

12 Contra Costa Adult Education Consortium: Certified

Details

Consortium Information

Consortium Name:

12 Contra Costa Adult Education Consortium

Consortium Short Name:

12 Contra Costa

Address:

c/o Mt. Diablo Adult Ed. 1266 San Carlos Avenue | Concord, CA | 94518

Website:

<https://www.cccaec.us/>

Funding Channel 2022-23:

Direct Funded

CAEP Funds 2022-23:

\$16,604,315

CAEP Funds 2021-22:

\$15,764,090

CAEP Funds 2020-21:

\$15,150,490



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Member Agency	Member Type	Contact	Phone
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Martinez Unified	Unified School District	Suzanne Murphy	(925) 228-3276 ext: 263
Mt. Diablo Unified	Unified School District	Vittoria Abbate	(925) 685-7340 ext: 6711
Pittsburg Unified	Unified School District	Lisa Williams	(925) 473-2403
West Contra Costa Unified	Unified School District	Connie Pekedis	

Executive Summary

Executive Summary *

Overview

In accordance with the California Adult Education Program (CAEP) requirements, the Contra Costa County Adult Education Consortium (CCCAEC) has developed its Three-year Plan to guide implementation of adult education services during the 2022-2025 period. This plan will serve as a road map to guide initiatives and activities that serve to advance the consortium's mission to provide a seamless county-wide system that best serves the educational and

career needs of the region's diverse community of adult learners. Strategies detailed in the plan were developed to enhance the CCCAEC's capacity to identify and address gaps in services and support students in achieving their academic and career goals. The consortium will utilize annual plan submissions to report on progress toward completion of activities and meeting of targets, remarking on any unforeseen circumstances or learnings that require an amendment to any portion of the plan. All CCCAEC members actively participated in the development of the plan and agree to adhere to the implementation goals included within. Members participated in both needs assessment and planning activities to identify key areas of need and targeted strategies to address them.

Consortium Overview

The CCCAEC is made up of 12 members that include seven K-12 adult education centers, three community colleges, one representative from the Contra Costa Community College District, and one representative from the Contra Costa Office of Education, as listed below.

The CCCAEC is led by the Steering Committee made of up board appointed voting members and non-voting members representing each member agency. The CCCAEC maintains various regional workgroups that support operational aspects of the CCCAEC's efforts. Given the distinct communities in the county, the CCCAEC has also adopted a sub-regional approach to planning and implementation to ensure that strategies included in the three-year and annual plans are tailored to most effectively respond to local needs. As part of the annual planning process, representatives from each subregion will convene to prioritize and strategize implementation of activities named within consortium-level plans. Sub-regional approaches to plan implementation will be reviewed at the Steering Committee level to assure alignment with the overarching regional objectives and strategies.

Previous Implementation Period (2019 – 2022)

During the unprecedented events of the previous implementation period ensuing from the COVID-19 pandemic, including a shift to providing educational services remotely and economic uncertainty, challenges included:

- **Challenges:**

- COVID-19: disruption toward goals/vision of previous plan
- Following structural challenges, curricular/transition focused improvements disrupted
- Staff capacity/Turnover
- Lack of awareness among potential students of adult education and available supports
- Intensified immigration enforcement and systemic racism
- Economic Uncertainty: including low unemployment and uncertainty based on COVID-19
- Increased student barriers/needs
- Lower enrollment

However, despite these challenges, the CCCAEC and its member sites continued to serve its communities of Contra Costa County.

Accomplishments:

- Evaluated and restructured internal CCCAEC leadership and workgroup structures
- Rolled out sub-regional planning processes
- Developed and implemented fiscal/budgeting processes
- Covid 19-response, pivot to provide remote learning and resources to students/faculty
- Strengthened partnerships with CBOs (Contra Costa Workforce Collaborative (CCWC), Sparkpoint)
- Progress toward aligning intake processes

- Developed MOU for CommunityPro
- Supporting student acceleration through aligned curricula and investment and supports for career/college

2022-2025 CCCAEC Three-Year Plan:

Below is a summary of the high-level strategies and activities that have been developed by the CCCAEC to address the priority needs that emerged from the assessment phase.

Objective 1: Address Student Educational Needs

- Optimize learning and clarify career pathways to support student success:
- Increase equitable access to CCCAEC members' services

Objective 2: Improve Integration of Services & Transitions

- Continue to align data/reporting processes across Consortium
- Enhance capacity to support seamless transitions

Objective 3 Improve Effectiveness of Services

- Engage in data-informed quality improvement efforts to improve consortium outcomes
- Strengthen internal and external Consortium partnerships

This plan provides a roadmap for the CCCAEC to continue to expand its capacity to serve adult learners and build the regional infrastructure to support seamless transitions and pathways to education and career goals. Following implementation beginning in 2022, the plan will be viewed as a living document to be modified as needs emerge or indicators require adjustment.

