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# **AB 86 Contra Costa County Adult Education Consortium**

Regional Comprehensive Plan –  
Final Report  
March 1, 2015

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## **ACKNOWLEDGEMENTS**

The consortium leadership would like to thank the Leadership Steering Committee members for their tireless engagement in the planning process and the many teachers, faculty, and staff from all the adult schools and community colleges in the Contra Costa County Consortium for their enthusiastic participation and commitment to the adult learners of the region. A complete list of participants can be found in the appendix.

## Table of Contents

Overview of Consortium .....	1
Objective 1: Evaluation of Current Levels and Types of Adult Education Programs .....	10
Objective 2: An Evaluation of Current Needs for Adult Education Programs within the Consortium’s Region .....	20
A Vision for the Future .....	35
Strategies .....	42
Objective 3: Program Integration and Seamless Transitions into Post-secondary Education or the Workforce Narrative .....	46
Objective 4: Gaps and Solutions.....	54
Objective 5: Instructional Effectiveness / Acceleration.....	58
Objective 6: Provide professional development that supports innovation and continuous improvement.....	60
Objective 7: Leverage regional initiatives and resources to collaboratively meet needs .....	62
Next Steps: Implementation and Continuous Improvement.....	65
List of Participants .....	71

## Appendices

Table 3.1 .....	75
Table 4.1 .....	81
Table 5.1 .....	87
Table 6.1 .....	88
Table 6.2 .....	89
Table 7.1 .....	91

## OVERVIEW OF THE CONSORTIUM

The Contra Costa County Adult Education Consortium (CCCAEC) was established with the goal of redesigning a coordinated Adult Education system that accelerates students' academic and career success. Through a participatory and transparent planning process, the Consortium is sharing a vision of universal academic and career pathways and transition supports that expand upon the adequacy and quality of existing services in five program areas defined by AB 86:

1. Adult Basic Education, Adult Secondary Education and Basic Skills (ABE/ASE/Basic Skills), including classes required for a high school diploma or high school equivalency certificate.
2. Classes and courses for immigrants eligible for educational services in citizenship and English as a second language (ESL), and workforce preparation classes in basic skills.
3. Education programs for adults with disabilities (AWD).
4. Short term career technical education (CTE) programs with high employment potential.
5. Programs for apprentices.

The Contra Costa Community College District, which comprises all of Contra Costa County, defines the regional boundaries for the Contra Costa County Adult Education Consortium. The Consortium's Steering Committee includes the following member organizations:

- Contra Costa Community College District and its constituent institutions: Contra Costa College, Diablo Valley College, and Los Medanos College.
- School districts in the county that serve adults: Acalanes Union High School District/Adult Education, Antioch Unified School District/Adult Education, Liberty Union High School District/Adult Education, Martinez Unified School District/Adult Education, Mt. Diablo Unified School District/Adult Education, Pittsburg Unified School District/Adult Education, and West Contra Costa Unified School District/Adult Education.
- Contra Costa Adult School (CCAS). \*The CCCAEC Steering Committee determined that CCAS which serves students in the Contra Costa County detention facilities would be included on the Leadership Steering Committee

In addition to member organizations participating in the planning process, there are partner agencies that have also participated in regional teacher/faculty convenings. They include Project Second Chance (library literacy program), the Literacy for Every Adult Program (LEAP) (library literacy program) and the Contra Costa Workforce Development Board.

Other partner agencies that have participated in a special “Partner Convening” include Catholic Charities, Monument Impact, Rubicon, International Brotherhood of Electrical Workers, Plumber’s Local # 342, California State Department of Rehabilitation, Contra Costa County ROP, and Opportunity Junction.

These and many other partners also participated in a special “Stakeholder Convening” and provided feedback to the plan. The project unveiling was well received and participants applauded its focus on collaboration to serve diverse student needs. Adult Education Program Coordinators and Community College faculty who are co-chairing the central county ESL and ABE/ASE sub-regional meetings described their ongoing collaboration efforts, characterizing the work as “very rewarding, personally and professionally. It’s just starting and it’s important to do.” Other attendees included:

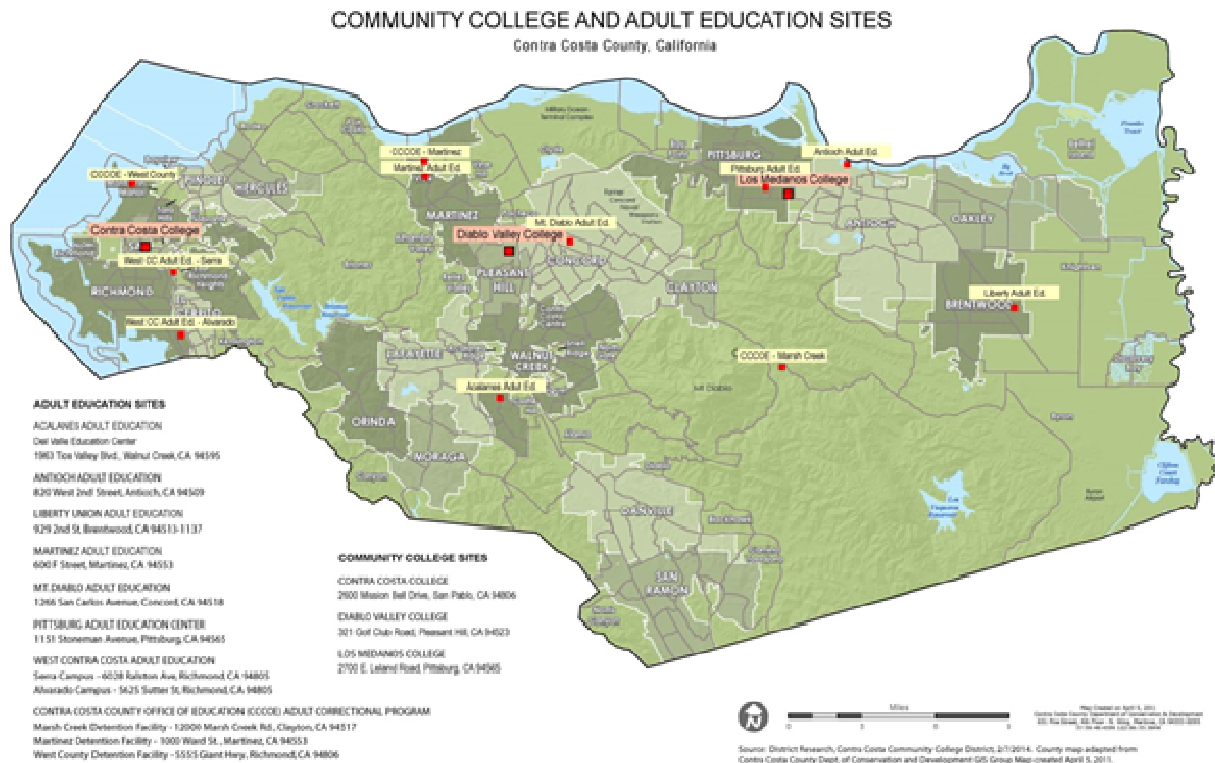
- Contra Costa Economic Partnership
- Local legislator staff
- Governing Board members of respective Member organizations
- Employment Development Department
- John F. Kennedy University
- Caltrans
- ToTouch One, Inc.
- Lao Family Community Development, Inc.
- City of Richmond-LEAP
- RichmondWORKS

Plans are underway for specific outreach to additional stakeholders, including:

- Adult education students, including current students and former adult education students who later enrolled in community college credit programs
- Contra Costa County Employment and Human Services Department CalWORKS Program
- Additional business/industry leaders
- Contra Costa County Probation Department
- East Bay Leadership Council
- Chambers of Commerce

## Description of the Region

Spanning approximately 50 miles from the City of Richmond on the San Pablo Bay shoreline to the rural area east of Brentwood, Contra Costa County is located in the northeast corner of the San Francisco Bay Area. It has a population of 1,052,047<sup>1</sup> and includes a variety of urban, suburban, and rural communities. The county's population is one of the more affluent in the state, with a median household income of \$78,187 (compared to \$61,400 state-wide) and a per capita income of \$38,106 (\$29,551 state-wide). While the county's overall poverty rate is 10.2 percent, some of the county's communities have substantially higher poverty rates — most notably Richmond (17.9%), San Pablo (19.3%), Bay Point (26.7%), and Pittsburg (17.1%). These disparities are reflected in local unemployment rates, discussed later in this report.



<sup>1</sup> U.S. Census Bureau, 2008-2012 American Community Survey.

Within the CCCAEC boundaries, there are three subregions, which coincide with the catchment areas of the three colleges:

- The **West County** region is served by Contra Costa College and West Contra Costa Adult Education.
- The **Central County** region is served by Diablo Valley College and the following adult schools: Martinez, Mt. Diablo, and Acalanes.
- The **East County** region is served by Los Medanos College and includes Antioch, Pittsburg, and Liberty Adult Education.

In addition, CCAS serves inmate students from all three regions.

These historically-defined and geographically-distinct areas served to help organize data gathering and planning discussions around natural pre-existing affiliations and potential “feeder patterns” for adult school-to-college transitions. As Contra Costa’s strengths, gaps and possible solutions were explored, however, CCCAEC members found subregional distinctions to be less significant than regional commonalities. Subregional teams are expected to play a larger role in future discussions, particularly as they relate to partnership development.

### **History of Adult Schools and Community Colleges Collaboration in the Region**

Representatives from Contra Costa Community College District, individual community colleges, and K-12 school districts jointly participate in a number of local education/workforce development organizations and committees, such as the Contra Costa Workforce Development Board, the EASTBAY Works One Stop Operator Consortium, and the East Bay Leadership Council Workforce Development/Education Task Force, to name a few. Additionally, community college and adult school representatives have participated in various advisory committees and special focus committees overseen by each organization. Through these endeavors, there is mutual recognition of the strengths of each educational system. There are a few specific, more intentional collaborative endeavors, including:

- Project ACCESS (Advancing Childcare Education and Student Success): This partnership has been in place since 2011 with a focus to prepare and transition Mt. Diablo Adult Education ESL students to the Diablo Valley College Early Childhood Education program. Mt. Diablo Adult Education provides ESL and college readiness curricula; Diablo Valley College provides the ECE and ESL curricula and support services to the students, including textbooks, tutors and the facilitation of access to state and federal financial aid processing. Catholic Charities of the East Bay provides outreach and wraparound supports to students throughout the entire process. Students

begin by strengthening their English language skills and ultimately earn a certificate leading to better employability and improved earnings.

- **Transition Program:** This partnership, in place since fall 2011, focuses on encouraging and assisting Pittsburg Adult Education students to transition to Los Medanos College. Los Medanos College financial and academic counselors and transition specialists coordinate campus visits for adult education students to help them identify pathways to post-secondary education. Students in ESL, GED, and the high school diploma programs at the Pittsburg Adult Education Center are targeted for this transition program.

Recognizing the need for more collaboration, particularly those that support student pathway opportunities, these specific models will provide some basis for identifying promising practices, challenges, and strategies for addressing obstacles to effective collaborations.

### **Data Collection Methodology**

Several kinds of data have been collected during the planning process. Enrollment and cost data for 2012-13 and 2013-14 for members (Table 1.1A); members' funding data for 2012-13 and 2013-14 (Table 1.1B); partners' enrollment and cost data for 2012-13 and 2013-14 (Table 1.2); members' enrollments over time, from 2008-09 to 2013-14 (with projections for 2015-16 to be developed during the next phase of planning) (Table 2); demographic data, economic data, focus group data, and information generated in large convenings.

**Enrollment and cost data.** As part of the first two objectives of the AB 86 Regional Comprehensive Plan, each consortium was required to submit data tables for the five AB 86 program areas documenting (a) current services based on unduplicated enrollment and attendance, and direct cost of instruction and (b) past, current and projected enrollment.<sup>2</sup> CCCAEC Members (community colleges and adult schools) provided the following:

- Unduplicated Enrollment for FY 08-09, 12-13 and 13-14
- ADA or FTES for FY 12-13 and 13-14
- Program Operational Cost by budget code categories for FY 12-13 and 13-14
- Dollar Amount by Funding Source for AB 86 programs only FY 12-13 and 13-14

College districts listed information separately for credit basic skills, including credit ESL, and/or regular noncredit, as applicable. Based on guidance from the AB 86 Work Group,

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<sup>2</sup> For more information regarding the required data tables (Tables 1.1, 1.2, 2.1, and 2.2) see pages 21-28 of *AB 86 Adult Education Consortium Planning Grant Certification of Eligibility*.



members did not include students under 18, contract education, or other programs that were 100% fee-based.

Consortium Partners provided the following:

- Unduplicated Enrollment for FY 08-09, 12-13 and 13-14
- ADA or FTES for FY 12-13 and 13-14 (*if applicable*)
- Program Operational Cost for FY 12-13 and 13-14 per program and source of funding (e.g., State, Federal, Fees, Private Donations, Other)

**Demographic data:** To help establish the need for adult education services, demographic data was collected from the California Department of Education, the U.S. Census, and the National Center on Education Statistics. Data collected included population, drop-out data, English language proficiency (English learners in schools as well as census data on English language ability) unemployment and poverty.

**Economic data:** Economic data on key industries and growth trends in the region were sought from existing sources available through the East Bay Economic Development Alliance, including the East Bay Economic Outlook 2014-2015 and the 2013 Special Report on the East Bay Workforce. These reports on trends impacting the East Bay economy draw upon the current data from the California Economic Development Department, U.S. Bureau of Labor Statistics, and the U.S. Census Bureau, as well as regional media outlets.

**Other data:** Other data collected included summary descriptive data about each of the schools and colleges; school and college narratives on changes in enrollments and explanations of costs; and data on current programs gathered from the members' online presences.

## Planning Process

The CCCAEC embarked upon an extensive planning process that engaged member agencies, partners and stakeholders in a comprehensive needs and asset assessment. This process involved regular steering committee meetings, large convenings, and focus groups, as well as the gathering of program and cost data from participating entities. Importantly, the CCCAEC adopted the following set of planning principles that informed and will continue to guide the redesign of adult education in Contra Costa County:

- **Inclusivity:** everyone at the table
- **Mutual understanding:** openness to understanding each system's strengths

- **Capacity building for sustainable change:** ownership and ongoing learning; long-term commitment
- **Practitioners as problem solvers:** leveraging the knowledge of those on the front lines
- **Focus on student and community outcomes:** focus on outcomes, not who is delivering programs
- **Leveraging of assets and strengths of each system and of communities:** building on strengths and expertise
- **Leveraging of existing collaborations and resources:** harnessing what works and proceeding efficiently
- **Innovation and effective practices to achieve results:** openness to new approaches; learning from tested experience
- **Data examination to inform continuous improvement:** rigor and discipline
- **Learning to inform policy:** taking learning to scale

These principles have played an important role in focusing discussions among a large diversity of partners who have engaged in difficult and revealing dialogue about the current status and potential future of programs serving thousands of high-need students. Indeed, AB 86 has created a forum for learning and visioning that promises to reshape the delivery of adult education across the county.

**Communication plan:** The Leadership Steering Committee was committed to robust communication with members, faculty and teachers, and partners from the outset of the planning process. A publicly available web site was created, [www.cccaec.org](http://www.cccaec.org), providing information on planning activities, members and participants, meeting agendas and notes, and other relevant documents. The Project Coordinator maintained a Leadership Steering Committee e-mail list, ensuring all members received timely communications, agendas and notes. Leadership Steering Committee agendas clearly articulated action items and information/discussion items.

**Qualitative data from convenings and focus groups:** A key strategy for collecting qualitative data on strengths, vision, gaps, and solutions to gaps was to convene teachers, faculty, counselors, program coordinators, principals, superintendents and other program staff from throughout the region, representing each of the schools and colleges. The CCCAEC Members identified and compensated teachers and faculty to participate. In all, over 100 individuals participated in convenings and focus groups. Data were collected through the following methods that listed below and described in the following table.

- **Participant Input:** Teachers, faculty, administrators and other staff met in regional meetings and small group sessions to develop the vision and strategies presented here.

- **Promising Practices:** The concepts reflect a review and discussion of several projects — both local and national — which align adult education and continuing post-secondary education.
- **Leadership Steering Committee Input and Synthesis:** The Leadership Steering Committee reviewed summaries of participant input and promising practices to synthesize key directions.
- **Subregional Program Area Groups:** Eastern, central and western subregional program area groups (and an integral component moving forward) were formed. Program area groups (ESL, ASE, ABE/AWD) were identified for each subregion and have started meeting independently to discuss curriculum alignment and related issues. A region-wide CTE group was also formed and is meeting to review issues related to pathways development and course-related contextualization.

<b>CCAEC Meetings</b>			
Meeting Type	Meeting Date(S)	Meeting Purpose	Number of Attendees per Meeting
Steering Committee	<b>2014</b> May 13 June 9 July 7 August 22 September 15 October 15 November 14 December 12 <b>2015</b> January 16 February 11	Provide ongoing input, review and guidance on the AB 86 planning process and ensure robust participation from member agencies and partners (including special session with partners on December 12)	Varied, between 15-25
Regional Workshops including K12 AE & community college instructors & administrators	<b>2014</b> May 1 May 30 September 5 October 3 November 7	Provide purpose and need overview of the AB 86 planning process and solicit faculty/instructor input on existing program activities, strengths, gaps and potential solutions.  Workshops featured interactive exercises designed to identify key issues and potential strategies related to COE objectives 3-7. Workshop included large group discussions and subregional break-out sessions by program area.	Average attendance: 100

Subregional Program Area Groups	Various	Subregional workshops provided opportunities for in-depth discussion of local issues, enrollment data, history of collaboration, gaps and potential solutions. Subregional groups are also actively reviewing curriculum offerings to identify alignment and coordination opportunities	Varies by program area
Stakeholder Convening	<b>2015</b> February 3	The Stakeholder Convening brought together educational leaders including superintendents, college presidents, faculty and teachers; workforce and economic development professionals; industry representatives; elected officials; and other leaders and stakeholders to review the plan and provide input on next steps.	Approximate attendance: 90

## OBJECTIVE 1: EVALUATION OF CURRENT LEVELS AND TYPES OF ADULT EDUCATION PROGRAMS

The following provides a description of services and programs currently provided by consortium members and partners in the five program areas.

