

# 12 Contra Costa Adult Education Consortium

CONSORTIUM APPROVED

2023-24

## Plans & Goals

### Executive Summary

#### Overview

In accordance with California Adult Education Program (CAEP) requirements, the Contra Costa County Adult Education Consortium (CCCAEC) has developed its 2023-2024 Annual Plan to guide implementation of adult education services during the 2023-2024 period. This Annual Plan is directed by the Consortium’s CAEP-required 2022-2025 Three-Year Plan.

#### 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.

K-12 Adult Education	<ul style="list-style-type: none"> <li>• Acalanes Adult Education</li> <li>• Antioch Adult Education</li> <li>• Liberty Adult Education</li> <li>• Martinez Adult Education</li> <li>• Mt Diablo Adult Education</li> <li>• Pittsburg Adult Education</li> <li>• West Contra Costa Adult Education</li> </ul>
Contra Costa Community College District	<ul style="list-style-type: none"> <li>• Contra Costa College</li> <li>• Contra Costa Community College District</li> <li>• Diablo Valley College</li> <li>• Los Medanos College</li> </ul>
Contra Costa Office of Education	<ul style="list-style-type: none"> <li>• Contra Costa Adult School</li> </ul>

The CCCAEC is led by the Steering Committee made up of 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 respond to local needs most effectively. As part of the annual planning process, representatives from each subregion convene regularly to prioritize and strategize implementation of activities named within consortium-level plans. Sub-regional approaches to plan implementation are reviewed at the Steering Committee level to assure alignment with the overarching regional objectives and strategies.

#### Accomplishments from the 2022-23 Program Year:

- **Sub-Regional Planning:** Continued to build upon sub-regional planning processes established in 2020-2021 and continued quarterly sub-regional team presentations to the Steering Committee to showcase progress toward sub-regional goals.

- **Skills Gap Analysis and Program Enhancements:** Conducted analysis of skill gaps for adult learners, especially those most impacted by the COVID-19 pandemic's effects on learning losses. Based on this analysis, many member sites increased current relevant program offerings, and added new services to address the skill gaps.
- **Evaluation of shared data processes:** The Steering Committee conducted an evaluation of the current data sharing system and found that its impact on transition personnel was more of a burden than an effective tool. In deciding not to continue use of this program after December 2023, the Steering Committee has opened up an opportunity to update the processes for sharing data in order to best support student transitions between member institutions.
- **Strengthened Partnerships:** The consortium strengthened its connection with local employers through continued membership on the Contra Costa Workforce Collaborative, as well as new and enhanced partnerships with local Community Based Organizations (CBOs) and corporate entities.
- **Contra Costa County Adult Education Career Training Programs Exposition:** All seven adult schools, the County Office of Education, and the Contra Costa Community Colleges participated in the May 3rd expo which highlighted career training programs available throughout Contra Costa County. Many of these programs are free or low-cost, and CBO partners who can provide assistance with fees also attended: CalFresh, Contra Costa Food Bank, Department of Rehabilitation (DOR), and Rubicon Programs. Approximately 400 students and potential students attended and busing was provided for high school seniors from schools all over the county to learn about the programs available to them once they graduate.

#### Primary Goals for the 2023-2024 Program Year:

- Review and refine career pathways and associated documentation to align with local labor market demands and student skill needs.
- Assess professional development (PD) needs for data & transition personnel consortium-wide and address through refinement of existing approaches and exploration of new spaces for exchange and learning, including:
- Reviewing and updating systems for data sharing to support seamless transitions between member institutions.
- Continue outreach to local partners and formalize agreements.

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 2023, the plan will be viewed as a living document to be modified as needs emerge or indicators require adjustment.

#### Regional Planning Overview

To ensure the 2023-24 Annual Plan is aligned to the recently submitted Three-Year Plan, Consortium members met to review the recently developed strategy areas and objectives, and to reflect on ongoing site- and consortium-level needs. The discussion of regional strategies in the sections below captures progress made under the Three-Year Plan as well as proposed Consortium activities for the 2023-24 CAEP implementation period.

