

Section 1: Consortium Information

Capital Adult Education Regional Consortium

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Section 2: Comprehensive Regional Three-Year Plan

2.1 Executive Summary

Since 2015, a consortium of 11 school districts, 2 county offices of education and 4 colleges within Los Rios Community College District (LRCCD) have been working together to become a regional delivery system. The goal is to provide education and workforce development services to the adult members of our communities whose level of education is below high-school diploma and/or who need basic and intermediate skills for local jobs.

These educational agencies collaborate with workforce and community partners to serve the “whole adult learner” whether it is a newly arrived refugee family from Afghanistan or a recently widowed mother of four who is looking to earn the high school diploma and enter the workforce in her 50s.

The funding for the seven program areas ranging from English as a Second Language to short-term Career and Technical Education is guided by the Education Code, Sections 84900-84920, and is distributed from the California Adult Education Program Office to the 71 regional consortia statewide.



Capital Adult Education Regional Consortium within the larger California region

As a member that opted not to receive an allocation for running the 7 programs, Los Rios CCD actively participates in the consortium work with the goal of supporting effective transitions of learners into post-secondary and career education.

As another member that opted not to receive an allocation for running the 7 programs, Sacramento County Office of Education serves as a fiscal agent and program manager for consortium-level activities to support regional goals in a high quality, economy-of-scale manner.

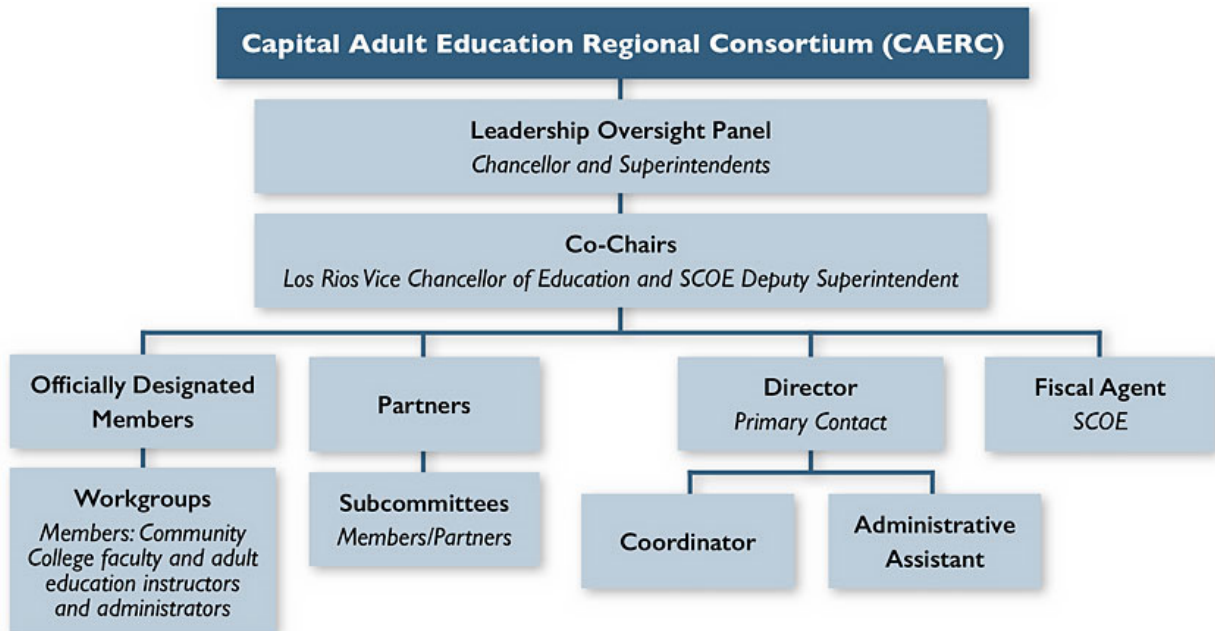
Members and partners meet monthly in business and working meetings to set policies, coordinate consortium-level activities and communicate about running programs. Multiple workgroups participate in regular planning, training and networking.

