CAERC ANNUAL PLAN 2018-19

EXECUTIVE SUMMARY

Please provide an Executive Summary of your consortium's implementation plan for the **2018-19** Program Year. In your summary, please include a narrative justifying how the planned allocations are consistent with your three-year adult education plan. Include a clear and concise description of your consortium's vision, list accomplishments made during the prior Program Year, and list primary goals for the upcoming Program Year.

Year 4 focus is to continue to enhance services and instruction. Preliminary student data report for the program year 2017-18 reveals that the unduplicated number of 15,030 adult learners in the region enrolled with CAERC member agencies and received services. The number of learners who demonstrated measurable skill gains is 8,309 and is included in 10,108 AEBG outcomes achieved.

In April 2017, the Sacramento Employment & Training Agency (SETA) – a CAERC partner – was awarded one of the California Workforce Development Board's English Language Learner (ELL) Workforce Navigator grants. Four CAERC members partnered with SETA to support ELLs through this innovative joint education/workforce initiative. As of August 2018, there are 146 enrolled in our ELL Workforce Navigator Pilot up through June 30. 104 are co-enrolled in WIOA Title II Adult Education programs, of which: 97 are enrolled in ESL or VESL (primarily ESL), 8 are enrolled in Adult Basic Education (ABE) and 6 are enrolled in high school completion/equivalency. 44 have entered employment with a $12.96 average wage at placement. With six more months remaining in this pilot, SETA and CAERC members are making great strides.

Another CAERC partner, Sacramento Public Library, has been serving a target population in the region though an online high school diploma program, as a result of the special project funds received by CAERC.

In year 4, the consortium will continue and expand upon the efforts initiated in the first 3 years with the extended focus on Enhancing Services & Instruction. The consortium will work on the following strategies for 2018-19:

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 Transition to Postsecondary Education, Training and/or Employment with Student Outreach Events and Services.

6. Expand Career Pathways Programming, Integrated Education & 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.

9. Support data collection and reporting efforts and data-driven decision making both in and outside of the classroom

REGIONAL PLANNING OVERVIEW

Although this 2018-19 annual plan, and the strategies, are based on your current 3-year plan, how is your consortium organizing and planning for the next 3-year plan due in May/June of 2019? How will your planning process for the next 3-year plan be different than the original process some 3 years ago?

Members have noted that the region has changed in the past three years, which will require us to re-evaluate some of our assumptions about student needs and how best to meet them. The improving economy coupled with a higher cost of living, the increasing demand for high-skilled workers, the expanded use of technology, along with increased immigration bring new challenges to adult education and community colleges. This may require some new solutions and a further refinement of strategies. K12 members have expressed the continued commitment to improve coordination and articulation with post-secondary education entities. Additionally, members propose to explore ways to better address the needs of our local business employers as they relate to the services we provide.

As a consortium, we will take advantage of the mandates, trends, and projects at the national, state and regional levels to inform and support our 3-year planning process. These are some of the initiatives we will learn from:
- the California WIOA Co-enrollment Cohort sponsored by US Department of Labor and US Department of Education;
- Human-centered design training facilitated by American Institute of Research and WestEd and Adult Education Program Office;
- July 2018 guidance by EDD on behalf of the State Workforce Board about Regional and Local Plans PY 17-21 – Two Year Modifications;
- Immigrant Integration Framework by the ALLIES coalition of adult schools, community colleges, and community-based organizations in Silicon Valley;
- July 2018 national bipartisan overhaul of the Carl D. Perkins Career and Technical Education (CTE) Act that includes key provisions to help working-age Americans build their skills and strengthen states' abilities to offer more career-technical or skills-based classes.

MEETING REGIONAL NEEDS

What are the primary gaps / needs in your region? How are you meeting the adult education need in your region, and identifying the gaps or deficits in your region? Please provide the reasons for the gap(s) between the need in the region and the types and levels of adult education services currently being offered. (->OR Please explain the gaps between the need in your region and the types and levels of adult education services currently being offered)

- Gaps in service/regional need
- How did you know? What resources did you use to identify these gaps?
- How will you measure effectiveness / progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress.

