



AB104 Adult Education Block Grant - Three-Year Consortia Plan Update from AB86 Final Plan

Section 1: Consortium Information

1.1 Consortium Planning Grant Number:	07-61754
1.2 Consortium Name:	Contra Costa County Adult Education Consortium
1.3 Primary Contact Name:	G. Vittoria Abbate
1.4 Primary Contact Email:	abbategv@mdusd.org

Section 2: Three-Year Plan Summary

AB86 Final Plan adapted to AB104 requirements

2.1 Provide an Executive Summary of your consortium’s AB86/104 Plan vision and goals (updated as appropriate). You can attach your summary or enter it below. Please see the Guidance document for attachment instructions.

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 and AB 104:

1. Adult Basic Education, Adult Secondary Education and Basic Skills (ABE/ASE/Basic Skills), which include 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 (CCCCD), which comprises all of Contra Costa County, defines the regional boundaries for the Contra Costa County Adult Education Consortium (CCCAEC). The Consortium's Steering Committee includes the following member organizations:

- Contra Costa Community College District and its constituent institutions: Contra Costa College (CCC), Diablo Valley College (DC) , and Los Medanos College (LMC).
- K-Adult 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 (LAE), Martinez Unified School District/ Adult Education (MAE), Mt. Diablo Unified School District/Adult Education (MDAE), Pittsburg Unified School District/Adult Education (PAEC), and West Contra Costa Unified School District/Adult Education (WCCAE).
- 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 faculty meetings. These include Project Second Chance (county library literacy program), the Literacy for Every Adult Program (LEAP) (library literacy program) and the Contra Costa Workforce Development Board (WDB).

Other partner agencies that have participated in a special "Partner Convening" include Catholic Charities of the East Bay (CCEB), Monument Impact, Rubicon, International Brotherhood of Electrical Workers (IBEW), Plumbers Local # 342, California State Department of Rehabilitation, Contra Costa County ROP, and Opportunity Junction. Additional community agency partners and stakeholders are being identified and involved as local planning spear-headed by the Consortium Steering Committee continues to move forward.

These and many other partners have now participated in a major, special "Stakeholder Convening" and provided feedback to the original Consortium Plan of March 1st, 2015. The original Regional Plan and the ongoing development of it and planning process, including establishment of a well-functioning local organization structure to support the plan continues to be well received particularly in terms of the overall mission of the Consortium in its focus on increased and improved

collaboration between K-adult school districts and the Community College District to better serve diverse adult student needs. Adult Education Program Coordinators and Community College faculty continue to co-chair central county ESL and ABE/ASE sub-regional.

Some of the local community organizations identified and being included in the local planning work include:

- 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

In addition, 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

Representatives from Contra Costa Community College District, individual community colleges, and K-adult 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 are providing a basis for identifying promising practices, challenges, and strategies for addressing obstacles to effective collaborations.

The historically-defined and geographically-distinct areas of Contra Costa County (West county served by Contra Costa College and West Contra Costa Adult Education, Central County served by Diablo Valley College and Mt. Diablo Adult and Acalanes Adult Education, and East County served by Los Medanos College as well as Antioch, Pittsburg and Liberty Adult Education) is serving the Consortium Steering Committee well in helping 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 continue to be explored, however, the Consortium Steering Committee continues to see sub-regional distinctions to be less significant than regional commonalities. Sub-regional teams are expected to continue play the major role in the local planning and implementation discussions, particularly as they relate to partnership development.

The Consortium has embarked upon an extensive planning process that engaged

member agencies, partners and stakeholders in a comprehensive needs and asset assessment. This process continues and involves regular steering committee meetings, inclusive stakeholder meetings, focus groups, and ongoing gathering of program data from Consortium member institutions.

Importantly, the Consortium has adopted and is abiding by the following set of planning principles that have 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 continue to play an important role in focusing discussions among a large diverse group of partners who have engaged in difficult and revealing dialogue about the current status and potential future of programs serving thousands of high-need adult students in Contra Costa County. AB 86 created a forum for learning and visioning that promises the reshaping of the delivery of adult education across the county.