### Current Services and Assets

The adult schools and community college programs individually have rich histories and provide a wealth of programs and services. The region's seven school districts, CCAS, and three community colleges deliver educational services at multiple locations. Listed below are some of the current services offered in the region by program area:

#### ABE/ASE/BASIC SKILLS

The adult schools and CCAS all provide Adult Basic Education (designed for adults functioning at 8<sup>th</sup> grade level or lower) and Adult Secondary Education (designed for adults working towards a high school diploma or GED/equivalency). Contra Costa Community Colleges provide a range of basic skills for students in need of remediation to transition to college level coursework. Levels and types of education programs include:

- Five adult schools and CCAS receive federal WIA funds to supplement ABE/ASE programs, including professional development, instructional assistants, and supplemental instructional materials.
- WIA funded adult schools use the CASAS assessment system to monitor and measure student progress and outcomes; data is reported to state and national literacy repositories. Measures include advancements in ABE levels, high school diplomas, GEDs, CAHSEE, transition to post-secondary, and employment.
- Adult school placement into ABE/ASE/GED programs includes CASAS assessment in reading and math, along with transcript evaluation.
- For adults needing skill building in math and reading, leading to GED preparation, all seven adult schools and CCAS provide pre-GED instruction within their Adult Basic Education Programs.
- *Project Second Chance* and *Let Every Adult Read*, library-based tutoring programs, provide free and confidential one-on-one tutoring for basic skills, at central locations and in collaboration with adult schools.
- Four adult schools collaborate together and in partnership with the Contra Costa County Employment and Human Services Department/Welfare to Work program in providing specific curriculum in basic skills contextualized for employability for Cal WORKs/Welfare-to-Work clients.

- At least three of the adult schools provide single subject, whole group instruction in core academics following Common Core State Standards in their high school diploma program.
- Adult schools and CCAS provide an Independent Study option for high school diploma studies in addition to classroom instruction.
- Some adult schools, the CCAS, and LEAP use online or computer-based GED preparation.
- Spanish GED preparation is provided by West Contra Costa Adult Education.
- Several adult schools have a long history as GED Test Centers; GED/Alternative Testing Centers, under new regulations/vendor, are being established at four adult schools and the Contra Costa County Office of Education.
- Minimal advising is provided to adult school students. Advising is primarily related to the attainment of a high school diploma or GED/equivalency. Guidance is often provided by classroom teachers, with the exception of Pittsburg Adult and Martinez Adult which each employ a transition coordinator to facilitate progression to post-secondary education options.
- Adult school staff members are able to provide some resource information for students with special needs, challenges and barriers; however, this service is not extensive and does not address the range of needs of adult learners.
- All seven adult schools and CCAS hold annual graduation ceremonies for high school diploma recipients. Some include GED recipients in these activities.
- Mt. Diablo Adult Education provides a Student Media Services and Resource Center which provides access to technology and supplemental curricular resources designed to support remediation and accelerated learning.
- Transition to CTE is a course provided at Mt. Diablo Adult Education to support a student's successful entry and performance in CTE programs.
- Adult schools accept credits earned at any community college toward high school diploma electives or other applicable credit requirements.
- Community college assessments are conducted prior to placement in classes to determine student skill levels; students who self-place at the lowest level are not asked to take assessment tests.
- The Diablo Valley College Learning Center offers services and classes for students with basic skills two or more levels below transfer, including self-paced basic skills math classes.

#### CLASSES FOR IMMIGRANTS (ESL, CITIZENSHIP, VESL)

All adult schools and community colleges provide English as a Second Language/Citizenship program:

- Five adult schools and CCAS receive federal WIA funds to supplement ESL programs, including professional development, instructional assistants, and supplemental instructional materials.
- WIA funded adult schools use the CASAS assessment system to monitor and measure student progress and outcomes; data is reported to state and national literacy repositories. Measures include advancements in ESL levels; CASAS performance is shared with students to keep them apprised of learning objectives and progress.
- All adult schools provide comprehensive assessment processes for placement in ESL classes. As many as many as eight levels, from low literacy to advanced high, are offered to serve students who may be illiterate in their native language to those with advanced degrees. Classes are offered morning, afternoon and evenings.
- Satellite classes are typically multi-level. Open enrollment and streamlined placement procedures and assessments are frequently featured.
- Most adult schools provide ESL through distance learning, including weekly visits with teachers.
- Most ESL curriculum in adult schools and CCAS includes computer instruction.
- Most adult schools provide citizenship classes and have collaborations with immigrant services organizations.
- Four adult schools have long-established English Literacy/Civic Education (EL Civics) classes, with specific civic engagement objectives (i.e. access to community resources, civic participation, health/nutrition, school/community participation), Classes are offered daytime and evenings, with many co-located at elementary schools for maximum accessibility and support of parent engagement and involvement in their children's education and school.
- Extensive family literacy programs exist at two thirds of schools in Richmond and San Pablo. These operate through West Contra Costa Adult.
- Mt. Diablo Adult Education provides family literacy at multiple schools in high immigrant population communities (Bay Point and Monument Corridor); some include preschool/school readiness programs, supported in part by the school district's Title I funding and in part by First 5.
- Project ACCESS, a partnership among Mt. Diablo Adult Education, Diablo Valley College, and Catholic Charities, provides ESL classes contextualized with Early Childhood Education CTE training, and transition support.
- Pittsburg Adult Education provides ESL classes contextualized with workforce soft skills.
- Two adult schools provide a pre-CTE ESL preparation class to support successful transition and completion of CTE training.
- All community colleges provide leveled ESL classes; students are placed in these classes based on standard college placement processes.

## SHORT-TERM CTE

Short-term CTE is currently offered by all CCCAEC members except Antioch. Antioch Adult Education has provided CTE in the past and hopes to reinstate programs going forward. Programs are in a great diversity of industries and are established in response to local labor market demands, as described in Narrative Table 1 below:

**Narrative Table 1: Current CTE Programs**

Adult School or Community College	Current CTE Programs
Acalanes	Accounting, Computer Applications
Liberty	Accounting Assistant, Executive Administrative Assistant, General Office Clerk, Microsoft Office Business Suite, Administrative Assistant, Advanced Microsoft Office Specialist, Medical Office Coding & Billing, Medical Records Health Information Clerk, Medical Receptionist, Medical Insurance Biller, Medical Administrative Assistant, Business & Finance
Martinez	Accounting Technician/Specialist; Information and Communication Technician, Peace Officers Standards and Training; Certified Professional Coder, CAD Designer/Drafter; Floral Designer; Medical Office Coder/Biller & Specialist; Medical Front Office Receptionist
Mt. Diablo	Computer Applications, Accounting, Dental Assistant, Medical Assistant, Surgical Technologist, EMT, Administrative Assistant
Pittsburg	Welding, CAN, Home Health Aide, Medical Billing and Coding, Medical Front Office, Business Computers, CISCO Certification, Accounting, Custodial Training, Floral Design, Food Services
West Contra Costa	Woodworking, HVAC, Computer Applications, CNA, Medical Terminology, Medical Front Office, Welding, Solar Technology, Building Maintenance/Repair, LVN Continuing Education;
Contra Costa College	Administration of Justice, Early Childhood Education, Automotive Services, Business, Computer Communications Technology, Computer Information Technology, Culinary Arts, Emergency Medical Services Health and Human Services, Medical Assisting, Nursing, Engineering, Transportation and Logistics, Media Arts, Industrial Technology, Public Service, Biotechnology, Computer Science
Diablo Valley College	Architecture, Construction, Computer Technical Support, Culinary Arts, Electricity/Electronic Technology, Emergency Services, Engineering, Engineering Technology, Business, Computer Science, Computer Information Systems, Construction, Culinary Arts, Administration of Justice, Art Digital Media, Dental Technology, Dental Assisting, Geographic Information Systems, Kinesiology Fitness Instruction, Early Childhood Education, Electronics, Horticulture, Special Education, Pre-Apprenticeship



Adult School or Community College	Current CTE Programs
Los Medanos College	Administration of Justice, Fire Technology, Appliance Service Technology, Graphic Communications, Automotive Technology, Computer Science, Law Enforcement, Journalism, Business, Nursing, Child Development, Process Technology, Computer Science, Recording Arts, Electrical/Electronic Technology, Travel Marketing, Emergency Medical Services, Welding Technology, Travel Marketing, Child Development, PC Repair Technician, Web Design
CCAS (Detention)	Computer Applications, Woodshop/Carpentry

Particular strengths of the CTE programs include:

- Cisco Academy, offered by Pittsburg Adult Education, includes two 24-week programs with internal internships leading to entry-level and second level certifications.
- Clinical externships are arranged in collaboration with a multitude of local health care providers as part of various allied health career training programs.
- Pell grant opportunities are available at Mt. Diablo Adult Education.
- Mt. Diablo Adult Education has a full time financial aid staff member who is the liaison to all agencies referring clients to CTE training programs.
- Martinez Adult Education’s Business Training Program and Diablo Valley College’s Business Program are developing an articulation agreement.
- Pittsburg Adult Education and Los Medanos College have an articulation agreement for accounting.
- All three community colleges and five of the adult schools are actively engaged with the local Workforce Investment Board and career centers in their communities. The Far East County Career Center is housed on the Liberty Adult School campus. All receive referrals of WIA clients to respective training programs.
- Multiple Career Advancement Academies (CAAs) are in place at all three community colleges. These CAAs offer core CTE sequences and wraparound support services for students entering with basic skills remediation needs.
- Los Medanos College has an Industrial Technician Training program, originally developed in partnership with the Workforce Development Board of Contra Costa and several manufacturing/petroleum industries, in response to a critical need for qualified candidates for employment opportunities.
- All three community colleges are part of a federally funded regional initiative (Design It, Build It, Ship It) to develop short-term career technical training based on labor market demands in manufacturing and engineering sectors.
- Workability Programs, in partnership with the California Department of Rehabilitation, at Pittsburg Adult Education, Martinez Adult Education, and all three community

colleges, provide a range of supports for DOR clients who are enrolled in career training programs.

- All three community colleges provide on-line learning opportunities.
- Community college CTE programs offer Certificates of Accomplishment, Certificates of Achievement, and/or Associate Degrees.
- Community colleges and adult schools are represented on the Workforce Development Board of Contra Costa County.
- Multiple regional workforce development initiatives are occurring within the larger region and adult schools and community colleges are engaged in these endeavors.
- Business/Employer Advisory Committees are integral elements of CTE programs within both systems.
- Both community colleges and 6 of the adult schools receive federal Perkins dollars to supplement various career training programs, which require the submission of extensive student outcome data.
- CTE teachers in both systems have related industry experience and provide critical linkages to industry standards.

#### ADULTS WITH DISABILITIES (AWD)

AWD programs are currently offered by Acalanes, Mt. Diablo, Pittsburg and West Contra Costa Adult Schools, and by Contra Costa and Los Medanos Colleges. The data tables included in this document provide enrollment and cost data only on classes designated specifically for AWD. In addition, the tables do not include many services to facilitate the success of students with disabilities that adult schools and community colleges provide. Strengths include:

- Partnerships exist with a variety of organizations serving adults with disabilities.
- Specialized programs are available for adults with acquired brain injuries and Asperger's syndrome.
- Mt. Diablo Adult Education has a new partnership with Regional Center. The adult school serves as a vendor for Regional Center clients with development disabilities.
- Mt. Diablo Adult Education's AWD program has a strong collaborative relationship with Diablo Valley and Los Medanos College DSS staff, specifically to support the transition of adult education students in On Track (a program for adults with acquired brain injury) and Transition Options Program, for adults with Asperger's and high functioning autism.

#### PROGRAMS FOR APPRENTICES

West Contra Costa Adult Education currently offers a plumber's pre-apprenticeship program in the form of union apprenticeship entrance test support. Martinez Adult Education is the local educational agency for apprenticeship training for the Heat and Frost Insulators, the

Structural Steel Painters, BART Elevator/Escalator Technicians, Electricians, Roofers and Waterproofers, and AC Transit Diesel Engine Mechanics. Contra Costa College, in partnership with Richmond Workforce Investment Board, offers an electrical apprenticeship program with Richmond BUILD, a 16-week intensive pre-apprenticeship in the building trades. Diablo Valley College offers apprenticeship in Steam-fitting/Plumbing/HVAC and pre-apprenticeship in the trades.

### STUDENT SUPPORT SERVICES

The adult schools and community colleges currently offer a range of additional student services designed to support enrollment, progression and successful outcomes. These include:

- Career Centers located at each Community College.
- Adult school and community college staff at local One Stop Career Centers provide specific services including assessment and workshops.
- Pittsburg and Martinez Adult Education have transition specialists to support students' education planning and transition to CTE and colleges.
- Tutoring Centers, staffed by faculty, are available at each of the three community colleges.
- Peer tutoring and mentoring services are provided at the community colleges.
- Individual counseling is offered in the CCAS.
- Partnerships are established with community-based organizations that provide wraparound support service and soft skills training for students/clients.
- Enrollment processes at the schools and colleges are supported by counseling, though most adult schools have limited counseling support.
- Orientations are utilized in adult schools, CCAS, and community colleges as a means of providing incoming or interested students with key information about specific program areas and various services/resources available.
- All community colleges have dedicated student support and counseling services.
- All three community colleges provide on-line learning opportunities in several academic and career technical education programs.

### **Narrative Evaluation of the Adequacy and Quality of Current Adult Education Programs in Contra Costa County**

Adequacy can be evaluated in terms of a program's enrollment capacity to meet student demand (including what is identified in demographic and economic data) and the degree to which these services address students' needs. Program adequacy is considered in Objectives 2 and will be taken up under Objective 4. Evaluation of program quality takes into consideration both implementation of evidence-based practices in program and support

services elements (process indicators), as well as each program's effectiveness at moving students toward their academic and career goals (outcome indicators). Outcome measures of quality include student persistence, advancement of skill level, completion, and transition to higher-level or credit-bearing coursework, employment and job retention. Many of these metrics are routinely collected by the adult schools and community colleges, presenting opportunities for aggregation and analysis of data across systems. The Leadership Steering Committee will be discussing and identifying strategies for program effectiveness.

In the interim, evaluation measures to inform AB 86 planning have been defined and are included below:

**Process measures:** Qualitative data on the implementation of evidence-based practices in program and support services elements. Overall, participants in the convenings and focus groups identified the following **indicators of quality** in adult education programs across Contra Costa County:

- Student dedication and rapid progress, with some schools documenting 50% of students progressing to further education
- Programs effectively reaching and serving a very diverse clientele, including many immigrants and refugees from Mexico, Central and South America, Iran, Afghanistan, Russia, and Central Africa
- Staff commitment and teamwork
- High levels of district support for addressing the needs of families and building student readiness for and confidence in abilities to transition to college and the workforce
- Strength and variety in community and institutional partnerships, bolstered by a positive reputation in the region

**Outcome measures:** Quantitative indicators of student outcomes, by program area, leveraging or building upon existing systems.<sup>3</sup>

- ABE/ASE/Basic Skills: Persistence and completion; advancement of basic skills level; attainment of high school diploma or GED/equivalency; transition to post-secondary education; transition to workforce; wage increase/career advancement
- Classes for Immigrants: Persistence and completion; advancement of ESL level; transition to college, certificate and transfer programs; transition into workforce; wage increase/career advancement

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<sup>3</sup> Currently, most adult schools use the CASAS system to track student performance. The community colleges collect student outcome data, courses and sections offered and other institutional outcomes, including the success of students in basic skills courses including credit English as a second language courses; CTE outcomes, certificates and degrees obtained, entered employment rates and earnings, and occupational demand are also available.

- CTE: Persistence and completion; enrollment in a credit-bearing CTE pathway; attainment of industry-based certificate or credential; attainment of associate degree; transition to workforce; wage increase/career advancement
- AWD: Persistence and completion; attainment of academic and career goals
- Apprenticeship: transition into full apprenticeship program; completion of apprenticeship program; advancement to journey person

An analysis of services and programs that consortium members and partners are currently providing is offered in the five program areas:

**Table 1.1A, “Evaluation of Existing Adult Education Programs Offered by Consortium Members”** was completed and is presented in Appendix A. Variables for Table 1.1A included: Program area (elementary and secondary basic skills, short term career technical education, apprenticeships, etc.), type of program (credit, non-credit, enhanced etc.), unduplicated enrollment FY 12-13, ADA or FTES FY 12-13, and operational costs per instructional program by year (12-13, 13-14) disaggregated by cost categories 1000 – 7000.

**Total Dollar Amount by Funding Source for Consortium Members (Table 1.1B)**

Representative(s) from each CCCAEC member provided funding data to complete Table 1.1B “Total Dollar Amount by Funding Source for Consortium Members.” Variables included: dollar amount for each funding source (apportionment, WIA I, WIA II, VTEA, Perkins, Fees, State Categorical Basic Skills, SSSP, Other grants, other) by consortium member by year (12-13; 13-14). The completed table is provided in Appendix A.

