



Capital
Adult Education
Regional Consortium



AB 86 Comprehensive Regional Plan

March 1, 2015

The Capital Adult Education Regional Consortium (CAERC) includes the Los Rios Community College District Service Area and Amador County.

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Overview of the Consortium

Assembly Bill 86 charged the California Department of Education (CDE) and the California Community Colleges Chancellor's Office (CCCCO) with the task of jointly implementing an adult education planning process. The legislation appropriated \$25 million to distribute to regional consortia to develop plans with the shared goal of better serving the educational needs of California's adult learners.

AB 86 Regional Planning Process for CAERC

Organizational Structure

The Capital Adult Education Regional Consortium (CAERC) represents adult education providers and colleges within the Los Rios Community College District (LRCCD) service area. At the request of CCCCCO, the CAERC service area was expanded to include Amador County, a geographical area not currently served by a California Community College District.

The educational needs of adults in the region have been served through services of local educational agencies (LEA), county offices of education, community colleges, and community-based organizations (CBO). CAERC is comprised of 15 members—inclusive of 4 community colleges and 11 K-12 school districts—and 23 partner organizations.

Member Organizations

The 15 members of CAERC are comprised of the following:

- Amador County Unified School District
- American River College, Los Rios Community College District
- Center Joint Unified School District
- Cosumnes River College, Los Rios Community College District
- Davis Joint Unified School District
- Elk Grove Unified School District
- Folsom Cordova Unified School District
- Folsom Lake College, Los Rios Community College District
- Galt Joint Union High School District
- Natomas Unified School District
- Sacramento City College, Los Rios Community College District
- Sacramento City Unified School District
- San Juan Unified School District
- Twin Rivers Unified School District
- Washington Unified School District

Note: El Dorado Union High School District and Black Oak Mine Unified School District have opted to join CAERC as partners.

Partner Organizations

Partnerships across educational institutions, apprenticeship programs, workforce agencies, and community-based organizations have been critical to rethinking and redesigning adult education in the region. To ensure that planning is comprehensive and well coordinated across agencies, collaboration with regional partners began in August 2014.

The 23 partners of CAERC are comprised of the following:

- Alta California Regional Center
- Black Oak Mine Unified School District
- Building Skills Partnership
- California Department of Corrections and Rehabilitation
- California Department of Developmental Services
- California Human Development
- California State Library
- Capital Region Academies for the Next Economy - CRANE
- El Dorado County Library
- El Dorado County Office of Education
- El Dorado Union High School District
- Greater Sacramento Urban League
- Highlands Community Charter and Technical Schools
- La Familia Counseling Center
- Mexican Consulate
- Sacramento County Office of Education, Outreach and Technical Assistance Network (OTAN)
- Sacramento Employment and Training Agency (SETA)
- Sacramento ESL Program
- Sacramento Food Bank and Family Services
- Sacramento Job Corps
- Sacramento Public Library Authority
- Yolo County Library
- Yolo County Office of Education

County offices of education are key partners in the planning and implementation of adult education in the region. The county offices of education have structures in place and the expertise to provide overarching facilitation and support to the work of the consortium. CAERC has partnered with Sacramento County Office of Education (SCOE), El Dorado County Office of Education (EDCOE), and Yolo County Office of Education (YCOE).

SCOE operates the state's Outreach and Technical Assistance Network (OTAN), a resource for adult educators geared toward assisting them in the use and integration of technology, electronic collaboration, and information services. OTAN's expertise in technology use and training adds a technology-oriented perspective to the planning process. As part of OTAN, SCOE houses a vast library of resources on adult education,

including historical data and literature on adult education in California over the decades. Such information provides a rich context for understanding the needs and the complexities of adult education programs in the region.

EDCOE, serving the diverse county that covers metropolitan suburbs of Sacramento as well as rural foothill communities of the Sierra Nevada Mountains and Lake Tahoe, provides a wide range of programs to meet community needs. As an intermediate educational agency, EDCOE provides technical assistance and coordinates adult education programs and services between school districts and state control agencies to maximize effectiveness and reduce duplication of efforts.

YCOE provides a wide range of educational and administrative services to the children, parents and school districts of Yolo County. Educational services provided or coordinated by YCOE include: alternative education; curriculum, instructional and intervention services; early childhood education; CTE and youth services; and homeless education and foster youth services.

Other key partners who have committed to participating in CAERC are Sacramento Employment and Training Agency (SETA), California Human Development (CHD), Alta California Regional Center (Alta) and the Sacramento Public Library Authority. SETA, a key representative on the Sacramento Workforce Investment Board, operates a vast system of career and training centers serving both youth and adults, and works with adult education schools to provide English language development, job training, and citizenship courses to refugee families. CHD assists farm workers and other low-income and limited English-speaking populations with obtaining education, training, job opportunities, and improved social conditions necessary for greater self-sufficiency. Alta assists individuals with disabilities in choosing and planning services, and serves as a collaborative partner within a wide network of providers and agencies that work to connect individuals in need with available community resources. SETA, CHD, Alta, and the Sacramento Library, given their expertise in serving adults with diverse needs, offer additional insights into adult learner needs and effective practices. Their participation in the planning process contributes to innovation and even broader alignment across systems.

Shared Leadership Strategies

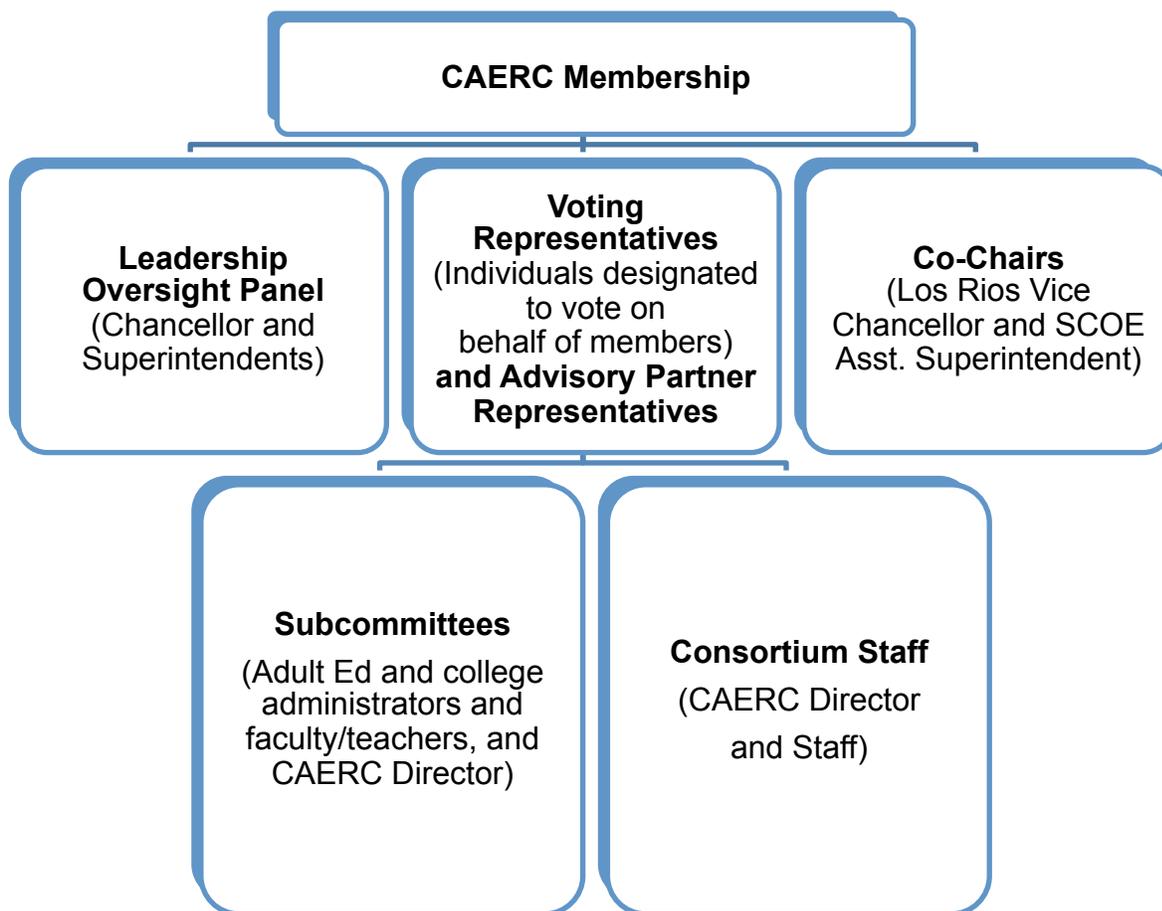
CAERC consists of the following management structure, which facilitates shared leadership of this project: (1) Leadership Oversight Panel; (2) Consortium Co-Chairs; (3) a delegation of voting representatives and advisory partners; (4) Subcommittees; and (5) consortium staff.

Leadership Oversight Panel

The purpose of the Leadership Oversight Panel is to provide leadership and alignment to support the planning process at the highest level. The panel consists of the executive leadership of CAERC members including the chancellor of Los Rios and superintendents of member school districts. The panel convened at the CAERC kickoff

meeting and will meet again after submission of the final CAERC Regional Plan. The Consortium Co-Chairs have provided the Panel with updates on the status of planning efforts, including progress toward AB 86 objectives.

Figure 1.1. CAERC Management Structure



Consortium Co-Chairs

The purposes of the Co-Chairs are to manage the Consortium’s planning process and to ensure that grant objectives are met. The Los Rios Vice Chancellor for Education and Technology and the Sacramento County Office of Education Assistant Superintendent of Technology Services serve as the Co-Chairs of the Consortium. Co-Chairs coordinate with each other and work collaboratively to: lead Consortium meetings; facilitate the planning process; lead voting processes; monitor progress toward objectives; provide administrative oversight for contractual relationships; and provide regular reports to the Leadership Oversight Panel.

Proposed CAERC Operational Management Structure

As of this date, it is clear that a range of state level policy and administrative decisions will be made that are pertinent to the operation of adult education consortia. With that understanding, CAERC is not yet proposing a management structure for 2015-16.

However, informal discussions are underway with the Leadership Oversight Panel and CAERC members. When governing legislation and administrative governance rules are finalized, CAERC will revisit leadership and governance and establish a system that meets state requirements and regional needs.

Description of Planning Process

Voting Representatives and Advisory Partner Representatives

The purpose of voting representatives during the planning process has ensured a voice for each CAERC member at key decision points for the Consortium. Each college and school district in the consortium are entitled to one vote. The Co-Chairs do not have a vote. Each college and school district are responsible for identifying one individual plus one alternate authorized to vote on their behalf at CAERC meetings. These individuals should have the authority to coordinate on behalf of the college or school district.

Advisory partner representatives also have a voice within the decision-making process through advisory votes. Advisory votes are solicited and documented during any voting process to ensure that partners are able to express their positions on matters of interest. Partners serve as advisement/feedback to inform the decisions of voting members.

Voting members and partner representatives have been engaged throughout the planning process, meeting or conferring with the Subcommittees (see description below) as necessary to decide on matters.

Subcommittees

Representation and collaboration between subject-area experts are important shared leadership qualities. To ensure all interested parties were involved in the planning process, the Consortium decided to put together Implementation Team/Subcommittees. These groups are made up of representatives from CAERC members, partner agencies, and technical experts. It is our goal to have a collaborative work group to advise the Consortium as we work through the planning process.

Subcommittees:

- Program Area 1: Adult Basic Education (ABE)/Adult Secondary Education (ASE)
- Program Area 2: Adult English Learners
- Program Area 3: Adults with Disabilities (AWD)

- Program Area 4: Career Technical Education (CTE)
- Program Area 5: Apprenticeships
- Objective 6: Professional Development (PD)
- Corrections Roundtable
- Finance

The Subcommittees assist the Consortium by providing data necessary for planning and recommendations to inform decision making. They conduct the necessary conversations and planning required for achieving the grant’s objectives and outputs. It is critical that members and partners engage in collaborative dialogue to bring to bear multiple perspectives on adult education needs and strategies.

Description of Teacher and Faculty Involvement

K-12 adult education teachers and community college faculty are key stakeholders to the collaborative, collegial planning process. Input from the teachers and faculty have been solicited throughout each phase of the planning process [Reference Table A]. A listing of CAERC-wide meeting dates can be accessed on the CAERC website at <http://capitaladulthood.org/calendar.html>.

Table A. Phases of the Planning Process

Phases	Meeting Summary
Phase 1 July and August 2014	Members met with teachers and faculty to address and submit their organization’s response to Objectives 1 and 2.
Phase 2 September 2014	Members met with teachers and faculty to address and submit their organization’s response to Objective 4.
Phase 3 CAERC Summit I September 11, 2014	<p>CAERC members and partners invited frontline staff, teachers, faculty, and administrators to attend and participate at the regional Summit. The focus of the Summit was to address Objectives 1, 2, and 4.</p> <p>108 in attendance</p> <ul style="list-style-type: none"> • K-12 Teachers and Administrators = 41 • Community College Faculty and Administrators = 35
Phase 3 CAERC Summit II October 17, 2014	<p>CAERC members and partners invited frontline staff, teachers, faculty, and administrators to attend and participate at the regional Summit. The focus of the Summit was to address Objectives 3 and 5.</p> <p>85 in attendance</p> <ul style="list-style-type: none"> • K-12 Teachers and Administrators = 32 • Community College Faculty and Administrators = 31

<p>Phase 4 October 2014 to December 2014</p>	<p>Program-area subcommittees convened to further collaborate and develop the regional plan. Subcommittee participants include teachers, faculty, administrators, and subject-area experts.</p> <p>Program Area 1: ABE/ASE</p> <ul style="list-style-type: none"> • K-12 Teachers and Administrators = 9 • Community College Faculty = 4 <p>Program Area 2: Adult English Learners</p> <ul style="list-style-type: none"> • K-12 Teachers and Administrators = 3 • Community College Faculty and Administrators = 2 <p>Program Area 3: Adults with Disabilities</p> <ul style="list-style-type: none"> • K-12 Teachers and Administrators = 2 • Community College Faculty = 3 <p>Program Area 4: CTE</p> <ul style="list-style-type: none"> • K-12 Teachers and Administrators = 6 • Community College Faculty and Administrators = 3 <p>Program Area 5: Apprenticeship</p> <ul style="list-style-type: none"> • K-12 Teachers and Administrators = 1 • Community College Administrators = 1 <p>Objective 6: Professional Development</p> <ul style="list-style-type: none"> • K-12 Teachers and Administrators = 2 <p>Objective 7: Leverage Regional Resources</p> <ul style="list-style-type: none"> • K-12 Teachers and Administrators = 5 <p>Corrections Roundtable</p> <ul style="list-style-type: none"> • K-12 Teachers and Administrators = 2 • Community College Faculty and Administrators = 4
<p>Phase 5 January 2015</p>	<p>Program-area subcommittees ranked strategies by program area and developed recommendations for CAERC Members. Subcommittee participants include teachers, faculty, administrators, and subject-area experts.</p> <p>Program Area 1: ABE/ASE</p> <ul style="list-style-type: none"> • K-12 Teachers and Administrators = 9 • Community College Faculty = 4 <p>Program Area 2: Adult English Learners</p> <ul style="list-style-type: none"> • K-12 Teachers and Administrators = 3 • Community College Faculty and Administrators = 2 <p>Program Area 3: Adults with Disabilities</p> <ul style="list-style-type: none"> • K-12 Teachers and Administrators = 2 • Community College Faculty = 3 <p>Program Area 4: CTE</p> <ul style="list-style-type: none"> • K-12 Teachers and Administrators = 6 • Community College Faculty and Administrators = 3

	<p>Program Area 5: Apprenticeship</p> <ul style="list-style-type: none"> • K-12 Teachers and Administrators = 1 • Community College Administrators = 1 <p>Objective 6: Professional Development</p> <ul style="list-style-type: none"> • K-12 Teachers and Administrators = 2 <p>Objective 7: Leverage Regional Resources</p> <ul style="list-style-type: none"> • K-12 Teachers and Administrators = 5 <p>Corrections Roundtable</p> <ul style="list-style-type: none"> • K-12 Teachers and Administrators = 2 • Community College Faculty and Administrators = 4
<p>Phase 6 February 2015</p>	<p>Members met to analyze regional data from the Members Survey to identify capacity for course expansion.</p> <p>18 in attendance</p> <ul style="list-style-type: none"> • K-12 Teachers and Administrators = 13 • Community College Faculty and Administrators = 5 <p>Members voted on regional strategies across program areas and developed CAERC's Implementation Plan.</p> <p>27 in attendance</p> <ul style="list-style-type: none"> • K-12 Teachers and Administrators = 19 • Community College Faculty and Administrators = 8 <p>Finance Subcommittee reviewed the regional key priorities and implementation and determined the preliminary recommendations for CAERC's funding allocation</p> <p>18 in attendance</p> <ul style="list-style-type: none"> • K-12 Teachers and Administrators = 16 • Community College Faculty and Administrators = 2 <p>Members finalized the implementation plan and estimated costs. Members reached consensus on determining CAERC's funding allocation for the four regional key priorities.</p> <p>14 in attendance</p> <ul style="list-style-type: none"> • K-12 Teachers and Administrators = 12 • Community College Faculty and Administrators = 2

Communications Plan

Communication is facilitated and coordinated by the CAERC staff. The goal is to facilitate consistent and effective communication across the consortium internally between members and partners and externally between the consortium and the public. Communication is fostered through periodic emails, monthly consortium meetings, AB 86 newsletter updates, and the consortium website. CAERC has developed a website www.capitaladulthood.org to make the work of CAERC accessible and transparent to the public.

CAERC Staff

The CAERC Project Director provides coordination and facilitation for the 15-month planning process. This individual is responsible for: (1) organizing CAERC meetings in collaboration with the Co-Chairs; (2) producing and maintaining meeting artifacts; (3) coordinating activities of any consultants or sub-contractors; (4) handling day-to-day activities of the CAERC project; and (4) completing and submitting required data, financial reports, and materials to the CCCCCO and the State AB86 Work Group in a timely manner. To effectively carry out the complex tasks of this project, the Project Director is supported by additional personnel to ensure CAERC staff fulfill the following functions: 1) administrative support; 2) web and database management and information technology technical support; and 3) fiscal administration and management. SCOE houses the project staff at its facilities. Consortium members deemed this arrangement as advantageous given SCOE's available resources to support planning activities and its central location.

Changes from the Original Project Management Plan

- Implementation Team has merged into Subcommittees.
- CAERC has hosted two regional summits: September 11, 2014 and October 24, 2014.

Strengths of the Consortium

The consortium structure has fostered a positive, collaborative environment for rethinking and redesigning adult education in the region. Communication has streamlined with the consortium structure, which has included extensive dialogue between diverse agencies across the region. Through concerted efforts to build partnerships, the adult education network in the Capital Region has expanded to a broader network of organizations with a focused purpose to improve adult education systems. With the AB 86 grant, regional collaboration has been funded and CAERC has been able to address the grant objectives in a timely manner to make a positive impact in the Capital Region.

Challenges for the Consortium

The consortium has faced numerous challenges which have included: 1) the fast and restricted AB86 timeline which has prevented all regional stakeholders from fully participating in the development of the regional comprehensive plan; 2) lack of specific data to evaluate gaps; 3) personnel changes in member districts; 4) limited facilities to host consortium events and meetings; and 4) limited number of member and partner representatives available to participate in the Subcommittee work.

Demographic Profile of Region

Figure 0. Overall CAERC (Los Rios vs. California)

Regional Consortia	Total Population	Poverty	No High School Diploma	Unemployment	ESL	Adults with Disabilities	Citizenship	Literacy
Los Rios	1,623,406	407,475	219,160	165,587	675,269	164,324	231,924	257,596
Total California	37,812,799	9,514,604	7,322,790	3,566,974	15,728,551	3,827,475	5,402,034	5,999,998
Percent CAERC/ Total California	4.3%	4.3%	3.0%	4.6%	4.3%	4.3%	4.3%	4.3%

Source: AB 86 Planning Document

The population of Los Rios was contrasted with the entire population of the State of California to form a population ratio or index to compare the categories listed above in Figure 0.

In this comparison, Los Rios was 4.3% of California’s total population. Across the demographic titles included in this table, Los Rios has a lower percentage of persons with “No High School Diploma” and a higher rate of “Unemployment” than the Population Index. “Poverty,” “ESL,” “Adults with Disabilities,” “Citizenship,” and “Literacy” ratios were consistent with the Population Index of 4.3%.

Note: Although Amador County is a CAERC member, the consortium data analysis does not include counties like Amador County with a population below 65,000 at this time.

Demographic: Population

Figure 1. County Areas by Age Group Percentiles, 2010

County	Age Group							
	Total Number (All ages)	Preschool Age (0-4 years)	School Age (5-17 years)	College Age (18-24 years)	Working Age (25-64 years)	Young Retirees (65-74 years)	Mature Retirees (75-84 years)	Seniors (85 or more years)
Amador	37,853	3.8%	12.8%	6.4%	56.1%	11.8%	6.3%	2.6%
El Dorado	180,921	5.2%	17.5%	7.4%	55.1%	8.6%	4.4%	1.7%
Placer	350,275	5.9%	18.4%	7.8%	52.6%	8.3%	4.9%	2.1%
Sacramento	1,420,434	7.1%	18.4%	10.1%	53.2%	5.9%	3.7%	1.6%
Yolo	201,311	6.2%	16.3%	18.9%	48.7%	5.3%	3.1%	1.5%
CAERC	2,190,794	6.6%	18.0%	10.3%	52.9%	6.6%	3.9%	1.7%
California	37,309,382	6.8%	18.1%	10.6%	53.1%	6.1%	3.7%	1.6%

Source: California Department of Finance, P-1 (Age: State and County Population Projections by Major Age Group: 2010-60)

When analyzing data by age group, the average of all 5 CAERC counties fell within 0.5% of the statewide averages across the Age Groups.

An exception among the CAERC counties, Amador’s percentages were lower than the State rates and rates attained by other counties in the CAERC during the preparatory age groups of “Preschool Age,” “School Age,” and “College Age” populations; however, they were higher in the traditional production years age groups of “Working Age,” “Young Retirees Age,” “Mature Retirees Age,” and “Seniors” populations.

Demographic: Household and Family Characteristics

Figure 2. Population, Housing Units, Total Square Mile Area, Density per Square Mile

Counties	Population	Housing Units	Total Geographical Area (square miles)	Density per square mile of land area		
				Population	Housing Units	Persons/Housing
Amador	38,091	18,032	605.96	64.1	30	2.12
El Dorado	181,058	88,159	1,786.36	106.0	52	2.05
Placer	348,432	152,648	1,502.46	247.6	109	2.28
Sacramento	1,418,788	555,932	994.02	1,470.8	576	2.55
Yolo	200,849	75,054	1,023.56	197.9	74	2.67
CAERC	2,187,218	889,825	5,912	150.5	73	2.06
California	37,253,956	13,680,081	163,694.74	239.1	88	2.72

Source: U.S. Census Bureau, 2010 Census

When analyzing data by household and family characteristics:

- Sacramento had the largest population and the most housing units
- El Dorado had the greatest total geographical area in square miles and the lowest density of 2.12 (Persons/Housing)
- Yolo had the highest density of 2.67 (Persons/Housing)
- Amador also had fewer people per square mile and the fewest housing units than any of the other CAERC counties
- Placer was the closest in size to Sacramento in population and the closest to El Dorado in total geographical area

Noted was the fact that El Dorado, Placer, and Amador counties had more geographical diversity and climate challenges than Sacramento and Yolo

Demographic: Household and Family Characteristics (continued)

Figure 3. Household Characteristics of CAERC

Geography	Total Households	Percent Family Households (Families)	Percent Nonfamily Households	Average Household Size	Average Family Size
El Dorado County	66,751	69.0%	31.0%	2.7	3.3
Placer County	134,284	70.2%	29.8%	2.7	3.2
Sacramento County	520,580	65.5%	34.5%	2.8	3.4
Yolo County	71,024	60.8%	39.2%	2.8	3.4
CAERC	792,639	66.4%	33.6%	2.7	3.3
California	12,650,592	68.3%	31.7%	2.97	3.56

Source: 2013 ACS (1 year estimates), Counties with 65,000+ population

When analyzing data by household and family characteristics, the percent of family households of all CAERC counties was +/- a few percentage points of the state average of 68.3.

Placer County had the highest percent of “family households” (70.2%) and lowest percent of “non-family households.”

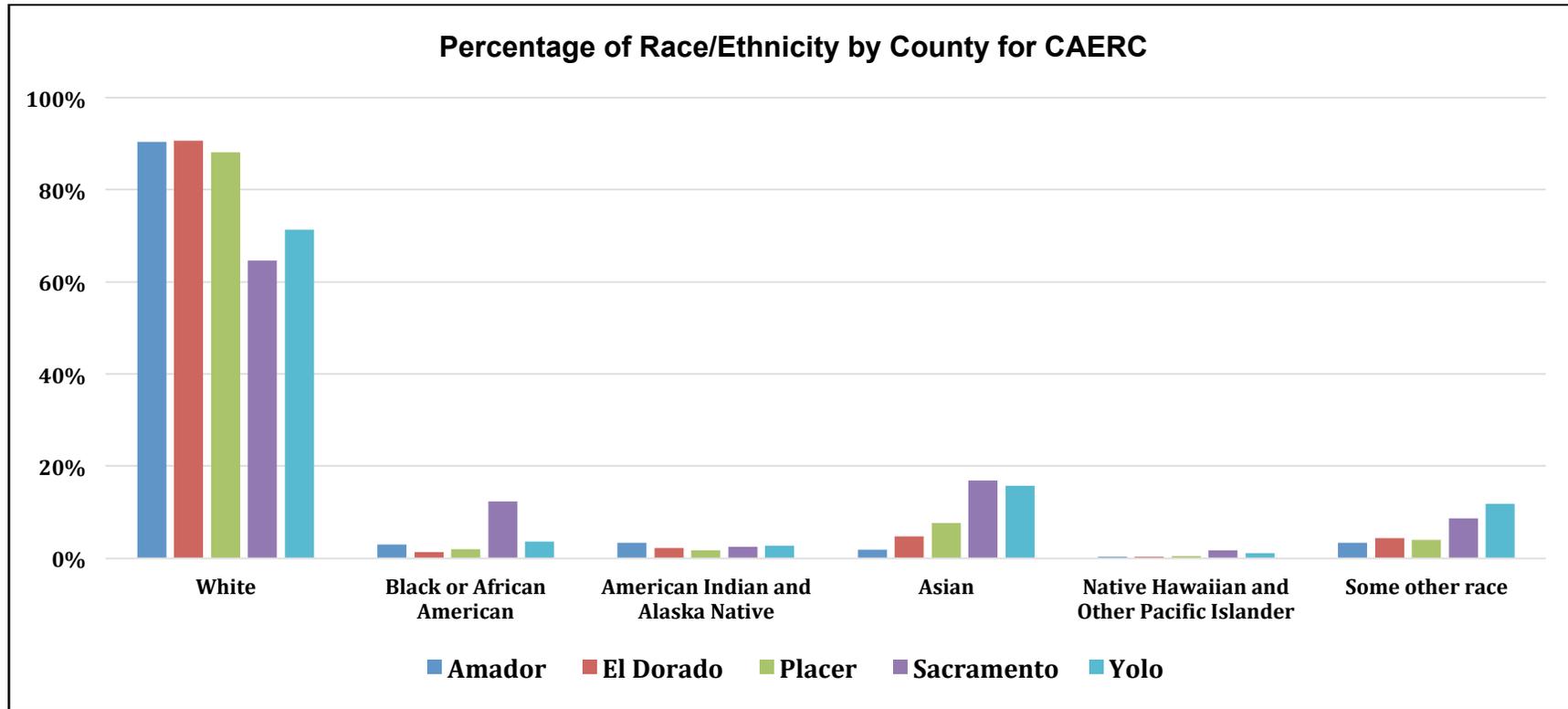
Yolo County had the lowest percent of “family households” (at 60.8%) and the highest percent of “non-family households” (at 39.2%).

With the exception of “Non-family Households,” the percentage data from CAERC totals were all below the statewide data.

Definition: Non-family households are those with non-traditional heads of household. For example, roommates, persons living alone, boarders, renters, etc.

Demographic: Ethnicity

Figure 4a. Percentage of Race/Ethnicity by County for CAERC

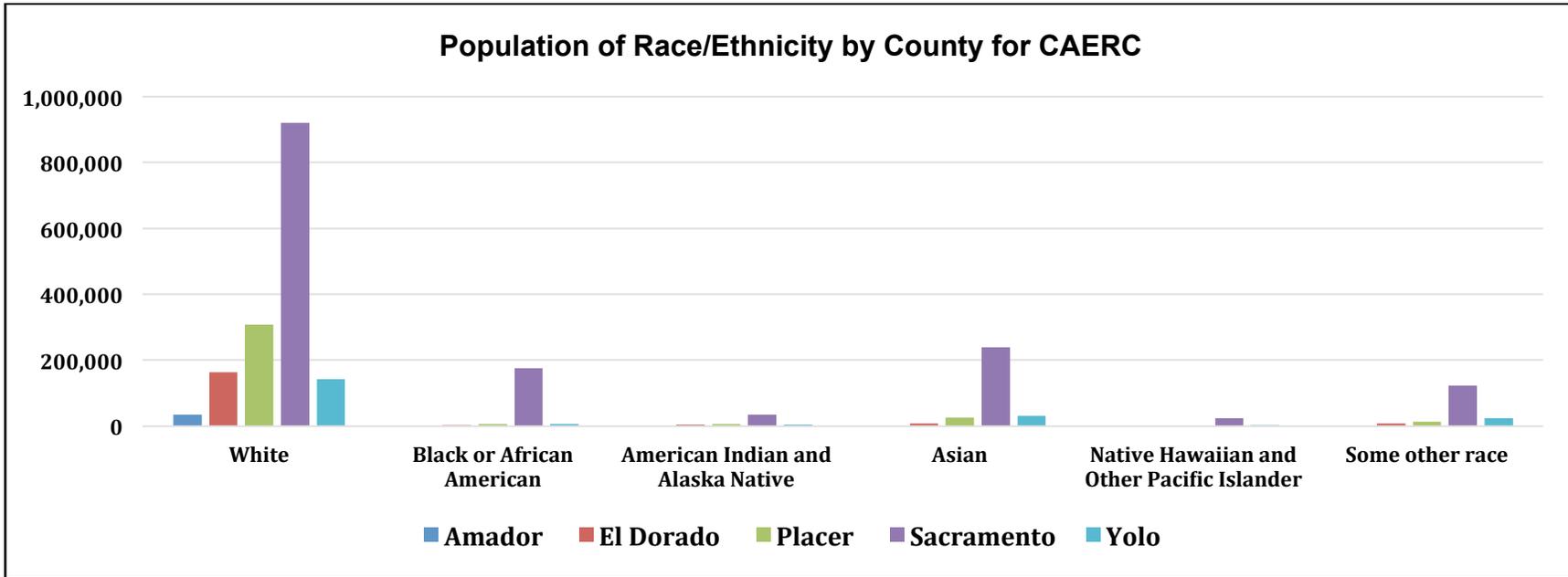


Source: 2008-2012 ACS

When analyzing the data by Ethnicity, across all CAERC counties, “White” was the dominant ethnicity. Sacramento had the lowest proportion of “White” and exceeded the proportion of other CAERC counties for “Black/African American” and “Asian.” Sacramento was just slightly lower than Yolo County in the “some other race” category. Across all five CAERC counties, there was a low, almost even proportion, in the “American Indian and Alaska Native” category.

Demographic: Ethnicity (continued)

Figure 4b. Population by Race/Ethnicity by County for CAERC



Source: 2008-2012 ACS

Obviously, and because of its sheer size, Sacramento had a much greater population in each of the ethnic groups than did any of the other four CAERC counties.

Demographic: Nativity & Language

Figure 5. Nativity, Language, and Ability to Speak English

Geography	Total Population	Native Born	Foreign Born	Foreign Born Who Are Naturalized U.S. Citizens	5 years and older	Language other than English spoken at home (5 years and older)	Speak English less than "very well" (5 years and older)
El Dorado County	181,737	92.0%	8.0%	53.2%	173,719	12.0%	3.9%
Placer County	367,309	89.0%	11.0%	58.4%	346,693	15.0%	4.5%
Sacramento County	1,462,131	79.4%	20.6%	56.0%	1,362,853	31.6%	14.3%
Yolo County	204,593	76.5%	23.5%	47.4%	192,575	36.5%	16.7%
CAERC	2,215,770				2,075,840		
California	38,332,521	73.1%	26.9%	48.6%	35,831,956	43.8%	18.9%

Source: 2013 ACS (1 year estimates), Counties with 65,000+ population

When analyzing the data in terms of Nativity, it should be noted that our purpose is to work to provide adults with basic skills leading to the acquisition of a high school diploma or equivalency and provide access for immigrants to be eligible for educational services (in citizenship, ESL, and workforce preparation). With the exception of Yolo County, the percentage of "Foreign-Born, Naturalized U.S. Citizens" in the remaining CAERC counties with a population of 65,000+ exceeded the statewide average of 48.6%.

For individuals 5 years and older, the percentage of those speaking "Language other than English at home" and those who "Speak English less than 'very well'" in the CAERC counties was lower than the statewide average. Note that both El Dorado and Placer Counties were considerably lower in those percentages than both the other two CAERC counties and the statewide average.

Demographic: Nativity & Immigration

Figure 6. Number of Legal Immigrants to CAERC Counties 2008-2012

County	2008	2009	2010	2011	2012	Total	Annual Average
Amador	27	13	23	23	18	618	21
El Dorado	314	354	293	288	271	5,798	304
Placer	760	748	667	654	667	11,591	699
Sacramento	7,279	7,290	6,122	6,565	6,229	172,097	6,697
Yolo	1,087	966	965	962	808	25,059	958
CAERC	9,467	9,371	8,070	8,492	7,993	215,163	8,679
California	238,433	227,870	208,446	210,591	196,622	5,987,481	206,465

Source: U.S. Citizenship and Immigration Services and the California Department of Finance, Demographic Research Unit

When analyzing this data, the average number of immigrants to the CAERC counties from 2008-2012 was 8,679 per year.

The distribution (listed alphabetically) was as follows:

- Amador 0.2%
- El Dorado 3.5%
- Placer 8.1%
- Sacramento 75%
- Yolo 11.0%

Demographic: Education and Dropout Rates

Figure 7. Dropout Rates 2012-13 by Race/Ethnicity for CAERC

Race/Ethnicity	Adjusted Grade 7 Dropouts	Adjusted Grade 8 Dropouts	Adjusted Grade 9 Dropouts	Adjusted Grade 10 Dropouts	Adjusted Grade 11 Dropouts	Adjusted Grade 12 Dropouts	Adjusted Ungraded Secondary Dropouts	Adjusted Grades 9-12 Dropout Total	Grades 9-12 Enrollment Total	Annual Adjusted Grades 9-12 Dropout Rate
Hispanic or Latino of Any Race	42	38	123	137	239	784	3	1,286	29,450	4.4%
American Indian/Alaska Native, Not Hispanic	2	4	4	9	12	32	0	57	1,140	5.0%
Asian, Not Hispanic	13	12	9	16	25	130	0	180	12,371	1.5%
Pacific Islander, Not Hispanic	2	3	0	4	3	30	0	37	1,258	2.9%
Filipino, Not Hispanic	1	0	3	2	5	23	0	33	2,797	1.2%
African American, Not Hispanic	29	36	73	86	185	460	2	806	11,597	7.0%
White, Not Hispanic	79	102	115	143	245	654	9	1,166	51,725	2.3%
Two or More Races, Not Hispanic	5	7	13	26	26	82	1	148	4,347	3.4%
None Reported	4	2	7	4	11	20	0	42	576	7.3%
CAERC	177	204	347	427	751	2,215	15	3,755	115,261	3.3%
California	3,397	3,062	9,362	10,237	14,993	42,606	318	77,516	1,970,030	3.9%

Source: California Department of Education, Data Quest

- The dropout rate for most ethnic groups showed a consistent increase from grades 7 to 12.
- The highest “Annual Adjusted Grades 9-12 Dropout Rate” (excluding “None Reported”) was “African American, Not Hispanic” at 7.0% followed by “American Indian, Not Hispanic” at 5.0%, then “Hispanic or Latino of Any Race” at 4.4%.
- The lowest “Annual Adjusted Grades 9-12 Dropout Rate” was “Filipino, Not Hispanic” at 1.2% followed by “Asian, Not Hispanic” at 1.5% with the next nearest being “White, Not Hispanic” at 2.3%.

Demographic: Adults with Disabilities

Figure 8. Population of Civilian Non-Institutionalized Individuals with a **Disability** in CAERC

County	Total Civilian Non-Institutionalized Population	Percent with a Disability
El Dorado County	180,716	12.8%
Placer County	365,018	11.7%
Sacramento County	1,446,736	12.8%
Yolo County	202,780	11.5%
CAERC	2,195,250	12.5%
California	37,831,553	10.6%

Source: 2013 ACS (1-year estimates), Counties with 65,000+ population

For Civilian Non-Institutionalized Individuals with a Disability in the CAERC counties, all 4 counties (with a population of 65,000+) exceeded the statewide average of 10.6%. The percentage difference among those 4 counties was minimal.

Demographic: Adults with Disabilities (continued)

Figure 9. CAERC Populations with Enrolled in Special Education by Age Group and Disability

	Intellectual Disability	Hard of Hearing	Deaf	Speech or Language Disability	Visual Disability	Emotional Disability	Orthopedic Disability	Other Health Disability	Specific Learning Disability	Deaf- Blind	Multiple Disability	Autism	Traumatic Brain Injury	TOTALS
	(MR)	(HH)	(DEAF)	(SLI)	(VI)	(ED)	(OI)	(OHI)	(SLD)	(DB)	(MD)	(AUT)	(TBI)	
Preschool	76	57	0	1,607	0	0	55	80	0	0	101	549	0	2,525
Elementary	773	82	0	8,082	65	449	169	1,340	5,748	0	187	2,324	0	19,219
Secondary	1,103	68	11	1,289	33	1,522	159	1,989	10,763	0	124	1,514	0	18,575
Postsecondary	396	0	0	0	0	45	27	17	188	0	31	108	0	812
CAERC	2,348	207	11	10,978	98	2,016	410	3,426	16,699	0	443	4,495	0	41,131
California	43,570	10,395	3,695	160,690	4,012	24,442	12,876	70,954	281,888	127	6,208	84,718	1,704	705,279

Preschool = 0-4 years; Elementary = 5-11 years; Secondary = 12-17 years; Postsecondary = 18-22 years.

- Source: California Department of Education, Data Quest
- Secondary Educational level students (aged 12-17 years) demonstrated the highest number of disabilities (in descending order) with “Specific Learning Disabilities” at 10,763 or 57.9%; “Other Health Disabilities” at 1,989 or 10.7%; “Speech or Language Disability” at 1,289 or 6.9%, and “Intellectual Disability” at 1,103 or 5.9%.
- At the secondary level, there are 18,575 currently needing accommodations for their disabilities and will be pressing for further assistance after the age of 22 thus impacting the need for further resources to serve these populations.
- Overall for the Sacramento CAERC, in highest to lowest in descending order, “Specific Learning Disability,” “Speech or Language Disability,” and “Other Health Disability” accounted for the highest number of disabilities.

Note: Additional Demographic Profile Information provided in Objective 2.

Economic Profile of Region

Demographic: Employment, Income, and Poverty

Figure 10a. Percentage of Household/Families/Individuals Whose Income During the Last 12 Months was Below the Poverty Level

Geography	All Families	Married-Couple Families	Families with Female Head of Household/No Husband Present	All People	Persons under 18 Years
El Dorado County	9.2%	7.2%	24.3%	12.3%	15.1%
Placer County	5.9%	4.0%	13.0%	8.4%	8.9%
Sacramento County	14.6%	8.1%	33.3%	19.0%	26.2%
Yolo County	9.5%	4.5%	29.0%	18.8%	18.1%
CAERC Averages of Averages	9.8%	5.6%	24.9%	14.6%	17.1%
California	12.6%	7.5%	28.6%	16.8%	23.5%

Source: 2013 ACS (1 year estimates), Counties with 65,000+ population

When analyzing the CAERC in terms of employment, income, and poverty:

- Sacramento had higher percentages than any of the other three CAERC counties as well as the statewide percentages in all the above listed categories.
- Yolo also exceeded the statewide average in “Female Head of Household/No Husband Present” and “All People” categories.
- Placer had the lowest percentages across all the above poverty categories.

Demographic: Employment, Income, and Poverty (continued)

Figure 10b. Employment Status of persons 16 years of age and over

Population 16 years and over	Totals	In Labor Force	Employed	Unemployed
Amador	32,464	46.6%	38.5%	17.3%
El Dorado	145,204	64.0%	57.0%	10.9%
Placer	275,551	63.0%	56.9%	9.3%
Sacramento	1,102,516	64.4%	55.9%	13.0%
Yolo	161,157	63.3%	56.8%	10.0%
CAERC	1,716,892	60.3%	53.0%	12.2%
California	29,163,075	64.5%	57.0%	11.0%

Source: 2013 ACS (1 year estimates), Counties with 65,000+ population

Definition: "In Labor Force" are individuals who are currently employed or looking for work.

Demographic: Employment, Income, and Poverty (continued)

Figure 10c. Estimated Average Incomes of Families, Married-Couple Families, and Nonfamily Households

	Sacramento CAERC	Families	Married-Couple Families	Nonfamily Households
Estimated Population	796,443	529,815	386,159	266,628
Sacramento CAERC Percent earning < \$25,00 per year	18.9%	12.0%	7.5%	35.7%
California Statewide Percent earning < \$25,00 per year	20.2%	15.6%	9.4%	33.6%
Averaged Median Income	\$ 62,008	\$ 75,409	\$ 87,021	\$ 35,829
California Median Income	\$ 61,400	\$ 69,883	\$ 84,974	\$ 40,843
Averaged Mean Income	\$ 80,344	\$ 93,283	\$107,945	\$ 49,530
California Mean Income	\$ 85,265	\$ 94,829	\$110,665	\$ 59,392

Source: 2013 ACS (1 year estimates), Counties with 65,000+ population

The Federal Poverty Guidelines show that the average income of a family of 4 is \$23,050 and a family of 5 is \$27,010.

Overall, in the “Estimated Population” earning <\$25,000 per year, “Nonfamily Households” is the only area where there is a greater poverty level (+2.14%) than the rest of the state.

The “Averaged Median Income” is greater in the CAERC counties than the “California Median Income,” but the “Averaged Mean Income” is lower.

CAERC's Regional Implementation Plan and Funding

Summary of CAERC Regional Implementation Plan

The AB 86 Regional Planning Process has provided a unique opportunity for CAERC members and partners to work collaboratively to build a more comprehensive, aligned, sustainable, and innovative system of educational service delivery to adults. Throughout the planning process, CAERC gathered input from its stakeholders: teachers, faculty, administrators, students, staff, and community partners. The CAERC December Regional Implementation Plan showcases the shared decision-making process and collaborative work among the Consortium members and partners to rethink and redesign adult education in the region.

AB 86 has also provided a unique opportunity to inform the legislature about the importance of restoring and increasing the funding of adult education to sustainable levels that ensure its effectiveness and quality, particularly K-12 adult education, while enhancing the efficiency of the services provided regionally. To move CAERC's regional plan forward, adequate funding that is dedicated to adult education is required to restore and enhance programs and services across the region. CAERC's plan, if appropriately funded, will result in significant improvement and increased efficiencies to the adult education delivery system that will ultimately benefit each of its students and the economy of the region at large.

Four key priorities will need funding to address the regional needs and gaps:

1. Rebuild Adult Education Programs and Services;
2. Pathways and Alignment;
3. Student Support Services; and
4. Data and Accountability System.

The first priority of the Consortium is to secure funding for rebuilding adult education programs in the region and to secure maintenance of effort (MOE) to support current offerings and increase offerings to expand adult education program and services in the region. Although it's still uncertain what the adult education funding formula and method of distribution for next year will be, it's clear that the K-12 adult schools are depending on the AB 86 funding that has been promised by the Governor. The maintenance of current capacity for adult education needs to be included in the regional funding. Even at the height of adult education funding for CAERC K-12 district members (a total of \$33,298,946 in 2007-2008), programs still did not fully meet the needs of the region as many potential adult students were turned away due to impacted enrollment. Since 2007-2008, funding levels for K-12 adult education have been **dramatically reduced by 86%**. (Reference Table A for CAERC Members Funding Allocations.)

As a result, many CAERC K-12 district members have had to significantly cut programs, reduce staffing, and close schools. Despite the significant budget challenges faced by K-12 districts, CAERC K-12 districts have shown resiliency and are dedicated to providing meaningful learning opportunities for their students. However, budget cuts

have taken their toll. The demand for services far exceeds current capacity. At minimum CAERC K-12 districts will need at least **\$4,832,843 for maintenance of effort (MOE)** based on 2013-2014 funding and **\$33,298,946 to restore funding to 2007-2008 funding levels**. Proposed in the latest trailer bill (February 2015), MOE will be determined by FY 2012-2013. This will jeopardize and reduce several K-12 districts' ability to maintain current AE programs and services since this amount is **\$396,193 less** than FY 2013-2014 funding apportionment. Continued operation of programs and services provided by the K-12 district members is highly dependent on the availability of a new dedicated funding stream that will cover the 2012-2013 funding and the difference of 2013-2014's apportionment. Adult schools' support needs to be prioritized in the state's funding model to maintain current capacity and for expansion of services to meet the unmet needs of adult learners in the region.

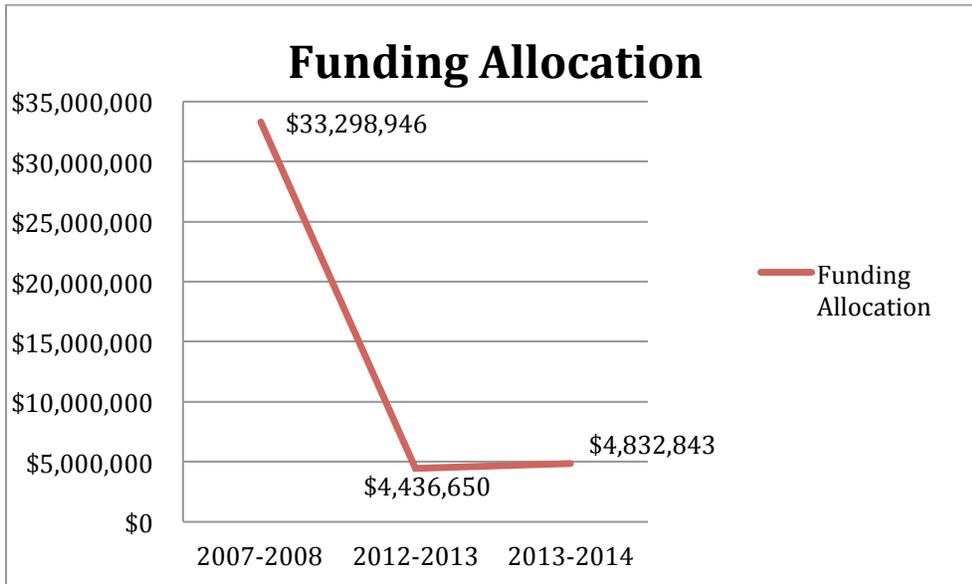
Moreover, this estimated funding needed does not put into consideration that **over 28,000 fewer students** were served in 2013-2014 than in 2007-2008. Nor does the estimated funding needed account for the projected demographic trends. The Capital Region is anticipating a significant increase of adult English learners (+4,000 to 5,000) and College Age -18-24 and Working Age- 25-64 adults (+90,305) by 2020. (Reference Demographic and Economic Profile of the Region in Objective 2.)

The projected cost to implement the regional key priorities in the CAERC Regional Implementation Plan is estimated at **\$12.5 million plus maintenance of effort (MOE) for Year 1: 2015-2016 and \$16 million plus MOE for Year 2: 2016-2017**. At minimum CAERC K-12 districts will need at least \$4,436,650 for MOE based on 2012-2013 funding and \$33,298,946 to restore funding to 2007-2008 funding levels.

Table A. CAERC Members Funding Allocations

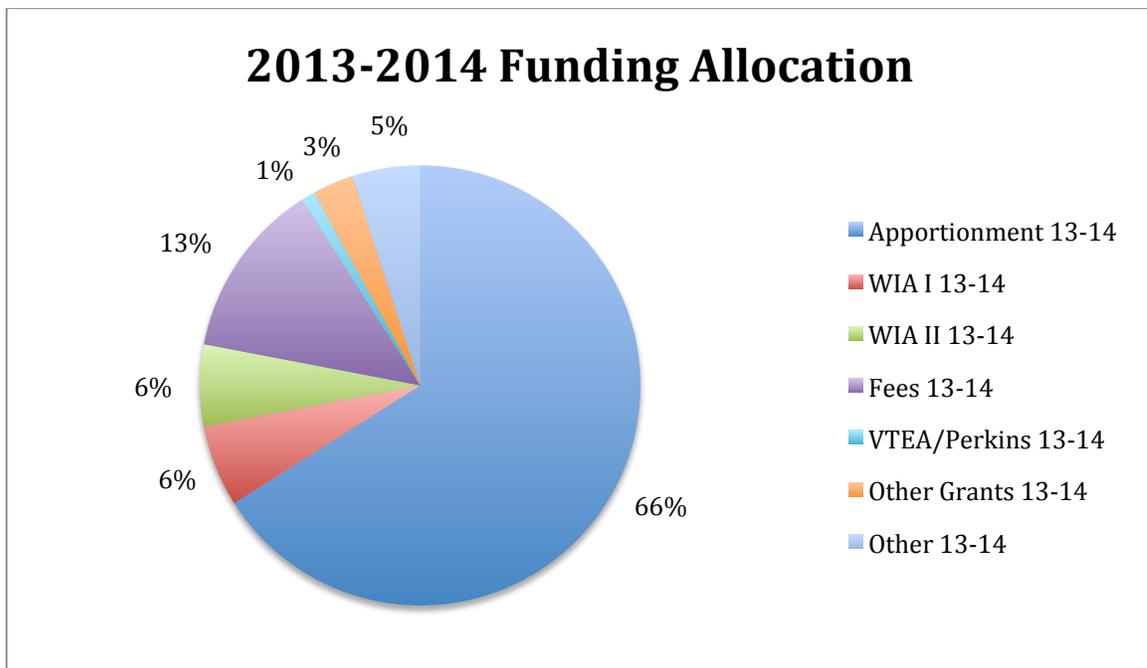
CAERC Members	2007-2008 Funding	2012-2013 Funding	2013-2014 Funding
Amador County Unified School District	\$143,322	\$65,000	\$65,000
Center Joint Unified School District	\$97,321	\$82,251	\$110,049
Davis Joint Unified School District	\$383,648	\$0	\$40,000
Elk Grove Unified School District	\$2,236,345	\$1,967,193	\$2,000,259
Folsom Cordova Unified School District	\$1,325,432	\$309,626	\$324,626
Galt Joint Union High School District	\$320,081	\$0	\$0
Natomas Unified School District	\$141,831	\$84,836	\$94,458
Sacramento City Unified School District	\$15,596,444	\$0	\$0
San Juan Unified School District	\$6,723,030	\$376,635	\$357,790
Twin Rivers Unified School District* Grant Joint Union High School District	\$6,030,332	\$1,611,109	\$1,665,320
Washington Unified School District	\$301,160	\$0	\$175,341
Total K-12 Adult Education	\$33,298,946	\$4,436,650	\$4,832,843

*Twin Rivers USD was formerly Grant Joint Union High School District in 2007-2008



A closer analysis of the funding reveals the following (Reference Table A, Table 1.1a, Table 1.1b, and Table 2.0.):

- The 2012-2013 K-12 apportionment was **\$396,193 less** than the 2013-2014 funding.
- In 2012-2013, several K-12 districts have “swept” adult education funding to the general funds. Four districts did not receive any funds with **\$0 funding apportionment**.
- The most dramatic decrease in funding occurred with Sacramento City Unified School District, CAERC’s largest urban district, with a **\$15.5 million reduction** and full elimination of dedicated funding for adult education programs and services since 2008.
- In 2013-2014, K-12 districts have **heavily relied (34%) on other sources** to fund programs.



- **In 2012-2013, over \$5.4 million in fees** were charged to K-12 district adult students in the region, whereas in 2013-2014, fees were reduced to \$4.2 million. This has made a significant impact on student access by limiting those with financial need to fully access the educational services available. MOE based on 2012-2013 puts more adult learners at-risk as many will not be able to afford potential increases in student fees.

- Funding in 2013-2014 failed to adequately fund services needed in the region, as the unmet need remains extremely high. (Reference Demographic and Economic Profile of the Region in the Overview of the Consortium and in Objective 2.)
- Access to quality adult education services across all five program areas has plummeted as evidenced by 45,199 current enrollments versus 85,860 in 2008-2009 before flex funding. This represents a **47.4% enrollment drop** of 40,661 individuals not having access to the programs in the region.

The unmet needs of adult learners have significantly increased while the number of adult education services has declined. As the data reveals, the need is significant in the Capital Region. It is critical for CAERC K-12 district members that funding for adult education is restored and increased.

Once the first priority is met and the Consortium is assured funds, the Consortium will focus its efforts to address the remaining three key priorities: Pathways and Alignment, Student Support Services, and Data and Accountability System. These three priorities will greatly enhance opportunities for adult learners to complete their goals in a timely manner and includes a shared data and accountability system that will help the Consortium monitor progress and determine areas for future improvements.

Each of the three remaining key priorities is composed of several crosscutting, implementation strategies and approaches reflective of the AB 86 objectives. The Consortium will create seamless transitions and align existing and future adult education programs to postsecondary academic pathways and/or career pathways leading to employment. The plan also aims to support, sustain, and enhance the quality of adult education instructional programs to provide the highest possible learning outcomes for students. In order to achieve this, expanding and enriching student support services will be critical as many services were drastically cut due to underfunding. Finally, the integration of a shared data and accountability system will be essential to monitoring student progress, sharing data, and evaluating program effectiveness.

The plan also identifies an array of local and regional partners, all of whom play a crucial role in providing educational and support services. A hallmark of the Consortium is the genuine commitment among both members and partners to leverage resources to provide the much-needed services for adult learners in the region. (Reference Objective 7 and Table 7.1.)

Below is a summary of CAERC's key priorities and implementation strategies and approaches:

1. Rebuild Adult Education Programs and Services
2. Pathways and Alignment
 - a. Curriculum, Standards, and Assessment Alignment
 - b. Streamline Pathways and Transition Points

- c. Strategies for Accelerating Student Progress
 - d. Professional Development
3. Student Support Services
 - a. Counseling Services
 - b. Regional Outreach and Multimedia Resources
 - c. Community and Student Supports
 - d. Professional Development
4. Data and Accountability System
 - a. Shared and Aligned Data and Accountability System
 - b. Professional Development

Beginning in January 2015, CAERC Program-Area Subcommittees collaborated to prioritize implementation strategies and approaches for their designated program areas based on the Governor's budget and anticipated funding for 2015-2016. These program-area recommendations were presented to the Members. Members then finalized the list of regional strategies across program areas. CAERC's Finance Subcommittee and CAERC Members further collaborated to determine funding allocations based on the four regional key priorities and to develop CAERC's Regional Implementation Plan.

Reference:

- CAERC Regional Strategies By Ranking and Regional Priority
- CAERC Recommended Funding Allocations
- CAERC Regional Implementation Plan

CAERC Regional Strategies By Ranking and Regional Priority

Regional Strategy	Regional Priority			
	1	2	3	4
(1) Expand AE Course Offerings in the Region	x			
(2) Develop Regional Asset Map and Pathways Roadmap		x		
(3) Align Courses and Streamline Pathways		x		
(4) Provide Professional Development to Support Regional Priorities	x	x	x	x
(5) Analyze Regional Labor Market and Needs to Align Implementation and Expansion	x			
(6) Coordinate and Expand Marketing and Outreach Efforts			x	
(7) Increase Number of Transition Specialists and Incorporate Collaborative Case Management			x	
(8) Establish Virtual Communication Network Among AE Providers Support Collaboration Across Systems	x	x	x	x
(9) Increase Consortium Awareness on AE Funding Options to Access Braided, Well-Sequenced Funding	x			
(10) Coordinate Transitional Planning for AWD Among PreK-22 Providers			x	
(11) Design, Pilot, and Utilize Consortium-Wide Data and Accountability System				x
(12) Increase Availability and Access to Support Services			x	
(13) Train, Pilot, and Implement iBEST in CTE Programs		x		
(14) Increase Vocational English as a Second Language (VESL) Course Offerings and Program Components to Accelerate Student Progress and Placement Into the Workforce for Adults for Whom English Is a Second Language		x		

CAERC Recommended Funding Allocations

The Governor’s Budget (January 2015) provides \$500 million Proposition 98 General Fund for the Adult Education Block Grant. Although CAERC’s apportionment remains unknown, K-12 districts will be funded based on FY 2012-2013 maintenance of effort (MOE), and 5% has been set aside for consortium administration. Consensus was reached among the CAERC Members on what percentage of the remaining funds will be distributed to each of the four regional key priorities.

The Members unanimously agreed that a significant percentage of CAERC’s apportionment of 72% in Year 1 will be used to rebuild AE programs and services in the region. With over \$28.8 million reduction in funding since 2008, it was imperative to rebuild and expand AE offerings so that gap of services can be addressed. This reflects the consortium’s commitment to increasing student access immediately across the region. In Year 1, the remaining monies will be distributed among regional priorities: Priority #2 Pathways and Alignment 9%; Priority #3 Student Support Services 10%; and Priority #4 Data and Accountability 4%. The emphasis in Year 1 is collaborative planning, piloting new programs, and establishing new processes and structures.

Funding allocations shift slightly in Year 2: Priority #1 Rebuild AE Programs/Services 68%; Priority #2 Pathways and Alignment 10%; Priority #3 Student Support Services 12%; and Priority #4 Data and Accountability 5%. Rebuilding AE Programs/Services remains a top priority. The focus transitions from planning to full implementation with a greater emphasis on supporting curriculum and standards alignment and increasing access and availability to student support services.

However, these “preliminary” allocations will be reassessed when CAERC’s apportionment of the Adult Education Block Grant becomes known. The funding allocations are contingent upon funding, pending legislation, and new rules and regulations.

Reference Summary of Remaining Funds Allocation

Summary of Remaining Funds Allocation		
Key Regional Priority	Year 1 2015-2016	Year 2 2016-2017
Regional Priority #1: Rebuild AE Programs/Services	72%	68%
Regional Priority #2: Pathways and Alignment	9%	10%
Regional Priority #3: Student Support Services	10%	12%
Regional Priority #4: Data and Accountability System	4%	5%

CAERC Regional Implementation Plan

The CAERC Regional Implementation Plan is subject to change upon the funding allocation from the Adult Education Block Grant. The consortium will reassess the implementation plan when CAERC's apportionment becomes known. The plan is contingent upon funding, pending legislation, and new rules and regulations. Regional strategies, timelines, and estimated costs will be adapted as needed.

Regional Key Priority	Strategy	Estimated Cost	2015 -2016	2016 - 2017	Potential Role of the Consortium
Rebuild AE Programs and Services	<p>(1) Expand AE Course Offerings in the Region</p> <p>(5) Analyze Regional Labor Market and Needs to Align Implementation and Expansion</p>	<p>Year 1 Collaborative meetings to determine course expansion based on regional analysis \$84,000</p> <ul style="list-style-type: none"> • Release time ½ day and prep time ½ day = \$250/person • 15 participants • Food, meeting materials, printing \$100/meeting <p>Regional analysis = \$10,000</p> <p>Course expansion = \$9,000,000 (final cost to be determined based on AE allocation)</p> <p>Year 2 Collaborative meetings to determine course expansion based on regional analysis \$84,000</p>	<p>Establish workgroup.</p> <p>Survey Members/Partners to identify capacity for expansion and to determine what courses are currently offered.</p> <p>Contract provider and collaborate with Partners (e.g., SETA, Sacramento Job Corps, CRANE) to develop report of regional analysis of labor market.</p> <p>Contract provider to develop regional asset map and pathways roadmap.</p> <p>Analyze regional data and labor market to align implementation and expansion.</p> <p>Identify current administrative infrastructure capacity to expand.</p> <p>Determine cost for course expansion for each program area.</p>	<p>Workgroup will meet quarterly to:</p> <ul style="list-style-type: none"> • Evaluate the enhanced and expanded course offerings • Adjust course offerings as needed <p>Workgroup will phase out and faculty/staff will take over workgroup responsibilities.</p> <p>Update course expansion to regional asset map.</p> <p>Monitor and evaluate progress of strategy.</p>	<p>Communicate importance of member/partner participation in workgroups.</p> <p>Prepare facilitation notes and materials for meetings.</p> <p>Host and coordinate workgroup meeting dates, times and locations.</p> <p>Connect and leverage Partners (e.g., SETA, Sacramento Job Corps, CRANE) for resources and services.</p>

Regional Key Priority	Strategy	Estimated Cost	2015 -2016	2016 - 2017	Potential Role of the Consortium
Rebuild AE Programs and Services		<ul style="list-style-type: none"> • Release time ½ day and prep time ½ day = \$250/person • 15 participants • Food, meeting materials, printing \$100/meeting <p>Regional analysis = \$10,000</p> <p>Course expansion = \$12,000,000 (final cost to be determine based on AE allocation)</p>	<p>Workgroup (members/partners by program and across programs):</p> <ul style="list-style-type: none"> • Determine what courses are currently present among members/partners • Determine what new courses, additional course offerings, and course days, times, and locations will have the most positive impact on students based on workgroup knowledge, and discussion/surveys/input from teachers and students • Develop course descriptions for new courses • Revise existing course descriptions to address identified gaps • Secure locations and classroom space for additional offerings • Write job descriptions for additional positions (emphasis on full-time for highest quality) and hire based on funding <p>Include course expansion to regional asset map.</p>		

Regional Key Priority	Strategy	Estimated Cost	2015 -2016	2016 - 2017	Potential Role of the Consortium
Rebuild AE Programs and Services	<i>(9) Increase Consortium Awareness on AE Funding Options to Access Braided, Well-Sequenced Funding for AWD</i>	<p>Year 1 Develop and present professional development (e.g., OTAN, workgroup, Alta Regional, DOR) \$10,000</p> <p>PD \$10,500 (\$350/person training, release time, facilities, and food)</p> <p>Year 2 Digital access to professional development; update as needed (OTAN) Cost = TBD</p> <p>PD \$10,500 (\$350/person training, release time, facilities, and food)</p>	<p>Establish workgroup.</p> <p>Develop regional professional development session (workgroup and Partners e.g., OTAN, Alta Regional, DOR).</p> <p>Annually offer regional professional development on how to vendorize.</p> <p>Coordinate with OTAN to record event so that it can be offered digitally.</p>	<p>Annually offer professional development on how to vendorize.</p> <p>Monitor and evaluate progress of strategy.</p>	<p>Host and coordinate planning meetings.</p> <p>Coordinate and deliver professional development event (e.g., registration, printing materials, facilities, evaluation, etc.)</p> <p>Connect and leverage Partners (e.g., OTAN, Alta Regional, DOR) for resources and services.</p>

Regional Key Priority	Strategy	Estimated Cost	2015 -2016	2016 - 2017	Potential Role of the Consortium
Alignment and Pathways	(2) Develop Regional Asset Map and Pathways Roadmap	<p>Year 1 Collaboratively design regional maps with contracted provider \$200,000</p> <p>Year 2 Staff to update website and data \$50,000</p>	<p>Establish regional map workgroup.</p> <p>Identify and define data to be included.</p> <p>Identify tools to graphically represent the data defined by workgroup (customized for Los Rios and Amador County footprint).</p> <p>Contract or identify member/partner with expertise for the service build consistency into the website/data/PD.</p> <p>Develop process for maintaining currency of data.</p>	<p>Develop, roll out, and sustain regional maps with full CAERC participation.</p> <p>Monitor and evaluate progress of strategy.</p>	<p>Host and coordinate collaborative meetings.</p> <p>Collect regional data and compile for maps.</p> <p>Contract provider to develop regional maps if needed.</p> <p>Assist with roll out of regional maps.</p>
	<p>(3) Align Courses and Streamline Pathways</p> <ul style="list-style-type: none"> • (3a) Streamline Pathways 	<p>Year 1 Curriculum meetings for collaboration across program areas and systems (K12 AE, CC, and Partners) = \$250,000</p> <ul style="list-style-type: none"> • Food, materials, and printing • Pathway and program experts/key personnel time • Funding for compensation (e.g., stipends, release time) for K12 AE, CC faculty, group leaders for content areas to collaborate and facilitate 	<p>Establish workgroup (a collaboration model and personnel to do a gap analysis of programs throughout the region)</p> <ul style="list-style-type: none"> • Identify existing pathways • Identify needed pathways • Refine existing pathways • Add new pathways <p>Determine which pathways are common across programs and which are unique per program.</p> <p>Include pathways to regional pathways roadmap.</p>	<p>Continue to refine pathways and implement them across the consortium.</p> <p>Update and include pathways to regional pathways roadmap.</p> <p>Monitor and evaluate progress of strategy.</p>	<p>Host and coordinate collaborative meetings.</p> <p>Guide the facilitation and collaboration amongst all the stakeholders involved within the pathways.</p> <p>Prepare facilitation notes and materials for</p>

Regional Key Priority	Strategy	Estimated Cost	2015 -2016	2016 - 2017	Potential Role of the Consortium
Alignment and Pathways		Year 2 Curriculum meetings for collaboration across program areas and systems (K12 AE, CC, and Partners) = \$250,000 <ul style="list-style-type: none"> • Food, materials, and printing • Ongoing funding for compensation (e.g., stipends, release time) for AE, CC faculty, group leaders for content areas to collaborate and facilitate 			meetings. Each content area in K12 AE and CC should be involved in the collaboration.
	(3) Align Courses and Streamline Pathways <ul style="list-style-type: none"> • (3b) Align Standards 	Year 1 Curriculum meetings for collaboration across program areas and systems (K12 AE, CC, and Partners) = \$250,000 <ul style="list-style-type: none"> • Food, materials and printing • Pathway and program experts/key personnel time • Funding for compensation (e.g., stipends, release time) for AE, CC faculty, group leaders for content areas to collaborate and facilitate Year 2 Curriculum meetings for collaboration across program areas and systems (K12 AE, CC, and Partners) = \$250,000 <ul style="list-style-type: none"> • Food, materials, and printing 	Establish workgroup (a collaboration model and personnel to do a gap analysis of programs throughout the region) <ul style="list-style-type: none"> • Identify existing standards for each program at AE, CCs, career training programs • Identify existing benchmarks and establish new benchmarks Determine which standards are common across programs and which are unique per program. Begin discussion to inform course sequences within K12 AE and to CC.	Continue to refine existing standards and implement them across the consortium. Monitor and evaluate progress of strategy.	Host and coordinate collaborative meetings. Guide the facilitation and collaboration amongst all the stakeholders involved with the implementation of standards to be addressed. Prepare facilitation notes and materials for meetings. Each content

Regional Key Priority	Strategy	Estimated Cost	2015 -2016	2016 - 2017	Potential Role of the Consortium
Alignment and Pathways		<ul style="list-style-type: none"> Ongoing funding for compensation (e.g., stipends, release time) for AE, CC faculty, group leaders for content areas to collaborate and facilitate 			area in K12 AE and CC should be involved in the collaboration.
	<p>(3) Align Courses and Streamline Pathways</p> <ul style="list-style-type: none"> (3c) Streamline Transition Points 	<p>Year 1 No additional cost – this should begin as part of the pathway and standards alignment.</p> <p>Year 2 No additional cost - connected to cost for 3a and 3b workgroup</p> <p>Stipends for faculty to participate in refinement and collaboration.</p> <p>Release time or reassigned time for leads to refine pathways.</p>	<p>Begin discussion to inform transition points as part of the development of pathways and standards.</p> <p>Include transition points to pathways to regional pathways roadmap.</p>	<p>Determine specific transition/entry points within and throughout all program areas. A special emphasis should be given to transition for each content area (Math, Reading, and Writing).</p> <p>Update and include transition points and pathways to regional pathways roadmap.</p> <p>Monitor and evaluate progress of strategy.</p>	<p>Host and coordinate collaborative meetings.</p> <p>Guide the facilitation and collaboration amongst all the stakeholders involved with the transition points to be addressed.</p> <p>Each content area in K12 AE and CC should be involved in the collaboration.</p>

Regional Key Priority	Strategy	Estimated Cost	2015 -2016	2016 - 2017	Potential Role of the Consortium
<p>Alignment and Pathways</p>	<p><i>(13) Train, Pilot, and Implement Integrated Basic Education and Skills Training Programs (iBEST) in CTE Programs</i></p>	<p>Year 1 iBEST observation and training in Washington/Oregon (travel and training cost; 2 days per person) \$2,000 per person/ 10 representatives = \$20,000</p> <p>iBest PD for regional CTE providers \$10,000</p> <p>iBest pilot and implementation \$15,000</p> <p>Year 2 iBest implementation \$15,000</p> <p>iBest PD for regional CTE providers \$10,000</p>	<p>Establish iBest workgroup.</p> <p>CAERC representatives observe and participate in iBest training in Washington/Oregon.</p> <p>Representatives provide iBest PD for regional CTE teams.</p> <p>Set up a PD system that includes blended and distance learning for teachers to maximize their ability to accelerate student progress.</p> <p>Pilot iBest in selected locations in region (evaluation and dissemination).</p> <p>Utilize the NextEd Regional Industry Roundtables to review curriculum by industry sector.</p> <p>Connect to support services with Regional Transition Specialists to case manage student progress from High School to K12 AE to CC.</p>	<p>Implement iBest in CTE programs.</p> <p>Continue PD support on iBest.</p> <p>Monitor and evaluate progress of strategy.</p>	<p>Coordinate iBest training.</p> <p>Contract iBest trainers.</p> <p>Host and coordinate planning meetings.</p> <p>Coordinate regional iBest pilot (e.g., registration, printing, materials, facilities, evaluation, etc.)</p>

Regional Key Priority	Strategy	Estimated Cost	2015 -2016	2016 - 2017	Potential Role of the Consortium
<p>Alignment and Pathways</p>	<p><i>(14) Increase Vocational English as a Second Language (VESL) Course Offerings and Program Components to Accelerate Student Progress and Placement Into the Workforce for Adults for Whom English Is a Second Language</i></p>	<p>Year 1</p> <ul style="list-style-type: none"> • \$450,000 • Facilities TBD • Collaborative meetings \$84,000 • ESL professional development = \$15,000 (\$500/person) <p>Year 2</p> <ul style="list-style-type: none"> • \$450,000 • Facilities TBD • Collaborative meetings \$84,000 • VESL professional development = \$15,000 (\$500/person) 	<p>Establish workgroup.</p> <p>Analyze regional data to determine potential locations of new and/or expanded VESL courses.</p> <p>Explore technology options for curriculum and course materials.</p> <p>Collaborative planning coordinated by CAERC to ensure consistency between K-12 AE, CC, and Partners (e.g., SETA, Building Skills Partnership) and within each system.</p> <p>Connect and leverage Partners (e.g., SETA, Building Skills Partnership) resources and services.</p> <p>Identify and incorporate workplace skills including soft skills into all ESL courses.</p> <p>Add additional VESL courses to regional asset map.</p>	<p>Analyze regional data to determine potential locations of new and/or expanded VESL courses.</p> <p>Update regional asset map with new VESL courses.</p> <p>Continue collaborative planning for course alignment.</p> <p>Continue offering professional development on VESL.</p> <p>Monitor and evaluate progress of strategy.</p>	<p>Host and coordinate planning meetings and professional development (e.g., registration, printing materials, facilities, etc.).</p>

Regional Key Priority	Strategy	Estimated Cost	2015 -2016	2016 - 2017	Potential Role of the Consortium
Student Support Services	(6) Coordinate and Expand Marketing and Outreach Efforts	<p>Year 1 Collaborative meetings to develop and design print media, electronic media \$75,000</p> <p>Year 2 Continue development and design print media, electronic media.</p> <p>Distribute print media, electronic media regionally \$75,000</p>	<p>Establish workgroup.</p> <p>Develop regional marketing and outreach plan to “re-brand” AE.</p> <p>Develop marketing and outreach tools (e.g., Executive Summary, In-depth newsletter feeder materials, videos, PSAs)</p> <p>Identify target audiences: policy decision makers, corporate heads, stakeholders, CTE, the users, etc.</p> <p>Identify and leverage Partners resources and programs as part of outreach.</p>	<p>Continue development of marketing and outreach tools.</p> <p>Distribute and disseminate.</p> <p>Monitor and evaluate progress of strategy.</p>	
	(7) Increase Number of Transition Specialists and Incorporate Collaborative Case Management	<p>Year 1 Collaborative planning for workgroup \$84,000</p> <p>One Transition Specialist per Member organization \$600,000 (Beginning Spring 2016)</p> <p>Transition Specialist Regional Coordinator \$120,000 (full year)</p> <p>Year 2 Transition Specialist Regional Coordinator \$120,000</p>	<p>Establish workgroup.</p> <p>Create job descriptions for Transition Specialist Coordinator and Transition Specialist.</p> <p>Hire Transition Specialist Coordinator and Transition Specialists.</p> <p>Collaborate with Partners to support program areas and transitions.</p> <p>Provide PD for Transition Specialists on Collaborative Case Management.</p>	<p>Collaborate with Alignment and Pathways workgroup.</p> <p>Continue PD for Transition Specialists.</p> <p>Collaborate with Partners to support program areas and transitions.</p> <p>Monitor and evaluate progress of strategy.</p>	<p>Host and coordinate planning meetings.</p> <p>Contract/hire Transition Specialists and Transition Specialist Coordinator.</p> <p>Coordinate efforts with Alignment and</p>

Regional Key Priority	Strategy	Estimated Cost	2015 -2016	2016 - 2017	Potential Role of the Consortium
Student Support Services		One Transition Specialist per Member organization \$1,200,000 (full year)	Collaborate with Alignment and Pathways workgroup.		Pathways workgroup.
	(10) Coordinate Transitional Planning for AWD Among PreK-22 Providers	<p>Year 1 Collaborative planning for workgroup \$84,000</p> <ul style="list-style-type: none"> • Release time • Facilities • Food • Printing <p>Annual regional event (CAERC) \$15,000</p> <p>Professional development (SCOE) \$15,000 (\$500/person)</p> <p>Year 2 Collaborative planning for workgroup \$84,000</p> <ul style="list-style-type: none"> • Release time • Facilities • Food • Printing <p>Annual regional event (CAERC) \$15,000</p> <p>Professional development (SCOE) \$15,000 (\$500/person)</p>	<p>Recruit and partner with K-22 special education teams.</p> <p>Collaborative time to coordinate planning to improve communication across system and service providers (e.g., DD Services, Alta Regional, DOR, employers, PreK-22 educational system, AE, SELPA regional networks, etc.).</p> <p>Partner with CAERC partners to host annual regional events to share programs/services and identified gaps.</p> <p>Collaborate with CAERC Partners to provide professional development for teachers and administrators (e.g., K12 AE, K12 SELPA, CC, Alta Regional) to support development of individual transition plans beginning at age 16.</p>	<p>Collaborative time to coordinate planning with Members/Partners.</p> <p>Co-host annual regional events with Partners and Members to share programs and services and identified gaps.</p> <p>Collaborate with Members/Partners to provide professional development for teachers and administrators (K12 AE, K12 SELPA, CC, partners i.e., Alta Regional) to support development of individual transition plans beginning at age 16.</p> <p>Monitor and evaluate progress of strategy.</p>	<p>Host and coordinate planning meetings.</p> <p>Coordinate and deliver regional event and professional development (e.g., registration, printing materials, facilities, etc.)</p> <p>Connect and leverage Partners resources and services (e.g., K12 SELPA, Alta Regional)</p>

Regional Key Priority	Strategy	Estimated Cost	2015 -2016	2016 - 2017	Potential Role of the Consortium
Student Support Services	(12) Increase Availability and Access to Support Services	<p>Year 1 Collaborative planning meetings for workgroup \$84,000 (e.g., release time, facilities, food, materials for meetings, etc.)</p> <p>Funding for support service staff and services as determined by workgroup \$200,000</p> <p>Year 2 Collaborative planning meetings for workgroup \$84,000 (e.g., release time, facilities, food, materials for meetings, etc.)</p> <p>Funding for support service staff and services as determined by workgroup \$500,000</p>	<p>Establish workgroup.</p> <p>Determine what support services are currently present and which ones have the most positive impact on learner persistence and completion based on workgroup knowledge, discussion/surveys/input from pilot district(s) teachers, students, and Partners.</p> <p>Prioritize proposed support services. Select services that will most positively impact student success.</p> <p>Workgroup will continue to meet and:</p> <ul style="list-style-type: none"> • Write job descriptions for necessary support services (e.g., child care providers, tutors, translators). • Create a budget for support services that do not require personnel (translation costs if translators are not necessary). • Find space for support service personnel. • Hire necessary support service staff. <p>Connect and leverage Partners (e.g. Regional Transit, DOR, SETA, Child Action) resources and programs/services.</p>	<p>Workgroups meet quarterly to evaluate implementation and perceived success/impact of student services.</p> <p>Workgroup to phase out, and staff to work and evaluate (based on staff and student surveys and feedback) support services, improving services based on evaluations.</p> <p>Connect and leverage Partners (e.g. Regional Transit, DOR, SETA, Child Action) resources and programs/services.</p> <p>Monitor and evaluate progress of strategy.</p>	Host and coordinate planning meetings.

