

California Adult Education Program : Annual Plan : 2021-22 Produced: Aug 4, 2021, 04:25 PM UTC Debbie Norgaard

12 Contra Costa Adult Education Consortium

Plans & Goals - Consortium Approved

Executive Summary

During the 2020-21 implementation period, the Contra Costa County Adult Education Consortium (CCCAEC) made progress across nearly all strategies identified in the 2020-21 CCCAEC Annual Plan that are developed from the Three-year Adult Education Plan. The CCCAEC continued to advance its priorities of establishing shared processes, aligning career and academic standards, bolstering student support strategies, and increasing accelerated learning and career readiness opportunities. The CCCAEC strengthened its internal sub-regional planning processes while simultaneously expanding outside partnerships to improve adult learner access to supportive services and reduce barriers to participation in California Adult Education Program (CAEP) services. Additionally, for most of FY 2020-21, the CCCAEC has focused efforts to bolster remote learning and instructional practices and infrastructure to support adult learners as part of its response to COVID-19 pandemic challenges. Moving forward into the 2021-22 CAEP implementation period, the CCCAEC will continue to build on this progress while adapting services to effectively respond to adult learners' needs in light of the significant events of the year, including the COVID-19 pandemic, the ongoing CAEP budget uncertainty resulting from the economic impacts of COVID-19, and the nationwide mobilization toward addressing systemic racial injustice. Responding to the COVID-19 Shelter-In-Place directive, CCCAEC member agencies quickly shifted to remote delivery of courses and support services and have continued to enhance these services to meet the needs of their students and faculty. Member agencies have been leveraging partnerships with local community-based organizations (CBOs) to aid students in accessing essential services, at times even co-locating food and material distributions at CCCAEC education sites. Jail education faculty and staff have developed paper and video-based modules to support ongoing reentry and employment services and linkages. The CCCAEC will expand efforts to improve understanding of the impact of systemic racial injustice (including aggressive immigration enforcement) on its adult learners and how its services and supports may serve to address related inequities. By institutionalizing standard practices across member agencies in the use of CommunityPro, the CCCAEC will improve its data and reporting capacity and be better able to track and analyze the student journey through the local adult education continuum based on demographic characteristics. The Consortium will also continue to build and invest in community partnerships to improve access to CAEP services for historically underserved communities, strengthen referral pathways for existing adult learners to support services, and increase colocation of services. The CCCAEC will use CAEP funds in 2021-22 to increase access to academic and career learning opportunities; improve the understanding and removal of barriers commonly faced by adult learners subject to systemic racial injustice; expand awareness of and connections to support services and resources, and implement evidence-based high-impact instructional strategies for the online learning environment. Over the next year, the CCCAEC will focus on the following goals: 1. Build upon and leverage partnerships with CBOs to address student needs, services gaps, and existing inequity 2. Increase access to meet demands for online and hybrid/blended-learning modalities for adult learners 3. Maximize consistency of member agency data entry and use of data and reporting tools 4. Enhance effective processes to support students through successful completion of their pathway 5. Increase adult learner career readiness 6. Enhance CCCAEC staff and faculty capacity to deliver and measure the impact of consortium programs and services 7. Increase Consortium efficiency, impact, and leveraging of resources This annual plan will serve as a work plan that informs how the consortium will move forward in 2021-22 to address priorities, implement strategies, and meet objectives set forth in the CCCAEC's Three-Year Plan. The CCCAEC will continually monitor progress and adjust its approach and strategy based on changing public health requirements and emerging student needs. We also expect to leverage the learnings of the past three years to inform the development of 2022-25 Three-year Plan.

Regional Planning Overview

The Consortium has adapted strategies and related activities from its Three-year Plan into intermediary tasks for the purpose of developing the 2021-22 annual plan. Tasks and strategies described within this annual plan are based on service gaps and needs of adult learners identified through the CCCAEC Gaps Analysis Report and the Three-year Plan planning process. They have been further nuanced and updated to address emerging needs and challenges related to the impacts of COVID-19 with a renewed focus on addressing equity gaps and removing barriers for adult learners who are subject to systemic racism. The Consortium's three sub-regional workgroups, consisting of representatives from adult schools and community colleges, will

each develop a sub-regional implementation plan guided by the Three-year and annual plans that directly reflects the strategies and activities discussed in this report. The sub-regional implementation plans will operationalize these strategies and tailor related activities to effectively respond to the unique needs of local communities. The development of sub-regional implementation plans ensures that tactical considerations are fully accounted for and that all activities and tasks may be effectively monitored. Lastly, 2020-21 was an exceptionally challenging year for education and students across all levels of education that has resulted in large changes to education systems, practices, and services. As California reopens from COVID-19 restrictions, the CCCAEC members will begin to engage in an assessment of regional needs as part of the next three-year planning process. This needs assessment will aim to identify what has changed including how the needs of adult learners have shifted, how adult education programs have evolved, and where gaps remain. This planning assessment and planning process will ultimately inform enhancements to CCCAEC adult education programs and services for the next three years.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

