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Director's Message

The Capital Adult Education Regional Consortium (CAERC) continues making strides to increase access and opportunities for adult learners throughout the region. This edition highlights some of the remarkable work happening among our members.

Our featured staff profile showcases Mia Reed and the impactful social media marketing campaigns she has led to promote CAERC's programs. Thanks to her efforts, we have seen notable growth in engagement across all our platforms, raising awareness of the incredible educational offerings available to adults.

The student success stories truly embody the life-changing power of adult education. The inspirational twins, Muzhgan and Rokhsar Seerat, overcame immense obstacles after relocating to the U.S. With the support of Folsom Cordova Adult School and its Job Center partners, they gained English skills and career training to become medical assistants. Their perseverance is beyond admirable.

Patricia Santos' journey at Natomas Adult Education to earn her GED before her baby's birth is also awe-inspiring. She attained her high school equivalency credential in fewer than ten weeks while pregnant, demonstrating incredible determination that will undoubtedly motivate her son and others.

These stories reinforce how our programs transform lives by creating pathways to better opportunities through academics, career training, and supportive services. The included infographics provide a helpful overview of CAERC's wide-ranging course offerings this term.

My deepest gratitude goes to our dedicated instructors, staff, and partners who contribute to these outstanding student achievements. As we look ahead, CAERC remains committed to promoting adult education across the consortium and the life-changing opportunities it provides.

Patricia Oliva

Patricia Oliva, CAERC Director



From the Annual Plan

Mia Reed: Promoting Adult Education Across the Consortium

CAERC Regional Strategy 2: To coordinate and expand marketing and outreach efforts

At the heart of CAERC's Regional Strategy 2 is Mia Reed. Mia has been a member of the CAERC team since March 2018. She began her adult education journey in 2002 after completing her Designated Subject Credential at Cal State Long Beach. Mia worked as an ESL teacher at ABC Adult School for four years and spent nine years at Downey Adult School as an ESL teacher, spending the last four years there as their EL Civics Coordinator. She participated in the two-year Technology Integration Mentoring Academy of California (TIMAC) through OTAN and used her skills to mentor teachers at Downey Adult School on integrating the latest technology in the classroom. Mia received the CCAE Downey Chapter Award in March 2007 and the CALCO Award in November 2004.



State Conference in 2009 on "Integrating Technology in the ESL Classroom." After starting a side business in photography and using social media marketing strategies to grow her business, she has taken her photography and social media knowledge, along with her years working in Adult Education, to help CAERC and CAEP-TAP broaden their reach through social media marketing efforts. Her favorite part of her contract job is going to adult schools, collecting student stories, and meeting our region's amazing adult school students.

Mia's recent social media marketing campaign for CAERC has been a great success! From January 2023 to January 2024, social media engagement has seen notable growth across all platforms. Mia focused on academic programs across the consortium in October, including English as a Second Language and Adult Secondary Education. For November, boosting efforts highlighted Medical training programs such as Phlebotomy, Medical Assistant, Dental Assistant, and CNA. In December, Mia turned her sights on Training for Employment Opportunities within our members' school districts.

She presented at CALPRO on "Basic Strategies for ESL Teachers" in January 2004 and at the CCAE

Social Media Engagement Growth: January 2023 to January 2024



Facebook

↑26%



X (formerly Twitter)

↑7%



Instagram

↑28%



LinkedIn

↑38%

Partner Spotlight

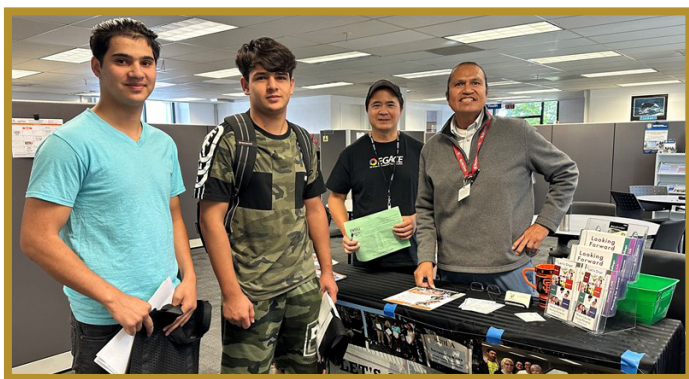
America's Job Centers of California: A Comprehensive Resource for Job Seekers

