

Contra Costa County Adult Education Consortium

2019-2022 Regional Three-Year Adult Education Plan



Prepared by:

Resource Development Associates

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Contra Costa County Adult Education Consortium

Three-year Adult Education Plan (2019-22)

John Cervetto, MSW

David Klauber, MSW

Ale Barrio, MPP

CCCAEC Three-year Plan Taskforce:

Kelly Schelin, Contra Costa College

Kim Schenk, Diablo Valley College

Mojdeh Mehdizadeh, Contra Costa Community College District

Paul Shatswell, Pittsburg Adult Education

Robert Beck, Antioch Adult Education

Steven France, Acalanes Adult Education

Vittoria Abbate-Maghsoudi, Mt. Diablo Adult Education

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About Resource Development Associates

Resource Development Associates (RDA) is a consulting firm based in Oakland, California, that serves government and nonprofit organizations throughout California as well as other states. Our mission is to strengthen public and non-profit efforts to promote social and economic justice for vulnerable populations. RDA supports its clients through an integrated approach to planning, grant-writing, organizational development, and evaluation.

In Memory of Paul Shatswell

1973 – 2019

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Section 1. Consortium Information

Section 1. Consortium Information and Contacts

Contra Costa County Adult Education Consortium



Primary Contacts

Consortium Manager

John Cervetto
Consortium Manager
Contra Costa County Adult Education Consortium
(510) 200-0396
jcervetto@resourcedevelopment.net

Steering Committee Co-Chairs:

Kim Schenk
Senior Dean, Curriculum and Instruction
Diablo Valley College
(925) 969-2036 Ext. 22036
kschenk@dvc.edu

G. Vittoria Abbate
Director, College & Career and Adult Education
Mount. Diablo Unified School District
925-685-7340 ext. 6710
abbategv@mdusd.org

Section 2. Comprehensive Regional Three-Year Plan (2019 – 2022)

Section 2.1 Executive Summary

The Contra Costa County Adult Education Consortium (CCCAEC) is pleased to present to their Comprehensive Regional Adult Education Three-year Plan. This plan is the result of nearly two years of research, deliberation, and planning by the CCCAEC members and their partners. The CCCAEC developed this plan to meet consortium's mission is to provide *a seamless county-wide system that best serves the educational and career needs of our diverse community of adult learners*. As such the CCCAEC has developed a three-year plan to serve the consortium roadmap to bolster and expand current adult education investments, address existing gaps, and strengthen connections between institutions.

CCCAEC Overview

There is a rich history of adult and career education in Contra Costa County. Pittsburg Adult education was one of the first adult in California. For Martinez Adult Education, 2019 marks their 100-year anniversary. Similarly, the community colleges have a history of academic and career education including partnerships with the various industries based in the County since World War II.

The CCCAEC was established in 2014 as part of the California Adult Education Program (CAP) to build a regional comprehensive adult education system that will support and elevate adult learners to their educational and career goals. The CCCAEC is made up of 12 members that includes seven K-12 adult education centers, three community colleges, and one adult school located within Contra Costa Detention facilities as listed below.

K-12 Adult Education

- Acalanes Adult Education
- Antioch Adult Education
- Liberty Adult Education
- Martinez Adult Education
- Mt Diablo Adult Education
- Pittsburg Adult Education
- West Contra Costa Adult Education

Contra Costa Community College District

- Contra Costa College
- Diablo Valley College
- Los Medanos College

Contra Costa Office of Education

- Contra Costa Adult School

The CCCAEC is led by the CCCAEC Steering Committee made of up board appointed voting members and non-voting members. The CCCAEC maintains various workgroups that support various implementation and operational aspects of the CCCAEC's efforts. The CCCAEC also maintains partnerships with a wide range of community-based organizations, government agencies, employers, and education programs to better serve adult learner needs, enhance curricula, and connect students with additional supports.

Three-Year Planning Process

In order to develop a three-year plan, the CCCAEC engaged in two-year assessment and planning process. Learning from the challenges of previous planning processes, the CCCAEC envisioned developing a three-year plan that is based on data, collaboratively developed, and responsive to the educational and career needs of adult learners. To that end, the CCCAEC invested in various research, analysis, and planning activities over the course of nearly two-years resulting in this plan as a final product.

This effort began with a Regional Gaps Assessment that looked at gaps between current and potential adult learners and provided a profile of the current adult learner population. The CCCAEC also conducted various ad hoc research activities, which included the Consortium Self-Assessment and other data collection activities to better understand regional needs, assess consortium capacity, and further develop strategies and goals. These activities refined previous findings and allowed the CCCAEC to develop inventories of current partnerships, funding levels, students, programs and curricula, and capacity across CCCAEC members. As a result of these efforts, the CCCAEC identified priorities areas that represent the various strengths, opportunities, needs, gaps, barriers of adult education in Contra Costa County for which to develop the plan from:

1. **Access and Retention.** Members will collaboratively address lack of awareness of programs and services and barriers that lead to student attrition.
2. **Transitions.** Transition specialist roles and objectives will be refined while further developing career pathways and contextualized classes.
3. **Partnerships.** Expanded partnerships with community-based organizations and employers to support student success, provide more opportunities, and reduce barriers
4. **Operations and Structure:** Need to review and adjust current consortium operational structure to ensure the best use of time, resources, and effort.

Following the Gaps Assessment, the CCCAEC engaged in a strategic planning process over a six-month period to prioritize and nuance needs, explore priority areas, and ultimately develop the strategies to include in this plan. This process resulted in a collaboratively developed and data-driven three-year plan framework from which to develop the final plan. These efforts have resulted in a comprehensive and representative Adult Education Three-year Plan that provides the CCCAEC with a feasible and measurable blueprint for implementing more collaborative, accessible, and success-oriented adult education system over the next three years.

CCCAEC Three-Year Plan Goals

Building on priority areas, the CCCAEC developed the following goals to address identify gaps, align to priority areas, and most importantly, increase the impact of AEP services in Contra Costa County. These goals will serve as the framework that will drive the CCCAEC's implementation of adult education programs and services over the next three years.

CCCAEC 2019-22 Three-Year Plan Goals
Goal 1: Align intake and referral practices across CCCAEC member agencies
Goal 2: Increase adult learner career readiness

Goal 3: Increase access to CAEP services

Goal 4: Create and expand opportunities for accelerated learning

Goal 5: Increase level and connectedness of external community support services

Goal 6: Evaluate current Consortium organization and operational structures to optimize efficiency and impact

Over the past four years, the CCCEAC efforts has a strong foundation from which to lead the regional adult education system into the next three years. The CCCAEC will use the 2019-22 three year plan to expand, enhance, and grow adult education into a more seamless, outcome driven, and comprehensive system built on innovation, collaboration, and best practices in adult education and career education that serves the education and career needs of Contra County County’s adult learners.

Section 2.2 Pre-Planning Assessment

2.2.1. Overview of Adult Education in Contra Costa County

The Contra Costa County Adult Education Consortium (CCCAEC) was established in 2014 as part of the California Adult Education Program (CAEP) and includes seven K-12 adult education centers, three community colleges, and one adult school located within Contra Costa Detention facilities. The CCCAEC programs include a broad range of adult educational and career training programs across the county that serve over 26,000 adult student learners annually through 1,911 discrete adult education program (AEP) courses. During the 2017-18 academic year, the CCCAEC provided its adult learners with 1,225,879 hours of instruction and leveraged \$23,378,557 in funding for adult education. Each member agency also serves as a critical access point for supportive services and referrals to outside government and community-based organizations that support the basic needs of adult learners.

Illustration 1. CCAEC Programs and Locations



A requirement of this section is to provide an inventory of each Consortium member's course offerings, students served, key partners and additional AEP or ancillary services. The following tables reflect the level and types of AEP programs and services, the wide range of academic and CTE programs available, and the students served across each of the AEP program areas.

Table 1. CCCAEC Member Agency CAEP Programs and Services

CCCAEC Member	# of AEP Students	Current Levels of AEP Courses & Services										Current CTE Programs	Other Services
		ABE	ASE	ESL	CTE	WR	PA	ACS	AWD	Tran	Non-credit and short-term CTE areas	Non-AEP funded services provided (WIOA, DOR, jail/reentry, support services, etc.)	
Contra Costa Adult School (CCAS) – Contra Costa County Office of Education (CCOE)	1364	5	11	2	5	2		1		7	Computer Applications, Construction Technology	Substance Abuse Education, Parenting and Workforce Readiness Courses, Pre-Release Planning & Reentry Transition Services, Bi-annual Job/Resource Fairs, GED and HiSET Test Center	
Liberty Adult Education	1253	2	27	14	67	17	0	2	0	11	General Office Support, Microsoft Office Business Suite, Advanced Microsoft Office Specialist, Business Information Worker, Accounting Assistant, Executive Administrative Assistant, Medical Insurance Coder/Biller, Medical Administrative Assistant, Solar Jobs; Energy, Power, and Safety, English/Spanish Interpreter, Voice-Overs	Rubicon, WIOA Title I, II, III, IV , V, AJCC CalWORKs, Workers Comp., California Human Development/Farmworker Program, Child Support Services, Health & Medical, EDD, Goodwill/Reentry, Contra Costa Food Bank, One Justice/Immigration, Shelter, Inc., Project Second Chance/Library, Village Community Resource Center/Tutoring/ESL, A Place of Learning/Tutoring and Veteran Services	
Mt. Diablo Adult (MDAE)	2899	1	14	32	35	35	0	4	9	13	Accounting Basics, Administrative Assistant, Bookkeeping, Certified Nursing, Computer Applications, Customer Service, Dental Assistant, Emergency Medical Technician, Keyboarding, Medical Assistant, Medical Terminology, Office Professional, Payroll, QuickBooks, Surgical Technologist	WIOA Informational Session, Resume/CALJOBS, Anger Management, Certificate Court Parenting, Drug and Alcohol, Parenting and Family Relationships	
West Contra Costa Adult Education	2246	6	13	37	20	7	0	2	8	6	Electrical Controls, Home/Building Maintenance Repairer Certificate (English and Spanish), Facility Maintenance Operator Training, H.V.A.C.-I & H.V.A.C.-II (Heating, Ventilation, and Air Conditioning), MOS Business Applications (Level 1), Computer Applications (Photoshop, QuickBooks), Accounting, Welding, Woodworking		
Acalanes Adult Education	655	0	2	9	5	0	0	1	0	14	Floral Certification, Business Communications, Business English, Introduction to English, Microsoft Word, Microsoft PowerPoint, Microsoft Excel	WIOA Social Worker, College and Career Specialist, Financial Aid Workshops, Resume Building Workshops, College, Career, Volunteering, and Resource Fair, Triple P Parenting Class	

Contra Costa County Adult Education Consortium
AEP Three-Year Plan (FY 2019-22)

CCCAEC Member	# of AEP Students	Current Levels of AEP Courses & Services										Current CTE Programs	Other Services
		ABE	ASE	ESL	CTE	WR	PA	ACS	AWD	Tran	Non-credit and short-term CTE areas	Non-AEP funded services provided (WIOA, DOR, jail/reentry, support services, etc.)	
Martinez Adult Education	1492	2	4	12	36	59	1	5	0	57	Accounting, Administrative Assistant, Microsoft Office, AutoCAD, Designer/Drafter, Revit, Bookkeeper, Customer Service, Health Information Technology, Medical Billing and Coding, Optical Assistant POST, Food Safety, CPR	WIOA Case Worker, AJCC Workshops, Transitions Workshops, Networking Workshops, Transitions Specialist, Professional Development for Para-educators, Job Fair, Typing Tests, HiSET	
Antioch Adult Education	318	2	4	6	4	2	1	0	2	2	Culinary Arts, Microsoft Office, Accounting/QuickBooks	Rubicon, College/Career Workshops, Resume	
Pittsburg Adult Education Center	2005	13	18	21	33	33	1	5	2	6	Bookkeeper, Administrative Assistant, General Office Clerk, Accounting, Certified Nursing Assistant, Medical Terminology, Medical Office, CPR, First Aid, Medical Billing and Coding, Microsoft Office, Floral Design	Resume/CalJobs, DOR, AJCC, Transition Specialist, Workability Specialist, Financial Aid Workshops, Hiring Events, Typing Test, Pearson Vue, HiSET, CTE Open House, ROP, CBI	
Los Medanos College	Headcount - 4,403 Enrollment - 6,513	0	36	5	244						Administration of Justice, Appliance Technology, Automotive Technology, Business Management Travel Marketing, Early Childhood Education, Computer Science, Emergency Medical Services, ETEC, Fire Technology, Journalism, PTEC, Recording Arts, LVN, Welding Technology	Transition Specialist, Financial Aid, Disability Support Services, Enrollment Services, Assessment Services, Registration Assistance, Program Advisement, Career Services, Work Experience Education	
Diablo Valley College	Headcount - 7,022 Enrollment - 10,155	0	106	38	592	0	5	0	2	0	Administration of Justice, Addiction Studies, Art Digital Media, Business, Computer Information Systems, Computer Network Technology, Computer Science, Construction, Culinary Arts, Dental Assisting, Early Childhood Education, Electronics/Electricity, Engineering Technology, Film and Television, Horticulture, Personal Training, Library Technology, Music Technology/AV Technology, Real Estate, Special Education Paraprofessional	Transition Specialist, Financial Aid, Disability Support Services, Enrollment Services, Assessment Services, Registration Assistance, Program Advisement, Career Services, Work Experience Education.	
Contra Costa College	Headcount - 3,236 Enrollment - 4,756	0	19	32	171	0	0	0	0	0	Administration of Justice, Automotive Technology, Automotive Collision Repair, Biotechnology, Business, Accounting Technician, Business Office Technology, Computer Information Systems, Culinary Arts, Early Childhood Education, Emergency Medical Technician, F.L.O.W. (Forklift, Logistics, Operations, & Warehouse),	Transition Specialist, Financial Aid, Disability Support Services, Enrollment Services, Assessment Services, Registration Assistance, Program Advisement, Career Services, Work Experience Education (Cooperative Education)	

CCCAEC Member	# of AEP Students	Current Levels of AEP Courses & Services										Current CTE Programs	Other Services
		ABE	ASE	ESL	CTE	WR	PA	ACS	AWD	Tran		Non-credit and short-term CTE areas	Non-AEP funded services provided (WIOA, DOR, jail/reentry, support services, etc.)
												Human Services (Dual Diagnosis, Peer Support, Substance Abuse Case Management), Journalism, Digital Film Production, Medical Assisting (Health Navigator, Medical Terminology), Real Estate	

2.2.1.a. What does the Consortium look like at the subregional level?

Below is a subregional breakdown of programs, services, and investment.

East County

The East County subregion is served by Antioch Adult School, Liberty Adult Education, Pittsburg Adult Education Center and Los Medanos College. These adult education centers have a long history within the region serving adult learners and play an integral role in providing access to workforce systems. In the current 2018-2019 academic year, these CCCAEC education agencies are serving 7,979= adult student learners, and together leveraged over \$6.8 million in funding for AEP programs and services. Over the 2017-2018 academic year, adult learners were provided with 359,195 hours of instruction in East County.

Of the three subregions in the county, East County currently has the largest number of adults with disabilities and adults who have not attained a high school diploma or equivalency. This large volume of current and potential AEP students highlights the need of extensive CCCAEC services in this subregion.

East County Quick Facts

AEP Institutions

Antioch Adult School
Liberty Adult Education
Pittsburg Adult Education Center
Los Medanos College

Number of Students

7,973

Total Hours of Instruction

359,195

Total Funding

\$6.8 million

Central County

The Central County subregion is served by Acalanes Adult Education Center, Martinez Adult Education, Mt. Diablo Adult School, and Diablo Valley College. In the current 2018-2019 academic year, these education agencies are serving 12,068 adult learners, and together leveraged over \$9.6 million in funding for AEP programs and services in 2017-2018. Over the 2017-2018 academic year, adult learners were provided with 590,417 hours of instruction in Central County.

The Central County region currently has the largest numbers of English as a Second Language (ESL) adults, older adult workers, adults living below the poverty line, and adults with some college education but no degree. These high numbers of target AEP populations in Central County are reflected in the large number of students served by AEP institutions, higher than the other county subregions.

Central County Quick Facts

AEP Institutions

Acalanes Adult Education Center
Martinez Adult Education
Mt. Diablo Adult School
Diablo Valley College

Number of Students

12,068

Total Hours

590,417

Total Funding

\$9.6 million

West County

The West County region is served by West Contra Costa Adult Education and Contra Costa College. In the current 2018-2019 academic year, these education agencies are serving 5,482 adult learners, and together leveraged over \$4.2 million in funding for AEP programs and services in 2017-2018. Over the 2017-2018 academic year, adult learners were provided with 167,788 hours of instruction in West County.

