



CAERC COMMUNITY

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A Publication for the Capital Adult Education Regional Consortium Community

Director's Message

In July 2019, the Capital Adult Education Regional Consortium began implementing the new plan articulating goals, activities, and outcomes spanning the next three years. The Greater Sacramento Region is home to 1.3 million adults over the age of 18. As of 2018, 34% of the region's residents live in households that do not earn enough to cover basic household expenses, which include housing, transportation, and child care. U.S. Census data highlight a tremendous need in our region for programs that serve disadvantaged adults and immigrants. The Self-Sufficiency Standard for California is a useful tool for determining the minimum hourly wage an adult will need to earn to meet the family's basic financial needs. The table below shows the hourly wage needed for self-sufficiency based on the number of family members.

The plan also provides information on the Labor Market Data with the many local openings for occupations in high demand requiring High-School Diploma or Equivalent. As a regional system of delivery of education and workforce development services, CAERC has set the goal to "sustain and refine adult education course offerings, transition support services, and data collection efforts to improve and accurately report adult learner outcomes." CAERC focused

on offering high-quality courses that provide the region's adult learners with the academic, digital, and employability skills needed to meet their personal, educational, and career goals. A Transition Navigator Network has been implemented through which teachers, staff, and students are informed of post-secondary and workforce options available across our region. Support services are planned for increased numbers of students successfully transitioning from adult education programming to post-secondary and the workforce. We continue on refining data collection and reporting efforts to ensure outcomes are accurately recorded and reported to the state.

We are collaborating with our community partners through a process in which partnering entities share information, resources, and responsibility to jointly plan, implement, and evaluate a program of action to achieve common goals and generate value for the region.

In this issue we are proud to list some of our accomplishments. We are even prouder to share the journeys of our adult learners. Please give us feedback at caerc@scoe.net, and send anyone who may benefit to our learner portal and asset map at capitaladulthood.org.

Branka Marceta, CAERC Director

For more
information,
visit caerc.org!

HOURLY WAGE FOR SELF-SUFFICIENCY BY COUNTY

Family Members	Sacramento	Amador	El Dorado	Yolo
1 adult (no children)	\$11.36	\$11.73	\$12.25	\$11.93
1 adult + 2 school-aged children	\$25.27	\$26.46	\$27.81	\$30.27
2 adults + 2 school-aged children	\$14.46	\$15.24	\$15.96	\$16.97

FROM THE ANNUAL PLAN

Providing Instructor Feedback to Math Students



Matt Wallace, Professor
UC Davis School of Education

When teaching and tutoring students in math, instructors strive to provide feedback that benefits their students. The kinds of feedback teachers provide can impact a learner's ability to make sense of problems and persevere in solving them. By first evaluating and identifying error(s) as belonging into one of three categories, teachers

can tailor their feedback in ways that provide the greatest impact on student learning. UC Davis Professor Matt Wallace identifies three types of student errors and strategies for addressing each:

1. "Sloppy" or "careless" mistakes

These mistakes are not made due to a lack of understanding. Instead, they are the result of a student's lack of concentration. For example, a student is asked to find the slope of a line passing through coordinates (0, -2) and coordinates (3, 4). Following is the student's answer, with the error circled in red.

Find the Slope

A line passing through (0, -2) and (3, 4)

$$\text{Slope} = \frac{y_1 - y_2}{x_1 - x_2} = \frac{4 - (-2)}{3 - 0} = \frac{2}{3}$$

Correct answer: $4 - (-2) = 6$
Not 2

Strategy: Teachers should respond positively to the mistake by stating what question the student *actually* answered and asking the student to answer the original question. For example:

$$4 - 2 = 2. \text{ But what does } 4 - (-2) \text{ equal?}$$

2. Mistakes/struggle due to no understanding or misunderstanding

These mistakes occur when students don't understand the content and/or the problem; they can also occur when students' thinking or logic is flawed or incomplete. For example:

Find the Slope

A line passing through (0, -2) and (3, 4)



Student: "I don't know what to do. Help!"