In addition to apportionment, adult schools access other sources of funds to support adult education programs. The “Other Grants” column of Table 1.1B includes calculations of income from multiple sources as detailed Narrative Table 2 below:

**Narrative Table 2: Description of Adult School “Other Grants”**

<b>Adult School</b>	<b>“Other Grants”</b>
Acalanes	WIA Title II
Antioch	
Liberty	LUHSD Title I (ESL Family Literacy), Contra Costa County Employment and Human Services (Cal Works education), WIA Title I, WIA Title II (assessment, cohort training), Perkins
Martinez	WIA Title II, Contra Costa County Employment and Human Services Bureau (Welfare to Work education), Department of Rehabilitation, Perkins
Mt. Diablo	MDUSD Title I (ESL Family Literacy at elementary schools, Parent Education Cooperative Preschools), Perkins, Department of Rehabilitation, Veterans Affairs, Contra Costa County Employment and Human Services Bureau (Welfare to Work

Adult School	“Other Grants”
	education), WIA Title II (assessment, cohort training), First 5 Contra Costa (ESL/Family Literacy preschools), Regional Center Vendorization for AWD, donations to AWD programs
Pittsburg	Contra Costa County Employment and Human Services Bureau (Welfare to Work education), WIA Title I, WIA Title II (assessment and cohort training), Department of Rehabilitation, Perkins, CDE ALOE (distance learning)
West Contra Costa	Contra Costa County Employment and Human Services Bureau (Welfare to Work education), CDE AEFLA (ABE/ASE/ESL supplemental funding), Perkins (CTE), Richmond Community Foundation (ESL tutoring), WIA Title I, WIA Title II (assessment, cohort training),
Contra Costa College	Perkins, State Categorical Basic Skills, SSSP
Diablo Valley College	Perkins, State Categorical Basic Skills, SSSP
Los Medanos College	Perkins, State Categorical Basic Skills, SSSP

In the case of Mt. Diablo Adult Education, “Operational Costs” include charges paid to the LEA for classroom space, totaling \$600,000 annually.

**Evaluation of Existing Adult Education Programs Offered by Consortium Partners (Table 1.2)**

Each CCCAEC partner organization contributed data for Table 1.2: *“Evaluation of Existing Adult Education Programs Offered by Consortium Partners.”* Variables included: Type of organization, source of funding (state, federal, fees, private donations, other), unduplicated enrollment by year (12-13; 13-14), ADA or FTES by year, if applicable (12-13; 13-14), operational costs per program area (elementary and secondary basic skills, short term career technical education, apprenticeships, etc.) by year (12-13, 13-14). CCCAEC partners delivering adult education programs and included in Table 1.2 are Contra Costa County Office of Education Adult Correctional Education Program and two library-based tutoring programs, Project Second Chance and the Literacy for Every Adult Program (LEAP). Other CCCAEC partners were in AB 86 planning but were not asked to provide data.

## **OBJECTIVE 2: AN EVALUATION OF CURRENT NEEDS FOR ADULT EDUCATION PROGRAMS WITHIN THE CONSORTIUM'S REGION**

To help establish the need for adult education services, WestEd collected and analyzed both quantitative demographic data and qualitative data from convenings and focus groups. Demographic data were collected from the California Department of Education (CDE) DataQuest system, the U.S. Census, and the National Center on Education Statistics. Data collected included population, drop-out data, English language proficiency (English learners in schools as well as census data on English language ability), unemployment and poverty.

### **Regional Demographics**

Contra Costa County has a population of 1,052,047, of which 704,269 are adults aged 25 and over. Of this adult population, 216,999 (30.8%) are foreign-born, and nearly half of these (97,065) are not U.S. citizens. One third of the total population aged 5 or older speaks a language other than English at home. Across both native and foreign born populations, 80,287 (11.4%) lack a high school diploma, of which roughly half have more than and half (40,521) have less than a 9th grade education. Of the foreign born, it is estimated that one quarter lack a high school diploma, and one third for the foreign born who are not U.S. citizens have no diploma. (U.S. Census Bureau, 2008-2012 ACS)

Population and English language data broken out by community are presented in Narrative Table 3 on the following page.

**Narrative Table 3. Contra Costa County Consortium Language Data**

<b>Community (School District)</b>	<b>Total Population</b>	<b>Speak English less than “very well” (Number)</b>	<b>Speak English less than “very well” (Percent)</b>	<b>Language other than English* (Number)</b>	<b>Language other than English* (Percent)</b>
Acalanes Ridge CDP	1,161	42	3.6%	203	17.50%
Antioch City	95,225	12,290	12.9%	31,779	33.40%
Brentwood City (Liberty Union)	47,105	3,307	7.0%	10,703	22.70%
Martinez City	34,628	1,663	4.8%	5,532	16.00%
Concord City (Mt. Diablo)	114,049	19,364	17.00%	40,048	35.10%
Pittsburg City	58,910	13,301	22.60%	28,231	47.90%
Richmond City (West Contra Costa)	96,386	22,454	23.30%	46,768	48.50%
<b>Total</b>	<b>447,464</b>	<b>53,057</b>	<b>11.86%</b>	<b>163,264</b>	<b>36.49%</b>

Source: U.S. Census Bureau, 2008-2012 American Community Survey (DP02)

\*Population 5 years and over (note: data for population 25-64 presented below)

Narrative Table 4 below presents key demographic data by school district or community college district. Although demographics vary considerably across districts, Contra Costa County presents pockets of high need in Antioch, Pittsburg and West Contra Costa and an overall indication of significant demand for adult education services. The poverty rate in Pittsburg is higher than in the State of California as a whole.



**Narrative Table 4. Contra Costa County Consortium Demographic Data (as of 7.3. 2014)**

School District	K-12 Data					US Census Data			
	Enrollment	English Learners	1 Yr Drop Out Rate	4 Yr Drop Out Rate	Free or Reduced Price Meals	Percent Unemployed	Poverty	Less than HS Graduate	Speak English less than "very well"*
Acalanes Union High	5,349	108 (2.0 %)	0.40%	0.9%	171 (3.3%)	5.50%	4.10%	3.02%	3.6%
Antioch Unified	18,852	3,178 (16.9 %)	4.00%	11.6%	11,338 (62.0%)	12.30%	12.90%	15.00%	12.9%
Liberty Union High (Brentwood City)	7,704	468 (6.1 %)	1.20%	4.5%	1,712 (23.3%)	9.70%	7.10%	12.20%	7.0%
Martinez Unified	4,087	317 (7.8 %)	2.80%	9.7%	1,062 (26.7%)	9.20%	9.20%	10.36%	4.8%
Mt. Diablo Unified (Concord City)	32,001	7,219 (22.6 %)	3.30%	12.4%	14,074 (45.0%)	9.30%	9.70%	10.45%	17%
Pittsburg Unified	10,560	3,334 (31.6 %)	5.90%	21.5%	8,531 (83.0%)	11.70%	15.40%	22.49%	22.6%
West Contra Costa Unified (West Contra Costa)	30,398	10,095 (33.2 %)	5.30%	13.2%	20,357 (68.6%)	11.30%	12.40%	18.20%	23.3%
<b>County Totals</b>	<b>171,418</b>	<b>29,316 (17.1 %)</b>	<b>2.80%</b>	<b>8.3%</b>	<b>66,303 (39.6%)</b>	<b>6.90%</b>	<b>10.20%</b>	<b>11.40%</b>	<b>13.6%</b>
<b>State Totals</b>	<b>6,226,989</b>	<b>1,346,333 (21.6%)</b>	<b>4.00%</b>	<b>11.6%</b>	<b>3,509,407 (58.0%)</b>	<b>10.10%</b>	<b>13.10%</b>	<b>19.18%</b>	<b>19.60%</b>

Data Sources: DataQuest 2012-13 and the NCES American Community Survey 2007-2011

\* American Community Survey 2007-2011, DP02: Population 5 years and over

Narrative Table 5 (A-E) below presents data for working aged adults in Contra Costa County by high school completion status, language ability and disability status indicating sizable populations with potential need for adult education services.

**Narrative Table 5A. Analysis of Data on the Working Age Population in the CCCAEC Region: Age Distribution**

<b>18-24 Population</b>	<b>25-64 Population</b>	<b>Total 18-64</b>
94,235	587,648	681,883

In Contra Costa County, over 79,000 adults aged 18-64 — the working age population — lack a high school diploma or equivalent. That is 12% of the total working age population. Of these 40% also do not speak English or do not speak it at all. This has two implications. First, those who lack a high school diploma but speak English well or very well — 47,640 — are good candidates for ABE and ASE programs, either as stand-alone courses, or courses contextualized with CTE. Those who do not speak English however — nearly 32,000 — may be candidates for joint ABE/ASE and ESL courses.

**Narrative Table 5B. Analysis of Data on the Working Age Population in the CCCAEC Region: Population Ages 18-64 with Less than High School Diploma**

<b>Less than high school</b>	<b>Percent of 18-64 population</b>	<b>Number of adults without a HS diploma who speak English well or very well</b>	<b>Number of adults without a HS diploma who speak English not well or not at all</b>	<b>Percent of those lacking high school diploma who speak English not well or not at all</b>
79,371	12%	47,640	31,731	40%

As seen in Narrative Table 5C, overall, 36 percent of working age adults — 243,638 adults — speak another language at home. The breakdown of English levels among all working adults who speak another language at home is presented below. Over 55,000 of these adults, or 23 percent, speak English not well or not at all. Over 3500 of these are young adults ages 18-24.

**Narrative Table 5C. Analysis of Data on the Working Age Population in the CCAEC Region: English Language Levels by Age Span for Those Who Speak Another Language At Home**

<b>English Language Levels: Speaks English...</b>	<b>18-24</b>	<b>25-64</b>	<b>18-64</b>
Very well	24,318	102,858	127,176
Well	3,176	58,021	61,197
Not well	1,818	36,504	38,322
Not at all	1,699	15,244	16,943
<b>Speaks English Not Well or Not at All</b>	<b>3,517</b>	<b>51,748</b>	<b>55,265</b>

The lack of a high school diploma has economic consequences. Of the working age adults who lack a high school diploma or equivalency, 64,645, or 81%, are either unemployed or make less than \$25,000 per year. For those ages 18-25, 98% are either unemployed or make less than \$25,000 per year. These adults would likely benefit from postsecondary education or training, in addition to receipt of a high school diploma, to increase their employability and career advancement.

**Narrative Table 5D. Analysis of Data on the Working Age Population in the CCAEC Region: Lacking High School Diploma and Unemployed or Making Less than \$25,000 Per Year, by Age Span**

<b>Lack a HS diploma and make less than 25K or are unemployed</b>			
	<b>Ages 18-24</b>	<b>Ages 25-64</b>	<b>Total Ages 18-64</b>
<b>Lack High School Diploma</b>	12,435	66,936	79,371
<b>Lacking a HS and unemployed or salary less than 25K</b>	12,216	52,429	64,645

Many adults in Contra Costa County also have disabilities. Data on physical and cognitive disabilities, and difficulty with independent living are presented in Table 5E.

**Narrative Table 5E. Analysis of Data on the Working Age Population in the CCCAEC Region: Disabilities by Lacking High School Diploma and Unemployed, Ages 25-64**

	Lacking a HS diploma
<b>Physical Disabilities</b>	7,299
<b>Difficulty with Self-Care and Independent Living</b>	3,628
<b>Cognitive Difficulty</b>	4,273

### Student Demographics

Past studies (Baran 2010) have shown that adult education students tend to be older and start with lower levels of education than community college students. To serve these students well, both intensive instruction and significant student support services are needed. Robust transition services and clearly structured pathways are also critical to the success of these students, suggesting the importance of understanding student demographic data and tailoring services accordingly. In the Contra Costa region, demographic information on populations of students currently served has not been compiled; however, templates have been created for the collection of information such as student age and education level at enrollment, and it is the desire of the CCCAEC to collect and analyze this data to inform ongoing AB 86 planning.

### Description of the Local Regional Economy

**Unemployment:** Contra Costa County’s overall unemployment rate is 5.8%, well below the 7.1% rate state-wide. Unemployment in the region varies from 1.4% in the City of Clayton to 13.4% in Rollingwood (an unincorporated Census-designated place). Unemployment rates in the county’s 10 largest cities vary widely, as follows: Concord (6.3%), Richmond (9.6%), Antioch (6.6%), Walnut Creek (3.8%), Pittsburg (9.3%), San Ramon (2.3%), Danville (3%), Martinez (4.6%), Pleasant Hill (4.7%), and San Pablo (12%).<sup>4</sup>

**Workforce Profiles:** The East Bay Economic Development Alliance’s 2013 Special Report on the East Bay Workforce provides Workforce Profiles by subregion for Western, Central and Eastern Contra Costa County. A summary of the findings of this report is included here.

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<sup>4</sup> California Economic Development Department. Monthly Labor Force Data for Counties and Monthly Labor Force Data for Cities and Census Designated Places. May 2014 – Preliminary (Data Not Seasonally Adjusted). June 20, 2014.

Of the nearly 81,000 total jobs concentrated in **Western Contra Costa County** in 2012, almost 37% were concentrated in healthcare and social assistance, government and retail trade industries. The top three occupations with the highest growth over the past five years were all in healthcare: registered nurses (which require an associate degree or higher), medical assistant and medical secretaries (both of which require short term CTE). The greatest job declines were in retail salespersons, carpenters and construction laborers, positions commonly held or sought after by adult education student populations. Western Contra Costa houses nearly 10% of the East Bay's energy industry cluster employment, despite representing only 6% of overall employment in the East Bay.

**Central Contra Costa County** is home to almost a quarter of a million jobs, more than in the County's other subregions and representing over 18% of all jobs in the East Bay. More than one third of all jobs in 2012 were in government, healthcare and social assistance, and professional, scientific and technical services. Occupational categories that added the most jobs over the past five years are personal financial advisors (typically requiring a 4-year degree or higher), home health aides and personal care aides (each requiring less than high school education and short-term on-the-job training only). Retail salespersons and real estate sales agents lost the most jobs during this period. The central subregion houses more than 15% of the East Bay's jobs in each of four industries: healthcare; arts, entertainment and hospitality; energy; and ICT.

Only 5% (just over 65,000) jobs are concentrated in **Eastern Contra Costa County**, with 31% of these in the retail trade and healthcare and social assistance industries. The top growth occupation over the past five years was combined food preparation and serving workers (less than high school education required), followed by medical assistants. Carpenters, retail salespersons and construction laborers experienced the greatest job declines. The eastern subregion contains a slightly disproportionate share of East Bay jobs in the healthcare and arts, entertainment and hospitality industries.

### **Analysis: Evaluation of Existing Adult Education Enrollment (Table 2)**

Table 2, "*Evaluation of Existing Adult Education Enrollment*" was completed and is presented in Appendix A. Variables for Table 2 included enrollments by program area from FYs 08-09, 12-13, and 13-14. In some cases, consortium members also provided 2007-08 data, as this represented a better baseline year for analysis, given the cuts beginning in the 2008-09 school year.

Narrative Table 6 below presents an excerpt of data from Table 2: enrollment data from FYs 08-09, 12-13, and 13-14, by program area. This table also includes calculation of changes

from 08-09 to 13-14. The column “% Change 08-09/13-14” will be referenced in analysis below and in Objective 4: Plans to Address Gaps.

**Narrative Table 6. Contra Costa County Consortium Unduplicated Enrollments by Program Area for Fiscal Years FYs 08-09, 12-13, and 13-14**

<b>Program 1: Elementary &amp; Secondary Basic Skills</b>				
	FY 08-09	FY12-13	FY13-14	% Change 08-09/13-14
Acalanes Adult Education Center	53	74	149	181%
Antioch Adult School	488	631	398	<b>-18%</b>
Liberty Adult School	669	714	568	<b>-15%</b>
Martinez Adult School	522	283	240	<b>-54%</b>
Mt. Diablo Adult Education	1579	1112	986	<b>-38%</b>
Pittsburg Adult Education Center	1383	1639	1636	18%
West Contra Costa Adult Education	785	1264	1031	31%
<b>Total Adult School</b>	5479	5717	5008	<b>-9%</b>
Contra Costa College				
Credit Basic Skills	1676	2444	2139	28%
Noncredit	2536	1344	945	<b>-63%</b>
Diablo Valley College				
Credit Basic Skills	2178	2092	2813	29%
Noncredit	99	0	0	<b>-100%</b>
Los Medanos College				
Credit Basic Skills	2103	1947	1886	<b>-10%</b>
Noncredit	0	0	0	0%
<b>Total Community College</b>	8592	7827	7783	<b>-9%</b>
<b>Credit Subtotal</b>	5957	6483	6838	15%
<b>Noncredit Subtotal</b>	8114	7061	5953	<b>-27%</b>
	14071	13544	12791	<b>-9%</b>

<b>Program 2: Classes for Immigrants (ESL, Citizenship)</b>				
	FY 08-09	FY12-13	FY13-14	% Change 08-09/13-14
Acalanes Adult Education Center	788	551	563	-29%
Antioch Adult School	392	394	398	2%
Liberty Adult School	590	316	339	-43%
Martinez Adult School	378	218	222	-41%
Mt. Diablo Adult Education	4235	2222	2280	-46%
Pittsburg Adult Education Center	2072	924	875	-58%
West Contra Costa Adult Education	3133	2475	2310	-26%
<b>Total Adult School</b>	11588	7100	6987	<b>-40%</b>
Contra Costa College Credit ESL	586	435	418	-29%
Diablo Valley College Credit ESL	703	547	554	-21%
Los Medanos College Credit ESL	349	219	136	-61%
<b>Total Community College</b>	1638	1201	1108	<b>-32%</b>
<b>Credit Subtotal</b>	1638	1201	1108	<b>-32%</b>
<b>Noncredit Subtotal</b>	11588	7100	6987	<b>-40%</b>
<b>TOTAL</b>	13226	8301	8095	<b>-39%</b>

<b>Program 3: Adults w/Disabilities</b>				
	FY 08-09	FY12-13	FY13-14	% Change 08-09/13-14
Acalanes Adult Education Center	275	31	13	-95%
Antioch Adult School	512	827	0	-100%
Liberty Adult School	11	0	0	-100%
Martinez Adult School	162	0	0	-100%
Mt. Diablo Adult Education	857	95	103	-88%
Pittsburg Adult Education Center	75	48	52	-31%
West Contra Costa Adult Education	447	259	279	-38%
<b>Total Adult School</b>	2339	1260	447	<b>-81%</b>
Contra Costa College Credit	210	144	117	-44%
Diablo Valley College Credit	384	0	0	-100%
Los Medanos College Credit	148	146	103	-30%
<b>Total Community College</b>	742	290	220	<b>-70%</b>
<b>Credit Subtotal</b>	742	290	220	<b>-70%</b>
<b>Noncredit Subtotal</b>	2339	1260	447	<b>-81%</b>
<b>TOTAL</b>	3081	1550	667	<b>-78%</b>



<b>Program 4: Short-Term CTE</b>				
	FY 08-09	FY12-13	FY13-14	% Change 08-09/13-14
Acalanes Adult Education Center	610	433	322	-47%
Antioch Adult School	71	8	0	-100%
Liberty Adult School	506	616	499	-1%
Martinez Adult School	2292	949	799	-65%
Mt. Diablo Adult Education	4946	2836	2841	-43%
Pittsburg Adult Education Center	1495	2351	1290	-14%
West Contra Costa Adult Education	3156	1436	1002	-68%
<b>Total Adult School</b>	<b>13076</b>	<b>8629</b>	<b>6753</b>	<b>-48%</b>
Contra Costa College				
Noncredit	0	0	0	
Enhanced Noncredit	0	0	0	
Diablo Valley College				
Noncredit	0	0	0	
Enhanced Noncredit	0	0	0	
Los Medanos College				
Noncredit	0	0	0	
Enhanced Noncredit	0	0	0	
<b>Total Community College</b>	<b>0</b>	<b>0</b>	<b>0</b>	
<b>TOTAL</b>	<b>13076</b>	<b>8629</b>	<b>6753</b>	<b>-48%</b>

<b>Program 5: Apprenticeships</b>				
	FY 08-09	FY12-13	FY13-14	% Change 08-09/13-14
Acalanes Adult Education Center	0	0	0	
Antioch Adult School	0	0	0	
Liberty Adult School	0	0	0	
Martinez Adult School	590	610	618	5%
Mt. Diablo Adult Education	0	0	0	
Pittsburg Adult Education Center	176	0	0	-100%
West Contra Costa Adult Education	0	0	0	
<b>Total Adult School</b>	766	610	618	<b>-19%</b>
Contra Costa College	0	23	22	
Diablo Valley College	452	320	264	-42%
Los Medanos College	0	0	0	
<b>Total Community College</b>	452	343	286	<b>-37%</b>
<b>TOTAL</b>	1218	953	904	<b>-26%</b>

The enrollment figures above reveal key information: program area comparisons, changes over time, adult school enrollment compared to community college enrollment, and differences among adult school enrollments.