Regional Key Priority	Strategy	Estimated Cost	2015 -2016	2016 - 2017	Potential Role of the Consortium
Data and Accountability	(8) Establish Virtual Communication Network Among AE Providers Support Collaboration Across Systems	<p>Year 1 Contract professional firm to develop AE Communication Network in collaboration with communication workgroup. \$50,000</p> <p>Year 2 Maintenance, site updates, and hosting fees for AE Collaborative Communication Network \$50,000</p>	<p>Establish communication workgroup.</p> <p>Determine platform and format/specifications of system.</p> <p>Contract provider to develop AE Communication Network.</p> <p>Roll out AE Collaborative Communication Network to Members and Partners.</p>	<p>Update user access.</p> <p>Monitor and evaluate progress of strategy.</p>	<p>Host and coordinate collaborative meetings.</p> <p>Contract provider or platform.</p>
	(11) Design, Pilot, and Utilize Consortium-Wide Data and Accountability System	<p>Year 1 Contract professional firm to develop data and accountability system in collaboration with communication workgroup. \$500,000</p> <p>Year 2 Contract professional firm to maintain, update data system, and provide professional development on how to use the data system required by the state. \$500,000</p>	<p>Establish workgroup.</p> <p>Develop the criteria for initial data gathering and accountability. Each program will need to relay the data they need to collect as a requirement or to make informed data-driven decisions.</p> <p>Contract professional firm to create database.</p>	<p>Follow the state's guidelines regarding a data system and accountability.</p> <p>Provide professional development on how to use data system.</p> <p>Monitor and evaluate progress of strategy</p>	<p>Initiate the development of criteria of data to be collected by compiling the needs across the consortium.</p> <p>Contract professional firm to develop a system to collect data and facilitate the implementation of the expected statewide system.</p>

Regional Key Priority	Strategy	Estimated Cost	2015 -2016	2016 - 2017	Potential Role of the Consortium
Professional Development	(4) Provide Professional Development to Support Regional Priorities	<p>Year 1 Release time, presenter and support fees, food and printing \$150,000</p> <p>Year 2 Release time, presenter and support fees, food and printing \$150,000</p>	<p>Establish PD workgroup and shared database for PD (along leadership teams).</p> <p>Define accountability and assessment SB 173 and identify state priorities.</p> <p>Develop regional PD plan and identify:</p> <ul style="list-style-type: none"> • Priorities for professional development • Strategies for delivery of PD • All existing resources and sharing <p>Provide PD based on regional PD plan.</p> <p>Connect and leverage Partners (e.g., CATESOL, CASAS, OTAN, CALPRO, CCAE) for support and resources.</p>	<p>Continue to provide PD based on regional PD plan based on priorities established in year one after base requirements have been met.</p> <p>Connect and leverage Partners (e.g., CATESOL, CASAS, OTAN, CALPRO, CCAE) for support and resources.</p> <p>Monitor and evaluate progress of strategy.</p>	<p>Host and coordinate planning meetings.</p> <p>Host and coordinate regional PD events (e.g., registration, printing materials, facilities, etc.).</p>

Objective #1: Current Programs and Services

An evaluation of *current levels and types of adult education programs* within its region, including education for adults in correctional facilities; credit, noncredit, and enhanced noncredit adult education coursework; and programs funded through Title II of the federal Workforce Investment Act, known as the Adult Education and Family Literacy Act (Public Law 05-220).

Consortium Summary

Narrative

This section will describe the services and programs the consortium members and partners are currently providing in the consortium's region for each of the program areas as outlined in the AB86 Regional Comprehensive Plan. The evaluation of adequacy and quality will also be provided for each of the program areas. The following describes the evaluation of the current levels and types of adult education programs within the region.

Analysis

See Table 1.1a, Table 1.1b, and Table 1.2.

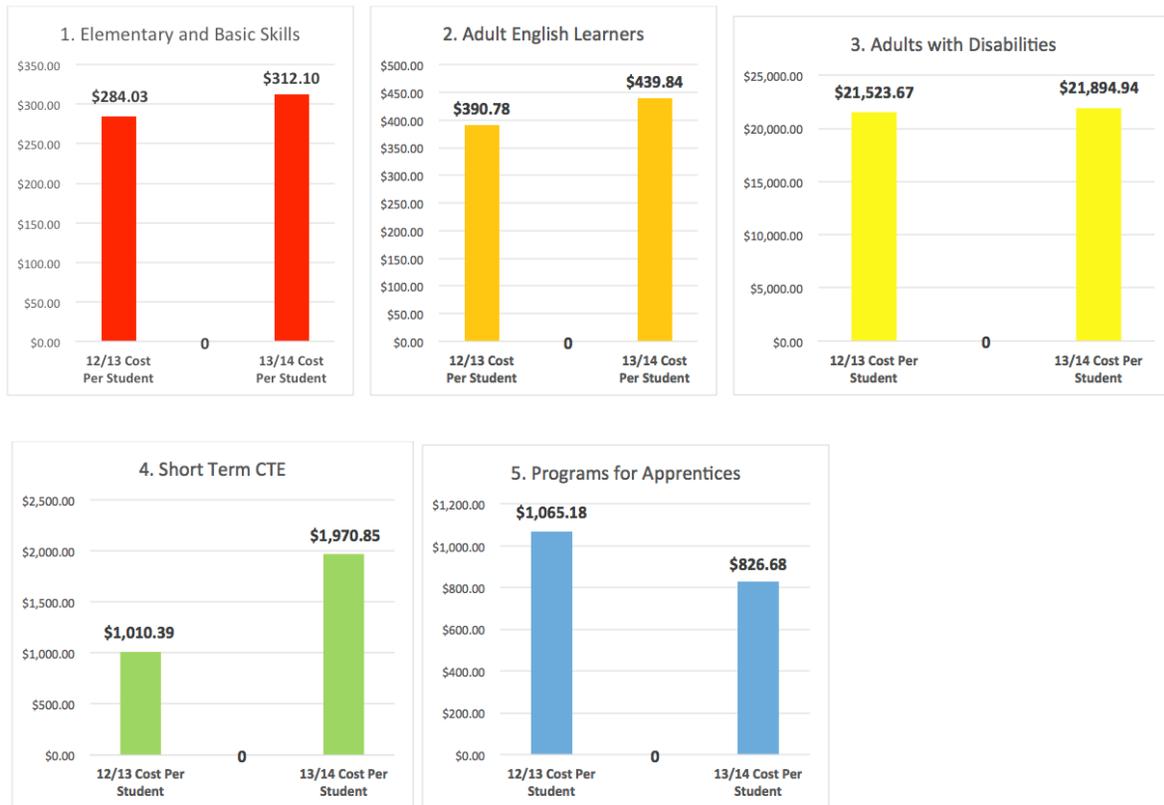
CAERC is comprised of 15 members, inclusive of 4 community colleges and 11 K–12 school districts, and 23 partner organizations. Member and partner agencies each have unique and effective approaches to serving their adult education student populations with well-prepared teachers, multiple student support services, variety of program-area curricula and assessments. CAERC members and partners provided adult education services for over 50,737 students (reported FY 13–14 unduplicated enrollment) across the five program areas. In 2013–14, \$224,826,039 was spent among CAERC members and partners to fund adult education services in the region. The highest expenditure was in Program Area 5: Adults with Disabilities with \$205,943,772. The lowest expenditure across the five program areas was in Program Area 5: Apprenticeships with a regional cost of \$635,715. (Note: It is expected that the total regional enrollment and regional cost are significantly higher as only 7 out of 20 of the partners reported data.)

Table A. CAERC 2013-14 Enrollment and Operational Cost

Program Area	Unduplicated Enrollment	% of Total Enrollment	Operational Cost	% of Total Cost	Cost Per Student
1. Elementary and Basic Skills	25,528	50%	\$7,967,216.59	3.5%	\$312.10
2. Adult English Learners	12,639	25%	\$5,559,138.21	2.5%	\$439.84
3. Adults with Disabilities	9,406	19%	\$205,943,772.90	91.6%	\$21,894.94
4. Short Term CTE	2,395	5%	\$4,720,196.69	2.1%	\$1,970.85
5. Program for Apprentices	769	2%	\$635,715.14	0.3%	\$826.68
Totals:	50,737	100%	\$224,826,039.53	100.0%	\$25,444.41

In comparing expenditure costs in each program, there was minimal change in Program Area 1, Program Area 2, and Program Area 3 from 2012-13 to 2013-14. However, there was a significant increase in spending in Program Area 4—\$1,010 (2012-13) to \$1,970 (2013-14). Program Area 5 funding per student also dropped from \$1,065 in 2012-13 to \$826 in 2013-14. Reference Figure 1.2.

Figure 1.2. Cost Comparisons



Adult Basic Education (ABE) and Adult Secondary Education (ASE) services are provided at the highest level among the five program areas with 71% (25 out of 35 agencies) of regional adult education services focused on ABE/ASE. The next highest percentage of services included programs for adult English learners with 65% (23 out of 35 agencies). However, there is a significant decrease of providers for Program Area 3: Adults with Disabilities with 20%, Program Area 4: Career Technical Education (CTE) with 37%, and Program Area 5: Apprenticeships with 20%. After a closer look at the distribution of which agencies provided the services, it was evident that CAERC members' (K-12 districts and Los Rios Community College Districts) programs focused on Program Areas 1 and 2. This contrasts with the distribution of services in Program Areas 3, 4, and 5, where partner agencies provided the bulk of these AE services.

Reference Table B and Table C for the summary of services provided by CAERC members and partners.

Table B. Summary of Members Adult Education Services Across Program Areas

Member Organization	Program Area				
	ABE/ASE	ESL	AWD	CTE	APP
Amador County USD	X	--	--	--	--
American River College	X	X	--	--	X
Center Joint USD	X	X	--	--	--
Cosumnes River College	X	X	--	--	--
Davis Joint USD	X	X	--	X	--
Elk Grove USD	X	X	X	X	--
Folsom Cordova USD	X	X	--	X	--
Folsom Lake College	X	X	--	--	--
Galt Joint Union High School District	X	X	--	X	--
Natomas USD	X	X	--	--	--
Sacramento City College	X	X	--	--	--
Sacramento City USD	X	X	X	X	X
San Juan USD	X	X	--	X	X
Twin Rivers USD	X	X	--	X	--
Washington USD	X	X	X	--	--

X = services offered -- = no services or data not provided

Table C. Summary of Partners Adult Education Services Across Program Areas

Partner Organization	Program Area				
	ABE/ASE	ESL	AWD	CTE	APP
Alta California Regional Center	--	--	X	--	--
Black Oak Mine USD	--	--	--	X	--
Building Skills Partnership	--	X	--	--	--
California Department of Corrections and Rehabilitation	--	--	--	--	--
California Department of Developmental Services	--	--	--	--	--
California Human Development	X	X	--	X	--
California State Library	--	--	--	--	--
Capital Region Academies for the Next Economy (CRANE)	n/a	n/a	n/a	n/a	n/a
El Dorado County Library	--	--	--	--	--
El Dorado County Office of Education	X	X	X	--	--
El Dorado Union High SD	--	--	--	--	--
Greater Sacramento Urban League	--	--	--	--	--
Highlands Community Charter and Technical Schools	X	X	--	X	X
La Familia Counseling Center	X	X	--	--	--
Mexican Consulate	n/a	n/a	n/a	n/a	n/a
Outreach and Technical Assistance Network (OTAN)	n/a	n/a	n/a	n/a	n/a
Sacramento Employment and Training Agency (SETA)	X	X	X	X	X
Sacramento ESL Program	--	X	--	--	--
Sacramento Food Bank & Family Services	X	X	--	--	--
Sacramento Job Corps	X	--	X	X	X
Sacramento Public Library	X	X	X	--	--
Yolo County Library	X	--	--	--	--
Yolo County Office of Education	X	--	--	X	X

X = services offered -- = no services or data not provided

Program Area 1: Adult Basic Education (ABE) / Adult Secondary Education (ASE) Elementary and secondary basic skills, including classes required for a high school diploma or high school equivalency certificate

Capital Adult Educational Regional Consortium Summary

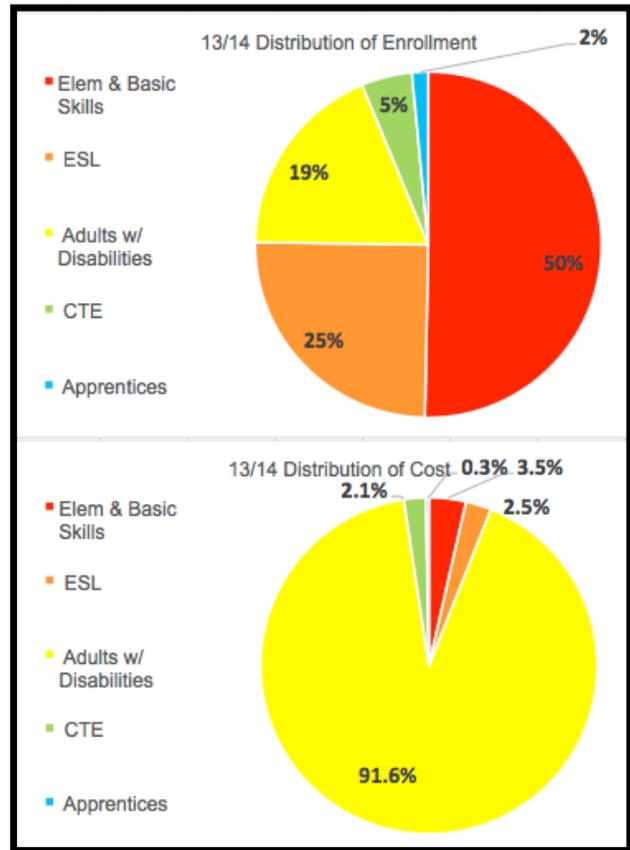
In the Capital Adult Educational Regional Consortium (CAERC), Program Area 1: Elementary and Secondary Basic Skills represented the largest segment with 50% of the total unduplicated enrollment (Programs 1-5) with 25,528 students in 2013-2014. \$7,967,216 was spent among CAERC members to fund Program 1 with an average cost of \$312 per student in 2013-2014. In comparison to the 2012-2013 data, there were no significant changes in student enrollment, operational cost, or cost per student. Details of the CAERC data are included in Table 1.1, Table 1.2, and Figure 1.3.

Members provided a wide variety of programs and services to support adult learners with elementary and secondary basic skills. This included non-accredited high school diploma programs, General Education Development (GED) preparation and testing, California High School Equivalency Exam (CAHSEE) preparation and testing, credit recovery courses, Adult Basic Education (ABE), and Adult Secondary Education (ASE) courses. Members consistently utilized the Comprehensive Adult Skills Assessment System (CASAS) and teacher-designed assessments to measure student progress. Courses were taught by credentialed, K-12 teachers and professional Los Rios Community College faculty who meet state minimum qualifications for their disciplines.

Two members, Elk Grove Adult and Community Education (EGACE) and San Juan Adult Education (SJAE), have capitalized on building community partnerships to further enhance Program 1 services. Five members (Center Adult School, EGACE, Galt Adult Education, SJAE, and Twin Rivers Adult School) have integrated technology and now offer blended learning as an option for course instruction with distance learning.

Refer to **Appendix A** for detailed descriptions of Program Area 1 program and services provided by CAERC Members and Partners.

Figure 1.3

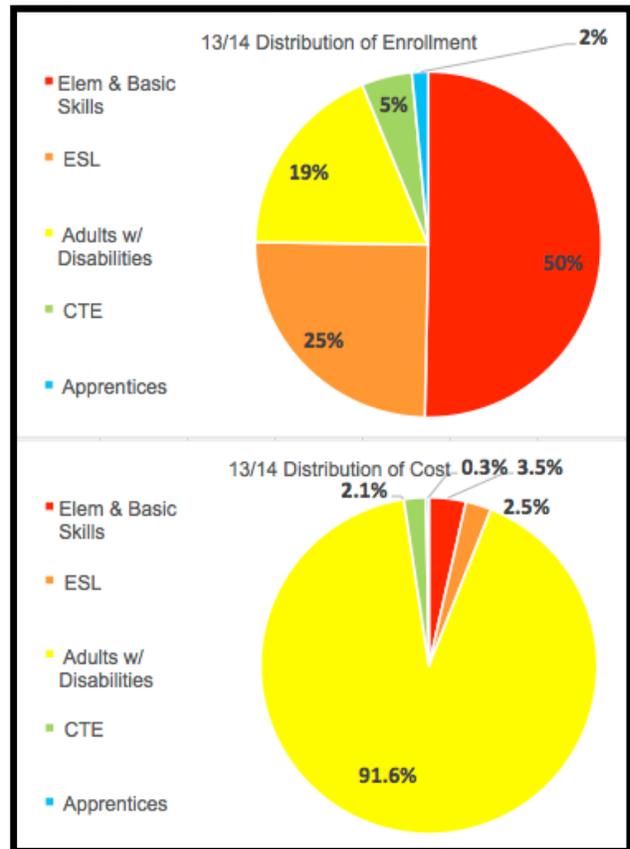


Program Area 2: Adult English Learners Classes and courses for immigrants eligible for educational services in citizenship and English as a second language, and workforce preparation classes in basic skills

Capital Adult Educational Regional Consortium Summary

In the Capital Adult Educational Regional Consortium (CAERC), Program 2: Classes and courses for immigrants eligible for educational services in citizenship and English as a second language, and workforce preparation classes in basic skills represented the second largest segment with 25% of the total unduplicated enrollment (Programs 1-5) with 12,639 students in 2013-2014. \$5,559,138 was spent among CAERC members to fund Program 2 with an average cost of \$439.84 per student in 2013-2014. There was a moderate decline in student enrollment with 2,664 more students served in the previous year 2012-2013. This impacted funding with the reduction of \$420,989 spent on programs and services to support adult immigrants and English learners. Details of the CAERC data are included in Table 1.1, Table 1.2, and Figure 1.3.

Figure 1.3



Members provided a broad spectrum of programs and services to support adult immigrants and English learners. This included courses for English as a Second Language (ESL), U.S. Citizenship, and Vocational English as a Second Language (VESL). Courses covered the breadth of language proficiency levels from Beginning Literacy through Advanced. Consortium members consistently utilized the Comprehensive Adult Skills Assessment System (CASAS) to accurately place students in the appropriate courses based on language proficiency levels. CASAS was also administered to exit and advance students to the next language level. Comprehensive curricular maps with clear performance targets were designed to ensure that students moved across proficiency levels.

Courses were taught by credentialed, K-12 teachers with specialized Teachers of English to Speakers of Other Languages (TESOL) certification and professional Los Rios Community College faculty who meet state minimum qualifications for their disciplines.

To supplement and enrich instruction, three members (Elk Grove Adult and Community Education, Center Adult School, and San Juan Adult Education) included distance learning opportunities, which was comprised of DVDs for checkout, online materials, and videos. Distance learning and technology integration have been critical to increasing student access for students with limited transportation and conflicting work/family schedules. Program 2 offerings have been further enhanced with VESL classes that provide English instruction in a blended learning environment specific to the career aspirations of students. VESL also enriches student learning with career exploration opportunities with the goal of entering training and/or employment. Two members, Elk Grove Adult and Community Education and San Juan Adult Education, have also capitalized on building community partnerships to further expand Program 2 services in their respective areas.

Refer to **Appendix A** for detailed descriptions of Program Area 2 program and services provided by CAERC Members and Partners.

Program Area 3: Adults with Disabilities (AWD) Education programs for adults with disabilities

Capital Adult Educational Regional Consortium Summary

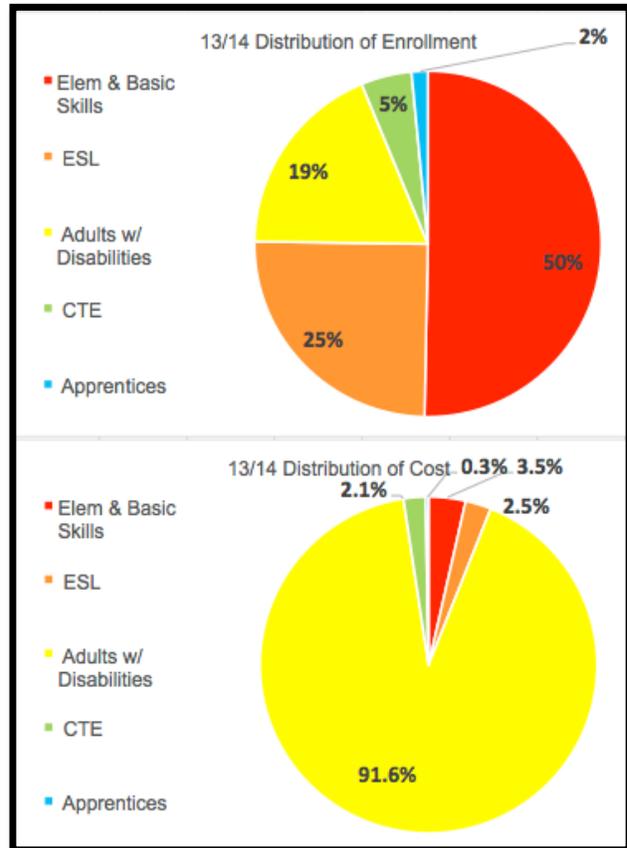
In the Capital Adult Educational Regional Consortium (CAERC), Program Area 3: Education programs for adults with disabilities had the third highest number of unduplicated enrollment with 9,406 students in 2013-2014. This represented 19% of the total enrollment across Programs 1-5. Alta California Regional Center, a CAERC partner, provided services to 8,524 adults with disabilities which is 91% of all services in the region.

A total of \$205,943,772 was spent among all CAERC members and partners to fund Program 3, which accounted for 91.6% of adult education spending in the region. Program 3 had the highest cost per student with \$21,894. Alta California Regional Center, the largest CAERC provider of Program 3, reported \$197,517,000 in operational costs for 2013-2014, whereas CAERC members spent \$1,546,772 for Program 3 with an average cost of \$2,762 per student in 2013-2014.

In comparison to the 2012-2013 data, there was a minimal decline in student enrollment with 100 fewer students served. Services have been eliminated in all but one of the K-12 district members. Just the year before, three additional K-12 district members (Elk Grove Unified School District, San Juan Unified School District, and Twin Rivers Unified School District) provided services for adults with disabilities. In 2013-2014, four members (Cosumnes River College, Folsom Lake College, Sacramento City College, and Sacramento City Unified) have provided programs and services to support adults with disabilities. Only one K-12 district member, Sacramento City Unified, continued to offer fee-based services. However, members have provided disabled students appropriate accommodations designed to assist students in being successful in regular adult education classes. Details of the CAERC data are included in Table 1.1, Table 1.2, and Figure 1.3.

Refer to **Appendix A** for detailed descriptions of Program Area 3 program and services provided by CAERC Members and Partners.

Figure 1.3

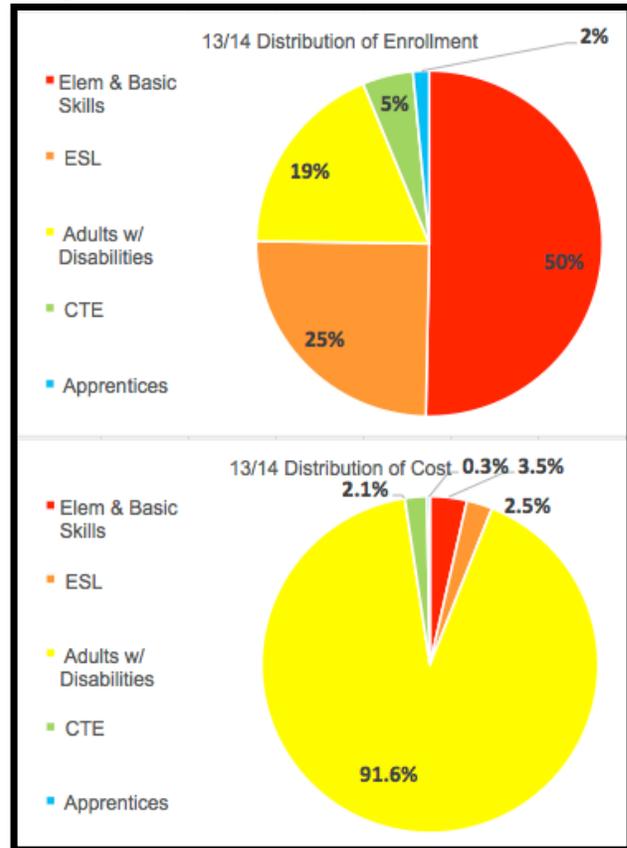


Program Area 4: Career Technical Education Short-term career technical education programs with high employment potential

Capital Adult Educational Regional Consortium Summary

In the Capital Adult Educational Regional Consortium (CAERC), Program Area 4: Short-term career technical education programs had the second lowest unduplicated enrollment with 2,395 students in 2013-2014. This represented 5% of the total enrollment across Programs 1-5. \$4,720,196 was spent among CAERC members to fund Program 4 with an average cost of \$1,970 per student in 2013-2014. Program 4 was the second highest expenditure per student for the Capital Adult Education Regional Consortium. In comparison to the 2012-2013 data, there was also a significant increase in the average cost per student spending with approximately \$1,000 more per student. However, there was a significant decline in student enrollment with 3,040 less students served. Details of the CAERC data are included in Table 1.1, Table 1.2, and Figure 1.3.

Figure 1.3



In 2013-2014, seven members (Davis Joint Unified, Elk Grove Unified, Folsom Cordova Unified, Galt Joint Union High School District, Sacramento City Unified, San Juan Unified, and Twin Rivers Unified) have provided career technical education (CTE) programs and services. Members have offered a diverse range of CTE programs and services representative of different technical fields and industries. The cross-section of programs included Comprehensive Nurse Assistant, Home Health Aide, National Certified Medical Assistant, Medical Assistant Administrative, Billing & Coding Specialist, Truck Driving, Auto Body Repair, Court Reporting, Pharmacy Technician, Office Specialist, Accounting Clerk, Welding & Manufacturing Technologies, Computer-Aided Drafting, Culinary Arts, and Horticulture & Landscaping.

Community partners were essential to providing high-quality services in specific technical fields to adult students in the region. Partners included California Human Development, Highlands Community Charter and Technical Schools, Sacramento Job Corps, Cosumnes River College (CRC), Rio Cosumnes Correctional Center (RCCC), Sacramento Employment and Training Agency (SETA), California Department of

Rehabilitation (DOR), Sacramento County Office of Education, San Joaquin County Office of Education, Yolo County Office of Education, and Boston Reed. All programs were fee-based, and some programs received supplemental funding through Pell Grants, Cal Perkins Grants, SETA Grants, and Stafford Loans. Ongoing collaboration between community partners and members assisted in streamlining programs and services to better meet the needs of students in CTE programs. Several members noted the increase in demand for CTE programs, but unfortunately, were unable to provide services due to fiscal and personnel constraints.

Refer to **Appendix A** for detailed descriptions of Program Area 4 program and services provided by CAERC Members and Partners.

Program Area 5: Apprenticeships Programs for apprentices

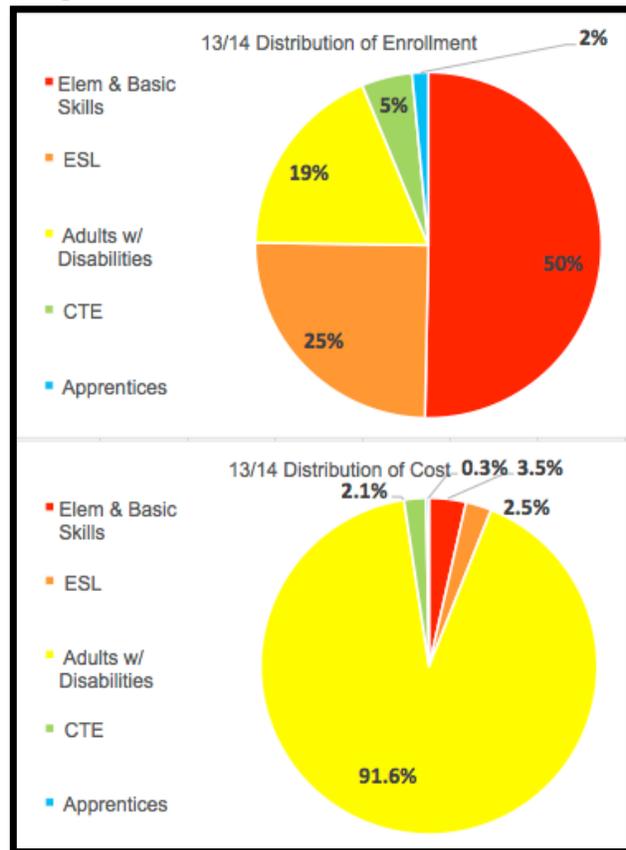
Capital Adult Educational Regional Consortium Summary

In the Capital Adult Educational Regional Consortium (CAERC), Program Area 5: Apprenticeships had the lowest unduplicated enrollment with 769 students in 2013-2014. This represented 2% of the total enrollment across Programs 1-5. \$635,715 was spent among CAERC members to fund Program 5 with an average cost of \$826.68 per student in 2013-2014. In comparison to the 2012-2013 data, there was also a slight increase in student enrollment with 170 more students participating. There was no significant change in total consortium operational cost. Details of the CAERC data are included in Table 1.1, Table 1.2, and Figure 1.3.

In 2013-2014, Los Rios Community College District, Sacramento City Unified, Sacramento County, and San Juan Unified have provided apprenticeship programs and services in the region. Apprenticeships included carpenters, ironworkers, electrical workers, firefighters, sheet metal workers, paramedics, hazardous materials technicians, and roofers. Community sponsors were essential to providing high-quality programs in specific occupations. Sponsors included Carpenters Training of Northern California, Field Iron Workers Apprenticeship, Sacramento Valley Sheet Metal Heating & Air Conditioning, Sacramento Area Joint Apprenticeship, Western Electrical Contractors Association, and California Fire Fighter Joint Apprenticeship Committee. All the apprenticeship programs at American River College were college-level, credit programs.

Some programs were fee-based, and some programs received supplemental funding through Related and Supplemental Instruction (RSI). In 2008-2009, programs received \$1,948,830 in RSI funding. In 2014-2015, programs anticipate \$1,911,269 in RSI funding.

Figure 1.3



AB 86 Apprenticeship List of LEA's		
LEA	Sponsor	Craft/Occupation
Los Rios CCD (ARC)	Carpenters Training of Northern California (Fairfield Only)	Carpenter
Los Rios CCD (ARC)	Field Iron Workers Apprenticeship	Ironworkers
Los Rios CCD (ARC)	Sacramento Area Electrical Apprenticeship	Electrician
Los Rios CCD (ARC)	Sacramento Valley Sheet Metal Heating & Air Conditioning	Sheet Metal
Sacramento City USD	California Fire Fighter Apprenticeship Committee	Fire Fighters
Sacramento City USD	Sacramento Area Joint Apprenticeship	Floor Coverers
Sacramento County	California Fire Fighter Joint Apprenticeship Committee (JAC)	Fire Fighter
Sacramento County	California Fire Fighter Joint Apprenticeship Committee (JAC)	Fire Fighter II
Sacramento County	California Fire Fighter Joint Apprenticeship Committee (JAC)	Fire Medic
Sacramento County	California Fire Fighter Joint Apprenticeship Committee (JAC)	Paramedic
Sacramento County	California Fire Fighter Joint Apprenticeship Committee (JAC)	Fire Officer
Sacramento County	California Fire Fighter Joint Apprenticeship Committee (JAC)	Fire Engineer
Sacramento County	California Fire Fighter Joint Apprenticeship Committee (JAC)	Fire Apparatus Engineer
Sacramento County	California Fire Fighter Joint Apprenticeship Committee (JAC)	Hazardous Materials Technician
Sacramento County	California Fire Fighter Joint Apprenticeship Committee (JAC)	Fire Marshal
Sacramento County	California Fire Fighter Joint Apprenticeship Committee (JAC)	Fire Prevention Officer
Sacramento County	California Fire Fighter Joint Apprenticeship Committee (JAC)	Fire Fighter Paramedic
Sacramento County	California Fire Fighter Joint Apprenticeship Committee (JAC)	Arson/Bomb Investigator
San Juan USD	Western Electrical Contractors	Electrician,

	Association	Construction
San Juan USD	Roofers/Waterproofers	Roofers/Waterproofers
San Juan USD	California Fire Fighter Joint Apprenticeship Committee (JAC)	Fire Fighter
San Juan USD	California Fire Fighter Joint Apprenticeship Committee (JAC)	Fire Fighter II
San Juan USD	California Fire Fighter Joint Apprenticeship Committee (JAC)	Fire Medic
San Juan USD	California Fire Fighter Joint Apprenticeship Committee (JAC)	Paramedic
San Juan USD	California Fire Fighter Joint Apprenticeship Committee (JAC)	Fire Officer
San Juan USD	California Fire Fighter Joint Apprenticeship Committee (JAC)	Fire Engineer
San Juan USD	California Fire Fighter Joint Apprenticeship Committee (JAC)	Fire Apparatus Engineer
San Juan USD	California Fire Fighter Joint Apprenticeship Committee (JAC)	Fire Inspector
San Juan USD	California Fire Fighter Joint Apprenticeship Committee (JAC)	Hazardous Materials Technician
San Juan USD	California Fire Fighter Joint Apprenticeship Committee (JAC)	Training Officer
San Juan USD	California Fire Fighter Joint Apprenticeship Committee (JAC)	Fire Marshal
San Juan USD	California Fire Fighter Joint Apprenticeship Committee (JAC)	Fire Prevention Officer
San Juan USD	California Fire Fighter Joint Apprenticeship Committee (JAC)	Fire Fighter Paramedic
San Juan USD	California Fire Fighter Joint Apprenticeship Committee (JAC)	Arson /Bomb Investigator
San Juan USD	Western Electrical Contractors Association	Electrician, Construction

Related and Supplemental Instruction RSI Funding			
LEA	2008-09	2012-13	2013-14
Los Rios CCD	\$299,483.00	\$757,595.00	\$757,595.00
Sacramento City USD	\$253,000.00	\$201,882.00	\$201,882.00
Sacramento County	\$791,333.00	\$621,644.00	\$621,644.00
San Juan USD	\$605,014.00	\$468,523.00	\$468,523.00
Totals:	\$1,948,830.00	\$2,049,644.00	\$2,049,644.00

Refer to **Appendix A** for detailed descriptions of Program Area 5 program and services provided by CAERC Members and Partners.

Objective #2: Current Needs

An evaluation of current needs for adult education programs within the consortium's region.

Consortium Summary

Narrative

This section will describe and assess current needs for each of the AB86 adult education program areas (1-5), including the needs that are currently unmet.

An evaluation of adequacy and quality will also be provided for each of the program areas.

Analysis

See Table 2.0 and Tables A-H

Consortium Needs Across Program Areas 1-5

In preparation for the first regional Summit held on September 11, 2014, CAERC members and partners were tasked with identifying the region's needs and gaps. At Summit I, attendees met in program-area collaboration teams to share their organization's perspective and to identify the regional trends. Faculty and administration representing all program areas of the consortium came together to brainstorm, discuss, rank, and then vote on perceived needs/gaps in the region.

After the Summit, Program Area Subcommittees convened to refine the list of needs and gaps for the Capital Region. A demographic analysis was conducted to evaluate the regional needs and adequacy. Members had the opportunity to refine their responses to Objective 2, and responses from CAERC partners were solicited.

Some overarching trends appeared across Program Areas 1-5. These regional trends include the need for:

- Targeted, braided, dedicated and coordinated funding for adult education;
- Increased and ongoing coordination and collaboration between K-12 adult education, community college, and community partners across the consortium;
- Transitions and curricular alignment and standardized articulation;
- Common assessment and data systems to track student progress across and within program areas;
- Curricular integration across program areas, specifically apprenticeships;
- Expansion of program services and availability of course offerings;
- Increased student support services for counseling and career development;
- Use of technology in both coursework and communication for coordination and collaboration;

- Consortium-wide professional development coordination and support;
- Consortium-wide communication tools (i.e., websites, social media, email listserv, online forum, etc.);
- Re-branding of adult education to increase awareness and outreach; and
- Increased student access to regional resources (i.e., childcare, mental health services, housing options, transportation, and translation services).

CAERC Summary of Identified Regional Gaps and Needs	
Program Area 1: ABE/ASE	<ul style="list-style-type: none"> • Dedicated Funding for Ongoing Collaboration • Development of Regional Resource Asset Map and Communication Tools • Family Literacy • Common Assessment and Data Systems • Transitional and Curricular Alignment • Student Support Services • Program and Service Expansion • Professional Development
Program Area 2: Adult English Learners	<ul style="list-style-type: none"> • Increased Collaboration and Articulation • Improved Accountability and Assessment • Alignment of Curriculum between Adult Education and Community College, Increased Student Support Services • Expansion Course Offerings • Increased Access to Professional Development.
Program Area 3: Adults with Disabilities	<ul style="list-style-type: none"> • Academic and Transition Assessment Alignment • Streamlined Student IEP Transition • Expanded Access to Resources • Dedicated Funding of Services and Coordination for Students with Autism • Increased Resources and Dedicated Funding
Program Area 4: CTE	<ul style="list-style-type: none"> • Coherent and Aligned Systems for CTE • Equity and Access to CTE Programs • Expanded Communication and Marketing for CTE Programs • Industry-Specific and Generalized Professional Development • Systemic Data Collection System
Program Area 5: Apprenticeships	<ul style="list-style-type: none"> • Dedicated Funding for Apprenticeship Programs • Curricular Integration of Apprenticeships with other Program Areas • Student Support Services – Career Counselors and Job Developers • Increase Awareness about Apprenticeships • Standardized Articulation • Re-brand Adult Education

Demographic and Economic Profiles of Region

A closer look at the regional demographic data revealed that the needs identified from the CAERC members and partners were substantiated. It is clearly evident that post “flex funding,” adult education services dramatically declined. Included in this section are the data analyses and the corresponding data sources.

“The California budget crisis that resulted in a significant reduction of adult education funding and shifted control of the state apportionment funds for adult schools to local school districts created unprecedented pressures on the adult school system. Many local educational agencies were forced to make deep funding and program cuts. Delegating state funding decisions to the local districts has pressured districts to choose between serving adult learners and Kindergarten through twelfth grade pupils. At a time of increasing global competition, the implications of declining adult education funds will become more and more serious, both for the economic future of the state and its residents.”¹ This shift became known as “flex funding.” Flex funding resulted in two things:

¹Source: CDE End-of-Year 2012–13 Progress Report to the Legislature Implementation and Impact of the Workforce Investment Act, Title II: Adult Education and Family Literacy Act

1. The California Education Code regulations regarding the use of adult education funds were relaxed.
2. Local Educational Agency (LEA) Boards could use available funds for any purposes they deemed appropriate.

Historically, annual data collection included ten program areas. Gradually, the ten program areas became five through either consolidation or elimination. The remaining five program areas are:

1. Elementary and secondary basic skills, including classes required for a high school diploma or high school equivalency certificate.
2. Classes and courses for immigrants eligible for educational services in citizenship and English as a Second Language (ESL), and workforce preparation classes in basic skills.
3. Education programs for adults with disabilities.
4. Short-term career technical education programs with high employment potential.
5. Programs for apprentices.

Prior to “flex funding,” CDE had the authority to collect annual enrollment data from LEA’s. As a result of “flex funding” the authority was relaxed. Consequently, the collection of reliable enrollment data for adult education suffered. Since LEA’s were no longer required to collect enrollment data, they used their reduced funding for educational purposes – rather than data collection. Longitudinally reliable data is now available on only two of the five adult education program areas addressed in AB86. They are: **1. Elementary and basic skills (Adult Basic Education including Adult**

Secondary Education); 2. Classes for immigrants (English as a Second Language including citizenship, but not including workforce preparation). The only remaining source was for the enrollment, demographic, and performance data required by the federal government from adult education and literacy providers who receive federal funds authorized under the *Adult Education and Family Literacy Act of 1998 (AEFLA)*, enacted as Title II of the *Workforce Investment Act (WIA) of 1998* (P.L. 105-220). The adult education enrollment data for these two program areas (1 and 2) were provided by the Comprehensive Adult Student Assessment System (CASAS), the assessment and data contractor for California Department of Education (CDE). In 2008-09, enrollment was estimated to be more than 90 percent of the total enrollment statewide leaving 10 percent unaccounted for.

Since 2008-09, the *unaccounted for 10 percent* would have included enrollments from all eligible providers not receiving AEFLA Title II WIA federal funding such as the Los Rios Community College District. Of the 110 community colleges, only 17 applied for and received AEFLA Title II WIA federal funding.

A brief overview of AEFLA Title II WIA follows:

“The Adult Education—Basic Grants to States program authorized under the *AEFLA*, Title II of *WIA* (P.L. 105-220), is the major source of federal support for adult basic education and literacy education programs. When *AEFLA* was authorized in 1998, Congress made accountability for student results a central focus of the new law, setting out new performance accountability requirements for state and local programs that measure program effectiveness on the basis of student academic achievement and employment-related outcomes. The U.S. Department of Education’s Office of Vocational and Adult Education (OVAE) established the National Reporting System (NRS) to not only define the measures and implement the accountability requirements of *AEFLA*, but to act as a reservoir of data collected under these measures.”²

²Source: U.S. Department of Education, Office of Vocational and Adult Education annual report to Congress, PY 2010-11)

“The California Department of Education (CDE) Adult Education WIA, Title II: AEFLA federally funded programs provide educational opportunities and support services to one-fifth of the nation’s adults enrolled in WIA, Title II: AEFLA programs. These programs address the unique needs of individuals and communities by providing adults with the literacy skills and knowledge necessary to become positive contributors to their families and local economies. California adult education programs help learners (a) gain employment or better their current employment; (b) obtain a high school diploma or GED® certificate; (c) attain skills necessary to enter postsecondary education and training; (d) exit public welfare and become self-sufficient; (e) learn to speak, read, and write the English language; (f) master basic academic skills to help their children succeed in school; and (g) become U.S. citizens, exercise their civic responsibilities, and participate in a democratic society.”³

³Source: CDE, California Annual Performance Report 2012–13

Data for the remaining three program areas: **3. Educational programs for Adults with Disabilities, 4. Short-term Career Technical Education programs with high employment potential, and 5. Programs for Apprentices** came from a variety of sources including: U.S. Census—American Community Survey (ACS); California Department of Finance; and California Department of Education—EdQuest. Much of the data for these three program areas included children in grades K-12 or persons 5 years of age and older. Where possible, data for adults was segmented out, but were not necessarily being served. Reference **Table A: 2010 Age Group Percentiles by County**.

In California, as the demand for a highly educated workforce escalates, the state remains challenged in meeting this need. More than 3.5 million adults in CA “do not speak English well or not at all.” Total WIA enrollment data for California went from 618,767 in 2008-09 to 302,169 in 2012-13, a drop of 316,598 learners over a five-year period, or an average of 63,320 per year during those years. As cited in the CDE’s “End-of-Year 2012-13 Progress Report to the Legislature Implementation and Impact of the Workforce Investment Act, Title II: Adult Education and Family Literacy Act:

“The need for adult education in California has the potential to increase dramatically given the following: increasing immigration, low level of skills (a.k.a. skills gap) coupled with a high demand for middle-skill jobs, limited English proficiency of the population, lack of basic skills and workplace readiness, high rate of high school dropouts, and limited postsecondary preparation of many high school graduates.”

And from the U.S. DOE/ 2013:

“Tapping the Potential Profile of Adult Education Target Population. In CA, approximately six million adults do not possess a high school diploma or its equivalent. Approximately three million CA adults without high school credentials are unemployed or not in the labor force.”

Table A. 2010 Age Group Percentiles by County

Source: ACS, U.S. Census

State/County	Age Group							
	Total Number (All ages)	Preschool Age (0-4 years)	School Age (5-17 years)	College Age (18-24 years)	Working Age (25-64 years)	Young Retirees (65-74 years)	Mature Retirees (75-84 years)	Seniors (85 or more years)
Amador	37,853	3.8%	12.8%	6.4%	56.1%	11.8%	6.3%	2.6%
El Dorado	180,921	5.2%	17.5%	7.4%	55.1%	8.6%	4.4%	1.7%
Placer	350,275	5.9%	18.4%	7.8%	52.6%	8.3%	4.9%	2.1%
Sacramento	1,420,434	7.1%	18.4%	10.1%	53.2%	5.9%	3.7%	1.6%
Yolo	201,311	6.2%	16.3%	18.9%	48.7%	5.3%	3.1%	1.5%
CAERC Totals	2,190,794	145,092	395,384	224,676	1,158,205	143,735	86,205	37,497
CAERC Age Group Percentages	100.0%	6.6%	18.0%	10.3%	52.9%	6.6%	3.9%	1.7%
California	37,309,382	6.8%	18.1%	10.6%	53.1%	6.1%	3.7%	1.6%

Data show that there is a significant need in the regional population for adult education programs to support the number of qualified workers needed. Access to quality adult education services across all five program areas have plummeted as evidenced by 45,199 current enrollments versus 85,860 in 2008-09 (before “flex funding”). This represents a 47.4% overall drop of 40,661 individuals not having access to these programs in this region. The unmet needs of adult learners have significantly increased while the number of adult education services have declined. Reference **Table B: Summary of the Evaluation of Existing Adult Education Programs.**

- Program 1: Decreased from 2008-09 enrollments by 25.6% (9,608) in 2012 and 27.9% (10,461) in 2013-14.
- Program 2: Decreased from 2008-09 enrollments by 36.8% (12,772) in 2012 and 34.2% (14,049) in 2013-14.
- Program 3: Decreased from 2008-09 enrollments by 75.7% (2,447) in 2012 and 81.9% (2,649) in 2013-14.
- Program 4: Decreased from 2008-09 enrollments by 70.1% (11,012) in 2012 and 82.0% (7,537) in 2013-14.
- Program 5: Decreased from 2008-09 enrollments by 36.8% (669) in 2012 and 34.2% (623) in 2013-14.

The data reveal a continued decline of AE services from 2012-2013 to 2013-2014. This has caused an ever-widening gap of services for adult learners in the region. The unmet need continues to increase at a steady pace.

Reference:

- **Table B.** Summary of the Evaluation of Existing Adult Education Programs
- **Table C.** Decline of Total Unduplicated Enrollment
- **Table D.** Unduplicated Enrollment by Program Area

Table B. Summary of the Evaluation of Existing Adult Education Programs
Source: CAERC Documentation

Program Area	FY 2008-09 Unduplicated Enrollment	FY 2012-13 Unduplicated Enrollment	FY 2013-2014 Unduplicated Enrollment
1 – Elementary and Basic Skills	37,514	27,906	27,053
2 – Classes with Courses for Immigrants	27,579	14,807	13,530
3 – Adults with Disabilities	3,233	786	584
4 – Short Term CTE	15,714	4,702	2,835
5 – Programs for Apprentices	1,820	1,151	1,197
Total Unduplicated Enrollment Across Program Areas 1-5	85,860	49,352	45,199

Table C. Decline of Total Unduplicated Enrollment

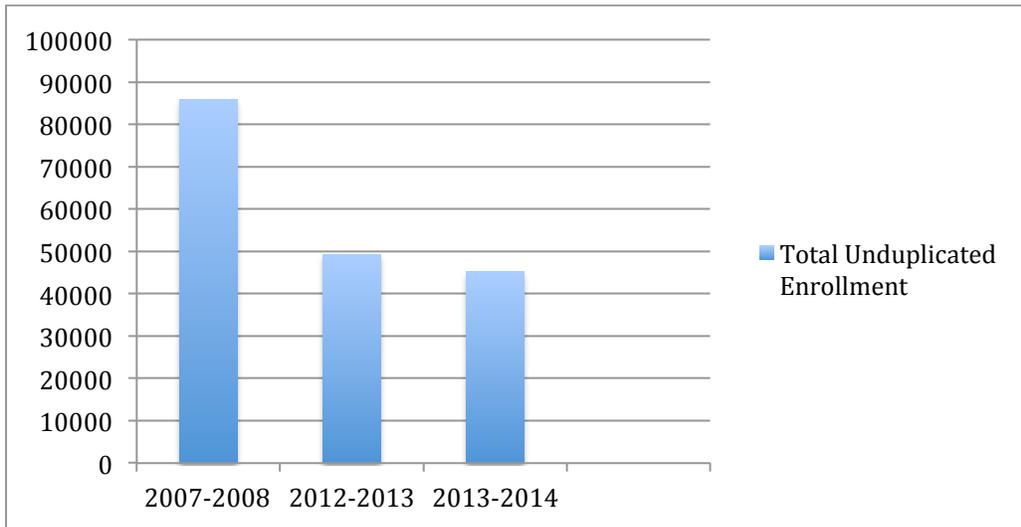
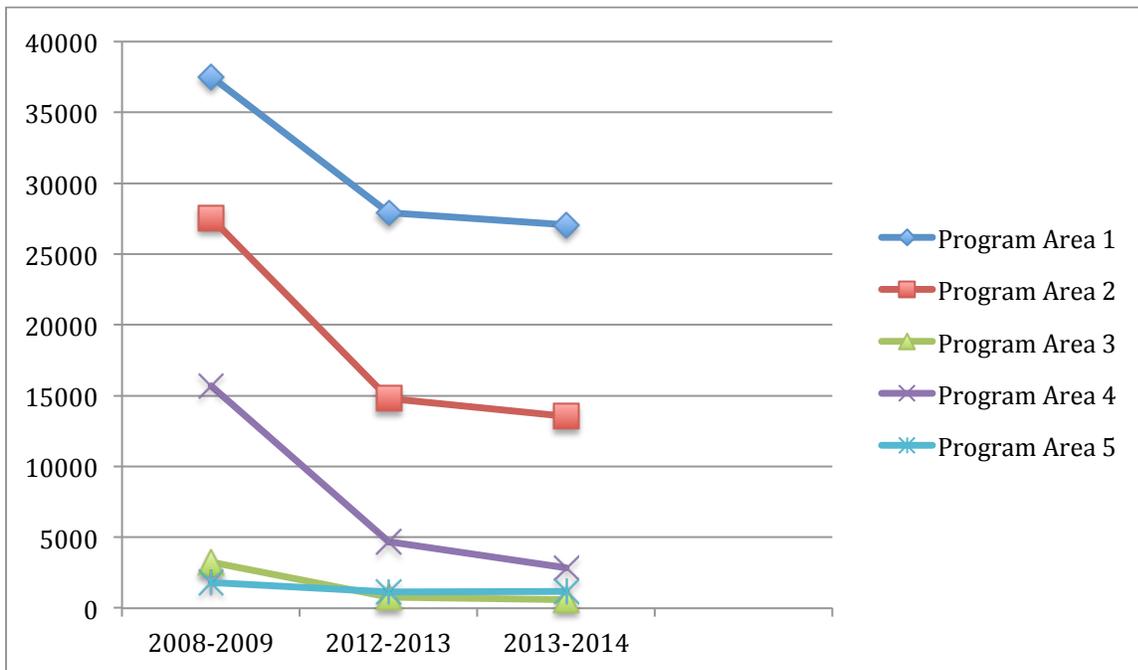


Table D. Unduplicated Enrollment by Program Area



A closer look at the ABE data revealed there was a **drop of 7.5% total ABA enrollment**. Per CASAS data, the CAERC ABE population for 2008-09 was 39.7% compared to 32.2% in 2012-13. In other words, this (ABE) population is increasing, and qualifications for and competition for jobs are also increasing. Consequently, there is a

need for greater access to educational/training opportunities for Program Area 1. Because of the inadequate funding, **25,802 adults are being unserved in Program Area 1: ABE/ASE in the CAERC region.**

Reference: **Table E: Adult Basic Education (ABE) – Elementary Skills**

Table E: Adult Basic Education (ABE) – Elementary Skills

CDE Data 2008-09* 76,516

	CASAS—20012-13—ABE				
	Beginning Literacy	Beginning Basic	Intermediate Low	Intermediate High	ABE Total
Statewide	12,678	17,854	30,706	73,184	134,422
CAERC	7,409	8,529	12,130	25,237	53,305
CAERC % of State	58.4%	47.8%	39.5%	34.5%	39.7%
	CASAS—20012-13—ABE				
	Beginning Literacy	Beginning Basic	Intermediate Low	Intermediate High	ABE Total
Statewide	5,862	11,149	19,643	48,693	85,347
CAERC	3,827	5,356	6,485	11,835	27,503
CAERC % of State	65.3%	48.0%	33.0%	24.3%	32.2%

Report, Table 4: Published from the CASAS Data Portal

Except for high school graduates, the annual unweighted CAERC median averages are less than the statewide data. In order to exceed the average earnings in each county, a person would have to have a Bachelor's degree or better. As a person's education increases, so does his/her annual income. This indicates a need for more adult education services in the region.

Reference: **Table F: Adult Basic Education (ABE) – Adult Secondary/GED (ASE) Median Past 12 Month Earnings by Educational Attainment**

In CAERC counties alone, 88.4% of individuals aged 25 years or older have attained a high school diploma or equivalent. That translates to 168,638 individuals (11.6%) of the population aged 25 years or older who do not have a high school diploma or equivalent. 20.5% to 28.3% of individuals in this age range have attained some college but not a degree. Those who have achieved an Associate's degree range from 6.9% (Yolo County) to 11.1% (Placer County). Interestingly, a higher percentage of that same population has achieved a Bachelor's degree with Placer being the highest at 23.1% and Sacramento the lowest with 18.5%. The Graduate or professional degree average

statewide is 11.5%, and all but Sacramento County exceed that percentage. All CAERC counties exceed the statewide average of 81.7% of individuals being a high school graduate or higher. All CAERC counties, except Sacramento (28.2%), exceed the statewide average of 31.0% for Bachelor's degree or higher.

Reference Table G: Adult Basic Education (ABE) – Adult Secondary/GED (ASE) Percentage of Population by Educational Attainment.

Specifically, ASE Low enrollment for CAERC totals for 2012-13 represented 5,513 fewer individuals (64.4%) than 2008-09 enrollments. The 2012-13 data indicated 5,180 fewer individuals (74.6%) in the ASE High category than in 2008-09. Overall, there is a dramatic drop in ASE enrollments. The 2012-13 statewide ASE totals were 59.9% below the 2008-09 statewide ASE totals. In the CAERC counties, ASE totals were 69.0% lower in 2012-13 than in 2008-09. Statewide, 46,422 individuals went unserved while 10,693 went unserved in CAERC counties.

Reference Table H: Adult Basic Education (ABE) – Adult Secondary/GED (ASE): Enrollment.

Table F. Adult Basic Education (ABE) – Adult Secondary/GED (ASE)

Median Past 12 Month Earnings by Educational Attainment

Geography	Population 25 years and over with earnings	Less than high school graduate	High school graduate (includes equivalency)	Some college or associate's degree	Bachelor's degree	Graduate or professional degree
El Dorado County	\$38,150	\$13,6914	\$27,116	\$34,182	\$55,604	\$69,764
Placer County	\$45,487	\$20,044	\$33,300	\$37,376	\$61,075	\$78,202
Sacramento County	\$36,286	\$19,521	\$26,391	\$34,654	\$52,152	\$71,887
Yolo County	\$34,519	\$16,979	\$30,897	\$32,318	\$44,011	\$60,377
Un-weighted CAERC Averages	\$38,611	\$17,559	\$29,426	\$34,633	\$53,211	\$70,058
California	\$36,297	\$19,057	\$27,262	\$35,888	\$54,931	\$77,093

Source: 2013 ACS (1-year estimates) Counties with 65,000+ population and 25+ years of age.

Median earnings in the past 12 months (in 2013 inflation-adjusted dollars)

Table G. Adult Basic Education (ABE) – Adult Secondary/GED (ASE) Percentage of Population by Educational Attainment

Geography	Population 25 years and over	Less than 9th grade	9th to 12th grade, no diploma	High school graduate (includes GED, etc.)	Some college, no degree	AA degree	BA/BS degree	Graduate or professional degree	High school graduate or higher	BA/BS degree or higher
California	25,147,232	10.1%	8.2%	20.8%	22.0%	7.9%	19.5%	11.5%	81.7%	31.0%
El Dorado County	128,269	2.1%	5.1%	21.0%	28.3%	10.0%	21.7%	11.8%	92.8%	33.5%
Placer County	251,876	2.1%	3.6%	21.3%	26.3%	11.1%	23.1%	12.5%	94.4%	35.6%
Sacramento County	957,553	6.5%	6.7%	23.5%	25.2%	9.8%	18.5%	9.7%	86.7%	28.2%
Yolo County	119,540	8.1%	7.5%	18.5%	20.5%	6.9%	20.3%	18.2%	84.4%	38.5%
CAERC	1,457,238	5.5%	6.1%						88.4%	
Number less than H.S. Diploma		79,907	88,731							

Source: 2013 ACS, U.S. Census

Table H. Adult Basic Education (ABE) – Adult Secondary/GED (ASE): Enrollment

CDE Data 2008-09* 76,516

	CASAS 2008-2009		
Geographical Area	ASE Low	ASE High	ASE Totals
Statewide	51,746	25,755	77,501
CAERC	8,558	6,943	15,501
	16.5%	27.0%	20.0%
	CASAS 2012-2013		
Geographical Area	ASE Low	ASE High	ASE Totals
Statewide	20,344	10,735	31,079
CAERC	3,045	1,763	4,808
	15.0%	16.4%	15.5%

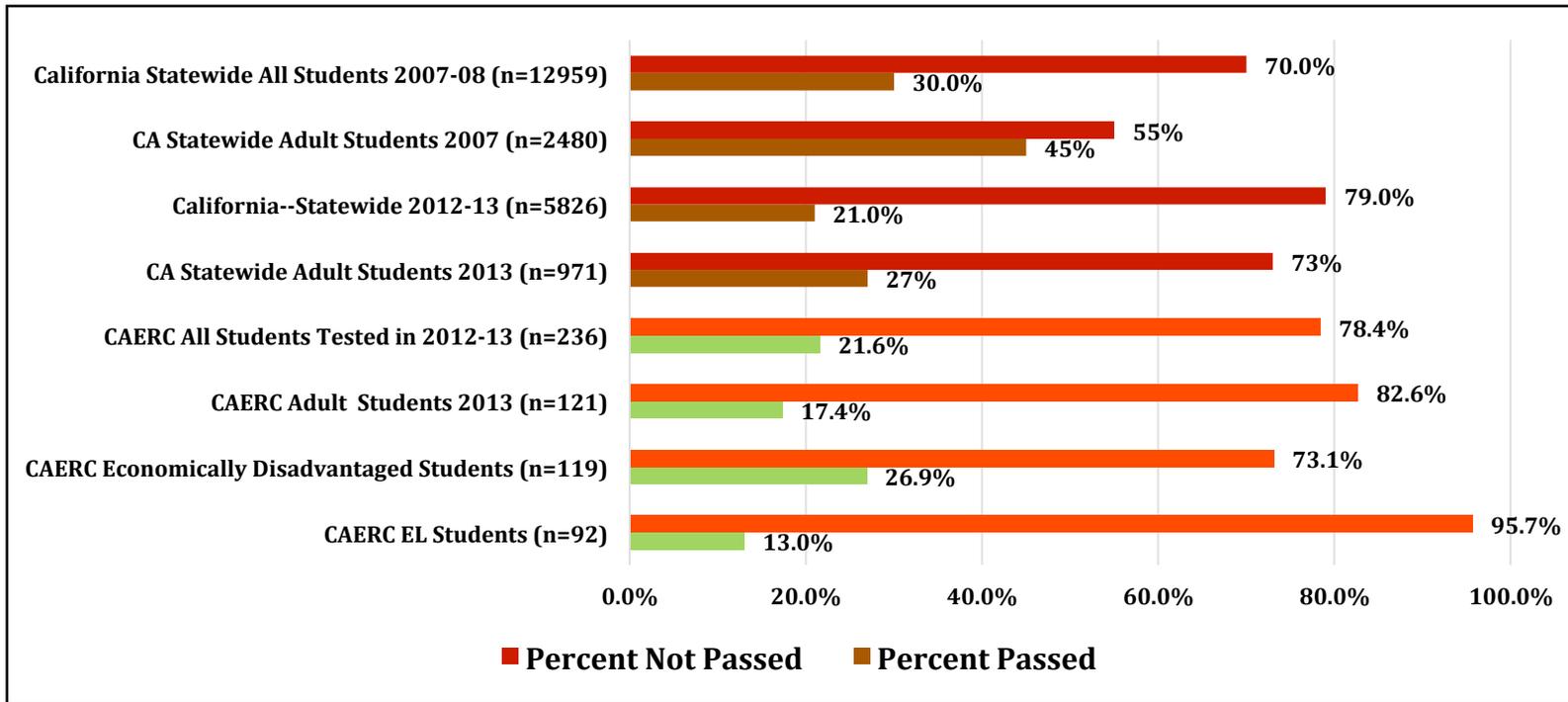
In 2007-08, the overall pass rate (10th graders in all categories) was of 30%. Adult education students taking the CAHSEE had a pass rate of 45%. In other words, adult education students had a 15% higher pass rate than others at that time. Five years later, in 2012-13, the overall pass rate was 21% -- a decrease of 9%. The adult education student pass rate dropped to 27% (a decrease of 18%).

In 2012-13, the overall pass rate for just CAERC counties was 21.6%; adult learners (17.4%); economically disadvantaged learners (26.9%); and, English learners (13%).

Reference Table I: Summary of CAHSEE Performance Data for 2012-13 with comparisons to 2007-08.

Table I. Summary of CAHSEE Performance Data for 2012-13 with comparisons to 2007-08

Source: California Department of Education, Data Quest



“The primary purpose of the California High School Exit Examination (CAHSEE) is to significantly improve student achievement in public high schools and to ensure that students who graduate from public high schools can demonstrate grade level competency in reading, writing, and mathematics. The CAHSEE helps identify students who are not developing skills that are essential for life after high school and encourages districts to give these students the attention and resources needed to help them achieve these skills during their high school years. All California public school students, except eligible students with disabilities, must satisfy the CAHSEE requirement, as well as all other state and local requirements, in order to receive a high school diploma. The CAHSEE requirement can be satisfied by passing the examination or, for eligible students with disabilities, meeting the exemption requirement pursuant to California Education Code (EC) Section 60852.3, or receiving a local waiver pursuant to EC Section 60851(c).”⁴

⁴Source: California High School Exit Examination (CAHSEE) website
<http://www.cde.ca.gov/ta/tg/hs/>

A high school diploma is a passport for further career and educational development. Educational and employment opportunities lead Californians down the pathway from poverty to economic self-sufficiency. They become productive members of society through paying their taxes rather than being an economic burden.

Most special education students enrolled in CAERC counties used the Special Education exemption from taking the CAHSEE exam so no results were reported (actually, most of them didn't take the test). Four students were tested and did not pass. The statewide pass rate for special education students in 2007-08 was 14.0%. In 2012-13, it was slightly lower at 12.0%. *Source: California Department of Education, Data Quest*

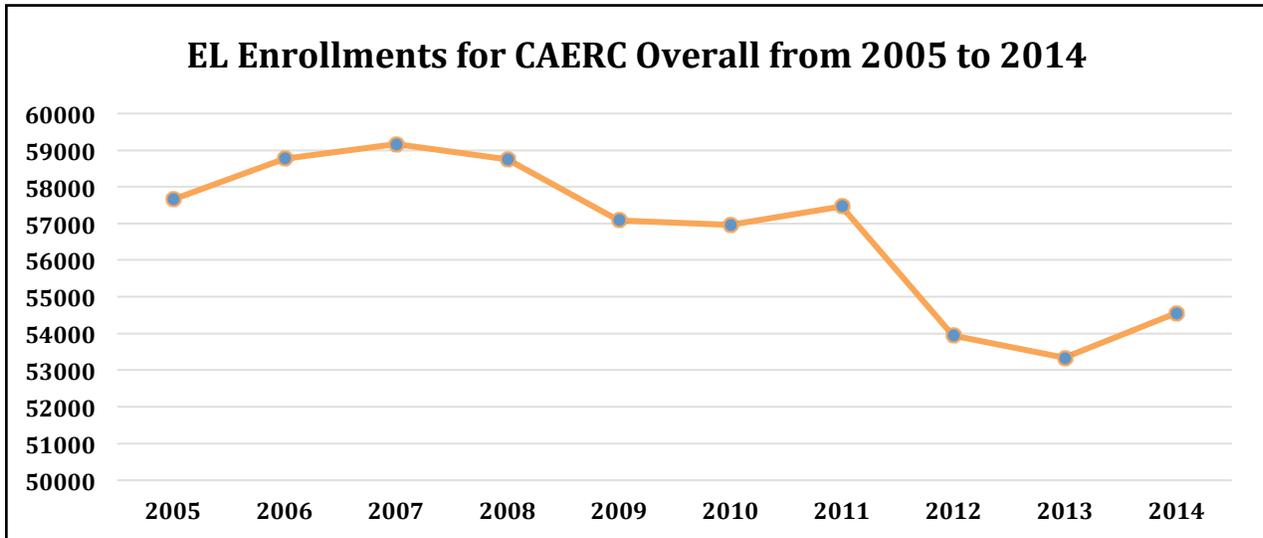
The statewide average for Economically Disadvantaged Students fared better than other categorical students in pass rates on the CAHSEE. The percentage of Economically Disadvantaged Students passing the CAHSEE increased from 19% in 2007-08 to 25% in 2012-13 – a 6.0% increase. In the CAERC counties, the pass rate in 2012-13 was 26.9% *Source: California Department of Education, Data Quest*

Statewide, the CAHSEE pass rate for Migrant Education Students when down from 18% in 2008-09 to 15% in 2013 – a 3.0% decrease. In 2012-13, none of the Migrant Education Students from CAERC counties were tested on the CAHSEE. *Source: California Department of Education, Data Quest*

The CAHSEE pass rate for English learners dropped from 21% in 2007-08 to 14% in 2012-13 – a 7% drop. In CAERC counties, the CAHSEE pass rate for English learners was 13% (a 1% difference than the current statewide EL pass rate). *Source: California Department of Education, Data Quest*

When we look at the CAERC counties, on a county-by-county basis, the data looks relatively flat. However, when we combine all CAERC county data, the data show 4,000

– 5,000 student difference even though we know that there’s been a continual influx of English learners into the CAERC counties over these years. We have an increasing number of English learners migrating into and throughout California but fewer being identified and served as English learners.



Source: CDE, DataQuest, CAHSEE results

We are anticipating a 90,305 increase in the College Age (18-24) and Working Age (25-64) cohorts by 2020. Conversely, when adding the expected Baby Boomers to the Young Retirees (65-74), there will be an increase of 90,768; consequently, there will be 31,245 more individuals entering the traditional “retirement age” cohort than there will be entering the College Age (18-24) and Working Age groups (25-64). When adding all retirees into the equation, it is projected that there will be 121,550 individuals of retirement/senior age by 2020 or 31,245 MORE retirees than workers. This means that career and technical education and apprenticeship programs must be in place to serve this need.

Reference Table J: Projected Shift from 2010 to 2020 State/County Age Group Population.