Assessment

Overview and Preparation *

The CCCAEC undertook a pre-planning process that engaged member agencies, partners, and stakeholders in a comprehensive needs assessment and self-evaluation assessment. The Consortium Management Team facilitated the assessment phase with regular input, guidance, and coordination from an internal Planning Taskforce (PTF) made up of a small number of representatives from adult schools and the community college district. The PTF and Consortium Management Team proposed assessment and planning frameworks to the CCCAEC Steering Committee for review and approval. Key assessment activities are detailed below:

- Planning Taskforce (PTF): Formation and regular convening of a key consultative and administrative body within the Consortium to guide and coordinate needs assessment and three-year planning activities.
- Development of Outreach and Analytic Framework Proposal: The Consortia Management Team, in collaboration with the PTF, developed a needs assessment data collection plan and analytic framework for review, comment, and adoption by the CCCAEC Steering Committee.

- CCCAEC Site Interviews/Focus Groups: This activity leveraged the existing practice of conducting annual site interviews and small discussion groups to engage with each key informant from each CCCAEC member site and elicit perspectives on current Consortium strengths, challenges, gaps, student barriers, and emerging needs.

- Consortium Program Quality Self-Assessment Survey: This self-assessment tool was created by CAEP to help consortia evaluate their effectiveness in the following key areas: Capacity, Connection, Entry, Progress, and Completion/Transition

- Secondary Data Collection and Analysis: The PTF utilized CAEP Fact sheets, US census data, local Workforce Board Development plans, and regional labor market data to understand regional educational, workforce, and economic needs experienced across Contra Costa County's communities. The planning team also reviewed CCCAEC student enrollment, success, and transition data from LaunchBoard and TOPSpro to identify gaps in service and relevant trends and compare against regional data to identify gaps in populations served.

Following the completion of data collection activities and preliminary needs assessment findings development, the CCCAEC embarked on the planning phase that included the following activities:

- Planning Workshop #1: Consortium administrators, faculty, and support staff reviewed preliminary needs assessment findings to validate findings, identify additional needs and/or gaps, and identify high-level strategic priorities for the three-year planning period aligned to the three CAEP mandated objective domains: Educational Needs, Service Integration and Transitions, and Service Effectiveness.

- Strategy Refinement and Adoption: the PTF met with RDA to consolidate and refine high-level strategies based on discussion held in the previous planning workshop. The strategies were then presented at the next CCCAEC Steering Committee at which time the Committee voted unanimously to approve.

- Planning Workshop #2: Consortium administrators, faculty, and support staff convened for a half-day workshop to break down strategies into actionable activities and identify associated short, medium, and long-term impacts.

- Metric Selection and presentation: The PTF and RDA met to refine activities and develop recommendations to the Steering Committee for activity performance metrics. The recommendations were then presented, discussed, and agreed upon by the Steering Committee.

Regional Alignment and Priorities *

During the 2019-2022 implementation period, the CCCAEC and its member agencies continued to deepen participation and collaboration within regional networks of education and workforce service-providing entities to align, coordinate, and bolster the region's adult education and workforce services. This allows for continued input into planning, implementation, and coordination as well as information exchanges that were particularly important due to economic and workforce disruption following COVID-19 and subsequent recovery efforts. Examples of education and workforce service coordination and plan alignment are provided below:

- Workforce Development Board of Contra Costa County (WDBCCC): The CCCAEC and its member agencies maintain a close working relationship with the WDBCCC, a key body supporting the coordination of workforce and adult education initiatives. The CCCAEC has direct representation on the WDBCCC which enhances information-sharing and alignment of planning efforts. CCCAEC member agencies are also active participants in a number of collaboratives and service networks coordinated by the WDBCCC including the Contra Costa Workforce Collaborative (CCWC), Workforce Integrated Networks (WINs), Earn and Learn East Bay (E&LEB), East Bay works, Strong Workforce Program. The WDBCCC's Local Plan 2021-24, outlines multiple examples of current collaboration with the CCCAEC and its members and aligns the CCCAEC's vision for the next step years including a focus on:

- Developing the basic skills and literacy proficiency required to thrive in sustainable employment
- Enhance and expand upon existing career pathways
- Continued coordination of WIOA services

- Contra Costa Workforce Collaborative (CCWC): 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 its focus on subregional services.

- EastBay Works: A core initiative of EastBay Works is the 14 AJCCs located in the East Bay region. Through its participation in the CCWC and 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. 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. EastBay Works is also a member of the East Bay Regional Planning Unit (EBRPU), which is comprised of the four East Bay Workforce Development Boards serving Alameda and Contra Costa Counties and the Cities of Oakland and Richmond. Per State requirements, the EBRU develops a regional plan every four years to coordinate services. The regional plan strategies target equitable approaches to serving individuals and communities most impacted by COVID-19 and the economic recession. Points of current (and potential) alignment with CCCAEC include:

- Manufacturing Ambassador Program (in partnership with local community colleges) in which ambassadors from t
- Regional Earn & Learn initiatives connecting East Bay Workforce Boards, K-12 schools, and Community College
- East Bay Health Workforce Partnership with CCs, School Districts, WDBs
- The Contra Costa County Equitable Economic Recovery Taskforce and Plan: A county-wide taskforce made up of pr
 - Develop apprenticeships and work-based learning opportunities
 - Address childcare and other key support needs for adult learners and job seekers
 - Strengthen and secure existing career pathways for young adults completing high school

Evaluate the Educational Needs of Adults in the Region *

Contra Costa County is the third-largest county in the Bay Area with a population of approximately 1.1 million residents. The strength of the regional economy and its location near technology and industry hubs have generated economic and workforce benefits for residents of the County. Yet, Contra Costa County's economy and workforce experienced significant disruption in recent years stemming from the Pandemic. The impacts of the economic recession disproportionately impact high-priority communities exacerbating historical and current structural inequities and barriers to economic access and stability. The Pandemic also created widespread disruptions to adult learners and adult education programs.

