



CAERC COMMUNITY

Volume 3, Issue 1

**February
2018**

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A Publication for the Capital Adult Education Regional Consortium Community

Director's Message

Valued CAERC Community, thank you for the opportunity to serve you and the adult learners in the Capital region. Since September 2017, as the new Director of CAERC, I have been leading the project staff in facilitating our consortium's specific objectives. The activities in areas such as curriculum alignment and data and accountability are building blocks for the overall goal, which is to be the best we can be as a regional delivery system designed to provide education and workforce services to underserved adults.

I congratulate you on the great reputation that CAERC carries throughout the state of California. This consortium has been built based on the clear and strong vision and values shared by the members and partners. The 2017–2018 Co-Chairs, Jamey Nye, Vice Chancellor of Education and Technology, Los Rios Community College District (LRCCD), and Al Rogers, Deputy Superintendent, Sacramento County Office of Education (SCOE), offer their guidance as they share with us the initiatives and priorities of the larger K–12 and community college systems so that we can increase college and workforce readiness of our community members within the service area of the Los Rios Community College District. The CAERC Co-Chairs will be advocates for our adult learners

and will communicate about our work to the Leadership Oversight Panel led by LRCCD Chancellor Brian King and SCOE Superintendent David Gordon.

To ensure that the funding through the Adult Education Block Grant (AEBG) accelerates adults into employment, living wages, and full engagement in society, we will facilitate the maximum effectiveness of each member and the whole consortium. We will work with our valued partners to participate in opportunities for collaboration and braiding of resources.

By the end of the fiscal year 2017–2018, I am certain that this consortium will provide strong data to the legislature combined with telling powerful stories to all stakeholders about how the learners and members of our communities benefit from the work we do.

Branka Marceta
CAERC Director



In September 2017, Branka talked with Congressman Ami Bera about CAERC and the value of adult education at the national level.

For more
information,
visit caerc.org!



**Capital
Adult Education
Regional Consortium**

IN THE WORKS

Read about CAERC's plan for 2017–18!

Year 3: Enhance Services and Instruction

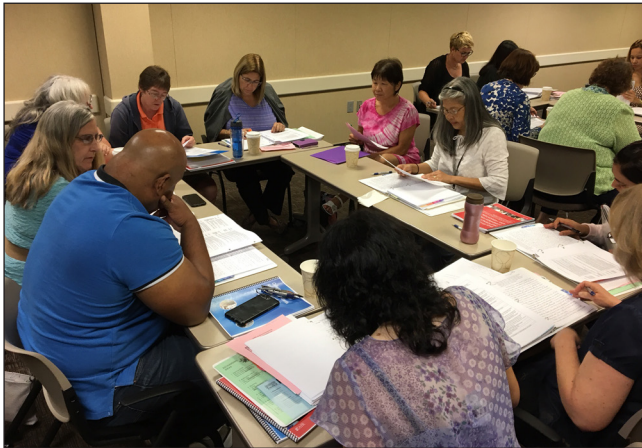
Year 3 continues and expands upon the efforts initiated in years 1 and 2 with a focus on enhancing services and instruction across the consortium. The following strategies have been identified for 2017–18:

1. Expand adult education course offerings in the 7 program areas in the region.
2. Coordinate and expand marketing and outreach efforts.
3. Use and promote the regional Asset Map.
4. Align courses across the consortium and streamline pathways for adult learners.
5. Increase K–12 adult education to postsecondary transition with student outreach events and services.
6. Expand career pathways programming, Integrated Education and Training (IET) offerings, and boot camps across the region.
7. Offer professional development to support the regional strategies.
8. Strengthen regional partnerships to increase funding and leverage existing structures and expertise to benefit adult learners in our region.



ABE, ASE, and ESL writing teachers receive an orientation to the *When Is Lying Okay?* Expository Reading and Writing Course (ERWC) module adapted for adult education.

IN THE WORKS, *continued*



ESL teachers practice scoring sample essays using a holistic writing rubric.



ABE and ASE math teachers are introduced to the Math Success Academy curriculum.

Summer Alignment Implementation Trainings

Over the summer, ABE, ASE, and ESL teachers from across the consortium participated in Alignment Implementation Trainings on the courses and curricula developed by the Alignment Workgroups in year 2.