As a teacher, you're probably accustomed to responding like this:

Find the Slope

A line passing through (0, -2) and (3, 4)



Teacher: "What's the formula for slope?"
"What's x? What's y?"
"Now substitute those into our formula. What do we get?"

This is called funneling. Funneling occurs when the teacher asks a series of questions to guide students through a procedure or to a desired end. The teacher directs or “funnels” students’ thinking towards the path the teacher would take to solve the problem. As teachers, we hope that students understand the significance of this series of questions. Unfortunately, many struggling students don’t realize the teacher is modeling for them the questions they should ask themselves.

Strategy 1: After funneling, discuss the questions you asked and the purpose for attending to them. Gradually diminish your questions so that students learn to ask themselves the same questions independently.

Find the Slope

A line passing through (0, -2) and (3, 4)

Teacher: “The questions I asked you were . . .”

“I asked these questions on purpose because . . .”

“You can ask yourself these questions as a way to think about the procedure for finding slope.”



Strategy 2: An alternative to funneling is to model how to solve a similar problem and ask the student to transfer the idea(s) to their problem.

Find the Slope

A line passing through (0, -2) and (3, 4)

Student: “I don’t know what to do. Help!”

Teacher: “Here’s how you can find the slope of a line passing through (1, 3) and (4, 10) . . .”

“How might you use this to find the slope in your problem?”



3. Mistakes/struggle due to partial understanding

These errors/mistakes are due to an incomplete understanding. They occur frequently when learning something new and in situations where the logic, idea, etc., may have proven useful in different contexts.

Strategy: Paraphrase student questions (instead of giving too much help) back to them in order to give them a second chance at answering their own questions. End by responding positively and reminding them that struggle is an important part of learning. Remind them of the resources available to them (their notes, the textbook, a classmate, etc.).

Find the Slope

A line passing through (0, -2) and (3, 4)

$$\text{Slope} = \frac{y_1 - y_2}{x_1 - x_2} = ?$$

Student: “I don’t know what to do next. Help!”



Teacher: “So, you’re trying to find the slope, and you’ve written the slope formula. What do you think you might do next?”

“You’re off to a great start! I’m going to let you figure this out. I know you can do this!”



Reflection and Application–Your Turn!

How is the feedback described above similar or different from the feedback you currently provide your students? Try applying the strategies to the following student work. Next, try bringing these strategies to your own classroom.

Guess the Mistake

$$x - 7 = 2$$

$$+7 \quad +7$$

$$x = 3$$



How might you:

- (a) respond positively to the mistake by sharing what question this student really answered, and
- (b) ask the student to answer the original question?

Guess the Mistake

$$x - 7 = 2$$

$$+7 \quad +7$$

$$x = 3$$



How might you:

- (a) paraphrase student question/work (without giving too much help) back to them so as to give them a second chance
- (b) end by responding positively and reminding them that struggle is an important part of learning, and
- (c) remind them of the resources available to them (e.g., notes, internet, classmate, ...)?

Math Curriculum for Adult Educators

Are you aware of these free CAERC-developed instructional materials available for use in your adult education classroom?

Math Success Academy

For students struggling with basic math, Math Success Academy is a 40-hour course that includes detailed lessons on perimeter, area, integers, fractions, decimals, percents, rates, linear equations, and proportions. This course is designed for students with a score of 236 or below on the CASAS Math GOALS assessment.

Algebra Academy

Algebra 1A and 1B courses help prepare adult learners to enter community college at or above the Elementary Algebra level. Each course contains 18 lessons. The lessons can be used individually to address specific learner needs or as the complete curriculum for a 5-unit Algebra course.

Please email CAERC@scoe.net to request a copy of these materials.