CAERC Members

1. Amador County Unified School District
2. Center Joint Unified School District
3. Davis Joint Unified School District
4. El Dorado County Office of Education
5. Elk Grove Unified School District
6. Folsom Cordova Unified School District
7. Galt Joint Union High School District
8. Los Rios Community College District
 - 8.1. American River College
 - 8.2. Cosumnes River College
 - 8.3. Folsom Lake College
 - 8.4. Sacramento City College
9. Natomas Unified School District
10. Sacramento City Unified School District
11. Sacramento County Office of Education
12. San Juan Unified School District
13. Twin Rivers Unified School District
14. Washington Unified School District

Governance Structure

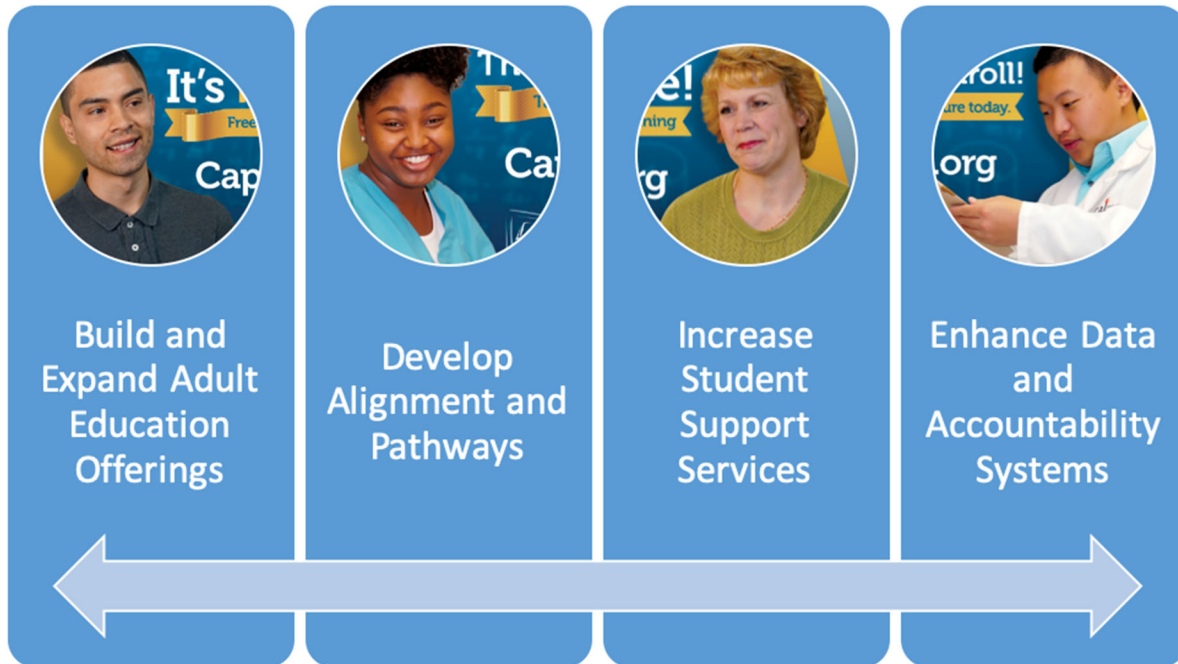
The Leadership Oversight Panel provides guidance for the CAERC Co-Chairs to coordinate the consortium.



