

# CAPITAL ADULT EDUCATION REGIONAL CONSORTIUM

THREE-YEAR PLAN 2022-25

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## I. EXECUTIVE SUMMARY

The Capital Adult Education Regional Consortium (CAERC) includes 11 school districts, two county offices of education, and four community colleges. The consortium covers metropolitan cities and rural communities with diverse needs, which encompasses four counties: Amador, El Dorado, Sacramento, and Yolo. The consortium and its members have been working together to continue to provide education and workforce services to adult members of these communities. CAERC's goals are to support the California Adult Education Program (CAEP) policies and guidance while identifying and sharing promising practices that strengthen adult education programs, services, and outreach in the region.

In the wake of the COVID-19 pandemic, the focus of the planning period was to rebuild and restore adult education programs and services across the region. As we continue to face challenges, the consortium looks for flexible instructional options to help students persist and meet their educational and career goals. To best meet the needs of adult learners in this changing landscape, we must demonstrate adaptability and creativity. CAERC's adult schools are working with each other and their districts to align adult education and workforce services.

CAERC's three-year planning and assessment process involved the review of the consortium's goals and nine regional strategies, including the 2021-22 one-year plan, analysis of qualitative and quantitative data across the previous three years, consideration of COVID-19's impact on the region, and the assessment of the current levels of adult education needs and offerings. Participating members also evaluated the overall progress of the consortium's goals and key indicators from the 2019-22 plan and made recommendations regarding objectives and regional strategies for the current planning cycle.

To address educational needs, CAERC members will continue to sustain, expand, refine, and offer high-quality courses and services that provide the region's adult learners with the academic and vocational programs to meet their personal, educational, and career goals. To improve the integration of services and transitions, CAERC members will develop and support alignment efforts and career pathways in addition to increasing student support services. To improve the effectiveness of services, CAERC members will participate in professional development to support the consortium's regional priorities and strategies, enhance data and accountability systems, and leverage resources.

One of CAERC's members, Center Adult School, closed its program in December 2021 due to low enrollment. Center Adult School has reallocated adult education purchases and resources to schools within the consortium based on CAERC's financial agreement. Center's adult students were provided information to reenroll in neighboring adult education programs. CAERC will continue to support neighboring adult schools' efforts to reenroll students from Center Adult Education.

## II. CAERC ASSESSMENT PROCESS

From October 2021 through March 2022, consortium members met regularly during scheduled Business and Directors working meetings to assess data and program quality. CAERC leads and members also examined the consortium’s capacity to support member agencies’ adult learners and leveraged resources via the self-assessment tool provided by CAEP. Members rated the consortium’s progress across five quality indicators and additional sub-indicators. The approach was decentralized; individuals went through the indicators, rated the consortium’s progress, and turned in their ratings. The results were compiled and summarized centrally. Members met to review the ratings and reach a consensus; members made recommendations on related indicators and sub-indicators and rated the consortium on a scale of 1 – 5, with five being the highest score, as follows:

Capacity: 4.40  
Connection: 4.00  
Entry: 3.63  
Progress: 3.60  
Completion/Transition: 3.87

The result for capacity demonstrates confidence in CAERC’s ability to enable collaborations and professional development opportunities across the consortium. CAERC’s ability to connect with and engage prospective students from high-need communities while demonstrating a “no wrong door approach” was rated as a 4.0 out of 5.0, signaling that the consortium meets community needs. For example, the Regional Asset Map ([www.capitaladulthood.org](http://www.capitaladulthood.org)) is a resource available to anyone with access to the internet. Adult school Transition Navigators utilize the Regional Asset Map with students as an exploration tool and course/program locator that connects them to programs in the region. In addition, the consortium’s regional program flyers/infographics for academics and career-workforce development provide another option for connecting students to regional programs and services.

Areas of growth were identified for the indicators Entry, Progress, and Transitions, with results ranging from 3.60 to 3.86 out of 5.0. The results demonstrate that members identified these as opportunities to reassess current goals, determine gaps, and analyze and adopt best practices. To address these needs, the CAERC Transitions Navigator workgroup (counselors, resource teachers, and administrators) participated in the analysis of CAEP Outcomes data reports to identify areas of strength and growth. The workgroup also provided input regarding the various roles and responsibilities each has and identified potential support systems. As a result, consortium leads and members have prioritized activities to support student transitions from ESL/ABE to secondary education and strengthen transitions from ASE/CTE to post-secondary education or the workforce. Identifying students ready to transition, coordinating student case management, a Transitions Navigator Resource hub (website), and focused professional development have been adopted as smart goals for the new plan. Finally, the consortium will continue to collaborate with the Los Rios Community College District to identify steps to implement SB 554 (dual enrollment).