**Program area comparisons:** As presented above, the largest three programs in 2013-14 were Elementary and Secondary Basic Skills, Classes for Immigrants, and Short Term CTE, as follows:

- Elementary and Secondary Basic Skills had a total of 12,791 enrollments in 2013-14
- Classes for Immigrants had 8095 enrollments in 2013-14
- Short Term CTE had 6793 enrollments in 2013-14

**Changes over time:** The most salient finding to be discerned from the above data is the decrease in enrollments between 2008-09 and 2013-14.

- Programs for AWD experienced the greatest drop in enrollment: 78%, going from more than 3,000 to 667 over the five years.
- Classes for immigrants, including ESL, experienced an enrollment decrease of 39%, going from 13,226 enrollments in 2008-09 to 8,095 in 2013-14.

- Short-term CTE programs decreased by 48%, all of this in adult school cuts, given that credit CTE was not included.
- Apprenticeship programs went from 1218 enrollments in 2008-09 to 904 in 2013-14, a 26% decrease.
- In the program area of Elementary and Secondary Basic Skills, the net losses were 27% for all non-credit offerings—with 9% total cuts for adult schools and a 63% cut at Contra Costa College. But there were important variations. Martinez Adult School experienced a 54% cut (from 522 in 2008-09 to 240 in 2014-15) and Mt. Diablo Adult School experienced a 38% cut from 1579 to 986 in 2014-15).
- A few programs experienced gains: 31% for West Contra Costa in Elementary and Secondary Basic Skills; 18% for Pittsburg Adult School in Elementary and Secondary Basic Skills; 181% increase at Acalanes Adult School in Elementary and Secondary Basic Skills (but only rising from 53 to 149). Two colleges experienced increases in Credit Basic Skills.—.Contra Costa and Diablo Valley; Los Medanos does not offer noncredit basic skills.

**Adult school and Community College enrollments:** For adult schools, the highest enrollment levels were in Elementary and Secondary Basic Skills, Classes for Immigrants and Short-term CTE — all between 5000 and 7000 students. For community colleges, the highest enrollments were in Basic Skills (7783), with enrollments in all other categories around 1000 or below. It was also learned that a very high percentage of basic skills students at the community colleges have a high school diploma or equivalency and conversely the majority of adult school students enrolled in Adult Basic Education and Adult Secondary Education do not have a high school diploma and their specific goal is to earn a diploma or equivalency. Community college enrollments in Basic Skills were over 50% higher than ABE/ASE enrollments in adult schools; in the Classes for Immigrants program area, adult school enrollments were over six times greater than in community colleges.

**Variations in adult school enrollments:**

- Enrollments in ABE/ASE/Basic Skills were highest at Pittsburg at 1636 enrollments, followed by West Contra Costa (1031) and Mt. Diablo (986). In Pittsburg and West Contra Costa, there were net gains.
- In the program area of Classes for Immigrants, West Contra Costa and Mt. Diablo had the highest enrollments, at 2310 and 2280 respectively with Pittsburg at 875.
- Enrollments in Short-term CTE were highest in Mt. Diablo (2841), followed by Pittsburg (1290) and West Contra Costa (1002), each of which is located in an area of high need.
- Martinez is the only adult school with enrollments in apprenticeship programs (618).

**Variations in community college enrollments:** Each community college makes the determination to offer credit or noncredit courses. Contra Costa College and Los Medanos College enroll more students in credit basic skills courses than noncredit courses. All Diablo Valley and Los Medanos College basic skills courses are for credit. Los Medanos has the fewest enrollments in Classes for Immigrants (136), compared to Contra Costa (418) and Diablo Valley (554). All short-term CTE courses and programs offered at the colleges are for credit; therefore no short-term CTE is reflected in the data.

**Enrollments compared to demographic need:** In addition to absolute cuts in programs, cuts have occurred where there remains significant need.

- **Cuts to ABE/ASE and low educational attainment.** In Pittsburg where rates of four-year high school drop-out and adults without a high school diploma or equivalency are over 20%, adult school ABE/ASE increased between 08-09 and 13-14. In Mt. Diablo, however, ABE/ASE/Basic Skills was reduced by 38% at the adult school (by 593 enrollments). At the same time, Diablo Valley College increased its basic skills offerings by 29% (635 enrollments, but only in the credit basic skills category with noncredit eliminated altogether). It is not clear if the Diablo Valley College for-credit classes picked up the student population that would have attended the adult school.
- **Drops in Classes for Immigrants and limited English proficiency.** The drastic cuts in classes for immigrants are of particular concern given the County's large numbers of immigrants. West Contra Costa has the greatest proportions of English language learners (33%) and adults who speak English less than well (23%), yet enrollment in Classes for Immigrants has dropped by 32% in the community colleges and 26% in the adult schools. Similarly in Mt. Diablo and Pittsburg, other areas with the highest numbers of immigrants, classes are serving thousands fewer English language learners than in previous years, with a reduction of 46% at Mt. Diablo and 58% in Pittsburg.
- **Cuts to CTE and Apprenticeship programs, and high unemployment.** Unemployment and poverty in the region are highest in Antioch, Pittsburg and West Contra Costa, yet these regions have also seen significant cuts in CTE and in some cases in apprenticeship. Antioch's 12% of residents who are unemployed suffer under the area's 100% cut in adult school short-term CTE, with no non-credit short-term CTE offered at the college at all. In Pittsburg, which has the second highest rate of unemployment at slightly under 12% and the highest level of poverty at over 15%, short term CTE has decreased by 14%. West Contra Costa, with an unemployment rate of over 11% and a poverty rate of over 12% experienced a 68% decrease in short-term CTE. Similarly, Martinez, with a 9% unemployment rate and

9% poverty cut short-term CTE by 65%. The colleges list no non-credit short-term CTE, though there are many for-credit offerings.

- **Cuts to Classes for Adults with Disabilities (AWD), and disability levels.**  
Although nearly 50,000 adults in Contra Costa County have some kind of disability, classes for AWD have been eliminated or cut drastically in the adult schools. As mandated by law, services to support adults with disabilities continue to be provided within both adult schools and community colleges, but with a clear need for increased services.
- In addition to these data, data from the Bay Point area of Contra Costa County, an unincorporated area whose students attend school in the Mt. Diablo school district, has a 23.5 % poverty rate overall, with 28.8 % of families with related children under the age of 18 living below the poverty level. Unemployment, high school completion, and English proficiency rates will be retrieved in the next stage of plan development.

It could be argued that ABE/ASE class offerings in West Contra Costa or Pittsburg could continue to compensate for reductions occurring elsewhere; however, net enrollments are still down in all program areas, including classes for immigrants and for AWD, the two populations with the most evident need and the greatest transportation barriers. While some students appear to travel across the County to access adult education, anecdotal evidence suggests that this occurs infrequently, and that for many students it is simply not feasible due to expense, work schedules, family commitments and other considerations. Access is a fundamental principle of adult education, suggesting the importance of examining the full cost of program cuts and school closures to individuals, the region, and the state.

The East Bay Economic Development Alliance's 2014-2015 East Bay Economic Outlook report describes the immense importance to the regional economy of a highly-skilled workforce. Considering the projected growth of the information technology, healthcare and professional scientific and technical services sectors, in particular, the report argues for a sustained focus on educational attainment — particularly in science, technology, engineering and math — in order to afford career pathway opportunities for the region's diverse populations. Robust ABE/ASE/Basic Skills and ESL programs aligned with CTE and apprenticeships will be important not only to prepare students for the next level of education, but to ensure that they develop college and career readiness skills consistent with the new common core-aligned adult education standards, which include critical thinking and other 21<sup>st</sup> century skills as well as basic literacy and numeracy. Given that many adult education students start at relatively low levels and face multiple barriers to success, moving students toward higher education and careers will require concerted effort and investment, innovative teaching practices, coordinated support systems, and systematic transition mechanisms aligned with articulated pathways.

## A VISION FOR THE FUTURE

### (Setting the Stage for Objectives 3-7)

The CCCAEC regional vision for students includes a seamless educational model that supports student growth, positions teachers/faculty and counselors to assist students to meet their educational and employment goals, and reduces system barriers to student mobility between adult school and community college. CCCAEC will build students' navigational skills and facilitate their transitions by using such strategies as contextualized curriculum, bridge programs, earlier college matriculation services at the adult schools, and co-location of programs.

The consortium will leverage and collaborate with a Department of Labor (DOL) TAACCCT<sup>5</sup> grant and two California Career Pathways Trust (CCPT) grants — Diablo Gateway Initiative which includes the Contra Costa Community College District, Los Medanos College, Diablo Valley College and its surrounding school districts, and the I80/880 Corridor Initiative which includes Contra Costa College and West Contra Costa Unified School District — as well as SB1070 Career Pathways Regional efforts, to strategically expand access to career exploration, CTE, and job training programs throughout the region. These initiatives will engage employers, educators, and workforce agencies to connect the supply of prepared workers with the demand for skilled employees across in-demand sectors including: Healthcare, Information and Communication Technology, Manufacturing, Engineering, Biotechnology, Transportation and Logistics, Public Service and Law. Adult education at both the adult schools and the community colleges will align their coursework to these sectors to ensure that adult education students have access to high-wage, high-skill, and high-demand employment upon completion of their programs.

Robust professional development will facilitate collaboration among teachers and faculty to improve upon delivery of instruction and student services. Emphasis will be placed on continuity of staff and increasing the proportion of full-time teachers at adult schools. Creation of professional learning communities across adult education and community colleges will benefit both systems and link teachers, faculty, counselors, administrators, and staff with peer expertise to support student learning.

System coordination, from the highest level of leadership through discipline specific alignment and interdisciplinary teamwork, will be coordinated by the ongoing work of the consortium members and partners. Subregional teams, which have been meeting throughout the planning process, will convene local teachers, faculty, and partners to

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<sup>5</sup> Trade Adjustment Assistance Community College and Career Training Grant

facilitate on-going relationship-building and responsiveness to local needs. Subregional teams will also bring recommendations to the Leadership Steering Committee and serve as a conduit of information back to the local level, as part of the consortium's continuous improvement efforts.

CCCAEC will build upon existing initiatives and mapping efforts to ensure leveraging of resources and a robust system of cross-referrals. The consortium will review data systematically, tracking student data across systems to ensure that innovations are improving student outcomes. Data tracking and program improvement will be facilitated by agreed-upon definitions of student success and deepening institutionalized cross-system collaboration.

## **Core Principles Describing the Consortium's Desired Integrated System**

Below are preliminary core principles and concepts for a redesigned system.

### **1. Support for Diverse Students**

Our students are at the core of the redesigned system. Key principles regarding students include the following:

- A. Support Diverse Student Goals:** The integrated system encourages, establishes, and plans for students' long-term engagement with learning and career success, while providing options for students with diverse goals. Each regional and subregional community college-adult education partnership must examine the needs of its local constituencies to determine the kinds of support services that will be needed to ensure student success.
- B. Build on Student Strengths:** The system recognizes and integrates student strengths — from prior employment and life experience — into the charting of students' educational paths.
- C. Remediate Education Gaps:** The integrated system ensures student readiness by addressing the textbook gap between high school and college levels and literacy gaps between ESL levels.
- D. Increase Awareness and Viability of Pathways to Post-Secondary Education and Training:** The redesigned system combines high expectations with high levels of support, so that more students are able to see post-secondary education as viable; students are able to successfully transition and efficiently complete course work needed for certifications, transfer and/or employment.
- E. Enable Civic Life and Community Engagement:** The redesigned system promotes engagement with civic institutions and communities in addition to

educational and career development, maintaining its necessary role as supporting the foundations of a democratic society and a thriving economy.

- F. Provide Differentiated Instructional and Program Design Options:** Reflecting the goal-orientation of adult students, the redesigned system seeks to tailor education and pathways to the strengths and needs of all students.
- G. Expand Alignment to Diverse Careers:** Infusing career options and the possibility of career growth into adult education will support expanded student success and support the educational and career success of the children of adult education students as well as of the students themselves. Career options should be diverse and include apprenticeship, entry-level, and entrepreneurship opportunities as well as supported employment.

## 2. Coordinated and Integrated Agency Roles

The roles of the K12-based adult schools, CCAS, and the community colleges need to be coordinated and aligned to community partnerships. Key principles include:

- A. Structurally Integrate Agency Functions:** The K12-based adult schools, CCAS, and community colleges, along with community-based organizations (CBOs) and governmental partners, operate as ongoing strategic partners through formal agreements, joint programming, joint professional development, co-located services, and shared success metrics and data systems.
- B. Differentiate Agency Roles:** The structural integration in the redesigned system allows the strengths of both systems to be fully leveraged:
  - **Adult Schools** provide an open door to educational opportunities leading to economic self-sufficiency and productive citizenship for a broad population of students: those with very low levels of reading and writing ability; those seeking high school diplomas or equivalency, those needing English literacy skills and exposure to US customs; and those seeking employment-related skills and short-term career technical education training. Adult schools offer programs at locations and times that facilitate access, including at K12 schools throughout their respective districts. Adult school teachers are credentialed and employ differentiated and innovative strategies to engage students and promote learning. Adult schools efficiently assess students, provide robust information about educational and career options, and refer students to programs at their own schools or other institutions that will most effectively meet their needs. Students who can benefit from higher education are encouraged to continue on and are provided with the transition and other support services needed to succeed.
  - **Community Colleges** are open access institutions whose core mission includes preparation for transfer to four-year institutions, degree and certificate programs,



career and technical education programs, and basic skills in English, math, and ESL. They provide an open door to educational opportunities leading to societal contributions and economic self-sufficiency, primarily for students who have a base of foundational skills and behavioral characteristics that prepare them for success in a college setting and at college levels. Community colleges offer rigorous courses and pathways; they provide counseling and services for individuals who need to need support to success in college. Faculty has expertise in their disciplines. Robust credit career technical education programs offer the opportunity to integrate CTE and basic skills. Colleges cultivate close relationships with employers to ensure that CTE programs are demand-driven and responsive to employer needs. Students have access to work experience programs and employment opportunities.

- **Educational Partners: Educational partners are of several kinds, including libraries, some educational non-profit organizations, and other public education agencies.** Libraries provide services for students lacking literacy or having very low literacy, including students with low literacy in their language of origin. CCAS also provides education in jails and other correctional settings. K-12 systems, including high schools, engage with adult education to ensure that students who are at risk for leaving high school without a diploma are identified early and provided needed services through the adult education system, including both adult schools and community colleges.
- **Public, Community and Faith-Based Organizations:** CBOs and public agencies provide resources for child care, transportation, and other life needs, as well as case management and social and personal support. They also provide specialized services for specific populations who have unique needs, such as adults reentering society after incarceration, veterans, foster youth, and adults with disabilities.
- **Employers and Workforce and Economic Development Organizations:** Employers, workforce and economic development organizations play the vital roles of ensuring that curriculum is aligned with workforce needs and that students have opportunities to explore careers, develop workplace skills, and enter employment.

### **3. Access to Diverse Employment and Career Paths**

Adult education students have a wide variety of employment needs and desired career pathways. Economic studies show that post-secondary education, defined in the research as including on-the-job training (OJT), apprenticeships, and military service occupations, as well as college and university attendance, is increasingly important in career success. Key principles and concepts include:

- A. Include Options for Job Upgrades and Immediate Employment within Pathways:** Many students need to work for economic self-sufficiency. Further, labor market competitiveness requires job experience in addition to classroom learning.
- B. Provide Access to Apprenticeships:** The integrated system includes apprenticeships that could lead to potential careers and includes pre-apprenticeship training and other bridges to connect students to these rewarding pathways.
- C. Provide Access to Internships:** The integrated system supports access to internships as a transition opportunity to full-time employment. Internship development and placement are supported by industry, faith-based organizations (FBOs) and CBOs.
- D. Support Small Business Ownership:** Small business ownership and independent work is a growing and preferred choice in the economy for adult education students. The integrated future system will support students who seek skills to start their own businesses and develop their entrepreneurial skills.
- E. Support Transition to Supported Employment:** Some adults with developmental disabilities or other barriers to employment can achieve the greatest level of autonomy and success in careers not supported by current college pathways. The redesigned adult education system includes bridges to supported employment and other forms of meaningful service and contribution.