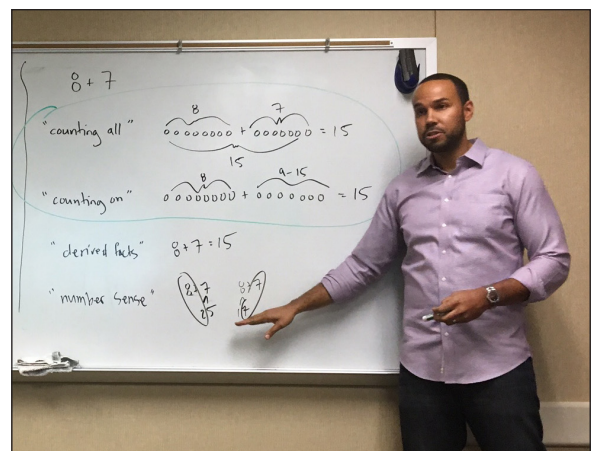
Read more about CAERC's Regional Alignment Effort in the June 2017 issue of the *CAERC Community* newsletter available [here](#) on the CAERC website.

New for 2017–18: CAERC Network Meetings

To support the year 3 focus on instruction, CAERC is excited to be coordinating Network Meetings for ESL, ABE, and ASE teachers across the consortium. Led by the 3 CAERC Alignment Workgroups, the meetings promote consortium-wide alignment and improved student learning outcomes for adult learners across our region. The professional learning for these meetings includes:

- Instructional strategies for the classroom
- Lessons and curriculum for use with students
- Opportunities to collaborate with colleagues from across the consortium

CAERC Network Meetings are open to all instructors from CAERC member districts and county offices of education. The meetings are held on Friday afternoons at the Sacramento County Office of Education located at 10474 Mather Blvd., Mather, CA. Please see the Network Meeting calendar on the following page for dates and links to register. Registration is required.



UC Davis Professor Matthew Wallace shares strategies for developing students' number sense at the Mathematics Network Meeting on September 29.

IN THE WORKS, *continued*

ESL Writing Network

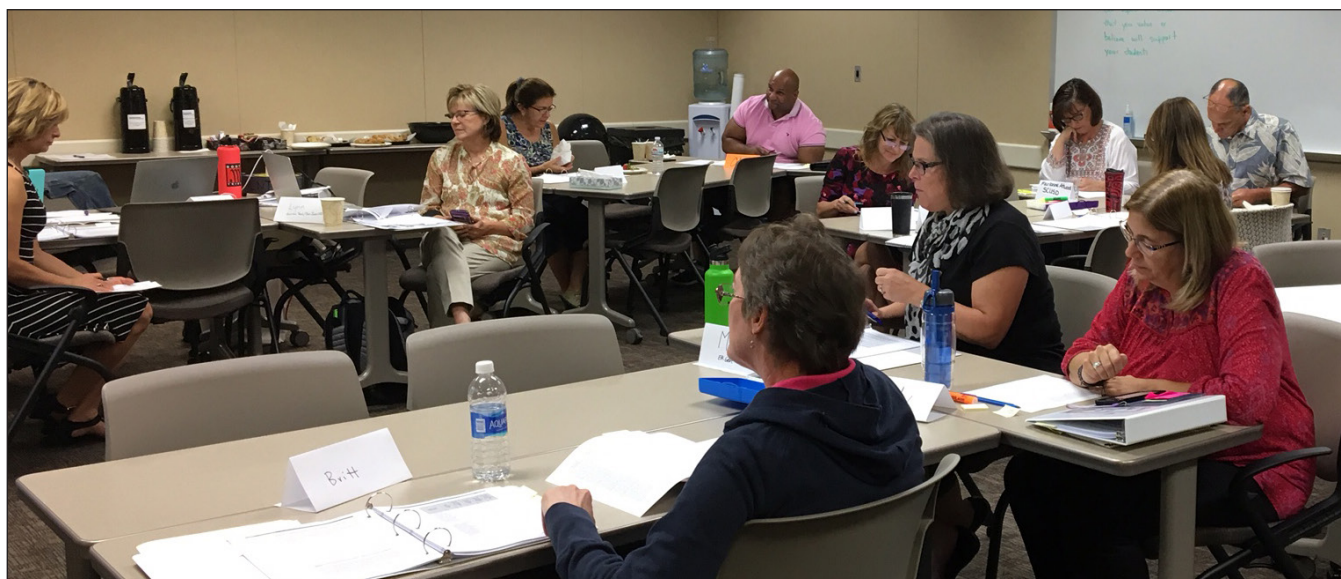
Audience	Date and Location	Time	Registration Required
ESL Instructors	April 20, 2018 Location: SCOE, Board Room	1:00 – 4:30 PM	https://goo.gl/defXEd Access Code: CAERC1718 <i>Register by April 19, 2018</i>

ELA Writing Network

Audience	Date and Location	Time	Registration Required
ABE and ASE Instructors	February 23, 2018 Location: SCOE, Board Room	1:00 – 4:30 PM	https://goo.gl/BH3eBw Access Code: CAERC1718 <i>Register by February 22, 2018</i>
	May 11, 2018 Location: SCOE, Board Room	1:00 – 4:30 PM	https://goo.gl/JuW8Ge Access Code: CAERC1718 <i>Register by May 10, 2018</i>

