

# 07 Mid Alameda County (Chabot-Las Positas) | Consortium 2017-18 Annual Plan

**INSTRUCTIONS:** The form below has been partially completed based on information provided from your prior year's Consortium Annual Plan. Please carefully review and update each section. You may save your progress by clicking the **Save** button at the bottom of the page. As you coordinate with your member agencies to complete your annual plan, you are encouraged refer to the planning materials provided by the AEBG office located on the AEBG website here: <http://aebg.cccco.edu/For-AEBG-Grantees/Reporting-Tool-Kit> (<http://aebg.cccco.edu/For-AEBG-Grantees/Reporting-Tool-Kit>).

Click on the **Section 1: Plans & Goals** header to begin.

## Section 1: Plans & Goals

### Executive Summary

Please provide an Executive Summary of your consortium's implementation plan for the 2017– 18 Program Year. In your summary, please include a narrative justifying how the planned allocations are consistent with your three-year adult education plan, a clear and concise description of your consortium's vision, accomplishments made during the prior Program Year, and primary goals for the upcoming Program Year. (Limit: 500 words)

The Mid-Alameda County Consortium (MACC) envisions every adult in its region having a clear pathway toward attainment of personal and career goals through seamless delivery of instructional, training and support services. Its three-year and annual plans therefore seek to build and blend the necessary supports for goal attainment. Contributing to that end are many recent accomplishments such as the hiring, team-building and deployment of Transition Specialists, the startup and refinement of CTE and apprenticeship offerings, the development of plans to provide a range of support services in response to a student survey, a wide array of joint programming among members and partners, and the leveraging of resources with a variety of stakeholders and programs.

While the 2017-18 annual plan of the MACC calls primarily for the maintenance and improvement of current programming and collaborations, the plan also addresses modest growth and expansion within the limitations of fixed funding and rising staffing and operational costs. In 2017-18, the MACC will build on recent accomplishments and move toward greater integration of programs and services by adding classes in ESL and Citizenship, offering updated and new CTE courses (including programs designed for AWD and Older Adult students), and providing new classes under Parenting for Student Success. Contextualized instruction and integrated education and training will be added to many ongoing programs and incorporated in most new ones. The MACC will increase the capacity and coordination of its cadre of Transition Specialists, with an emphasis on developing a systematically reliable referral system to facilitate seamless transitions. Accelerated learning will be supported through projects to better align curricula, establish strategic articulation agreements, and restructure programs to deliver instruction in more concentrated time frames.

By reforming work teams to meet current demands, the consortium will undertake activities with a clearer focus. Teams will increase attention to coordination of consortium-wide professional development, including partnering with neighboring consortia to offer mutually beneficial content. Also planned for 2017-18 is more effective leveraging of resources, including the establishment or expansion of partnerships with entities such as the Tri-Valley One Stop, the Hayward City Yard, K-12 and college district grants and initiatives, trade unions, Project Search, the Long Foundation, and the Department of Rehabilitation, among others.

Perhaps the most critical partnership to leverage is that of the Alameda County Workforce Development Board, and in 2017-18 the MACC will prioritize consistent integration of WDB services for better employment-related student outcomes.

To support all of the above efforts, the MACC will implement Community Pro Suite, a referral/case management/data system supporting collaborations, seamless transitions and program improvement. Finally, the MACC will showcase its services and interact with the community via a newly-developed web site.

The view of many consortium members is that after the first two years of operation necessarily centering on building relationships and infrastructure, the MACC is now established as a unit and therefore better positioned to implement plans - and achieve the desired student-centered results - at a more rapid pace.

## Meeting Regional Needs

What are the primary gaps / needs in your region? How are you meeting the adult education need and identifying the gaps or deficit in your region? Please provide the reasons for the gap between the need in the region and the types and levels of adult education services currently being offered.