America's Job Centers of California (AJCC) were established under the Workforce Investment Act and reauthorized in the Workforce Innovation and Opportunities Act of 2014. These centers serve as centralized service hubs, offering job seekers a wide range of assistance. Whether searching for training referrals, career counseling, or job listings, the AJCCs can provide the support and resources people need to achieve their employment goals.

In a recent interview, the Capital Adult Education Regional Consortium (CAERC) spoke with AJCCs at Elk Grove Adult and Community Education (EGACE) and Sacramento City Charles A. Jones Career and Education Center (CAJ).

CAERC: *Tell us about the services provided at the Job Center.*

EGACE: The Job Center serves adults ages eighteen and over seeking employment or better employment. Job Center customers have a wide range of needs, from intensive case management to basic services. Programs at the Job Center include Basic Services, Individualized Assistance, Out-of-School Youth (ages 18–24), Refugee Support Services, Community Services Block Grant, and Prison to Employment Program.



Two EGACE Out-of-School Youth participants standing to the left of Out-of-School Youth Job Developers Larry Lim and Richard Cruz.

Each program offers a wide array of options tailored to the individual's needs. For instance, our Out-of-School Youth program assists youth 18–24 not currently enrolled in high school develop workforce readiness skills such as resume development, financial literacy, and leadership skills. In addition to academic and career mentoring, the program also supports 140 hours of paid work experience and career exploration.



Adult Education staff prepare for orientation for HSE and CTE at CAJ.

CAJ: The Job Center offers training referrals, career counseling, job listings, and similar employment-related services. Recognizing the importance of accessibility, customers can visit the center in person or connect to the center's information online or through a kiosk to access pre-employment skills training, safety-net services, justice-involved, disability services, and coordination assistance with education.

One of the Job Center's programs is our Adults and Dislocated Worker Services. This program assists individuals with barriers to accessing employment opportunities and career pathways in critical industry sectors. Special emphasis on targeting vulnerable populations ensures equitable access to programs and services and includes individuals with disabilities, refugees, low-income populations, justice-involved, and individuals who have been laid off.

CAERC: *Tell us about your partnerships with adult education.*

CAJ: The AJCC collaborates with WIOA Title II, III, and IV partners. At the Sac City AJCC, the following partners are co-located in the Job Center: Department of Human Assistance, Salvation Army for safety net services, Dreamcatchers Empowerment

Partner Spotlight

Continued from page 3

with access to the Department of Rehabilitation counselors, One More Chance (service for the justice-involved individual), CAERC Transition Navigator, and the CAERC Data and Accountability Team for seamless integration and collaboration of WIOA Title II students, and School Certifying Official for veteran students wishing to utilize their veteran education benefits.

EGACE: The Elk Grove Job Center partners with Sacramento's Local Workforce Development Board and the Sacramento Employment Training Agency (SETA). A full-time Department of Human Assistance (DHA) counselor and a part-time Department of Rehabilitation (DOR) counselor are available on-site to support staff and job center clients.

With the Job Center and Adult Education services on one campus, all staff work together to support adults' upward economic mobility through employment and education. Adults have multiple points of entry—job center, education, career technical education, etc. EGACE's highly collaborative staff builds a system of support for students and clients. Staff follow an internal referral system designed to connect students and job center clients to all services on campus and partners throughout the region. We are one campus encompassing a WIOA I Job Center and WIOA II Adult Education.



EGACE Job Developers (left to right) Kimberly Mazyck, Mandi Kaur, and Arif Akbari sit at a table during a Community Resource event.

CAERC: How do you share students/clients with adult education partners?