COVID-19 Impacts

Contra Costa County's economy and workforce experienced significant disruption stemming from the Pandemic and economic recession. From the start of the stay-at-home restrictions to May 2020, there was a 10.5% (124,700) decrease in total jobs across the East Bay. A workforce survey conducted by East Bay Works found that layoffs and revenue losses hit low-wage workers hardest with impacts concentrated highly in food/beverage, retail and personal services, and hospitality, leisure/entertainment. During this period there was also a significant decrease in participation in adult education and workforce services provided by CCCAEC as individuals and families pivoted focus on essential needs.

Though the outlook continues to improve with rebounded employment levels, job growth, and increased levels of enrollment in adult education and workforce services, job loss during an economic recession can have long-lasting impacts on families despite immediate employment. Continuing to build awareness of CCCAEC services and decrease barriers to entry is a key to reach disproportionately impacted communities by COVID.

Educational Attainment

Contra Costa County has relatively high levels of educational attainment and low levels of poverty in comparison to State averages. However, County-level data do not reflect the substantial challenges that disproportionately impact high-need communities located in Richmond (West) and East County. According to the America Community Survey 2020 Demographic Data, 85,696 individuals ages 18 and up lack a high school diploma or equivalency in the County with over half of the number identifying as Hispanic (51.2%), and 48% with limited English skills.

Relatively low levels of formal education in these communities will increasingly become a challenge for employment attainment as 7 out of the top ten fastest-growing professions in the Bay Area all require more than a high school diploma. Expanded access to ABE/ASE and foundational skill development will be an ongoing need that CCCAEC will continue to prioritize in the next three years.

Student Transitions

The transition of adult learners into post-secondary education, training, and/or employment is a high priority for the CCCAEC. For many adult learners, the successful transition out of non-credit courses into either post-secondary education, credit CTE coursework, or employment is a critical capstone in meeting their education and career goals. As both the leader of adult education in the region and a workforce development partner, CCCAEC will continue to build on current investments to both support and measure successful student transitions.

While CCCAEC continues to make progress in supporting successful transitions, this also continues to be an area for additional improvement and investment. During the self-assessment, CCCAEC members identified one of the key challenges for the consortium is to facilitate successful transitions into post-secondary education, training, and/or employment. The ability of member agencies to share, coordinate, or align services has improved slightly over the past three years, but continues to be one of the consortium's largest areas for improvement. The level of concurrent enrollment has increased since 2019 but is only offered by some CCCAEC members. Improvements in these areas are expected to further student supports and successful transitions.

Performance Measures

A significant growth area identified is setting meaningful performance targets that all members can rally around to improve services for adult learners. The CCCAEC has struggled in part due to a lack of clear guidance from the State CAEP Office on an effective methodology to establish feasible, actionable, and equitable performance measures. Adding to these issues, performance measurement challenges are also driven by limitations in data sharing and reporting across the 11 members.

Staff capacity and professional development were also identified as a factor that impacts the staff's ability to best serve adult learners. In particular, CCCAEC members have noted a decrease in the capacity of counselors and providers to refer students to services or agencies outside of their home campuses.

Contributions by Entities *

The CCCAEC Steering Committee Co-chairs and Consortium Management Team worked with the PTF to create a robust and accessible strategic planning process. At the start of this process, the consortium convened the PTF, made up of members from adult schools and community colleges, to design and execute each phase of the planning process. The PTF reported progress and findings back to the larger consortium at each bi-monthly steering committee meeting, which allowed for public commentary on the approach as well. Throughout the process, each of the CCCAEC's 11 member agencies participated in each phase of the consortium three-year plan.

The planning process began with a needs assessment conducted by the Consortium Management Team that looked at a variety of regional economic, educational, labor market, industry, and demographic data sets and reports to understand the complex and intersecting economic and educational needs of the region. The Consortium Management Team also collected data from CCCAEC members through a self-assessment process that focused on their perspective of progress over the past three years. Stakeholders from each member agency participated in interviews and small discussions conducted by the assessment team, as well as completed evaluation forms.

Following the assessment, the taskforce designed a series of strategic planning meetings (held both in-person and remotely) to discuss assessment findings and establish goals, strategies, and priorities for the next three years. Planning meetings were open to the public and attendees included faculty, support staff, and administrators across member sites. The Taskforce also worked

with CCCAEC's Data and Accountability Committee to discuss CAEP metrics and work towards alignment in how sites set their targets.

Both the draft and final version of this plan were circulated to the consortium for review and input. This plan was also put on the Steering Committee agenda in June and approved by voting members. For this meeting, the plan was publicly posted and open for public comment.

Regional Service Providers

For each Member Agency service provider, enter the number of Participants in each program area.

