

Contra Costa

ADULT EDUCATION REPORT

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EXECUTIVE SUMMARY

INTRODUCTION

Contra Costa Adult Education Consortium partnered with BW Research Partnership to support their work in the AEBG planning process. The following report details the region's economy, labor market, and current and potential student (demographic) profiles to better understand the needs and opportunities for Contra Costa's adult education students. Phase I of the report includes the compilation and analysis of publicly available data to better understand the County's economic and demographic profile. Phase II includes direct feedback from Contra Costa's current and potential adult education students through two distinct survey efforts. The overall purpose of the report is to;

- Evaluate the current economic and employment profile in Contra Costa including an examination of industry clusters, occupation segments, and an initial identification of potential career pathways and lattices for adult education students.
- Identify and describe adult education student segments in Contra Costa County and assess how they could benefit from current or potential Adult Education programs.
- Identify and assess current education, training and related support services in the county and evaluate their ability to support adult education potential student universes.

WHAT WE LEARNED FROM PHASE 1 RESEARCH

The following key findings from the Phase 1 research, include;

1. **Contra Costa's population is growing faster than the state average while the county's job growth has been below both the state and national averages.** This trend has been consistent for the last 5 to 6 years and is expected to continue based on most demographic and economic forecasts. This will create challenges as neighboring counties, like Alameda, continue to have above average job growth, which means more Contra Costa residents will be commuting south and adult education students will need to travel to find employment opportunities, particularly those with higher paying opportunities. In fact, Contra Costa residents already experience longer commute times than the state and national

- averages, with most of these commuters being employed in higher paying management, business, science, and arts occupations.
- 2. A tight labor market with low unemployment rates could pose a growing challenge for new businesses and businesses looking to expand as the workforce shortage worsens.** A low unemployment rate of 3.8 percent, which is lower than the state and national averages, indicates a tight job market where workers are in high demand and employers face a challenge finding qualified job candidates.
 - 3. Contra Costa's overall job quality has deteriorated since 2006** as the number of Tier 3 occupations (low-skill, low wage) has grown at 2.5 to 5 times the rate of Tier 1 occupations (high-skill, high wage) and Tier 2 occupations (medium-skill, medium-wage), respectively. This means that the proportion of sustainable jobs in the county has decreased, making it harder to live and work within the county. This is particularly important given the cost of living in Contra Costa County is 43% above the national average.¹ To put this into perspective, a family of two adults (one working) and two children would need to have 2.4 full-time Tier 3 jobs to afford to live in Contra Costa County² without assistance from the government or outside organizations.
 - 4. The proportion of Contra Costa's potential adult education population is higher for most programs in the Western and Eastern sub-regions of the county** where the population has generally lower educational attainment levels and a greater opportunity to benefit from basic skills courses that lead to a High School Diploma or equivalency and classes and courses that teach English proficiency. The two areas with the highest proportion and overall number of adults with low educational attainment, higher poverty levels, and English language difficulties include the Northwestern portions of county around Richmond, San Pablo, and El Cerrito, as well as the Northern border of the county from Port Chicago through Bay Point, Pittsburg, and Antioch.
 - 5. Contra Costa is a net exporter of talent for ALL types of occupations,** but particularly for higher-skilled, higher wage positions. Less than half of Contra Costa residents who work in "management, business, science and arts occupations" are able to work within the county. This tells us that Contra Costa

¹ Source: EMSI Regional Cost of Living Index – 2017.

² Based on the MIT Living Cost Calculator: <http://livingwage.mit.edu/>.

has a resident workforce that could support additional higher-skilled, higher-wage businesses in the county.

6. **Contra Costa's industry clusters underwent varying changes from 2011 to 2017.** Industries such as healthcare, logistics, professional & business services, and building & design have above average wages, have had above-average growth rates, and, except for logistics, have a job concentration that is above the national average. Other high-paying clusters have had very little to no growth, including biotechnology and biomedical devices (7%), defense and aerospace (6%), and energy (0%), while others have experienced a decline, including information and communication technologies (-5%), water (-19%) and advanced manufacturing (-11%). Lower-paying clusters with a high to medium growth rate include tourism, hospitality, and recreation (27%), education and knowledge creation (20%), and agriculture and food (13%).

WHAT WE LEARNED FROM PHASE 2 RESEARCH

The key findings from the initial **Career & Technical Education (CTE) survey** include:

1. **Overall, current adult education students are more satisfied with their level of education and employment opportunities than potential students.** Seven-out-of-ten current students (70%) are satisfied with their level of education and the employment opportunities it provides them, compared to 56 percent of the potential students. This shows that current adult education students feel more empowered and engaged in their employment opportunities than those who are not currently attending adult education courses.
2. **Paying for tuition and fees as well as finding programs and courses that work with their schedule are the most frequently cited obstacles for Contra Costa's current and potential adult education students pursuing their educational goals.** Time and money are the most substantial obstacles facing both current and potential students as they work to meet their educational objectives. Thus, it is important to develop programs with classes available at flexible hours or outside regular working hours and offer scholarships or other forms of financial assistance that will make programs more affordable to adult education students.
3. **Courses that teach business and technology skills, prepare students for an Associate or bachelor's degree, and teach medical certifications to work in the healthcare industry raised the most interest among current and potential adult education respondents.** Most students (65%) are taking classes for a work-related reason, such as to get a job or to get a better job. It is important to develop

programs that are directly linked to the world of work and will better prepare students to get a job, get a better job, or get more education as they move along a career pathway. Classes that teach in-demand technical skills, prepare students for a higher degree, and that provide industry professional certifications are of considerable interest with adult education students.

4. **Getting the money and resources needed and getting the academic degree and/or certification needed are the main challenges respondents face in getting employed in the careers or positions they want to work in.** Money and obtaining specific degrees/certifications are two significant challenges students face in getting the career they want. As mentioned previously, scholarships and financial plans that can make programs more affordable and classes that will prepare for or provide in-demand degrees and/or certifications can help students obtain their desired job.
5. **Over half of the students (55%) have specific careers or positions that they want to find employment in and that require education or training beyond high school.** Of those that provided an opinion, 55 percent are either currently working or expect to be working in that career or position in the future.

The key findings from the second **Adult Education Population Segments survey** include:

1. **Most enrolled students are taking classes for a work-related reason (59%).** More than a quarter (29%) of respondents are taking classes to get a job, one-fourth (25%) to get a better job, and 5 percent to get a promotion with their current employer. Taking classes for work is especially important for respondents who are 30 to 49 years old (70%) and people working in the manufacturing (100%), education (90%), and healthcare (71%) industries. **Respondents 55 years and older were the only adult education segment where a majority of respondents did not place a high priority on adult education to support their current and future employment goals.**
2. **Finding programs and classes that fit their schedule and tuition and fees are the biggest challenges in getting more training or education.** Similar to the findings of the previous survey, time and money are the most substantial constraints respondents face as they work to meet their educational objectives. It is important to offer classes at flexible hours or outside regular working hours and provide scholarships or other financial assistance that will make programs more affordable to students. It is worth noting that other obstacles were identified, including childcare and transportation, however, they were considered difficult by a small portion of the respondents.
3. **Classes to help read better and classes for English language skills for the workplace raised a high level of interest.** This was especially true for *“English as a second*

language” (ELS) respondents (72% were very interested). These interest levels highlight the importance of local adult schools in providing ELS classes to the local workforce to help them gain skills that will lead to new or better jobs.

4. **Getting the money and resources for education and getting the technical training needed are the biggest difficulties in getting the desired job.** Just like with the first survey, money and technical training are the most significant challenges in getting the job adult education students want. Scholarships and some form of financial assistance that can make programs more affordable and connect classes to the world of work will teach students in-demand technical skills that can help them obtain better jobs and careers.

NEXT STEPS & RECOMMENDATIONS FROM THE RESEARCH

The core Adult Education (AE) segments for Contra Costa AEBG were identified as:

1. Basic skills - or adults 18 years old or older with less than a high school diploma or equivalency
2. English as a Second Language (ESL) - or adults 18 years or older who speak English less than very well
3. Adults with Disabilities – population 18 to 64 years old with a verified disability
4. Older Worker – population 55 years old or older in the labor force
5. Lower Income Population – population 18 to 64 years old whose income in the past 12 months is below poverty level
6. Career & Technical Education (CTE) – adults 18 years old or older with a high school diploma or equivalent or with some college, no degree.

Additionally, the *Re-Entry Population* (adults who are or were incarcerated and in need of additional training to enter the world of work) were included in the AE universe during the second survey in Phase II of this research study but they were not included in the original research plan and the first phase of the study.

The following next steps and recommendations for Contra Costa County, based on BW Research’s assessment of the research findings, are structured as follows:

- (1) AE recommendations that support employment opportunities
- (2) AE recommendations for educational transitions, transfers and pathways
- (3) AE recommendations that support improved quality of life for adult education students and their households.

1. RECOMMENDATIONS TO SUPPORT EMPLOYMENT OPPORTUNITIES

Employment and opportunities for a better, higher paying job are a foundational motivation for approximately three out of five (59%³) current Contra Costa County adult education students. Current and potential adult education students not only indicated they were looking for a job but were also focused on developing skills and industry knowledge and experience that would provide opportunities for full-time, permanent employment with higher wages. The following next steps and recommendations are meant to support Contra Costa's adult education students, both current and potential, as they look to adult education to quickly prepare them for the world of work.

Recommendation #1: Expand regional industry clusters beyond Home Health Care Services & Advanced Manufacturing to include Building & Design, Finance, Insurance & Real Estate (FIRE), Healthcare, Information & Communication Technologies (ICT), Logistics and Professional & Business Services and their relevant occupational pathways

Target AE Segments: All adult education segments

Geographic Area: Across the County with Industry & Occupational priorities in different areas within the County

1. The industry employment picture for Contra Costa County is diverse and requires an expansive view to better understand the broad range of employment opportunities for current and potential adult education students. Industry clusters within Contra Costa County, such as Building & Design, Healthcare, Logistics and Professional and Business Services, have all experienced over 20 percent employment growth from 2011 to 2017, with average wages all above \$80,000. These four industries also employ over 11,000 people, each, in the county. While FIRE (Finance, Insurance & Real Estate) and ICT (Information & Communication Technologies) have not experienced as rapid growth over the same time period as the four other industry clusters identified, they also provide higher wages and a healthy array of occupational pathways that can at least begin with adult education course offerings.

Adult education providers in Contra Costa County can begin to implement this recommendation by identifying and informing students of the current courses that prepare students for entry and mid-level employment opportunities in these industry clusters. For more information on career pathways in these industry clusters, please see page 70 of the report.

³ This is taken from the second survey in the second phase of this research study, which focused on current adult education students in basic skills, ESL, adults with disabilities, and re-entry population.

Recommendation #2: Expand contextualized ESL courses for employment with an emphasis on effective verbal communication and reading skills in the workplace.

Target AE Segments: ESL (Primary) and Basic Skills (Secondary)

Geographic Area: Western Area & Northern Central (Antioch to Richmond) part of the County

2. Current ESL students placed the highest priority on courses that taught English language skills for the workplace and classes that helped students read better. This, combined with the importance of better employment outcomes for ESL students, emphasized the need for ESL courses that were focused and contextualized for the world of work. Communicating in the workplace (i.e. customer service, inter-personal) and other relevant English courses that are connected to industry and employment training could offer immediate jobs opportunities for AE students.

Adult education providers in Contra Costa County can begin to implement this recommendation by assessing their current ESL courses and focusing their marketing and communication efforts on current and potential students in areas such as San Pablo, Pittsburg and Martinez. For more information on connecting adult education courses for English language learners to work and careers, see the link below for the report on “Preparing English Language Learners for Work and Career Pathways”.

https://lincs.ed.gov/sites/default/files/ELL_Context_Instruction_508.pdf.

Recommendation #3: Develop occupational and educational pathways for AE courses in business, financial and technology positions.

Target AE Segments: CTE (Primary) as well as Basic Skills & ESL (Secondary)

Geographic Area: Across the County

3. Occupational pathways provide another approach beyond industry clusters to introduce and prepare adult education students to the world of work. This recommendation focuses on the development of occupational pathways in business, finance and technology positions and their connection to educational requirements and local employment opportunities. It is important to understand that occupational pathways are focused on preparing individuals for occupations that span across multiple industries, for example, technology occupations, such as a software developer can be found industries across the economy, including healthcare, the public sector, and the energy industry. This approach identifies

and prepares students for occupational pathways that are found throughout the regional economy and across multiple industry clusters, while introducing employment entry-points with educational and upskilling opportunities.

Adult education providers in Contra Costa County can begin to implement this recommendation by identifying and developing occupational career pathways in one of the four recommended areas. For more information on developing career pathways connected to educational and occupational opportunities, the links below provide additional information.

https://ccrscenter.org/sites/default/files/AskCCRS_CareerPathways.pdf

Business & Financial Occupations

<https://www.bls.gov/ooh/business-and-financial/home.htm>

Technology Occupations

<https://www.bls.gov/ooh/computer-and-information-technology/home.htm>

Recommendation #4: Develop introductory courses and bootcamps to support apprenticeship and on-the-job employment assessment and preparation.

Target AE Segments: CTE (Primary) and Older Workers (Secondary)

Geographic Area: Central (Technology) and Eastern (Building & Design)

- Both current and potential adult education students identified getting relevant work and industry experience as an obstacle to getting into the career they are working towards. The research findings also showed that many adult education students often lack the resources for longer investments in training and education that do not allow for earning income. This recommendation is focused on developing short concentrated assessment and preparation courses that prepare students for apprenticeship and on-the-job training programs in different industry and/or occupational pathways.

Adult education providers in Contra Costa County can begin to implement this recommendation by engaging with employers to better understand their needs for different occupations and develop assessment and preparation courses to respond to employer needs. The link below provides an example of a new and innovative educational program that assesses and prepares students for technology apprenticeships that provide invaluable industry experience and on-the-job training.

<https://www.slopartners.org/>

Recommendation #5: Develop career navigation courses and/or resources for older workers and other transitioning adult education students that develop networking, resume building and communication skills in the workplace as well as introductory training for business and technology skills.

Target AE Segments: Older Workers and Re-Entry Population (Primary) as well as CTE and ESL (Secondary)

Geographic Area: Central (Clayton & San Ramon) and Eastern Areas

5. Current adult education students face several obstacles getting the jobs they want, from developing resumes, planning career goals, to communicating with potential employers. This recommendation is focused on developing career navigation courses and/or resources at or convenient to adult education students, who are often limited by their transportation choices. These career navigation courses and/or resources would focus on developing skills to;
 - a. Identify and network with industry stakeholders and potential employers to find work opportunities of interest.
 - b. Create effective resumes, complete employment applications, and communicate with employers to get meaningful employment.
 - c. Stay connected to industry and occupational trends to identify opportunities for upskilling and learning new technologies to stay marketable and in-demand within the regional labor market.

Adult education providers in Contra Costa County can begin to implement this recommendation by identifying what training and information resources are needed to assist adult education students who are looking to find employment or transition to new employment opportunities. The link below provides an example of the career navigation services provided by a training and workforce development organization in Silicon Valley.

http://myplan.novaworks.org/career_nav.php

2. RECOMMENDATIONS FOR EDUCATIONAL TRANSITIONS, TRANSFERS AND PATHWAYS

Adult education should not only be a pathway to improve employment outcomes but should also put students on a trajectory to higher educational attainment and long-term career success. The following next steps and recommendations are meant to support adult education students as they work to further transitions and transfers to greater education attainment and farther along employment pathways.

Recommendation #6: Reduce Financial & Schedule Barriers for Current & Potential Students**Target AE Segments:** All adult education segments**Geographic Area:** Across the County

6. The majority of current and potential adult education students surveyed identified tuition or fees as well as program and course schedules as a difficulty they faced in getting the education or training they wanted. While other obstacles were a challenge for some adult education students, such as transportation, daycare, and course locations, ultimately tuition and schedule were the two most cited obstacles for both current and potential adult education students. This recommendation is twofold;
 - a. Identify programs and/or resources that already exist to assist current and potential adult education students with tuition and fees. Determine whether these programs and/or resources have been adequately communicated to current and potential adult education populations and if not, develop a communications plan to do so. Determine whether there are opportunities to increase the investment in these programs and/or resources to assist current and potential adult education students with tuitions and fees.
 - b. Evaluate current adult education courses and programs to assess whether they could be made more convenient for current and potential adult education students. Examine opportunities to increase online learning, that provides flexible scheduling, where it is appropriate and gather more information from students on what aspects of current programs and courses are inconvenient.

Recommendation #7: Develop introductory employment bootcamps that educate and expose students to the career pathways associated with different educational programs in the County.

Target AE Segments: Basic Skills, Low Income Population & Re-Entry Population**Geographic Area:** Western & Northern Central Area

7. This recommendation is focused on educating and exposing current adult education students to the employment opportunities that can be started and developed through the different educational programs and career pathways offered within Contra Costa's adult education system. This program could begin with a short introductory seminar which provides individual students assessments to determine what they like to do, what they have an aptitude for, and what is

offered and available within the Contra Costa County adult educational system. The program would also include a description of relevant educational programs and the outlook for different occupational and career pathways as well as an introduction to the region's key industry clusters.

Recommendation #8: Identify and develop career pathways with escalating educational requirements, career lattices and relevant employment opportunities in Coding & Technology

Target AE Segments: CTE (Primary) and ESL (Secondary)

Geographic Area: Central and Southern Areas (Where most relevant employers are located)

8. Coding and programming classes taught in AE schools in Contra Costa could help students prepare for the world of work of today and the jobs of tomorrow. Automation and technology are set to impact the world of work in the next 5 to 10 years, by changing skills and training requirements, or changing a position or title altogether. Computer coding and programming are critical skills to acquire, as technology becomes more prevalent in the workplace. As an example, some of the highest paid and growing occupations in Contra Costa and the country are software developers, which are employed in a variety of high paying industry clusters such as information and communication technologies, defense and aerospace, and professional and business services. Programming skills are some of the most in-demand skills among the most lucrative jobs. As such, AE classes that could introduce students to programming languages such as Java, JavaScript, SQL, or C++ could have an important impact in the students' ability to get a high-paying job and move up in the career ladder as well as motivating these students to get additional education at some of the world class universities in the greater region.

Recommendation #9: Develop independent living programs tailored to improve the quality of life and ability to live independently

Target AE Segments: Adults with Disabilities and Re-entry Population

Geographic Area: Eastern (Adults with Disability) and Northern (Re-Entry Population) areas of the County

3. Recommendations for improved quality of life

9. **Develop independent living programs tailored to improve the quality of life of adults with disabilities.** Classes in areas such as increased independence and empowerment, social activities, volunteer and work opportunities, financial education, relationship development, emergency preparedness, and personal

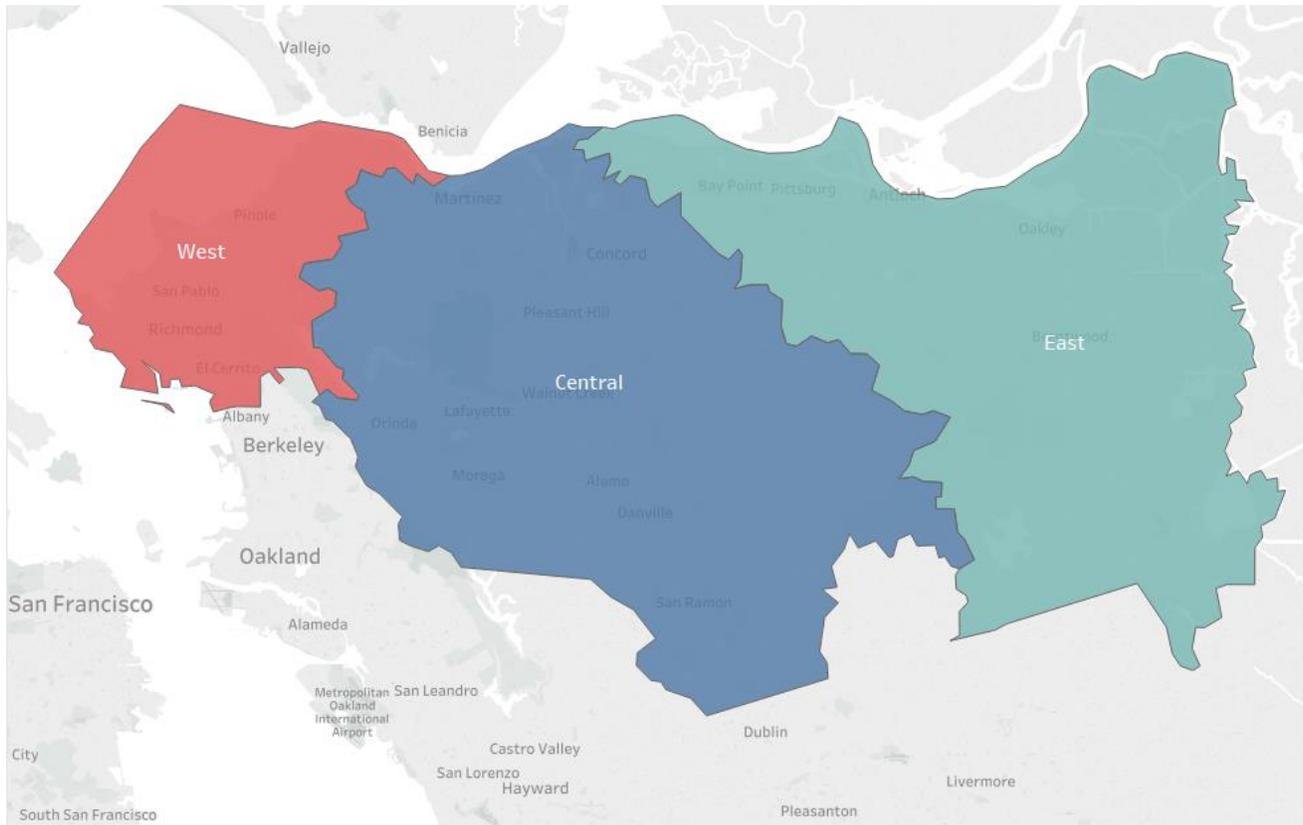
safety training can not only improve the lives of those with a disability or re-entering independent living but can also better prepare them to enter the world of work and improve their quality of life as they become independent learners.

Based on survey responses, the classes that raised the highest level of interest for those with a disability include:

1. Classes that teach life skills and help adults with disabilities (72% interested)
2. Classes for business and technology skills for the workplace (66% interested)
3. Classes for an Associate degree or bachelor's degree (53% interested)

Contra Costa County

For this report, the Contra Costa County is divided into three sub-regions:



West	Central	East
Cities or CDP ⁴ : Crockett, El Cerrito, El Sobrante, Hercules, Pinole, Port Costa, Richmond, Rodeo, and San Pablo.	Cities or CDP ³ : Alamo, Clayton, Concord, Danville, Diablo, Lafayette, Martinez, Orinda, Pleasant Hill, San Ramon, and Walnut Creek.	Cities or CDP ³ : Antioch, Bethel Island, Brentwood, Byron, Discovery Bay, Oakley, and Pittsburg.

For zip code break downs of sub-regions, please see Appendix A.

⁴ Census designated places (CDP)

REGIONAL DEMOGRAPHIC OVERVIEW

The Contra Costa County has a total population of nearly **1.14 million people**⁵, with a median age of 39 and 62 percent of the population between the ages of 18 and 64.

Close to half (48%) of the county’s population live in the Central sub-region, less than a third (29%) live in the East Sub-region, and 23 percent live in the West sub-region (Figure 1).

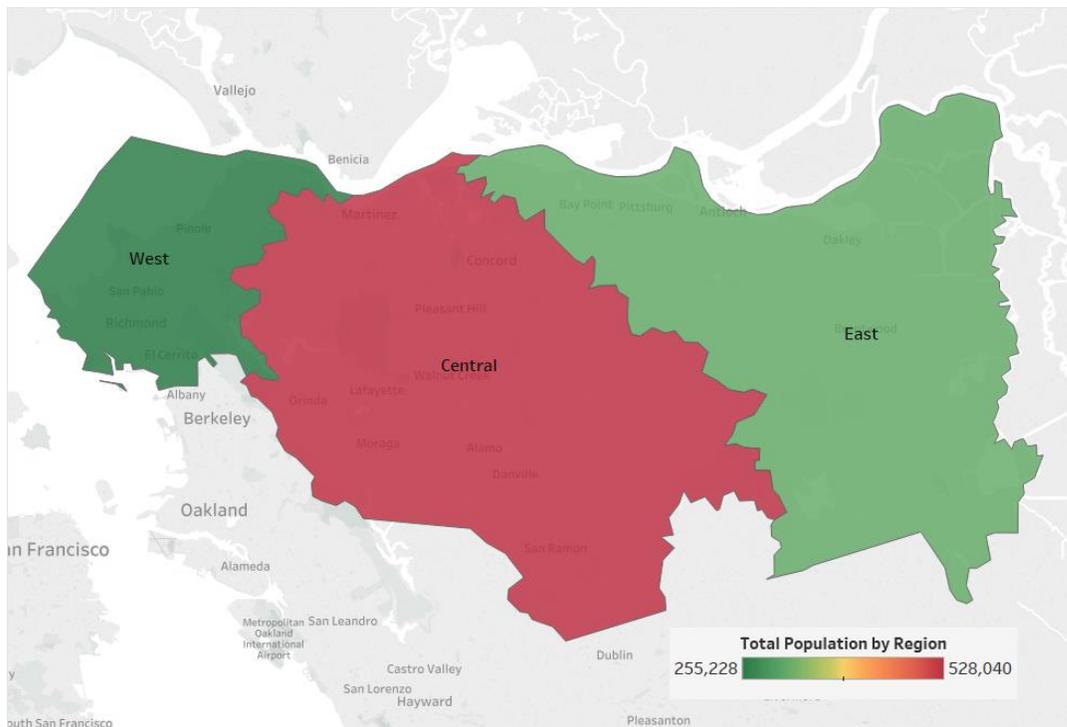
Demographic Indicators Analysis Summary

The population in Contra Costa is growing at a faster pace than the state, and both the median household income and education attainment rates are also higher than in the state averages. Among the three sub-regions, educational attainment is highest in the Central sub-region while the West sub-region is the most diverse in terms of language spoken at home and residents’ ethnicity.

Why is this Important?

Metrics such as the county’s population growth, income, and educational attainment provide a better understanding of the county’s potential workforce and talent pipeline. These population characteristics have an impact on the regional workforce availability and help us understand where education and training resources can be focused.

Figure 1: Contra Costa County Sub-Regions⁶



⁵ This number includes incarcerated people. Source: U.S. Census Bureau, Population Division, 2016 (release date June 2017) and Prison Policy Initiative: <https://www.prisonersofthecensus.org/faq.html>

⁶ Source: U.S. Census Bureau, 2012-2016 American Community Survey 5-Year Estimates.

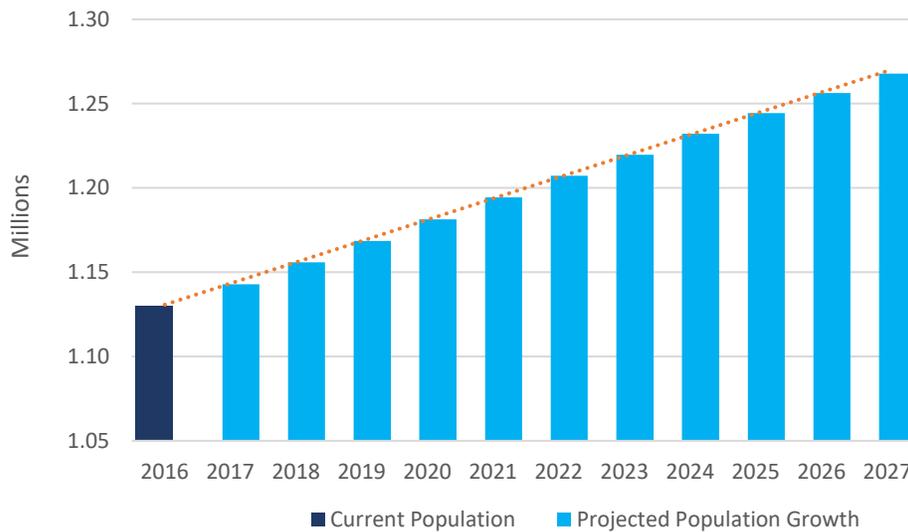
POPULATION GROWTH

The population in Contra Costa County has been increasing at a rate just above 1 percent annually since 2011, with a total increase in the county’s population of just over 66,000 people between 2011 and 2016. Over this time (2011 to 2016), Contra Costa County has grown by over 6 percent, or 39 percent faster than California as a whole, and the county’s population is expected to increase by approximately 12% from 2016 to 2027, to a total of nearly 1.27 million people.

Population Growth

The Contra Costa population is growing at a faster pace than California as a whole.

Figure 2: Current and Projected Population Growth for Contra Costa County, 2016-2027⁷
(Population in millions)



INCOME

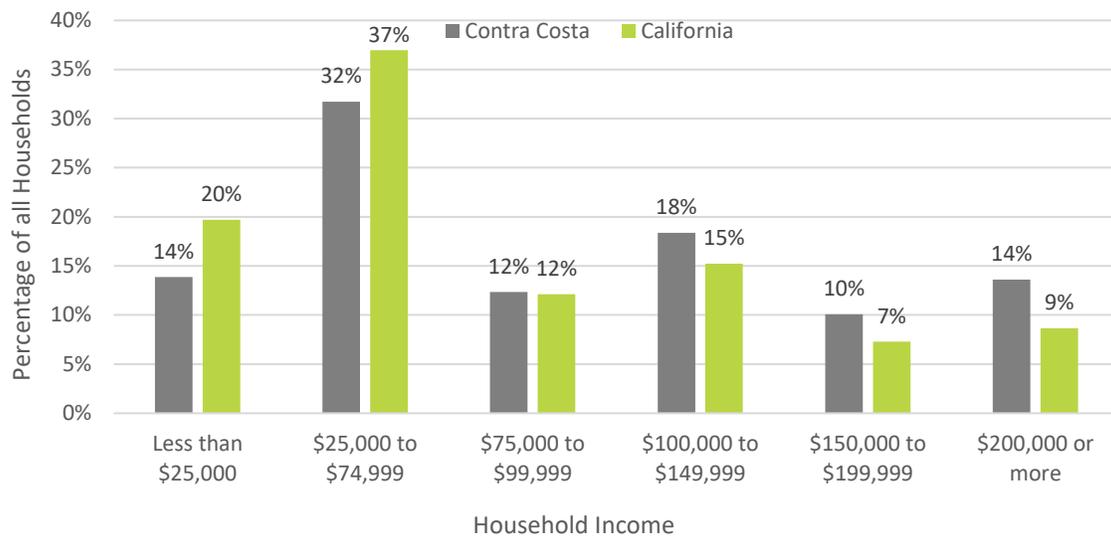
Less than half (46%) of the households in Contra Costa County have incomes lower than \$75,000, 30 percent have incomes between \$75k and \$149k, and 24 percent have incomes of \$150k and over. Compared to California, median household income is higher in Contra Costa county (\$82,881 vs. \$63,783), and the county also has larger portion of households with incomes of \$100k or higher (Figure 3).

Income

Median household income is 30 percent higher in Contra Costa County than in California as a whole.

⁷ California Department of Transportation: Long-Term Socio-Economic Forecasts by County. http://www.dot.ca.gov/hq/tpp/offices/eab/socio_economic.html

Figure 3: Household Income in Contra County and California, 2016⁸



EDUCATIONAL ATTAINMENT

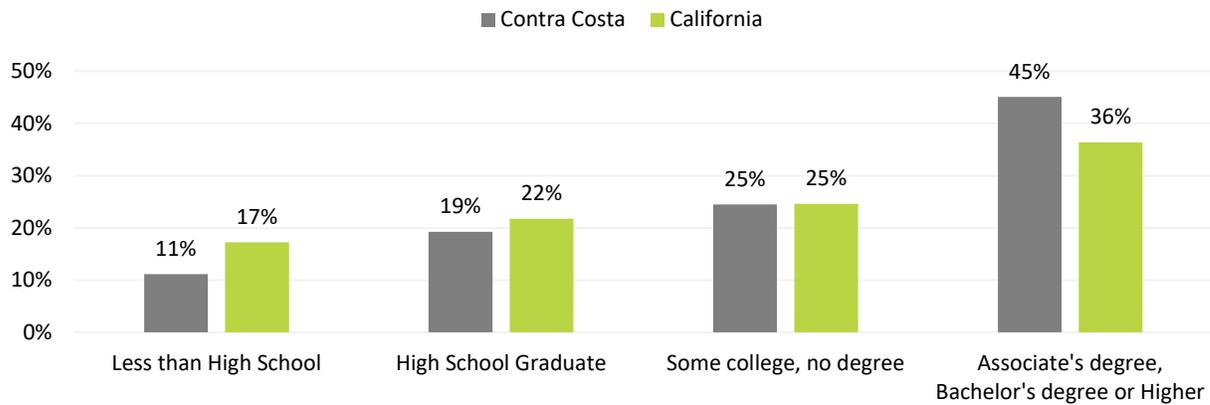
Seven-in-ten Contra Costa adult residents (18 years and over) have some college, no degree, or higher (70%)—a larger number than the state’s average of 61 percent. Almost one fifth of the Contra Costa adult population (19%) has a high school diploma and 11 percent have less than a high school diploma. Educational attainment levels in Contra Costa are higher than the state’s average, with a larger portion of residents in Contra Costa having an associate degree, bachelor’s degree or higher and a smaller portion having less than a high school diploma (Figure 4).

Educational Attainment

A larger portion of residents in Contra Costa County have an associate degree, bachelor’s degree or higher (45%), compared to California as a whole (36%).

⁸ U.S. Census Bureau, 2012-2016 American Community Survey 5-Year Estimates.