CAERC Regional Priorities, Objectives & Strategies

In 2015, CAERC members identified four Regional Priorities:

1. Build and Expand Adult Education Offerings
2. Develop Alignment and Pathways
3. Increase Student Support Services
4. Enhance Data and Accountability Systems



These priorities emerged out of an extensive two-year planning process. In 2013, 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. The first CAERC Comprehensive Plan was produced in 2015. It contains data and articulated outcomes for the consortium under the Objectives defined by the state in the template provided at that time:

Objective 1: Current Programs and Services

Objective 2: Current Needs

Objective 3: Seamless Transitions

Objective 4: Address Gaps

Objective 5: Student Acceleration

Objective 6: Professional Development

Objective 7: Leverage Resources

These priorities and objectives were further developed into nine strategies as follows:

1. Expand adult education course offerings in the seven program areas in the region
2. Coordinate and expand marketing efforts
3. Use and promote the regional asset map - capitaladulthood.org
4. Align courses across the consortium and streamline pathways for adult learners
5. Increase K-12 adult education to post-secondary and workforce transition with student outreach events and services
6. Expand career pathways programming, integrated education and training (IET) offerings and boot camps across the region
7. Offer professional development to support the regional strategies
8. Strengthen regional partnerships to increase funding and leverage existing structures and expertise to benefit adult learners in our region
9. Support data collection and reporting efforts and data-driven decision making both in and outside of the classroom

Impact for Previous Planning Period

California Adult Education Program (CAEP) funding has provided the Capital Adult Education Regional Consortium (CAERC) with needed resources to rebuild and expand adult education programs and services across the consortium's four-county region.

With 85% of CAERC CAEP funding dedicated to rebuilding and expanding adult education course offerings in the seven program areas in the region (strategy 1), CAERC members successfully opened new classes and expanded into other program areas to better serve the needs of the region's adult learners.

The remaining 15% of CAEP funds (strategies 2-9) supported regional work through a variety of activities to facilitate seamless transitions, accelerate student learning, provide shared professional development and leverage resources.

Regional strategies 2 and 3 resulted in the development of the Regional Asset Map (www.capitaladulthood.org) which allows adults in our region who lack basic skills to explore careers and find classes and training programs offered by CAERC members. The Regional Asset Map was promoted to potential learners and the greater community via Sacramento RT and Yolo Transit bus ads as well as through CAERC's Facebook page (facebook.com/capitaladulthoodeducation) and Twitter account

(@CapitalAdultEdu). Three videos were developed, each highlighting one of the following core content areas: English as a Second Language (ESL), Adult Secondary Education (ASE) and Short-Term Career Technical Education (CTE). The videos are available on the Capital Adult Education YouTube Channel.

The regional alignment effort (strategy 4) resulted in the development of new courses, curricula and resources for English Language Arts (ELA), English as a Second Language (ESL) Writing, and Mathematics. Expository Reading & Writing Course (ERWC) modules at the Adult Basic Education (ABE) and Adult Secondary Education (ASE) levels were modified for use in the adult education classroom to help prepare students for college, career and civic life. Exit-level descriptors, writing rubrics, student learning outcomes and EL Civics curricula were developed to support the ESL writing alignment effort. A 40-hour ABE-level math bootcamp, Math Success Academy, was developed to address the large number of adults in need of mathematics remediation. Additionally, algebra modules were developed to help adult learners transition to post-secondary and the workforce.

In the summer of 2017, ABE, ASE and ESL instructors from across the consortium received training on the courses, curricula and resources developed by the alignment workgroups in 2016-17. Network Meetings were established in 2017-18 to provide ongoing professional learning for instructors. The professional learning for these meetings included instructional strategies for the classroom, lessons and curriculum for use with students and opportunities for instructors to collaborate with colleagues from across the region. In fall 2018, ESL instructors and administrators participated in ESL alignment implementation trainings to increase their familiarity with the heightened learner demands outlined in the CAERC ESL Exit-Level Descriptors for All Skills document. This resource was developed to assist with the alignment of ESL programs and courses across the consortium.

Increased collaboration and leveraging of resources during the previous planning period resulted in new funding for CAERC members and partners (strategy 8). 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 Pilot grants. Four CAERC members partnered with SETA to support English Language Learners (ELLs) through this innovative joint education/workforce initiative. A total of 150 ELLs were enrolled in the ELL Workforce Navigator Pilot; of these, 110 were co-enrolled in WIOA Title II CAERC-member adult education programs. Ninety entered employment with a \$14.00 average hourly wage at placement.

