

Adult Education Block Grant : Annual Plan : 2018-19 Produced: Aug 15, 2018, 6:10 PM UTC Action Taskman

# 12 Contra Costa Adult Education Consortium

## Plans & Goals - Consortium Approved

### Executive Summary

Over the past year, the Contra Costa County Adult Education Consortium (CCCAEC) made progress across most strategies from the CCCAEC Three-year Adult Education Plan. In particular, the CCCAEC workgroups developed and implemented shared processes, standards, and tools to articulate curricula, establish formal pathways, and align career and academic standards. The CCCAEC expanded the level of resources and supports for adult learners by purchasing various classroom resources and tool kits, expanding bridge programs, and refining the roles and responsibilities of transition specialists. Lastly, the CCCAEC decided to expand data capacity through investment in several data systems, including Community Pro and EMSI. The progress made by the CCCAEC in the 2017-18 fiscal year continues to move adult education in the region towards a seamless continuum of educational services and supports. Building on this progress, the CCCAEC will use Adult Education Program (AEP) funds in 2018-19 to continue efforts to align and redesign the existing adult education system to expand adult education programs and services, strengthen partnerships, and, most importantly, support and bolster the academic and career success of adult learners. Over the next year, the CCCAEC will focus on the following goals: • Align adult education math and English competencies with community college requirements and standards • Expand bridge course offerings across all adult education locations • Expand the levels and types of services available for adults with disabilities • Align curriculum, student services, and transition activities to promote bi-directional student access • Strengthen partnerships with community-based organizations and workforce development agencies • Refine the CCCAEC infrastructure, including fiscal, voting, and management processes • Improve data integrity and develop more effective decision-making through the use of student, labor market, and fiscal data • Develop a three-year strategic plan that is informed by data and responsive to the needs of adult learners throughout the region.

### Regional Planning Overview

The CCCAEC has already begun preparations for the three-year planning process to be completed by the spring of 2019. In 2017-18, the CCCAEC partnered with a firm to complete a regional needs assessment/gap analysis. The CCCAEC will use this information to inform the three-year plan and ensure that goals and strategies address the needs of current and potential adult learners in the region. The CCCAEC has also hired a consulting firm to facilitate a strategic planning process beginning in the fall of 2018. Conducting both the gap analysis and strategic planning in advance will provide the CCCAEC with data, structure, and time to develop a sustainable, measureable, feasible, and timely three-year adult education plan.

## Meeting Regional Needs

### Regional Need #1

#### Gaps in Service / Regional Needs

Establish effective partnerships with community based organizations (CBO)s to provide better access to wrap-around services to address external barriers to education such as childcare and transportation.

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

Adult learners in Contra Costa County experience a wide range of challenges and barriers to achieving their academic and career goals. Adult learners have long cited that transportation challenges and limited childcare coverage during school hours are barriers to successful completion of adult education programs. A recent gaps analysis commissioned by the CCCAEC of Contra Costa County found that challenges related to childcare and transportation are common barriers for adult learners.

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

The CCCAEC will measuring progress toward meeting this goal through documentation of existing and new services, partnerships, and other resources that offer ancillary, safety-net services such as childcare coverage and transportation support.

## Regional Need #2

### Gaps in Service / Regional Needs

There are limited resources and supports for adults with disabilities (e.g. learning, intellectual, developmental; mental health; visual; deaf and hard of hearing; etc.).

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

Both the gaps analysis and a survey of adults with disabilities (AWD) conducted by the AWD workgroup have identified that a large share (15%) of the adult population identifies as having a disability. The East region has the largest proportion of adults with a disability, where they make up 19% of the population, followed by 17% in the West region and 12% in the Central region.

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

The CCCAEC will measure progress towards meeting this need by measuring the number of AWD-focused services and supports provided to adult learners. While the CCCAEC has implemented classroom supports and services for AWDs over the past three years, the AWD workgroup is working to develop a survey tool to measure effectiveness and responsiveness of services for AWD learners.

## Regional Need #3

### Gaps in Service / Regional Needs

The CCCAEC's region has a large immigrant and English-language learner population, yet English language service levels have remained flat or reduced due to lack of funding, teachers, and infrastructure to support expansion.

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

The US Census Bureau estimates that about 63,000 Contra Costa residents, or eight percent (8%) of the adult population, do not speak English very well. Since 2014, CCCAEC members have been unable to expand English Language service levels to meet demand in their region due to lack of funding.