#### **4. Effective Educational Pathways and Transition Support**

Educational pathways and transitions are central integrating mechanisms for the AB 86 opportunity. Key principles and concepts include:

- A. Provide Effective Pathways for All AB 86 Programs:** The integrated system provides pathways and transition supports for all students.
- B. Ensure Multiple Points of Entry and Exit:** Provide education in components that allow adults to enter at various skill levels and exit with meaningful learning gains and evidence of success. The use of stackable certificates will facilitate progressive attainment of skills. Encourage cross-referrals and offering of community college credit classes at K-12 sites.
- C. Provide Intentional and Resourced Transition Support:** The redesigned system has explicitly funded and staffed transitions assistance. Comprehensive countywide resources are accessible online for agency personnel and the public.
- D. Integrate Basic Skills and Post-Secondary Training:** Contextualized approaches make learning relevant to college and career studies.
- E. Co-Locate and Blend Services:** Provide dual and concurrent enrollment, and provide adult school and community college services at the partner agency's location.

- F. Support for Students:** Offer support to students needing Dream ACT or expungement, and therefore, currently unemployable.

## 5. Adequate and Leveraged Resources

The research literature stresses the value of intensive programming, faculty collaboration, original materials that contextualize to regional careers and the necessity of wraparound support services. At the same time, adult education has been historically underfunded. The core principles related to resources include:

- A. Provide Support for Adoption of Promising Practices:** Provide funding for professional development, faculty/teacher planning, design, and collaboration.
- B. Braid Funding Across Programs:** Provide sufficient funding and training for the administration and coordination of multiple funding streams for individual student needs such as private philanthropy, WIOA, CALFresh education and training, CalWORKS support services, etc.
- C. Provide Resources for College and Career Readiness Materials:** Ensure that teachers and faculty have the resources to support college-and-career-related instruction.

## 6. Professional and Organizational Development

Individual and institutional capacity must be expanded to create a coordinated and aligned system. Key principles and concepts include:

- A. Joint Professional Development:** Professionals from multiple agencies develop a common language, understanding, and approach to their shared mission and an ongoing mechanism to support this ongoing effort.
- B. Collaborative Learning:** Learning among faculty and staff is collaborative and oriented to enhancing student success.
- C. Skills-Based Learning:** Professional development builds instructional and program design competencies.
- D. Employer Engagement:** Employers are engaged to identify the skills required of the incoming workforce and the needs of specific workplaces. Employers host faculty to learn through direct exposure to workplaces. Advisory boards serve adult school, CCAS, and community college programs. Programs address SCANS, 21<sup>st</sup> Century Skills and College and Career Readiness Standards.
- E. Student Voice:** Faculty and staff are guided in their program development by the systematic input of students.
- F. Ongoing Capacity-Building for System Improvement:** Training for ongoing collaboration and change management is an integral component of professional development.

**G. Data-driven Innovation and Continuous Improvement:** Practice and ongoing improvement are supported by data that is systematically collected and analyzed both sub-regionally and regionally.

## STRATEGIES

The strategies presented in the following section are clustered to address the following objectives:

- Objective 3: Transitions and Program Integration
- Objective 4: Gaps and Solutions
- Objective 5: Instructional Effectiveness/Acceleration
- Objective 6: Professional Development
- Objective 7: Leveraging Resources

Strategies developed for Objective 3 emerged during the ongoing planning process. Many of the gaps and solutions identified in the prior period during discussions about gaps,<sup>6</sup> such as the lack of transition services or the lack of wraparound services, are also directly related to the effectiveness of transitions from one segment to another or from education to work. Those strategies have therefore been integrated into the list of strategies under Objective 3: Transitions and Program Integration. The remaining gaps were primarily those in providers (levels of service), which remain in the section on Objective 4. These draw largely on the changes in enrollment in relation to identified needs.

### Cost Identification Process

The recent work of the CCCAEC included cost analysis of strategies identified in Tables 3.1, 4.1, and 5.1. This work led to the realization that:

1. This type of analysis deepens the conversation about the specific strategy and the details of its implementation, sometimes resulting in modifications of the strategy.
2. The implementation of some of the strategies will provide more data and information to better inform the design and implementation of other identified strategies.
3. The timeline for strategy design review, costing, and implementation needs to provide for a sequential approach.

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<sup>6</sup> The types of gaps to be addressed as identified in the Certificate of Eligibility include the following:

- Lack of Providers
- Limitations in Services
- Limitations in Access
- Student Attainment and/or Performance

All but “providers” overlap with the kinds of services needed for successful transitions, as described under Objective 3.

As a result, specific costs have been identified and assigned to some of the strategies in Tables 3.1, 4.1 and 5.1. As was shared in the November 7 report under Next Steps, it has been determined that organizing costs by the following categories will greatly facilitate the planning process:

1. **Program Development Activities:** For example, develop articulation agreements (Objective 3) or develop ESL courses contextualized to particular industry sectors (Objective 5). These are strategies that involve teacher/faculty meetings, convening of the Leadership Team, or convening of standing content-focused committees.
2. **New/Value Added Services:** This will be included if the consortium has already identified the need to commit resources. For example, as appropriate, transition liaisons (Objective 3) or new CTE instructors will co-teach with an ESL teacher for any contextualized courses using a team-teaching model (Objective 5).
3. **Reinstate Programs to Fill Gaps** (Objective 4)
4. **Consortium Development Activities:** This is described under Objective 4.
5. **Professional Development Activities:** This will focus on content and teaching approaches (Objective 6).
6. **Existing Programs to be Maintained under Maintenance of Capacity:** This is described under Objective 4.

Another outcome of the cost analysis process was the determination of the ongoing organizational structure for plan implementation in the region. Key elements include:

- Leadership Steering Committee made up of Members
- Subregional groups made up of adult school teachers and community college faculty as well as Leadership Steering Committee representatives by program area (i.e. West County ESL, West County ABE/ASE, Central County ESL, Central County ABE/ASE, East County ESL, East County ABE/ASE and a countywide CTE).
- Standing Committees focused on specific elements of the plan such as assessment and serving as expert liaisons between the Leadership Steering Committee and the subregional groups

While the planning process continues, implementation has begun via the subregional group meetings in which faculty/teachers and member leadership are conducting course mapping and alignment activities.

Based on all of this, priorities for funding in 2015-2016 were identified to ensure this work continues are described below in Narrative Table 7.

**Narrative Table 7. Preliminary Consortium Strategy Costing Table**

<b>Strategy/Activity</b>	<b>Objective</b>	<b>2015-2106 Cost</b>
Maintenance of Capacity for K12 Adult Schools	4	\$12,073,000
Subregional Convenings	3, 4	\$123,630
Consortium Operational Project Coordinator	4	\$65,000
Member AB 86 Coordinator/Point of Contact	3	\$528,000
K12 Adult School Counselor/Transition Support Staff	3	\$320,000
Standing/Facilitation Committee for Assessment Tools & Processes	3	\$42,768
Standing/Facilitation Committee for Support Services	3	\$35,568
<b>Subtotal</b>		\$13,187,966
Addressing ABE/ASE, ESL & CTE Gap at 50% of county need (Cost of instruction)	4	\$82,705,265
<b>Total</b>		\$95,893,231

The strategies below synthesize all of the recommended strategies to date.

**Narrative Table 8: Preliminary Strategies by Objective**

<b>Identified Strategies by Objective</b>				
<b>3. Integrate existing programs and services to create seamless transitions into postsecondary education and the workforce</b>	<b>4. Address the gaps identified pursuant to paragraphs (1) and (2)</b>	<b>5. Develop Work Plan for implementing approaches proven to accelerate a student’s progress toward his or her academic or career goal</b>	<b>6. Provide professional development that supports innovation and continuous improvement</b>	<b>7. Leverage regional initiatives and resources to collaboratively meet needs</b>
<p><b>A. Align and improve the initial assessment, college and career planning and placement process</b></p> <p><b>B. Align curriculum and progress assessments across systems</b></p> <p><b>C. Provide specific transition services and bridges to college and career pathways</b></p> <p><b>D. Develop and create new pathways</b></p> <p><b>E. Provide wraparound support services</b></p> <p><b>F. Engage employers to promote career alignment and work transitions</b></p> <p><b>G. Coordinate mutual access to data among adult schools, CCAS (Detention) and community colleges</b></p> <p><b>H. Expand and improve recruitment efforts</b></p>	<p><b>A. Expand quality services across the county</b></p> <p><b>B. Identify specific resources and practices for addressing the unique needs of underserved populations</b></p> <p><b>C. Sustain regional collaboration in key areas</b></p> <p><b>D. Ensure adequate technology and equipment, leveraging community resources</b></p> <p><b>E. Promote data-based innovation and continuous improvement</b></p>	<p><b>A. Explore the use of co-enrollment and co-located programs</b></p> <p><b>B. Integrate and contextualize ABE/ASE and ESL with Career Exploration and CTE pathways</b></p> <p><b>C. Support instructional and pedagogical strategies to increase student success</b></p>	<p><b>A. Fund ongoing collaboration between adult school and community college faculty to ensure program alignment</b></p> <p><b>B. Provide professional learning and development opportunities focused on an array of teaching topics</b></p> <p><b>C. Support professional learning communities among adult school, CCAS (Detention), community colleges and partner agencies</b></p>	<p><b>A. Work with public sector entities and non-profit organizations to leverage resources and provide needed services</b></p> <p><b>B. Work with the WDB to maintain a regional asset map</b></p> <p><b>C. Coordinate efforts with other regional initiatives</b></p>



### **Objective 3: Program Integration and Seamless Transitions into Post-secondary Education or the Workforce Narrative**

The AB 86 planning process has created the opportunity for K12 adult schools in Contra Costa County, their respective district leadership, CCAS, and the Contra Costa County Community Colleges and Chancellor's Office to develop a greater awareness and understanding of respective student populations, distinct program offerings, strengths of and challenges for each school and college, and institutional and operational barriers to student transitions. While the planning process for identifying specific strategies for creating a comprehensive system for adult learners in our shared community is far from complete, there is agreement of the goals of seamless college and career pathways, "no wrong door" access, and shared responsibility for ensuring students are guided to the educational and career options that support their goals. There is a collective understanding that a student's transition plan needs to be designed at his/her first point of entry into the educational system. The discussion and planning related to transitions has included the following college and career pathway transitions:

- New student/community member entry into adult school basic skills (ESL, ABE, ASE)
- CCAS adult learners entry into adult school ABE/ASE
- CCAS adult learners entry into community college CTE certificate program or other credit program (AS degree or transfer program)
- Adult school basic skills student entry into adult school CTE
- Adult school basic skills ESL student entry into community college ESL
- Adult school ESL student entry into community college other credit program
- Adult school ASE graduate entry into community college CTE pathway or other credit program (AS degree or transfer program)
- Adult school CTE student entry into community college CTE pathway/certificate program
- Adult school and CCAS CTE graduate entry into employment
- AWD students transition to community college and employment

The following goals and strategies have been identified, several of which support many, if not all, of the above transitions:

- A. Align and improve the initial assessment, college and career planning and placement process**
- B. Align curriculum and progress assessments across systems**
- C. Provide specific transition services and bridges to college and career pathways**
- D. Develop and create new pathways**
- E. Provide wraparound support services**
- F. Engage employers to promote career alignment and work transitions**
- G. Coordinate mutual access to data among adult schools, CCAS (Detention), and community colleges**
- H. Expand and improve recruitment efforts**

**A. Align and improve the initial assessment, college and career planning and placement process**

Assist students in becoming directed toward and starting an educational and career pathway aligned to their long-term goals. Identify students' current competencies, interests and life circumstances to define an achievable pathway. Refer students to the right mix of services.

1. The Leadership Steering Committee will convene a standing committee made up of adult school, CCAS, community college, partner and student representatives to identify available assessment tools and processes and develop additional tools and processes for the purpose of improving and supporting effective student transitions. This committee will include:
  - ESL, ABE/ASE teachers, and administrators from adult schools and CCAS
  - Community college English, math and ESL faculty and leadership
  - Assessment center personnel from adult schools and community colleges
  - Counselors/advisors from adult schools and community colleges

- Partners providing referrals and wraparound services such as Project Rubicon, Opportunity Junction, Monument Impact, Project Second Chance and others
- Contra Costa Workforce Development Board staff
- Department of Rehabilitation staff

The following elements will be included in this comprehensive assessment and career planning and placement process:

- a. **Needs/Strengths Profile:** Understand students' needs and goals
  - i. Educational skill levels with emphasis on skills related to their specific career path (diagnostic assessment)
  - ii. Existing competencies
  - iii. Needs (learning differences and needs for support services)
  - iv. Career interests and educational goals
  - v. Skills needed for college success, including understanding of college culture and study skills, and other measures of college readiness
- b. **Barrier Identification:** Identify students' life circumstances and potential barriers, and resources to address these.
- c. **Students Awareness of Career Pathway Options:** Develop students' awareness of college and career options and pathways across the system.
- d. **Individual Success Plan:** Develop a preliminary educational, career, and support services plan.
- e. **Referral to Appropriate Services:** Refer students to the appropriate level and combination of educational academic enrichment and support services, whether that be adult school, community college, a partner, or a combination thereof.
- f. **Life Skills:** Be prepared for success in the adult education system and life.
- g. **Computer access for students needing to brush up on skills**

Additionally, this committee will facilitate a shared understanding of basic expectations/goals for all students (reading, writing, and communicating) regardless of what path they are taking. In addition, the committee will monitor the development of a common assessment instrument currently being developed system-wide for the California Community Colleges and consider how adult education students who are transitional to community colleges can best prepare for this assessment.

## **B. Align curriculum and progress assessments across systems**

For adult school and CCAS students across the county, provide the same high quality educational experiences that are aligned with community college courses and pathways , supporting smooth student transitions to college and career success.

1. **Adult school** and CCAS administrators and program area lead teachers/coordinators will have regular meetings by program area designed to establish a high level of **congruence** of student outcomes, instructional practices that support those student outcomes, and coordination of offerings to ensure equitable access to all adult education programs and resources across the county. This high level of coordination will greatly facilitate transition to and coordination with community college curriculum and offerings, and support the overall workforce development efforts in Contra Costa County.
2. Building upon AB 86 subregional and countywide program area convenings, establish **ongoing faculty/teacher committees to continue curriculum mapping**, identify calendar issues that are potential road blocks for student transitions, share instructional practices, identify specific student demographics and needs, identify instructional materials and resources availability and needs, and share promising practices. In addition to committee work, faculty/teachers will continue to visit each other's classrooms and share professional development opportunities to attend together. These committees will be co-chaired by adult school, CCAS, and community college faculty. **This work will result in more adult school students transitioning to community colleges and with identified goals and corresponding career and college plans and no need for remediation.**
3. The CCCAEC Leadership Steering Committee will regularly review the work of these teams to identify and act upon **policy issues and institutional practices** that should be modified to support student transitions, articulation agreements, dual enrollment, etc.
4. The program area committees and the Leadership Steering Committee will have a specific focus on increasing the number of articulation agreements and dual enrollment offerings between adult schools and community colleges.

## **C. Provide specific transition services and bridges to college and career pathways**

Ensure all identified student transitions (identified in above introduction) and identified assessment tools and processes (identified in A above) are supported with the appropriate level of guidance, resources, and follow-up to ensure successful and timely transitions. Instill individual student confidence, motivation and empowerment in ongoing college and career experiences.

1. **Identify additional staff as AB86 Points of Contact** for each member organization to facilitate the partnership, coordination and collaboration required to implement the AB86 plan; **identify additional staff for K12 adult Schools** to work directly with students **as half- time counselor/transition support staff**. Once identified, there will be **quarterly meetings of all identified transition support staff**, including representatives from library literacy programs, the Workforce Development Board, CCAS, and other partner community based organizations for the purpose of jointly planning workshops, presentations, speakers, and college and adult school tours. This ongoing committee will also develop an articulated matriculation model.
2. The Leadership Steering Committee will devote time to **assessing how students with disabilities and barriers to employment are served in the system and what needs may exist for additional supports**, coordination, and resources. Current partnerships with the California Department of Rehabilitation will be key to this effort. The Leadership Steering Committee will include a specific focus on serving students with learning disabilities, including means for ensuring that undiagnosed learning disabilities are addressed, procedures for the identification and sharing of various assessment strategies, and cooperative work with organizations that specialize in this issue, such as the Learning Disabilities Network Association.

#### **D. Develop and create new pathways**

Expand access for adult learners with basic skills needs by creating intensive and supported bridge programs to adult schools and from adult schools and CCAS to the colleges via contextualized basic skills that provide immediate relevancy and motivation to adult learners of various educational levels.

1. **Increase adult education family literacy centers and programs** throughout Contra Costa County to increase access for low literacy and basic skills adults to pathways to higher civic engagement, post-secondary education, and careers. Motivated by supporting their children's learning, parents' first steps into their education re-entry is often through ESL or basic skills offerings at their children's school in their local community. This strategy will also include ensuring that adult learners in these community-based programs are provided the comprehensive assessment, transition planning and support identified above.
2. Focus specifically on **transitions of incarcerated adults** from CCAS to the adult school programs and community college programs, as appropriate for education levels.
3. **Build upon existing and developing bridge programs** in the region, to further develop understanding of effective models, challenges and resource needs. This includes Early Childhood Education/ESL programs and pre-apprenticeship programs.

4. The CTE countywide committee will **map possible strategies for CTE scenarios including the potential for contextualized CTE onramps to Programs of Study; possible adoption of some adult education CTE Programs of Study as community college credit bearing programs; and alignment of programs with some adult education and CCAS micro-certifications serving as pre-requisites for community college pathways.**
5. The CTE countywide committee will identify **bridge programs from adult schools, CCAS to various Career Advancement Academies** throughout the county.
6. Adult schools and CCAS will convene ESL, ASE, ABE, AWD and CTE program leads to identify **bridging services and classes to support students' accelerated transitions from adult school basic skills to career technical education programs and careers.**

#### **E. Provide wraparound support services**

Recognizing that adult learners have complex lives and needs for specific types of support resources and services, the adult education system will be intentional in working with students to identify their specific needs and secure the resources necessary to assist the students to persist and achieve their educational goals.