Mathematics Network

Audience	Date and Location	Time	Registration Required
ABE and ASE Instructors	March 23, 2018 Location: SCOE, Room B	1:00 – 4:30 PM	https://goo.gl/RqfQaU Access Code: CAERC1718 <i>Register by March 22, 2018</i>



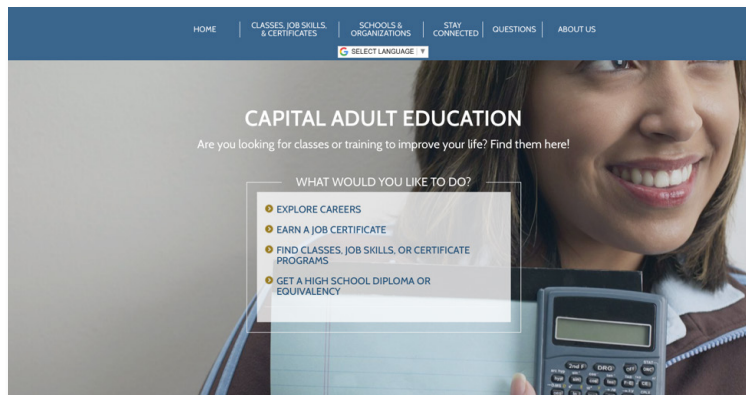
ABE, ASE, and ESL writing teachers discuss strategies to promote critical thinking and close reading using adapted ERWC modules.

2017–18 CAERC Marketing and Outreach Plan

Development of the CAERC Asset Map has been one of the key regional strategies for the past several years. Now fully functional and online at www.capitaladulthood.org, the Asset Map allows adult learners to explore careers and find classes and training programs close to their home or workplace.

CAERC is promoting the Asset Map website to potential learners and to the greater educational community as part of this year's Marketing and Outreach Plan. Promotion of the site is being accomplished through a variety of media including bus and light rail ads, public service announcements, and extensive use of social media.

Additional marketing and promotional activities will focus on informing potential learners, other education and social services agencies, and the general public regarding programs and services offered by CAERC members and partners. Two videos will be produced this year, and each will highlight one core content area, an exemplary program, and a learner receiving services in that program. A winter and spring newsletter will also be created and distributed electronically to all CAERC members and partners, and CAERC staff will participate in face-to-face adult education related outreach events throughout the year.



CAERC's Asset Map
www.capitaladulthood.org



MEMBER IN THE SPOTLIGHT

Learn more about programs and services provided by our CAERC members!



Washington Adult School

<http://yolo.wusd.k12.ca.us/adulteducation>

Programs available:



Adult Basic Education



English as a Second Language



Adult Secondary Education



US Citizenship



Career Technical Education



Pre-apprenticeship

Pre-Apprenticeship Construction Training (PACT)

In the spring of 2017, Washington Adult School (WUSD), a quickly expanding adult education program in West Sacramento, was awarded a \$500,000 grant from the California Apprenticeship Initiative to build an innovative pre-apprenticeship program to help students utilize recognized apprenticeship programs as viable career pathways. Besides short-term CTE programs in Information Technology, Office Skills, and Culinary Arts, Washington Adult School is proud of the steps it's taking to provide pre-apprenticeship training in Residential and Commercial Construction. Since the program launched in early July,



Students gear up on the last day of the 40-hour hazwoper certification, one of many certifications the students have completed.

over 20 individuals have been hired out of the program and are working in the industry.

During the 20-month grant period (5/16/17–1/31/19), Washington USD and the Northern California Construction Training (NCCT) pre-apprenticeship program will (1) identify and recruit pre-apprentice students, both high school youth as well as adults, and provide them with classroom and hands-on training to prepare them for successful entry into registered apprenticeship programs; (2) create and expand partnerships with local apprenticeship, workforce, and support agencies; (3) collect, analyze, and disseminate best practices, research, and innovative program development to relevant entities.

At the end of the grant period, the WUSD and NCCT pre-apprenticeship program will (1) prepare 80 at-risk youth and 80 low-skilled adults to enter a DSA-approved apprenticeship program; (2) develop sustainable systems for pathway recruitment, apprenticeship preparedness, and industry partnership; and (3) improve percentages of pre-apprentice graduates entering employment through apprenticeship. Outcomes will be measured using a data-driven approach employing strategies of data collection, performance baselines, measurement, reporting, and analysis.

MEMBER IN THE SPOTLIGHT, *continued*

The adult population (80) targeted for this grant will be our unemployed or underemployed, low-skilled adults who may lack a high school completion, may have limited English-language proficiency, or may be ex-offenders. The youth (80) population targeted will be our non-traditional students, our foster and homeless youth, and students who are deemed at risk of achieving high school completion.

