	July 1, 2015-June 30, 2015
Total Estimated Costs for 4.1A		\$25,662,705			

**Table 4.1: Implementation Strategies to Address Identified Gaps
4.1B: Support Services**

Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
A. Align and improve the assessment, career planning, and placement process					
1. Convene a development team of adult school and community college instructors, faculty and administrators to align and improve the initial assessment, career planning and placement process and consider a regional assessment center.	Community College and K12 Adult School Faculty/Teachers; Counselors/Advisors; Partners	\$83,500	MACC Steering Committee	Level of participation of key stakeholders; quality and scope of new tools and processes in place; once in place, measures of adequacy of assessment based on student feedback and outcomes	July 1, 2015- June 30, 2016
2. Fund counselors or trained intake/assessment specialists at adult schools	One counselor/specialist at each Adult School and each community college, totaling 9	\$675,000	MACC Steering Committee	Counselors and intake/assessment specialists brought on; documentation of services provided and numbers of students served; student outcomes resulting from services provided	July 1, 2015- June 30, 2016

B. Provide adult school-to-college transition services					
1. Convene consortium members and related partners to develop pilots and strategies to support smooth adult school-to-college transitions.	Community College and K12 Adult School Faculty/Teachers; Counselors/Advisors; Partners	\$41,750 (half of assessment convening due to joint meetings)	MACC Steering Committee	Level of participation of key stakeholders; quality and scope of new tools and processes in place; once in place, measures of adequacy of assessment based on student feedback and outcomes	July 1, 2015- June 30, 2016
2. Provide funding to support transition, outreach, and informational programming including transitional specialists as needed.	One Transition Specialist for each Adult School and community college, totaling 9	\$675,000	MACC Steering Committee	Documented improvement of transition services to students, with increase in student transitions throughout all types of identified transitions	July 1, 2015- June 30, 2016
C. Coordinate data between adult schools and community colleges					
1. Convene a subcommittee of consortium members to explore issues, including student privacy, and develop strategies to coordinate data between adult schools and community colleges.	Community College and K12 Adult School Faculty/Teachers; Counselors/Advisors; Partners	\$41,750 (half of assessment convening due to joint meetings)	MACC Steering Committee	Level of participation of key stakeholders; quality and scope of new tools and processes in place; once in place, measures of adequacy of assessment based on student feedback and outcomes	July 1, 2015- June 30, 2016
2. Identify and provide ongoing staffing support/training for startup and maintenance of existing and additional data systems and platforms. Provide ongoing technical support and training for program implementation and maintenance.	Data specialist; \$50/hr	\$75,000	MACC Steering Committee	Inventory of data, reports and systems; data collection and use plan completed Creation of MOUs for data sharing; effectiveness of data sharing system as measured by usefulness for tracking student progress through feedback system, and, later, actions taken based on data	July 1, 2015- June 30, 2016

D. Expand and Improve Recruitment Efforts					
1. Convene a consortium-wide marketing committee.	Community College and K12 Adult School Faculty/Teachers; Counselors/Advisors; Partners	\$41,750 (half of assessment convening due to joint meetings)	MACC Steering Committee	Marketing plan developed and implemented; once implemented, tracking of results	July 1, 2015- June 30, 2016
2. Hire a marketing coordinator and support staff person.	Community College and K12 Adult School Faculty/Teachers; Counselors/Advisors; Partners	\$125,000	MACC Steering Committee	Documentation of strategies and materials developed in coordination with other regional initiatives; evidence of students recruited as a result of marketing; evidence of employer awareness of adult education capacity to contribute to workforce needs and responsiveness to outreach	July 1, 2015- June 30, 2016
E. Provide needed counseling and wraparound services to ensure student success					
1. Convene consortium members and related partners to leverage and provide enhanced wraparound support services.	Community College and K12 Adult School Faculty/Teachers; Counselors/Advisors; Partners	\$41,750 (half of assessment convening due to joint meetings)	MACC Steering Committee	Convening minutes; MOUs developed to provide services; services delivered to students and numbers of students served; student educational gains resulting from enhanced services	July 1, 2015- June 30, 2016
2. Fund counselors and/or resource specialists who will conduct educational presentations to increase awareness of available services.	Community College and K12 Adult School Faculty/Teachers; Counselors/Advisors; Partners	NC – built into transition specialist role	MACC Steering Committee	Documentation of presentations and materials that can be used by others; evidence of increased awareness among educators; documentation of referrals made as a result of awareness; documentation of students receiving services as a result of referrals	July 1, 2015- June 30, 2016

