

## **Project Management Narrative**

### **Organizational Structure**

#### **Consortia Membership**

***Describe existing collaborative relationships, between the community college district and school districts related to adult education. Identify how these relationships may inform the planning process going forward.***

The Capital Adult Education Regional Consortium (CAERC) will represent adult education providers and colleges within the Los Rios Community College District (Los Rios) service area. The educational needs of adults in the region have been served through services of local educational agencies and community colleges and partnerships across educational institutions, apprenticeship programs, workforce agencies, and community-based organizations. A range of adult education programs have also been offered by public libraries, correctional facilities, social service organizations, and state agencies. The members of CAERC consist of the following (as of February 24, 2014): Center Joint Unified School District; Davis Joint Unified School District; El Dorado Union High School District; Elk Grove Unified School District; Folsom Cordova Unified School District; Galt Joint Unified School District; Los Rios (fiscal agent) which includes American River College, Cosumnes River College, Folsom Lake College, and Sacramento City College; Natomas Unified School District; Sacramento City Unified School District; San Juan Unified School District; Twin Rivers Unified School District; and Washington Unified School District.

Within the Los Rios service area, the community colleges have focused on offering college credit courses and career technical education (CTE) programs. Local public school districts and county offices of education have focused on adult education courses and programs, including programs in the AB 86 Program Areas (elementary and secondary basic skills, immigrant educational services including citizenship, English as a Second Language and workforce preparation, programs for adults with disabilities, short-term CTE programs, and programs for apprentices). While each system has generally focused on different areas and types of education for adults, the schools and colleges in the region have a long history of collaboration. For this reason, some alignment currently exists between adult education and community college courses and programs within some program areas (primarily CTE, English as a Second Language, Basic Skills in Mathematics, and apprentice programs). CAERC intends to build on these alignments and relationships to address the objectives of the AB 86 Adult Education Consortium Planning Grant.

#### **Partnerships**

***List any identified partners and describe how these relationships may inform the planning process going forward.***

County offices of education will be key partners in the planning and implementation of adult education in the region. The Sacramento County Office of Education (SCOE), El Dorado County Office of Education (EDCOE), and Yolo County Office of Education

(YCOE) have agreed to participate in CAERC's planning process. The county offices of education have structures in place and the expertise to provide overarching facilitation and support to the work of the consortium.

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 may provide a rich context for understanding the needs and the complexities of adult education programs in the region. SCOE also 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 will add a technology-oriented perspective to the planning process.

EDCOE, serving the a 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 educational 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 the Sacramento Employment and Training Agency (SETA), the California Human Development (CHD), and Alta California Regional Center (Alta). SETA, the Local 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, and Alta, given their expertise in serving adults with diverse needs, will be able to offer additional insights into adult learner needs and effective practices. Their participation in the planning process will contribute to innovation and even broader alignment across systems.

During the planning period, the consortium will also consult additional stakeholders such as the Sacramento Public Library, the Sacramento County Sheriff's Department, the California Department of Corrections and Rehabilitation, parole and probation release

programs, ProLiteracy, and other community based organizations, to ensure that planning is comprehensive and well-coordinated across agencies.

### **Shared Leadership Strategies**

***Describe the shared leadership strategies that may be used during the planning project. Examples may include meetings, MOUs, co-chairs, decision-making processes (including resource allocation), advisory groups, and consortia member and partner agreements.***

CAERC will consist of the following management structure which facilitates shared leadership of this project: (1) a leadership oversight panel; (2) Consortium Co-Chairs; (3) a delegation of voting representatives and advisory partners; (4) an implementation committee; and (5) a communications team.