1. The Leadership Steering Committee will identify a standing committee made up of adult school, CCAS, community college, partner, and student representatives tasked with compiling information about various **types of support services students need**, including child care, transition support, job coaches for post-program completion, academic counseling and personal and career mentoring. This committee will create **an inventory of various resources** within adult schools, CCAS, community colleges and partnering agencies.
2. This Support Services Committee will **identify gaps in specific types of services and any barriers to access for student populations** and share this information, along with recommended actions and estimated costs, with the Leadership Steering Committee.
3. This committee will develop a **comprehensive communication and referral process** which supports students' access to such support services among all members and partners.

#### **F. Engage employers to promote career alignment and work transitions**

Improve and expand coordination of employer engagement in program design, support, and employment opportunities by actively engaging in and with SB1070, Career Pathway Trust (DGI), and Diablo Delta Corridor Project (Linked Learning Pilot Project) activities designed to create regional effective, non-duplicative collaboration with local industry/employers.

1. In order to broaden committee members' knowledge and awareness of scope and types of employer engagement, e.g. internships, externships, classroom speakers, mentors, field trips, curriculum development, advisory board representation, etc., the CTE countywide committee will **identify how various CTE programs are currently engaged with employers**. Building upon successful education/industry partnerships, and leveraging the work of SB1070, DGI and Diablo Delta, the CTE committee will determine any additional practices needed to address the specific needs of adult education/basic skills adult learners. Efforts will be taken to have these unique practices incorporated in the SB1070, DGI and Diablo Delta Corridor Project Employer engagement activities.
2. Based on outcomes of Strategy #1, **employer needs for specific additional training programs** will be addressed by the CTE committee through a comprehensive, resource leveraging process that addresses employer needs.

### **G. Coordinate mutual access to data among adult schools, CCAS (Detention), and community colleges**

Develop a mutually shared understanding of various data platforms and identify opportunities for coordination and sharing to support seamless student transition success and enhance service and program evaluation efforts while respecting student privacy. Access to student academic history, identified needs and progress information enables educators/service providers throughout the system to support students in a more strategic and informed manner.

1. The Leadership Steering Committee will establish a standing committee made up of adults, CCAS, community college, partner and student representatives to:
  - Identify key data and reports to drive program coordination and improvement.
  - Develop a common collection and sharing mechanism with information such as:
    - Schools in which students are or have been enrolled
    - Demographics
    - Education and career goals
    - Educational plan that can be accessed across K-12 adult and detention systems
    - Outcome management to determine how students used their training
    - Entry/exit tracking
  - Integrate adult education into Cal-PASS and LaunchBoard.

## H. Expand and Improve Recruitment Efforts

Existing and potential students of all skill levels are provided the information they need to encourage them to continue or embark upon their educational journey and remain aware of the opportunities their accomplishments will provide them.

1. **Focusing on the high need and underserved portions of the Contra Costa County community**, the Leadership Steering Committee will identify specific service priorities and develop specific outreach to adults in these communities who are not currently in the educational system. This includes an increase of adult school family literacy programs/centers in Antioch, Brentwood, Pittsburg, Bay Point, Martinez, and Richmond/San Pablo, with a specific marketing and referral campaign to reach adults who will benefit from this opportunity.
2. Utilizing social media, open houses, community events, etc. designed to present one system with multiple access points, countywide, **coordinated outreach marketing** to potential and current students will be developed under the direction of the Leadership Steering Committee. As part of the planning process, a Contra Costa County Adult Education website is being developed and will be the basis for ongoing information for adult learners and all new coordinated programs and activities.
3. For each of the types of transitions identified above, **specific outreach and marketing strategies** will be developed to reach particular adult learners and support their transition.
4. As the Leadership Steering Committee re-evaluates its progress and effectiveness in preparation for plan implementation, the idea of **adding key partner agency representatives, faculty and student representatives** will be comprehensively addressed to support **expanded outreach**.



## Objective 4: Gaps and Solutions

While gaps are addressed in all other objectives, the Leadership Steering Committee, when focusing specifically on “gaps” that have been identified through various discussions and convenings, found that the gaps fell into one of 4 categories:

1. Insufficient quality programs and services across the county
2. Insufficient resources and strategies for addressing the needs of underserved populations
3. Needs for further development and sustainability of regional collaboration
4. Lack of curriculum alignment of countywide assets

In order to address these gaps the following solutions have been identified.

- A. Expand quality services across the county**
- B. Identify specific resources and practices for addressing the unique needs of underserved populations**
- C. Sustain regional collaboration in key areas**
- D. Ensure adequate technology and equipment, leveraging community resources**
- E. Promote data-based innovation and continuous improvement**

### **A. Expand quality services across the county**

Create a unified adult education system that addresses the adult learner’s range of needs, with the overall purpose of supporting college and career transitions. Improve student access with targeted and coordinated deployment of resources.

To address the need and maintain services in Brentwood, Antioch, Pittsburg, Concord, Pittsburg, Walnut Creek, Martinez and Richmond, the CCCAEC region requires continuation of existing programs into the 2015-16 school year. The current total costs for existing services (based on apportionment only, not WIA, grants and other sources) is \$12,073,000.

1. **Provide and maintain resources to communities with greatest need.** Antioch, Bay Point, Pittsburg and West Contra Costa have higher than average levels of unemployment and poverty, along with lower than average levels of educational

attainment and English proficiency. Bay Point has very high poverty levels, especially with regard to families with children.

2. Based on enrollment data comparisons reflecting severe reductions in adult education services across the county, **prioritize a maintenance of capacity of current adult education programs and resources** to provide the basis for AB 86 plan development and implementation.
3. **Inventory courses, facilities, community programs, and assets** to guide planning and development.
4. Adult school and CCAS administrators **commit to continuous improvement and sharing** across the county to ensure high quality offerings and opportunities for adult learners across the county via **monthly administrator meetings** focused on congruence of shared practices as well as the continuation of program area teams. This includes **establishing an AB86 Operational Coordinator** to support Leadership Steering Committee, standing content-focused committees, subregional groups and meetings and other plan implementation activities and strategies

**Narrative Table 9. Consortium Demographic Data by School District**

School District	US Census Data			
	Percent Unemployed	Poverty	Less than HS Graduate	Speak English less than "very well"*
Antioch Unified	12.30%	12.90%	15.00%	12.9%
Pittsburg Unified	11.70%	15.40%	22.49%	22.6%
Bay Point (part of MDUSD)	TBD	23.50%**	TBD	TBD
West Contra Costa Unified ( <i>West Contra Costa</i> )	11.30%	12.40%	18.20%	23.3%
<b>County Totals</b>	<b>6.90%</b>	<b>10.20%</b>	<b>11.40%</b>	<b>13.6%</b>
<b>State Totals</b>	<b>10.10%</b>	<b>13.10%</b>	<b>19.18%</b>	<b>19.60%</b>

*Data Sources: DataQuest 2012-13 and the NCES American Community Survey 2007-2011*

\* American Community Survey 2007-2011, DP02: Population 5 years and over

\*\*For families with related children under 18 years, the number is 28.8%.

## **B. Identify specific resources and practices for addressing the unique needs of underserved populations**

Provide increased resources and access to educational opportunities for the hardest to serve, including:

- Adults with low literacy skills in English or in native language and not already engaged in adult education and/or in need of citizenship classes and support.
  - Adults with disabilities
  - Foster youth
  - Incarcerated or recently incarcerated adults
  - Veterans
  - Generation 1.5 students
1. **Enhance partnerships with community partners** to provide services and programs at accessible facilities.
  2. **Expand to meet the ABE/ASE need** in Martinez and Mt. Diablo Adult Schools where enrollments from 2008-09 to 2013-14 were reduced 54% and 38% respectively. This has occurred when 10,590 people over age 25 in Concord (12%) lack a high school diploma.
  3. Provide **short-term CTE programs at Antioch Adult Education** where none are currently offered. Antioch has a 13% poverty rate. Nearly 18,000 adults over the age of 25 who are not in the labor force, have no high school diploma or college education.
  4. **Restore class offerings** to meet regional demands as exhibited through previous enrollment levels. Percent enrollment reductions for each program area from 2008-2009 to 2013-2014 are as follows: ABE/ASE/Basic Skills (6%); Immigrants/ESL (39%); Short-term CTE (48%), Adults with Disabilities (78%), and Apprenticeship (26%) throughout the region.
  5. **Coordinate specific immigration and citizenship services** to increase the number of immigrants achieving citizenship.
  6. Identify needs and funds for specialized AWD programs throughout Contra Costa County (i.e., TBI and Asperger's in South Contra Costa County).
  7. Collaborate to add staff specializing in classroom support and assessment of students with disabilities and special needs.
  8. Develop programs to work with drop-outs to bring them back into the education system.
  9. Enhance K-12 school-based family literacy programs with transition services to adult education and community college programs.
  10. Provide stable and sufficient funding for CCAS jail education with expanded services to conduct career assessments for pre-release plans, and to sustain CTE pathways for incarcerated students.

### **C. Sustain regional collaboration in key areas**

**Develop, expand and maintain** ongoing regional collaboration across educational, community, social service and business partners to leverage available funding and program expertise, in all of the following collaborative areas:

1. **Articulation agreements** between adult schools, CCAS, and community colleges
2. **Transition programs** (adult schools supporting students transitioning to community colleges and vice versa)
3. **Community college classes and orientations at adult school facilities and detention facilities**
4. **ESL “Bridge to College” classes at adult schools**
5. **College recruiting activities at adult schools and detention facilities**
6. **Project ACCESS model**
7. **Successful transition programs** (ie., Pittsburg Adult Education to Los Medanos College)

### **D. Ensure adequate technology and equipment, leveraging community resources**

Ensure that technology resources available to students learning align with workplace needs, as well as students’ needs to engage effectively in civic life.

1. Map common facilities for high cost equipment and materials programs.
2. Increase student access to technological resources (i.e., computers; latest software).

### **E. Promote data-based innovation and continuous improvement**

Ensure that all alignment and pathway development endeavors addressed in Objective 3 and 5 are informed by measures of student pathway success; implement a data system that provides timely and accurate information about student progression.

1. The Leadership Steering Committee is committed to leveraging endeavors through roll out and expansion of Cal-PASS Plus, SB1070 data work, Career Pathway Trust Fund data work, Community College Launchboard, AIM, Schoolhouse and Adult School Attendance Program (ASAP) to determine how all students’ transitions, data points and outcomes are tracked by a resulting **system to provide members and partners important outcome data, informing this collaborative work.**

## Objective 5: Instructional Effectiveness / Acceleration

This section focuses on classroom practice and opportunities to increase effectiveness and outcomes through a variety of methods. These strategies will be strengthened by building on existing practices within the consortium and the ongoing coordination of consortium educators to share and improve teaching methods. In particular, since this section addresses academic and professional matters, it is imperative that the state and local Academic Senates of the California Community Colleges be actively involved in any policies or recommendations in this section. Recognizing the connectivity between Instructional Effectiveness/Acceleration and Professional Development, strategies for Objective 6 will be greatly informed by implementation of Objective 5 strategies.

- A. Explore the use of co-enrollment and co-located programs**
- B. Integrate and contextualize ABE/ASE and ESL with Career Exploration and CTE pathways**
- C. Support instructional and pedagogical strategies to increase student success**

### **A. Explore the use of co-enrollment and co-located programs**

Allow students to accelerate their completion of college-level classes and gain experience in college expectations and norms.

1. The program area subregional teams, as part of their ongoing mapping and alignment work, will **explore all opportunities for dual enrollment and articulation**, as a means of accelerating student progress on chosen college and career pathways. The Leadership Steering Committee will provide the necessary support for the required development and approval processes.

### **B. Integrate and contextualize ABE/ASE and ESL with career exploration and CTE pathways**

Align ABE/ASE and ESL to broadly relevant career topics and concepts, as well as specific pathways that enable adult learners to simultaneously develop basic skills and career skills, in order to support persistence due to relevancy, which will accelerate their advancement to college and career goals.

1. In addition to bridging strategies and activities described in Objective 3D above, the Leadership Steering Committee will identify a standing committee made up of content experts in ESL/ABE/ASE and CTE to explore **further development of basic skills/CTE models within adult schools and detention facilities in coordination**

**with community college CTE courses**, for an accelerated career pathway option for adult learners. This work will be informed by existing models, employer engagement activities, and direct involvement of the Contra Costa County Workforce Development Board and WIA programs.

### **C. Support instructional and pedagogical strategies to increase student success**

Support faculty/teachers to expand their existing effective classroom practices and evaluate and adapt promising instructional practices from other disciplines and institutions.

1. The subregional and program area specific teams will **focus on all the instructional strategies** and practices described above, including prioritizing for pilot efforts, **as part of their professional learning community work**. The Leadership Steering Committee will be informed by this work to **develop on-ramps for each of the identified types of transitions**.

## **Objective 6: Provide professional development that supports innovation and continuous improvement**

Professional development is key to effective instruction and system transformation. As described in the principles, CCCAEC seeks to provide opportunities for learning that are active, that support ongoing collaboration in addition to disciplinary expertise, and that engage all partners in peer-to-peer learning and system improvement.

- A. Fund ongoing collaboration between adult school and community college faculty to ensure program alignment**
- B. Provide professional learning and development opportunities focused on an array of teaching topics**
- C. Support professional learning communities among adult schools, CCAS (Detention), community colleges, and partner agencies**

### **A. Fund ongoing collaboration between adult school and community college faculty to ensure program alignment.**

Program alignment will only be possible with continued communication between community college and adult school faculty. The consortium will support this ongoing work taking place at the subregional level.

### **B. Provide professional learning and development opportunities focused on an array of teaching topics.**

The Contra Costa County adult schools and community colleges offer robust professional development opportunities through CalPRO, OTAN, professional learning communities, and myriad conferences. However, up until now, teachers and faculty from the two segments have rarely participated jointly in professional development. The CCCAEC is committed to expanding opportunities for joint professional development. Possible topics include:

- Assessment strategies, particularly identifying candidates for further screening for learning disabilities
- Contextualization of ESL and ABE/ASE to careers
- Incorporation of work-based learning to provide relevance and facilitate career transitions

- Differentiated instruction to address the diversity of needs within adult education classrooms
- Instructional effectiveness and acceleration
- Accessing community resources to ensure students obtain needed services
- Incorporating the College and Career Readiness Standards into course curriculum
- Serving immigrant populations: strategies for communicating with immigrants; legal issues
- Cultural competency to communicate effectively with students
- Collaboration skills
- Using data to improve instruction

**C. Support professional learning communities among adult schools, CCAS (Detention), community colleges, and partner agencies**

Provide administrators, faculty and instructors with ongoing opportunities for formal and informal professional learning, sharing, and development to coordinate and align the educational system for adult learners.

1. **The Leadership Steering Committee will identify joint community college and adult education staff/faculty professional learning and development opportunities** focused on:
  - supporting faculty/teachers in integrating learning from alignment work and formal professional development into their practice
  - promoting new ways of teaching together across all program areas
  - supporting robust collaboration with partners



## **Objective 7: Leverage regional initiatives and resources to collaboratively meet needs**

The need for adult education services offered through both adult schools and community colleges is so great that it cannot be met without the partnership of both public sector and community-based organizations. The CCAEC commits to ongoing collaboration and maintaining current information that will facilitate this collaboration. The Contra Costa Workforce Investment Board and the Contra Costa County Office of Education have been active partners in planning and will play key roles in implementing the plan. Many other organizations will also play important roles in ensuring that Contra Costa adults succeed in attaining their educational and career goals.

- A. Work with public sector entities and non-profit organizations to leverage resources and provide needed services**
- B. Work with the WDB to maintain a regional asset map**
- C. Coordinate efforts with other regional initiatives**

### **A. Work with public sector entities and non-profit organizations to leverage resources and provide needed services**

As described in Table 7.1, the following programs are ready to collaborate to support adult education.

- Rubicon Programs
- Department of Rehabilitation
- Monument Impact
- Contra Costa County Office of Education CTE/ROP
- Workforce Development Board (WDB)
- Opportunity Junction
- Project Second Chance
- IBEW

In a December 2014 meeting, organizations described their current work. They expressed interest in partnering with the consortium to provide professional development, wraparound services, technical training, and services to specialized populations.

- West Contra Costa Adult School, in partnership with the plumbers' union, offers students practice in taking the apprenticeship program entrance exam for plumbing, pipefitting, and electrician. The pass rate for students in the course is 85%. The course focuses on social-emotional and employability skills in addition to the technical skills and math skills needed in the trades.
- Rubicon provides a comprehensive reentry program for formerly incarcerated individuals. It conducts broad assessments and provides wraparound services to its clients. It is available to provide professional development and peer-to-peer technical assistance to adult educators on the needs of formerly incarcerated individuals and other populations with similar challenges to success. It offers a particularly good model for transition specialists, using a career coaching model.
- The Contra Costa County Office of Education administers the county's Regional Occupational Program (ROP). While the ROP focuses primarily on high school students, programs for adults include medical programs (Antioch, Kaiser), and refinery work (Richmond, Chevron). The County Office of Education also assists foster and homeless youth, focusing on transition services.
- CCAS, a member organization as previously mentioned, provides ESL and ABE/ASE services for clients and substance abuse programs. CCAS is starting a transitions program within its facility.
- The State Department of Rehabilitation (DOR) works with individuals with disabilities that pose significant barriers to employment. DOR offers counseling and guidance, assists clients in developing individual educational plans, and monitors progress towards employment. It has a psychologist on site and contracts with vendors to provide individualized services. It also coordinates with Contra Costa County for foster youth and with WIOA.
- Based in Concord, Monument Impact provides Limited English Barrier Remediation Services, focusing on case management for immigrant populations in the context of economic and workforce development. It provides one-on-one support to help students navigate the system, and serves as a linking organization to assist students.
- The Contra Costa County WDB serves adults and dislocated workers, primarily those with significant barriers to employment. At various locations throughout the county, it has both drop-in programs and programs for which students need to meet eligibility criteria. Drop-in workshops cover a broad array of career preparation skills. Those eligible for more intensive services may receive subsidized training through a training provider list.