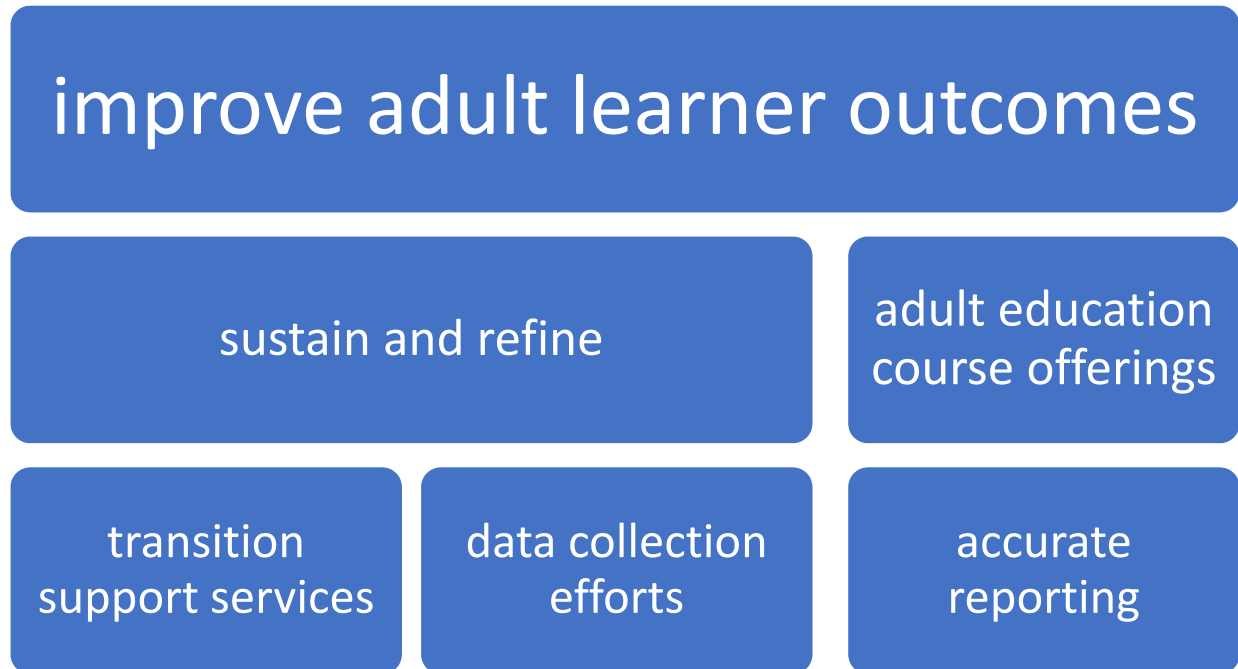
SETA Job Centers remain co-located on three CAERC-member adult school sites: Charles A. Jones Career & Education Center, Folsom Cordova Adult School, and Elk Grove Adult & Community Education. Funding and/or services for refugees continue at four CAERC member districts: Elk Grove Unified School District, Folsom Cordova Unified School District, Sacramento City Unified School District, and Twin Rivers Unified School District.

Under strategy 9, CAERC improved and streamlined data collection efforts through the creation of monthly Data & Accountability Workgroups and the development of shared data collection resources. The work products include a common intake form, definitions for terms used on the intake form, and a simplified authorization form for collecting social security numbers. Each resource was professionally

translated into the following 17 languages: Arabic, Cambodian, Chinese, Dari, Farsi, Hindi, Hmong, Korean, Lao, Pashto, Punjabi, Russian, Spanish, Thai, Ukrainian, Urdu and Vietnamese and made available for consortium-wide use.