WUSD and NCCT have partnered with the California Homebuilding Foundation to adopt the Building Industry Technology Academy (BITA) industry-endorsed curriculum as its core instructional resource in the construction pre-apprenticeship training program. BITA offers students in-depth training in the 30 different construction trades and is designed to meet all necessary entrance requirements of state-approved apprenticeship programs according to California's Division of Apprenticeship Standards (DAS) and David Cogdill, CEO and President of the California Building Industry Association.

All adult students will be required to take the Comprehensive Adult Student Assessment System (CASAS) placement and benchmark test which will provide data on educational gaps. Based on the outcome of the test and

the development of an individual education plan with the counselor and transition specialist, the student will enroll into appropriate adult education classes meeting the student's needs. Adult students will be

able to co-enroll in courses for English as a Second Language, High School Diploma, GED Preparation, Basic Reading, Writing, and Math, and Digital Literacy. Additional online and in-person tutoring will be available for those students who need additional assistance.

High School students can also enroll in a college and career readiness course, Building Foundations for Success, that helps students explore three questions: Who am I? What do I want? How am I going to get there? As part of the Get Focused Stay Focused initiative, students develop an online 10-year education and career plan that takes them through their education and training and into a sustainable career.

Adult and high school students will have the opportunity to earn a digital badge demonstrating their 21st Century professional skill proficiency through a California Community College curriculum called New World of Work. Skills focus on topics such as self-awareness, resilience, empathy, communication, collaboration, and adaptability.

WUSD, in collaboration with NCCT, currently has a formal agreement with the Northern California Laborers Joint Apprenticeship Training Program which allows eligible students from our pre-apprenticeship program to enter directly into their state-approved apprenticeship training program. WUSD and NCCT will also articulate with at least two



MEMBER IN THE SPOTLIGHT, *continued*

more local apprenticeship training programs during this grant period to create formal agreements for our students to enter into their programs. In addition to apprenticeship training program agreements, NCCT has established direct entry agreements with local employers such as Clark Pacific, Pacific Gas and Electric, and Teichert.

For more information, please contact:

Renee Collins, Director of College and
Career Readiness
Washington USD/Washington Adult School
RCollins@wusd.k12.ca.us
916.375.7901

Chris Almeida, Project Director
Pre-Apprenticeship Grant
tcalmeida@live.com
916.208.6024



Students learn about apprenticeship opportunities during a field trip to Clark Pacific, one of our NCCT partners.

PARTNER IN THE SPOTLIGHT

Learn more about programs and services provided by our CAERC partners!



Sacramento Job Corps

<https://sacramento.jobcorps.gov>

Programs
available:



Adult Basic
Education



English as a
Second Language



Adult Secondary
Education



Career Technical
Education

Q & A with Melissa Kaye, WBL Coordinator/Concurrent Training Coordinator



CAERC: What is Job Corps?

Melissa: Job Corps is a free-of-charge program that serves disadvantaged youth ages 16–24. Funded by the Department of Labor, the program

focuses on Career Technical Training and Academic services. Our main goal is to prepare and train our students to join the workforce, and assist them in obtaining a meaningful career.

CAERC: What population is being served?

Melissa: Underserved youth ages 16–24.

CAERC: What are the services provided?

Melissa: We focus on Career Technical Training and Academic Services. However, we are a residential program, as well. We have four dorms for the students to live in. We offer three meals a day, medical/dental services, after trade activities, life skills training, resume prep, interview prep, and much more.

CAERC: How many centers are there? Nationally? In California?

Melissa: Job Corps has 127 centers across the US, 7 of which are in California.

CAERC: Tell us more about your center.

Melissa: Each student begins in our CPP, or Career Preparation Period, for 5 weeks when they enter the program. This consists of life skills training, touring of all trades, volunteering, and getting acclimated to the program. We offer various trades in the Medical, Construction, and Security trades. After they decide which trade they would like to enter, they begin their Academics and Trade training. Each student is tested at the start of the program to indicate what grade level of academics they will begin in. One week they will be in academics, working towards obtaining their high school diploma or GED, and the next week they will be in their trades, working toward obtaining their certifications. When they have hit a certain point in their trade, they enter “Work Based Learning”, which is an internship on center, or externship with a local organization. This internship/externship allows the students to