CAERC leads and members, including administrators, teachers, data managers, and support staff, also analyzed data necessary to determine mandatory metrics at both the consortium and member levels. The data sources for program years 2019-20, 2020-21, and 2021-22 include the following:

- CAEP- Summary Tables (TOPSPro Enterprise - TE)
- CAEP Outcomes Reports (TE)
- CAEP Enrollees by Hours (TE)
- CAEP Demographics
- CAEP Fact Sheet 2021 (data from 2020) <https://caladulthood.org/2021FactSheets>
- California Adult Education Pipeline: <https://www.calpassplus.org/Launchboard/Adult-Education-Pipeline.aspx>
- Valley Vision COVID-19 Resiliency Poll (May 2021)
- Skills for a Ready Future Workforce (May 2021)

## REGIONAL ALIGNMENT AND PRIORITIES

All members within the consortium offer English as a Second Language (ESL) programs with varied class offerings and instructional modalities, including in-person, online, and hybrid. The demand for literacy-level ESL classes has significantly increased with the influx of Afghan refugees to Sacramento regions like Arden, Elk Grove, and Rancho Cordova, which has prompted schools in those areas to support ESL classes and align curricula for students at this level.



More than half of CAERC's members receive WIOA Title II funding and offer Civic Participation, US Citizenship Preparation, and Integrated English Literacy and Civic Education/Integrated Education and Training programs in their communities. Some members supporting ESL offer U.S. Citizenship Preparation as the number of immigrants applying for naturalization continues to rise steadily in the region (USCIS N-400 quarterly data). Refugees' funding and services continue at four CAERC member districts, and the consortium has strengthened its ongoing coordination with refugee resettlement agencies supporting immigrant integration programs. All CAERC members support adult basic and secondary education (ABE/ASE) programs and offer classes for students who want to complete high school diplomas or equivalencies. Additionally, many members offer content-specific math classes, reading and writing, and college and career readiness courses. Multiple instructional modalities available to ABE/ASE students let them choose the best fit for their schedules.

Career and workforce preparation program offerings supported by CAERC members have grown to include over a dozen industry sectors and career pathways such as: Careers with Children, Culinary Arts, Medical Office Careers, Nursing Assistant and Vocational Nursing, and Pharmacy Technician. Members collaborate with CAERC partners to extend outreach to students who need more support in acquiring the prerequisites to enroll in a regional post-secondary CTE manufacturing program. Recently implemented pathways include Business and Finance, Fire Academy, and School Bus Training. Instructional modalities are offered in-person, online, and hybrid. Furthermore, the Sacramento Employment and Training Agency Job Centers remain co-located at three CAERC-member adult school sites: Charles A. Jones Career & Education Center, Folsom Cordova Adult School, and Elk Grove Adult & Community Education. These multi-program partnerships align to support job seekers by maximizing the referral process to benefit participants, enable collaborations with WIOA II partners to meet basic and secondary education and career training needs, and report to and reference the WIOA performance system to ensure good results for all partner programs, job seekers, and employers. Working with the Los Rios Community College District - American River College, the consortium supports the Strengthening Community College Training Grant (SCCT), a Public Sector Pathways Project. CAERC meets with Los Rios partners to support, inform, build capacity, and strengthen workforce development systems to offer accelerated and aligned career pathways in Business Technology and Public Sectors and support the dual enrollment of students.

CAERC's largest Adults with Disabilities (AWD) program exists with Sacramento City USD at A. Warren McClaskey Adult Center and serves over 160 students/clients. Smaller programs also exist in the region, many in collaboration with Alta Regional Center, a non-profit corporation working under contract with the State of California Department of Developmental Services to provide services to persons aged three and above with a developmental disability under the Lanterman Act.