As the Three-Year Plan was developed, all CCCAEC members actively participated in its development and agreed 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.

As 2023-24 continued to be a challenging year for education providers and students across all levels, the Annual Plan reflects issues related to educational attainment, staff capacity, and professional development, and student transitions impacting adult learners in Contra Costa County.

## Meeting Regional Needs

### Regional Need #1

Gaps in Service / Regional Needs

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 to post-secondary coursework, at either adult education or community college sites, 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 from secondary education into post-secondary education 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. Concurrent enrollment is offered by all CCCAEC members, but it is not currently implemented in a coordinated fashion. And, while there is a sense that the level of enrollment has increased since 2019, the data infrastructure needed to track this trend fully is lacking. Improvements in these areas are expected to further student support and successful transitions.

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

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, Contra Costa County Office of Education 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 Consortium 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 key informants 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.

Through the process described above, the following three Regional Needs were identified:

1. Educational Attainment
2. Staff Capacity and Professional Development
3. Student Transitions

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

The consortium will form a subgroup to conduct an inventory of current partnerships and develop a formal partner engagement plan that will prioritize engagement with potential partners and outline a plan for coordination among Consortium members.

The enrollment at consortium sites significantly dropped due to the pandemic. According to CASAS data, total CAEP enrollment dropped more than 50% from the year 2019-2020 to 2020-2021. While female enrollment increased in the year 2020-21, there was a decreased enrollment among Black, Hispanic, and Asian (excluding Filipino) students.

## **Regional Need #2**

### **Gaps in Service / Regional Needs**

#### **Staff Capacity and Professional Development**

Staff capacity and professional development were identified as factors impacting members' ability to best serve adult learners. In particular, CCCAEC members have noted a decrease in the capacity of transition support staff to refer students to services or agencies outside of their home campuses.

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

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, Contra Costa County Office of Education 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:

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- **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.

Through the process described above, the following three Regional Needs were identified:

1. Educational Attainment
2. Staff Capacity and Professional Development
3. Student Transitions

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

The consortium will conduct a survey to identify the professional development needs of data and transition personnel to gauge success of supporting professional development needs of personnel.

## Address Educational Needs

### 2023-24 Strategies

#### Strategy Name

1.1: Optimize learning & clarify career pathways to support student success

#### Activity that Applies to this Strategy

Identify and address foundational skill gaps

#### Metrics that Apply to this Activity/Strategy

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

#### Strategy Description

##### 2022-23 Activity Highlights

To improve access to sustainable employment for all students, CCCAEC's members focused on identifying and addressing the foundational skills needed to accelerate student progress and support sustainable employment within local job sectors. Using CASAS test scores, student performance in classes, and work with other adult schools in the county, the following skill gaps were identified:

- Severe learning loss of district students entering adult education programs, specifically reading, writing, and communication;
- COVID's deleterious effects on professional communication in class and conflict resolution skills;
- Struggles with basic math, especially shown with students who are in CTE programs that require math skills, mostly in the medical field.

The member institutions assessed and augmented the ability of existing instructional systems and services to meet the needs of students with skill gaps via:

- Increased days and times of day for reading classes.
- Incorporation of professional workshops into CTE courses.
- Addition of writing support to Medical Assistant Program.
- Inclusion of SEL staff person in the EMT program.
- Addition of weekly "Listening, Pronunciation, and Speaking" class
- Inclusion of pull-out services to work individually or in small groups on reading, writing, and communication skills with students most in need.
- Continuation of Adult Education ESL Summer Bridge Program in West County.
- Hosting a College Enrollment Day June 7th to support the transition of GED/HSD completers.

In order to support the incarcerated population of learners in Contra Costa County, content was added to bridge High School to college English at CCC West County Detention Facility in Partnership with Contra Costa Adult School (CCAS). CCAS is now offering a community college level course: COUNS 103A-Personal Development for College Success. There are plans to rotate this course offering to women and those in protective custody.