<p>3. Identify staff who can provide “problem solving” services and referrals to support students, especially those with families.</p>	<p>Community College and K12 Adult School Faculty/Teachers; Counselors/Advisors; Partners</p>	<p>NC – built into transition specialist role</p>	<p>MACC Steering Committee</p>	<p>Documentation of services and referrals provided (referral logs); documentation of results from services provided including improvements in attendance, persistence and success as a result of “problem solving” (student surveys; teacher attendance logs; student learning gains)</p>	<p>July 1, 2015- June 30, 2016</p>
<p>4. Provide information and professional development as needed so all staff and teachers are knowledgeable about student service needs and can make appropriate referrals.</p>	<p>Community College and K12 Adult School Faculty/Teachers; Counselors/Advisors; Partners</p>	<p>NC – built into transition specialist role</p>	<p>MACC Steering Committee</p>	<p>Documentation of presentations and materials that can be used by others; evidence of increased knowledge among educators; documentation of referrals made as a result of knowledge; documentation of students receiving services as a result of referrals</p>	<p>July 1, 2015- June 30, 2016</p>
<p>Total Estimated Costs for 4.1B</p>		<p>\$1,800,500</p>			

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student’s progress toward his or her academic or career goals

Description of the Approach and Needed Tasks	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
A. Develop and systematically implement contextualized and other effective instructional practices, supported by appropriate professional development					
1. Convene representative teachers and faculty from the community colleges and adult schools to align curriculum and best practices to the needs of students and identify the curriculum materials and resources needed to serve the students.	AS: teachers and administrators CC: Faculty, Deans (Language Arts, Math, Counseling)	\$83,500	MACC Steering Committee	Results from convening	July-November, 2015
2. Conduct a student survey to identify needs and assess the adequacy of course offerings based on students’ career and educational goals; collaborate also with the Assessment workgroup to obtain information on career areas of interest.	AS: teachers and administrators (2) CC: Faculty, Deans (Language Arts, Math, Counseling) (2)	\$4,000	MACC Steering Committee	Survey results to be used for planning	October-November, 2015
3. Designate lead teachers to inventory curriculum resources and best practices that are currently being implemented; investigate new tools and practices; and provide leadership in developing a peer-to-peer learning approach for replicating best practices.	AS: teachers and administrators (2) CC: Faculty, Deans (Language Arts, Math, Counseling) (2)	4 teachers @ \$50 x 140 hours = \$28,000	MACC Steering Committee	Inventory of curriculum resources; peer-to-peer training; responses to trainings; changes in practice resulting from trainings	October 2015-March 2016

<p>4. Replicate existing successful programs, such as the Hayward Adult School VESL program, the Castro Valley Bridge to College and Careers, and the WIA Intro to Manufacturing, ICT and Health program co-located on the Chabot campus, in at least one additional school.</p>	<p>AS: teachers and administrators (2) CC: Faculty, Deans (Language Arts, Math, Counseling) (2)</p>	<p>Development 4 teachers@ \$50 x 40 hrs = \$8,000 Course delivery = \$99,950</p>	<p>MACC Steering Committee</p>	<p>One new VESL program; learning from implementation; numbers of students served; student outcomes from course</p>	<p>July 1, 2015-June 30, 2016</p>
<p>5. Create pre-requisite classes at the adult schools to community college CTE classes, including bridge programs which would enable the students to be exposed to job opportunities, even if they are not ready to enter employment; leverage the WIOA program to provide employer panels, field trips and other supports.</p>	<p>AS: teachers and administrators (5) CC: Faculty, Deans (Language Arts, Math, Counseling) (5)</p>	<p>10 teachers @ \$50 x 40 = \$20,000</p>	<p>MACC Steering Committee</p>	<p>Documentation of content of new classes; employer panels convened; student transitions to community college and employment resulting from participation in bridge programs; student feedback about transition process</p>	<p>July 1, 2015-June 30, 2016</p>
<p>6. Conduct a small pilot to augment existing GED programs with an introduction-to-career class.</p>	<p>AS: teachers and administrators (2) CC: Faculty, Deans (Language Arts, Math, Counseling) (2)</p>	<p>\$8,000</p>	<p>MACC Steering Committee</p>	<p>Results of pilot; improvements made to pilot; replication of pilot; numbers of students served; responses of students; student outcomes/learning gains and transitions resulting from augmentation to GED class.</p>	<p>July 1, 2015-June 30, 2016</p>
<p>7. For low-level ESL programs, maintain current EL Civics tied to Adult Family Literacy (AFL) grant, and add a pilot transitional course that may include writing to higher levels and career exposure.</p>	<p>AS: teachers and administrators (5) CC: Faculty, Deans (Language Arts, Math, Counseling) (5)</p>	<p>Development 4 teachers@ \$50 x 40 hrs = \$8,000 Course delivery = \$99,950</p>	<p>MACC Steering Committee</p>	<p>Results of transition pilot; improvements made to course; student outcomes resulting from transition program</p>	<p>July 1, 2015-June 30, 2016</p>