Due to the economic impacts of COVID 19, the region faces an uncertain economic future resulting in an increased cost of living that drives the need for employment/career opportunities that offer a living wage or higher. The increased cost of living is associated with a rapidly increased demand for support programs and services that address areas of essential need (i.e. cash aid, nutrition programs/food pantries, and unemployment benefits) that also increase barriers to participation in CAEP programs and services.

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

Regional economic and labor market trends and their impacts have been observed through multiple sources including news publications and economic and workforce development board reports. The CCCAEC has observed increased needs for safety-net supports through reporting from community-based organizations such as employment and training organizations and food banks, as well as anecdotal reports by adult education faculty, support staff, and students. The CCCAEC also tracks publicly available data regarding regional unemployment and layoffs.

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

The CCCAEC will measure progress toward meeting adult learners' essential needs by the number of formalized partnerships and referrals between support services providers and CCCAEC members and the Consortium as a whole. The CCCAEC will also document specific efforts and events that provide material and nutritional support and/or service referral opportunities for its adult learners.

Regional Need #2

Gaps in Service / Regional Needs

Barriers to the technologies and tools required for distance learning may disproportionately affect demographic groups that are already subject to systemic racial and economic injustices.

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

This gap initially emerged through anecdotal report-outs from CCCAEC Steering Committee participants and attendees during Steering Committee and ad hoc meetings. In response, CCCAEC members surveyed learners to better understand their technology needs and discovered that the primary technology barriers for learners are the lack of access to a computer, limited or no internet access, and limited digital literacy. In particular, limited digital literacy is identified as a particularly significant barrier for entry-level English-language learners whose enrollment has fallen during the pandemic.

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

To measure this need, the CCCAEC conducted a baseline survey of adult learner technology needs and barriers to inform an initial remote learning support strategy. The CCCAEC expects to conduct a post-survey in Q3 2021 to evaluate the extent to which new strategies successfully addressed those needs.

Gaps In Service

New Strategies

Strategy #1

Strategy #1.1 : Build upon and leverage partnerships with CBOs to address student needs, services gaps, and address existing inequity.1.1.1: Engage in and expand on partnership building with local and regional CBOs.1.1.2: Formalize existing and new partnerships with regional CCCAEC membersThe CCCAEC has made strides in building new relationships and expanding its network of community partners during the previous two years and continues to engage in partnership building across the County. Since 2019, the CCCAEC has developed a partnership with SparkPoint to bring financial education and coaching services to several member agency sites. Several CCCAEC members also worked with local food banks to provide students with access to on-campus food pantries. To address the growing need among adult learners for essential support services due to COVID-19, known to be impacting communities of color and other vulnerable groups disproportionately, the CCCAEC must continue to build upon and leverage partnerships with CBOs and industry partners to improve both the accessibility and levels of support services. This strategy is augmented from the previous year with a focus on expanding existing partnerships to enhance appropriate linkages to psychosocial supports that have benefitted students this past year and to explore opportunities to co-locate services. The CCCAEC believes that deepening collaboration with local partners who are embedded in local communities and have experience working with historically underserved individuals and groups is a key strategy for removing barriers for those that are disproportionately subject to systemic racial and economic injustice. To implement this strategy, the CCCAEC will continue to utilize a sub-regional approach to ensure that efforts are as responsive as possible to the specific needs of the various communities that the consortium serves across the County. Sub-regions will operationalize this strategy through the development of their annual work plans and may elect to form taskforces dedicated to assessing current partnerships and building new and/or strengthening existing relationships with service providers to respond to emerging needs. New partnership opportunities and strategies for increasing access will be shared at the Consortium level and leveraged by other sub-regions as possible.