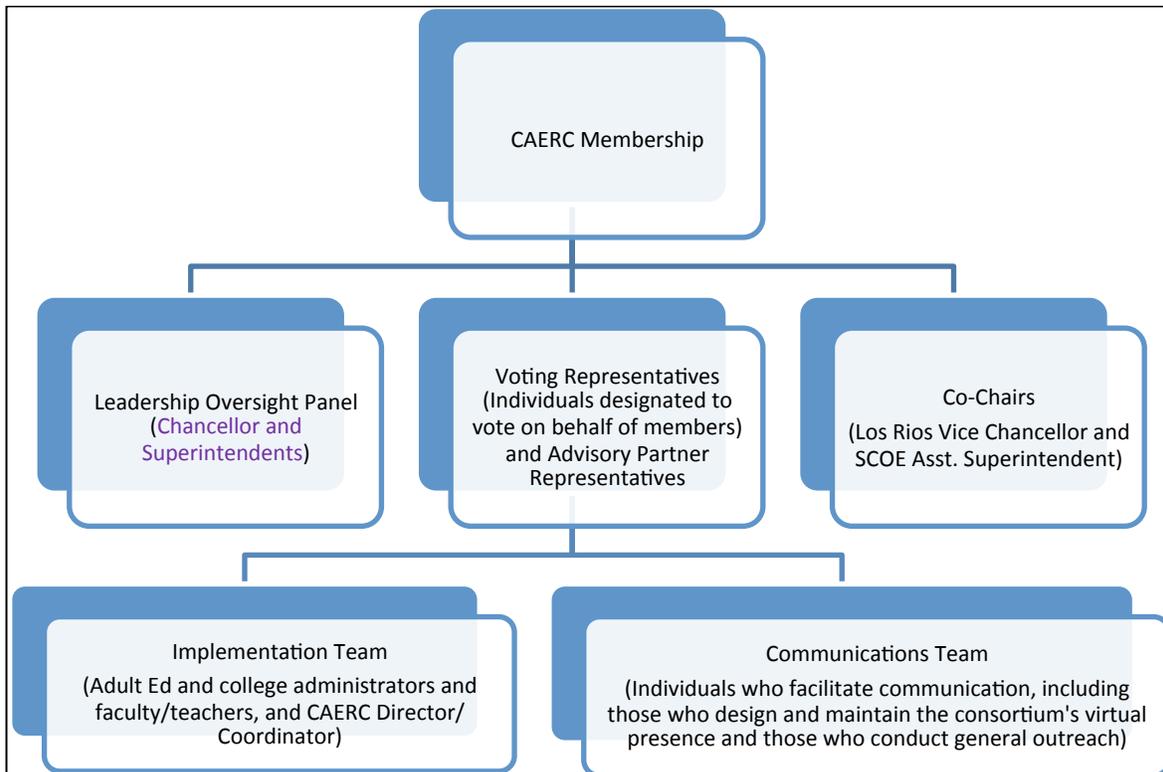


Figure 1. CAERC Management Structure

### 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 will consist of the executive leadership of CAERC members including the chancellor of Los Rios and superintendents of member school districts. The panel may meet two to three times, or as needed, during the course of the planning process. The Consortium Co-Chairs will

provide the panel with updates on the status of planning efforts, including progress toward grant objectives. In an effort to create a realistic and practical meeting schedule, panel meetings may be appended to County Offices of Educations' existing Superintendents' meeting schedules, or may be conducted by teleconference.

### 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 will serve as the Co-Chairs of the Consortium. Co-Chairs will coordinate with one another 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.

### Voting Representatives and Advisory Partner Representatives

The purpose of Voting Representatives is to provide a voice for each CAERC member at key decision points for the Consortium. Each college and school district in the consortium will be entitled to one vote. The Co-Chairs will not have a vote. Each college and school district will be 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.

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

Voting members and partner representatives will be engaged throughout the planning process, meeting or conferring with the Implementation Team (see description below) as necessary to decide on matters.

### Implementation Team

The purpose of the Implementation Team is to conduct the necessary conversations and planning required for achieving the grant's objectives and outputs. The Implementation Team will consist of adult education and college administrators, faculty/teachers, and other staff who are involved in providing adult education services and college courses in areas specified by the grant. These individuals will assist the consortium by providing data necessary for planning and recommendations to inform member decision-making. The Implementation Team will also engage in dialogue with partners to bring to bear multiple perspectives on adult education needs and strategies.

The Implementation Team will establish a meeting schedule and identify preferred meeting locations at the start of the project. The team will most likely meet monthly in person and via teleconference over the 15-month planning process, and organize

subcommittees to focus on each of the five AB 86 Program Areas and any other area which requires significant consideration.