Figure 4. Educational Attainment, Population 18 years and over, 2016⁹

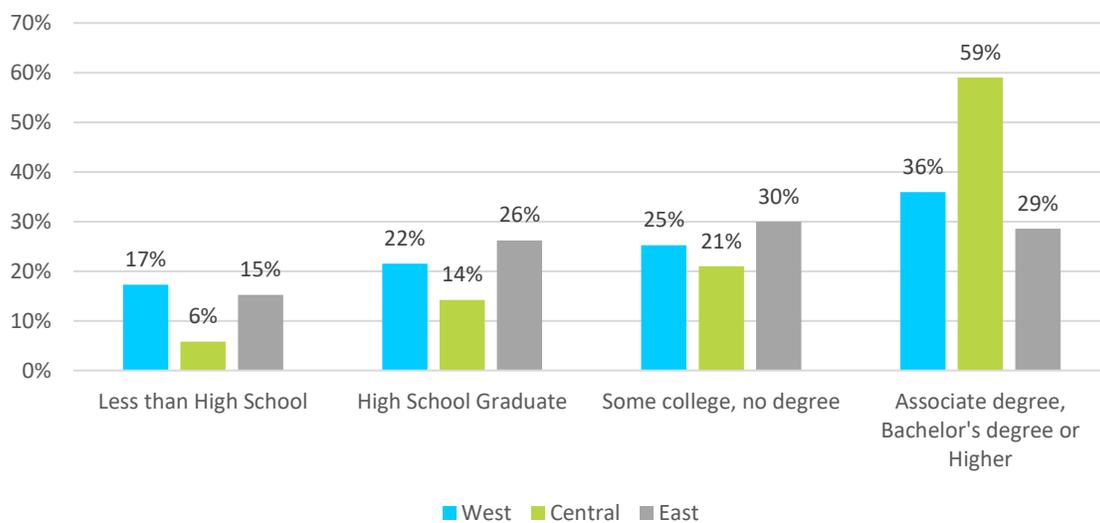


Looking at the three county sub-regions, the Central sub-region has the highest educational attainment levels. Most of the Central sub-region’s adult residents hold an associate degree, bachelor’s degree, or higher (59%), compared to 36 percent in the West Sub-region and 29 percent in the East sub-region. Additionally, only 6 percent of the adult residents in the Central sub-region have less than a high school diploma, compared to 17 and 15 percent in the West and East sub-regions, respectively. Overall, education attainment levels are lower in both East and West sub-regions compared to the Central sub-region (Figure 5 and Figure 6).

Regional Educational Attainment

The Central sub-region has the highest educational attainment levels, compared to the East and West Sub-regions.

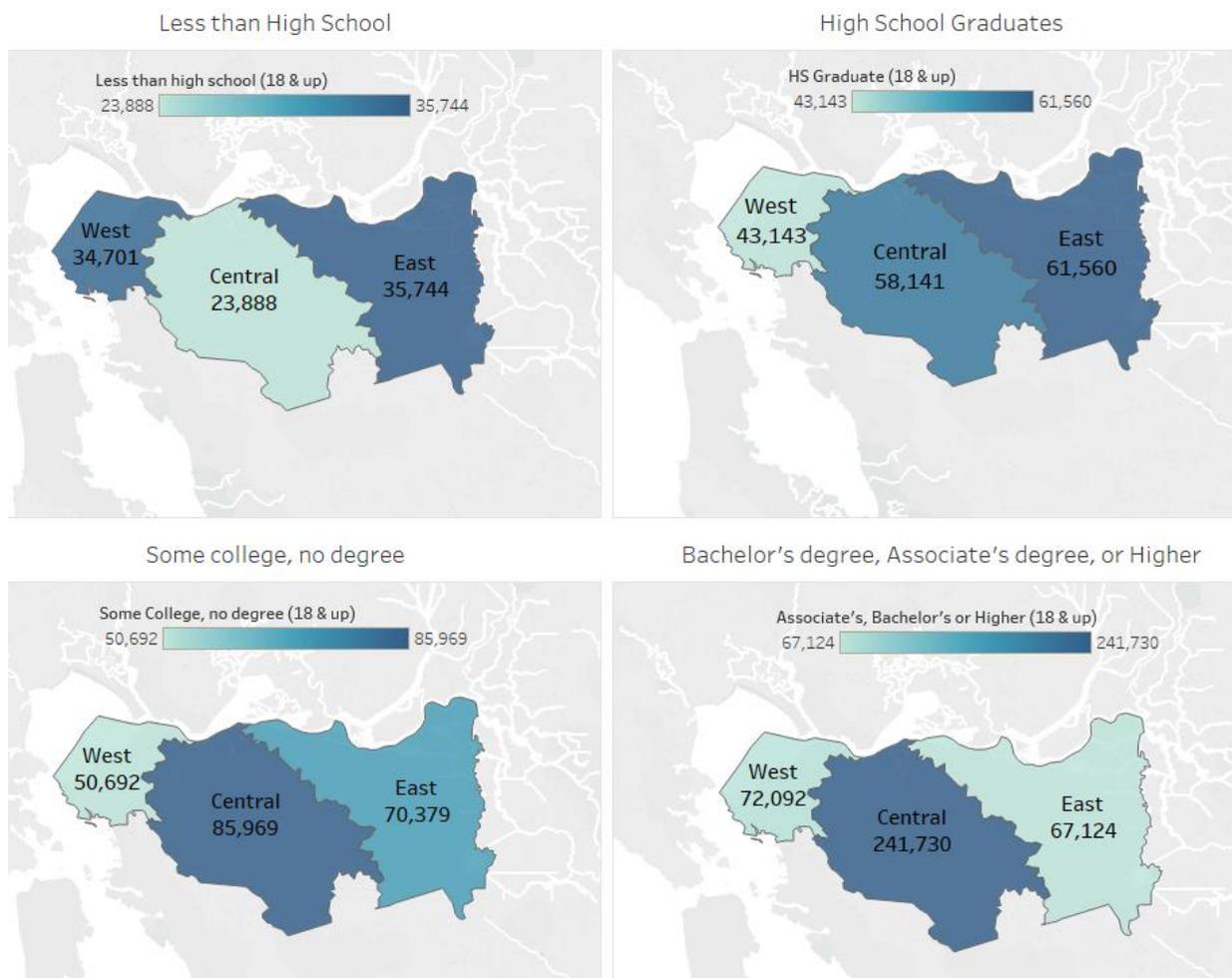
Figure 5: Educational Attainment Level in Contra Costa County by Sub-region¹⁰



⁹ Source: Ibid.

¹⁰ Source: U.S. Census Bureau, 2012-2016 American Community Survey 5-Year Estimates.

Figure 6: Educational Attainment by Sub-Region, Population 18 years and over, 2016¹¹



¹¹ Source: U.S. Census Bureau, 2012-2016 American Community Survey 5-Year Estimates.

POPULATION DIVERSITY

Over three-fourths of Contra Costa residents are native-born (76%) and 24 percent are foreign-born. Of the county’s adult population (18 years and older), almost three out of four (74%) speak only English, 26 percent speak a language other than English at home, and 8 percent speak English less than “very well.”

Population Diversity

The West sub-region has the largest language and ethnicity diversity and the Central sub-region is the least diverse among the three sub-regions.

Looking at the different sub-regions, the West sub-region has the highest language diversity with the largest portion of residents who are foreign-born (33%) and the largest portion of adult residents (18 years and older) who speak a language other than English at home (37%) and who speak English less than “very well” (14%). On the other hand, the Central sub-region is the area with the largest portion of residents who are native (79%) and who speak only English at home (80%) (Table 1).

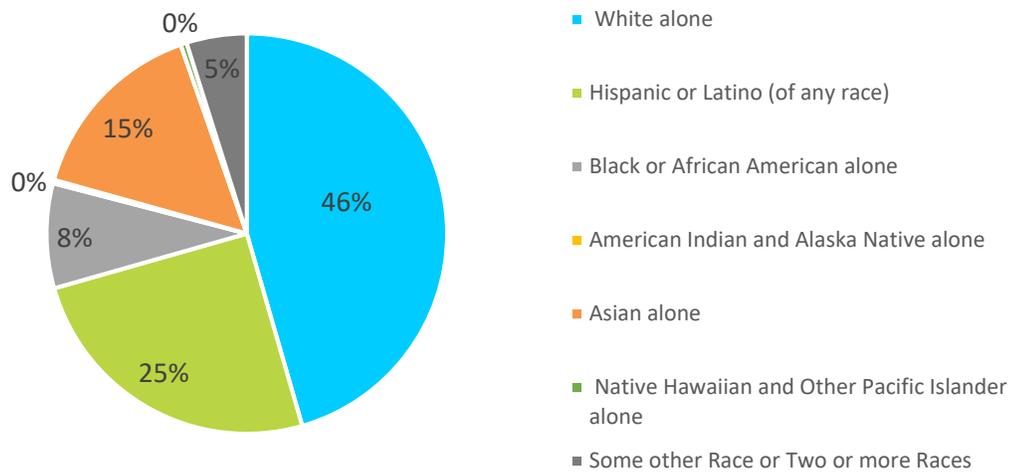
Table 1. Nativity and Language Spoken at Home for Contra Costa County Residents, 2016¹²

Regions	Native	Foreign Born	English only	Language Other than English	Speak English less than “very well”
Contra Costa County	76%	24%	74%	26%	8%
West	67%	33%	63%	37%	14%
Central	79%	21%	80%	20%	6%
East	77%	23%	73%	27%	8%

The county has substantial representation across several ethnic minorities. One quarter of the Contra Costa resident population (25%) is Hispanic or Latino — of any race — 15 percent are Asian, 8 percent are black or African American, and 5 percent identify as two or more races. A little less than half of the residents (46%) are white, non-Hispanic (Figure 7).

¹² Source: U.S. Census Bureau, 2012-2016 American Community Survey 5-Year Estimates. Column 2 and 3: percentage of the total population who is native and foreign born. Columns 4, 5, 6: Language statistics for resident population 18 years and older.

Figure 7. Contra Costa Residents' Ethnicity, 2016¹³



The West sub-region is the most diverse and is home to the largest portion of Hispanic or Latinos (35%), Black or African Americans (15%), and Asians (20%), followed by the East and the Central sub-regions. The Central sub-region is the only area in the county where the majority of residents are white, non-Hispanic (62%) and only 2 percent are Black or African Americans (Table 2).

Table 2: Ethnicity in Contra Costa County and its Sub-regions, 2015¹⁴

Regions	White alone	Hispanic or Latino (of any race)	Black or African American	American Indian and Alaska Native	Asian	Native Hawaiian and Other Pacific Islander	Some other Race or Two or more Races
Contra Costa County	46%	25%	8%	0%	15%	0%	5%
West	23%	35%	15%	0%	20%	0%	5%
Central	62%	15%	2%	0%	16%	0%	5%
East	36%	35%	13%	0%	10%	1%	5%

¹³ Source: U.S. Census Bureau, 2012-2016 American Community Survey 5-Year Estimates.

¹⁴ Ibid.

CURRENT & POTENTIAL STUDENT ANALYSIS

This section is divided into three parts: (1) the **career and technical education (CTE) student profile** in which current and potential student profiles are delineated based on primary data from a survey administered to Contra Costa residents, (2) the **basic-skills/ESL student profile**, defined based on primary data from a second survey focused specifically on adult education population segments such as population with basic or less than basic skills, English as a second language, adults with disabilities, adults below poverty line, older (55 years and older) adults, and re-entry population, and (3) the **potential student assessment**, in which categories of potential students are identified based on secondary data and are geographically mapped to aid in the development of better adult education courses and programs.

1. CAREER & TECHNICAL EDUCATION SURVEY RESULTS: STUDENT PROFILE

BW Research conducted a survey to current and potential students living in Contra Costa County between the ages of 18 and 64. The main goal was to understand their priorities and perspectives, as they related to adult education, training, and employment. The survey was distributed online between November 29th through December 16th, 2017, to a panel of Contra Costa County residents 18 years or older and to school administrators,¹⁵ who then shared the survey with their students. There was a total of 357 surveys completed. One of the initial questions asked whether respondents were currently taking any courses or classes at a school, college, or university. A little over half of the respondents (54%) reported they **were not** taking any classes and consequently were categorized as “**potential students**” (n=193). Those who responded “*yes, in person,*” “*yes, online,*” or “*yes, both online and in-person*” (46%) were categorized as “**current students**” (n=164).

The following sections show the characteristics of Contra Costa’s AEBG potential and current students, based on survey results, which can be used in assisting the design and development of adult education programs and classes.

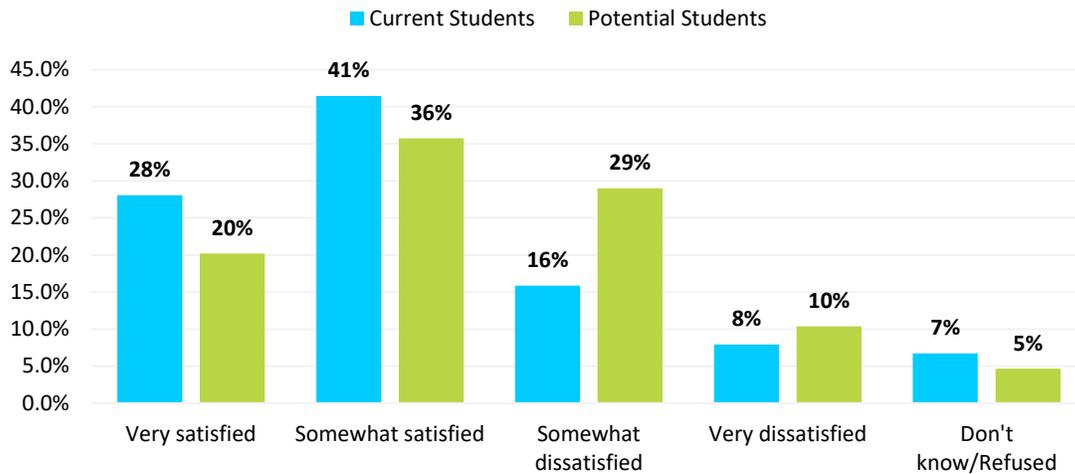
A. Satisfaction with Current Level of Education

Overall, over three-in-five respondents (62%) are either *very satisfied* or *somewhat satisfied* with their current level of education and the employment opportunities it

¹⁵ Schools included: Acalanes Union High School District, Calaveras County Office of Education, Liberty Union High School District, Martinez Unified School District, Mt. Diablo Unified School District, Pittsburg Unified School District, and West Contra Costa Unified School District.

provides them. Current students are more satisfied (70%) than potential students (56%) with their level of education (Figure 8).

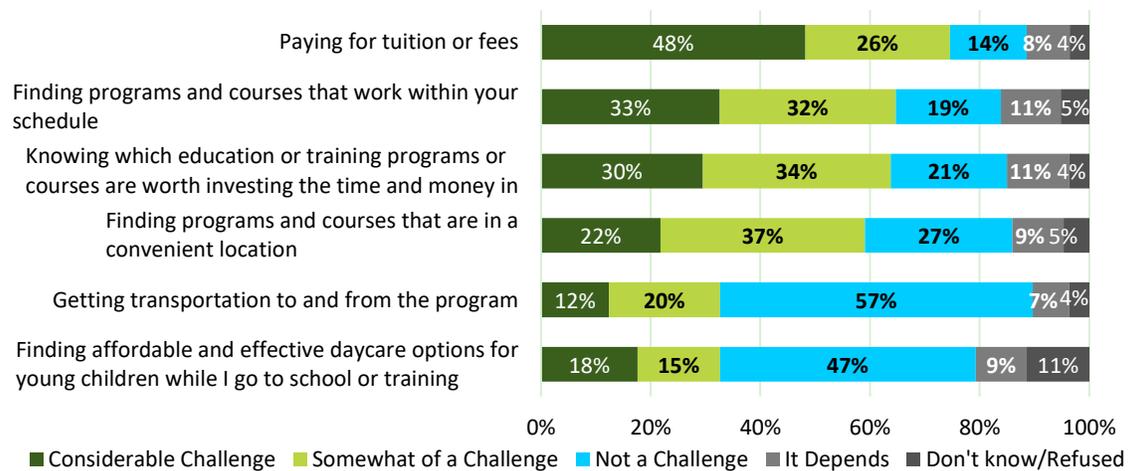
Figure 8: Current and Potential Students Satisfaction with Current Level of Education



B. Challenges Obtaining the Required Education or Training

Respondents were asked about considerable obstacles or challenges they face in getting the education and/or training for the job or promotion they want. The most common challenges (considerable or somewhat of a challenge) for both current and potential students are “paying for tuition and fees” (75%), “finding programs and courses that work within your schedule” (65%), “knowing which education or training programs or courses are worth investing the time and money in” (64%), and “finding programs and courses that are in a convenient location” (59%) (Figure 9).

Figure 9: Challenges Obtaining the Required Level of Education or Training

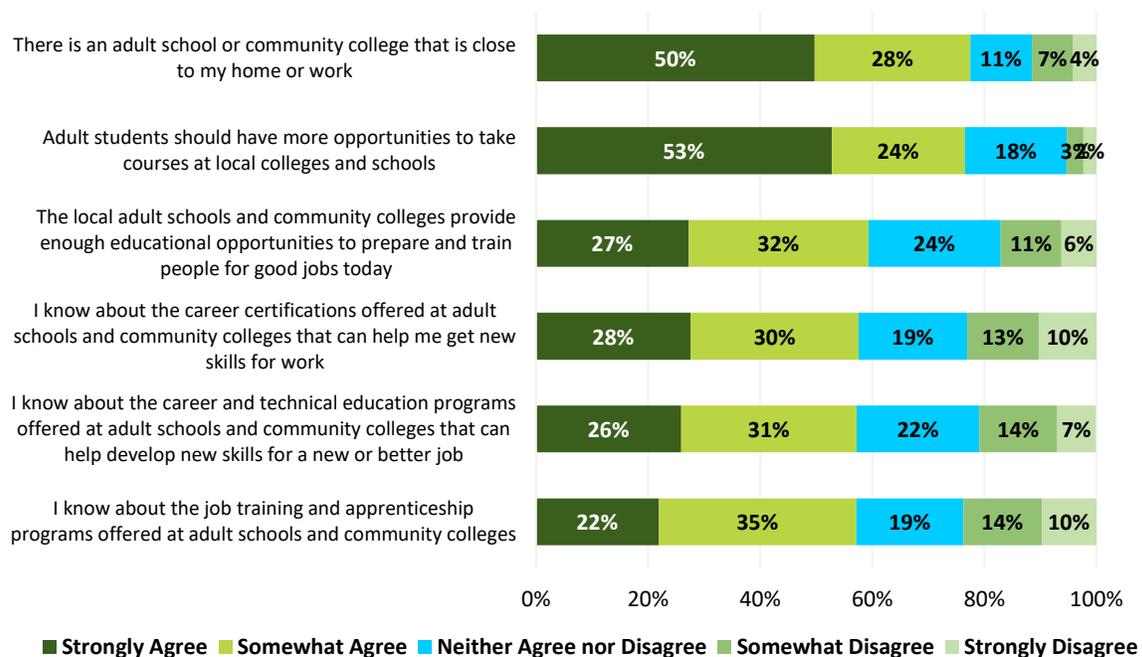


C. Adult Education Awareness

After excluding those who did not have an opinion (“don’t know/refused”), the majority of respondents are aware of community colleges or adult schools in the area, as well as career certifications, technical educational programs, and job training and apprenticeships programs offered at those institutions. Most respondents agreed with all statements (78% to 57%), yet the highest levels of agreement were seen for school or community college awareness (78%), the opinion that adult students should have more opportunities to take courses at local colleges and schools (77%), and that local adult schools and community colleges provide enough educational opportunities to prepare and train people for good jobs today (59%).

Lastly, the highest level of disagreement was found for awareness statements related to career certifications, career technical education programs, and job training and apprenticeship programs offered at adult education and community colleges (Figure 10).

Figure 10: Respondents Statement Agreement: Adult Education Awareness*

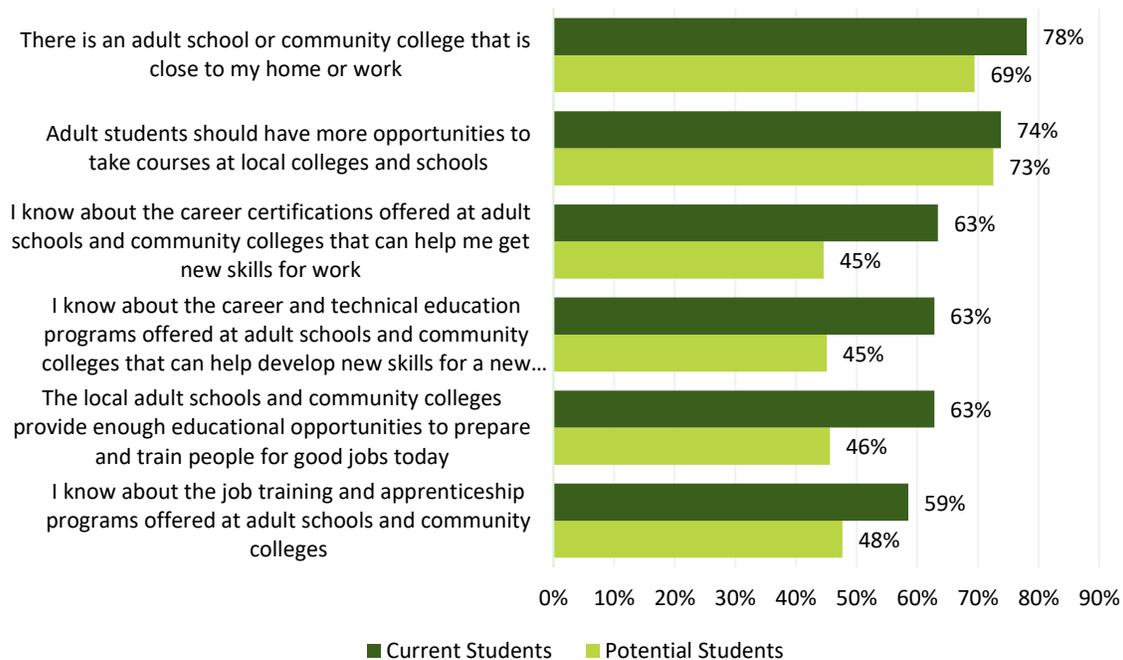


*Note: Don’t know/Refused answers were excluding.

When looking at both current and potential students, current students show a higher level of agreement with the different statements and consequently seemed to be more aware of programs, schools, and training opportunities in the area.

Figure 11 shows the percentage of those who agreed (“strongly agree” or “somewhat agree”) with the different statements by group. The largest differences in agreement between both groups is seen for the statement regarding awareness about career certifications and career and technical education programs offered at adult schools and community colleges, and for the opinion that local adult schools and community colleges provide enough educational opportunities to prepare and train people for good jobs today.

Figure 11: Percentage of Those Who Agree* With the Different Awareness Statements



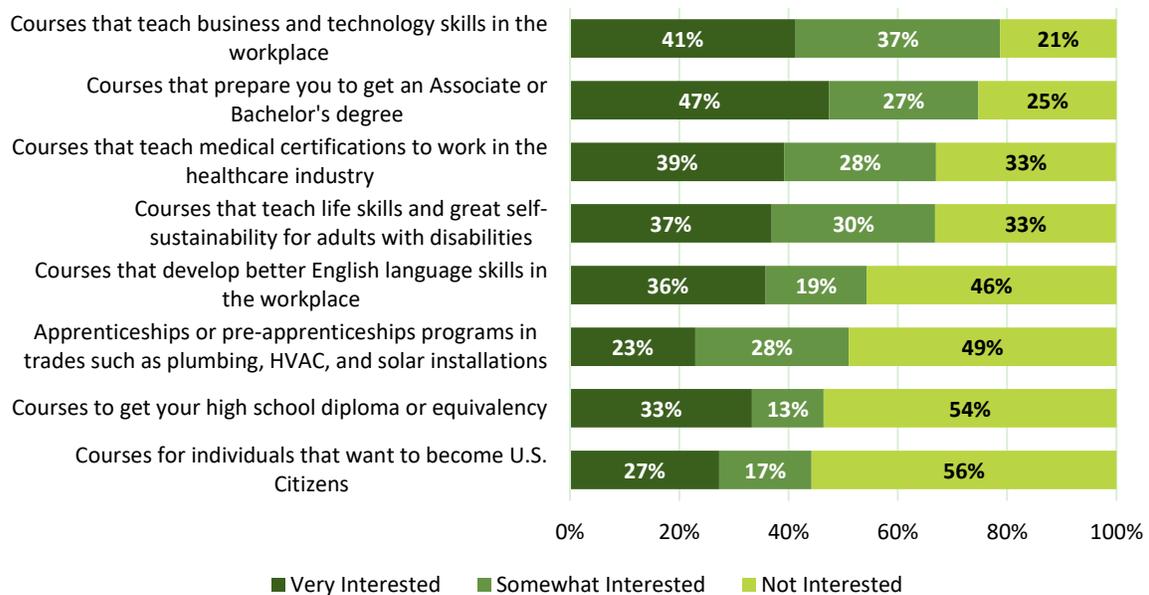
Note: Agreement includes “Strongly Agree” and “Somewhat Agree” answers.

D. Adult Education Classes of Interest

Looking at what motivates students to take classes, results from the survey show that the main reasons current students are taking classes include to get a degree or certificate (50%), to get a job (29%), to get a better job (29%), or to get promoted with their current employer (6%). More specifically, respondents were asked about their level of interest about different classes. At least six out of ten respondents were interested (either “very

interested” or “somewhat interested”) in courses that teach business and technology skills in the workplace (79%), courses that prepare you to get an Associate or Bachelor’s degree (75%), and courses that teach medical certifications to work in the healthcare industry (67%) (Figure 12).

Figure 12: Adult Education Classes of Interest



Looking at the different groups, current students show a higher level of interest for the different courses suggested, except for courses that teach business and technology skills, in which the potential students’ interest is slightly higher than that of current students.

E. Employment Profile

Survey respondents were asked a series of questions concerning **their current and desired employment status**.

The majority of respondents are currently working (63%), and from these respondents working, the majority (78%) are working at only one job for pay and less than a fourth (22%) are working at more than one job for pay. Based on the survey responses of those who are **currently working**, the following **worker profiles** were found:

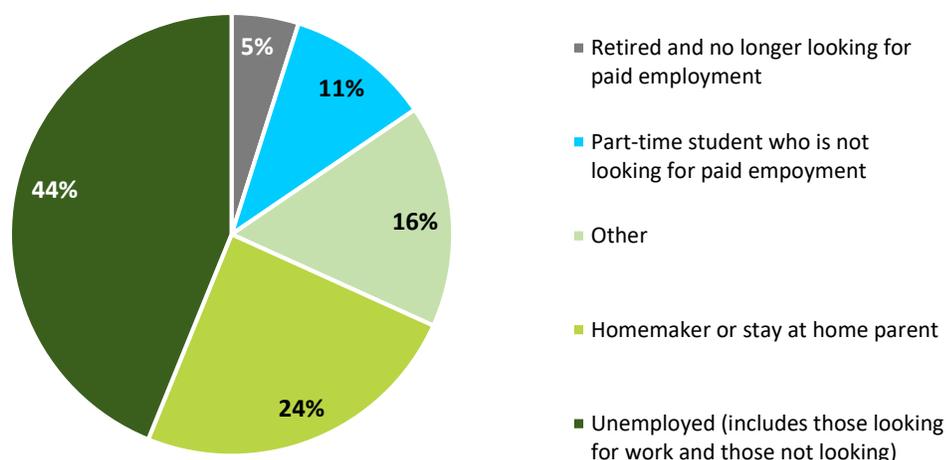
- Almost three-fifths are full-time workers (59%) and a little over two fifths are part-time workers (41%).
- Of those working part-time, 43 percent would prefer a full-time job, 20 percent would not prefer a full-time job, and 37 percent reported ‘it depends’.

- Most workers are working in a permanent position (67%), 28 percent are working in a temporary or seasonal position, and 5 percent are working on a contract.
- Of those not working in a permanent position, the majority of these workers (59%) would prefer to have a permanent position, 9 percent would not prefer to have a permanent position, and 33 percent reported it depends.
- The majority of workers (55%) have insurance either for themselves and their family (29%) or just for themselves (29%), while 45 percent do not have insurance provided by their employer.
- One fourth of respondents work in retail or food services (25%), 13 percent work in healthcare, 12 percent in professional or business services, and 11 percent in the education industry.

F. Unemployment Profile

Of those respondents who are currently not working for pay (either full- or part-time), 44 percent are currently unemployed (included those looking for work and those not looking), 24 percent are a homemaker or stay-at-home parent, 11 percent are part-time students not looking for paid employment, and 5% are retired or no longer looking for paid employment (Figure 13).¹⁶ Unemployment rates and stay-at-home parent status are higher for potential students (50% and 38%, respectively) than for current students (39% and 13%).

Figure 13: Respondents Unemployment Status

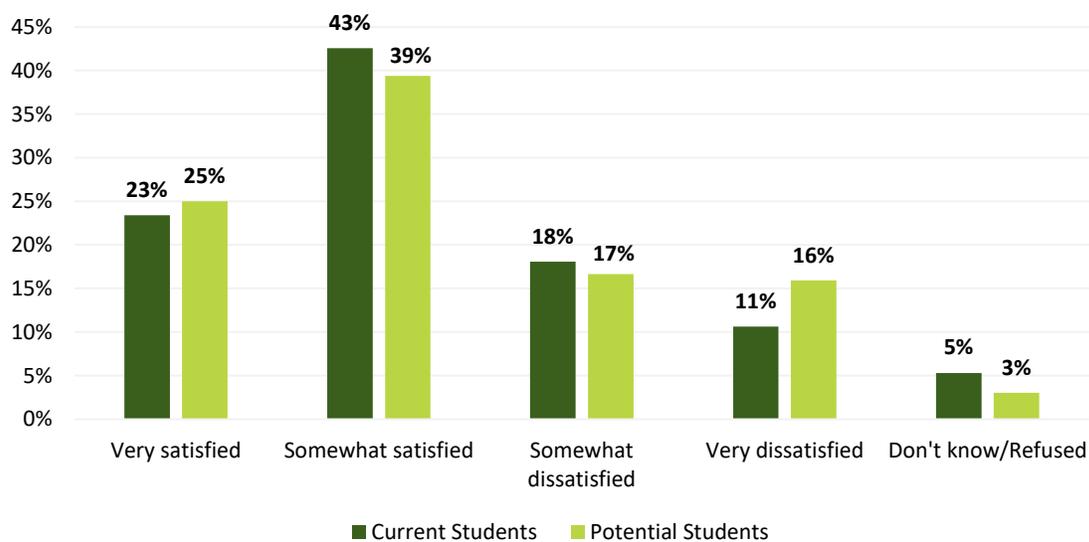


¹⁶ Don't know/Refused answers were excluded.

Of those unemployed, the majority (60%) have been unemployed for more than 1 year, 21 percent for more than 12 weeks and up to 1 year, and 19 percent has been unemployed for up to 12 weeks. These numbers are equivalent for current and potential students.

Overall, current students are more satisfied with opportunities for career advancement and wage growth than potential students (Figure 14), yet a higher percentage of current students are currently looking for a job (42%), compared to potential students (33%).

Figure 14: Level of Satisfaction with Opportunities for Career Advancement and Wage Growth



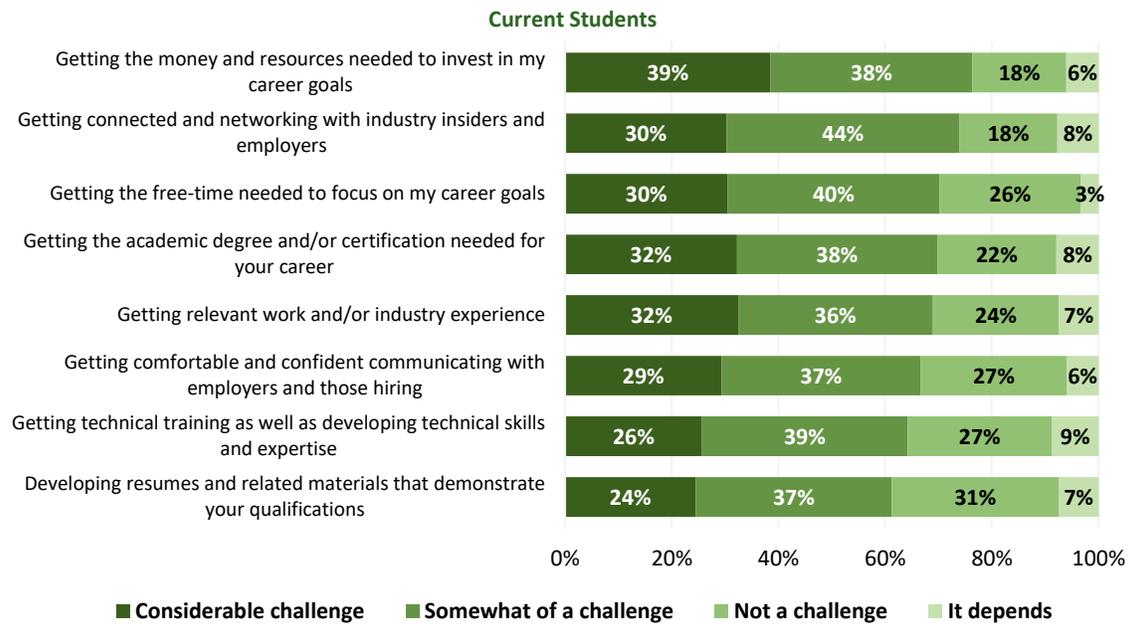
G. Occupational and Career Preference Assessment

Three-in-five current students (60%) and just over half potential students (51%) have specific careers or positions in which they want to find employment in and that require education or training beyond high school. Of those that provided an opinion, three-in-five current students (60%) and about half of the potential students (50%) are either currently working or expect to be working in their preferred field in the future.

Concerning challenges or obstacles students may be facing getting employed in the career or positions in which they want to work in, the level of challenge reported is a little higher for current students compared to potential students. Nonetheless, the most common obstacle reported for both current (76%) and potential students (71%) is **having the money and resources needed to invest in their career goals** (“considerable challenge” or “somewhat of a challenge”).

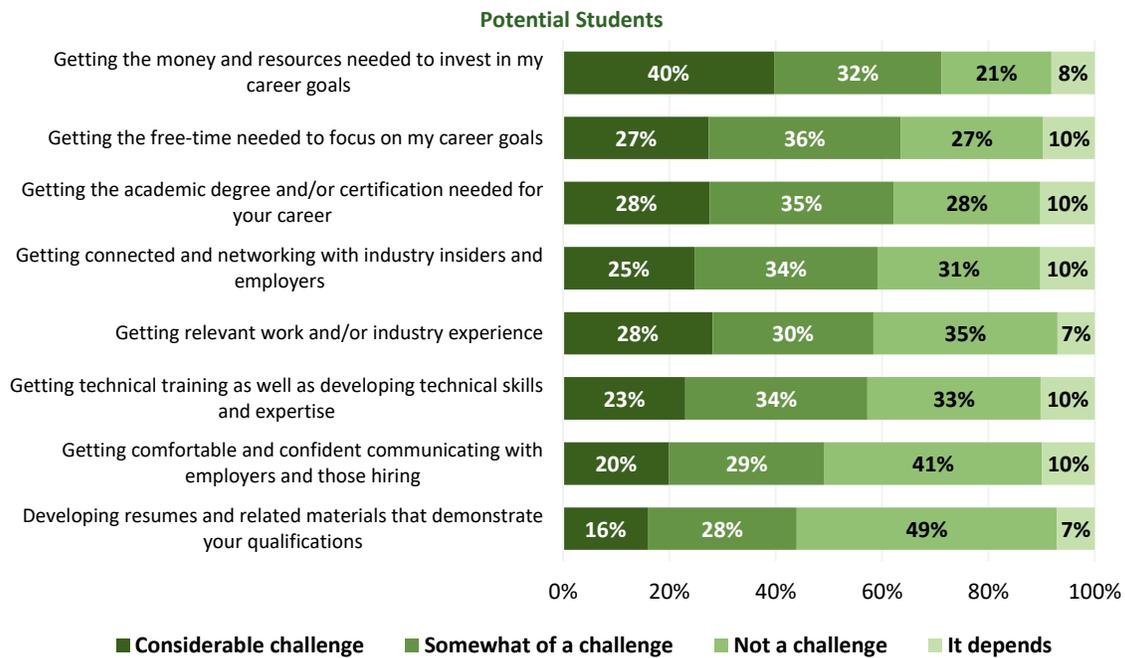
Other common obstacles for current and potential students include “getting connected and networking with industry insiders and employers” (74% and 59%, respectively), “getting the free-time needed to focus on my career goals” (70% and 63%), and “getting the academic degree and/or certification needed for your career” (70% and 62%) (Figure 15 and Figure 16).