### **2023-24 Activity Plans**

The consortium members will enhance and expand upon the additional services listed above. They will build on these supports using different techniques including online programs, additional tutoring, and pre-apprenticeship programs. It is expected that with additional targeted support and enhanced curricula to address gaps, over time CCAEC member sites will see an increase in the number of participants who earn a high school diploma or equivalency and/or a postsecondary credential.

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**Strategy Name**

1.1: Optimize learning & clarify career pathways to support student success

**Activity that Applies to this Strategy**

Define pathways between member institutions

**Metrics that Apply to this Activity/Strategy**

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

**Strategy Description****2022-23 Activity Highlights**

This was not an area of focus during the 2022-23 school year.

**2023-24 Activity Plans**

The CCCAEC members will review, refine, and update pathway documents and community-facing marketing materials, including an overview of career pathway options, such as business, health care, and trades. The updated materials will then be further disseminated amongst all members and partners.

The consortium will also continue to observe local labor market trends in coordination with workforce partners to adjust and match pathway skills training to workforce needs. The members will then identify increased opportunities for course contextualization. It is expected that these activities could contribute to increased adult learner participation and progress through specified educational and career pathways.

**Improve Integration of Services & Transitions****2023-24 Strategies****Strategy Name**

2.1: Continue to align data/reporting processes across Consortium.

**Activity that Applies to this Strategy**

Establish a Reporting Process

**Metrics that Apply to this Activity/Strategy**

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

**Strategy Description****2022-23 Activity Highlights**

This was not an area of focus during the 2022-23 school year.

**2023-24 Activity Plans**

The CCCAEC will work to establish an internal process for reporting and collective review of student transition and success data. The consortium will be discontinuing its use of its current data-sharing system (CommunityPro/MyProfessionalCenter) in December 2023, which presents it with the opportunity to assess and right-size its approach to data sharing across member sites and data and transition personnel. The consortium will identify best practices for shared data definitions, outcomes, and

reports to support analysis of transitions from Adult Education to Community Colleges. These efforts will enhance transition supports, tools, and services across CCCAEC.

The CCCAEC Steering Committee will also continue to explore opportunities for data-driven programming choices. 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).

The consortium may explore holding a “data summit” that brings together CCCAEC site administrators and data personnel. The purpose of this summit, or something similar, would be to discuss challenges and identify approaches to improving the alignment of data collection and reporting practices.

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### Strategy Name

2.2: Enhance capacity to support seamless transition

### Activity that Applies to this Strategy

Assess PD Needs

### Metrics that Apply to this Activity/Strategy

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

### Strategy Description

#### 2022-23 Activity Highlights

Despite staffing capacity and training issues members continued to improve student transition supports by:

- Refining existing approaches to professional development as the continued shortage of instructors and substitutes has restricted the comprehensive formation of Professional Learning Circles (PLCs). Some member sites have hosted PLCs, where transition specialists established meeting frequencies & times. Members have engaged in discussions on how best to provide PD to those in the role of student transitions both at the adult schools and the colleges.
- Referring students between Adult Education sites and CC sites to facilitate student program enrollment.
- Offering Community Colleges informational presentations at adult schools to help build student transition plans and increase awareness of available programs beyond adult schools.
- Hosting increased tours of CTE programs for participants to see students in action,
- Increasing presence on social media.

Other related discrete activities included:

- Second annual Allied Health Career Fair in March (attended by 150 district students).
- Summer open house for current ESL and HS students.
- Re-established use of a shared Google Doc to maintain student referrals.

#### 2023-24 Activity Plans

The CCCAEC will continue to assess the professional development needs of data and transitions personnel and expand upon current initiatives to bolster capacity at each member site, as well as consortium-wide. The “data summit” mentioned above will also serve to bolster professional development supports for data & transition personnel.