Provider Name	Provider Type	Number of Participants in Program Area								
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
*Acalanes Union High	Member Representative	25	20	468	381	0	0	108	0	0
*Antioch Unified	Member Representative	113	133	135	9	0	0	0	0	0
*Contra Costa CCD	Member Representative	0	0	461	0	39	0	0	0	74
*Contra Costa Co. Office of Education	Member Representative	58	225	21	0	0	144	307	88	112
*Liberty Union High	Member Representative	161	196	250	99	0	0	142	17	0
*Martinez Unified	Member Representative	86	178	146	146	3	2	454	104	0
*Mt. Diablo Unified	Member Representative	322	235	1,033	0	112	111	327	153	0
*Pittsburg Unified	Member Representative	0	527	528	0	0	0	330	151	55
*West Contra Costa Unified	Member Representative	0	260	813	0	59	0	90	169	0
Total Participants		765	1774	3855	635	213	257	1758	682	241

* Member Agency required to input number of Participants

For each service provider added, check the box in the program areas where services are provided.

No Service Providers for this consortium.

Evaluate the Current Levels and Types of Education and Workforce Services for Adults in the Region *

CCCAEC provides an array of services and instruction to meet the needs of its adult learners. In 2020-21, the CCCAEC provided over 1.1 million hours of instructional hours supported by \$21,560,241 leveraged total funds.

Currently, the majority of the CCCAEC instruction hours are dedicated to ABE/ASE programs followed by ESL/EL Civics, and Short Term CTE. ABE/ASE, ESL/EL Civics, and Short Term CTE, also account for 88% of total leveraged funds. This distribution of instructional hours is expected based on the educational and English language needs of Contra Costa County residents. Given the number of adults without a high school degree and non-English language speakers, the current level of services and distribution of funding is in alignment with regional needs. The levels of instructional hours and funds are much lower in AWD, Workforce Re-entry, and K12 Success services. For AWD, adult education providers do see a need in this area. CCCAEC is looking to leverage hybrid learning to expand investments to create effective access to learning and tools for AWD.

Short-term CTE and transitions into credit CTE pathways that serve regional workforce needs continue to be a priority for CCCAEC. Current CTE Pathways in the region are regularly assessed and vetted for alignment to regional industry needs, sector pathways, and projected job growth. The CCCAEC looks at the larger pool of programs to ensure local program levels align with the needs and gaps of the larger regional workforce needs.

CCCAEC has career pathways in Business, healthcare/allied health, public safety, information computer technology (ICT), trades, and education and social services. Adult schools offer 10 non-credit courses at seven adult school locations and eight hinge courses across all adult schools. All three colleges offer a range of certificate courses and associate degrees. Similarly, businesses and trad programs include a wide range of credit and non-credit courses that offer career options to adult learners including 13 apprenticeship programs among CCCAEC members. Lastly, career pathways in public safety, ICT, and education and social services offer a range of associate degree and credit certificate and skills programs, however, have very few non-credit and hinge course offerings. While this does offer a challenge transitioning from non-credit course work, the CCCAEC will continue to explore new pathways to support adult learners interested in careers in these areas.

Metrics: CAEP Barriers & Metrics

✓ **Student Barriers**

Adult Ed Metrics

- English Language Learner (AE 305 - Overall)

✗ **Progress:** Learn about skills gains in adult basic education, ESL, workforce preparation, and CTE programs.

× **Transition:** Learn about student transition into postsecondary education and college credit pathways.

✓ **Success:** Information on completion of diplomas, certificates, and college credit awards.

Adult Ed Metrics

- Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

× **Employment and Earnings:** Access 2nd and 4th quarter employment, annual earnings, and earning gains data.

Consortium Level Metric Targets

* Mandatory for all consortia

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Number of Adults Served (AE 200 - Overall)	12,695	8,243		15,031	15,620	16,243
Student Barriers	English Language Learner (AE 305 - Overall)	6,314	3,427		5,408	5,711	6,027

Member Level Metric Targets

* Mandatory for all members

Acalanes Union High (Reported by Acalanes District Adult School)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	510	240		437	437	480
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				5	6	7
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)	21			0	0	0

Antioch Unified (Reported by Antioch Unified School District (AUSD))

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	318	149		300	350	400
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	37	37		50	55	60
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)	18			0	0	0

Contra Costa CCD (Reported by Contra Costa District)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	291	591		628	641	653
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	10			0	0	0
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)	11	12		14	14	15

Contra Costa Co. Office of Education (Reported by Contra Costa County Office of Education)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)				4	19	19
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				9	14	19
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				1	1	1

Liberty Union High (Reported by Liberty Union Adult School District)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	762	432		593	622	653
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	28	30		40	42	44
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)	191	135		16	17	18

Martinez Unified (Reported by Martinez Adult School)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	917	761		772	811	852
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	13	21		20	22	23
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)	420	375		450	470	490

Mt. Diablo Unified (Reported by Mt. Diablo Unified School District (MDUSD))

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	2,243	1,279		1,805	1,895	1,990
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	42	45		42	44	46
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)	212	156		0	0	0

Pittsburg Unified (Reported by Pittsburg Unified School District (PUSD))

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	1,469	955		1,650	1,700	1,750
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	39	88		87	92	97
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)	81	54		2	3	4

West Contra Costa Unified (Reported by West Contra Costa Unified School District (WCCUSD))

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	1,657	882		1,306	1,371	1,439
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)		20		40	42	44
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)	26			0	0	0