Gaps in service / regional needs	How do you know? What resources did you use to identify these gaps?	How will you measure effectiveness / progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress.
ESL and Citizenship	Waiting lists at many sites; AEBG Regional Fact Sheet data indicates need for services.	MACC will monitor 1) the number of classes added or modified to accommodate more students; 2) number of students served, and 3) anticipated corresponding increase in learning gains.
CTE Programs, with a special emphasis on programs for adults with disabilities. Also includes new CTE for Older Adults programs.	Data from WDB; Regional Fact Sheet data on CTE and AWD; input from local employers and apprenticeship organizations	MACC will monitor 1) number of classes/programs added; 2) number of DSPS referrals; 3) number of students served, and 4) number of class/program completions and transitioned students.
Parenting for Student Success	Stakeholder requests; clear lack of regional offerings as identified by members	MACC will monitor 1) the number of classes added or modified to accommodate more students; 2) number of students served, and 3) number of program/class completers.

### GAPS IN SERVICE

**For 2017-18, what strategies are planned to incrementally increase capacity in identified gap areas and / or help maintain established levels of service (Must list at least one)?**

Identify strategies planned to incrementally increase capacity in identified gap areas as well as those that help maintain established levels of service. Plans will have identified programming and service gaps including lack of providers, services, access, attainment, and/or performance. These might include, but are not limited to, working with other partners in the service area, developing or expanding programs and plans to assess the effectiveness of these expanded efforts.

- Increase ESL and Citizenship offerings
- Increase CTE class/program offerings, especially those serving AWD students and including re-entry programs for Older Adult students
- Increase classes/programs for Parenting for Student Success

## Seamless Transitions

Explain how consortium members and partners are integrating existing programs and services and creating seamless transitions into post-secondary education or the workforce. Please also identify key challenges faced and / or overcome during the 2016–17 Program Year in your efforts to transition students.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Additional CTE Pathways	4 - Mostly implemented	The process is well under way but simply occurring somewhat more slowly than anticipated due to unforeseen needs regarding local data analysis, time needed to come to mutual understanding and agreements regarding which members should offer which classes and programs, and a new focus on improving current programs/pathways while also starting new ones.	none	More resources, funding and coordinated support of Pathways initiatives at the State level.
Collaborative implementation of CCRS	3 - Somewhat implemented	There are too many differences in standards used among members. A decision was made to align programs by key curricular skills and knowledge rather than by standards.	Program alignment using key curricular skills and knowledge areas will continue.	Sharing of best practices in curriculum alignment processes.
ECS Preparatory Class	4 - Mostly implemented	The class was created by a collaborative team of college and adult school colleagues. Our outreach and recruitment efforts, however, did not yield the number of students expected and desired to run the class.	We will increase and improve our outreach and recruitment efforts.	n/a
ESL Bridge Classes	3 - Somewhat implemented	The faculty work group decided that the continuing development and implementation of an ESL Bridge class should wait until 1) there is greater clarity and implementation of curriculum alignment, and 2) there are efforts to accelerate student progress by modifying existing courses so that students are more systematically prepared for successful transitioning without an absolute need for a Bridge class.	The intervention has already begun, in that faculty are now initially focusing on course and curriculum alignment and modifications that would support accelerated learning.	Sharing of best practices and products for ABE/ESL/ASE student transitions from adult education to community college.
Professional Development: College Admissions/Enrollment Processes	4 - Mostly implemented	As the MACC began to undertake the dual enrollment project, many significant technical, bureaucratic and logistical challenges became apparent. Rather than pursue a full dual enrollment system, the MACC decided to focus on incorporating college registration opportunities within adult school programs and through college campus visits.	The MACC will continue to expand opportunities for adult education students to register for community college. Additionally, the MACC anticipates that referrals to the colleges will be more systematically and thoroughly supported by use of Community Pro Suite.	Consider development of a statewide streamlined initial application for adult education students to register for community college.
Transitions specialists will identify gaps and opportunities for service and program development	5 - Fully implemented	n/a	none	n/a

**For 2017-18, what NEW strategies are planned to Integrate existing programs and create seamless transitions into postsecondary education or the workforce (Must list at least one)?**

How will the Consortium align and connect existing and future adult education programs to postsecondary academic pathways and/or career pathways leading to employment? Activities should address how the Consortium will align placement tools, curriculum, assessment tools and rubrics, and student performance outcomes across delivery systems to ensure that student transition paths, both between providers and into postsecondary credit programs, are understood and supported across all systems.