Strategy #2

Strategy #1.2: Increase access to meet demands for online and hybrid/blended learning for adult learners.1.2.1: Address technological barriers experienced by adult learners.1.2.2: Expand technological proficiency in remote learning platforms/tools for faculty and provide professional development/trainings, as needed.With the shift to online instruction and learning during 2020-21, the CCCAEC witnessed the benefits of reaching a new pool of adult learners that previously faced barriers to participating in onsite services and/or were unaware of CAEP service opportunities in the County. However, the Consortium also observed that the shift to distance learning increased barriers for some individuals, communities, and instructors who have less technological and digital access than required to support optimal student outcomes. The CCCAEC engaged with its adult learners and faculty through discussions and surveys to better understand and address technological barriers and preferences. Sites addressed these technological needs through ancillary resources and services including providing Wi-Fi hotspots in-site parking lots and on-site workspaces as well as providing laptops and tablets to students when possible. Although COVID-19 restrictions are lessening, the CCCAEC aims to leverage this investment and continue to address technological barriers in an effort to provide hybrid/blended-learning modalities to ensure that offerings and services effectively accommodate a variety of learning styles and needs. Key to this effort is also ensuring that faculty are proficient in remote learning platforms and tools, and are receiving appropriate professional development and training in this area. Almost all members are using Canvas and/or Zoom for distance learning, which has provided members the opportunity to share lessons learned, professional development trainings, and implementation tools. Increasing uniformity of distance learning tools and platforms across sites has also helped reduce the burden on learners transitioning between agencies in the Consortium and allowed for the identification and piloting of best practices. The CCCAEC will continue to identify new ways to streamline collaboration and information-sharing across partners and seek out training opportunities and emerging best practices related to instructional strategies in the remote learning environment. For example, the Consortium continues to explore using OTAN to provide remote learning resources for faculty and students.

Seamless Transitions

New Strategies

Strategy #1

Strategy 2.1: Maximize consistency of member agency data entry and use of data and reporting tools.2.1.1: Enter into MOU establishing minimum standards and practices related to the use of CommunityPro by Consortium member agencies.2.1.2: Formalize user groups (TE/ASAP/CommunityPro) and develop process documentation.The CCCAEC has continuously been engaged in developing transition pathways and aligning intake, registration, and orientation processes across the Consortium to provide a more seamless and integrated adult education onboarding system. Yet it has become clear that despite significant progress in this area there are additional opportunities to deepen the capacity, alignment, and consistency of data entry and use across member agencies. By doing so, the CCCAEC members will increase capacity to track individual students along the continuum of services, identify larger trends in the adult learner population, and increase inter and intra-segmental system communication to address student needs. Increased consistency and standardization of data collection and reporting practices will also permit the CCCAEC to better understand how different demographic groups utilize and transition through the continuum of services, and potentially identify where challenges and/or barriers are arising particularly for groups that experience systemic racial and economic injustice. Having already expanded its data capacity through investment in CommunityPro in previous years, the CCCAEC seeks to leverage the tool to a greater extent in the monitoring and analysis of student transitions and outcome data across agencies. The CCCAEC Steering Committee convened a small task force consisting of representatives from several member agencies to provide assessments, research, and recommendations to enhance the implementation of CommunityPro. The CommunityPro Taskforce developed a Consortium MOU that establishes CommunityPro minimum standards and practices for Consortium member agencies. Consortium Steering Committee members agreed upon the standardized use of the tool and are currently seeking approval from their individual agencies. Once the CommunityPro MOU is finalized across agencies, the CCCAEC will utilize the tool for data-driven planning to inform Consortium goals and decisions. The Consortium is currently collaborating with CommunityPro representatives to offer a variety of ongoing training opportunities for faculty and staff in order to ensure the advancement, standardization, and adherence to effective use of the tool across agencies. To further strengthen and build consistent data entry and use practices, the Consortium will also re-engage each of its existing user groups (TE, ASAP, and CommunityPro) that emerged organically out of the Data and Accountability workgroup in 2019-20 to align practices and troubleshoot challenges of specific data systems. The user groups will develop and present formalized processes for the use of TE, ASAP, and CommunityPro to the Steering Committee.