### Communications Team

The purpose of the Communications Team is to facilitate consistent and effective communication across the consortium internally between members and partners and externally between the consortium and the public. The Communications Team will consist of designated points of contact that can design and implement strategies for information sharing and dissemination, and provide technical assistance to the consortium on establishing a virtual presence in the region.

### **Project Planning Roles and Responsibilities**

***Identify the co-chairs, project directors, and/or the person(s) responsible for oversight of the project, and describe the roles and responsibilities that they will assume, including the timely submission of required reports.***

### Co-Chairs

As mentioned previously, the consortium will be co-chaired by the Los Rios Vice Chancellor of Education and Technology and the Sacramento County Office of Education Assistant Superintendent of Technology Services. These individuals were approved by consortium members during the development of this application. Together, they possess the capacity to provide leadership and management to the consortium's planning efforts. The Co-Chairs will coordinate with one another 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.

### Project Staff

A CAERC Project Director will provide coordination and facilitation for the 15-month planning process. This individual will be 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. This individual will possess expert-level knowledge of adult education in California as well as exceptional skills in planning and facilitation.

To effectively carry out the complex tasks of this project, the project director will be supported by additional personnel such that the following functions are fulfilled by CAERC staff: 1) administrative support; 2) web and database management and information technology technical support; and 3) fiscal administration and management.

SCOE has offered to house the project staff at their facilities. Consortium members deemed this arrangement as advantageous given SCOE's available resources to support planning activities and its central location.

### Technical Experts

CAERC members also anticipate the need to identify and engage consultants with highly specialized expertise to inform planning and data-driven decision making.

Preliminary plans of the consortium include identifying consultants from these areas:

- Curriculum – Expert(s) with extensive knowledge of adult ESL, basic skills, GED, high school completion, adults with disabilities, short-term CTE, and apprenticeship programs.
- Research – Expert(s) with abilities to provide historical perspectives; identify best and promising practices from other regions and other states; identify possible linkages to CALPADS, CCSS and LEA Local Control Accountability Plans; and determine other possible funding sources to support CAERC implementation.
- Assessment and Data – Expert(s) who can identify area adult literacy levels using national and state literacy data and census information; analyze current adult learner assessment and placement systems used by members and partners; identify approaches for managing learner data across multiple provider systems; and identify areas of greatest need for services (gap analysis).

### **Communication**

***Explain how the planning process will be communicated to districts, adult education providers, and other organizations in the region.***

CAERC will establish a Communications Team to facilitate consistent and effective communication across the consortium internally between members and partners and externally between the consortium and the public. The Communications Team, as mentioned earlier, will consist of designated points of contact who can design and implement strategies for information sharing and dissemination, and provide technical assistance to the consortium on establishing a virtual presence in the region.

To reach a broad audience, the consortium expects to utilize a website and social media, and to make outreach and informational documents available in multiple languages. With guidance from communications experts, each consortium member and partner will leverage existing tools and avenues to make the work of CAERC accessible and transparent to the public.

***Describe strategies that might be used for outreach to regional stakeholders.***

By utilizing existing workforce development boards, community-based organizations and regional CTE and educational partners, the CAERC will reach out to other adult education providers and interested parties to solicit input on regional needs and gaps of services for adult education. Each college and school district will also identify their current stakeholders and partners that should be included in the AB 86 planning process. Any stakeholder that wishes to join CAERC will be added on the CAERC partner roster.

Outreach strategies may include: engaging print and non-print media outlets (Sacramento Bee, Sacramento News & Review, local community newspapers,

professional association publications, and television and radio stations); making contact with agencies that work directly or indirectly with adult learners such as (as mentioned under Partnerships) public libraries, Sheriffs' Departments, county parole and probation departments, the California Department of Corrections and Rehabilitation including the Division of Juvenile Justice, and ProLiteracy; engaging peripheral professional associations such as the California Teachers of English to Speakers of Other Languages (CATESOL); and engaging organizations who provide resources to adult educators such as the California Adult Literacy Professional Development Project (CALPRO).