CAERC referenced various members' education and workforce plans to guide regional alignment and priorities for the next three-year cycle. The plans guiding the 2022-25 alignment and priorities include:

**Continuous Improvement Plans 2020-21**

- Washington Adult School
- Elk Grove Adult and Community Education
- Folsom Cordova Adult Education

**Western Association of Schools and Colleges Reports and Mid-Cycle Reports**

- Davis Adult and Community Education
- Elk Grove Adult and Community Education
- El Dorado County Office of Education

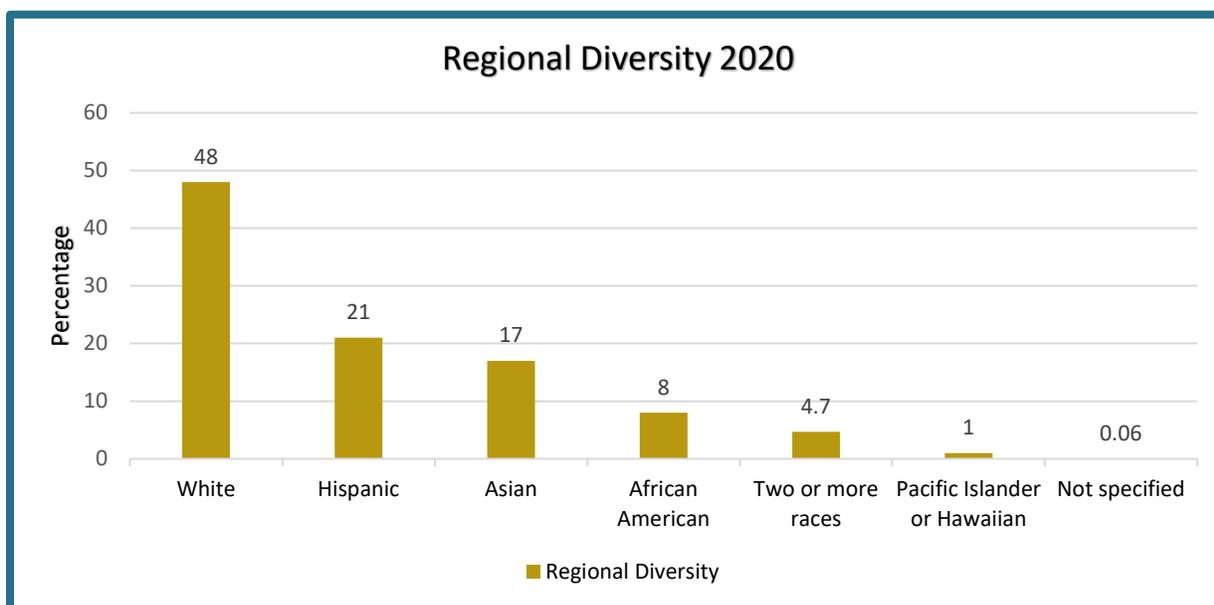
**Strengthening Community College Training Grant Project Plan**

- American River College: Cross-walking Business Pathways to Public Sectors

## EDUCATIONAL NEEDS

### The Region’s Adult Population

The Capital Adult Education Regional Consortium (CAERC) covers metropolitan cities and rural communities with diverse needs across four counties: Amador, El Dorado, Sacramento, and Yolo. The area is situated at the northern end of the 400-mile long Central Valley and encompasses over 900 square miles. According to the *American Community Survey* (2020), the region is home to 1,436,911 people over 16 years of age. 2020 Census data identified the region’s racial and ethnic diversity as follows: 48% White, 21% Hispanic or Latino, 17% Asian, 8% African American, 4.7% two or more races, <1% Pacific Islander or Hawaiian, and <1% not specified or other. For 2020, over half of the regional adult population identified as female, and a third were between the ages of 20 through 39. Sixteen percent were aged 40 through 49, and 42% were 50 years and older. Of the general population, 89,265 adults speak English less than “very well,” and over half of those are age 50 and older. Adults with disabilities represent almost 15% of the regional population and include adults over 18 who have a physical or mental impairment that substantially limits one or more major life activities; this includes people who have a record of such an impairment, even if they do not currently have a disability ([www.adata.org](http://www.adata.org)).



The characteristics that define the population engaged in adult education programs CAERC supports are also diverse, but slight differences exist. Of the 9,334 adult individuals served by CAERC members in 2020, 30% identified as White, 30% as Hispanic or Latino, 22% as Asian, 11% as African American, and 6% as two or more races. More than half of the student population are 20 through 39 years old, 18% are 40 through 49, and 15% are 50 years and older. In 2020, six out of ten adult education students identified as female. Compared to the region’s general population, the consortium’s adult student population reflects more culturally diverse backgrounds and a larger population of people ages 20 through 39.