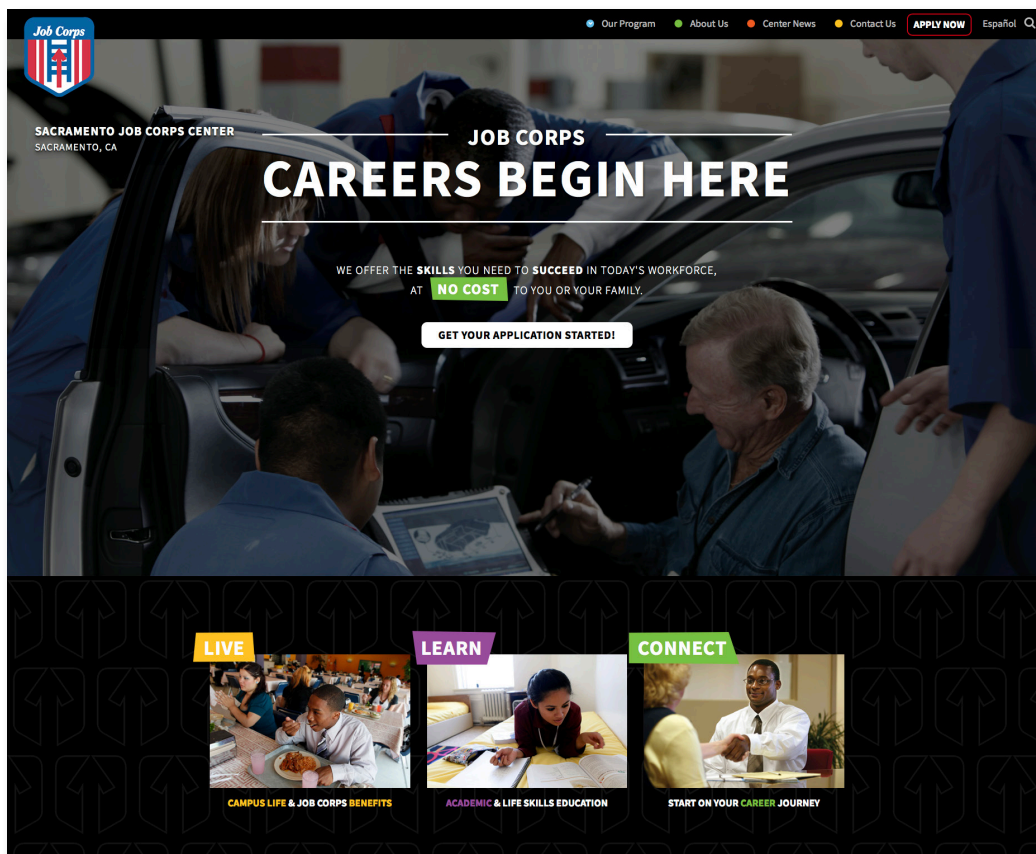
PARTNER IN THE SPOTLIGHT, *continued*

get hands-on experience in their trade, and also adds to the resumes. At about 90 days before graduating from the program, the students then enter Grad-90. This class includes more life-skills training such as resume preparation, interview preparation, financial skills trainings, etc. The Career Transition Services department then matches these students to local employers to interview. Our objective is to help our youth obtain their first position to enter the workforce. We also have Advanced Training, which is any further education or career training. For instance, we are able to fund up to two years of college for each student, and they are able to continue to live on Center while doing so.

CAERC: Tell us how adult education programs can help you with serving your clients/learners.

Melissa: Working with various adult education programs helps us in various ways. For instance, we work together to determine new academic trends to teach the students and are able to offer students further academic resources that our program may not provide. We also have extremely beneficial partnerships with local colleges to ease the transition for our students to continue their education.

Visit the Sacramento Job Corps website for more information and inspiration.
<https://sacramento.jobcorps.gov>



MAKING A DIFFERENCE

Discover how adult education is making a difference in our community!

Workforce Navigators for English Language Learners in the Capital Region

During the November CAERC Business Meeting, Michelle O'Camb, Sacramento Employment and Training Agency Refugee Services, presented on this exciting pilot in our region. What follows is a summary of her presentation.

Why ELL Workforce Navigators?

Through a partnership between the State Labor Agency and the Governor's California Workforce Development Board, \$2.5 million in discretionary dollars were awarded to multiple grantees throughout the state to establish English Language Learner (ELL) Workforce Navigators. Funding was made available to combat the challenges historically faced by adult ELLs when navigating what tend to be extremely complex workforce systems. Sacramento Employment and Training Agency is joined in this pilot by four CAERC members: Sacramento City USD, Elk Grove USD, San Juan USD, and Folsom Cordova

USD. These four agencies are also the local partners as providers of services under the Workforce Investment and Opportunity Act Title II, Adult Education and Family Literacy Act.

SETA is one of five grant recipients receiving \$500K to pilot the 18 month project. The pilot establishes 4 ELL Workforce Navigators to serve a minimum of 120 English Language Learners. Contributing to the need to establish ELL Navigators are the following facts:

- 27% of California population, or 10 million people, are foreign-born.
- 44% of households have a language other than English spoken at home; of those, nearly 60% of adults age 19 and older are Limited English Proficient (LEP) with 36% lacking a HSD/Equivalent.
- ELLs experience approximately 20% higher poverty rates, and earn median incomes that are 12% less than native-born individuals.
- WIOA legislation places great emphasis on serving individuals with barriers to employment, bringing individuals with disabilities and adults with limited English proficiency to the forefront.