Communication: The Leadership Steering Committee continues to be committed to robust communication with members, faculty, and community partners. The publicly - available web site, www.cccaec.org, continues to provide information on planning activities, members and participants, governance, meeting agendas and notes, as well as other relevant documents. A new Consortium Manager will soon be hired to oversee and maintain all organization functions of Consortium work including supporting the co-chairs, Leadership Steering Committee, maintenance of email distribution lists, timely notice and publication to members and the community-at-large of all communications, agendas and notes,

including the clear articulation of action and information/discussion items. The Consortium Manager will also support and oversee the planning and execution of Consortium Leadership Steering Committee meetings, all stakeholder meetings, including sub-regional program meetings and the timely reporting of deliverables to AEBG.

Qualitative data gathering meetings and focus groups: A key strategy for collecting qualitative data on strengths, vision, gaps, and solutions to gaps is to continue to convene faculty, counselors, program coordinators, principals, superintendents and other program staff from throughout the region, representing each of the schools and colleges. The Consortium members continue to identify and compensate those who participate in this important sub-regional work. To date, over 100 individuals continue to participate in local sub-regional work in the program areas of ESL, ABE/Basic Skills, CTE and AWD.

Leadership Steering Committee Input and Synthesis: The Leadership Steering Committee reviewed summaries of participant input and promising practices to synthesize key directions.

2.2 Provide updates and changes to your submitted AB 86 Final Plan regarding Objectives 1 and 2. It is not necessary to reiterate or attach these sections from your AB86 Final Plan to this document. You can attach your description or enter it below. Please see the Guidance document for attachment instructions.

NOTE: The updates shall include data and changes regarding the seven program areas in AB104 (five of which were in AB86):

1. Programs in elementary and secondary skills, including those leading to a high school diploma or high school equivalency certificate.
2. Programs for immigrants in citizenship, ESL, and workforce preparation.
3. Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce.
4. Programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school.
5. Programs for adult with disabilities.
6. Programs in career technical education that are short term in nature with high employment potential.
7. Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards.

2.2a Objective #1: An updated evaluation of *current levels and types of adult education programs* within its region, including education for adults in correctional facilities; credit, noncredit, and enhanced noncredit adult education coursework; and programs funded through Title II of the federal Workforce Investment Act, known as the Adult Education and Family Literacy Act (Public Law 05-220).

Describe any changes regarding the services and programs the consortium members and partners are currently providing in the consortium's region and provide a narrative evaluation of adequacy and quality. Please note that community college district members are requested to provide data separately for credit basic skills, enhanced noncredit, and/or regular noncredit, as applicable.

No major programmatic changes have occurred regarding services and programs provided by Consortium member institutions. This is due in large measure based on personnel changes in both the K-adult school and community college leadership positions which took place at the end of 2014-2015 and at the beginning of 2015-2016. However, significant planning occurred as the Consortium assumed a much more deliberative pace in aligning its efforts in support of a number of services already being delivered both by the K-adult school and community college member institutions.

Sub-regional meetings and collaborative efforts gained momentum during 2014-2015 in the program areas of Adult Basic Education (ABE)/Basic Skills, Career Technical Education (CTE) and Adults with Disabilities (AWD). Some highlights of the planning and deliberations include identification of enhanced and increased assessment tools and resources, establishment of expanded career pathway structures aligned to current ongoing regional work between K-12 and community college institutions, design of conceptual frameworks for alternative certification processes and recognitions, development of seamless on and off-ramps between K-adult schools and community colleges allowing for multiple tracks and opportunities along the continuum of life-long learning and skills renewal. Additionally, the seven (7) K-adult schools began critical work on developing congruence among their programs. This work included discussions on the developing student outcome benchmarks in all program areas as well as common assessments to measure student outcomes.

Through the ongoing formal discussions of the Consortium Steering Committee and the Sub-regional workgroups in the program areas aforementioned, an opportunity for the community colleges to strategically begin design of bridge and transition

roadways to and from the K-adult schools, allowing not only articulation to the community colleges but reverse articulation. In addition, the community colleges have identified through these discussions and have begun to develop, high-touch wrap-around support services and curriculum alignment in concert with other state-funded grant programs. Significant thinking has been given to the increase of enhanced non-credit adult education leading to additional career path opportunities and further options to coordinate federal, state and private funding resources.