Unlike the other two subregions in the county, West County only has one K-12 adult school and particularly benefits from regional collaboration with the other adult schools in Central and East County. Proportionally, West County has the highest percentage of people with less than a high school diploma or equivalency, ESL adults, and adults living below the poverty line.

Justice-based Adult Education Program (Contra Costa County Office of Education)

The Contra Costa County Office of Education (CCCOE) implements Adult educational programs to incarcerated adults and parolees (reentry) through the Contra Costa Adult School. This educational program functions through the partnership of the CCCOE and the Contra Costa County Sheriff's Department. There are at present three jail facilities that provide services for incarcerated and reentry adults:

- Marsh Creek Detention Facility - Clayton
- West County Detention Facility - Richmond
- Martinez Detention Facility - Martinez

Instruction and delivery of services within these programs are designed and implemented to provide opportunities for students to take grade-appropriate academic course work, address basic skill deficits, earn high school credits, and earn their GED and/or vocational preparation. Additionally, these programs emphasize the development of prosocial behaviors and life skills.

Currently, jail-based programs serve 2,062 adult learners. In the 2017-2018 academic year, they provided 160,872 hours of instruction to students and leveraged \$2.3 million to support AEP implementation.

West County Quick Facts

AEP Institutions

West Contra Costa Adult Education
Contra Costa College

Number of Students

5,482

Total Hours

167,788

Total Funding

\$4.2 million

Contra Costa County Office of Education Quick Facts

Jail Education Locations:

Marsh Creek Detention Facility,
Clayton
West County Detention Facility,
Richmond
Martinez Detention Facility,
Martinez

Number of Students

2062

Total Hours

160,872

Total Funding

\$2.3 million

2.2.1.b. Regional Service Providers and Other Partners

The following table provides an overview of regional CCCAEC service partners. Currently, CCCAEC members have active partnerships with over 50 service providers within the region. The number of partnership agreements is over 150 – many of the service providers are engaged in partnership with multiple CCCAEC members. While most partners provide services and supports in specific CAEP program areas, there are some that provide safety net services that may not align directly to a specific program area but are crucial for ensuring adult learner success.

Table 2. CCCAEC Regional Service Providers

Provider Name	Provider Type	Address or location(s) where AE services are provided	Program Areas								If other, provide a brief description of services provided
			ABE	ASE	ESL	CTE	AWD	WR	PA	ACS	
American Jobs Center of California	Workforce Development Organization	4071 Port Chicago Hwy, #250 Concord, CA 94520				x		x			AJCC Provides employment and job training. AJCC has co-located employment counselors at four adult schools and LMC.
Alternative Family Services	Community-based Organization	401 Roland Way Oakland, CA 94621				x		x		x	Foster care agency that provides short- and long-term career education and financial assistance to foster children throughout the Bay Area.
Anderson Career Builder Institute	Workforce Development Organization	1830 John Towers Ave. El Cajon, CA 92020				x					Partners with MAEC to provide adult learners with career training and job support.
Bay Area Community Resources	Community-based Organization	113 G Street Antioch, CA 94509		x							BACR Workforce and Education programs support young people making positive decisions about their education, employment, and behavioral health.
Bay Area Legal Aid	Community-based Organization	1025 Macdonald Ave. Richmond, CA 94801									Has a referral relationship with CCAS and DVC to refer adult learners with legal needs.
Bayberry Skilled Nursing and Health Care Center	Healthcare Industry Partner	1800 Adobe St. Concord, CA 94520				x		x			Partners with PAEC to provide training hours to students for State CNA.

Provider Name	Provider Type	Address or location(s) where AE services are provided	Program Areas								If other, provide a brief description of services provided
			ABE	ASE	ESL	CTE	AWD	WR	PA	ACS	
California Department of Vocational Rehabilitation	Government Agency	Countywide						x			CCCAEC members can refer and receive clients for Contract Job Placement Services or additional education and training.
California Human Development	Community-based Organization	929 Second Street Brentwood, CA 94513	x	x	x	x					Provides WIOA career services, counseling, job training, ESL/VESL classes, and vocational training.
CalWORKs	Government Agency	400 Ellinwood Way Pleasant Hill, CA 94523	x	x							Provides educational support services for participants who have education as part of their Welfare-to-Work plan or need a diploma or HSE certificate
Centerforce	Community-based Organization	Oakland, CA San Quentin, CA						x			CCAS can connect formerly incarcerated women returning to Central and East County to Centerforce for support, guidance, and transitional planning.
Commercial Support Services	Community-based Organization	1345 Treat Blvd. Walnut Creek, CA 94597					x				Provides instruction in workplace skills and job coaching support for interns with developmental and/or intellectual disabilities at the Embassy Suites in Walnut Creek.
Chamber of Commerce	Industry Partner	Concord, CA Pleasant Hill, CA Pittsburg, CA				x					Employer engagement for internships, career events, and employer workshops.
Contra Costa Alcohol and Other Drugs Services	Government Agency	Countywide									CCCAEC members can also connect adult learners to AODS for a SUD assessment and placement.
Contra Costa Medical Center: Martinez	Healthcare Industry Partner	2500 Alhambra Ave. Martinez, CA 94553				x					Provides students in medical training programs with externship opportunities.
Contra Costa Health Care System	Government Agency	Countywide; Concord, Martinez & Richmond, CA									Referral location for adult learners with health and mental health needs.

Provider Name	Provider Type	Address or location(s) where AE services are provided	Program Areas								If other, provide a brief description of services provided
			ABE	ASE	ESL	CTE	AWD	WR	PA	ACS	
Contra Costa Social Services	Government Agency	Countywide									Referral location for adult learners who need to access safety net benefits (Medi-Cal, CalFresh, CalWORKs, etc.)
Contra Costa County Probation Department	Government Agency	Countywide						X			Contract with CCCOE to provide transition services to adult learners leaving county detention.
Contra Costa County Libraries	Libraries	205 Pacifica Ave. Bay Point, CA 94565; 1750 Oak Park Blvd. Pleasant Hill, CA 94523			X						The library provides a space to store materials and to meet with students and helps promote the class. MDAE provides the instructor and all of the instructional materials, including printed material, DVDs, and online access to Burlington English.
C.O.P.E. Family Support Center	Community-based Organization	5555 Giant Hwy Richmond, CA 94806								X	Partners with CCAS to provide a parenting course to students for personal development.
District English Language Advisory Committee	K-12 School District	510 G Street Antioch CA, 94503	X	X	X	X		X	X	X	Leadership parent group works with districtwide parents whose children are learning English as a Second Language (ESL).
First 5	Community-based Organization	Various sites at AAEC, DVC, LMC, & MDAE			X	X				X	AAEC, DVC, LMC, & MDAE all have partnerships with First 5 programs that includes parent education, college preparedness outreach, and early childhood education. AAEC offers early childhood education CTE program connected to First 5 programs. DVC and MDAE both offer language, literacy and developmentally appropriate school readiness skills while parents learn English simultaneously.
Freemont Surgery Center	Health Industry Partner	39350 Civic Center Dr. Fremont, CA 94539				X					Agreement with MDAE as a clinical externship, opportunities for medical program students.
Future Build	Construction Industry Partner	2000 Railroad Ave. Pittsburg, CA 94565				X		X			MOU with PAEC to provide a teaching facility for construction students.

Provider Name	Provider Type	Address or location(s) where AE services are provided	Program Areas								If other, provide a brief description of services provided
			ABE	ASE	ESL	CTE	AWD	WR	PA	ACS	
Jewish Vocational Services	Community-based Organization	225 Bush Street, San Francisco, CA 94104				X					MDAE partner on career education opportunities for students; collaborate on short term programs, such as Medical Assistant.
John Muir Health	Healthcare Industry Partner	1601 Ygnacio Valley Rd. Walnut Creek, CA 94598				X					Healthcare industry partner, offers career opportunities to health industry students.
Kaiser Permanente	Healthcare Industry Partner	Countywide				X					Healthcare industry partner, offers career opportunities to health industry students.
Lao Family Community Development	Community-based Organization	2325 East 12th St. Oakland, CA 94601	X	X	X	X	X			X	Provides WIOA career services and wraparound support to students.
Las Juntas	Community-based Organization	4105 Pacheco Blvd. Martinez, CA 94553	X		X						Provides ABE/ESL programs to students and their families through MAEC.
Legacy Nursing	Healthcare Industry Partner	1790 Muir Road Martinez, CA 94553				X					MOU with PAEC to provide clinical Experience for CAN students.
Loaves and Fishes	Community-based Organization	835 Ferry Street Martinez, CA 94553				X					Provides referrals for food pantry and congregate meals, has a partner agreement to offer hot meals to CTE students at MDAE, made presentations to students regarding the DVC Culinary Program.
Men & Women of Purpose	Community-based Organization	Contra Costa College 2600 Mission Bell Dr. San Pablo, CA 94806				X		X			Provides transition support and wraparound services to adult students at Contra Costa College.
Monument Impact	Community-based Organization	2699 Monument Blvd. Concord, CA 94520	X	X	X	X					Refers students who need a diploma, HSE certificate, or ESL classes. Partners with MDAE and DVC.

Provider Name	Provider Type	Address or location(s) where AE services are provided	Program Areas								If other, provide a brief description of services provided
			ABE	ASE	ESL	CTE	AWD	WR	PA	ACS	
New Horizons	Community-based Organization	199 Parker Ave. Rodeo, CA 94572			X			X			Partners with LAEC to refer students and provide job preparation, placement, and training as well as reentry services.
Oakley Elementary District	School District	91 Mercedes Lane Oakley, CA 94561			X					X	MOU with LAE. LAE provides ESL courses with free childcare on Oakley's school site.
Opportunity Junction	Workforce Development Organization	3102 Delta Fair Antioch, CA 94509			X	X		X			Partners with LMC and PAEC to provide WIOA services, Road Map to College, and services for transitional age youth.
Pro Transport-1	Health Industry Partner	2450 Estand Way Pleasant Hill, CA 94523				X					Provides students in EMT program with clinical externship opportunities.
Project 2nd Chance	Community-based Organization	1750 Oak Park Blvd. Pleasant Hill, CA 94523	X	X							Receives referrals for literacy and tutoring services.
Reach	Community-based Organization	All county detention centers						X			Provides CCAS students reentering society with services such as employment and training, sistah-to-sistah support groups, anger management classes, parenting, etc.
Reentry Network	Government and Community-based organizations	All county detention centers				X		X			Provides reentry services to Central and East County residents.
Reentry Success Center	Community-based Organization	912 Macdonald Ave. Richmond, CA 94801						X			Provides reentry services to individuals and families in West County.
Richmond Works	Workforce Development Board	330 25th Street Richmond, CA 94801				X		X			Partners with CCAS and CCC to provide job training, employment placement, outreach and transition support for adults looking to reenter the workforce. Has specific training and employment programs for justice-involved individuals.
Rubicon Programs (Contra Costa Workforce Collaborative)	Community-based Organization	Co-located at CCC, LAEC, PAEC, MAEC & MDAEC				X		X			Runs the AJCC in Concord and has an MOU with five members to provide co-located WIOA case management services at all five sites.

Provider Name	Provider Type	Address or location(s) where AE services are provided	Program Areas								If other, provide a brief description of services provided
			ABE	ASE	ESL	CTE	AWD	WR	PA	ACS	
Salvation Army (Oakland & San Francisco Programs)	Community-based Organization	601 Webster Street Oakland, CA 94607									Referral agreement for students in need of temporary shelter, food pantry, or SUD treatment.
Shelter, Inc.	Community-based Organization	1333 Willow Pass Road Concord, CA 94518									Referral agreements with CCCAEC members for adult learners with housing needs.
Contra Costa County Sheriff	Justice Agency/ Detention Facilities	5555 Giant Hwy. Richmond, CA 94806; 12000 Marsh Creek Rd. Clayton, CA 94517; 1000 Ward St. Martinez, CA 94553	X	X	X	X		X			CCAS is contracted with the Sheriff Department to provide in-custody adult education programs and transitional services to inmates.
Sparkpoint	Community-based Organization	Contra Costa College	X	X	X	X		X			Co-located services on CCC campus. Provides financial literacy and credit and debit coaching to students.
Stand Together Contra Costa County	Community-based Organization	Byron, CA	X	X	X			X			Provides educational and supportive service to immigrant families in East County.
Sutter Hospitals and Clinics	Health Industry Partner	At locations throughout the county				X					Healthcare industry partner offers career opportunities to health industry students.
Toolworks	Community-based Organization	2355 N. Main Street Walnut Creek, CA 94596				X	X				Works with Central County Adult Education Centers to provide workplace skills for interns with developmental and/or intellectual disabilities at the Marriott in Walnut Creek.
Village Community Resource Center (VCRC)	Community-based Organization	633 Village Drive Brentwood, CA 94513			X					X	LAE has an MOU with VCRC to provide free ESL courses. VCRC offers free childcare during ESL classes.

Provider Name	Provider Type	Address or location(s) where AE services are provided	Program Areas								If other, provide a brief description of services provided
			ABE	ASE	ESL	CTE	AWD	WR	PA	ACS	
Workforce Development Board of Contra Costa County (WDBCCC)	Workforce Development Organization	929 Second Street Brentwood, CA 94513	X	X	X	X		X			Part of the workforce integration network (WIN). Most of CCCAEC partner with WDBCCC for career events and workforce development events. CCC, LAE, LMC, PAEC, MAE, MDAE all have MOUs with WDBCCC as AJCC partners.
Youth Development Center	Community-based Organization	1001 Stoneman Ave. Pittsburg, CA 94565	X	X	X	X	X	X	X	X	PAEC has an MOU with the Youth Development Center to provide space for workforce development activities, career fairs, and community and school-related events.
Youth Employment Services	Community-based Organization	1266 San Carlos Ave. Concord CA 94518		X		X					Partners with MDAE to provide wraparound services to youth and transitional age youth.

2.2.2. Regional Priorities

The CCCAEC has made significant strides in the development and implementation of shared processes, standards, and tools to articulate curricula, establish formal pathways, and align career and academic standards. The following are key areas of accomplishment over the last four-year period of implementation:

- Aligned curriculum, student services, and transition activities to promote bidirectional student access
- Aligned adult education math, English, and ESL competencies with community college requirements and standards
- Expanded data capacity through the implementation of CommunityPro and EMSI
- Improved data integrity through use ASAP and TE
- Developed a Data Collection Resource Guide that documents how data is collected across member agencies to ensure alignment in reports to the State.
- Improved decision-making process through the use of student, labor market, and fiscal data

2.2.2.a. Who are the priority AEP populations?

Essential to the mission of the CCCAEC is the delivery of impactful services to underserved communities and populations. The CCCAEC strives to provide targeted, impactful, and student-centered services to these priority groups:

- | | |
|---|--------------------------------|
| ❖ Adults with disabilities | ❖ Low income adults |
| ❖ Adults without a high school diploma or equivalency | ❖ Parents of children |
| ❖ English as a Second Language learners | ❖ Older adult workers |
| | ❖ Justice-involved individuals |

To best engage and provide services for these priority populations, the CCCAEC has taken a regional approach to collaboration and information-sharing. Promising advances have been made to further the Consortium work in reaching these groups with relevant, accessible education and career services. Below is a list of completed tasks and accomplishment over the last four years:

- ✓ Developed and implemented a regional workgroup structure to collectively advance services for adult learners receiving ABE/ASE, AWD, ESL, and CTE services.
- ✓ Aligned workgroup meeting times and held joint-workgroup meetings to increase cross-curriculum collaboration, integration, articulation, and contextualization of AEP services.
- ✓ Expanded the levels and types of services available for adults with disabilities through the adaption of Kurzweil software and “tool kits” with various evidence-based tools that support students with disabilities in the classroom.
- ✓ Partnered with BW Research and conducted a regional gaps analysis to identify areas of need across adult education populations and priority areas.

In later sections of this report, further analysis of the needs of priority populations will be measured against current levels of AEP services in the region.

2.2.2.b. What educational and career services are prioritized by the Consortium?