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

The CCCAEC will measure progress by tracking the number of English language learners served and the level of ESL courses and related resources offered at CCCAEC member or partner locations. The CCCAEC will also measure progress by tracking the number of professional development events for ESL faculty focusing on adoption of new curricula, teaching models, classroom technology, or other curricular enhancements for ESL courses.

## Gaps In Service

### New Strategies

#### Strategy #1

Over the past year, the CCCAEC has partnered with BW Research to conduct a regional gaps analysis to inform and improve the implementation of the regional adult education system. The gaps analysis report findings will be used in the coming year to develop a more targeted, impactful, and feasible three-year plan that improves the regional adult education system.

#### Strategy #2

The CCCAEC will continue to provide classroom resources and training to better serve adults with disabilities. Over the coming year, the AWD workgroup will look to identify professional development and training opportunities for faculty to increase

capacity to use Kurzweil software and “toolkits” as part of their teaching methodology, as well as identify AWD-related training and professional development opportunities and events.

### **Strategy #3**

The CCCAEC will continue to develop curriculum aligned with the College and Career Readiness Standards (CCRS) and incorporating lessons that deliver essential skills for success in community college and career training programs (i.e. notetaking, research skills, essay writing, workplace math, and business English). This curriculum will be located in a repository for all teachers to access.

### **Strategy #4**

The CCCAEC ESL workgroup will explore strategies to increase the capacity of existing ESL programs to serve the region’s English language learners that includes strategies to both increase ESL offerings and class size as well as bolster capacity to teach a growing immigrant population, both literate and non-literate, who use Latin and/or non-Latin script in their first language a wide range of student populations.

### **Strategy #5**

5.2: Develop a common intake assessment/education plan at the first point of entry to adult education. In the past year, the ESL workgroup has attempted to develop a standardized intake process, but has found this process challenging due to variation in intake processes, leadership structures, and data systems used at each individual agency. The CCCAEC will look into solutions that data systems, such as Community Pro, may offer to standardize intake and assessment processes.

## **Seamless Transitions**

### **New Strategies**

#### **Strategy #1**

3.1.1: Participate in ESL/ABE/ASE development of curricular congruence between K-12 adult programs to ensure consistent alignment horizontally and vertically. This coming year, the ABE/ASE workgroup will provide professional development on teaching strategies designed to help learners with low-level literacy skills become adept at the skills identified in the curriculum and as well as develop assessments to monitor progress towards mastery of these skills.

#### **Strategy #2**

3.1.1: Participate in ESL/ABE/ASE development of curricular congruence between K-12 adult programs to ensure consistent alignment horizontally and vertically. The CTE workgroup made progress in articulating CTE curriculum and integrating contextualized skills into curricula. In addition to curriculum alignment, the CCCAEC will continue to work on strategies to align intake and assessment processes across various members.

#### **Strategy #3**

3.1.2: Facilitate further collaboration among ESL/ABE/ASE faculty to develop a common student achievement expectations. One notable achievement in this area by the ABE/ASE workgroup was identifying algebra skills needed to successfully transition to a community college. The ABE/ASE workgroup will work toward implementation across all partners in 2018-19.

#### **Strategy #4**

3.2: Develop cross-system infrastructures (procedures, practices, and positions) aligned to facilitate student transitions. In 2018-19, the CCCAEC plans to adopt the Canvas Platform pilot to eliminate the learning curve and perceived barrier of online classroom management systems and facilitate the ease of transitioning to post-secondary education programs.

#### **Strategy #5**

Align assessment services across the adult education system. The CCCAEC K-12 adult education members will continue to work to expand college and career assessments to all adult education locations.

**Strategy #6**

4.3: Replicate successful bridge program models for ASE/ESL adult learners to transition to a community college. The CCCAEC members have established bridge courses at some adult education and community college sites. The CCCAEC will continue to develop bridge course offerings across adult education and community college systems to support increased student transitions to career and post-secondary education programs.

**Strategy #7**

The CCCAEC will continue to identify strategies to increase the number of successful transitions of adult learners from adult schools to community colleges and career opportunities. The CCCAEC recently purchased Community Pro and expects to be able to better track student transitions across institutions. The CCCAEC will explore processes to use student data to measure successful transitions of adult learners and measure the effectiveness of transition services provided to adult learners.

**Student Acceleration****New Strategies****Strategy #1**

4.3.1: Develop additional articulation agreements between K-12 adult education and community college programs. Over the past three years, the CCCAEC has established a robust process to develop articulation agreements between the community colleges and K-12 adult education members. Over the next year, the CTE workgroup will continue to identify opportunities to articulate courses, especially in newly established CTE programs.