One of the challenges historically faced by ELLs when navigating the workforce system is the separation of language learning from vocational skills training. A second challenge is due to the perception that WIOA outcomes will be negatively impacted by enrolling adult ELLs. A third challenge is that employer engagement infrequently occurs with companies that are attuned to providing employment opportunities to ELLs.



Learners in ESL classes at Charles A. Jones Career and Education Center, Sacramento City Unified School District



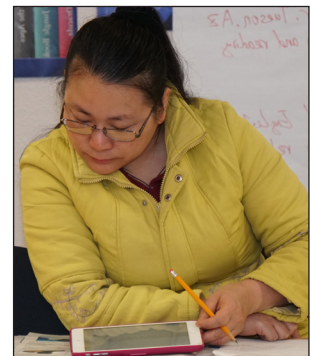
Learners in ESL classes at Charles A. Jones Career and Education Center, Sacramento City Unified School District

Further challenges include the fact that services to ELLs can be very fragmented, requiring multiple doors and steps to access services, and that most ELLs aren't walking in the doors of the traditional workforce providers. Finally, there is often a focus on *compliance* in serving ELLs rather than employing *creativity*.

Key Pilot Components

- **Establishing ELL Workforce Navigators** that will serve as job coaches, quasi-social workers that can better assist ELLs as they navigate Sacramento's workforce development system.
- **Increasing Alignment and Co-enrollment in WIOA Title II Adult Education** recognizing that Adult Education has had a long history of serving the ELL population and it makes sense to draw on that experience. Additionally, SETA will be looking beyond only co-enrollment between WIOA Title I and II. SETA leadership intend to co-enroll in other federal, state, and local funded programs where it makes sense to do so.

- **Coordinating Integrated Resource Teams (IRTs) and Wrap-around Services** by assembling case team members working together to identify and overcome hurdles that can prevent an individual from reaching his/her goals. Teams can create networks of resources to leverage, which can consist of a team of 1, 10, or as many as may be needed to assist our ELLs in achieving success.
- **Building on existing partnerships and recognizing that partnering with community based organizations (CBOs)** can be key in helping to assist with locating targeted populations, learning cultures and challenges of populations, leveraging resources, and harnessing best practices to better engage and serve these ELL populations. Additionally, SETA is looking to build partnerships to identify areas where alignment organically exists such as client eligibility and intake, the administering of client assessments, program mandates and outcomes, etc., and then to work with partners on those areas where alignment doesn't currently exist, but appears feasible.
- **Offering Integrated Education and Training (IET)**, which is different from traditional, sequential participation in adult literacy and vocational trainings. SETA will be looking at ways to work with Adult Education providers to expand and enhance opportunities to integrate and embed ABE and ASE with vocational skills training to accelerate client success.



ESL student at Charles A. Jones Career and Education Center

Pilot Goals

- Conduct outreach in a culturally and linguistically relevant manner to target populations
- Increase enrollment of ELL individuals into workforce programs (primarily WIOA Title I and II)
- Leverage local partnerships to build and/or expand a network to provide wrap around services
- Increase partnership/collaboration with CBOs
- Increase number of ELLs obtaining HS Diploma or equivalent
- Increase number of ELLs entering training and obtaining industry recognized credentials
- Improve overall labor market outcomes for ELLs
- Test/measure the impact of the navigator structure

Many other aspects of the pilot so far

Referrals are conducted through the Navigator recruitment, Sacramento Works American Job Center of California, SWAJCC, Department of Human Assistance, Refugee Resettlement Agencies and Employment Service Providers, Community Based Organizations, and others.

Target Pilot Populations are all English Language Learners, with emphasis on Special Immigrant Visa holders (SIVs) and Refugee populations due to high numbers of arrivals in Sacramento County.

SIVs are Iraqi and Afghan nationals who have worked for the U.S. Armed forces, and as a result find themselves and their families in harm's way. Over the course of the last two and half years, Sacramento has become



In December, Afghani women from San Juan Adult Education (Principal Lynn Bartlett) visited the California State Capitol. They were guests of Assembly Member Ken Cooley and received the VIP tour!

home to an unprecedented number of SIVs resulting from the withdrawal of U.S. troops from those regions. The large numbers of refugee and SIV arrivals to Sacramento this year (5,000) places Sacramento as one of the top counties in the nation in refugee resettlement. 70% SIVs; 30% Refugees (80% ME-Afghanistan, Iraq, Syria; 19% Eastern Europe-Ukraine, Moldova, Russia, Armenia, Belarus; 1% smattering of refugees from the countries of Burma, Bhutan, and Columbia)

Priority enrollments are given to those who are Limited English Proficient (LEP), basic skills deficient, lacking a high school diploma, and lacking sufficient work history.