Member Spending Targets

Member	Percent of 2019-20 Available Funds Spent	Percent of 2020-21 Available Funds Spent	Percent of 2021-22 Available Funds Spent	2022-23 Target	2023-24 Target	2024-25 Target
Acalanes Union High	100%	100%	60%	82%	85%	90%
Antioch Unified	100%	100%	31%	82%	85%	88%
Contra Costa CCD	100%	100%	39%	85%	87%	90%
Contra Costa Co. Office of Education	100%	100%	46%	90%	90%	90%
Liberty Union High	100%	100%	42%	82%	85%	90%
Martinez Unified	100%	100%	51%	82%	85%	90%
Mt. Diablo Unified	100%	100%	66%	100%	100%	100%
Pittsburg Unified	100%	100%	49%	70%	78%	85%
West Contra Costa Unified	100%	100%	59%	93%	93%	95%

Objectives

Address Educational Needs

Description of Objective *

Though the job market has rebounded, the economic disruption caused by the COVID-19 may continue to impact many Contra Costa County residents. As much of the job loss occurred in the hospitality and essential services sectors, which often have lower educational barriers to entry, the economic fallout of the recession has disproportionately impacted those with less educational attainment, Black, Indigenous, and People Color (BIPOC) communities, and individuals who do not speak English as a first language. For many of these individuals, developing basic skills and/or “re-skilling” through participation in adult education and workforce services can support sustainable employment. To meet these pressing needs and expand adult education services and supports to those most impacted, the CCCAEC has developed the following high-level strategies for its three-year plan:

- Strategy 1.1: Optimize learning and clarify career pathways to support student success.

The CCCAEC will bolster existing adult education offerings and support services to accelerate student progress and ensure that career pathway options are clear, accessible, and offer students the most efficient progression of course completion. Through ongoing assessment at both the site and subregional levels, the Consortium will identify current and emerging foundational skill gaps and address them through enhanced and expanded adult education curricula and targeted supports. Building on the current work of the CCCAEC regional CTE Workgroup, the consortium will update and refine documentation and presentation

of career pathways. The regional CTE workgroup will also continue to observe labor market trends and employers' needs and develop plans to match course pathways at Adult Education and Community College sites to skills needed for those career paths.

- Strategy 1.2: Increase equitable access to CCCAEC members' services.

The CCCAEC will work towards providing equitable access for all students, regardless of foundational skill level at entry, by targeting outreach to specific underserved populations and tailoring level-setting skills courses and supports around their needs. This strategy will also include ensuring culturally competent modalities of support are available to increase retention, student progress, and student transitions across priority populations with a particular focus on reentry populations.

Improve Integration of Services & Transitions

Description of Objective *

Through the consortium needs assessment process, the CCCAEC identified that supporting student transitions has emerged as a key challenge. Due to staffing disruptions stemming from COVID-19, there has been high turnover and prolonged vacancies in key transition support positions. With these positions now fully staffed once again, the CCCAEC intends to seize the opportunity to reset, refine, and align mechanisms of identification and support for those approaching potential transitions into post-secondary education, training, and/or employment. To accomplish this, the CCCAEC has selected two high-level strategies that it intends to pursue during the 2022-2025 implementation period:

- **Strategy 2.1: Continue to align data/reporting processes across the Consortium.**

The CCCAEC intends to enhance the alignment of student data across member sites through increased information and data sharing across the consortium. Establishing regularized reporting mechanisms and schedules across the consortium will support the CCCAEC to track students' progress throughout member sites' services and increase the ability to identify trends including areas of challenge and/or points of attrition for adult learners who have transitioned from adult education to post-secondary. This will support the identification of learners who may benefit from additional support and inform specific approaches and tools that may be tailored to increase student success.

- **Strategy 2.2: Enhance capacity to support seamless transitions.**

Previously the CCCAEC had made strides in its collective approach to professional development and mutual support for transition personnel through the convening of the Consortium-wide Transition Specialists workgroup. The CCCAEC now intends to build upon and refine previous efforts as it introduces updated capacity-building initiatives among transition support staff and data personnel. The CCCAEC will explore the development of community learning spaces for data and transition personnel across the consortia and by sub-region to share findings, tools, and best practices in supporting smooth adult learner transitions.

Improve Effectiveness of Services

Description of Objective *

In the previous implementation period, the CCCAEC made strides in the evaluation and restructuring of its operating and implementation structures to streamline its work. Operating with greater efficiency, the consortium is now better able to pivot to other areas of ongoing learning and quality improvement (QI) efforts. The CCCAEC intends to focus on improving the effectiveness of consortium and member services by bolstering data infrastructure and strengthening partnerships both internal and external to the consortium. The CCCAEC will undertake the following high-level strategies in the 2022-2025 implementation period:

- **Strategy 3.1: Engage in data-informed quality improvement efforts to improve consortium outcomes.**

The CCCAEC will develop its capacity to conduct quality improvement processes utilizing the cyclical assess, plan, and improve process model. As a pivotal first step toward implementing impactful QI activities, the consortium will evaluate and improve upon its current shared data infrastructure. Whereas Strategy 2A will direct efforts toward the establishment of reporting processes, schedules, and aligned data definitions, this strategy encompasses efforts to improve data governance and advance the implementation of shared information systems. Subsequently, the CCAEC will be able to conduct data-driven QI efforts.