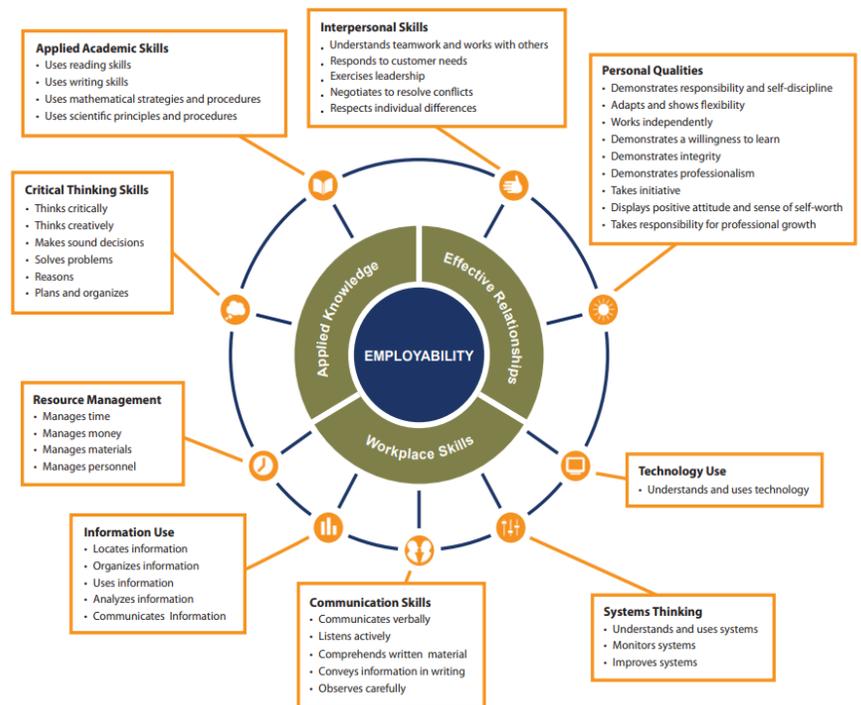
## Educational, Employment, and Labor Needs

As the region recovers from the COVID-19 pandemic, student enrollment recovery and outreach have become a priority for members across the consortium. In program year (PY) 19-20, CAERC members served 9,334 adult learners, and in PY 20-21, the number dropped to 5,519. However, as of April 26, 2022, CAERC members have served 6,209 adult learners signifying enrollment recovery and increasing interest in regional adult education programs. The consortium is confident that the total number of adults served will increase further by the end of this program year.

Looking at the data in more detail, CAERC’s number of adults served in ESL has increased by thirty-six percent, from 2,293 in PY 20-21 to the current number of 3,129 (April 26, 2022). The number of adults served in ABE/ASE and CTE programs has caught up with and slightly surpassed the number of adults served in the previous year. The data for Adults with Disabilities has remained consistent over the last three years, with enrollments varying slightly from year to year. Preliminary data for the current program year shows that 57% of CAERC’s adult learners with pre and post-tests improved one or more educational functioning levels; as agencies continue to post-test students, the percentage of EFL gains should increase.

According to the Employment Development Department, the average unemployment rate stabilized in the four-county region and was slightly above five percent as of January 2022 (preliminary data) but below the state average. Although this is good news, the current regional unemployment rate is higher than the pre-pandemic average. During the 2020-21 program year, 5,940 adult education students were identified as having at least one barrier to employment. The top three barriers to employment identified were English Language Learner, Low Income, and Low Levels of Literacy. These struggling residents are disproportionately people of color and individuals with lower levels of education and or limited English proficiency. CAERC members agreed to focus on these three barriers to guide the development of the consortium’s regional priorities, strategies, activities, and outcomes.

Research conducted by the Los Rios Public Sector Pathway Project indicates that soft skills and the ability to use digital applications are high priority employer needs. Community



college faculty and employers also emphasized the importance of introducing and developing soft skills before adult learners enter the workforce.

### Members

Amador County Unified School District

Center Joint Unified School District – (adult education program closed December 31, 2021)

Davis Joint Unified School District

El Dorado County Office of Education

Elk Grove Unified School District

Folsom Cordova Unified School District

Galt Joint Union High School District

Los Rios Community College District

- American River College
- Cosumnes River College
- Folsom Lake College
- Sacramento City College

Natomas Unified School District

Sacramento City Unified School District

Sacramento County Office of Education

San Juan Unified School District

Twin Rivers Unified School District

Washington Unified School District

A representative has been identified as the lead for each CAERC member district and community college, and each member agency has one vote, including the four community colleges. Los Rios CCD actively participates in the consortium work and planning to support effective transitions of learners into post-secondary and career education. The Sacramento County Office of Education serves as a fiscal agent and program manager for consortium-level activities to support regional goals and planning in an economy-of-scale manner. Adult education consortium members address the unique needs of individuals and communities by providing adults with educational programs and support services. Additional partners include the Alta California Regional Center, Outreach and Technical Assistance Network, Sacramento Employment and Training Agency, Sacramento Food Bank and Family Services, Sacramento Public Library, and Valley Vision.