In addition to standard assessments which will measure language proficiency, basic skills proficiency, educational levels, and work experience/history, navigators are conducting "life domain" assessments, which look at the

MAKING A DIFFERENCE, *continued*

client's health and existing support systems (measures crisis to thriving); Navigators assist in identifying what partners may need to be brought in on the IRT.

Support Services – GED and HiSET vouchers; credential and degree translations; when deemed necessary, other supports will be accessed via co-enrollment in WIOA or leveraged through other SETA or partner program resources.

Cross Training – RSS/TA launch meeting; RA (IRC) to provide training to the ELL team on the Afghan culture and community; Cross training will be ongoing through the end of the pilot.

There is a **focus on sharing and including** other SWAJCCs in the project, as well as the partner Workforce Development Agencies within our nine-county Capital Area Region in an effort to expand the reach of the pilot by sharing the knowledge and lessons learned; the State Labor Agency, California Workforce Development Board, the Governor's Immigrant Integration team, and the State Chancellor's Office, are closely observing the pilot and are utilizing a third party technical assistance consultant to provide frequent updates on pilot progress.

Where the project is now...

Project participants have been simultaneously planning, developing, implementing, launching, enrolling, training, learning, and evaluating. Other grant recipients are in different stages of implementation. Most are still in planning and development stages.

The project already boasts the following accomplishments:

- Over 70 ELLs have enrolled, and that number is increasing quickly;
- A young woman, the wife of an SIV, is



San Juan Adult Education students and their families enjoy their tour of the California State Capitol.

non-literate in her native language and is enrolled in ESL;

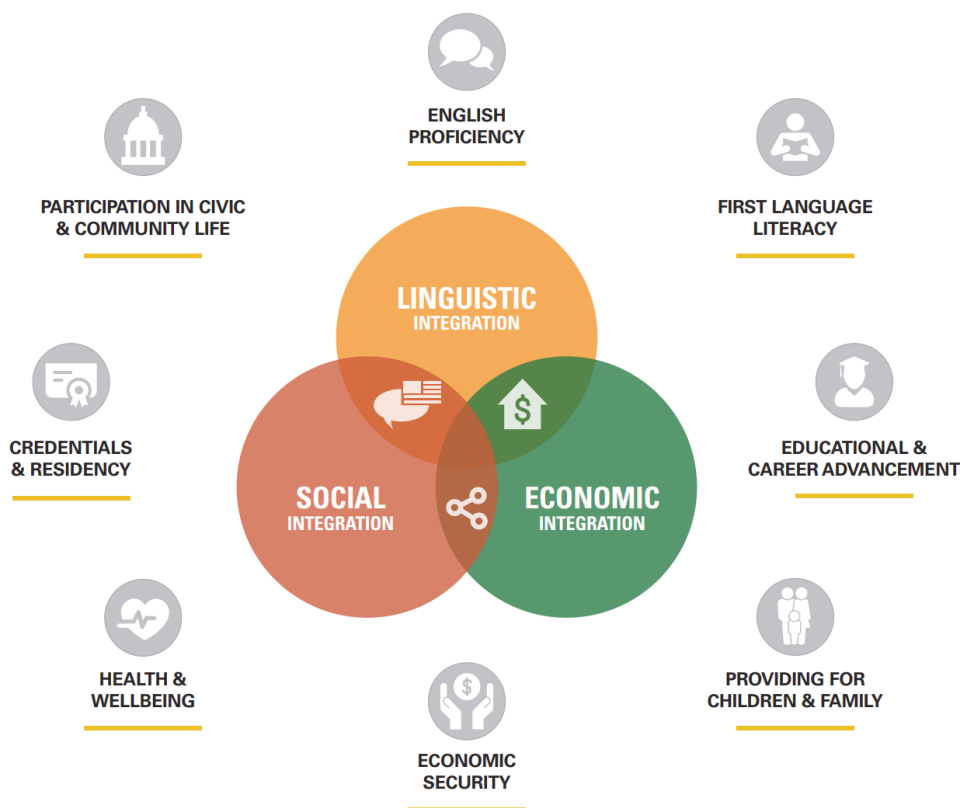
- A young man had his HS diploma translated with the cost covered through coordinating with the DHA caseworker as a CalWorks recipient and is currently enrolled in a short-term CTE course, specifically HVAC;

MAKING A DIFFERENCE, *continued*

- Afghan husband and wife who have an 18-year-old son with Downs Syndrome are being connected with Alta Regional to access services resource for their son, which once coordinated, should enable both parents to pursue education, training, and/or employment opportunities;
- A young man, who is an Unaccompanied Alien Child (UAC) and will be enrolling in ESL, will receive assistance connecting to immigration services.