Table J. Projected Shift from 2010 to 2020 State/County Age Group Population

Difference between 2020 – 2010	Age Group							
	Total (All ages)	Preschool Age (0-4 years)	School Age (5-17 years)	College Age (18-24 years)	Working Age (25-64 years)	Young Retirees (65-74 years)	Mature Retirees (75-84 years)	Seniors (85 or more years)
California	3,334,261	192,439	-10,250	2,517	1,368,384	1,325,835	337,842	117,494
Amador	1,499	56	-462	276	-1,742	2,370	911	89
El Dorado	22,174	1,137	-3,169	4,722	4,178	10,991	3,591	724
Placer	41,407	1,003	-5,162	10,543	13,721	13,254	6,142	1,907
Sacramento	123,088	827	5,199	-3,047	49,446	56,184	10,275	4,204
Yolo	22,346	28	-798	-1,014	13,223	7,969	2,338	601
2010 CAERC	2,190,794	145,092	395,384	224,676	1,158,205	143,735	86,205	37,497
CAERC projected increases from 2010	210,514	3,052	-4,393	11,480	78,825	90,768	23,257	7,525
CAERC PROJECTED INCREASE 2020	2,401,308	148,143	390,991	236,156	1,237,030	234,503	109,462	45,022

Source: Department of Finance, Demographic Research Unit, Report P-1

Summary of Analysis of Need

In summary, the demographics demonstrate the critical need for the Capital Adult Education Regional Consortium to increase services in all Program Areas 1-5. In California, access to and quality of services must be increased dramatically to address the needs outlined in this report (i.e., increasing immigration, low level of skills (a.k.a. skills gap) coupled with a high demand for middle-skill jobs, limited English proficiency of the population, lack of basic skills and workplace readiness, high rate of high school dropouts, and limited postsecondary preparation of many high school graduates).

Highlights from the Region:

- Access to quality adult education services across all five program areas have plummeted as evidenced by **45,199 current 2013-2014 enrollment versus 85,860 in 2008-09** before “flex funding.”
- There was a **47.4% overall drop** of adults in AE programs in the CAERC region.
- Over **40,000 adults do not having access** to AE programs and the number of adults in the CAERC region is expected to increase.
- There was a **drop of 7.5% total ABE enrollment**. The ABE population is increasing, and qualifications for and competition for jobs are also increasing. Consequently, there is a greater need for access to educational/training opportunities for Program Area 1.
- **Over 25,802 adults are being unserved in ABE and 10,693 in ASE** in the CAERC region.
- **168,638 individuals (11.6%) of the population aged 25 years or older who do not have a high school diploma or equivalent.**
- The **CAHSEE pass rate for English learners was only 13%** in the CAERC region.
- The CAERC region is **anticipating 90,305 increase in the College Age (18-24) and Working Age (25-64) cohorts by 2020**. This further heightens the pressing need to rebuild and expand AE programs and services across the region.

It is evidently clear based on the demographic and economic profiles of the region that the greatest need is for ample funding that is targeted, braided, dedicated, and coordinated for adult education. Overwhelmingly, CAERC members and partners have voiced their concern regarding the ever-growing, unmet need in the Capital Region and the pressing need for dedicated funding to maintain current capacity. The ongoing challenge is that the demand for services far exceeds capacity.

Current funding level (FY 2013-2014) is simply inadequate to fully actualize the goals of AB 86. AB 86 has provided a unique opportunity to inform the legislature about the importance of restoring and increasing funding for adult education to sustainable levels that ensure its effectiveness and quality, particularly K-12 adult education, while enhancing the efficiency of the services provided regionally. To move CAERC's regional plan forward, funding must be increased and dedicated to adult education. CAERC's plan, if appropriately funded, will result in significant improvement and increased efficiencies to the adult education delivery system that will ultimately benefit each of its students and the economy of the region at large.

The projected cost to implement the regional key priorities in the CAERC Implementation Regional Plan is estimated at \$12.5 million plus maintenance of effort (MOE) for Year 1: 2015-2016 and \$16 million plus MOE for Year 2: 2016-2017. At minimum CAERC K-12 districts will need at least \$4,436,650 for MOE based on 2012-2013 funding and \$33,298,946 to restore funding to 2007-2008 funding levels. Continued operation of programs and services provided by the K-12 district members is highly dependent on the availability of a new dedicated funding. Support for adult schools needs to be prioritized in the state's funding model to rebuild and enhance AE programs and services.

Refer to **Appendix B** for detailed descriptions of current need in each Program Area 1-5 provided by CAERC Members and Partners.

Objective #3: Seamless Transitions

Plans for consortium members and partners to integrate existing programs and create seamless transitions into postsecondary education or the workforce.

Consortium Summary

Narrative

In preparation for the second regional Summit held on October 24, 2014, CAERC members and partners were tasked with rethinking and redesigning essential elements for Objective 3: Integrating existing programs and creating seamless transitions from their organization’s perspective. Then, subcommittees convened to further discuss how to create adult education pathways and align transitions.

Subcommittee members reviewed the consortium member and partner submissions for Objective 3 and developed the draft for the regional plan. During Summit II, attendees met in program-area collaboration teams to provide feedback to the regional plan draft. Faculty and administration representing all program areas of the consortium came together to brainstorm, discuss, argue for, rank and then vote on the strategies to streamline transitions in adult education.

CAERC members and partners recognize that there are multiple pathways that exist for adult learners across Program Areas 1-5. These include transitions to:

- ESL/Citizenship
- ABE/ASE
- CTE/Vocational Education
- Postsecondary Education including transfer to four-year institutions
- Apprenticeships
- Workforce/Employment

CAERC Summary of Approaches/Strategies for Creating Pathways and Alignment	
Program Area 1: ABE/ASE	<ul style="list-style-type: none"> • Curricular and Assessment Alignment • Contextualized Curriculum and Instruction • Increased Student Support Services to Assist with Transitions • Shared and Aligned Data System • Multiple Measures for Student Placement
Program Area 2: Adult English Learners	<ul style="list-style-type: none"> • Collaborative Case Management • Pathway Coordinator • Professional Development

	<ul style="list-style-type: none"> • Pathways Website for Communication
Program Area 3: Adults with Disabilities	<ul style="list-style-type: none"> • Coordinated Transitional Planning with All Stakeholders • Fidelity to the Universal Design Learning (UDL) Framework • Parent Education on Career and College Readiness • Professional Development on Soft Skills for College Readiness • Community College Outreach Services (Summer Bridge) • Curricular and Assessment Alignment • Increased Student Support Services to Assist with Transitions
Program Area 4: CTE	<ul style="list-style-type: none"> • Regional directory roadmap of Services and Programs in ALL Program Areas • Pathways and Data System Alignment • Expansion of Employer and Training Network • Professional Development of CTE Providers • Regional Team for Pathway by Industry Alignment • Support Student Services = College and Career Counseling with Transition Specialists
Program Area 5: Apprenticeships	<ul style="list-style-type: none"> • Access to Counseling for Career Planning • Sequence of Courses/Pathways for Apprenticeship • Common Minimum Credential Requirements for P5 Instructors • Curricular and Assessment Alignment • Expansion of Stakeholders for Apprenticeship • Increased Vocational English as a Second Language (VESL) Programs • Streamline Curriculum Approval Process for Apprenticeships • Re-brand Adult Education

Recognizing the regional needs far outweigh the anticipated AE funding, CAERC Program-Area Subcommittees collaborated to prioritize needs (Objective 4), implementation strategies, and approaches (Objectives 3 and 5) for their designated program areas in January 2015. These program-area recommendations were presented to the Members.

Members further prioritized the list of strategies across the program areas to identify the top regional strategies to include in the CAERC Implementation Plan if funded. Included is the list of regional strategies based on ranking and regional priority completed in February 2015. Reference CAERC Regional Strategies By Ranking and Regional Priority.

CAERC Regional Strategies By Ranking and Regional Priority

Regional Strategy	Regional Priority			
	1	2	3	4
(1) Expand AE Course Offerings in the Region	x			
(2) Develop Regional Asset Map and Pathways Roadmap		x		
(3) Align Courses and Streamline Pathways		x		
(4) Provide Professional Development to Support Regional Priorities	x	x	x	x
(5) Analyze Regional Labor Market and Needs to Align Implementation and Expansion	x			
(6) Coordinate and Expand Marketing and Outreach Efforts			x	
(7) Increase Number of Transition Specialists and Incorporate Collaborative Case Management			x	
(8) Establish Virtual Communication Network Among AE Providers Support Collaboration Across Systems	x	x	x	x
(9) Increase Consortium Awareness on AE Funding Options to Access Braided, Well-Sequenced Funding	x			
(10) Coordinate Transitional Planning for AWD Among PreK-22 Providers			x	
(11) Design, Pilot, and Utilize Consortium-Wide Data and Accountability System				x
(12) Increase Availability and Access to Support Services			x	
(13) Train, Pilot, and Implement iBEST in CTE Programs		x		
(14) Increase Vocational English as a Second Language (VESL) Course Offerings and Program Components to Accelerate Student Progress and Placement Into the Workforce for Adults for Whom English Is a Second Language		x		

Regional Priority:

1. Rebuild Adult Education Programs and Services;
2. Pathways and Alignment;
3. Student Support Services; and
4. Data and Accountability System.

Potential Future Role of the Consortium

Once funding is allocated, consortium workgroups are needed to implement the plans for integrating existing programs and create seamless transitions:

- Continue collaborative efforts with CAERC members/partners for aligning curriculum and pathways.
- Support the identification of academic goals for each specific transition point.
- Design and develop detailed flowchart or visual map that illustrates seamless pathways through adult and postsecondary education or career training.
- Recruit and manage Transition Specialist Coordinator and Transition Specialists in order to maintain consistency, and hold regular meetings for all related consortium members and partners.
- Evaluate existing student data systems for possible adoption by CAERC.
- Fund a consortium-level staff who will maintain current local community resources and access pathways.
- Develop a regional website to support regional communication and coordination inclusive of regional database or asset map.
- Design and provide consortium-wide professional development to support implementation efforts in each program area.
- Host regional network events for each program area.
- Develop regional marketing plan and distribute marketing and outreach materials for the region.
- Create distance-learning courses to be shared among stakeholders.

This section includes the Objective 3 narratives and tables for each of the program areas (1-5) that reflect the list of strategies submitted in December 2014 that CAERC Members used to prioritize strategies and develop the CAERC Implementation Plan for Year 1 and Year 2.

Program Area 1: ABE/ASE

Program-Area Regional Summary

The members and the partners of the Capital Adult Education Regional Consortium (CAERC) recognize the need to design a more streamlined system to assist adult learners in their transition to postsecondary education, career training, and family-sustaining employment. Transitions needed to create pathways and systems alignment include transitions to:

- ESL/Citizenship
- ABE/ASE
- CTE/Vocational Education
- Postsecondary Education
- Apprenticeships
- Workforce

Transitions for ABE/ASE program include students enrolled in: a) library literacy programs; b) adult basic skills/remediation programs; and c) adult secondary education programs, which include high school completion, leading to a high school diploma or a HSET credential, and ensure rigor that will support preparation for post-secondary education and the workforce.

CAERC has identified several key approaches and strategies necessary to create seamless transitions into postsecondary education, including the alignment of assessment and program and curricular standards, the use of multiple measures to accurately place students, common assessment system, comprehensive student support services, and contextualized curriculum and instruction.

Costs and timelines were estimated until further research can be completed. Below is a description of the transitions and approaches/strategies.

Description of Transitions and Approaches/Strategies

Approach/Strategy: Curricular and Assessment Alignment Because community college standards and workforce readiness standards do not necessarily align with adult education standards, there is a gap and a lack of uniformity across the systems. CAERC members (especially faculty) and partners recommend community college and adult school faculty defining and aligning academic standards, assessment instruments, and data collection systems, and they advocate for cross-system collaboration.

Faculty will design and develop consortium-wide common standards and aligned curriculum that will transition adult learners through the various programs: from library literacy programs to the lowest level of adult education, from adult secondary to postsecondary education, apprenticeships, and into employment. CAERC members and partners will need to identify and define the standard and goal for each specific transition point—in other words, the level at which a student may enter and/or exit each segment of the pathway.

A detailed flowchart or visual map, based upon the faculty-created standards and illustrating seamless pathways through adult and postsecondary education or career training, will be a critical resource for student persistence and program completion. Faculty and support staff, acting as coaches or mentors, will also benefit from the use of the flowchart to assist and advise students.

Approach/Strategy: Multiple Measures for Placement. To decrease the skill gap between adult education exit and community college entry requirements, the creation of a formal assessment committee (comprised of community college and adult education faculty) is needed to develop a common or aligned assessment. Multiple measurement criteria need to be developed, not only to help determine the placement level of a student in a program, but to determine his or her support service needs. The measurement should ascertain the student's career and advancement interests or goals to help guide him or her along the correct pathway through programs. Administering non-academic assessments, such as the Learning and Study Strategies Inventory (LASSI), can also be beneficial when determining a student's attitudes regarding learning and studying.

All CAERC members and partners, including local employers and workforce development agencies, will be essential in defining and aligning the college and work-readiness standards appropriate for the region's adult learner population. Consortium-wide professional development will be an essential part of this process and should consist of ongoing, cross-agency collaborative conversations including faculty, workshops, and trainings, as well as annual formal professional development, such as a regional conference.

It is estimated that the process of alignment will take up to three years initially to complete, will heavily include faculty input, and will require ongoing work to assess and monitor student and program progress.

Approach/Strategy: Shared Data System. In order to accurately track the transition of adult education students into postsecondary education, training, or the workforce, a system-wide shared database needs to be developed. The consortium agrees that ready and ongoing access to longitudinal data regarding student and program outcomes is essential in the rethinking and redesigning of adult education in the region. CAERC will review all existing member/partner data collection systems and will identify key data elements that need to be included in a consortium-wide learner information and tracking system. CAERC will also explore the viability of utilizing the California Student Information System (CSIS) and California Longitudinal Pupil Data System (CALPADS).

The long-term goal will be establishment of a web-based longitudinal data system that can be shared amongst CAERC community colleges, adult schools, and community-based organizations. The ideal system will include an array of learner information such as demographics, assessment information, course data, attendance tracking, portfolios, and other data for state and possibly federal reporting. Partner expertise at Sacramento County Office of Education's OTAN Project will assist in all aspects of this endeavor. This data should be explored by content faculty to help guide their decision-making process.

Approach/Strategy: Contextualized Curriculum and Instruction. Teaching adults in the context of college and career readiness is a key strategy to prepare learners to transition to postsecondary education or into the workforce. This can be accomplished through an integration of basic reading, writing, math, and computer applications skill development that helps students see the connection between their career goals and the instruction they receive at the adult education level.

CAERC strongly supports the faculty in developing and aligning a strong and comprehensive *college and career readiness course* that emphasizes the "soft skills" adult learners need to be successful in postsecondary education, career training, and employment. This course would be taught at the community colleges and adult education programs throughout the Los Rios Community College District. The curriculum would include, but would not be limited to, oral and written communication skills, problem-solving skills, and time management skills required in postsecondary education and in a career. Short-term and intensive soft-skills instruction through "boot camps" conducted through adult education programs can also be an effective transition strategy. Agreement on and development of critical "soft skills" to be taught will require faculty input and ongoing collaboration of CAERC members and partners.

Approach/Strategy: Student Support Services. Learners transitioning from adult education, or from library literacy programs, to postsecondary education, career training, or into the workforce will require different support services than a traditional adult student, and comprehensive support networks are an essential resource for non-traditional students to succeed in meeting their educational and career goals.

Orientations and student intake should be conducted on the community college campus to familiarize incoming adult education students with community college enrollment processes, financial aid, campus offices, resources, and intake staff. Support services should consist of a network or "helpdesk" of non-academic resources and information regarding financial assistance, childcare, housing, health care, transportation, etc. This information should be easily accessible not only to students but by counselors, faculty, and staff as well.

To improve persistence and completion, academic support services are necessary and should include tutoring programs offered through the Sacramento Public Library system and on adult education and community college campuses. Faculty should give input to specific skills the tutors should possess and potential training topics. Also critical to the success of the non-traditional adult learner is comprehensive career counseling,

academic counseling, guidance, and support to incoming adult education students. Establishing such a system will require a full-time, dedicated staff member, a “CAERC liaison,” at each community college and adult education campus in the Los Rios District.

Ongoing and formal collaboration with adult schools, local community colleges, community-based organizations, health and human services, and workforce development agencies is necessary to ensure that the needs and barriers of this special population of adult learners entering postsecondary education or the workforce are addressed. Faculty should be highly involved in all collaboration.

Role of the Consortium

- Coordinate and promote cross-system collaboration
- Support a faculty guided identification of academic goals for each specific transition point
- Design and develop a detailed flowchart or visual map that illustrates seamless pathways through adult and postsecondary education or career training
- Recruit and manage “CAERC liaisons” at each community college
- Support faculty development and alignment of a college and career readiness course to be used across the consortium

Reference Program Area 1 Table 3.1 for additional details.

Table 3.1. Implementation Strategies to Create Pathways, System Alignments, and Articulation Among Consortium Participants

Program Area 1: Elementary and Secondary Basic Skills, including classes required for a high school diploma or high school equivalency certificate

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the cost	Responsible Parties	Methods of Assessment	Timeline
Student intake (first time students) into program	Student assessed with common or aligned assessment (Developing a common assessment may be more efficient. Trying to align or correlate existing assessments will be too time-consuming and difficult.) Use multiple measure criteria to place and counsel students on options to help determine correct pathway	An aligned assessment Consortium-wide placement standards Detailed flow chart or other visual map to illustrate pathways (OTAN has a pathways graphic tool available) Multiple measure criteria Database to house student information and assessment results Evaluate existing data collection systems and explore possible use of CSIS and CALPADS for use with CAERC Staff to administer assessment and maintain database (Staff could be OTAN technology coordinators) Counselors to help establish student pathways and develop educational plans	TBD	Each stakeholder should be able to help students enter the education program	Data should be tracked via a database to see if there is an impact in a longitudinal study	TBD
Adult Education to Community	Orientations held to familiarize students with	Online orientations already being developed	TBD	Community Colleges will run	Data should be tracked via a	TBD

<p>College:</p> <ul style="list-style-type: none"> • English as a second language (ESL) to adult basic education (ABE) • ABE to adult secondary education (ASE) • ABE to career technical education (CTE) • ABE to community college (CC) 	<p>college. Assisted registration and orientation sessions. In person small group orientations on Community College campus specifically for adult education students, as well as Community College outreach done on adult education campuses. Integrate soft skills into adult education courses through contextualized instruction to help prepare students for transition Develop a soft skills course that will be used at all Community Colleges and adult schools in the LRCCD Conduct boot camps that focus on soft skills Create student support network (i.e. resource network, helpdesk, mentoring, etc.) Align curriculum with state standards (high school and Community College) Clear exit-level to entry-level alignment</p>	<p>Personnel will be needed to run in-person orientation. A liaison between Community College and adult education. This person could be shared between campuses assign one liaison at each CC campus and at each AE campus An adult education center on each Los Rios community college campus Collaboration time to ensure the needs and barriers of the students entering the Community College are being addressed. Collaboration with the Sacramento Works America's Job Center (SWJC) and Title 1 WIA programs. The SWJC system houses coaches and partners.</p>		<p>the orientations Adult schools will prepare students with soft skills. TBD Collaboration between content faculty from adult schools and Community Colleges SWJC system</p>	<p>database to see if there is an impact in a longitudinal study</p>	
<p>Adult Education to career technical education (CTE) programs</p>	<p>Orientation/information sessions by CTE programs Integrate soft skills into adult education course through contextualized instruction to help prepare students for transition</p>	<p>Collaboration time where CTE can share needs of their programs and establish alignment of standards needed at the entry and exit points</p>	<p>TBD</p>	<p>CTE to identify desirable soft skills students should have in place SWJC system</p>	<p>Data should be tracked via a database to see if there is an impact in a longitudinal study</p>	<p>TBD</p>

	<p>Boot camps that focus on soft skills</p> <p>Create student support network (i.e., resource network, helpdesk, mentoring, etc.)</p> <p>Align transitional curriculum: Implement state standards</p> <p>Clear exit-level to entry-level alignment</p> <p>Define standards and goals for each segment of the pathway</p>					
ABE to Employment	<p>Career readiness skills contextualized throughout courses</p> <p>Boot camp on necessary career skills</p>	<p>Career counseling</p> <p>Career workshops offered through the career center at community college campuses and SWJC.</p>	TBD	Adult schools and business partners SWJC system	Data should be tracked via a database to see if there is an impact in a longitudinal study.	TBD
ESL to other programs	<p>Student assessed with common or aligned assessment</p> <p>Use multiple measure criteria to place and counsel students on options to help determine correct pathway</p>	<p>An aligned assessment Consortium-wide placement standards</p> <p>Detailed flow chart or other visual map to illustrate pathways</p> <p>Multiple measure criteria</p> <p>Database to house student information and assessment results</p> <p>Staff to administer assessment and maintain database</p> <p>Counselors to help establish student pathways and develop educational plans</p>	TBD	Adult schools	Data should be tracked via a database to see if there is an impact in a longitudinal study	TBD

Step/modular advancements within adult education	Stackable certificates to recognize student achievements Lowest to highest: All students, regardless of their level at entry, need access to the pathway. Filter down so all can access no matter the entry point	Collaboration time with content faculty to develop common standards to ensure consistency across the consortium	TBD	Content Faculty	Data should be tracked via a database to see if there is an impact in a longitudinal study	TBD
From library program to adult education	Students will have been assessed and transitioned into adult education Clear exit-level to entry-level alignment Informal advising on next steps	Additional funds and personnel for counseling, either formal or informal, to advise about students next steps	TBD	Library program and adult schools	Data should be tracked via a database to see if there is an impact in a longitudinal study	TBD
ASE to employment	Career readiness/soft skills embedded throughout courses Boot camp on necessary career skills	Career counseling Career workshops offered through the career center at Community College campuses and SWJC	TBD	Adult schools and business partners SWJC system	Data should be tracked via a database to see if there is an impact in a longitudinal study.	TBD
ABE to ASE	Students will have been assessed and transitioned into the next level Stackable certificate achievement Clear exit-level to entry-level alignment	Collaboration time with content faculty	TBD	Adult schools SWJC system	Data should be tracked via a database to see if there is an impact in a longitudinal study	TBD

Program Area 2: Adult English Learners

Program-Area Regional Summary

There are a number of pathways that exist for adult learners across Program Areas 1-5. These include transitions to:

- ESL/Citizenship
- ABE/ASE
- CTE/Vocational Education
- Postsecondary Education including transfer to four-year institutions
- Apprenticeships
- Workforce

Costs and timelines were estimated until further research can be completed. Below is a description of the transitions and approaches/strategies.

Description of Transitions and Strategies

Approach/Strategy: Collaborative Case Management. There is a strong need for a system that facilitates the transition of adult learners of ESL to the various pathways listed above. Under the current system, each of the program areas exist mostly independent of one another, and few clearly defined pathways exist for ESL students attempting to transition from one program area to another. At present, there is no systematic method of communication between service providers and little inter-program knowledge of the resources each member and partner offers. In order to promote seamless transitions between the programs offered by the various consortium members and partners, CAERC recommends the use of a case management model which the Case Management Society of America (2008) describes as a “collaborative process of assessment, planning, facilitation and advocacy for options and services to meet an individual’s needs through communication and available resources to promote quality cost-effective outcomes” (1).

Approach/Strategy: Pathway Coordinator. To implement this case management model, the subcommittee recommends the creation of ESL Pathway Coordinator positions to provide academic advising to ESL students within the Capital Adult Education Regional Consortium (CAERC). Following the case management model, these ESL Pathway Coordinators would help students identify appropriate pathways and facilitate these transitions through outreach and coordination with consortium members and partners. As the ESL Pathway Coordinators will be working directly with the members and partners in CAERC, a longer-term goal is that all faculty and staff members of CAERC will become well aware of the local ESL options and will use this knowledge to informally transition students more smoothly between educational pathways in their local area.

The CAERC recommends the employment of one to three ESL Pathway Coordinators and a support staff person per community college campus within the consortium, based on ESL needs in the geographic region of the community college. These coordinators would work closely with the adult school(s) and partner agencies located in the geographic region surrounding their community college campuses and would be responsible for facilitating the transition of ESL students along their selected pathway. These coordinators would have a physical presence at both the community college and adult school(s) and would also visit local partners and members regularly and on a predictable schedule.

Approach/Strategy: Regional Pathways Website. In order to facilitate this collaboration and to leverage regional resources, a central ESL Pathways website/database for the consortium needs to be created. Maintained by the ESL Pathway Coordinators and support staff, this portal would provide information on the local pathway resources available and promote alignment through increased communication and understanding.

Role of the Consortium

Once funding is allocated, the ESL Pathway Coordinator positions would need to be created and filled. ESL faculty members of the consortium will be the main workgroup members writing the description and duties for this position as well as comprise the majority number of hiring committee members. Adequate FTE must be provided to ensure time can properly be dedicated to the writing, hiring, and implementation of this position.

The consortium would also work to provide a common assessment tool accessible to all members and partners (the Consortium should look carefully at the common CCC assessment tool being implemented through AB 743), or at the very least a taskforce delineating equivalencies between the assessment tools used by each member or partner.

The consortium should support existing VESL classes—with the development and implementation of a regional VESL curriculum—that are tied to and aligned with local employer and economic needs.

Technical assistance would also need to be provided for the creation and maintenance of the ESL Pathways website for the consortium and a website for each local community-college-based region.

Reference Program Area 2 Table 3.1 for additional details.

Resources

- Case Management Society of America. (2008). What is a case manager? Retrieved October 19, 2014 from <http://www.cmsa.org/Home/CMSA/WhatisaCaseManager/tabid/224/Default.aspx>

Table 3.1. Implementation Strategies to Create Pathways, System Alignments, and Articulation among Consortium Participants

Program Area 2: Classes and Courses for Immigrants Eligible for Education Services in Citizenship and English as a Second Language and Workforce Preparation Classes in Basic Skills

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Transition to the Workforce	<p>Case management model</p> <p>Establish one or more ESL Pathway Coordinators and a clerical staff member per Community College who work with adult education centers and community partners to provide academic advising and help transition students to the workforce (outreach to workforce development agencies and other workforce-related organizations)</p>	<p>Funding</p> <p>Information website for instructors, advisors, students, and employees.</p> <p>Translation services as needed to best communicate with the local community</p> <p>Systematic common assessment practices and tool (perhaps the one being chosen through AB 743)</p>	<p>\$150,000-\$450,000 per Community College</p> <p>These coordinators will cover all transitions</p> <p>\$10,000 for creation of website</p>	<p>K-12 Adult Education, Community College, and SWJC system</p>	<p>Surveys to consortium members and students to evaluate and improve the ESL Pathway Coordinator positions</p>	<p>Within a year of receipt of funding</p>
Transition to ABE/ASE	<p>Case management model</p> <p>Establish one or more ESL Pathway Coordinators and a clerical staff member per Community College who work with adult education centers and community</p>	<p>Funding</p> <p>Information website for instructors, advisors, students, and employees</p> <p>Translation services as needed to best communicate with the</p>	<p>\$150,000-\$450,000 per Community College</p> <p>These coordinators will cover all transitions</p>	<p>K-12 Adult Education, Community College, and SWJC system</p>	<p>Surveys to consortium members and students to evaluate and improve the ESL Pathway Coordinator positions</p>	<p>Within a year of receipt of funding</p>

	partners to provide academic advising and help transition students to ABE/ASE programs (outreach to Community College and adult education and other educational organizations)	local community Systematic common assessment practices and tool (perhaps the one being chosen through AB 743)				
Transition to CTE/Vocational Education	Case management model Establish one or more ESL Pathway Coordinators and a clerical staff member per Community College who work with adult education centers and community partners to provide academic advising and help transition students to CTE/Vocational programs (outreach to Community College and adult education and vocational training programs offered through partners)	Funding Information website for instructors, advisors, students, and employees Translation services as needed to best communicate with the local community Systematic common assessment practices and tool (perhaps the one being chosen through AB 743)	\$150,000-\$450,000 per Community College These coordinators will cover all transitions	K-12 Adult Education, Community College, and SWJC system	Surveys to consortium members and students to evaluate and improve the ESL Pathway Coordinator positions	Within a year of receipt of funding
Transition to Postsecondary including transfer to four year institutions	Case management model Establish one or more ESL Pathway Coordinators and a	Funding Information website for instructors, advisors, students, and employees	\$150,000-\$450,000 per Community College These coordinators	K-12 Adult Education, Community College, and SWJC system	Surveys to consortium members and students to evaluate and improve the	Within a year of receipt of funding

	clerical staff member per Community College who work with adult education centers and community partners to provide academic advising and help transition students to postsecondary programs (outreach to Community College)	<p>Translation services as needed to best communicate with the local community</p> <p>Systematic common assessment practices and tool (perhaps the one being chosen through AB 743)</p>	will cover all transitions		ESL Pathway Coordinator positions	
Transition into ESL/Citizenship	<p>Case management model</p> <p>Establish one or more ESL Pathway Coordinators and a clerical staff member per Community College who work with adult education centers and community partners to help transition students into ESL programs (outreach to adult education, Community College, or partner organizations)</p>	<p>Funding</p> <p>Information website for instructors, advisors, students, and employees</p> <p>Translation services as needed to best communicate with the local community</p> <p>Systematic common assessment practices and tool (perhaps the one being chosen through AB 743)</p>	\$150,000-\$450,000 per community college These coordinators will cover all transitions	K-12 Adult Education and Community College	Surveys to consortium members and students to evaluate and improve the ESL Pathway Coordinator positions	Within a year of receipt of funding
Apprenticeships	<p>Case management model</p> <p>Establish one or more ESL Pathway Coordinators and a clerical staff member per</p>	<p>Funding</p> <p>Information website for instructors, advisors, students, and employees</p>	\$150,000-\$450,000 per Community College These coordinators will cover all	K-12 Adult Education and Community College	Surveys to consortium members and students to evaluate and improve the ESL Pathway	Within a year of receipt of funding

	community college who work with adult education centers and community partners to help transition students to apprenticeships (outreach to workforce development agencies and other workforce-related organizations)	<p>Translation services as needed to best communicate with the local community</p> <p>Systematic common assessment practices and tool (perhaps the one being chosen through AB 743)</p>	transitions		Coordinator positions	
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Program Area 3: Adults with Disabilities

Program-Area Regional Summary

The members and the partners of the Capital Adult Education Regional Consortium (CAERC) recognize the need to design a more streamlined system to assist adult learners in their transition to postsecondary education, career training, and family-sustaining employment. Students and adults with disabilities have decreased opportunities and abysmal outcomes across the continuum of disabilities. The entire system is fragmented, confusing, and misaligned for education stakeholders as well as for parents. It is for this reason, funding must be flexible, program developers and coordinators must collaborate, and practices must be evidence-based and student-focused from PreK and beyond. Programming, instruction, and assessment decisions can no longer be made in a vacuum if students are to obtain the skills necessary to be successful in college, career, and civic life.

Transitions needed to create pathways and systems alignment include transitions from PreK-22 to:

- ESL/Citizenship
- ABE/ASE
- CTE/Vocational Education
- Postsecondary Education including transfer to four-year institutions
- Apprenticeships
- Workforce

It is imperative that the PreK-22 system align and coordinate transitional support between grade levels and across program areas. CAERC recommends that coordination support include outside agency participation in the PreK-22 system as early as necessary and vice versa. For example, the PreK-22 system should expose students to experiences in the community and college settings to promote transition success as early as possible. Transition plans will need to be created with the involvement of all stakeholders emphasizing education, employment, and independent living. All teachers, especially general education staff, would benefit from professional development to ensure students with disabilities are successful in their Least Restrictive Environment (LRE).

CAERC has identified several key approaches and strategies necessary to create seamless transitions including:

- Preparation for community college at the high school level
- Fidelity to the Universal Design Learning (UDL) Framework
- Parent education on career and college readiness
- Coordinated transitional planning with all stakeholders
- Professional development on “soft skills” for college readiness
- Development of Summer Bridge classes

- Curricular and assessment alignment
- Increased support services to assist with transitions

Costs and timelines were estimated until further research can be completed. Below is a description of the transitions and approaches/strategies.

Description of Transitions and Approaches/Strategies

Approach/Strategy: Coordinated Transitional Planning with All Stakeholders.

Students with disabilities require explicit instruction, preparedness, and experiences in the college setting before they are enrolled to ensure a successful transition. The transition from PreK-22 to community college necessitates the need for aligned and connected supports between the two systems. This planning process must actively include parents as part of the “child to adult” bridge. Administrators, teachers, and parents must understand the purpose and priorities of the transition component of the individualized educational plan (IEP) and develop the IEP accordingly beginning at the age of 16 and beyond. It would stand to reason, then, that a robust and aligned career assessment process beginning early in a student’s education is foundational and that transition staff is highly qualified and offered ongoing training and materials with a focus on assessment administration, program development, and post-secondary expectations based on student strengths, interests, and preferences.

In terms of the transition plan itself, it must have coordination and input from all stakeholders. The connections to community college must be explicit at every meeting, and the process for developing transition goals and objectives must be clear with a focus on self-advocacy and self-determination. Outreach to and from Disabled Students Programs and Services (DSPS), transfer of completed student information packets, relevant assessments upon enrollment, support for accommodations, and a defined entry must be considered. CAERC also recognizes that students transitioning from adult education into community college programs should also be considered with the same level of focus and alignment.

Approach/Strategy: Development of Summer Bridge Classes. Additional staff is needed to develop and design the creation of summer bridge classes to support community college outreach programs. These classes should focus on “soft skills” and college and career readiness skills. By increasing these targeted support services, more adults with disabilities can succeed in the community college and/or adult education environment.

Approach/Strategy: Professional Development. Professional development emphasizing equity, access, cultural responsiveness, college/career curriculum, and materials will be necessary to build the staff’s capacity to support students in their transitions.

Approach/Strategy: Curriculum and Assessment Alignment. In order for smooth transitions to occur, curriculum must be aligned to increase program effectiveness. Assessment tools must be aligned with the curricular program to track student progress.

Curriculum and assessment alignment is critical to adequately prepare students with disabilities for their future pathways. Priority should be placed on curriculum that enhances students' self-advocacy, self-regulation, ability to persevere, and communication/collaboration skills.

Approach/Strategy: Fidelity to the Universal Design Learning (UDL) Framework.

An overarching and related instructional framework that must be considered is Universal Design for Learning (UDL). UDL is a focal point in the California PreK Learning Foundations, the California ELA/ELD Framework, and the Smarter Balanced and National Center and State Collaborative (NCSC) assessment and curriculum development. Of particular note, it is recommended that the Smarter Balanced Usability, Accessibility, and Accommodations Guidelines be used as historical, individualized documentation of student accessibility needs at the community college level. Similarly, for students focusing on alternate achievement standards, testing information from standardized assessments (NCSC) should be utilized (along with additional assessment information) for determining appropriate supports in adult education and community college placements. Please reference the state of Maryland, which has implemented UDL practices in their teacher credentialing and evaluation processes.

Role of the Consortium

- Provide consortium-wide professional development to support Program 3 (UDL, CCSS, Cultural Responsiveness, Equity and Access etc.)
- Coordinate transitional planning with all stakeholders
- Support the development of community outreach programs for adults with disabilities
- Collaborate with regional centers and other social service agencies and assist with the focus on employment opportunities to ensure students are job ready.

Reference Program Area 3 Table 3.1 for additional details.

Resources

The following resources were used to research and reference additional information on evidence-based predictors, employability skills, and standards:

- *National Secondary Transition Technical Assistance Center: 16 evidence-based predictors of post-school employment, education, and independent living success*
- *Career Technical Education: Standards for Career Ready Practice/Employability Skills and Framework*
- *National Alliance for Secondary Education and Transition: National Standards and Quality Indicators*
- *California ELA/ELD Frameworks*
- *Common Core State Standards (ELA College and Career Anchor Standards and Eight Mathematical Practices)*
- *Center for Assistive Special Technology (CAST.org)*

Table 3.1. Implementation Strategies to Create Pathways, System Alignments, and Articulation among Consortium Participants

Program Area 3: Education Programs for Adults with Disabilities

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
<p>1. Community College High School IEP/ Transition Planning meetings, orientation to DSPS. Assessment prior to enrollment, development of student education plan Assessment tools align high school with Community College and are inclusive of the whole system. Earlier assessment administration and support curriculum provided to PreK-22 system Alignment considerations include the Universal Design for Learning lesson planning framework, California PreK Learning Foundations, Smarter</p>	<p>Preparation for Community College at the high school level, i.e., focused pathways programs, specific transition planning, classes focusing on career exploration and required job skills Prepare students for reading a schedule, plan for classes ahead of time Fidelity to UDL instructional framework and consideration of Common Core consortium recommendations and accessibility resources Parent trainings focused on college/career opportunities, adult education resources and access to outside agency support ARC invited and involved in HS transition planning</p>	<p>Professional Development Career Center technicians Curriculum</p>	<p>TBD</p>	<p>School Districts and Community Colleges (DSPS) in collaboration with outside agencies</p>	<p>Creation of additional Community College classes Creation of additional adult education placements Data on student success UDL listed as a priority in Community College and adult education programs. Becomes part of the credential, hiring and evaluation process</p>	<p>Planning to begin immediately and ongoing</p>

<p>Balanced Accessibility resources/ assessment results and assessment, curriculum, and UDL instruction designed for students focusing on alternate achievement standards</p>	<p>and coordination of programs post HS</p> <p>PD to ARC service coordinators focused on their role, limitations in PreK-22 funding, and future planning</p> <p>Hire staff and provide professional development focused on soft skills necessary for college Creation of Summer Bridge classes focusing on orientation/soft skills for adults with disabilities along with extended basic skills classes.</p>					
<p>2. Adult Education Transitions: From PreK-22 system From Regional Center Day Programs From Community College Regional Center intake with no prior adult education support Referral by Regional Center Service Coordinator Meet ARC</p>	<p>Alignment of the assessment tools to guide individuals to college and/or adult education programs</p> <p>Focus of transition plan that describes skills necessary for future placement (Tracking System for resource development, i.e., preparing for increase in students with Autism)</p> <p>Increase the number of</p>	<p>Additional adult education programs</p> <p>Job developer</p> <p>Tracking System</p> <p>Assessment tools</p>	<p>TBD</p>	<p>Regional Center for development of additional adult education programs</p> <p>School Districts and Community Colleges</p>	<p>Increase in adult education programs</p> <p>Placement in job</p> <p>Increase in student success indicators</p>	<p>Planning to begin immediately and ongoing</p>

<p>qualification Alignment considerations include the Universal Design for Learning lesson planning framework, California Pre-K Learning Foundations and UDL instruction designed for students focusing on alternate achievement standards</p>	<p>programs</p> <p>Employment support services</p> <p>Develop ongoing tracking system to determine ongoing post program success</p> <p>UDL instructional, curricular, and assessment practices related to standardized testing information to guide and streamline adult education placements and resources</p> <p>Focus on job readiness as part of the curriculum</p>					
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Program Area 4: Short-term Career Technical Education programs with high employment potential

Program-Area Regional Summary

The Capital Region is poised to imbed Adult School Pathways into a large regional effort to align K-12 and post-secondary CTE Training (university, community college, trades, and private postsecondary) within the Capital Region Academies for the Next Economy (CRANE) and CRANE Apprenticeship Programme (CAP) initiatives. The California Career Pathways Trust (CPT) request for applications was designed and released prior to the robust efforts emerging from AB 86, so the programming at the adult school level was not included in the CPT program design. However, our analysis demonstrates the adult school programming is a perfect fit and actually fills critical shortages in the original design.

Description of Transitions and Approach/Strategy

In general, pathways in the past were not seamlessly linked with post-secondary training options as standard procedure. Linkages did exist, but more so on a relationship basis between local partners due to the strong efforts of individuals who believed it was the right thing to do. Today, we are making every effort to link K-12 pathways with post-secondary programs by industry sector – across the Capital Region.

Two critical gaps in this system are:

Inclusion of adult school programming and training programs within the trades are largely absent from the current pathway design.

CAERC believes the gaps below are within the wheelhouse of the CRANE and CAP consortia, but we will need to integrate the work and fund the relative coordination of each task:

1. A regional roadmap of short-term CTE available for review by all local K-12 districts to maximize access for adult learners.
2. A system of transition specialists to help students navigate the shift in programming and to develop the skill sets necessary to complete short-term CTE and secure entry-level employment.
3. A roadmap that links K-12 pathways to short-term CTE to longer-term CC or university professional programs.

A regional team within the consortium that aligns pathways by industry sector and removes redundancy within the system (i.e., industry advisory boards for each level, rather than one industry advisory board for similar K-14), including adult school.

Funding Gaps

At the current time, there are three years of funding to establish pathways from K-12 to CC, universities, and participating private post-secondary institutions. CAERC does not

have funding to align the work of coordinating short-term CTE within the adult school space.

Reference Program Area 4 Table 3.1 for additional details.

Role of the Consortium

The consortium could facilitate the development of CTE Certificate Programs that lead the student into an apprenticeable occupation, such as entry level medical.

The consortium could facilitate the development of pre-apprenticeship courses that are integrated into CTE pathways.

Table 3.1. Implementation Strategies to Create Pathways, System Alignments, and Articulation Among Consortium Participants

Program Area 4: Short-term Career Technical Education Programs with High Employment Potential

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
ABE/GED/EL to CTE	Directory of all programs College and career counseling	Staff time to create survey tool and compile data Create database	\$20,000	Consortium lead agency	Enrollment numbers	By June 30, 2015
Transition between systems of CTE training	Create pathways and systems alignment--make sure to include CBO services Articulate courses between systems Dual enrollment Align data systems Regional meetings Professional Learning Community for teachers	Staff time to determine current pathways, identify gaps and overlaps Staff time (meetings) to determine whether articulation agreements, dual enrollment, or another process will work best to create a seamless system of education and training for students. Then sign agreements between providers (not teachers) Conduct regularly scheduled meetings to keep all provider personnel communicating, provide for continued system alignment, and facilitate decision making Create a professional learning community of teachers where we can all learn how each	\$50,000 Leverage some CRANE-CAP funds	Consortium lead agency	Enrollment numbers PLC membership Increase in transfers	

		provider works, understand how we can all best serve students				
Transition from training to employment	Involve employers in training programs Placement services Facilitate the development of CTE Certificate Programs that lead the student into an apprenticeable occupation, such as entry level medical Facilitate the development of pre-apprenticeship courses that are integrated into CTE pathways	Involve employers in vetting curriculum, guest speaking in classrooms, providing internships, etc. Find funding for placement services or determine if any providers can provide placement services.	\$500,000	Consortium	Increase in long-term employment	College and Career Counseling Placement Services
Transition into systems and between systems	Align assessments between systems college and career counseling	Entrance and exit assessments should be aligned to provide a seamless transition between providers	\$50,000	Consortium lead agency	Number of transitions/transfers	By June 30, 2015, align assessments between systems
Transition from military service to training	Credits for vets for work experience	Assess what is happening already and how we can best serve our veterans	\$100,000	Consortium lead agency	Increase in enrollments and completions	

Program Area 5: Apprenticeship

Program-Area Regional Summary

Apprenticeship is a regional priority because it provides an accelerated pathway to economic independence for the individual, and it develops and provides a highly skilled workforce for employers that are partnered with a broad-based education delivery system. Apprentices “earn while they learn.” They are highly skilled taxpayers in high-wage occupations. Apprentices are a critical component of regional economic development. This model adds to the overall regional economy.

The members and the partners of the Capital Adult Education Regional Consortium (CAERC) recognize that the primary transition for apprenticeships involves developing multiple pathways from other adult education program areas (P1-4) to apprenticeship as an outcome. To better facilitate the creation of pathways, systems alignment, and articulation in the region, consideration must be given to transitions to:

ESL/Citizenship

- ABE/ASE
- CTE/Vocational Education
- Postsecondary Education including transfer to four-year institutions
- Apprenticeships
- Workforce

The ultimate goal of adult education is to provide students with the basic skills needed to obtain employment. In order for apprenticeship to be a potential outcome for students from the other four adult education program areas, concepts of apprenticeship must be infused into their curriculum. To that end, the curriculum for all courses in the four main program areas must include content addressing:

- Communication skills, “soft skills,” employability skills, workplace competencies
- Vocational English as a Second Language (VESL) as appropriate
- Reading, Writing, and Mathematical concepts in an occupational context (or Vocational Adult Basic Education (VABE))
- CAERC has identified several key approaches and strategies necessary to create seamless transitions including:
- Expand access to counseling for career planning such as Apprenticeship, job development, and life needs beginning at the elementary level;
- Increase access to career exploration classes;
- Identify sequence of courses/pathways for alignment that will lead to an outcome such as Apprenticeship;
- Collaborate with apprenticeship stakeholders to examine instructor requirements and curriculum for apprenticeship programs;
- Mitigate barriers to Apprenticeship opportunities for all adults including those for whom English is a second language;

- Expand of stakeholders for apprenticeship; and
- Increase VESL and VABE programs.

Costs and timelines were estimated until further research can be completed. Below is a description of the transitions and approaches/strategies.

Description of Transitions and Approaches/Strategies

Approach/Strategy: Expand Access to Counseling. Access to career counseling should begin in elementary school. One strategy is to develop common career exploration classes between K-12 adult education and community colleges that address apprenticeship. Another strategy should be to develop a common assessment tool to identify aptitudes for entry into skilled trade apprenticeships. A third strategy is to increase the numbers of career counselors and job developers. There should be a common student ratio between K-12 adult education and community college counselors and job developers. Adding staff is an expensive proposition but critical in achieving the primary objective of maximizing student employment rates.

Approach/Strategy: Identify the Sequence of Courses/Pathways. Pathway alignment is essential to ensuring student success. Pathways should be aligned with regional occupational needs and will vary by region. Sequences should cross over between all adult education program areas as necessary and embed apprenticeship concepts as contained in pre-apprenticeship and orientation to apprenticeship curriculum. For consistency across the region, any transition strategy should be appropriately aligned between K-12 and community colleges. Standardized articulation agreements should be developed that address student movement from K-12 adult education to all community colleges in the region. For a variety of reasons, articulation agreements are often difficult to cooperatively develop and implement. If curriculum is closely aligned in both delivery systems, this task should be significantly easier. However, if difficulty persists, these agreements could be imposed on both systems resulting in opportunities for students to have a smoother, hopefully seamless, transition through the postsecondary systems.

Approach/Strategy: Collaborate with Stakeholders. One of the barriers that prevent the two delivery systems from having common administrative practices and common curriculum is the difference in minimum qualifications for apprenticeship program instructors. The community colleges have regulatory provisions that address both credit and non-credit instructor requirements. The statutory provisions for apprenticeship instructors in the K-12 system are that the instructors must be a journey level person with experience in that occupation. One recommendation is for apprenticeship stakeholders to collaborate on and examine instructor requirements and curriculum to align pathways.

Approach/Strategy: Mitigate Barriers to Apprenticeships. Finally, priority must be given to mitigate barriers to apprenticeship opportunities for adults for whom English is a second language. In part, this can be accomplished by incorporating Vocational

English as a Second Language (VESL) into all program areas particularly Program 2: Adult English Learners.

Role of the Consortium

These transitions require a collaborative effort coordinated by the regional consortium to ensure consistency between K-12 adult education and community college, and within each delivery system. All transition strategies must be focused on facilitating the student to obtain a job and/or movement to and through the postsecondary system.

Possible future roles for the Consortium include:

- Support in aligning course titles and curriculum;
- Facilitate action that leads to the mitigation of regulatory barriers;
- Assist with the development of common marketing materials;
- Develop a central depository as a regional reference for listing information; topics should include course sequences and standards to assist students in selecting classes that lead them to apprenticeship and accessing other resources.
- Support accountability by maintaining a database that includes information such as the number of new career exploration classes added in the region, the number of new counselors, and the comparison of student ratios between K-12 adult education and community colleges; and
- Expand CAERC stakeholders to involve Apprenticeship Sponsors, representatives of businesses with potential employment opportunities, local WIBs, local Government and equal representation from each education delivery system.

Reference Program Area 5 Table 3.1 for additional details.

Table 3.1. Implementation Strategies to Create Pathways, System Alignments, and Articulation Among Consortium Participants

Program Area 5

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of Cost	Responsible Parties	Methods of Assessment	Timeline
P1-4 to P5 Apprenticeship	<p>Expand access to counseling for career planning, such as Apprenticeship, job development, and life needs beginning at the elementary level</p> <p>Develop common career exploration classes between K-12 Adult Education and Community College that address Apprenticeship Career counselors and job developers with a common student ratio between K-12 Adult Education and Community College</p> <p>Collaborative effort coordinated by the regional consortium to insure consistency between K-12 Adult Education and Community College, and within each delivery system</p>	<p>Funding</p> <p>Commitment by both K-12 Adult Education and Community College</p>	<p>\$120,000 per counselor</p> <p>Reference Program Area 5 Table 4.1 and Program Area 5 Table 5.1</p>	<p>K-12 Adult Education School Districts</p> <p>Community College</p> <p>Regional Consortiums</p>	<p>Number of new counselors</p> <p>Compare student ratios between K-12 Adult Education and Community College</p> <p>Number of new career exploration classes added in the region</p> <p>Regional Consortiums are engaged to insure common implementation</p>	2015-2016 School Year and Ongoing
P1-4 to P5 Apprenticeship	Identify sequence of courses/pathways for each region that will lead to an outcome, such as	Committed K-12 Adult Education Community	\$250,000	Apprenticeship Program Sponsors Regional	Indicators that regional consortia are engaged to insure common	2015-2016 School Year and Ongoing

	<p>Apprenticeship</p> <p>Pathways should be aligned with regional occupational needs (will vary by region) and focused on potential outcomes such as Apprenticeship</p> <p>Collaborative effort coordinated by the Regional consortium to insure consistency between K-12 Adult Education and Community College, and within each delivery system</p> <p>Produce a regional reference document listing course sequences and standards to assist students in selecting classes that lead them to Apprenticeship</p> <p>Sequences should cross over between adult education program areas as necessary</p>			<p>Consortium</p> <p>K-12 Adult Education School Districts</p> <p>Community College</p>	implementation	
P1-4 to P5 Apprenticeship	Collaborate with apprenticeship stakeholders to examine instructor requirements and curriculum for apprenticeship programs	All effected parties	TBD	<p>K-12 Adult Education</p> <p>Community College</p> <p>State Academic Senate</p> <p>Regional Consortium</p>	All instructors of apprenticeship courses for both credit and non-credit are journeymen with experience in the trade taught	2015-2016 School Year and Ongoing

				State Legislature Apprenticeship Program Sponsors		
P1-4 to P5 Apprenticeship	Mitigate barriers to apprenticeship opportunities for adults for whom English is a second language Incorporate Vocational English as a Second Language (VESL) into all ESL classes and program areas Collaborative effort coordinated by the Regional Consortium to insure consistency between K-12 Adult Education and Community College and within each delivery system	Committed K-12 Adult Education community	\$100,000	K-12 Adult Education Community College Regional Consortium	All ESL classes have a significant VESL component	2016-2017 School Year and Ongoing

Objective #4: Address Gaps

Plans to address the gaps identified.

Consortium Summary

Narrative

In preparation for the first regional Summit held on September 11, 2014, CAERC members and partners were tasked with identifying the gaps and strategies from their organization's perspective. At Summit I, attendees met in program-area collaboration teams to share their organization's perspective and to identify the regional trends. Faculty and administration representing all program areas of the consortium came together to brainstorm, discuss, argue for, rank, and then vote on perceived needs/gaps in the region.

After the Summit, Program Area Subcommittees convened to further discuss Objective 4. Subcommittee members reviewed the work from the Summit and the consortium member and partner submissions for Objective 4; some overarching trends appeared across Program Areas 1-5. These regional trends include the need for:

- Targeted, braided, dedicated and coordinated funding for adult education;
- Increased and ongoing coordination and collaboration between K-12 adult education, community college, and community partners across the consortium;
- Transitions and curricular alignment and standardized articulation;
- Common assessment and data systems to track student progress across and within program areas;
- Curricular integration across program areas, specifically apprenticeships;
- Expansion of program services and availability of course offerings;
- Increased student support services for counseling and career development;
- Use of technology in both coursework and communication for coordination and collaboration;
- Consortium-wide professional development coordination and support;
- Consortium-wide communication tools (i.e., websites, social media, email lists, online forum etc.);
- Re-branding of adult education to increase awareness and outreach; and
- Increased student access to regional resources (i.e., childcare, mental health services, housing options, transportation, and translation services).

It is evidently clear based on the demographic and economic profiles of the region that the greatest need is for ample funding that is targeted, braided, dedicated, and coordinated funding for adult education. (Reference Demographic and Economic Profiles in Overview of the Consortium and Objective 2.) Overwhelmingly, CAERC members and partners have voiced their concern regarding the ever-growing, unmet need in the Capital Region and the pressing need for dedicated funding to maintain

current capacity. The ongoing challenge is that the demand for services far exceeds capacity.

Current funding level (FY 2013-2014) is simply inadequate to fully actualize the goals of AB 86. AB 86 has provided a unique opportunity to inform the legislature about the importance of restoring and increasing funding for adult education to sustainable levels that ensure its effectiveness and quality, particularly K-12 adult education, while enhancing the efficiency of the services provided regionally. To move CAERC’s regional plan forward, funding must be increased and dedicated to adult education. CAERC’s plan, if appropriately funded, will result in significant improvement and increased efficiencies to the adult education delivery system that will ultimately benefit each of its students and the economy of the region at large.

The projected cost to implement the regional key priorities in the CAERC Implementation Regional Plan is estimated at \$12.5 million plus maintenance of effort (MOE) for Year 1: 2015-2016 and \$16 million plus MOE for Year 2: 2016-2017. At minimum CAERC K-12 districts will need at least \$4,436,650 for MOE based on 2012-2013 funding and \$33,298,946 to restore funding to 2007-2008 funding levels. Continued operation of programs and services provided by the K-12 district members is highly dependent on the availability of a new dedicated funding. Support for adult schools needs to be prioritized in the state’s funding model to rebuild and enhance AE programs and services.

Below is the summary of the identified regional gaps and needs across program areas.

CAERC Summary of Identified Regional Gaps and Needs	
Program Area 1: ABE/ASE	<ul style="list-style-type: none"> • Dedicated Funding for Ongoing Collaboration • Development of Regional Resource Asset Map and Communication Tools • Family Literacy • Common Assessment and Data Systems • Transitional and Curricular Alignment • Student Support Services • Program and Service Expansion • Professional Development
Program Area 2: Adult English Learners	<ul style="list-style-type: none"> • Increased Collaboration and Articulation • Improved Accountability and Assessment • Alignment of Curriculum between Adult Education and Community College, Increased Student Support Services • Expansion Course Offerings • Increased Access to Professional Development.
Program Area 3: Adults with Disabilities	<ul style="list-style-type: none"> • Academic and Transition Assessment Alignment • Streamlined Student IEP Transition

	<ul style="list-style-type: none"> • Expanded Access to Resources • Dedicated Funding of Services and Coordination for Students with Autism • Increased Resources and Dedicated Funding
Program Area 4: CTE	<ul style="list-style-type: none"> • Coherent and Aligned Systems for CTE • Equity and Access to CTE Programs • Expanded Communication and Marketing for CTE Programs • Industry-Specific and Generalized Professional Development • Systemic Data Collection System
Program Area 5: Apprenticeships	<ul style="list-style-type: none"> • Dedicated Funding for Apprenticeship Programs • Curricular Integration of Apprenticeships with other Program Areas • Student Support Services – Career Counselors and Job Developers • Increase Awareness about Apprenticeships • Standardized Articulation • Re-brand Adult Education

Recognizing the regional needs far outweigh the anticipated AE funding, CAERC Program-Area Subcommittees collaborated to prioritize needs (Objective 4), implementation strategies, and approaches (Objective 3 and 5) for their designated program areas in January 2015. These program-area recommendations were presented to the Members.

Members further prioritized the list of strategies across the program areas to identify the top regional strategies to include in the CAERC Implementation Plan if funded. Included is the list of regional strategies based on ranking and regional priority completed in February 2015. Reference CAERC Regional Strategies By Ranking and Regional Priority.

CAERC Regional Strategies By Ranking and Regional Priority

Regional Strategy	Regional Priority			
	1	2	3	4
(1) Expand AE Course Offerings in the Region	x			
(2) Develop Regional Asset Map and Pathways Roadmap		x		
(3) Align Courses and Streamline Pathways		x		
(4) Provide Professional Development to Support Regional Priorities	x	x	x	x
(5) Analyze Regional Labor Market and Needs to Align Implementation and Expansion	x			
(6) Coordinate and Expand Marketing and Outreach Efforts			x	
(7) Increase Number of Transition Specialists and Incorporate Collaborative Case Management			x	
(8) Establish Virtual Communication Network Among AE Providers Support Collaboration Across Systems	x	x	x	x
(9) Increase Consortium Awareness on AE Funding Options to Access Braided, Well-Sequenced Funding	x			
(10) Coordinate Transitional Planning for AWD Among PreK-22 Providers			x	
(11) Design, Pilot, and Utilize Consortium-Wide Data and Accountability System				x
(12) Increase Availability and Access to Support Services			x	
(13) Train, Pilot, and Implement iBEST in CTE Programs		x		
(14) Increase Vocational English as a Second Language (VESL) Course Offerings and Program Components to Accelerate Student Progress and Placement Into the Workforce for Adults for Whom English Is a Second Language		x		

Regional Priority:

1. Rebuild Adult Education Programs and Services;
2. Pathways and Alignment;
3. Student Support Services; and
4. Data and Accountability System.

Potential Future Role of the Consortium

Once funding is allocated, consortium workgroups are needed to implement the plans for integrating existing programs and create seamless transitions:

- Continue collaborative efforts with CAERC members/partners for aligning curriculum and pathways.
- Support the identification of academic goals for each specific transition point.
- Design and develop detailed flowchart or visual map that illustrates seamless pathways through adult and postsecondary education or career training.
- Recruit and manage Transition Specialist Coordinator and Transition Specialists in order to maintain consistency, and hold regular meetings for all related consortium members and partners.
- Evaluate existing student data systems for possible adoption by CAERC.
- Fund a consortium-level staff who will maintain current local community resources and access pathways.
- Develop a regional website to support regional communication and coordination inclusive of regional database or asset map.
- Design and provide consortium-wide professional development to support implementation efforts in each program area.
- Host regional network events for each program area.
- Develop regional marketing plan and distribute marketing and outreach materials for the region.
- Create distance-learning courses to be shared among stakeholders.
- Explore the feasibility of and facilitate the process of co-locating services for ESL students, assist in the creation of a central website for the consortium, and explore the possibility of creating a California student ID.
- Evaluate the different program curricula and refine alignment between programs. This information would be put on a central website and updated as necessary. Faculty and staff from each program would need to be informed of this alignment and the online resources explaining it.
- Strategize how to offer more courses across program areas that would fit more student schedules.
- Provide FTE/time/financial compensation for adult education staff for participating in professional development.
- Expand and coordinate outreach to other CBO's outside of the CAERC.
- Create goals that support regional system for CTE program and employer needs.
- Coordinate regional job training efforts.

- Develop and/or contribute to the development of a regional or statewide data reporting system.
- Support existing VESL classes—with the development and implementation of a regional VESL curriculum—that are tied to and aligned with local employer and economic needs.
- Collaborate with regional centers and other social service agencies and assist with the focus on employment opportunities to ensure students are job ready.
- Facilitate the development of CTE Certificate Programs that lead the student into an apprenticeable occupation, such as entry-level medical.
- Facilitate the development of pre-apprenticeship courses that are integrated into CTE pathways.
- Lead the collaborative effort to develop regional curriculum for orientation to apprenticeship across program areas.

This section includes the Objective 4 narratives and tables for each of the program areas (1-5) that reflect the list of strategies submitted in December 2014 that CAERC Members used to prioritize strategies and develop the CAERC Implementation Plan for Year 1 and Year 2.

Program Area 1: ABE/ASE

Program-Area Regional Summary

The main needs of the members in the consortium focus on the need for ongoing collaboration and alignment of standards across the stakeholders. This collaboration should expand to include as many partners in the Capital Region as possible to ensure the consortium is meeting everyone's needs. There are many areas where the exit point and entry point to the next phase may not line up and the benefit of collaboration would ease this transition for students as they move from one program area to another.

Another consortium-wide concern is the need for support services such as counseling to help these high needs populations. Helping students select a clear and established pathway to help ensure their success is crucial for increasing student success. Expanding the types of services offered, especially to those at the lowest levels, is critical. As service is expanded, or reestablished, outreach centers will be needed to meet the needs in areas not currently being served. Costs and timelines across all gaps were estimated until further research can be completed. Below is a description of each.

Description of the Program-Area Gaps in the Region and Strategies

Need: Dedicated Funding for Ongoing Collaboration. There is currently no ongoing collaboration across the consortium. Regular meetings that involve all stakeholders will ensure that needs of the adult population are being met. Sharing resources and strategies, as well as establishing well-articulated pathways, benefits all stakeholders in the consortium. A dedicated funding source is needed to ensure this collaboration continues.

Need: Develop Asset Map and Communication Tools. An asset map should be developed to clearly identify the resources of the region including adult schools, community colleges, county offices of education, in addition to other agencies that address the needs of the students being served. Organizations that provide childcare, mental health services, parenting education, and family literacy all need to be clearly identified to the adult learner population which may be unaware of the resources the community has to offer. This should be available on a website, through offices, and through social media as well. The goal is to improve the sharing of information to all stakeholders and relay to students the valuable resources at their disposal that may address some of their needs.

Need: Family Literacy. It is evident that there is a need across the consortium to explore ways to ensure that the need for family literacy is addressed, possibly through the asset map and identification of resources, or perhaps as part of the basic skills

development. Many barriers to completing education plans go beyond the classroom. Every effort needs to be made to support the whole student.

Need: Common Assessment and Data Systems. To help place students and ensure a more uniform approach, there should be a common assessment, or at least a common understanding and correlation between assessments being used. A common tracking system should be in place that houses assessment, placement, and achievement for each student. This will streamline a student's path and promote quicker achievement of goals. This data will help measure the effectiveness of the implemented changes.

Need: Transitional and Curricular Alignment. Investment of time is needed to ensure alignment of transitions and curriculum using benchmarks and expected competencies. An additional possibility is the exploration and implementation of stackable certificates to clearly identify competencies.

Need: Student Support Services. Establishing strong support services should be a high priority, with a focus on proper placement and establishing clear pathways for students. There should be career and academic counseling to help students with their education plan, and other services such as crisis counseling should be available to this high-need population. One of the main deterrents to program completion are life events outside of the classroom. Student tutors or mentors can help meet this need. It is critical that students receive support in these areas for success rates to improve.

Time should be spent exploring ways to address the needs of a population who enters Community College through open access and then repeats a course 3 times unsuccessfully. This situation would prevent the population from continuing on in a course sequence at the community college, dead-ending their current pathway. Adult education can be a tool if this occurs at the basic skills level.

Need: Program and Service Expansion. Establish a way to expand programs to meet the needs of the adult learners in the area. This may be expanding, or reestablishing, centers for adult education, as well as expanding programs to meet the needs of low-level students currently not being served. This may be accomplished through the addition of and/or expansion of distance education programs, including the adoption of learning management systems. Boot camps should be developed and offered to help bridge students and teach soft skills such as college-, career-, and CTE-readiness to ease transitions into new areas. Boot camps can teach computer literacy and incorporate student mentors to meet student needs.

Need: Professional Development. Professional development funds should be made available (in addition to contracted time) to faculty and staff so proper time and energy can be put into planning and exploring programs to improve best practices and pedagogy even before training in the programs begins. Creating and maintaining a working local consortium that has input and control over the decision-making process will create buy-in from the stakeholders in the consortium. Control over the alignment process should be faculty driven and not outsourced.

Implementation Timeline

The timeline is going to depend on the resources available. Each need can be resolved within roughly a year, but there needs to be an understanding that not all items can be accomplished at the same time if it needs to be done by the same individuals. This may necessitate increased funding to hire additional staff to coordinate and manage the implementation of the regional plan.

Reference Program Area 1 Table 4.1 for additional details.

Table 4.1. Implementation Strategies to Address Identified Gaps

Program Area 1: Elementary and Secondary Basic Skills, including classes required for a high school diploma or high school equivalency certificate

Need/Gap Category	Strategies to Address the Gap	Brief Description of the Strategies	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
<p>1.Lack of support Services</p> <p>Students are not ready for transitioning into post-secondary education, training, and/or employment. They are not ready academically, and need more personal readiness skills. They also need to experience career exploration and identify clear pathways to their goals.</p>	<p>Adding full-time counselors to aid in planning for academic, career, or CTE planning. Establish clear pathways with the student’s end goal in mind and ensure proper placement</p> <p>Counselors equipped to help student’s college, career, and crisis intervention</p> <p>Ongoing tutoring and/or small group instruction in a dedicated facility</p> <p>Establish a resource database, or asset map, including what is offered by members of the consortium (social services, transportation, tutoring,</p>	<p>Train students to be mentors/tutors. Use community college as a resource to find tutors. Library literacy program tutor training or community college training</p>	<p>Trained tutors/mentoring /training for students</p> <p>Community college and library training programs</p> <p>Funding and support for ongoing professional development to help keep all stakeholders informed and the process current</p> <p>An established subcommittee to provide consistent action and to help guide decisions in the</p>	<p>TBD</p>	<p>Adult schools will need to establish support services</p>	<p>Data should be tracked via a database to see if there is an impact in a longitudinal study</p>	<p>TBD</p>

	<p>and citizenship), as well as community resources (childcare) are available</p> <p>Offer Boot Camp bridge programs to teach soft skills. These camps will focus on college, career, and CTE readiness</p> <p>Continuous collaboration about best practices for transitioning students. Clearly identify the skills students are expected to have when entering other programs</p> <p>Collaboration with the America's Job Centers and Title 1 WIA programs should be a strategy to address this gap. AJCCs have coaches and partners that can address some of the necessary supports and financial assistance for support services.</p>		permanent consortium.				
2.Lack of clearly	Identify and establish	Create a detailed	TBD	TBD	Content faculty	Data should be	TBD

<p>established pathways</p>	<p>clear pathways for easy transitions. These pathways should be specific to students' goals e.g. ABE to CC, ABE to CTE, ABE to Career, ABE to ASE etc</p> <p>Ensure that collaboration among stakeholders (particularly faculty) continues to develop clear and established paths for students</p>	<p>flowchart to illustrate pathways in a visual manner for students and faculty</p>	<p>Funding and support for ongoing professional development to help keep all stakeholders informed and the process current</p> <p>An established subcommittee to provide consistent action and to help guide decisions in the permanent consortium</p>		<p>from across the consortium</p> <p>WIA Title 1 Adult and Dislocated worker resources through the AJCC should be a resource for pathways, and collaboration with AJCC Coaches and Career Pathways Trust Sector coaches could provide information on high demand sectors and employers.</p>	<p>tracked via a database to see if there is an impact in a longitudinal study</p>	
<p>3.Lack of clear or common matriculation process</p>	<p>Introduce common assessment across the consortium, or develop a common understanding of each other's exams and correlate the results</p> <p>Establish a multiple measure placement that utilizes common</p>	<p>TBD</p>	<p>TBD</p> <p>Funding and support for ongoing professional development to help keep all stakeholders informed and the process</p>	<p>TBD</p>	<p>Content faculty from across the consortium</p>	<p>Data should be tracked via a database to see if there is an impact in a longitudinal study</p>	<p>TBD</p>

	standards Establish a pathway for community college students that run into repeatability issues at the community so their path is not deadended		current An established subcommittee to provide consistent action and to help guide decisions in the permanent consortium				
4. Lack of established partnerships and continued dialogue.	Hold ongoing collaborative meetings where all stakeholders (particularly faculty) are present Secure on-site professional development time to collaborate and ensure goals are being properly identified and met Establish online communication networks.	Dedicated funding Expand consortium partners to include other community members and business partners to maintain an open dialogue to ensure that the needs of all stakeholders are being met	TBD Funding and support for ongoing professional development to help keep all stakeholders informed and the process current An established subcommittee to provide consistent action and to help guide decisions in the permanent consortium.	TBD	Entire Consortium	Data should be tracked via a database to see if there is an impact in a longitudinal study	TBD
5.The need to expand services region-wide	Expand areas being served by establishing	TBD	TBD	TBD	Entire consortium	Data should be tracked via a	TBD

<p>and increase spectrum-wide offerings to reach more students at all literacy levels. The library literacy program is not able to serve the number of students with a need</p>	<p>or reestablishing outreach centers</p> <p>Expand number that can be served by utilizing distance education options such as those that emphasize technology</p> <p>Build or expand a program that can serve the lowest literacy levels</p>		<p>Funding and support for ongoing professional development to help keep all stakeholders informed and the process current</p> <p>An established subcommittee to provide consistent action and to help guide decisions in the permanent consortium</p>			<p>database to see if there is an impact in a longitudinal study</p>	
<p>6. Current curriculum among stakeholders lacks alignment. Students entering programs do not have skills needed to be successful</p>	<p>Align and/or develop the transitional curriculum. Establish benchmarks and establish expected competencies</p> <p>Explore the implementation of stackable certificates</p>	<p>Collaborate across consortium faculty and include K-12 to ensure articulation and alignment exists. Create alignment where needed</p> <p>A subcommittee of multi-leveled faculty should be formed to closely review standards on an ongoing basis so recommendations</p>	<p>TBD</p> <p>Funding and support for ongoing professional development to help keep all stakeholders informed and the process current</p> <p>An established subcommittee</p>	<p>TBD</p>	<p>Content faculty from across the consortium</p>	<p>Data should be tracked via a database to see if there is an impact in a longitudinal study</p>	<p>TBD</p>

		<p>can be made to ensure strong alignment in entrance and exit points</p> <p>Begin with the end in mind. Backwards map from community college to ensure that proper preparation happens</p>	<p>to provide consistent action and to help guide decisions in the permanent consortium</p>				
<p>7. There is no common structure or mechanism for student identification and longitudinal tracking</p>	<p>Create an electronic student tracking system that utilizes a database that can be used consortium/ (STATE/CALPADS?) Statewide K-14</p>	<p>Work together as a consortium to develop key identifying information to keep on students that follows them through their educational paths</p>	<p>TBD</p> <p>Funding and support for ongoing professional development to help keep all stakeholders informed and the process current</p> <p>An established subcommittee to provide consistent action and to help guide decisions in the permanent consortium</p>	TBD	<p>Consortium or State</p>	<p>Data should be tracked via a database to see if there is an impact in a longitudinal study</p>	TBD

Program Area 2: Adult English Learners

Program-Area Regional Summary

The statewide budget cuts to Adult Education in the last decade have resulted in substantial program and service gaps. School closures and greatly reduced course offerings have left many adult learners with few options for increasing their English language skills and, hence, community participation and employability. A designated stream of funding for adult education services throughout the region is essential for providers to address the gaps that exist and provide adult learners with the skills they need to enter the workforce and/or higher education.

During the process of reviewing consortium member and partner submissions for Objective 4, some overarching trends appeared across Program Areas 1-5. These trends include a need for increased:

- Availability of course offerings and student support services (e.g., through summer and on weekends);
- Coordination and collaboration between adult education, community college, and community partners; and
- Use of technology (in both course offerings as well as coordination and collaboration).

Across all gaps, costs and timelines were estimated until further research can be completed. Below is a description of each.

Description of the Program-Area Gaps in the Region and Strategies

Need: Increased Collaboration & Articulation. As many of the same students come through the classrooms of different members and partners of the consortium, the lack of communication between institutions needs to be addressed. The educational role each member and partner play, and how these roles relate to each other in relation to adult ESL, is not well understood. As these institutions' goals are very similar—to assist adults needing English towards their educational and/or career goals—these institutions should work in a more unified manner.

Five strategies were identified to address this gap:

1. Co-location of services for ESL students at adult education centers and community colleges including ESL Pathway Coordinators from adult education and community college, CAERC partners, job and training centers, community-based organizations, state agencies (i.e. Department of Human Assistance). This would be implemented at the beginning of funding.
2. Development of articulation agreements and pathways for ESL students to transfer from adult education to community college.
3. Coordinated outreach efforts to the ESL community through CAERC members and partners and at local events.

4. Utilization of technology to facilitate communication and disseminate information on the programs and resources available for the region's ESL students via a central website.
5. Creation of a common identifier (student ID) for California students that can be used across the adult education and community college system to assist with student placement and tracking.

Role of the Consortium

Once funding is allocated, a workgroup of consortium representatives would be needed to explore the feasibility of and facilitate the process of co-locating services for ESL students, assist in the creation of a central website for the consortium, and explore the possibility of creating a California student ID.

Need: Alignment of Curriculum of Adult Ed with CC Student Learning Outcomes.