Figure 15: Challenges Current Students Face Getting Employed in the Career in Which They Want to Work In¹⁷



¹⁷ Don't know/Refused answers were excluded.

Figure 16: Challenges Potential Students Face Getting Employed in the Career They Want to Work In¹⁸



2. ADULT EDUCATION POPULATION SEGMENTS SURVEY RESULTS: STUDENT PROFILE

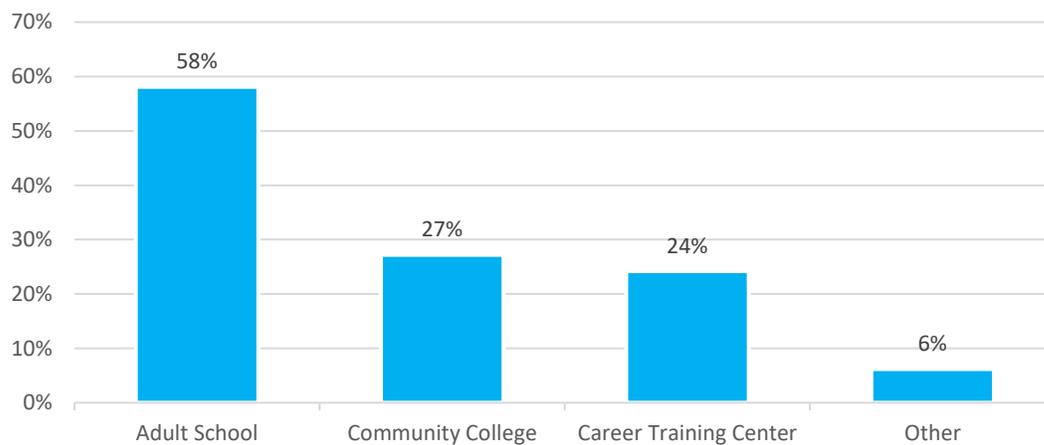
BW Research conducted a second survey to adults 18 years of age or older living in Contra Costa County. The survey was distributed by Contra Costa adult education schools and administered online and in-person (paper version) between May 1st and June 4th, 2018, resulting in a total of 757 completions. While the first survey focused on career & technical education (CTE), the second survey focused specifically on adult education population segments such as population with basic or less than basic skills, English as a second language, adults with disabilities, adults below poverty line, older (55 years and older) adults, and re-entry population. The goal was to better understand the needs and challenges these adults face in getting the education and job they want, and ultimately to develop programs that will better serve the region’s current and potential adult education students.

¹⁸ Don’t know/Refused answers were excluded.

A. Educational Profile

Almost eight-in-ten respondents (78%) in the second survey are currently taking classes at an adult school, college, or university. Of these, 72 percent are taking in-person classes, 2 percent are taking online classes, and 4 percent are taking both in-person and online classes. Respondents were asked where they would prefer to go to learn new skills, to get a job, or promotion. Adult schools were the option preferred by 58 percent of respondents, community colleges by 27 percent, and career training center by 24 percent of respondents (Figure 17). “Other” included university, college, regional center, and online education.

Figure 17: Preferred Adult Education Institutions to learn new skills to get a job or promotion

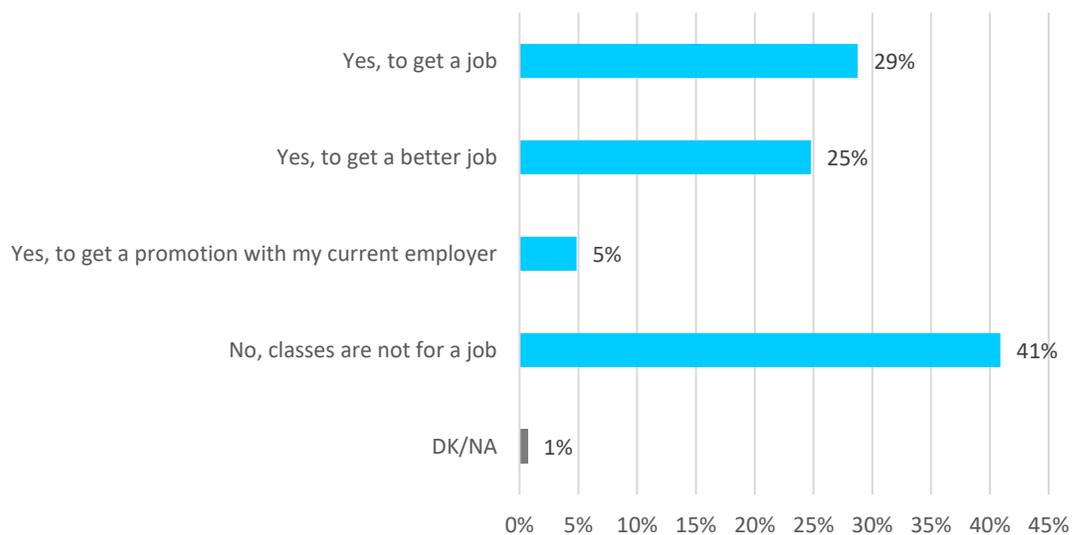


The following questions were only asked to those who were currently taking classes.

Reasons for Taking Classes

The main reason for respondents to be taking classes is job-related (59%), including to get a job (29%), to get a better job (25%), and to get a promotion with the current employer (5%) (Figure 18). This is even more evident for respondents 30 to 39 years old (70% taking a class for a job), 40 to 49 years and old (69%), and 18 to 29 years old (60%). On the other hand, most respondents 50 years and older (60%) are not taking classes for a job. In term of degrees or diplomas, over one-third of respondents (35%) are taking classes to get a high school diploma or equivalency, 8 percent to get a vocational certificate, and 8 percent to get a college degree.

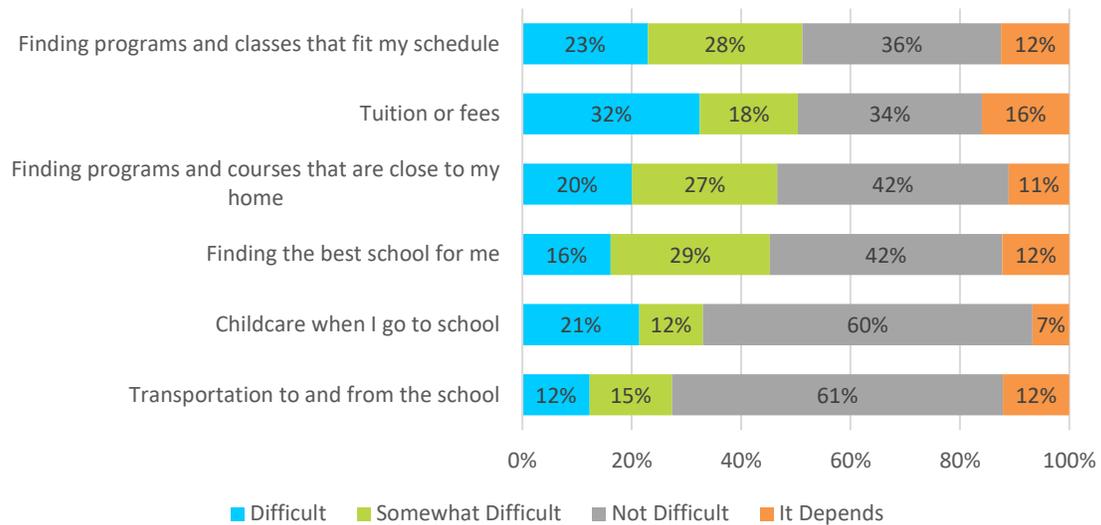
Figure 18: Reasons for Taking Classes



Challenges Getting more Training or Education

The challenges respondents face getting more training or education include finding programs and classes that fit their schedule (51% difficult or somewhat difficult) and tuition and fees (50%) (Figure 19). Tuition and fees are particularly difficult for migrant or seasonal workers (86% difficult or somewhat difficult) and homeless respondents (77%). Transportation to and from school, contrary to initial expectations, is not difficult for most of the respondents (61%).

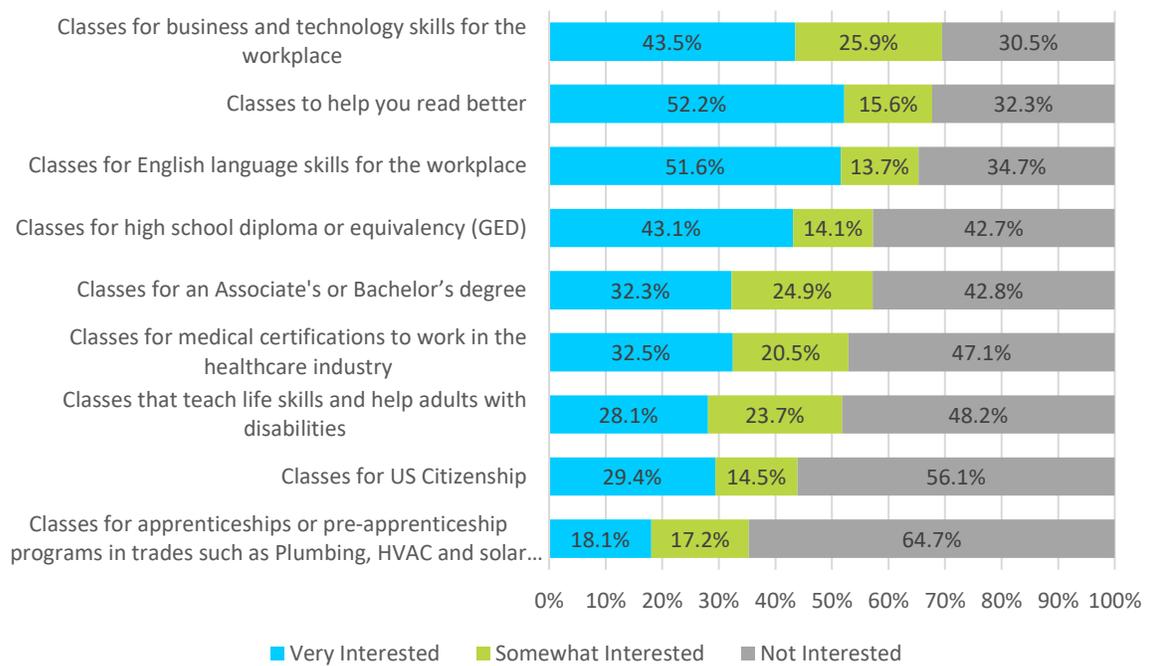
Figure 19: Difficulty Getting More Training or Education



Classes of Interest

While the classes with the highest level of overall interest (*very interested* + *somewhat interested*) were classes for business and technology skills for the workplace, classes to help you read better, and classes for English language skills for the workplace, the highest proportion of “*very interested*” responses was raised for reading and English classes (Figure 20). The sub-groups with the highest level of overall interest for these classes were migrant or seasonal farm-workers, English as a second language (ESL) respondents, and homeless adults.

Figure 20: Respondents' Level of Interest for Different Adult Education Classes



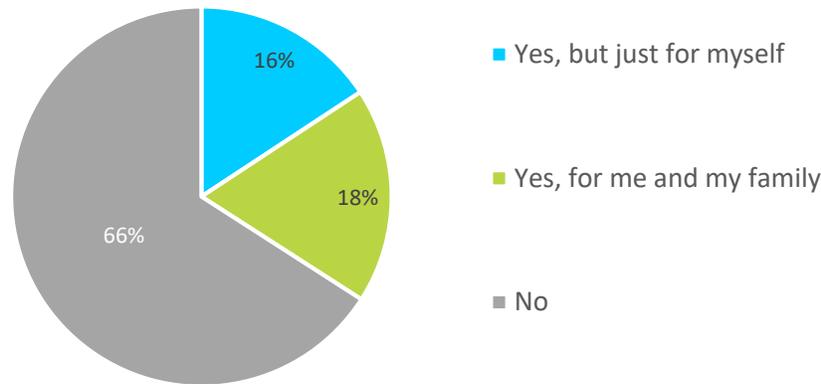
B. Employment Profile

Less than two-fifths of respondents (37.5%) have a job, 23.2 percent have a full-time job, and 14.3 percent have a part-time job. Of those with a part-time job, 77 percent would prefer a full-time job. Based on those with a job, the following **worker profile** was delineated:

This set of questions was **only** asked to the 284 respondents (38%) who reported having either a full-time (23%) or part-time (14%) job.

- Almost eight-in-ten (77%) work at only one job and 23 percent work at more than one job.
- Seven-in-ten have a permanent job (69.9%) and 30.1 percent have a temporary or seasonal job.
- The majority of workers (66%) do not have medical benefits from their job, and of those 34 percent who have, 16 percent have insurance just for themselves and 18 percent have for their themselves and their family (Figure 21); not receiving medical benefits is especially evident among temporary or seasonal employees (81%) and part-time employees (72%).
- The largest portion of respondents work in retail or food service (15%), construction (14%), and healthcare (7%).

Figure 21: Respondents Receiving Medical Benefits from Work



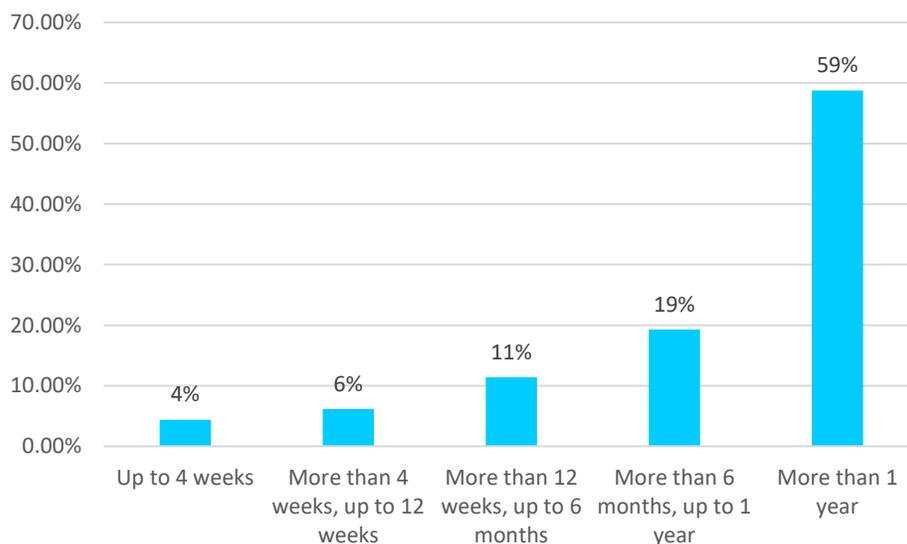
C. Unemployment Profile

From those who reported **not** having a job:

This set of questions was **only** asked to those who responded they did **not** have a job (63%)

- Over two-fifths (43%) are unemployed, 23 percent are stay-at-home parents, 14 percent are retired and not looking for a job, and 6 percent are students not looking for a job.
- The majority (51%) are currently not looking for a job and the largest portion (59%) of respondents has been without a job for more than a year (Figure 22).

Figure 22: Time Respondents have been Without a Job



D. Occupational Preference and Economic Security Profile

Of those respondents who provided an opinion, a majority (64%) do **not** want a job that requires more than a high school

This set of questions was asked to all respondents

diploma. The exception to this include respondents with a post high-school certificate or an associate degree and respondents working in the healthcare and technology industries. These results are contrary to the CTE survey results in which the majority (55%) reported they wanted to find a career or position that requires education or training beyond a high school diploma. The reason for this difference is unclear. Maybe in this survey the question was misunderstood, or these respondents were mostly focus on getting a job, as compared to the CTE survey respondents who were more interested in business and technical skills classes for career growth.

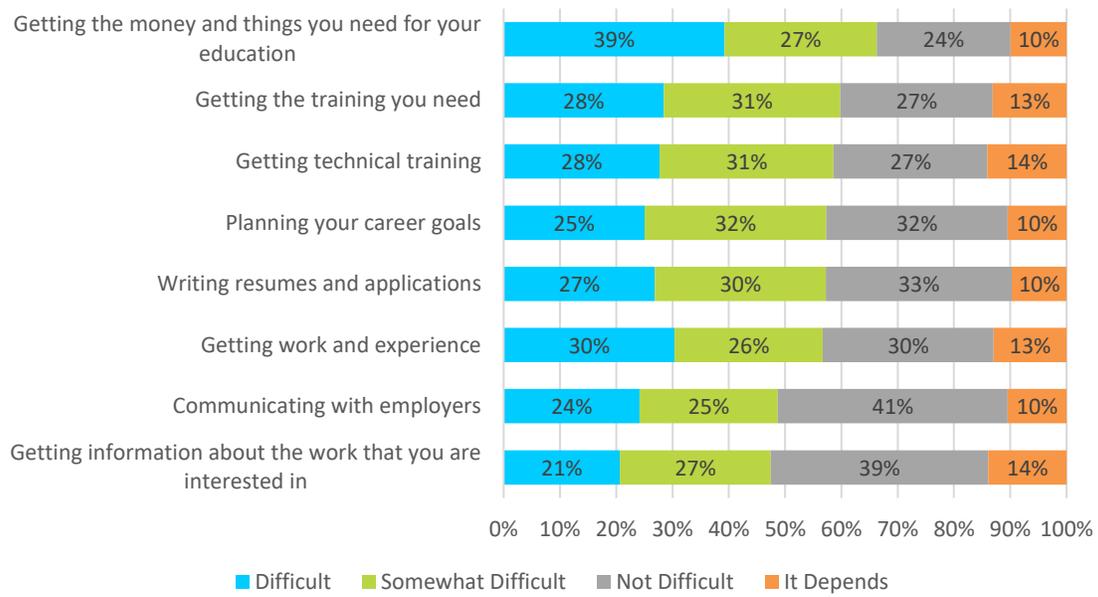
Over seven-in ten respondents (71%) who had an opinion reported they are not working in a job now that needs more training than high school,¹⁹ 20 percent said they will work in a job in the future that requires more training than high school, and 9 percent responded that they were currently working in a job that requires more training than high school. Looking at different industries, most respondents working in healthcare and technology responded they either work now or will work in the future in a job that requires more training than a high school diploma.

Difficulties Getting the Desired Job

The most difficult challenges respondents reported in getting the job they wanted included getting the money and things they need for their education, getting the training they need, and getting technical training (Figure 23). Money is especially difficult for respondents who were previously in foster care (95%), homeless respondents (91%), migrant or seasonal farm-worker (86%), respondents who were in jail (84%), and single parents (77%).

¹⁹ Since this question was asked to all respondents, this high percentage (71%) is being driven by the 62.5% of respondents who are not currently working (Q2).

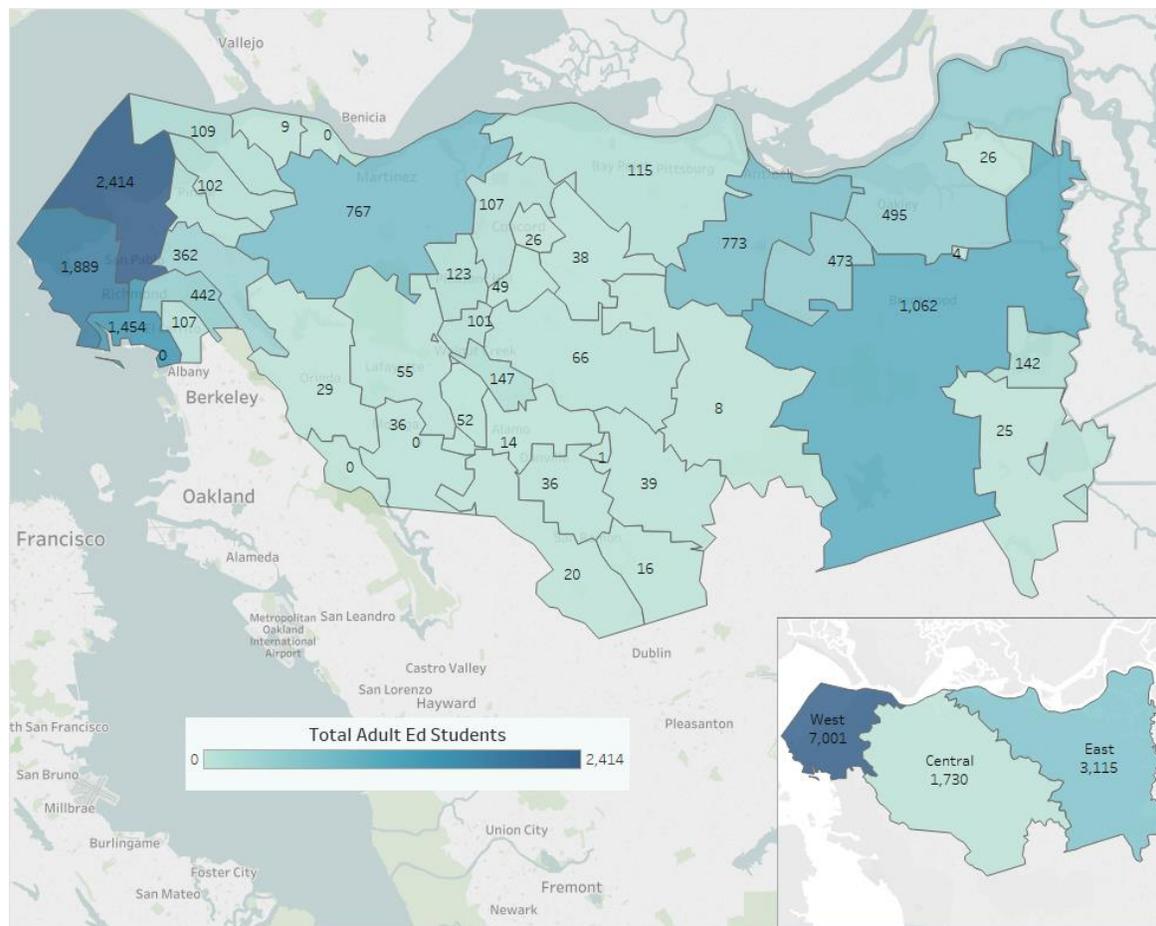
Figure 23: Difficulties Respondents Have Getting the Job They Want



2. POTENTIAL STUDENT ASSESSMENT

The map below illustrates the geographic location of the current adult education (AE) student population in Contra Costa County.

Figure 24: Current Adult Education Students in Contra Costa County²⁰



In addition to the current student population being served, we examined seven potential Contra Costa AE student population segments, based on secondary data analysis and survey results:

²⁰ These data did not include re-entry population enrolled in Contra Costa Adult School.

Students with Elementary & Secondary Basic Skills

These potential students have less than a high school diploma or high school equivalency. Adult education courses targeting these students are meant to build a solid foundation of vocabulary, reading, and writing skills, and/or assist students completing their high school diploma or equivalency.

English as Second Language

This includes population 18 to 64 years old who speak English “less than very well.” Adult education courses targeting this population will offer classes for adult English language learners, vocational English as a Second Language (ESL), and citizenship courses.

Adults with Disabilities

Includes population 18 to 64 years old with a verified disability such as: hearing, vision, or cognitive disability, self-care difficulty, or independent living difficulty. Adult education courses targeting this population offer services and programs that are meant to support educational goals and increase independence.

Older Worker

These potential students include working (i.e. in the labor force) population 55 years or older who are either employed or unemployed. These adult education courses help older workers acquire and develop skills that are important for career transitions and/or job market competitiveness.

Lower Income Population

These potential students include people between 18 and 64 years old whose income in the past 12 months is below the poverty level.

Career & Technical Education (CTE)

These adult education courses are meant to provide specific training and education to expand and improve employment opportunities. For these classes, we will look at adults with a high school diploma and those with some college, no degree.

Re-Entry Population²¹

This adult education population segment was added in the second survey of Phase 2 of the research and as such, it was not included in Phase 1 of the research. This segment of the adult education population is currently or was previously incarcerated and is working to transition to independent living and to become employed.

AE Population Segments Assessment

The following population segments were selected for further emphasis as the need for courses and programs is particularly high. The following sections and maps illustrate the geographic spread of the potential AE student population (Figure 25-Figure 29).

Summary

The East sub-region has the largest number of adults with less than basic skills, disabilities, and adults with a high school diploma. The Central sub-region is home to the largest number of ESL adults, older workers, adults below poverty line, and adults with some college, no degree. Proportionally, the West sub-region has the highest concentration of people with less than basic skills, ESL adults, and population below poverty line (Table 3).

Why is this Important?

Adult schools and community colleges in the different sub-regions of the county should develop classes and programs that respond to the needs and characteristics of its adult population. Looking at different population sectors and understanding where they are located geographically can help schools develop programs and classes that better fit its students' needs.

²¹ This population segment was added in Phase II of the research.

1. Students with Elementary & Secondary Basic Skills

One-in-ten residents 18 years and older (11%) – or approximately 94,333 people – have less than a high school diploma (or equivalent).

Geographically, these residents are larger number and higher proportion in the East (35,744 or 15%) and West sub-regions (34,701 or 17%), with the zip codes with the largest number of these adults being 94565 in the East and 94806 in the West sub-region (Figure 25).

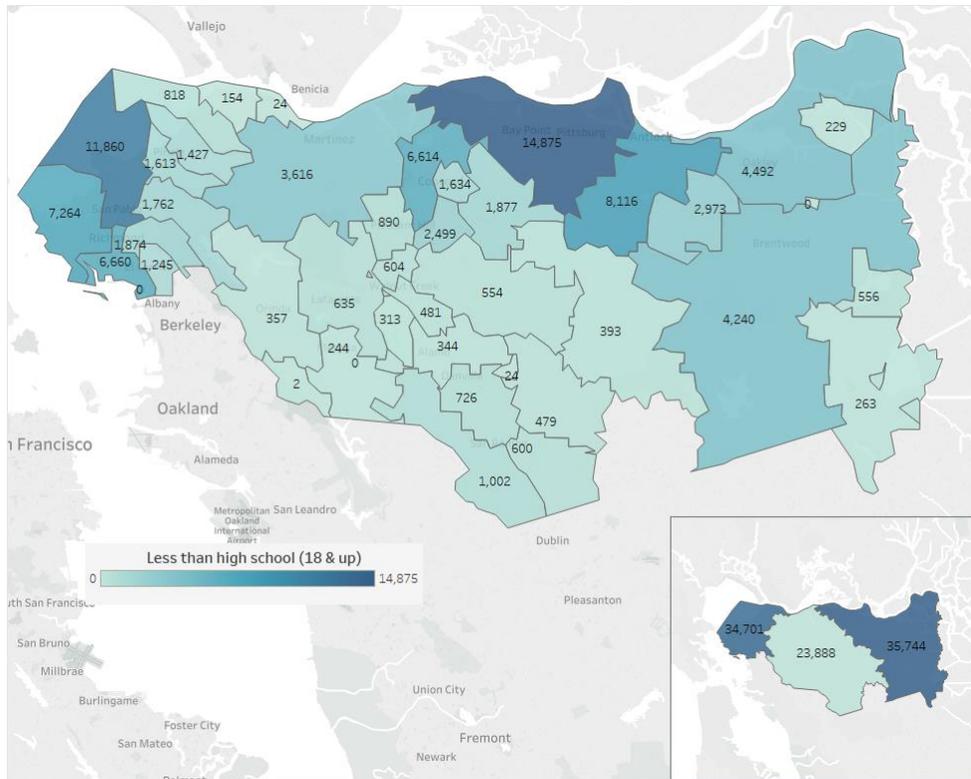
In short, when designing elementary and secondary basic skills classes and programs, the East and West sub-regions provide the largest supply of potential students.

Classes of Interest

Based on survey responses, the top 5 classes that raised the highest level of interest for those who have **less than a high school diploma (or equivalent)** include:

1. Classes for high school diploma or equivalency (85% interested)
2. Classes to help read better (71% interested)
3. Classes for business and technology skills for the workplace (65% interested)
4. Classes for English language skills for the workplace (62% interested)
5. Classes for medical certifications to work in the healthcare industry (59% interested)

Figure 25. Adults 18 years and older with a Less than a High School Diploma²²



2. English as a Second Language

Eight percent of the Contra Costa residents 18 years or older - or approximately 60,819 people - speak English less than very well.

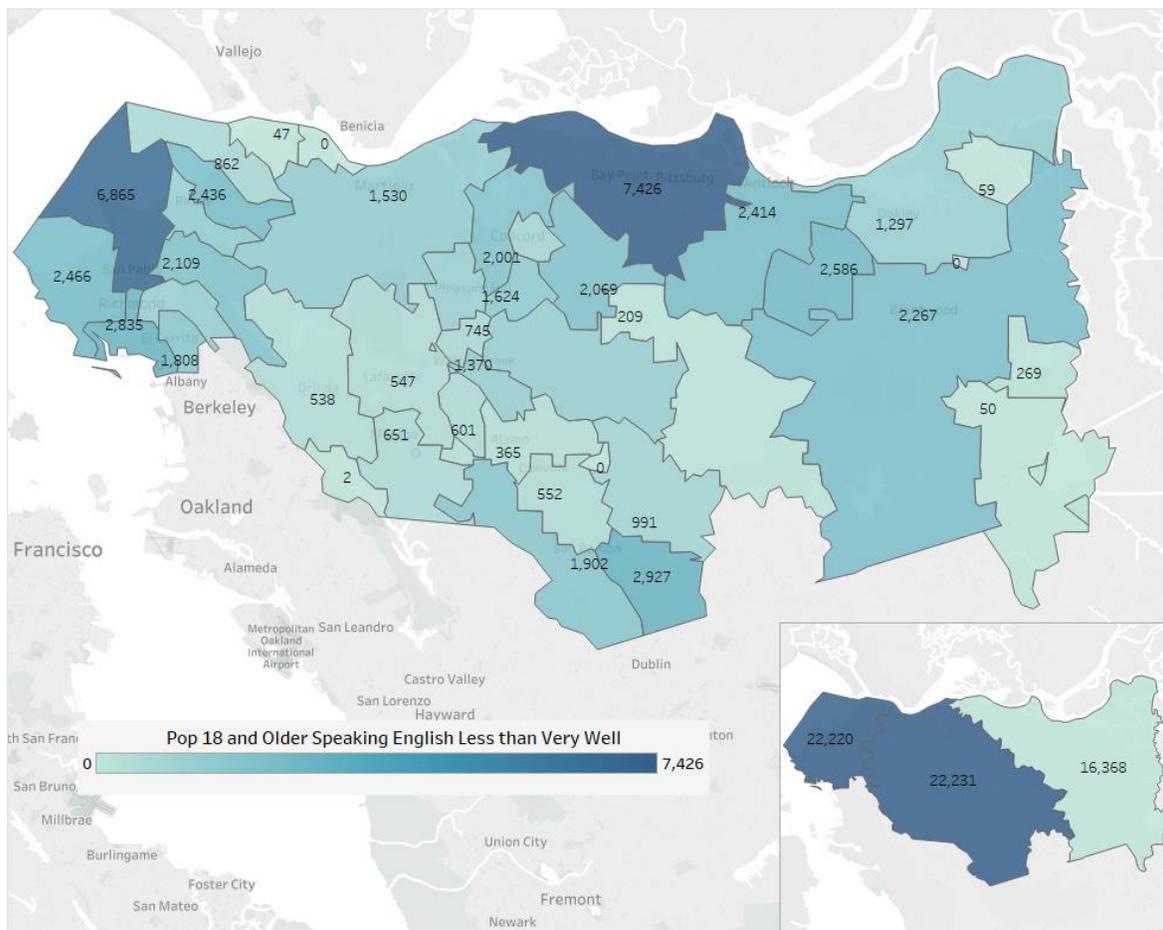
Proportionally, this population is more concentrated in the West (14%), followed by the East (8%) and Central (6%) sub-regions. English as a second language (ESL) potential students can be found mostly in the Central and West sub-regions, followed by the East sub-region (Figure 26).

Classes of Interest

Based on survey responses, the top 5 classes that raised the highest-level interest for those whose **first language is not English** include:

1. Classes for English language skills for the workplace (89% interested)
2. Classes to help read better (89% interested)
3. Classes for business and technology skills for the workplace (72% interested)
4. Classes for U.S. Citizenship (66% interested)
5. Classes for high school diploma or equivalency (63% interested)

Figure 26. Population 18 and Older Speaking English Less than Very Well²³



²³ Source: U.S. Census Bureau, 2012-2016 American Community Survey 5-Year Estimates.

3. Adults with a Disability

Fifteen percent of Contra Costa adult residents (18 to 64 years old) – or 105,399 people, live with a disability, including hearing, vision, cognitive, ambulatory, self-care, or independent living difficulty.