To support and bolster the academic and career success of adult learners, the CCCAEC invested in efforts to align and redesign the existing adult education system to improve and expand student transitions as well as the availability of supports along academic and career pathways. Efforts and accomplishments in this area included:

- ✓ Aligning adult education math and English competencies with community college requirements and standards.
- ✓ Expanding bridge course offerings across all adult education locations
- ✓ Aligning curriculum, student services, and transition activities to promote bidirectional student access.
- ✓ Strengthening partnerships with community-based organizations and workforce development agencies.
- ✓ Establishing an English Course Outline aligned with the Course Outline of Record (COR) for use at the Consortium's adult schools to ensure that their highest level of English classes fall in sequence with the local college English classes.
- ✓ Articulating CTE curriculum and integrating contextualized skills into curricula.
- ✓ Establishing processes for pathway planning and planning for adoption of the Canvas Platform pilot at adult education centers to eliminate the learning curve and the perceived barrier of online classroom management systems and facilitate the ease of transitioning to post-secondary education programs.
- ✓ Establishing bridge courses across adult education and community college systems to support increased student transitions to career and post-secondary education programs.
- ✓ Refining and expanding the role of Transition Specialists who provide tailored individual support to adult learners who are in the midst of navigating decisions about their future. Transition Specialists engaged adult learners in goal setting, transition plan development, "warm hand-offs" between educational agencies, orientations and intake processes, and bridge programs that offer adult learners at K-12 adult schools the opportunity to build confidence and familiarity with transitions to post-secondary education opportunities at the community college level.
- ✓ Expanding the services provided by the Reentry Transition Specialist by adding a second one paid by Probation; consequently, ensuring access to inmates in all three jail facilities. They provide pre-release goal setting and transition plan development, collaborate with community-based organizations, programs, and community colleges to facilitate warm hand-offs, and work directly with housing navigators and the Reentry Success Center and Reentry Network to ensure appropriate services upon release.

2.2.2.c. What funding resources has the Consortium leveraged to support these priorities?

To support implementation, CCCAEC member agencies leverage funding from a variety of local and federal sources to supplement state CAEP funding. Below is a breakdown of all Consortium-level funding over the next three years. For CAEP Funds, the CCCAEC assumes that a 3.5% COLA will be applied in FY 2020-21 and FY 2021-22. All other funds remain at current 2019-20 estimates.

Table 3. CCCAEC Funding Projections

Source and Type of Funds	Funding Estimates FY2019-20	Funding Estimates FY2020-21	Funding Estimates FY2021-22
State / Federal Funding			
CAEP	\$15,179,831	\$15,711,125	\$16,261,014
CalWORKs	\$257,961	\$255,873	\$254,873
CCD Apportionment	\$957,385	\$957,385	\$957,385
Jail Funding	\$1,079,957	\$1,079,957	\$1,079,957
LCFF / District Funds	\$391,756	\$391,756	\$391,756
Perkins V	\$252,053	\$252,053	\$252,053
WIOA II	\$1,587,204	\$1,593,795	\$1,600,718
Other			
Fees / Contracted Services	\$1,003,103	\$1,004,669	\$1,005,729
INKIND	\$116,314	\$116,314	\$116,314
Strong Workforce	\$82,673	\$82,673	\$82,673
Community College Support Services	\$656,900	\$656,900	\$656,900
Other	\$143,996	\$143,996	\$143,996
Total	\$21,709,133	\$22,246,496	\$22,803,368

2.2.3. How do the Consortium's efforts align with regional planning processes?

CCCAEC member institutions are embedded within a network of local education and workforce development partnerships that mutually support and bolster the Consortium's efforts. While CCCAEC members regularly collaborate with organizations across a variety of program areas, including justice system reentry, behavioral health services, housing programs, and food security, the initiatives described below have been particularly active in planning and will play key roles in implementing the three-year plan:

- **Contra Costa Workforce Collaborative (CCWC).** The CCWC represents an innovative partnership that leverages existing programs and resources through a coordinated system with multiple access points throughout the county. In particular, the collaborative will provide Adult & Dislocated Worker career services throughout Contra Costa County through the comprehensive America's Job Center of California (AJCC) services. AJCCs provide access to a variety of services to support job seekers, including career planning and assessment, job training, and transition solutions to re-enter the workforce. Among the 12 community-based organizations that form the CCWC public-nonprofit partnership, several are members of the CCCAEC, including: Mt. Diablo Adult Education, Liberty Adult Education, Martinez Adult Education, Pittsburg Adult Education and Contra Costa Community College District. Representation of Consortium membership in the CCWC allows member institutions to leverage relationships with CCWC participant organizations and the network of AJCC locations. The WIOA AJCC funding also allows participant organizations to pool resources and streamline service provision across the county, ultimately providing more responsive, tailored services for clients. Such outcomes support the Consortium's broader efforts to increase their focus on subregional services.
- **Workforce Development Board of Contra Costa County (WDBCCC), 2017-2021 Planning Year Efforts.** The WDBCCC offers programs supporting job seekers, employers, small businesses, and youth. For the past several years, the WDBCCC's efforts have aligned closely with the activities of the CCCAEC, serving an overlapping pool of individuals. Under the Workforce Innovation and Opportunity Act (WIOA), WDBCCC is tasked with developing a four-year local plan to provide an overview of the local workforce system and describe the strategies that will be used to achieve specific education and workforce development goals. In late 2018, the WDBCC delivered modifications for the 2017-2021 planning year (PY) to ensure that the plan accounts for changes in labor market and economic conditions.¹ CCCAEC representatives are active participants in collaboratives and service networks coordinated by the WDBCCC. This allows for continued input into planning, implementation, and coordination as well as information exchanges regarding workforce developments and trends. CCCAEC alignment and participation extends to:
 - **Workforce Integrated Networks (WINS):** convened by the WDBCCC and comprised of representatives from CCCAEC educational agencies, human services agencies, economic development groups, and community-based organizations, to collaboratively enhance the relevancy and accessibility of workforce services in Contra Costa County.
 - **CalFresh Employment and Training (E&T) Services:** a partnership of organizations coordinating and delivering services to people receiving E&T services in the county. This partnership includes Opportunity Junction, Rubicon, the Food Bank of Contra Costa, and EHSD CalFresh E&T.
 - **Earn and Learn Easy Bay (E&LEB):** an engagement and recruitment campaign coordinated by the WDBCCC that serves as an umbrella to organize and maximize the impact of the region's work-based learning activities.

¹ 29 U.S. Code § 3123

- **EastBay Works:** A core initiative of EastBay Works are the 14 AJC's located in the East Bay region, collectively serving over 80,000 job seekers and nearly 2,000 employers each year. A major focus of the collaborative work of the region has been and will continue to be aligning and strengthening services across the centers, and ensuring the best possible resources are available to connect job seekers to employment. Through its participation in the CCWC and establishment of co-located AJCC services at member agency locations, the CCCAEC has been working collaboratively with EastBay Works to align and expand career services for AEP adult learners.
- **Strong Workforce Program:** The Strong Workforce Program aims to lift California low-wage workers into living-wage jobs through investment in enhanced workforce data analysis, strengthened regional partnerships between community colleges, workforce development boards, industry and employer stakeholders, and through funding to community colleges to implement CTE programs. All three of the CCCAEC community colleges receive Strong Workforce funding to support CTE implementation and were recognized by the California Community Colleges Chancellor's Office as Strong Workforce Stars. This recognition is bestowed on institutions whose CTE students show significant gains in three key areas: substantial increase in earnings, attainment of a living wage and employment in a job related to their field of study. Continued integration of Strong Workforce funding, data tools, and regional collaboration mechanisms will bolster and grow CCCAEC CTE programs.

2.2.5. Pre-Planning Evaluation

The CCCAEC embarked upon an extensive pre-planning process that engaged member agencies, partners, students, and stakeholders in a comprehensive gaps and self-evaluation assessment. This process involved the activities described in the table below:

Table 4. Pre-Planning Activities

Activity	Purpose
Strategic Planning Retreats (x3 all day meetings)	Provide ongoing input, review and guidance on the three-year planning process and solicit input on existing program activities, strengths, gaps and potential strategies and solutions.
Gaps Analysis	Assess the Contra Costa region and subregions' economy, labor market, and student profiles to identify needs and opportunities for the Contra Costa adult student population and support the Consortium's CAEP planning process.
Three-Year Plan Task Force	Serve as a key consultative and administrative body within the Consortium to guide and coordinate the development of the three-year plan.
Self-Assessment	Facilitate an internal evaluation of the CCCAEC's effectiveness as a Consortium along the dimensions of capacity, connection, entry, progress, and transitions in order to guide conversations about the quality of collaboration and impact in their community.

**Primary and Secondary
Data Collection**

Gather member agency data including fiscal projections and member capacity inventory on behalf of Consortium institutions to support the three-year plan development.

The self-assessment survey and subsequent focus group led to fruitful analysis of Consortium strengths and areas of potential growth. Steering Committee members rated Consortium-level systems of accountability, leadership, and management highly and agreed that investments in these areas has increased effective collaboration at the regional level. With regional systems established and improved data sharing capabilities through the rollout of CommunityPro, members reporting feeling poised to more effectively focus efforts toward progress in the following areas:

1. **Access and Retention.** Members will collaboratively address lack of awareness of programs and services and barriers that lead to student attrition.
2. **Transitions.** Transition specialist roles and objectives will be refined while further developing career pathways and contextualized classes.
3. **Partnerships.** An inventory of community-based partner organizations will be developed across Consortium agencies, anchored by Consortium-level MOUs.

Once identified, these areas of potential growth fed into planning discussions with the wider audience of member agency administrators and faculty during the Consortium strategic planning retreats. These themes were foundational to the development of new strategic directions within this three-year plan.

Section 2.3 Community Need and Customers

2.3.1. Overview of Contra Costa County

The ninth largest county in California, Contra Costa County has a population of over 1.1 million² individuals who reside in a variety of urban, suburban, and rural communities. The population has been increasing at a rate just above 1 percent annually since 2011, with a total increase in the county's population of just over 66,000 people between 2011 and 2016. Over this period, Contra Costa County has grown by over 6 percent, or 39 percent faster than California as a whole, and the county's population is expected to increase by approximately 12% from 2016 to 2027, to nearly 1.27 million people.

Contra Costa County is made up of three subregions (West, Central, and East) as depicted in the graphic below. These three geographic subregions are long established within the county and offer a deeper glimpse into the geographic, demographic, cultural, and economic diversity within Contra Costa County. Close to half (48%) of the county's population live in the Central subregion, less than a third (29%) live in the East subregion, and 23% live in the West subregion.

West Subregion	Central Subregion	East Subregion
Crockett, El Cerrito, El Sobrante, Hercules, Rodeo, San Pablo, Pinole, Richmond and unincorporated areas of Richmond	Concord, Clayton, Martinez, Walnut Creek, Alamo, Danville, Pleasant Hill, Lafayette, Moraga, Orinda and San Ramon	Bay Point, Antioch, Brentwood, Byron, Discovery Bay, Pittsburg, Oakley, and additional unincorporated areas

The subregions also tend to serve as subdividing framework for most public investments and service delivery systems including K-12 education, adult education, and community colleges. As such, the CCCAEC also considers subregional variations in adult learner populations, needs, and investments in the planning and implementation of adult education programs.

2.3.1.a. What are the demographic characteristics of the Consortium's target population?

The residents of Contra Costa County are one of the more diverse in the state by multiple indicators including race and ethnicity, age, and income levels. Over three-fourths of Contra Costa residents are native-born (76%) and 24 percent are foreign-born. Of the county's adult population (18 years and older), almost three out of four (74%) speak only English, 26 percent speak a language other than English at home, and 8 percent speak English less than "very well."

Of the different subregions, the West subregion has the highest language diversity with the largest portion of residents who are foreign-born (33%) and the largest portion of adult residents (18 years and older) who speak a language other than English at home (37%) and who speak English less than "very well"

² Age and Sex; 2016 American Community Survey 1-Year Estimates. Accessed at: https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?_af=ACS_16_1YR_S0101&prodtype=table

(14%). Conversely, the Central subregion is the area with the largest portion of residents who are native (79%) and who speak only English at home (80%).

Illustration 2. Subregions and Prominent Cities in Contra Costa by Region



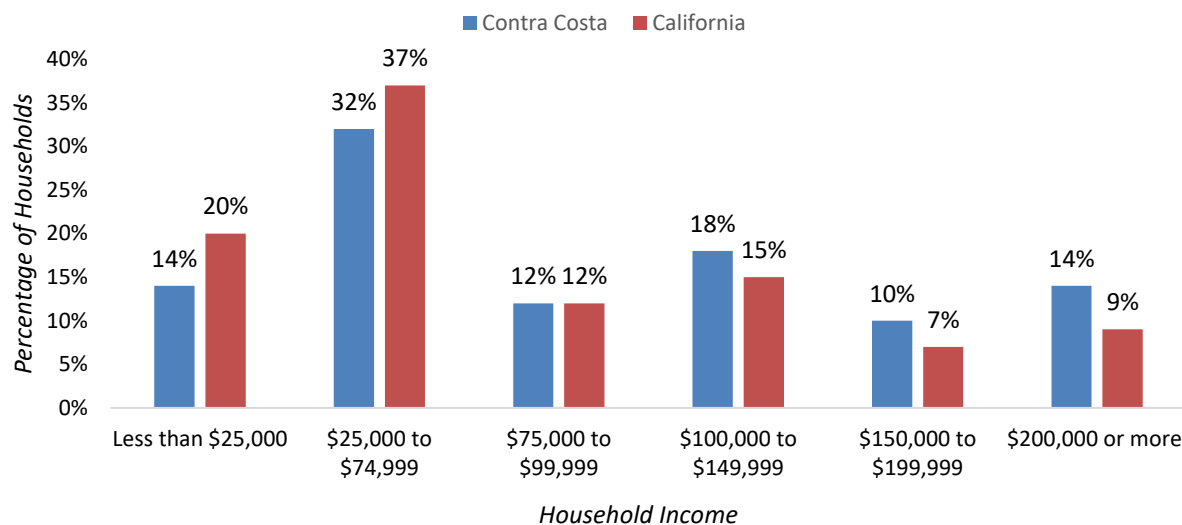
The West County subregion is the most diverse and is home to the largest portion of Hispanic or Latinos (35%), Black or African Americans (15%), and Asians (20%), followed by the East and the Central subregions. The Central subregion is the only area in the county where the majority of residents are white, non-Hispanic (62%) and only 2 percent are Black or African Americans.³

2.3.1.b. What is the breakdown of wealth and income for the Consortium population?

Contra Costa County appears to be one of the more affluent in the state when comparing its median household income of \$82,881 to California's statewide median household income, \$63,783. Below is the distribution of household income as compared to the rest of the state.

³ Source: U.S. Census Bureau, 2012-2016 American Community Survey 5-Year Estimates. Column 2 and 3: percentage of the total population who is native and foreign born. Columns 4, 5, 6: Language statistics for resident population 18 years and older.

Figure 1. Household Income: Contra Costa vs. California



U.S. Census Bureau, 2012-2016 American Community Survey 5-Year Estimates.

The county's overall poverty rate at 10.2 percent is relatively low compared to other counties in California (eighth lowest), signifying that one in ten residents between the age of 18 and 64 (67,879 people) currently has an income below the poverty level. However, the West County subregion experiences disproportionate and long-standing levels of poverty concentrated in the City of Richmond and the unincorporated area of North Richmond⁴. In 2017, West County had one of the lowest per capita incomes (\$37,546) when compared to other subregions of the East Bay.⁵ Other communities in the East Contra Costa County subregion also have substantially higher poverty rates including Bay Point (26.7%), and Pittsburg (17.1%).

Poverty measures alone can be insufficient when considering those that are having difficulty making ends meet. Many families and individuals living above the poverty line are supported by low-wage jobs and earning insufficient income to meet minimum living standards in relation to the cost of living in the county. Family self-sufficiency, a metric comparing earned wages against cost of living, can provide additional insight into economic wellbeing and relative stability of the population. This metric will be considered in analyzing job quality within the next section of the report.

2.3.1.c. What are the regional education and workforce trends for the Consortium?