2.2b Objective #2: An updated evaluation of *current needs* for adult education programs within the consortium's region. Describe and assess current needs for each of the AB86 adult education program areas (1-5), including the needs that are currently unmet. This might be informed by regional data including, but not limited to, student wait lists for classes in the program areas addressed in AB86; school districts' K-12 English Learner statistics; the number of children who qualify for free or reduced lunch; adults who do not have a high school diploma; and other relevant data. Additionally, consider needs in your region documented in state sources that informed the AB86 awards, which were calculated based on community college district boundaries (<http://cccgis.org/CCCDistrictBoundaries/tabid/626/Default.aspx>). This should provide an updated overview (if applicable) of the consortium's region including:

- Analysis/description of local regional economy
- Additional analysis utilizing other data

Overview of Contra Costa County: 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 1,052,047¹ 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.

To help establish the need for adult education services, WestEd collected and analyzed both quantitative demographic data and qualitative data from meetings 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. This data 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

Community (School District)	Total Population	Speak English less than “very well” (Number)	Speak English less than “very well” (Percent)	Language other than English* (Number)	Language other than English*
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%
Total	447,464	53,057	11.86%	163,264	36.49%

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	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%
County Totals	171,418	29,316 (17.1 %)	2.80%	8.3%	66,303 (39.6%)	6.90%	10.20%	11.40%	13.6%
State Totals	6,226,989	1,346,333 (21.6%)	4.00%	11.6%	3,509,407 (58.0%)	10.10%	13.10%	19.18%	19.60%

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

18-24 Population	25-64 Population	Total 18-64
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

Less than high school	Percent of 18-64 population	Number of adults without a HS diploma who speak English well or very well	Number of adults without a HS diploma who speak English not well or not at all	Percent of those lacking high school diploma who speak English not well or not at all
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

English Language Levels: Speaks English...	18-24	25-64	18-64
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
Speaks English Not Well or Not at All	3,517	51,748	55,265

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

Lack a HS diploma and make less than 25K or are unemployed			
	Ages 18-24	Ages 25-64	Total Ages 18-64
Lack High School Diploma	12,435	66,936	79,371
Lacking a HS and unemployed or salary less than 25K	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 CCAEC Region: Disabilities by Lacking High School Diploma and Unemployed, Ages 25-64

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

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%).⁴

⁴ 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.

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

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 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 sub-regions 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 sub-region 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 sub-region contains a slightly disproportionate share of East Bay jobs in the healthcare and arts, entertainment and hospitality industries.

2.3 Briefly describe what your regional consortium system will look like by the end of the 2017-18 program year in the areas listed below. NOTE: Responses to items 2.3a, b, c, d and e are required as part of adapting the AB86 Plans to AB104 requirements. The remaining items are optional and are offered to provide updates, if applicable.

2.3a Placement of adults (including but not limited to older adults) seeking education and workforce services. (REQUIRED)

Given the critical needs and skills gaps in several of the areas within the county (illustrated in the demographic data and information provided above), focused and concentrated efforts for strategic implementation of initiatives that will ensure placement of adults seeking education and workforce services will be well underway in 2016-2017 and in place by the end of 2017-2018. The model aspired to is a seamless educational model that will support adult students finding multiple entry points to programs and services that will promote their educational growth and workforce preparation and/or re-entry. These entry points will be found within programs and services collaboratively offered by K-adult education schools, community colleges and community organizations. System barriers to student

mobility between adult school and community college will be reduced by providing an integrated system of on and off-ramps for adult students to navigate more easily to find educational programs that suit their needs. Student transitions within this integrated system will be facilitated by strategies of contextualized curriculum, bridge programs, earlier college matriculation services at the K-adult schools, and co-location of programs.