EGACE: Job Center clients are referred to EGACE's programs to gain the skills necessary to enter their desired employment. EGACE teachers and adult education staff refer

students to the Job Center to access employment and support services. Our job center staff meets with clients to identify each individual's employment goals. Once a goal is established, the job coach collects several pieces of documentation to determine service eligibility. Job coaches refer students to EGACE CTE programs for training and certification. EGACE teachers and job coaches work together to support systems for mutual clients.



A CAJ job coach works with a student to develop an individual employment plan with goal settings to achieve the student's desired outcome.

CAJ: Information is maintained confidentially, and the Job Center collaborates with education partners, leveraging and braiding services for student success and supporting the individual's desired outcomes through a holistic referral process.

CAERC: What are your regional priorities, and how do you determine them?

CAJ: The ultimate goal is to support economic prosperity and income mobility. This will be accomplished by aligning the local plan objectives with sector strategies that enhance WIOA outcomes and support, aligning with the California Workforce Development Board's (CWDB) Unified Strategic Workforce Development Plan Goals, and considering the temporary or permanent effects of COVID-19.

EGACE: Our state and local Workforce Development Boards set regional priorities. A grant funds each program in our Job Center, and each grant has a set of priorities. EGACE administration determines which grants to apply for based on the needs of our community. Local needs are determined by census economic data, EGUSD family demographic data, and immigration and refugee projections.

Partner Spotlight

Continued from page 4

The partnerships and strategic placement of WIOA programs allow individuals to access job-related resources and educational opportunities to complement their skills and qualifications. Whether seeking employment or continuing their education, individuals can find support and guidance at the AJCCs.

For more information, visit:

<https://egace.egusd.net/Job-Center/Job-Center/index.html>

<https://caj.scusd.edu/>



Former EGACE Job Center client Farhosh Ebady stands beside a bulletin board advertising Job Center services.



How WIOA Performance Data Works

There are four titles of the Workforce Innovation and Opportunity Act (WIOA), each authorizing different programs. All programs collect similar types of data and use the same core performance metrics. However, depending on the program, different entities are involved in the data collection and reporting. Here's a look at how the data travels:



The Four Titles of WIOA Each Authorize Different Programs:

TITLE I

Helps jobseekers with career counseling, job search assistance, and job training.



TITLE II

Helps adults who lack basic skills. Services assist with improving reading, writing, math, and English proficiency; attaining a high school diploma or equivalent; and transition to employment or postsecondary education/training.



TITLE III

Helps jobseekers, including those getting unemployment benefits. Services assist jobseekers in finding work and help employers with recruiting.



TITLE IV

Helps individuals with disabilities maximize their employability, independence, and integration into the workplace and society. Programs offer comprehensive and individualized services including vocational rehabilitation, occupational training, and assistive technologies.



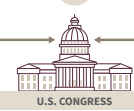
FEDERAL LEVEL

Federal agencies review data on program performance to support federal funding and oversight.

The U.S. Department of Labor uses data from states to assess program effectiveness, including outcomes for participants with specific barriers to employment. DOL uses data to provide oversight and technical assistance.



DOL and ED make program reports available to the public.



The U.S. Department of Education receives Title II and Title IV data from states, and uses it for program oversight and technical assistance.



STATE LEVEL

State agencies review data to monitor program performance and identify service providers that need technical assistance.

State agencies also collaborate with each other to link data to measure education progression and employment outcomes. Matching participant data with wage records shows what portion of participants get jobs and their average earnings, but this type of data linkage remains a challenge in some states.

Data is sent to federal agencies, some in aggregate form, and some at the individual level.

State workforce boards and state workforce agencies create statewide plans, share labor market information, develop performance reports, and maintain lists of eligible training providers. They use data to drive local board oversight and technical assistance.



State education agencies maintain a statewide database, aggregate data for federal reporting, and analyze data to assist with program improvement.



State vocational rehabilitation agencies administer program databases, monitor data for federal reporting, and analyze data to assist with program improvement.