In addition to creating equivalency between assessment tools, there is a need for alignment of Adult Ed ESL curriculum with that of the local Community College Student Learning Outcomes. This alignment would streamline student transitions from Adult Education to Community College (CC). At the same time, students who score below the CC's lowest level could be appropriately placed in the local Adult Ed program. Four strategies were identified to address this gap:

- Consortium-wide meetings
- Give access to curriculum to CBOs
- Infusion of technology
- Create common competencies regionally

Role of the Consortium

Once funding is allocated, a workgroup of consortium representatives would be needed to evaluate the different program curricula and refine alignment between programs. This information would be put on a central website and updated as necessary. Faculty and staff from each program would need to be informed of this alignment and the online resources explaining it. Facilitated by the ESL Pathway Coordinator (Reference 3.1 Narrative) and in order to maintain consistency, regular meetings would be held by all related consortium members and partners (Reference Program Area 2, Table 4.1 for resources needed and methods of assessment).

Need: Student Support Services. A major barrier for students pursuing education within the consortium's ESL programs is the inability of each program to address the pre-classroom needs of its students. Six strategies address this gap:

- Services available to students: transportation and childcare.
- Citizenship transitions: advisor screens student before entering the class and identifies levels appropriate to enter citizenship preparation.
- Workshops on student services available to address broad needs (financial literacy, mental health literacy, etc.)

- Infusion of technology, including orientations (Pathways Chart - meeting with student to discuss goal setting).
- Discuss family/personal needs with students; address concerns and help meet needs.
- Translation services to help students in lower levels understand their paths and goals.
- Support services for high-risk students.

Role of the Consortium

Once funding is allocated, a consortium-level resource specialist would maintain current local community resources and access pathways. This role would be supported by the ESL Pathway Coordinator (Reference 3.1 Narrative), who would be available to students directly (Reference Program Area 2, Table 4.1 for resources needed and methods of assessment). Free childcare at the Adult Ed centers could be modeled on the CC program at Los Rios (ECE Program).

Need: Increased Course Offerings. Another major gap found in the region is the inability of programs to offer flexible course offerings that reflect the diverse needs of our ESL students. One main strategy addresses this gap:

- Consistent and increased course options—add more off-site classes, satellite sites, and weekend and summer classes.

Role of the Consortium

Once funding is allocated, a workgroup of consortium representatives would be needed to strategize how to offer courses that would fit more ESL student schedules and how to increase the number of programs and courses offered on weekends and during summer. Consistent class time is especially important for English learners as a core component of language learning is immersing oneself in an English-only environment. Long breaks without language practice not only slow down, but actually increase the time needed to learn a new language. This information would be put on a central website and updated as necessary. Faculty and staff at each of these programs would need to be informed of this alignment and the online resources explaining it. Facilitated by the ESL Pathway Coordinator (Reference 3.1 Narrative) and in order to maintain high levels of student access to our ESL programs, regular meetings would be held by all related consortium members and partners on this topic (Reference Program Area 2, Table 4.1 for resources needed and methods of assessment).

Need: Increased Access to Professional Development. A final need in order to ensure the success of the above strategies is the need for time and funding for professional development for all consortium members and partners. Three main strategies address this gap:

- Fund PD opportunities for all members and partners
- Agree on minimum standards of teacher credentialing

- Utilize existing PD resources available to each member/partner

Role of the Consortium

Once funding is allocated, faculty from all consortium members and partners would be encouraged to participate in, and be given FTE/time/financial compensation for participating in, professional development (Reference Program Area 2, Table 4.1 for resources needed and methods of assessment).

Reference Program Area 2 Table 4.1 for additional details.

Table 4.1. Implementation Strategies to Address Identified Gaps

Program Area 2: Classes and Courses

Need/Gap Category	Strategies to Address the Gap	Brief Description of the Strategies	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
1. Collaboration and Articulation	<p>Coordinate between members and partners, including co-location of services (DHS/welfare, workforce development agencies, CBOs, educational)</p> <p>Utilize technology to facilitate communication and identify available programs and resources</p> <p>Coordinate outreach efforts to the K-12 systems and other community entities</p> <p>Develop articulation agreements and clear pathways for AE to CC</p>	<p>Hire multiple EL coordinators with physical presence at each adult education center aligned with a CC campus and other community partners</p> <p>Hire a CC coordinator</p> <p>Hire ESL advisor at the Adult Center</p> <p>Central resource website/database; listserv, social media, online forum for program updates from members/ partners</p> <p>Print outreach materials/PR/ presence at local events and employers</p>	<p>Coordinator and advisor, or multiples</p> <p>Programmers, technology infrastructure, analysts</p> <p>Support staff</p> <p>Staff time and funding for materials</p> <p>Modern technology to support the educational programs.</p> <p>Training on use of the technology</p>	<p>One benefited regional coordinator at \$80,000/year</p> <p>Multiple .25 local coordinator/ support staff positions at \$25,000/year each</p> <p>Website creation and management: \$100,000/year</p> <p>1. \$50,000 2. \$15,000</p>	<p>The Consortium members and DHS</p> <p>SWJC system</p>	<p>Surveys of the instructional populations in CC's and adult education and community partners</p>	<p>Implementation at the beginning of funding</p>

	Create common identifiers (student ID) for California students across all systems	Agreed upon demographics that are collected upon intake					
2.Accountability and Assessment	<p>Common guidelines for adult education, community college, CBO assessment</p> <p>Align Levels of Proficiency and Student Learning Outcomes (SLO's) between adult education and community college</p> <p>In-person communication between systems to coordinate and issue recommendations</p> <p>Set of uniform outcomes</p>	<p>Identify the skills that are being assessed at each level</p> <p>Regular meetings between systems</p>	<p>Modern technology to support the educational programs</p> <p>Training on use of technology</p>	Adequate funding to attend meetings (release time, etc.): \$50,000 to start	Partners, adult education faculty, CC faculty, IT technicians	Minutes of meetings, calendars of meetings, shared assessment instruments	1 year
3, Alignment of curriculum of adult education with community college Student Learning Outcomes	<p>Dedicated funding to provide consistency within our programs</p> <p>Cross-system meetings</p>	<p>Share curricula and SLO's across systems</p> <p>Professional development to build faculty skills</p>	<p>Funding to convene work groups</p> <p>Instructor development on technology</p>	\$50,000 per year to fund work groups	Los Rios and adult education faculty and administrators	<p>Copies of curricula in both systems</p> <p>Technology inventory</p>	1 year likely; overlapping with the year devoted to Assessment and

	<p>Give access to CBOs to curriculum</p> <p>Infusion of technology</p> <p>Create common competencies regionally</p>	<p>Develop work groups to do above tasks</p>	<p>use</p> <p>Funding for curriculum adjustment</p>				Account-ability
4.Student Services	<p>Dedicated funding to provide consistency within our programs</p> <p>Workshops on student services available to address broad needs (financial literacy, mental health literacy, etc.)</p> <p>Infusion of technology, including orientations (Pathways Chart: Meeting with student to discuss goals—goal setting)</p> <p>Discuss family/personal needs with students: Address concerns and help</p>	<p>Advisor to coordinate with other members, colleges, and partners to facilitate moving students within consortium programs.</p> <p>Advisor access to other resources and schools (programs/ offerings)</p> <p>Workshops, within class time, at the literacy level of the students focused on the educational and career options available. This would be followed by individual goal setting sessions with advisors.</p> <p>At each agency, a</p>	<p>Funding and facilities for Consortium Resource Specialist.</p> <p>Funding for Resource Specialist/ Counselor.</p> <p>Percentage of full-time employee depending on size of agency, but no less than 25% FTE.</p> <p>Availability of free child care, modeled on CC program at Los Rios (ECE Program connection)</p>	<p>Approximate cost for wage, benefits, and office for consortium level professional \$75,000</p> <p>Cost for site-level individuals at wage scales of those sites. \$75,000/year for child care</p>	<p>Los Rios responsible for consortium level resource specialist and dissemination of information to members and partners</p> <p>Members responsible for site-level roles including assisting partner clients to access resources</p> <p>SWJC system</p>	<p>Student goal attainment</p> <p>Record of services provided</p> <p>Student persistence through attendance and drop out rate</p>	<p>Ongoing and measured within fiscal years</p> <p>Workshops offered twice per year.</p>

	<p>meet needs</p> <p>Services available to students: Transportation and child care</p> <p>Translation services to help students at lower English levels understand their paths and goals.</p> <p>Support services for high-risk students</p> <p>Citizenship transitions: Advisor screens student before entering the class. Identifying levels appropriate to enter citizenship</p>	<p>community resource specialist would be available to meet with students and assist them in connecting with community resources needed to stabilize their lives and families (i.e., housing, food, medical and mental health care); to facilitate a continued focus on education.</p> <p>Advanced students mentoring lower level students: A mentor program for ESL students</p>	<p>Modern technology to support the educational programs.</p> <p>Training on use of the technology</p>				
5. Course offerings	<p>Technology: Infused through all gaps Live feed/cable TV distance learning, online Upgrade tech: smart TV's, etc.</p> <p>Dedicated funding to provide consistency within our programs</p>	<p>Blended learning models</p> <p>Off-site and distant learning classes (work sites, churches, union halls, community centers, elementary school programs, migrant housing centers, community college, adult</p>	<p>Salary for person/group to map existing services (planning grant)</p> <p>Laptops, hardware, tablets, software, IT support, storage,</p>	<p>Per class: \$8,400 per year for instruction</p> <p>\$4,200 per year for volunteer coordination</p> <p>Per site/ infrastructure</p>	All consortium members and partners	<p>Student and staff surveys</p> <p>Reporting the number of students served (including demographics)</p>	1 year, overlapping with years 3 and 4

	<p>Access: Off-site classes, satellite sites, weekend classes</p>	<p>education centers)</p> <p>Mapping where classes already exist and what students are being served and which are not</p> <p>Identify gaps and locations</p> <p>Staff development</p> <p>Hardware set up</p> <p>Class Schedule</p>	<p>training support, funds to support non-traditional classes, volunteer coordinators, DSPS support (including applications)</p>	<p>\$45,000 for 30 laptops \$4,500 for 15 tablets \$4,500 for 30 Microsoft Office licenses \$5,000 for DSPS support</p>			
6. Professional Development (PD)	<p>Infusion of technology</p> <p>Open PD opportunities to CBOs (e.g., WIA)</p> <p>Agreement on minimum standards of teacher credentialing</p> <p>Utilize resources available (CBO, K-12, and CC)</p>	<p>Providers from all systems: Adult education, community partners, and Los Rios. Provide workshops from all systems with opportunities for collaboration</p> <p>Out-of-state Workshop presenters so that we have the opportunity to see other models</p>	<p>PD Coordinator</p> <p>Sites identified to house workshops</p> <p>Modern technology to support the educational programs.</p> <p>Training one use of the technology</p>	<p>\$50,000</p> <p>Sites should be no-cost</p>	<p>OTAN</p> <p>CALPRO</p> <p>Web and face-to-face</p>	<p>Surveys of populations</p> <p>Formalized agreements in hand</p>	<p>Ongoing beginning with implementation</p>

Program Area 3: Adults with Disabilities

Program-Area Regional Summary

As might be expected, the largest regional gap identified is the alignment and tracking of programs, supports, assessments, etc. regardless of the disability category in which students qualify. Because programs for students with disabilities are often implemented in silos, PreK-22 support is fragmented, thus post-secondary opportunities are minimized. Lack of funding was identified across all gaps as a necessary fix. Trends across the program area were: providing effective, focused professional development across the system; developing aligned systems for communication and collaboration; and agreeing upon paperwork design, development, and collection.

Six gaps were identified as priorities within the transition areas of grade levels/programs in PreK-22 and across the entire system into adult education and community college, along with a description of the gap, strategies to address the gap, needed resources, cost, responsible parties, methods of assessment, and timelines. Across all gaps, costs and timelines were estimated until further research can be completed. Below is a description of each.

Description of the Program-Area Gaps in the Region and Strategies

Need: Academic and Transition Assessment. The first gap is that student academic and transition assessments are often duplicated or inconsistent, and that report information is missing, incomplete, or kept in various locations which impacts timeliness and appropriateness of services provided to students. This is a two-pronged gap that includes: 1) alignment and array of the assessments students are administered across programs and agencies; and 2) tracking of the academic, transition, and medical information that is collected throughout students' history in education. Options would need to be explored/developed, a pilot set up that includes all stakeholders, professional development designed and a communication system set up to ensure deep and ongoing implementation. Resources identified were: time to research potential assessment and tracking systems; staff identification with a broad continuum of experience; professional development trainers/PD design (possibly electronic PD); and increased funding. Unless otherwise noted, the responsible parties are districts and community colleges in collaboration with outside agencies. To ensure this gap is addressed and narrowed, the process of researching, identification, and completion at agreed-upon intervals will be used as the assessment method.

Need: IEP Transition. Another gap identified was that the transition component of the IEP is completed to varying degrees of depth, specificity, and consistency, thereby negatively impacting appropriate placement in Career Pathways Academies/program development and minimizing post-secondary outcomes for students and adults with disabilities. Similar to gap #1, professional development and a communication process would be a priority. Equally important is ensuring academic and transition instruction is consistent across all grade levels and focused on adult education and community college expectations. Although transition plans are required beginning at age 16,

systems must be created that are connected—PreK to age 15 and from the time students leave the PreK-22 system into postsecondary options. This requires participation of all stakeholders, including general education, as early as possible. Resources needed would include professional development providers, realistic and relevant transition plan development, buy-in and fidelity to the process, and an agreed-upon definition of “college, career, and civic life” readiness.

Need: Access to Resources. The third gap focuses on limited access to resources due to various circumstances (rural areas, limited transportation options, crossing county lines, ability to use public transportation, decreased number of vendors, etc.). These limitations negatively impact supports, services, and training provided to adults with disabilities. To assist in remedying this gap, development of student housing options on community college campuses and increased funding to encourage program development was recommended. An increase in the number of programs in rural areas, along with an increase in housing options on community college campuses, would facilitate increased enrollment of students from rural areas and an increased number of MOUs—both would be used as measures of success.

Need: Funded Services and Coordination for Students with Autism. The following two gaps are specific to students with Autism (Alta Regional clients) and students with disabilities who do not qualify for Alta Regional services:

- Gap Four: The lack of available funding and services (braided) for students and adults with Autism (Regional Center clients) creates a gap in preparation and readiness for college, careers, and civic life.
- Gap Five: A lack of coordination of programs, supports, and assessments for students with Autism, SLD, Emotional Disturbance, etc. (Non-Regional Center Clients) creates a gap in preparation and readiness for college, careers, and civic life.

Both gaps would require alignment and coordination of supports and services between PreK-22 districts, outside agencies, and community colleges, as well as increased funding, focused program development, materials, professional development, and communication/collaboration procedures. A number of new programs would be established at the community colleges and job placements. An increase in programs that bring community colleges to high school/middle schools and vice versa would be implemented as assessment measures.

Need: Increase Resources and Dedicated Funding. Last, it is necessary to identify available resources, specifically funding as an overarching gap. Without specific attention paid to this gap, students with disabilities across the continuum will not be afforded equity in their opportunities for college, career, and civic life readiness and success. It is not enough to only increase funding, but also to ensure it is targeted, braided, dedicated, and coordinated. Suggestions for funding usage include: the hiring of highly qualified teachers, paraeducators, and support staff (i.e., counselors, behavior specialists, vocational specialists, job developers, mental health service providers); developing Autism programs and vocational programs; coordinating funding from

various sources (i.e., Regional Center, DOR, grants, for adults with disabilities); and employment incentives for employers.

Reference Program Area 3: Table 4.1 for additional details.

Table 4.1. Implementation Strategies to Address Identified Gaps

Program Area 3: Education Programs for Adults with Disabilities

Need/Gap Category	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
<p>1. Student academic and transition assessment are duplicated or inconsistent. Additionally, report information is missing, incomplete, or kept in various locations which impacts timeliness and appropriateness of services provided to students.</p>	<p>Explore existing options or develop aligned, consistent, statewide academic and transition assessment tools</p> <p>Explore existing options or develop a comprehensive integrated assessment tracking system</p> <p>Develop data collection process across all systems (PreK-22, adult education, CCC, ancillary services) to measure actual gaps in services</p> <p>Create a pilot utilizing the data collection system, to develop and test comprehensive assessment tools and data driven processes, to assist in the transition planning process</p> <p>Improve communication between and across systems</p>	<p>Funding</p> <p>Time to research potential assessment and tracking systems</p> <p>Staff identification with a broad continuum of experience</p> <p>Professional development trainers/PD design (possibly electronic PD)</p>	<p>Depending on district/agency size</p>	<p>School districts and community colleges in collaboration with outside agencies</p>	<p>The process of researching, identification, and completion of this project is progress monitored at agreed upon intervals</p>	<p>Research and identification to begin immediately</p>

	Improve professional development					
2. The transition component of the IEP is completed to varying degrees of depth, specificity, and individualization. This negatively impacts appropriate placement in Career Pathways Academies/program development, minimizing post-secondary outcomes for students and adults with disabilities	<p>College, career, and civic life team discussions and instruction begins early for students with disabilities (PreK/Elementary) and transition is considered anytime students enter the system</p> <p>Universal, consistent training for all entities involved in transition planning</p> <p>All stakeholders are considered valued members of the transition team (district, parents, and outside agency stakeholders)</p> <p>Improved communication across system and service providers (DOR, employers, Regional Center, PreK-22 educational system)</p> <p>Improved professional development in transitional planning and work related skills</p>	<p>Professional development providers</p> <p>Realistic and relevant transition plan development agreed upon by all stakeholders based on assessment</p> <p>Buy-in and fidelity to the process by all stakeholders</p> <p>Agreed upon definition of “college, career, and community readiness”</p>	TBD	<p>School districts, community colleges, related agencies (DOR, Regional Center, etc.)</p> <p>SWJC system</p>	<p>Staff evaluation</p> <p>CDE transition improvement Indicators</p> <p>Number of completed, fully implemented, and positively evaluated MOUs</p>	Immediately

<p>3. Access to resources (rural areas, limited transportation options, crossing county lines, ability to use public transportation, decreased number of vendors, etc.) is limited, thus negatively impacting supports, services, and training provided to adults with disabilities</p>	<p>Development of programs in rural areas Increase transportation options Agency/district partnerships</p>	<p>Funding source Staffing</p>	<p>TBD</p>	<p>School districts and community colleges in collaboration with Regional Center DDS (increased funding)</p>	<p>Increase in number of programs in rural areas Increase in housing options on community colleges campuses thereby increasing enrollment of students from rural areas Increase in the number of MOUs</p>	<p>Immediately</p>
<p>4. The lack of available funding and services (braided) for students and adults with Autism (Regional Center clients) creates a gap in preparation and readiness for college, career, and civic life</p>	<p>Development of specific programs to serve the population Funding increases Formal needs assessment for location and service delivery models Attract highly qualified staff with specific expertise Collaboration with Center for Excellence in Developmental Disabilities</p>	<p>Funding Facilities Staffing Materials MOU Job Development</p>	<p>Dependant on number of programs Agreed upon amount to be identified as start-up and recurring funds</p>	<p>Regional Center Collaboration with districts, NPS, etc.</p>	<p>Number of new programs established</p>	<p>As soon as possible with special attention paid to thoughtful implementation</p>
<p>5. A lack of coordination</p>	<p>Coaching supports</p>	<p>Funding</p>	<p>\$?,000,000</p>	<p>Responsible parties:</p>	<p>Number of new programs</p>	<p>Immediately</p>

<p>of programs, supports, and assessments for students with Autism, SLD, Emotional Disturbance, etc. (Non Regional Center Clients) creates a gap in preparation and readiness for college, career, and civic life</p>	<p>Counseling Connections and experience in career exploring; along with assessment</p> <p>Transition supports</p> <p>Case management</p> <p>Classes focusing on self-advocacy, learning strengths, and accommodation strategies</p> <p>Professional development for staff focusing on Universal Design for Learning</p> <p>Creating connections to the PreK-22 system</p> <p>Alternate media and assistive technology</p>	<p>Professional development</p> <p>Communication system</p> <p>See Comprehensive Assessment Tracking System</p>		<p>Community colleges and districts</p> <p>SWJC system</p> <p>Coaching, counseling supports are in place</p> <p>Completion rates increase</p> <p>Degrees, Certificates, Transfer</p> <p>Development of support classes</p> <p>Increase in enrollment of this population</p>	<p>established at the community college and job placements.</p> <p>Increase in programs that bring community colleges to high school/middle schools, and vice versa</p>	
<p>6. There exists a gap in funding for educating adults with disabilities</p>	<p>Funding must be:</p> <ul style="list-style-type: none"> - Increased - Targeted - Braided - Dedicated <p>Coordination of funding</p>	<p>Funding</p>	<p>TBD</p>	<p>California</p>	<p>Increased budget</p>	<p>Immediately</p>

Program Area 4: Short-term Career Technical Education Programs with High Employment Potential

Program-Area Regional Summary

The Sacramento region recently received \$21M in grant money to develop career pathways in six industry sectors. The largest regional consortium, and a \$15M awardee, is Capital Regional Academies for the Next Economy (CRANE). CRANE is a CAERC partner and will lead the work in systems alignment and pathway development. The targeted career pathways (detailed below) were selected because they align with economic growth in the region. They currently have an annual output of almost \$15B and show huge potential for growth. While CAERC will align all adult school pathways and services with regional industry sectors, priority will be placed on fully developing programs that conduct CTE training in these high-wage, high-demand areas:

- Agribusiness, Natural Resources and Food
- Advanced Manufacturing
- Engineering
- Information and Communication Technologies
- Life Sciences and Health Services
- Construction and Clean Energy

Description of the Program-Area Gaps in the Region and Strategies

A survey of CTE providers in the region identified the following:

- Lack of alignment between secondary, district adult school, and community college CTE programs.
- Career pathways do not exist, are not complete, or are not aligned between CTE provider systems.
- CTE training programs are not available to all clients in the continuum.
- There is a lack of industry specific and generalized professional development for many CTE educators.
- Little communication between CTE provider systems, service providers, and clients.
- No systemic data collection system to track student outcomes and provide longitudinal data across the systems.

Need: Coherent and Aligned Systems for CTE. The CRANE proposal focuses its work on the development of a coherent system that will allow us to enhance and expand locally embraced pathway models such as: Project Lead The Way (PLTW); California Partnership Academies (CPA); Specialized Secondary Programs (SSP); Linked Learning; and National Academy Foundation or hybrids that meet established Linked Learning quality criteria; and transition them into well articulated programs that are responsive to the regional economic needs. To achieve this, our design employs a collaborative structure designed to bring the California Department of Education,

postsecondary institutions, local workforce investment boards, and industry, civic, and non-profit support to each pathway cluster.

Need: Equity and Access to CTE Programs Central to this work of pathway development and systems alignment are equity and access. The consortium intends to create a system of wraparound supports that will increase meaningful access. These supports will include high-quality counseling, development and communication of a transition process (Reference Program Area 4, Table 4.1), transportation or replication, childcare, provisions for English learners, technology, job placement services and follow up services.

Need: Expanded Communication and Marketing for CTE Programs. Making communication and marketing a priority will help to keep the system aligned by creating communication channels between consortium members; safeguard equity and access by informing the public about CTE training options, financial aid, and eligibility requirements; and making sure that the system is prepared to be responsive to changing business and community needs.

Need: Industry Specific and Generalized Professional Development. Through a series of industry sector meetings and professional development opportunities, all teachers in the CRANE region will have access to high-level professional development focused on CTE subject matter, innovative teaching methods, integrated curriculum, and pathway sustainability. Teacher internships will also be offered to help teachers keep current with industry updates. In addition, Professional Learning Communities (PLCs) will be formed using a combination of face-to-face and Internet-based meetings. This will allow teachers to meet regularly to discuss and solve issues of curriculum alignment and student progress.

Need: Systemic Data Collection System. Part of the industry sector meetings and PLCs will be spent aligning and articulating curriculum, looking for opportunities for dual enrollment/credit, entrance requirements, and testing with a goal of regional curriculum, performance tests, common final exams, etc. A regional approach would ensure quality programs that meet the needs of industry.

Stakeholders have identified the Integrated Basic Education and Skills Training (I-BEST) model as a platform to build adult school level programming in the region. We are planning to enhance and improve the programming that was lost in previous budget cuts to a more effective and aligned model that incorporates secondary, district adult education, and community college post-secondary programming.

Funding Gaps

At the current time, the CRANE grant will fund coordination of pathways through June 30, 2017. There is no funding to add a coordination of either all adult school programs or even more needed, industry specific programming within the adult school space.

Reference Program Area 4: Table 4.1 for additional details.

Table 4.1. Implementation Strategies to Address Identified Gaps

Program Area 4

Need/Gap Category	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
<p>One Coordinated Regional System for CTC</p>	<p>Develop system between WIB, CC, K-12, Adult Ed, CBOs, and employers</p> <p>Create goals that support a regional system of adult education that meet employer needs</p> <p>Have consortium take ownership of coordinating regional job training efforts</p> <p>Convene roundtables for all industry sectors with a focus on high demand jobs and skills</p> <p>Involve employers in the planning of customized training to reflect labor market needs</p>	<p>Time</p> <p>Meeting space</p> <p>CRANE structure and staff</p> <p>Clerical support staff</p> <p>Incentives for employer participation</p>	<p>\$30,000 for .5 clerical salary and benefits for consortium work</p>	<p>Consortium Lead Agency</p>	<p>Set goals: Develop assessments and timeline</p>	

	<p>Establish and strengthen the role of industry advisory councils</p> <p>Establish a process for determining training and funding priorities</p>					
Career Pathways	<p>Align curriculum between CC, K-12, Adult Education</p> <p>Use technology to create distance learning</p> <p>Create a system of industry approved stackable certificates/badges</p> <p>Use articulation/dual enrollment to create an articulated system</p> <p>Create a system where curriculum is vetted by employers to ensure that students are training to meet local industry needs</p> <p>Develop a repository of curricula that is</p>	<p>Teacher stipends for curriculum development</p> <p>Industry roundtable</p> <p>Commitment from industry</p> <p>CRANE structure and staff support</p>	<p>\$100,000</p> <p>Leverage CRANE and SB1070 funds</p>	<p>Consortium Lead Agency</p> <p>Curriculum Committees of K-12 Districts</p> <p>Academic Senate</p> <p>Industry Sector Curriculum Workgroups</p> <p>Employers</p> <p>SWJC system</p>	<p>Curriculum assessed by regional roundtables</p> <p>National, state, and regional certificates</p>	

	<p>reviewed on an annual basis by a committee within the consortia</p> <p>Connect to employers for curriculum input, structure, and support, WBL, i.e. internships, employment, purposes Provide necessary basis skills, math, and literacy instruction to address the needs of those seeking to enter employment</p> <p>Incorporate job readiness/soft skills into all CTE training</p> <p>Create distance learning courses to provide access to students throughout the region</p>					
Access	<p>Determine wraparound supports to increase meaningful access</p> <p>High-quality counseling</p> <p>Develop an expected transition process</p>	<p>Funding to hire and train staff</p> <p>Entity to provide transportation and identify routes and programs involved</p>	<p>\$300,000</p> <p>Leverage GI Bill</p> <p>Possible cost per student:</p>	<p>Child care provider agencies</p> <p>Consortia could negotiate regional contract for</p>	<p>Number of adult students with children receiving training and completing training</p>	<p>Identify wraparound support: 6 months to 1 year</p> <p>Develop tools and training</p>

	<p>Transportation support to regional programs</p> <p>Support for English learners (training)</p> <p>Staff available to assist clients with language barriers</p> <p>Develop tools and training to ensure information about financial aid is readily available</p> <p>Develop child care programs</p> <p>Provide access (technology and internet) for distance learning</p> <p>Opportunities for veterans re-entering the workforce</p> <p>Create work-based learning opportunities</p>	<p>Career and academic counselors</p> <p>Establish satellite distance learning centers</p> <p>Funding for dedicated career paths</p> <p>Collaboration with community colleges and short-term stackable certificates</p> <p>Funding for a liaison to work with businesses and create internship opportunities</p> <p>Financial aid resources</p> <p>Instruction on the technology and provide technology support</p> <p>Location/sites: distance learning space, devices to support the technology-based classroom</p>	<p>\$500</p>	<p>online services</p> <p>Satellite program(s) cost</p> <p>Consortia to work with online vendor to provide PD and staff coordination</p> <p>Transportation coordinated by local program</p> <p>SWJC system</p>	<p>Enrollment projection and performance outcomes</p> <p>Increase access to distance learning centers</p> <p>Established partnership or system for transportation</p>	<p>for staff: 3 to 6 months</p> <p>Hire new staff: 4 to 8 months</p> <p>Develop child care programs: 1 to 2 years</p> <p>Technology access and sites: 6 months to 1 year</p> <p>Create work-based learning opportunities: 6 to 8 months to establish partnership, then ongoing</p>
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		<p>Staff training for financial aid services, community resources, and use of technology</p> <p>Counseling offices: location, counseling hours, staff to provide counseling and referrals for wraparound services</p> <p>Providers to offer support services: transportation, child care, etc.</p>				
Professional Development (PD)	<p>Creation regional PD system.</p> <p>Technology training for teachers</p> <p>Training for teachers on providing effective distance learning</p> <p>Creating Professional Learning Community using technology</p> <p>Training for regional (all) counselors</p>	<p>Funding</p> <p>Trainers</p> <p>Locations</p> <p>Outreach for training opportunities</p> <p>Staff time</p>	\$50,000	<p>Consortium leadership team</p> <p>CTE workgroup</p>	<p>Number of attendees at each PD opportunity</p> <p>Evaluations</p>	<p>Immediate, via CRANE, industry sector meetings</p>

	<p>Specific training about financial aid</p> <p>Training for transition specialists</p>					
Communication	<p>Develop Regional Marketing Plan (include media) using common language to reference training</p> <p>Develop communication channels between consortium members</p> <p>Develop a menu of services</p> <p>Publish tool or aid, clearly describing the pathways and provide to students, institutions and employers/industries</p> <p>Use technology to communicate with consortium partners (newsletter?)</p> <p>Develop communication tool(s) regarding financial aid</p>	Marketing team or outsource to marketing firm	Initially: \$50,000 Ongoing: \$20,000	Consortium lead agency	<p>Review and modify every year</p> <p>Assess effectiveness by sending survey to users via internet to determine satisfaction with product and capture suggested changes</p>	6 months to develop plan and continuous to implement

Data	Develop a regional data reporting system	<p>Staffing to determine what should be collected and conduct a search of what already exists and what can be used</p> <p>Technology: Determine what are the requirements</p> <p>System developers</p>	\$70,000	Consortium lead agency		<p>Development of system by 6/30/2015</p> <p>Data collection and evaluation: Ongoing</p>
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Program Area 5: Apprenticeship

Program-Area Regional Summary

There are six regional gaps in the Apprenticeship program area. The first is inadequate funding. The second is that curriculum in adult education program areas does not address Apprenticeship. The third is a lack of career counselors/job developers in adult education. The fourth is the need for increased awareness of Apprenticeship opportunities by both students and faculty. The fifth is that K-12 adult education Apprenticeship Programs are not able to give college credit. The sixth is a strong need to re-brand and change perceptions in adult education to establish that adult education programs are a pathway to jobs or careers such as Apprenticeship. Across all gaps, costs and timelines were estimated until further research can be completed. Below is a description of each.

Description of the Program-Area Gaps in the Region and Strategies

Need: Increased Funding. Inadequate funding has negatively impacted Apprenticeship Programs. It is important to build support to restore funding to Apprenticeship to 2007-2008 levels. Consensus for this could be built by organizing the Apprenticeship community, the Business community, and the California Apprenticeship Council to advocate for restoration of funding. There is a need to develop trend data that demonstrates the impact of lack of funding on economic development and expansion of Apprenticeship.

Need: Curricular Integration. Curriculum in adult education program areas also does not address Apprenticeship. Infuse Apprenticeship concepts across all adult education program subject areas to provide students with sufficient levels of awareness on what they need to know to achieve successful employment outcomes. These include: basic academic skills; employability skills; understanding of Apprenticeship; access to Apprenticeship Programs or Pre-Apprenticeship Programs; development and implementation of career pathways programs that integrate applied academics; and membership on existing Community College and ROP advisory committees. These efforts can be supported through involvement of the Apprenticeship community and utilization of existing Pre-Apprenticeship Programs. It is necessary to strengthen collaboration time with K-12 adult education, Community Colleges, Apprenticeship sponsors, and Industry Councils.

Need: Support Services - Career Counselors and Job Developers. There is a lack of career counselors/job developers in adult education. To address this gap, strategies include:

- Hire and train job developers and career counselors;
- Establish an outcome-based tracking system, which includes Apprenticeship, in all career plans, as a desired outcome. These may include the number of students counseled and employed, number of career plans created and students self reporting; and

- Establish realistic long- and short-term goals for each student.

Need: Increased Awareness about Apprenticeships. There is a lack of awareness of Apprenticeship opportunities by both students and faculty. To address this gap, strategies include:

- Create a network for Pre-Apprenticeship and Apprenticeship Programs in the region and share best practices;
- Showcase career paths for Apprenticeship and other non-apprentice-able occupations;
- Develop and distribute regional marketing collateral about Apprenticeship for multiple audiences. Partners will include regional Apprenticeship Sponsors, K-12 adult education and community college faculty, counselors, and the California Apprenticeship Council; and
- Involve the local and regional digital media and employers.

Need: Standardized Articulation. K-12 adult education Apprenticeship programs are unable to give college credit where community colleges award credit for the identical course. To address this gap, the consortium needs to develop a standardized articulation agreement that applies to all community colleges and K-12 adult education programs. Statutory and/or regulatory changes are required to award college credit for both K-12 adult education and Community College Apprenticeship Programs, where curriculum meets the Minimum Industry Training Criteria (MITC) and the California Apprenticeship Council (CAC), or meets state and national standards. This process will require participation by Community College Academic Senate, Apprenticeship Program Sponsors, California Apprenticeship Council, and K-12 adult education.

Need: Re-brand Adult Education. There is a strong need to re-brand adult education to change perceptions to establish that adult education programs are a pathway to jobs or careers such as Apprenticeship. To address this gap, strategies include:

- Establish adult education so it is known as a system where students transition to jobs, Apprenticeships, and/or College;
- Build multiple pathways;
- Communicate the revised mission to all stakeholders in adult education, including citizens;
- Train adult education staff on how to implement the new mission; and
- Develop marketing materials with a regional focus. Re-branding will require participation by the California Department of Education, Community College Chancellor's Office, California Apprenticeship Council, Apprenticeship Program sponsors, and K-12 adult education. All consortium members will be stakeholders, as this concept crosses program areas.

Reference Program Area 5 Table 4.1 for additional details.

Table 4.1. Implementation Strategies to Address Identified Gaps

Program Area 5

Need/Gap Category	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Inadequate Funding	<p>Restore funding to Apprenticeship to 2007-2008 levels</p> <p>Organize Apprenticeship Community to advocate for restoration of funding</p> <p>Develop trend data that demonstrates the impact of lack of funding on economic development and expansion of Apprenticeship</p>	<p>Apprenticeship Community</p> <p>Business Community</p> <p>California Apprenticeship Council</p>	<p>\$15,000,000*</p> <p>* Amount represents the statewide RSI (Related and Supplemental Instruction) funding level in 2007-1008</p>	<p>Apprenticeship Community</p> <p>California Apprenticeship Council</p> <p>SWJC system</p>	<p>Funding restored in the budge act</p>	<p>By June 2015</p>
Curriculum in adult education program areas does not address Apprenticeship	<p>Infuse Apprenticeship concepts across all program subject areas to integrate standardized Apprenticeship concepts that include: basic academic skills, employability skills, an understanding of Apprenticeship, how to access Apprenticeship Programs or Pre-Apprenticeship Programs</p>	<p>Utilize the existing California Apprenticeship Council Orientation to Apprenticeship curriculum</p> <p>Involve the Apprenticeship Community</p> <p>Utilize existing Pre-Apprenticeship Programs</p>	<p>\$250,000 to support online access to existing curriculum</p>	<p>California Apprenticeship Council</p> <p>Apprenticeship Sponsors</p> <p>Representatives from K-12 Adult Education and Community Colleges who have experience in Apprenticeship</p> <p>SWJC system</p>	<p>Number of adult education programs who have infused the concept of Apprenticeship into the curriculum</p> <p>Number of students who enter Apprenticeship</p> <p>Number of new pathways</p>	<p>2016-2017 School Year and Ongoing</p>

Lack of career counselors/job developers in adult education	<p>Hire and train job developers and career counselors</p> <p>Establish an outcome-based tracking system</p> <p>Include Apprenticeship in all career plans as a desired outcome</p> <p>Establish realistic long and short term goals for each student</p>	<p>Multiple funding sources such as federal and state grants and other funding</p> <p>Participation by: - Apprenticeship Program Sponsors - Employers</p>	<p>\$120,000 per counselor</p> <p>Reference Program Area 5 Table 3.1 and Program Area 5 Table 5.1</p>	<p>State Legislature</p> <p>K-12 Adult Education School Districts</p> <p>Community Colleges</p> <p>SWJC system</p>	<p>Number of students counseled and employed</p> <p>Number of career plans created</p> <p>Students self reporting</p>	2016-2017 School Year and Ongoing
Lack of awareness of Apprenticeship opportunities	<p>Create a network for Pre-Apprenticeship and Apprenticeship Programs in the region and share best practices</p> <p>Showcase career paths in Apprenticeship</p> <p>Develop and distribute regional marketing collateral about Apprenticeship for multiple audiences</p>	<p>Buy-in from Apprenticeship Program Sponsors</p> <p>Local and regional digital media</p> <p>Involvement from employers</p>	\$500,000	<p>Regional Apprenticeship Sponsors</p> <p>K-12 Adult Education and Community College facility and/or counselors</p> <p>California Apprenticeship Council</p> <p>SWJC system</p>	<p>Event surveys (Career GPS, orientation tours)</p> <p>Ask potential students how they heard about Apprenticeship</p> <p>Network of Apprenticeship and Pre-Apprenticeship Programs in region is established and shared</p>	2016-2017 School Year and Ongoing
K-12 Adult Education Apprenticeship Programs are not	Develop a standardized articulation agreement that applies to all colleges and K-12 Adult Education	State Community College Academic Senate	TBD – Statutory Change Required	State Community College Academic Senate	Number of Apprenticeship Programs in K-12 adult education	2016-2017 School Year

able to give college credit	Apprenticeship Programs	Apprenticeship Program Sponsors		Apprenticeship Program sponsors	systems receiving college credit	
Need to re-brand adult education to change perceptions that adult education programs are a pathway to jobs or careers such as Apprenticeship	<p>Establish education so that it is known as a system where students transition to jobs, Apprenticeships, and/or college</p> <p>Build multiple pathways</p> <p>Communicate the revised mission to all stakeholders in adult education and to citizens</p>	<p>Training for adult education staff on how to implement new mission and focus</p> <p>Marketing materials focused on citizens</p>	TBD – Statewide effort	<p>All adult education program areas</p> <p>California Department of Education Community College Chancellor’s Office</p> <p>California Apprenticeship Council</p> <p>Apprenticeship Program Sponsors</p>	<p>Broad recognition of the rebranding of adult education</p> <p>Increase in enrollments</p>	Immediate and ongoing

Objective #5: Student Acceleration

Plans to employ approaches proven to accelerate a student’s progress toward his or her academic or career goals, such as contextualized basic skills and career technical education, and other joint programming strategies between adult education and career technical education.

Consortium Summary

Narrative

In preparation for the second regional Summit held on October 24, 2014, CAERC members and partners were tasked with rethinking and redesigning essential elements for Objective 5: Accelerating Student’s Progress from their organization’s perspective. Then, subcommittees convened to further collaboratively discuss how to develop approaches to accelerate student progress. Subcommittee members reviewed the consortium member and partner submissions for Objective 5 and developed the draft for the regional plan.

During Summit II, attendees met in program-area collaboration teams to provide feedback to the regional plan draft. Faculty and administration representing all program areas of the consortium came together to brainstorm, discuss, advocate for, rank, and then vote on the implementation tasks to accelerate student progress in adult education. See the table below is the summary of approaches to accelerate student progress across program areas.

CAERC Summary of Approaches to Accelerate Student Progress	
Program Area 1: ABE/ASE	<ul style="list-style-type: none"> • Develop Online, Regional Resource Database • Align Curriculum, Standards, and Assessments • Integrate Basic Skills with Other Program Areas • Differentiate Instruction
Program Area 2: Adult English Learners	<ul style="list-style-type: none"> • Enhance and Expand ESL Course Offerings • Increase Academic and Vocational ESL courses • Improve Collaboration to Strengthen and Coordinate Services • Increase Intense Learning Opportunities
Program Area 3: Adults with Disabilities	<ul style="list-style-type: none"> • Provide Support Services, Special Classes, and Training at the Community College • Create Individual Learning Plans focused on a Career Path • Align Assessment and Data Systems • Apply Universal Design for Learning (UDL) in Instructional Planning • Provide Students Opportunities to Explore Career

	<p>Options</p> <ul style="list-style-type: none"> • Monitor Student Progress with Competency-Based Assessments and Instruction
Program Area 4: CTE	<ul style="list-style-type: none"> • Articulate Courses Between Systems • Provide College and Career Counseling • Identify and Streamline Career Pathways • Utilize and Pilot Components of I-BEST Pathways
Program Area 5: Apprenticeships	<ul style="list-style-type: none"> • Infuse Apprenticeship Concepts Across Adult Education Program Areas • Increase Number of Employers for Apprenticeships • Hire and Train a Network of Job Developers and Career Counselors

Recognizing the regional needs far outweigh the anticipated AE funding, CAERC Program-Area Subcommittees collaborated to prioritize needs (Objective 4), implementation strategies, and approaches (Objective 3 and 5) for their designated program areas in January 2015. These program-area recommendations were presented to the Members.

Members further prioritized the list of strategies across the program areas to identify the top regional strategies to include in the CAERC Implementation Plan if funded. Included is the list of regional strategies based on ranking and regional priority completed in February 2015. Reference CAERC Regional Strategies By Ranking and Regional Priority.

CAERC Regional Strategies By Ranking and Regional Priority

Regional Strategy	Regional Priority			
	1	2	3	4
(1) Expand AE Course Offerings in the Region	x			
(2) Develop Regional Asset Map and Pathways Roadmap		x		
(3) Align Courses and Streamline Pathways		x		
(4) Provide Professional Development to Support Regional Priorities	x	x	x	x
(5) Analyze Regional Labor Market and Needs to Align Implementation and Expansion	x			
(6) Coordinate and Expand Marketing and Outreach Efforts			x	
(7) Increase Number of Transition Specialists and Incorporate Collaborative Case Management			x	
(8) Establish Virtual Communication Network Among AE Providers Support Collaboration Across Systems	x	x	x	x
(9) Increase Consortium Awareness on AE Funding Options to Access Braided, Well-Sequenced Funding	x			
(10) Coordinate Transitional Planning for AWD Among PreK-22 Providers			x	
(11) Design, Pilot, and Utilize Consortium-Wide Data and Accountability System				x
(12) Increase Availability and Access to Support Services			x	
(13) Train, Pilot, and Implement iBEST in CTE Programs		x		
(14) Increase Vocational English as a Second Language (VESL) Course Offerings and Program Components to Accelerate Student Progress and Placement Into the Workforce for Adults for Whom English Is a Second Language		x		

Regional Priority:

1. Rebuild Adult Education Programs and Services;
2. Pathways and Alignment;
3. Student Support Services; and
4. Data and Accountability System.

Potential Future Role of the Consortium

Once funding is allocated, consortium workgroups are needed to implement identified approaches to accelerate student progress:

- Continue collaborative efforts with CAERC members/partners for aligning curriculum, standards, and assessment.
- Evaluate existing student data systems for possible adoption by CAERC.
- Develop a regional website to support regional communication and coordination inclusive of regional database or asset map.
- Design and provide consortium-wide professional development to support implementation efforts in each program area.
- Facilitate collaboration to integration program areas.
- Develop distance-learning classes for program areas.
- Develop and host regional events for adults with disabilities to explore career options.
- Develop and conduct a periodic survey to determine local employment trends or access existing data to determine local employment trends.
- Lead the collaborative effort to develop regional curriculum for orientation to apprenticeship across program areas.
- Coordinate efforts to provide opportunities for job/career counselors to network regionally.

This section includes the Objective 5 narratives and tables for each of the program areas (1-5) that reflect the list of strategies submitted in December 2014 that CAERC Members used to prioritize strategies and develop the CAERC Implementation Plan for Year 1 and Year 2.

Program Area 1: ABE/ASE

Program-Area Regional Summary

The main item to address in the region is providing clear pathways for students and streamlining pathways to success. This includes improving students' awareness of various services offered in the region and providing them the information they need to get started. This also includes aligning standards to help students accelerate their transitions, making the process more fluent. The process of fine tuning and aligning the standards between the programs offered will inevitably allow students to accelerate their progress and transition to the next phase of their personal growth. An essential element of this would be developing an individualized education plan for each student. This will ensure that all students clearly know what steps they need to take to achieve their goals.

In addition to clarifying and streamlining pathways, the consortium should work together to integrate basic skills into CTE and Apprenticeship programs so students can start CTE and Apprenticeship programs sooner while making the basic skills more applicable—contextualized—so they can see the importance of basic skills education to their chosen path as well as condense the time needed to complete degrees. Individualized instruction, with the aid of technology, can ensure that students can focus on what they need to learn and quickly move past mastered information.

Costs and timelines were estimated until further research can be completed. Below is a description of the approaches and implementation tasks and approaches/strategies.

Description of Approaches and Implementation Tasks

Approach: Develop Online, Regional Resource Database. Creating a common resource database will ensure that all the resources in the region are represented and that students can access the resources they need. Life challenges are often the cause of students delaying their educational plans. Ensuring that students are aware of resources throughout the community can give them the key to being able to keep moving forward. The database would be virtual, as well as available at a physical location when possible. It would require all partners, as well as an outreach to organizations in the community, to share what they have to offer. Once the initial work of creating the web-accessible database is completed, it will need to be maintained and updated. The resource database would not only serve adult students, but also serve faculty and staff as a reference. Ensuring that faculty and staff are aware of community resources will encourage the development of a coach mentality to help support students and give faculty a tool to help them do that.

Approach: Align Curriculum, Standards and Assessments. Another approach that will streamline and accelerate student progress is the alignment of content standards across the region. If students are able to move from one stakeholder to another in a fluid manner, they will finish their education plan with fewer interruptions and repetition. In order to establish and maintain this type of seamless transition, ongoing, region-wide collaboration is needed. There will need to be a great deal of time available for content teams to meet and create common standards and ensure a shared understanding of what is expected at each level. Once the foundation is laid, this collaboration needs to continue so improvements, adjustments, and growth can occur.

Approach: Integrate Basic Skills with Other Program Areas. One way to shorten the time required for each program is the integration of basic skills into other program areas. Cross-program discussions need to be held to determine if and where programs can be altered to accept students early, given that they will receive basic skills instruction by integrating them into the next phase in their educational plan.

Approach: Differentiate Instruction. A clear way to meet every student where they are in the educational process is to individualize instruction. Differentiating instruction allows students to focus on the skills they need to strengthen while moving quickly through material they have already mastered. One way this can be done is by using computerized instruction, and possibly in a distance education platform that can reach even more students. Moving to computerized instruction will require that computer literacy be addressed. Many students in this population will not know how to use the technology without this support. Distance education raises many issues and may not be an effective use of resources. Success rates may be low, and this needs to be evaluated.

Role of the Consortium

To support implementation efforts, CAERC needs to leverage current resources and develop more consortium-wide resources to address Objective 5. Possible consortium tasks include:

- Develop online regional resource database.
- Support continued collaboration to align curriculum, standards, and assessments.
- Facilitate collaboration to integrate program areas.

Reference Program Area 1 Table 5.1 for additional details

Table 5.1. Work plan for implementing approaches prove to accelerate a student’s progress toward his or her academic or career goals

Program Area 1: Elementary and Secondary Basic Skills, including classes required for high school diploma or high school equivalency certificate

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
<p>Create a learning resource database that integrates counseling services and community services and streamlines the transition between pathways. Ensuring each student has an identified pathway established. This would include mentoring, and support services to create an easy, accessible environment. Acceleration will result from ongoing collaboration and streamlining the students’ pathways.</p>	<p>Create a common database</p> <p>Create a resource database of community resources that identifies what each member of the consortium offers</p> <p>Counselors would help students create and educational plan to ensure that each student knows the steps they need to take to be successful</p> <p>Create a coach/mentor mentality among faculty to provide additional support.</p> <p>Encourage mentors—previous or continuing students—that volunteer to help students acclimate to their new environment</p> <p>Ongoing collaboration of content faculty that focuses on continuously aligning and streamlining pathways</p>	<p>Personnel to develop, research, and maintain database</p> <p>Collaboration time to develop and research items to include in database</p> <p>Professional development to aid faculty in learning how to act as a coach/mentor</p> <p>Regional program to recruit and train mentors</p> <p>Time to collaborate and create curriculum that is not publisher driven, that emphasizes streamlining, backwards mapping from the desired outcome to ensure all needed preparation is addressed</p>	<p>TBD</p>	<p>All stakeholders in the region</p>	<p>Data should be tracked via a database to see if there is an impact in a longitudinal study</p> <p>Number of hits on database can be tracked to gage usefulness</p>	<p>TBD</p>

Alignment of standards and sharing of practices to have a greater connection and fluency throughout the consortium	Ongoing, cross consortium, faculty collaboration time is needed to discuss and compare curriculum within individual sites and throughout the consortium to establish and maintain standards	Time and dedicated ongoing funding to ensure content faculty can meet and regularly align standards	TBD	Faculty from across the consortium with dedicated, paid time given for collaboration throughout the year	Data should be tracked via a database to see if there is an impact in a longitudinal study	TBD
Work with other program areas to see how we can support early entry with integrated basic skills instruction	TBD based upon the needs identified by the other program areas	Ongoing collaboration between stakeholders to identify needs	TBD	All stakeholders should take responsibility for identifying possible areas of integration and identifying topics that can be integrated	Data should be tracked via a database to see if there is an impact in a longitudinal study	TBD
Support student's acceleration through differentiated instruction, possibly using computerized resources and/or distance education (or hybrid)	Professional development time to establish appropriate programs and learn how to maximize them for students An analysis of success that can be obtained in the online or distance format	Computer literacy courses for students Computer workstations for students to use Program that can differentiate instruction to meet students' needs	TBD	Adult schools	Data should be tracked via a database to see if there is an impact in a longitudinal study	TBD

		<p>Training for faculty, tutors, and support staff</p> <p>Collaboration time to ensure programs are streamlined and that the program aligns with the common standards across the curriculum</p>				
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Program Area 2: Adult English Learners

Program-Area Regional Summary

In order to accelerate ESL student progress, students must have increased access to English learning opportunities. Second language acquisition research has shown that languages are best learned with long-term (consistent), informed, and positive input¹ (Krashen, 2009). Upon receipt of funding, the Program Area 2 Subcommittee recommends the implementation of the following strategies to increase access to students:

- **Access to flexibly scheduled, year-round, ESL classes:** additional ESL classes at locations throughout the community, ESL classes offered on the weekends, longer ESL classes (in Adult Ed and CBOs), smaller enrollment caps (to have an increase in personalized teacher feedback) for ESL classes, workplace ESL classes
- **More full-time ESL positions** to properly implement, develop, and maintain a high-quality curriculum that best serves the dynamic, diverse educational, linguistic, and professional needs of our students
- **Technology** that increases access to hybrid/distance learning options for ESL
- **Student Support Services** that make studying an easier option for ESL students: daycare, translation services, qualified tutors
- **ESL Pathway Coordinator positions for smoother transitions** between consortium members (CBO to employment, CBO to Adult Ed, Adult Ed to employment, Adult Ed to CC, CC to employment, CC to transfer)

Costs and timelines were estimated until further research can be completed. Below is a description of the approaches and implementation tasks and approaches/strategies.

¹Krashen, Stephen. *Principles and practice in second language acquisition*. Pergamon: Oxford, 2009.

Description of Approaches and Implementation Tasks

Approach: Enhance and Expand ESL Courses. Only through increased exposure to and engagement with English can ESL students accelerate the process of language learning. For many students, ESL class is the only opportunity they have to hear and speak English. If we want to accelerate the pace at which students learn English so that they can move more quickly toward their academic and career goals, Program 2 providers ensure consistent access to ESL classes is a central priority.

In addition to increased access to ESL classes, Program Area 2 providers must ensure that the quality of these classes remains high. CAERC recommends that more full-time ESL teacher positions be created in order to attract highly qualified teachers who will work towards their program development while ensuring student achievement.

Role of the Consortium

To support implementation efforts, CAERC needs to leverage current resources and develop more consortium-wide resources to address Objective 5. Possible consortium tasks include:

- Support continued collaboration to enhance and expand ESL course offerings in the region.
- Support existing VESL classes—with the development and implementation of a regional VESL curriculum—that are tied to and aligned with local employer and economic needs.
- Develop online resource database.
- Provide and development consortium-wide professional development for Program Area 2.
- Develop distance-learning classes for Program Area 2.

Reference Program Area 2 Table 5.1 for additional details

Table 5.1. Work plan for implementing approaches prove to accelerate a student’s progress toward his or her academic or career goals

Program Area 2: Classes and Courses for immigrants eligible for education services in citizenship and English as a second language and workforce preparation classes in basic skills

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Increase access to ESL classes	Year-round classes, more class offerings, classes on the weekends, classes in the community, longer classes, ability to offer smaller classes, workplace classes, and distance/blended learning options	Additional funding, additional teachers, full-time teacher positions, and improved technology Free/low-cost childcare	TBD	K-12 Adult Education and Community College SWJC system	Surveys to members, partners, and students to compare access prior to and after funding. For example: Survey to members would include questions about number of classes offered, increased venues, and increased scheduling options	Immediately upon receipt of funding
Adult Education-specific approach: Increase Academic and Vocational ESL courses	Expanded academic ESL courses: courses that focus on the specific academic vocabulary/reading, grammar, and writing needed to accelerate students’ academic goals, including preparation for the English/Language Arts section of the California High School Exit Examination (CAHSEE), the reading/writing sections of the	Additional funding, additional teachers, full-time teacher positions, improved technology, and creation of courses Free/low-cost childcare	TBD	K-12 Adult Education SWJC system	Surveys to adult education to determine whether these courses have been developed	Immediately upon receipt of funding

	<p>various High School Equivalency (HSE) exams, and entrance into Community College</p> <p>Increased Vocational ESL courses</p>					
<p>CBO-specific approach: Improve collaboration with consortium members and partners to strengthen the services they provide and accelerate student progress (CBOs)</p>	<p>Increase demands and standards</p> <p>Increase use of computer technology (Need PD for teachers) to help increase use of blended/distance learning</p> <p>Master's level courses/ Academic Training (beyond PD) for teachers</p> <p>Identify clearer pathways to workforce for all skill levels</p> <p>Explore HEP Program for migrant farm workers as a model for GED instruction in other languages</p> <p>Offer online tutoring</p> <p>More advanced writing courses, conversation courses</p> <p>Knowledge of the resources available</p> <p>Collaboration, sharing of resources, and creation of partnerships, with CC and local</p>	<p>Access to professional development/ academic training available to consortium members and partners; improved collaboration and communication among consortium members and partners</p>	TBD	<p>Consortium</p> <p>SWJC system</p>	<p>Surveys to members and partners to ensure this collaboration</p>	<p>Upon receipt of funding</p>

	business					
Community College-specific approach: Build up summer programs and increase intensive learning opportunities	Offer 8-week courses during the semester so students can take 2 courses per semester; need to address the financial aid caps	Additional funding, support of the Community College Support Services: Tutoring, lab, need for childcare, transportation (bus passes or gas vouchers), and counseling, economic services	TBD	Community College	Surveys to Community College to determine whether this has happened	Immediately upon receipt of funding

Program Area 3: Adults with Disabilities

Program-Area Regional Summary

Alignment of student support within and across all levels of the system is crucial for students with disabilities to succeed in post-secondary activities. Programs, curriculum, assessments, instruction, staff understanding and participation must all be included in the development of comprehensive plans to support adults with disabilities. Six approaches have been identified to accelerate student progress:

1. Provide support services, special classes, and training at the community college
2. Create Individual Learning Plans focused on a career path
3. Align assessment and data systems
4. Apply Universal Design for Learning (UDL) in instructional planning
5. Provide students opportunities to explore career options
6. Monitor student progress with competency-based assessments and instruction

Costs and timelines were estimated until further research can be completed. Below is a description of the approaches and implementation tasks and approaches/strategies.

Description of Approaches and Implementation Tasks

Approach: Provide Support Services, Special classes, and Training at the Community College. For this approach to be implemented with success, coaches, teachers, counselors, and support staff will need to be identified, trained, and evaluated appropriately. Additionally, content and focus of support classes and services, in alignment with Career Technical Education standards and priorities, must be determined. Career-based, college-themed curriculum and materials need to be identified and implemented with fidelity and in alignment with Prek-22 and adult education agencies. In collaboration with Disabled Students Programs and Services (DSPS) and Career Technical Education pathways, students with disabilities are provided options that support the development of independence, executive functions, self-regulation, communication/collaboration, and increasing self-awareness of their disability as it manifests in various environments. Program Area 3 providers should consider restructuring remedial classes to meet the needs of students with disabilities.

Resources:

- Student Support Services as Community Colleges: A Strategy for Increasing Students Persistence and Attainment <http://www2.ed.gov/PDFDocs/college-completion/04-student-support-services-at-community-colleges.pdf> -
- Career-Focused Services for Students with Disabilities at Community Colleges (March, 2009) <http://www.ncwd-youth.info/assets/background/disabilities-and-community-colleges.pdf>

Approach: Create Individual Learning Plans Focused on a Career Path. To accelerate student progress, Program Area 3 providers can create Individual Learning Plans focusing on the career path beginning in high school and in concert with Career Pathways and Linked Learning initiatives, community colleges, and adult education programs. Transition plans will need to be aligned and communicated in such a way relevant data can be interpreted and shared with post-secondary placement coordinators. Area 3 providers should collaborate with regional centers and other social service agencies and assist with the focus on employment opportunities to ensure students are job ready. Tasks include developing the design of the aligned plan, training for staff, parents, and care providers, and coordination of communication and fidelity measures.

Resources:

- [Federal Government Use of Career Development Research - Presentation to the Society for Vocational Psychology \(August 2014\)](#)
- [Districts Nationwide Embrace Individualized Learning Plans To Help All Students Become College and Career Ready](#)
- [Learning to Work: States Using Individualized Learning Plans As Anchor Strategy to Promote College and Career Readiness](#)
- ["Planning for Life After High School," Education Week Commentary \(February 25, 2014\)](#)

Approach: Align Assessment and Data Systems. When systems are aligned, student progress can be accelerated in the adult education system. This begins with the development and implementation of an aligned assessment and tracking system. By aligning assessment and data systems, the opportunity for unnecessary duplication of assessments, academic information, medical records, etc. can be decreased (See Objective 4.1 Gap #1). This is particularly critical for students with disabilities. Program Area 3 providers may also want to explore existing options for statewide assessment tools to track student progress across all systems (PreK-22, adult education, and community college).

CAERC recommends an assessment pilot to test the data collection system and to identify alignment issues that can impact student transitions.

Resource:

- State Longitudinal Data Systems for Tracking Outcomes for Students with Disabilities through Postsecondary Activities (November, 2010)
http://nasdse.org/DesktopModules/DNNspot-Store/ProductFiles/76_e501d36a-f082-44f1-8aca-52d96c886c3e.pdf

Approach: Apply Universal Design for Learning (UDL) in Instructional Planning.

Universal Design for Learning (UDL) is an instructional planning framework that supports students in their acquisition of academic and job readiness skills. When used as an academic and transition lesson-planning framework, UDL principles can lead to increased student access to instruction. Along with alignment across systems, UDL results in increased academic and college, career and civic life readiness with particular attention placed on self-regulation, perseverance, executive functions, collaboration, and self-advocacy/determination. UDL focuses on identifying barriers in the environment that may block student access to the curriculum. Based on Universal Design for Architecture (curb cutouts, closed captioning, etc.), UDL also opens up opportunities for all—not only for students and adults with disabilities.

In terms of access, the National Center and State Collaborative (NCSC) has recommended that all students be communicatively competent and have a mode of communication identified when they enter the system at kindergarten and proficient at using it by third grade. It stands to reason that students transitioning into community college and adult education be communicatively competent in order to self-advocate and be self-determined (NCSC Parent Materials, 2013).

Resources:

- Rose, D. H., Harbour, W. S., Johnston, C. S., Daley, S. G., & Abarbanell, L. (2006). *Universal design for learning in postsecondary education: Reflections on principles and their application*. *Journal of Postsecondary Education and Disability*, 19(2), 17.
- Smith, F. G. (2012). *Analyzing a college course that adheres to the universal design for learning (UDL) framework*. *Journal of the Scholarship of Teaching and Learning*, 12(3), pp. 1-30.
- Gradel, K., & Edson, A. J. (2010). *Putting universal design for learning on the higher education agenda*. *Journal of Educational Technology Systems*, 38(2), 111-121.

Approach: Provide Students Opportunities to Explore Career Options. Students with disabilities would benefit from opportunities to explore possible career options. Job sampling, interning, volunteering, and job exploration provide the needed experiences for success when opportunities for obtaining meaningful work present themselves. These experiences should be offered as early as possible and be appropriately aligned throughout the system and across programs and agencies. Staff such as job developers will create employment opportunities and identify locations. To ensure programs are evidence-based, professional development will need to be provided. Increased funding will also provide additional support for teacher development.

Resources:

- National Secondary Transition Technical Assistance Center website <http://nstattac.org/>

- National Alliance for Secondary Education and Transition website
<http://www.nasetalliance.org/>

Approach: Monitor Student Progress with Competency-Based Assessments and Instruction. Utilization of competency-based assessments and instruction can accelerate student progress. Competencies and skills are identified in the individual learning plan (i.e., CASAS). Each competency leads to the acquisition of the skills needed for individualized progress. Assessments focusing on skills students have mastered and those that are still in need of development and refinement provide timely information to identify, guide, and accelerate instruction and programming. To support this approach, professional development, identification, and fidelity of implementation of assessments will need to be monitored.

Resources:

- *Defining and Assessing Learning: Exploring Competency-Based Initiatives. Report of the National Postsecondary Education Cooperative Working Group on Competency-Based Initiatives in Postsecondary Education. Brochure [and] Report. Jones, Elizabeth A.; Voorhees, Richard A. (2010)*

The Role of the Consortium

To support implementation efforts, CAERC needs to leverage current resources and develop more consortium-wide resources to address Objective 5. Possible consortium tasks include:

- Coordinate collaboration and communication efforts.
- Provide consortium-wide professional development on UDL.
- Develop and host regional events for adults with disabilities to explore career options.

Reference Program Area 3 Table 5.1 for additional details.

Table 5.1. Work plan for implementing approaches prove to accelerate a student’s progress toward his or her academic or career goals

Program Area 3: Education Programs for Adults with Disabilities

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
1. Provide support services, special classes/design, and training at the Community College level	Coaches, teachers, counselors, and support staff identified, trained, and evaluated appropriately Content and focus of support classes/services determined Career-based college themed curriculum and materials identified and implemented with fidelity Alignment with PreK-22 and adult education agencies	Funding and training	TBD	School Districts and Community Colleges in collaboration with outside agencies	Documentation of supports in place	Planning to begin immediately and ongoing
2. Individual learning plans focusing on the career path	Personnel to work with the students Developing the plan Training for staff, parents and care providers Coordination of communication and fidelity measures	Additional staff to develop, monitor, track and complete Individual Learning Plans	TBD	School Districts and Community Colleges Collaborate with Regional Center, DOR SWJC system	Completed learning plans	Planning to begin immediately and ongoing
3. Assessments and information tracking system is coordinated	Explore existing options or develop aligned, consistent Statewide academic and transition assessment tools	Funding Time to research	Depending on district/ agency size; estimated at	School Districts and Community Colleges in collaboration	The process of researching, identification, and completion of this	Research and identification to begin immediately

<p>across all systems</p>	<p>Explore existing options or develop a comprehensive integrated assessment tracking system</p> <p>Develop data collection process across all systems (PreK-22, adult education, CCC, ancillary services) to measure actual gaps in services</p> <p>Create a pilot to utilizing the data collection system to develop and test comprehensive assessment tools and data-driven processes to assist in the transition planning process</p> <p>Improve communication between and across systems</p> <p>Improve professional development</p>	<p>potential assessment and tracking systems</p> <p>Staff identification with a broad continuum of experience</p> <p>Professional development trainers/PD design (possibly electronic PD)</p>	<p>\$250,000</p>	<p>with outside agencies</p> <p>SWJC system</p>	<p>project is progress monitored at agreed up intervals until in place</p>	<p>and ongoing implementation and refinements</p>
<p>4. Universal Design for Learning (student access to instruction)</p>	<p>Professional development for all staff members on the Universal Design for Learning principles to increase students access to instruction</p> <p>Focus on multiple access points</p> <p>Alignment across systems to increase academic and college, career, and civic life readiness</p> <p>Focus is on self-regulation,</p>	<p>Widespread professional development plan including general education, special education, community college staff, and outside agencies</p>	<p>Professional development costs</p>	<p>School Districts and Community Colleges in collaboration with outside agencies</p> <p>SWJC system</p>	<p>Lesson plans and completion of professional development plan on an ongoing basis</p>	<p>Planning to begin immediate and ongoing</p>

	perseverance, executive functions, collaborations, and self-advocacy/determination					
5. Job sampling, interning, volunteering, job exploration	Job developers create opportunities and identify locations Staff identified Professional development Increased funding for support of highly qualified and trained staff	Staff Funding Facilities Employers Technology for PD Tools, materials, and resources to learn job skills	Department of Rehabilitation Services (\$40/hr) with additional facilities, staffing, employer incentives, and technology costs	School Districts with collaboration with Regional Center SWJC system	Student tracking/success data Increase in assessment outcomes for students	Planning to begin immediately and ongoing
6. Competency-based assessment, instruction, and training that leads to acquisition of skills that have been identified in the learning plan (for example, CASAS)	Professional development Identification and implementation of assessment, instruction, and training Small/individualized setting	Staffing increase Funding for purchase of assessments, materials, and curriculum	TBD	School Districts and Community Colleges SWJC system	Completion of assessments Implementation of professional development Pretest/Posttest scores	Planning to begin immediately and ongoing

Program Area 4: Short-term Career Technical Education (CTE) programs with high employment potential

Program-Area Regional Summary

At the current time, the plans to accelerate student adult school progress are district-by-district and not supported on a regional level. There is a strong sense of optimism, however, regarding the current opportunity to set up a regional support structure to improve the models of delivering CTE to adult school students and the teacher and staff support structures to deliver those models.

Several approaches have been identified to accelerate student progress:

- Articulate Courses Between Systems
(Reference Program Area 4 Tables 3.1 and 4.1 for additional details.)
- Provide College and Career Counseling
(Reference Program Area 4 Tables 3.1 and 4.1 for additional details.)
- Identify and Streamline Career Pathways
(Reference Program Area 4 Tables 3.1 and 4.1 for additional details.)
- Utilize and Pilot Components of I-BEST Pathways

Costs and timelines were estimated until further research can be completed. Below is a description of the approaches and implementation tasks and approaches/strategies.

Description of Approaches and Implementation Tasks

Approach: Utilize and Pilot Components of I-BEST Pathways. Develop a team to study, understand, and utilize the components of comprehensive Integrated Basic Education and Skills Training (I-BEST) pathways from Washington State.

Washington's Integrated Basic Education and Skills Training Program (I-BEST) is a nationally recognized model that quickly boosts students' literacy and work skills so that students can earn credentials, get living wage jobs, and put their talents to work for employers.

I-BEST pairs two instructors in the classroom – one to teach professional and technical content and the other to teach basic skills in reading, math, writing, or English language – so students can move through school and into jobs faster. As students progress through the program, they learn basic skills in real-world scenarios offered by the job-training part of the curriculum.

I-BEST challenges the traditional notion that students must complete all basic education before they can even start a job-training program. This approach often discourages students because it takes more time, and the stand-alone basic skills classes do not qualify for college credit. I-BEST students start earning college credits immediately.¹

Resources:

- ¹*From the Washington State Board for Community and Technical Colleges – available at http://www.sbctc.ctc.edu/college/e_integratedbasiceducationandskillstraining.aspx*

The I-BEST model is extensively documented, with training and materials to support implementation. A partnership should be developed that solicits mentorship from high-quality I-BEST programs that mimic the CAERC Program-Area learner demographics. The I-BEST model also bridges students from ABE through training and jobs and then if they so desire, to more advanced and rigorous Community College (CC) training programs.

The CAERC consortium should develop a rollout program to design, implement, and review a series of I-BEST pilots that feed into our regional economic prosperity plan, Next Economy, industry sectors.¹

Steps for an I-BEST pilot:

1. Develop a working partnership that unpacks the literacy and mathematics placement assessments and timelines for new CC placement assessments, then provide training for adult school faculty to align curriculum to prepare adult students for placement exams.
2. Partner with CRANE and Consortium partners to utilize existing structures for stackable certificates and Badges, NOCTI, ConnectEd Studios, LaunchPath.
3. Utilize the NextEd Regional Industry Roundtables to review curriculum by industry sector.
4. Set up a system of support for Transition Specialists to case manage student progress from High School to Adult School to Community College. These transition specialists may be a combination of WIB and district employees. Set up a similar system of support for EL students.
5. Set up a system of blended and distance learning training for teachers to maximize their ability to accelerate student progress.
6. Expand the use of project-based learning to increase student readiness to collaborate on teams.
7. Set up a regional system of sharing data for adult school students so they can continue progress between districts.

Funding Gaps

There are no current funds available to coordinate the support structures for short-term, high-quality adult CTE programming. There is funding for secondary and community college alignment and improvement, but funding would be needed for adult school coordination.

Resources:

- *The Next Economy initiative is available at <http://www.nexteconomycapitalregion.org/>*

Role of the Consortium

To support implementation efforts, CAERC needs to leverage current resources and develop more consortium-wide resources to address Objective 5. Possible consortium tasks include:

- Coordinate I-BEST pilot.
- Set up regional system to share data.
- Coordinate collaboration meetings among stakeholders.
- Set up a system of blended and distance-learning training for teachers.
- Facilitate the development of CTE Certificate Programs that lead the student into an apprenticeable occupation, such as entry level medical.
- Facilitate the development of pre-apprenticeship courses that are integrated into CTE pathways.

Reference Program Area 4 Table 5.1 for additional details.

Table 5.1. Work plan for implementing approaches prove to accelerate a student’s progress toward his or her academic or career goals

Program Area 4: Short-term Career Technical Education programs with high employment potential

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Articulation of Programs	See Tables 3.1 & 4.1					
College and Career Counseling	See Tables 3.1 & 4.1					
Career Pathways	See Tables 3.1 & 4.1					
I-BEST Program	<p>Develop a working partnership that unpacks the literacy and mathematics placement assessments and timelines for new CC placement</p> <p>Partner with CRANE and Consortium partners to utilize existing structures for stackable certificates and badges, NOCTI, ConnectEd Studios, LaunchPath</p> <p>Utilize the NextEd Regional Industry Roundtables to review curriculum by industry sector</p> <p>Set up a system of support for Training Specialists to case manage student progress from High School to Adult School to Community College. These transition specialists may be a combination of WIB and district</p>					

	<p>employees. Set up a similar system of support for EL students</p> <p>Set up a system of blended and distance learning training for teachers to maximize their ability to accelerate student progress</p> <p>Expand the use of project-based learning to increase student's readiness to collaborate on teams</p> <p>Set up a regional system of sharing data for adult school students so they can continue to progress between districts</p>					
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Program Area 5: Apprenticeship

Program-Area Regional Summary

Adult education is essentially a workforce development program with a mission to provide students with appropriate knowledge, skills, and abilities to find employment in areas of their interest and to become productive taxpaying citizens. Apprenticeship is one of several desired outcomes of the efforts in the other four program areas such as a job, military, or postsecondary education. Unlike most adult education students, apprentices are individuals who have a full-time job in one of the over 800 apprenticeable occupations and they are registered with the Division of Apprenticeship Standards in the California Department of Industrial Relations and/or the Federal Department of Labor, Employment and Training Administration, Office of Apprenticeship (ETA). To that end, it is important that apprenticeship concepts be infused throughout all sequences of courses and pathways in each program area to better prepare students to qualify for high-wage, high-skilled occupations.

The three approaches to accelerate student progress involve the students, the educators, and the employers. First, infuse apprenticeship concepts across all adult education program subject areas to familiarize students with the skills needed to be a candidate for apprenticeship. Next, increase the numbers of employers participating in apprenticeship. Finally, hire career counselors and job developers to connect students with apprenticeship and other avenues to employment.