Student Acceleration

New Strategies

Strategy #1

Strategy 3.1: Enhance effective processes to support students through successful completion of their pathway.3.1.1: Plan, design, and revise curricula and supports to prepare CAEP students for careers and/or college.3.1.2: Identify and develop ancillary academic supports to accelerate progress across the continuum of CAEP programs and services.3.1.3: Test, refine, and assess the alignment of guided self-placement tools. 3.1.4: Integrate technology to support students in their pathway.3.1.5: Continue to develop and implement mechanisms to enhance faculty engagement with curriculum development.In 2021-22 the CCCAEC is adding a strategy (3.1.5) aimed at enhancing faculty engagement and curricula development. With this strategy, the CCCAEC intends to continue to build upon the work of individual agencies and Consortium workgroups to align curricula and curricula standards, develop tools and resources to support student transitions, and increase connections between adult education and community college programs that improve student success as students move from basic to college-level courses. The CCCAEC will advance these efforts through a holistic and intersectional approach to identifying, assessing, and addressing students' needs through all points of the learning continuum. Key to advancing this work is the continuation of sub-regional workgroup convenings that drive the effort and have intersectional membership representative of different areas of expertise and positionality within the continuum of CAEP services. Taskforce membership consists of faculty and experts from different curriculum areas and includes student support staff, student transitions staff, and administrators. In representing a diversity of expertise and decision-making authority, the taskforces will continue to avoid a siloed approach to identifying and addressing student need by program and/or curriculum level including the continued effort to integrate

faculty membership and engagement with curriculum development. The taskforces will continue to develop and contextualize curricula, support and bolster existing services, and develop mechanisms to identify students who are struggling in an increasingly integrated manner. Efforts will continue to focus on promoting college readiness and also extend to supporting adult learners with the objective of completing shorter-term certificates and professional training to increase employment outcomes. In light of COVID-19 and the growing need for web-based tools and technologies to support participation in academic and professional settings, sub-regional workgroups will also continue to identify and recommend new opportunities to integrate technology to support student learning and skill development.

Strategy #2

Strategy 3.2: Increase adult learner career readiness 3.2.1: Expand offerings of short-term curricula that focus on career readiness. 3.2.2: Assess opportunities to increase contextualized course offerings. 3.2.3: Integrate technology to the extent possible to encourage skill development. 3.2.4: Develop and leverage industry partners to inform program design. 3.2.5: Ensure that programming reflects labor market demand. COVID-19 has had significant economic impacts that are reshaping the economic, labor market, and workforce trends while adding new challenges to connecting workers to available employment opportunities. As such, CCCAEC views the need to increase career readiness and provide career readiness opportunities for its adult learners with urgency given the likelihood of widespread and continuing loss of income experienced by many households throughout the County. The CCCAEC will continue its ongoing work to streamline certificate completion, expand short-term curricula that focus on career readiness, and integrate technology into contextualized learning to rapidly and effectively prepare adult learners to attain their employment and career goals. CCCAEC will also continue to develop, enhance, and leverage its industry partnerships to maintain and bolster career readiness opportunities for its adult learners. Engaging with industry partners to better understand dynamic changes in both their short-term and long-term labor needs will be combined with frequent monitoring and analysis of labor market data to ensure that CAEP programming accurately reflects market demand. In particular, sub-regional workgroups will continue to incorporate instructors and CBO representatives to better understand classroom and workforce needs at the local level. The CCCAEC will also identify opportunities to integrate technology to assist adult learners to develop and strengthen the skills and competencies required for a successful transition into their desired professional field. The CCCAEC will continue to tailor career exploration services appropriately to address gaps resulting from the impacts of COVID-19 (i.e., virtual job fairs) and support workers re-entering the workforce post-pandemic. The Consortium-level CTE workgroup will continue to drive this work and explore solutions to streamline and condense CTE courses within a given pathway to reduce the timeline to complete both core and prerequisite CTE course requirements. The CTE workgroup is currently utilizing a healthcare sector-based approach to determine administrative and clinical pathways to address the regional demand-supply gap in key healthcare careers based on LMI data analysis and CTE educator and industry input. In collaboration with regional healthcare employers, the CTE workgroup will research and develop a student-facing healthcare career mapping tool to be utilized across the County to inform data-driven career decisions. The CTE workgroup will provide regular report-outs to the Consortium Steering Committee offering regional industry updates and current progress toward Strategy 3.2 sub-goals.