The Consortium will leverage resources through collaboration with other regional initiatives such as the California Career Pathways Trust (CCPT), SB1070 Career Pathways Regional efforts as well as other CTE and workforce preparation resources at the regional and state level. These initiatives will engage employers, educators, and workforce agencies to connect a trained workforce with the demand for skilled employees across in-demand sectors. In support of this workforce development, the K-adult schools and community colleges will align their coursework to the development of workforce skills needed to ensure that adult education students will have access to the high-wage, high-skill, and high-demand employment in these sectors upon completion of their programs.

Robust professional development will facilitate collaboration among faculties at the K-adult schools and community colleges for improving delivery of instruction and student services. Emphasis will be placed on the continuity of staffing and increasing the proportion of full-time teachers at K-adult schools. Creation of professional learning communities (PLCs) across the adult education and community college systems will benefit both by linking faculties, counselors, administrators, and staff with peer expertise and combined resources that will better support adult students in both systems and those transitioning from one to the other.

System coordination, from the highest level of leadership through discipline specific alignment and interdisciplinary teamwork, will be coordinated by the ongoing work of Consortium member institutions and partners. Sub-regional work group teams, which have been meeting since the inception of the Consortium, will convene faculties and partners to facilitate on-going relationship-building and responsiveness to local needs. Sub-regional workgroup teams will also bring recommendations to the Consortium Leadership Steering Committee and serve as a conduit of information back to the local level, as part of the Consortium's continuous improvement efforts.

By the end of 2017-2018, the Consortium will have mapped all existing initiatives and efforts to ensure the proper and complete leveraging of all combined resources “on the table”, creating a robust system of braided resources and effective cross-referrals. The Consortium will also have a systematic system for tracking student data across systems to ensure that innovations and strategies are generating positive student outcomes and possibly, outcomes that reach pre-determined benchmarks. Data tracking for program benchmarking and improvement will be in full implementation. Agreed-upon definitions of positive student outcomes as well as institutionalized cross-system collaborations will also be in place to facilitate the overarching mission of the Consortium – successful student outcomes.

2.3b Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards. (REQUIRED)

The K-adult school districts and community colleges will provide pre-apprenticeship training in the form of courses and programs that provide experiential circumstances that create a well-trained prospective workforce that can lead to high wage, high skill and high demand careers. Soft skills and self-improvement, counseling, coaching and other support services will be enlarged to accommodate the K-adult school programs to remedy the K=12 adult school “invisible” status and to ensure that the programs are highly-relevant, scalable and sustainable.

Another feature of the development of a programs offering pre-apprenticeship training will be a focus on emerging and not yet developed industries and sectors. Initiatives in developing apprenticeships will concentrate in the fields of Healthcare, Information and Communication Technology (ICT), Manufacturing, Engineering, Biotechnology, Transportation and Logistics, Public Service and Law.

2.3c Programs for adults (including but not limited to older adults) that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school. (REQUIRED)

The Contra Costa County Consortium has had some initial discussions regarding this newly-approved adult education option but due to lack of clarity in the legislative language which establishes this type of programming as a viable option, no conclusions regarding the establishment of any possible new programs that might address the educational goals of adults supporting elementary and secondary school children have been made. At the sub-regional level, in the ESL and ABE/Basic Skills workgroups, more discussion on the nature and scope of this type of programming is to take place which may then result in some recommendations to the Consortium Leadership Steering Committee. Among some of these sub-regional workgroup members, there is some initial discussion about the feasibility of looking at the ESL programs formerly labeled “Community-based English Tutoring (CBET)” as a possible model for a new, more expanded program that might now be more appropriately labeled “Community-based Academic Tutoring (CBAT)”. In Contra Costa County, the former CBET programs in both Mt. Diablo USD and Pittsburg USD, have enhanced CBET curriculum over the years to reach beyond English language literacy skills-building and tutoring to more broadly include school readiness, parenting and academic tutoring skills-building. Additionally, the long-time Parent Education program at Mt. Diablo Adult Education, offered to parents of Mt. Diablo USD school children is already being expanded in scope to focus more on the role of parents supporting the academic success of their children, adding to its curriculum more parental skills-development to help parents in this type of role as well as to help parents better understand and navigate the K-12 educational system. Perhaps as the sub-regional discussions move forward over the next six (6) months, there will also be more clarity at the state legislative level regarding the intent of the new legislative language that has established this new educational program area.