Costs and timelines were estimated until further research can be completed. Below is a description of the approaches and implementation tasks and approaches/strategies.

Description of Approaches and Implementation Tasks

Approach: Infuse Apprenticeship Concepts Across Adult Education Program Areas. The first approach is to infuse apprenticeship concepts across all adult education program subject areas to begin providing students with an awareness level about apprenticeship and other employment opportunities. This can be accomplished by the gradual integration of standardized apprenticeship concepts that are important in apprenticeship and workforce development such as: basic academic skills in an occupational context; employability skills; an understanding of Apprenticeship; and how to access Apprenticeship programs and/or Pre-Apprenticeship programs.

Led by the Consortium, a curriculum should be adapted and adopted that uses reference documents such as the existing California Apprenticeship Council Orientation to Apprenticeship. Combined with existing curriculum used in pre-apprenticeship programs, the general education and trade-specific content in these references should be used by all adult education classes. Integrating this curriculum will accelerate student progress by heightening the awareness of apprenticeship.

Approach: Increase Number of Employers for Apprenticeships. The second approach is to increase the number of employers participating in apprenticeship. Strategies to expand the number of employers who hire apprentices include partnering with professional and trade associations to identify funding sources to train a more highly skilled workforce; educating employers on the benefits of apprenticeship; developing awareness of the value of apprenticeship through marketing materials and public campaigns; and identifying and nurturing apprenticeship in non-traditional occupations. To achieve this end it is critical that adult education build collaborative partnerships with workforce development programs such as professional and trade associations, local Workforce Investment Boards (WIBs), the Division of Apprenticeship Standards (DAS) and the Employment Training Panel (ETP) to identify job opportunities and funding sources and to assist with outreach to employers.

Approach: Hire and Train a Network of Job Developers and Career Counselors. The third approach to accelerate student progress is to hire and train a network of job developers and career counselors who will be regularly available at adult education school sites. They will be part of the team that advises the adjustment of curriculum reflected in regional employment trends. The focus of career counselors will be to assist students by developing a career plan that establishes realistic long- and short-term career and academic goals. The counselors' tools will include the unified regional pathways and course sequences and an assessment and referral tool that will identify student aptitudes for apprenticeships and other occupations. Job developers will focus on identifying and increasing short-term employment opportunities and internships in apprenticeable occupations consistent with student aptitudes. Accelerating students to achieve their end goal would be facilitated by building or increasing relations with more local employers with a structured outreach program to increase placement opportunities.

Role of the Consortium

To support implementation efforts, CAERC needs to leverage current resources and develop more consortium-wide resources to address Objective 5. The Consortium should develop and conduct a periodic survey of employers to determine the knowledge, skills, and abilities needed; further, the survey will assess regional employment trends. The outcome of those surveys will also guide integration of these needs into the adult education curriculum.

The Consortium should lead the collaborative effort to develop regional curriculum. This should include pathways and course sequences for adult education program areas that integrate standardized apprenticeship concepts such as: basic academic skills in an occupational context; employability skills; an understanding of apprenticeship; and how to access apprenticeship programs and/or pre-apprenticeship programs.

The Consortium should lead the development and acceptance of a common assessment that identifies student aptitudes for apprenticeships and other career paths. The Consortium should also coordinate efforts to provide opportunities for counselors to network regionally.

The Consortium should develop a database to include: 1) the number of adult education program areas; 2) districts where the concept of apprenticeship is infused into that program area's curriculum; and 3) the number of students who enter apprenticeship or other employment within the Consortium. The database can be utilized to identify best practices, modify curriculum, identify strengths and weaknesses, and help build connectivity between regional programs.

Reference Program Area 5 Table 5.1 for additional details.

Table 5.1. Work plan for implementing approaches prove to accelerate a student’s progress toward his or her academic or career goals

Program Area 5: Apprenticeships

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Infuse apprenticeship concepts across all adult education program subject areas	<p>Integrate standardized apprenticeship concepts that include: basic skills; employability skills; an understanding of apprenticeships; how to access apprenticeship programs or pre-apprenticeship programs</p> <p>Develop an assessment and referral tool that would identify aptitudes for apprenticeship and other career paths</p>	<p>Existing California Apprenticeship Council Orientation to Apprenticeship curriculum</p> <p>Existing pre-apprenticeship programs</p>	\$250,000	<p>K-12 Adult Education School Districts</p> <p>Community Colleges</p> <p>Apprenticeship Program Sponsors</p> <p>SWJC system</p>	<p>Develop a system to identify the number of adult education program areas and districts who have infused the concept of apprenticeship into curriculum</p> <p>Develop a system to identify the number of students who enter apprenticeship</p>	2016-2017 School Year and Ongoing
Increase the number of employers participating in apprenticeship	<p>Collaborate with workforce development programs to identify job opportunities and assist with outreach to employers</p> <p>Educate employers on the benefits of apprenticeship</p> <p>Identify and nurture apprenticeship programs in non-traditional fields</p>	<p>Employment Training Panel (ETP) Funding</p> <p>Business and Professional Associations</p> <p>Division of Apprenticeship Standards</p>	\$50,000 per year	<p>K-12 Adult Education School Districts</p> <p>Community Colleges</p> <p>Apprenticeship Program Sponsors</p> <p>SWJC system</p>	<p>Develop a system to identify the number of students placed in apprenticeship</p> <p>Develop a system to identify the number of employers participating in apprenticeship</p>	2016-2017 School Year and Ongoing
Hire Career Counselors and Job Developers	Hire and train job developers and career counselors	Multiple funding sources such as federal and state	\$120,000 per counselor	K-12 Adult Education School Districts	Establish an outcome-based tracking system that identifies: Number of	2016-2017 School Year and Ongoing

	<p>Establish realistic long and short term goals for each student</p> <p>Create a career plan with apprenticeship as a desired outcome</p>	<p>grants and other funding</p> <p>Participation by apprenticeship program sponsors and employers</p>	<p>Reference Program Area 5 Table 3.1 and Program Area 5 Table 4.1</p>	<p>Community Colleges</p> <p>SWJC system</p>	<p>students counseled and employed; Number of career plans created</p> <p>Students self reporting</p>	
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Objective #6: Professional Development Narrative

Plans to collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes.

Introduction

The demands on and expectations for adult learners are evolving as the skills needed for success in a highly networked and competitive global economy increase. It is critical that the adult education (AE) services offered through CAERC prepare students for success both within the region and beyond. The role of professional development (PD) is critical in building capacity for the adult education programs and staff within CAERC to meet the needs of its learners. The CAERC Objective 6 subcommittee was formed to address issues and planning for PD and presents this brief narrative on the recommendations for PD planning for the consortium, based on input from members. This narrative is drafted as a “living document” anticipating that PD needs will continue to emerge as CAERC continues its own growth and development, and as the plans for the five program areas develop. The PD plan must ultimately be coherent to the program-area plans and the vision for and function of CAERC overall, as well as provide an evidence-based approach to increasing student learning outcomes. This plan ultimately takes a developmental approach to professional development that is oriented toward 1) best practice in collaborative and facilitated decision-making and 2) professional development for targeted content delivery that leverages existing resources and flexibly meets emergent program-area needs.

Method

CAERC members and partners submitted responses to the following two prompts seeking input on current PD strategies and priorities for collaborative PD:

- Table 6.1: Current Professional Development. In the table below, identify current, effective professional development strategies carried out by consortium members that could be adapted for consortium-wide use.
- Table 6.2: Collaborative Professional Development Plan. In the table below, address topics the consortium considers priorities for collaborative professional development. Include, at a minimum, topics to help achieve integration among consortium members and improvement of student outcomes.

A total of twelve CAERC agencies submitted responses. Twenty-three topics were generated in response to Table 6.1, and twenty individual priorities were generated for Table 6.2. The subcommittee reviewed all submissions and were tasked with identifying the “themes, trends and convergences” that appeared in order to synthesize them into a statement of PD priorities for CAERC. A gap analysis was then conducted seeking answers to questions regarding subject matter, access, modality, and approach to PD. Members of the subcommittee attended the CAERC Summit II and attended multiple

program-area discussions to refine understanding of program-area PD needs and interests. The subcommittee then developed draft recommendations for PD that would enable CAERC to address the identified priorities. All program-area leads reviewed and submitted revisions to the PD recommendations draft. Additionally, the PD recommendations were revised based on subcommittee review of the 2/12/15 CAERC Regional Implementation Plan.

Themes

CAERC has identified five themes for PD:

1. Collaboration
2. Evidence-Based Best Practice
3. Pathways and Alignment
4. Instruction for Post-Secondary Skills Development
5. Technology Integration

Collaboration

The greatest overall theme was the value placed on and the desire for a high level of collaboration for PD within CAERC—within, between and across agencies. CAERC has identified several current strategies and priorities for conducting collaborative professional learning inclusive of: professional learning communities for engaging in a shared process of examining student work and data-driven instruction, communities of practice for sharing resources and professional wisdom among teachers, regional PD events, leveraging existing PD opportunities, and participating in networking opportunities to support planning and alignment. There is also an interest in collaboration that would be both face-to-face and technology mediated. This commonly shared interest in collaboration was the cornerstone of identifying the PD priorities in Table 6.2 and in the recommendations that follow this document.

Evidence-Based Best Practices

CAERC has identified a number of individual topics that would be addressed through PD. Topics include: general instructional strategies such as differentiated instruction and Universal Design for Learning (UDL), foundational skills instructional strategies such as teaching critical thinking; subject-specific instructional strategies such as targeted instruction in reading; and instructional strategies for accelerated learning. In addition to supporting CAERC's diverse student population, CAERC-wide PD will be offered on intercultural competency. There is significant professional wisdom within CAERC to address and share best practices, as well as an interest in having resources and subject matter experts contribute to the knowledge base and practice within the consortium. All five program areas need be addressed through CAERC-wide PD.

Pathways and Alignment

Adult learners within CAERC would benefit from a regional system that was highly aligned in its services, and that created a clear pathway to post-secondary education and careers. Topic areas that would contribute to a highly-aligned system include: a common or aligned assessment practice; a shared learner goal-setting practice; a seamless referral process; effective guidance and counseling services; orientation to apprenticeships; and aligned standards and curriculum. PD should address best practices in pathways development and in each of the areas needed for having an aligned system.

Instruction for Post-Secondary Skills Development

Over the past decade, a shift has taken place in adult education in response to labor market demands. As the labor market value of GED/HSET has decreased, so has the emphasis on adult education to prepare students for post-secondary academic and career education preparation, increased. There are several instructional models (contextualized workforce instruction, job-embedded instruction such as that in apprenticeships, integrated education and training, and college, career, and civic life readiness standards-based instruction) that respond to this shift as well as several instructional foci for improving readiness for post-secondary (problem solving, critical thinking, performance-based competence, digital literacy, engaging with complex texts, numeracy, rigorous language skills instruction). Professional development that supports post-secondary and career readiness of learners was presented in several member responses.

Technology Integration

We live in a technological society and economy. Technology integration to enhance subject area instruction and digital literacy that prepares learners for problem solving and critical thinking tasks should be a key topic addressed. Technology was also considered in several of the recommendations for how to address the PD needs within CAERC given its diverse membership spread over four counties.

Gaps in Access

The major gap identified as a result of analyzing the responses was access to high-quality professional development. Members, by virtue of their funding and institutional affiliation, have access to different PD resources. Several agencies indicated they have no access to formal PD resources due to funding limitations. The question of equity to access was considered in the development of recommendations.

Recommendations

Based on the analysis of current PD strategies and identified priorities, the subcommittee considered:

- How will all five program areas be addressed through PD?
- How can existing PD strategies be leveraged for CAERC as a whole?
- What field experts or subject matter experts can be brought in to support CAERC PD?
- How can PD be delivered (through what modalities and approaches) effectively given the make-up of CAERC?
- How can effective PD methods be best implemented given the make-up of CAERC?
- How can CAERC support the coordination and delivery of PD?
- How can CAERC capitalize on the consortium structure to support Objective 6?

The following are recommendations for a strong consortium-wide approach to PD that encourages collaboration and alignment:

1. Each of the five program areas should be supported with an online Community of Practice (CoP). CoPs provide a mechanism for improving instruction by sharing expertise, experience, and resources among members. CAERC members have deep knowledge in specific subject matter addressed in each program area. CoPs would allow for that knowledge to be shared, capacity built, and practice improved through collaboration. Communities of Practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly¹. The graphic (adapted from Wegner 2012 by CALPRO) shows the processes that take place within a CoP.



2. The consortium should leverage existing PD structures through a professional learning portal that is designed to provide access to different PD resources (such as those offered by the three CDE State Leadership projects CALPRO, CASAS, and OTAN) by virtue of funding and affiliation. To mitigate the primary gap

among members in terms of access, a professional learning portal that allowed regional adult education providers to: 1) indicate the PD they are currently attending; 2) share resources they acquire in the PD they attend; and 3) support professional learning through lessons learned at the PD. The professional learning portal may also serve as the home to the above-mentioned CoPs and provide linkage to national PD sites such as LINKS and Workforce One.

3. A variety of CAERC-wide PD should be centrally and uniquely offered. As needs of the consortium continue to emerge and be identified, CAERC members and partners would benefit from PD offered to meet those unique needs. PD should be offered in multiple modalities (online, face-to-face, blended, etc.) and through different approaches (webinars, workshops, institutes) that require different levels of commitment based on topic.
 - a. Webinars should be on key topics that all members should be aware of and consider within the consortium context such as WIOA, labor market shifts and trends, and significant shifts in understanding of AE such as the current movement to use the CCRS.
 - b. Face-to-face (f-2-f) and blended workshops should be on key topics critical to learner success such as reading, writing and numeracy instruction, increasing the rigor of ESL instruction, orientation to apprenticeship, special education transition planning/disability considerations, effective counseling and case management models and practices, CCRS implementation, integration of common assessments, how to align curriculum, and principles of Universal Design for Learning, etc. Table 6.2 identifies the PD priorities for CAERC. Based on topic, these PD offerings might be facilitated by CAERC field experts or subject matter experts from outside the consortium.
 - c. Professional Learning Communities (PLCs) should be developed and fostered to promote collaboration. Several members indicated that PLCs were a current and effective strategy for meeting learner needs. This data-driven approach to instruction encourages and relies on collaboration, using common assessments, and utilizing standards would therefore address a number of PD priorities. PLCs are job-embedded and provide a process for ongoing PD that requires significant commitment on the part of programs.
 - d. Funds will be set aside to support CAERC member staff attendance at technical conferences on key subject matter.
4. CAERC should provide consortium-wide networking through meetings and regional events to answer key questions to support regional program alignment, cross-program integration, and to meet PD needs for each program area. Conducted as part of regular quarterly summit meetings or as separate quarterly events, these meetings would address critical issues to the functioning of CAERC and the improvement of its capacity to serve adult learners such as:
 - a. Who are CAERC learners? What data can we examine to understand the composition and needs of its learners as a whole?

- b. How successful are our students after they leave AE?
 - c. How can we align services to best serve our students?
 - d. How do we support cross-program integration?
 - e. What partners and resources do we need to better serve our learners?
 - f. How do we determine program accountability and success?
5. The above recommendations require leadership, planning, and resources. Therefore, CAERC should consider dedicated staffing and resources for professional development to assure cohesion of the PD offered to the needs of the consortium as a whole, to assure PD resources, expertise, and knowledge are effectively leveraged, and to support the needs for PD of each program area. Additionally, for the recommendations to be enacted, dedicated resources would need to be earmarked for PD.

Resources:

- ¹<http://www.calpro-online.org/communitiesofpractice.asp>

Next Steps

The next steps for establishing a sound and coherent approach to professional learning within the consortium include:

Year 1: Focus professional development to facilitate planning and collaboration

1. Establish a consortium-wide professional development work group, and establish dedicated PD staffing resources.
2. Provide support for program-area work groups for collaborative decision-making to plan to meet consortium key priorities
3. Identify and refine professional development needs, goals, and objectives (both consortium-wide and program-area specific) as a function of program-area work-group meetings
4. Conceptualize and develop consortium professional development plan for implementation in year 2
 - a. Content of PD needed
 - b. Best modalities for delivery of content
 - c. Expertise within the consortium for the content
 - d. Expertise from outside of the consortium
 - e. Metric for assessing effectiveness of PD
5. Vet and refine the PD plan with program areas and members

Year 2: Focus professional development on continued facilitation and content delivery

1. Implementation of vetted model of PD
2. Professional development content on vetted topics and modalities
3. Utilize metrics to refine PD plan for year 3

Table 6.1. Current Professional Development

In the table below, identify current, effective professional development strategies carried out by consortium members that could be adapted for consortium-wide use.

Topic	Professional Development Strategy	Program Area(s) Addressed	Estimated Cost to Implement Consortium-wide
Collaborative Professional Learning: Professional Learning Communities (PLCs) and Mentoring	<p>PLCs are a recommended method for informing and improving instruction and program decisions that can be employed in all program areas.</p> <p>One-on-one mentoring for new faculty to support professional growth would build instructional capacity in all program areas.</p>	ABE/ASE, ESL, CTE, Apprenticeship	TBD
Evidence-Based Instructional Strategies; General	<p>Instruction in each program area can be built through PD that introduces and supports evidence-based instruction in several general areas. Field experts or subject-matter experts (such as current faculty) can contribute or present in consortium-wide, either fact-to-face or online.</p> <p>Topics: differentiated instruction, scaffolding instruction, effective instructional strategies for adult learners, learner goal setting, how to develop and use common assessments, building critical thinking and problem solving skills, pre-apprenticeship skills needed, job shadowing, soft skills instruction (such as communication and collaboration), using data to inform instruction, universal design for learning, and mentoring models for AE instruction</p>	All	TBD
Evidence-Based Instructional Strategies; Program Area Specific	<p>Evidence-based instruction specific to each program area can be built through PD. Field experts or subject-matter experts can contribute or present in consortium-wide PD, either face-to-face or online.</p> <p>Topics: instructional methods and strategies for accelerating subject-specific instruction (such as reading, writing, and numeracy), effective ESL instructional strategies (such as teaching a multi-level ESL classroom), effective instruction for</p>	ESL, ABE/ASE, CTE, Adults with Disabilities, Apprenticeship	TBD

	<p>ABE/ASE (such as reading, writing and numeracy), integrated education and training methods for AE and CTE, contextualized workforce skills instruction, and targeted subject-area instruction. Data collected from the proposed shared database can be utilized to support a data-driven approach to evidence-based instruction.</p>		
<p>Technology Integration and Digital Literacy Skills</p>	<p>Consortium-wide PD should be offered to support instructors in how to integrate technology into instruction, how to teach digital literacy, and introduce learning software packages found to be effective within the Consortium.</p> <p>Featured technology will be accessible to students at their level. Exploring ways to support students—or alternatives for those who need a different approach—needs to be a priority.</p>	All	TBD
<p>Pathways and Alignment</p>	<p>Consortium-wide PD should be offered to build the alignment of services to create pathways for learners. PD would include the planning and development of pathways within the Consortium. Additionally, PD can support and build knowledge of labor market and industry trends needed to create effective pathways to the workplace.</p> <p>Topics: shared assessment practices, shared learner goal-setting practice, a seamless referral process, effective guidance and counseling services, and aligned standards.</p>	All	
<p>Post-Secondary Readiness</p>	<p>Instruction to build learners' post-secondary readiness should be offered to build a shared understanding and practice.</p> <p>Topics: Common Core alignment, using the College and Career Readiness Standards, civic life readiness, special education transition planning, and building college and career readiness skills in reading, writing, and numeracy, CRANE, and SETA.</p>	ABE/ASE, ESL, CTE, Apprenticeship	

Table 6.2. Collaborative Professional Development Plan

In the table below, address topics the consortium considers priorities for collaborative professional development. Include, at a minimum, topics to help achieve integration among consortium members and improvement of student outcomes.

Topic	Professional Development Strategy	Program Area(s) Addressed	Estimated Cost to Implement Consortium-wide
Best evidence-based practice in each program area	Each of the five program areas should be supported with an online Community of Practice (CoPs) for consortium members. The CoPs would allow for peer-to-peer professional learning on topics identified as significant for learners served by the consortium.	All	
Evidence-based instruction in each program area	Existing PD structures (such as those conducted by member institutions, district-wide, offered by the three CDE State Leadership projects CALPRO, CASAS and OTAN, and national projects such as LINC and Workforce One) can be leveraged through the development of a CAERC online learning portal that can serve as a place to share resources and materials available through other PD forums.	All	
CAERC Webinars	Webinars on key topics that all members should be aware of and consider within the consortium context such as WIOA, labor market shifts and trends, significant shifts in understanding of AE, legislation affecting services for the disabled, Perkins reauthorization, accountability, and assessment practices and requirements.	All	
CAERC-wide face-to-face or online workshops	PD on key topics offered by field or subject matter experts critical to learner success (such as those listed in Table 6.1 reading, writing, and numeracy instruction, increasing the rigor of ESL instruction, CCRS implementation, integration of common assessments, how to align curriculum, I-BEST models, VESL or contextualized workforce ESL instruction, orientation to apprenticeship, how to vendorize programs and services for AWD, collaborative case management, etc.) offered as consortium-wide face-to-face or online learning events. The topics can be identified through the program-area CoPs and deemed needed if leveraged PD is not sufficient to meet member needs.	All	
Collaborative planning for alignment and pathways	<p>PD that supports the development of clear and well-articulated pathways within CAERC should be offered through ongoing planning meetings.</p> <p>Topics addressed should include: Understanding adult learners in CAERC, asset mapping to better understand services offered among members, development of common</p>	All	

	assessment practices, common goal setting practices, shared referral and guidance practices, standards alignment (and standards development is needed), curriculum alignment, integration of apprenticeship concepts, and tracking student data. Inter-campus and program orientations for members and partners to support collaborative planning.		
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Objective #7: Leverage Resources Narrative

Plans to leverage existing regional structures, including, but not limited to, local workforce investment areas.

Consortium Summary

Narrative

The Capital Adult Education Regional Consortium is fortunate to have 15 actively engaged members and 23 partners representing a broad spectrum of agencies. Some of the members and partners have already formed new relationships with each other, and all of the partners see new opportunities in forging relationships with CAERC members. As the regional planning process evolves so will opportunities for leveraging resources and assets that are inherent in all of the CAERC member and partner organizations.

In-depth discussions around Objective 7 were conducted at CAERC monthly member/partner meetings held during November and December 2014. A separate Objective 7 Subcommittee was also established to continue exploring approaches and strategies for developing a more systematic process for leveraging existing resources. Through these discussions, it was determined that it's not just partners that have something to contribute to CAERC. Rather, CAERC agency representatives (members and partners) believe that all entities involved with the consortium have resources or expertise that will benefit the overall consortium-wide effort. With that understanding, both members and partners have identified assets that could ultimately benefit adult learners in the region.

As documented on CAERC Table 7.1, a strong array of resources, assets, and expertise have already been identified. Although the focus is on identifying and leveraging assets and structures to benefit learners, a number of the assets will also directly benefit the tutors, teachers, professors, administrators, and support staff that represent CAERC member and partner agencies. Following is a snapshot of the type of resources identified on CAERC Table 7.1.

- Learner support services: tutoring, counseling, referrals, career coaching, job search and placement, job fairs, translation services, high school equivalency testing centers
- Supplemental learning opportunities: job search and career readiness classes, online learning and blended learning materials, open computer labs
- Professional development possibilities: assessment instruments (CASAS), adults with disabilities, multi-level ESL, VESL, high school equivalency, adult secondary education, teaching with technology
- Resources to support CAERC operations: physical classroom space, communication and information sharing tools, management of information and data systems, marketing and outreach

During the last several months, a range of underlying principles and areas of agreement for leveraging assets have surfaced:

- Recognize that some member/partner resources will be available at no cost (in-kind) while other resources would be offered on a cost-reimbursement basis.
 - Many of the CAERC partners operate programs on a shoestring budget, and most of the K-12 adult education member budgets have been cut severely over the past 5 years. As CAERC further develops its key priorities and implementation strategies, a more systematic resource mapping process can be used to ensure a genuine synergy for leveraging regional structures.
- Utilize member/partner areas of expertise in the core-program content areas.
 - For example, library literacy programs in the consortium have many years of experience in working with volunteers and reading tutors. They have established training programs and systems for assigning tutors to adult learners. This body of expertise can be leveraged to enhance basic skills instructional programs in the region.
- Build on the existing networks offered by members with regional operations.
 - One of the CAERC partners, another consortium known as the Capital Region Academies for the Next Economy (CRANE), is actively engaged in working with regional WIBs, labor organizations, business and business associations, and a wide range of public sector agencies. Through CRANE, it will be possible to leverage other resources to benefit learners. For example, expanded partnerships may provide increased access to a broader range of career pathways and opportunities for employment.
- Capitalize on the expertise and capabilities of partners with statewide reach.
 - Being based in the Sacramento region has provided CAERC a unique opportunity to closely collaborate and network with statewide agencies that provide services throughout California. Partnering with agencies such as the California Department of Rehabilitation and Corrections, California Department of Developmental Services, and the California State Library offers the potential of bringing a broader array of experience and expertise to CAERC.
- Leverage member/partner established communication and data systems.
 - Sacramento County Office of Education's Outreach and Technical Assistance Network (OTAN) has a wide range of expertise with state-of-the-art communication tools, website creation, and database development. This expertise can be leveraged to ramp up information and data sharing among members and partners, implement online professional development, and establish supplemental online and blended learning opportunities for learners.

CAERC members and partners believe that all agencies involved in the consortium have resources or expertise that will benefit the overall effort. When CAERC central operations commence next fiscal year, emphasis will be placed on quantifying assets, developing timelines, and aligning assets to CAERC's key priorities.

Table 7.1. Leverage of Existing Regional Structures

Partner/Member Institution Supporting Regional Consortium	Program Area(s) to be Addressed	Tasks/Activities Needed to Implement Support of the Program	Partner/Member Contribution	Timeline
Alta Regional Center/CA Department of Developmental Services	1 - 3	TBD	Funding and facilities Training for AWD on living skills Provide onsite ESL/HD/GED instruction for AWD	TBD
Building Skills Partnership	2	TBD	Professional development in the areas of multi-level classes, VESL, or teaching with technology	TBD
California Department of Corrections and Rehabilitation, Office of Correctional Education	1 - 5	TBD	Provision of training, workshops, and professional development	TBD
California Human Development	1 - 5	TBD	Facilities for classrooms and trainings	TBD
California Human Development	4 & 5	TBD	Referral services for learners	TBD
California Human Development	4 & 5	TBD	Training on how to search for jobs including employment and training services to agricultural workers Training on how to use computers and Internet to help with job search Training for ESL, GED, and Truck Driving (Sacramento Works Training Center in Galt)	TBD

California Human Development	4 & 5	TBD	Possible funds to reimburse employers a percentage of an employee's pay when the employer hires customers and agrees to train them (OJT- On the Job Training)	TBD
Center Unified School District	1 - 5	TBD	Referral services for learners With existing resources, can serve an additional 100 students. For additional funding of \$55,000, can serve 500 more students (fee-based \$110/per student)	TBD
Community College SB 1070	1	TBD	Provide coordination with assessment and curriculum developed by Community College - backwards map	TBD
El Dorado County Office of Education	1 - 5	TBD	Facilities for classroom instruction, professional development, or tutoring Facility space could include technology-rich classrooms or labs and office space with office technology	TBD
El Dorado County Office of Education	1 - 5	TBD	Professional development in a variety of content/subject areas	TBD
El Dorado County Office of Education	1	TBD	Availability of a Pearson Vue/GED testing center	TBD
Folsom Cordova Adult School	1 - 5	TBD	Facilities for professional development including computer lab.	TBD
Folsom Cordova Adult School	1 & 2	TBD	Professional development for ASE, including HiSET, ESL and implementation of CASAS e-testing.	TBD
Folsom Cordova Adult School	1 - 5	TBD	Traditional classrooms at adult school and potentially other school sites in the district	TBD
Folsom Cordova Adult School	1 - 5	TBD	Share experiences of establishing a training center in partnership with a local NGO	TBD

Highlands Community Charter and Technical Schools (HCCTS)	1 - 5	TBD	High School Diploma, CTE classes; Truck Driving, Pre-Apprenticeship, HVAC (2015), Diesel Technician, CBEEd, logistical assistance to area non-profits and public agencies, assistance and collaborations with California Sheriff's Departments (jail training), various County Probation Departments and facilities for conducting tutoring, classes, and professional development	TBD
Los Rios Community College District	1 - 4	TBD	Student assistant programs for adult education students An introduction to college course or workshop to discuss services and support available at community colleges in the Los Rios District (e.g., EOPs, financial aid, etc.) Community college staff will go to adult education campuses	TBD
Los Rios Community College District	1 & 2	TBD	Provide outreach specialist to Adult Ed Identify outreach specialist at CC - paired with Adult Ed	TBD
Los Rios Community College District	1	TBD	Host a HS completion class on CC campus - dual credit Classroom; concurrent agreement	TBD
Los Rios Community College District	1 & 2	TBD	Facilities and facilitation for collaborative activities	TBD
Los Rios Community College District	1 & 2	TBD	Facilities for professional development	TBD
Natomas Unified School District	1 - 5	TBD	Facilities for classrooms (fee-based)	TBD
Natomas Unified School District	2	TBD	Translation services for Spanish (fee-based)	TBD

Natomas Unified School District	1	TBD	Possible services and resources through “Parent Cores,” a program providing PD to parents in the community. “Parent Cores” services could also provide support with sharing information to community and sharing of Parent Cores structure with other CAERC members wanting to establish similar.	TBD
Sacramento City Unified School District	1 - 5	TBD	Facilities for classrooms (free and fee-based)	TBD
Sacramento City Unified School District	4	TBD	Possible use of specialized instructional materials for CTE programs	TBD
Sacramento City Unified School District	1 & 2	TBD	Professional development in how to use CASAS (orientation and training)	TBD
Sacramento County Office of Education – Outreach and Technical Assistance Network	1 - 5	TBD	Creation and collaboration to develop a web-based depository of regional resource information	TBD
Sacramento County Office of Education – Outreach and Technical Assistance Network	1 & 2	TBD	Communication Tools (listserv, website, adobe connect, video development, etc.)	TBD
Sacramento County Office of Education – Outreach and Technical Assistance Network	1 & 2	TBD	Database development and maintenance for regional database and systems (i.e., asset map P1, resource database P2)	TBD
Sacramento County Office of Education – Outreach and Technical Assistance Network	1 & 2	TBD	Online (25) and blended learning courses (PD) shared among CAERC	TBD
Sacramento County Office of Education – Outreach and Technical Assistance Network	1 - 5	TBD	Professional development online and face-to-face (CALPro)	TBD
Sacramento Employment and Training Agency	1 - 5	TBD	Student support and financial assistance for support services	TBD

			Collaboration with the Sacramento Works America's Job Center (SWJC) and Title 1 WIA programs	
Sacramento Employment and Training Agency	1 - 5	TBD	Resource for pathways and collaboration to provide information on high-demand sectors and employers. Web-based tools: assessments, labor market and training provider information, Career GPS, job placement Collaboration with the SWJCs and Title 1 WIA programs. Resources through the SWJC system (SWJC coaches and Career Pathways Trust Sector coaches)	TBD
Sacramento Employment and Training Agency	1 - 5	TBD	Training in apprenticeship and certificate programs with career pathways to middle-skill jobs resulting in high wages and long-term job retention. Staff assistance/counseling Facilities for classroom and tutoring Collaboration and resources through Sacramento's Local Workforce Investment Board (LWIB), SWJC system, apprenticeships, community-based organizations, and community colleges. Web-based tools: assessments, labor market and training provider information, Career GPS, job placement	TBD
Sacramento Employment and Training Agency	1 - 5	TBD	Universal access to a variety of tools and services including assessments, career coaching, labor market information, job search assistance, education and skills training accessed through the Eligible Training Provider List (ETPL), as well as referrals to the SWTCs	TBD

Sacramento Employment and Training Agency	1 - 5	TBD	Expand training opportunities to provide long-term, unemployed dislocated workers On-the-Job Training opportunities in the private sector	TBD
Sacramento Employment and Training Agency	1 - 5	TBD	Collaboration with partners to implement system improvements and innovation that increase cooperation across program and funding streams, and integrate successful strategies to existing programs and funding stream	TBD
Sacramento Employment and Training Agency	1 - 5	TBD	Referral services for learners	TBD
Sacramento Employment and Training Agency	1 - 5	TBD	Job development and referrals for youth: provide labor market information, job search and placement assistance, outreach, intake and orientation, establish linkages with local educational institutions including higher education and youth service agencies. Coordination and support from the WIA Youth Specialists and SWJC	TBD
Sacramento Food Bank and Family Services	1 - 5	TBD	Facilities for conducting tutoring, classes, and professional development	TBD
Sacramento Food Bank and Family Services	1	TBD	Use of learner instructional materials in both print and online formats	TBD
Sacramento Food Bank and Family Services	1 - 5	TBD	Referral services for learners to other agencies for both academic remediation and career technical education	TBD
Sacramento Job Corps	1 - 5	TBD	Facilities for professional development and trainings. Host Job Fairs on Center, Provide Vocational Training. HS or GED/ESL for students.	TBD

Sacramento Public Library	1	TBD	Professional development in how to deliver basic literacy instruction	TBD
Sacramento Public Library	1	TBD	Professional development in how to deliver early literacy/family literacy/"every child read to read" skills for parents	TBD
Sacramento Public Library	1 - 2	TBD	Facilities for trainings and tutors Marketing and outreach Provide adult tutoring as well as early learning strategies for parents of children ages 0-5	TBD
SETA and Sacramento Job Corps	1 & 2	TBD	Provide support services and communicate resource map Los Rios faculty and K-12 Adult Ed coordinate and research identifying K-12 Adult Ed exit points (curriculum)	TBD
SETA, Next Ed, and local chambers of commerce	4 & 5	TBD	Facilities for job/career fairs Marketing and outreach to local employers	TBD
Twin Rivers Unified School District/Twin Rivers Adult School	1 - 5	TBD	Twin Rivers Adult School Refugee Services has office space to accommodate additional staff and the ability to provide English classes and job services for additional clients.	TBD
Twin Rivers Unified School District/Twin Rivers Adult School	1 - 5	TBD	Facilities for classrooms.	TBD
Twin Rivers Unified School District/Twin Rivers Adult School	1 - 5	TBD	A new GED Testing Center is being set up. Additional capacity to serve GED students is also available.	TBD

Twin Rivers Unified School District/Twin Rivers Adult School	1 - 5	TBD	Diversity training. Professional development in a variety of content/subject areas.	TBD
Twin Rivers Unified School District/Twin Rivers Adult School	1 - 5	TBD	ESL/ELL instruction from Literacy to Intermediate levels with available computer lab	TBD
Yolo County Office of Education	1 - 5	TBD	Facilities for professional development at conference center Facilities for classroom space at alternative education site (minimal facility costs may be required)	TBD
Yolo County Office of Education	4	TBD	Professional development in areas of short-term CTE, Workforce Development, leveraging partnerships, career counseling, and Early Childhood Education (fee-based)	TBD
Yolo County Office of Education	1	TBD	Assist with offering GED preparation and various locations (fee-based, teacher FTE would need to be charged)	TBD
Yolo County Office of Education	1 - 5	TBD	Referral services for learners	TBD

Corrections Roundtable

Objective #1

An evaluation of *current levels and types of adult education programs* within its region, including education for adults in correctional facilities; credit, noncredit, and enhanced noncredit adult education coursework; and programs funded through Title II of the federal Workforce Investment Act, known as the Adult Education and Family Literacy Act (Public Law 05-220)

Narrative

For each of the five program areas listed in AB 86, describe, in a narrative format, the services and programs the consortium members and partners are currently providing in the consortium's region and provide a narrative evaluation of adequacy and quality.

Program Area 1: Elementary and secondary basic skills, including classes required for a high school diploma or high school equivalency certificate

Program Area 2: Classes and courses for immigrants eligible for educational services in citizenship and English as a second language, and workforce preparation classes in basic skills

Program Area 3: Education programs for adults with disabilities

Program Area 4: Short-term career technical education programs with high employment potential

Program Area 5: Programs for apprentices

As part of the overall Capital Adult Education Regional Consortium (CAERC) planning process, the Consortium has identified two correctional-related adult learner populations that have unique adult education needs. The first population consists of inmates residing in Folsom State Prison, Folsom Women's Facility, California State Prison Sacramento, Mule Creek State Prison, Rio Cosumnes Correctional Center, Sacramento County Main Jail, and Amador County Jail correctional facilities (insiders). The second population consists of former inmates of correctional facilities who have recently been released to the community and lack the knowledge or personal resources to transition easily to educational programs or viable employment (outsiders).

Inside population: Folsom State Prison, Folsom Women's Facility, California State Prison Sacramento, Mule Creek State Prison, Rio Cosumnes Correctional Center, Sacramento County Main Jail, and Amador County Jail all have inmates who need Program Areas 1-5 offerings. The current inside providers are CAERC partner California Department of Corrections and Rehabilitation (CDCR) and CAERC member Elk Grove USD's Adult and Community Education (EGACE) program.

- CDCR: Each state prison provides its own WASC-accredited adult education program with adult basic education (ABE) and adult secondary education (ASE) offerings designed for insiders to obtain their high school equivalency and/or high school diploma. CDCR does not have any English as a second language (ESL) classes, so English learners are encouraged to enroll in the regular ABE and ASE offerings. In addition, learners may enroll in a variety of Career Technical Education (CTE) programs. Learners may also obtain job skills through the Prison Industry Authority programs, which are self-supporting. Insiders who already have a high school equivalency and/or a high school diploma, or who earn those credentials while inside, may enroll in available onsite or correspondence education college courses. The CDCR is currently working to modernize its course offerings and delivery systems, expand its CTE program opportunities, and create stronger pathways to program completion, including college degrees. The goal is to greatly increase the number of insiders re-entering their communities educated and prepared to enter the workforce in living wage jobs.
- EGACE: Through established formal partnerships with the Sacramento County Sheriff's Department, EGACE provides WASC accredited ABE, ASE, ESL basic skills, high school equivalency, and some CTE programs to insiders in the Sacramento County Main Jail and Rio Cosumnes Correctional Center. EGACE has insufficient resources to offer enough classes to meet learner needs, as evidenced by the many students placed on waiting lists who cannot progress through their programs in a timely manner.
- Outside population: Many former inmates of local and regional jails and prisons, as well as those released from state prisons outside the consortium area and assigned to local counties, have Program Areas 1-5 needs. The current providers specializing in serving outsiders are CAERC partners Highlands Community Charter School (HCCS), Sacramento Community Based Coalition (SCBC), and Sacramento Adult Day Reporting Centers (ADRC), as well as CAERC members Elk Grove USD and Cosumnes River College (CRC).
- HCCS: The newly opened Twin Rivers USD charter school is designed for adults 22 years and older who do not have a high school equivalency or high school diploma. While any adult learner meeting the school's criteria may attend, HCCS does special outreach to outsiders and has board members who have expertise in law enforcement and corrections. The programs are set up in a structured manner so that enrollees can complete their high school equivalency and/or high school diploma and complete a CTE program with work experience within one year. Completers will be prepared for entry-level positions in living wage jobs. HCCS is working with and recruiting new partners to help outsiders stabilize their living situations so they can attend school, as well as community college partners to develop clear pathways from HCCS programs to other adult education and college CTE programs.
- SCBC: This coalition is a collaborative effort between the Sacramento County Office of Education and CDCR and is designed to assist outsiders just re-entering the community from state prisons. SCBC is committed to improving the lives of local families and residents through a case management approach with

comprehensive services based on each individual's unique needs. Program participants are eligible to receive educational services that include literacy skills, high school equivalency, math skills (general and job-related), vocational training referrals, and introductory computer literacy training. Other services that support participants' ability to complete their educational goals include Driving Under the Influence (DUI) program, outpatient drug and alcohol treatment and education, anger management, parent and family classes, batterers program, and referrals to sober living homes and Alcohol Anonymous/Narcotics Anonymous (AA/NA) meetings.

- ADRC: Sacramento has three ADRCs to serve male and female outsiders 18 years of age or older. Services and programs are based on the outsider's assessed needs. The ADRCs offer on-site case management, counseling, treatment, employment programs, high school equivalency programs, and vocational skills training in construction. The centers are seeking stronger relationships with other adult education providers and community colleges to create improved transition processes for those learners willing to transition to other programs to continue their education pathways. Currently, over 650 participants are served by the three Sacramento ADRCs.
- EGACE and CRC: Insiders who were served by Elk Grove Adult and Community Education (EGACE) while incarcerated are encouraged to continue their adult education programs with EGACE and/or Cosumnes River College (CRC) when they re-enter the community. Program staff who are knowledgeable about insider-to-outsider transition challenges work with incoming learners to better support their transition. Both EGACE and CRC would like to strengthen support for learners in transition.

Objective 2:

An evaluation of current needs for adult education programs within the consortium's region.

Narrative

Describe and assess current needs for each of the AB86 adult education program areas (1-5), including the needs that are currently unmet.

Program Area 1: Elementary and secondary basic skills, including classes required for a high school diploma or high school equivalency certificate

Program Area 2: Classes and courses for immigrants eligible for educational services in citizenship and English as a second language, and workforce preparation classes in basic skills

Program Area 3: Education programs for adults with disabilities

Program Area 4: Short-term career technical education programs with high employment potential

Program Area 5: Programs for apprentices

Insider needs: Due to many changes in jails and prisons, insiders may move among a variety of corrections facilities during their incarceration. Currently, correctional institutions use a system called “Strategic Offenders Management System (SOMS)”, so that each time insiders move to a new correctional facility all records of their educational achievements are available at the next correctional facility. Many insiders are released without sufficient knowledge or resources to quickly access educational and work opportunities on the outside. The consortium has therefore identified the following insider needs for Program Areas 1-5:

- Assessment instruments and processes that are aligned across all institutions (inside and outside).
- A common high school equivalency assessment instrument so learners do not have to repeat test preparation (inside and outside).
- Courses, pre-requisites, and programs that are aligned wherever possible or at least articulated to other institutions (inside and outside).
- Additional adult education course and program offerings for jails to meet learner enrollment demands.
- Clearer pathways from adult education-level courses and programs to college courses and programs (inside and outside).
- Improved transition planning for insiders about to be released, including possession of required documents for education (assessment records, transcripts, etc.) and employment (required work identification documents, resumes, etc.).
- College preparatory courses that “refresh” reading, writing, mathematics, and study skills for students who have high school equivalency or high school diplomas, but have not participated in academics for an extended period of time.

Outsider needs: Once released, outsiders with few or no personal or family resources to assist their transition need immediate access to resources which can direct them to resources to meet basic necessities for shelter, food, medical care, etc. Sacramento Adult Day Reporting Centers (ADRCs), Sacramento Community Based Coalition (SCBC), and other community agencies can help outsiders receive the assistance they need, as quickly as possible, to maintain participation in their education pathways, including referral and other adult education programs such as Highlands Community Charter School (HCCS), Elk Grove Adult Community Education (EGACE), or work opportunities. The consortium has identified the following outsider needs for Program Areas 1-5:

- Assessment instruments and processes that are aligned across all institutions (inside and outside).
- A common high school equivalency assessment instrument so learners do not have to repeat test preparation (inside and outside).
- Courses, pre-requisites, and programs that are aligned wherever possible or at least articulated to other institutions (inside and outside).

- Portable educational records so that former insiders can continue educational pathways without interruption when they move to different institutions. (Educational records include past assessment results/placements, as well as completed courses and programs.) (inside and outside).
- Additional adult education course and program offerings for Sacramento Community Based Coalition (SCBC) and Adult Day Reporting Centers (ADRCs) to meet learner enrollment demands.
- Clearer pathways from adult education-level courses and programs to college courses and programs (inside and outside).
- Improved transition planning for outsiders, including help to obtain required documents for education (assessment records, transcripts, etc.) and employment (required work identification documents, resumes, etc.).
- College orientation and career exploration courses offered onsite at SCBC and ADRC facilities to ease students' transition to college.
- Access to college staff, knowledgeable about inside-to-outside transition challenges, to meet with outsiders when they first arrive at the college campuses.

Next Steps:

The Corrections Roundtable will continue to collaborate and refine the regional plan for inmates and former inmates from the correctional facilities in the region.

Moving Forward

Once CAERC's apportionment from the Proposition 98 Adult Education Block Grant is known, the Consortium will need to address the following tasks at the upcoming CAERC monthly meetings and subcommittee meetings:

- Analyze and review Governor's Revised Budget (May 2015).
- Reprioritize implementation strategies and approaches in designated program areas based on the Governor's Revised Budget and funding for 2015-2016.
- Update the CAERC Regional Implementation Plan and adjust strategies, timeline, and estimated costs as needed.
- Finalize revenue sharing options and funding allocations based on CAERC's four regional key priorities.
- Continue development of Regional Plan for inmates and former inmates in the region (Corrections Roundtable).
- Collaborate with CAERC partners and members to address Objective 7 and finalize specific resources needed to support the final Regional Plan.
- Determine which organization will serve as the Consortium's fiscal agent.
- Update Members list to include any additional K-12 districts and county offices of education in the region.
- Develop recommendations for potential representatives for allocation committee.
- Identify scope of work for CAERC and what tasks will be included in the 5% administration of the Consortium.



Capital
Adult Education
Regional Consortium



APPENDIX A

Objective 1: *Current Programs and Services*

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Program Area 1: Adult Basic Education (ABE) / Adult Secondary Education (ASE)

CAERC Members

Amador County Unified School District (ACUSD)

Amador County Unified School District (ACUSD) serves a regional population of 30,000 in Amador County. The district offers a non-accredited high school diploma program for adults 18 and older. Students are a mix of adults and students needing one or two more classes after high school graduation. Adult high school diploma classes meet Monday through Thursday for five hours, and the curriculum is largely independent study with instructor support using a combination of textbooks, workbooks, and online resources. Students must earn a total of 180 credits and pass the California High School Exit Exam (CAHSEE) in order to receive their diploma. Students choose the hours they attend, setting up a schedule and work plan with their teachers. The high school diploma program is free. Amador Adult Education offers summer credit recovery courses for credit deficient students, 16 years or older, so they may graduate on time.

To enroll, students contact the Adult Education program office or the ACUSD District. Enrollment intact includes an academic counseling appointment and course placement. Student progress is measured through observation, formative assessments, and classroom tests. TABE diagnostic assessments, followed by course assessments that are both formal and informal, are used to measure student progress. Indicators for student achievement/course completion include high school course mastery based on oral, written, and observed student work. Students fulfill the high school requirements in a small class setting, working both in groups and independently. Indicators of course completion include coursework completion with a success rate of 70% and passing of the California High School Exit Examination.

ACUSD reviews both curriculum and instructional methods. Teachers are observed, and curricular materials are newly adopted and address the needs of the 21st Century. All ACUSD teachers have valid California teaching credentials and are highly qualified with an average of 15 years of experience each. Instructors participate in district professional development opportunities and have planned time for collaboration, with one another as well as their comprehensive high school and alternative education high school counterparts.

Program effectiveness is measured using student outcome data, completion and graduation rates, and retention rates. The district also assists students in post-secondary and/or career placement and tracks their successes. ACUSD is small and offers a personal program.

Center Joint Unified School District

Center Adult School provides classes to prepare students to take and pass the CAHSEE. Students can choose to attend classes at the school, study through a distance-learning program, or participate in both as a blended learning program. The class is offered three afternoons per week for three hours for a total of nine hours of instruction per week. In the distance-learning program, students can choose online curriculum, a CD and work packet model, or a traditional textbook style depending on their learning style and what is most accessible for them.

Students are assessed utilizing the Comprehensive Adult Skills Assessment System (CASAS) to determine the level of instruction and to document progress. The program covers the four areas addressed through the General Education Development (GED) test: mathematics, science, social studies, and language arts. When students are ready to take a state-approved test, they can do so at the on-site GED testing center. In addition, in the test preparation classes, if a student is not yet ready for the high school equivalency material, the teacher instructs the student utilizing pre-GED materials.

In spite of high demand, Center Adult School has not offered a high school diploma program in the past due to financial constraints. However, in response to persistent requests for this program, the school is opening a non-accredited diploma program in the fall of 2014 with plans to pursue accreditation in the future. All courses are taught by California-credentialed teachers.

Davis Joint Unified School District

Davis Adult and Community Education offers a non-accredited high school diploma program for adults 18 years and older. Adult high school diploma classes meet once per week for three hours, and the curriculum is largely independent study with instructor support using a combination of textbooks, workbooks, and online resources. Students must earn a total of 180 credits and pass the CAHSEE in order to receive their diploma. Current high school seniors can also take concurrent courses to make up credits and graduate on time with their class. The high school diploma program is free.

Elk Grove Unified School District

Elk Grove Adult and Community Education (EGACE) offers Adult Basic Education (ABE) courses for students whose scores on the Comprehensive Adult Skills Assessment System (CASAS) fall below a score of 236 (below 9th grade.) Enrollment in an ABE class provides students the opportunity to improve basic reading, writing, and/or math skills while preparing to advance to the Adult Secondary Education (ASE) program in which they can earn a high school diploma or a GED certificate, enter CTE training, get or retain a job, or enter college or postsecondary training.

EGACE's ABE Career and Academic Development (CAD) classes are suited for adults who have low reading, writing, and math skills. The majority of these students has a high school diploma or a GED, but lacks the academic and work-readiness skills to move into postsecondary education, training, or employment.

ABE-level high school diploma students can earn credits through *Apex Learning's Literacy Advantage* program, a computer-based/online high school diploma curriculum, which provides differentiated instruction and academic support in all curricular areas. Students work in the classroom under the facilitation of a credentialed teacher and at home. In the correctional education program, ABE instruction assists learners in the remediation of their basic skills and helps prepare them for GED completion. Performance targets for ABE include significant gains on the CASAS test, level completion/advancement, indicating persistence in the program, and earning a certificate of completion in work-readiness skills or computer skills training.

Students with the goal of completing their high school education are enrolled in the Adult Secondary Education (ASE) program, which offers the option of pursuing a high school diploma or a GED credential. High school diploma students have the option of enrolling in the Independent Study program or in classes that meet on a daily basis. Both systems offer instruction through *Apex Learning*, while students in Independent Study have the option of using high school-level textbooks and/or Apex. All high school diploma students are required to complete a computer technology requirement, which aligns with EGUSD's technology requirement for graduation. In addition, EGACE requires high school diploma students to complete a 2.5 credit career development course. EGACE offers a credit recovery program at its main campus for concurrently enrolled EGUSD high school seniors who are 10 or fewer credits shy of graduating with their class.

Test preparation for the California High School Exit Exam (CAHSEE) is required for all EGACE diploma students who have not passed the English language arts and/or the mathematics sections of the CAHSEE. Some students who enroll in the high school diploma program have completed all of their credits while still in high school, but they have failed to graduate because they have not passed the CAHSEE.

GED test preparation courses are offered at two different levels. Students who score below 236 on a CASAS reading test are enrolled in an ABE/Level I test prep course, which provides direct instruction in combination with computer-based instruction. Students who score 236 or above are enrolled in a Level II test preparation class, which offers less direct instruction and more self-paced, computer-based instruction/test preparation. GED students are continuously assessed via GED practice exams in each of the four subjects (Reasoning Through Language Arts, Science, Social Studies, and Mathematical Reasoning) to gauge readiness for the actual exam.

In January 2014, EGACE transitioned from the 2002 GED testing series to the 2014 series, which eliminated paper-based testing and converted to computer-based testing only. The 2014 test is aligned to Common Core State Standards in college and career readiness. EGACE is an approved Pearson VUE GED testing site and is available for students and community members. Computer-based testing is currently available to student inmates at Rio Cosumnes Correctional Center (RCCC) and will soon be available at the Sacramento Main Jail.

EGACE has established formal partnerships with the Sacramento County Probation Department and Elk Grove Food Bank Services to provide GED test preparation/instruction to their clients. For the past two years, EGACE has provided GED instruction at the Cosumnes River College campus. At RCCC, GED classes have expanded over the past few years to include inmates in total segregation, high security, and protective custody.

Elk Grove Adult and Community Education's adult basic (ABE) and secondary (ASE) education program is coordinated by a full-time resource/data analyst and Staff Services Technician (SST). The SST assigned to the program is responsible for managing the testing, scheduling, and registration of the students. Most students register online to schedule an assessment and registration date. Assisted registration is also available for students who are unable to register online. An Admission Representative Technician (ART) oversees the orientation process and sets up the initial assessment and registration sessions for students.

Students interested in enrolling in EGACE ABE and ASE programs (elementary and secondary basic skills) on the main campus on Gerber Road need to register and complete an orientation online on the EGACE website. When students have completed the online registration, they receive an email confirmation with an appointment date and time for an assessment and enrollment session. During the appointment, they take a CASAS pre-test in reading and/ or math to ensure placement into the program at the level that meets their individual academic needs.

Throughout the enrollment process, ABE and ASE faculty (certificated) and staff (classified) are on hand to meet with students to answer questions, receive transcripts, and assist the student with the necessary paperwork and process. In EGACE's correctional education programs at the RCCC, there are two systems in place for enrollment into ABE and ASE programs. Individuals in the lower security areas may send a request to take a class to EGACE faculty or staff. Alternatively, the Sheriff's Department classification staff provides EGACE support staff with a list for orientation. The SST generates a list of students to attend three-hour testing and registration sessions, which are held weekly. Included in the weekly sessions are an overview of EGACE's programs and policies, registration forms, and CASAS Life and Work Reading computer-based/E-Test. Placement into classes occurs once the teacher meets with the Staff Services Technician to finalize the class roster. Students are then sent a copy of their class schedule.

At the Sacramento Main Jail, EGACE distributes interest forms to all floors where classes are conducted. Inmates send their completed interest forms to the Education Office to indicate their interest in enrolling into classes. The EGACE Staff Services Technician creates a list of individuals requesting classes and submits it to the Sheriff's Department classification staff on a weekly basis. Individuals cleared for programming are placed on teachers' wait lists. As space becomes available, the teacher will select individuals from the list, based on the date their names were added to the list, for placement into an orientation, which includes completing a registration form and placement testing (CASAS Life and Work Reading paper-based appraisal and test).

Using an individual's goals, needs, and test scores, the SST will determine into which class he/she will be enrolled.

EGACE serves a diverse population in its ABE and ASE programs, which includes adults 18 years and older who:

- Dropped out of high school
- Failed to graduate with their cohort/class because they did not pass the California High School Exit Exam
- Are former foster youth
- Were pregnant or became parents while still in high school
- Were formally incarcerated in juvenile detention centers
- Are currently incarcerated in county jail, or are ex-offenders previously incarcerated in prison or county jail
- Are EGUSD high school seniors who are short credits and are in jeopardy of not graduating with their cohort/class
- Are dislocated workers who were laid off from their jobs due to the economic downturn and are unable to obtain new employment because they lack a high school diploma, GED credential, or work-readiness skills
- Adults who have not been able to retain employment because they lack a GED or HSD, or are unable to pass employer exams in basic reading, writing, and/or math
- Community members seeking to pass the EGUSD No Child Left Behind paraeducator exam in order to obtain employment within EGUSD

Students enrolled in ABE and ASE enter the program at different educational functioning levels, which are determined by the CASAS. The chart below illustrates the range of academic levels of EGACE students enrolled in ABE and ASE programs.

Percentage Enrolled	ABE/ASE Level	Approximate Grade Level Equivalent in Reading
8%	ABE Intermediate Low	Grades 4-5
43%	ABE Intermediate High	Grades 6-8
30%	ASE Low	Grades 9-10
20%	ASE High	Grades 11-12

EGACE has neither the fiscal nor the human resources to adequately serve students functioning at or below the third grade reading level. These students are generally referred to the Sacramento County Library reading programs. Students who function between grades 0 to 1 are generally enrolled in the Adults with Disabilities Program at the Elk Grove Adult Community Training center.

EGACE analyzes and utilizes a variety of assessments to measure student progress toward achieving identified learning outcomes. Student achievement data is reviewed and discussed by staff at monthly department meetings. The Data, Accountability, and

Evaluation (DAE) team meets monthly, and teachers receive data reports regarding their classes.

CASAS post-tests are administered after every 40 hours of instruction, and teachers use assessment results to target their instruction in order to improve student-learning outcomes. Strategies for improving student outcomes are shared and discussed at monthly staff meetings. Measures that faculty use to track student progress include:

- Percentage of students obtaining a GED
- Percentage of students obtaining a high school diploma
- Percentage of ABE students transitioning to ASE, career technical education courses, or community college
- Percentage of students passing the California High School Exit Exam (CAHSEE)
- Number of courses and credits completed
- Student persistence/retention rate
- Percentage of students completing a National Reporting System (NRS) functional level as compared to the state goal

Indicators of success and performance targets for the ASE and ABE programs include:

- Adult basic education: Students will master basic skills to enable them to advance to ASE or CTE training, get or retain a job, or enter college or postsecondary training. Performance targets include significant gains on the CASAS test, level completion/advancement (indicating persistence in the program), and earning a certificate of completion in work/college-readiness skills or computer skills training.
- Adult secondary education: Students will earn a high school diploma or GED diploma and transition to postsecondary education, training, or employment. Performance targets for ASE students include significant gains on the CASAS test, persistence demonstrated by level completion, and passing the CAHSEE.

Faculty directly responsible for student progress work with teachers during evaluations to reflect on and provide examples of how to measure student outcomes. Some examples used to measure student outcomes include the following:

- CASAS post-tests are administered after every 40 hours of instruction.
- Teachers use multiple assessments of information to evaluate student progress such as standardized tests, performance-based assessments, observation or student performance and work samples, teacher-created tests and quizzes, and tests and quizzes provided through book- and computer-based tests.
- Teachers monitor and maintain records of student progress.
- Teachers engage in goal-setting activities with their students.
- Teachers use CASAS “Class” and “Student Performance Reports” to determine what to revisit/re-teach.
- CASAS post-test results inform teachers when a student is ready to move to the next level (e.g., ABE to ASE, or ASE to CTE).

EGACE seeks to address the various needs of ABE/ASE students with a broad range of support services. In the ASE program, an academic advisor initiates contact at the orientations and provides information about school and community resources and assistance to students who encounter barriers to academic success. The program also provides paraprofessionals who assist in ASE and ABE classrooms, as well as tutoring and support to meet individual learning needs.

EGACE has developed the ABE program, Career and Academic Program (CAD). These classes are designed to provide a bridge for students with low levels of English literacy into postsecondary, career technical education, and employment. CAD classes offer intensive training in basic English and math skills and in the development of work skills, including Microsoft Office, keyboarding, and 10-key.

Students have access to workforce development programs through the Sacramento Works Youth Works Universal and Intensive services and the onsite Sacramento Works Training Center staff and services. Job coaches provide case management, mentoring, referrals to supportive services, career training, work experience opportunities, and work and leadership skills workshops.

EGACE helps facilitate transitions to higher levels within the school and to higher education and training programs outside of EGACE through the services of a transition specialist. The transition specialist also assists students in EGACE's correctional education program as they are released from incarceration.

When students identify that they have (or had) an Individual Education Plan (IEP) from their former high school, administrators, teachers, and the 504 coordinator work with the students to identify appropriate accommodations.

Students who are unable to attend GED test preparation classes can register for the Distance Learning program. Distance learning allows students to study at home using technology and other instructional materials at their convenience. The EGACE distance-learning program offers both online and DVD checkout. Coursework in basic English language arts and math is also available for ABE level students in the distance-learning program. High school diploma students who qualify with a CASAS score of 245 or above and have passed at least one section of the CAHSEE may enroll in the Independent Study program.

Faculty performance is evaluated on the basis of the California State Standards for the Teaching profession. Certificated evaluations are scheduled in accordance with a calendar and timeline published annually by the EGUSD Human Resources department. Faculty members are generally evaluated every two years using a template and data-based questions that are targeted to assess effectiveness and improvement. The primary purpose of faculty evaluations is to assure improvement of job performance, thus improving the quality of education of ABE and ASE students as measured by better student outcomes. In addition to formal observations and evaluations, EGACE administrators also conduct informal, non-scheduled "walk-

through” evaluations. Administrators work with teachers during evaluations to reflect on and provide examples of how to measure student outcomes.

EGACE measures ABE and ASE achievement through examples such as persistence rates, as measured through TOPSpro and Federal Table 4, the number and percentage of graduates and GED completers, the number of courses passed and credits earned, gains made on CASAS tests, and the passage rate of the CAHSEE. EGACE’s priority is to maintain high-quality staff who are well trained in current, research-based adult education practices. EGACE hires teachers who possess specific skills, knowledge, and abilities, in addition to the credentials, certifications, training and experience that match the needs of EGACE. All teachers hold valid credentials for their subject area issued through the California Commission on Teacher Credentialing (CCTC). These include Preliminary or Clear Designated Subject Adult Education Credentials. EGACE also hires, on a part-time basis, EGUSD K-12 teachers who hold Professional Clear Single Subject or Multiple-Subject credentials. A full-time certificated staff member is assigned as a resource teacher to provide additional support for ASE and ABE teachers and students. All hiring goes through EGUSD’s Human Resources department, and staff are required to meet the district’s guidelines before they are recommended to EGACE.

Professional development is a priority within EGACE, and is a combination of both external input and internal processes. The administration budgets for monthly department meetings, pays for conferences, and/or provides release time. The ABE/ASE department has structured its monthly meeting into Professional Learning Communities, one of which focuses on issues in the high school diploma program and the other on the GED. This collaborative effort is organized to increase student learning by identifying the best practices or research-based instructional practices that address student needs. It is a data-driven process through which student improvement is measured and plans are made for program improvement.

EGACE staff relies on key organizations such as the California Adult Literacy Professional Development Project (CALPRO) and the Outreach and Technical Assistance Network (OTAN) to stay abreast of current trends in adult education and identify program needs and changes. EGACE sends a significant number of instructional staff to the annual CASAS National Summer Institute. EGACE staff are also involved in local, state, and regional events of professional organizations such as the California Council for Adult Education (CCAEE).

EGUSD Table Notes: The data in Tables 1.1A and 1.1B indicate the number of total enrollees in the ABE and ASE programs. However, the number of total enrollees does not reflect the number of students who attended at least 12 or more hours of class.

Folsom Cordova Unified School District

Folsom Cordova Adult School (FCAS) offers options for adult students to fulfill the requirements for a high school diploma or High School Equivalency Test (HiSET) certificate. The program is open entry and open exit. Students can access the FCAS website for information about classes and enrollment. They register in person by

submitting an enrollment form, and students entering the high school diploma classes also submit prior high school transcripts. Then they receive a date to return for a CASAS pre-test before they enter a class. CASAS scores help determine a student's educational skill level (scores are shared amongst staff and used to guide instruction and program effectiveness). Depending on class availability, the student can start as early as the next day or the following week.

Folsom Cordova Unified School District serves Sacramento County, one of six counties in the Greater Sacramento region. Sacramento County is a densely populated and diverse community. Its student population is drawn from mostly Rancho Cordova. Data from the American Community Survey and U.S. Census showed that Rancho Cordova residents experience greater needs than the rest of Sacramento County: approximately 17% live below poverty level; nearly 14% receive public assistance/Food Stamps; 10% are unemployed; and 20% of those unemployed had less than a high school diploma. Approximately 17% of residents 18-24 years old and 14% of those 25 or older do not have a high school diploma (WASC 2014).

Assessment is a major tool in the improvement process for FCAS. Student outcomes, measured by CASAS, demonstrate the degree to which FCAS is teaching to the current expectations of the state and employment community. Initial assessment and progress is measured with CASAS. The initial test at orientation evaluates reading and math. Once the student enters his or her classroom, the teacher will also assess using the CASAS subject-specific tests. After 40 hours of instruction, and finishing the subject-specific course, students take a post-test in reading and math. Student assessment is ongoing. In addition to CASAS, teachers use formative assessments to evaluate daily lesson effectiveness in the classroom, and summative assessments for high stakes tests that gauge student ability on Chapter tests, Unit exams, the California High School Exit Exam (CAHSEE), or the HiSET.

Test scores (CASAS & Chapter) are used as indicators for student achievement/course completion along with learner outcomes (post secondary transitions and job placement). Student Learner Outcomes are the outgrowth of California State Education Standards and are posted in each classroom and Student Handbook. Outcomes are written so that students understand what each outcome means, and teachers explain outcomes in the simplest terms so that lower-English-proficient students can understand them.

Assessment tools include CASAS assessments. The scores are used every 40 hours of instruction to show progress. FCAS consistently assesses schoolwide classroom and individual student data to aid in continual program improvement. This cycle of assessment, data review, planning, and implementation ensures a continuous high level of program quality for the school.

Some of the unique features of the program/services that help address adult learner needs include day and evening class schedules that support student availability and flexibility. We also have intervention resources to help those who are struggling, like math support using Renaissance Math, STAR math assessments, CAHSEE support for math and language arts, Apex literacy advantage courses, and one-on-one

student/teacher meetings. FCAS has an on-site educational counselor, as well as supportive services from the Sacramento Employment Training Agency (SETA) for those who qualify.

Evaluation of program adequacy and quality is ongoing. Some of the FCAS protocols are: student and teacher surveys, administrative observations, staff meetings, advisory committee meetings, or Professional Learning Committees (PLCs) working in teams to analyze where there is need for program improvement. Other progress goals are observed: Core performance survey results, CASAS payment points, analyzing school data, HS Grades/Completed courses number of completers, EL Civics completers, and number of Graduates.

Determining program effectiveness is paramount to the success of our school and the achievement of our students. It is what guides our practices to ensure we meet the goals and the mission of our school, as well as student achievement goals. Program effectiveness is evaluated on a regular basis through a variety of measures. For example, we use data analysis to measure student outcomes and the results guide how we implement best practices. Program effectiveness is also determined by student persistence data, walk-through observations to analyze the vitality and energy in the class, test score data, and the number of graduates and completers. The data demonstrates that students who attend the FCAS make educational gains. According to our student surveys, 95.7% of our students responded that they are applying what they are learning, and 92% indicated their class work is demonstrating and supporting literacy. Student survey results indicate that 94.8% are happy with the overall educational experience we provide (WASC 2014).

FCAS hires highly qualified teachers. All ASE instructors hold either an Adult Basic and Adult Secondary Education teaching credential, or a K-12 single subject or multiple subject teaching credential. The years of teaching experience range between 5 and 30.

Professional learning opportunities for program instructors are offered throughout the school year. Through organizations such as CCAE, CALPRO, CATESOL, OTAN, and CASAS, teachers have access to workshops and conferences that ensure they are always current with the most recent research and classroom practices. Teachers also have team planning time to assess data, update course outlines, and refine curricular needs and materials to ensure that they meet with the current student learning outcomes and standards. With the implementation of Common Core, our diploma program is transitioning to FCUSD-approved Common Core curriculum that is being developed by our sister school, Walnutwood High School.

Diploma teachers can participate in weekly professional development/ curriculum design with the staff at Walnutwood High School. They also have access to all district-sponsored professional development opportunities. Our HSE teachers will be sent to professional development /training opportunities regarding the new GED/HiSET tests as they are available.

Galt Joint Union High School District

Galt Adult Education offers a self-paced GED course that utilizes computer-based assessments as well as traditional textbook learning to prepare students for the new 2014 GED test. Students will focus on mathematics, English, social studies, and science and will take computer-based pre-assessments which will help in preparing them for the GED test. Students in this course must take the GED test within six months of enrollment.

Los Rios Community College District

The four Los Rios community colleges within the Capital Adult Education Regional Consortium (American River College, Cosumnes River College, Folsom Lake College, and Sacramento City College) provide credit, non-degree applicable basic skills courses in English reading, English writing, and mathematics. The colleges do not offer noncredit or enhanced noncredit basic skills courses, or classes required for a high school diploma or high school equivalency certificate. Students are placed into the college courses based on results from assessment tests using multiple measures. The assessments are provided free of charge to potential students at each college, and the placement results are portable to any college within the Los Rios District. The courses are designed to prepare students for college-level course work and are available in traditional lecture courses, as well as some open entry/exit lab modules, which allow students additional practice of specific skills.

In addition, some colleges offer courses that emphasize contextualized and/or acceleration strategies. The courses' curricula meet required community college Title 5 curricula standards and are taught by professional faculty who meet state minimum qualifications for their disciplines. Students whose placements indicate they are not ready for the lowest level credit, non-degree applicable basic skills college courses may be referred to available adult education courses or library literacy courses. Underprepared students may also be referred to free online tutoring/refresher courses such as Khan Academy for skill building.

Natomas Unified School District

The Natomas Unified Adult Education (NUAE) program offers a non-accredited high school diploma program for adults 18 years and older. Adult high school diploma classes meet twice per week for 3 hours, and the curriculum is largely independent study with instructor support using a combination of textbooks, workbooks, and online resources. Students must earn a total of 180 credits and pass the CAHSEE in order to receive their diploma. Current high school seniors can also take concurrent courses to make up credits and graduate on time with their class. The high school diploma program is free.

NUAE program also provides elementary basic skills and secondary courses required to pass the GED. The primary objective is for students to learn basic literacy and numeric skills and enable adults to pass the GED test. Adult high school GED classes meet

twice per week for three hours. The course curriculum includes using a combination of textbooks, workbooks, and online resources. To provide additional language support for English learners, a bilingual instructor is designated for one section of the GED courses.

Potential students enroll in the Natomas Adult Secondary (ASE) program by completing an application. Applications are available through the Adult Education office, school sites, and the district office. If the class being requested is a GED or high school completion class, transcripts must be included with the application. Once an evaluation of the transcripts takes place, an advisement session occurs. Students are then scheduled for a placement exam or placed on a waiting list. Prior to placement in courses, students complete a CASAS pre-test in reading and/or math to ensure placement into the program is at the appropriate level to meet their individual needs. Students must score a minimum of 235, advanced basic, on the CASAS pre-assessment to proceed in the program. Students who do not score above 235 on the CASAS pre-assessment are referred to neighboring Adult Basic Skills (ABE) programs that are better able to meet the lower basic skills needed.

NUSD serves a diverse population in its ASE program, which include adults 18 and older who:

- Dropped out of high school
- Are former foster youth
- Were pregnant or became parents while in high school
- Are not able to retain employment because they lack a GED or high school diploma
- Are applying for the Dream Act
- Are NUSD juniors or seniors in jeopardy of not graduating (concurrent enrollment)

Student progress is measured in the high school completion program by course completions and credit earning, testing through APEX (online distance learning) state standards unit exams, and through frequent assessment in GED using GED practice exams in each of the four subject areas.

The Natomas ASE program offers evening classes every Tuesday and Thursday. This allows for our students to attend classes outside of the regular workday. Additionally, through the use of APEX we are able to simultaneously offer a greater variety of classes to meet the specific needs of our students. Students complete coursework one course at a time, in a self-paced manner, with the support of the instructor.

All students are monitored directly by instructors while formal assessments occur. Implementing CASAS e-tests (online testing) for GED preparation class enables both students and teachers immediate feedback and will be a more efficient use of instructors' time. By using the APEX online high school courses, we are able to offer a full range of high school classes without the cost associated with a larger staff that would be needed to provide a full range of courses. Forty-seven percent of students that

have passed the CAHSEE prior to entering the high school completion program earn their high school diplomas.

NUSD measures ASE achievement through examples such as the number of students who complete the GED Preparation course and have demonstrated readiness for the GED exam through GED practice tests, students self-reporting passing of GED test, student progress as measured through performance on APEX assessments toward credits, student credits towards completion of diploma, and the number of students that graduate high school.

All instructors have met the CCTC requirements for instruction, hold the appropriate teaching credentials, and have a minimum of 8 years of experience teaching adults. Currently, there is not a structured opportunity for designated collaboration in place. Staff meetings are held on an as-needed basis, several times a year.

Sacramento City Unified School District

Sacramento, the capital city of California and seat of government of Sacramento County, is the sixth-largest city in California with an estimated population of 477,892 in 2010. In 2002 *Time* magazine named Sacramento as America's Most Diverse City. The 2010 United States Census reported that the racial makeup of Sacramento was: 45% White, 17.8% Asian, 16.6% African American, 11% other races, 7.1% two or more races, 1.4% Pacific Islander, and 1.1% Native American. 9.8% of Sacramento city residents have less than a 9th grade education (U.S. Census). An estimated 230,000 adults in Sacramento are in need of help to improve their reading and writing skills. Of those adults who are unemployed, 75% have reading and writing difficulties. According to the National Institute for Literacy, 20% of the adults in Sacramento have difficulty with reading, writing, and computational skills necessary to function in everyday life.