Between Alameda and Contra Costa County, the East Bay region has a vast number of education and training providers, including 38 school districts, five community college districts, 12 community colleges, and a broad range of community-based organizations providing adult education and occupational skills training.⁶ This may be a contributing factor to the relatively large percentage (70%) of Contra Costa adult

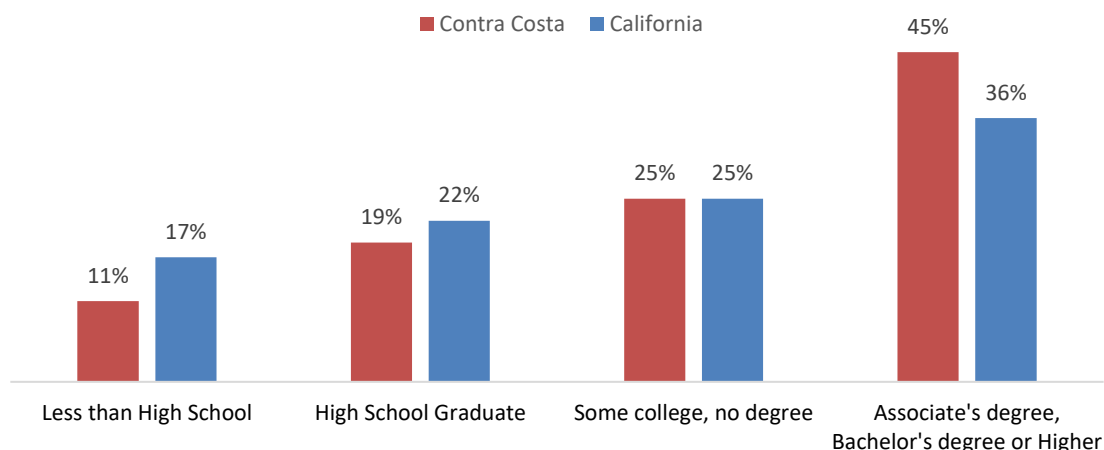
⁴ Per capita Income was determined by zip code level data from the American Community Survey 2017 estimates.

⁵ *East Bay Economic Development Alliance, "Special Report on the East Bay Workforce."*

⁶ EastBay Works, East Bay Regional Plan 2017-2020

residents that either have completed a post-secondary degree or at minimum have taken college courses as compared to the state (61%). Almost one fifth of the Contra Costa adult population (19%) has a high school diploma and 11 percent have less than a high school diploma. Overall educational attainment levels in Contra Costa are higher than the state's average with a larger proportion of residents in Contra Costa having an associate degree, bachelor's degree or higher and a smaller portion of its population having less than a high school diploma.

Figure 2. Educational Attainment: Contra Costa vs. California



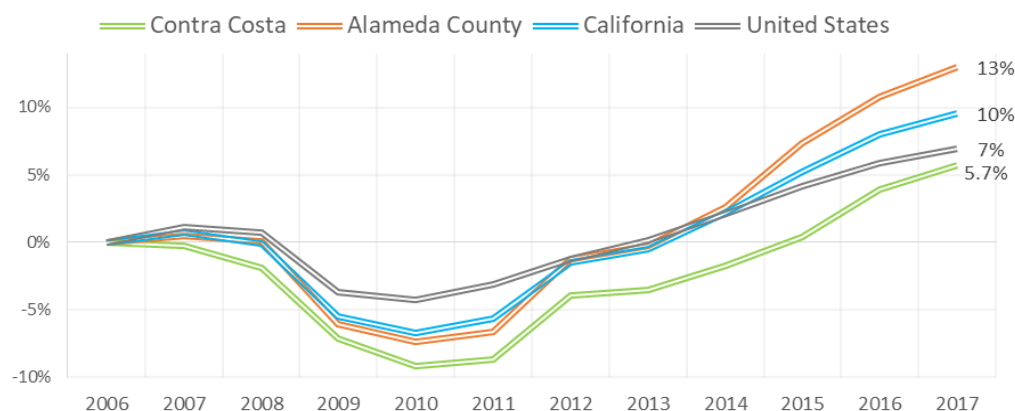
Source: U.S. Census Bureau, 2012-2016 American Community Survey 5-Year Estimates.

Analysis at the subregional level indicates that the Central subregion has the highest educational attainment levels. A majority of the Central subregion's adult residents hold an associate degree, bachelor's degree or higher (59%) compared to 36 percent in the West subregion and 29 percent in the East subregion. Additionally, only 6 percent of the adult residents in the Central subregion have less than a high school diploma, compared to 17 and 15 percent in the West and East subregions, respectively. Overall, education attainment levels are lower in both East and West subregions compared to the Central subregion, aligning with higher levels of poverty in these subregions as compared to Central County.

Employment. While Contra Costa has benefited from the recent boom in economic activity experienced within the San Francisco Bay Area, job growth has been slower than local and state averages. Between 2006 and 2017, employment in the Contra Costa County has grown by 5.7 percent—lower than the neighboring Alameda County (13%) and the national (7%) and state (10%) averages. There are currently 375,822⁷ jobs in the county.

⁷ This figure does not include over 46,000 self-employed individuals in the county.

Figure 3. Employment Growth Comparison 2006-2017



Source: EMSI 2018 Q2, Class of Worker (BW Contra Costa Adult Education Report)

Contra Costa County tends to be a net exporter of talent, with most workers going outside of the county for work which may increase income levels for county residents but may also drive up the cost of living. The average wages per job are higher in Contra Costa (\$81,127) than the national (\$66,029) and state averages (\$78,217) but lower than the neighboring Alameda County (\$88,125).

Unemployment. The unemployment rate for Contra Costa County is relatively low at 3.8 percent. While Alameda County has a lower unemployment rate of 3.6 percent, Contra Costa County's unemployment rate is still below the national average of 4.4 percent, the statewide rate of 4.8 percent, and the neighboring counties of San Joaquin (7.0%) and Solano (4.8%).⁸ A low unemployment rate is a sign of a tight labor market, which means there may be more job opportunities than available workforce. As Contra Costa continues to experience job growth and declining unemployment rates, it could face future workforce shortages.

Job Quality. As mentioned in the previous section, poverty indicators-as well as employment trends and economic snapshots are important to understanding a broad picture of economic and workforce health yet do little to provide a relevant analysis of economic sufficiency and sustainability at the individual and familial level. Understanding job quality can provide additional insight into lived experience of communities, individuals, and families as it relates to self-sufficiency metrics. Indicators of educational attainment, training, and experience are often associated with markers of job quality such as career growth, potential earnings, and career stability. Based on these elements, most occupations can be categorized into three occupational tiers that will provide greater insight into job quality and family sufficiency. The three-tiered system is defined by current wage data, general educational attainment, and skills requirements. The following table provides a breakdown of each of the three job tiers.

⁸ Unemployment Rates for California: California Economic Development Department, 2017 Annual Average Revised. Extracted August 2018 and Bureau of Labor Statistics, Labor Force Statistics from the Current Population Survey.

Table 5. Job Tiers within Contra Costa County

TIER 1	TIER 2	TIER 3
23% of CA Workforce	31% of CA Workforce	47% of CA Workforce
Average Wage \$93,291 per year in California; \$100,915 in Contra Costa	Average Wage \$49,758 per year in California; \$53,627 in Contra Costa	Average Wage \$26,501 per year in California; \$29,232 in Contra Costa
Education 4-year degree or more	Education More than high school diploma, less than 4-year degree	Education High school diploma or less
Professions Professional & highly skilled technical positions	Professions Office and administrative, operations and production, sales and teaching positions	Professions Food service, retail, cleaning, personal care and security guard positions

In Contra Costa County, where the cost of living is significantly higher than most of the country, tier 3 employment typically does not provide sufficient income. Currently, a family of two adults (one working) and two children would need 2.5 tier 3 jobs in Contra Costa County to meet self-sufficiency⁹, while less than a tier 1 job would be sufficient for the same circumstances. Since 2006, tier 3 occupations have grown at more than double the pace of tier 1 and tier 2 occupations in the county.

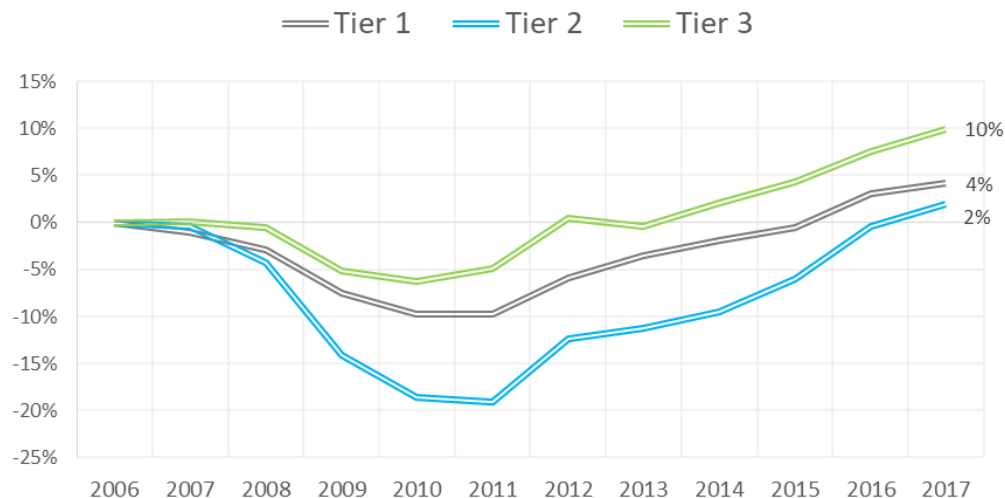
Table 6. Job Tiers Compared to Wages and Family Self-Sufficiency

Job Tier	Median Annual Wage	Number of Jobs to meet Family Self-Sufficiency
Tier 1	\$100,915	0.70
Tier 2	\$53,627	1.31
Tier 3	\$29,232	2.40

Contra Costa County is behind Alameda County, California, and the U.S. in terms of tier 1 and tier 2 job growth and it is just slightly ahead of the nation in tier 3 occupations. The difference in growth rates was more significant for tier 2 occupations (between two to five times lower than the other regions), followed by tier 1 occupations (three to four times lower). Tier 3 jobs in the county are rapidly outpacing the rest of the workforce. These low-skill, low-wage occupations have grown by 10 percent since 2006, while high-skill, high-wage occupations have grown by about 4 percent and the county's middle-class occupations have increased by 2 percent since 2006.

⁹ For a family of four, self-sufficiency is defined as a living wage for two adults (one working) with two children, \$35.10, or \$73,004 per year in Contra Costa County. Source: <http://livingwage.mit.edu/counties/06013>

Figure 4. Employment Growth in Contra Costa County by Occupational Tiers, 2006-2017



Source: EMSI 2018 Q2, Class of Worker (BW Contra Costa Adult Education Report)

To address quality of life and make sure residents can afford to live and work in the county, the number of higher paying tier 1 and tier 2 jobs needs to increase, as average salaries of tier 3 jobs are unlikely to increase fast enough to ensure a family's self-sufficiency.

2.3.2. Current Student Profile/Needs

To improve understanding of the needs of AEP students and their motivation to participate in CCCAEC services, the Consortium conducted two student surveys as part of a regional gaps analysis. Survey responses provided key demographic information that provides a snapshot of the makeup of CCCAEC adult learners.

Table 7. CCCAEC Student Demographic Snapshot

Demographic Category	Summary of CCCAEC Student Survey Responses
Age	<ul style="list-style-type: none"> 31% between 18-29 years 24% between 30-39 years 20% between 40-49 years 17% between 50-64 years 7.5% are 65 years and older
Race/Ethnicity	<ul style="list-style-type: none"> 39% Latino 25% White 9% Black/African American 2% Asian-Filipino
Housing/Household	<ul style="list-style-type: none"> Nearly half of the students (46%) rent homes while 22% own, and 24% selecting neither 20% of adult learners indicated that more than one family lives in their household

Demographic Category	Summary of CCCAEC Student Survey Responses
Educational Attainment	<ul style="list-style-type: none"> 31% do not have a high school diploma or equivalency 23% have a high school diploma or equivalency 19% have some college 6% have a post-high school certificate or associate degree (A.A. or A.S.) 16% have a 4-year bachelor's degree (B.A. or B.S.)
Employment	<ul style="list-style-type: none"> 24% of students work full time, 17% work part-time and, 24% of those that work hold more than one job 59% are not working 44% have not had a job for over a year
Total Household¹⁰ Income	<ul style="list-style-type: none"> 25% earn less than \$25K per year 15% earn between \$25K and \$50K per year 18% earn over \$50K per year

2.3.2.a. Needs of Priority CAEP Populations

The CCCAEC tailors and delivers services to support the academic and career growth of traditionally underserved and/or at-risk population groups. Through the student survey, administered as a component of the regional gaps analysis, a large number of CAEP students indicated membership within these priority groups suggesting varying levels of successful outreach and engagement of target CAEP students. The table below provides an overview of the distribution of priority populations across each of the subregions.

Table 8. Priority Populations by Subregion

Subregion	Less than Basic Skills	ESL	AWD	Older Adult Worker (Unemployed)	Below Poverty Line
West	34,701 (17%)	22,220 (14%)	28,417 (17%)	4,086	21,743 (13%)
Central	23,888 (6%)	22,231 (6%)	37,148 (12%)	9,537	23,235 (7%)
East	35,744 (15%)	16,368 (8%)	39,834 (20%)	4,002	22,901 (11%)

Adults with Disabilities (AWD). Representation of students with disabilities in CAEP programs aligns closely with the proportion of adults with disabilities to the general county population of adults 18 to 64 years old. Among all CAEP students, 14.6% reported that they have physical and/or mental disability while fifteen percent of Contra Costa adult residents (18 to 64 years old) – or 105,399 people, live with a disability, including hearing, vision, cognitive, ambulatory, self-care or independent living difficulty. The

¹⁰Among respondents, 41 percent answered “Not applicable/ I don’t know.” Respondents were not required to provide a clarification to this answer.

largest number of potential AWD students are mostly found in the East subregion, followed by the Central and West subregions. Proportionally, these potential students are more concentrated in East subregion (20%), followed by the West (17%), and Central (12%) subregions.

English as a Second Language (ESL) Students. Slightly more than half of CAEP students (51.4%) students reported that English was not their first language and 57% reported currently living in households where a language other than English is spoken (67% Spanish). As eight percent of all county residents do not speak English very well, there is an expected over-representation of students with English as a second language (ESL) receiving CCCAEC services suggesting successful outreach and targeting of this adult learner population. Proportionally, this population is more concentrated in the West (14%), followed by the East (8%) and Central (6%) subregions. ESL potential students can be found mostly in the Central and West subregions, followed by the East subregion.

Adults without a High School Diploma. Nearly a third of CAEP students (31%) receiving services within the CCCAEC network do not have a high school diploma or equivalency. Only 11% of the greater County population, 18 years and older (94,333 people), have less than a high school diploma (or equivalent). Geographically, these residents are highest in number and in proportion in the East (35,744 or 15%) and West subregions (34,701 or 17%).

Lower Income Populations. Of those students that reported income, approximately 43% of students reported that they earned below \$25,000. Geographically, residents earning below the poverty line are concentrated across the county, with the East and Central subregions having larger numbers than the West subregion. Proportionally, a higher percentage of 18 to 64 adult population in the West subregion earn below poverty level (13%), followed by the East (11%), and Central subregions (7%).

Older Adults. At present 23.5% of CCCAEC students are age 50 years or older. The population of older adults (those adults 55 years and older either currently employed or seeking employment) is mostly concentrated in the Central subregion, followed by the West and East subregions. Programs and services targeted at this population should focus on the Central subregion as the provider of most potential students, followed by the West and East subregions.

Reentry Population. Classes targeting this CAEP target population are meant to help adults who are transitioning to independent living and to the world of work by providing education, training, and skill development. This includes training to improve vocabulary, reading, and writing skills, as well as to write resumes and cover letters when applying for jobs. Of student survey respondents, 12% reported that they had been in jail or a youth detention center. Based on the California Sentencing Institute's center on juvenile and criminal justice data¹¹ there are approximately 3,378 adults incarcerated (state prison and county jail) in Contra Costa County, of which 1,899 adults are in prison and 1,479 adults are in county jail.¹²

¹¹ Source: <http://casi.cjci.org/about.html#download>

¹² As of December 2016

2.3.2.b. What are the overarching motivations and challenges for participation in CAEP services?

The overarching motivator for participation in CAEP services is the desire to improve employment status. The majority of student (59%) cited job-related reasons for participating in CCAEC services, which include the following breakdown: to get a job (29%), to get a better job (25%), and to get a promotion with the current employer (5%). This is even more evident for respondents 30 to 39 years old (70% taking a class for a job), 40 to 49 years old (69%), and 18 to 29 years old (60%). Conversely, respondents 50 years and older (60%) are typically not taking classes for employment-related reasons. In regard to certification, degree, and diplomas pursuit: over one-third of respondents (35%) are taking classes to get a high school diploma or equivalency, 8 percent to get a vocational certificate, and 8 percent to get a college degree.

The majority of current and potential adult education students surveyed identified tuition or fees as well as program and course schedules as a difficulty they faced in getting the education or training they wanted. While other obstacles were a challenge for some adult education students, such as transportation, daycare, and course locations, ultimately tuition and schedule were the two most cited obstacles for both current and potential adult education students.

2.3.3. Employers and Industry Needs

2.3.3.a. What are the predominant industry clusters in the region?