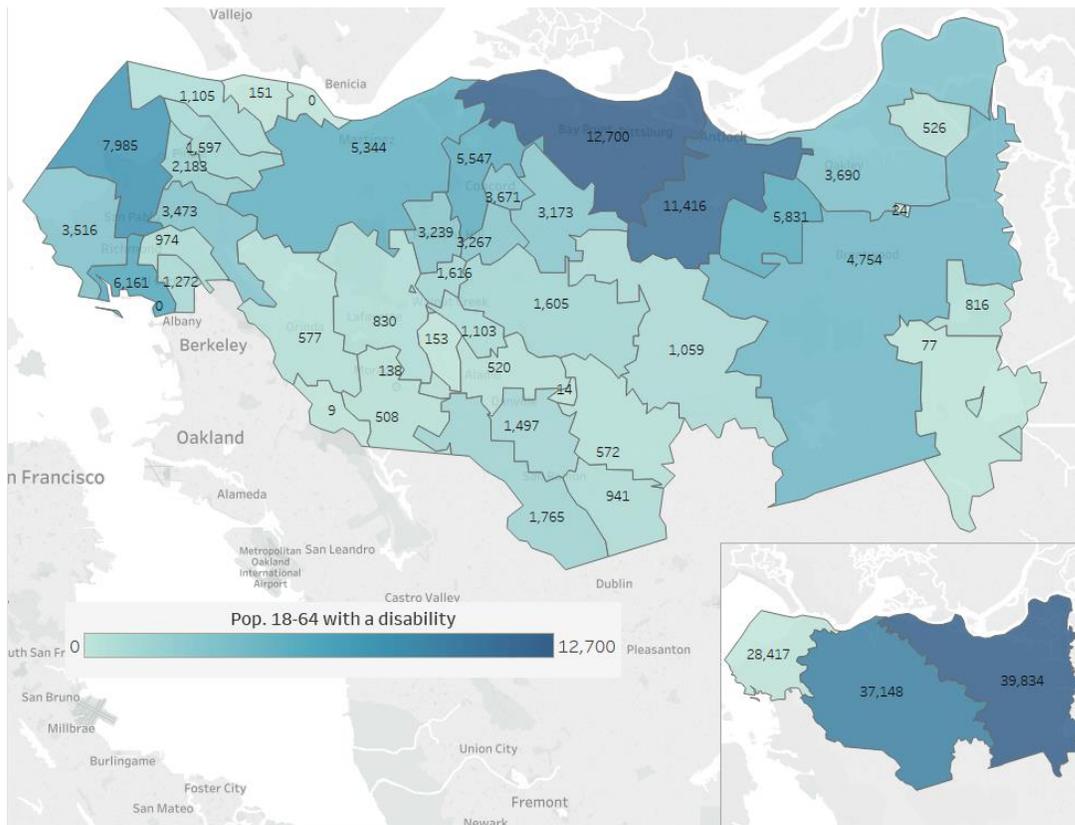
The largest populations of these potential students are mostly found in the East sub-region, followed by the Central and West sub-regions. Proportionally, these potential students are more concentrated in East sub-region (20%), followed by the West (17%), and Central (12%) sub-regions. In short, when developing adult services and programs that are meant to support educational goals and increase independence, the East and Central sub-regions should be targeted as they are the largest providers of potential adults with disabilities students (Figure 27).

Classes of Interest

Based on survey responses, the classes that raised the highest level of interest for those **with a disability** include:

1. Classes that teach life skills and help adults with disabilities (72% interested)
2. Classes for business and technology skills for the workplace (66% interested)
3. Classes for an Associate degree or bachelor's degree (53% interested)

Figure 27: Adults 18 to 64 years old with a Disability²⁴



²⁴ A verified disability includes hearing, vision, or cognitive disability, self-care difficulty, or independent living difficulty. Source: U.S. Census Bureau, 2012-2016 American Community Survey 5-Year Estimates.

4. Older Worker

Older workers are defined as the working (i.e. in the labor force) population 55 years or older who are either employed or unemployed; for this analysis we focus on those unemployed.

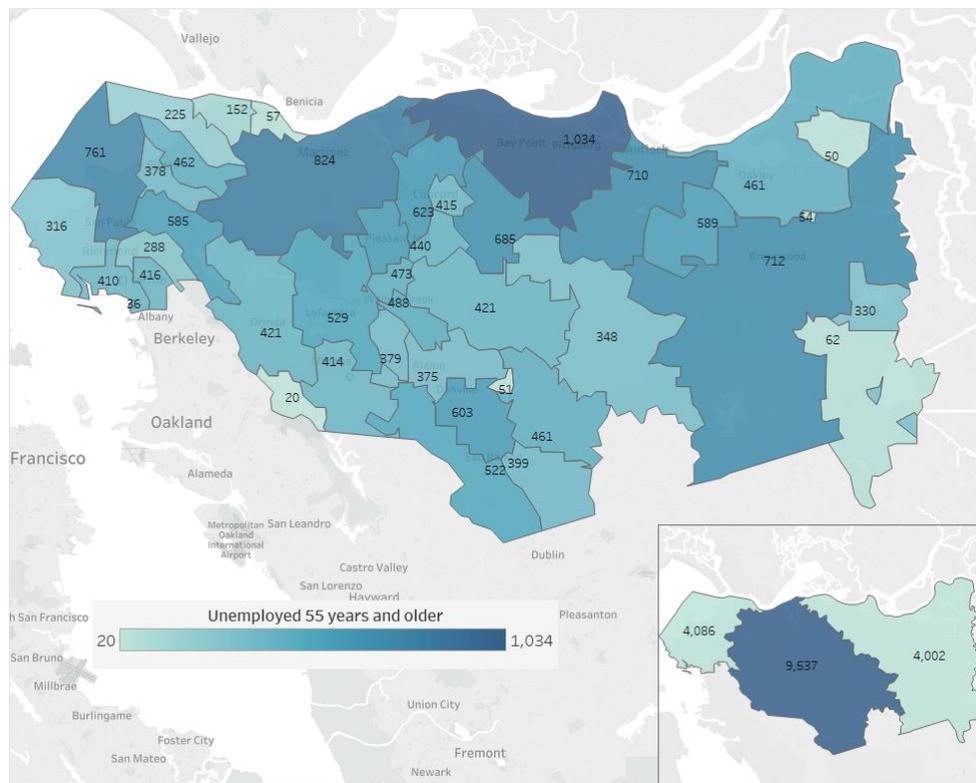
These adult education courses help older workers acquire and develop skills that are important for career transitions and/or job market competitiveness. This population is mostly concentrated in the Central sub-region, followed by the West and East sub-regions. The map below (Figure 28) shows the Contra Costa County residents 55 years and older in the labor force, unemployed. Those in the same age cohort, but employed, can also be found mostly in the Central sub-region (64,196), followed by the East (25,990), and West sub-regions (25,940). Programs and services targeted at this population should focus on the Central sub-region as the provider of most potential students, followed by the West and East sub-region.

Classes of Interest

Based on survey responses, the classes that raised the highest level of interest for those **55 years and older** include:

1. Classes to help read better (55% interested)
2. Classes for business and technology skills for the workplace (55% interested)

Figure 28: Adults 55 years and older in the labor force, unemployed²⁵



²⁵ Source: U.S. Census Bureau, 2012-2016 American Community Survey 5-Year Estimates.

5. Lower Income Population

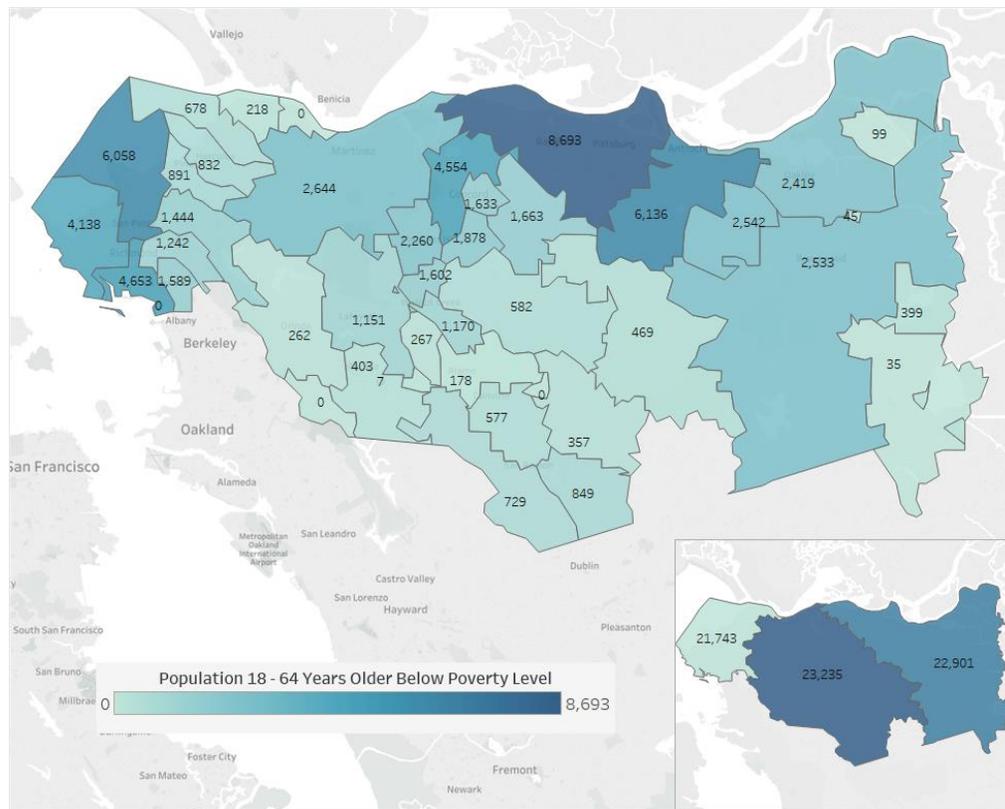
One-in-ten Contra Costa residents (10%) between 18 and 64 years of age – or 67,879 people - earn an income that is below the poverty level. Geographically, residents earning below the poverty line are similarly concentrated across the county, with the East and Central sub-regions having a higher number than the West sub-region. Proportionally, a higher percentage of the 18 to 64 population in the West sub-region earn below poverty level (13%), followed by the East (11%), and Central sub-regions (7%). In short, when designing programs and services targeted at this population, the East and Central sub-regions are the largest suppliers of students within the county, although the West sub-region has the highest concentration among the three sub-regions (Figure 29).

Classes of Interest

Based survey responses, the top 5 classes of interest for those **earning less than \$25k annually per household** include:

1. Classes to help read better (75% interested)
2. Classes for business and technology skills for the workplace (73% interested)
3. Classes for English language skills for the workplace (70% interested)
4. Classes for an Associate degree or bachelor’s degree (68% interested)
5. Classes for High school diploma or equivalency (66% interested)

Figure 29: Population 18 – 64 Years Old Earning Below Poverty Line²⁶



²⁶ Source: U.S. Census Bureau, 2012-2016 American Community Survey 5-Year Estimates.

6. Career & Technical Education (CTE)

These adult education courses are meant to provide specific training and education to expand and improve employment opportunities. These potential students include workers trying to get a degree or certificate, get a job, get a better job, or get promoted with their current employer. Based on the student survey results, some of CTE classes respondents are most interested-in include classes that:

- Teach business and technology skills
- Prepare students to get an associate or bachelor's degree
- Teach medical certifications to work in the healthcare industry.

Developing strong CTE classes and programs will include identifying technical and non-technical skills sought-after in growing industry clusters and occupational sectors to better prepare students to enter the workforce and/or move up in the career lattice. For this analysis, we looked at two population segments:

1. Adults (18 years and older) with a high school diploma
2. Adults (18 and older) with some college, no degree

Adults (18 years and older) with a high school diploma

Almost one-fifth (19%) of adults 18 years and older – or approximately 162,844 people - in Contra Costa have a high school diploma.

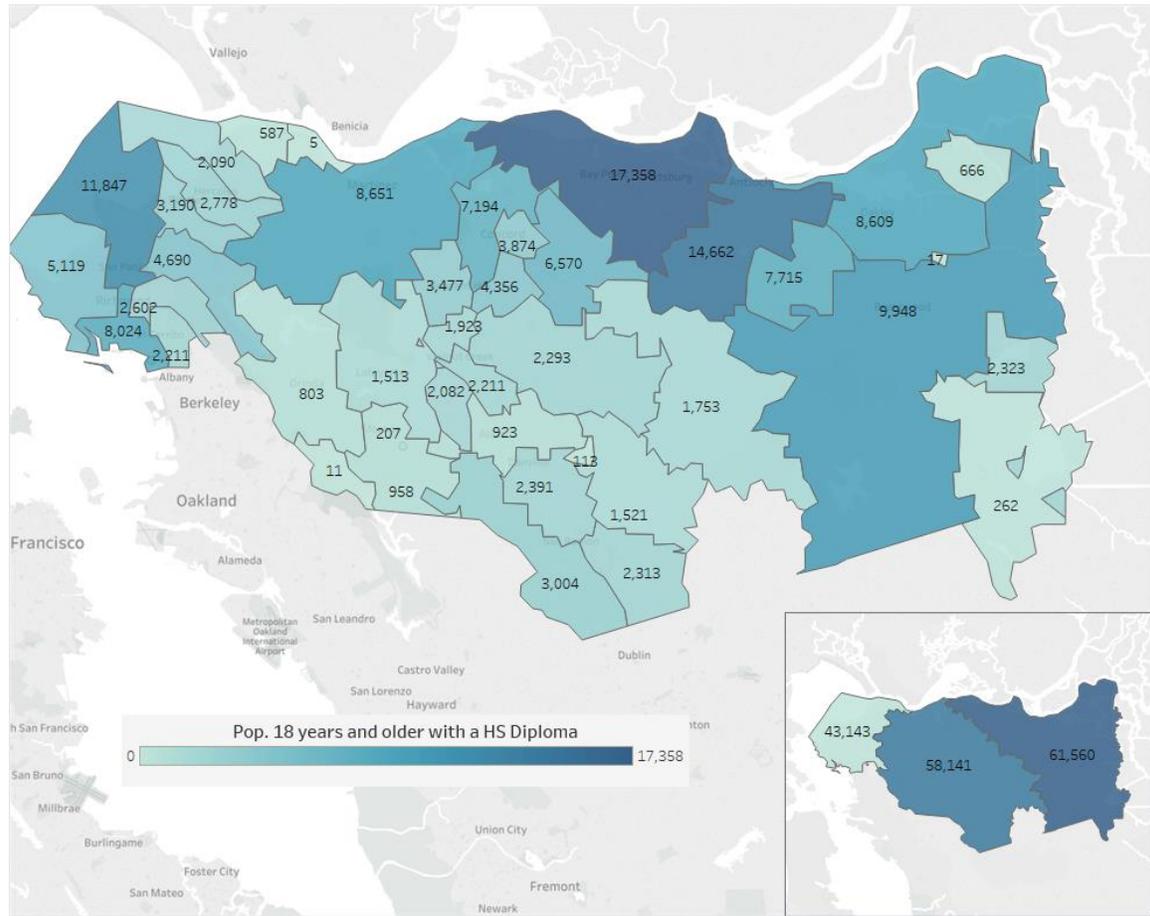
This adult population can be found in higher numbers in the East and Central sub-regions and in larger proportions in the East (26%) and West (22%) sub-regions. More specifically, the zip codes with the largest number of these adults are 94565, 94509, and 94806 (Figure 30).

Classes of Interest

Based on survey responses, the top 5 classes that raised the highest level of interest for those who have a **high school diploma** (or equivalent) include:

1. Classes for business and technology skills for the workplace (72% interested)
2. Classes for English language skills for the workplace (71% interested)
3. Classes to help read better (70% interested)
4. Classes for an Associate or bachelor's degree (59% interested)
5. Classes that teach life skills and help adults with disabilities (56% interested)

Figure 30: Adults 18 years and older with a High School Diploma (or equivalent)²⁷



²⁷ Source: U.S. Census Bureau, 2012-2016 American Community Survey 5-Year Estimates.

Adults (18 years and older) with Some College, no Degree

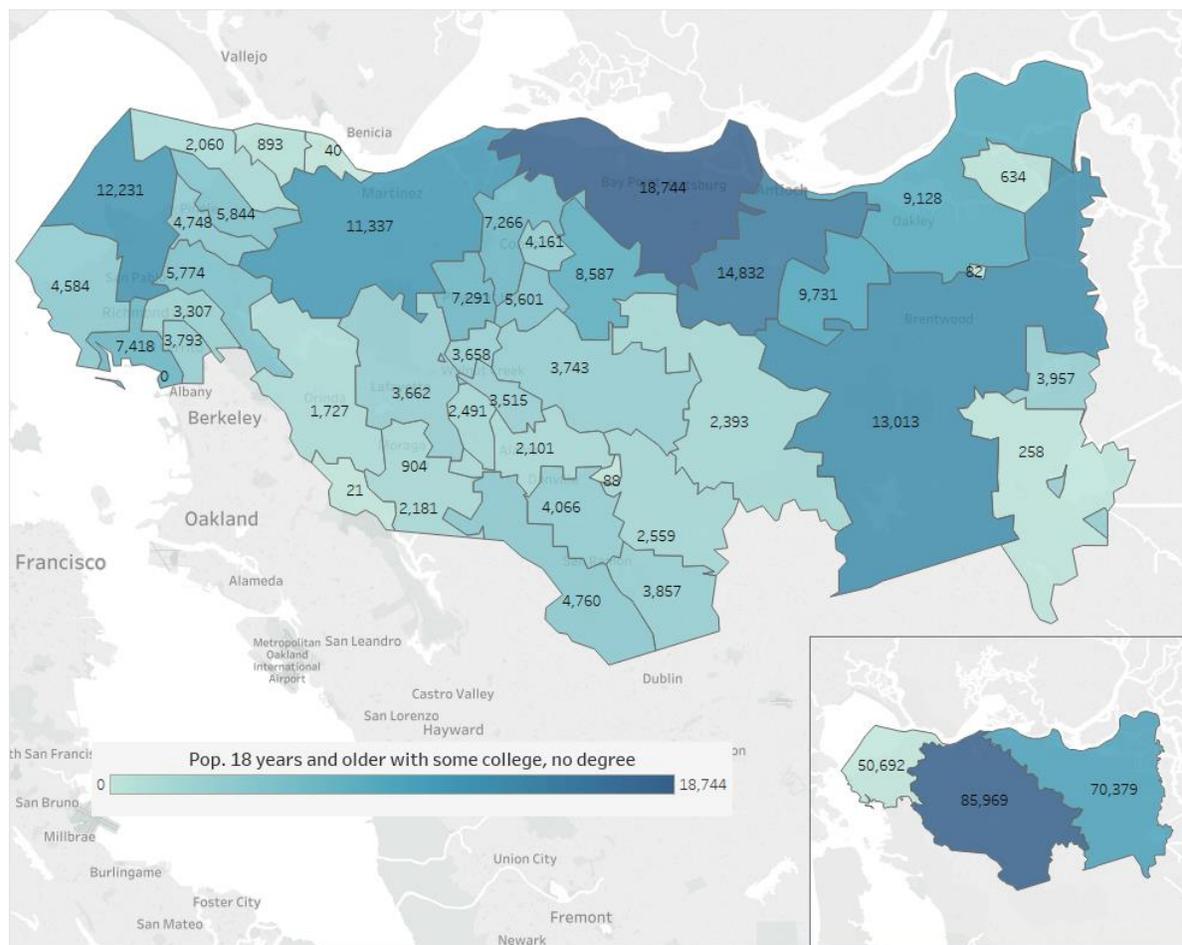
Almost one-in-four (24%) adults 18 years and older – or 207,040 adults - in Contra Costa have some college, no degree. The largest number of these adults can be found in the Central sub-region, followed by the East sub-region, and the highest proportions are found in the East (30%) and West (25%) sub-regions. The zip codes with the largest number of these adults are once again 94565 and 94509 (Figure 31).

Classes of Interest

Based on survey responses, the top 5 classes that raised the highest level of interest for those who have **some college, no degree** include:

1. Classes for business and technology skills for the workplace (72% interested)
2. Classes for an Associate or bachelor’s degree (65% interested)
3. Classes for English language skills for the workplace (61% interested)
4. Classes to help read better (60% interested)
5. Classes that teach life skills and help adults with disabilities (50% interested)

Figure 31: Adults 18 years and older with Some College, No Degree (or equivalent)²⁸



7. Re-Entry Population

Classes targeting these adult education population are meant to help adults who were previously incarcerated transition to independent living and to the world of work by providing training and specific skills necessary to find a job. This includes training to improve vocabulary, reading, and writing skills, as well as to write resumes and cover letters when applying for jobs.

Based on California Sentencing Institute's center on juvenile and criminal justice data,²⁹ there are approximately 3,378 adults incarcerated (state prison + county jail) in Contra Costa County, of which 1,899 adults are in prison and 1,479 adults are in county jail.³⁰ Although this population is already accounted for in Census data, it is important to recognize its size when developing re-entry programs and classes. Since these data are not available at a zip code level, it was not possible to create maps with the geographic distribution of this population.

Classes of Interest

Based on survey responses, the top 5 classes that raised the highest level of interest for those who were previously **in jail or in a youth detention center** include:

1. Classes for an Associate or bachelor's degree (77% interested)
2. Classes for business and technology skills for the workplace (75% interested)
3. Classes for apprenticeships or pre-apprenticeship programs in trades such as plumbing, HVAC, and solar installations (74% interested)
4. Classes for English language skills for the workplace (73% interested)
5. Classes for medical certification to work in the healthcare industry (67%) AND classes for high school diploma or equivalency (67% interested).

²⁹ Source: <http://casi.cicj.org/about.html#download>

³⁰ As of December 2016.

Recommendations

Adult schools and community colleges in the different sub-regions of the county should develop classes and programs that respond to the needs and characteristics of its adult population. Based on the number and concentration of the targeted population sectors by sub-region (Table 3), adult schools in the different sub-regions could especially target the following population:

1. West Sub-region: Basic Skills, English as a Second Language, Population below poverty line and CTE classes.
2. Central Sub-region: All sectors with a special emphasis on older workers and CTE classes.
3. East Sub-region: Basic skills, population with a disability, and CTE classes.

Table 3: Geographic Concentration of the Targeted Population by Sub-region

Sub-regions	Less than Basics Skills	English as a Second Language	Population with a Disability	Older Worker (Unemployed)	Population below Poverty Line	Adults with a HS Diploma	Adults with some college, no degree
West	34,701 (17%)	22,220 (14%)	28,417 (17%)	4,086	21,743 (13%)	43,143 (22%)	50,692 (25%)
Central	23,888 (6%)	22,231 (6%)	37,148 (12%)	9,537	23,235 (7%)	58,141 (14%)	85,969 (21%)
East	35,744 (15%)	16,368 (8%)	39,834 (20%)	4,002	22,901 (11%)	61,560 (26%)	70,379 (30%)

REGIONAL ECONOMIC PROFILE

1. OVERALL ECONOMIC PROFILE

There are a total of 375,822 jobs³¹ in Contra Costa County. Between 2006 and 2017, employment in the county has grown by 5.7 percent—lower than the neighboring Alameda County (13%) and the national (7%) and state (10%) averages (Figure 32).

Average wages per job are higher in Contra Costa (\$81,127) than the national (\$66,029) and state averages (\$78,217) but lower than the neighboring Alameda County (\$88,125).

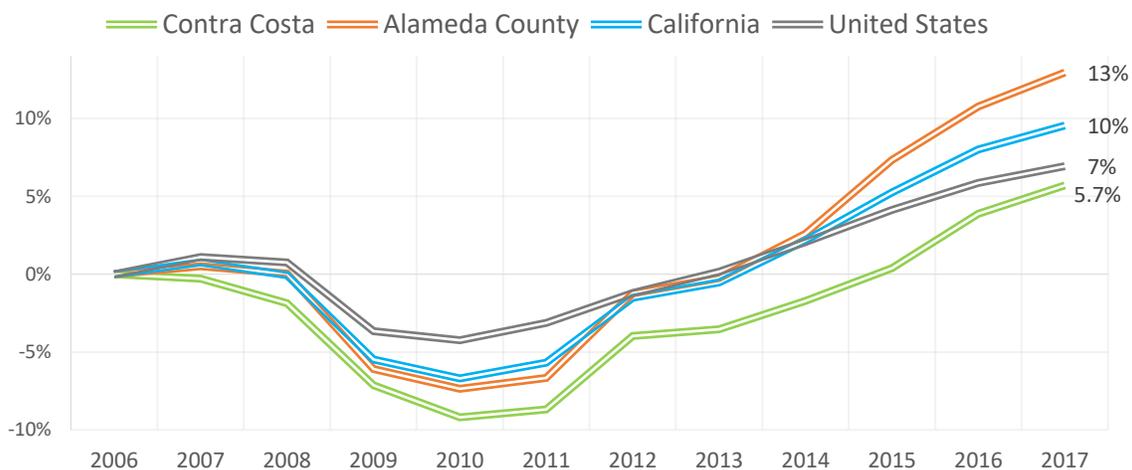
Economic Profile Analysis Summary

Employment in Contra Costa has grown since 2006, but at a slower rate than the neighboring Alameda County and the national and state averages. Average wages, however, are higher in Contra Costa than the state and national averages.

Why is this Important?

Overall employment growth is a general indicator of the economic health of a region. Understanding the county's employment trends can help support efforts to effectively grow the economy.

Figure 32. Total Employment Growth, 2006-2017³²



³¹ This figure does not include over 46,000 self-employed individuals in the county.

³² EMSI 2018 Q2, Class of Worker.

Unemployment

The unemployment rate for Contra Costa County sits at a low 3.8 percent.³³ While Alameda County has a lower unemployment rate of 3.6 percent, Contra Costa County's unemployment rate is lower than the national average of 4.4 percent, the statewide rate of 4.8 percent, and the neighboring counties of San Joaquin (7.0%) and Solano (4.8%).³⁴

2. JOB QUALITY

Employment trends and economic snapshots are important in analyzing job quantity, but they fall short in analyzing job quality. Educational attainment, training, and experience are often associated with employment opportunity, career growth, and potential earnings. Based on these elements, most occupations can be categorized into one of three occupational tiers that will provide more insight into job quality.

The three-tiered system used in this study is largely defined by current wage data, general educational attainment, and skills requirements.

Why is this Important?

Just like with overall employment growth, unemployment rate is another way to measure the economic health of a region. A low unemployment rate is a sign of a tight labor market, which means more job opportunities than available workforce. As Contra Costa continues to experience job growth and declining unemployment rates, it could face future workforce shortages.

Job Quality Analysis Summary

Since 2006, tier 3 occupations have grown at more than double the pace of tier 1 and tier 2 occupations. To improve job quality, the county will have to change the current trend and accelerate the growth of better paying tier 1 and tier 2 jobs.

Why is this Important?

Job quality represents a critical metric in understanding economic sustainability and tier 3 employment typically does not provide enough income for people to afford to live in the county.

³³ It is important to note that the unemployment rate is taken of residents that live in Contra Costa, but may work outside of the County, but employment growth is made up of the jobs that are found in Contra Costa County, regardless of where the workers live.

³⁴ Unemployment Rates for California: California Economic Development Department, 2017 Annual Average Revised. Extracted August 2018 and Bureau of Labor Statistics, Labor Force Statistics from the Current Population Survey.

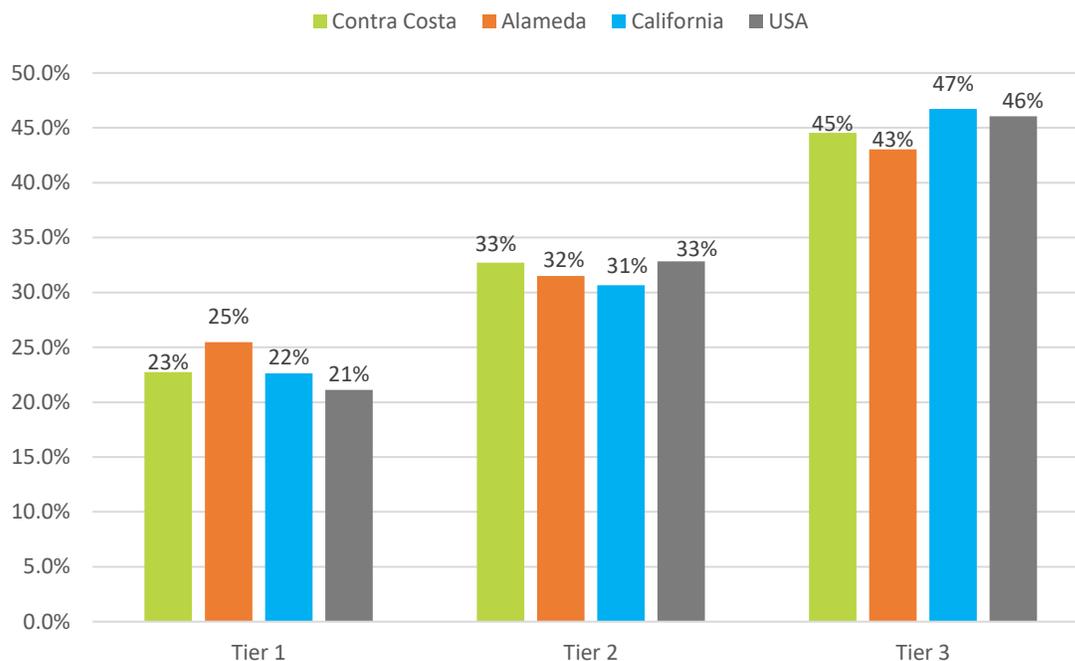
Tier 1 Occupations are typically the highest-paying, highest-skilled occupations in the economy. As of September 2017, the average annual wage for Tier 1 occupations in Contra Costa County Area is approximately \$100,915 a year. This occupational category includes positions such as managers (e.g., Chief Executives and Sales Managers), professional positions (e.g., Lawyers and Physicians) and highly-skilled technology occupations, such as scientists, engineers, computer programmers, and software developers.

Tier 2 Occupations are typically the middle-skill, middle-wage occupations that have historically provided the largest portion of employment in the county. As of September 2017, the average annual wage for Tier 2 occupations in Contra Costa County is approximately \$53,627 a year. This occupational category includes positions such as technicians, teachers, office and administrative positions (e.g., Accounting Clerks and Secretaries), manufacturing, operations, and production positions (e.g., Assemblers, Electricians, and Machinists).

Tier 3 Occupations are typically the lowest-paying, lowest-skilled occupations in the economy. As of September 2017, the average annual wage for Tier 3 occupations in Contra Costa is approximately \$29,232 a year. These occupations include positions such as security guards, food service and retail positions, building and grounds cleaning positions (e.g., Janitors), and personal care positions (e.g., Home Health Aides and Child Care Workers).

Less than half (45%) of all jobs in Contra Costa County are tier 3 occupations, about one-third are tier 2 jobs, and over one-fifth (23%) are tier 1 jobs (**Error! Reference source not found.**). This distribution is similar to those of the state and national averages, with a higher proportion of tier 1 and a lower proportion of tier 3 jobs in Contra Costa than in the other regions. Alameda County, on the other hand, has a higher concentration of tier 1 jobs and a lower concentration of tier 3 jobs than Contra Costa, the state, and the country (Figure 33).

Figure 33: Job Composition by Region³⁵



Putting things into in perspective, a family of two adults (one working) and two children would need **2.4** tier 3 jobs in Contra Costa County to meet self-sufficiency, while less than a tier 1 job would be sufficient for the same circumstances (Table 4). Thus, based on the distribution of higher-paying, tier 1 and tier 2 jobs, job quality is higher in Contra Costa than the average in California and the United States.

Table 4: Number of Jobs Required to Meet Family Self-Sufficiency³⁶

	Median Annual Wage	Number of Jobs to Meet Family Self-Sufficiency
Tier 1	\$100,915	0.70
Tier 2	\$53,627	1.31

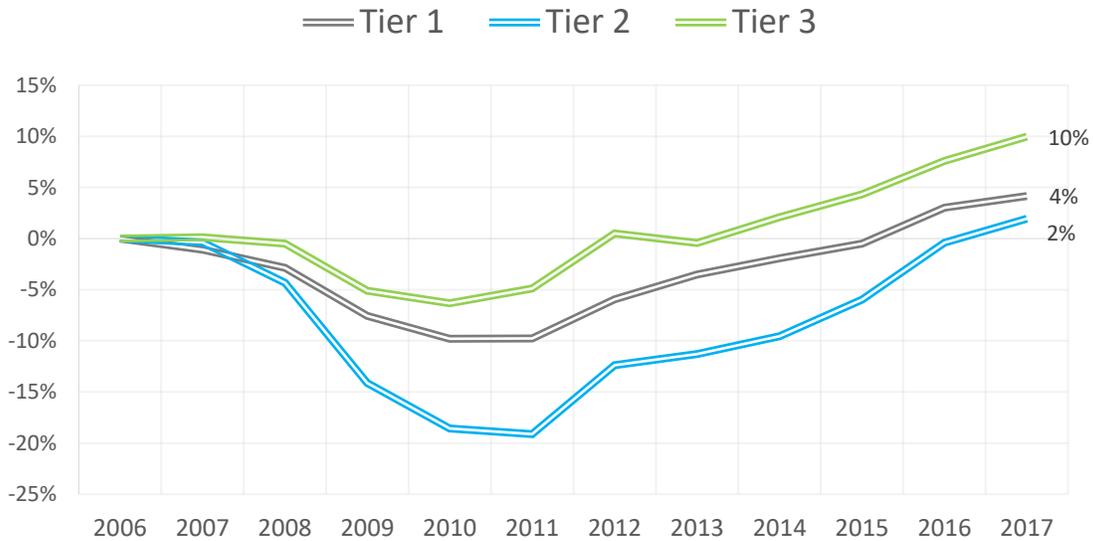
³⁵ Source: Ibid.

³⁶ Family self-sufficiency is defined as the living wage for two adults, one working, with two children—\$33.78 per hour, or \$81,127 per year. Source: <http://livingwage.mit.edu/counties/06077>

Tier 3	\$29,232	2.40
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Tier three jobs in the county are rapidly outpacing the rest of the workforce. These low-skill, low-wage occupations have grown by 10 percent since 2006, while high-skill, high-wage occupations have grown by about 4 percent and the county’s middle class occupations have increased by 2 percent since 2006 (Figure 34).

Figure 34. Employment Growth in Contra Costa County by Occupational Tiers, 2006-2017³⁷



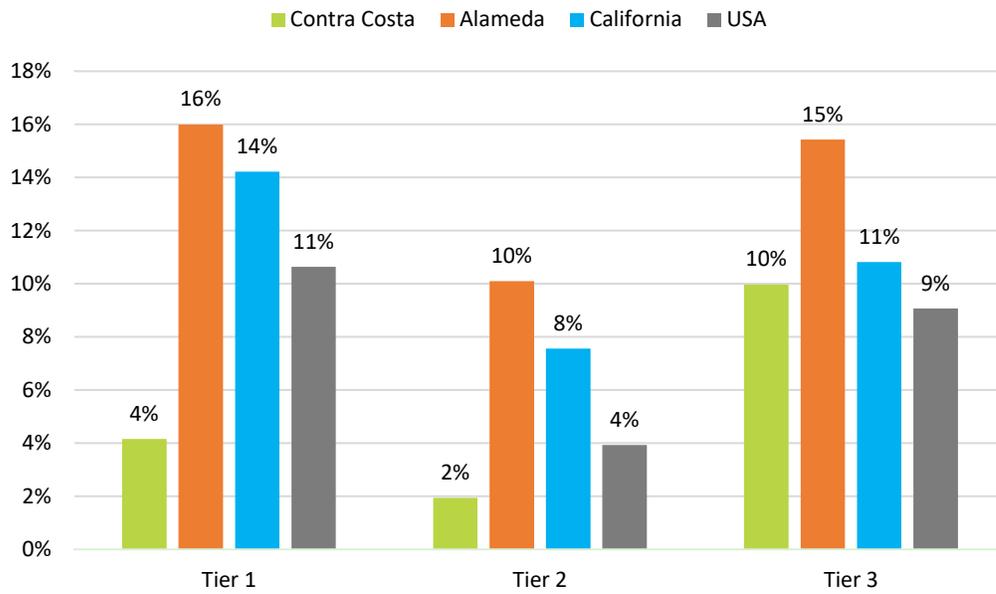
Contra Costa County is behind Alameda County, California, and the U.S. in terms of tier 1 and tier 2 job growth and it is just slightly ahead of the nation in tier 3 occupations. The difference in growth rates was more significant for tier 2 occupations (between 2 to 5 times lower than the other regions), followed by tier 1 occupations (3 to 4 times lower) (Figure 35).