From October 2021 through March 2022, consortium members and partners frequently met to assess program quality and rate the consortium's progress across five quality indicators and additional sub-indicators. In addition, members and partners reviewed data regarding mandatory metrics and the impact the COVID-19 pandemic has had on adult education and the region; this data analysis included the input of certificated teachers and program coordinators and classified staff and data managers.

Regional Service Providers

2019-20 Data from CalPass-LaunchBoard: <https://www.calpassplus.org/Launchboard/Adult-Education-Pipeline.aspx>

Active Members & Partners	Number of Participants in Program Area								
	Provider /Org. Type	ABE	ASE	ESL	CTE	AWD	WR	PA	K12 Succ.
Alta California Regional	Non-Profit Org.								
Amador County USD	K-12	48	47	26					
American River College	CC								
CA Department of Corrections & Rehabilitation	Gov. Org.								
Center Joint USD	K-12		41	113	26				
Consumnes River College	CC								
Davis Joint USD	K-12		16	106	11				
El Dorado County Office of Education	COE	136	136						
Elk Grove USD	K-12	-	459	853	234	20			
Folsom-Cordova USD	K-12	124	259	545	65				
Galt Joint UHSD	K-12		65	62					
Natomas USD	K-12		76	100	29				
Sacramento City College	CC								
Sacramento City USD	K-12	274	50	392	384	149			
Sacramento Employment & Training Agency	Workforce Dev.								
Sacramento Food Bank & Family Services	Non-Profit Org.								
Sacramento Public Library	Public Library								
San Juan USD	K-12	39	276	1,108	128				
Twin Rivers USD	K-12	243	260	774	69				
Valley Vision	Non-Profit Org.								
Washington USD	K-12	24	63	90					

ABE: Adult Basic Education, ASE: Adult Secondary Education, ESL: English as a Second Language, CTE: Career Technical Education, AWD: Adults with Disabilities, WR: Workforce Re-entry (Workforce Preparation), PA: Pre-Apprenticeship, K12Succ: Parents/K-12 Success

Three years into the pandemic, CAERC continues to focus on rebuilding and restoring adult education programs and services across the region. As we continue to face challenges, the consortium looks for flexible instructional options to help students persist and meet their educational and career goals.

Career and workforce preparation program offerings supported by CAERC members have grown to include over a dozen industry sectors and career pathways (see section *Regional Alignment and Priorities*). Data found on the CAEP fact sheet identifies a growing demand for healthcare workers to support the needs in our region. CAERC is committed to developing and supporting healthcare-focused vocational pathways for English language learners to increase language and cultural diversity in the field. In addition, the 2021 Public Sector Careers Survey identified the top three skills for entry-level positions were communication, critical thinking, and writing. Most employers stated that their incumbent workers needed additional training in written and verbal communication skills, technological application skills, and internal and external customer service. Agencies also identified the need for employees skilled at using applications such as Microsoft Office, Zoom/Virtual Meeting Platforms, and Adobe Suite. This data aligns with what employers in the region identified as missing skills for employment. CAERC is well-positioned to support and prepare those seeking employment and will continue to partner with WIOA agencies and employers in the region.

### III. METRICS

Please access the links below to view the following mandatory metrics:

- [Completed Consortium-level Metrics](#)
- [Completed CAERC Member Metrics](#)

### IV. OBJECTIVES

#### ADDRESSING EDUCATIONAL NEEDS

To address educational needs, CAERC members will continue to sustain, expand, refine, and offer high-quality courses and services that provide the region's adult learners with the academic and employability skills needed to identify and meet their personal, educational, and career goals. The consortium will coordinate and expand outreach and marketing to increase awareness of and access to adult education programs and services offered by CAERC members. With the goal of engaging prospective students from high-need communities, CAERC will expand the use of the Regional Asset Map Tool and support school Transition Navigators as they use it with students as an exploration tool and course/program locator that connects them to programs in the region. In addition, the consortium's regional program flyers/infographics for academics and career-workforce development will continue to provide options for connecting students to regional programs and services.