Sacramento City Unified School District (SCUSD) serves the city of Sacramento. SCUSD is the 11th largest school district in California. Established in 1854, it is one of the oldest in the western United States. SCUSD serves 43,589 students on 72 campuses. SCUSD's student population reflects the city's diversity: 36% Hispanic or Latino; 18.3% Asian, 16.3% African American; and 19% white. About 7% of students are of two or more races or ethnicities. Residents within SCUSD speak more than 40 languages; 36% of Sacramento residents speak a language other than English at home while 21.7% of students at SCUSD are designated as English learners. Adult English language learners with limited literacy often have little or no formal schooling in their native language. As a result, they need focused instruction to help them increase their reading, writing, and oral proficiency in English (Ellis, 2005). Over 18% of Sacramento residents live below poverty level and 75% of SCUSD students participate in the federal Free and Reduced Lunch Program. Poverty breeds illiteracy by forcing children to drop out of school to work, and these illiterate people are forced to stay on the lowest levels of the work force and thus remain in poverty. Hence, illiteracy in turn reinforces poverty, and poverty is cyclical in families.

According to the National Institute for Literacy, 20% of the adults in Sacramento County have difficulty with reading, writing, and computational skills necessary to function in everyday life. Stephanie Allen, literacy and homework center supervisor for the Sacramento Public Library, reports that about 13% of the adult population in Sacramento County—roughly 140,000 people—is at a below-basic or basic reading level. When you add in those that are at an intermediate level (they can read but improvements are needed for higher-level critical thinking), that number jumps to 20-25 % of the adult population, or close to 250,000 adults. “Adult literacy is a big problem in Sacramento County,” Allen said. “It’s a big problem in California. It’s a big problem nationwide.”

Sacramento businesses are struggling to find qualified hires in sectors that business leaders say are key to the region's economic recovery. The reason, according to a survey by national nonprofit business group America's Edge, is an ever-widening "skills gap" in Sacramento and statewide. Fewer and fewer workers have the technical and "soft" skills needed to compete in the marketplace, the group concludes. Soft skills include communication and critical thinking. Nearly half of the state's available jobs require "middle skills" – a high school education, but not a four-year college degree. Less than 40% of workers have the training needed to fill the positions (*source: sacbee.com, 5/26/11*). The increase of low-income, first generation students and immigrants requires a need for basic skills education, specifically literacy, which delays the flow of potential workers into the work place.

According to the Literacy Foundation, the following are the most frequent causes of illiteracy in adults: Parents with little schooling; doing badly at or dropping out of school—many have not completed high school; difficult living conditions, including poverty; learning disabilities, such as dyslexia, dysorthographia, etc.; and raising of criteria for hiring and technology in the workplace. Adults aged 40 and over with low literacy skills have the distinction of belonging to generations for whom there were attractive job opportunities despite a lower level of schooling. They have always worked in the same place, founding their families, and thus have never felt the need to return to training. With the closing of many companies over the past few years, especially in the manufacturing and primary sectors, these people have found themselves out of work, and are often unable to find a new job, because they have difficulty reading and writing and lack the necessary skills to meet current market requirements.

Of adults in Sacramento who are unemployed, 75% have reading and writing difficulties. Nearly 10% of Sacramento city residents have less than a 9th grade education (*US Census 2007*) while 18.5% of residents over 25 have less than a high school education. Sacramento City Unified School District’s dropout rate of 11.5% in the 2011-12 school year is just below the Sacramento County rate of 13.6%.

Adult Education has been a part of the Sacramento City Unified School District’s public education program since 1872, providing 142 years of service to the Sacramento community. The adult education program before flexibility had grown to include day, evening, and Saturday classes, which meet the needs of the total community. Classes were held in a variety of school and non-school locations throughout Sacramento. The

ESL Programs at the Charles A. Jones Center offer leveled classes for foreign-born students to learn English for everyday life in the United States. Students learn life skills, grammar, reading, pronunciation, listening and speaking. Adult Basic Education courses are designed for English-speaking adults who wish to improve their basic skills in the areas of mathematics, reading, writing, and computer literacy. Completion of these classes helps students develop their academic skills for a successful transition into high school completion, GED, community college, or career training.

SCUSD has not had to recruit students for adult education programs and easily fills classes due to a high demand. That being said, SCUSD Adult Education classes are advertised on the district's website (<http://www.scusd.edu/adult-education>). Brochures and flyers are also placed at all of the One-Stop Centers in the Sacramento area and taken to all job fairs held in the area. Classes are open to all adults 18 years of age or older who meet certain prerequisites and can profit from instruction. According to SCUSD's Board Policy, "district programs and activities shall be free from discrimination based on gender, sex, sexual orientation, race, color, religion, ancestry, national origin, ethnic group identification, marital or parental status, physical or mental disability, age, or the perception of one or more of those characteristics. The Board shall promote programs to eliminate discriminatory practices in all district activities."

Sacramento City Unified School District (SCUSD) offers two Adult Basic Education (ABE) classes and two High School Equivalency (HSE) classes at one site. 329 students were served in 2013-14, which is a considerable decrease from the 4,803 served pre-flexibility. Classes meet five days a week for three hours a day. Students currently pay \$50 per semester to enroll.

ABE courses are an option for students whose scores on the CASAS fall below a score of 236 (below 9th grade.) Enrollment in an ABE class provides students the opportunity to improve basic reading, writing, and/or math skills while preparing to advance to the ASE program in which they can earn a High School Equivalency (HSE) certificate or enter Career Technical Education (CTE) training, or enter college or postsecondary training. ABE classes are suited for adults who have reading and math skills below 9th grade. These students may or may not have a high school diploma or a GED, but lack the academic and work-readiness skills to move into postsecondary education, training, or employment.

Students work in the classroom under the facilitation of a credentialed teacher and at home. ABE instruction assists learners in the remediation of their basic skills and helps prepare them for high school completion. Performance targets for ABE include significant gains on the CASAS test level completion/advancement indicating persistence in the program.

HSE courses are an option for students who score a 236 or above on the CASAS. In this program students are pursuing a high school equivalency certificate. Through the HSE program, SCUSD provides test preparation courses, which provide direct instruction in combination with computer-based instruction. HSE students are continuously assessed using practice exams in each of the four subjects (Language

Arts, Science, Social Studies, and Mathematics) to gauge readiness for the actual exam. In 2013-14, SCUSD ceased offering the GED test. The district is now in the process of implementing HiSET offered by Educational Testing Service (ETS) and hopes to begin testing with paper-based testing in September.

San Juan Unified School District

San Juan Unified School District Adult Education (SJAE) offers a high school diploma, GED, or ABE instructional programs. SJAE serves students both employed and unemployed. Specifically, SJAE students include those in the CalWORKs program, those who identify themselves as Single Parents, Handicapped, Low Income, Refugees, Veterans, Learning Disabled, those who receive SSI and/or Food Stamps, and those in Rehabilitation and other similar categories. Approximately one-half of our current students identify themselves in a category, which puts them at a disadvantage in society.

The elementary and secondary basic skills courses are open enrollment. Students enroll in person on campus. Students are given the CASAS Reading and/or CASAS Math assessments depending upon student academic goals. For high school diploma students, transcripts are evaluated by a certificated counselor. Registration takes place once a week. Signage on campus leads students to the appropriate room where a general orientation is given by a certificated teacher. Assessments are administered.

Placement in a program is based on individual student goals and academic level. Placement of students is determined during registration/orientation based on student interviews, transcripts, and assessments. Students are assessed using the CASAS and teacher-designed assessments. In general, students must attain a minimum score of 230 on the CASAS 187 Reading assessment to be eligible for the high school multi-subject classroom. The student must score 236 on the CASAS 187 Reading assessment to be eligible for Independent Studies. Exceptions can be made based on documentation that supports the likelihood that the student will benefit from the high school diploma program. Students wanting a GED are placed in a multi-level ABE/GED classroom. Otherwise, students are enrolled in the ABE instructional program with the option to transfer to the high school diploma program once their academic skills have improved as evidenced by CASAS scores.

Instructional delivery for the high school diploma program is currently offered via independent studies and multi-subject classroom settings. In both, the teacher facilitates instruction, and the student is expected to instigate inquiries to develop academic growth. Classrooms have computers available to all students. There is also access to a computer in the student lounge during times when the classroom is not available. Additionally, teachers have Smartboards, presentation stations, document projectors (e.g., ELMO), and overhead projectors to enhance instructional presentations.

The curriculum is aligned and incorporates California state standards and Common Core standards. Instructors use the teacher-designed Student Assessment and Goals (SAG) form for each student. This form identifies short-term and long-term student

goals. For instance, short-term goals might be to complete 15 credits within 18 weeks. The long-term goal might be to enroll in the Medical Assistant program after earning a high school diploma. The form also provides CASAS scores and prescriptive suggestions for instruction based on the CASAS analysis of test items.

Program adequacy and quality have been documented based on CASAS learning gains, number of students passing the CAHSEE, number of high school diplomas earned, number of GED certificates earned, and anecdotal communication from students. This data indicates that the program is currently successful in helping students attain the immediate goal of academic certification. Anecdotal evidence is limited to voluntary student response regarding transition to employment or higher education.

The most recent data based on CASAS assessments, the 2012-2013 federal tables for Persister, show that learning gains were recorded in every program, at every level. Each program completing a level included: ABE Beginning Literacy 60%, ABE Beginning Basic 87.5%. SJAE exceeded the state averages in all areas except ABE Beginning Literacy. The ASE educational completion levels far exceeded the state average: 290 students with ASE high school completion and 70 high school graduates last year (2012-2013).

Since 1957, SJAE has helped over 8,500 students earn a high school diploma. 11th-12th grade district high school credit recovery (concurrent) helped 215 district high school students grades 11 and 12 stay on track to graduate in 2012-2013.

Since 2002, the program has awarded over 2,800 GED certificates. 64 students graduated in the 2012-2013 school year with a high school diploma. Most of those students went on to community college, enrolled in a certificate program, or found employment. This represents approximately 30% of San Juan Unified School District's (SJUSD) high school students. In addition, 165 GED certificates were awarded. The federal table 5 Core Follow-up Outcome Achievement indicated that 72% of participants in the cohort achieved their outcome of a high school diploma or a GED.

The ABE/ASE department has partnered with community agencies such as the Department of Human Assistance (CALWorks) apprenticeship programs, military recruiting offices, and the community college system to support students who need basic education skills, GED preparation, and high school credits/diplomas.

Each student has a portfolio with a tracking sheet that lists assignments and scores indicating individual progress. High school completion students must satisfactorily complete all assignments and tests related to the course of study. In addition to quizzes, tests, essays, projects, and oral discourse, paired CASAS scores indicate student learning gains. Class work and participation in directed instruction help evaluate a student's progress. Students passing the California High School Exit Exam (CAHSEE) are an indicator of progress, particularly for those who have attempted and previously failed the exam.

Assessment tools for high school completion students include:

- CASAS post-assessment given approximately 4-6 weeks after initial assessment. CASAS Student Competency Report outlines student weaknesses and dictates areas of instruction on which to focus.
- Publisher- and teacher-created quizzes related to course materials—given at completion of a study unit.
- Writing samples—given at least weekly.
- In addition to the CASAS test, ABE students are given a basic skills math test to determine where to begin their program.
- Based on an initial writing sample, students may be given an Adult Reading Inventory (ARI) to determine grade equivalency in reading.
- Most textbooks have a pretest with an item analysis chart to determine which parts of the book will be assigned.
- Official GED Practice Tests (online) recommend what test-takers should study to improve their scores. Their recommendations are aligned to many of the new 2014 GED materials and many online/software programs as well.

High school completion students have the option of a classroom setting, independent studies, or a blend. ABE and GED students have the option of a classroom, distance learning, or a blend. Coursework is individualized for pacing and can be adjusted to accommodate learning styles. The ABE and GED program offers group instruction during the last 45 minutes of each class. Almost all students participate. These students benefit not only from direct instruction, but also from the interaction with their peers. The individualization of high school completion coursework empowers students to learn how they learn. While the students are driven by external motivations provided by the instructor, the students also develop internal motivation by realizing their individual gifts and potential.

High school completion teachers are highly qualified, certificated in good standing. They each have over 20 years of teaching experience. Teachers are encouraged to participate in self-paced online webinars and face-to-face professional development offered by OTAN. With the budget being drastically reduced, there is no formal collaboration and planning time. Informal meetings during lunch and before or after school are voluntarily held among faculty and staff. E-mail communication is also essential for collaboration.

Twin Rivers Unified School District

Twin Rivers Adult School (TRAS) offers programs to meet the needs, learning styles, and interests of adult learners from diverse populations who seek to accomplish personal, educational, and vocational goals in order to become responsible and productive members of society. Adult Basic Education (ABE), GED, High School Completion (HSC) and English as a Second Language (ESL) give students assessment tests before starting classes to ensure placement at the appropriate program/level.

The Adult High School curricular map has more flexibility. There are four major areas that California requires students to learn, including English, Math, the Natural Sciences, and History and Social Sciences, as well as enrichment or additional learning in areas such as art or career fields. Based upon a student's previous learning, they will have a curriculum tailored to their learning needs; if they made sufficient progress previously in high school, they would be generally earning credits and getting a diploma. If they do not have enough previous learning, they would study specifically for the GED.

TRAS' HSC (ABE and GED) classes meet from 8:15 a.m. to 8:00 p.m. most days, allowing students up to 9 hours per day of instruction or 40.25 hours per week of instruction during the school year from around mid-August to around mid-June. An abbreviated 5-week summer schedule is offered during July. The instructional schedule allows for the first post-test after 40 hours of instruction and then additional post-tests after another 70 hours or more of instruction. Class hours listed above are of more than sufficient intensity to make learning gains. If students are not available to come to class, Independent Study and online classes for High School Completion programs are available, depending upon the student's score on the assessment test.

Washington Unified School District (WUSD)

Washington Adult Education offers a non-accredited high school diploma program for adults 18 years and older. Adult high school diploma classes meet once per week for three hours, and the curriculum is largely independent study with instructor support using a combination of textbooks, workbooks, and online resources. Students must earn a total of 180 credits and pass the CAHSEE in order to receive their diploma. Current high school seniors can also take concurrent courses to make up credits and graduate on time with their class. There is a \$25 registration fee for the high school diploma program, and students may take other classes in the term for which the registration fee has been paid.

Students enroll with an Entry Form when the student first comes in to complete the registration process. An Update Record provides important information about a learner's accomplishments in our program, including process, instructional level at the time of update, and goal attainment. This same Update Record form is used when a student exits the program. It determines the reason why the student was exited. In many cases students do return and are encouraged to do so. Secondary Education classes have a physical capacity of approximately 24 students per class. Every subject implements the CASAS competencies addressing the essential life skills for students. Every student is able to demonstrate adequate progress on the standardized assessments (pre/post-tests) after completing 40 or more instructional hours.

Secondary Education classes have a physical capacity of approximately 24 students per class. Every subject implements the CASAS competencies addressing the essential life skills for students. There is a high percentage of our students who are entering the program and are not employed and come from a limited social disadvantage background.

Last year, 52% of the students in the program achieved their educational result desired, ranging from a diploma to entering post-secondary education. The immediate goal is to provide students who haven't graduated high school the opportunity to gain a diploma, which is the stated goal of at least 60% of WUSD students, a majority of whom are between 18-24 years of age. However, more important WUSD is providing instruction to students in order to move them to a point where they have readiness for their future academic and career opportunities.

About 69% of the students entering the program are not employed, and 81% of students entering the program are characterized as being at a low instructional level in language arts. Curriculum and Instruction is the cornerstone of the adult education program. By delivering first class instruction, Washington Adult School has made huge improvements in the instructional program. All teachers are credentialed in their subject matter. In addition, teachers include life and professional skills to ensure all learners are successful workers and community members. These teachers vary in life experiences and have had success working with at risk students and incorporating literacy into instruction. WUSD have a total of five teachers and one half time clerical support staff in the Washington Adult School. The philosophy of Washington Adult School is that professional development and continuous learning of our staff is critical to student success. Life is a continuous learning process, and this is what we promote to our students. The clerical staff and administration have also attended 16 hours of workshop training at the Sacramento County Office of Education for Tops Pro and accountability reporting to help make sure our data integrity and reporting is accurate and done on a timely basis. Moreover, the clerical staff has been consistently participating in the webinars related to adult education developments. Lastly, WUSD collaborates with the CASAS staff individually on a continuous basis to make sure WUSD is using the most proper and efficient means to track and report student progress data.

CAERC Partners

California Human Development

California Human Development (CHD) is a private, non-profit, community-based human services agency with a wide range of programs and services throughout northern California for families and individuals who seek greater self-sufficiency and improved lives. Through the Farmworker Services and Workforce Division and with funding from the Department of Labor, La Cooperativa Campesina de California as a subgrantee of the Employment Development Department, the Sacramento Employment and Training Agency (SETA) and in collaboration with the Galt Joint Union High School District, CHD is able to provide training and employment services at its CHD Sacramento Works Training Center located at 150 Camellia Way, Galt, CA 95632.

ABE/GED – CHD, in collaboration with SETA and the Galt Joint Union High School District, provides instruction to prepare individuals for the GED exam. Students are referred to the training center after completing an orientation and intake process with their SETA job coach. The CHD GED instructor performs a pre-test to determine strengths and weaknesses and develop an instruction plan for the student. The class is

planned for 250 hours of instruction, but the student is welcome to take each test as they are deemed ready to pass. The instructor is bilingual Spanish/English and is able to assist students in both languages. Some referrals for the class also come from our Farmworker Services program that serves agricultural workers and their dependents. These students may come with very little formal education and will need additional assistance, while others may have completed some of their education in their native country and with little assistance and instruction may be able to pass and attain their GED that will open doors to better jobs and greater opportunities. All programs and training offerings are focused on assisting individuals to find work or better work. To that end, CHD ensures that all students are provided with job search instruction and job referral assistance. The Employment Development Specialist works with the students prior to their completion of training to make sure that they are prepared for employment.

El Dorado County Office of Education

Under the auspices of EDCOE, the Charter Alternative Programs operate a wide range of programs and services for adult learners. The EDCOE regular Adult Ed (AE) program operates three evenings per week, providing instruction at three different campuses with a total of eight hours of service. Adult learners can participate in for-credit classes geared towards a WASC-Accredited HS diploma or non-credit classes that will prepare them for the GED assessment.

Classes occur on Mondays at White Rock Village in El Dorado Hills, CA from 4:00-5:00 p.m. and at EDCOE, which is located in Placerville, CA, on Tuesdays from 5:30-7:30 p.m. and Thursdays from 4:00-5:00 p.m. One additional class operates on Wednesdays on the eastern slope of the Sierras in South Lake Tahoe from 5:00-7:00 p.m. Additionally, an adult learning lab is currently being staffed to provide up to 12 hours of support for adult learners who can independently work toward completion of a HS Adult Ed diploma and/or prepare for the GED. EDCOE also operates two ESL evening classes designed to help students develop English skills. While the regular AE program serves over 60 learners, the demand for classes creates a wait list from 4-6 months to enter the program.

EDCOE has partnered with the Community Corrections Partnership (CCP) to provide educational services to the Placerville Jail, South Lake Tahoe Jail, and the Community Corrections Center (CCC) that operates at the Probation Center in Shingle Springs, CA. The CCP programs currently have 88 students enrolled at the Placerville Jail, 30 students at South Lake Tahoe Jail, and two students at the Probation CCC. The SLT program has been run by EDCOE for 18 years but only recently began to offer a HS diploma track to complement the GED basic skills classes. The programs allow for credit classes ending with a HS diploma and/or a GED, vocational opportunities, and life/employment support classes. The CCC is a relatively new program and is expected to serve 26 students at capacity.

EDCOE also has a partnership with the Shingle Springs Band of Miwok Indians to provide educational services to tribal members on the tribe's Rancheria. Students can work towards a HS diploma via for-credit classes and/or the GED. Vocational

opportunities are being explored and developed. All Adult Education for-credit diploma classes are WASC accredited.

EDCOE has recently opened a Pearson Vue Testing Center which offers opportunities for students to take the online GED and a wide range of other professional certification tests.

EDCOE Adult Education delivers elementary and basic skills instruction in three distinct educational program areas: Adult Basic Education (ABE) for individuals who are below GED level; GED preparation and testing; and a WASC-accredited high school diploma program (which resulted in 35 graduates earning their diploma in the 2013-2014 school years). EDCOE served a total of 344 students in these three programs (exclusive of "inmate education"). The CCP programs served 238 students in 2013-2014. The CCP program did not operate for the entire 2013-2014 school year with the exception of the South Lake Tahoe Jail. The Placerville Jail program began in March 2014, and the Probation program recently accepted its first adult learner. The Rancheria served 25 learners in 2013-2014.

Potential students contact the EDCOE office and typically apply to be on a wait list anywhere from 4-6 months. Students are contacted once there are openings to enroll and start the program. Program reviews take place at regular intervals, and additional evaluation tools are being put in place. Student progress has historically been measured with course completion and credits awarded and/or successfully completing the GED. Indicators for student achievement/course completion are successful completion of the course. Current assessment tools are limited, without a formal assessment across all programs, but individual teachers use an online suite of software programs (GED Academy, Odysseyware, ALEKS) where students are tracked on an on-going basis. Teacher-developed assessments are also utilized. EDCOE is implementing the use of web-based tools across programs to serve students more efficiently and to allow for students to generate credit at an individualized pace.

EDCOE has developed an articulated professional development program to enhance the skills and abilities of staff in working with adult learners and their unique needs. Staff from all programs meet on a regular basis for professional development. Because of the nature and diversity of the programs, including the relative newness of some programs, program evaluation protocols have been limited to date. The AE staff is currently working to design and implement additional evaluation tools and protocols.

The adult school program is WASC accredited. An articulated professional development program is in place to help the teachers develop and refine their skills as they relate to adult learners.

- EDCOE employs highly qualified, certificated instructors, and their education/experience is of a high caliber.
- EDCOE has put in place professional learning opportunities for program instructors. The CCP positions have defined mentor teachers who meet during designated collaboration and planning time.

- EDCOE has developed and is just opening a Pearson Vue Test Center, but the number of students to be served is still limited by the number of computers available and the fact that there is only one testing center location for all of El Dorado County. Testing services are not offered on the East Slope of the Sierra in South Lake Tahoe, although students may travel to the center.

Outreach and Technical Assistance Network (OTAN)

Housed at the Sacramento County Office of Education, the Outreach and Technical Assistance Network (OTAN) is one of three California state leadership projects that support adult educators. OTAN is funded with federal money through a contract with the California Department of Education's Adult Education Office, and provides professional development and online resources to adult educators. In addition, OTAN offers support for technology integration and online collaboration, as well as assistance with implementation of distance learning. OTAN's constituents include adult education teachers and administrators at approximately 200 adult education agencies (including K-12 adult education, community colleges, literacy programs, and community-based organizations).

The academic year 2013/14 marks the sixth year that responsibility for distance learning in adult education has been assigned to OTAN. To provide perspective, in 2008/09, over 73,000 adult learners participated in distance learning, up from 56,000 students in 2007/08. In 2009/10, enrollment in distance learning decreased by 55 percent. The decrease was directly related to budget cuts resulting from 'flexed' funding. Flexed funding removed adult education as a categorical program and allowed school district administration to move funds previously earmarked for adult education to K-12. Although distance learning numbers decreased, there is still a need for professional development for distance educators as well as for the dissemination of research and information on the modality of distance learning. It is incumbent on California to heed research findings and move adult distance learning in the direction of online/blended delivery.

Sacramento Employment and Training Agency (SETA)

As the local Workforce Investment Board for Sacramento County, Sacramento Employment and Training Agency (SETA)/Sacramento Works, Inc. (SWI), provides policy, planning, and oversight for the local workforce development initiatives. SETA/SWI is a joint powers agency of the City and County of Sacramento, with over 30 years of experience in administering federal and state grants, serving diverse populations, coordinating data retrieval for federal and state-funded programs, and meeting the reporting requirements and performance goals of each funded program.

SETA/SWI transitioned from the universal access model of the one-stop career center system and rebranded as America's Job Centers of California (AJCCs) to a model that focuses on work preparedness and attainment of industry-recognized certificates, credentials, or degrees needed for specific job, occupation, or occupational group in one of the Occupational Clusters. Sacramento Works Training

Centers are geographically distributed throughout the County and work with the Sacramento Works Career Centers/AJCC to prepare low-skilled job seekers with the work preparedness and occupational skills necessary for “middle skills” jobs and career pathways.

To increase the number of students pursuing and receiving post-secondary education, the Sacramento Works Job and Training Centers recruit and provide outreach services to potential students throughout Sacramento County. Recruitment and outreach is conducted to individuals accessing services at each location, during workshops, recruitment events, and resource fairs, and through collaborative partners.

- TANF/CalWORKS students who have not graduated high school or possess sufficient English language skills are referred by the Sacramento County Department of Human Assistance to SETA's ABE/GED Coordinator who coordinates the enrollment process.
- TANF/CalWORKS recipients may also be recruited by the Sacramento Works Job or Training Centers and must be determined eligible by the DHA prior to enrollment.
- All other students attend an orientation at a Sacramento Works Job or Training Center, register for services at jobs.sacramentoworks.org, and get a membership card.
- The customer must provide proof of valid Right-to-Work (RTW) documentation, which may include Social Security documentation, age/birth date identification, and Selective Service Registration (if applicable).
- Customers who are Dislocated Workers, veterans, or eligible spouses of veterans must provide documentation of their status.
- Staff will provide customers with assistive technology and accommodations when needed and/or contact the SETA Disability Program Navigator to accommodate special needs.
- Students work with Coaches or attend Career Coaching Workshops to assess skills and develop a MAP (My Action Plan) to identify necessary training, and are then referred to a training program. Some students may need additional courses which develop skills in reading, writing, arithmetic, and speaking/listening in English. To ensure successful transition for the different levels of learners, these students will be enrolled in Adult Basic Education prior to advancement into GED/High School Equivalency prep class.
- Customers who need skill development/training and have demonstrated motivation are referred for enrollment into intensive services.
- In order to receive services, all customers must be registered in Sacramento Employment and Training Agency/Sacramento Works customer tracking system (jobs.sacramentoworks.org).

Demographics of service:

- CalWORKS/TANF recipients (Temporary Assistance to Needy Families)
- High School Drop-outs

- Low-income and disadvantaged individuals
- Workers dislocated from local companies that employ workers who have academic skills deficits and/or are high school drop-outs
- Veterans and the eligible spouses of veterans will receive priority if assessed in need of Adult Basic Education (ABE), High School Equivalency (HSE) prep class/General Education Development (GED), or High School Completion

Students are pre- and post-tested. Evaluations of progress are provided by teachers to Sacramento Works Job and Training Center coaches on a monthly basis. Teachers assign study materials to help students successfully pass the exams. Students also receive comprehensive case management to include, at the minimum, monthly check-ins during training with Job Center Coaches. Indicators for student achievement/course completion include attainment of a GED Certificate, HiSET Certificate, or High School Diploma.

The primary assessment tool used is CASAS, which includes a pre- and post-assessment designed to measure students' skill levels. Quizzes and assessments are part of the regular course curriculum. Frequency of assessment is dependent on student progress toward credential attainment. Students who pursue their GED will schedule GED Ready (practice) tests to determine exam readiness. Final assessments are the GED, HiSET or CAHSEE exams. Unique program features are the case management/coaching services provided, as well as the supportive services provided to ensure student success, typically not provided in mainstream Adult Education instruction. SETA also provides Wrap-around services for students as they progress toward completion of high school diploma or equivalent, ongoing coaching and case management, progression to career technical education, on-the-job-training, and job placement services.

Service providers are evaluated annually, and funding is based on performance. Performance outcomes include 70% attaining high school diploma or equivalency, 55% entering employment, 79% job retention, and average wage at placement of \$12.93 or higher. Quality indicators include completion of GED, High School Equivalency Test and/or High School Diploma, and employment status. All instructors must have a valid California Teaching Credential

SETA's adult basic skills and high school completion providers include:

- Center for Employment Training (10 slots)
- Sacramento City Unified School District (100 slots)
- Asian Resources, Inc. (100 slots)
- Elk Grove Unified School District (40 slots)
- Greater Sacramento Urban League (25 slots)
- California Human Development (20 Slots)
- Crossroads Diversified Services, Inc. (50 slots)
- La Familia Counseling Center, Inc. (30 slots)
- Folsom Cordova Unified School District (25 Slots)

Sacramento Food Bank & Family Services

Sacramento Food Bank & Family Services (SFBFS) offers GEP courses and Adult Basic Education (ABE) courses. The program is based upon individual learning plans; entry and exit is on an ongoing basis. Students must attend an orientation and take a preliminary assessment test. Orientations are held every Thursday at 1:00 pm. Once the student has completed the orientation and assessment, they are required to set up an appointment with the Program Manager to review the assessment and develop an Individual Learning Plan (ILP). As part of the intake process, they are required to set up an account on GED.com and to complete four units of Hands on Banking. At the same time, the student will develop a schedule for tutoring; he/she is required to attend a minimum of three two-hour sessions per week to remain in the program. Once these steps have been completed, the student is given material to complete for his/her ILP. SFBFS serves all adults, aged eighteen and older, who need tutoring for ABE, GED, or for any other purpose which would help the student achieve self-sufficiency and financial independence. No student is turned away; we do not require documentation of any kind. We have tutored students for the California High School Exit Exam and for the Armed Services Vocational Aptitude Test.

Unique program features include that it is a tutoring service based upon an Individual Learning Plan, not classroom setting, and that it is staffed by volunteers from all walks of life. The agency has tutors who are retired professors and teachers, but it also has social workers, lawyers and college students. SFBFS's requirement is that tutors have a passion for helping adults achieve their goals and that they have the ability to help students work through high school level work, including algebra, geometry, science, and social science. All services are provided at no cost to the client, and SFBFS has recently implemented a scholarship program to help students pay for the GED test.

Sacramento Job Corps

Job Corps is a federally-funded residential training and employment program administered by the U.S. Department of Labor. Job Corps provides comprehensive career development services to students including academic, career technical, social and independent living skills, career-readiness training, and support services. The program is intended to prepare income-eligible youth ages 16-24 to obtain and hold gainful employment in their area of study to pursue further education or training, or satisfy entrance requirements for careers in the military.

The Sacramento Job Corps Center is located in the Freeport area of South Sacramento on the former campus of the California Highway Patrol Academy. The Center serves 800 residential and non-residential students annually and has excellent facilities for student living, academics, and career technical training and recreation activities. There is an orientation to Sacramento Job Corps every Thursday morning 8:45 a.m. to 11:00 a.m. After the orientation, a student is given an appointment to return with documents to move forward. Space depends upon trade availability, completed background checks, and other information verified.

Sacramento Job Corps students can earn either a high school diploma or GED (if needed) and obtain career technical training/occupational certifications for entry-level jobs in the following areas:

- Heavy Equipment Operator
- Heavy Equipment Mechanic
- Ornamental Landscaping
- Cement Masonry
- Plastering
- Carpentry
- Heating, Ventilation & Air Conditioning (HVAC)
- Certified Medical Assistant
- Certified Nursing Assistant
- Medical Office Support
- Security Protective Services
- Pharmacy Technician (Off Center)

The Center's graduates have excellent opportunities for jobs because of the beneficial linkages and partnerships established with the business, civic, and nonprofit community and employers throughout the City and County of Sacramento. Sacramento Job Corps' students are contributing members of the community by participating in, and assisting with, city-sponsored events and activities, special events, volunteer opportunities with youth, senior citizens, and community-based organizations' assistance projects. For more information about the Sacramento Job Corps Center, visit the website at sacramento.jobcorps.gov or via phone at (916) 394-0770.

Job Corps is a two-year program; the average stay is between 9 to 13 months. If students do not have a high school diploma or GED, they can choose the one they want to obtain and staff assist them through the program. If they choose to attend College or advanced training, students can stay in the program for three years, or with advanced training they can have up to a six-month extension. To obtain their high school diplomas, students must complete their trade (considered the elected classes). Students can also obtain driver's licenses at the Center. If students have a high school diploma or GED, they can be in their trade all day as long as they TABE out or have at least 11th grade reading and math. If not they will continue having academic classes until they TABE out. They will be in academics for one week and then trade for one week on a rotation basis until they complete both. There is a Training Achievement Record (TAR), which needs to be completed by the student before completing the trade and signed off by both the instructor and the student. An onsite Disability Coordinator works with students who are identified with learning disabilities before starting the program, if possible. Accommodations are put in place for students with disabilities.

Sacramento Public Library

The Sacramento Public Library provides adult literacy programs. Adult learners schedule an appointment to complete a learner intake assessment with Adult Literacy staff. The assessment takes 60-90 minutes to complete. After the assessment is completed, adult learners are placed with a trained volunteer tutor. For this specific program, we serve adult learners at the most basic skill level, including those who are totally illiterate, up to pre-GED and GED level students. Student progress is measured by periodic evaluations given by tutors, and by review of monthly tutor reports submitted by tutors. Upon enrollment, adult learners are also required to complete a “Roles & Goals” form, on which they specify personal learning goals they would like to achieve. Student progress is also evaluated by progress made on achieving these learner-set goals. Student achievement is indicated in a variety of ways, including satisfactory completion of a curriculum series, achievement of learner-set goals, and a portfolio review of student work. Because many of the adult learners have had negative experiences with assessments in the past, the Sacramento Public Library relies on learner-set goal achievement and student portfolio review as opposed to formal assessments in most cases. Assessment is done on an as-needed basis.

Adult Literacy programs in library settings offer several unique features that help address learner needs. First, the library setting is comfortable and non-threatening for many of our adult learners. Second, the one-to-one, relationship-based tutoring works well for many adult learners who are not comfortable in a classroom setting. Third, adult learners are able to specify the location and time at which they are available for tutoring, allowing for much more flexibility than in a classroom setting.

Each Adult Literacy program which is a member of California Library Literacy Services (CLLS) must comply with organizational values, which dictate to a large extent how services are delivered, and which help ensure program quality. Program effectiveness is measured by achievement of learner-set goals specified by the adult learner on the Roles & Goals form required by California Library Literacy Services (CLLS), successful completion of one or more curriculum series, and portfolio assessment of student work.

All services are delivered by trained volunteer tutors drawn from the community at large. Potential volunteer tutors attend an initial 8-hour training conducted by an Adult Literacy Supervisor. Ongoing in-service trainings are held bi-monthly to provide continuing education opportunities. All adult literacy tutors work on an individual basis, at the time and library location of their choice, so opportunities for collaboration and planning are limited. However, tutors do have the opportunity to collaborate with other volunteer tutors at the bi-monthly in-service meetings.

Yolo County Library

The Yolo County Library’s Yolo Reads program offers literacy instruction for adults in Yolo County. The Yolo Reads program serves adults 18 years or older (or 16 years old and not enrolled in school). The program is intended for English speakers who want to improve their reading and writing skills. The process for enrollment involves calling the

Yolo Reads coordinator and scheduling a time for an in-person meeting and assessment of reading level.

Student progress is measured by a Roles & Goals form that is completed monthly. The number of goals that are achieved is reported in a mid-year and final report. Indicators for learner achievement include: regular attendance at sessions with the tutor; setting achievable goals; family support; and the ability to work on their own in addition to working with the tutor. The assessment tool—Roles & Goals—is turned in monthly by the tutor to the program coordinator. The program coordinator contacts the learner and tutor to discuss progress toward the goals and finds any resources that might be needed to achieve these goals.

The unique element of the Yolo Reads program (and all Public Library Adult Literacy programs) is the one-on-one tutoring. This relationship is very different than a classroom setting. It is more of a mentoring relationship, which is often important for adults who have not met with success in other learning situations. The program is also beginning to address the needs of parents of young children. If a parent has low literacy, it is a big indicator that the child may be at higher risk for low literacy. Thus, Yolo Reads is working with the California State Library Literacy program to identify adult learners with young children and introduce them to public library Early Literacy services, help them build home libraries, and encourage parents to read to their child(ren) every day.

The program's evaluation protocols include: WRAT 4 assessment for all incoming learners; a two-hour mandatory training for all volunteer tutors; monthly Roles & Goals report for each learner/tutor pair; mid-year and final report for the California State Library Literacy program; and a yearly budget report as part of the Public Library budget process. The program evaluations include: learner and tutor demographics; total number of learners and tutors; total number of hours donated; total number of Goals achieved by learners; and community participation in the form of program support.

The quality indicators for the Yolo Reads program include meeting community need (as measured by total number of participants and total number of people waiting to be matched with a tutor), meeting learner goals (as measured by the Roles & Goals monthly report), and partnerships with other organizations that have adults with basic adult education needs (Probation, Day Reporting Center, School Districts). The level of education and experience of the volunteer tutors varies. Most have college degrees, and many have experience as teachers or as volunteer working with literacy in similar programs.

All volunteer tutors are provided with workbooks, resources, extensive online resources for ongoing, self-directed learning, a network of peers, and technical support from both the volunteer coordinator and the California State Library Literacy Program. All volunteer tutors complete a required two-hour training. The benefits of the program enhancements are that the learner is successful in an area that helps the learner achieve a Goal in their personal or professional life. This can be helping a child with homework, reading a letter from a grown child, attaining a job or a better job, achieving

education goals such as going to community college, or voting on their own for the first time. This program also meets our community goals of breaking the cycle of illiteracy and poverty by helping parents become more literate.

Table 1.2 Notes: The Yolo County Library provides Adult Basic Education in the form of an Adult Literacy Program. The program has grown in five years from a low of five learners to a high of fifty-seven learners. The budget for the program has varied from \$29,018 to \$38,696 due to a variety of changes in staffing the program and variations in funding from grants and donations.

Yolo County Office of Education (YCOE)

Yolo County Office of Education serves and partners with Davis, Esparto, Winters, Woodland, and Washington (West Sacramento) school districts. The YCOE operates several different programs including county Special Education, Alternative Education, Head Start/Early Head Start, Career Technical Education, College and Career Transitions, Foster Youth and Homeless Youth Services, and English Language Learner Services. Through the coordination of these programs, YCOE has developed strong partnerships with Woodland Community College/YCCD, Yolo County Workforce Investment Board, Yolo County Department of Employment and Social Services, Yolo County Alcohol, Drug, and Mental Health, Yolo County Probation, Yolo County Sheriff's Department, Monroe Detention Center, and several businesses throughout the community.

YCOE has established braided funding from Federal, State, and local dollars that support short-term CTE programs for adults. Examples include the Certified Nursing Assistant (CNA) program where students attend class for 5 weeks, complete 55 hours and are prepared for the state certification exam. During the course students learn both through theory and hands-on clinical demonstration how to work as a CNA. The CNA program has a success rate of 98% passing the state certification, and 72% have become employed. Other students decide to continue their education and do not pursue a career at this time. YCOE coordinates short-term CTE programs in partnership with WCC in welding, alternative energies, and law enforcement. Students who successfully complete the short-term CTE programs have a higher transition rate to a 2-year or 4-year college as they have been introduced to college faculty and programs. Students from throughout the region attend the camp. Students in the short-term CTE programs have also been successful in obtaining employment. YCOE is working with Sacramento City Community College Deans in Davis and West Sacramento to implement similar short-term CTE programs.

YCOE operates the Einstein Education Center (EEC). EEC is a Western Association of Schools and Colleges (WASC) accredited alternative community school for students who want to complete their high school education at their own pace. Students at EEC are able to enroll from ages 16-19 and have until they are 22 to graduate. Students are successful at EEC due to the smaller learning environment, competency-based program, and inclusion of career technical education, community service, and

community college. Students who are not successful at EEC often transition to Woodland Adult Ed to complete their GED.

YCOE, in partnership with Sacramento County Office of Education, Yolo County Probation, Yolo County Sheriff's Department, and the Yolo County Day Reporting Center, has established a site-based GED prep program for AB109 clients and other clients on probation. The partnership is a new venture for YCOE for the 14-15 school year. Clients work with the Yolo County Library Literacy program and are tested for English and Math proficiency prior to being referred to the GED instructor.

In the past, YCOE had several courses for adults, but when ROP funds were put into a flexible category the adult courses dwindled. Examples of prior courses include partnerships with Yolo County one-stop to offer computer application courses. Careers with Children, construction technology, and landscaping, are examples of other courses. A GAP would be the elimination of funding to be able to offer additional short-term CTE courses for students.

Currently, YCOE also partners with the local emergency shelter to offer Serve-Safe training and certification in the shelter's industrial kitchen.

YCOE Educational Services information can be found at www.ycoe.org.

Apprenticeship: YCOE currently partners with Northern CA Construction and Training (NCCT) to refer students to their pre-apprenticeship program. They have locations in Sacramento, West Sacramento, and Woodland. The program assists students with learning the skills necessary to be a successful laborer. NCCT partners with the local 185 laborers union to place graduates with entry-level positions throughout the region. They also work with the pipefitters' and carpenters' unions. A major draw for students is free training and often NCCT is able to work with the union to waive the enrollment fee. We do not operate apprenticeship programs but often partner to list up students with information and resources. Information about NCCT can be found at www.ncct.ws.

Program Area 2: Adult English Learners

CAERC Members

Amador County Unified School District

Amador Adult Education offers English as a Second Language (ESL) courses as needed. The need for ESL programs is limited due to the small population of English learners. Amador County's total population is 37,764 with 2.8% of the population who are five years or over who speak English less than "very well."

Center Joint Unified School District

Center Adult School offers courses in ESL incorporating citizenship and workforce preparation in basic skills. Placement of students is determined by student language proficiency level as measured by the Comprehensive Adult Skills Assessment System (CASAS) assessment tool. Students who test at the Pre-literate to Early Intermediate levels can choose between a 15-hour-per-week daytime class or a six-hour-per-week evening class. Students who test at the Intermediate through Advanced levels can choose between a nine-hour-per-week daytime class and a six-hour-per-week evening class. Instruction addresses the CASAS competency and utilizes citizenship instruction and basic workforce skills as a vehicle for teaching English. To supplement instruction, students enrolled in on-site classes may also elect to enroll in the distance-learning program, which includes online materials and videos.

Davis Joint Unified School District

Davis Adult and Community Education (DACE) offers eight sections of ESL covering all levels from Beginning Literacy through Advanced. ESL classes meet twice per week for two hours in each session (four hours per week). Students are placed according to an oral exam given at the time of registration. There is a \$40 registration fee for ESL classes, and students may take up to two classes per quarter for one registration fee. In addition, DACE provides two advanced ESL classes in Pronunciation and Reading and Writing in the Community Interest program.

Elk Grove Unified School District (EGUSD)

Individuals with limited English skills enroll in ESL classes that range from beginning literacy through advanced levels. Elk Grove Adult and Community Education's (EGACE) ESL program provides adult students with an opportunity to learn English along with the life skills to enable newcomers to integrate into American society and be productive in the workplace, school, family life, and in the community. Classes are offered during the day and evening. Distance learning is also available to ESL students on the main campus and at sites throughout EGUSD through DVD checkout and online study with a credentialed teacher available throughout the week for student contact.

EGACE also provides U.S. Citizenship classes to community members through a Department of Homeland Security grant which has allowed the agency to expand the

number of locations and classes offered, and to implement a partnership with the local California Rural Legal Assistance Foundation (CRLAF), which provides free legal assistance to immigrants who want to become U.S. citizens. EGACE teaches the English language skills and the knowledge of U.S. government and history needed to pass the USCIS interview, while CRLAF assists students in completing the application form and provides legal assistance to overcome any barriers in the citizenship process.

EGACE offers Vocational ESL (VESL) classes that provide English instruction (in a blended learning environment) in the context of a specific career and provides career exploration opportunities to students with the goal of entering training and/or employment. EGACE collaborates with EGUSD's Learning Support Services department to provide classes for immigrants (ESL and citizenship) at several elementary and secondary school sites through funding provided by a family literacy grant. These funds allow schools to provide babysitting and to purchase books and materials for parents of EGUSD English language learners.

An increase in the number of EGACE ESL students who have received their GED over the past three years may be linked to the growing interest in Spanish GED, which is offered at the adult education campus in the evenings. EGACE's partnership with the California Rural Legal Assistance Foundation and the Deferred Action for Childhood Arrivals requirements of enrollment in education may also have influenced a growth in the number of GED passers in this area.

Performance targets for the ESL program include significant gains on the CASAS test, persistence, passing an EL Civics course, additional assessment, getting a job or entering postsecondary education, and becoming a U.S. citizen.

Most ESL students register online through the EGACE website to schedule an assessment and registration date. An ART oversees the orientation process and sets up the initial assessment and registration sessions for the students. The SST assigned to the program is responsible for managing the assessment testing, scheduling, and registration of the students. ESL students have the option of registering for classes at the adult learning center campus (ALC) or for off-site ESL classes, which are located at schools throughout EGUSD.

When students have completed the online registration, they receive an email confirmation with an appointment date and time for an assessment and enrollment session. During the appointment, they take a CASAS pre-test in reading to ensure placement into the ESL level (beginning-low through advanced) that best meets their academic needs. Throughout the enrollment process faculty and staff are on hand to meet with students to answer questions and to assist the students as needed.

In EGACE's correctional education programs at the Rio Cosumnes Correctional Center (RCCC), there are two systems in place for enrollment into ESL classes. Individuals in the lower security areas may send a request to EGACE faculty or staff to take a class. Alternatively, the Sheriff's Department classification staff provides EGACE support staff with a list for orientation. The SST generates a list of students to attend three-hour

testing and registration sessions, held weekly. Included in the weekly sessions is an overview of EGACE’s programs and policies, registration forms, CASAS Life and Work Reading computer-based E-Test. Placement into classes occurs once the teacher meets with the Staff Services Technician to finalize the class roster and send the student a copy of his/her class schedule.

At the Sacramento Main Jail, EGACE distributes interest forms to all floors where classes are conducted. Inmates send their completed interest forms to the Education Office to indicate their interest in enrolling into classes. The EGACE Staff Services Technician creates a list of individuals requesting classes and submits it to the Sheriff’s Department classification staff on a weekly basis. Individuals cleared for programming are placed on teachers’ wait lists. As space becomes available, the teacher will select individuals from the list, based on the date their names were added to the list, for placement into an orientation. The orientation includes: completing a registration form and placement testing (CASAS Life and Work Reading paper-based appraisal and test). An individual’s goals, needs, and test scores, will determine into which class he/she will be enrolled.

Students enrolled in ESL courses enter program at different educational functioning levels, which are determined by a CASAS reading pre-test. The chart below illustrates the range of academic levels of EGACE students enrolled in ESL programs.

Percentage Enrolled	ESL Class Level	Approximate Grade Level Equivalent in Reading
30%	Beginning Literacy-Low	Grades 0-1
24%	Intermediate Low	Grades 2-3
24%	Intermediate High	Grades 4-5
22%	Advanced	Grades 6-8

Students enrolled in ESL courses enter program at different educational functioning levels, which are determined by a CASAS reading pre-test. The chart below illustrates the range of academic levels of EGACE students enrolled in ESL programs.

EGACE analyzes and utilizes a variety of assessments to measure student progress toward achieving identified learning outcomes. Student achievement data is reviewed and discussed by staff at monthly department meetings. The Data, Accountability, and Evaluation (DAE) team meets monthly to review reports, and teachers receive data reports regarding their classes.

CASAS post-tests are administered after every 40 hours of instruction, and teachers use assessment results to target their instruction in order to improve student learning outcomes. Strategies for improving student outcomes are shared and discussed at monthly staff meetings.

Faculty and staff use the following measures to track student progress:

- Percentage of students passing at least one English Language Civics performance-based assessment
- Percentage of students achieving a significant gain on a CASAS post-test
- Number of students participating in a citizenship class or module
- Percentage of students attaining U.S. citizenship

Faculty and administration developed the following indicators of success and performance targets to ensure the ESL program is meeting student needs and to comply with grant and California Department of Education (CDE) requirements:

- ESL students will master English well enough to get or retain a job, advance to ASE or career technical education, enter postsecondary education or training, increase involvement in family or civic responsibilities, or become a U.S. citizen.

Teachers use a variety of assessment tools to measure student success:

- Performance-based assessments (e.g., filling out forms, applying for a driver's license, making a doctor's appointment, applying for college or a job)
- Observations of student performance and work samples
- Teacher-created tests and quizzes
- CASAS post-tests results also inform teachers when a student is ready to move to the next ESL level (e.g., beginning-low to beginning-high)

EGACE ESL classes are offered in the community closer to the students' homes or in conjunction with other community programs, such as Elk Grove Food Bank Services, to make classes more accessible. Babysitting services are provided for students at several off-site classes and in citizenship classes through federal grant funding. Students who are unable to attend classes or who are interested in additional instruction can register for the distance learning program, which is offered at the main campus and in conjunction with seat classes offered at campuses off site. The EGACE distance learning program offers both online and DVD checkout. Students with English skills at the high-intermediate or advanced levels can enroll in online ESL classes. Home study materials are available for all ESL levels from beginning through advanced. Students registered in this program drop in weekly for one-on-one instruction from a credentialed instructor, and to check out take-home packets, including DVDs, practice exercises with answer keys, and tests to check progress. Instructional materials are also available for Citizenship.

EGACE's ABE Career and Academic Development classes are designed to provide a bridge for English learners and other students with low levels of English literacy into postsecondary education, career training, and employment. These classes offer intensive training in basic English and math skills and in the development of work skills including Microsoft Office®, keyboarding, and 10-key.

Most recently, EGACE has implemented vocational ESL classes (VESL) that provide English skills to students who want to enter EGACE's Certified Nurse Assistant program or those who want to explore career options. VESL classes employ the Burlington English computer-assisted program.

Faculty performance is evaluated on the basis of the California State Standards for the Teaching Profession. Certificated evaluations are scheduled in accordance with a calendar and timeline published annually by the EGUSD Human Resources department. Faculty members are generally evaluated every two years using a template and data-based questions that are targeted to assess effectiveness and improvement. The primary purpose of faculty evaluations is to assure improvement of job performance, thus improving the quality of education of ESL students as measured by better student outcomes. In addition to formal observations and evaluations, EGACE administrators also conduct informal, non-scheduled "walk-through" evaluations. Administrators work with teachers during evaluations to reflect on and provide examples of how to measure student outcomes.

EGACE measures program effectiveness through examples such as the percentage of students who transition from one level of ESL to the next level, gains made on CASAS tests, English Language Civic additional assessments passed, the percentage of students who transition to ABE, ASE, or CTE programs, and the number of students passing the U.S. Citizenship exam and becoming U.S. citizens.

EGACE's priority is to maintain high-quality staff that is well-trained in current research-based adult education practices. EGACE hires teachers who possess specific skills, knowledge, and abilities, in addition to the credentials, certifications, training, and experience that match the needs of EGACE. All teachers hold valid credentials for their subject area issued through the California Commission on Teacher Credentialing (CCTC). These include a Preliminary or Clear Designated Subject Adult Education Credential. EGACE also hires on a part-time basis EGUSD K-12 teachers who hold Professional Clear Single or Multiple Subject credentials. All hiring goes through EGUSD's Human Resources department, and staff are required to meet the district's guidelines before they are recommended to EGACE.

The ESL department has two resource teachers, one of whom works primarily with on-site teachers, and one who works primarily with teachers who teach off-site classes. Both provide ongoing support and resources and facilitate monthly ESL department meetings.

EGUSD Table 1.1A, 1.1B Notes: The data in table 1.2 indicates the number of total enrollees in the ESL programs. However, the number of total enrollees does not reflect the number of students who attended 12 or more hours of class.

Folsom Cordova Unified School District (FCUSD)

Folsom Cordova Adult School (FCAS) offers 10 ESL classes: seven basic group classes, one citizenship class, and two distance learning classes. Other classes offered

are accent reduction and academic writing for ESL enrichment. The programs are open entry and open exit. Students can call, walk in, or access the FCAS website for information about enrollment. They register by submitting an enrollment form and a registration fee, in person, then receive a date to return for a CASAS pre-test before they enter a class. CASAS scores help determine a student's English level (scores are shared amongst staff and used to place student in appropriate level, guide instruction, and determine program effectiveness). Depending on class availability, the student can start as early as the next day or the following week.

Folsom Cordova Unified School District serves Sacramento County, including Folsom and Rancho Cordova. Sacramento County is one of six counties in the Greater Sacramento region located in the middle of the central valley. Sacramento County is a densely populated and diverse community. The student population is drawn from mostly Rancho Cordova. Over 25% of Rancho Cordova residents are foreign born of which 58%, over four times the county average, speak English less than "very well." This data is supported by FCUSD internal data which shows 73% of students in Rancho Cordova elementary and secondary schools are enrolled in the Free or Reduced Lunch Program and 23.6% are enrolled in English as a Second Language—ESL (WASC 2014).

The ESL population varies as it is impacted by both international and domestic political and economic events. Despite the shift from a predominantly Russian/Ukrainian and Spanish-speaking student body to a more heterogeneous population, we have enjoyed a two-year average completion rate of 62%, and payment points earned per student have been holding steady for the past three years at .96 per student.

Student progress is measured by CASAS assessments (pre- and post-testing) and teacher evaluations. Test scores (CASAS & in-class) are used as indicators for student achievement/course completion along with learner outcomes (post secondary transitions and job placement). Outcomes are written so that students understand what each outcome means. Teachers explain outcomes in the simplest terms so that lower English proficient students can understand them.

Indicators for student achievement/course completion include CASAS assessments, advancement in NRS levels, student level change/promotions, passing of EL Civics assessments, and end-of-program completion certificates. *Assessment tools include CASAS assessments, and scores are used every 40 hours of instruction to show progress.*

Program evaluation protocols encompass student and teacher surveys, administrative observations, staff meetings, advisory committee meetings, Professional Learning Committees—programs (teachers) working in teams to analyze where there is need for program improvement. FCAS monitors student persistence, full classes (are students attending and completing the semester?), level promotions, student outcomes, student gains, EL Civics completers, and student/teacher feedback.

The ESL department staff has many years of teaching experience (5-20 years) in the program. Many of our teachers hold Master's degrees or Teachers of English to

Speakers of Other Languages (TESOL) certificates. Some have taught English as a Foreign Language in other countries. All of them bring a unique teaching experience to the classroom. FCAS is always seeking professional development to support student success. Though there are limited funds, FCAS has been able to participate in a number of professional development opportunities. Last year, a representative from the ESL and parenting program, along with the principal, participated in CALPRO's 5-day Professional Learning Communities (PLC) Institute. The work of the PLC keeps the program focused on student learning and effective teaching practices. This work focuses on what the teachers teach and how student learning is assessed. Though the strategies learned at the PLC Institute have proven valuable, more staff time to work on implementation/curriculum development is needed.

Unique to the program is FCAS's 4-year-old Accent Reduction and Advanced Writing class that helps the intermediate and advanced level students be better prepared to enter higher level classes at the junior college. The class became very popular and beneficial, and a recent extension of hours was made to meet student requests and needs.

Galt Joint Union High School District

Galt Adult Education offers a VESL program, which is a seven-week (250 clock hours) course designed to provide students with written and oral basic English to support student's specific career aspirations. VESL also promotes student learning with career exploration opportunities with the goal of entering training and/or employment.

Los Rios Community College District

The four Los Rios community colleges within the Capital Adult Education Regional Consortium (American River College, Cosumnes River College, Folsom Lake College, and Sacramento City College) provide credit, non-degree applicable basic skills courses in ESL. The colleges do not offer noncredit or enhanced noncredit ESL courses, classes and courses for immigrants eligible for educational services in citizenship, or workforce preparation classes in basic skills. Students are placed into the college basic skills ESL courses based on results from assessment tests using multiple measures. The assessments are provided free of charge to potential students at each college, and the placement results are portable to any college within the Los Rios District.

The ESL courses are designed to prepare students for college-level course work and are available in traditional lecture courses, as well as some open entry/exit lab modules, which allow students additional practice of specific skills. The courses' curricula meet required community college Title 5 curricula standards and are taught by professional faculty who meet state minimum qualifications for the ESL discipline. Students whose placements indicate they are not ready for the lowest level credit, non-degree applicable college ESL courses may be referred to available adult education courses for further preparation.

Table Notes: The data for the credit, non-degree applicable ESL courses are included in Table 1.1.

Natomas Unified School District (NUSD)

Potential Adult ESL students enroll in Natomas Adult Education courses by completing an application. Applications are available at school sites, the Adult Education office, and the District office. Students choose between classes that emphasize family literacy or English language skills. If classes are full, students are put on a waiting list. Students are notified when they are accepted into the program and are assessed by the instructor prior to the beginning of instruction.

The Natomas Unified School District, named the second most diverse school district in the nation in a 2009 New York Times study, is located just minutes north of downtown Sacramento and the State Capitol in California's Central Valley. Our current enrollment consists of 38% of students at the beginning-low level, 26% at intermediate-low, and 36% at the intermediate level. Students enrolled in ESL courses are primarily Latino and Spanish speaking; however, we are receiving applications from a more diverse population, including languages such as Punjabi, Urdu, Russian, Chinese, etc.

A variety of assessments are used to measure student achievement including performance-based assessments, observation of student performance and work samples, teacher-created tests and quizzes, and growth as measured by the CASAS pre- and post-tests.

The Natomas Adult Education ESL program offers both daytime and evening classes every Tuesday and Thursday. This allows for our students to attend classes while their children are in school or in the evening after the regular work day. Additionally, classes are held at multiple school sites in the district to encourage parent participation and ease challenges with transportation. Furthermore, all daytime classes offer childcare.

Program effectiveness is measured through a variety of factors including wait lists, the percentage of students who transition from one level of ESL to another, gains made on the CASAS test, and number of students who transition to other programs including GED. Data is also evaluated from CST scores of students whose parents are involved in ESL family literacy classes.

All instructors of ESL classes meet the CCTC requirements for instruction and have a minimum 10 years of experience in ESL instruction and support. Currently, there is not a structured opportunity for designated collaboration in place. Staff meetings are held on an as-needed basis, several times a year.

Sacramento City Unified School District (SCUSD)

Sacramento City Unified School District (SCUSD) offers eight English as a Second Language (ESL) classes covering all levels from Beginning Literacy through Advanced at one site. In 2013-14, 446 students were served, which is a considerable decrease from the 5,641 served pre-flexibility. ESL classes meet five days a week for three hours in each session. Students currently pay \$50 per semester to enroll.

SCUSD offers ESL, U.S. Citizenship, and Vocational English as a Second Language (VESL) programs for adult English learners. Individuals with limited English skills can enroll in ESL classes that range from Beginning Literacy through Advanced levels. SCUSD's ESL program provides adult students with an opportunity to learn English along with the life skills to enable newcomers to integrate into American society and be productive in the workplace, school, family life, and in the community. Classes are offered during the day and evening. SCUSD also provides U.S. Citizenship classes to community members. These classes teach English language skills and the knowledge of U.S. government and history needed to pass the U.S. Citizenship and Immigration Services (USCIS) interview. The teacher helps students complete application forms for the citizenship process. SCUSD offers VESL classes that provide English instruction in a blended learning environment specific to the student's career aspirations. VESL also enhances student learning with career exploration opportunities with the goal of entering training and/or employment. Targets for the ESL programs include significant gains on the CASAS test, persistence, passing an EL Civics additional assessment, job placement, admission to postsecondary education, and becoming a U.S. citizen.

San Juan Unified School District (SJUSD)

San Juan Adult Education's (SJAE) ESL program provides semester classes at Sunrise Tech Center (main campus), Encina High School, Howe Avenue Elementary School, Dyer-Kelly Elementary School, and Greer Elementary School. Leveled ESL classes ranging from Beginning Low to Intermediate High are offered at Sunrise Tech Center and Encina High School. At the three elementary schools, Multilevel Beginning classes are available to serve the parents of San Juan District's English learner students. Additionally, ESL off-site programs are primarily comprised of families of students enrolled in the San Juan K-12 system. The off-site, site-funded programs are offered at Howe Avenue Elementary School, Dyer-Kelly Elementary School, and Greer Elementary School.

In 2013-2014, the program served 937 students from the following 29 classes: seven Beginning Low/Literacy, six Beginning Low/High, three Multilevel Beginning, six Beginning High/Intermediate Low, two Intermediate High, one Beginning Low Listening/Speaking, two Multilevel Beginning High/Intermediate Conversation, one Writing, and one Citizenship. Beginning Low/Literacy and Beginning High represented 59% of all ESL classes offered. To accommodate students' life and work schedules, classes were offered in the morning, afternoon, and evening at Sunrise, the main campus, when possible. At Encina High School and the other off-site locations, classes were held during the daytime.

The ESL students are enrolled in the program after attending the two-hour student orientation session that is conducted weekly by an ESL student advisor or a classroom teacher (certified teachers). During the orientation session, the students learn about the schedule, types, length, and location of the ESL classes, campus and attendance policies, and other programs offered. On orientation day, students are administered multiple assessments (e.g., oral interview, grammar and writing test, CASAS Life Skills and Work Reading assessment) to determine class placement based on language proficiency. This enrollment process enables the advisor to welcome the students, assess needs, accurately place students, and plan their learning in order to achieve their goals.

ESL class enrollment was always full and at times some classes had long waiting lists. When other adult schools in the district closed, it left only the main facility to serve all the students in the area. The recent influx of refugees from Nepal, Iraq, and Afghanistan has caused a high demand for the ESL program at Encina. The majority of students need instruction at the lowest levels of ESL, Beginning Low/Literacy. Other local refugee agencies such as Opening Doors, International Refugee Committee, World Relief, and Bach Viet Association refer their refugee students to the SJAEE program.

A great majority of the students in our program are low income. Some of them (35%) received government assistance (students enrolled in programs such as CalWorks, Refugee Assistance, Child Action), some worked as many as two or three part-time entry-level jobs, and some students (27%) are parents with children in our district. The students' educational background also varies: 10% did not complete 6th grade; 41% do not have a high school diploma; and 12% had acquired college or graduate degrees in their countries (some college years).

The ESL program's curriculum and course outlines emphasize the building of vocabulary knowledge and grammar through the integration of language skills while acquiring communicative skills of listening, speaking, reading, and writing. Functional grammar lessons focus on the use of contextualized vocabulary to enhance their communicative skills. Furthermore, classroom instruction integrates technology in language learning and the introduction of United States culture. Throughout the semester, student progress is measured through multiple formal and informal assessments, such as teacher-designed tests or quizzes.

CASAS Life Skills and Work Reading post-tests, English Literacy/Civics performance-based assessments, classroom observation, journal writing, oral presentations, and classroom projects represent multiple assessments and instructional feedback that are critical to help teachers with lesson planning to effectively meet students' needs. Students who demonstrate significant learning gains through various assessments and mastery of course content advance to higher class levels at the recommendation of classroom teachers or by advisor.

The CASAS Life Skills and Work Reading tests are given regularly throughout the year and scheduled after at least 40 to 50 hours of instruction. The EL Civics performance-based additional assessments are administered at the end of at least 30 hours of

instruction (e.g., job interview, calling to make an appointment, completing a school registration or job application form).

Adult education services have been enhanced with the Distance Learning program by providing more flexible learning experiences. The Distance Learning (DVD lending library) program serves students who are unable to attend class regularly due to work schedule, family obligations, or transportation situations. Others take advantage of the distance learning opportunities and take more classes in order to accelerate learning. Students can borrow English lessons on DVDs from the Distance Learning Library. Each DVD comes with workbooks that the teacher will review with the students when they return the DVD every week. The library is equipped with materials suitable for various language proficiency levels from Beginning Low/Literacy students (*Watch and Listen*) to Intermediate High (e.g., *Putting English to Work series, Accent the Positive, GED*, and Test of English as a Foreign Language (TOEFL)). Students can access a distance-learning library at Sunrise Tech Center, Howe Avenue, and Encina. Additional digital resources are also available on cable and online. In 2013-2014, 256 students participated in the Distance Learning program.

The program utilizes standards-based curricula and course outlines that were revised to better align with K-12 Common Core Standards, Career Technology Standards (College and Career Readiness Standards), CASAS Basic Reading Content Standards, and California State Standards. Instruction is in English only. Classroom learning and teaching are driven and expanded by the use of a student needs assessment survey to determine the EL Civics objectives and curricula (e.g., health care/ pharmacy/insurance, employment soft skills/getting a job, K-12 or higher education). Teachers utilize evidence-based teaching methods that promote student-centered classroom activities that encourage students to critically think and problem solve. Technology integration enhances student participation and learning. Students have access to computers in the Student Center and Computers on Wheels (COW).

To maintain the consistency of student placement, teachers are given a list of grammar functions to be covered in each class level. The ESL departments hold school assemblies and invite guest speakers from various local community agencies such as the student counselors at American River College and the Citrus Heights Police Department to talk to the students about their services. The ESL students at SJAЕ develop the skills and knowledge necessary to transition to college, training programs, and the workforce.

As a WIA title II funded agency, and to demonstrate its commitment to offer high-quality programs, SJAЕ has to ensure accountability (using various evaluation measures) to the funding agencies and our students (society at large). The ESL program uses various data to drive decisions and to help improve the quality of instruction (e.g., Using reports from CASAS test results, class schedule and offerings are based on identified student needs). Continuous program improvement efforts are emphasized in order for our programs to remain productive, feasible, and relevant.

The most recent data based on CASAS assessments, the 2012-2013 federal tables for Persister, show that learning gains were recorded at every level of ESL program: ESL Beginning Literacy 88.46%; ESL Low Beginning 93.94%; and ESL High Beginning 84.54%. The 2012-2013 Federal Table 4C Distance Learning shows that 49.56% of all enrolled students completed a level, with ESL Beginning Literacy 60% and ESL Low Beginning 60%. These results are consistent with past performance and demonstrate a continued commitment to improving adult and family literacy levels. ESL levels all exceeded state averages, especially ESL Beginning Low/High, where there was a 93.9% level completion. Students in the lowest ESL literacy levels achieved the highest educational gains. Three students gained their U.S. citizenship after attending our Citizenship classes in the spring of 2013.

The Accrediting Commission for Schools, WASC (Western Association of Schools and Colleges), has recognized the level of quality that SJAЕ has established and granted a six-year accreditation status as a result of our school's ongoing focus on and commitment to supporting continuous, high-quality student learning and school improvement.

The ESL department maintains a strong resource library, and staff members have attended conferences, workshops, webinars, in-services, and trainings. From time to time, teachers engage in informal conversations sharing students' learning progress or needs, successful classroom projects, and useful online resources for students' use or for teachers' lesson planning. In past home group meetings, teachers brainstormed and shared effective classroom activities, best practices, and other resources that helped improve quality of instruction. Teachers collaborate and discuss how to use the course outlines to measure students' outcomes by creating a checklist to measure course competencies. SJAЕ teachers must maintain professional duties that meet district standards by participating in professional evaluation conferences (Option A/B) with a program evaluator annually or every other year. Professional evaluation includes the completion of a professional growth portfolio (Plans to Achieve Student Progress) and formal and informal classroom observation.

In January 2014, there was a half day in-service, coordinated by San Juan's Article 24 Leadership Team, that covered instructional strategies using technology and soft skills. In April 2014, the program sent eight ESL teachers to attend an all-day Northern Regional CATESOL Conference in Sacramento. As part of California EL Civics Technology Plan (a requirement of EL Civics grant funding), the ESL staff participates in the annual Technology Integration Self-Assessment Survey conducted by OTAN (Outreach and Technical Assistance Network). The survey results are followed by individual professional development plans on which teachers may choose different strategies to improve certain competencies. ESL staff and administrators have attended and presented at District English Language Advisory Committee (DLAC). Some teachers have attended and presented at several different school sites' English Language Advisory Committee (ELAC) meetings. The distance learning lead teacher participated in the two-day Strategic Planning meeting.

The ESL department staff has an average of 15 years teaching experience in the program. More than half hold Master's degrees or Teachers of English to Speakers of Other Languages (TESOL) certificates. Some have taught English as a Foreign Language (EFL) in other countries, bringing a rich international teaching experience to the program.

The ESL department partners with community colleges, service agencies, churches, government programs, and employers to help students get jobs, housing, food, and other necessities, as well as to see that the community is well informed and that teachers are aware of all resources. The partnership between Howe Avenue Elementary and the Distance Learning Project was recognized by CASAS, in 2011, as a "Promising Practice" in the state of California. This partnership uses technology to provide education to parents in the school's Family Resource Center. It has been replicated at other sites and in other districts around the state. There is a collaborative relationship between Refugee Employment Social Services (RESS) and SJAE for a mutual referral system.

Twin Rivers Unified School District (TWUSD)

Twin Rivers Adult School (TWAS) offers English as a Second Language (ESL) courses for the local area. The ESL curriculum has been adapted over the years based on works such as the English-as-a-Second-Language Model Standards issued by the California Department of Education. The ESL curricular map is as follows: (1) Literacy—learning minimal speaking, reading and writing tasks including the alphabet, numbers, greetings, time, days, etc.; (2) Beginning Low ESL—learning very basic grammar and basic life skill phrases in areas such as housing, employment, and healthcare for rudimentary communication; (3) Beginning High ESL—learning skills needed to function effectively in familiar social and work situations including learning about cultural differences and using English to solve problems. Students can interact in most situations; and (4) Intermediate Low—Students develop expanded listening, speaking, reading and writing skills and an ability to access community services and interact with social institutions. Upon completion, students function satisfactorily in most real-life situations related to immediate needs and are prepared to enter Vocational English as a Second Language (VESL) programs where students refine language skills needed to succeed in career and technical training programs. ESL students have fulfilled the prerequisite to enter the Career Technical Education (CTE)/college program of their choice or go to work.

TRAS' ESL classes meet from 8:15 a.m. to 8:00 p.m. most days, allowing students up to 9 hours per day of instruction or 42 hours per week of instruction during the school year from around mid-August to around mid-June. An abbreviated 5-week summer schedule is offered during July.

The instructional schedule allows for the first post-test after 40 hours of instruction and then additional post-tests after another 70 hours or more of instruction. Class hours listed above are of more than sufficient intensity to make learning gains.

Washington Unified School District (WUSD)

ESL courses are divided into three different comprehensive levels: Reading & Grammar, intermediate, and advanced. We use an Entry Form when the student first comes in to complete the registration process. An Update Record provides important information about a learner's accomplishments in our program, including process, instructional level at the time of update, and goal attainment. ESL and Citizenship Prep courses take place in a classroom setting. Our classes have a physical capacity of approximately 24 students per class.

Students entering the program are not employed, and are characterized as being at a low instructional level and considered to come from a low-social disadvantage background.

Every subject implements the CASAS competencies addressing the essential life skills for students. Every student is able to demonstrate adequate progress on the standardized assessments (pre/post-tests) after completing 40 or more instructional hours. The citizenship class has been a huge success—ALL students who have attended the class became citizens, which opened the doors for their employment with the government, and allowed them to become voters in federal elections. In general, ESL classes play a very important role in helping students function in society as good citizens in everyday life. WUSD has received students' letters where students proclaim how wonderful the program was, and what tremendous help they received in the class.

The program offers a flexible schedule for all ESL students. ESL courses are offered in the morning and afternoon. High school courses are offered in the afternoon. This way, students whose work schedule is in the morning would be able to complete their education in the afternoon/evening. WUSD teachers implement CASAS competencies addressing essential skills for life and work.

CAERC Partners

Building Skills Partnership (BSP)

Building Skills Partnership's student recruitment is conducted in collaboration with employers and the California janitors' union, the SEIU-USWW. The ESL and digital literacy courses currently offered at the Union Hall are open to all union members and their families free of charge. The student enrollment process consists of submitting a basic intake form and completing an oral English language assessment. In addition to Union Hall classes, BSP offers worksite vocational ESL courses, which are offered to the property service workers onsite during their work shift. Enrollment in these classes is also free of charge and consists of completing an intake form and language assessment as well as signing an agreement on the terms in which the class is offered. The agreement states that at least an 80% attendance rate is required to receive a certificate of completion.

As stated above, because BSP's core funding comes from a labor-management training fund, the organization is restricted to serving members of the SEIU-USWW covered by

the fund and their family members. Working in the shadows of night, 97% of the janitors BSP serves are immigrants from Latin America. 30% have no formal education beyond the 6th grade, and the majority (85%) have less than a high school education. Two thirds of the workforce are women, and 41% are over the age of 50. Despite cleaning some of the region's wealthiest corporate offices, all struggle to make ends meet as janitors earn an average of \$24,000 a year in California. In addition to their full-time janitorial positions, many hold second jobs or are primary childcare providers. Due to stagnating wages and sub-contracting, these workers face stark income inequality and lack of opportunity, which hurts both low-income Latino families and the region's economy.