- Project Second Chance is a library-based literacy program that works with adults whose skills are below sixth grade level. Programs are offered by trained volunteers.

Additional partners include:

- Catholic Charities
- Social Security Administration
- Regional Center of East Bay
- Diablo Valley Literacy Council
- Project Read (Richmond)
- First 5 Contra Costa
- County/School Foster System
- EDD
- CalWORKs, Welfare to Work
- La Clinica
- Legal services
- Contra Costa Mental Health
- Monument Crisis Center, Concord
- Family Economic Security Partnership
- STAND
- WDB Asset Mapping

### **B. Work with the WDB to maintain a regional asset map**

Partners participating in discussions about future collaborations are eager to help expand a county-wide asset map that is currently under development by the WDB. The CCCAEC will ensure that adult education resources and community assets are fully represented, properly coded to facilitate search and retrieval, and current. Notifications on additions and enhancements to the asset map will be provided systematically to the consortium leadership for timely dissemination.

### **C. Coordinate efforts with other regional initiatives**

Finally, as mentioned throughout this plan, the county is involved in a robust DOL grant focused on manufacturing and in two California Pathways Trust Grants to build pathways in high-demand, high-skill, high-wage careers. In addition, many educators participate in One Stop Career Center Workforce Innovation Networks (WINs) which have grown in recent years. Diablo Delta Corridor Project is a collaborative of three local school districts focused on STEM pathway work and with extensive involvement of business. All of these initiatives and the efforts of partners will be leveraged to meet the needs of adult learners in Contra Costa County.

## **NEXT STEPS: IMPLEMENTATION AND CONTINUOUS IMPROVEMENT**

As described, the key priorities for the Contra Costa County Adult Education Consortium include:

- Maintenance of Capacity for K12 Adult Schools
- Subregional Convenings
- Consortium Operational Project Coordinator
- Member AB 86 Coordinators/Points of Contact
- K12 Adult School Counselor/Transition Support Staff
- Standing/Facilitation Committee for Assessment Tools & Processes
- Standing/Facilitation Committee for Support Services
- Addressing ABE/ASE, ESL & CTE Gap at 50% of county need (Cost of instruction)

This set of priorities reflects plans for a more formal organizational structure and processes that will facilitate communication and implementation planning.

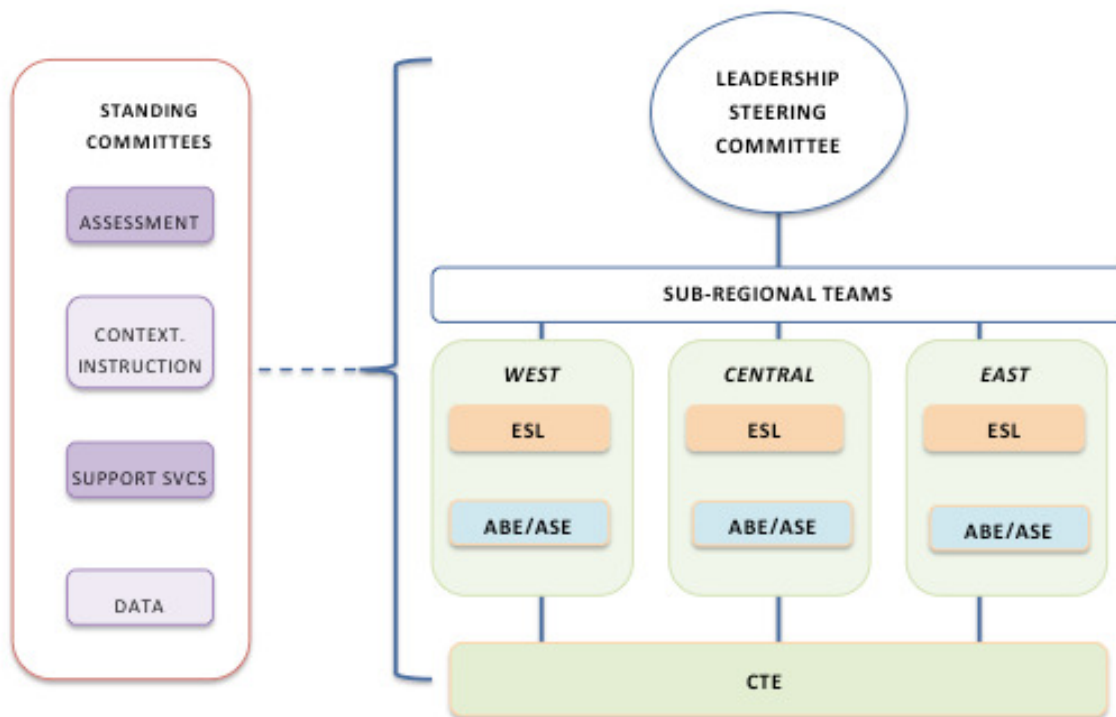
### **Organization**

A meeting with stakeholders (member organization leadership, faculty leadership groups, local officials, state legislative representatives, partners, students, and other interested parties) was held on February 3, 2015, to share the plan and obtain feedback and input. There was a widespread positive response to the plan with encouragement to the Leadership Steering Committee for moving forward with implementation plans. One participant was encouraged by:

“...the amount of work that was done in a very short time that has resulted in dynamic mind shifts and created connections among and across educational systems. It is very rewarding to see the successes to date and pathways to successes that are forthcoming.”

During this presentation an emerging organizational structure was proposed that codified discussions to date. The structure highlights the critical importance of the subregional approach to implementation, in light of the distinct geography, historical relationships, demographics, economic base, and labor market needs in each sub-region of Contra Costa County.

**Leadership Steering Committee.** As the graphic below depicts, the Leadership Steering Committee (LSC) will provide overall leadership to guide the work, engage key regional partners, ensure ongoing collaboration across systems, identify and implement key region-wide strategies, promote sharing of resources and learning across subregions and program areas, and support data collection, data review, and continuous improvement. Data to be examined will include student demographics, goals, and outcomes; regional demographics, labor market data; and course offerings. The LSC, with the subregional teams and program area representatives, will then agree on adjustments to strategies and practices, as well as professional learning topics, needed to support student and labor market outcomes.



**Subregional Teams.** Faculty/teachers, administrators and partners at the subregional level will be doing the real “on-the-ground” work, however. Program area subcommittees for ESL and ABE/ASE in each subregion have already been meeting to continue the critical work of mapping courses across systems, and, as reported at the February 3<sup>rd</sup> convening of stakeholders, have in the process illuminated both overlaps and gaps they will fill. They have also begun building important relationships which will serve as the foundation for problem-solving in the months and years ahead.

**Cross-Regional CTE.** The CTE group crosses the entire region due to the regional nature of the labor market and the need to align efforts with other regional initiatives such as the Career Pathways Trust (CPT). It has met to map CTE course offering across the seven districts with adult schools and three community colleges. The aim is to two-fold: 1) to

identify strategies for course/program development (such as meeting gaps in CTE offerings and building of contextualized bridge programs that will prepare students for credit-bearing CTE in high demand occupations); and 2) to ensure that adult schools and community colleges participate actively in the development of a coordinated approach for engaging employers across the region.

Working with the LSC, all of the subregional teams will establish ongoing processes for clarifying specific needs and gaps in their own subregions. But, importantly, they will also proactively test small changes and create pilots that can enable them to both assess, in real time, what changes may be possible and to build evidence for moving forward in new ways. Priorities may include “quick wins” and high impact strategies, in addition to those that can build on existing priorities, such as those specified in the CPT initiative, or for corrections and prison reentry programs. For example, the CTE Team has already identified Information and Communication Technology (ICT) as the industry it will focus on, given that the breadth of occupations in the field allows for employment of adults at varying skill levels. The subregional teams and their respective program area groups, as well as the cross-regional CTE group, are thereby tasked with not only mapping and meeting needs in their own subregions, but for testing innovations that can be scaled and shared for adaptation throughout the entire region.

**Standing Content-Focused Committees.** A third type of entity, Standing Content-Focused Committees, will focus on specific elements of the plan, under the guidance of the LSC. Four Standing Committees have been identified in this plan:

1. Assessment
2. Support Services
3. Contextualization of Instruction
4. Data Collection and Use

Standing Committees will be made up of adult school and community college educators and public and non-profit sector partners with expertise and resources in those areas. With guidance from the LSC, the Standing Committees will do their own planning, focused on their content areas, bringing to bear knowledge and expertise within their committees and from outside, as needed. They will liaise with both the LSC and the subregional teams to inform the region-wide and subregional work. Assessment and Support Services have been identified for funding in the first year. The Data committee, though not funded, will leverage statewide work in this area through SB 1070.

This kind of organization, driven by subregional team program area groups and content-focused Standing Committees, calls for careful alignment of efforts to avoid duplication and

to foster learning across the region. Program area needs, industry pathways, or the needs of specific subpopulations may serve to drive the priority-setting process.

## Staffing

As described, key staff will be identified to support the consortium.

- A Consortium Operational Project Coordinator will be funded to coordinate the consortium activities, help the Leadership Steering Committee monitor implementation of the plan, and support the subregional teams and Standing Committees.
- Each subregional team will have co-chairs — one from the adult schools and one from the community college — to support the work of the subregional team and report back to the LSC; subregional team co-chairs will be on the LSC.
- The Standing Committees will also have liaisons to the subregional teams and to the LSC, bringing their content expertise to both bodies, and obtaining input on their strategies. The liaisons will be members of the Leadership Steering Committee to ensure that knowledge and expertise in each content area is represented in discussions and decisions.
- In addition, member organizations (adult schools and community colleges) will each have a consortium “point of contact” at their campuses who will facilitate the partnership-building, coordination, and collaboration required to implement the AB86 plan and respond to inquiries from colleagues, partners, and students.

## Implementation Planning Process

During the coming year, the consortium will embark upon a systematic process, leveraging the organizational structures described, to set and refine goals and priorities and enact the plan. The following diagram illustrates the accordion-like nature of the proposed process, whereby small teams work on their own and reconvene with the full LSC iteratively over time.



## Immediate Next Steps

The consortium will embark upon a series of next steps to facilitate implementation of the plan.

- The Leadership Steering Committee will continue to meet monthly to begin implementation planning. It will:
  - consider the following based on February 3<sup>rd</sup> convening participant feedback:
    - Increased employer engagement
    - Increased student engagement
    - Increased analysis, including quantifying demand for transition services
  - work with the subregional teams to establish clear goals or focus areas for the consortium as a whole that will be reflected in the work of the subregional teams
  - set clear milestones for work in the coming year that will be mirrored in the subregional groups
  - hire a coordinator and/or identify other staffing options
  - identify member points of contact
  - establish communication protocols
  - identify areas in which additional data are needed to finalize implementation plans
  - put in place a process for identifying transition coordinators who will facilitate student transitions from adult schools, including CCAS, to colleges and the workforce, testing this approach for future replication
  - connect with the WDB on resource mapping efforts
  - develop detailed plans to address any needs that have already been identified as critical for the region; for example, working with the California Department of Rehabilitation, the LSC will spotlight service to students with learning disabilities and address the means for ensuring that undiagnosed learning disabilities are receive attention, procedures for identifying and sharing various assessment strategies, and collaboration with organizations that specialize in this issue, such as the Learning Disabilities Network Association; expansion of services to adults with traumatic brain injuries may also be considered.
  - establish the foundation of a continuous improvement process and secure commitment to mutual accountability by documenting goals and action plans, clarifying metrics, building program review into quarterly meeting agendas, and clarifying the role of future Data Standing Committee



- The ASE/ABE and ESL subregional groups will continue to meet to strengthen collaboration, align their courses from one system to another, and implement strategies as identified.
- The CTE regional group will continue to meet to review and inventory CTE programs at the community colleges and adult schools and set goals for supporting contextualization, bridge programming, employer engagement, and CTE course expansion.
- The Assessment, Support Services, and Data Standing Committees will be launched and will develop their own workplans for review by the LSC.

### **Commitment to Continuous Improvement over Time**

After the completion of the implementation planning and early implementation, the Leadership Steering Committee will establish a systematic data review process to update strategies over time in response to student outcomes, student feedback, workplace demand, economic and social conditions, new policies, or changes in the environment. The consortium is committed to working with partners to allocate resources to the greatest needs and to working collaboratively — long-term — to create a coherent, robust system of pathways and services that will support all adult learners in Contra Costa County in meeting their goals.

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## Appendix: Table 3.1

<b>Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Partners</b>					
<b>Strategy/Approach to be Employed</b>	<b>Resources Needed</b>	<b>Estimate of the Cost</b>	<b>Responsible Parties (specific school districts and/or community colleges)</b>	<b>Methods of Assessment</b>	<b>Timeline</b>
<b><i>Transition to be Addressed: All transitions described in the introduction of Objective 3 narrative</i></b>					
<b>A. Align and improve the initial assessment, career planning and placement process</b>					
A.1. Standing committee to identify available assessment tools and processes and develop additional tools and processes for the purpose of improving and supporting effective student transitions	Community College and K12 Adult School Faculty/Teachers; Counselors/Advisors; Partners	<b>\$42,768</b>	AB 86 Leadership Steering Committee	Level of participation of key stakeholders; quality and scope of new tools and processes in place; once in place, measures of adequacy of assessment based on student feedback and outcomes	<b>2015-2016</b>
<b>B. Align curriculum congruence and progress assessments across systems</b>					
B.1. Adult school congruence	K12 Adult School Admin., teachers monthly meetings	<b>\$123,600</b>	AB 86 Leadership Steering Committee	Survey of adult School level of congruence of curriculum/instructional practices and student outcomes congruence among adult schools across the county	<b>2015-2016</b>

B.2. Ongoing faculty/teacher committees to continue curriculum mapping	Community College and K12 Faculty/Teachers	<b>Included in B.1</b>	AB 86 Leadership Steering Committee	Quality of comprehensive maps for each program areas; identification of gaps and opportunities for strengthening alignment	<b>2015-2016</b>
B.3. Policy issues and institutional practices	K12 Adult School Admin., teachers monthly meetings	<b>Included in B.1</b>	AB 86 Leadership Steering Committee	Measurement of new policies and institutional practices that support alignment and pathways	<b>2015-2016</b>
B4. Increasing the number of articulation agreements and dual enrollment	Community College and K12 Faculty/Teachers	<b>\$9,480</b>	Curriculum Approval Entities for Community Colleges and K12 Adult Schools	Increase in the number of articulation agreements and dual enrollment opportunities as part of pathways; once in place, add numbers of enrollments and student outcomes	<b>Started in 2015-2016</b>
<b>C. Provide specific transition services and bridges to college and career pathways</b>					
C.1. Additional staff as AB86 Point of Contact for each member organization to facilitate the partnership, coordination and collaboration to support the AB86 plan. Additional staff for K12 Adult Schools for 1/2 time counselor/transition support staff to work directly with students.	Community College and K12 Adult School Staff	<b>\$848,000</b>	AB 86 Leadership Steering Committee	Quality of summary of all transition services and support and identification of specific staffing needs, including possible shared staff	<b>2015-2016</b>

C.2. Quarterly meetings of all identified 'transition support' staff	Community College and K12 AS Faculty/Teachers and transition specialists	TBD	AB 86 Leadership Steering Committee	Documented improvement of transition services to students, with increase in student transitions throughout all types of identified transitions	TBD
C.3. Assessment of how students with disabilities are served in the system and needs for additional supports, coordination and resources	Community College and K12 AS Faculty/Teachers and Transition Specialists	TBD	AB 86 Leadership Steering Committee	Analysis of services provided to adults with disabilities and needs for increase services and resources.	TBD
<b>D. Develop and create new pathways</b>					
D.1. Increase adult education family literacy centers and programs	Community College and K12 AS Faculty/Teachers and transition specialists	TBD	Specific adult schools providing additional family literacy programs	Increase in the number of ESL/ABE students entering education, and starting on an identified pathway; once in place, student outcomes in measures of learning and transition	TBD
D.2. Transitions of incarcerated adults	Community College and K12 AS Faculty/Teachers, transition specialists, and partners	TBD	AB 86 Leadership Steering Committee	Clearly defined pathway/transition options for incarcerated adults and increase in number successfully transitioning to education and employment	TBD
D.3. Build upon existing and developing bridge programs	Community College and K12 AS Faculty/Teachers, transition specialists, and partners	TBD	AB 86 Leadership Steering Committee	Increase in the number of 'bridge programs' and in the number of students successfully transitioning through these programs	TBD



D.4. Map possible strategies for CTE scenarios including potential for contextualized CTE onramps POS's; possible adoption of some AE CTE POS's as CC credit bearing programs; and alignment of programs with some AE micro-certifications serving as pre-requisites for CC pathways	Community College and K12 AS Faculty/Teachers, WIB	TBD	CTE Countywide Committee	Inventory and map of various new CTE programs of study	TBD
D.5. Develop bridge programs from adult schools to various Career Advancement Academies	Community College and K12 AS Faculty/Teachers	TBD	Community College Chancellor's Office and Adult School Leadership	New adult school programs as on ramps to Career Advancement Academies	TBD
D.6. Identify bridging services and classes to support students accelerated transition from adult school basic skills to career technical education programs and careers.	Community College and K12 AS Faculty/Teachers	TBD	AB 86 Leadership Steering Committee	Evaluation of increase in bridging services	TBD
<b>E. Provide wraparound support services</b>					
E.1. Assess types of support services students need and an inventory of various resources available	Community College and K12 AS Faculty/Teachers with partners	<b>\$35,568</b>	AB 86 Leadership Steering Committee & Standing Committee	Completed assessment	<b>2015-2016</b>
E.2. Identify gaps in specific types of services and any barriers to access for student populations	Community College and K12 AS Faculty/Teachers with partners	<b>Included in E1</b>	AB 86 Leadership Steering Committee & Standing Committee	Quality of gap and barrier analysis with student measured by student outcomes and student focus group review	<b>2015-2016</b>