LOCAL LEVEL

Individual data on program participants is collected by organizations providing WIOA program services. It is used for local planning and sent to the state for review.

For Titles I and III, data from service providers may flow through the local workforce board or go directly to the state level, depending on the state and type of data.

Local workforce boards create plans, conduct analysis, and help coordinate WIOA programs.



Who Uses the Data?

POLICYMAKERS

- Allocate resources to most effective programs
- Adjust program design to improve results



PROGRAM MANAGERS/ JOB COUNSELORS/ EDUCATORS

- Replicate success; identify areas for improvement
- Ensure quality services for target populations
- Customize services for individual needs



BUSINESSES

- Build confidence in program accountability
- Enhance willingness to partner with WIOA



STUDENTS AND WORKERS

- Choose training providers with record of success
- Select careers supported by employment outcome information



Which Data Is Collected?

- Demographics
- Program eligibility
- Services received
- Employment and earnings outcomes
- Postsecondary educational attainment
- Skills gains
- Program costs

From the Three-Year Plan

Academic Infographic

The CAERC Academic Infographic visually represents the academic courses and testing services consortium members are offering during the current term. The at-a-glance information lets students and staff quickly identify the educational program, location, and instructional modality. The infographic also includes aligned Integrated Education and Training opportunities.

Winter-Spring 2024

ACADEMIC CLASSES & HIGH SCHOOL EQUIVALENCY TESTING



Capital Adult Education



	English as a Second Language (ESL)	ESL for Career Preparation*	U.S. Citizenship Preparation	College & Career Readiness	Mathematics - Algebra	Mathematics - Math Skills	Reading & Writing	High School Diploma	CBEST Test Preparation	GED Test Preparation	GED Test Preparation - Spanish	GED Testing	HISET Test Preparation	HISET Testing
Amador Adult Education	IN-PERSON	IN-PERSON	HYBRID	IN-PERSON	ONLINE	ONLINE	ONLINE			IN-PERSON	IN-PERSON	IN-PERSON		
Davis Adult & Community Ed.	IN-PERSON			ONLINE	ONLINE	ONLINE	IN-PERSON	IN-PERSON						
El Dorado Adult Education	IN-PERSON			HYBRID			IN-PERSON	HYBRID		HYBRID				
Elk Grove Adult & Community Ed.	IN-PERSON*	IN-PERSON						ALL OPTIONS AVAILABLE		ALL OPTIONS AVAILABLE		IN-PERSON		
Folsom Cordova Adult Education	ALL OPTIONS AVAILABLE*	ONLINE	IN-PERSON		IN-PERSON	IN-PERSON	IN-PERSON	IN-PERSON	IN-PERSON	ALL OPTIONS AVAILABLE			ALL OPTIONS AVAILABLE	IN-PERSON
Galt Adult School	IN-PERSON	IN-PERSON		IN-PERSON	IN-PERSON	IN-PERSON	IN-PERSON			IN-PERSON				
Natomas Adult Education	IN-PERSON	IN-PERSON					ONLINE			IN-PERSON				
Sacramento City Adult Education	IN-PERSON	IN-PERSON	IN-PERSON		IN-PERSON	IN-PERSON							IN-PERSON	IN-PERSON
San Juan Adult Education	ONLINE*	IN-PERSON	HYBRID		IN-PERSON	IN-PERSON	ALL OPTIONS AVAILABLE	ONLINE		ALL OPTIONS AVAILABLE		IN-PERSON		
Twin Rivers Adult School	IN-PERSON	ONLINE	IN-PERSON	IN-PERSON	ONLINE	ONLINE	IN-PERSON	IN-PERSON		ONLINE	ONLINE			
Washington Adult School	IN-PERSON	IN-PERSON						IN-PERSON		IN-PERSON	IN-PERSON			

*Please refer to the **Career & Workforce Preparation Winter-Spring 2024** flyer for more information regarding the companion workforce training class (IET).