FROM THE THREE-YEAR PLAN

CAERC Training Supports Consortium's Three-Year Plan

More than 40 teachers, administrators, and staff attended CAERC's February 6th training on the use of CASAS assessment results to inform instruction. The training was organized to support Progress Indicator #1 of CAERC's three-year plan:

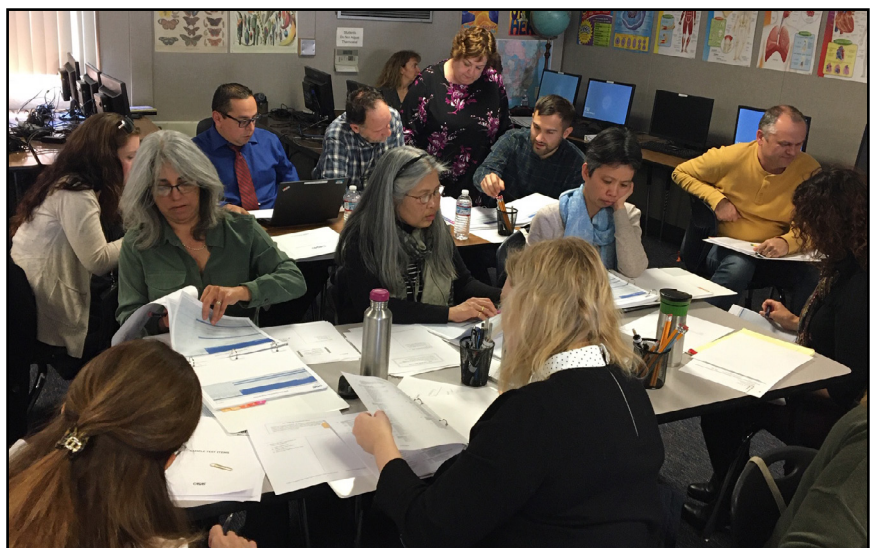
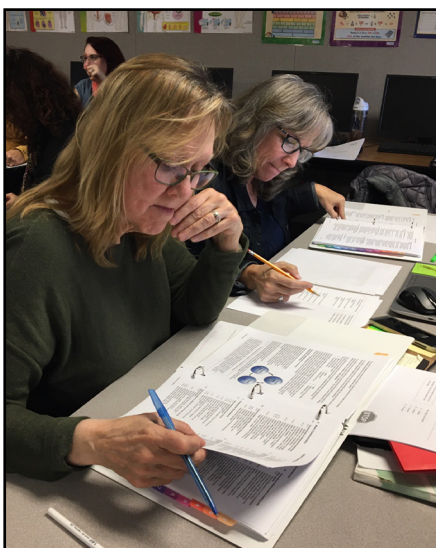
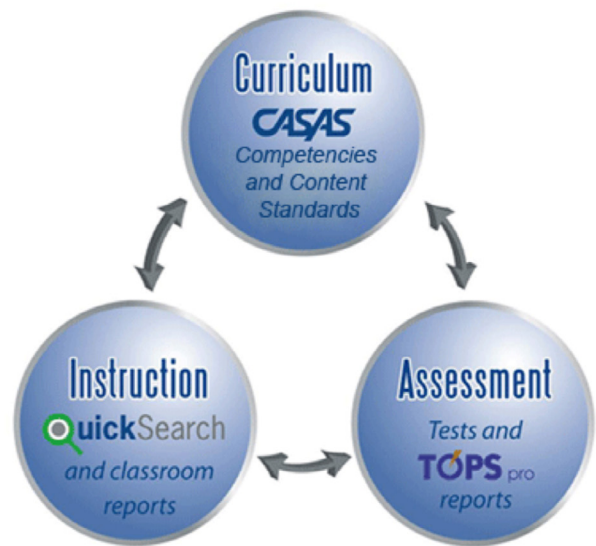
Each year, the percentage of students with a pre/post-test that achieve an Educational Functioning Level (EFL) gain will increase consortium-wide by 3% for ABE, ASE, and ESL.

The full three-year plan can be accessed at <https://bit.ly/2utXuvq>.

The training included an overview of the CASAS Competencies and Content Standards which form the basis of the CASAS integrated assessment and curriculum management system. Attendees discussed a variety of instructional reports that organize assessment results for use by both teachers and students. QuickSearch, a CASAS resource which lists instructional materials and correlates them to the CASAS Competencies,

was also shared. Teachers are encouraged to utilize the QuickSearch database by visiting <https://bit.ly/37gSLKQ>.

A binder of materials including the CASAS Competencies, Content Standards by modality and test form, and sample reports was provided for each attendee. The PowerPoint slides and contents of the binder are available for download at <https://bit.ly/2vrvBEh>.