REGIONAL NEED #1

Gaps in service/regional need	How did you know? What resources did you use to identify these gaps?	How will you measure effectiveness / progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress.
Additional course offerings to address the needs of lower-skilled adults and immigrants across our region.	Demographic data for our region shows 52K adults with a 7th grade education or less; 141K adults without a HSD or HSE; 91K adults with limited English speaking ability; and 73K unemployed adults (CAERC Regional Fact Sheet).	Increased number of course offerings provided by members across our region as measured by increased number of learners.

REGIONAL NEED #2

Gaps in service/regional need	How did you know? What resources did you use to identify these gaps?	How will you measure effectiveness / progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress.
Public awareness about adult education program offerings available across our region.	Lack of information and misinformation conveyed by current and prospective students; lack of awareness about what Adult Education offers and its benefits to the community.	Increased inquiries by target population as measured by a tool used by all consortium members; increased enrollment in classes and programs.

REGIONAL NEED #3

Gaps in service/regional need	How did you know? What resources did you use to identify these gaps?	How will you measure effectiveness / progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress.
A need for increased collaboration between workforce, adult schools, community college, and social service agencies.	Demographic data for our region shows the neediest individuals are underrepresented in WIA Title I Adult Intensive and Training Services (Foreign-born individuals are one-third of the workforce in California; however, only 3.7% of the total served under WIA Title I Adult Intensive Training Services were Limited English Proficient (SETA, PY 2014).	Increased number of adults in our region entering college, career training or the workforce.

GAPS IN SERVICE

What strategies are planned to incrementally increase capacity in identified gap areas and / or help maintain established levels of service? **You must list at least one.** Identify strategies planned to incrementally increase capacity in identified gap areas as well as strategies that help maintain established levels of service. These might include, but are not limited to, working with other partners in the service area, developing or expanding programs and plans to assess the effectiveness of these expanded efforts. List identified programming and service gaps, including lack of providers, services, access, attainment, and/or performance.

Continue to Expand Adult Education Course Offerings in the 7 Program Areas in the Region

Continue to Coordinate and Expand Marketing and Outreach Efforts

Explore Existing Gaps in Student Service and Identify Providers

SEAMLESS TRANSITIONS

2018-19 STRATEGIES

What new and/or existing strategies are planned to integrate existing programs and create seamless transitions into postsecondary education or the workforce? **You must list at least one.** How will the Consortium align and connect existing and future adult education programs to postsecondary academic pathways and/or career pathways leading to employment? Strategies should address how the Consortium will align placement tools, curriculum, assessment tools and rubrics, and student performance outcomes across delivery systems to ensure that student transition paths, both between providers and into postsecondary credit programs, are understood and supported across all systems.

STRATEGY #1

Continue to align Courses and Streamline Pathways **(English Writing)**
a. Attend PD: Tools for team collaboration (Google Drive, etc.); Expository Reading & Writing Course (ERWC) training; other trainings as needed
b. Identify AE ABE/ASE English writing best-practices statewide (e.g., class structure, length, curriculum, instructional practices, etc.)
c. Identify writing objectives for AE English courses that align to CCR writing/language standards and CC SLOs
d. Develop transitions English writing course(s) that addresses high school writing (Level E) standards
e. Create common course outline templates, syllabi, and rubrics; include sample writing for each level for use among AE members
f. Review and identify curriculum to support course objectives (Grades 7-8, 9-10, 11-12 ERWC units, other textbooks and materials)
g. Create sample lessons for AE English courses & adapt ERWC modules for AE
h. Identify and recommend pathways for Asset and Pathways Map
i. Develop and present recommendations for AE pilot
j. Pilot recommendations with implementation support
k. Evaluate pilot effectiveness and develop recommendations for consortium-wide implementation