Growth in industry sectors has been an important indicator of the recovery from the financial crisis of 2007 and 2008. Trade, manufacturing, and construction have seen slow but steady growth in the East Bay region over the last several years. Higher paying industry clusters in Contra Costa County such as logistics, healthcare, professional and business services, finance and banking, insurance, and real estate, and building and design have grown by at least 11 percent since 2011. These six industry clusters currently account for 46 percent of the county's overall employment. These are significant areas of opportunity for CAEP students based on the growth potential, provision of sustainable wages and strong career pathway opportunities. The section below provides additional information about each of the six highlighted industry clusters¹³.

Logistics. Contra Costa County's Logistics industry cluster employs almost 12,000 workers and has grown by 39 percent since 2011. Logistics firms support three percent of the county's overall employment and provide an average annual wage of about \$99,807. Each of the top five occupations has grown by at least 28 percent since 2011, and the typical entry-level education for these occupations is a bachelor's degree or less.

Healthcare. The Healthcare industry employs just over 56,600 workers in Contra Costa County and has grown by over 47 percent since 2011. The cluster accounts for 15 percent of the county's total employment, with average wages of \$81,397 per year. Of the top ten occupations employed in the

¹³ The following industry clusters described in this section based on the industry clusters described in the Contra Costa County Adult Education Report, by BW Research, a gaps analysis study was commissioned by the CCAEC in 2018.

Healthcare industry cluster, only one—Registered Nurses—requires education beyond a post-secondary non-degree award. Each of the top ten occupations has grown by at least 19 percent since 2011, with personal care aide occupations growing by an impressive 299 percent.

Professional and Business Services. With 10 percent of the total county employment, the Professional and Business Services industry cluster employs over 38,000 workers across the county, supporting annual average wages of \$93,705. Overall employment has grown by 22 percent since 2011 and each of the top five occupations has grown by about 10 to 72 percent between 2011 and 2017. Entry-level positions in the professional and business services industry cluster typically requires a high school diploma or less. However, for mid- and senior- level roles, minimum education requirements tend to vary between a high school diploma and a bachelor's degree or more.

Finance and Banking, Insurance, and Real Estate (FIRE). Finance, Banking, Insurance and Real Estate (FIRE) firms employ about 26,879 workers in the county, or 7 percent of the county's total employment. This industry cluster has seen employment grow by 11 percent since 2011, with high average wages of about \$118,360. The top five occupations require between a high school diploma and a bachelor's degree as the typical entry-level education level and have seen variable growth, with bank tellers declining by 15 percent since 2011 and insurance sales agents growing by 23 percent during the same time.

Building and Design. The county's Building and Design cluster employs over 28,000 workers and has grown by 39 percent since 2011. Building and design firms support 8 percent of the county's overall employment and provide an average annual wage of about \$92,058. Each of the top five occupations has grown by at least 37 percent since 2011 and the typical entry-level education for these occupations is a high school diploma or less. Mid-level positions that includes skilled and specialized workers, generally requires a high school diploma along with five years' work experience or apprenticeship. Senior-level positions, such as engineers and construction managers require both higher levels of education as well as five or more years of work experience.

Information & Communication Technologies. The county's Information & Communication Technologies (ICT) cluster employs nearly 11,000 workers, or 3 percent of all jobs in the county, with average wages per job of \$150,589—the highest wages of all identified industry clusters. Although this industry cluster has decreased in employment by 5 percent since 2011, it provides a healthy array of occupational pathways that can begin with adult education course offerings. The top three occupations in terms of employment in this cluster have grown by at least 19 percent since 2011 and the typical entry-level education for these occupations is a post-secondary non-degree award or more.

2.3.3.b. What are the predominant occupational segments in the region?

Occupation segments focus on the knowledge, skills, and abilities individuals wanting to work on those occupations require. Focusing on specific, sustainable occupation segments allows adult schools to develop programs that will equip students with in-demand skills and knowledge. Five key occupational clusters account for 37 percent of all jobs in the Contra Costa County and therefore encompass a large

share of relevant skill sets and knowledge bases relevant to adult education. These five key clusters are Healthcare, Computer and Mathematical, Industrial Trades, Business, and Public Safety¹⁴.

Table 9. Contra Costa County Industry Clusters and Occupational Segments

Industry Clusters	Health Care Services	Computer & Mathematical Group	Industrial Trades	Business	TOTAL
Logistics	0	96	525	1,625	2,245
Healthcare	21,105	218	111	2,475	23,910
Professional and Business Services	376	719	615	2,987	4,698
Finance & Banking, Insurance and Real Estate	31	376	137	6374	6918
Building & Design	0	97	9,263	1,635	10,995
Information Communication Technologies	0	1,276	1,481	909	3,667
TOTAL	21,512	2,781	12,132	16,006	52,432

Looking at the occupation segments against the previously described industry clusters, the industries that provide the highest number of jobs are healthcare, followed by building and design, and FIRE. The occupation segments with the highest employment numbers are health care services, business, and industrial trades.¹⁵

2.3.3.c. What are the employment barriers and opportunities for the Consortium target populations?

Contra Costa County is a net exporter of talent in all occupational clusters with a low unemployment rate. This may predict the possibility of workforce shortages in near future as well as opportunities in the present for economic development within the county. Decreasing unemployment rates also may suggest an opportunity to expand access to education and career training that result in post-secondary credentials.

Additional challenges may arise as employers struggle to effectively support and manage employees with barriers to employment and high needs populations which may include CAEP priority student groups previously discussed throughout this report. For instance, in California, the unemployment rate for individuals with disabilities is 64 percent, slightly lower than the national average but nonetheless of great concern to the regional partners. Similarly, justice-involved adults are also a difficult to employ population as they often re-enter society with a high need for supportive services, limited access to resources, and few job prospects. These hard-to-employ populations will likely continue to experience employment barriers regardless of economic growth without additional education, training, and other supports that adult education can provide.

¹⁴ The CCCAEC Gaps Analysis identified public safety as one of the top occupation clusters in the County, however it is not considered industry segment. The other four clusters are also represented as occupation segments.

¹⁵ Source: CCCAEC Gaps Analysis Results, 2018

It is also agreed among adult education providers that partnerships with local industry is a rather under-utilized asset for generating greater adult education opportunities. While there are examples within Contra Costa County's adult education system of strong partnerships between education and training programs and industry sector partners, these examples are often sporadic and inconsistent across the region. At the same time, in a recent regional planning process, the workforce development providers reported difficulty placing workers with employers despite large requests for placement from employers due to gaps in workers with specific skills sets or training. The CCCAEC is uniquely situated to fill the training gap between workforce development programs and employers.

2.3.4. Alignment of Adult Education Investments to Priority Populations

The following section displays the extent to which the Consortium is investing CAEP resources in alignment with the needs of priority populations across specific content areas, namely, ESL/ELL Civics, ABE/ASE, and AWD as well as CAEP investment alignment to population concentrations of lower-income students. Justice-involved adults and older adults are also considered high priority populations to whom CCCAEC currently offers targeted services. However, data limitations make it difficult to identify individuals within this population who may benefit from adult education interventions. In the meantime, the CCCAEC assumes individuals with needs in these populations are also captured in the four main priority areas (ESL, ABE/ASE, AWD, and low-income students).

This assessment of investment alignment is informed by several data sources that include: the CCCAEC Regional Gaps Analysis, CCCAEC program data (hours and funding, as uploaded to NOVA), U.S. Census American Community Survey, and a review of regional justice statistics. This section references "potential adult education students" in each county subregion.¹⁶ This is operationalized as the ratio of total CAEP students in a zip code divided by the total number individuals within a priority population group (as indicated by census) within that same zip code. This method provides an assessment of how well the targeted population is represented in the current adult education student population by subregion and identifies which adult education sub-populations are over, under, and un-represented in the current adult education student population.¹⁷ It is worth noting that program data are limited in certain aspects. As information is conveyed at the regional level, the information does not incorporate data from countywide adult education institutions such as the Contra Costa Adult School, operated by the Contra Costa County Office of Education to serve inmates in the three county jail facilities. It should also be noted that about 90% of those incarcerated individuals will return to Contra Costa County upon release.

¹⁶ "Potential adult education students" refers to students that reside in a subregion but are not enrolled in adult education services. A region's ratio of 23 means that on average for every 23 people with a high school diploma or less, there is one AE student. A higher ratio signifies a larger gap between the targeted population and current AE students.

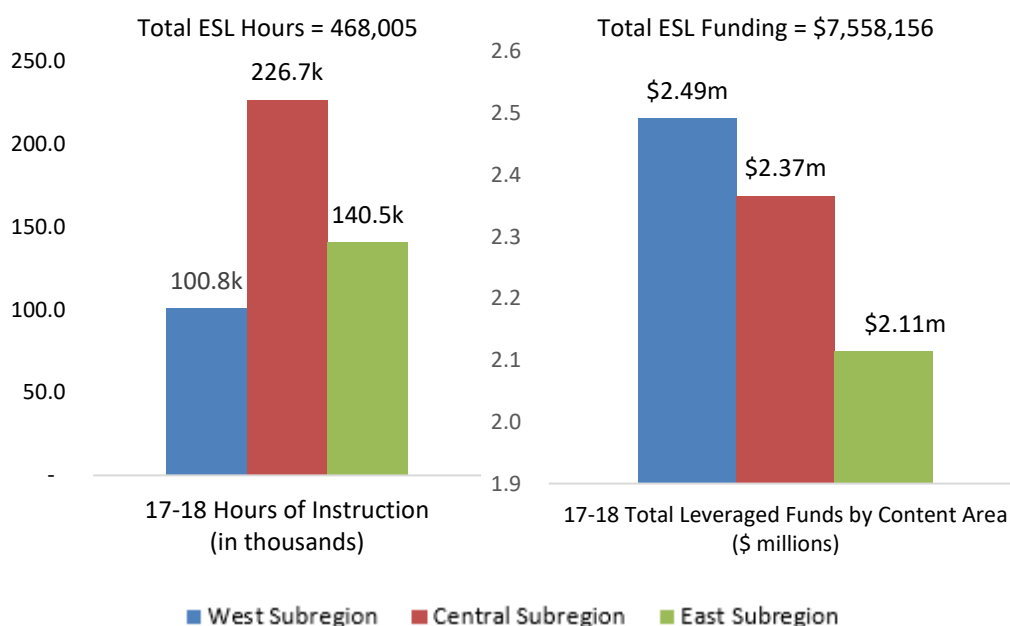
¹⁷ Based on methods used by B.W. Research to measure student's gaps within Contra Costa County as outlined in the Contra Costa County Adult Education Report, a gaps analysis study was commissioned by the CCCAEC in 2018.

2.3.4.a. ESL/EL Civics

- In general, the proportion of investment of CAEP funding and instruction align with ESL population and needs
- The Central subregion has the highest number of potential students that speak English “less than very well”
- The CCCAEC will uphold its large investment in ESL services and plans to expand reach through additional outreach, increased offerings of contextualized courses, and alternative class times

As discussed in previous sections, Contra Costa County has a relatively large need for ESL services as approximately 60,819 residents of the county self-identify as speaking English “less than very well” and slightly more than half of CCCAEC students polled (51.4%) reported that English was not their first language. Moreover, the development of English language and writing skills offers an immediate increase in earning potential. To accommodate this need, the CCCAEC offered 207 ESL/ELL civics courses across 13 different geographic locations across the county and provided 468,005 hours of ESL instruction during the 2017-2018 program year, 42% of the total Consortium instructional hours. To support this level of instruction, the Consortium dedicated over a third of its total funding, \$7,558,156 (37%) to ESL/ELL Civics during the 2017-2018 program year.

Figure 5. Allocation of Hours of Instruction¹⁸ and Funding for ELL Students in Each Subregion

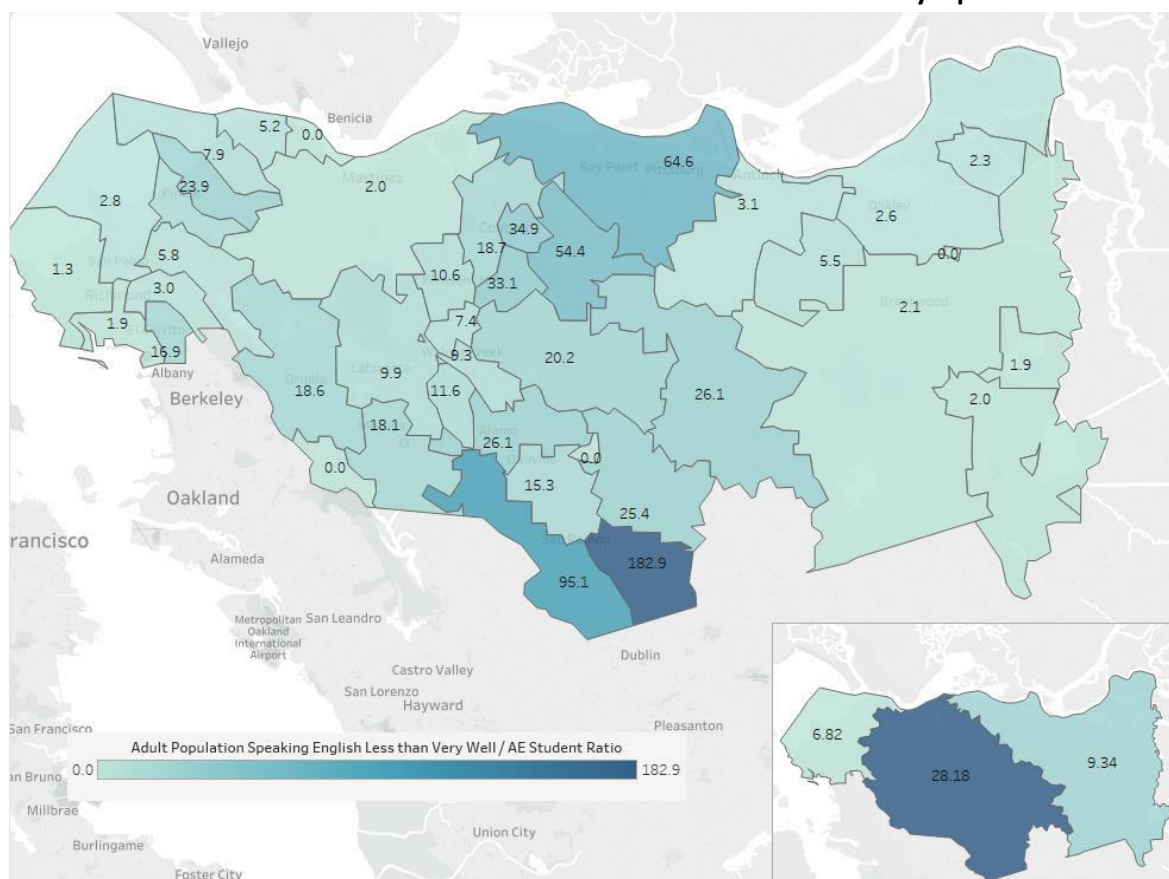


¹⁸ Note: “Hours of Instruction” does not include data from Contra Costa College, Diablo Valley College, and Los Medanos College.

Though the CCCAEC has made great strides in serving ESL adult learners, there remains pockets of potential students that may benefit from greater outreach and inclusion in AEP services. Though the central region provided the most instructional hours of ELL/ESL course hours of any subregion (see Figure 5), findings from the CCCAEC Gaps Analysis suggests there may be a number of potential ESL Adult Education students yet to receive services, residing in the southern most zip codes of the sub-region. The gaps analysis results for the ratios of potential ESL students to AE students by zip code (illustration 3) suggests that for every one (1) student participating in CAEP in these zip codes, there are respectively 96 and 183 potential ESL students who have not yet accessed services. Although this may point to a need for greater outreach to these specific zip codes, it is also important to note that these zip codes represent some of the wealthiest neighborhoods (Alamo and Danville) in the state that are not typically associated with high concentrations of individuals with English language needs.

The CCCAE will continue its investments in ESL/ELL services while seeking new opportunities to expand upon existing curriculum and increase the reach of its services. The regional ESL workgroup continues its work to align curricula regionally while offering additional opportunities for contextualized ESL courses that present language learning within specific industry contexts. The Consortium's goal (outlined in Section 2.4) to increase accommodation of student schedules through weekend and evening courses will expand opportunities for ESL learners that currently work and provide care to family members during daytime class hours.