#### INTEGRATION OF SERVICES AND TRANSITIONS

To improve the integration of services and transitions, CAERC members will align and strengthen the development of courses and curricula to support transitions and will expand career pathways that align with high-demand markets and labor needs in the region. CAERC will

also focus on support for high-level English learners to transition to secondary programs and future academic and career training pathways. Members will prioritize equitable access to multiple instructional modalities (distance learning, in-person, or HyFlex instruction) via the implementation of the Canvas Learning Management System (LMS). The implementation of Canvas will address student barriers, academic and career goals, and supports alignment efforts. The consortium will establish a career pathways workgroup to evaluate curricula, expand career pathways, and strengthen alignment efforts. In addition, CAERC will explore, support, and enable dual enrollments between Los Rios Community College District and consortium adult schools and build support for students with financial barriers. Lastly, CAERC's Transitions Navigators Workgroup will continue to engage in activities and develop support services to increase capacity to identify and expand upon vetted approaches to transition students to college, career, and civic participation.

### EFFECTIVENESS OF SERVICES

To improve the effectiveness of services, CAERC members will participate in professional development to support the consortium's regional priorities and strategies. Members will collaborate to strengthen regional partnerships to increase funding and leverage existing structures and expertise to benefit adult learners in the region. Data collection and reporting efforts will continue to improve with the overall goal of aligning outcomes and improving the accuracy of self-reported outcomes data, as demonstrated by the agency level CAEP Outcomes report. Reported outcomes include transitions to secondary, completion of HSD/HSE, enrollment into college or short-term CTE programs, and completion of CTE programs or pre-apprenticeship. Furthermore, learners' self-report job attainment and increased wages data capturing will improve. Members will understand CAEP short-term support services, develop a common policy for reporting and recording these in a standardized manner, and justify the numbers reported in the CAEP Summary report. Professional development opportunities for CAERC will involve consortium members and leads to identify topics that align with the goals outlined in this three-year plan and in collaboration with the state's adult education leadership partners CASAS, OTAN, and CALPRO. CAERC will also facilitate the coordination of a consortium-wide professional development day in the spring of 2023. Finally, CAERC will explore applying to the WIOA II 2023-27 RFA as a coalition.



## V. STRATEGIES, ACTIVITIES, AND OUTCOMES

Over the next three years, CAERC will continue its support, facilitation, and investment in the following nine regional strategies that were updated and refined to reflect current needs and environmental factors.

### STRATEGY 1

Sustain, expand, and refine adult education course offerings and services in the seven program areas in the region.

- Support expansion of course offerings and delivery of instruction and support services as needed
- Work with members to define and expand support services and develop a common policy for reporting services
- Facilitate discussions about program or course offerings and expansion, including promising practices and supportive services
- Facilitate discussions about CTE programs, promising practices, and support services to engage member endorsement that enables leveraging of resources and eliminates duplication of service
- Facilitate the development of a new 1-Year Plan for 2023-2024

Once accomplished, we expect that these activities will produce (1) high-quality course offerings that meet the needs of our learners; (2) additional support services for learners, and a common method for reporting them.

### STRATEGY 2

Coordinate and expand marketing and outreach efforts.

- Coordinate and facilitate workgroup meetings to identify and execute specific marketing strategies (targeted social media posts- asset map, etc).
- Maintain a schedule for members' submissions for promising practices and student success stories
- Continue social media presence to promote CAERC adult education
- Share and promote guidelines and recommendations for effective social media use
- Develop and print promotional materials, including infographics
- Develop and publish the CAERC Community Newsletter
- Identify and work with a PR marketing firm for consortium-level promotion
- Review social-media marketing calendar at Directors Meetings

Once accomplished, we expect that these activities will produce (1) member submission of student success stories aligned with the social media marketing calendar; (2) contributions of articles to include in the CAERC newsletter; (3) consortium-level promotional materials and campaign launch.

### STRATEGY 3

Host, support, expand the use of, and promote the Regional Asset Map.

- Update, maintain, support, and host the Regional Asset Map website
- Host monthly online office hours for members to update their course offerings and information
- Continue providing training to Transition Navigators on the use of asset map
- Facilitate monthly/quarterly discussions on course offerings and revise infographics posted on the asset map

Once accomplished, we expect that these activities will produce (1) the increased use of the online tool for identifying course and program offerings across the region – by navigators and students; (2) updated look and ease of navigation; (3) improved map tool.

### STRATEGY 4

Align and strengthen the development of courses to support transitions from ESL/ABE to secondary and post-secondary.