Immigrant Integration Framework

This pilot is receiving technical assistance from ALLIES, Alliance for Language Learner's Integration, Education and Success. In 2016, this group developed a framework defining eight core elements of immigrant integration, the goal of which is to inspire implementation across education, workforce development, social services, and community groups, and identify initial performance metrics to capture data on integration which can be used to measure outcomes and secure state funding. The white paper can be downloaded from their website at www.allies4innovation.org.



ESL Figure 4: Overview of the Immigrant Integration Framework in on page 16 of the White Paper by ALLIES, *Immigrant Integration Framework: From English Learning to Full Participation*

UPCOMING EVENTS

Be a part of the CAERC community by attending an upcoming event.

WEDNESDAY

CAERC Monthly Meetings

Please join us!

Public is welcome to attend!



Join us at SCOE on the first Wednesday of every month from 1:00–2:30 PM!

- ▶ February 7, 2018 - Mather Room
- ▶ March 7, 2018 - Mather Room
- ▶ April 11, 2018 - Conference Center, Y/Z
- ▶ May 9, 2018 - Mather Room
- ▶ June 6, 2018 - Mather Room

SCOE Mather Room: 10474 Mather Blvd.,
Mather, CA 95655

SCOE Conference Center: 3661 Whitehead Street,
Suite 100, Mather, CA 95655

*Monthly Business Meeting to be followed by
Regional Collaboration from 2:30–3:30 PM.*

If you have questions or comments,
please don't hesitate to contact us:

Sacramento County Office of Education,
P.O. Box 269003, Sacramento, CA 95826

916-228-2353 caerc@scoe.net



Capital
Adult Education
Regional Consortium

New World of Work 21st Century Employability Skills Training

CAERC will be hosting a 2-day 21st Century Employability Skills Training for CAERC members February 22-23, 2018. Each CAERC member district, county office of education, and Los Rios college has been invited to send 3-4 teachers to this training. Coordinators/lead teachers for ABE/ASE, ESL, and CTE are encouraged to attend to support the integration of the module-based lessons into existing curriculum. Attendees of the training will:

- Obtain training in curriculum and facilitation techniques to teach 21st Century Employability Skills.
- Practice teach-backs of lessons.
- Review data collection, including digital badges, and Community of Practice resources.

Registration for this training is now closed. To learn how the “Top 10” list of essential 21st Century Employability Skills were identified and to access the free lesson plans, PowerPoint presentations, videos, video assessments and handouts for each skill, please visit <https://www.newworldofwork.org>.

“Top 10” 21st Century Skills

1. Adaptability
2. Analysis/Solution Mindset
3. Collaboration
4. Communication
5. Digital Fluency
6. Entrepreneurial Mindset
7. Empathy
8. Resilience
9. Self-Awareness
10. Social/Diversity Awareness

SELF-AWARENESS
LITERACY
COMMUNICATION
SOCIAL/DIVERSITY
EMPATHY
RESILIENCE
MINDSET
ADAPTABILITY
ENTREPRENEURIAL
ADAPTABILITY
COLLABORATION

EL Civics Conference in Sacramento on March 2, 2018

The 2018 Annual Northern California EL Civics Conference will be held on Friday, March 2, 2018, from 8:00 AM to 3:30 PM at Charles A. Jones Career & Education Center. ESL coordinators, ESL teachers, and administrators are encouraged to attend.

To register, please visit <https://www.casas.org> and select Training Registration. The \$10 registration fee includes lunch.

You're invited!

Coordinators, teachers, and administrators
of AEFLA-funded agencies.



Save the Dates!

2018 ANNUAL EL CIVICS (English Literacy & Civics Education) CONFERENCES

THREE LOCATIONS / THREE DATES

CENTRAL VALLEY	SOUTHERN CALIFORNIA	NORTHERN CALIFORNIA
January 26, 2018 Hanline Elementary School 4295 Central Ave. Ceres, CA	February 9, 2018 Baldwin Park Adult 4640 Maine Ave, Baldwin Park, CA	March 2, 2018 Charles A. Jones Career & Education Center 5451 Lemon Hill Ave. Sacramento, CA
Co-hosted by Ceres & Turlock Adult Schools	Co-hosted by Baldwin Park & ABC Adult Schools	Hosted by Charles A. Jones Career & Education Center

Questions: lrobinson@casas.org

Benefits

Networking

Sessions and
updates from
CDE, CASAS,
CALPRO &
OTAN

Civic Participation
and Citizenship
Preparation
Classroom
Practices



Partially sponsored
by our local
ESL publishers

**Mark your
Calendars TODAY!**

**\$10 Registration
includes lunch.**

Go to www.casas.org
after November 1, 2017