Illustration 3. Ratios of Potential ESL Students to AE Students by Zip Code



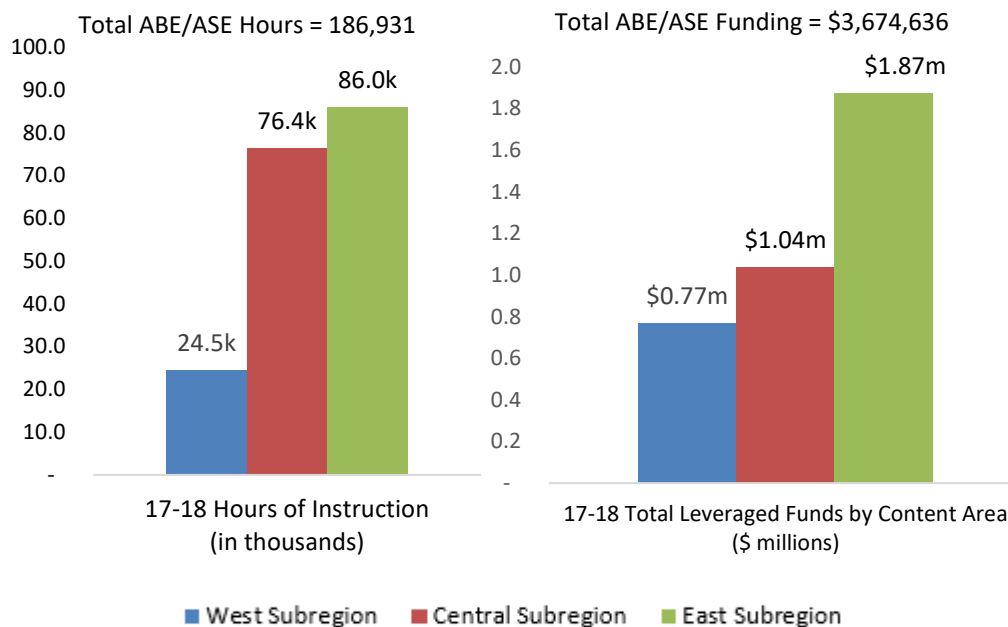
Source: CCCEAC Gaps Analysis Results, 2018

2.3.4.b. ABE/ASE

- The CCCAEC is effectively targeting adults with less than a high school diploma across subregions
- The Consortium dedicates the greatest number of hours of instruction and funding for adults without a high school diploma in the East County where that population has the highest concentration of the general population
- Based on CCCAEC Gaps Analysis findings that indicate West County has the lowest number of untapped adult learners; investment appears to be appropriately allocated across subregions

As currently 11% of Contra Costa County’s population (94,333 people) identify as having “less than a high school” diploma or equivalent, the CCCAEC prioritizes investment in serving this population through ABE and ASE services. Across the Consortium, member agencies provide 31 ABE and 254 ASE courses across 13 physical access points and as well through remote learning opportunities. During the 2017-2018 program year, the Consortium dedicated 186,931 hours (17% of total Consortium hours) toward ABE/ASE services. To provide this level of service, the Consortium allocated \$3,674,636 (18% of total Consortium funding) to ABE/ASE during the 2017-2018 program year.

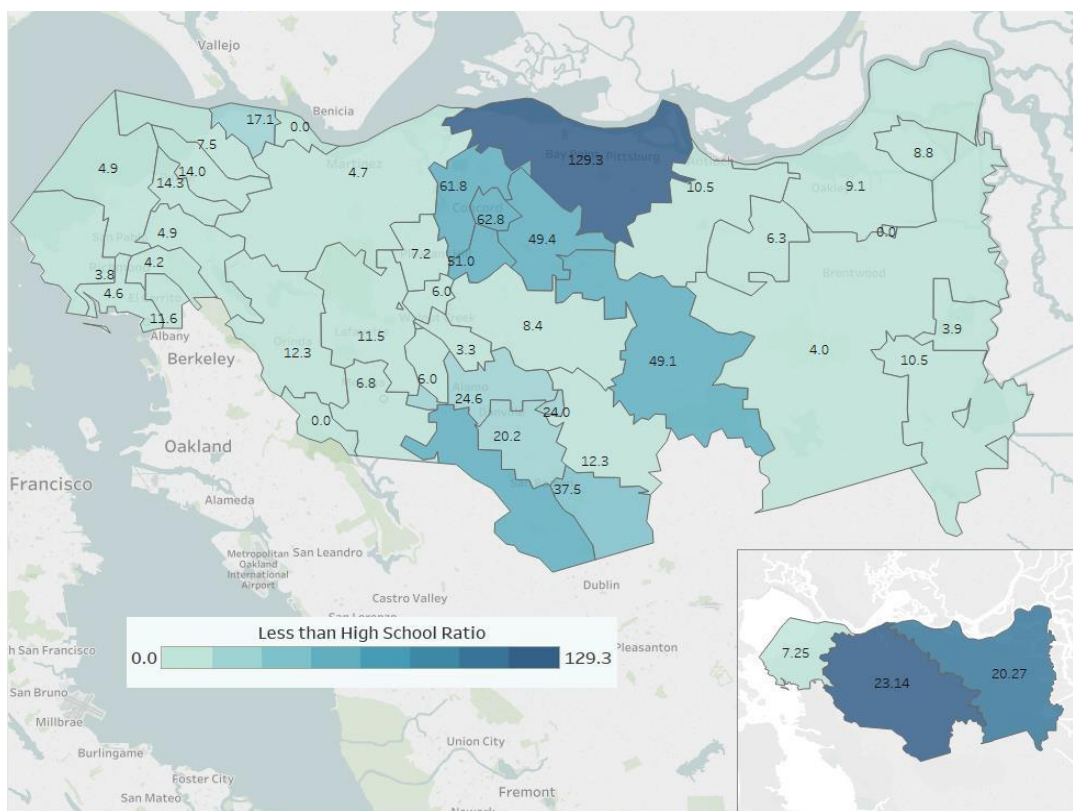
Figure 6. Allocation of Hours of Instruction¹⁹ and Funding for ABE/ASE Students in Each Subregion



In analyzing CCCAEC investment against need for ABE/ASE services by subregion, the level of need may warrant an adjustment to how ABE/ASE resources are allocated. However, both the CCCAEC's gaps analysis findings and census data across the county show that investments are aligned proportionally to populations of adults without a high school diploma or equivalent. While there may be discrepancies between various zip codes in general, the CCCAEC's allocation of resources and levels of instruction both track to how concentrated populations are in each subregion. For instance, East and West County have similar numbers of adults identifying as having less than a high school diploma (35,744 and 34,701), however East County has a lower population density and thus a higher ratio of adults without a high school diploma. At the same time both CAEP and community-based resources tend to be concentrated in Central and West County. As such, the current distribution of resources across the county sufficiently aligns with need.

¹⁹ Note: "Hours of Instruction" does not include data from Contra Costa College, Diablo Valley College, and Los Medanos College.

Illustration 4. Ratios of Potential ABE/ASE Students per AE Students by Zip Code



Source: CCCAEC Gaps Analysis Results, 2018

2.3.4.c. Adults with Disabilities

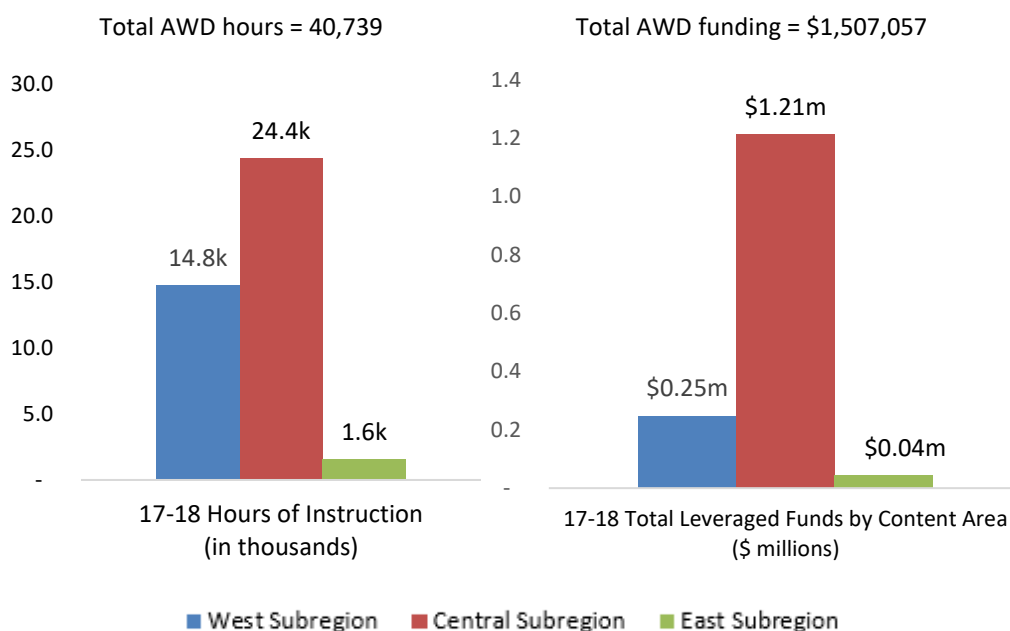
- Overall CCCAEC investment in CAEP services and support for adults with disabilities is aligned to underserved population and needs
- The Central subregion has the largest population of unserved adult with disabilities, but also was the area that received the largest hours of instruction and the highest amount of investment from the Consortium
- The West and East subregions both had relatively smaller unserved populations compared to Central County.

Fifteen percent of Contra Costa adult residents (18 to 64 years old) – or 105,399 people – live with a disability, suggesting a relatively large need for AWD adult services, adult education and beyond.²⁰ Through independent living skills courses, adaptive learning technologies, and ever-increasing opportunities for remote learning, the CCCAEC seeks to address the diverse needs of adult learners with disabilities. Through the student survey, approximately 14% of students polled identified as having a

²⁰ It is important to note that the term “disability” is broadly defined within the Census and is based on self-reported disabilities. There is likely a higher number of individuals with non-reported disabilities that include learning disabilities, cognitive disabilities and physical challenges that may constitute a disability.

disability, though this percentage may be higher in actuality due to the reluctance of some individuals to self-identify. To support these AWD learners, the CCCAEC dedicated 40,739 instruction hours (17% of total hours) toward AWD services and courses and \$1,507,057 in funding during the 2017-2018 academic year.

Figure 7. Allocation of Hours of Instruction²¹ and Funding for AWD students in Each Subregion

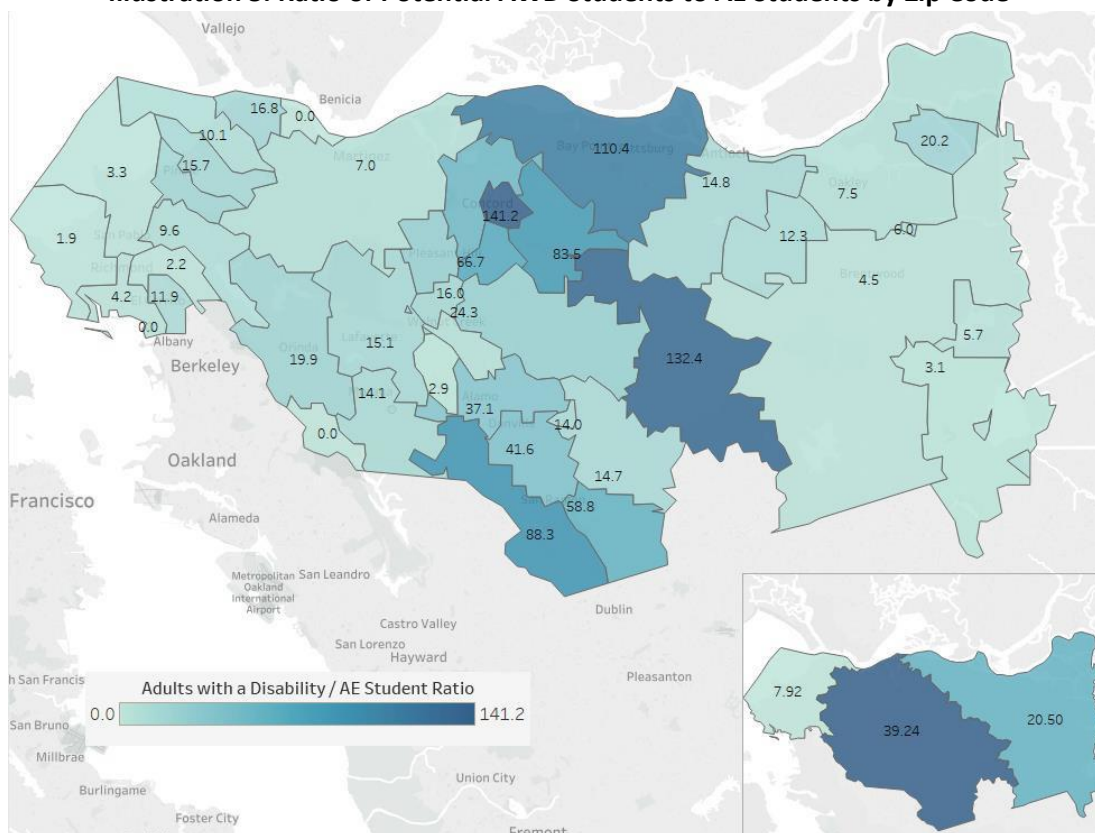


Central County received the highest amount of funding for AWD services, a total of \$1,214,104, or 81% of total CCCAEC funding dedicated to AWD. Central County also spent 24,393 hours on AWD services, representing 60% of the hours dedicated to AWD services region-wide. This level of investment of CAEP funds to AWD programs in Central County reflects the CCCAEC's increased investment in addressing the large unserved AWD population in Central County as indicated by the CCCAEC gaps analysis results on the ratio of potential AWD students to AE students by zip code in shown in Illustration 5.

East County's allocation of investment in AWD services may warrant further analysis moving forward due to the proportionally lower hours of instruction and funding to the other subregions in relation to the sheer numbers of census-identified AWDs in this subregion (35,744 individuals, see Table 8, Section 2.3.2). It is likely that opportunities exist to expand services and outreach to AWDs in East County during the next three-year period.

²¹ Note: "Hours of Instruction" does not include data from Contra Costa College, Diablo Valley College, and Los Medanos College.

Illustration 5. Ratio of Potential AWD Students to AE Students by Zip Code



Source: CCCAEC Gaps Analysis Results, 2018

2.3.4.d. Lower Income Students

- The Central subregion has the highest number of potential students below the poverty line.
- While CAEP does not directly address income challenges, CCCAEC investment of CAEP funding and services appears to align with economic needs in the region.

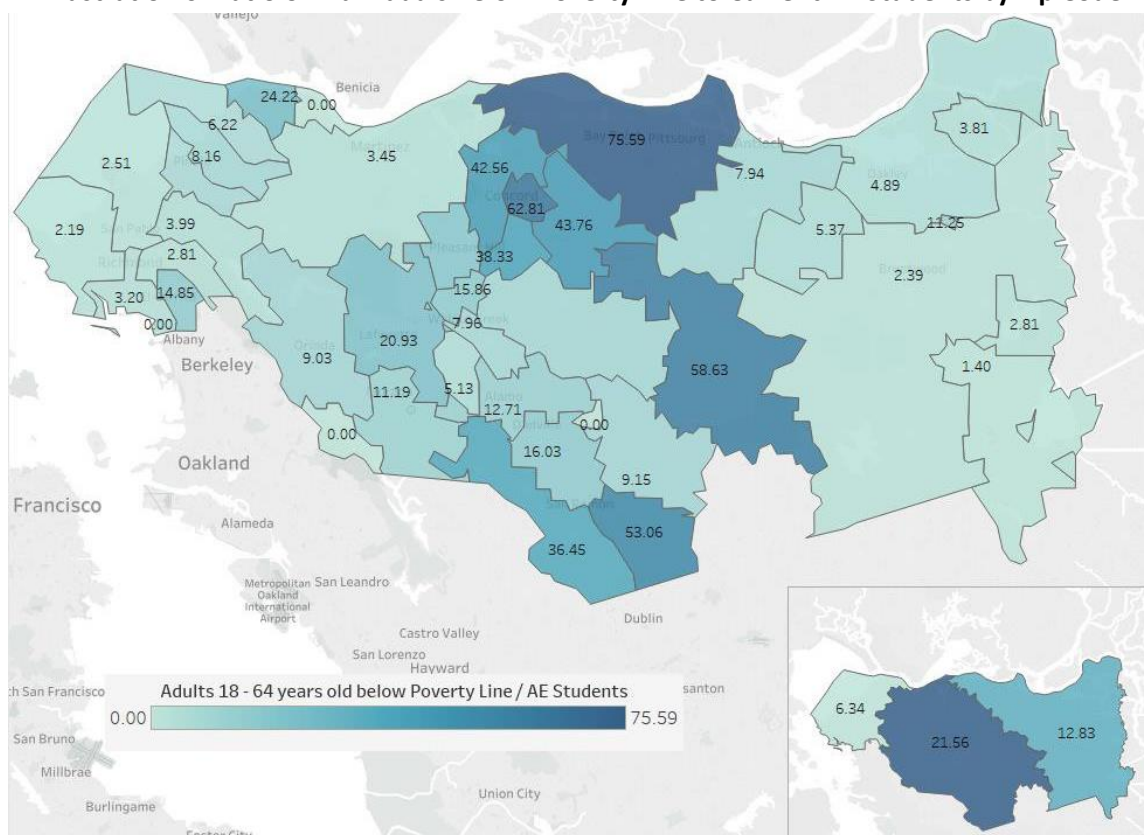
Many adult students earn below the poverty line and participate in CCCAEC services to increase earning power and achieve better employment outcomes. Of those students that chose to answer survey questions about their income, approximately 43% reported that they earned below \$25,000. Given the economic stress that these students face and the barriers to participation in CAEP services that emerge, the CCCAEC strives to continue to increase access to its programs and services.