To address quality of life and make sure residents can afford to live and work in the County, the number of higher paying, tier 1 and tier 2 jobs needs to increase, as average salaries of tier 3 jobs are unlikely to increase fast enough to ensure a family’s self-sufficiency.³⁸

³⁷ Source: EMSI 2018 Q2, Class of Worker.

³⁸ Family self-sufficiency is defined as the living wage for two adults, one working, with two children—\$33.78 per hour, or \$81,127 per year in Contra Costa County. Source: <http://livingwage.mit.edu/counties/06077>

Figure 35: Employment Growth by Occupational Tiers and Region, 2006-2017³⁹



³⁹ Source: EMSI 2018 Q2, Class of Worker.

Workforce

Another measure of regional economic health, the civilian labor force participation rate (LFPR) examines the total number of civilians either actively employed in the labor force or seeking work, compared to total individuals 16 years of age or older. Almost two-in-three Contra Costa residents 16 years and older are participating in the labor force (65%), compared to 63.5 percent in the U.S. and 63.4 percent in California.

Additionally, Contra Costa County has a low 3.8 percent unemployment rate, which is lower than California’s 4.8 percent and the country’s 4.4 percent unemployment rate (Table 5). Looking at the different sub-regions in the county, unemployment rates are lower in the Central sub-region, followed by the West, and lastly the East sub-region (Table 5).

Table 5: Labor Force Participation (2016)⁴⁰ and Unemployment Rates⁴¹ (2017) by Sub-Region

Sub-Regions	Labor Force Participation Rate	Unemployed Rate
Contra Costa County	65%	3.8%
East	59%	4.2%
West	62%	3.5%

⁴⁰ Source: U.S. Census Bureau, 2012-2016 American Community Survey 5-Year Estimates.

⁴¹ Unemployment Rates: Unemployment Rates for California: California Economic Development Department, 2017 Annual Average Revised. Extracted August 2018; Data for Cities and Census Designated Places (CDP) were used as a proxy for the sub-region’s unemployment rates. **West Sub-Region:** Crockett CDP, East Richmond Heights CDP, El Cerrito City, El Sobrante CDP, Hercules City, Kensington CDP, Pinole City, Port Costa CDP, Richmond City, Rodeo CDP, Rollingwood CDP, San Pablo City, Tara Hills CDP. **Central Sub-Region:** Alamo CDP, Clayton CDP, Clyde CDP, Concord City, Danville town, Diablo CDP, Lafayette City, Martinez City, Mountain View CDP, Orinda City, Pacheco CDP, Pleasant Hill City, San Ramon City, Vine Hill CDP, Walnut Creek City. **East Sub-Region:** Antioch City, Bay Point CDP, Bethel Island CDP, Brentwood City, Byron CDP, Discovery Bay CDP, Knightsen CDP, Oakley City, Pittsburg City.

Workforce Analysis Summary

Contra Costa County is a net-exporter of workers in **all** occupation segments, although the largest difference is found in higher-paying, tier 1 occupations such as management, business, science, and arts occupations, where the number of people in the resident workforce is more than twice the number of local jobs in those same occupations. This large gap may be due to its close proximity to San Francisco County, where there are more jobs and wages are higher, but housing is more expensive than in Contra Costa.

Why is this Important?

In addition to the overall economic and job quality analysis, workforce analysis is important to identify challenges and opportunities in a region’s employment availability, economic vitality, and quality of life. The fact that the County is an exporter of talent in all occupational clusters illustrates the availability of talent in the county and the opportunity for further economic development in Contra Costa.

Central	61%	3.4%
California	63.4%	4.8%
United States	63.5%	4.4%

Note: Data for city and census designated places were used as a proxy for the sub-regions' unemployment rates since unemployment rates are not provided at zip code level. As such, there are undesignated areas that are not included in the data and consequently the average unemployment rates among the sub-regions do not perfectly match the County's average.

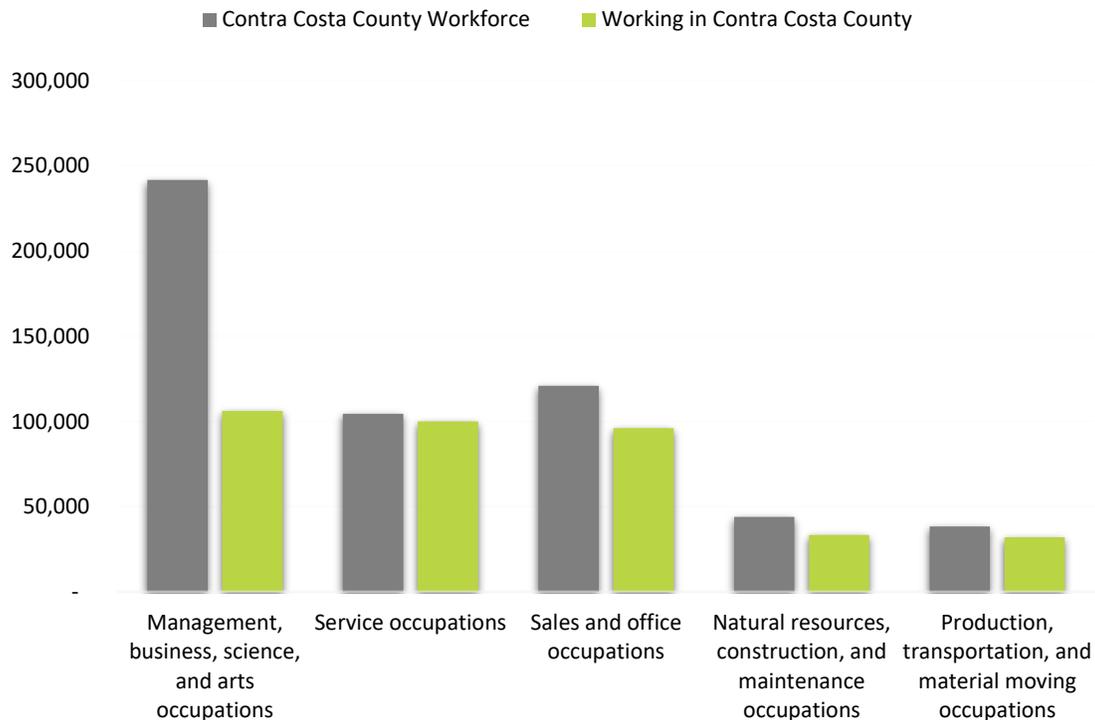
Resident Workforce vs. Local Workforce (Jobs)

The next step in the workforce analysis is to assess how the county's workforce intersects with the local availability of jobs. This analysis has important implications for transportation and commuting, housing, and employment opportunities. To conduct this analysis, we looked at the ratio between the resident workforce (civilian employed population 16 years and over) and the number of local jobs (i.e. people working in Contra Costa regardless of their residence).

Results show that there are more Contra Costa residents in the workforce (549,609) than people working in Contra Costa (367,597) and this was true in all occupational segments (Figure 36). Also notable is the larger gap for higher paying occupations such as management, business, science, and arts occupations—where the number of the resident-workforce is more than twice that of the local jobs available in those same occupations (241,828 workforce vs. 106,260 jobs). This means that resident workers are leaving the county to go to work. This large gap in higher-paying occupations may be due to Contra Costa's proximity to San Francisco (SF) County, where there is a higher supply of tier 1 jobs (35% of all jobs in SF County), but housing is more expensive.

Nonetheless, the export of talent in all occupational sectors highlights the availability of talent in the County and the lack of jobs to meet the resident-workforce demand. This provides an opportunity for further economic development since the creation of new jobs in the County would be met with available resident workforce.

Figure 36: People working in Contra Costa County vs. Contra Costa Workforce⁴²



Commute Analysis

In this section, we look at the means and average time Contra Costa workers take to get to work.

In Contra Costa County most workers 16 years and older drive alone to work in a car, truck, or van (69%), 12 percent carpool in a car, truck, or van, and 10 percent use public transportation. Overall, a smaller proportion of workers in Contra Costa drive to work **alone** compared to the state average and the proportion of workers who use public transportation is twice as high in the county than it is in the state (Figure 37).

Commute Analysis Summary

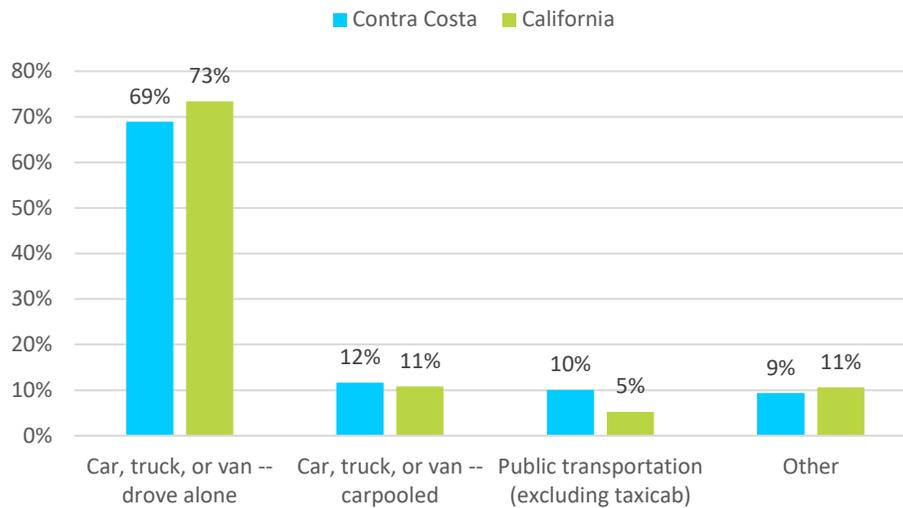
While a larger portion of residents in Contra Costa carpool and use public transportation than the state’s average, these same residents commute for a longer time on average in the county than in the state.

Why is this Important?

Commuting times and behavior have an important impact on residents’ quality of life and on the employers’ ability to recruit workers to the area. Thus, measures to reduce commuting times can help improve the region’s quality of life.

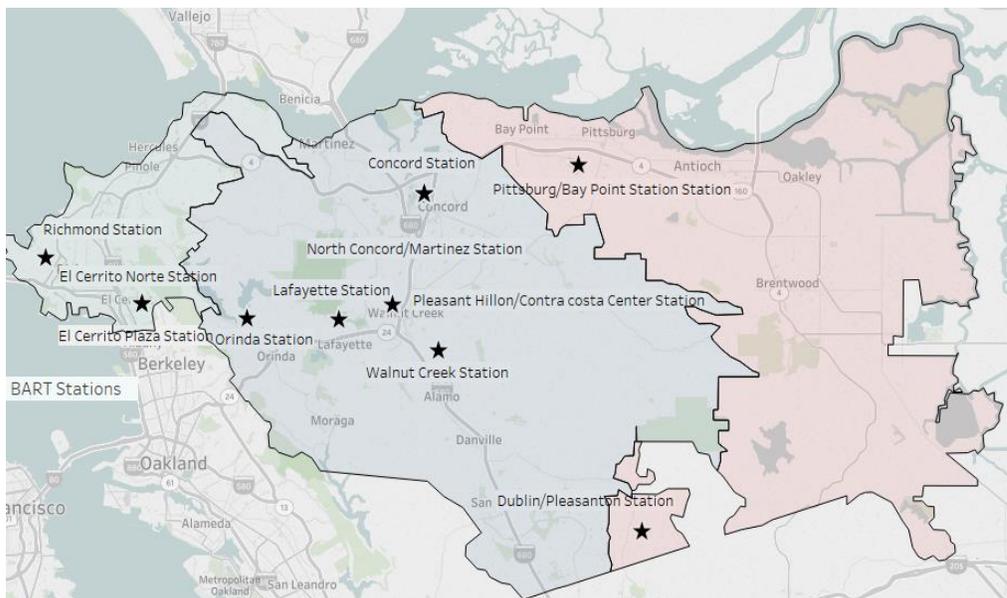
⁴² Source: U.S. Census Bureau, 2012-2016 American Community Survey 5-Year Estimates.

Figure 37: Type of Travel for Workers 16 Years and Older by Region, 2016⁴³



In terms of public transportation, the Central sub-region has five of the eight BART stations in the county, the West sub-region has two, and the East sub-region has only one.⁴⁴ A large portion of the East sub-region has no BART station, making access to public transportation more challenging in this area (Figure 38).

Figure 38: BART stations and major highways in Contra Costa County⁴³



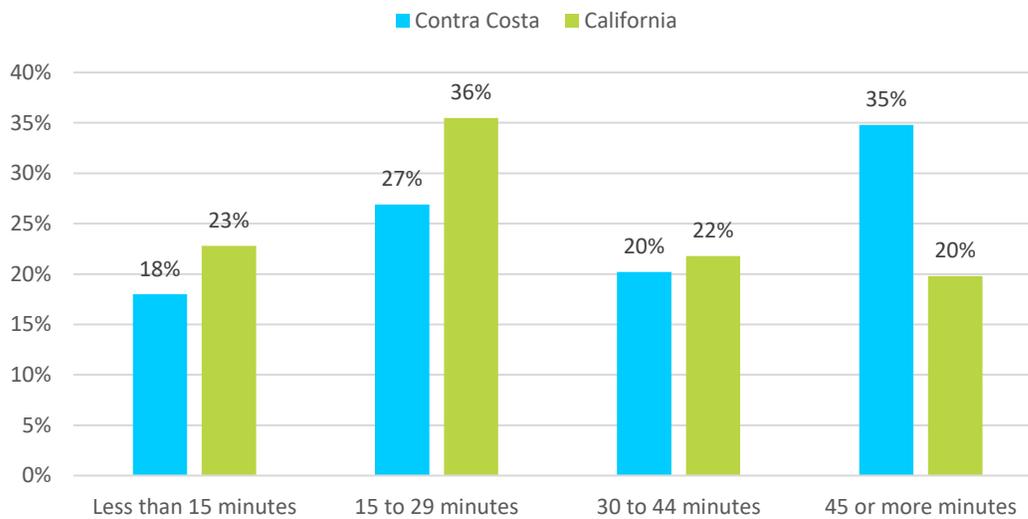
⁴³ Source: U.S. Census Bureau, 2012-2016 American Community Survey 5-Year Estimates.

⁴⁴ A BART station in Dublin/Pleasanton is represented in the map due to its proximity to Contra Costa County and the fact that many county residents may use it for public transportation. Nonetheless, that station is outside Contra Costa County and that zip code was not included in the analysis.

The average commute to work for Contra Costa residents is approximately 36 minutes, with over half (55%) of the workers 16 years and older in Contra Costa driving 30 minutes or more to go to work. This proportion is higher than the 40 percent who commute 30 minutes or more in California, and higher than the state’s average time to work of 28 minutes. On the other hand, nearly three in five workers (59%) in California drive less than 30 minutes to work, compared to 45 percent of workers in Contra Costa (Figure 39).

Although a larger portion of workers 16 years and older carpool and use public transportation in Contra Costa compared to the state, these same workers commute for a longer time (average of 36 minutes) in Contra Costa than in the state (28 minutes).

Figure 39: Travel Time for Workers 16 Years and Older by Region, 2015⁴⁵



⁴⁵ Ibid.

3. TRADITIONAL INDUSTRY PROFILE

Traditional Industry Clusters

The research team analyzed 18 traditional industry clusters for consideration for adult education students in Contra Costa County (Table 6).

Out of the eighteen clusters, six were selected given their overall employment, growth potential, provision of sustainable wages, and strong career pathway opportunities. These selected clusters account for 46 percent of the county’s overall employment and include the following: Logistics, Healthcare, Professional and Business Services, Finance and Banking, Insurance, Real Estate, and Building and Design, and Information and Communication Technologies (ICT).

Industry Clusters Analysis Summary

Higher paying industry clusters such as **logistics, healthcare, professional and business services, finance and banking, insurance, and real estate, and building & design** have grown by at least 11 percent since 2011, have above-average wages, and offer strong career pathways with opportunities for new skills and salaries.

Why is this Important?

These industry clusters offer opportunities for training and workforce development as we look for economic and workforce opportunities in the county.

Table 6. Traditional Industry Cluster Profiles for Contra Costa County⁴⁶

Industry Clusters	Total Employment 2017	Growth 2011-2017	Average Wage 2017	Location Quotient ⁴⁷ 2017
1. Information and Communication Technologies	10,955	-5%	\$150,589	0.99
2. Defense, Aerospace, and Transportation Manufacturing	643	6%	\$91,260	0.12
3. Biotechnology and Biomedical Devices	4,825	7%	\$119,809	0.98
4. Energy	10,998	0%	\$194,038	2.28
5. Tourism, Hospitality, and Recreation	41,539	27%	\$28,567	0.97
6. Retail	44,438	7%	\$43,416	1.06
7. Logistics	11,904	39%	\$99,807	0.71
8. Healthcare	56,668	47%	\$81,397	1.26
9. Professional and Business Services	38,312	22%	\$93,705	1.03

⁴⁶ Source: EMSI 2018 Q2, Class of Worker.

⁴⁷ Location Quotient (LQ) is a way of quantifying how concentrated a particular industry or industry cluster is in a region as compared to the nation. A LQ of 1 means the concentration of jobs in the region is equal to the national average.

10. Finance and Banking, Insurance, and Real Estate (FIRE)	26,879	11%	\$118,360	1.38
11. Information and Communications	2,544	0%	\$69,129	0.57
12. Education and Knowledge Creation	13,516	20%	\$43,643	0.96
13. Agriculture and Food	4,741	13%	\$61,022	0.49
14. Building and Design	28,540	39%	\$92,058	1.31
15. Water	283	-19%	\$102,583	0.48
16. Other Manufacturing	3,897	-1%	\$86,078	0.28
17. Other Services	18,695	-19%	\$44,354	1.11
18. Public Services and Infrastructure	20,785	4%	\$120,961	0.77

Tourism, Hospitality and Recreation

While the tourism, hospitality, and recreation industry sector provides a growing and large number of jobs in the Contra Costa, it is not profiled in this report because of the lack of sustainable career pathways it offers.

It is important to note however that this industry sector provides numerous opportunities for entry-level workers to gain **on-the-job training and experience** and to enhance important skillsets—customer service, interpersonal, and communication skills—that transfer into nearly all other industry clusters.

Building upon these areas of expertise provides entry-level workers with greater opportunity to transition into more sustainable careers. With over 41,000 workers and 27 percent employment growth since 2011, this industry sector could be seen as a useful stepping stone or **career lattice** into one of the above five industries.

Career Lattice is a framework in which employees can move through a variety of positions across different industries, provided they acquire the appropriate, transferable skillsets. A lattice allows for more flexibility and growth, as individuals are not simply moving upward, but instead can move outward and design their own pathways based on the skills they have gained in previous positions.

Selected Industry Clusters

Logistics

Contra Costa's Logistics industry cluster employs almost 12,000 workers and has grown by 39 percent since 2011. Logistics firms support 3 percent of the county's overall employment and provide an average annual wage of about \$99,807. Each of the top five occupations has grown by at least 28 percent since 2011 and the typical entry-level education for these occupations is a bachelor's degree or less.

Healthcare

The Healthcare industry employs just over 56,600 workers around Contra Costa County and has grown by over 47 percent since 2011. The cluster accounts for 15 percent of the county's total employment, with average wages of \$81,397 per year. Of the top ten occupations employed in the Healthcare industry cluster, only one—Registered Nurses—requires education beyond a postsecondary non-degree award. Each of the top ten occupations have grown by at least 19 percent since 2011, with personal care aide occupations growing by an impressive 299 percent.

Professional and Business Services

With 10 percent of the total county employment, the Professional and Business Services industry cluster employs over 38,000 workers across the county, supporting annual average wages of \$93,705. Overall employment has grown by 22 percent since 2011 and each of the top five occupations has grown by about 10 to 72 percent between 2011 and 2017. Nearly all of the top five occupations require a high school diploma or less, with the exception of accountants and auditors, for which a bachelor's degree is required.

Finance and Banking, Insurance, and Real Estate (FIRE)

Finance, Banking, Insurance and Real Estate (FIRE) firms employ about 26,879 workers in the county, or 7 percent of the county's total employment. This industry cluster has seen employment grow by 11 percent since 2011, with high average wages of about \$118,360. The top five occupations require between a high school diploma and a bachelor's degree as the typical entry-level education level and have seen variable growth, with tellers declining by 15 percent since 2011 and insurance sales agents growing by 23 percent during the same time.

Building and Design

The county's Building and Design cluster employs over 28,000 workers and has grown by 39 percent since 2011. Building and Design firms support 8 percent of the county's overall employment and provide an average annual wage of about \$92,058. Each of the

top five occupations has grown by at least 37 percent since 2011 and the typical entry-level education for these occupations is a high school diploma or less.

Information & Communication Technologies

The county's Information & Communication Technologies (ICT) cluster employs nearly 11,000 workers, or 3 percent of all jobs in the county, with average wages per job of \$150,589—the highest wages of all identified industry clusters. Although this industry cluster has decreased in employment by 5 percent since 2011, it provides a healthy array of occupational pathways that can begin with adult education course offerings. The top three occupations in terms of employment in this cluster have grown by at least 19 percent since 2011 and the typical entry-level education for these occupations is a post-secondary non-degree award or more.

4. REGIONAL INDUSTRY CLUSTERS

Two regional clusters were previously identified by Contra Costa workforce and education planners and are analyzed below: Home Health Care Services and Advanced Manufacturing (Table 7).

Table 7: Regional Industry Cluster Profiles in Contra Costa County⁴⁸

Industry Clusters	Total Employment 2017	Growth 2011-2017	Average Wage 2017	Location Quotient 2017
Home Health Care Services	3,118	42%	\$49,358	0.89
Advanced Manufacturing	15,375	-11%	\$125,756	0.50

Home Health Care Services

The Home Health Care Services industry employs 3,118 workers in Contra Costa County and has grown by 42 percent since 2011. This cluster accounts for only 1 percent of the county's total employment, with average wages of \$49,358 per year. Of the top five occupations employed in the home health care services industry cluster, only one—Personal Care Aides—has experienced a small increase since 2011 (1%), with all the others growing by between 47% to 50%. These top five occupations require between a high school diploma or equivalent to a Doctoral or professional degree.

⁴⁸ Source: EMSI 2018 Q2, Class of Worker.

Advanced Manufacturing

Accounting for 4 percent of the county's total employment, the Advanced Manufacturing industry cluster employs a total of 15,375 workers across the county and supports high annual average wages of \$125,756. Overall, employment in this cluster decreased by 11 percent since 2011, with a decline occurring in all of its top five occupations. Lastly, a high school diploma or equivalent is required for all of the top five advanced manufacturing occupations.

5. CAREER PATHWAYS

Based on the five selected, traditional industry clusters, the infographics below highlight the potential career pathway progressions for each industry in Contra Costa County. The pathway depicted is meant to be a “sample” path, with other occupations not included in the graphics falling under the different experience levels. The occupations highlighted for each experience level were selected based on the number of jobs, the 2011-2017 growth rate, and the employment opportunity in the area.

Why is this Important?

Career pathways are intended to help develop students’ core academic, technical, and employability skills. By focusing on the following five industry clusters, community colleges can design strong programs that will help students develop their technical and employability skills and increase their chances of finding sustainable and high-paying jobs.

Figure 40. Logistics Career Pathway



Logistics

Entry-level

Shipping, Receiving, and Traffic Clerks

Hand Laborers and Freight, Stock, and Material Movers

Light Truck or Delivery Drivers

\$16.88

Median Hourly Wage, 2017

37%

Growth, 2011-2017

High school or less & short-term on-the-job training

Mid-level

Bookkeeping, Accounting, and Auditing Clerks

Wholesale and Manufacturing Sales Representatives

Customer Service Representatives

\$23.31

Median Hourly Wage, 2017

49%

Growth, 2011-2017

High school or some college & short- to moderate-term on-the-job training

Senior-level

Technical and Scientific Products Sales Representatives

General and Operations Managers

Sales Managers

\$56.60

Median Hourly Wage, 2017

61%

Growth, 2011-2017

Bachelor's degree, about five years work experience, & moderate-term on-the-job training

Figure 41. Healthcare Career Pathway



Healthcare

Entry-level

Personal Care Aides

Nursing Assistants

Dental Assistants

\$15.89

Median Hourly Wage, 2017

98%

Growth, 2011-2017

Postsecondary nondegree or less & short-term or no on-the-job training

Mid-level

Medical Secretaries

Medical Assistants

Licensed Practical and Licensed Vocational Nurses

\$21.72

Median Hourly Wage, 2017

24%

Growth, 2011-2017

High school or postsecondary nondegree & moderate to no on-the-job training

Senior-level

Registered Nurses

Physical Therapists

Medical and Health Services Managers

\$57.42

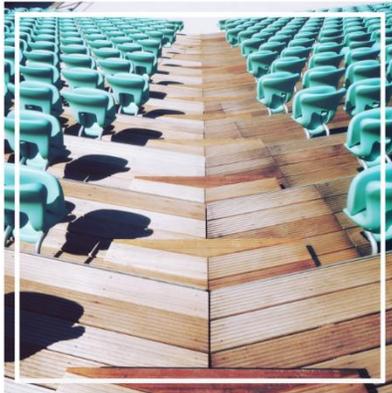
Median Hourly Wage, 2017

37%

Growth, 2011-2017

Bachelor's degree or higher and less than 5 years of experience

Figure 42. Professional and Business Services Career Pathway



Professional and Business Services

Entry-level

Hand Laborers and Stock and Material Movers

Janitors and Cleaners

Landscaping and Groundskeeping Workers

\$15.39

Median Hourly Wage, 2017

45%

Growth, 2011-2017

No formal education & short-term on-the-job training

Mid-level

Bookkeeping, Accounting, and Auditing Clerks

Customer Services Representatives

Secretaries and Administrative Assistants

\$20.81

Median Hourly Wage, 2017

9%

Growth, 2011-2017

High school or some college & short- to moderate-term on-the-job training

Senior-level

Accountants and Auditors

Lawyers

Management Analysts

\$45.66

Median Hourly Wage, 2017

3%

Growth, 2011-2017

Bachelor's degree or higher & five years or less work experience

Figure 43: Finance & Banking, Insurance, Real Estate (FIRE) Career Pathway



Finance & Banking, Insurance, Real Estate

Entry-level

Insurance Claims and Policy Processing Clerks

Office Clerks

Counter and Rental Clerks

\$17.22

Median Hourly Wage, 2017

17%

Growth, 2011-2017

High school diploma or less & short-term to moderate on-the-job training

Mid-level

Insurance Sales Agents

Loan Interviewers and Clerks

Customer Services Representatives

\$25.07

Median Hourly Wage, 2017

14%

Growth, 2011-2017

High school diploma & short-to moderate-term on-the-job training

Senior-level

Loan Officers

Securities, Commodities, and Financial Services Sales Agents

Personal Financial Advisors

\$44.96

Median Hourly Wage, 2017

14%

Growth, 2011-2017

Bachelor's degree & moderate- to long-term on-the-job training

Figure 44. Building and Design Career Pathway



Building and Design

Entry-level

Construction Laborers

Office Clerks

Painters, Construction, and Maintenance

\$23.73

Median Hourly Wage, 2017

47%

Growth, 2011-2017

High school or less & short- to moderate-term on-the-job training

Mid-level

Electricians

Carpenters

First-line Supervisors of Construction Workers

\$35.58

Median Hourly Wage, 2017

48%

Growth, 2011-2017

High school, at least five years work experience, & an apprenticeship

Senior-level

Civil Engineers

Construction Managers

General and Operations Managers

\$52.05

Median Hourly Wage, 2017

24%

Growth, 2011-2017

Bachelor's degree, five years work experience or less & moderate-term on-the-job training or none

Figure 45: Information & Communication Technologies Career Pathway



Information & Communication Technologies

Entry-level

Office Clerks
 Electrical and Electronic
 Equipment Assemblers
 Stock Clerks and Order Fillers

\$15.31

Median Hourly Wage, 2017

-29%

Growth, 2011-2017

High school diploma or less &
 short- to moderate-term on-
 the-job training

Mid-level

Services Sales Representatives
 Telecommunications Line
 Installers and Repairers
 Telecommunications
 Equipment Installers and
 Repairers

\$33.92

Median Hourly Wage, 2017

-21%

Growth, 2011-2017

High school diploma or higher
 & moderate- to long-term on-
 the-job training

Senior-level

Computer and Information
 Systems Managers
 Applications Software
 Developers
 Systems Software Developers

\$61.67

Median Hourly Wage, 2017

16%

Growth, 2011-2017

Bachelor's degree & five
 years or less work
 experience

6. CONTRA COSTA OCCUPATION SEGMENTS

In addition to the industry clusters, five **occupation segments** identified in previous research in the county and with existing programs in the Contra Costa Community College Commute Area were examined. These five clusters account for 37 percent of all jobs in the county and include **Home Healthcare, Computer & Mathematical, Industrial Trades, Business, and Public Safety** (Table 8).

Why is this Important?

Occupation segments analysis focus on the knowledge, skills, and abilities individuals wanting to work on those occupations require. Focusing on specific, sustainable occupation segments allow Adult Schools to develop programs that will equip students with in-demand skills and knowledge.

Business, home healthcare, and industrial trades provide the largest number of jobs in the county and have experienced the largest growth since 2011. The highest median hourly earnings are seen in public safety and computer & mathematical occupations and the highest concentration of jobs, as compared to the national average, is experienced in industrial trades and home healthcare (Table 8).

Table 8: Occupational Clusters Profile⁴⁹

Occupation segments	Total Employment 2017	Growth 2011-2017	Median Hourly Earnings 2017	Location Quotient 2017
Home Healthcare	25,590	24%	\$29	1.01
Healthcare Practitioners & Technical	16,077	23%	\$42	1.06
Healthcare Support	9,513	25%	\$18	0.94
Computer & Mathematical	4,023	0.2%	\$40	0.86
Industrial Trades	22,708	23%	\$31	1.09
Construction & Extraction	11,085	42%	\$33	1.39
Maintenance & Repair	7,085	22%	\$30	1.02
Production	4,537	-6%	\$27	0.75
Business⁵⁰	55,084	10%	\$22	0.97
Office & Administrative Support	29,690	9%	\$23	0.96
Sales & Related	12,858	12%	\$26	1.00
Business Information	40,014	10%	\$21	0.96
Public Safety	2,446	1%	\$44	0.52

⁴⁹ Source: EMSI 2018 Q2, Class of Worker.

⁵⁰ The total number of Business jobs is not the sum of the business categories (e.g. office & administrative support) because some occupations are repeated in the three different business categories.

Looking at the occupation segments by industry cluster, the industries that provide the highest number of jobs are healthcare, followed by building and design, and FIRE. The occupation segments with the highest employment numbers are home health care services, business, and industrial trades⁵¹ (Table 9).

Table 9: Occupation segments Employment in Contra Costa County by Industry Cluster

Industry Clusters	Occupation Segments				
	Home Health Care Services	Computer & Mathematical Group	Industrial Trades	Business	TOTAL
Logistics	0	96	525	1,625	2,245
Healthcare	21,105	218	111	2,475	23,910
Professional and Business Services	376	719	615	2,987	4,698
Finance & Banking, Insurance and Real Estate	31	376	137	6,374	6,918
Building & Design	0	97	9,263	1,635	10,995
ICT	0	1,276	1,481	909	3,667
TOTAL	21,512	2,781	12,132	16,006	52,432

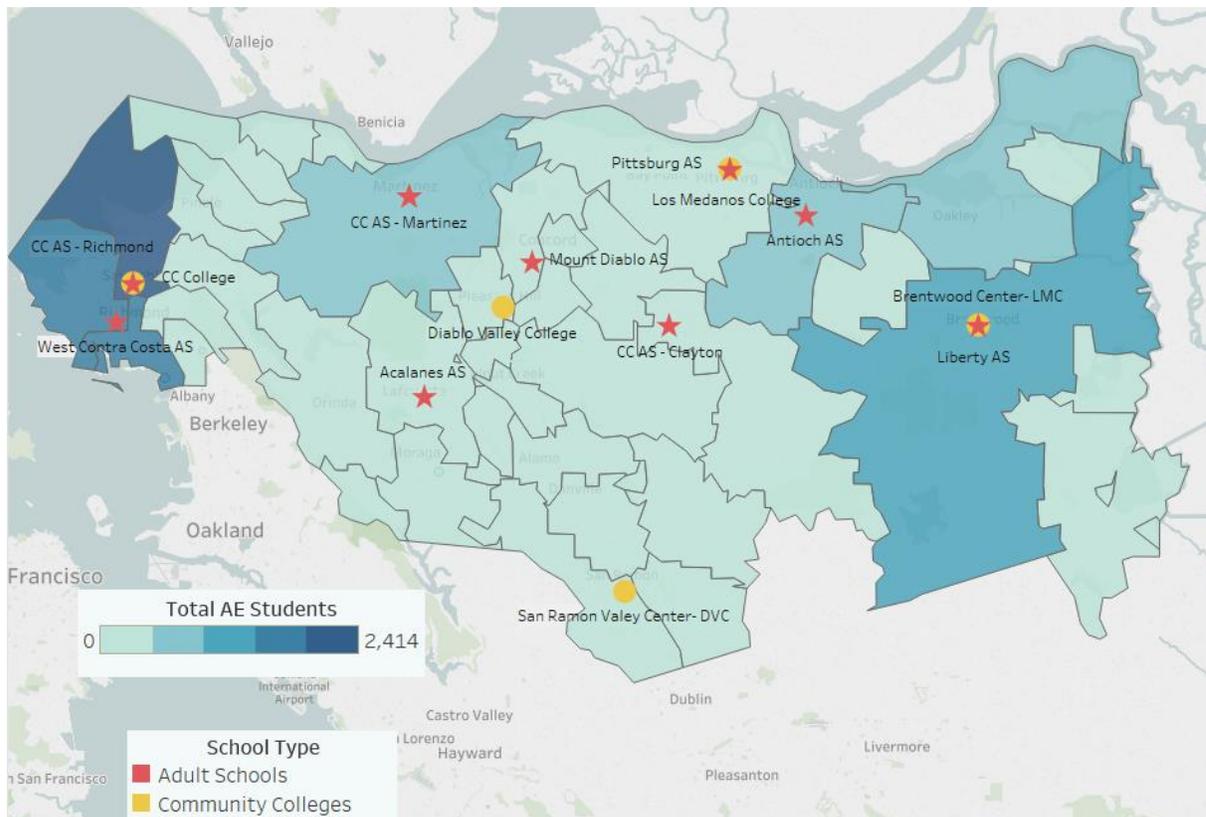
⁵¹ Public safety was excluded from the table since it has no jobs in the five industry clusters.