- Support use of Canvas across the consortium
- Support members participating in the California Distance Learning Cooperative via workgroup
- Identify a Subject Matter Expert to help establish and lead a consortium Canvas workgroup
- Explore adult education Canvas shells to facilitate use with member agencies utilizing the LMS
- Support and enable member agencies to pilot Canvas with at least one adult education class
- Fund additional Canvas instances for members to pilot additional classes
- Support CASAS EL Civics Exchange materials

Once accomplished, we expect that these activities will produce (1) equitable access to quality content and instruction; (2) increased transitions to secondary; (3) development of college readiness skills.

### STRATEGY 5

Strengthen the development of transitional activities and services that support ESL/ABE to secondary transitions and ASE/CTE transitions to post-secondary or the workforce.

- Continue transitions workgroup meetings and engage in activities to share information and develop resources
- Workgroup to engage in activities with the goal of building consortium-wide capacity
- Support member institutions to designate staff to support and track students identified as transitional candidates who move along identified pathways within the consortium
- Provide information and case management support for adult learners transitioning to post-secondary or workforce

- Develop a system to support Transition Navigator case management of adult learners to transition to post-secondary or the workforce
- Develop Transition Navigator Resource Hub website and link to capitaladulthood.org
- Provide Transition Navigator professional development to align transition support across the consortium
- Continue collaboration with Los Rios/ARC to identify steps to implement SB 554 (dual enrollment)

Once accomplished, we expect that these activities will produce (1) targeted support services that address the academic needs of students and increase number of students successfully transitioning to post-secondary or the workforce; (2) resources to support agencies' Transition Navigators; (3) presentations and information for staff and students that inform them on post-secondary or employment options.

## STRATEGY 6

Expand career pathway courses to align with high-demand markets in the region.

- Establish a career pathway workgroup to identify industry sectors and continue collaboration with LRCCD
- Evaluate available VESL Health Care, Soft Skills, Workforce Readiness and Business Technology curriculum and opportunities
- Participate in CALPRO IET Clinic or CALPRO Alignment Clinic to develop and align curriculum and a common set of objectives
- Consortium leads to continue collaboration with Los Rios American River Community College Training Grant Project to support curriculum alignment for Public Sector Pathways and Refugee Career Pathways
- Contribute to current projects between LRCCD and K12 adult education in the areas of supporting refugees through CTE and ASE
- Coordinate Labor Market data training/professional development; CAEP Tap data workshops

Once accomplished, we expect these activities to produce a program of action that results in more adults in the region achieving their educational and employment goals.

## STRATEGY 7

Offer professional development to support regional strategies.

- Facilitate discussions to identify specific consortium-wide professional development topics and activities (for example, effective strategies for hybrid and concurrent models of instruction/teaching for engagement and impact in any setting, quarterly Peer Learning Circles for teachers by subject area)
- Provide PD for administrators on key TE reports (with help from CASAS specialists) during Directors Workgroup meetings
- Compile a list of trainers on topics of interest for site-level PD (equity, blended learning, etc.).

- Coordinate professional development on identified topics, including areas in US Citizenship and Immigrant Integration
- Attend professional development to support program development and expansion as well as the implementation of regional strategies
- Provide funding for LRCCD to attend conferences and events that support the CAERC regional strategies
- Coordinate a Consortium-Wide Professional Development Day

Once accomplished, we expect that these activities will increase knowledge and understanding of topics related to the consortium’s goals.

## STRATEGY 8

Strengthen regional partnerships to increase funding and leverage existing structures and expertise to benefit adult learners in the region.

- Facilitate discussions and collaboration during meetings
- Facilitate the development of new administration onboarding materials
- Continue developing and updating fact sheets for each member and consortium as a whole
- Facilitate the establishment of a formula for future allocations of new funds as needed
- Maintain, update, and host the CAERC website
- Report to Leadership Oversight Panel through letters and face-to-face meetings and seek guidance pertaining to CAERC’s priorities and objectives

Once accomplished, we expect that these activities will result in jointly planning, implementing, and evaluating program actions to achieve an increase in services to adult learners in the region.

## STRATEGY 9

Strengthen and support data collection and reporting efforts.

- Coordinate and facilitate monthly/quarterly workgroup meetings
- Monitor and share information regarding student registration and enrollment
- Updated intake tools to more accurately identify student goals and barriers that align to support services across the consortium
- Support the development of a common assessment policy to guide both non-WIOA and WIOA members
- Explore the use of the new TE “Data Transfer” wizard to share student data between two agencies so that both agencies can claim the outcome(s)/MSG(s) (requires written permission by a student at both agencies and 12+ hours of instruction at each agency)
- Refine program year checklist/workflow for data managers and administrators
- Develop Update guidelines to enable consistent data collection and outcomes reporting

- Develop and share resources to support the use of CASAS reports to inform classroom instruction and provide training to teachers
- Pay annual CASAS support fee, record management fee, and e-tests for non-WIOA members
- Provide TE and ASAP site support to CAERC members
- Develop monthly CAEP/WIOA deliverables due date reminder E-Blast
- Support members and non-members understand and or meet accountability requirements via workgroup retreats that foster collaboration

Once accomplished, we expect these activities to produce accurate outcomes data that show the value of adult education to legislators, funders, partners, and members.