Understanding the urgency that many adult students face in developing professional skills and finding employment, the CCCAEC has been identifying ways to accelerate CTE and ESL programs. In this upcoming planning period, two of the Consortium's goals (discussed in Section 2.4) address strategies to accelerate learning and expand career readiness to support students more rapidly and effectively moving through CCCAEC programs to find employment and earn livable wages. As well, a third goal seeks to increase

alternative learning schedules to better accommodate those individuals who may be working one or more jobs during daytime hours.

The CCCAEC gaps analysis identifies the Central and East County subregions as having the largest potentially unserved population of adults living below the poverty line (22 and 13 unserved adults, respectively, to every one (1) adult that participates in CCCAEC services). When looking at total CAEP investments and hours of instruction, they both appear to align with concentrations of poverty and need. Furthermore, the physical locations of CCCAEC sites in the region are most numerous in the Central and East County where increased outreach may be pivotal to increasing participation of adults experiencing high levels of economic stress.

Illustration 6. Ratio of Individuals Below Poverty Line to Current AE Students by Zip Code



CCCEAC Gaps Analysis Results, 2018

2.3.4.e. Justice-Involved Population

Justice-involved individuals have a harder time getting a job and meeting their career and educational goals compared to individuals without any involvement in the justice system. While there is not available data on the total number of justice-involved individuals in Contra Costa County specifically, it is estimated that among the United States adult population that one out of every three adults have been involved in

the justice system²² which suggests that justice-involvement barriers to employment is a common barrier to employment especially in communities impacted by high rates of incarceration.

At present there is insufficient data to provide the same level of analysis of resource allocations against the needs of the justice-involved population. While Contra Costa Adult School has made considerable inroads into serving justice-involved individuals, the CCCAEC acknowledges that these populations could benefit by more targeted adult education programs and services. Current investments are aligned to address this need through the Contra Costa County detention-based, adult education programs. This adult education program provides ABE/ASE, ESL, CTE, Workforce Readiness, Substance Abuse education and Parenting courses to adults in custody. Additionally, Con provides pre-release transition planning and services to help connect reentry individuals to specific services and/or adult education, community college or other training programs upon release. Although the Contra Costa Adult School (CCAS) staff works collaboratively with the Office of Reentry and Justice and other reentry partners to ensure smooth transitions, there are notable gaps in meeting the needs of this population. The CCCAEC does not currently provide AEP-funded programs that target this reentry population directly, however they are engaged in partnerships with the County Probation Department and organizations that primarily serve reentering adults. The CCCAEC is also working to identify opportunities to collaborate with organizations already serving this population and to better understand this population's needs in order to enhance current CAEP offerings.

²² Bureau of Justice Statistics, (2014). Survey of State Criminal History Information Systems. Retrieved February 1, 2019 from <https://www.ncjrs.gov/pdffiles1/bjs/grants/244563.pdf>

Section 2.4 Identifying Goals and Strategies

To address the gaps outlined in previous sections and increase the impact of AEP services in Contra Costa County over the next three years, the CCCAEC has agreed to focus on the following six goals:

1. Align intake and referral practices across CCCAEC member agencies
2. Increase adult learner career readiness
3. Increase access to CAEP services
4. Create and expand opportunities for accelerated learning
5. Increase level and connectedness of external community support services
6. Evaluate current Consortium organization and operational structures to optimize efficiency and impact

The CCCAEC arrived at these goals through a facilitated strategic planning process that included self-assessment activities (survey, focus group), three day-long planning retreats, and multiple convenings of a Three-Year Plan Taskforce.

These goals will serve as the framework that will drive the CCCAEC's implementation of adult education programs and services over the next three years. The CCCAEC Steering Committee is responsible for the executive leadership, oversight, and accountability of the three-year plan's implementation and will work with the Consortium Manager and workgroup co-chairs to develop workplans for the planning, implementation, and monitoring of the strategies outlined in this section. In order to operationalize these strategies, the CCCAEC plans to use both existing workgroups and establish targeted and shorter-term taskforces to lead implementation efforts. Progress will be monitored on both a planned and ad hoc basis through monthly progress reports at the CCCAEC Steering Committee meetings and on an as-needed basis by the co-chairs and consortium Manager.

Goal 1: Align intake and referral practices across CCCAEC member agencies

As the CCCAEC has worked to create a more seamless adult education system, it has become clear that the current system lacks standard and consistent practices for enrolling and orienting new adult learners to the adult education system. Some adult learners lack clear information about academic and career training pathways, courses, and supports resulting in unnecessary course enrollments, delayed progress, and missed opportunities to utilize academic, transition, and ancillary supports. A more standardized and consistent process for intake, orientation, and initial student data collection will ensure all students receive accurate and comprehensive information, streamline enrollment and transition experiences for students, and reduce avoidable barriers to progression and completion.

The ongoing implementation of CommunityPro across CCCAEC member agencies greatly increases the capacity to track individual student needs along the continuum of services, identify larger trends in the adult learner population, and increase intra-segmental system communication. The CCCAEC will utilize this enhanced capacity to align student services across education agencies, design and implement common intake forms and orientation processes, and investigate opportunities for intersegmental student service referrals.

Strategies and Activities

- 1) **Design a common and comprehensive student intake process.** The CCCAEC will convene a taskforce to develop common intake forms, processes, and student orientation content and protocols. This taskforce will begin by collecting common tools that already exist. The taskforce will be charged with facilitating an iterative design process across Consortium partners to ensure input from all agencies and relevant partnering service providers.
- 2) **Develop implementation and evaluation plans for new common student intake processes.** Following the design of common student intake and orientation materials and processes, the CCCAEC will develop and rollout a coordinated implementation plan that includes scheduled evaluative activities and opportunities for revisions. Throughout implementation, the taskforce members, along with the Consortium Manager, will be available to provide guidance and technical assistance on using these resources.
- 3) **Identify opportunities for intersegmental service referrals and establish referral pathways.** Identify opportunities when K-12 adult school students can be referred to community colleges for additional resources and student support services relating to academic and career pathway needs. Once appropriate referral criteria are developed, the CCCAEC will establish referral pathways and protocols between adult schools and community colleges for these referrals.

Goal 1 Implementation Approach

Internally, the taskforce assigned to this goal will review existing common tools and processes and assess the extent to which all members are using them. Based on this review, the taskforce will develop a workplan that includes implementation steps, timelines, milestones, deliverables, and outcomes. The CCCAEC will use this workplan to measure and monitor the progress and success of this strategy. The CCCAEC expects that planning for this goal will occur over FY 2019-20. The taskforce will likely need to partner with both the Data and Accountability Workgroup and leadership from member agencies to gain input into how best to develop common intake and referral processes.

Goal 2: Increase Adult Learner Career Readiness

The CCCAEC has long noted that more can be done to increase the career readiness of adult learners through stronger partnerships with local industry partners and increased opportunities for contextualized learning and work-based learning. The challenge has been finding the time and resources to invest in engagement efforts with industry partners and to find ways to imbue their input on needed skill sets, certifications, and talent into curriculum design.

As such, the CCCAEC's objective in this area is two-fold: 1) increase and enhance industry and business partnerships, and 2) expand career readiness opportunities for adult learners through contextualized learning, industry/profession aligned curricula, and work-based learning opportunities. The CCCAEC will assist adult learners to develop and strengthen the skills and competencies required for successful transition into their desired professional field through enhanced work-based learning opportunities, career exploration services, and relevant professional competencies integrated into the curriculum.

Strategies and Activities

- 1) **Develop and systemize collaboration with industry partners.** The CCCAEC will convene an Employer Relationship Taskforce to identify and expand relationships with industry partners and regional employers. Through increasing the activity of CTE advisory committees that hold industry representative seats, scheduled information sharing with employers, and report-outs from the taskforce, the CCCAEC will build extensive relationships with industry partners and share learning across educational agencies.
- 2) **Increase work-based learning opportunities and targeted competency development.** Through new and strengthened industry/employer partnerships, the CCCAEC will increase the number of internships and apprenticeships available for adult learners to enhance learning experiences. Increased collaboration and input from industry/employer partners will also contribute to the alignment of curriculum to requisite industry skill and knowledge. Specific professional competencies will be mapped and integrated into career pathways. Finally, CCCAEC will increase the contextualization of ABE/ASE, AWD, and ESL classes with a focus on New World of Work skills.
- 3) **Increase career exploration and choice.** The CCCAEC will design and implement career exploration services that are initiated during the student intake phase. New adult learners will access self-guided career resources or collaborate with specially trained counselors early in the enrollment process to ensure a broad scope of relevant career options when considering and selecting courses, career pathways, and setting academic goals.

Goal 2 Implementation Approach

The CCCAEC will initiate this goal by forming an Employer Relationship Taskforce that will plan and lead a partner engagement strategy and serve as initial liaison between the CCCAEC and new industry partnerships. The CCCAEC recently completed an inventory of community-based and industry partnerships for the three-year planning process. While this list is quite extensive, it does not provide information on the nature of each partnership, whether the partnership is formal or informal, or how other CCCAEC members can leverage the partnerships. The partner engagement taskforce will build on current efforts to inventory partnerships and increase engagement of industry and community-based partners to develop a more comprehensive map of current partnerships. Part of this mapping will likely involve reviewing labor market and economic data and CTE offerings to map partnerships to current CTE priorities and capacity.

Following this process, the taskforce will identify gaps in current industry partnerships and develop a plan to bolster the level of work-based learning opportunities and curricula to skill alignments. The taskforce will also collaborate with the curricula workgroup (ABE/ASE, ESL, and CTE) to support efforts to align curricula to industry needs and connect work-based learning opportunities to corresponding courses and CTE programs. The taskforce will support implementation of goals 2 and 5 as both goals have the objective of engaging and enhancing partnerships.

The Employer Relationship Taskforce will work with the Consortium Manager in the first part of FY 2019-20 to develop a workplan for implementing the strategies in this goal that will include activities, timelines, milestones, and expected outcomes.

Goal 3: Increase Accessibility and Flexibility of CAEP services

The CCCAEC Gaps Analysis identified that a challenge for adult learners is finding the courses they need during a time that works for them. While this issue has been known by adult education centers and community colleges, the work of the Consortium has also informed CCCAEC's understanding that the solution may lie in a more subregional approach to delivering CAEP programs. Over the next three years, the CCCAEC aims to develop subregional strategies to identify accessibility issues for CAEP courses and to maximize accessibility and capacity through coordinated schedules, remote courses, and co-located classrooms. Educational agencies will strive to accommodate adult learners who balance the responsibility of employment, parenting, and caregiving through alternative class times and locations. Agencies will also provide greater opportunities for remote learning and remote service participation.

Strategies and Activities

- 1) **Collaboratively develop subregional K-12 and community college course schedules:** Subregional taskforces consisting of membership of both community colleges and proximal adult schools will convene to review programs and move toward greater course alignment. The taskforce will then work to develop a comprehensive shared subregional schedule.
- 2) **Conduct facility analyses by each subregion to identify available classroom space and resources.** Each taskforce will conduct a facility analysis across its subregion to identify and map available classroom spaces and resources. The taskforce will seek to reduce duplication of classes in order to apply resources toward expanding the number and variety of classes available at alternative times, such as evenings and weekends.

Goal 3 Implementation Approach

Goal 3 strategies will be led by CCCAEC agencies at a subregional level. Since this goal depends on the ability of member agencies within a subregion to coordinate their course offerings and schedules, the CCCAEC will engage in more adult education planning and coordination within each subregion. As a first step, members in each subregion will hold planning meetings to define the subregional strategic priorities for providing CAEP services in a manner that maximizes accessibility. This phase of work will likely include research on practices to expand accessibility without sacrificing acceleration of progress or student success. Following planning, subregional groups will present their plans to the Consortium and begin implementation. This planning is likely to occur during the first two quarters of FY 2019-20 with changes to calendars and locations happening during the 2020-2021 academic year.

Goal 4: Create and Expand Opportunities for Accelerated Learning

There is wide recognition among CCCAEC institutions that adult schools and colleges need to do more to accelerate student progress and increase successful completion. The challenge is getting a student

through basic education/ ESL courses and on to career or college-level coursework at an accelerated pace that allows the student to move through each level quickly, but in a manner that increases the likelihood that the student will comprehend and retain what they have learned. Over the past year, the CCCAEC workgroups have been engaged in planning to align curricula to similar standards, develop tools and resources to support transitions, and increase connections between adult education and community college programs to improve student success as they move from basic to college-level courses.

Over the next three years, the CCCAEC aims to continue to build on progress made in this area and develop more opportunities for accelerated learning. The CCCAEC network of adult schools, community colleges, and partnering agencies will collaborate to ensure enhanced supports and opportunities are in place for students seeking to complete college-level courses and programs. The CCCAEC will also optimize learning and create opportunities for accelerated program completion through provision of relevant work-based learning opportunities.

Strategies and Activities

- 1) **Develop and implement guided self-placement tools at the college level.** With the implementation of AB 705, students will be able to self-place in English and math based on high school GPA level. However, students who have completed high school equivalencies without a GPA will have difficulty with placement options. Community colleges will collaborate across the Consortium to develop and implement guided self-placement tools that provide adult learners with self-evaluation criteria to support accurate placement into English and math levels.
- 2) **Enhance adult school curricula to increase college readiness.** The adult schools will work with their college partners in each subregion to develop upstream enhancement to curricula and support services to prepare and assist adult learners intending to take college-level math and English courses. The adult schools and colleges will work at the subregional level to revise current course offering and curricula to college-ready standards.
- 3) **Collaborate subregionally to build bidirectional transition supports.** At the subregional level, faculty from adult schools, community colleges, and transition specialists will attend collaborative work sessions to exchange information about how adult learners can be supported in preparing for college English and math. Adult school faculty and transition specialists will bolster support in areas that are reported to pose difficulty for students by college faculty. This will also include developing a process for supporting students in self-placement into English and math courses at the community colleges.
- 4) **Explore potential student retention and support mechanisms.** CCCAEC agencies will collaborate to identify methods to identify innovative solutions and practices to support adult learners who are having difficulty with progressing through coursework. The goal will be to identify best or promising practices that maximize student potential and increase retention and completion. The CCCAEC will seek to implement mechanisms to flag students who are dropping courses and/or failing and develop a process to proactively initiate supports or engage students who may have already dropped out.

Goal 4 Implementation Approach

Goal 4 will continue planning currently being led by the ABE Workgroup to develop resources and tools and to enhance adult school curricula to prepare adult students for college course content. The CCCAEC also expects that members at the subregional level will engage in planning to increase accelerated learning opportunities in a coordinated manner. This effort is currently ongoing, but the CCCAEC will increase efforts in this area beginning in the first quarter of FY 2019-20. It is expected that planning will likely continue for the duration of 2019 with adjustments to curricula expected to begin in the 2020-2021 academic year.

Goal 5: Increase Level and Connectedness of External Community Support Services

Nearly all students experience challenges outside of the classroom that have direct impacts on their ability to be successful in school. Adult learners often experience intersecting social, economic, and cultural challenges that create external barriers to meeting their academic or career goals. While the CCCAEC aims to reduce barriers, improve accessibility and increase success, they see building partnerships with community-based organizations as part of a holistic strategy to support adult learners with complex needs. The CCCAEC will leverage its network of community partners and service providers across the county to strengthen current partnerships and build new ones. This goal aims to enhance and expand the level of appropriate linkages and referrals for psychosocial supports and safety net services; to reduce barriers to needed support; and to improve accountability and sharing of information about community-based supports and services.