IN-PERSON
 ONLINE
 HYBRID
 ALL OPTIONS AVAILABLE

icons by: www.vecteezy.com

From the Three-Year Plan

Career & Workforce Preparation Infographic

The CAERC Career & Workforce Preparation Infographic visually represents the short-term career and technical education courses consortium members are offering during the current term. The at-a-glance information lets students and staff quickly identify the educational program, location, and instructional modality. The infographic also includes aligned Integrated Education and Training opportunities.

Winter-Spring 2024



ADULT EDUCATION CAREER & WORKFORCE PREPARATION



	Business & Office Technologies	Community Health Worker	Computers / Digital Skills	Construction / Const. Trades	Culinary Arts / Food Handler	Dental Assistant	Early Childhood Education	Independent Living Skills Programs for Adults with Disabilities	Instructional Assistant / Paraprofessor	Manufacturing / Welding	Medical Office Careers / Medical Assistant	Nursing Assistant	Pharmacy Technician	Phlebotomy	Vocational Nursing	Workforce Prep.
Amador Adult Education		👤							👤	👤						
Davis Adult & Community Ed.											👤					👤
El Dorado Adult Education			👤	👤					👤	👤						
Elk Grove Adult & Community Ed.		👤	👤			👤*		👤*	👤	👤				👤		
Folsom Cordova Adult Ed.	👤	👤	👤					👤*	👤	👤	👤			👤		
Galt Adult School		👤		👤												
Natomas Adult Education				👤			👤									
Sacramento City Adult Ed.							👤		👤	👤	👤	👤	👤	👤	👤	👤
San Juan Adult Education					👤	👤*		👤	👤	👤*						
Twin Rivers Adult School		👤	👤					👤	👤							
Washington Adult School			👤													

* IET - Integrated Education and Training: the school offers additional training specifically to ESL students in the industry noted as Integrated Education Training which includes career education, ESL and Job Preparation training. Please check with school for more information.

👤 IN-PERSON NO FEE	🖥️ ONLINE NO FEE	👤/🖥️ HYBRID NO FEE	👤 IN-PERSON FEE (\$)	🖥️ ONLINE FEE (\$)	👤/🖥️ HYBRID FEE (\$)
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Adult Education Works

Folsom Cordova Adult School: Twin Stars



When 24-year-old Afghan twins Muzhgan and Rokhsar Seerat came to America to make a life for themselves, they not only had to face language and educational barriers, but also the uncertainty of the global pandemic. “I remember we

were totally covered up,” said Muzhgan. “A face mask because of COVID and our head scarves. We arrived with no English, no proof of education, no driver’s license, no transportation, and no understanding of the culture. We had to start at the beginning!”

So, they did. As clients in the Refugee Grant Program at Folsom Cordova Adult School, they enrolled in beginning ESL and began searching for work almost right away. By faithfully attending their classes, they soon learned enough English to get part-time jobs. In addition to beginning English, they took a computer basics class and an additional Vocational ESL class online.

“We learned English and skills,” said Rokhsar. “We met friends, and we got training and a job.” But they didn’t stop there. The twins worked with a Refugee Youth Coach at the Folsom Cordova Family Partnership Job Center, part of the America’s Job Center network, co-located on the adult school campus. The coach knew the sisters were interested in the medical field and found out about a paid medical assistant training program at WellSpace Health in Rancho Cordova.

“The adult school was very good because it taught us English, which helped us get accepted into the training that landed our career. We are in a real career!”

— Muzhgan Seerat

The only thing that stood in their way was the fact that the training was all in English. But that did not stop them, and when the training became difficult, their coaching in the Refugee Program taught them to advocate for themselves and seek out the tutoring and support they

needed to make it through the program. “Now we are working at WellSpace clinics full-time as medical assistants, helping others,” said Rokhsar. “One of us works with children and the other with adults. We work very hard, and we have to take the bus to work every day, so it’s long days, but we are lucky.”