- Implementation of Community Pro Suite referral and case management system; ensure that the CP Suite system supports department-specific referral processes
- Increase Transition Specialist staffing; boost collaboration among Transition Specialists and with representatives of regional support service agencies
- Expand college Open House and Tour opportunities for adult school students and teachers; increase presence of college outreach staff on adult school campuses
- Improve alignment of ESL curriculum and placement practices
- Increase collaboration with the Alameda County Workforce Development Board

**Student Acceleration**

Explain how your consortium members and partners have employed approaches proven to accelerate a student’s progress toward his or her academic or career goals, such as contextualized basic skills and career technical education, and other joint programming strategies between adult education, post-secondary institutions, and career technical education.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type “None”	What state support would be most helpful to fully implement this strategy?
Additional CTE Pathways	4 - Mostly implemented	Full implementation is expected but simply requires more time for newly established programs to fully form and take root.	The MACC will continue to improve and refine existing Pathways.	More resources, funding and coordinated support of Pathways initiatives at the State level.
ECS Preparatory Class	4 - Mostly implemented	As stated above, the class was developed and scheduled but the MACC did not recruit sufficient numbers to justify running the class.	The MACC will conduct more effective outreach to inform the community of new offerings in the Tri-Valley subregion.	n/a
ESL Bridge Classes	3 - Somewhat implemented	As stated above, strategy shifted from a focus on the Bridge class to a focus on better alignment of existing classes and programs to support student acceleration through the existing classes.	ESL staff have begun planning a department-specific referral system to complement general, agency-based referrals.	Sharing of best practices and products for ABE/ESL/ASE student transitions from adult education to community college.

**For 2017-18, what strategies are planned to accelerate student progress (Must list at least one)?**

Identify activities that you will implement and/or improve through using specific evidence- based strategies across the region, within and between systems where they currently don’t exist, to accelerate student’s progress. Common strategies include compressing courses into shorter, more intensive terms (accelerated), individualized instruction based on a student’s competencies (competency-based), and putting basic skills content into the context of a student’s goals and career path (contextualized).

- Increase contextualized instruction and integrated education and training including ESL Medical and Business Occupations, ABE/ESL Training for Classified Employment in the School District, Carpenter Apprenticeship with ASE Math and English, Writing and Computer Skills, and ESL Workforce Readiness
- Review and better align curricula, outcomes and scheduling of programs consortium-wide
- Increase articulation agreements and joint programming between colleges and adult schools; for example, medical occupations and health science, business occupations, and horticulture.
- Concentrate curriculum into more condensed time frames in selected classes/programs so that students may achieve more in less time

## Shared Professional Development

Explain how your consortium has collaborated in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration, consortium alignment, and improve student outcomes.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Conference Attendance	5 - Fully implemented	n/a	none	n/a
Technology Workshops	3 - Somewhat implemented	The work team responsible for planning and delivering the technology workshops deferred implementation until the 2017 - 18 school year because of competing priorities. The workshops will occur in the current school year.	none	n/a
Workgroup meetings	4 - Mostly implemented	The MACC's various work teams met, planned, collaborated and acted with varying degrees of progress and results. In some cases, the originally conceived priorities and activities required modifications, some quite extensive, which resulted in some complications and resets.	The work teams and their respective missions will be refined/revised for 2017 - 18 to more effectively address progress toward consortium goals and objectives.	Shared best practices in organizational structure in consortia, especially as regards implementation of key activities.

### For 2017-18, what NEW strategies are planned to provide shared professional development (Must list at least one)?

A critical element to ensuring the effective implementation of the Consortium's plans to improve adult education programs are faculty and staff equipped with the skills, knowledge, and support needed to deliver high-quality instruction and use classroom support strategies that foster learner persistence and goal achievement. Significant and effective professional development will be required to build capacity within the existing systems to deliver this new vision for adult learning throughout the state.