## Improve Effectiveness of Services



## 2023-24 Strategies

### Strategy Name

3.2: Subregionally strengthen consortium partnerships to optimize referral opportunities

### Activity that Applies to this Strategy

Conduct gaps analysis to identify common needs

### Metrics that Apply to this Activity/Strategy

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

### Strategy Description

#### 2022-23 Activity Highlights

This was not an area of focus during the 2022-23 school year.

#### 2023-24 Activity Plans

The CCCAEC will refresh its documented inventory of active community partnerships across the consortium and around Contra Costa County as a whole. 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 pathways will also facilitate increased participation in adult education programs.

### Strategy Name

3.2: Subregionally strengthen consortium partnerships to optimize referral opportunities

### Activity that Applies to this Strategy

Coordinate outreach to potential partners

### Metrics that Apply to this Activity/Strategy

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

### Strategy Description

#### 2022-23 Activity Highlights

The consortium shares three members with the Contra Costa Workforce Collaborative (CCWC): Danny Lockwood, G. Vittoria Abbate, and Suzanne Murphy. Work is being done to strengthen the partnerships with all members of the CCWC as well as outreach to local Chambers of Commerce in Antioch, Brentwood, and Pittsburg. Consortium members regularly participate in community job fairs and host an annual fair where local Community Based Organizations (CBOs) and other partners are invited to share services and/or career opportunities with students. At one member site, advanced English Language Learner (ELL) students assist the District English Learner Advisory Committee (DELAC) by making phone calls to parents within the District, in their home language, to invite them to DELAC meetings. These students also attend DELAC meetings to translate, as well as provide information on the programs offered at the adult education sites.

Additional new and expanded partnerships include:

- Loaves & Fishes and Food Bank of Solano and Contra Costa for wraparound services.
- District parent conference to be held at member site in August.
- Veterans Career Fair included consortium members.
- Kaiser and PeriopSim (VR learning tool) supporting Surgical Technician program.
- Enhanced partnership with 10,000 Degrees to provide scholarships for underserved students
- Support by Workforce Development Board of Contra Costa County (WDBCC) for EMT programs
- New Medical Assistant career pathway pilot program in partnership with Allied Health
- MOU with CVS to provide externships at their locations for all students completing the Pharmacy Technician Training Program

### 2023-24 Activity Plans

The CCCAEC will refresh its documented inventory of active community partnerships across the consortium and around Contra Costa County as a whole. 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 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.

## 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.**

The planned allocations are distributed to member agencies based on the originally approved percentages. Each member utilizes 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.

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.

**An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2023-24.**

Carry-over funds initially roll over within member budgets; however, the Consortium does have a process by which it can shift carry-over funds to members in need of additional funding using a one-time reallocation process. Any carry-over from common costs (including any contingency budget) gets reallocated to members in this fashion. The Consortium's Budget and Fiscal Agreement, Section III, Items 4 & 5 state:

*4) Members may request a one-time allocation amendment if they require additional funds for one-time expenses.*

*a. One-time allocation amendments may only be applied to one-time expenses, not ongoing costs.*

*b. Adult school members that desire a one-time allocation amendment should inform the CCAEN chair by September 1. Colleges that desire an amendment should inform the CCCCD Steering Committee co-chair by the same date. Each group will convene in September and October to develop a proposal for one-time reallocations for their respective proportion of the consortium budgets.*

*c. Proposals will be considered at the November Budget and Fiscal Workgroup meeting. The workgroup will determine whether to forward recommendations to the Steering Committee.*

*d. One-time allocation adjustments will be funded using carry-over from members that did not fully expend the previous year's budget. Member carry-over equates to remaining funds from the previous year minus eligible reserve for economic uncertainty (REU) funds.*

*5) 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.*

In light of the new requirements stipulated under Assembly Bill 1491, the Budget & Fiscal Workgroup has determined a percentage threshold of 20% for all members, in alignment with the consortium threshold specified in AB 1491. This strategy will go into effect in the 2024-25 academic year.

## Certification

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Community  
Colleges



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