8. Identify curriculum liaisons between the colleges and adult schools by program area.	AS: teachers and administrators (5/.2 FTEs = 1 FTEs) CC: Faculty, Deans (Language Arts, Math, Counseling) (4/.2 FTEs = .8 FTEs)	\$135,000	MACC Steering Committee	Course alignments facilitated by liaison; enrollments in aligned courses; upon implementation, student outcomes from aligned courses	July 2015
9. Inventory needs for computers and software and provide resources for adequate computers and for maintaining software.	Computers and software	\$50,000	MACC Steering Committee	Identification of technology needs; acquisition of equipment and software; documented use of equipment and software by students; feedback from teachers and students about software	January 2016
B. Fund ongoing joint CC/AE staff/faculty meetings to keep programs seamless and non-repetitive					
1. After initial alignment work, ensure ongoing coordination by supporting annual working sessions between community college and adult school faculty.	AS: teachers and administrators CC: Faculty, Deans (Language Arts, Math, Counseling)	Funded through related strategies	MACC Steering Committee	Level of participation of key stakeholders; quality and scope of new tools and processes in place; once in place, measures of adequacy of assessment based on student feedback and outcomes	July 1, 2015-June 30, 2016
C. Provide collaborative community college – adult school professional learning and development opportunities on new ways of teaching across all program areas					
See tables 6.1 and 6.2	AS: teachers and administrators CC: Faculty, Deans (Language Arts, Math, Counseling)	See tables 6.1 and 6.2.	MACC Steering Committee	Documentation of presentations and materials that can be used by others; evidence of increased knowledge among educators; documentation of referrals made as a result of knowledge; documentation of students receiving services as a result of referrals	July 1, 2015-June 30, 2016

D. Engage employers and partners in professional development					
1. Convene industry-specific panels — at least one per industry per year — to promote dialogue and learning between employers and educators.	AS: teachers and administrators CC: Faculty, Deans (Language Arts, Math, Counseling) Employers WIB	No cost, collaborate with WIB and other partners to implement,	MACC Steering Committee	Documentation of employer engagement in professional development; eventually evidence of alignment of workforce to workforce needs and student development of needed skills	July 1, 2015-June 30, 2016
Total Estimated Costs for 5.1		\$544,400			

Table 6.1 Current Professional Development

In the table below, identify current, effective professional development strategies carried out by consortium members that could be adapted for consortium-wide use. Table rows can be added.

Topic	Professional Development Strategy	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Instructional Strategies – Best Practices	Professional Development Days at the beginning of the school year with ongoing Professional Learning Communities to reinforce learning, share implementation successes and challenges, and analyze data for effectiveness.	ALL	\$ 5,820
Various	CALPRO and OTAN – state funded professional development organizations, providing workshops, webinars, online trainings and communities of practice facilitation on adult education research to practice.	ALL	\$14,760
Various	Participation in state and local conferences offered by CATESOL, TESOL, High School Equivalency Office, CDE Perkins Office, California Council for Adult Education, Association of California School Administrators, Various CTE organizations, etc.	ALL	\$80,010

Table 6.2 Collaborative Professional Development Plan

In the table below, address topics the consortium considers priorities for collaborative professional development. Include, at a minimum, topics to help achieve integration among consortium members and improvement of student outcomes. Table rows can be added.