Implement delayed plan for Assistive Technology training

Increase access to and participation in CALPRO, OTAN and PEN offerings

Increased collaboration with neighboring consortia to plan and co-sponsor presentations of mutual interest and benefit

Plan and deliver a consortium "miniconference"

Reformation of the MACC work teams, including a clearer set of department-specific responsibilities relative to professional development

## Leveraging Resources

See the attached adult education fiscal resources table on your consortium fact sheet. Explain how your consortium is leveraging and braiding these funds sources including those provided by consortium members and partners, incorporating existing regional structures, and reaching out to stakeholders and partners for participation and input.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Adult literacy courses through Alameda County Library	4 - Mostly implemented	Although the MACC and the Library agree that our referral systems could be improved, our basic agreement and practice regarding serving students functions very well.	With the MACC's adoption of Community Pro Suite, the consortium and the Library hope to improve referrals to each other.	n/a
CTE courses through MVRP	4 - Mostly implemented	Full implementation is on track; more time is needed for programs to become firmly established and known in the community.	The MACC plans greater outreach, primarily via brochures, PSAs, and promotion by transition specialists.	n/a

### For 2017-18, what NEW strategies are planned to leverage existing regional structures, including, but not limited to, with local workforce investment areas (Must list at least one)?

Identify strategies planned to leverage existing regional structures and utilization of resources, including leverage existing assets or structures to benefit the adult learners in the region. These assets or structures might include, for example, contributions from or collaborations with local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, and county libraries.

Collaborate with network of Community Pro Suite users to maximize effectiveness of the system

Increase coordination/collaboration with Alameda County Workforce Development Board

Colleges to leverage Strong Workforce and Title V grant funding

Collaborate with San Leandro Senior Center to offer CTE training for Older Adults

More consistent use of State PD resources

## Section 2: Fiscal Management

Please provide an update on your AEBG fiscal spending. In the table below, identify the total MOE & Non-MOE funding spent or encumbered for the 2015-16 and 2016-17 program years.

Program Year	Total AEBG Funding	Total Spent	Total Funds Remaining
2015-16	\$8,471,440	\$8,125,968	\$345,472
2016-17	\$8,763,923	\$7,313,123	\$1,450,800
<b>Total</b>	<b>\$17,235,363</b>	<b>\$15,439,091</b>	<b>\$1,796,272</b>

Please identify challenges faced related to spending or encumbering AEBG funding.

No significant challenges remain related to spending or encumbering funds now that the consortium and agency infrastructure-building phase is essentially complete and now that sufficient member/agency leadership is in place to manage activities and expenditures. Some minor reporting challenges remain due to now-resolved inconsistent tracking of expenditures by grant year, accounting differences relative to reporting indirect costs, and budget revisions necessitated by late-reported expenditure variations by some members.

Please describe your approach to incorporating remaining funds from 2015-16 and 2016-17 into activities planned for 2017-18. (Limit: 250 words)

Remaining funds, held primarily by the agency previously acting as fiscal agent prior to the consortium's shift to direct funding, will be redistributed for two main purposes: 1) the chief use will be additional support for agencies charged with adding or expanding classes/programs per our gaps in services plans; 2) the secondary use will be increased support for a revamped professional development plan featuring a "miniconference" for staff from all member agencies and selected partner agencies.

## Section 3: Certification and Submission

*As a condition of receiving AEBG funds, each Consortium must confirm they have read, understand, and agree to adhere to the measures put forth in the 2017–18 AEBG General Assurances Document.*

*Failure to meet the requirements listed in the 2017–18 AEBG General Assurances Document may result in a determination of non-compliance and lead to partial or complete loss of Consortium and / or Member funding.*

## Certification (Required)

- I hereby certify that the Consortium operates in a manner consistent with all legislative mandates, Consortium, and Member requirements as set forth in the by the AEBG Office and the AEBG 2017–18 Program Assurances Document.
- I hereby certify a) the information contained in this report is true and accurate to the best of my knowledge, b) that this Annual Plan has been approved following established Consortium governance policies, and c) that I am an official representative of the Consortium authorized to submit this Annual Plan on its behalf.

## Signature (Required)

- Click to indicate you are ready to Submit your 2017-18 Consortium Annual Plan