Adult educators examine the CASAS competencies and content standards during the CASAS training at Folsom Cordova Adult School.

ADULT EDUCATION WORKS



From South Korea to California via American Samoa

*Contributed by Stephanie Miller, ESL Teacher
Folsom Cordova Adult School*

Hyun Sook Woo started her studies at Folsom Cordova Adult School (FCAS) in 2017 in a Beginning Low ESL class at the age of 66. Even though Sook was already a mother, grandmother, and business owner, she made learning English, acquiring computer skills, and becoming a U.S. citizen a priority. Sook and her husband, Palbong Kim, recently shared their story of adventure, romance, hard work, and what led them to become students at FCAS.

Sook was born in South Korea in 1951, during the middle of the Korean War. She attended nine years of school and eventually had her own business selling children's clothing. Her business required long hours of hard work, seven days a week, and she longed to join her two brothers in American Samoa.

Sook did not meet Palbong until she immigrated to American Samoa in 1980. By that time, Palbong

had been there for 10 years and had worked his way up to captain of a fishing ship. He and his crew ventured far out into the open ocean, from Hawaii to Japan and the Panama Canal. The work involved long hours and enduring dangerous, unpredictable storms.

Hyun Sook and Palbong soon married and had a daughter. Korean parents living in American Samoa started a Korean school to ensure that their children learned the Korean language and culture. Hyun Sook volunteered to be not only a teacher but also the school principal. One year she set up a pen pal program for her students with a school in Korea, not realizing how her decision would eventually affect her entire family. Hyun Sook's school-age daughter wrote to a boy at the school in South Korea for three years.

Years passed, and eventually Sook and Palbong's daughter got accepted to nursing school in San Francisco. One day, after 17 years of no communication, Sook received a letter from her daughter's grade-school pen pal. He had heard about a recent terrible hurricane that had hit American Samoa and wanted to know if his childhood pen pal was okay. Sook forwarded the letter to her daughter in San Francisco, and after exchanging more letters, phone calls, and email, the Korean pen pal flew to San Francisco to meet Sook's daughter. Their budding romance became serious and within a year, the two pen pals were married.



Back in American Samoa, Palbong was still working as a captain of a fishing boat. However, he experienced a particularly terrible and fierce storm, which made him fear for his life. In the middle of his fight to save the ship and all of the crew, Palbong vowed to himself that if he survived that storm, he would retire from the work as

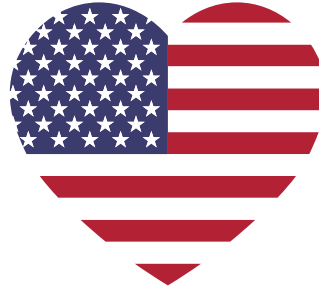
ADULT EDUCATION WORKS, *continued*

captain. Fortunately, Palbong and his crew did survive, but Palbong kept his promise to himself and decided to retire. He and Sook then made the decision to move to California to join their daughter and new son-in-law.

Like many immigrants, Palbong was willing to take any job in order to support himself. One of his first jobs was dishwasher, which he made enjoyable by constantly singing. His coworkers really appreciated the entertainment. Next, he landed a job as a security guard, but in the meantime, he and Sook also started a business at Denaio's in Roseville. They have worked every weekend, for the last six years, selling hats and sunglasses, doing the purchasing midweek, well before Folsom Cordova Adult School classes start at 9:00 a.m.

Once Sook got the Denaio's business started, she was ready to pursue her dream of learning English and becoming an American citizen. Since 2017, Sook has progressed from Beginning

Low ESL to Intermediate Low, completed two sessions of Computer Basics, and a Citizenship course. Palbong also took the Citizenship course, and the two of them became American citizens



in 2019. Sook has one more academic dream: to earn a high school diploma. With her dedication to learning, we are sure Hyun Sook Woo will accomplish that too!



Palbong Kim and Hyun Sook Woo share Korean food with their ESL Teacher, Stephanie Miller, at Folsom Cordova USD Adult School in January 2020.

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



Find more
information at:
www.caerc.org

Help your students and
community members find
classes at www.capitaladulthood.org