EDUCATION AND TRAINING

Based on data provided by the Contra Costa Adult Education Consortium, the geographic location of current Contra Costa County adult education (AE) students by zip code and the current AE student are represented in the map below.

Even though the largest portion of the county’s population reside in the Central sub-region (48%), the majority of AE students (60%) are located in the West sub-region, followed by the East (25%), and Central sub-regions (15%). Not surprisingly, the three zip codes with the largest number of AE students are 94806, 94801, and 94804; all are located in the West sub-region (Figure 46). Lastly, the total number of AE students represent 4 percent of the total adult population (18 – 64 years old) in the West sub-region, 2 percent in the East sub-region, and 1 percent in the Central sub-region.

Figure 46: Current Adult Education Students and Schools in Contra Costa County⁵²



⁵² These data did not include Contra Costa Adult School (CC AS) enrollment. Contra Costa AE schools include: Antioch (An), Acalanes (Ac), Contra Costa Adult School (CC AS), Liberty (Li), Martinez (Ma), Mount Diablo (Mt), Pittsburg (Pi), and West Contra Costa (WC). Community colleges include: Contra Costa College, Diablo Valley College (DVC), and Los Medanos College (LMC) with a total of five locations. For more details go to page 76.

1. STUDENT GAP ANALYSIS

We conducted a gap analysis to assess how the concentration of the **targeted AE population segments**⁵³ (e.g. *population with a high school diploma, population with English as a second language, etc.*) compares to the number of current **AE students** by zip code or sub-region.⁵⁴ Current AE students represent **ALL** AE students enrolled, as data were not provided by specific AE program for every school.

Each ratio is calculated as:

$$\text{❖ Targeted AE population} \div \text{Current AE students}^{55}$$

The goal of this analysis was to determine whether the targeted student population is being underserved and if so, which zip codes and sub-regions are most affected. The maps on the following pages illustrate the gap by targeted population. ***Darker colors represent larger gaps between the targeted population and current AE student population and consequently the zip codes/sub-regions deserving more attention.***

Student Gap Analysis Summary

The largest gaps between the targeted AE population segments and current AE students are seen for adults with some college, no degree, with a high school diploma, and with a disability.

Geographically, the largest gaps are consistently seen in the **Central sub-region**, since this sub-region has *the largest population* among the three sub-regions (46%) and the *smallest number of current AE students* (1,730 or 15%). Conversely, the West sub-region has the smallest ratios and it is where the targeted AE population is currently best served since it is the sub-region with the largest number of AE students and with a smaller overall population (Table 10).

The zip codes with the largest gaps include 94517 in Clayton, 94582 in San Ramon, and 94565 in Pittsburg.

Why is this Important?

The student gap analysis compares the number of the targeted AE population (i.e. adults with a high school diploma or less) with the current AE students by zip code or sub-region. It provides an assessment of how well the targeted population is represented in the current AE student population by sub-region and identifies which targeted AE populations are over or under represented in the current AE student population.

⁵³ Source: Targeted AE population - U.S. Census Bureau, 2012-2016 American Community Survey 5-Year

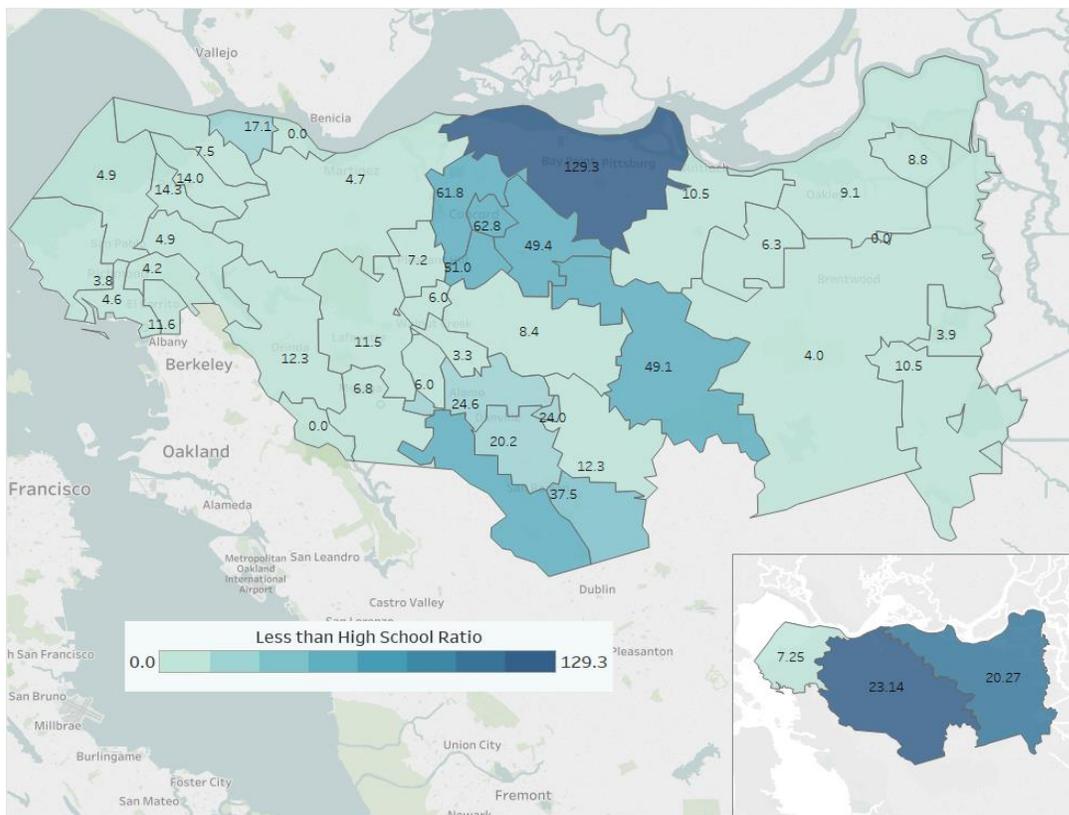
⁵⁴ Data provided by Contra Costa County Adult Education Schools and Community Colleges

⁵⁵ Current AE Students represent overall enrollment (2016-2017) in Contra Costa adult schools and community colleges and not enrollment by specific AE program.

Students with Elementary & Secondary Basic Skills

On average, the population with less than a high school diploma has higher concentrations in the West (17%) and East (15%) sub-regions, followed by the Central (6%) sub-region. Looking at the ratio between this population and current AE students, the sub-region with a largest gap (or largest ratio) is the Central sub-region, followed by the East and West sub-regions (Figure 47). Note that the AE students represent **all** AE students enrolled, regardless of the program they are enrolled in and that CC Adult School students are not represented in these data. As such, with the smallest ratio, the targeted AE population is best served in the West sub-region.

Figure 47: Gap Analysis between Population with Less than a High School Diploma and Current AE Students



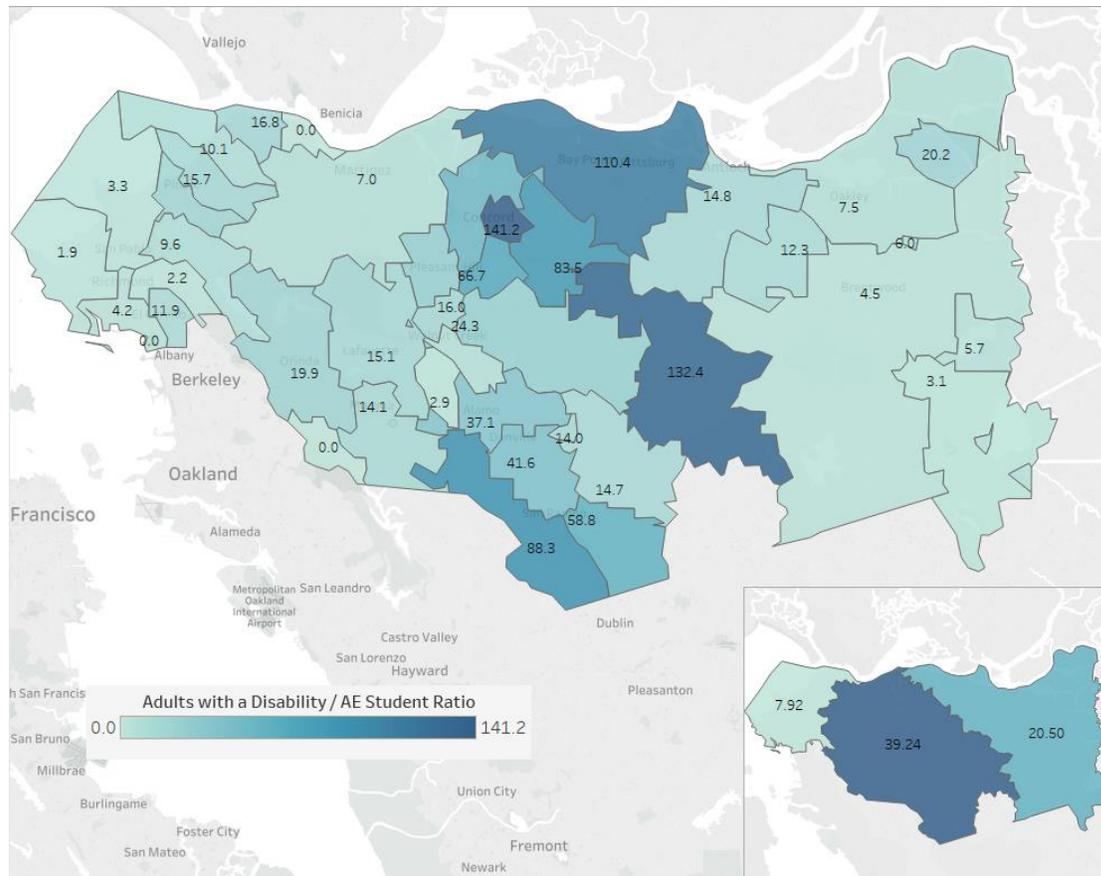
Note: A region's ratio of 23 means that on average for every 23 people with a high school diploma or less, there is one AE student. A higher ratio signifies a larger gap between the targeted population and current AE students.

Adults with Disabilities

On average, the adult population with a disability has a higher concentration in the East sub-region (20%), followed by the West (17%), and the Central (12%) sub-regions.

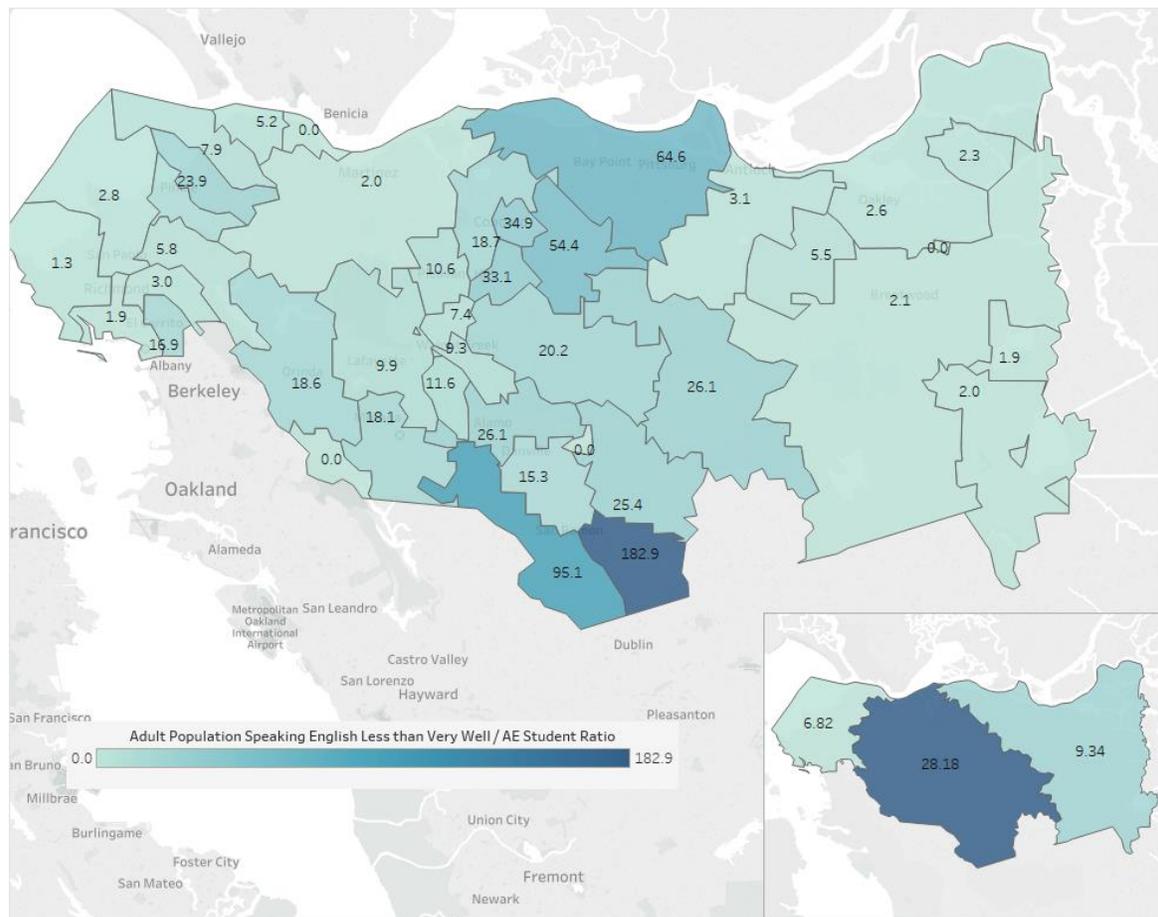
Looking at the concentration of this population in comparison to current AE students, the largest gap is found in the Central sub-region, followed by the East and West sub-regions (Figure 48). The zip codes 94519, 94517, and 94565, shown in the map with darker colors, are the zip codes with the largest gap. Once again, on average the AE targeted population is best served in the West sub-region.

Figure 48: Gap Analysis between Adults with Disabilities and Current AE Students



On average, the population who speaks English less than “very well”⁵⁶ is more concentrated in the West sub-region (14%), followed by the East (8%) and Central (6%) sub-regions. Looking at the concentration of this population in comparison to current AE students, the largest gap is found in the Central sub-region, followed by the East and West sub-regions (Figure 49). The zip codes 94582 and 94583, shown in the map with darker colors, have the highest gap ratios.

Figure 49: Gap Analysis between Population Who Speaks English Less than Very Well and Current AE Students

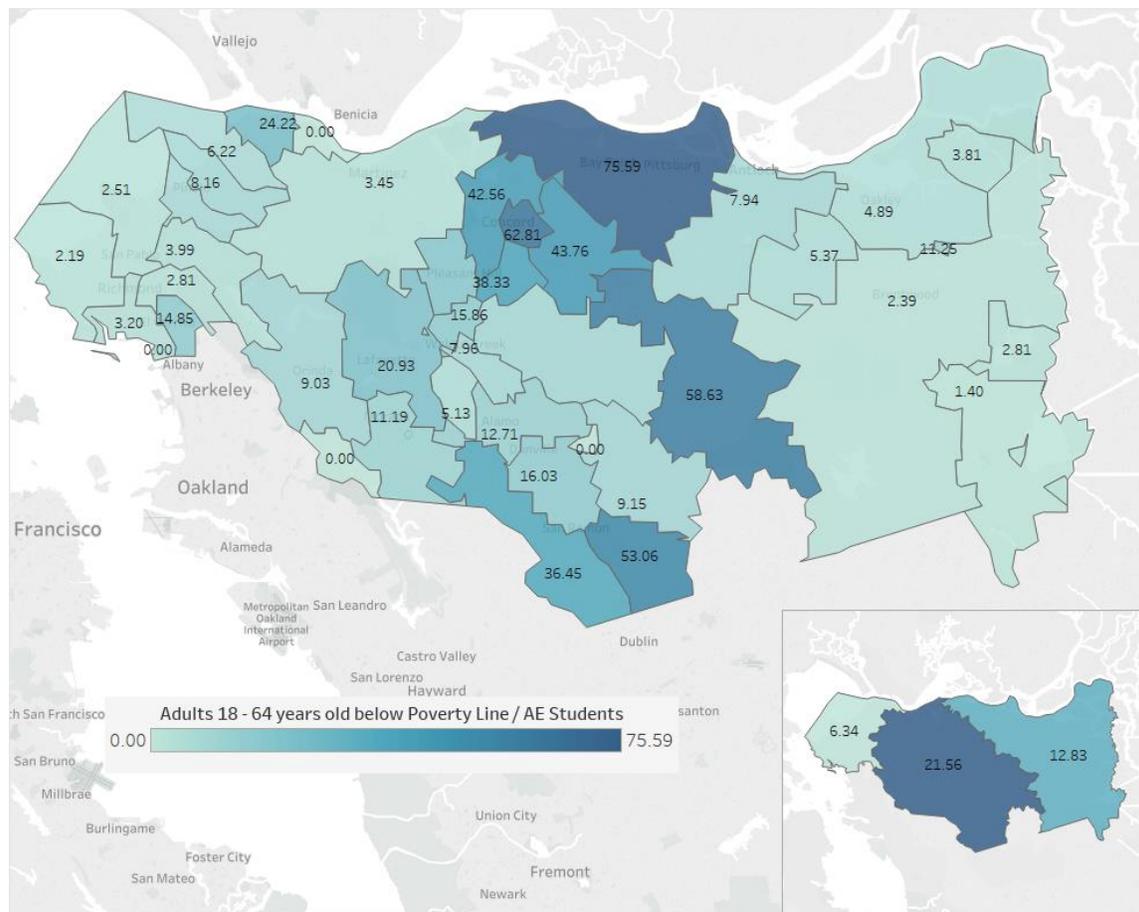


⁵⁶ Source: U.S. Census Bureau, 2012-2016 American Community Survey 5-Year Estimates.

Lower Income Population

On average, the population below poverty line has a higher concentration on the West sub-region (13%), followed by the East (11%) and Central (7%) sub-regions. Just like with the other targeted populations, the largest gap between adult population below poverty line and AE students is found in the Central sub-region, followed by the East and West sub-regions (Figure 50). The zip codes with the largest gap are 94565, 94519, and 94517, shown in the map with darker colors.

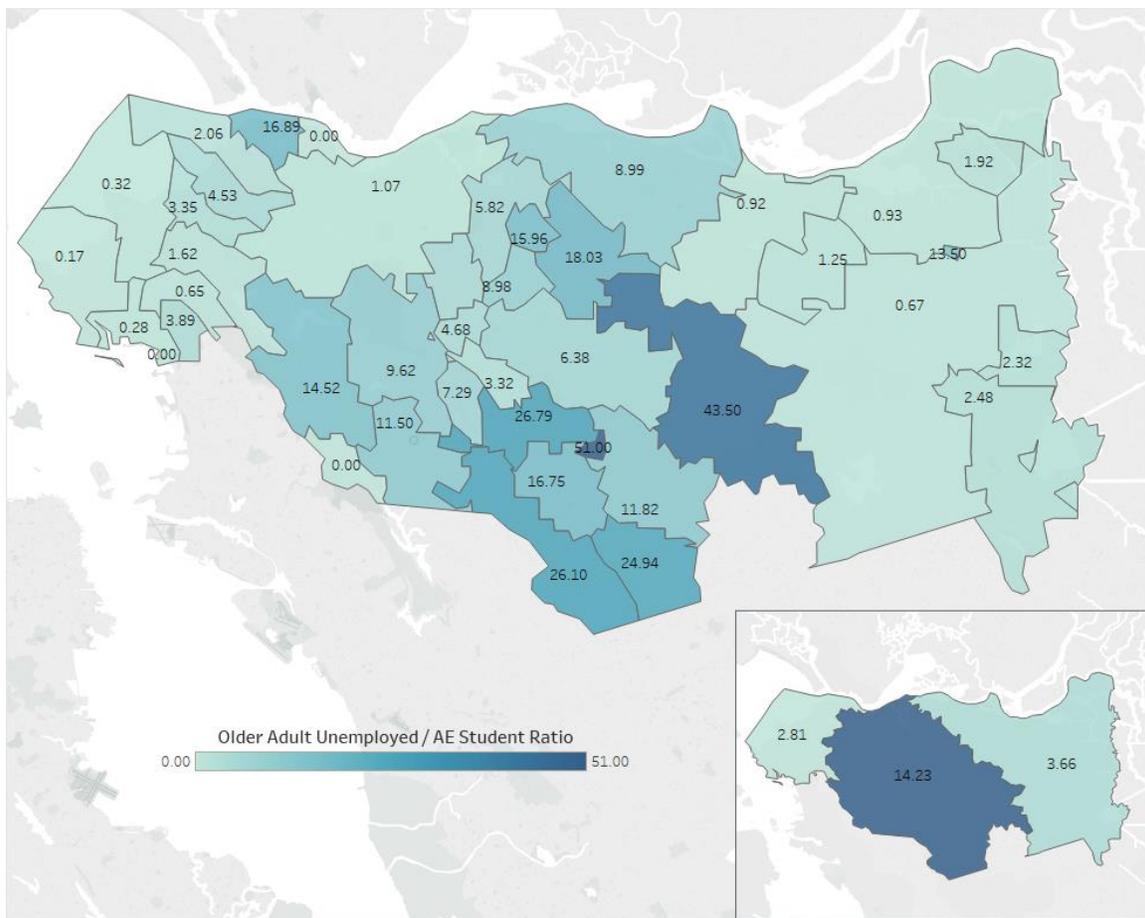
Figure 50: Gap Analysis Between Population Below Poverty Line and Current AE Student Population



Older Worker

In this analysis, older workers are defined as the working (i.e. in the labor force) population 55 years or older who are unemployed. There is a total of 18,076 unemployed older workers in Contra Costa County, of which over half (53%) are in the Central sub-region, 25 percent are in the East sub-region, and 23 percent are in the West sub-region. Looking at the ratio between this population and the current AE students, the largest gap is found in the Central sub-region, followed by the East and West sub-regions (Figure 51). The zip codes with the largest gaps include 94528 and 94517.

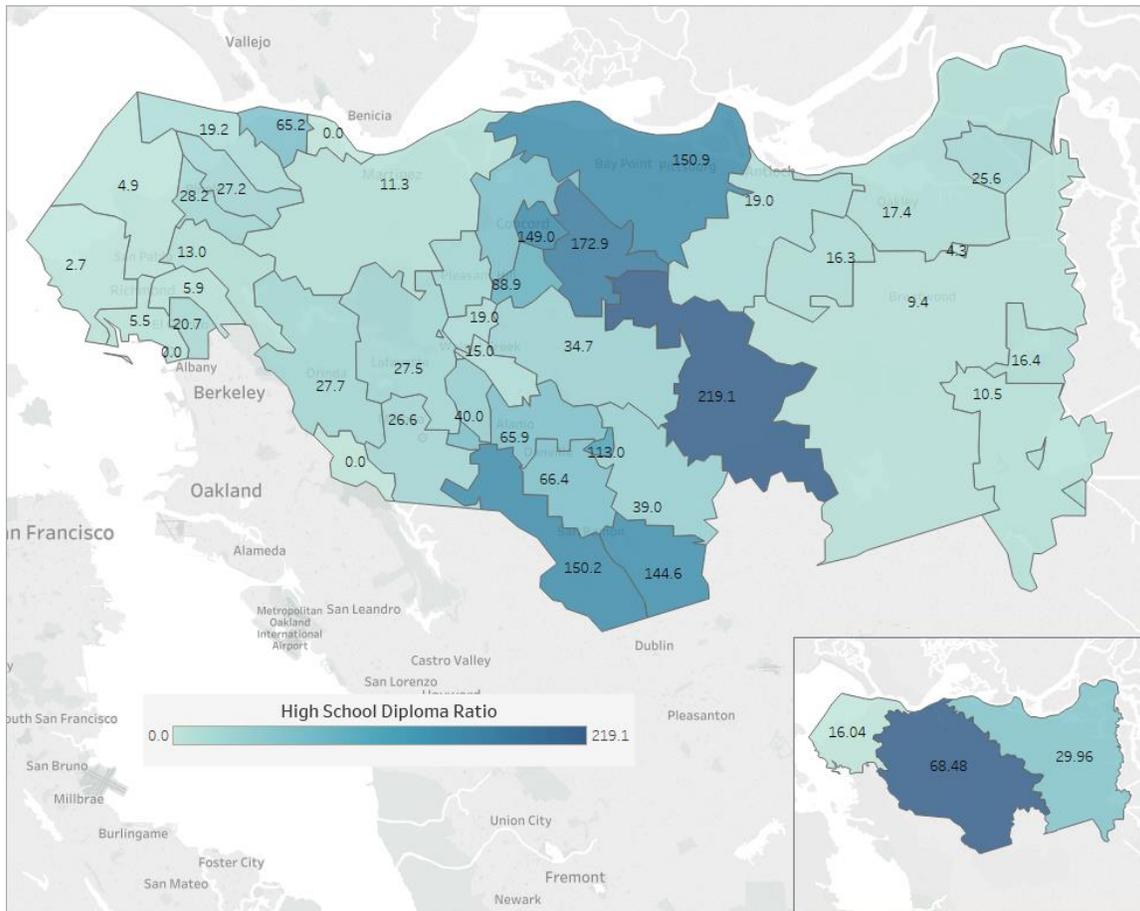
Figure 51: Gap Analysis Between Older Workers and Current AE Student Population



Adults with a High School Diploma

On average, adults with a high school diploma are present in larger proportions in the East (26%) and West (22%) sub-regions, followed by the Central (14%) sub-region. Looking at the ratio between this population and current AE students, the sub-region with a largest gap (or largest ratio) is the Central sub-region, followed by the East and West sub-regions (Figure 52). On average, in the Central sub-region, for approximately every 68 people with a high school diploma, there is one current AE student. In the East sub-region, for every 30 people with a high school diploma, there is one AE student, and in the West sub-region, for every 16 people with a high school diploma, there is one AE student. With the smallest ratio among the three sub-regions, the targeted AE population is best served in the West sub-region.

Figure 52: Gap Analysis Between Adults with a High School Diploma and Current AE Student Population



Adults with Some College, No Degree

On average, adults with some college, no degree are present with a larger proportion in the East (30%) and West (25%) sub-regions, followed by the Central (21%) sub-region. Looking at the ratio between this population and current AE students, the sub-region with a largest gap (or largest ratio) is the Central sub-region, followed by the East and West sub-regions (Figure 53). On average, in the Central sub-region, for approximately every 99 residents with some college, no degree, there is one current AE student. In the East sub-region, for every 35 people with some college, no degree, there is one AE student, and in the West sub-region, for every 24 people with some college, no degree, there is one AE student. The targeted AE population is best served in the West sub-region, as it has the smallest ratio among the three sub-regions.

Figure 53: Gap Analysis Between Adults with a Some College, No Degree and Current AE Student Population

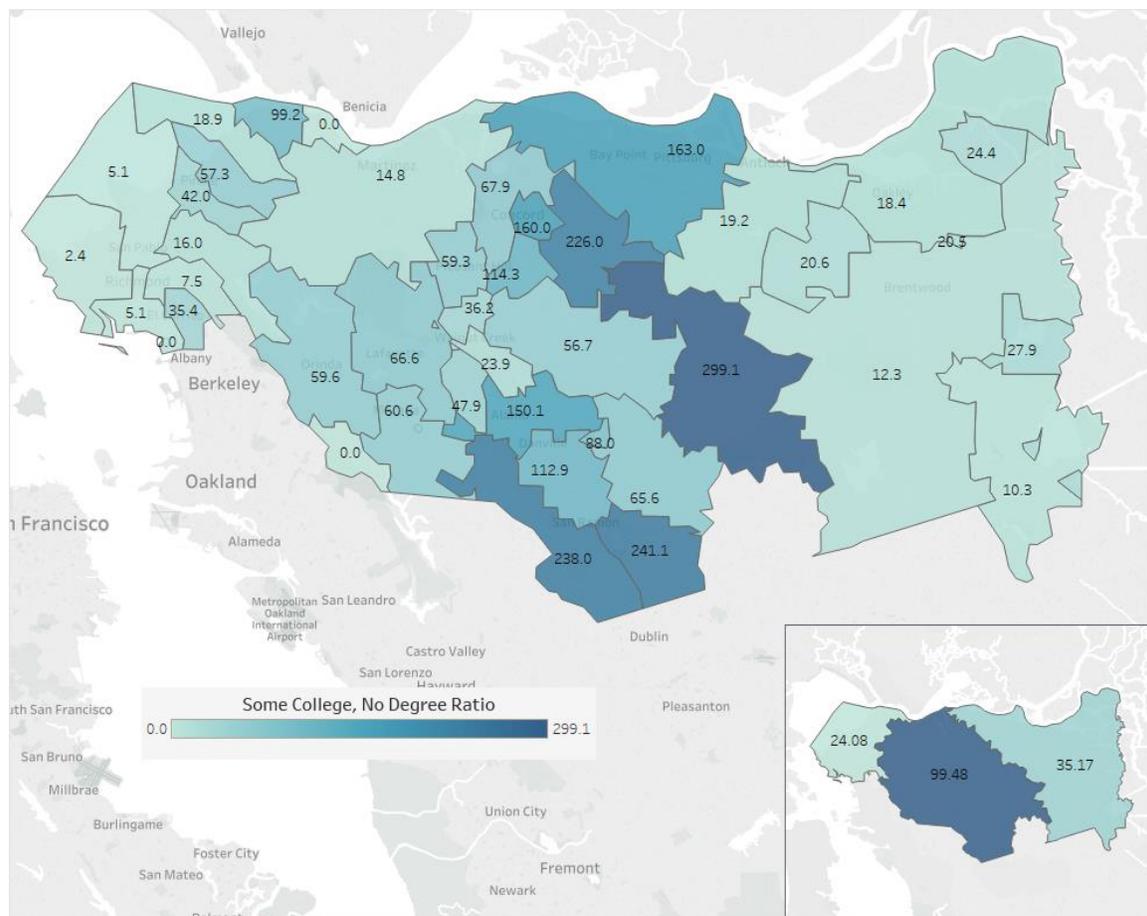


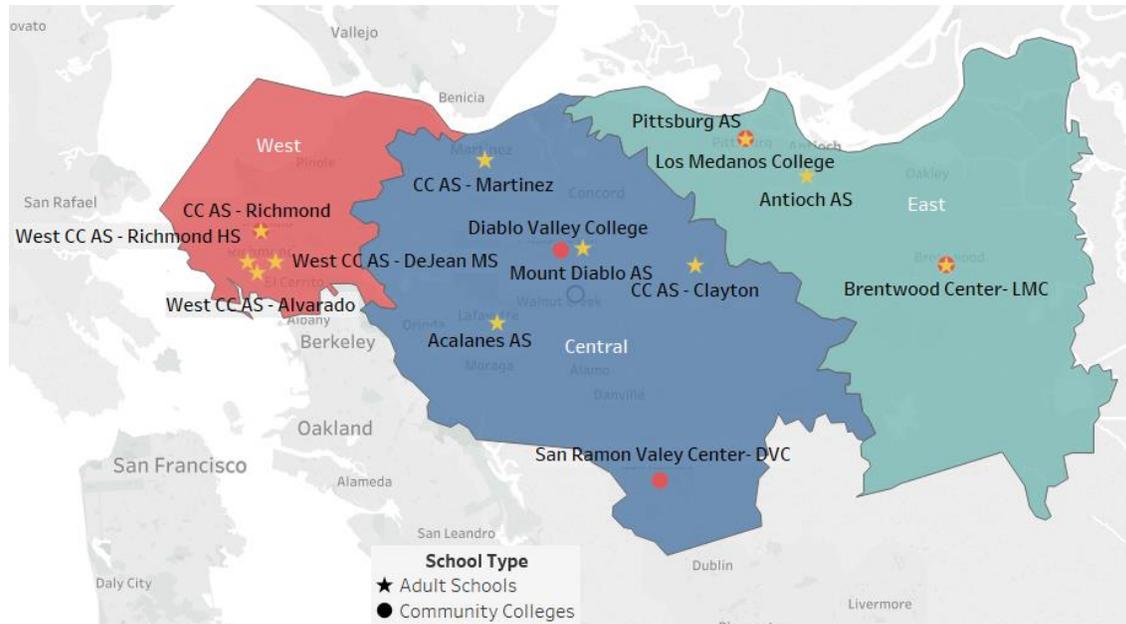
Table 10: Average Gap Ratios between Targeted AE Population and Current AE Students

Sub-Regions	Adults with Disabilities Ratio	ESL Adults Ratio	Lower Income Population Ratio	Adults with Less than HS Ratio	Adults with HS Ratio	Adults with Some College, No Degree Ratio	Older Worker Ratio
West	8	7	6	7	16	24	3
Central	39	28	22	23	68	99	14
East	21	9	13	20	30	35	4

2. TRAINING

To prepare current and potential AE students for the different industry and occupation segments, a total of fifteen community college and adult school locations are present in the county (Figure 54).

Figure 54: Contra Costa County Educational AE Institutions



Institutions

A variety of adult schools and community colleges offer adult education classes and programs in Contra Costa County (Figure 54). The adult schools include Antioch (An), Acalanes (Ac), Contra Costa Adult School (CC AS), Liberty (Li), Martinez (Ma), Mount Diablo (Mt), Pittsburg (Pi), and West Contra Costa (WC). The three community colleges include Contra Costa College, Diablo Valley College (DVC), and Los Medanos College (LMC) with a total of five locations (Figure 54). The Central sub-region has a total of seven AE school locations, the East sub-region has five, and the West sub-region has a total of three AE school locations.

Training for Occupation segments

The following section shows the institutions that train students for the different occupational clusters identified in the preceding Contra Costa Occupation section. Along with the name and type of institutions, the common degrees, courses, and certificates provided by the different institutions are identified below.

1. Home Healthcare Occupation segments

Home healthcare occupations provide a total of 25,590 jobs in the county, of which 16,077 are healthcare practitioners and technical occupations (HPT) and 9,513 are healthcare support occupations (HS). Overall, home healthcare jobs have increased by over 24% since 2011, with median hourly earnings of approximately \$29.00. HPT wages are significantly higher at \$42.00 per hour, compared to HS wages of \$18.00 per hour.

Education and Training⁵⁷

The following degrees and courses are offered by adult schools and community colleges to prepare students for home healthcare occupations.