The twins attribute their success, in large part, to the support and education they received from Folsom Cordova Adult School and the FCCP Job Center. “The adult school was very good because it taught us English, which helped us get accepted into the training that landed our career,” said Muzhgan. “We are in a real career! When we see other Afghan young women like us who came from Afghanistan at the same time, we can see that they have not come as far. Right now, we are so happy.”

Never shying away from hard work, they say they miss the adult school and are planning to come back for more classes at night to continue to develop their English proficiency. “We miss our teachers,” said Rokhsar. “We tell people all about how good the adult school is. They have great programs. The teachers are very good. All the workers at the school and job center are very supportive and believe in us.”



Rokhsar (L) and Muzhgan Seerat at their medical assistant graduation ceremony at WellSpace Health in Sacramento.

Adult Education Works

Continued from page 8

Always filled with that determined spirit, the women shared that they want to go on to become nurses and doctors one day. “There are great opportunities for people who want them!” said Rokhsar.

Folsom Cordova Adult School staff and teachers want to applaud the dedication, hard work, and success of these two bright stars.



Rokhsar and Muzhgan Seerat with their Refugee Grant Program Navigator, Adriana Russell (center), who was instrumental in their success with the program and there to support them on graduation day.

Natomas Adult Education: GED Inspirational Story

In late August of 2023, Patricia Santos walked into Room B105 of the Discovery High School campus carrying a notebook and her unborn child. She boldly declared that she wanted to earn her GED before giving birth in November, asking what she needed to do for this to come to pass.

Her teacher and several classmates present that day were encouraging and possibly a bit stunned. Four exams to pass in some 10–12 weeks seemed to many like an enormous, even herculean task. But, apparently, not to Ms. Santos.

The following day, Patricia arrived in class with a textbook in hand, one that she had decided upon herself and purchased on her own—a striking departure from the norm. At the close of the second day in class, she said she would need to be out of town for a while, suggesting we remain in contact while she studied. And study she surely did.

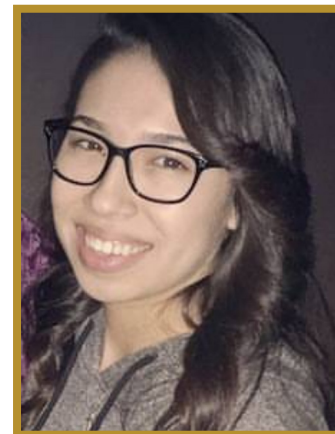
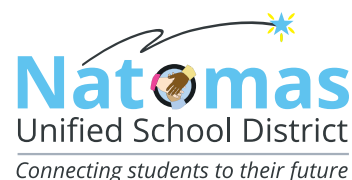
Over the next few weeks, Patricia offered us reports on how her studying and exam-taking were going, providing the rest of the class with inspiring evidence of the successful measures she had been undertaking. By October 10, 2023, her first exam was behind her. She added that she would be sitting

for subsequent GED exams as soon as she could afford it.

Photos of her GED exam results kept arriving. On November 4, 2023, Ms. Santos passed her fourth and final exam with an even higher score than the other three. According to our files, the 9 ½ weeks she used to complete and graduate was the shortest time ever of any of our students.

Some weeks later, in consenting that the present text be written, Patricia Santos graciously replied, “Thank you. I think that will be nice, and it will be something great and inspirational for my son to read when he gets older.”

It is we who thank you, Ms. Santos.



About CAERC

Our Consortium

The Capital Adult Education Regional Consortium (CAERC) is a regional delivery system for adult education programs across the greater Sacramento region.

CAERC is funded through the California Adult Education Program (CAEP), a joint partnership between the California Community College Chancellor's Office (CCCCO) and the California Department of Education (CDE). CAEP funds support courses for adults in seven program areas:

1. English Language Learners (ESL/ELL)
2. Adult Basic and Secondary Education (ABE/ASE)
3. Career and Technical Education (CTE)
4. Workforce Preparation
5. Pre-Apprenticeship
6. Adults Training for Child School Success
7. Adults with Disabilities