Professional Development

New Strategies

Strategy #1

Strategy 4.1: Enhance CCCAEC staff and faculty capacity to effectively deliver consortium programs and services and measure their impact. 4.1.1: Continue to identify professional development opportunities that respond to changes to curricula, programs, and practices, including emerging technology solutions and best practices. With the shift to distance learning due to COVID-19, the Consortium will accordingly prioritize equipping its staff and faculty with the necessary skills and tools to effectively deliver CAEP services in the remote learning environment. The CCCAEC will engage in an ongoing effort to identify and facilitate professional development opportunities and trainings for its faculty and staff that focus on the application of evidence-based instructional strategies within the remote learning environment. The CCCAEC will be engaged in an ongoing information and resource exchange effort between member agencies and adjacent Bay Area adult education Consortia to identify training opportunities, share emerging best practices and strategies, and explore leveraging training costs and opportunities where possible. CCCAEC member agency staff and faculty will also be engaged with training, technical

assistance, and other support to optimize the use of CCCAEC data systems, including CommunityPro, ASAP, EMSI, and TOPSPro. In 2021-22 the CCCAEC will work to advance standardized use of CommunityPro across member agencies and ensure that K-12 adult education and community college staff receive sufficient and continuous training. The CCCAEC Consortium Manager and Co-chairs are working with CommunityPro to develop a training plan for the next fiscal year to build member capacity to use the platform. Over the past year, the Consortium has utilized OTAN and other training opportunities to support faculty and staff in distance learning instruction and tools and plans to continue to invest in training and other professional development opportunities for faculty and staff.

Leveraging Resources

New Strategies

Strategy #1

Strategy 5.1: Increase Consortium efficiency, impact, and leveraging of resources.5.1.1: Leverage Consortia partnerships to increase competitiveness in grant applications.5.1.2: Identify and integrate emerging research and analysis to support decision-making regarding any changes to the Steering Committee structure.5.1.3: Conduct annual evaluation of Consortium effectiveness including workshop structures, task forces, ad hoc workgroups, and report out processes.During 2019-20 the CCCAEC completed an evaluation of its operating structures and procedures that informed the identification and adoption of changes to the Consortium organizational model. In 2020-21, the overarching objectives identified by Consortium members and stakeholders throughout the evaluation process were implemented. The objectives are as follows:1. Streamline and clarify decision-making at the Consortium leadership level. 2. Reduce the number of Consortium-level meetings to alleviate the time and travel burden on current Steering Committee and Workgroup members.3. Move toward a less centralized Consortium model through enhanced local and sub-regional autonomy.4. Develop and assign SMART objectives to taskforces and working groups that align with Consortium Three-Year and annual goals.5. Increase efficiency where possible across all Consortium structures and processes.6. Increase meaningful engagement of Consortium stakeholders and partners.By increasing focus on and responsiveness to local needs, members have been able to target collaboration efforts to geographically relevant employers, CBOs, and education agencies in neighboring consortia. The CCCAEC intends to continue its localized approach to planning and implementation that is oriented by sub-region and aligned to broader Consortium goals. In order to strengthen the sub-regional structure, the CCCAEC will conduct an annual evaluation of its effectiveness measured against these objectives. This effort was planned for 2020-21, but was delayed due to COVID-19. The CCCAEC will revisit this in the coming year and will likely integrate it into the three-year planning assessment. During 2020-21 the CCCAEC also made progress in leveraging resources and expanding access to services through collaboration with local workforce organizations, including DOR, Opportunity Junction, SparkPoint, and Project SEARCH. The CCCAEC adult schools have expanded implementation of WIOA services at various member locations and increased access to job seekers through their participation in the Contra Costa Workforce Collaborative (CCWC). The CCWC is a public-nonprofit partnership consisting of 12 CBOs and educational entities that provide comprehensive employment and supportive services at ten different access points throughout the County. Over the next year, the CCCAEC intends to explore other opportunities to develop and/or join similarly formalized collectives and partnerships that will integrate service delivery and increase access. The Consortium also views its existing internal and external relationships as significant assets that can more fully leveraged by when jointly applying for grants. In 2021-22, the CCCAEC will engage in a regional needs assessment and planning process to inform the CCCAEC's 2022-25 Three-year Plan. To lead this effort, the CCCAEC has convened a subcommittee to help guide the assessment and planning process and ensure an efficient, collaborative, and rigorous process. The CCCAEC is using carryover funds from 2020-21 to pay for additional costs associated with assessment and planning activities. We expect this planning process to build on the progress made over the past three years including internal data capacity and operational efficiencies as well as leverage lessons from past planning engagements to create a more streamlined and comprehensive process. Once final guidance on the three-year plan is made available by the CAEP Office, the CCCAEC subcommittee will finalize our three-year planning activities and timeline.