- Strategy 3.2: Sub-regionally, strengthen internal and external Consortium partnerships to optimize referral opportunities for adult learners. The economic and social impacts of the COVID-19 pandemic have only exacerbated the pre-existing barriers that many adult education students face to meet academic and career goals. Understanding that complex challenges must be addressed holistically and through culturally appropriate methods, the CCCAEC will seek to strengthen and add to existing partnerships with community providers of psychosocial support. The CCCAEC will also seek to leverage relationships with employers, industry leaders, and workforce partners across member sites to ensure alignment of course curriculum to local workforce needs and increase student linkages to workplace learning opportunities

Activities & Outcomes

Activity Name *

Identify and address foundational skill gaps

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

Objective 1, Strategy 1.1: Optimize learning and clarify career pathways to support student success.

- **Activity 1.1.A. Identify and address foundational skill gaps**

To improve access to sustainable employment for all students, CCCAEC's members will focus on identifying and addressing the foundational skills needed to accelerate student progress and support sustainable employment within local job sectors. The member institutions will assess, refine, and strengthen existing instructional systems and expand services to meet the needs of students with skill gaps. It is expected that with additional targeted supports and enhanced curricula to address gaps, over time CCCAEC member sites will see an increase in the number of participants who earn a high school diploma or equivalency and/or a postsecondary credential.

Short-Term Outcomes (12 Months) *

Emerging skill gaps are assessed through a variety of means including student evaluation and feedback, faculty input

Intermediate Outcomes (1-3 Years) *

Additional course offerings and needed supportive tools identified and added to address foundational skill gaps

Long-Term Outcomes (3-5 Years) *

Increased number of participants that complete certifications, HS diploma or equivalency, degrees, and transitions.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

Responsible person(s)

Name
John Cervetto
Kelly Schelin
Raminder Somal
Suzanne Murphy

Activity Name *

Define pathways between member institutions

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity ***Objective 1, Strategy 1.1: Optimize learning and clarify career pathways to support student success.**

- **Activity 1.1.B. Define educational and career pathways within and between member institutions**

The consortium will continue its work to update and refine career pathway snapshots and develop them into community-facing marketing materials. It will identify additional strong career markets in local areas and match course pathways at Adult Education and Community College sites to skills needed for those career paths.

Short-Term Outcomes (12 Months) *

Pathway documents/marketing materials are developed and disseminated; increased opportunities for course contextualization are identified.

Intermediate Outcomes (1-3 Years) *

Increased adult learner participation and progress through specified educational and career pathways

Long-Term Outcomes (3-5 Years) *

Increased number of students complete programs with greater levels of relevant skills, knowledge, experience, and connections within desired field

Proposed Completion Date

06/30/2022

Adult Ed Metrics and Student Barriers

- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

Responsible person(s)

Name
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Kelly Schelin
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Suzanne Murphy

Activity Name *

Increase Awareness of Services for Students

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

Objective 1, Strategy 1.2: Increase equitable access to CCCAEC members' services.

- **Activity 1.2.A. Conduct targeted outreach and engagement efforts to increase awareness of services with a focus on reaching disproportionately impacted and underserved students.**

The CCCAEC will explore and execute targeted marketing and outreach to priority populations within the County. The consortium will collaborate at the sub-regional level to identify target populations and tailor specific approaches to engagement based on best practices and input from local partners and stakeholders. Member sites and sub-regions will share lessons learned and progress at the regional level. Increasing awareness of and access to CCCAEC services is expected to increase the overall number of adults served (AE 200 – Overall) by the consortium.

Short-Term Outcomes (12 Months) *

Culturally responsive marketing/outreach strategies are identified including development of marketing materials and schedule of engagement activities.

Intermediate Outcomes (1-3 Years) *

Targeted engagement and awareness-raising activities conducted to reach priority populations and underserved groups.

Long-Term Outcomes (3-5 Years) *

Increased access to education agencies across the county; increased enrollment- specifically among priority populations.

Proposed Completion Date

06/30/2022

Adult Ed Metrics and Student Barriers

- All: Number of Adults Served (AE 200 - Overall)

Responsible person(s)

Name
John Cervetto
Kelly Schelin
Raminder Somal
Suzanne Murphy

Activity Name *

Streamline Enrollment Process

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

Objective 1, Strategy 1.2: Increase equitable access to CCCAEC members' services.

- **Activity 1.2.B. Streamline enrollment and onboarding processes to reduce barriers and accelerate participation.**

The CCCAEC will review and refine practices for enrolling and orienting new adult learners to the adult education system with a focus on reducing unnecessary steps and streamlining data collection where possible. Member sites will collaborate to ensure that processes related to enrollment, orientation, and initial student data collection are, to the extent possible, standardized, and consistent across member sites. The CCCAEC expects that implementation of a more agile and streamlined enrollment and onboarding process will eventually result in an increase in the number of overall adults served

Short-Term Outcomes (12 Months) *

Current enrollment processes are reviewed and assessed to identify breakdowns in enrollment and retention

Intermediate Outcomes (1-3 Years) *

Refreshed enrollment and onboarding procedures are developed and implemented

Long-Term Outcomes (3-5 Years) *

Increased efficiency in enrollment processes; increased number of students successfully enrolled

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Number of Adults Served (AE 200 - Overall)

Responsible person(s)

Name
John Cervetto
Kelly Schelin
Raminder Somal
Suzanne Murphy

Activity Name *

Establish a Reporting Process

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

Objective 2, Strategy 2.1: Continue to align data/reporting processes across Consortium.