In order to address these entrenched problems, BSP assists these low-income workers in improving their language skills and training. Barriers such as multiple jobs and lack of transportation or childcare often make it difficult for workers to access other community-based programs that offer education programs and services. But through its labor-management partnership model, BSP serves this hard-to-reach population by offering workers educational programs at convenient, familiar locations such as the Sacramento Union office or their worksites. 80% of BSP's participants have never taken classes at another adult education institution in the United States

BSP utilizes a variety of qualitative and quantitative metrics to evaluate program effectiveness. To measure learning gains, students are pre- and post-assessed using BSP's Oral Competency Assessment, which correlates to California's adult school levels. In addition, BSP closely monitors retention and graduation rates as these can be indicators of student satisfaction with the program and help direct resource allocation. BSP also collects feedback on program effectiveness from students and employer partners through satisfaction surveys. Finally, BSP collects anecdotal evidence and documents stories of individuals who have seen dramatic changes to their quality of life due to BSP's programs, such as a promotion, passing the citizenship test, and wage increases due to increased language ability.

BSP's ADVANCE Program achieves over 70% attendance and graduation rates and is able to improve janitors' oral communication skills by at least one level on the BEST-Plus national standardized test (equivalent to Adult school levels).

By providing convenient educational opportunities for workers at their worksite or union hall, BSP serves the "hardest-to-reach" adult learners. Most of these workers face multiple barriers to accessing learning opportunities offered by other educational institutions because they hold two jobs, are a primary childcare provider in their family, or lack a means of transportation to get to class. For this reason, 80% of BSP's participants have never taken classes at another adult education institution in the United States. BSP is able to get around these traditional barriers to access by bringing classes to workers at their worksite, at the beginning or end of the shift, and often on paid time.

While worksite education reaches workers who otherwise are unable to access other classes offered in their community, it also presents some challenges, particularly the

fact that classes are often multi-level with learners ranging from those who already speak and write English proficiently to those who struggle with basic literacy. For this reason, in addition to contracting instructors with extensive experience in vocational and multi-level instruction, BSP employs a variety of innovative techniques to ensure that its learners' goals are being met. For example, instruction is learner-centered, and BSP's vocational curriculum was designed with input from both janitorial employers and students to make it as relevant as possible.

In addition, BSP regularly engages volunteers in its classes who help support instruction to a particular level-based group of students or to an individual who is either an advanced or beginning outlier in the class. Finally, BSP is increasingly integrating technology (tablets and computers) into its ESL and citizenship classes, so students are able to simultaneously master a content area while improving their digital literacy skills. This allows workers to also practice the skills necessary to engage in "anytime, anywhere" learning through mobile devices.

BSP utilizes three main indicators to measure program effectiveness. First, by conducting a pre- and post-assessment of every student, BSP is able to capture both individual learning gains and analyze learning gains across the program. Second, BSP closely monitors retention and graduation rates as indicators of program effectiveness. Finally, BSP collects feedback about program effectiveness through surveys from students and employers at the end of a class.

BSP Instructors generally have over 10 years of experience teaching ESL and have extensive experience teaching low-literacy populations and in vocational settings. Many instructors (about 80%) have adult education teaching credentials and some (about 30%) have a Master's in TESOL or other related field.

Instructors participate in two intensive staff development trainings per year. Since classes are remote, BSP encourages additional collaboration between instructors by facilitating a virtual community through a listserv and other online tools. Finally, BSP's instructors are supported and coached by an Instruction/Program coordinator, who handles all of the behind-the-scenes logistics related to classes.

BSP's relevant, learner-centered instruction reaches "the hardest-to-reach" populations in our community. For this reason, an overwhelming majority (80%) of BSP's students have not accessed language or other adult basic education classes at another institution in the United States. BSP is particularly effective at retaining pre-literacy and low-literacy students who are often the first to drop out in more traditional educational settings.

California Human Development

California Human Development (CHD), in collaboration with SETA and the Galt Joint Union High School District (GHSD), provides Vocational English as a Second Language (VESL) instruction to individuals who are referred by SETA Job Coaches, CHD Farmworker Services Program Case Managers, and GHSD. Students, prior to entering

the class, are tested using the CASAS to determine language ability and develop an instruction plan to get them to the next level of English proficiency. Depending on the student's individual employment plan, they may continue on to a GED class, enter into occupational training, or opt to receive job search instruction and job referrals for job placement. CHD has been working with immigrant populations since 1967 and has had great success in preparing non-English speakers and those who are not English language proficient for entry-level jobs in occupations that offer them a higher standard of living. CHD's instructors are bilingual, and a high percentage of the staff speaks English and a second language.

El Dorado County Office of Education (EDCOE)

EDCOE provides ESL classes for a wide range of clients. Currently, students of Hispanic origin account for the greatest percentage, but there is also a large contingency of Russian students. ESL courses for immigrants are offered at two locations and utilize a direct instruction model. Classes are offered on Tuesdays from 3:30-5:00 p.m. at Schnell School and on Wednesdays from 6:30-8:00 p.m. at Green Valley School. Currently courses in citizenship and workforce preparation are not offered. Students interested in the program contact the adult education office where they are directed to the program teacher for enrollment.

The adult ESL program utilizes direct instruction and is developing a suite of online learning programs to enhance student progress by providing greater individualized instruction and pacing. Courses in citizenship and workforce preparation are needed.

To access student progress, EDCOE utilizes both summative and formative assessments including CELDT testing. Indicators for student achievement/course completion include students progressing to English fluency and individual assessments. Additional program evaluation protocols are currently being put into place as well as further development of our articulated professional development program aimed at supporting the adult education program. To date the program has been deemed effective by students gaining English proficiency. As a WASC-accredited program, measurements of persistence, student outcome data, and local need identifiers are being put in place for annual review with program improvement as the overarching goal.

EDCOE's program instructors for the Adult ESL classes are credentialed, experienced, and highly competent. There are many professional learning opportunities for program instructors, including Common Core workshops and seminars, Writing Across the Curriculum, and opportunities for enhanced software utilization. Opportunities for collaboration and planning time for program staff/instructors have been limited prior to the 2013-2014 year but have been expanded greatly this year to enhance the training and effectiveness.

Sacramento Employment and Training Agency (SETA)

Students are referred to SETA by service providers or the Sacramento County Department of Human Assistance. SETA staff verify eligibility for the program and refer students to Vocational English-as-a-Second Language (VESL) providers funded through the Refugee Social Services and Targeted Assistance Programs (federal programs with oversight by state Refugee Programs Branch, California Department of Social Services). Immigrants or refugees enrolled in the Sacramento Works Job Center system are referred by Job Center coaches for enrollment in WIA and CalWORKs funded VESL instruction provided by the Sacramento Works Training Centers.

Students served by this program are Refugees who have been in the U.S. for 5 years or less who are receiving Temporary Assistance to Needy Families or Refugee Cash Assistance from the Sacramento County Department of Human Assistance, or immigrants or refugees accessing WIA and CalWORKs-funded VESL through the Sacramento Works Training Centers.

Students are pre-tested using the BEST or CASAS tools. Progress is measured by increases in Student Performance Levels (SPL) or the CASAS. For refugees enrolled in RSS or TA-funded VESL, the indicator of student achievement is an increase in SPL to 3. Immigrants and refugees enrolled in WIA or CalWORKs-funded VESL through a Sacramento Works Training Center must post-test at a level sufficient to transition into employment, ABE/GED Prep, or High School Completion services. Assessment tools utilized are the BEST and CASAS. Frequency of assessment is dependent on student progress in VESL class on homework, quizzes, and tests.

For refugees enrolled in RSS and TA-funded VESL, the goal of the program is early employment, so all English-language instruction must be combined with case management, employability skills training, job placement assistance, and the provision of supportive services. The service providers funded by this program (listed below) are partners in the Sacramento Works Job and Training Center system (America's Job Center of California), and students are provided an orientation to the Job Centers as part of their VESL instruction. For immigrants and refugees accessing VESL through a Sacramento Works Training Center enrollment, case management/coaching services, as well as supportive services, are provided to ensure success.

Service providers are evaluated annually, and funding is based on performance. Performance outcomes for RSS/TA-funded VESL include Entered Employment and Retention Rates, Average Wage at Placement, and the percentage of cash aid clients either receiving a reduction in cash assistance or being terminated from cash assistance. Performance outcomes for students enrolled in WIA and CalWORKs-funded VESL with a Sacramento Works Training Center include Training Completion, Certificate/Credential, Entered Employment and Retention Rates, and the Average Earnings.

Quality indicators for RSS/TA-funded VESL are 55% entering employment, 65% retaining employment, 50% of cash aid clients either received a reduction in cash

assistance or were terminated from cash assistance, and an average wage at placement of \$9.75. Quality indicators for WIA and CalWORKs-funded VESL are 85% training completion, 55% entering employment, 79% retaining employment, and average earnings of \$12.93 per hour. All instructors must have a valid California Teaching Credential.

The focus on employment results in curriculum that is relevant to work. Many providers incorporate hands-on, work-related projects and materials into the curriculum. As mentioned previously, case management/coaching services are provided, *as well as the provision of supportive services to ensure success.*

SETA's Refugee Social Services and Targeted Assistance VESL providers include the following:

- Twin Rivers Unified School District (49 slots)
- Bach Viet Associations, Inc. (43 slots)
- Lao Family Community Development, Inc. (42 slots)
- Asian Resources, Inc. (79 slots)
- SOAR, Inc. (47 slots)

Sacramento Public Library

The Sacramento Public Library provides adult literacy programs. Adult learners schedule an appointment to complete a learner intake assessment with Adult Literacy staff. The assessment takes 60-90 minutes to complete. After the assessment is completed, adult learners are placed with a trained volunteer tutor. Because the program uses trained volunteer tutors, and not certified teachers, potential ESL/Citizenship adult learners must be able to communicate in at least a basic/beginning level in English.

Student progress is measured by periodic evaluations given by tutors, and by review of monthly tutor reports submitted by tutors. Upon enrollment, adult learners are also required to complete a "Roles & Goals" form, on which they specify personal learning goals they would like to achieve. Student progress is also evaluated by progress made on achieving these learner-set goals. Student achievement is indicated in a variety of ways, including satisfactory completion of a curriculum series, achievement of learner-set goals, and a portfolio review of student work. Because many of the adult learners have had negative experiences with assessments in the past, the Sacramento Public Library relies on learner-set goal achievement and student portfolio review as opposed to formal assessments in most cases. Assessment is done on an as-needed basis.

Adult Literacy programs in library settings offer several unique features that help address learner needs. First, the library setting is comfortable and non-threatening for many of our adult learners. Second, the one-to-one, relationship-based tutoring works well for many adult learners who are not comfortable in a classroom setting. Third, adult learners are able to specify the location and time at which they are available for tutoring, allowing for much more flexibility than in a classroom setting.

Each Adult Literacy program that is a member of California Library Literacy Services (CLLS) must comply with organizational values, which dictate to a large extent how services are delivered, and which help ensure program quality. Program effectiveness is measured by achievement of learner-set goals specified by the adult learner on the Roles & Goals form required by California Library Literacy Services (CLLS), successful completion of one or more curriculum series, and portfolio assessment of student work.

All services are delivered by trained volunteer tutors drawn from the community at large. Potential volunteer tutors attend an initial 8-hour training conducted by an Adult Literacy Supervisor. Ongoing in-service trainings are held bi-monthly to provide continuing education opportunities. All adult literacy tutors work on an individual basis, at the time and library location of their choice, so opportunities for collaboration and planning are limited. However, tutors do have the opportunity to collaborate with other volunteer tutors at the bi-monthly in-service meetings.

Program Area 3: Adults with Disabilities

CAERC Members

Elk Grove Unified School District

Elk Grove Adult and Community Education (EGACE) provides services for adults with disabilities through the Elk Grove Adult Community Training Center (EGACT) at two sites in Elk Grove. EGACT, a non-profit organization, provides services for approximately 160 adults with developmental and physical disabilities. Instruction focuses on independent living, basic literacy and numeracy, and job readiness skills. Many of EGACT's consumers are referred by Alta California Regional Center. Per the terms of EGUSD's agreement with EGACT, from 1991 through June 2009, EGACE earned apportionment from the students enrolled in EGACT's training program. In exchange, EGUSD paid EGACT an annual fee based on a formula tied to ADA. EGACT has used this fee to employ two teachers who help students/consumers develop their basic literacy and employment readiness skills.

After California shifted adult education funding from an apportionment basis to a block grant in 2008-09, and gave districts maximum flexibility to use adult education funds for instructional purposes, EGUSD and EGACT negotiated a new four-year contract that capped the fee payment to EGACT at the 2008-09 level of ADA. Even though EGUSD no longer earns apportionment for adult education students, the District entered into the new contract due to its long-standing relationship with EGACT and the income generated historically for the district because of the agreement. In 2013/14, approximately 23 consumers enrolled in an EGACE ABE class at the EGACT center.

EGUSD Table Notes: The data in Tables I.1A and 1.1B indicate the number of total enrollees in the ABE program at EGACT. However, the number of total enrollees does not reflect the number of students who attended 12 or more hours of class.

Sacramento City Unified School District

Sacramento City Unified School District (SCUSD) offers classes to adults with disabilities at one site. In 2013-14, 130 students were served which is a considerable decrease from the 392 that were served pre-flexibility. Adults with disabilities classes meet five days a week, six hours a day. Students currently pay \$50.00 per semester to enroll.

Instruction focuses on independent living, basic literacy and numeracy, job readiness, community access, and leisure time skills. There are seven classes. All of the students/consumers are referred by Alta California Regional Center. Students range in age from 18 to 80, with an average age of 43. 94.78% of the students enrolled are mentally retarded; other disabilities include cerebral palsy, epilepsy, and autism.

SCUSD is vendorized by Alta California Regional Center and receives \$48.83 each day a student attends. In 2013-2014 the total reimbursed was \$1,161,958.68.

SCUSD recognizes the need to accommodate student disabilities in other ways and works with students with disabilities to develop 504 plans in order to put accommodations in place.

San Juan Unified School District (SJUSD)

San Juan Adult Education (SJAE) does not currently provide specific education programs and services for adults with disabilities. At the end of the 2012-2013 school year, SJAE closed Orange Grove School for Adults following two years of transition to Alta California Regional services.

Prior to its closure, Orange Grove had a very unique program serving over 200 developmentally disabled adults on campus, and prior to “flex,” served another 250 disabled students in satellite programs throughout the community. The students, labeled developmentally disabled, functioned intellectually from the moderately to severely retarded range.

The Orange Grove campus served as a hub for satellite programs. One program was comprised of five classes operating under the umbrella of the Easter Seals Society and two classes operated in collaboration with United Cerebral Palsy Association (UCP). The five Easter Seals-based programs were varied in nature. The Access to Community Education & Integrated Training (Ace-It I & II) programs were Community Based Instructional (CBI) programs that served approximately 45 students each. The Functional Independent Living Skills (FILS) program served 45 developmentally disabled adult students. The Creative Adult Living (CAL) program served a maximum number of 16 multi-handicapped, non-ambulatory students. In addition, the Help To Recovery (HTR) program served up to 45 students recovering from various forms of head trauma.

The two UCP-centered programs were known as the South Area Adult Growth Experience (SAAGE) programs which were a collaboration between Adult Education and UCP and were “vendorized” by the Alta California Regional Center with grant support from the Department of Developmental Services (DDS). These two programs served over 60 developmentally disabled adults with a small staff-to-student ratio. The main focus of these two classes was personal growth in a community-based instructional environment.

The dedicated administration, teaching staff, and classified staff worked together as a team to provide an excellent level of programming and to meet the needs of each individual student. Most of the staff members were employed at the school for many years (with an average of 19.5 years at the site) and continued to enhance their education in order to constantly provide students with new and meaningful lessons and activities. There was also a large parent base that was involved in planning and determining the direction that the school took. Parents were invited to monthly meetings and encouraged to share their ideas at any time.

SJAE developed relationships with many outside businesses such as American River College, Special Olympics, Lions Clubs, and the Alpha Theta Zeta Sorority. There were several fundraisers held during the year. The proceeds enabled the school to purchase needed equipment and present special programs, all with the intention of enhancing student educational experiences.

To help keep students physically fit, Orange Grove offered a large after-school sports program. The students also participated in Special Olympics tournaments, which allowed them to travel and interact with other athletes from all over the state. Orange Grove provided programs that were innovative and creative. The school atmosphere was warm, nurturing, and encouraged the students to continually learn and grow.

Washington Unified School District

Washington Unified School District uses the same process for students with disabilities as all other students with the exception of allowing more time when completing assessments, seating arrangements, and modified curriculum. We use an Entry Form when the student first comes in to complete the registration process. An Update Record provides important information about a learner's accomplishments, including process, instructional level at the time of update, and goal attainment.

Washington Adult School (WAS) provides a positive environment for all students. This program has had students with active IEPs and/or 504s. We have a low percentage of students with disabilities. We accommodate students according to their needs the best way possible. Accommodations and modifications are made by every teacher in a classroom setting. Every subject implements the CASAS competencies addressing the essential life skills for students. Every student is able to demonstrate adequate progress on the standardized assessments (pre/post-tests) after completing 40 or more instructional hours.

Learners with special needs (literacy, physical, language, mental, emotional, etc.) need to build skills, and instructors need to make the material accessible and helpful for each learner. Learners who have trouble seeing, hearing, or completing more simple tasks (such as writing) sit near the front of the room and near others who are able to help. Printed materials with the concepts on them are available; therefore learners can be included in the discussions and do not have to worry about writing down every detail. Group dynamics are of a greater importance in this atmosphere. Learners are eager to help others, and therefore, will help themselves. The questions and assignments are modified to fit the needs and abilities of each learner, while still keeping the curricula rigorous and beneficial.

Students entering the program are seeking a high school diploma. Our Special Education staff has successfully supported students with any disability or any impairment. The staff has been able to maintain evaluations, recommendations, and proper documentation regarding the students' needs. This way, teachers have been able to better support students with any kind of disabilities.

CAERC Partners

El Dorado County Office of Education (EDCOE)

The focus of the EDCOE Adult Transition Program at the Pacific Street location is to prepare all young adults in the program for an independent to semi-independent adult lifestyle. Students are enrolled through an IEP referral process from their respective districts of residence. For this specific program, students must be between the ages of 18-22. They are required to have had an active IEP in place. Participants enrolled in the Adult Transition Program are treated as adults in all aspects of their day. The program day is individualized, and the students are expected to be active participants.

Student progress is measured against goals articulated in each student's IEP. Current assessment tools utilized include both formal and informal assessments and include psychometric evaluations and assessments. All learners within the program have paid working positions; the program makes frequent contacts with its business partners to work toward consistent goals for the learner.

EDCOE Special Education Department conducts a Program Quality Review yearly. EDCOE employs credentialed, experienced instructors who meet HQT status. Professional learning opportunities for program instructors include traditional workshops and seminars.

Sacramento Job Corps

The Sacramento Job Corps provides services for adults with disabilities. There is an orientation to Sacramento Job Corps every Thursday morning, 8:45 a.m. to 11:00 a.m. for clients 16 to 24 years of age. After the orientation, students are given an appointment to return with documents to move forward. Space depends upon trade availability and completion of background checks with other information verified. If paperwork indicates that they need accommodations, a meeting is set up with the Wellness Manager, Disability Coordinator, and Center Director to make sure accommodations are completed before the student's arrival at the center. If there is a disability document from a doctor, there is no age limit.

Job Corps is a two-year program; the average stay is between 9 to 13 months. If students do not have a high school diploma or GED, they can choose the one they want to obtain and staff assists the students through the program. If they choose to attend college or advanced training, students can stay in the program for three years, or with advanced training they can have up to a six-month extension. To obtain their H.S. diploma, students must complete their trade (considered the elected classes). Students can also obtain driver's licenses at the Center. If students have a high school diploma or GED they can be in their trade all day as long as they TABE out or have at least 11th grade reading and math. If not, they will continue having academic classes until they TABE out. They will be in academics for one week and then trade for one week on a rotation basis until they complete both. A Training Achievement Record (TAR) must be completed by students before completing their trade. The document is

signed off by both the instructor and student. Accommodations are in place and follow the students throughout the program. Students work at their own pace.

The Disability Coordinator at the center works with students who are identified with learning disabilities before starting the program, if possible. Accommodations are put in place for students with disabilities. Staff that teaches trade have vocational credentials. Academic instructors have teaching credentials in the subject that they are teaching.

Sacramento Employment and Training Agency (SETA)

The Sacramento Employment and Training Agency and its partner, Crossroads Diversified Services, operate programs specifically designed to assist people with disabilities in accessing employment services and obtaining meaningful careers. Both SETA and Crossroads Diversified are Employment Networks (ENs) and coordinate Social Security Administration (SSA) Ticket to Work (TTW) Programs, helping customers on SSI/SSDI transition toward long-term employment. SETA is the One Stop Operator for the America's Job Centers (AJCs) of California system for Sacramento County. Through these AJCs, referred to as the Sacramento Works Job Centers (SWJCs), SETA serves additional job seekers with disabilities who may not be enrolled in the Ticket to Work Program. Crossroads Diversified, a nonprofit agency, has provided education, training, and support to enhance employment opportunities for people with disabilities since 1977, and works in partnership with SETA as a Sacramento Works Training Center (SWTC.)

The U.S. Department of Labor (DOL) released a solicitation for applications for its Disability Employment Initiative (DEI) Grant Program. The DOL has allocated \$15 million in grant funds to expand the capacity of American Job Centers (AJCs) to improve employment outcomes of people with disabilities. DOL seeks to increase the participation of job seekers with disabilities in existing career pathways programs that are being successfully implemented in the public workforce system.

SETA was one of three Local Workforce Investment Areas (LWIAs) asked to join the California Employment Development Department (EDD) application to support job-driven approaches in career pathway programs that equip adults with disabilities with the skills, competencies, and credentials necessary to obtain in-demand jobs, increase earnings, and advance their careers. SETA staff prepared and submitted a proposal by the deadline of June 18, 2014, in the amount of \$600,000 to the EDD to provide participants with coaching services, development of career pathway plans, supported education and employment, supportive services, and job placement and retention services. The project will span a 42-month period.

The Sacramento DEI project goal is to significantly impact the workforce system, expand service delivery, facilitate systems change, and provide meaningful career pathway education, training, and employment opportunities to adults with disabilities.

Sacramento Public Library

The Sacramento Public Library offers literacy programs for adults with disabilities. Program participants are enrolled by agency staff on-site. The Adult Literacy Service at Sacramento Public Library currently maintains partnerships with 3 agencies serving developmentally delayed adults in 4 locations in Sacramento, Elk Grove, and Galt. Program participants at the various agencies have skill levels that range from those with extremely limited abilities (i.e., learning the alphabet, letters, and sounds) to those reading at approximately a 6th grade reading level.

Student progress is measured by periodic evaluations given by teachers and tutor, and by review of monthly reports submitted by tutors. Upon enrollment, program participants are also required to complete a “Roles & Goals” form, on which they specify personal learning goals they would like to achieve. Student progress is also evaluated by progress made on achieving these learner-set goals. Student achievement is indicated in a variety of ways, including satisfactory completion of a curriculum series, achievement of learner-set goals, and a portfolio review of student work. Because many adult learners have had negative experiences with assessments in the past, the Sacramento Public Library relies on learner-set goal achievement and student portfolio review as opposed to formal assessments in most cases. Assessment is done on an as-needed basis.

Adult learners at these agencies/sites are instructed in basic literacy skills by paid staff members and/or volunteers. The Adult Literacy Service provides initial and ongoing training for the instructors and provides curriculum, materials, and other resources.

Each Adult Literacy program which is a member of California Library Literacy Services (CLLS) must comply with organizational values, which dictate to a large extent how services are delivered, and which help ensure program quality. Program effectiveness is measured by achievement of learner-set goals specified by the adult learner on the Roles & Goals form required by California Library Literacy Services (CLLS), successful completion of one or more curriculum series, and portfolio assessment of student work.

The instructors are a combination of trained teachers and volunteers. Ongoing in-service trainings are held bi-monthly to provide continuing education opportunities. The adult literacy teachers have varying schedules, but have the opportunity to collaborate with other volunteer tutors at the bi-monthly in-service meetings.

Program Area 4: Career Technical Education

CAERC Members

Black Oak Mine School District [Not a member - now a partner]

Black Oak Mine School District offers career technical education (CTE) at Golden Sierra for adults in the local areas. Golden Sierra's CTE programs are open to all students regardless of race, color, ethnicity, national origin, ancestry, gender, sex, sexual orientation, physical disability, mental disability, or religion. Students in 11th and 12th grades are the primary focus for the short-term CTE programs. To enroll, Golden Sierra's counseling department meets with all 7th-11th grade students annually in order to assess their progress toward graduation and post-secondary education. Students are informed of new and current course offerings as well as each course's connection to the District's college and career readiness pathways.

Student progress is measured through a series of performance-based assessments that represent critical benchmarks in each course. Student achievement and course completion are measured by number of students receiving professional certification in a particular area (e.g., Solidworks Certification, Basic 40 Certification, etc.), and by number of students receiving college credit through articulation agreements with American River College. Assessment tools are contingent upon individual programs. Instructors are responsible for developing frequent formal and informal assessments to ensure that students are progressing toward course outcomes. Students are provided with a variety of enhancements including an upgraded advanced manufacturing lab, wood shop, and auto shop.

The basic program evaluation protocol is that all Golden Sierra Career Technical Education courses must provide students with certifiable skills that can be carried over into college or the workplace. A physical artifact must be presented to a student in order to certify the skills the student has gained in the course for proof of competency. Examples of acceptable artifacts include:

- Certificate showing completion of a capstone CTE/ROP course that specifically indicates the skills a student has demonstrated in the course
- Certification by an examination regulated by an outside entity
- College units received through articulation agreement with American River College

Golden Sierra quality indicators for its CTE programs are as follows:

- Internal
 - Student interest and enrollment
 - Student outcome data
 - Students completing capstone courses
 - Students receiving certification
 - Students receiving college credit

- Students matriculating into higher education or work place
- External
 - Advisory Boards
 - WASC
- Golden Sierra received a six-year WASC accreditation in May 2014.

Golden Sierra's CTE Department teachers have the following levels of education / experience:

- Engineering
 - BA w/ Industrial Arts Credential
 - 30+ years teaching
- Biomedical
 - BA w/ Biology Credential
 - 20+ years teaching
 - 10+ years in Bio-Tech Industry
- Construction
 - BA w/ Industrial Arts Credential
 - 30+ years teaching
- Auto
 - ROP Credential
 - 10+ years teaching
 - 10+ years in Auto Maintenance Industry
- Fire
 - ROP Credential
 - 10+ years teaching
 - 30+ years in Fire/Emergency Services

Golden Sierra's CTE teachers participate in a variety of professional learning opportunities including weekly meetings for one hour as well as on-site and district-sponsored professional development. Professional learning community opportunities include:

- Golden Sierra hosted a Geometry in Construction workshop to train the construction teacher and four math teachers. Several teachers from across the region and from other states also attended.
- PTLW – Introduction to Engineering Design Training (Folsom Lake College)
- PLTW Conference (Sacramento, CA)
- Manufacturing and Drafting Teachers Conference (Cal Poly, San Luis Obispo, CA)
- SB-70 Externship – Sierra Innotek (Auburn, CA)
- Site Visitations
- Ongoing partnerships through the CRANE consortium

Davis Joint Unified School District

In the past, Davis Adult and Community Education (DACE) had contracted with Boston Reed to provide CTE certificate programs in the areas of Pharmacy Technician and Clinical Medical Assisting. Earlier this year, Boston Reed discontinued these programs. DACE plans to offer a Pharmacy Technician program in the Fall of 2014. DACE is currently researching other CTE program opportunities.

Elk Grove Unified School District

Over the past several years, EGACE's fee-based career technical education (CTE) program has shown significant growth in both the correctional and non-correctional settings. Students in this program acquire the occupational and technical skills necessary to advance along a career pathway to either postsecondary training or unsubsidized employment. Performance targets include the completion of a capstone course, earning an industry-recognized credential, certificate, or degree.

Students enrolling in CTE programs participate in a one-on-one orientation with CTE department staff and in three subsequent advisory meetings throughout the year to discuss student progress and concerns and to address any potential barriers to completion of the program. Also working with CTE students is a part-time job developer who assists students with placement into externships and employment. EGACE currently has formal and informal agreements with thirteen regional employers for externships.

Students who do not qualify for funding through agencies such as SETA, DOR, and DHA, may have the option of an individualized self-payment plan. Included in the student fees are textbooks, materials, relevant equipment/supplies (e.g., stethoscope, blood pressure cuff, health screening, fingerprinting, cost of immunizations, backpacks, flash drives, scrubs, and certification and testing fees.)

SETA has been a long-time and invaluable workforce development partner for EGACE students, especially those students interested in enrolling in CTE programs. The mutual goal of SETA and EGACE is to provide comprehensive career training and educational opportunities that will enable low-skilled, under-educated adults to enter into the middle-skill jobs sector. Eligibility for funding through SETA is limited to adults who:

- Lack a high school diploma or GED certificate
- Are unemployed, or soon to be unemployed, due to economic downturn
- Have been unemployed or underemployed for an extended period of time because they lack sufficient work-readiness and/or academic skills required to be successful in high-demand occupations
- Are part of an at-risk population, such as veterans, individuals with disabilities, ex-offenders, or limited-English speakers
- Meet federal poverty income guidelines

SETA grant funding also enables EGACE to provide Universal One-Stop services to teenagers and young adults, ages 16-21, and Intensive services via case management to out-of-school youth, ages 18-21.

Through its partnership with Cosumnes River College, EGACE has developed articulation agreements for its Medical Terminology, Welding, and Landscaping courses. Students enrolled in the Welding and Landscaping courses at RCCC are eligible to earn college credits upon completion of course requirements as well as a passing grade of “B” or better on the final exam. RCCC CTE students are able to begin the registration for classes at CRC during their incarceration. With support from CRC staff, students are able to complete fee waivers and ensure they will be prepared to enroll for classes when they are released from custody.

The table below provides a broad overview of EGACE CTE programs.

Program	Certificate
Comprehensive Nurse Assistant	Completers are eligible to test with the State of CA to become a Certified Nurse Assistant
Home Health Aide	Completers are eligible to test with the State of CA to become a certified Home Health Aide
National Certified Medical Assistant	NCCT Medical Assistant Certificate
Medical Assistant Administrative	NCCT Medical Office Assistant Certificate
Medical Assistant with Billing & Coding	NCCT Insurance Coding Specialist Certificate
Billing & Coding Specialist	NCCT Insurance & Coding Specialist Certificate
Office Specialist	MS Word 2013 (MOS) Certificate upon completion of the program
Accounting Clerk	QuickBooks Certification through Certiport
Welding & Manufacturing Technologies (RCCC)	American Welding Society Certificate 3 credits through Los Rios Community College District
Computer-Aided Drafting (RCCC)	Certified Solid Works Associate certification EGACE Computer Applications Certificate
Computer Applications (RCCC)	EGACE Certificate of Completion & Computer Applications Certificate
Custodial Training (RCCC)	EGACE Certificate of Completion
Culinary Arts (RCCC)	EGACE Certificate of Completion
Cake Decorating (RCCC)	EGACE Certificate of Completion
Horticulture & Landscaping (RCCC)	EGACE Certificate of Completion

	3.5 credits through Los Rios Community College District
Personal Care Assistant (new in 2014/15)	EGACE Certificate of Completion

Also included in EGACE’s CTE programs are multiple courses that can be taken separately as introductory or refresher courses, or as a requirement in a comprehensive training program. These courses include:

- Keyboarding
- Word 2013
- Excel 2013
- PowerPoint 2013
- Accounting Basics
- Accounting with Excel
- QuickBooks Pro
- Customer Service
- Career Development
- Medical Terminology & Anatomy and Physiology (Medical Terminology course articulates with that of CRC’s Med Term course)
- Billing 1
- Billing 2 and Coding 2
- Records Management

To enroll in the program, potential students make initial contact with EGACE by phone, email, as a “walk-in,” or through a referral from a supportive services agency such as the Department of Rehabilitation (DOR), Department of Human Assistance (DHA), or the Sacramento Employment Training Agency (SETA). Steps in the CTE enrollment process include:

- A one-on-one introductory/informational meeting between the potential student and the CTE resource teacher/academic advisor which includes:
 - Program and schedule information
 - Information regarding program fees and potential funding sources
- CASAS assessment testing in reading, math, and listening (if applicable)
- A second visit with the CTE resource teacher for final screening and advisement
- Referral to the EGACE training center for students who request funding assistance
- Establishment of a payment plan for private-pay students
- An all-student orientation to the program:
 - A meet-and-greet with school administrators and CTE faculty and staff
 - Students receive supplies and necessary forms required for the program in which they are enrolling: textbooks, scrubs, stethoscope, and blood pressure cuff, if applicable, flash drive, and a rolling backpack

In EGACE's correctional education programs at the Rio Cosumnes Correctional Center (RCCC), there are two systems in place for enrollment into ESL classes. Individuals in the lower security areas may send a request to EGACE faculty or staff requesting to take a class. Alternatively, the Sheriff's Department classification staff provides EGACE support staff with a list for orientation. The SST generates a list of students to attend three-hour testing and registration sessions, held weekly. Included in the weekly sessions is an overview of EGACE's programs and policies, registration forms, and CASAS Life and Work Reading computer-based/E-Test. Placement into classes occurs once the teacher meets with the Staff Services Technician to finalize the class roster and send the student a copy of his/her class schedule.

At the Sacramento Main Jail, EGACE distributes interest forms to all floors where classes are conducted. Inmates send their completed interest forms to the Education Office to indicate their interest in enrolling into classes. The EGACE Staff Services Technician creates a list of individuals requesting classes and submits it to the Sheriff's Department classification staff on a weekly basis. Individuals cleared for programming are placed on teachers' wait lists. As space becomes available, the teacher will select individuals from the list, based on the date their names were added to the list, for placement into an orientation. The orientation includes completing a registration form and placement testing (CASAS Life and Work Reading paper-based appraisal and test). Based on an individual's goals, needs, and test scores, the SST will determine into which class he/she will be enrolled.

The EGACE CTE program serves a diverse adult student population which includes:

- Dislocated workers
- Adults training for a new or more family-sustaining career
- Students referred to EGACE from SETA America's Job Centers/career centers and Sacramento Works Training Centers
- DHA/Cal Works and DOR clients
- Ex-offenders and adult students incarcerated at the Rio Cosumnes Correctional Center

EGACE analyzes and utilizes a variety of assessments to measure student progress toward achieving identified learning outcomes. CTE student achievement data is reviewed and discussed by staff at monthly department meetings. The Data, Accountability, and Evaluation (DAE) team meets monthly to review reports, and CTE teachers receive data reports regarding their classes. CASAS post-tests are administered after every 40 hours of instruction, and teachers use assessment results to target their instruction in order to improve student learning outcomes. Strategies for improving student outcomes are shared and discussed at monthly staff meetings. Faculty and staff use the following measures to determine CTE students' success:

- Percentage of industry-recognized certificates earned
- Percentage of students completing each course
- Percentage of students who complete work-based experience

- Percentage of students who obtain employment upon completion of a CTE program
- Percentage of students who obtain employment in the field in which they were trained
- CTE indicators of success: Students will acquire the occupational and technical skills necessary to advance along a career pathway to postsecondary education, training, or unsubsidized employment.

Support services are available for CTE students through EGACE's Workforce Investment Act, Title I (WIA I), and Sacramento Employment Training Agency (SETA) Youth Works program. EGACE is one of the eight WIA I Sacramento Works Training Centers for adults who lack sufficient work-readiness and/or academic skills. This training capacity expands opportunities to EGACE CTE students and provides outreach and awareness about EGACE career technical education programs to a broader community. For further assistance to students, EGACE has had long-time collaborative relationships with other support agencies, including the Department of Rehabilitation (DOR), Department of Human Assistance (DHA), and Sacramento Works America's Job Centers.

Books, equipment, and supplies required to pursue the course of study are included in the price of the registration fee for all students enrolled in EGACE CTE programs. For students enrolling in Allied Health training courses, fees include scrubs, background check, health screening, vaccinations, and the cost of certification examinations as required by each program. All students receive the EGACE Career Technical Institute Student Handbook and a "student start pack" of necessary supplies which includes a rolling backpack and flash drive.

CTE students receive ongoing progress evaluation reports, and they meet with their academic advisor/resource teacher at least three times per year to discuss and evaluate their progress and any barriers to success in the program. Students whose course completion requires work-based experience with an employer within their chosen field, work directly with an experienced job coach. Students requesting financial assistance may qualify for funding through the EGACE Sacramento Works Training Center. Those who do not qualify for outside funding have the option of working with the CTE advisor to establish a payment plan. Introductory and refresher courses are offered for students who do not meet the minimum prerequisites or requirements of a CTE program. Students may take a "refresher course" to fulfill requirements.

EGACE's priority is to maintain high-quality staff that is well-trained in current research-based adult education practices. EGACE hires teachers that possess specific skills, knowledge, and abilities, in addition to the Career Technical Education credentials, certifications, training, and experience that match the needs of EGACE's CTE program. All teachers hold valid CTE credentials for their subject area issued through the California Commission on Teacher Credentialing (CCTC). All hiring goes through EGUSD's Human Resources department, and staff are required to meet the district's guidelines before they are recommended to EGACE.

Faculty performance is evaluated on the basis of the California State Standards for the Teaching Profession (CSTPs). Certificated evaluations are scheduled in accordance with a calendar and timeline published annually by the EGUSD Human Resources department. Faculty members are generally evaluated every two years using a template and data-based questions that are targeted to assess effectiveness and improvement. The primary purpose of faculty evaluations is to assure improvement of job performance, thus improving the quality of education of ABE and ASE students as measured by better student outcomes. In addition to formal observations and evaluations, EGACE administrators also conduct informal, non-scheduled “walk-through” evaluations. Administrators work with teachers during evaluations to reflect on and provide examples of how to measure student outcomes.

Professional development is a priority within EGACE, and is a combination of both external input and internal processes. The administration budgets for monthly department meetings, pays for conferences, and/or provides release time for curriculum development. CTE faculty and staff meet monthly. EGACE CTE staff relies on key organizations such as the California Adult Literacy Professional Development Project (CALPRO) and the Outreach and Technical Assistance Network (OTAN) to stay abreast of current trends in adult education and identify program needs and changes. EGACE sends a significant number of instructional staff to the annual CASAS National Summer Institute. EGACE staff is also involved in local, state, and regional events of professional organizations such as the California Council for Adult Education (CCAEE).

EGUSD Table Notes: The data in Tables 1.1A and 1.1B indicates the number of total enrollees in the CTE program at EGACE; however, it does not indicate the total number of students who attended 12 or more hours of class.

Folsom Cordova Unified School District

Folsom Cordova Adult School (FCAS) provides career technical education courses for the Rancho Cordova community. Many of the students are low-income recipients, often with young children in the home. Students enter the program through the collaboration of FCAS and Folsom Cordova Community Partnership (FCCP). The students who qualified for these classes are sent by SETA and DHA. Students can also submit a registration form, or if not referred by SETA or DHA, they pay an out-of-pocket fee.

The program is structured with an individual case management process through FCCP. Students in this program have a dedicated case manager that ensures student are attending, making progress, soliciting teacher input, and are on track for completion. Indicators for student achievement include assignment completion, testing placement, testing for certifications, and job attainment. To assess for student progress, instructors utilize teacher-designed tests, attendance, class projects, homework, and presentations. A unique feature of the program is the extra support service provided to students with a “wrap around case management” which helps students resolve challenges, and support job development, job readiness, and soft skills. Students are also followed quarterly for one year to ensure employment retention which further

increases the success rate of completion. Indicators for program effectiveness include the number of students achieving proficiency, employment, and certificates.

All teachers in the program are highly qualified with credentials. CTE teachers have planning time, but PD is not currently applicable since there is only one teacher in this department.

Galt Joint Union High School District

Galt Adult Education offers a CTE program for Truck Driving. The program is a six-week course (300 hours) designed to prepare students for the California Motor Vehicle Class A Driver's License. Students who successfully complete this course will be ready to acquire work as a truck driver, delivery driver, or any other position requiring a Class A driver's license.

The Job Readiness Workshops are designed to prepare students to locate and apply for employment opportunities, perform job interviews, utilize on-the-job social skills, and understand employer expectations.

Career counseling and placement services focus on assisting students with career pathways and are available to all students. Job placement is provided to all students that successfully complete a vocational skills program.

Los Rios Community College District

The four Los Rios community colleges within the CAERC (American River College, Cosumnes River College, Folsom Lake College, and Sacramento City College) do not provide adult education level short-term career CTE programs with high employment potential. All Los Rios colleges do provide college-level CTE programs with high employment potential. Increased knowledge about adult CTE offerings within the consortium will provide opportunities to create better pathways to college CTE programs.

Sacramento City Unified School District

Sacramento City Unified School District (SCUSD) offers Accounting Specialist, Administrative Assistant, Auto Body Repair, CISCO KS1 Technology, Court Reporting, Heating, Ventilation and Air Conditioning, Medical Assistant, Nursing Assistant, Optometric Assistant/Dispensing Optician, Pharmacy Technician, and Vocational Nurse training at one site. In 2012-2013, 803 students were served which is a considerable decrease from the 7,931 that were served pre-flexibility. Career Technical Education (CTE) classes meet five days a week, six hours a day. Depending on the program, training takes from eight weeks to three years. Fees range from \$1,850 to \$20,500. Both Pell grants and Stafford loans are available to help defer the cost of the programs. SCUSD also partners with Sacramento Employment and Training Agency (SETA) and has a training center on site, which helps defer operational costs.

Students in this program acquire the occupational and technical skills necessary to advance along a career pathway to either postsecondary training or unsubsidized employment. Performance targets include earning an industry-recognized credential or certificate. Students enrolling in CTE programs participate in an orientation session with CTE department staff. At the conclusion of the orientation program, conducted each Wednesday morning, students are assessed with CASAS to ascertain that they have the basic skills to enroll in a CTE program. SCUSD currently has formal agreements with 68 regional employers for externships.

Students who do not qualify for funding through agencies such as SETA, Department of Rehabilitation (DOR), Department of Human Assistance (DHA), or the Employment Development Department (EDD) may have the option of Pell Grants or Stafford Loans.

Included in the student fees are textbooks, materials, and relevant equipment/supplies (e.g., stethoscope, blood pressure cuff, health screening, fingerprinting, cost of immunizations, backpacks, flash drives, scrubs, and certification and testing fees).

SETA has been a long-time and invaluable workforce development partner for SCUSD students, especially those students interested in enrolling in CTE programs. The mutual goal of SETA and SCUSD is to provide comprehensive career training and educational opportunities that will enable low-skilled, under-educated adults to enter into the middle-skill jobs sector.

Eligibility for funding through SETA is limited to adults who:

- Lack a high school diploma or GED certificate
- Are unemployed, or soon to be unemployed, due to economic downturn
- Have been unemployed or underemployed for an extended period of time because they lack sufficient work-readiness and/or academic skills required to be successful in high demand occupations
- Are part of an at-risk population, such as veterans, individuals with disabilities, ex-offenders, or limited-English speakers
- Meet federal poverty income guidelines.

SETA grant funding also enables EGACE to provide Universal One-Stop services to teenagers and young adults, ages 16-21 years of age and Intensive services via case management to out-of-school youth ages 18-21.

San Juan Unified School District

San Juan Adult Education (SJAE) offers CTE classes in business, office occupations, and allied health. 502 students were enrolled in 2013-14. SJAE is an educational provider for the following agencies, and the programs are listed on the *Eligible Service Providers List*:

- Sacramento Employment and Training Agency (SETA)
- Department of Rehabilitation

- Employment Development Department (EDD)
- Department of Human Assistance & Child Action
- American Association for Retired Persons (AARP)

Medical/Health Careers offer two certificate programs: Medical Assistant and Billing/Coding. The partnership with Boston Reed ended with the closure of that company. According to the U.S. Department of Labor, employment of medical assistants is projected to grow 29 percent from 2012 to 2022, much faster than the average for all occupations. As preventive medical services expand, physicians will hire more assistants to perform routine administrative and clinical duties, allowing the physicians to see more patients. The employment of health information technicians is projected to grow 22 percent from 2012 to 2022, much faster than the average for all occupations.

Office Occupations offer an Office Assistant certificate program and Small Business Operations like Quickbooks and Excel. The U.S. Department of Labor projects that employment of secretaries and administrative assistants is projected to grow 12 percent from 2012 to 2022, about as fast as the average for all occupations. Many job openings will result from the need to replace workers who leave the occupation. Those with a combination of work experience and computer skills should have the best job prospects.

The CTE course outlines were updated and rewritten to better align with K-12 Common Core Standards and Career Technology Standards. The College and Career Readiness Standards (CCR) developed by the U.S. Department of Education, Office of Vocational and Adult Education, focus on language arts and math standards. The updated course content standards, with the CCR anchor standards included, will help to shape curriculum and instructional practices and strengthen the link among adult education, postsecondary education, and the world of work.

The Career Technical Education (CTE) department staff meets informally to discuss industry trends they relate to students. The Advisory Committee will be comprised of community, education, and industry members. Career Technical Education (CTE) works with industry representatives to assure courses taught are relevant to industry standards. The CTE department hosts an Advisory Committee for review of curriculum, course outlines, and labor market trends annually, or more often as needed.

The CTE department has had numerous staff changes due to retirements, resignations and layoffs. The remaining, and new, staff meets informally to discuss industry trends as they relate to students. The Sacramento County Office of Education offers CTE workshops for teachers. Vendors like Certiport, Inc. offer free professional development opportunities for instructors in areas like Microsoft Office Specialist Certification. Staff has participated in Career Day Fairs, Health Fairs, and community events designed to connect with potential students and other industry educators.

Twin Rivers Unified School District

Twin Rivers Adult School will be terminating its final CTE class—Licensed Vocational Nurse (LVN) training—on July 27, 2014. Career Technical Education in Twin Rivers has been eliminated since funding was made sweepable and Pell funding compromised. Previous CTE programs included classes in Pharmacy Technician, Medical Assisting, Medical Coding, Business and Computers, Heating, Ventilation and Air Conditioning (HVAC), Construction, and Truck Driving.

CAERC Partners

California Human Development

California Human Development (CHD) provides training in job readiness and computers. All students are assisted with job readiness instruction that includes workshops on how to fill out a job application, how to use a resume, how to interview successfully, and how to keep a job. In addition, because CHD works with a population who may be new to using technology to look for work, CHD includes as part of its program a short introduction to computers workshop and assistance in logging in and searching for employment using the Internet and job search web pages.

California Human Development also provides Career Technical Education/Vocational Training. CHD has been providing employment training through its Anthony Soto Employment Training Centers throughout northern California for more than 40 years. The CHD Galt Training Center is the newest location, currently in its second year of operation. The CHD Galt Training Center operates with approval from California's Bureau of Post Secondary Education, is one of SETA's Sacramento Works Training Centers, and is established in collaboration with the GHSD.

CHD currently offers training in truck driving and building construction and will be offering Welding and Health Careers in the near future. Instructors are proficient in the classroom, but most importantly have extensive experience in the skill and occupation that they teach. CHD prides itself in providing a "hands-on" approach to learning and classrooms, and instruction is designed to imitate the workplace. Truck Driving students are taught safety in the road and all the necessary instruction to successfully pass the truck driving test and obtain their commercial driving license. They are also taught how to be successful in their new career. Upon completion of the training, students receive a certificate of completion from the school. The class is 300 hours. Employment services are provided as part of this training.

The building construction class is provided in collaboration with Habitat for Humanity and includes a basic introduction to all the construction trades, including carpentry, electricity, plumbing, blue print reading, measuring, etc. This class provides students the opportunity to use what they've learned in the classroom outside in a worksite. The class includes a green building component, and students may participate in contract instruction from San Joaquin Delta College Weatherization program as well as receive instruction related to energy efficiency in construction, solar panels installation, and floor

installation. Students are introduced to the apprenticeship programs in the area and are encouraged to apply. The class is 660 hours, and students receive a certificate of completion at graduation. Employment services are provided as part of this training.

Sacramento Employment and Training Agency (SETA)

The Sacramento region is experiencing a skills gap in industries that are important to economic recovery, particularly in middle-skills jobs (those that require more than a high school diploma, but less than a four-year degree). Middle-skills jobs account for 47 percent of all jobs in the state. These are local, hands-on jobs that are less likely to be outsourced.

To respond to the needs of today's employers and unemployed/underemployed workers, SETA is increasing the WIA formula funding dedicated to Training Centers. SETA has developed an employer-driven blueprint that embraces all modes of career training. The Training Center approach links academics, relevant career-technical education, support services and real-world, work-based learning experiences supported by industry and community partners. A dependable pool of educated, trained, and available workers is critical to the successful functioning of the local economy.

A greater investment in direct training funds will arm the local work force with the practical skills required in the marketplace. In conjunction with local employers, educational industry-themed pathways in a wide range of fields have been developed for traditional and nontraditional students to enter the work force. Intense and varied training will lead to a certificate credential or associate's degree, or the skills or competencies needed for a specific job, occupation, or occupational group in one of the region's identified critical occupational clusters. These certifications and skills are necessary to support the sectors with the largest projected job growth in the next decade. By focusing on preparing customers for middle-skills jobs in the critical occupational clusters, SETA and SWI will provide opportunities for skills training in career pathways that will remain in high demand and will pay a self-sufficiency wage. Training will include Occupational Skills, On-the-Job Training/Subsidized Employment, customized training conducted with a commitment by an employer or a group of employers to employ trainees upon successful completion of the training, apprenticeships, and job readiness training focusing on an approved sector/cluster. Examples of current career pathway programs in critical occupational sectors are the Registered Nurse II Work force Initiative, Allied Health Career Pathways, and Power Pathways Utility Line Worker career pathway program.

Sacramento Job Corps

Job Corps is a federally-funded residential training and employment program administered by the U.S. Department of Labor. Job Corps provides comprehensive career development services to students including academic, career technical, social and independent living skills, career-readiness training, and support services. The program is intended to prepare income-eligible youth ages 16-24 to obtain and hold

gainful employment in their area of study to pursue further education or training, or satisfy entrance requirements for careers in the military.

The Sacramento Job Corps Center is located in the Freeport area of South Sacramento on the former campus of the California Highway Patrol Academy. The Center serves 800 residential and non-residential students annually and has excellent facilities for student living, academics, and career technical training and recreation activities. There is an orientation to Sacramento Job Corps every Thursday morning 8:45 a.m. to 11:00 a.m. This starts the process for a young person 16 to 24 years old. After the orientation, the student is given an appointment to return with documents to move forward. Space depends upon trade availability, completed background checks, and other information verified.

Sacramento Job Corps students can earn either a high school diploma or GED (if needed) and obtain career technical training/occupational certifications for entry-level jobs in the following areas:

- Heavy Equipment Operator
- Heavy Equipment Mechanic
- Ornamental Landscaping
- Cement Masonry
- Plastering
- Carpentry
- Heating, Ventilation & Air Conditioning (HVAC)
- Certified Medical Assistant
- Certified Nursing Assistant
- Medical Office Support
- Security Protective Services
- Pharmacy Technician (Off Center)

The Center's student graduates have excellent opportunities for jobs because of the beneficial linkages and partnerships established with the business, civic, and nonprofit community and employers throughout the City and County of Sacramento. Sacramento Job Corps' students are contributing members of the community by participating in, and assisting with, city-sponsored events, activities, special events and volunteer opportunities with youth senior citizens, and community-based organizations' assistance projects.

If paperwork indicates that they need accommodations, a meeting is set up with the Wellness Manager, Disability Coordinator, and Center Director to make sure accommodations are completed before arrival at the center. The Disability Coordinator works with students who are identified with learning disabilities before starting the program, if possible. Accommodations are put in place for students with disabilities. Staff that teaches trade have vocational credentials. Academic instructors have teaching credentials in the subject that they are teaching.

For more information about the Sacramento Job Corps Center, visit the website at sacramento.jobcorps.gov or via phone at (916) 394-0770.

Yolo County Office of Education (YCOE)

Yolo County Office of Education serves and partners with Davis, Esparto, Winters, Woodland, and Washington (West Sacramento) school districts. The YCOE operates several different programs including county Special Education, Alternative Education, Head Start/Early Head Start, Career Technical Education, College and Career Transitions, Foster Youth and Homeless Youth Services, and English Language Learner Services. Through the coordination of these programs YCOE has developed strong partnerships with Woodland Community College/YCCD, Yolo County Workforce Investment Board, Yolo County Department of Employment and Social Services, Yolo County Alcohol Drug and Mental Health, Yolo County Probation, Yolo County Sheriff's Department and Monroe Detention Center, and several businesses throughout our community.

YCOE has established braided funding from Federal, State, and local dollars that support short-term CTE programs for adults. Examples include the Certified Nursing Assistant program where students attend class for 5 weeks, complete 55 hours, and are prepared for the state certification exam. During the course students learn both through theory and hands-on clinical demonstration how to work as a CNA. The CNA program has a success rate of 98% passing the state certification, and 72% have become employed. Other students decide to continue their education and do not pursue a career at this time. YCOE coordinates short-term CTE programs in partnership with WCC in welding, alternative energies, and law enforcement. Students who successfully complete the short-term CTE programs have a higher transition rate to a 2-year or 4-year college as they have been introduced to college faculty and programs. Students from throughout the region attend the camp. Students in the short-term CTE programs have also been successful in obtaining employment. YCOE is working with Sacramento City Community College Deans in Davis and West Sacramento to implement similar short-term CTE programs.

YCOE operates the Einstein Education Center (EEC). EEC is a Western Association of Schools and Colleges (WASC) accredited alternative community school for students who want to complete their high school education at their own pace. Students at EEC are able to enroll from ages 16-19 and have until they are 22 to graduate. Students are successful at EEC due to the smaller learning environment, competency based program, and inclusion of career technical education, community service, and community college. Students who are not successful at EEC often transition to Woodland Adult Ed to complete their GED.

YCOE in partnership with Sacramento County Office of Education, Yolo County Probation, Yolo County Sheriff's Department, and the Yolo County Day Reporting Center have established a site-based GED prep program for AB109 clients and other clients on probation. The partnership is a new venture for YCOE for the 2014-15 school

year. Clients work with the Yolo County Library Literacy program and are tested for English and Math proficiency prior to being referred to the GED instructor.

In the past, YCOE had several courses for adults, but when ROP funds were put into a flexible category, the adult courses dwindled. Examples of prior courses include partnerships with Yolo County one-stop to offer computer application courses. Careers with Children, construction technology, and landscaping are examples of other courses. A GAP would be the elimination of funding to be able to offer additional short-term CTE courses for students.

Currently, YCOE also partners with the local emergency shelter to offer Serve-Safe training and certification in the shelter's industrial kitchen.

YCOE Educational Services information can be found at www.ycoe.org.

Apprenticeship: YCOE currently partners with Northern CA Construction and Training (NCCT) to refer students to their pre-apprenticeship program. They have locations in Sacramento, West Sacramento, and Woodland. The program assists students with learning the skills necessary to be a successful laborer. NCCT partners with the local 185 laborers union to place graduates with entry-level positions throughout the region. They also work with the pipefitters' and carpenters' unions. A major draw for students is free training, and often NCCT is able to work with the union to waive the enrollment fee. We do not operate apprenticeship programs but often partner to provide students with information and resources. Information about NCCT can be found at www.ncct.ws.

Program Area 5: Apprenticeships

CAERC Members

Sacramento City Unified School District

Sacramento City Unified School District (SCUSD) partners with two apprenticeship trades—California Fire Fighter Joint Apprenticeship Committee (CFFJAC) for firefighters and Western Electrical Contractors Association (WECA) for electricians. 248 students are enrolled in apprenticeship programs. The training takes place at the program sponsor’s training facility where students have access to tools of the trade for hands-on training, as well as classroom instruction. The adult education representative meets with each apprentice program throughout the year, visiting classrooms and observing students and instruction. Teachers are employees of the trades, not the District.

San Juan Unified School District

San Juan Adult Education (SJAE) partners with the following apprenticeship trades: Western Electrical Contractors Association (WECA), United Union of Roofers, Waterproofers and Allied Workers, and California Fire Fighter Joint Apprenticeship Committee (CFFJAC). 488 students are enrolled in apprenticeship programs. The training takes place at the program sponsor’s training facility where students have access to tools of the trade for hands-on training, as well as classroom instruction. The adult education representative meets with each apprentice program throughout the year, visiting classrooms and observing students and instruction. Teachers are employees of the trades, not the District.

The three apprentice programs use all of the Related Supplemental Instruction (RSI) hours assigned to SJAE:

- 2008-09 120,042 hours
- 2012-13 92,960 hours
- 2013-14 92,960 hours
- 2014-15 93,000 hours

SJAE has submitted a request to the Chancellor’s Office, California Community Colleges, Apprenticeship & Electrician Certification Programs that any excess RSI hours not used by other Local Educational Agencies (LEAs) be reassigned to SJAE if they become available. Two additional apprenticeship programs have pending requests that SJAE become their LEA.

CAERC Partners

Sacramento Employment and Training Agency (SETA)

On behalf of the Workforce Investment Boards in the region, SETA/SWI contacted the Sacramento Valley Apprenticeship Coordinators (Laborers Training and Retraining Trust Fund for Northern California, California Department of Education's CTE Leadership & Instructional Support Team, Joint Apprenticeship Committee for the Plumbing and Pipe Fitting Industry, the American River College Apprenticeship Coordinator, Ironworkers Apprenticeship and Training Program, Carpenters Training Committee, Sheet Metal Workers Apprenticeship & Training Committee, and Sacramento Area Electrical Training Center) and facilitated a meeting, which resulted in the adoption of an MOU to build better working relationships between Workforce Investment Boards and the Joint Apprenticeship Training Committees, create common policies and practices, share best practices, and focus training funds to prepare job seekers for high-demand jobs in the Construction sector.

Sacramento Job Corps

Job Corps is a federally-funded residential training and employment program administered by the U.S. Department of Labor. Job Corps provides comprehensive career development services to students including academic, career technical, social and independent living skills, career-readiness training, and support services. The program is intended to prepare income-eligible youth ages 16-24 to obtain and hold gainful employment in their area of study to pursue further education or training, or satisfy entrance requirements for careers in the military.

The Sacramento Job Corps Center is located in the Freeport area of South Sacramento on the former campus of the California Highway Patrol Academy. The Center serves 800 residential and non-residential students annually and has excellent facilities for student living, academics, and career technical training and recreation activities. There is an orientation to Sacramento Job Corps every Thursday morning 8:45 a.m. to 11:00 a.m. This starts the process for a young person 16 to 24 years old. After the orientation, students are given an appointment to return with documents to move forward. Space depends upon trade availability and completed background checks with other information verified.

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APPENDIX B

Objective 2: *Current Needs*

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Program Area 1: Adult Basic Education (ABE) / Adult Secondary Education (ASE)

Elementary and secondary basic skills, including classes required for a high school diploma or high school equivalency certificate

CAERC Members

Center Joint Unified School District

Center Adult School (CAS) has not had the resources to serve all the students who request classes, the school has not done outreach since 2008. The school has not kept wait lists for High School diploma or High School Equivalency programs because 2014-2015 is the first year the school has had the resources to offer anything other than distance learning in this area. Calls to CAS from students seeking these programs have been frequent enough to warrant opening classes if the resources had existed. In 2014/2015 new federal grant funds are being utilized to open a small program to fill a portion of this need because students referred to other programs in the area report they are placed on wait lists, or lack the transportation to get to schools further from their homes.

The community served by Center Adult School (CAS) is comprised of individuals living at a higher than average poverty rate. CAS reviewed the CJUSD free and reduced lunch rate and the Census Bureau five year estimates 2008-2012 poverty data and, individuals on public assistance and the rate of unemployment for individuals age 16 and above. The total rate of students who qualify for free and reduced lunch in CJUSD as of January 2014 is 59%. The free and reduced lunch rate at the school site co-located with CAS is 75%. The poverty data by zip code is as follows:

- 95660: Below poverty- 7412 or 24% of population; 7% of population on public assistance; 14% unemployed, 95843: Below poverty 11,056 individuals or 24% of population; 4% of population on public assistance; 8% unemployed. In all three categories, the Hispanic or Latino population showed the highest rates of poverty reaching as high as 35 . In addition, 399 CJUSD K-12 students qualified as homeless under the McKinney Vento Act. This represents 9% of the student population.

According to CJUSD dropout rates and rates of graduation as well as U.S. Census Bureau data on education levels, there is a clear need for ASE in this community. From the 2008/2009 school year to the 2010-2011 school year, the district drop out rate has increased from 3% to 10%. The overall graduation rate is 80% leaving 20% without a High School Diploma or GED certificate. According to Census Bureau data for those lacking a high school diploma: 95660: 24%; 95662: 8%; and 95843: 9%.

As demonstrated by the fact these individuals did not complete a high school diploma in the K-12 system, greater support is needed to help them succeed as adults. Based on the lack of education, poverty level and unemployment level, these students lives are

often unstable and in crisis. It is not enough to just offer classes. These students need access to Family Resource Center referrals and supports to stabilize their families basic needs for housing, food, and health care; otherwise, they continue to be transient and drop out to try to address the ongoing series of personal and family crisis. These students also need individualized counseling and goal setting support to assist them in understanding the role of education in their lives and to maintain confidence in their ability to succeed.

Regional Data Sources

CJUSD is a suburban and semi-rural district of 4,500 students located at the Northeast corner of Sacramento County with most of the population living in the 95843 and 95662 zip codes. Within its boundaries is a development of low-income housing created through the Farm Home Loan project. In the vicinity of CAS are six rent controlled apartment complexes, and a large track of small rental homes previously U.S. Air Force base housing. The school is just .1 mile from the 95660 zip code, and draws students from this area since the closest adult program in that zip code is located near the northern border.

The economy of this area was hit very hard in 1996 with the closure of McClellan Air Force base, the largest employer in the area. Because of this, the area was already experiencing economic stress when the recent recession impacted the slow recovery taking place. There are no major regional employers in the area. The economy is diverse including low wage service jobs, small businesses, and small retail centers. The previous Air Force Base has attracted some regional offices and a variety of small businesses.

According to the U.S. Census Bureau 2012 five year estimates, 22,703 individuals age 16 and older lived in zip code 95660; in zip code 95843, 33,502 individuals of that age lived in zip code 95843. In 95660, 54.8% of these individuals were employed and in 95843, 62.% were employed. Total employed for the two zip codes was 31,421.

The economy of the area is reflected in the industries in which these people were employed. The largest number of people, 22%, were employed in the industry of Educational services, health care, and social assistance. The next largest number, 13% were employed in Retail trade. There were a negligible number of people employed in agriculture and only 2% employed in the information industry. The remaining employed individuals were evenly dispersed (between 6%-8% per industry) among Construction; Manufacturing; Wholesale Trade; Transportation, warehousing and utilities; Finance, insurance, and property rental/leasing; Arts, entertainment, recreation, accommodation, and food services; Other services except public administration; and Public administration. This clearly demonstrates both the diversity of the economic as well as the gap between the number of individuals of employable age and the number employed.

DJUSD has a high graduation rate with only a 2.4% dropout rate for all students. In the Hispanic subgroup, the dropout rate is a little higher at 4.9% and this achievement gap is an area of focus for the entire district including Adult Ed. Since we serve several communities surrounding the city of Davis who no longer have their own adult education programs (i.e. Winters, Dixon, and Esparto), it is also useful to consider the dropout rate for these neighboring districts as well. Dixon Unified School District, which is our primary feeder area for high school diploma students, has a dropout rate of 13.4%.

The Davis community has pockets of wealth and poverty with the majority of the community falling squarely into the middle and upper middle class, so for our purposes, it is most useful to look at the school with the highest percentage of poverty, Marguerite Montgomery. This school has 35% of students classified as English Learners and 49% of students are considered economically disadvantaged. This area of Davis has the greatest need for Adult Education services, but it has also been the most difficult for us to serve because of its geographical distance from where the majority of our classes are held in central Davis.

This points to a large gap in services since many of the parents at this school are immigrants who need to learn English and also are without a high school diploma. We have been in talks with the principal at this elementary school to try to find ways that we could better serve this community which often needs childcare if they are to attend classes and lacks reliable transportation to get to class. Without additional funding, we have been unable to find ways to expand our program to meet those needs.

Regional Data Sources

According to the most recent census data, Davis has a poverty rate of 26%, which is actually 81% higher than the national average. This is a misleading statistic, however, because the majority of Davis residents are university students and therefore are classified as “low income” due to their age and work status, but their families are not necessarily classified as low income. The unemployment rate in Davis is only 6.8%, but the unemployment rate in the surrounding county is 10.7% which indicates a need for job training and skill development.

Elk Grove Unified School District (EGUSD)

EGUSD serves the southern third of Sacramento County, which encompasses urban, suburban, and rural areas. According to five-year estimates by a nation-wide survey conducted by the U.S. Census Bureau, the estimated population for the area is 325,000. EGACE draws from the 320-mile EGUSD that covers all or part of 13 zip codes. The majority of EGACE students enrolled in adult basic education courses reside primarily in two south Sacramento zip code areas, 95823 and 95828, which include parts of the City of Sacramento and unincorporated Sacramento County. Educational services are also offered at the Rio Cosumnes Correctional Center and the Sacramento Main Jail.

The data below provides some general idea of the need of adult education services within zip code areas 95823 and 95828:

	95823	95828
Unemployment rate	18.8%	16.9%
Highest level of educational attainment below 9th grades (ages 25+)	12.46% (4,956)	10.60% (3,376)
Attended grades 9-12 but did not graduate	14.60% (5,806)	10.60% (3,376)
Below poverty level	29%	20.9%
Foreign born: not a U.S. citizen	19.5%	12.9% (7,406)

Sources: Community Link Capital Region zipatlas.com

Within the Elk Grove Unified School District, the census shows that of the population 25 years and older, 8.3% or 15,859 adults have less than a 9th grade education, and 7.2% or 13,743 people attended school between the 9th and 12th grades but did not graduate. Education Data Partnership data for 2012/13 shows a dropout rate in EGUSD of 6.6% or an estimated 311 students who left the 9-12 school system without a high school diploma, GED, or special education certificate of completion, and were not enrolled after the 4th year. The direct relationship between educational attainment and criminality is well-established. In *Linking Adults to Opportunity*, a report from the California Department of Education (CDE), a Brookings Institute publication is referenced, which states that there is a strong correlation between low-levels of education and criminal activity, with high school drop-outs five to eight more times likely to be incarcerated. The Correctional Education Association estimates that 65% of adult prisoners are functionally illiterate. Changes brought about Public Safety Realignment Law (AB 109), in which non-violent, non-serious, non-sex offenders were reassigned to local custody in county jails, has resulted in an increase in jail populations which has led to a greater demand for educational services for incarcerated adults.

Folsom Cordova Unified School District (FCUSD)

A huge reduction in wait list since last year due to openings of three additional classes. Now, the only wait list is in the evening and that is 9 people total. In 2008-2009, FCAS served 4,134 students with 85 courses in 14 programs. Faced with an approximately 80% reduction in revenue in 2010, due to budget cuts and Adult Ed's placement in Tier III flexibility, we needed to assess our community needs and redefine our priorities. Data from the American Community Survey and US Census showed that Rancho Cordova residents experience greater needs than the rest of Sacramento County: approximately 17% live below poverty level; nearly 14% receive public assistance/Food Stamps; 10% are unemployed; and 20% of those unemployed had less than a high school diploma. Approximately 17% of residents 18-24 years old and 14% of those 25

or older do not have a high school diploma. Over 25% of Rancho Cordova residents are foreign born of which 58%, over four times the county average; speak English less than very well. This data is supported by FCUSD internal data which shows 73% of students in Rancho Cordova elementary and secondary schools enrolled in the Free or Reduced Lunch Program and 23.6% are enrolled in English as a Second Language – ESL (FCAS WASC Mid-year report 2014).

Los Rios Community College District

Students within the consortium service area face a gap when they assess as unprepared for college credit, non-degree applicable basic skills courses in English reading, English writing, and mathematics, and either cannot find appropriate adult education courses to prepare them for college basic skills courses, or are not eligible for adult education courses because they have already completed a GED or high school diploma. Currently, no systematic, consistent, consortium-wide processes exist to align adult education basic skills curricula with college basic skills curricula, so that adult education students wishing to continue on to college have a clear pathway to follow. In addition, no coherent messaging on adult education pathways exists throughout the consortium area, so potential students may not know how to access basic skills educational opportunities appropriate to their levels of preparation.

Natomas Unified School District

The Natomas Unified School District is primarily located within the zip code boundaries of 95833 and 95834. According to the U.S. Census Bureau the estimated population within these two areas is 39,806 with the majority of residents living in the 95833 zip code area.

The following chart compiled using data provided by zipatlas.com indicates that there is a growing need to continue and expand adult education services in the NUSD:

	95833	95834
Unemployment rate	8.40%	6.98%
Ages 25 + that did not graduate from high school	17.17%	17.60%
Below poverty level	10.45%	13.21%
Foreign born: naturalized citizen	8.0%	15.03%
Foreign born: not a U.S. citizen	13.0%	12.17%

Source: zipatlas.com

The NUSD continues to make marked improvements in its high school dropout rate. Currently 2.1% of NUSD students fail to graduate with their cohorts, which is below the state average of 3.9% and Sacramento County’s rate of 4.1%. Several factors can be

considered for the 17% of 25 and older residents that did not receive a high school diploma. These factors include the number of foreign-born residents and the recent changes brought about by the Public safety Realignment Law. Large numbers of non-violent prisoners have been released into California communities. According to the Correctional Education Association, high school drop-outs are five to eight times more likely to be incarcerated and an estimated 65% of adult prisoners are functionally illiterate.

Natomas Unified School District is the second most diverse district in the nation. The number of families who receive free or reduced lunch is slightly more than 50% of its approximately 13,500 students. Additionally, more than 50 languages are spoken and 15% of the students are identified as English Learners.

As indicated in the table below, the Natomas Unified Adult Education program is unable able to provide sufficient programs to meet the needs in the district. More adults request the program than the system is able to currently provide.

Class Title	Days	Times	# Students Currently in Attendance	# Students on Wait List
GED Preparation	T/TH	5:30 – 8:30 p.m.	30	25
ELS	T/TH	5:30 – 8:30 p.m.	32	35
High School Completion	T/TH	5:30 – 8:30 p.m.	25	41
ESL Family Literacy	M/W	8:30 – 10:30 p.m.	30	10
ESL Family Literacy	T/TH	8:30 – 10:30 p.m.	30	18
GED (Spanish)	T/TH	3:00 – 5:30 p.m.	14	0

In addition, currently, no systematic, consistent, consortium-wide processes exist to align adult education basic skills curricula with college basic skills curricula, so that adult education students wishing to continue on to college have a clear pathway to follow. Currently, no coherent messaging on adult education pathways exists throughout the consortium area; thus, potential students may not know how to access expanded educational opportunities appropriate to their levels of preparation.

Sacramento City Unified School District

There are no articulation agreements or alignment of courses or assessments between K-12 adult education programs and Los Rios Community College. To meet the growing demand for Adult Basic Education (ABE) funding needs to be reinstated so that adult education providers can expand course offerings. There is an increased demand but the Sacramento City Unified School District (SCUSD) is unable to meet the need. Pre-flexibility SCUSD was able to offer classes at elementary schools, middle schools, and high schools to meet the needs of parents in the District. Unfortunately we are no longer

able to offer these classes. If the achievement gap for our K-12 students is ever going to be addressed, the parents of the K-12 students must have educational opportunities that ABE can provide.

The majority of adult education students are unprepared to fully access the postsecondary education system (financial aid, registration, etc.) without assistance from an advisor or counselor. Current funding for adult education limits the ability to provide comprehensive counseling, advising, mentoring, administering, and career planning to assist students in meeting their postsecondary and employment goals. Adult education funding needs to be expanded to support this need.

There is a need for a comprehensive, robust data system to track student progress, analyze longitudinal data, and streamline programs and services. At this time, a state-wide data system for adult education does not exist. Ideally there would be a data tracking system between the K-12 adult program and the community colleges on the transitioned students.

San Juan Unified School District

San Juan Unified Adult School identified the following needs:

Need #1 Better access. There is a need to establish learning centers that are accessible to the neediest community members. School sites that are great distances from students' place of residence and/or work create obstacles for the neediest students to gain access to education. Distance learning can help fill this void. However, it cannot be assumed that these students have regular access to the internet. Educational institutions need to have means of providing students with the reliable internet access necessary to engage in online instruction.

Need #2 Transitional partnerships. There is a need to consistently support students as they transition into career technical training, college admission, or work. This should include career exploration using CDE websites and personal consultation with our academic counselor. There is a need to establish ongoing contact with the Los Rios Community College staff (counselors/faculty) so that we can facilitate the transition of our students toward higher learning in a seamless manner. Throughout this process, students need to be advised of the various supports available to them including financial aid, tutoring, counseling (academic and psychological), child care, and transportation.