Strategies and Activities

- 1) Conduct Consortium-wide analysis and inventory of existing service partnerships.** The CCCAEC will establish a Partner Engagement Taskforce to study and document existing partnerships. The taskforce will develop a detailed survey to be completed by each educational agency that collects information on existing partnerships and formalized agreements with service providers. Evaluation criteria will also be developed to evaluate service partner performance based on responsiveness, timely delivery of services, and navigability. A Consortium-wide inventory of service partners will be compiled in CommunityPro.
- 2) Formalize existing and new partnerships with community support service providers.** The Partner Engagement Taskforce will conduct an analysis of the inventory of Consortium partnerships with service providers, identify gaps in services, and identify new partnerships with local providers. With support from this taskforce, educational agencies across the Consortium will establish formalized referral pathways and MOUs with local service providers to increase levels of support for adult learners.

Goal 5 Implementation Approach

Goal 5 will be led by a CBO Engagement Taskforce that led efforts to strength and establish partnerships with CBOs in Contra Costa County. The CBO Taskforce will conduct a survey of consortium member

agencies and develop an inventory of community-based partners, the services they provide and the nature of the current partnerships. This information will be used to identify and describe current types and levels of community-based services available, gaps in available supports, and potential opportunities for new partnerships. The resulting inventory will serve as a resource for all CCAEC members in assisting adult learners with meeting their needs as well as drive outreach efforts to expand the current partner network. The CCAEC anticipates that the survey and inventory will take place in FY 2019-20 with outreach and partnership building occurring in the subsequent years as well as in an ongoing manner as needed.

Goal 6: Evaluate Consortium Organization and Operational Structures

Over the past four years, the CCAEC has made substantial investments in terms of both time and resources into the CCAEC's organization and operational structures and processes capacity in order to ensure that Consortium leadership can effectively implement and monitor the regional adult education system. Similarly, the CCAEC aims to become more data-driven and use evaluative processes, quality assurance monitoring, and reporting as ways to make more informed and transparent decisions about CAEP investments. Most of the CCAEC's shared CAEP investments (transition specialists, workgroups, etc.) are in their third year of implementation. The CCAEC leadership feels that conducting an evaluation is necessary to measure the effectiveness, efficiency, and feasibility of each investment. The objectives of this effort will be to identify what is working well, what is challenging, and identify areas for change, adjustment, and further investment. This evaluation process will ensure that the Consortium and, most importantly, adult education students get the most out how CAEP funds are invested.

Strategies and Activities

- 1) **Evaluate current workgroup structure.** The CCAEC Steering Committee will evaluate the current structure dedicated to academic curriculum areas (ABE, AWD, ESL, and CTE) and CCAEC administrative areas (Budget and Finance, Governance, Data and Accountability). The Steering Committee will determine where there are opportunities for delegation of specific and time-specific tasks to subregional working groups and taskforces.
- 2) **Evaluate and refine role and responsibilities of transition specialists.** The CCAEC Steering Committee will evaluate the current role and function of transition specialists within the CCAEC continuum of academic and career services. Refinements to duties and objectives will be made where necessary to optimize the impact of transition services.
- 3) **Review governance structure.** The strategic planning process made it clear that there is interest across Consortium members in reviewing the current governance structure and considering alternative models of governance. Changes would likely consist of adjusting current steering committees and decision-making processes.
- 4) **Evaluate existing consortium management model.** The CCAEC Steering Committee will evaluate the current model of engaging a firm as compared to a contractor to deliver the consortium management services, and conduct a thorough analysis of the desired scope of work. The outcome of this analysis would be to make a final determination regarding the best consortium management model to employ with an agreed upon scope of work.

Goal 6 Implementation Approach

Activities in Goal 6 will be led by the Steering Committee in conjunction with the governance and budget and fiscal workgroups. The CCCAEC expects to move forward with evaluating the workgroup structure and transition specialist roles and responsibilities, and consortium management model in the first quarter of FY 2019-20 and expect both the evaluation and subsequent planning to take most of FY 2019-20. The CCCAEC has assigned a taskforce with initial planning around a framework for reviewing the CCCAEC's governance structure. This effort will occur during the remainder of 2019.

Student Progress Framework

The CCCAEC believes that adult education programs are most successful when they are data-driven and include a plan for ongoing quality monitoring, oversight, and evaluation. For each of the goals listed above, the CCCAEC has identified applicable student progress measures based on the current metrics from the CAEP's Student Progress Framework. The CCCAEC has chosen the following metrics:

- Participants
 - Participants served
- Student Progress
 - EFL level attainment
 - CB 21 level progress
 - Occupational skills gained
- Transitions
 - ABE/ESL to ASE
 - Transition to post-secondary
 - Transition to apprenticeships or other training programs
 - Transition to appropriate program or service upon reentry (formerly incarcerated)
 -
- Completion
 - HSD/HSE Certificates or HS Diplomas earned
 - Other certificates, credentials, and degrees
 - Employment
 - Wage increase
 - College credit award

These metrics will provide a broad measurement of progress of the CCCAEC in meeting its three-year plan's goals. Table 10 below provides a crosswalk of how the student progress measures map to the CCCAEC's three-year plan goals.

Table 10. Alignment of Student Progress Measures to CCCAEC Goals

Student Progress Measure	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6
Participants	✓		✓		✓	✓
Student Progress		✓	✓	✓	✓	✓
Transitions	✓			✓		✓
Completion		✓		✓	✓	✓

CCCAEC Logic Model

Goals	Inputs	Activities	Outputs	Immediate Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
1) Align common intake and referral practices across CCCAEC member agencies	<ul style="list-style-type: none"> Taskforce Members Existing shared tools and practices CommunityPro and CAEP data 	<ul style="list-style-type: none"> Convene Taskforce Design common intake forms and processes, orientation material Design and roll out implementation and evaluation plans Identify opportunities for intersegmental service referrals and establish referral pathways 	<ul style="list-style-type: none"> Comprehensive and aligned intake, orientation materials and processes developed, implemented and refined Service referral pathways identified and codified between CCCAEC agencies 	<ul style="list-style-type: none"> Students receive standardized, comprehensive, and aligned intake/orientation processes across CCCAEC 	<ul style="list-style-type: none"> Student intake records and information follow students to multiple CCCAEC locations Duplicative processes are eliminated 	<ul style="list-style-type: none"> CAEP students have increased access to education agencies across the county, face reduced bureaucracy, and utilize appropriate services
2) Increase adult learner career readiness	<ul style="list-style-type: none"> Data of current industry partners Labor market and economic data New World of Work Trainings curricula AJCC, Adult School, Community College Career Services Taskforce members 	<ul style="list-style-type: none"> Convene Partner Engagement Taskforce Build on current partner engagement Design/build Career Exploration Service Pathway initiated during intake phase Increase contextualization of ESL, CTE, ABE classes with New World of Working content Map workforce competencies to courses 	<ul style="list-style-type: none"> Support services and curriculum related to career exploration and career readiness are enhanced and aligned with student needs Increased number of industry and business partnerships Expanded work-based learning opportunities 	<ul style="list-style-type: none"> Students select more appropriate career pathways sooner and spend more time in classes and work-based learning on building career competencies 	<ul style="list-style-type: none"> Program completion/certification/ degree or transfer Students complete programs with greater levels of relevant skills, knowledge, experience, and connections within desired field 	<ul style="list-style-type: none"> Viable employment in desired field

Goals	Inputs	Activities	Outputs	Immediate Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
3) Increase access to CAEP services	<ul style="list-style-type: none"> Subregional taskforces Member agency leadership Information on course offerings and schedules Information on remote learning practices 	<ul style="list-style-type: none"> Develop aligned subregional class schedules Conduct facility analyses Develop implementation and evaluation plan 	<ul style="list-style-type: none"> Courses are provided on weekends and evenings to accommodate student schedules Additional remote learning opportunities are provided 	<ul style="list-style-type: none"> Increased course options for student parents and employed individuals 	<ul style="list-style-type: none"> Greater participation and less attrition of adult learners in CAEP education and career services 	<ul style="list-style-type: none"> Increased transitions and completions of certifications, and degrees
4) Create and expand opportunities for accelerated learning	<ul style="list-style-type: none"> Community Colleges Regional and subregional faculty groups AE and CC math and English curricula and standards Inventory of tools and practices that support accelerated learning Transitional specialists 	<ul style="list-style-type: none"> Develop and implement guided self-placement tools Collaborate subregionally to build bidirectional transition supports Investigate student retention and support mechanisms Identify potential practices, course alignments, and tools that support accelerated learning and course completion 	<ul style="list-style-type: none"> Completed self-placement tools Increased targeted academic supports in place Innovative mechanisms established to prevent student attrition Better curriculum alignment between AS and CC courses 	<ul style="list-style-type: none"> Supportive tools, services, and safety nets are implemented uniformly across CCCAEC Students transition quicker from pre-secondary to post-secondary curricula Transitions include warm hand-offs from AS to CC transition specialists 	<ul style="list-style-type: none"> Increasing numbers of students proactively utilizing supports while engaged in accelerated learning Increase in successful transitions and post-secondary degrees Transition process is fully defined and easily replicable 	<ul style="list-style-type: none"> CAEP students complete transitions, certifications, and degrees more quickly and in greater numbers

Goals	Inputs	Activities	Outputs	Immediate Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
5) Increase level and connectedness of external community support services	<ul style="list-style-type: none"> Inventory of current community-based organizational partners Partner Engagement Taskforce Data on AE student gaps and needs Transition specialists 	<ul style="list-style-type: none"> Conduct Consortium-wide analysis and inventory of existing service partnerships Formalize existing and new partnerships with community support service providers Develop and implement outreach strategies to strengthen and expand partnerships with business and industry partners 	<ul style="list-style-type: none"> Inventory of prioritized partnerships with community support service partners and local employers completed Gaps and opportunities are identified in terms of partnership needs Outreach strategies created targeting gap areas Support for adult learners 	<ul style="list-style-type: none"> Referral pathways and MOUs with existing and new local service providers and employers are created Students have access to more educational and safety net supports Strategies to reduce barriers to educational success are implemented 	<ul style="list-style-type: none"> Increase in student referrals to appropriate support services Increase in opportunities for internships and work-based learning Reduction in barriers to educational or career success CCCAEC better equipped to serve population with complex needs (e.g. justice-involved, at-risk transitional aged youth, undocumented migrants) 	<ul style="list-style-type: none"> Psychosocial needs of CAEP students are met more quickly and effectively Students complete CAEP certifications, degrees, and pathways more rapidly and equipped with enhanced workplace competencies CCCAEC has clear referral pathways to and from community supports
6) Evaluate current Consortium organization and operational structures to optimize efficiency impact	<ul style="list-style-type: none"> Steering Committee Workgroups Transition specialists 	<ul style="list-style-type: none"> Evaluate standing workgroup structure Evaluate and refine role and responsibilities of transition specialists 	<ul style="list-style-type: none"> Areas for structural improvements identified in relation to role and scope of CCCAEC Steering Committee, workgroups, and transition specialists 	<ul style="list-style-type: none"> Structural and system refinements to CCCAEC components are completed 	<ul style="list-style-type: none"> CCCAEC organization and operational processes and functions become more efficient and effective 	<ul style="list-style-type: none"> CCCAEC implementation is more efficient and impactful for targeted populations

Section 2.5 Piloting and Implementation

Building on the CCCAEC's goals for the 2019-22 three-year plan, the CCCAEC has identified prototyping strategies to address core challenges to the regional adult education system. The CCCAEC's prototyping strategies include:

- Develop common student intake and referral processes and tools
- Support accelerated learning in math, English and CTE pathways

The CCCAEC chose these prototype strategies due to their potential to address the range of barriers within the adult education system that may limit a student's ability to access adult education services, easily transition between CCCAEC institutions, and successfully complete coursework within an accelerated timeframe.

Prototype 1: Common Student Intake, Orientation, and Referral

As the CCCAEC has worked to create a more seamless adult education system, it has become clear that the current system lacks standard and consistent practices for enrolling and orienting new adult learners to the adult system. Some adult learners lack clear information about academic and career training pathways, courses and supports, resulting in unnecessary course enrollments, delayed progress, and missed opportunities to utilize academic, transition, and ancillary supports.

At the same time, the CCCAEC aims to improve the system's capacity to support horizontal and vertical transitions more effectively. A large component of succeeding in this area is having a standardized data system that supports interagency sharing of student information. This solution has the potential to address barriers for students by allowing all CCCAEC member agencies to access a student's information as they transition between institutions and also to avoid enrollment delays due to record retrievals. In 2018, the CCCAEC contracted with CommunityPro to implement their data system across all CCCAEC member agencies. However, as implementation has begun, it has become clear that all member agencies will need to establish common data elements and develop common practices to collect student data at intake.

- **Step 1: Initial Data Collection.** To initiate strategy prototyping, the CCCAEC will convene a taskforce consisting of representatives from each of the three county subregions to oversee formative data collection activities. The taskforce will regularly report out and receive direction from the CCCAEC Steering Committee as it undertakes the following tasks:
 - Conduct a brief analysis of current intake processes across all CCCAEC member agencies, compiling and categorizing student data elements collected at the time of intake and tracked throughout CAEP participation.
 - Collaborate with CCCAEC Data and Accountability Workgroup and transition specialists to identify key student data points and administrative processes involved in transitions.
- **Step 2: Prototype Tools and Processes.** The taskforce will collaborate with the CommunityPro implementation leads to direct the development of common intake tools, processes, and data protocols based on the priorities identified during the analysis. New data elements may be

included to collect comprehensive data relating to student transitions, participation in co-located activities, and utilization of satellite CCCAEC services and resources. Upon completion, newly developed common intake tools and processes will be piloted in one county subregion by both K-12 adult schools and the proximal community college.

- **Step 3: Evaluative Data Collection.** The taskforce will collaborate with the Data and Accountability Workgroup to evaluate new intake assessment tools and processes to identify gaps in student data input, misalignment of data elements and definitions across CCCAEC agencies, and level of intersegmental service. Incremental data-pulls and brief analyses of progress will be conducted in three-month increments and reported out to the Steering Committee.
- **Step 4: Continuous Improvement.** Frequent and incremental data-pulls of student intake information and service utilization will allow for identification of problem areas and challenges in the rollout of common tools and processes. The taskforce will triangulate needs and revisions to intake processes and identify solutions with the Consortium manager, Community Pro leads, and transition specialists. Once adequate refinements are made to the piloted processes and systems, the CCCAEC will initiate a wider implementation across the other two CCCAEC subregions.
- **Step 5: Measuring Impact.** Through newly aligned data elements built into common intake practices and information sharing, the CCCAEC will be able to more effectively track horizontal and vertical student transitions and student utilization of resources and services at satellite CCCAEC agencies.

Prototype 2: Accelerated Learning Support

In alignment with a renewed investment in college and career readiness at both the adult schools and community colleges, the CCCAEC has identified the need to enhance student supports, align K-12 and community college curricula, and provide additional opportunities for accelerated learning. To further this work and ensure successful student completion of accelerated transfer-level courses and CTE pathways, the CCCAEC will take steps to develop aligned curricula, streamline course sequencing, leverage work-based opportunities, and provide ancillary academic supports to accelerate student progression without sacrificing retention or success. As this is a more systematic change to CAEP curricula, administrative processes, and adult education pedagogy, the CCCAEC has listed their approach in a set of workstreams rather than a sequence of steps:

- **Workstream 1: Align ABE/ASE/ESL to College Readiness Standards.** The CCCAEC will convene a subregional collaborative working group consisting of teaching faculty and transition specialists. This group will work in conjunction with current efforts at the community colleges to plan for, design, and implement curricula to AB 705 standards. Their focus will be to identify ways that the CCCAEC programs can create more English and math courses at adult schools and progress students towards college readiness standards.
- **Workstream 2: Create Holistic Supports for Transitioning Students.** The CCCAEC is interested in how adult schools can continue to support adult students after they transition to community college. While the adult schools go to great lengths to prepare adult learners for college coursework, adult students often struggle at community college due to a myriad of educational,

social, and environmental challenges. In FY 2019-20, the CCCAEC will explore innovative solutions to provide adult learners at the community college with ancillary academic supports to enhance and accelerate progress through post-secondary coursework.

- **Workstream 3: Streamline CTE Pathways:** One of the challenges of career education is the length of time it can take students to complete a sequence of courses and move on to their career. In FY 2019-20, the CCCAEC will ask the CTE workgroup to explore innovative solutions to streamline and condense CTE courses within a given pathway to reduce the timeline to complete both core and prerequisite CTE course requirements. Several possibilities include combining certain courses within a CTE pathway, developing work-based or apprenticeship opportunities for course credit, and providing courses on alternative schedules.