- **Activity 2.1.A. Establish a process for regular reporting, aggregation, and review of student success and transition data across member agencies.**

The CCCAEC will work to establish an internal process for reporting and collective review of student transition and success data. Through its Data and Accountability workgroup and possibly other short-term taskforces as needed, the consortium will work to adapt and standardize approaches to data aggregation and reporting on and aggregating data shared metrics including but not limited to those within the 2022-2025 Three-Year Plan. The consortium may explore the possibility of holding a “data summit” that brings together CCCAEC site administrators and data personnel to discuss challenges and identify approaches to improving the alignment of data collection and reporting practices. The CCCAEC Steering Committee will also explore opportunities to integrate aggregated reporting into decision-making processes. The consortium expects that with enhanced reporting processes related to student success and transition data, it can more effectively identify and address student needs to facilitate successful student outcomes (i.e., earned HS diploma or postsecondary credentials).

Short-Term Outcomes (12 Months) *

Best (and emerging) practices for matching existing adult school data with college are identified and implemented; Shared data definitions, outcomes, and reports are further defined to support understanding/analysis of transitions from Adult Education to Community Colleges

Intermediate Outcomes (1-3 Years) *

Enhanced transition supports, tools, and services are implemented across CCCAEC

Long-Term Outcomes (3-5 Years) *

Increased numbers of students utilizing support; increased successful transitions along academic and career pathways

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

Responsible person(s)

Name
John Cervetto
Kelly Schelin
Raminder Somal
Suzanne Murphy

Activity Name *

Assess PD Needs

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

Objective 2, Strategy 2: Enhance capacity to support seamless transitions

- **Activity 2.2A. Assess professional development (PD) needs for data & transition personnel consortium-wide a**

The CCCAEC will undertake initiatives to bolster the capacity of its transitions and data personnel. At the site and sub-regional level, professional development needs will be identified as well as needed resources and tools. Based on emerging needs, the consortium will explore possibilities to revamp the previous transition specialist workgroup structure to develop ongoing spaces for mutual support, shared learning, and selection of best practices to incorporate into transition supports and processes. The consortium will explore models such as Professional Learning Circles (PLCs) to establish the most effective method of shared learning and active collaboration in an ongoing manner. The CCCAEC expects that enhanced capacity to support adult learners in visioning, planning, and executing transitions, will increase successful student outcomes (i.e., earned HS diploma or postsecondary credentials).

Short-Term Outcomes (12 Months) *

Gaps and needs are identified through assessment at the site level; professional learning spaces are established and shared goals/guidelines developed.

Intermediate Outcomes (1-3 Years) *

Enhanced learning, exchange of best practices, and capacity are achieved (measured through questionnaires, codification of refined processes, and support mechanisms.)

Long-Term Outcomes (3-5 Years) *

Increased capacity to support adult learners through transitions; increased number of warm handoffs, targeted supports, and referrals.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

Responsible person(s)

Name
John Cervetto
Kelly Schelin
Raminder Somal
Suzanne Murphy

Activity Name *

Bolster Data Infrastructure

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

Objective 3, Strategy 1: Engage in data-informed quality improvement efforts to improve consortium outcomes.

- **Activity 3.1.A. Bolster data infrastructure to effectively track students through transition points (e.g. college,**

The CCCAEC will evaluate current options for shared student information systems and reporting tools (e.g., CommunityPro) to inform the selection of the most appropriate option(s) for the consortium. The consortium will continue efforts to implement the agreed-upon data system across member sites upholding existing minimal use agreements and/or establishing new expectations for usage. Site administrators and data personnel will participate in relevant training and efforts to refine and calibrate data systems to effort streamlined integration of data entry into existing workflows. Improved data infrastructure will facilitate data-driven QI efforts to identify and address adult learner needs. The CCCAEC expects that these efforts will support successful student outcomes (i.e., earned HS diploma or postsecondary credentials).

Short-Term Outcomes (12 Months) *

Full implementation of calibrated student information systems that interface between sites

Intermediate Outcomes (1-3 Years) *

Increased the number of transitions and referrals tracked through shared student information systems

Long-Term Outcomes (3-5 Years) *

Increased number of transitions to postsecondary and into employment

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

Responsible person(s)

Name
John Cervetto
Kelly Schelin
Raminder Somal
Suzanne Murphy

Activity Name *

Assess Collaborative Student Supports

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

Objective 3, Strategy 1: Engage in data-informed quality improvement efforts to improve consortium outcomes.

- **Activity 3.1.B. Assess collaborative student supports and interventions using student transition and success**

Through other activities within the plan (2.1.A and 3.1.A), the Consortium will enhance the CCCAEC's existing data governance framework through the implementation of shared data systems and the alignment of reporting practices. With these components in place, the CCCAEC, through either the existing Data and Accountability workgroup or newly convened taskforces, will analyze student transition and success data to identify where gaps and needs exist.