Adult Schools:

Mid-Level Certificates

Medical Front Office An, Ma, Pi, WC	Clinical Medical (Administrative) Assistant An, Li, Mt, Pi, Ma	Medical Billing & Coding Li, Ma, Pi, WC	Surgical Technologist Mt	Pharmacy Technician Li, Pi	Dental Assistant Li, Mt
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Entry-Level Certificates

Nursing Assistant (CNA) Ac, Li, Pi	Home Health Aide Li, Pi, WC	Emergency Medical Technician Mt	Phlebotomy Technician Li
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Common Courses/Short Certificates

Medical Terminology	Medical Coding Principles	Introduction to Anatomy/Physiology	CPR	First Aid	BLS	Continuous Education
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Community Colleges:

Degrees

Dental Assisting DVC	Dental Hygiene DVC	RN-Registered Nurse CCC, LMC	Medical Assisting and Office CCC
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⁵⁷ Abbreviations: **K12 Adult Schools:** **An**-Antioch; **Ac**-Acalanes; **Li**-Liberty; **Ma**-Martinez; **Mt**=Mt Diablo; **Pi**-Pittsburg; **WC**-West Contra Costa. **Community College:** **CCC**-Contra Costa College; **DVC**-Diablo Valley College; **LMC**-Los Medanos College

Certificates of Achievement

Dental Assisting 45/60 Units DVC	LVC-Licensed Vocational Nurse 40 units LMC	Medical Assisting 37 units CCC
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Low Unit/Entry Level Certificates

Certified Nursing Assistant (CNA) CCC	Emergency Medical Technician CCC, LMC	Basic Medical/Clerical/Records Clerk LMC
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Common/Hinge Courses:

Medical Terminology, Introduction to Health Care Careers

2. Computer & Mathematical Occupational Cluster

Computer & mathematical occupations (C&M) provide a total of 4,023 jobs. The median hourly earnings for C&M is \$40 and the job concentration for these occupations is 14% lower than the national average.

The following programs and courses are offered by local adult schools and community colleges to prepare students for computed & mathematical occupations.

Adult Schools:

Entry-Level Certificates/Courses

MS Office Ac, Li, Ma, Mt, WC, CC AS, Pi	CISCO Certification 1,2 3,4 Pi
--	--

Community Colleges:

Degrees

Computer Information Systems DVC, CCC	Computer Science DVC, LMC, CCC	Computer Support Specialist DVC, LMC	Computed Network Technology LMC, CCC, DVC	Computer Operations CCC	Computer Programming CCC
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Certificates of Achievement

Computer Tech Support 23 Units DVC	Database Management 18 units DVC	Project Management 18 units DVC	Web Graphics 18 units DVC	Web Development 18 units DVC	Computer Support Specialist
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					33 units LMC
Computer Support Specialist (Basic) 16.5 units LMC	Computer Applications Specialist 33 units LMC	Game Design 15 units LMC	Network & Security 16 (Basic) 31 (ADV) LMC	Network Technology 19 units CCC	Computer Programming 21.5 units CCC
Computer Operations 24 units CCC					

Low Unit/Entry Level Certificates

Computer Tech 14- CCC	Program Design 12-DVCC	Mobile Enterprise Java 12 - DVC	Computer Architecture 12- DVC	Advanced Java 12- DVC	Advanced C++ 12- DVC
Computer User Support 12- DVC	CIS Core 12- DVC	Web Technology 6- DVC	Web Graphics 6- DVC	Project Management 6- DVC	Database Management 6- DVC
Comsci Foundation 11- LMC	Comsci Core Comps 12- LMC	PC Repair Tech 7.5- LMC	Web Design 10-DVC	Wireless Networks 4-CCC	Security Systems 4-CCC
Fiber Optic/Copper 4- CCC	Network Comm. 3- CCC				

3. Industrial Trades

Industrial trades provide a total of 22,708 jobs, which represent a 23 percent increase since 2011. Median hourly earnings are around \$31 and local job concentration is 9 percent higher than the national average job concentration for the same occupations.

The following programs and courses are offered by local adult schools and community colleges to prepare students for industrial trades occupations.

Adult Schools:

Certificates/Programs

Career: Construction/Skilled Trades CC AS, WC	Career: Energy/Bldg. Control Syst.	Career: Manufacturing/Industrial Maintenance		Career: Automotive
Future build Preappr. Pi	Solar Tech (OSHA 10) WC, Li	Custodial Pi	HVAC I, II WC	General Auto. Li

Common/Hinge Courses:

Introduction to Industrial Trades

Community Colleges:

Degrees

Construction/Skilled trades	Energy/Bldg. Control Syst.	Manufacturing/Industrial Maintenance		Automotive
Construction Building Inspection DVC	Energy Systems DVC	Electronic Technology DVC	Instrumentation Tech LMC	Automotive Collision CCC
Constr. Supervision DVC	HCAV DVC	Electrical Engineering DVC	Electrical Technology LMC, DVC	Automotive Services CCC
Constr. Management DVC		Appliance Service LMC	Welding Technology LMC	Automotive Tech LMC
Plumbing/Steam fitting DVC			Process Technology LMC	

Certificates of Achievement

Construction & Building Inspection 33/48 units - DVC	Energy Systems 26 units- DVC	Industrial Maint. Mechanic 37/55.5 units - DVC	Appliance Svs. Technology I, II 18/27, 26/39 units- LMC	Automotive Technology 18/27- LMC, 30/45- CCC
Constr. Supervision 30/42 units- DVC	HCAV 18 units- DVC	Electric/Electronic Technology 26/39 units- DVC	Electrical Technology 42/62 units-LMC, DVC	Automotive Collision Repair 37/55.5 units- CCC
Plumbing 28/42 units- DVC		Process Technology 35/53 units- LMC	Welding Technology 33.5/50 units- LMC	

Steam fitting 28/42 units- DVC
Preapprentice 18 units- DVC

Low Unit/Entry Level Certificates

Plumbing DVC	Energy Systems 14- DVC	Welding LMC	Engine Per. LMC
Steam fitting DVC		Appliance Electrical LMC	Engine Machine LMC
Process Tech LMC			Auto Chassis LMC
			Auto Collision CCC
			Refrigeration LMC
			Auto Air Cond. LMC

4. Business

Business occupations have a total of 55,084 jobs in the county—a 10 percent increase since 2011. Median hourly earnings are \$22, and the job concentration is 3% lower than the national average for the same occupations.

The following programs and courses are offered by local adult schools and community colleges to prepare students for business occupations.

Adult Schools:

Entry-Level Certificates/Courses

Administrative Assistant Ma, Mt, Li	Accounting/Bookkeeping An, Li, Mt, Pi, Ma, WC	Customer Services Li, Ma, Mt	MOS- Microsoft Office Certification Li, Ma, Mt, WC, CC AS
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Courses: Small Business, Records Management, Proofreading/Editing, Ten-Key, Business Communication, Web Communications, QuickBooks, Real Estate, Paralegal

Community Colleges:

Degrees

Business Administration CCC, DVC, LMC	Accounting DVC, LMC	Office Administration LMC	Business Management CCC, LMC	Business Office Technology LMC
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Certificates of Achievement

Business Mktg. 24/36 Units DVC	Management & Leadership Studies 24/36 units DVC	Office Professional 29/43.5 units DVC	Small Business Management 24/36 units DVC, LMC	Business Management 19.5/29.3 units CCC	Adv. Gen. Business 24/36 units DVC
Accounting/Adv. Accounting 23/35, 28/42 units CCC, DVC, LMC	Office Administration 24/36 units LMC	Retail Management 31/47 units DVC	Small Business Operations 24/36 units LMC	Business Administration 28/42 units CCC	Accounting Tech 18/27 units CCC

Low Unit/Entry Level Certificates

Business Essentials 7/10.5 units DVC	Office Professional Essentials 9/13.5- DVC	Bookkeeping 12/18 units - DVC	Business Info. Worker 12/18 units CCC, DVC, LMC
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5. Public Safety

Public safety occupations provide 2,446 jobs in the county with above-average median hourly earnings of \$44. Since 2011, these occupations increased by 1% and the job concentration is 48% lower than the national average for the same occupations.

The following programs and courses are offered by local adult schools and community colleges to prepare students for public safety occupations.

Adult Schools:

Certificates/Programs

Career: Law Enforcement/Security		Career: Emergency Medicine
Peace Officer Mod. I Ma	Peace Officer Mod. II Ma	EMT Mt

Community Colleges:

Degrees

Law Enforcement			Fire Science	Emergency Medicine
Administration of Justice CCC, DVC, LMC	Law Enforcement CCC	Corrections CCC	Fire Technology LMC,	n/a

Certificates of Achievement

Basic LE Academy Intensive 25/37.5 Units CCC	Basic LE Academy Advanced 25/37.5 units CCC	Law Enforcements 18/27 units CCC	Fire Technology 24/36 units LMC	Paramedic 18 units DVC
Corrections 18/27 units CCC	Administration of Justice 28/42 units (DVC) 17/27 unit (LMC)		Fire Academy 22/33 units LMC	

Low Unit/Entry Level Certificates

Basic LE Academy 15/22.5- LMC	Basic LE Module III 6/9- LMC	Community Relations 12/18 - DVC	Fire Prevention 15/22.5 - LMC	Advanced Java 12- DVC
Investigative Specialist 12/18- CCC	Police/Correctional Academy 16/24.4- CCC	Correctional Specialist 12/18 DVC; 15/22.5 LMC, CCC	Fire Protection 15/22.5 LMC	
Security Specialist 12/18- CCC	Police Svs. Specialist 15/22.5- CCC	Forensic Criminologist 16/24- CCC		
Crime Scene Invest. 13/19.5- DVC	Criminal Law Specialist 12/18 DVC; 15/22.5 LMC	Powers of Arrest		
Juvenile Counseling 12/18- DVC	Pratol Specialist 17/25.5- DVC, CCC	Security Guard Continuing Ed.		

APPENDIX A: METHODOLOGY

Prior to beginning the project, BW Research met with Contra Costa Community College staff to determine the research objectives for this study.

BW Research conducted secondary data analysis using data sources such as EMSI and the American Community Survey to understand the regional labor market and population demographics and primary data collection through an online survey to understand the potential and current adult education student universe in Contra Costa County.

RESEARCH OBJECTIVES

Prior to beginning the project, BW Research Partnership met with the Contra Costa Adult Education AEBG to determine the research objectives for the study.

The main research objectives of the study were to:

QUESTIONNAIRE DESIGN

Through an iterative process, BW Research worked closely with the CC AEBG to develop a two survey instruments that met all the research objectives of the study. In developing the instruments, BW Research utilized techniques to overcome known biases in survey research and minimize potential sources of measurement error within the survey.

The first survey was distributed online to school administrators who then share it with their AE students and to a panel of Contra Costa residents 18 years of age or older. This survey targeted current and potential students and provided feedback on CTE programs and classes of interest. The second survey was distributed online and it targeted adults in the seven AE student population segments (e.g. adults with less than high school, English as the second language, etc.). The tables below summarize the methodology utilized for the CTE and Adult Education Population surveys.

Table 11: Overview of the CTE Survey

Method	Online Student Survey (potential ⁵⁸ and current students)
Universe	Contra Costa Adult Population
Number of Respondents	357 completed surveys (164 current student and 193 potential students)
Field Dates	November 29 through December 16, 2017

⁵⁸ "Potential" students were those respondents who were not currently taking classes.

Table 12: Overview of the Adult Education Population Survey

Method	Online and Paper Survey offered in English and Spanish Languages.
Universe	Contra Costa Adult Population in the seven AE population segments
Number of Respondents	757 completed surveys (581 current student and 168 potential students)
Field Dates	May 1 through June 4, 2018

SECONDARY DATA COLLECTION

Employment, population, workforce, and educational attainment data for Contra Costa were defined by county and Zip codes. Industry clusters were defined using the North American Industry Classification System (NAICS) codes.

Employment data were compiled from the Economic Modelling Specialists Intl. (Emsi) 2018.2 Class of Worker for Contra Costa County and its sub-regions defined by zip codes. Additional employment datasets were also extracted from the Economic Development Department (EDD) and the Bureau of Labor Statistics (BLS). Population and workforce statistics were compiled from the Census Bureau's American Community Survey (ACS), 2016 5-year estimate.

STUDY AREA

West	Central	East
Cities: San Pablo and Richmond.	Cities: Walnut Creek, Pleasant Hill, Concord.	Cities: Brentwood, Discovery Bay, Oakley, Antioch, and Pittsburg.
Zip Codes: 94525, 94530, 94547, 94564, 94569, 94572, 94801, 94803,	Zip Codes: 94506, 94507, 94516, 94517, 94518, 94519, 94520, 94521, 94523, 94526,	Zip Codes: 94505, 94509, 94511, 94513,

94804, 94805, 94806,
94850.

94528, 94549, 94553, 94556,
94563, 94575, 94582, 94583,
94595, 94596, 94597, 94598.

94514, 94531, 94548,
94561, 94565.

APPENDIX B: TOPLINES



Contra Costa AEBG CTE Survey
Potential Adult Education
Student Survey (n=193)
November 2017
Preliminary Toplines 1.2

.....

Introduction:

Hello, may I please speak to _____. Hi, my name is _____ and I’m with an independent research firm calling on behalf of public schools and colleges in Contra Costa County. The educational consortium has hired BW Research, to conduct a survey concerning issues in your community and we would like to get your opinions.

(If needed): This should just take a few minutes of your time.

(If needed): I assure you that we are an independent research agency and that all of your responses will remain strictly confidential.

(If needed): This is a study about issues of importance in your community – it is a survey only and we are not selling anything.

(If needed): This survey should only take a few minutes of your time.

(If respondent indicates that he/she is a city employee, council member, or elected official, thank him/her for his/her time and end the interview.)

(If the individual mentions the national do not call list, respond according to American Marketing Association guidelines): “Most types of opinion and marketing research studies are exempt under the law that congress recently passed. That law was passed to regulate the activities of the telemarketing industry. This is a legitimate research call. Your opinions count!”)

~~~~~

**Screener Questions**

A. Before we begin, I want to confirm that you live within our study area. What is your home zip code? (If respondent gives the PO Box zip codes, prompt them to give their home zip code for survey purposes).

- 100.0% Contra Costa County [CONTINUE]**
- 0.0% Other [TERMINATE]**
- 0.0% Refused [TERMINATE]**

B. In what year were you born?

- 33.2% 18-29 years old**
- 34.2% 30-39 years old**
- 24.4% 40-49 years old**
- 6.7% 50 to 64 years old**
- 1.6% DK/NA**

A. What is the last grade you completed in school?

- 4.1% Less than high school**
- 27.5% High school diploma or GED**
- 28.0% Some college**
- 15.5% Post high school certificate or Associate Degree (A.A. or A.S)**
- 24.9% Four-year Bachelor's Degree (B.A. or B.S)**
- 0.0% Graduate school (M.S., M.A., M.B.A., etc.) [TERMINATE]**
- 0.0% DK/NA [TERMINATE]**

.....  
 ....

## I. Introduction

1. To begin, how long have you lived in Contra Costa County?

|              |                         |
|--------------|-------------------------|
| <b>8.8%</b>  | <b>Less than 1 year</b> |
| <b>16.1%</b> | <b>1 to 4 years</b>     |
| <b>12.4%</b> | <b>5 to 9 years</b>     |
| <b>8.3%</b>  | <b>10 to 14 years</b>   |
| <b>54.4%</b> | <b>15 years or more</b> |
| <b>0.0%</b>  | <b>DK/NA</b>            |

Next, I would like to ask you about work and school in the region.

2. Are you currently working, either part-time or full-time for pay?

|              |                       |
|--------------|-----------------------|
| <b>45.6%</b> | <b>Yes, full-time</b> |
| <b>22.8%</b> | <b>Yes, part-time</b> |
| <b>31.6%</b> | <b>No</b>             |

3. If you wanted to get new skills to find a job or get promoted, where are the first two places you would go to find out about developing new skills for work? (ACCEPT FIRST TWO RESPONSES) *(Multiple responses permitted, percentages may sum to more than 100%)*

|              |                                                            |
|--------------|------------------------------------------------------------|
| <b>44.2%</b> | <b>Other self-learning sources (books, work, internet)</b> |
| <b>23.9%</b> | <b>Other community college</b>                             |
| <b>23.3%</b> | <b>University</b>                                          |
| <b>21.5%</b> | <b>Other adult ed school</b>                               |
| <b>16.0%</b> | <b>Other vocational schools/programs</b>                   |
| <b>11.7%</b> | <b>Diablo Valley College</b>                               |
| <b>9.2%</b>  | <b>Online Ed (Coursera, Edx, Udemy)</b>                    |
| <b>4.3%</b>  | <b>Contra Costa College</b>                                |
| <b>3.1%</b>  | <b>Life skills program</b>                                 |
| <b>3.1%</b>  | <b>Los Medanos College</b>                                 |
| <b>3.1%</b>  | <b>Martinez Adult Ed</b>                                   |
| <b>15.5%</b> | <b>DK/NA</b>                                               |

4. Are you currently taking any courses or classes at a school, college or university, either in-person or online or both? [IF NEEDED: This would be a course at an accredited high school, college or university]

**0.0% Yes, in-person**  
**0.0% Yes, online**  
**0.0% Yes, both online and in-person**  
**97.9% No**  
**2.1% DK/NA**

## II. Educational Profile

[ASK Q5 IF Q4="Yes," IF Q4="No" OR DK/NA SKIP TO Q8]

5. What educational institution are you currently taking courses?

*Verbatim responses to be provided* (In-person)

*Verbatim responses to be provided* (Online)

6. Are you currently taking classes to get a degree or a certificate, if so, what is the degree or certificate in?

*Not presented to respondent*

7. Are you taking these courses to get a job, get a better job, or get promoted with your current employer?

*Not presented to respondent*

8. Are you satisfied or dissatisfied with your current level of education and the employment opportunities it provides you? (GET ANSWER, THEN ASK:) Would that be very (satisfied/dissatisfied) or somewhat (satisfied/dissatisfied)?

**20.2% Very satisfied**  
**35.8% Somewhat satisfied**  
**29.0% Somewhat dissatisfied**  
**10.4% Very dissatisfied**  
**4.7% DK/NA**

9. What are the challenges or obstacles you face or have faced getting the education, training and/or education for the job or promotion you want? Are the following challenges considerable for you in getting the education and training you want?

RANDOMIZE

|                                                                                                                | Considerable<br>challenge | Somewhat<br>of a<br>challenge | Not a<br>challenge | It<br>depends | DK/NA        |
|----------------------------------------------------------------------------------------------------------------|---------------------------|-------------------------------|--------------------|---------------|--------------|
| <b>A. Paying for tuition or fees</b>                                                                           | <b>48.2%</b>              | <b>26.4%</b>                  | <b>14.0%</b>       | <b>7.8%</b>   | <b>3.6%</b>  |
| <b>B. Finding programs and courses that are in a convenient location</b>                                       | <b>21.8%</b>              | <b>37.3%</b>                  | <b>26.9%</b>       | <b>9.3%</b>   | <b>4.7%</b>  |
| <b>C. Finding programs and courses that work within your schedule</b>                                          | <b>32.6%</b>              | <b>32.1%</b>                  | <b>19.2%</b>       | <b>10.9%</b>  | <b>5.2%</b>  |
| <b>D. Getting transportation to and from the program</b>                                                       | <b>12.4%</b>              | <b>20.2%</b>                  | <b>57.0%</b>       | <b>6.7%</b>   | <b>3.6%</b>  |
| <b>E. Finding affordable and effective daycare options for young children while I go to school or training</b> | <b>17.6%</b>              | <b>15.0%</b>                  | <b>46.6%</b>       | <b>9.3%</b>   | <b>11.4%</b> |
| <b>F. Knowing which education or training programs or courses are worth investing the time and money in</b>    | <b>29.5%</b>              | <b>34.2%</b>                  | <b>21.2%</b>       | <b>11.4%</b>  | <b>3.6%</b>  |

10. Are there or has there been other challenges or obstacles to getting the education or training you want that we have not discussed, if yes can you briefly describe them?

*Coding in progress*

11. Now I'm going to read a list of statements that you may or may not agree with regarding education and training in our region. Please indicate whether you generally agree, disagree, or neither agree nor disagree with the following statements.

Here is the (first/next) one: \_\_\_\_\_ Do you generally agree, disagree or neither agree nor disagree with the statement? (GET ANSWER IF AGREE OR DISAGREE ASK:) Would that be strongly (agree/disagree) or somewhat (agree/disagree)?

**RANDOMIZE**

|                                                                                                                                                                             | <u>Strongly agree</u> | <u>Somewhat agree</u> | <u>Neither agree nor disagree</u> | <u>Somewhat disagree</u> | <u>Strongly disagree</u> | <u>DK/NA</u> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------------------|--------------------------|--------------------------|--------------|
| <b>A. The local adult schools and community colleges provide enough educational opportunities to prepare and train people for good jobs today</b>                           | 18.7%                 | 26.9%                 | 28.5%                             | 8.3%                     | 6.7%                     | 10.9%        |
| <b>B. Adult students should have more opportunities to take courses at local colleges and schools</b>                                                                       | 47.7%                 | 24.9%                 | 18.7%                             | 3.1%                     | 2.1%                     | 3.6%         |
| <b>C. There is an adult school or community college that is close to my home or work</b>                                                                                    | 43.5%                 | 25.9%                 | 10.4%                             | 9.3%                     | 4.7%                     | 6.2%         |
| <b>D. I know about the career and technical education programs offered at adult schools and community colleges that can help develop new skills for a new or better job</b> | 19.2%                 | 25.9%                 | 24.9%                             | 14.5%                    | 8.8%                     | 6.7%         |
| <b>E. I know about the job training and apprenticeship programs offered at adult schools and community colleges</b>                                                         | 15.0%                 | 32.6%                 | 18.1%                             | 14.0%                    | 12.4%                    | 7.8%         |
| <b>F. I know about the career certifications offered at adult schools and community colleges that can help me get new skills for work</b>                                   | 20.2%                 | 24.4%                 | 21.2%                             | 14.0%                    | 13.5%                    | 6.7%         |

Next, I am going to ask you about different programs and courses that could be offered at adult schools and colleges in Contra Costa.

- For each of the following programs or courses that could be at a local adult school or college, please tell me if you are very interested, somewhat interested or not interested in that program or coursework for you or someone in your household?

**RANDOMIZE**

|                                                                                                                     | <u>Very interested</u> | <u>Somewhat interested</u> | <u>Not interested</u> | DK/NA |
|---------------------------------------------------------------------------------------------------------------------|------------------------|----------------------------|-----------------------|-------|
| <b>A. Courses to get your high school diploma or equivalency</b>                                                    | 16.6%                  | 16.6%                      | 61.7%                 | 5.2%  |
| <b>B. Courses that develop better English language skills in the workplace</b>                                      | 20.2%                  | 21.2%                      | 54.4%                 | 4.1%  |
| <b>C. Courses that teach business and technology skills in the workplace</b>                                        | 37.3%                  | 39.4%                      | 20.7%                 | 2.6%  |
| <b>D. Courses that teach medical certifications to work in the healthcare industry</b>                              | 29.0%                  | 31.6%                      | 36.8%                 | 2.6%  |
| <b>E. Courses that prepare you to get an Associate's or bachelor's degree</b>                                       | 39.4%                  | 28.0%                      | 29.5%                 | 3.1%  |
| <b>F. Courses that teach life skills and great self-sustainability for adults with disabilities</b>                 | 20.2%                  | 24.4%                      | 50.8%                 | 4.7%  |
| <b>G. Courses for individuals that want to become U.S. Citizens</b>                                                 | 14.5%                  | 14.0%                      | 64.8%                 | 6.7%  |
| <b>H. Apprenticeships or pre-apprenticeships programs in trades such as plumbing, HVAC, and solar installations</b> | 21.2%                  | 21.8%                      | 51.3%                 | 5.7%  |

- Are there any other courses or programs at adult schools or community colleges that you would want to see at facilities in Contra Costa Country or online that we have not already discussed?

*Verbatim responses to be provided*

**III. Employment Profile**

[ASK Q13 IF Q2="Yes," IF Q2="No", SKIP TO Q22]

- Are you currently working at more than one job for pay? (n=132)

**18.9% Yes**

**81.1% No**  
**0.0% DK/NA**

IF Q13="Yes" THEN READ "When we ask about a current job, please talk about the one where you typically work the most hours a week."

[ASK Q14 IF Q2="Part-time"), OTHERWISE SKIP TO Q15

14. Would you prefer to have a full-time job? (n=44)

**50.0% Yes**  
**13.6% No**  
**36.4% Depends**  
**0.0% DK/NA**

15. Are you currently working in a permanent position or one that is temporary, contract or seasonal? (n=132)

**69.7% Permanent**  
**21.2% Temporary or seasonal**  
**5.3% Contract**  
**3.8% DK/NA**

16. Does your employer pay for healthcare benefits for you and your family? (n=132)

**40.9% No**  
**21.2% Yes, but just for myself**  
**36.4% Yes, for me and my family**  
**1.5% DK/NA**

[ASK Q17 IF Q15= "Temporary" OR "Seasonal", OTHERWISE SKIP TO Q18]

17. Would you prefer to have a permanent position? (n=35)

**57.1% Yes**  
**5.7% No**  
**34.3% Depends**  
**2.9% DK/NA**

18. What industry are you currently working in? (WAIT AND READ ONLY IF NEEDED) (n=226)

|              |                                          |
|--------------|------------------------------------------|
| <b>24.3%</b> | <b>Retail or Food Service</b>            |
| <b>12.8%</b> | <b>Healthcare</b>                        |
| <b>11.9%</b> | <b>Professional or Business Services</b> |
| <b>10.6%</b> | <b>Education</b>                         |
| <b>8.0%</b>  | <b>Technology</b>                        |
| <b>6.6%</b>  | <b>Public Sector</b>                     |
| <b>6.2%</b>  | <b>Construction</b>                      |
| <b>4.4%</b>  | <b>Manufacturing</b>                     |
| <b>2.7%</b>  | <b>Logistics &amp; Transportation</b>    |
| <b>2.2%</b>  | <b>Non-Profit</b>                        |
| <b>1.8%</b>  | <b>Tourism &amp; Recreation</b>          |
| <b>1.3%</b>  | <b>Other Services</b>                    |
| <b>3.1%</b>  | <b>Other</b>                             |
| <b>4.0%</b>  | <b>DK/NA</b>                             |

19. What is your occupation or positional title? (n=203)

|              |                             |
|--------------|-----------------------------|
| <b>15.3%</b> | <b>Manager/supervisor</b>   |
| <b>11.3%</b> | <b>Admin, bookkeeping</b>   |
| <b>8.4%</b>  | <b>Teacher/Childcare</b>    |
| <b>7.4%</b>  | <b>Sales</b>                |
| <b>5.9%</b>  | <b>Technician/craftsman</b> |
| <b>5.4%</b>  | <b>Food Service</b>         |
| <b>4.4%</b>  | <b>Cashier</b>              |
| <b>4.4%</b>  | <b>Customer Service</b>     |
| <b>3.9%</b>  | <b>Driver</b>               |
| <b>3.0%</b>  | <b>Therapist</b>            |
| <b>2.0%</b>  | <b>Medical scribe</b>       |
| <b>28.6%</b> | <b>Other</b>                |

### III. Underemployment Assessment

20. Are you satisfied or dissatisfied with the opportunities for career advancement and wage growth? (GET ANSWER, THEN ASK:) Would that be very (satisfied/dissatisfied) or somewhat (satisfied/dissatisfied)? (n=132)

**25.0% Very Satisfied**  
**39.4% Somewhat Satisfied**  
**16.7% Somewhat dissatisfied**  
**15.9% Very Dissatisfied**  
**3.0% DK/NA**

21. Are you currently looking for a job? (n=132)

**33.3% Yes**  
**62.9% No**  
**3.8% DK/NA**

#### IV. Unemployment Profile

[ASK Q22 IF Q2="No", OTHERWISE SKIP TO Q25]

22. Which of the following descriptions is closest to your current situation? (n=61)

**45.9% Unemployed (includes those looking for work and those not looking)**  
**34.4% Homemaker or stay at home parent**  
**3.3% Retired and no longer looking for paid employment**  
**1.6% Part-time student who is not looking for paid employment**  
**6.6% Other**  
**8.2% DK/NA**

[ASK Q23 IF Q2="No" OTHERWISE SKIP]

23. Are you currently looking for a job? (n=61)

**52.5% Yes**  
**44.3% No**  
**3.3% DK/NA**

[ASK Q24 IF Q2="No", OTHERWISE SKIP]

24. How long have you been unemployed? (n=61)

**8.2% Up to 4 weeks**  
**8.2% More than 4 weeks, up to 12 weeks**  
**8.2% More than 12 weeks, up to 6 months**

- 9.8% More than 6 months, up to 1 year
- 55.7% More than 1 year
- 9.8% DK/NA

V. Occupational Preference and Economic Security Profile

Next, I would like to ask a few brief questions about your employment preferences.

25. Has there been specific careers or positions that you wanted to find employment in that needed education or training beyond High School?

- 50.8% Yes
- 37.3% No, there has not been a specific career or position that I wanted that required education or training beyond high school
- 11.9% DK/NA

26. Are you currently working in that career or position, or do you expect to in the future?

- 21.8% Yes, I am currently working in that field
- 24.9% Yes, I expect to be working in that field in the future
- 22.3% No, I am not working in that field and do not expect to in the future
- 23.3% Not sure if I will be working in that field in the future
- 7.8% DK/NA

27. What have been the challenges or obstacles you have faced getting employed in the career or positions that you want to work in? Have the following challenges been considerable for you in getting employed in your career of choice.

RANDOMIZE

|                                                                                    | Considerable challenge | Somewhat of a challenge | Not a challenge | It depends | DK/NA |
|------------------------------------------------------------------------------------|------------------------|-------------------------|-----------------|------------|-------|
| A. Getting relevant work and/or industry experience                                | 26.9%                  | 29.0%                   | 33.2%           | 6.7%       | 4.1%  |
| B. Getting the academic degree and/or certification needed for your career         | 26.4%                  | 33.2%                   | 26.4%           | 9.8%       | 4.1%  |
| C. Getting connected and networking with industry insiders and employers           | 23.8%                  | 33.2%                   | 29.5%           | 9.8%       | 3.6%  |
| D. Getting technical training as well as developing technical skills and expertise | 22.3%                  | 33.2%                   | 31.6%           | 9.8%       | 3.1%  |

|                                                                                           |              |              |              |             |             |
|-------------------------------------------------------------------------------------------|--------------|--------------|--------------|-------------|-------------|
| <b>E. Getting comfortable and confident communicating with employers and those hiring</b> | <b>18.7%</b> | <b>27.5%</b> | <b>38.3%</b> | <b>9.3%</b> | <b>6.2%</b> |
| <b>F. Developing resumes and related materials that demonstrate your qualifications</b>   | <b>15.0%</b> | <b>26.4%</b> | <b>46.1%</b> | <b>6.7%</b> | <b>5.7%</b> |
| <b>G. Getting the free-time needed to focus on my career goals</b>                        | <b>26.4%</b> | <b>34.7%</b> | <b>25.9%</b> | <b>9.3%</b> | <b>3.6%</b> |
| <b>H. Getting the money and resources needed to invest in my career goals</b>             | <b>37.8%</b> | <b>30.1%</b> | <b>19.7%</b> | <b>7.8%</b> | <b>4.7%</b> |

**To wrap things up, I just have a few background questions for statistical purposes only.**

- A. Do you own or rent the unit in which you live or do you neither own nor rent where you currently reside?

**51.3% Rent**  
**29.5% Own**  
**17.1% Neither rent nor own**  
**2.1% DK/NA**

- B. Please tell me how many children under 19 years of age live in your household?

**19.7% One child**  
**16.6% Two or more children**  
**13.0% Three or more children**  
**46.1% No children**  
**4.7% DK/NA**

- C. Including yourself, please tell me how many adults 19 years of age or older live in your household?

**13.5% One adult**  
**47.2% Two adults**  
**28.0% Three or more adults**  
**11.4% DK/NA**

- D. Do you have more than one family living in your household?

**16.1% Yes**

**80.3% No**  
**3.6% DK/NA**

E. Are there any languages spoken in your home other than English? (If yes:) Which ones?

**29.0% Yes**  
**68.4% No**  
**2.6% DK/NA**

F. What ethnic group do you consider yourself a part of or feel closest to? (IF HESITATE, READ):

**43.5% White**  
**19.7% Hispanic or Latino**  
**12.4% Black or African American**  
**5.2% Asian- Filipino**  
**5.2% Asian- Chinese**  
**3.6% Asian- Other**  
**1.0% Pacific Islander**  
**0.5% Asian- Vietnamese**  
**0.5% Asian- Indian**  
**5.2% Other**  
**3.1% DK/NA**

G. Were you or your parents born outside of the United States, if yes, from what country? (IF HESITATE, READ):

**65.8% No**  
**17.6% Yes, I was born outside the U.S.**  
**14.0% Yes, at least one of my parents was born outside the U.S.**  
**2.6% DK/NA**

H. I am going to ask about the total income for your household. Please stop me when I reach the one that best describes *your total household income* before taxes from last year. (IF HESITATE, READ):

|              |                               |
|--------------|-------------------------------|
| <b>17.6%</b> | <b>Below \$25,000</b>         |
| <b>20.2%</b> | <b>\$25,000 to \$50,000</b>   |
| <b>13.5%</b> | <b>\$50,001 to \$75,000</b>   |
| <b>16.6%</b> | <b>\$75,001 to \$100,000</b>  |
| <b>15.0%</b> | <b>\$100,001 to \$199,000</b> |
| <b>1.6%</b>  | <b>More than \$200,000</b>    |
| <b>15.5%</b> | <b>DK/NA</b>                  |

I. Gender

|              |               |
|--------------|---------------|
| <b>29.0%</b> | <b>Male</b>   |
| <b>70.5%</b> | <b>Female</b> |
| <b>0.0%</b>  | <b>Other</b>  |
| <b>0.5%</b>  | <b>DK/NA</b>  |

Those are all of the questions I have for you.  
Thank you very much for participating!



Contra Costa AEBG CTE Survey  
Current Adult Education  
Student Survey (n=164)  
November 2017  
Preliminary Toplines 1.0

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**Introduction:**

Hello, may I please speak to \_\_\_\_\_. Hi, my name is \_\_\_\_\_ and I’m with an independent research firm calling on behalf of public schools and colleges in Contra Costa County. The educational consortium has hired BW Research, to conduct a survey concerning issues in your community and we would like to get your opinions.

**(If needed):** This should just take a few minutes of your time.

**(If needed):** I assure you that we are an independent research agency and that all of your responses will remain strictly confidential.

**(If needed):** This is a study about issues of importance in your community – it is a survey only and we are not selling anything.

**(If needed):** This survey should only take a few minutes of your time.

(If respondent indicates that he/she is a city employee, council member, or elected official, thank him/her for his/her time and end the interview.)

**(If the individual mentions the national do not call list, respond according to American Marketing Association guidelines):** “Most types of opinion and marketing research studies are exempt under the law that congress recently passed. That law was passed to regulate the activities of the telemarketing industry. This is a legitimate research call. Your opinions count!”)

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Screener Questions

C. Before we begin, I want to confirm that you live within our study area. What is your home zip code? (If respondent gives the PO Box zip codes, prompt them to give their home zip code for survey purposes).

- 100.0% Contra Costa County [CONTINUE]**
- 0.0% Other [TERMINATE]**
- 0.0% Refused [TERMINATE]**

D. In what year were you born?

- 55.5% 18-29 years old**
- 14.0% 30-39 years old**
- 20.7% 40-49 years old**
- 9.1% 50 to 64 years old**
- 0.6% DK/NA**

J. What is the last grade you completed in school?

- 11.6% Less than high school**
- 37.2% High school diploma or GED**
- 21.3% Some college**
- 10.4% Post high school certificate or Associate Degree (A.A. or A.S)**
- 19.5% Four-year Bachelor's Degree (B.A. or B.S)**
- 0.0% Graduate school (M.S., M.A., M.B.A., etc.) [TERMINATE]**
- 0.0% DK/NA [TERMINATE]**

.....

I. Introduction

4. To begin, how long have you lived in Contra Costa County?

- 10.4%** Less than 1 year
- 15.2%** 1 to 4 years
- 15.9%** 5 to 9 years
- 6.7%** 10 to 14 years
- 50.0%** 15 years or more
- 1.8%** DK/NA

Next, I would like to ask you about work and school in the region.

5. Are you currently working, either part-time or full-time for pay?

- 28.0%** Yes, full-time
- 29.3%** Yes, part-time
- 42.7%** No

6. If you wanted to get new skills to find a job or get promoted, where are the first two places you would go to find out about developing new skills for work? (ACCEPT FIRST TWO RESPONSES) (*Multiple responses permitted, percentages may sum to more than 100%*)

- 46.2%** Other self-learning sources (books, work, internet)
- 28.3%** University
- 22.8%** Other community college
- 18.6%** Online Ed (Coursera, Edx, Udemy)
- 17.9%** Other vocational schools/programs
- 15.2%** Other adult ed school
- 7.6%** Diablo Valley College
- 5.5%** Life skills program
- 3.4%** Los Medanos College
- 2.8%** Contra Costa College
- 1.4%** Martinez Adult Ed
- 11.6%** DK/NA

7. Are you currently taking any courses or classes at a school, college or university, either in-person or online or both? [IF NEEDED: This would be a course at an accredited high school, college or university]

- 66.5%** Yes, in-person
- 9.8%** Yes, online
- 23.8%** Yes, both online and in-person
- 0.0%** No

0.0% DK/NA

II. Educational Profile

[ASK Q5 IF Q4="Yes," IF Q4="No" OR DK/NA SKIP TO Q8]

8. What educational institution are you currently taking courses?

In-person (n=143)

17.5% Adult school (other)
12.6% Diablo Valley College
11.9% Mount Diablo Adult Ed
11.2% Martinez Adult School
9.8% State college/university
8.4% Life skills
7.0% Los Medanos College
5.6% Loma Vista Adult Ed
4.9% Contra Costa College
3.5% Community college (other)
2.8% Vocational/other school
2.8% ESL
2.1% Contra Costa Adult School

Online (n=65)

18.5% State college/university
15.4% Other (online)
12.3% Diablo Valley College
10.8% Los Medanos College
10.8% Martinez Adult School
7.7% Community college (other)
7.7% Contra Costa College
6.2% Edgenuity
4.6% Contra Costa Adult School
3.1% Mount Diablo Adult Ed
1.5% Adult school (other)
1.5% Vocational/other school

- 0.0% ESL**
- 0.0% Loma Vista Adult Ed**

9. Are you currently taking classes to get a degree or a certificate, if so, what is the degree or certificate in?

- 50.0% Yes**
- 10.4% Not sure**
- 36.0% No**
- 3.7% DK/NA**

10. Are you taking these courses to get a job, get a better job, or get promoted with your current employer?

- 28.7% Yes, to get a job**
- 29.3% Yes, to get a better job**
- 5.5% Yes, to get promoted with my current employer**
- 15.2% It depends or possibly**
- 18.9% No**
- 2.4% DK/NA**

11. Are you satisfied or dissatisfied with your current level of education and the employment opportunities it provides you? (GET ANSWER, THEN ASK:) Would that be very (satisfied/dissatisfied) or somewhat (satisfied/dissatisfied)?

- 28.0% Very satisfied**
- 41.5% Somewhat satisfied**
- 15.9% Somewhat dissatisfied**
- 7.9% Very dissatisfied**
- 6.7% DK/NA**

12. What are the challenges or obstacles you face or have faced getting the education, training and/or education for the job or promotion you want? Are the following challenges considerable for you in getting the education and training you want?

RANDOMIZE

	Considerable challenge	Somewhat of a challenge	Not a challenge	It depends	DK/NA
A. Paying for tuition or fees	28.7%	28.0%	29.3%	7.9%	6.1%
B. Finding programs and courses that are in a convenient location	13.4%	42.1%	35.4%	7.3%	1.8%
C. Finding programs and courses that work within your schedule	18.3%	41.5%	28.7%	7.3%	4.3%
D. Getting transportation to and from the program	12.8%	27.4%	49.4%	6.7%	3.7%
E. Finding affordable and effective daycare options for young children while I go to school or training	10.4%	13.4%	43.9%	3.7%	28.7%
F. Knowing which education or training programs or courses are worth investing the time and money in	20.7%	35.4%	26.2%	9.8%	7.9%

13. Are there or has there been other challenges or obstacles to getting the education or training you want that we have not discussed, if yes can you briefly describe them?

Verbatim responses to be provided

14. Now I'm going to read a list of statements that you may or may not agree with regarding education and training in our region. Please indicate whether you generally agree, disagree, or neither agree nor disagree with the following statements.

Here is the (first/next) one: _____ Do you generally agree, disagree or neither agree nor disagree with the statement? (GET ANSWER IF AGREE OR DISAGREE ASK:) Would that be strongly (agree/disagree) or somewhat (agree/disagree)?

RANDOMIZE

	<u>Strongly agree</u>	<u>Somewhat agree</u>	<u>Neither agree nor disagree</u>	<u>Somewhat disagree</u>	<u>Strongly disagree</u>	<u>DK/NA</u>
A. The local adult schools and community colleges provide enough educational opportunities to prepare and train people for good jobs today	31.7%	31.1%	12.8%	11.6%	4.3%	8.5%
B. Adult students should have more opportunities to take courses at local colleges and schools	53.7%	20.1%	15.9%	2.4%	2.4%	5.5%
C. There is an adult school or community college that is close to my home or work	51.2%	26.8%	10.4%	4.3%	3.0%	4.3%
D. I know about the career and technical education programs offered at adult schools and community colleges that can help develop new skills for a new or better job	29.9%	32.9%	15.2%	11.0%	3.7%	7.3%
E. I know about the job training and apprenticeship programs offered at adult schools and community colleges	26.2%	32.3%	17.1%	11.6%	4.9%	7.9%
F. I know about the career certifications offered at adult schools and community colleges that can help me get new skills for work	31.7%	31.7%	14.0%	9.1%	4.9%	8.5%

Next, I am going to ask you about different programs and courses that could be offered at adult schools and colleges in Contra Costa.

15. For each of the following programs or courses that could be at a local adult school or college, please tell me if you are very interested, somewhat interested or not interested in that program or coursework for you or someone in your household?

RANDOMIZE

	<u>Very interested</u>	<u>Somewhat interested</u>	<u>Not interested</u>	DK/NA
A. Courses to get your high school diploma or equivalency	31.1%	12.2%	50.0%	6.7%
B. Courses that develop better English language skills in the workplace	32.9%	17.1%	42.1%	7.9%
C. Courses that teach business and technology skills in the workplace	39.0%	35.4%	20.1%	5.5%
D. Courses that teach medical certifications to work in the healthcare industry	37.8%	26.8%	31.7%	3.7%
E. Courses that prepare you to get an Associate's or bachelor's degree	44.5%	25.6%	23.8%	6.1%
F. Courses that teach life skills and great self-sustainability for adults with disabilities	35.4%	28.7%	31.7%	4.3%
G. Courses for individuals that want to become U.S. Citizens	25.6%	15.9%	52.4%	6.1%
H. Apprenticeships or pre-apprenticeships programs in trades such as plumbing, HVAC, and solar installations	21.3%	26.2%	45.7%	6.7%

16. Are there any other courses or programs at adult schools or community colleges that you would want to see at facilities in Contra Costa Country or online that we have not already discussed?

Verbatim responses to be provided

III. Employment Profile

[ASK Q13 IF Q2="Yes," IF Q2="No", SKIP TO Q22]

17. Are you currently working at more than one job for pay? (n=94)

26.6% Yes
73.4% No
0.0% DK/NA

IF Q13="Yes" THEN READ "When we ask about a current job, please talk about the one where you typically work the most hours a week."

[ASK Q14 IF Q2="Part-time"), OTHERWISE SKIP TO Q15

18. Would you prefer to have a full-time job? (n=48)

37.5% Yes
25.0% No
37.5% Depends
0.0% DK/NA

19. Are you currently working in a permanent position or one that is temporary, contract or seasonal? (n=94)

57.4% Permanent
34.0% Temporary or seasonal
4.3% Contract
4.3% DK/NA

20. Does your employer pay for healthcare benefits for you and your family? (n=94)

45.7% No
29.8% Yes, but just for myself
13.8% Yes, for me and my family
10.6% DK/NA

[ASK Q17 IF Q15= "Temporary" OR "Seasonal", OTHERWISE SKIP TO Q18]

21. Would you prefer to have a permanent position? (n=36)

58.3% Yes
11.1% No
30.6% Depends
0.0% DK/NA

22. What industry are you currently working in? (WAIT AND READ ONLY IF NEEDED) (n=94)

28.7% Retail or Food Service
10.6% Healthcare
8.5% Technology
7.4% Education
6.4% Professional or Business Services
6.4% Public Sector
6.4% Construction
2.1% Manufacturing
17.0% Other
6.4% DK/NA

23. What is your occupation or positional title? (n=84)

13.1% Manager/supervisor
8.3% Admin, bookkeeping
8.3% Sales
8.3% Teacher/childcare
7.1% Food service
6.0% Technician/craftsman
6.0% Cashier
6.0% Driver
4.8% Therapist
4.8% Customer service
3.6% Medical scribe
23.8% Other

III. Underemployment Assessment

24. Are you satisfied or dissatisfied with the opportunities for career advancement and wage growth? (GET ANSWER, THEN ASK:) Would that be very (satisfied/dissatisfied) or somewhat (satisfied/dissatisfied)? (n=94)

23.4% Very Satisfied
42.6% Somewhat Satisfied
18.1% Somewhat dissatisfied
10.6% Very Dissatisfied
5.3% DK/NA

25. Are you currently looking for a job? (n=94)

41.5% Yes
53.2% No
5.3% DK/NA

IV. Unemployment Profile

[ASK Q22 IF Q2="No", OTHERWISE SKIP TO Q25]

26. Which of the following descriptions is closest to your current situation? (n=70)

37.1% Unemployed (includes those looking for work and those not looking)
17.1% Part-time student who is not looking for paid employment
12.9% Homemaker or stay at home parent
5.7% Retired and no longer looking for paid employment
22.9% Other
4.3% DK/NA

[ASK Q23 IF Q2="No" OTHERWISE SKIP]

27. Are you currently looking for a job? (n=70)

35.7% Yes
52.9% No
11.4% DK/NA

[ASK Q24 IF Q2="No", OTHERWISE SKIP]

28. How long have you been unemployed? (n=70)

- 4.3% Up to 4 weeks
- 10.0% More than 4 weeks, up to 12 weeks
- 8.6% More than 12 weeks, up to 6 months
- 7.1% More than 6 months, up to 1 year
- 45.7% More than 1 year
- 24.3% DK/NA

V. Occupational Preference and Economic Security Profile

Next, I would like to ask a few brief questions about your employment preferences.

29. Has there been specific careers or positions that you wanted to find employment in that needed education or training beyond High School?

- 59.8% Yes
- 25.6% No, there has not been a specific career or position that I wanted that required education or training beyond high school
- 14.6% DK/NA

30. Are you currently working in that career or position, or do you expect to in the future?

- 15.2% Yes, I am currently working in that field
- 39.6% Yes, I expect to be working in that field in the future
- 17.1% No, I am not working in that field and do not expect to in the future
- 18.3% Not sure if I will be working in that field in the future
- 9.8% DK/NA

31. What have been the challenges or obstacles you have faced getting employed in the career or positions that you want to work in? Have the following challenges been considerable for you in getting employed in your career of choice.

RANDOMIZE

	Considerable challenge	Somewhat of a challenge	Not a challenge	It depends	DK/NA
A. Getting relevant work and/or industry experience	29.3%	32.9%	21.3%	6.7%	9.8%
B. Getting the academic degree and/or certification needed for your career	29.9%	34.8%	20.7%	7.3%	7.3%
C. Getting connected and networking with industry insiders and employers	26.2%	37.8%	15.9%	6.7%	13.4%

D. Getting technical training as well as developing technical skills and expertise	23.2%	34.8%	24.4%	7.9%	9.8%
E. Getting comfortable and confident communicating with employers and those hiring	26.8%	34.1%	25.0%	5.5%	8.5%
F. Developing resumes and related materials that demonstrate your qualifications	22.0%	32.9%	28.0%	6.7%	10.4%
G. Getting the free-time needed to focus on my career goals	28.0%	36.6%	24.4%	3.0%	7.9%
H. Getting the money and resources needed to invest in my career goals	34.8%	34.1%	15.9%	5.5%	9.8%

To wrap things up, I just have a few background questions for statistical purposes only.

A. Do you own or rent the unit in which you live or do you neither own nor rent where you currently reside?

37.8% Rent
21.3% Own
35.4% Neither rent nor own
5.5% DK/NA

B. Please tell me how many children under 19 years of age live in your household?

18.9% One child
9.8% Two or more children
8.5% Three or more children
58.5% No children
4.3% DK/NA

C. Including yourself, please tell me how many adults 19 years of age or older live in your household?

12.8% One adult
33.5% Two adults
44.5% Three or more adults
9.1% DK/NA

D. Do you have more than one family living in your household?

19.5% Yes
75.0% No
5.5% DK/NA

E. Are there any languages spoken in your home other than English? (If yes:) Which ones?

40.2% Yes
56.1% No
3.7% DK/NA

F. What ethnic group do you consider yourself a part of or feel closest to? (IF HESITATE, READ):

40.9% White
25.6% Hispanic or Latino
6.1% Asian- Filipino
4.9% Black or African American
4.3% Asian- Chinese
2.4% Asian- Other
1.8% Asian- Indian
0.6% Pacific Islander
0.0% Asian- Vietnamese
6.7% Other
6.7% DK/NA

G. Were you or your parents born outside of the United States, if yes, from what country? (IF HESITATE, READ):

52.4% No
24.4% Yes, I was born outside the U.S.
17.1% Yes, at least one of my parents was born outside the U.S.
6.1% DK/NA

H. I am going to ask about the total income for your household. Please stop me when I reach the one that best describes *your total household income* before taxes from last year. (IF HESITATE, READ):

17.1% Below \$25,000
17.1% \$25,000 to \$50,000

11.6% \$50,001 to \$75,000
12.2% \$75,001 to \$100,000
11.0% \$100,001 to \$199,000
3.0% More than \$200,000
28.0% DK/NA

I. Gender

32.3% Male
62.8% Female
1.2% Other
3.7% DK/NA

Those are all of the questions I have for you.
Thank you very much for participating!



Contra Costa AEBG- AE Population
 Segments Survey
 Current Adult Education
 Student Survey #2
 June 2018
 Preliminary Toplines (n=757)

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Introduction:

Hello, please take 10 minutes of your time and complete this survey, this will help schools and other agencies provide better programs and services for you.

This survey is being done by an independent research firm calling on behalf of public schools and colleges in Contra Costa County. The schools in your area have hired BW Research, to conduct a survey concerning issues in your community and we would like to get your opinions.

If you have any questions about the survey and what it is being used for, please contact,

NAME, PHONE NUMBER AND/OR EMAIL