Fiscal Management

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

All CCCAEC members must submit a budget each year to the budget and finance workgroup, which reviews budgets and budget requests to ensure members' proposed usage of CAEP funds aligns with the annual plan and the three-year plan. Once budget requests are approved by the budget and finance workgroup, a recommendation is made to the CCCAEC Steering Committee, which votes to approve or not approve the recommendation. This process is used for all fiscal planning and management, including annual budgets and work plans, changes to budgets, and requests for additional funds. The CCCAEC has established regular and structured budget monitoring processes that will continue to be utilized in the upcoming annual plan period. This oversight infrastructure will be important in supporting agile budget and program planning in the coming year given the possibility that ongoing CAEP budget uncertainty may result in budget cuts in future funding cycles.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2021-22.

All members are typically expected to use carryover funds for their original purpose as outlined in each member's budget and work plan (see the prior answer for a description of budget and work plan approval). If a member cannot use carryover funds for the original purpose or if they want to change carryover funds to a different expenditure, they will be permitted to do so by submitting a budget request form to the budget and finance workgroup with a budget and justification for a change in funds. The budget and finance workgroup reviews all requests and makes recommendations to the CCCAEC Steering Committee for final approval. In FY 2020-21, the CCCAEC amended its budget development protocols to provide members with the option to incorporate a reserve for economic uncertainty (REU) in their annual budgets. Members that have projected carry-over may retain up to 3% of their budget allocation as REU to support fiscal solvency in the face of economic uncertainty. A member's REU may not exceed its projected carry-over amount.

Certification

Acalanes Union High - Member Representative

Steven France

Director, Del Valle Education Center

sfrance@auhdschools.org

(925) 280-3945

Nick Carpenter

Director of Fiscal Services

ncarpenter@auhdschools.org

(925) 280-3900 ext: 6611

Approved by Steven France

08/04/2021 07:22 AM PDT

Antioch Unified - Member Representative

Michael Santos

mikesantos@antioch.k12.ca.us

(925) 779-7500

Cynthia Hunt

Accounting Analyst

cynthiahunt@antiochschools.net

(925) 779-7500 ext: 42354

Carol Lowart

Principal

carollowart@antiochschools.net

(925) 779-7490 ext: 40827

Approved by Carol Lowart

08/03/2021 04:00 PM PDT

Contra Costa CCD - Member Representative**Kelly Schelin**

Associate Vice Chancellor, Educational Services

kschelin@4cd.edu

(925) 229-6826

Kim Schenk

Sr. Dean Curriculum and Instruction

kschenk@dvc.edu

(925) 969-2036

Jinpa Tharchin

Fiscal Operations Specialist- Grant

jtharchin@4cd.edu

(925) 229-6962

Natalie Hannum

Dean of Workforce and Economic Development

Nhannum@losmedanos.edu

(925) 473-7403

Daniela Ballif

Fiscal Services Manager - Diablo Valley College

dballif@4cd.edu

(925) 969-2019

Ihab Elmasry

Fiscal Operations Specialist

ielmasry@4cd.edu

(925) 229-6845

Evan Decker

Dean Workforce and Economic Development

edecker@contracosta.edu

(510) 215-3977

Approved by Kelly Schelin

08/03/2021 08:38 PM PDT

Contra Costa Co. Office of Education - Member Representative**Hilary Dito**

Director, College and Career Readiness

hdito@cccoe.k12.ca.us

(925) 942-5357

Approved by Hilary Dito

08/03/2021 01:12 PM PDT

Liberty Union High - Member Representative**Debbie Norgaard**

Adult Education Coordinator

norgaard@luhsd.net

(925) 634-2589

Guy Rognlien

Director of community Education

rognlien@luhsd.net

(925) 634-2589

Approved by Debbie Norgaard

08/04/2021 09:25 AM PDT

Martinez Unified - Member Representative**Suzanne Murphy**smurphy@martinezusd.net

(925) 228-3276 ext: 263

Approved by Suzanne Murphy

08/03/2021 01:01 PM PDT

Mt. Diablo Unified - Member Representative**Vittoria Abbate**

Director, College & Career and Adult Education

abbategv@mdusd.org

(925) 685-7340 ext: 6711

Approved by Vittoria Abbate

08/03/2021 03:38 PM PDT

Pittsburg Unified - Member Representative

Lisa Williams

Accountant

lwilliams@pittsburg.k12.ca.us

(925) 473-2403

Anthony Molina

amolina@pittsburg.k12.ca.us

Approved by Lisa Williams

08/03/2021 02:18 PM PDT

West Contra Costa Unified - Member Representative

Connie Pekedis

cpekedis@wccusd.net

Jeff Carr

Principal

jeffrey.carr@wccusd.net

(510) 283-4871

Approved by Jeff Carr

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