The Consortium Leadership Steering Committee intends to hold broader discussion on this new program area at its next regular monthly meeting (as an *Information agenda* item) parallel to sub-regional discussions that are also expected to now take place on this subject.

2.3d Collection and availability of data. (REQUIRED)

The Contra Costa County Consortium Plan of March 1st, 2015 addresses the question of the availability, collection and sharing of data among member institutions. The plan specifies that the Consortium will work to 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 will enable educators and service providers throughout the system to support adult students in a more strategic and informed manner.

The Leadership Steering Committee is already in the process of organizing and establishing a standing committee of K-adult and community college staff, as well as partner and adult student representatives, to:

- Identify key data and reports to drive program coordination and improvement.
- Develop a common collection and sharing mechanism to include information such as: demographics, education, career goals and education plans, outcome management to determine how students used their training, entry/exit tracking, etc.
- Integrate adult education into Cal-PASS and LaunchBoard data systems currently under development.

In addition, even prior to completion of implementation planning and early implementation stages, the Consortium Leadership Steering Committee is in the process of establishing a systematic data review process to update strategies over time in response to student outcomes, student feedback, workplace demand, economic and social developments and new policies to ensure proper and equitable allocation of resources that will best support regional collaborative programs and services that meet the greatest needs and reach the greatest number of the adult student population in Contra Costa County.

The Consortium Leadership Steering Committee is committed to leveraging endeavors through the roll-out and expansion of Cal-PASS Plus, SB1070 data work, Career Pathway Trust Fund (CPTF) data initiatives, Community College Launchboard, AIM, Schoolhouse and the Adult Student Attendance Program (ASAP) to determine how all students transitions, data points and outcomes are tracked for the purpose of providing members, partners and stakeholders important outcome data that will inform the collaborative work of the Consortium. This commitment to tracking data will ensure all alignment and pathway development endeavors are informed by measures of student pathway success that will in turn, lead to the development and implementation of a data system that provides timely and accurate information about student progression and outcomes.

2.3e Qualifications of instructors (including common standards across entities). (REQUIRED)

The Contra Costa County Consortium has not yet addressed the issue of teacher common credentialing standards across the K-adult and community college systems. It is anticipated that as initial discussions of transition/bridge and co-located programs gain momentum, the issue of credentialing will also gain momentum. It is also expected that as the work of the Consortium progresses in terms of curriculum articulation between K-adult schools and community colleges as well in terms of development of more program/curriculum congruence among the seven (7) K-adult schools, common credentialing standards will become more critical to foster better across-system program planning for the delivery of curriculum to adults with varying skill levels, workplace skills needs and previous academic/educational experience.

The Consortium has already discussed and is planning regional professional development opportunities for faculties in both the K-adult and community college systems. During initial discussions regarding regional PD, there has been thinking about the need to identify key qualifications and qualities required of teachers of adult students and that PD opportunities will need to be designed to support the development and honing of the teaching skills that support adult learning and adult learners. In addition, recruitment and hiring of well-qualified teachers will need re-examination in light of differences in hiring qualifications that currently exist between the K-adult and community college systems.

An examination of credentialing needs across both systems as the systems begin to expand articulation and co-location of programs is expected to be an area of focused attention by the Leadership Steering Committee in 2016-2017.

2.3f Alignment of academic content and curricula (OPTIONAL)

Please refer to the narrative provided for 2.2a Objective #1 on pages 7-8 regarding alignment of content and curricula, including the development of common assessments.

2.3g Alignment of educational services supported by this grant. (OPTIONAL)

Please refer to the narrative provided for 2.2a Objective #1 on pages 7-8 regarding alignment of educational services.

Section 3: Consortium Member Signature Block

Name:	G. Vittoria Abbate
Consortia Member:	Mt. Diablo USD/Adult Education
Email:	abbategv@mdusd.org
Date:	21 st December, 2015
Signature Box:	<i>G. Vittoria Abbate</i>