~~~~~

**Screener Questions**

E. What year were you born?

- 25.8% 18 to 29 years old**
- 26.0% 30 to 39 years old**
- 19.4% 40 to 49 years old**
- 18.6% 50 to 64 years old**
- 10.2% 65 years or older**

E. What is the highest level of school completed?

- 34.6% I do not have a high school diploma**
- 19.7% High school diploma or equivalency (GED, HiSET, TASC)**
- 18.1% Some college**

- 5.0%** Post high school certificate or Associate Degree (A.A. or A.S)
- 15.7%** Four-year Bachelor's Degree (B.A. or B.S)
- 0.0%** Graduate school (M.S., M.A., M.B.A., etc.)
- 6.9%** DK/NA

.....  
 ....

I. Introduction

28. How long have you lived in Contra Costa County?

- 16.4%** Less than 1 year
- 23.4%** 1 to 4 years
- 8.6%** 5 to 9 years
- 11.1%** 10 to 14 years
- 38.2%** 15 years or more
- 2.4%** DK/NA

29. Do you have a job?

- 23.2%** Yes, full-time
- 14.3%** Yes, part-time
- 62.5%** No

3. If you want to learn new skills to get a job or promotion, where would you go for classes?

- 57.5%** Adult School
- 27.4%** Community College
- 23.8%** Career Training Center
- 5.0%** Other
- 1.8%** DK/NA

4. Are you taking classes at an adult school, college, or university? (n=756)

- 71.4%** Yes, in-person
- 1.5%** Yes, online
- 4.0%** Yes, both in-person and online
- 22.2%** No
- 0.9%** DK/NA

## II. Educational Profile

5. What school do you go to? (n=549)

|              |                                       |
|--------------|---------------------------------------|
| <b>27.9%</b> | <b>Adult Liberty School</b>           |
| <b>10.9%</b> | <b>Acalane Adult School</b>           |
| <b>8.9%</b>  | <b>Martinez Adult Ed</b>              |
| <b>8.2%</b>  | <b>Contra Costa Adult School</b>      |
| <b>7.8%</b>  | <b>Loma Vista Adult Center</b>        |
| <b>5.3%</b>  | <b>Antioch Adult Ed</b>               |
| <b>4.7%</b>  | <b>Secondary school</b>               |
| <b>4.4%</b>  | <b>Adult education (non-specific)</b> |
| <b>2.9%</b>  | <b>Mount Diablo Adult Ed.</b>         |
| <b>2.6%</b>  | <b>Alvarado</b>                       |
| <b>2.2%</b>  | <b>West Contra Costa Adult Ed</b>     |
| <b>1.6%</b>  | <b>Prospects Adult School</b>         |
| <b>1.5%</b>  | <b>Diablo Valley College</b>          |
| <b>1.1%</b>  | <b>ESL</b>                            |
| <b>0.4%</b>  | <b>Cyber High</b>                     |
| <b>0.4%</b>  | <b>Odyssey</b>                        |
| <b>0.2%</b>  | <b>Alameda College</b>                |
| <b>11.1%</b> | <b>Other</b>                          |

6. Are you taking classes to get (n=581):

|              |                                                              |
|--------------|--------------------------------------------------------------|
| <b>33.9%</b> | <b>High school Diploma or equivalency (GED, HiSET, TASC)</b> |
| <b>7.7%</b>  | <b>Vocational Certificate: List type of training</b>         |
| <b>7.7%</b>  | <b>College Degree: List type of degree</b>                   |
| <b>47.8%</b> | <b>Other (please specify)</b>                                |
| <b>2.8%</b>  | <b>DK/NA</b>                                                 |

*Type of Vocational Certificate, College Degree, or other (n=234):*

|              |                                       |
|--------------|---------------------------------------|
| <b>55.1%</b> | <b>English</b>                        |
| <b>6.4%</b>  | <b>Accounting, bookkeeping, admin</b> |
| <b>4.3%</b>  | <b>Medical assistant</b>              |
| <b>3.8%</b>  | <b>Computing, computer programs</b>   |

- 3.8% Associates degree
- 3.0% Yoga
- 2.6% Language other than English
- 2.1% Construction, electrician
- 2.1% Graduate degree
- 1.7% HVAC
- 1.3% Bachelor’s degree
- 0.4% Engineering
- 13.2% Other

7. Are you taking these classes to get a job, get a better job, or get a promotion with your current employer? (n=577)

- 28.8% Yes, to get a job
- 24.8% Yes, to get a better job
- 4.9% Yes, to get a promotion with my current employer
- 40.9% No, classes are not for a job
- 0.7% DK/NA

8. Are you happy with your level of education and the job opportunities you have? (n=744)

- 58.1% Yes
- 41.9% No

9. What makes it difficult for you to get more training or education? (n=717)

RANDOMIZE

|                                                                  | <u>Difficult</u> | <u>Somewhat difficult</u> | <u>Not difficult</u> | <u>(DON'T READ) It depends</u> | <u>(DON'T READ) DK/NA</u> |
|------------------------------------------------------------------|------------------|---------------------------|----------------------|--------------------------------|---------------------------|
| <b>A. Tuition or fees</b>                                        | 25.8%            | 14.2%                     | 26.8%                | 12.7%                          | 20.5%                     |
| <b>B. Finding programs and courses that are close to my home</b> | 16.9%            | 22.3%                     | 35.6%                | 9.3%                           | 15.9%                     |
| <b>C. Finding programs and classes that fit my schedule</b>      | 19.2%            | 23.7%                     | 30.5%                | 10.5%                          | 16.0%                     |
| <b>D. Transportation to and from the school</b>                  | 10.0%            | 12.3%                     | 49.4%                | 9.9%                           | 18.4%                     |
| <b>E. Childcare when I go to school</b>                          | 14.6%            | 7.9%                      | 41.3%                | 4.6%                           | 31.5%                     |
| <b>F. Finding the best school for me</b>                         | 12.8%            | 23.2%                     | 33.8%                | 9.8%                           | 20.5%                     |

Q9 with DK/NA removed

|                                                                          | <u>Difficult</u> | <u>Somewhat difficult</u> | <u>Not difficult</u> | <u>(DON'T READ) It depends</u> |
|--------------------------------------------------------------------------|------------------|---------------------------|----------------------|--------------------------------|
| <b>A. Tuition or fees (n=570)</b>                                        | <b>32.5%</b>     | <b>17.9%</b>              | <b>33.7%</b>         | <b>16.0%</b>                   |
| <b>B. Finding programs and courses that are close to my home (n=603)</b> | <b>20.1%</b>     | <b>26.5%</b>              | <b>42.3%</b>         | <b>11.1%</b>                   |
| <b>C. Finding programs and classes that fit my schedule (n=602)</b>      | <b>22.9%</b>     | <b>28.2%</b>              | <b>36.4%</b>         | <b>12.5%</b>                   |
| <b>D. Transportation to and from the school (n=585)</b>                  | <b>12.3%</b>     | <b>15.0%</b>              | <b>60.5%</b>         | <b>12.1%</b>                   |
| <b>E. Childcare when I go to school (n=491)</b>                          | <b>21.4%</b>     | <b>11.6%</b>              | <b>60.3%</b>         | <b>6.7%</b>                    |
| <b>F. Finding the best school for me (n=570)</b>                         | <b>16.1%</b>     | <b>29.1%</b>              | <b>42.5%</b>         | <b>12.3%</b>                   |

10. Please mark all that apply to you. (Multiple responses permitted, percentages may sum to more than 100%) (n=725)

- 51.4%** English is not my first language
- 14.6%** I have physical and/or mental disabilities
- 13.9%** I am a single parent
- 7.7%** I am Homeless
- 6.2%** I am a migrant or seasonal farm-worker
- 25.5%** None of these apply to me

11. Please mark all that apply to you. (Multiple responses permitted, percentages may sum to more than 100%) (n=725)

- 11.9%** I was in jail or in a youth detention center
- 11.0%** I was in special education
- 6.6%** I have received Temporary Aid to Needy Families (TANF) within the last 2 years
- 3.4%** I was in foster care
- 74.6%** None of these apply to me

12. Do you have any other problems that make it difficult to get the training or education you want? Please describe?

***Verbatim responses to be provided***

13. Are you interested in any of the programs or classes listed below? (n=638)

## RANDOMIZE

|                                                                                                                        | Very<br><u>interested</u> | Somewhat<br><u>interested</u> | Not<br><u>interested</u> | (DON'T<br>READ)<br><u>DK/NA</u> |
|------------------------------------------------------------------------------------------------------------------------|---------------------------|-------------------------------|--------------------------|---------------------------------|
| A. Classes for high school diploma or equivalency (GED)                                                                | 35.0%                     | 11.4%                         | 34.6%                    | 19.0%                           |
| B. Classes for English language skills for the workplace                                                               | 43.6%                     | 11.6%                         | 29.3%                    | 15.5%                           |
| C. Classes for business and technology skills for the workplace                                                        | 34.2%                     | 20.4%                         | 24.0%                    | 21.5%                           |
| D. Classes for medical certifications to work in the healthcare industry                                               | 25.1%                     | 15.8%                         | 36.4%                    | 22.7%                           |
| E. Classes for an Associate or bachelor's degree                                                                       | 23.5%                     | 18.2%                         | 31.2%                    | 27.1%                           |
| F. Classes that teach life skills and help adults with disabilities                                                    | 21.2%                     | 17.9%                         | 36.4%                    | 24.6%                           |
| G. Classes for US Citizenship                                                                                          | 22.3%                     | 11.0%                         | 42.5%                    | 24.3%                           |
| H. Classes for apprenticeships or pre-apprenticeship programs in trades such as Plumbing, HVAC and solar installations | 13.3%                     | 12.7%                         | 47.6%                    | 26.3%                           |
| I. Classes to help you read better                                                                                     | 43.1%                     | 12.9%                         | 26.6%                    | 17.4%                           |

*Q13 with DK/NA removed*

|                                                                                                                                | Very<br><u>interested</u> | Somewhat<br><u>interested</u> | Not<br><u>interested</u> |
|--------------------------------------------------------------------------------------------------------------------------------|---------------------------|-------------------------------|--------------------------|
| A. Classes for high school diploma or equivalency (GED)<br>(n=517)                                                             | 43.1%                     | 14.1%                         | 42.7%                    |
| B. Classes for English language skills for the workplace<br>(n=539)                                                            | 51.6%                     | 13.7%                         | 34.7%                    |
| C. Classes for business and technology skills for the workplace (n=501)                                                        | 43.5%                     | 25.9%                         | 30.5%                    |
| D. Classes for medical certifications to work in the healthcare industry (n=493)                                               | 32.5%                     | 20.5%                         | 47.1%                    |
| E. Classes for an Associate or bachelor's degree (n=465)                                                                       | 32.3%                     | 24.9%                         | 42.8%                    |
| F. Classes that teach life skills and help adults with disabilities (n=481)                                                    | 28.1%                     | 23.7%                         | 48.2%                    |
| G. Classes for US Citizenship (n=483)                                                                                          | 29.4%                     | 14.5%                         | 56.1%                    |
| H. Classes for apprenticeships or pre-apprenticeship programs in trades such as Plumbing, HVAC and solar installations (n=470) | 18.1%                     | 17.2%                         | 64.7%                    |
| I. Classes to help you read better (n=527)                                                                                     | 52.2%                     | 15.6%                         | 32.3%                    |

14. Are there any other classes or programs you would like to see at school in Contra Costa County or online? If yes, please list the classes or programs.

***Verbatim responses to be provided***

**III. Employment Profile**

15. Do you have more than one job? (n=340)

**22.9% Yes**

**77.1% No**

16. Would you prefer to have a full-time job? (n=207)

**76.8% Yes**

**16.9% No**

**6.3% DK/NA**

17. Is your job permanent or temporary? (n=296)

**69.9% Permanent**

**30.1% Temporary or seasonal**

18. Do you and your family get medical benefits from your job? (n=335)

**14.3% Yes, but just for myself**

**16.7% Yes, for me and my family**

**60.0% No**

**9.0% DK/NA**

19. Do you prefer to have a permanent job? (n=183)

**77.0% Yes**

**10.9% No**

**12.0% DK/NA**

20. What type of work do you do? (n=330)

**14.8% Retail (stores) or Food Service**

**13.6% Construction**

- 6.7% Healthcare (medical)
- 5.2% Professional or Business Services
- 4.2% Education
- 2.7% Manufacturing
- 2.4% Technology (computers)
- 1.2% Public Sector (government jobs)
- 42.7% Other - *Coding in progress*
- 6.4% DK/NA

21. What is your occupation or job title?

*Verbatim responses to be provided*

### III. Underemployment Assessment

22. Do you like your opportunities for career advancement and more money? (n=336)

- 77.4% Yes
- 10.7% No
- 11.9% DK/NA

23. Are you looking for a job now? (n=339)

- 37.5% Yes
- 54.9% No
- 7.7% DK/NA

### IV. Unemployment Profile

24. Are you (n=476):

- 36.3% Unemployed
- 21.4% Stay-at-home parent
- 11.6% Retired and not looking for work
- 5.5% Part-time student who is not looking for work
- 2.1% Student looking for work
- 1.9% Incarcerated
- 1.5% Disabled
- 0.6% Looking for more work

- 0.4% Self-employed**
- 0.4% Retired**
- 0.2% Changing careers**
- 2.8% Other**
- 15.3% DK/NA**

25. Are you looking for a job now? (n=452)

- 38.9% Yes**
- 51.3% No**
- 9.7% DK/NA**

26. How long have you been without a job? (n=465)

- 3.2% Up to 4 weeks**
- 4.5% More than 4 weeks, up to 12 weeks**
- 8.4% More than 12 weeks, up to 6 months**
- 14.2% More than 6 months, up to 1 year**
- 43.2% More than 1 year**
- 26.5% DK/NA**

#### V. Occupational Preference and Economic Security Profile

27. Do you want a job that needs more training than a high school diploma? (n=699)

- 25.9% Yes**
- 45.2% No**
- 28.9% DK/NA**

28. Are you working in a job now that needs more training than a high school education? (n=698)

- 7.7% Yes, I am working in that job now**
- 17.3% Yes, in the future**
- 62.6% No**
- 12.3% DK/NA**

29. What are the difficulties you have getting the job you want? (n=676)

RANDOMIZE

|                                                                  | <u>Difficult</u> | <u>Somewhat difficult</u> | <u>Not difficult</u> | <u>(DON'T READ) It depends</u> | <u>(DON'T READ) DK/NA</u> |
|------------------------------------------------------------------|------------------|---------------------------|----------------------|--------------------------------|---------------------------|
| A. Getting work and experience                                   | 22.2%            | 19.2%                     | 22.2%                | 9.5%                           | 26.9%                     |
| B. Getting the training you need                                 | 21.4%            | 23.7%                     | 20.4%                | 9.9%                           | 24.6%                     |
| C. Getting information about the work that you are interested in | 14.9%            | 19.4%                     | 28.0%                | 10.1%                          | 27.7%                     |
| D. Getting technical training                                    | 19.5%            | 21.7%                     | 19.2%                | 9.9%                           | 29.6%                     |
| E. Communicating with employers                                  | 17.8%            | 18.0%                     | 30.0%                | 7.7%                           | 26.5%                     |
| F. Writing resumes and applications                              | 20.0%            | 22.6%                     | 24.6%                | 7.2%                           | 25.6%                     |
| G. Planning your career goals                                    | 18.0%            | 23.2%                     | 23.2%                | 7.5%                           | 28.0%                     |
| H. Getting the money and things you need for your education      | 28.6%            | 19.7%                     | 17.3%                | 7.2%                           | 27.2%                     |

Q29 with DK/NA removed

|                                                                          | <u>Difficult</u> | <u>Somewhat difficult</u> | <u>Not difficult</u> | <u>(DON'T READ) It depends</u> |
|--------------------------------------------------------------------------|------------------|---------------------------|----------------------|--------------------------------|
| A. Getting work and experience (n=494)                                   | 30.4%            | 26.3%                     | 30.4%                | 13.0%                          |
| B. Getting the training you need (n=510)                                 | 28.4%            | 31.4%                     | 27.1%                | 13.1%                          |
| C. Getting information about the work that you are interested in (n=489) | 20.7%            | 26.8%                     | 38.7%                | 13.9%                          |
| D. Getting technical training (n=476)                                    | 27.7%            | 30.9%                     | 27.3%                | 14.1%                          |
| E. Communicating with employers (n=497)                                  | 24.1%            | 24.5%                     | 40.8%                | 10.5%                          |
| F. Writing resumes and applications (n=503)                              | 26.8%            | 30.4%                     | 33.0%                | 9.7%                           |
| G. Planning your career goals (n=487)                                    | 25.1%            | 32.2%                     | 32.2%                | 10.5%                          |
| H. Getting the money and things you need for your education (n=492)      | 39.2%            | 27.0%                     | 23.8%                | 10.0%                          |

**To wrap things up, I just have a few background questions for statistical purposes only.**

A. Are you in the United States Military? (n=691)

**1.9% Yes, I was in the US Military in the past (Army, Navy, Air Force, Marines or Coast Guard)**

**0.1% Yes, I am in the US Military (Active duty or reserves)**

**98.0% No**

B. Do you own or rent the place where you live now? (n=690)

**48.1% Rent**  
**21.6% Own**  
**21.9% Neither rent nor own**  
**8.4% DK/NA**

C. How many children under 19 years of age live in your home? (n=692)

**53.5% No children**  
**13.9% One child**  
**18.2% Two children**  
**14.3% Three children**  
**0.1% DK/NA**

D. How many adults over 19 years of age live in your home? (n=671)

**25.2% One adult**  
**33.1% Two adults**  
**38.2% Three or more adults**  
**3.6% DK/NA**

E. Does more than one family live in your home? (n=687)

**19.9% Yes**  
**80.1% No**

F. Are there any languages spoken in your home other than English? (n=687)

**60.1% Yes**  
**39.9% No**

*Language (generally by region) (n=397):*

**66.5% Spanish**  
**9.6% Middle Eastern**  
**8.3% Chinese**  
**5.5% Western European**  
**2.8% Vietnamese**  
**2.3% Japanese**  
**2.0% Filipino**  
**1.5% Indian (Hindi, etc.)**

0.5% Eastern European  
 0.5% Thai  
 0.3% African  
 0.3% DK/NA

G. What is your ethnicity? (n=690)

42.2% Hispanic or Latino  
 21.6% White  
 9.3% Black or African American  
 5.2% Asian- Other  
 4.3% Asian- Chinese  
 1.2% Asian- Vietnamese  
 1.0% Asian- Filipino  
 1.0% Pacific Islander  
 0.6% Asian- Indian  
 6.5% Other  
 7.1% DK/NA

H. Were you or your parents born outside of the United States? (n=688)

49.9% Yes, I was born outside the U.S.  
 7.6% Yes, at least one of my parents was born outside the U.S.  
 33.0% No  
 9.6% DK/NA

I. What was *your total household income* before taxes from last year. (n=687)

24.2% Below \$25,000  
 15.0% \$25,000 to \$50,000  
 8.3% \$50,001 to \$75,000  
 3.9% \$75,001 to \$100,000  
 3.3% \$100,001 to \$199,000  
 1.7% More than \$200,000  
 43.5% DK/NA

Those are all of the questions I have for you.  
 Thank you very much for participating!