**Strategy #2**

4.3.2: Use contextualized curriculum in ESL, ABE, and CTE courses to increase language, basic, and 21st-century skills development of adult learners. The ABE/ASE workgroup is exploring ways that the CCCAEC can track student performance in subsequent courses and expand contextualized courses to all K-12 adult education programs. This year, the CTE workgroup will explore expanding the number of contextualized classes focusing on developing best practices for course development and delivery.

**Strategy #3**

5.1: Share information on acceleration efforts at community colleges with (English and math) K-12 adult education partners and ensure that adult learners have appropriate access to acceleration opportunities. In the coming year, the ABE/ASE workgroup will continue to develop resources to support acceleration in math and English, as well as work with community colleges members to align their efforts with community college standards.

**Strategy #4**

5.3: Develop materials to clearly communicate course sequences and transitional services to minimize extraneous course-taking behavior. The CTE workgroup will continue working with K-12 adult education and community college student services staff to develop effective strategies to document and disseminate CTE course and pathway materials. ESL/ASE will develop similar documents that describe course sequences in ESL, English, and math.

**Professional Development****New Strategies****Strategy #1**

6.1: Schedule and facilitate coordinated professional development activities for transition specialists. The CCCAEC has made substantial progress on this strategy; however, providing training and professional development is an ongoing effort and the CCCAEC transitions workgroup will continue to look for new training and development opportunities for 2018-19.

#### **Strategy #2**

6.2: Form a countywide AWD workgroup to assess how students with disabilities are served, what gaps exist, and how resources can be coordinated. In the next year, the AWD workgroup will continue to provide trainings and support for teachers in using resources for AWD in the classroom.

#### **Strategy #3**

6.3: Identify conferences and trainings for co-participation by community college and adult education members. Over the next year, the CCCAEC will continue to provide shared trainings for faculty and staff at both K-12 adult education centers and community colleges.

#### **Strategy #4**

6.4 Provide consortium members with training, technical assistance, and other support to maximize use of CCCAEC data systems, including Community Pro, ASAP, EMSI, and TOPSPro. In 2018-19, the CCCAEC will implement Community Pro and will ensure K-12 adult education and community college staff receive sufficient training to optimize the use of this system.

## **Leveraging Resources**

### **New Strategies**

#### **Strategy #1**

7.1: Map existing partnerships and identify opportunities for collaboration among agencies. While the CCCAEC has made progress over the past year in developing new partnerships with community-based organizations and public agencies, over the coming year, the CCCAEC will strengthen existing partnerships and identify new opportunities and partnerships through recently established collaborative structures for workforce development.

#### **Strategy #2**

7.2: Continue collaboration with local workforce organizations, including the Contra Costa Workforce Collaborative (CCWC), DOR, Opportunity Junction, Sparkpoint, and Project SEARCH. In the coming year, CCCAEC members will partner with CCWC members to establish WIOA services at various CCCAEC locations and increase access to job seekers.

## **Fiscal Management**

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

All CCCAEC members submit a budget each year to the budget and finance workgroup, which reviews budgets and budget requests to ensure members proposed usage of AEP funds aligns with the annual plan and the three-year plan. Once budget requests are approved by the budget and finance workgroup, a recommendation is made to the CCCAEC Steering Committee, which votes to approve or not approve the recommendation. This process is used for all fiscal planning and management, including annual budgets and work plans, making changes to budgets, and requests for additional funds. The budget and finance workgroup is currently leading a review of consortium effectiveness, including a review of consortium management models (consortium manager v. management firm – referred to Steering Committee), staffing structure – referred to

Transitions, voting structure – referred to Governance, and funding models (direct funding vs. a fiscal agent). Consideration of funding models will be undertaken by the budget and fiscal workgroup as an activity in 2018-2019.

**An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2018-19.**

All members are expected to use carryover funds for their original purpose as outlined in each member's budget and workplan (see the prior answer for a description of budget and workplan approval). If a member cannot use carryover funds for the original purpose or if they want to change carryover funds for a different expenditure, they need to submit a budget request form to the budget and finance workgroup and provide a budget and justification for a change in funds. The budget and finance workgroup reviews all requests and makes recommendations to the CCCAEC Steering Committee for approval.

## Certification

### Acalanes Union High School District, Member Representative

Steven France  
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Approved

2018-08-13

### Antioch Unified School District, Member Representative

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2018-08-15

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2018-08-14

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Approved

2018-08-15



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