Topic	Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency)	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Assessment	CC's to provide training to AS staff on aligned assessments around learning differences, strengths and needs for accommodations and career/skill/interest assessments.	ALL	Staff/Release Time: \$ 3,690
Transition and Outreach	Form a Community of Practice on transition services from AS to CC with transition (AS) and outreach (CC) staff from each school with potential support and facilitation from CALPRO.	ALL	Staff/Release Time: \$ 5,780
Pathway Development	Attend Dept. of Labor, WIB, and/or local workforce development agency meetings and forums to ensure alignment with labor market studies and regional training needs.	CTE	Cost of Forum/Conference: \$ 7,020 Staff/Release Time: \$ 7,290
Support Services	Leverage partners to provide training to support staff on crisis intervention, resources for referrals and cultural responsiveness.	ALL	Consultant/Trainer: \$4,800
Alignment	After initial alignment work, ensure ongoing coordination by supporting annual working sessions between community college and adult school faculty.	ALL	Facilitator: \$10,000 Staff/Release Time: \$32,670
Curriculum development and teaching approaches	Two times per year, provide professional development opportunities for CC/AS instructors on new and current best practices in teaching across all program areas, including contextualized instruction aligned with local pathways. Support	ALL	Trainers/Facilitators: \$ 4,670 Staff/Release Time:

for varying contexts and populations	teachers in joining communities of practice to reinforce learning throughout the year.		\$11,070
Technology	Provide professional development on infusing technology into classroom practice and creating increased blended learning experiences for students.	ALL	Trainers: \$ 2,000 Staff/Release Time: \$ 7,380
Engaging Employers	Convene industry-specific panels – at least one per industry per year – to promote dialogue and learning between employers and educators.	CTE	Staff/Release Time: \$ 8,630
Students with Disabilities	Provide training to staff on accommodating and supporting students with learning and intellectual disabilities and students on the Autism Spectrum in <i>all</i> courses.	ALL	Trainers: \$ 1,000 Staff/Release Time: \$ 1,890
Skills for Collaboration	Provide training and workshop opportunities to promote ongoing collaboration, shared regional decision-making among consortium members and partners, and development of effective MOUs.	ALL	Trainers/Facilitators: \$ 9,000 Staff/Release Time: \$16,470
Total Estimated Costs for 6.1 and 6.2			\$ 233,950

Table 7.1 Leverage of Existing Regional Structures from Partners					
Partner Institution Supporting Regional Consortium	Program area to be addressed (1-5)	Tasks/Activities Needed to Implement Support of the Program	Member Counterpart(s) *	Partner Contribution**	Timeline
Alameda County WIB	1-5	<ul style="list-style-type: none"> • Coordination and Information Sharing • Workforce Innovation Networks, • Asset Mapping • Training, Workshop, Professional Development • Specialized support (Veterans, Out of School Youth) • Assist in the engagement of employers to promote career advisory, alignment and work experience • Referrals and individual fee reimbursements 	TBD	Staff Time Facilities	July 1, 2015- June 30, 2016
Alameda County Social Services	1-5	<ul style="list-style-type: none"> • Coordination and Information Sharing • Referrals and individual fee reimbursements • Coordination and support of new services/training modules • Coordination of wrap around services • Coordination of client/career assessments 	TBD	Staff Time	July 1, 2015- June 30, 2016
Regional Center of the East Bay	3	<ul style="list-style-type: none"> • Coordination and Information Sharing • Case Management • Specialized support (Developmental Disabilities) • Potential vendorization for joint funding • Support in development of new services/programs • Referrals 	TBD	Staff Time Equipment	July 1, 2015- June 30, 2016
California Dept. of Vocational Rehabilitation	1,3,4,5	<ul style="list-style-type: none"> • Coordination and Information Sharing • Disabilities Services: counseling and guidance • Referrals and individual fee reimbursements 	TBD	Staff Time	July 1, 2015- June 30, 2016