Short-Term Outcomes (12 Months) *

Enhanced understanding of gaps in support and identification of emerging student needs through analysis of various student data

Intermediate Outcomes (1-3 Years) *

Enhancement to existing support/interventions based on assessment findings, implemented across Consortium sub-regions and/or at the County level

Long-Term Outcomes (3-5 Years) *

Increased effectiveness and availability of student supports and interventions, demonstrated by the number of students successfully transitioning along educational and career pathways

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

Responsible person(s)

Name
John Cervetto
Kelly Schelin
Raminder Somal
Suzanne Murphy

Activity Name *

Conduct gaps analysis to identify common needs

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

Objective 3, Strategy 2: Sub-regionally strengthen internal and external Consortium partnerships to optimize referral opportunities for adult learners.

- **Activity 3.2.A. Conduct gaps analysis to identify areas of common needs and partners**

The CCCAEC will refresh its documented inventory of active community partnerships across the consortium. Member sites and consortium sub-regions will identify gaps in available community support services and where additional supports are needed to address observed student needs. The CCCAEC expects that efforts to strengthen referral pathways for culturally competent psycho-social support will mitigate barriers and ultimately facilitate increased participation in adult education services. Sub-regions will also identify opportunities to expand external partnerships with local employers and industry stakeholders to facilitate additional work-based learning opportunities for students. The CCCAEC expects that increased offerings of relevant career placements will also facilitate increased participation in adult education services (i.e., number of adults service AE 200).

Short-Term Outcomes (12 Months) *

Inventory of current and needed community support service partners and local employers is updated; gaps and opportunities identified related to partnership needs

Intermediate Outcomes (1-3 Years) *

Identified needs/gaps are used to inform activity 3.B.2

Long-Term Outcomes (3-5 Years) *

Increased # referrals, increased number of of students utilizing supportive services and career placements

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Number of Adults Served (AE 200 - Overall)

Responsible person(s)

Name
John Cervetto
Kelly Schelin
Raminder Somal
Suzanne Murphy

Activity Name *

Coordinate outreach to potential partners

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

Objective 3, Strategy 2: Sub-regionally strengthen internal and external Consortium partnerships to optimize referral opportunities for adult learners.

- **Activity 3.2.B. Coordinate outreach to potential partners and formalize agreements**

After completion of the assessment described in Activity 3.2.A, the CCCAEC will engage its sub-regional planning groups to coordinate and conduct outreach to external partners. Sub-regional planning groups will also identify and surface opportunities for consortium-wide partnerships with service providers and local employers for consideration at the Steering Committee level. Member sites will pursue formalized agreements with partners where necessary to bolster available services and career-readiness opportunities for adult learners. The CCCAEC will also explore opportunities to integrate community partners into shared student information and referral systems (e.g., CommunityPro). The CCCAEC expects that efforts to increase access to supportive services and career placement opportunities will facilitate increased participation in adult education services.

Short-Term Outcomes (12 Months) *

Sub-regional (and regional where applicable) outreach and engagement strategies developed and implemented to target potential partners

Intermediate Outcomes (1-3 Years) *

Increased number of MOUs with existing and new local service providers and employers; increased number of referral pathways available to initiate supports and opportunities

Long-Term Outcomes (3-5 Years) *

Increased number of referrals, increased number of students utilizing supportive services and career placements

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Number of Adults Served (AE 200 - Overall)

Responsible person(s)

Name
John Cervetto
Kelly Schelin
Raminder Somal
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Funds Evaluation

Member Allocations and Expenditures

Member Agency	Prior Year Total Leveraged Funds	Program Reporting Status
Acalanes Union High	\$1,363,168	Certified
Antioch Unified	\$950,434	Certified
Contra Costa CCD	\$2,007,574	Certified
Contra Costa Co. Office of Education	\$2,363,061	Certified
Liberty Union High	\$1,469,189	Certified
Martinez Unified	\$1,795,632	Certified
Mt. Diablo Unified	\$5,832,626	Certified
Pittsburg Unified	\$2,572,682	Certified
West Contra Costa Unified	\$3,205,875	Certified
Totals	\$21,560,241	9/9 Certified

Funds Evaluation *

The planned allocations will be distributed to member agencies based on the originally approved percentages. Each member will utilize these funds to support existing Adult Education programs, grow and strengthen existing activities as indicated by increased targets, and implement the activities detailed within the CCCAEC three-year plan. The CCCAEC will continue to augment CAEP funding with a variety of local and federal funding sources over the next years including the following sources:

State / Federal Funding

- CalWORKs
- CCD Apportionment
- Jail Funding

- LCFF/District Funds
- Perkins V
- WIOAII

Other Funds

- Fees / Contracted Services
- Strong Workforce
- In-kind resources

On an annual basis, CCCAEC members develop and approve member allocation budgets through the annual budget development process outlined in the CCCAEC’s governance document. The final allocation budget is entered into the current year’s Consortium Fiscal Administration Declaration. This document is reviewed and approved at the CCCAEC Steering Committee meeting, a public meeting, by board-designated, voting members. On an ongoing basis, the fiscal oversight workgroup ensures accountability of the usage of funds by members and provides recommendations to the Steering Committee as needed. Lastly, the CCCAEC utilizes the annual planning process as a mechanism to review consortium goals and strategies and ensure funding allocations are aligned.

Certification

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06/18/2022 07:16 PM PDT

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06/18/2022 10:45 AM PDT

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06/17/2022 04:22 PM PDT



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