Need #3 Social Services. Adult students are largely from the lower socio-economic level and consequently have a proportionately higher need for social services than the general public. Having social services housed at our school site would add to student success as the various social agencies could more easily collaborate to provide various levels of support needed which would ultimately lead to student success.

Need #4 Data tracking. Ideally there would be a tracking system between the K-12 adult program and the community colleges on the transitioned students. The K-12 adult program could act as a "safety net" for students who are struggling in the transition phase. Collaboration between faculty/counselors could aid in this process.

Regional Data Sources

In 2012-13, the high school graduation for San Juan Unified students was 80%. However, cohort rates for Hispanic/Latino students were 68% and African American was 65%. The drop out number of students was 441.

Twin Rivers Unified School District

The demographics of the community served by Twin Rivers Adult School, a school within the Twin Rivers Unified School District, show there is a continued need for elementary and secondary basic skills classes, including classes required for a high school diploma or high school equivalency certificate. Of the students who enrolled in classes covered by this program area during FY 2013/14, 86% had not earned a high school diploma in the US; 80% of them completed instruction only through the 11th grade; and 86% were 34 years old or less. The following are demographics of the Twin Rivers Unified School District and Twin Rivers Adult School. Also in this section, the number of students on wait lists are noted.

Statistics of the Twin Rivers Unified School District (TRUSD), from the District's Fact Sheet for FY 14/15):

- Enrollment—27,000 students, preschool through Adult Education
- 27% of the student population are English Learners
- 46 languages spoken

Student Demographics of the TRUSD:

- Hispanic/Latino, 43%
- Caucasian, 24%
- African American, 15%
- Asian, 9%
- Two or more races, 5%
- Pacific Islander, 2%
- Filipino, 1%
- Native American, 1%
- 83% of the students in preschool through 12th grade qualify for free or reduced lunches (FY 13/14).

Statistics of Twin Rivers Adult School, from the Demographic Summary compiled from the enrollment forms completed by this group of students during FY 13/14):

Highest Diploma in US # %

None	608	86%
GED	12	2%
HS Diploma	22	3%
Technical	11	2%
A. A./A.S.	1	0%
College	2	0%
Graduate	0	0%
Other Diploma	16	2%
N/A	32	5%
Total	704	

Highest Diploma Out of US # %

None	16	2%
GED	2	0%
HS Diploma	9	1%
Technical	0	0%
A. A./A.S.	1	0%
College	1	0%
Graduate	1	0%
Other Diploma	1	0%
N/A	673	96%
Total	704	

Highest School Year # %

Under 6	19	3%
6 - 8	23	3%
9 - 10	167	24%
11	359	51%
12	124	18%
13+	12	2%
N/A	0	0%
Total	704	

Ethnicity # %

Hispanic	280	40%
Not Hispanic	402	57%
N/A	22	3%
Total	704	

Race # %

White	320	42%
Asian	52	7%
Black	179	23%
Pacific	16	2%
Filipino	14	2%
Indian	27	4%
Alaskan	0	0%
N/A	155	20%
Total	763	

Native Language	#	%
English	499	71%
Spanish	141	20%
Vietnamese	0	0%
Chinese	6	1%
Hmong	12	2%
Cambodian	0	0%
Tagalog	1	0%
Korean	0	0%
Lao	5	1%
Russian	0	0%
Farsi	0	0%
Other	35	5%
N/A	5	1%
Total	704	

Age	#	%
Under 15	0	0%
15 - 17	12	2%
18 - 21	204	29%
22 - 24	127	18%
25 - 29	184	26%
30 - 34	78	11%
35 - 39	35	5%
40 - 44	27	4%
45 - 49	21	3%
50 - 54	11	2%
55 - 59	4	1%
60 - 64	1	0%
65 - 69	0	0%
70+	0	0%
N/A	0	0%
Total	704	

Twin Rivers Adult School—Student Wait Lists (as of September 9, 2014)

- High School Completion—Independent Study, 17 students
- High School Completion—Online, 6 students

TRAS has an open entry/open exit enrollment system and the wait list may change daily. At this time the wait list does not have many students on it because the 3:00 – 5:15 p.m. section of High School Completion has 72 students enrolled and the 5:30 – 7:45 p.m. section of High School Completion has 63 students enrolled. These particular classes are overenrolled because most students are enrolled as Independent Study or Online and attend class once per week.

Regional Data Sources

TRAS primarily serves the region covered by the Twin Rivers Unified School District, which includes the cities/communities of North Sacramento, Del Paso Heights, North Highlands, Foothill Farms, Rio Linda, and Elverta (zip codes 95838, 95660, 95815,

95842, 95843 and 95821). TRAS staff encourages its students to attend the adult facility that best fits their needs and educational and developmental expectations. TRAS has many students who come from both inside and outside of the Twin Rivers Unified School District's boundaries.

The following demographics from the American Community Survey, 2012 (Census Bureau web site), 1 year estimate for the Twin Rivers Unified School District (of which Twin Rivers Adult School is a part of) include the following: 53,000 households; 184,000 people; 27.1% of the people are foreign born persons; 48% reported that they did not speak English very well; 38% of the people age 25 or older did not have a high school diploma or equivalent; 20% of the people age 25 or older are dropouts and not enrolled in school; 28% of the people live in poverty; 23% had income of less than \$15,000 per year; and 40% are currently not in the labor force.

Washington Unified School District

Washington Adult School (WAS) has one teacher per core subject (Math, Science, English, Social Science, and ESL). There is an average of 20-25 seats per class. 90% of students who are seeking a high school diploma need Math and English. Last year, there was a waiting list of about 8-10 students seeking Math and English credits. If a student leaves or drops the course then someone else would replace that student. Due to the limit available seat in class, many students couldn't meet any of the Math and English credits they needed.

WAS recognizes the need to increase connections with other parts of the community including the public library and the West Sacramento branch but especially Sacramento City College. It is important to broaden WAS' ability to provide career resources for students as well as for growth in the area of career development. The school vision is not just to obtain a diploma, but to move the students forward into a more prosperous future. The student population tends to have a high need, often lack the guidance needed to propel them forward in attaining academic and career goals.

There is great need for continued and on the spot case management. Therefore, WAS has made an effort last current year to step up counseling services for students enrolled in Washington Adult School and have a counselor and clerical assistance available to students during all hours of operation. But, once again due to limited funding such action is not in place this year 2014-2015.

Regional Data Sources

The latest census information tells us that there is much need within West Sacramento as it relates to education and low socio-economics, which makes the success of Washington Adult School imperative to the community needs. Twenty percent of the population was born outside the United States. Thirty seven percent of the community members speak a language outside of English and 28 % indicate lack of English proficiency. The community is also below the state average in several other areas related to educational attainment.

Surveys from students that enroll in Washington Adult School show there is much need for greater education. About 69 % of the students entering the program are not employed, and 81 % of students entering the program are characterized as being at a low instructional level in language arts.

As of 2012-2013 the number of students enrolled in the program had declined considerably over the past few years as has the total number of students completing the program. Last year's data indicates that at least 33 % of students left the program before completion.

The immediate goal is to provide students who haven't graduated high school the opportunity to gain a diploma, which is the stated goal of at least 60 % of students, a majority of whom are between 18-24 years of age. However, more importantly WAS is providing instruction to students in order to move them to a point where they have readiness for their future academic and career opportunities. Unfortunately the number one deterrent to students in Washington Adult School completing the program is length of time to earn credits.

Furthermore, with the right funding, the first strategy will be to improve instructional practice and ensure staff uses the most effective research-based applications in standards-based learning activities. Planned collaboration of staff and integration of technology such as online coursework will directly involve teachers consistently, allow teachers to engage students in meaningful educational experiences and allow more time for individualized instructional opportunities. We expect both the quality and the quantity of standards-based skills to improve. The second strategy is for students in the program to receive a higher rate of case management. Last year 52 % of the students in the program achieved their educational result desired ranging from a diploma to entering post-secondary education. However, we know we can do better. Thus, each student will be placed on an individualized learning plan. In addition, WAS students will receive at least two additional hours per week after-school in career guidance. Research shows that collaboration with community and local institutions is linked to remarkable gains in student achievement.

The third strategy is to move more classes to include an online component. Currently there are not significant program barriers that prevent participation related to gender and ethnicity. However, there are substantial barriers to student participation in terms of the fact that many WAS students cannot find the time or place to participate in a physical space due to scheduling conflicts, lack of transportation, and distance from campus. In addition, WAS wants to create an online career center in order to help adult students increase access to collect labor market information to assist students in the use of career information materials; arrange visits to employers and college representatives and schedule employment opportunities for adult education students. This will help increase support services to students regarding careers and post-secondary education.

Because Washington Adult School is adjacent to the Yolo Educational Center, which includes an alternative high school, it shares the same administrator and has the benefits of the same partnerships within the community.

CAERC Partners

El Dorado County Office of Education

There is a substantial need for more Program 1 services in the EL Dorado County region. Possible indicators of need include:

- Currently the wait list for adults wish to enroll in the program is 4-6 months due to limited program capacity. As a result, there is a large population of adult learners who are unserved. It is also anticipated that even greater numbers of unserved students exist who are not even aware of the programs because the programs are not advertised beyond being noted on the EDCOE and Charter Alternative Websites. Advertisement would further increase the demand for additional program capacity.
- The numbers of children who qualify for free or reduced lunch for the 2013-2014 school year, as reported in the Oct. 2013 CBEDS, for the EDCOE programs are 488.
- According to statistics in the needs assessment from El Dorado Co. (https://www.edcgov.us/.../MCAH_2010-2014), 22% of residents do not have a HS diploma. Additionally, the rural nature of El Dorado County provides additional challenges for adults attempting to earn their HS diploma are limited, including transportation and access to high-speed internet.
- Although EDCOE has just opened a Pearson Vue Test Center, there are still limited opportunities for students to test because: 1.) the fact that there is only one test center in the entire county, 2.) the rural nature of our county, 3) the distance one could have to travel to test, and 4.) the fact that the test center is limited to only 10 computers. *The program could benefit from additional test sites throughout the county or the development of a mobile testing lab.*
- There is a need to consistently support students' transition into career technical training, college admission, or work. This should include career exploration, including using CDE websites and personal consultation with our academic counselor. There is a need to establish ongoing contact with the Los Rios Community College staff (counselors/faculty) so that EDCOE can facilitate the transition of our students toward higher learning in a seamless manner. Throughout this process, students need to be advised of the various supports available to them including financial aid, tutoring, counseling (academic and psychological), childcare, and transportation.
- Adult students are largely from the lower socio-economic level and consequently have a proportionately higher need for social services than the general public. Having social services housed at our school site would add to student success as the various social agencies could more easily collaborate to provide various levels of support needed which would ultimately lead to student success.

- Ideally, there would be a tracking system between the K-12 adult program and the community colleges on the transitioned students. The K-12 adult program could act as a safety net for students who are struggling in the transition phase. Collaboration between faculty/counselors could aid in this process.

Regional Data Sources

- According to statistics in the needs assessment from El Dorado Co. (https://www.edcgov.us/.../MCAH_2010-2014), 22% of residents do not have a HS diploma. Additionally, the rural nature of El Dorado County provides additional challenges for adults attempting to earn their HS diploma are limited, including transportation and access to high-speed internet.
- The median household income in El Dorado County is slightly higher than the remainder of CA. Industrial opportunities for males are dominated by the construction and agriculture professions and for females Construction, agriculture, and food service are the predominate employers. (http://www.city-data.com/county/El_Dorado_County-CA.html).
- The unemployment rate for the county is 7.2%, as reported by the State of California, and the percent of individuals living below the poverty rate is 8.1% (<http://quickfacts.census.gov/qfd/states/06/06017.html>).
- EDCOE believes that by providing additional services and program enhancements those numbers could see a reduction.

Outreach and Technical Assistance Network (OTAN)

Housed at the Sacramento County Office of Education, the Outreach and Technical Assistance Network (OTAN) is one of three California state leadership projects that support adult educators. OTAN is funded with federal money through a contract with the California Department of Education's Adult Education Office, and provides professional development and online resources to adult educators. In addition, OTAN offers support for technology integration and online collaboration, as well as assistance with implementation of distance learning. OTAN's constituents include adult education teachers and administrators at approximately 200 adult education agencies (including K-12 adult education, community colleges, literacy programs, and community-based organizations).

The academic year 2013/14 marks the sixth year that responsibility for distance learning in adult education has been assigned to OTAN. To provide perspective, In 2008/09, over 73,000 adult learners participated in distance learning, up from 56,000 students in 2007/08. In 2009/10, enrollment in distance learning decreased by 55 percent. The decrease was directly related to budget cuts resulting from 'flexed' funding. Flexed funding removed adult education as a categorical program and allowed school district administration to move funds previously earmarked for adult education to K-12. Although distance learning numbers decreased, there is still a need for professional development for distance educators as well as for the dissemination of research and information on the modality of distance learning. It is incumbent on California to heed

research findings and move adult distance learning in the direction of online/blended delivery.

Sacramento Employment and Training Agency

Sacramento Employment and Training Agency (SETA) has identified the following indicators of need:

- Enhanced support services for low-income students with barriers to ensure successful completion;
- Externships for teachers with employers;
- Internships for students to enhance hands-on learning;
- Connection between Adult Basic Skills and career pathways;
- Additional service providers throughout Sacramento County;
- Increase course offerings over the summer months; and
- Financial assistance to support transfer students to continue their education.

Sacramento Public Library

There is a growing need to support adults with low literacy in the region. The Adult Literacy Service only counts as waiting students those who have completed the intake assessment and are waiting to be matched with a tutor, or those who have scheduled an assessment. Students who have inquired about services but have not either scheduled or completed an assessment are not counted on the waiting lists. The lists below reflect students in the program service areas who have scheduled or completed an intake assessment.

- Student wait list for Adult Literacy: 31
- Student wait list for GED: 21
- Student wait list for Math: 1

In an effort to get an idea of the demand for services, during the months of April – June 2014, program staff tracked all inquiries for services, including basic literacy, Math, GED and ESL. During the 3-month period, there were 88 total inquiries and/or requests for service in the four program areas listed.

Program Area 2: Adult English Learners

Classes and courses for immigrants eligible for educational services in citizenship in English as a second language, and workforce preparation classes in basic skills

CAERC Members

Black Oak Mine Unified School District (BOMUSD) [BOMUSD is now a partner – no longer a member]

The Georgetown Divide, locally known as the Divide, is a geographically isolated area of 412 square miles in the California Foothills located 56 miles east of Sacramento. Nestled between the middle and southern forks of the American River, the Divide is home to 13,000 residents who reside primarily in the communities of Georgetown, Garden Valley, Cool, Greenwood, Pilot Hill, and Kelsey. The physical remoteness of the community provides numerous challenges to the local population who often need to balance the quiet of a rural setting with high poverty rates, high unemployment, and lack of access to services. Residents must accept that a trip to the Auburn or Placerville, the closest cities to the Divide, require a 20 – 50 minute drive over the steep and twisting roads of our local river canyons. Many Divide residents make this drive daily as they commute to their places of employment across the Sacramento area. Public transportation is not available to residents who lack suitable transportation to make these trips. Our remoteness has also placed limitations on law enforcement, which has attracted some residents who want low visibility as they cultivate their marijuana crops or meth operations. This combination of poverty, access to illegal drugs, and an absence of services have greatly contributed to the number of school-aged children living in at-risk environments.

Roughly 1,350 children are served by the Black Oak Mine Unified School District (referred to hereafter as the District) at eight sites that include the five sites targeted in this proposal: two K-6 schools (Georgetown and Northside), one K-5 school (Otter Creek), one K-8 school (American River Charter School), and one 7-8 junior high (Golden Sierra Junior High). Four of these five sites receive Title I funding to better support students coming from low-income families. In addition, 44.4% of the students attending these schools qualify for free and reduced meals based upon Federal Government guidelines. We suspect that these numbers are higher throughout our community as a portion of our population chooses not to participate in any form of government assistance.

Beginning with the economic downturn, our schools began to encounter more deeply rooted problems outside of school. Families in our community began to experience the loss of jobs and homes, while their children often brought the fear and uncertainty of these situations into our schools. The number of children and families in stressful economic situations quickly overwhelmed our existing counseling and mental health support structures. To date, the Divide Community is still struggling to recover from these difficult economic times. In a recent review of the labor force for El Dorado County, Georgetown and the surrounding areas maintain 13.8% unemployment

compared to 8.3% for El Dorado County as a whole. This unemployment rate is the highest of any community in the county.

Center Joint Unified School District (CJUSD)

In spite of the fact CJUSD has not done outreach for the past several years, the wait list for ESL classes has consistently contained twice as many students as can be accommodated. For example, the morning English class has a capacity of 30 students, but the wait list for that class typically includes 50 to 60 students' names.

The community served by Center Adult School (CAS) is diverse in languages and ethnicity. According to CJUSD 2013 data, twenty-one different home languages are spoken in this small area. The ethnicity breakdown for CJUSD is Amer. Indian-1.6% Asian-6.27%, Filipino-2.92%, Hispanic or Latino-23.16%, Pacific islander-1.10% Caucasion-40.20%, African American-9.36%, other-.15%, and multiple-15.69%. Based on U.S. Census Bureau estimates for 2008-2012, a significant number of families in this community were foreign born and speak a language other than English at home. The data by zip code is: 95660: 7,122 individuals foreign born; 36 % of these speak a language other than English at home. 95843: 1,208 foreign born, 36% speak a language other than English at home.

The community served by Center Adult School (CAS) is comprised of individuals living at a higher than average poverty rate. CAS reviewed the CJUSD free and reduced lunch rate and the Census Bureau five year estimates 2008-2012 poverty data and, individuals on public assistance and the rate of unemployment for individuals age 16 and above. The total rate of students who qualify for free and reduced lunch in CJUSD as of January 2014 is 59%. The free and reduced lunch rate at the school site co-located with CAS is 75%. The poverty data by zip code is as follows:

- 95660: Below poverty- 7412 or 24% of population; 7% of population on public assistance; 14% unemployed, 95843: Below poverty 11,056 individuals or 24% of population; 4% of population on public assistance; 8% unemployed. In all three categories, the Hispanic or Latino population showed the highest rates of poverty reaching as high as 35%. In addition, 399 CJUSD K-12 students qualified as homeless under the McKinney Vento Act. This represents 9% of the student population.

Because the students in this program area are not native to this country, they need additional counseling support to set realistic goals and access pathways to higher education and employment.

Regional Data Sources

CJUSD is a suburban and semi-rural district of 4500 students located at the Northeast corner of Sacramento County with most of the population living in the 95843 and 95662 zip codes. Within its boundaries is a development of low income housing created through the Farm Home Loan project. In the vicinity of CAS are six rent controlled

apartment complexes, and a large track of small rental homes previously U.S. Air Force base housing. The school is just .1 mile from the 95660 zip code, and draws students from this area since the closest adult program in that zip code is located near the northern border.

The economy of this area was hit very hard in 1996 with the closure of McClellan Air Force base, the largest employer in the area. Because of this, the area was already experiencing economic stress when the recent recession impacted the slow recovery taking place. There are no major regional employers in the area. The economy is diverse including low wage service jobs, small businesses, and small retail centers. The previous Air Force Base has attracted some regional offices and a variety of small businesses.

According to the U.S. Census Bureau 2012 five year estimates, 22,703 individuals age 16 and older lived in zip code 95660; in zip code 95843, 33,502 individuals of that age lived in zip code 95843. In 95660, 54.8% of these individuals were employed and in 95843, 62% were employed. Total employed for the two zip codes was 31,421.

The economy of the area is reflected in the industries in which these people were employed. The largest number of people, 22%, were employed in the industry of Educational services, health care, and social assistance. The next largest number, 13% were employed in Retail trade. There were a negligible number of people employed in agriculture and only 2% employed in the information industry. The remaining employed individuals were evenly dispersed (between 6%-8% per industry) among Construction; Manufacturing; Wholesale Trade; Transportation, warehousing and utilities; Finance, insurance, and property rental/leasing; Arts, entertainment, recreation, accommodation, and food services; Other services except public administration; and Public administration. This clearly demonstrates both the diversity of the economic opportunities as well as the gap between the number of individuals of employable age and the number employed.

Davis Joint Unified School District (DJUSD)

DJUSD has a high graduation rate with only a 2.4% dropout rate for all students. In the Hispanic subgroup, the dropout rate is a little higher at 4.9% and this achievement gap is an area of focus for the entire district including Adult Ed. Since DACE also serves several communities surrounding the city of Davis who no longer have their own adult education programs (i.e. Winters, Dixon, and Esparto), it is also useful to consider the dropout rate for these neighboring districts as well. Dixon Unified School District, which is our primary feeder area for high school diploma students, has a dropout rate of 13.4%.

The Davis community has pockets of wealth and poverty with the majority of the community falling squarely into the middle and upper middle class, so for our purposes, it is most useful to look at the school with the highest percentage of poverty, Marguerite Montgomery. This school has 35% of students classified as English Learners and 49% of students are considered economically disadvantaged. This area of Davis has the

greatest need for Adult Education services, but it has also been the most difficult for us to serve because of its geographical distance from where the majority of our classes are held in central Davis.

This points to a large gap in services since many of the parents at this school are immigrants who need to learn English and also are without a high school diploma. We have been in talks with the principal at this elementary school to try to find ways that we could better serve this community which often needs childcare if they are to attend classes and lacks reliable transportation to get to class. Without additional funding, we have been unable to find ways to expand our program to meet those needs.

Elk Grove Unified School District (EGUSD)

EGUSD serves the southern third of Sacramento County, which encompasses urban, suburban, and rural areas. According to five-year estimates by a nation-wide survey conducted by the U.S. Census Bureau, the estimated population for the area is 325,000. EGACE draws from the 320-mile EGUSD that covers all or part of 13 zip codes. The majority of EGACE students enrolled in English as a Second Language courses reside primarily in two south Sacramento zip code areas, 95823 and 95828, which include parts of the City of Sacramento and unincorporated Sacramento County. Educational services are also offered at the Rio Cosumnes Correctional Center and the Sacramento Main Jail.

The data below provides some general idea of the need of adult education services within zip code areas 95823 and 95828:

	95823	95828
Unemployment rate	18.8%	16.9%
Highest level of educational attainment below 9th grades (ages 25+)	12.46% (4,956)	10.60% (3,376)
Attended grades 9-12 but did not graduate	14.60% (5,806)	10.60% (3,376)
Below poverty level	29%	20.9%
Foreign born: not a U.S. citizen	19.5%	12.9%

Sources: Community Link Capital Region - zipatlas.com

Another need factor in the EGUSD community is the impact of immigration. Census data shows the number of foreign-born residents in the area range from 26% in EGUSD to 30% in the 95823 and 95828 zip codes. Of those who have a primary language different than English, 16% reside within EGUSD attendance boundaries, and at least 26% of those in the two zip code areas are identified as adults who “speak English less than ‘very well’”. Students enrolled in EGACE programs represent at least 28 different language groups.

Community Link Capital Region data shows the numbers of foreign-born residents in the area range from 26% in EGUSD to 30% in the 95823 and 95828 zip codes. Of those who have a primary language different than English, 16% reside within EGUSD attendance boundaries, and at least 26% of those in the two zip code areas are identified as adults who “speak English less than ‘very well’”. Students enrolled in EGACE programs represent at least 28 different language groups.

Folsom Cordova Unified School District (FCUSD)

Folsom Cordova Unified School District identified the following need: About 19 students are on wait list with continuous weekly adjustments from teachers and classroom expansions.

School districts’ K-12 English learner statistics

In 2008-2009, FCAS served 4,134 students with 85 courses in 14 programs. Faced with an approximately 80% reduction in revenue in 2010, due to budget cuts and Adult Ed’s placement in Tier III flexibility, we needed to assess our community needs and redefine our priorities. Data from the American Community Survey and US Census showed that Rancho Cordova residents experience greater needs than the rest of Sacramento County: approximately 17% live below poverty level; nearly 14% receive public assistance/Food Stamps; 10% are unemployed; and 20% of those unemployed had less than a high school diploma. Approximately 17% of residents 18-24 years old and 14% of those 25 or older do not have a high school diploma. Over 25% of Rancho Cordova residents are foreign born of which 58%, over four times the county average, speak English less than very well. This data is supported by FCUSD internal data which shows 73% of students in Rancho Cordova elementary and secondary schools enrolled in the Free or Reduced Lunch Program and 23.6% are enrolled in English as a Second Language (ESL) (FCAS WASC Mid-year report 2014).

The number of children who qualify for free or reduced lunch

In the FCUSD district there are 4,815 total students who receive free or reduced lunch.

Los Rios Community College District (LRCCD)

Students within the consortium service area face a gap when they assess as unprepared for college credit, non-degree applicable basic skills courses in ESL and either cannot find appropriate adult education courses to prepare them for the college ESL basic skills courses or are not eligible for the adult education courses because they have already completed a GED or US high school diploma. Currently, no systematic, consistent, consortium-wide processes exist to align adult education ESL basic skills curricula with college ESL basic skills curricula, so that adult education ESL students wishing to continue on to college have a clear pathway to follow. In addition, no coherent messaging on adult education ESL pathways exists within the consortium area, so potential students may not know how to access basic skills ESL opportunities appropriate to their levels of preparation.

Natomas Unified School District (NUSD)

The Natomas Unified School District is primarily located within the zip code boundaries of 95833 and 95834. According to the U.S. Census Bureau the estimated population within these two areas is 39,806 with the majority of residents living in the 95833 zip code area.

The following table, compiled using data provided by zipatlas.com, indicates that there is a growing need to continue and expand adult education services in the NUSD:

	95833	95834
Unemployment rate	8.40%	6.98%
Ages 25 + that did not graduate from high school	17.17%	17.60%
Below poverty level	10.45%	13.21%
Foreign born: naturalized citizen	8.0%	15.03%
Foreign born: not a U.S. citizen	13.0%	12.17%

Demographics

The Natomas Unified School District was named the second most diverse school district in the nation in a 2009 New York Times study. This diversity has added to the current demand for ESL classes and exceeds the NUSD ability to provide adult education services. This is also expressed through the number of applicants currently on waiting lists. Based on data provided by the California Department of Education, other indicators suggest a continued need for classes, and an expansion of ESL and basic adult education. During the 2013-14 school year approximately 15.2% of students in the NUSD were identified as English learners, and 50.1% of NUSD students qualify for free and reduced lunches.

Another challenge is the lack of systematic, consistent, consortium-wide processes to align adult education ESL basic skills curricula with college ESL basic skills curricula for adult education ESL students wishing to continue on to college have a clear pathway to follow. In addition, no coherent messaging on adult education ESL pathways exists within the consortium area, so potential students may not know how to access basic skills ESL opportunities appropriate to their levels of preparation.

Sacramento City Unified School District (SCUSD)

Currently, no systematic, consistent, consortium-wide processes exist to align adult education English as a Second Language (ESL) basic skills curricula with college ESL basic skills curricula, so that adult education ESL students wishing to continue on to college have a clear pathway to follow. In addition, no coherent messaging on adult education ESL pathways exists within the consortium area, so potential students may not know how to access basic skills ESL opportunities appropriate to their levels of preparation. Restored funding can help address the shortfall of resources to offer ESL skill-based classes designed specifically for English learners and immigrants (e.g., pronunciation, writing, reading, etc.).

There is a significant need for additional ESL classes in the Sacramento City Unified School District (SCUSD) in all language proficiency levels, particularly at the Beginning level where the need is the greatest. More funding is required so that adult education programs can expand the number of ESL course offerings. This gap is further heightened with the closing of three of the adult school campuses. This has drastically limited SCUSD's ability to serve all the potential ESL students especially those who are unable to attend daytime classes and prefer evening classes. ESL students also need additional basic literacy classes. Due to limited funding, SCUSD is no longer able to offer ESL classes at elementary, middle, and high school campuses to meet the needs of parents in the district. Increased funding would allow K-12 adult education programs to serve more ESL students. If the achievement gap for our K-12 students is ever going to be addressed, the parents of the K-12 students must have educational opportunities that ESL can provide.

San Juan Unified School District (SJUSD)

San Juan USD identified the following needs:

Need #1 Additional Classes: The summary data indicates a big need for English as a Second Language classes (at all levels, especially at the beginning levels) and that our program needs to continue serving the low-income adults with limited English in San Juan district (who may also have low educational backgrounds). If these adults are parents of students in our district, providing English instruction to these parents should be a must. Having parents who can communicate to their children and the teachers, can check on their children's school attendance or test results online, know what is going on at their children's schools or in their lives and learning, are able to provide a study environment at home to encourage learning at home or obtain help when their children need help with homework would probably help increase the number of students who stay in school and graduate. If those adults are workers in their productive years, providing English instruction would help them better themselves, attain more (higher) education, or get better jobs. The closing of our other adult school campus has limited our ability to serve more ESL students especially those who are unable to attend daytime classes (work schedule conflict) and need evening classes instead.

Need #2 Basic Literacy: There is a need to have a basic literacy class for ESL students who never attended any formal education in their home countries. These students need the lowest level of ESL instruction. They have no reading or writing skills whatsoever. At one point we had about 20 refugee students who needed this low level literacy class (they came as a group). Due to our funding limitation, we were not able to serve their needs.

Need #3 Older Teens: The program also needs to provide English instruction that focuses on knowledge of academic vocabulary and grammar, reading and writing skills to accommodate those young adults who attended high school in the US for a year or two and did not graduate due to the fact that they lack formal education in their home countries (they were placed in high school when they came to this country because of their age (mentioned in the narrative in objective #1)). These students demonstrate the ability to communicate orally but they usually write at beginning low/high levels. They do not benefit from attending regular ESL classes that focus more on contextualized life skills vocabulary, and at the same time they are not ready for a GED preparation class.

This kind of class (ESL/Pre-GED) will also benefit higher level ESL students who have no high school diplomas. Without a GED or high school diploma, these students will not be able to advance to higher education or possible better jobs in the future.

Need #4 Career Exploration: Students would benefit from 'bridge' classes to assist them to be more marketable as they seek employment. It would be beneficial to have an ESL Career Exploration class that focuses, for example, on learning about workplace (soft) skills, licensing requirements, job duties and responsibilities, workers' rights and responsibilities, safety at work, job benefits, work insurance, questions for various job interviews, functional grammar pertaining to workplace scenarios, vocabulary that is specifically related to students' desired occupation, and technology skills required for various jobs. Under the guidance of the teacher each student will choose a desired job to explore. As a classroom project the students will do a presentation regarding their desired job and they will be encouraged to do some volunteer work in the community (to get firsthand knowledge of the job). This class will help build students' self-confidence and introduce them to the job culture in the US. This class will also accommodate the immigrant professionals as well (those who were highly educated in their home countries, for example, doctors, dentists, lawyers, university professors). It will be an opportunity for them to explore other possibilities related to their academic/professional experience.

Need #5 Job Skills: ESL students have also asked about Career Technical Education classes, such as truck driving, medical assistant, nursing, manicurist, beautician, or hair stylist to name a few. It will be beneficial to have an ESL/Vocational class that focuses on, for example, building and developing the students' vocabulary (related to the job the student desires to learn), functional workplace grammar, pronunciation, and workplace technology.

Need #6 English Language Pronunciation: There is a need for Conversation and Pronunciation classes. Almost all our students (unless their spouses speak English only) speak their own native languages outside the classroom and when they are at home. These classes will provide more opportunity for them to practice their English and reduce their accents.

Need #7 Literacy: To serve the needs of students who have good listening/speaking skills in English (have lived in the US for over 10 or 15 years), but do not have the reading and writing skills. They need a grammar/writing class (they usually test at Beginning Low/High class). These students get frustrated with regular ESL classes that focus on students' mastery of life skills vocabulary and the improvement of their spoken English before reading and writing activities are introduced (for example, learn to call to make an appointment, to ask for directions, to call in sick). They came to our program after being told by their managers that they needed to improve their writing before they could get promoted to a higher position with higher pay at work.

Need #8 Technology: To have an ESL/Computer & Keyboarding class for our students to learn keyboarding and other technology skills such as word processing, email, texting, online search.

Regional Data Sources

San Juan Unified Adult Education (SJAE) serves a community that covers 75 square miles. Diversity is reflected in program and district goals, where 41 different languages are spoken. Adult education programs are offered at Sunrise Tech Center, Encina High School, and Family Resource Centers in various elementary schools and on SECC cable TV, broadcast throughout the county.

The most current data is that the number of English learners in the San Juan Unified School District had nearly doubled since the mid-1990s to 5,229 of the total enrollment of over 41,000 students. This doesn't include adult learners. Sacramento is one of the most diverse cities in the nation. Current student needs data has also been drawn from the US Department of Education National Assessment of Adult Literacy which estimates that 13% of adults in Sacramento County lack basic prose literacy skills; this number includes adults with limited English skills.

Our SJAE program located at Sunrise Tech Center has existed for several years. We serve English as a Second Language (ESL) from beginning to intermediate high, Adult Basic Education (ABE), GED, and High School Diploma students. These classes are always full and at times have waiting lists. When our other adult schools closed in the district, it left only our facility to serve all the students in an area covering 75 square miles. There is a high demand in all AEFLA programs and at all levels, but mostly at the lowest levels of both ESL and Adult Basic Education (ABE). We are currently serving approximately 300 CalWORKs students, and in addition, are currently serving approximately 800 students who identify themselves as receiving SSI, food stamps, are single parents, handicapped, low income, in rehabilitation, refugees, veterans, and

learning disabled among other similar categories. Approximately one-half of our current students identify themselves in a category which puts them at a disadvantage in society.

At one time during the 2013-14 program year, we had approximately 125 students on various ESL wait lists (for beginning low/high classes). In January 2014 (the beginning of our second semester) there were about 55 beginning low/literacy students on a class wait list at Encina. In order to accommodate them, the program added a new beginning low/literacy class.

The data for the greater Sacramento region suggests that a significant number of adults are unable to fulfill their personal goals to be employed, active members of their community, and effective family members because of limited literacy skills and language barriers. They are under- or unemployed due to these and other factors, such as family issues, legal concerns, and lack of soft skills (the “people skills” needed to keep a job). San Juan Adult Education’s courses are designed to assist students gain the basic English skills, technical skills, literacy skills and soft skills necessary to become self-supporting members of the community and to improve their family relationships

Twin Rivers Unified School District (TRUSD)

There is a tremendous need for more Program Area 2 services and programs to meet the growing demand and need in the community. The demographics of the community served by Twin Rivers Adult School, a school within the Twin Rivers Unified School District, show there is a continued need for classes and courses for educational services in citizenship and English as a second language and workforce preparation in basic skills. Of the 27,000 students enrolled in preschool through Adult Education classes within the Twin Rivers Unified School District, 27% of the population are English-learners and 46 different languages are spoken. Of the students who enrolled in classes covered by this program area during FY 2013/14, 21% were Hispanic, 78% were not Hispanic, 98% had a native language other than English and 84% were between the ages of 22 and 49. Detailed demographics of the Twin Rivers Unified School District and Twin Rivers Adult School are provided and the number of students currently on wait lists for the classes noted in this program area are detailed by teacher and by section.

Statistics of the Twin Rivers Unified School District (TRUSD), from the District’s Fact Sheet for FY 14/15):

- Enrollment—27,000 students, preschool through Adult Education
- 27% of the student population are English Learners
- 46 languages spoken

Student Demographics of the TRUSD:

- Hispanic/Latino, 43%
- Caucasian, 24%
- African American, 15%

- Asian, 9%
- Two or more races, 5%
- Pacific Islander, 2%
- Filipino, 1%
- Native American, 1%
- 83% of the students in preschool through 12th grade qualify for free or reduced lunches (FY 13/14).

Statistics of Twin Rivers Adult School, from the Demographic Summary compiled from the enrollment forms completed by this group of students during FY 13/14):

Highest Diploma in US # %

None	59	11%
GED	1	0%
HS Diploma	44	8%
Technical	8	2%
A. A./A.S.	4	1%
College	4	1%
Graduate	5	1%
Other Diploma	1	0%
N/A	395	76%
Total	521	

Highest Diploma out of US # %

None	61	12%
GED	7	1%
HS Diploma	210	40%
Technical	14	3%
A. A./A.S.	15	3%
College	55	11%
Graduate	28	5%
Other Diploma	4	1%
N/A	126	24%
Total	520	

Highest School Year # %

Under 6	26	5%
6 - 8	50	10%
9 - 10	112	22%
11	66	13%
12	126	24%
13+	141	27%
N/A	0	0%
Total	521	

Ethnicity # %

Hispanic	108	21%
Not Hispanic	406	78%
N/A	7	1%
Total	521	

Race # %

White	353	67%
Asian	105	20%
Black	11	2%
Pacific	2	0%
Filipino	1	0%
Indian	0	0%
Alaskan	0	0%
N/A	53	10%
Total	525	

Native Language # %

English	9	2%
Spanish	106	20%
Vietnamese	5	1%
Chinese	8	2%
Hmong	9	2%
Cambodian	0	0%
Tagalog	2	0%
Korean	0	0%
Lao	7	1%
Russian	2	0%
Farsi	0	0%
Other	345	66%
N/A	28	5%
Total	521	

Age # %

Under 15	0	0%
15 - 17	1	0%
18 - 21	39	7%
22 - 24	56	11%
25 - 29	80	15%
30 - 34	91	17%
35 - 39	70	13%
40 - 44	56	11%
45 - 49	51	10%
50 - 54	30	6%
55 - 59	26	5%
60 - 64	13	3%
65 - 69	7	1%
70+	1	0%
N/A	0	0%
Total	521	

Twin Rivers Adult School—Student Wait Lists (as of September 9, 2014) by teacher, by section

- ESL Beginning Low, 8:15 – 10:15, 10 students
- ESL Beginning High, 10:30 – 12:30, 16 students
- ESL Beginning Low/High, 1:00 – 3:00, 2 students
- ESL Beginning Low, 8:15 – 10:15, 33 students
- ESL Literacy, 10:30 – 12:30, 59 students
- ESL Beginning High, 1:00 – 3:00, 26 students
- ESL Beginning High, 8:15 – 10:15, 13 students
- ESL Beginning Low, 10:30 – 12:30, 19 students
- ESL Literacy/Beginning Low, 1:00 – 3:00, 31 students

Regional Data Sources

TRAS primarily serves the region covered by the Twin Rivers Unified School District, which includes the cities/communities of North Sacramento, Del Paso Heights, North Highlands, Foothill Farms, Rio Linda, and Elverta (zip codes 95838, 95660, 95815, 95842, 95843 and 95821). TRAS staff encourages its students to attend the adult facility that best fits their needs and educational and developmental expectations. TRAS has many students who come from both inside and outside of the Twin Rivers Unified School District's boundaries.

The following demographics from the American Community Survey, 2012 (Census Bureau web site), 1 year estimate for the Twin Rivers Unified School District (of which Twin Rivers Adult School is a part of) include the following: 53,000 households; 184,000 people; 27.1% of the people are foreign born persons; 48% reported that they did not speak English very well; 38% of the people age 25 or older did not have a high school diploma or equivalent; 20% of the people age 25 or older are dropouts and not enrolled in school; 28% of the people live in poverty; 23% had income of less than \$15,000 per year; and 40% are currently not in the labor force.

Washington Unified School District (WUSD)

ESL classes play a very important role in helping students function in the society as good citizens in everyday life. There is a high percentage of ESL participants whose primary language is Russian, Spanish, Farsi as many other. Resources and support are very limited in our program for this student population.

Last year, ESL classes also had a waiting list. Many students who wanted to improve their English language skills couldn't have the opportunity to participate and be part of one of our ESL courses (Intermediate/advance and beginning). There is a great demand of ESL courses in the evening. The program schedule runs from 9:00am until 3:00pm. There is a great need of evening ESL classes for those who work during regular day hours. Limited funding restricts hiring enough teachers to meet the growing demand to better support students build up on the skills they require to be successful in the community.

In addition, WUSD are in need of supporting those students who are under the “CALWORKS” program through the county of social services. CalWork students choose come to our program with the expectation that we are going to support them better by attending school more hours throughout the days. Unfortunately, WUSD have only one ESL teacher who teaches intermediate/advance and beginning level. Also, she is the same teacher for the Citizenship course that it is offer twice a week. Adding an additional ESL teacher to the program, WUSD would be able to better support this population of students. Offering more in-class instruction and offering different class time schedules to these students, the program can expand and enrollment could be greater. One of the goals is to increase the amount of hours WUSD can offer to English learners. Every year WUSD have students who seek evening ESL classes, unfortunately, WUSD has not been able to help them because the district does not have this type of program in place.

Regional Data Sources

There are no data sources in place for this student population. This is an area that needs a lot of improvement.

CAERC Partners

Building Skills Partnership

Classes for immigrants and working adults must be made more accessible and convenient as these learners face multiple barriers to accessing existing opportunities. Offering flexible class hours at non-traditional locations and at non-traditional times is imperative to serving these hard-to-reach populations. The fact that 80% of BSP’s learners have never taken a class at an adult school or community college suggests that there is a great unmet need in serving these learners.

Regional Data Sources

97% of the janitors BSP serves are foreign-born immigrants from Latin America with very limited English proficiency. 30% have no formal education beyond the 6th grade and the majority (85%) has less than a high school education. Two thirds of the workforce are women, and 41% are over the age of 50. All struggle to make ends meet, as janitors earn an average of \$24,000 a year in California. Most of their school-age children receive free or reduced-price lunch. On top of their full-time janitorial positions, many hold additional jobs or are a primary childcare provider. Due to stagnating wages and sub-contracting, these workers face stark income inequality and lack of opportunity, which negatively impacts both their families and the region’s economy.

El Dorado County Office of Education (EDCOE)

Currently the wait list for adults wish to enroll in the program is 4-6 months. EDCOE believes that we have a large population that goes unserved because of this fact.

During the 2013-2014 school year EDCOE served 63 K-12 English learners.

The numbers of children who qualify for free or reduced lunch for the 2013-2014 school year, as reported in the Oct. 2013 CBEDS, for the EDCOE programs are 488.

According to statistics in the needs assessment from El Dorado Co. (https://www.edcgov.us/.../MCAH_2010-2014), 22% of residents do not have a HS diploma. *Additionally, the rural nature of El Dorado County provides additional challenges for adults attempting to earn their HS diploma are limited, including transportation and access to high-speed internet.*

Currently the ESL program does not provide citizenship classes and could benefit from developing a curriculum designed for such as well as employment skills.

There is a need to have a basic literacy class for ESL students who never attended any formal education in their home countries. These students need the lowest level of ESL instruction. They have no reading or writing skills whatsoever.

Students would benefit from 'bridge' classes to assist them to be more marketable as they seek employment. It would be beneficial to have an ESL Career Exploration class that focuses, for example, on learning about workplace (soft) skills, licensing requirements, job duties and responsibilities, workers' rights and responsibilities, safety at work, job benefits, work insurance, questions for various job interviews, functional grammar pertaining to workplace scenarios, vocabulary that is specifically related to students' desired occupation, and technology skills required for various jobs. This class would also accommodate the immigrant professionals as well e.g., those who were highly educated in their home countries, for example, doctors, dentists, lawyers, university professors. It will be an opportunity for them to explore other possibilities related to their academic/professional experience.

ESL students have also asked about Career Technical Education classes, such as truck driving, medical assistant, nursing, manicurist, beautician, or hair stylist to name a few. It will be beneficial to have an ESL/Vocational class that focuses on, for example, building and developing the students' vocabulary (related to the job the student desires to learn), functional workplace grammar, pronunciation, and workplace technology.

Development of an ESL/Computer & Keyboarding class for our students to learn keyboarding and other technology skills such as word processing, email, texting, online search.

Regional Data Sources

According to statistics in the needs assessment from El Dorado Co. (https://www.edcgov.us/.../MCAH_2010-2014), 22% of residents do not have a HS diploma. *Additionally, the rural nature of El Dorado County provides additional challenges for adults attempting to earn their HS diploma are limited, including transportation and access to high-speed internet.*

The median household income in El Dorado County is slightly higher than the remainder of CA. Industrial opportunities for males are dominated by the construction and

agriculture professions and for females Construction, agriculture, and food service are the predominate employers. (http://www.city-data.com/county/El_Dorado_County-CA.html).

The unemployment rate for the county is 7.2%, as reported by the State of California, and the percent of individuals living below the poverty rate is 8.1% (<http://quickfacts.census.gov/qfd/states/06/06017.html>).

EDCOE believes that by providing additional services and program enhancements those numbers could see a reduction.

Sacramento ESL Program

We have no wait lists for our students. We have open enrollment for all students so there is a continual flow of students into our classes. Since SESL is a relatively new educational provider, many potential students have not heard about us yet. We use some cost-effective advertising to bring more students.

According to *SCUSD 2009-2010 Facts at a Glance and SCUSD Assessment, Research & Evaluation 2007-2008*: “27% (of SCUSD students) are English Learners whose parents speak 44 languages. As parents’ literacy levels improve, children’s test scores improve.”

According to Brenda Padilla, M.S., Director of Nutrition Services, SCUSD, that district in 2012-2013 was “70% needy (free and reduced eligible) enrolled.

According to the Literacy Project Foundation (<http://literacyprojectfoundation.org/community/statistics/>):

1. According to the 2007 California Academic Performance Index, research show that 57% of students failed the California Standards test in English.
2. There are six million students in the California school system and 25% of those students are unable to perform basic reading skills.
3. There is a correlation between illiteracy and income at least in individual economic terms, in that literacy has payoffs and is a worthwhile investment. As the literacy rate doubles, so doubles the per capita income.
4. Regional Data Sources
5. According to <http://www.saclibrary.org/Services/Adult-Literacy/>
6. An estimated 230,000 adults in Sacramento County are in need of help to improve their reading and writing skills.
7. Of those adults who are unemployed, 75% have reading and writing difficulties.
8. According to the National Institute for Literacy, 20% of the adults in Sacramento County have difficulty with reading, writing, and computational skills necessary to function in everyday life.
9. According to the US Census Bureau (2008-2012), 38.6% of people living in Sacramento speak a language other than English at home, 22% are foreign born, and 18% do not have a high school diploma.

Sacramento Employment and Training Agency (SETA)

The Sacramento Employment and Training Agency indicated the following needs:

- Expanded provider enrollment capacity.
- Enhanced support services for low-income students with barriers to ensure successful completion
- Connection between Adult Basic Skills and career pathways
- Additional service providers throughout Sacramento County.
- Increase course offerings over the summer
- Financial assistance to support transfer students to continue their education
- Increase the number of bilingual instructors/teacher's aide
- Availability of a learning support for student (learning and study strategies)
- Help teachers expand their repertoire of teaching strategies

Regional Data Sources

Sacramento's unemployment rate for February 2014, as posted by the California Employment Development Department was 8.1%, which is down from 9.6% in February 2013. According to the Center for Strategic Economic Research (CSER), an economic research and consulting group specializing in applied research and strategy development in regional economics and economic development fields, March 2014 quarterly newsletter, California posted a 2.3 percent annual job growth in February 2014 and, although this rate of growth is slower than in 2013, it remains above the national average of 1.5 percent. The six-county Sacramento Region, however, is seeing slower annual job growth. This job growth pattern has moved the Region below both the statewide and national averages and increased the gap between neighboring regions that are all seeing job growth above the statewide average.

Since 2007, the SETA/Sacramento Works, Inc. (SWI) Board annually identifies occupational clusters that are critical to the regional economy and establishes a goal to target WIA funds to train a workforce to meet the demand of regional employers in these clusters. In April, 2013 CSER conducted a regional economic and workforce information analysis of industry and occupational trends, Critical Occupational Cluster trends, and the core business cluster trends to identify the industry sectors and occupational clusters in the region that are high growth, high demand, projecting skills shortages, are vital to the economy, and/or have a significant impact or multiplier effect on the overall economy. The core business clusters were derived from the research conducted for the Next Economy, the Capital Region Plan which aims to align regional economic development activities and mobilize private industry, government, academic and civic leadership to focus on a set of common strategies and actions to accelerate job creation and new investment in California's Capital Region with the goals of supporting innovation and entrepreneurship, diversifying the regional economy, and improving the business climate for economic growth. The SETA/SWI critical occupational clusters identified in this effort contained almost 611,000 jobs in 2012 and are expected to reach nearly 666,000 jobs by 2017, a growth rate of 9 percent. Administrative & Support Services is the largest cluster in the group with close to

292,000 jobs in 2012. This cluster is forecasted to add another 23,000 jobs through 2017, the largest increase among all of the clusters.

The highest rate of growth between 2012 and 2017 is expected in the Healthcare & Support Services cluster, which is forecasted to see job growth exceeding 17 percent. In addition to the clusters stated below, SWI has targeted training in the Clean Energy Technology sector.

It is the goal of the SETA/SWI to invest in occupational clusters that prepare job seekers for career pathways to middle and high skilled jobs that ensure upward mobility and self-sufficiency. SETA/SWI places a high priority on identifying and serving vulnerable populations who have barriers to employment and providing them with contextual career technical education, inclusive of basic skills remediation, which leads to credentials and degrees in occupations critical to the growth of the region.

Sacramento Public Library Authority

The Sacramento Public Library has 9 students on a wait list for ESL.

Program Area 3: Adult with Disabilities

Education programs for adults with disabilities CAERC Members

CAERC Members

Los Rios Community College District (LRCCD)

Los Rios colleges offer appropriate accommodations to disabled students to access and succeed in credit, non-degree applicable basic skills and college-level courses and programs. Disabled students who assess with appropriate accommodations as unprepared for college courses may be referred to adult education programs designed for adults with disabilities. The consortium needs to assess the adequacy of the available program placements to determine whether a gap exists, and if so how to address it and ensure consortium members know the proper referral processes to refer disabled students to adult education, college, and work opportunities.

Sacramento City Unified School District (SCUSD)

The consortium needs to assess the adequacy of the available program placements to determine whether a gap exists, and if so how to address it and ensure consortium members know the proper referral processes to refer disabled students to adult education, college, and work opportunities.

Quality, programs should be individualized, competency-based, age appropriate, and include life skills training to promote greater independence in a less restrictive lifestyle for adults with disabilities.

San Juan Unified School District (SJUSD)

San Juan USD identified the following needs:

Need #1 Restoration of Adults with Disabilities programming: Orange Grove School for Adults was closed at the end of the 2012-13 school year. This followed two years of transition to Alta California Regional services. The major focus of this program was to offer life skills training which emphasized achievement of greater independence and a less restrictive lifestyle. Quality instruction focused on the individual student's needs. The instruction was individualized, competency-based, age appropriate, and to the fullest extent possible took place in the natural environment of the community.

Need #2 Support for students with disabilities Academic and Career Technology Education and Community Education classes are open to persons with disabilities. Students with special needs are accommodated with appropriate services such as interpreters for hearing impaired students.

Regional Data Sources

About 57,000 residents in the four-county area receive monthly Social Security disability benefits, double the number from 15 years ago, new federal data show. Working-age adults in Sacramento are 40 percent more likely to be on disability than workers elsewhere in California.

Many of the same factors driving up disability rolls across the state are playing out in a more pronounced way here: an aging workforce; a rough economy; and expanded regulations regarding who is eligible.

The trend, which is also occurring nationally, encompasses the blind, deaf, physically handicapped and others with injuries and conditions traditionally associated with the Social Security disability program. But it also includes scores of aging baby boomers with myriad physical ailments, a growing number of people diagnosed with debilitating stress or mental illness, and an increasing number of people who cite chronic back pain.

Washington Unified School District (WUSD)

WUSD has very few learners with special needs or any kind of impairment. Last years, the district was able to assist five students who had an active IEP or 504. A special education teacher volunteered her time to work and maintain student IEP/504 active. WUSD adult education program would benefit from designated funding for this type of student support services.

The community needs a program that enhances life opportunities and choices of adults with disabilities. There is a need of a program in West Sacramento that can offer life skills training which emphasizes on employment exploration, job preparation, and community involvement opportunities. Having the right resources and funding, WUSD will be better positioned to support all students including students with disabilities or impairments.

Regional Data Sources

There are no data sources in place for this student population. This is an area that needs a lot of improvement.

CAERC Partners

Sacramento Employment and Training Agency (SETA)

The Sacramento Works/SETA career pathway programs are aligned with the Linked Learning approach of providing youth and adult job seekers the academic and technical skills, coupled with work-based learning activities and the support needed to succeed. Providing people with disabilities access to the career pathway strategy will increase their employment and academic attainment outcomes. Specifically, SETA will build upon our “cross-agency partnerships” with the academic and occupational skills training providers and the business community. For the past several years, SETA has been

engaged in various sector strategies to engage job seekers and employers in relevant and timely occupational skills training leading to sustainable employment. SETA is an active partner in the Sacramento regional Career Pathways Trust (CPT) grants and has incorporated this design into the WIA-funded youth program. These partners include two local school districts, the Sacramento County Office of Education, Los Rios Community College District, Sacramento Metro Chamber, Sacramento Works, Inc., organized labor, and many local employers.

SETA and Crossroads Diversified have developed a strategic approach to provide support to people with disabilities at any point in their career pathway and job search experience. Crossroads will use a supported education approach, providing intensive case management to people with disabilities to ensure the successful completion of career pathway education/training opportunities at Los Rios Community College campuses or other vocational training providers in the Sacramento region. Additionally, through the career pathway supported employment component, Crossroads will ensure people with disabilities a smooth transition from education into employment resulting in improved outcomes. Supported employment includes finding suitable employment, evaluating hours of operation, work shifts, safety, job duties, wages and benefits, negotiating reasonable accommodations and task assignments with employers, and providing onsite job coaching and shadowing to ensure the successful integration of clients into the workplace. The addition of this component will enhance existing services to customers with disabilities and result in a higher number of job placements and retentions.

Through the SWJC system, job seekers with disabilities access a comprehensive range of workforce development activities, strategic partnerships, tools and services that help to meet these needs including assessments, career coaching, labor market information, job search assistance, and education and skills training (including customized and on-the-job). With DEI funding, SETA will enhance access at SWJCs among people with disabilities, will be able to improve physical and program accessibility, build staff capacity, strengthen relationships with employers, and increase job placement opportunities for individuals with disabilities. Partners co-located at the SWJCs assist SETA staff in conducting outreach and providing services to customers who meet priority of service criteria such as veterans, individuals with disabilities, low-income individuals, at-risk youth, ex-offenders, and homeless individuals.

SETA's TTW Program includes additional services targeted towards assisting people with disabilities on SSI/SSDI who would like to find meaningful employment. Services include orientation sessions, alternative assessment and individualized work plan (IWP) tools (created in conjunction with SSA), job search assistance, and benefits planning. At the monthly TTW orientations, clients are oriented to the services available and are assessed for eligibility for the TTW Program, including basic requirements for participation and overall work readiness.

Program Area 4: Career Technical Education

Short-term career technical education programs with high employment potential

CAERC Members

Center Joint Unified School District (CJUSD)

In response to student needs, CJUSD has worked to expand opportunities in their comprehensive high school for students seeking short term career technical education. These include programs in Media Communication, Dispatcher Training, and a Pharmacy Tech program. Based on the poverty level of the district including the number of homeless students who need immediate employment, the exiting high school seniors need a smooth transition to a local adult school program to complete certification in these areas. This would lead to a quick transition to employment and interrupt the cycle of homelessness and poverty they have experienced in their families of origin.

The community served by Center Adult School (CAS) is comprised of individuals living at a higher than average poverty rate. CAS reviewed the CJUSD free and reduced lunch rate and the Census Bureau five year estimates 2008-2012 poverty data and, individuals on public assistance and the rate of unemployment for individuals age 16 and above. The total rate of students who qualify for free and reduced lunch in CJUSD as of January 2014 is 59%. The free and reduced lunch rate at the school site co-located with CAS is 75%. The poverty data by zip code is as follows:

- 95660: Below poverty- 7412 or 24% of population; 7% of population on public assistance; 14% unemployed, 95843: Below poverty 11,056 individuals or 24% of population; 4% of population on public assistance; 8% unemployed. In all three categories, the Hispanic or Latino population showed the highest rates of poverty reaching as high as 35% . In addition, 399 CJUSD K-12 students qualified as homeless under the McKinney Vento Act. This represents 9% of the student population.

Regional Data Sources

CJUSD is a suburban and semi-rural district of 4500 students located at the Northeast corner of Sacramento County with most of the population living in the 95843 and 95662 zip codes. Within its boundaries is a development of low income housing created through the Farm Home Loan project. In the vicinity of CAS are six rent controlled apartment complexes, and a large track of small rental homes previously U.S. Air Force base housing. The school is just .1mile from the 95660 zip code, and draws students from this area since the closest adult program in that zip code is located near the northern border.

The economy of this area was hit very hard in 1996 with the closure of McClellan Air Force base, the largest employer in the area. Because of this, the area was already

experiencing economic stress when the recent recession impacted the slow recovery taking place. There are no major regional employers in the area. The economy is diverse including low wage service jobs, small businesses, and small retail centers. The previous Air Force Base has attracted some regional offices and a variety of small businesses.

According to the U.S. Census Bureau 2012 five year estimates, 22,703 individuals age 16 and older lived in zip code 95660; in zip code 95843, 33,502 individuals of that age lived in zip code 95843. In 95660, 54.8% of these individuals were employed and in 95843, 62% were employed. Total employed for the two zip codes was 31,421.

The economy of the area is reflected in the industries in which these people were employed. The largest number of people, 22%, were employed in the industry of Educational services, health care, and social assistance. The next largest number, 13% were employed in Retail trade. There were a negligible number of people employed in agriculture and only 2% employed in the information industry. The remaining employed individuals were evenly dispersed (between 6%-8% per industry) among Construction; Manufacturing; Wholesale Trade; Transportation, warehousing and utilities; Finance, insurance, and property rental/leasing; Arts, entertainment, recreation, accommodation, and food services. This clearly demonstrates both the diversity of the economic as well as the gap between the number of individuals of employable age and the number employed.

Davis Joint Unified School District (DJUSD)

The biggest unmet need is funding for Career Technical training that would allow us to offer financial aid and reduced cost options for students who are unable to afford the tuition. Since we do not have our own physical plant, another area of unmet need is having a space where we could expand our CTE offerings including storage of necessary equipment and specialized tools. An example of this is our inability to offer a Certified Nursing Assistant program because of the need to have a Hoyer lift and other medical equipment in the room. Since the room that we are able to use is used for regular high school classes during the day, our ability to keep equipment in the room is limited. We currently have over 20 students on a waiting list for CNA in case we are able to find a way to offer this program in the future.

Elk Grove Unified School District (EGUSD)

EGUSD serves the southern third of Sacramento County, which encompasses urban, suburban, and rural areas. According to five-year estimates by a nation-wide survey conducted by the U.S. Census Bureau, the estimated population for the area is 325,000. EGACE draws from the 320-mile EGUSD that covers all or part of 13 zip codes. The majority of EGACE students enrolled in adult basic education courses reside primarily in two south Sacramento zip code areas, 95823 and 95828, which include parts of the City of Sacramento and unincorporated Sacramento County. Educational services are also offered at the Rio Cosumnes Correctional Center and the Sacramento Main Jail.

The data below provides some general idea of the need of adult education services within zip code areas 95823 and 95828:

	95823	95828
Unemployment rate	18.8%	16.9%
Highest level of educational attainment below 9th grades (ages 25+)	12.46% (4,956)	10.60% (3,376)
Attended grades 9-12 but did not graduate	14.60% (5,806)	10.60% (3,376)
Below poverty level	29%	20.9%
Foreign born: not a U.S. citizen	19.5%	12.9% (7,406)

Sources: Community Link Capital Region
zipatlas.com

In today’s economy, workers are facing a much tighter labor market, and there is a “skills mismatch” between unemployed workers and available openings. The EGACE career technical education programs provide low-skilled, unemployed, or underemployed adults with the opportunities to gain skills obtained through education and training that result in industry-recognized certificates leading to a family sustaining career with opportunities for advancement.

Folsom Cordova Unified School District (FCUSD)

Folsom Cordova Unified School District has 10 people on wait list for computer instruction – Next set of classes in Jan. 2015.

School districts’ K-12 English learner statistics

In 2008-2009, FCAS served 4,134 students with 85 courses in 14 programs. Faced with an approximately 80% reduction in revenue in 2010, due to budget cuts and Adult Ed’s placement in Tier III flexibility, we needed to assess our community needs and redefine our priorities. Data from the American Community Survey and US Census showed that Rancho Cordova residents experience greater needs than the rest of Sacramento County: approximately 17% live below poverty level; nearly 14% receive public assistance/Food Stamps; 10% are unemployed; and 20% of those unemployed had less than a high school diploma. Approximately 17% of residents 18-24 years old and 14% of those 25 or older do not have a high school diploma. Over 25% of Rancho Cordova residents are foreign born of which 58%, over four times the county average, speak English less than very well. This data is supported by FCUSD internal data which shows 73% of students in Rancho Cordova elementary and secondary schools enrolled in the Free or Reduced Lunch Program and 23.6%

are enrolled in English as a Second Language (ESL) (FCAS WASC Mid-year report 2014)

The number of children who qualify for free or reduced lunch

In the FCUSD district there are 4,815 total students who receive free or reduced lunch (District data, 2014).

Regional Data Sources

RC is a major hub for employers in Sacramento County. It has a high poverty – surrounds many Title 1 schools, and a high Unemployment average in RC – Higher than the state average and county average; showing a low skill level of population.

Los Rios Community College District (LRCCD)

Los Rios colleges do not offer adult education-level short-term career technical education (CTE) programs. However, alignment between adult education CTE programs and college credit CTE programs needs to be explored, improved as necessary, and then communicated to interested students.

Natomas Unified School District (NUSD)

Natomas Adult Education does not currently provide career technical education programs. Natomas Unified Adult Education program is researching alternatives to offering adult education-level short-term career technical education (CTE) programs. However, alignment between adult education CTE programs and college credit CTE programs needs to be explored, improved as necessary, and then communicated to interested students.

Sacramento City Unified School District (SCUSD)

There is a need for consistent collaboration with workforce skills agencies, employers, adult education programs, and community colleges to clarify and define the necessary basic skills and training required in high-demand industries throughout the state. Most adult education students are not equipped to navigate programs to learn about skills required and the labor market information in careers in which they are interested. The adult education system needs a clear structure for long-term, follow-up activities to track student outcomes once students have completed training and entered employment. Funding for job placement coach/coordinator in adult education programs would enhance short-term Career Technical Education (CTE) programs and increase student success. Alignment between adult education CTE programs and college credit CTE programs needs to be explored.

There is a shortage of adults with middle skills when the state cut back on middle-skills training. Funding for middle-skills trainings needs to be reinstated and designated to rebuild CTE courses to meet this gap. Industry partnerships will be essential to ensure

quality programs and services. CTE students are more successful when they are able to learn in an externship related to their field of study.

Clear and articulated pathways between K-12 adult education programs and the community college classes are needed. K-12 adult education programs can provide entry skills needed to move into college-level CTE programs.

San Juan Unified School District (SJUSD)

San Juan USD identified the following needs:

Need #1 Funding for middle skills training: A shortage of people with middle-skill workers could develop because the state has cut back on the training of those skills. State budget cuts have drastically reduced funding to community colleges and adult education centers.

Need #2 Industry partnerships: CTE students do better when they are able to learn in an externship related to their field of study.

Need #3 Articulation to community college classes: Adult education programs can provide entry skills needed to move into college programs.

Need #4 Specialized CTE-related language programs: ESL students interested in gaining job skills need to learn the focused vocabulary of the workplace.

Regional Data Sources

Researchers found that while 38 percent of Californians had the education to perform middle-skilled jobs — jobs that required post-secondary education but not a four-year degree — a full 47 percent of jobs required those middle skills.

The report also showed that careers requiring education in science, technology, engineering and mathematics were growing much faster than the national average. This comes at a time when California is awarding 40 percent fewer degrees per 1,000 workers in science and math than the national average.

By 2018, according to the report, three out of every five California jobs will require some education beyond high school.

That same survey revealed that 57 percent of Sacramento-area health care employers had problems filling entry-level nursing positions at the height of the recession in 2009. And 78 percent of area health employers were having trouble filling entry-level medical imaging positions.

Nationwide, a 2012 Manpower survey found that 49 percent of U.S. employers report difficulties filling jobs, despite high unemployment, due to the skills gap.

About 2.7 million "middle-skill" jobs will be created in the state by 2016, according to the study by the Workforce Alliance, Skills2Compete and the California EDGE Campaign. Middle-skill jobs refer to those that require more than a high school diploma but less than a four-year college degree. They include jobs in construction, healthcare, law enforcement, and many other fields.

The report calculates that about half of all jobs in California fell into the middle-skill category in 2008, and predicts that about 43% of all job openings in the next seven years will be middle-skill. Low-skill jobs will account for a quarter of all job openings over the same time period, and high-skill jobs will make up 32% of openings.

CAERC Partners

El Dorado County Office of Education (EDCOE)

While there are currently no program offerings in this area the El Dorado County Office of Education is exploring developing partnerships with our local High School districts to utilize existing programs to enhance possible offerings via EDCOE's programs.

EDCOE has identified the following needs for future program development:

Funding for skills training and advanced certification. State budget cuts have drastically reduced funding to community colleges and adult education centers creating a shortage of middle-skill workers because the state has cut back on the training of those skills.

The need to develop industry partnerships- CTE students accelerate when they are able to learn in an externship related to their field of study.

To mirror our ESL offerings EDCOE would develop specialized CTE-related language programs ESL students interested in gaining job skills but who need to learn the focused vocabulary of the workplace.

Sacramento Employment and Training Agency (SETA)

The Sacramento Employment and Training Agency indicated the following needs:

- Expand provider enrollment capacity
- Lack of open-entry open exit training opportunities
- Lack of courses available in summer
- Hybrid coursework using technology to support teachers and making learning more flexible for students.
- Computer and Digital Literacy courses
- Additional employers to integrate classroom curriculum with academic/training related work experience

Regional Data Sources

Sacramento Works Strategic Plan - Economic and Workforce Analysis Sacramento's unemployment rate for February 2014, as posted by the California Employment Development Department was 8.1%, which is down from 9.6% in February 2013. According to the Center for Strategic Economic Research (CSER), an economic research and consulting group specializing in applied research and strategy development in regional economics and economic development fields, March 2014 quarterly newsletter, California posted a 2.3 percent annual job growth in February 2014 and, although this rate of growth is slower than in 2013, it remains above the national average of 1.5 percent. The six-county Sacramento Region, however, is seeing slower annual job growth. This job growth pattern has moved the Region below both the statewide and national averages and increased the gap between neighboring regions that are all seeing job growth above the statewide average.

Since 2007, the SETA/Sacramento Works, Inc. (SWI) Board annually identifies occupational clusters that are critical to the regional economy and establishes a goal to target WIA funds to train a workforce to meet the demand of regional employers in these clusters. In April, 2013 CSER conducted a regional economic and workforce information analysis of industry and occupational trends, Critical Occupational Cluster trends, and the core business cluster trends to identify the industry sectors and occupational clusters in the region that are high growth, high demand, projecting skills shortages, are vital to the economy, and/or have a significant impact or multiplier effect on the overall economy. The core business clusters were derived from the research conducted for the Next Economy, the Capital Region Plan which aims to align regional economic development activities and mobilize private industry, government, academic and civic leadership to focus on a set of common strategies and actions to accelerate job creation and new investment in California's Capital Region with the goals of supporting innovation and entrepreneurship, diversifying the regional economy, and improving the business climate for economic growth. The SETA/SWI critical occupational clusters identified in this effort contained almost 611,000 jobs in 2012 and are expected to reach nearly 666,000 jobs by 2017, a growth rate of 9 percent. Administrative & Support Services is the largest cluster in the group with close to 292,000 jobs in 2012. This cluster is forecasted to add another 23,000 jobs through 2017, the largest increase among all of the clusters.

The highest rate of growth between 2012 and 2017 is expected in the Healthcare & Support Services cluster, which is forecasted to see job growth exceeding 17 percent. In addition to the clusters stated below, SWI has targeted training in the Clean Energy Technology sector.

It is the goal of the SETA/SWI to invest in occupational clusters that prepare job seekers for career pathways to middle and high skilled jobs that ensure upward mobility and self-sufficiency. SETA/SWI places a high priority on identifying and serving vulnerable populations who have barriers to employment and providing them with contextual career technical education, inclusive of basic skills remediation, which leads to credentials and degrees in occupations critical to the growth of the region.

Yolo County Office of Education (YCOE)

YCOE CTE currently has a wait list for several of the CTE programs.

Program Area 5: Apprenticeship

CAERC Members

Los Rios Community College District (LRCCD)

American River College does not offer adult education-level apprenticeship programs. However, alignment between adult education apprenticeship preparation and college apprenticeship preparation needs to be explored, improved as necessary, and then communicated to interested students.

Sacramento City Unified School District (SCUSD)

The revival of the economy indicates that it is time to return the hours to their prior level and raise the Related and Supplemental Instruction (RSI) funding reimbursement. When the economy dropped in 2008, many pre-apprentice and apprentice programs closed or were reduced.

Many candidates fail to be accepted because they lack the basic skills required by the apprentice programs. Many employers offering apprentice programs also prefer candidates with some training rather than bringing in an entry-level apprentice. To ensure the quality of candidates, the need for basic and pre-apprenticeship skills must be addressed in the curriculum and defined pathways between programs needs to be articulated.

San Juan Unified School District (SJUSD)

San Juan Unified School District identified the following needs:

Need #1 Restore RSI hours: When the economy dropped in 2008, many apprentice programs closed or were reduced. The revival of the economy dictates that it is time to return the hours to their prior level and raise the RSI funding reimbursement.

Need #2 Pre-apprenticeship: These programs are a great way to start exploring careers middle skills trades. These programs offer an overview of each trade, the qualifications and skills needed for each trade and on-the-job training and related instruction. The programs also offer career-entry advice and emphasize the importance of succeeding in school and in the workforce.

Need #3 Quality of candidates: Many candidates fail to be accepted because they lack the basic skills required by the apprentice programs.

Need #4 Gender and race inequity: Many of the apprentice programs attract a narrow band of the population that is not representative of the community. Programs like the one offered by The CFFJAC emphasizes the value of recruiting well trained and qualified fire fighting personnel from the ranks of underrepresented and target groups. The program reaches out to all areas of society because fire fighters protect all members of society.

Need #5 Employer support: The employers need to offer more support and strategies for overcoming barriers such as the cost of program and lack of consistent employment demand.

Need #6 Open to new candidates: Many employers offering apprentice programs prefer candidates with some training rather than bringing in an entry-level apprentice.

Regional Data Sources

Analysis of Local Regional Economy:

There are 112 programs in the Sacramento region. There has been a steady decline in the numbers of enrolled apprentices since 2008.

2008	2009	2010	2011	2012
70,081	61,736	60,060	57,763	54,007

California Apprentices by Industry

- Services 3%
- Manufacturing 1%
- Construction 79%
- Public Administration 14%
- Utilities 3%

As some traditional jobs disappear, new high-tech and service jobs take their place, and California's apprentices are achieving a higher level of skills than ever before to earn a living in the global marketplace. However, the need for middle-skill jobs continues.

Occupations with above average earnings and with a majority of workers without a college degree cover many fields. Among them are construction managers, buyers and purchasing agents, lodging managers, appraisers, court reporters, various types of technicians, aircraft mechanics, police officers, and supervisors of police.

There has been job loss but several intermediate level occupations with good wages have increased substantially since 1986, including medical therapists (such as respiratory, recreational, and radiation therapists) increasing by 30 percent, carpenters (by 20 percent), heavy vehicle maintenance specialists (by 25 percent), and heating and air conditioning positions (by 21 percent).

CAERC Partners

El Dorado County Office of Education (EDCOE)

While not currently offered, EDCOE is interested in development of programs for apprentices to build upon the short term CTE courses.

Many candidates fail to be accepted because they lack the basic skills required by the apprentice programs. EDCOE has identified the following needs for future program development:

Development of business partnerships to support robust apprentice programs. Further support from potential employers would be a program goal and could also be a funding source to help students overcome barriers such as the cost of the program, support to students within the program, and other related costs.

Pre-apprenticeship programs: These programs start the exploration of careers involving middle skills trades. These programs offer an overview of each trade, the qualifications and skills needed for each trade and on-the-job training and related instruction. The programs also offer career-entry advice and emphasize the importance of succeeding in school and in the workforce.

Sacramento Employment and Training Agency (SETA)

The Sacramento Employment and Training Agency indicated the following needs:

- Establish single points of contacts for WIBS and JATCS