Probation Department	1,3,4,5	<ul style="list-style-type: none"> • Coordination and Information Sharing • Referrals and outreach 	TBD	Staff Time Facilities	July 1, 2015- June 30, 2016
Rubicon/One Stop Career Center	1,5,4	<ul style="list-style-type: none"> • Coordination and Information Sharing • Case Management • Specialized support (Reentry population) • Referrals and outreach 	TBD	Staff Time	July 1, 2015- June 30, 2016
Wraparound support services including youth, children's and social services	2, 5	<ul style="list-style-type: none"> • Referrals and outreach 	TBD	Staff Time	July 1, 2015- June 30, 2016
Chambers of Commerce	3,5	<ul style="list-style-type: none"> • Coordination and Information Sharing • Assist in the engagement of employers to promote career pathway development, advisory, alignment and work experience 	TBD	Staff Time	July 1, 2015- June 30, 2016
Various Apprenticeship Partners including Bay Area Apprenticeship Coordinators Association	1,2,3,5	<ul style="list-style-type: none"> • Coordination and Information Sharing • Referrals and outreach • Program expansion and development • Advisory in Pre-Apprenticeship Program Development 	TBD	Staff Time	July 1, 2015- June 30, 2016
Santa Rita Jail	1,2,3	<ul style="list-style-type: none"> • Coordination, alignment, referrals and outreach 	TBD	Staff Time	July 1, 2015- June 30, 2016
Eden and Tri-Valley ROP	3	<ul style="list-style-type: none"> • Coordinate and align pathway development 	TBD	Staff Time	July 1, 2015- June 30, 2016
Alameda County and City Libraries	2	<ul style="list-style-type: none"> • Provision of literacy tutoring and support 	TBD	Staff Time	July 1, 2015- June 30, 2016

Table 7.2: Implementation Strategies to Sustain and Continuously Improve Consortium Collaborations					
Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
A. Work with public sector entities and community-based organizations to leverage resources and provide needed services					
1. Convene targeted meetings with such as Alameda County Office of Education, Alameda County WIB, Alameda County Social Services, the California Department of Rehabilitation, and the Regional Center of the East Bay to explore the leveraging of resources	Community College and K12 Adult School Faculty/Teachers; Counselors/Advisors; Partners	No additional cost	MACC Steering Committee	Documentation of meetings, MOUs developed, resources committed	July 1, 2015- June 30, 2016
2. Pilot at least one strategic initiative with the WIB	Teachers/faculty and WIB staff	\$8,000 (no instruction, as this counted under 5.1)	MACC Steering Committee	Results of pilot; eventual replication and student outcomes	July 1, 2015- June 30, 2016
B. Ensure that adult education programs and resources are represented in regional asset mapping					
1. Develop an inventory of educational and partner services and map resources for easy web access by educators, leveraging existing mapping initiatives	Staff to time to work with existing Alameda County asset mapping initiative	\$8,000 for development and coordination with other initiatives	MACC Steering Committee	Completion of resource maps; feedback from teachers, faculty and other users on usefulness of resource map	July 1, 2015- June 30, 2016

C. Sustain regional collaboration and establish continuous improvement practices					
1. Convene leadership group to review member and partner participation and conduct outreach to key partners to ensure full engagement of all stakeholders	Community College and K12 Adult School Faculty/Teachers; Counselors/Advisors; Partners	\$41,750 (combined with other meetings)	MACC Steering Committee	Levels of participation and measures of engagement of members and partners	July 1, 2015- June 30, 2016
2. Engage students in providing systematic input on programs	Teachers, faculty and students	No additional cost	MACC Steering Committee	Measures of student participation and engagement	July 1, 2015- June 30, 2016
3. Establish a subcommittee to develop and maintain timely data on service delivery and student outcomes; review data at least once per year and adjust programming accordingly	Subcommittee of Teachers, faculty and administrators reporting to full working group	\$24,000 for subcommittee and \$41,750 for full convening (combined with other meetings)	MACC Steering Committee	Timely collection of data; systematic use of data to improve programming and instruction; evidence of improvements made	July 1, 2015- June 30, 2016
4. Include skills for collaboration within the suite of professional development opportunities	Community College and K12 Adult School Faculty/Teachers; Counselors/Advisors; Partners	No cost; included in 6.2	MACC Steering Committee	Measures of inclusiveness and effective collaboration, such as attendance and other data	July 1, 2015- June 30, 2016
D. Provide administrative leadership to support ongoing collaboration					
Fund ½ time position to support the implementation of strategies listed above.	Staff person	\$75,000	MACC Steering Committee	Achievement of and progress on consortium's strategic plan	July 1, 2015- June 30, 2016 and ongoing
Total Estimated Costs for 7.2		\$198,500			