E.3. Comprehensive communication and referral process	Community College and K12 AS Faculty/Teachers with partners	<b>Included in E1</b>	AB 86 Leadership Steering Committee & Standing Committee	Evaluation of effective student warm hand off	<b>2015-2016</b>
<b>F. Engage employers to promote career alignment and work transitions</b>					
F.1. Identify how various CTE programs are currently engaged with employers	Community College and K12 AS Faculty/Teachers with WIB and other partners	TBD	AB86 Leadership Steering Committee and CTE county-wide Committee	Completed survey of employer engagement practices and contacts, challenges and opportunities; once completed, development of engagement strategies with outcomes measured by increases in levels of speakers, tours, work-based learning, job placements	TBD
E.2. Address employer needs for specific additional training programs	Community College and K12 AS Faculty/Teachers with WIB and other partners	TBD	CTE Countywide Committee	Tracking of trainings across the region; increased training correlated with stated employer needs as measured by successful job placements and employer feedback	TBD
<b>G. Coordinate mutual access to data among adult schools, CCAS (Detention) and community colleges</b>					
G.1. Identify key data and reports needed to inform program coordination and improvement	Community College and K12 AS Faculty/Teachers; Cal-PASS Plus staff		AB86 Leadership Steering Committee	Inventory of data, reports and systems; data collection and use plan completed	

G.2. Develop a common/collection and sharing mechanism, Integrating adult education into Cal-PASS Plus and Launchboard	Community College and K12 AS Faculty/Teachers; Cal-PASS Plus staff	TBD	AB86 Leadership Steering Committee	Creation of MOUs for data sharing; effectiveness of data sharing system as measured by usefulness for tracking student progress through feedback system, and, later, actions taken based on data	TBD
<b>H. Expand and improve recruitment Efforts</b>					
H.1. Focusing on high need and underserved parts of the Contra Costa County community with specific outreach and marketing strategies	Community College and K12 AS Faculty/Teachers with partners	TBD	AB86 Leadership Steering Committee	Evaluation of improved services to high need communities	TBD
H.2/H.3. Coordinated outreach marketing	Community College and K12 AS Administrators with partners	TBD	AB86 Leadership Steering Committee	Marketing plan developed and implemented; once implemented, tracking of results	TBD
H.4. Addition of key partner agency representatives, faculty and student representatives to facilitate recruitment	Community College and K12 AS Faculty/Teachers, partners and student time (stipended)	TBD	AB86 Leadership Steering Committee	Improvements to Leadership structure resulting in effective recruitment; once in place, tracking of enrollments and retention of new recruits	TBD

## Appendix: Table 4.1

<b>Table 4.1: Implementation Strategies to Address Identified Gaps</b>					
<b>Strategy to Address the Gap</b>	<b>Resources Needed</b>	<b>Estimate of the Cost</b>	<b>Responsible Parties (specific school districts and/or community colleges)</b>	<b>Methods of Assessment</b>	<b>Timeline</b>
<b>A. Expand quality services across the county</b>					
A.1. Provide and maintain resources to communities with greatest need	Funding	TBD	AB 86 Leadership Steering Committee, specific adult schools and Community Colleges	Tracking of service delivery; increased services to high need communities; once implemented, tracking of results	TBD
A.2. Prioritize maintenance of capacity of current adult education programs and resources	Maintenance of Capacity Funding	<b>\$12,073,002</b>	AB 86 Leadership Steering Committee, specific adult schools	Evaluation of stability of adult school offerings	<b>2015-2016</b>
A.3. Inventory courses, facilities, community programs and assets	Staff time	TBD	AB 86 Leadership Steering Committee, specific adult schools and Community Colleges	Comprehensiveness of inventory; once complete, tracking of use of inventory for collaboration and service delivery	TBD
A.4. Commitment to continuous improvement and sharing; establish AB86 Operational Coordinator to support Leadership Steering Committee, Standing committees, Sub-Regional groups and meetings and other plan implementation activities and strategies	Leadership time and Leadership Steering Committee staff support	<b>\$65,000</b>	AB 86 Leadership Steering Committee	Depth of work of Leadership Steering Committee; once implemented, tracking of data use and improvements made based on improvement processes	<b>2015-2016</b>

<b>B. Identify specific resources and practices for addressing the unique needs of underserved populations</b>					
B.1. Enhance partnerships with community partners	Staff time to meet and jointly plan with partners	TBD	AB 86 Leadership Steering Committee and partners	Tracking of partner collaborations, e.g. cross-referral logs; once implemented, documented expansion of services to underserved populations and areas of community	TBD
B.2. Expand to meet the ABE/ASE need in Martinez and other high need areas	Funding and Staff Time	TBD	AB 86 Leadership Steering Committee and specific adult schools	Reinstatement of funding; results from new services	TBD
B.3. Short-term CTE programs at Antioch Adult Education	Funding and Staff Time for Antioch Adult	TBD	AB 86 Leadership Steering Committee and Antioch Adult School	Reinstatement of funding; results from new services	TBD
B.4. Restore class offerings	Funding	TBD	AB 86 Leadership Steering Committee and adult schools	Reinstatement of funding; results from reinstated services in addressing need	TBD
B.5. Coordinate specific immigration and citizenship services	Adult School Staff Time and Specialized Partners	TBD	AB 86 Leadership Steering Committee and adult schools	Documentation of new services and associated costs; results from new services	TBD
B.6. Identify need and funds for specialized AWD programs	Staff time, funding	TBD	AB 86 Leadership Steering Committee and adult schools	Documentation of new services and associated costs; results from new services	TBD

B.7. Collaborate to add staff specializing in classroom support and assessment of students with disabilities	AS and CC Teachers/Faculty and Specialized Partners	TBD	Standing committee on the needs of AWD across the region, reporting to AB 86 Leadership Steering Committee and adult schools	Documentation of new services and associated costs; documentation of collaborative funding; results from new services	TBD
B.8. Develop programs to bring drop-outs back into the educational system	AS and CC Teachers/Faculty and Specialized Partners	TBD	AB 86 Leadership Steering Committee informed by adult school and K-12 District initiatives	Documentation of new services and associated costs; results from new services	TBD
B.9. Enhance Family Literacy programs with transitions services.	AS and CC Teachers/Faculty and Specialized Partners	TBD	AB 86 Leadership Steering Committee informed by adult school and K-12 District initiatives	Documentation of new services and associated costs; results from new services including increases in numbers of students transitioning to higher levels of ESL and to postsecondary education	TBD

B.10. Provide stable and sufficient funding for jail education with expanded assessment and pre-release services.	AS and CC Teachers/Faculty, Jail program staff, and Specialized Partners; funding	TBD	AB 86 Leadership Steering Committee and Jail Programs	Documentation of new services and associated costs; results from new services including increases in successful reentry, and educational and employment outcomes	TBD
<b>C. Sustain regional collaboration in key areas</b>					
C.1. Maintain articulation agreements	AS and CC Teachers/Faculty	<b>Costs included in B1 above</b>	AB 86 Leadership Steering Committee	Tracking of articulation agreements; tracking of student enrollments in articulated courses	<b>2015-2016</b>
C.2. Maintain transition programs	AS and CC Teachers/Faculty and Specialized Partners; funding	<b>Costs included in B1 above</b>	AB 86 Leadership Steering Committee	Documentation of transition programs and transitions completed (using Launchboard or other metrics TBD)	<b>2015-2016</b>
C.3. Maintain community college classes and orientations held at adult school facilities	AS and CC Teachers/Faculty	<b>Costs included in B1 above</b>	AB 86 Leadership Steering Committee	Documentation of classes taught, credits earned, and results attained, with measures of transitions to community college and other appropriate measures TBD	<b>2015-2016</b>

C.4. Maintain ESL “Bridge to College” classes offered at adult schools	AS and CC Teachers/Faculty	<b>Costs included in B1 above</b>	AB 86 Leadership Steering Committee	Documentation of classes taught and results attained, with measures of transitions to community college	<b>2015-2016</b>
C.5. Maintain college recruiting activities at adult schools	AS and CC Teachers/Faculty	<b>Costs included in B1 above</b>	AB 86 Leadership Steering Committee	Documentation of classes taught and results attained, with measures of transitions to community college	<b>2015-2016</b>
C.6. Model and expand Project ACCESS	AS and CC Teachers/Faculty	<b>Costs included in B1 above</b>	AB 86 Leadership Steering Committee	Results of replication efforts	<b>2015-2016</b>
C.7. Model and expand successful transition programs	AS and CC Teachers/Faculty	<b>Costs included in B1 above</b>	AB 86 Leadership Steering Committee	Documentation of transition programs and transitions completed (using Launchboard or other metrics TBD)	<b>2015-2016</b>
<b>D. Ensure adequate technology and equipment, leveraging community resources</b>					
D.1. Map common facilities for high cost equipment and materials programs	AS and CC Teachers/Faculty and/or standing facilities/equipment committee to compile regional information	TBD	Standing committee for facilities and equipment reporting to AB Leadership Steering Committee	Completed map and documentation of decisions made on the basis of mapping	TBD



D.2. Increase student access to technological resources (computers and software)	AS and CC Teachers/Faculty and/or standing facilities/equipment committee to compile regional information	TBD	Standing committee for facilities and equipment reporting to AB Leadership Steering Committee	Inventory of technological resources, need, and investments made; documentation of use of technology and results attained	TBD
<b>E. Promote data-based innovation and continuous improvement.</b>					
E.1. System to provide members and partners important outcome data, informing this collaborative work	Standing data subcommittee drawn from AS/CC teachers/faculty, administrators and data support staff	TBD	AB 86 Leadership Steering Committee	Documentation of outcome data shared, reviewed and acted upon	TBD

## Appendix: Table 5.1

<b>Table 5.1: Work Plan for approaches proven to accelerate a student's progress toward his or her academic or career goals</b>					
<b>Tasks/Activities Needed to Implement the Approach</b>	<b>Resources Needed</b>	<b>Estimate of the Cost</b>	<b>Responsible Member (specific school district(s) or college(s))</b>	<b>Methods of Assessment</b>	<b>Timeline</b>
<b>A. Explore the use of co-enrollment and co-located programs</b>					
A.1. Explore all opportunities for dual enrollment and articulation	AS and CC Teachers/Faculty (Personnel time)	TBD	AB 86 Leadership Steering Committee	Documentation of dual enrollment, articulation and co-location opportunities; once piloted/implemented, enrollment levels and student outcomes, including successful transitions to postsecondary ed.	TBD
<b>B. Integrate and contextualize ABE/ASE and ESL with Career Exploration and CTE Pathways</b>					
B.1. Further development of basic skills/CTE models within adult schools and in coordination with community colleges CTE	AS and CC Teachers/Faculty (Personnel time)	TBD	AB 86 Leadership Steering Committee	Documentation of models developed; once piloted/implemented, enrollment levels and student outcomes, including successful transitions to postsecondary ed. and employment in designated industry sectors and other outcomes (per Launchboard or other data systems)	TBD
<b>C. Support instructional and pedagogical strategies to accelerate student success</b>					
C.1. Focus on all the instructional strategies as part of their professional learning community work.	AS and CC Teachers/Faculty (Personnel time)	TBD	AB 86 Leadership Steering Committee	Participation levels in professional learning communities; evidence of application of learning, such as models to be shared with other consortium members, student feedback and, eventually, student outcomes resulting from enhanced programs	TBD
C.2. Develop on-ramps for each of the identified types of transitions	AS and CC Teachers/Faculty (Personnel time)	TBD	AB 86 Leadership Steering Committee	Documentation of onramp strategies; results of pilot efforts in increasing transition rates	TBD

## Appendix: Table 6.1

### Current Professional Development

Topic	Professional Development Strategy	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
<b>Instructional Strategies – Best Practices</b>	Professional Development Days at the beginning of the school year with ongoing Professional Learning Communities to reinforce learning, share implementation successes and challenges, and analyze data for effectiveness.	All	Staff Time + Presenters
<b>Various</b>	CALPRO and OTAN – state funded professional development organizations, providing workshops, webinars, online trainings and communities of practice facilitation on adult education research to practice.	All	Staff Time/Substitutes
<b>Various</b>	Participation in state and local conferences offered by CATESOL, TESOL, High School Equivalency Office, CDE Perkins Office, California Council for Adult Education, Association of California School Administrators, Various CTE organizations, etc.	All	Conference and travel expenses and paid staff time/substitutes

## Appendix: Table 6.2

### Collaborative Professional Development Plan

Topic	Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency)	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
<b>Assessment strategies</b> , particularly identifying candidates for further screening for learning disabilities	Presentations and targeted peer-to-peer teaching and learning reinforced by ongoing dialogue and collaborative work through regional and sub-regional professional learning communities.	All	Staff time and presenters and substitutes as needed
<b>Contextualization</b> of ESL and ABE/ASE to careers	Presentations and targeted peer-to-peer teaching and learning reinforced by ongoing dialogue and collaborative work through regional and sub-regional professional learning communities.	All	Staff time and presenters and substitutes as needed
Incorporation of <b>work-based learning</b> to provide relevance and facilitate career transitions	Presentations and targeted peer-to-peer teaching and learning reinforced by ongoing dialogue and collaborative work through regional and sub-regional professional learning communities.	All	Staff time and presenters and substitutes as needed
<b>Differentiated instruction</b> to address the diversity of needs within adult education classrooms	Presentations and targeted peer-to-peer teaching and learning reinforced by ongoing dialogue and collaborative work through regional and sub-regional professional learning communities.	All	Staff time and presenters and substitutes as needed
<b>Instructional effectiveness and acceleration</b>	Presentations and targeted peer-to-peer teaching and learning reinforced by ongoing dialogue and collaborative work through regional and sub-regional professional learning communities.	All	Staff time and presenters and substitutes as needed
<b>Accessing community resources</b> to ensure students obtain needed services	Presentations and targeted peer-to-peer teaching and learning reinforced by ongoing dialogue and collaborative work through regional and sub-regional professional learning communities.	All	Staff time and presenters and substitutes as needed

Incorporating the <b>College and Career Readiness Standards</b> into course curriculum	Presentations and targeted peer-to-peer teaching and learning reinforced by ongoing dialogue and collaborative work through regional and sub-regional professional learning communities.	All	Staff time and presenters and substitutes as needed
<b>Serving immigrant populations:</b> strategies for communicating with immigrants; legal issues	Presentations and targeted peer-to-peer teaching and learning reinforced by ongoing dialogue and collaborative work through regional and sub-regional professional learning communities.	All	Staff time and presenters and substitutes as needed
<b>Cultural competency</b> to communicate effectively with students	Presentations and targeted peer-to-peer teaching and learning reinforced by ongoing dialogue and collaborative work through regional and sub-regional professional learning communities.	All	Staff time and presenters and substitutes as needed
<b>Collaboration skills</b>	Presentations and targeted peer-to-peer teaching and learning reinforced by ongoing dialogue and collaborative work through regional and sub-regional professional learning communities.	All	Staff time and presenters and substitutes as needed
<b>Using data to improve instruction</b>	Presentations and targeted peer-to-peer teaching and learning reinforced by ongoing dialogue and collaborative work through regional and sub-regional professional learning communities.	All	Staff time and presenters and substitutes as needed

## Appendix: Table 7.1

Table 7.1 Leverage of Existing Regional Structures from Partners					
Partner Institution Supporting Regional Consortium	Program area to be addressed (1-5)	Tasks/Activities Needed to Implement Support of the Program	Member Counterpart(s) *	Partner Contribution**	Timeline
Rubicon Programs	1,5,4	<ul style="list-style-type: none"> <li>• Coordination and Information Sharing</li> <li>• Case Management</li> <li>• Specialized support (Reentry population)</li> </ul>	TBD	Staff Time	July 1, 2015- July 1, 2016
Department of Rehabilitation	1,3,4,5	<ul style="list-style-type: none"> <li>• Coordination and Information Sharing</li> <li>• Disabilities Services: counseling and guidance</li> </ul>	TBD	Staff Time	July 1, 2015- July 1, 2016
Monument Impact	1-5	<ul style="list-style-type: none"> <li>• Coordination and Information Sharing</li> <li>• Tutoring, Case Management</li> </ul>	TBD	Staff Time Facilities	July 1, 2015- July 1, 2016
Contra Costa County Office of Education CTE/ROP	1,3,4,5	<ul style="list-style-type: none"> <li>• Coordination and Information Sharing</li> <li>• Alignment with related policy efforts such as SB1070 and CPT</li> </ul>	TBD	Staff Time Facilities	July 1, 2015- July 1, 2016
Workforce Development Board (WDB)	1-5	<ul style="list-style-type: none"> <li>• Coordination and Information Sharing</li> <li>• Workforce Innovation Networks,</li> <li>• Asset Mapping</li> <li>• Training, Workshop, Professional Development</li> <li>• Specialized support (Veterans, Out of School Youth)</li> </ul>	TBD	Staff Time Facilities	July 1, 2015- July 1, 2016
Opportunity Junction	1-5	<ul style="list-style-type: none"> <li>• Coordination and Information Sharing</li> </ul>	TBD	Staff Time	July 1, 2015- July 1, 2016
Project Second Chance	2	<ul style="list-style-type: none"> <li>• Coordination and Information Sharing</li> <li>• (not able to commit additional resources at this time)</li> </ul>	TBD	Staff Time	July 1, 2015- July 1, 2016
IBEW	1, 2,4,5	<ul style="list-style-type: none"> <li>• Curriculum coordination and pre-apprenticeship</li> </ul>	TBD	Staff Time	July 1, 2015- July 1, 2016

\* Indicate the consortium member(s) who will be the users of the contribution.

\*\* Partner Contributions may be in the form of cash, in-kind (i.e., facilities, staff time, etc.), or a combination of both. Please note: matching contributions are not required for a consortium's partners or members. The purpose of this table is to identify the contributions that partners may make to the efforts of a consortium toward coordinating the Adult Education programs to be offered by the consort

