

Adult Education Block Grant : Annual Plan : 2018-19 Produced: Aug 15, 2018, 9:21 PM UTC Action Taskman

28 Capital Adult Education Regional Consortium

Plans & Goals - Consortium Approved

Executive Summary

Year 4 focus is to continue to enhance services and instruction. Preliminary student data report for the program year 2017-18 reveals that the unduplicated number of 15,030 adult learners in the region enrolled with CAERC member agencies and received services. The number of learners who demonstrated measurable skill gains is 8,309 and is included in 10,108 AEBG outcomes achieved. In April 2017, the Sacramento Employment & Training Agency (SETA) – a CAERC partner – was awarded one of the California Workforce Development Board's English Language Learner (ELL) Workforce Navigator grants. Four CAERC members partnered with SETA to support ELLs through this innovative joint education/workforce initiative. As of August 2018, there are 146 enrolled in our ELL Workforce Navigator Pilot up through June 30. 104 are co-enrolled in WIOA Title II Adult Education programs, of which: 97 are enrolled in ESL or VESL (primarily ESL), 8 are enrolled in Adult Basic Education (ABE) and 6 are enrolled in high school completion/equivalency. 44 have entered employment with a \$12.96 average wage at placement. With six more months remaining in this pilot, SETA and CAERC members are making great strides. Another CAERC partner, Sacramento Public Library, has been serving a target population in the region through an online high school diploma program, as a result of the special project funds received by CAERC. In year 4, the consortium will continue and expand upon the efforts initiated in the first 3 years with the extended focus on Enhancing Services & Instruction. The consortium will work on the following strategies for 2018-19: 1. Expand Adult Education Course Offerings in the 7 Program Areas in the Region. 2. Coordinate and Expand Marketing and Outreach Efforts 3. Use and Promote the Regional Asset Map 4. Align Courses Across the Consortium and Streamline Pathways for Adult Learners. 5. Increase K-12 Adult Education Transition to Postsecondary Education, Training and/or Employment with Student Outreach Events and Services. 6. Expand Career Pathways Programming, Integrated Education & Training (IET) Offerings and Boot Camps Across the Region. 7. Offer Professional Development to Support the Regional Strategies. 8. Strengthen Regional Partnerships to Increase Funding and Leverage Existing Structures and Expertise to Benefit Adult Learners in our Region. 9. Support data collection and reporting efforts and data-driven decision making in and outside of the class.

Regional Planning Overview

Members have noted that the region has changed in the past three years, which will require us to re-evaluate some of our assumptions about student needs and how best to meet them. The improving economy coupled with a higher cost of living, the increasing demand for high-skilled workers, the expanded use of technology, along with increased immigration bring new challenges to adult education and community colleges. This may require some new solutions and a further refinement of strategies. K12 members have expressed the continued commitment to improving coordination and articulation with post-secondary education entities. Additionally, members propose to explore ways to better address the needs of our local business employers as they relate to the services we provide. As a consortium, we will take advantage of the mandates, trends, and projects at the national, state and regional levels to inform and support our 3-year planning process. These are some of the initiatives we will learn from: - the California WIOA Co-enrollment Cohort sponsored by US Department of Labor and US Department of Education; - Human-centered design training facilitated by American Institute of Research and WestEd and Adult Education Program Office; - July 2018 guidance by EDD on behalf of the State Workforce Board about Regional and Local Plans PY 17-21 – Two Year Modifications; - Immigrant Integration Framework by the ALLIES coalition of adult schools, community colleges, and community-based organizations in Silicon Valley; - July 2018 national bipartisan overhaul of the Carl D. Perkins Career and Technical Education (CTE) Act that includes key provisions to help working-age Americans build their skills and strengthen states' abilities to offer more career-technical or skills-based classes.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

Additional course offerings to address the needs of lower-skilled adults and immigrants across our region.

How do you know? What resources did you use to identify these gaps?

Demographic data for our region shows 52K adults with a 7th grade education or less; 141K adults without a HSD or HSE; 91K adults with limited English speaking ability; and 73K unemployed adults (CAERC Regional Fact Sheet).

How will you measure effectiveness / progress towards meeting this need?

Increased number of course offerings provided by members across our region as measured by increased number of learners.

Regional Need #2

Gaps in Service / Regional Needs

Public awareness about adult education program offerings available across our region.

How do you know? What resources did you use to identify these gaps?

Lack of information and misinformation conveyed by current and prospective students; lack of awareness about what Adult Education offers and its benefits to the community.

How will you measure effectiveness / progress towards meeting this need?

Increased inquiries by target population as measured by a tool used by all consortium members; increased enrollment in classes and programs.

Regional Need #3

Gaps in Service / Regional Needs

A need for increased collaboration between workforce, adult schools, community college, and social service agencies.

How do you know? What resources did you use to identify these gaps?

Demographic data for our region shows the neediest individuals are underrepresented in WIA Title I Adult Intensive and Training Services (Foreign-born individuals are one-third of the workforce in California; however, only 3.7% of the total served under WIA Title I Adult Intensive Training Services were Limited English Proficient (SETA, PY 2014).

How will you measure effectiveness / progress towards meeting this need?

Increased number of adults in our region entering college, career training or the workforce.

Gaps In Service

New Strategies

Strategy #1

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

Strategy #2

Continue to Coordinate and Expand Marketing and Outreach Efforts.

Strategy #3

Explore Existing Gaps in Student Service and Identify Providers.

Seamless Transitions

New Strategies

Strategy #1

English Writing - continue to align Courses and Streamline Pathways [a] Attend PD [b] Identify AE ABE/ASE English writing best-practices statewide [c] Identify writing objectives for AE English courses that align to CCR writing/language standards and CC SLOs [d] Develop transitions English writing course [e] Create common course outline templates [f] Review and identify supporting curriculum [g] Create sample lessons [h] Identify recommend pathways [i][j][k] Pilot-develop, present, do, evaluate

Strategy #2

ESL Writing - continue to align Courses and Streamline Pathways [a] Attend PD [b] Identify AE ESL writing best-practices statewide [c] Identify writing objectives for AE ESL courses (BL-AV) that align to CCR writing/language standards and CC SLOs [d] Create common course outline templates [f] Identify and recommend pathways [g] [h] [i] Pilot - develop, present, undertake, evaluate

Strategy #3

Mathematics - continue to align Courses and Streamline Pathways [a] Attend PD [b] Identify AE ABE/ASE math best-practices statewide [c] Create AE common course outline templates [d] Develop transitions math course [e] Create aligned assessments [f] Review math curricula [g] Identify and recommend pathways [h][i][j] Pilot - develop, present, undertake, evaluate

Strategy #4

Update, maintain and market the Regional Asset Map at capitaladulthood.org

Strategy #5

Increase K-12 AE to Transition to Postsecondary, Education, Career Training and/or Employment with Student Outreach Events and Services - Coordinate and facilitate workgroup meetings with AE Transition Specialists and LRCCD Outreach Specialists to identify specific objectives for this strategy - Continue development of a repository of transition-related resources and information to be shared consortium-wide

Student Acceleration

New Strategies

Strategy #1

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

Professional Development

New Strategies

Strategy #1

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

Strategy #2

Plan and coordinate regional summits: a. Regional Summit, b. 3-year Plan Development Summit.

Strategy #3

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

Strategy #4

Continue to offer Professional Development to Support the Regional Strategies.

Leveraging Resources

New Strategies

Strategy #1

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

Fiscal Management

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

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

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

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

Certification

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Approved	

2018-08-07

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2018-08-09

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2018-08-13



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