STRATEGY #2

Continue to align Courses and Streamline Pathways **(ESL Writing)**
a. Attend PD: Tools for team collaboration (Google Drive, etc.), CATESOL State Conference; Evidence-Based ESL Instruction; College & Career Readiness Standards; other trainings as needed
b. Identify AE ESL writing best-practices statewide (e.g., class structure, length, curriculum, instructional practices, etc.)
c. Identify writing objectives for AE ESL courses (BL-AV) that align to CCR writing/language standards and CC SLOs
d. Create common course outline templates and syllabi, rubrics and writing samples for each level for use among AE members
e. Review ESL writing curricula
f. Identify and recommend pathways for Asset and Pathways Map
g. Develop and present recommendations for AE pilot
h. Pilot recommendations
i. Evaluate pilot effectiveness and develop recommendations for consortium-wide implementation

STRATEGY #3

Continue to align Courses and Streamline Pathways **(Mathematics)**
a. Attend PD: Tools for team collaboration (Google Drive, etc.); Common Core Math instruction and training; other trainings as needed
b. Identify AE ABE/ASE mathematics best-practices statewide (e.g., class structure, length, curriculum, instructional practices, etc.)
c. Create AE common course outline templates and syllabi for each course level and identify mathematics CCR standards to be addressed
d. Develop transitions math course that addresses high school math (Level E) standards
e. Create aligned assessments/exit tests to determine AE and community college placement
f. Review mathematics curricula
g. Identify and recommend pathways for Asset and Pathways Map
h. Develop and present recommendations for AE pilot
i. Pilot recommendations
j. Evaluate pilot effectiveness and develop recommendations for consortium-wide implementation

STRATEGY #4

Update, maintain and market the Regional Asset Map

STRATEGY #5

Increase K-12 AE to Transition to Postsecondary, Education, Career Training and/or Employment with Student Outreach Events and Services:

- Coordinate and facilitate workgroup meetings with AE Transition Specialists and LRCCD Outreach Specialists to identify specific objectives for this strategy.

- Continue development of repository of transition-related resources and information to be shared consortium-wide.

NEW STRATEGIES IN 2018-19

No new strategies

STUDENT ACCELERATION

What new and/or existing strategies are planned to accelerate student progress? **You must list at least one.** Identify strategies that you will implement and/or improve upon by using specific evidence-based strategies across the region, within and between systems where they currently don't exist, to accelerate students' progress. Common strategies include compressing courses into shorter, more intensive terms (accelerated), individualized instruction based on a student's competencies (competency-based), and putting basic skills content into the context of a student's goals and career path (contextualized).

STRATEGY #1

Continue to expand Career Pathways Programming, Integrated Education & Training (IET) Offerings and Boot Camps across the Region.

SHARED PROFESSIONAL DEVELOPMENT

STRATEGY #1

Continue to attend state and out-of-state professional development to support AEBG program areas and consortium work.

STRATEGY #2

Plan and coordinate regional summits:

a. Regional Summit

b. 3-year Plan Development Summit.

STRATEGY #3

Provide and coordinate support for administrators, instructors, and staff.

STRATEGY #4

Continue to offer Professional Development to Support the Regional Strategies.

LEVERAGING RESOURCES

What new and/or existing strategies are planned to leverage existing regional structures with, including but not limited to, local workforce investment areas? **You must list at least one.** Identify strategies planned to leverage existing regional structures and utilization of resources, including leveraging existing assets or structures to benefit the adult learners in the region. These assets or structures might include, for example, contributions from, or collaborations with, local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, and county

libraries.

Continue to strengthen Regional Partnerships to Increase Funding and Leverage Existing Structures and Expertise to Benefit Adult Learners in our Region.

FISCAL MANAGEMENT

Please provide a narrative justifying how the planned allocations are consistent with the annual adult education plan which is based on your AEBG 3-year plan.

Planned allocations are consistent with the annual adult education plan because the primary strategy for all members continues to be the mandate and urgency to Expand Adult Education Course Offerings in the 7 Program Areas in the region.

Please describe your approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2018-19.

The remaining carry-over funds will be reallocated to members who opt-in and according to the Governance Plan.