## VI. FUNDS EVALUATION

Consortium members report and capture in NOVA the various fund sources that contribute to operational costs to reflect the cost of running agency programs. CAEP allocation is the primary source of funding for CAERC members from K-12 districts and county offices of education. CAERC member K-12 districts and county offices of education also receive CalWORKs funding. Seven of the fourteen members receive federal funding through Title II of the Workforce Innovation and Opportunity Act (WIOA): Center Joint USD, Elk Grove USD, Folsom Cordova USD, Sacramento City USD, San Juan USD, Twin Rivers USD, and Washington USD. Other funding sources include Carl Perkins, Apprenticeship Related and Supplemental Instruction (RSI), Local Control Funding Formula (LCFF)/District funds, fee-based CTE programs, Alta Regional Center, and various funding sources for correctional education.

CAERC members submit quarterly reports, budgets, spending plans, and expenditure reports aligned with the seven CAEP programs and the consortium's Three-Year Plan. All budgets and expenditure reports are approved, signed, and certified by an officially designated member and the Chief Financial Officer or designee. The consortium reviews and monitors member expenditure progress based on submitted CAEP expenditures and progress reports, supported by budget ledgers. Updates are provided at the CAERC Budget Workgroup meetings.



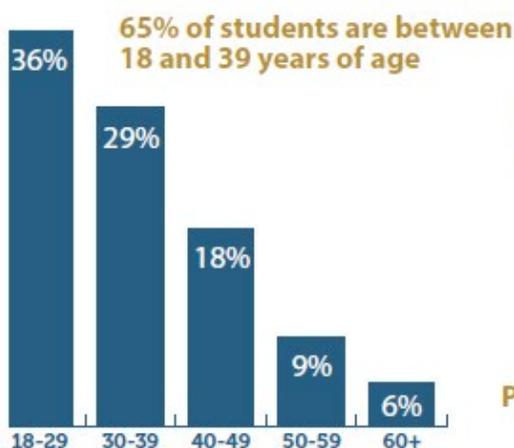
## Appendix A



### California Adult Education Program Fact Sheet for PY 2020-21

Capital Adult Education Regional Consortium  
PO Box 269003  
Sacramento, CA 95826  
www.caerc.org

A regional delivery system for adult education programs across the greater Sacramento region.

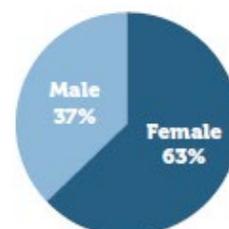


**5,519** Students Served

**56%** are non-native English speakers

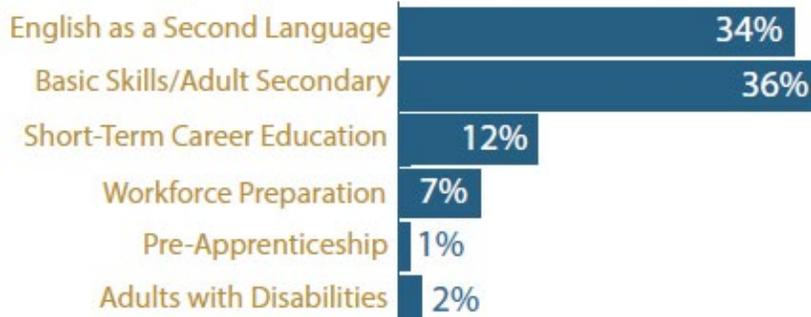
**Top Native Languages**  
Spanish 17%  
Farsi 9%  
Chinese 5%  
Russian 4%

**100%** Percentage of students with one or more employment barrier



Women represent 6 of every 10 students

#### Enrollment by Program Area



**Greater Sacramento Region\***  
Pop. 16+: 1,436,911

**Total Funding:**  
**\$11,986,773**

**342** High school diplomas and equivalencies earned

**20%** Limited English

**13%** No HS Diploma

**18%** Near Poverty or Less

\*Source (updated 04/2022): <https://caladulthood.org/2021FactSheets>