CAERC's Goal and Key Indicators for 2019-2022

CAERC's goal for the next three years is to *sustain and refine adult education course offerings, transition support services, and data collection efforts to improve and accurately report adult learner outcomes.*

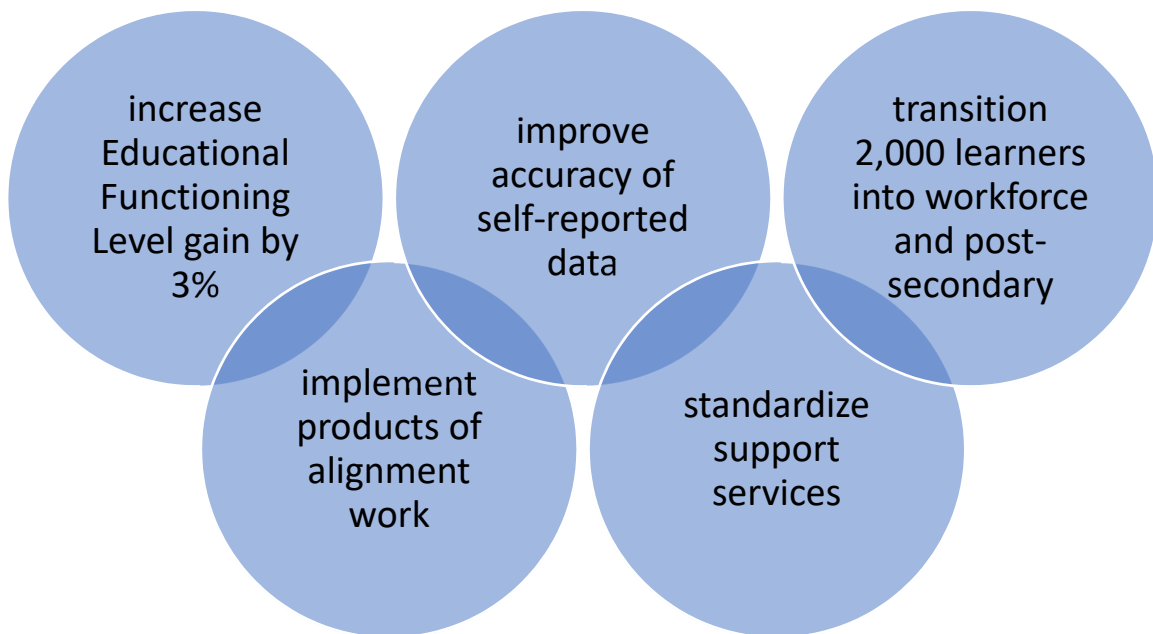


CAERC will focus on offering high-quality courses that provide the region's adult learners with the academic, digital and employability skills needed to meet their personal, educational and career goals. A Transition Navigator Network will be implemented through which teachers, staff and students will be informed of post-secondary and workforce options available across our region. Supportive services will be implemented to support increased numbers of students successfully transitioning from adult education programming to post-secondary and the workforce. We will continue refining data collection and reporting efforts to ensure outcomes are accurately recorded and reported to the state.

CAERC has identified the following progress indicators to measure progress toward our goal:

1. Each year, the percentage of students with a pre/post-test that achieve an educational functioning level (EFL) gain will increase consortium-wide by 3% for ABE, ASE and ESL. EFLs are defined by the National Reporting System (NRS) for Adult Education, the official accountability tool of the U.S. Department of Education Office of Career, Technical, and Adult Education (OCTAE).

2. Each year, the accuracy of self-reported outcomes data will improve on the CAEP Summary as demonstrated by the agency-level Outcomes Monitor. Self-reported outcomes include completion of High School Equivalency (GED®, HiSET, TASC), enrollment into college or short-term Career Technical Education (CTE) programs, and completion of CTE programs or pre-apprenticeship. Furthermore, learners self-report job attainment and increased wages.
3. The Transitions Navigator Network will successfully transition 2,000 learners annually into post-secondary and workforce as demonstrated by the following: Los Rios Community College District (LRCCD) success factors, number of students entering the workforce or obtaining better employment, and completion of short-term CTE programs.
4. Each year, members will report on their implementation of courses, curriculum, and/or other alignment work products and provide supporting data (i.e. assessment data, testimonials, etc.).
5. By June 2020, members will define support services and develop a common policy for reporting them; By 2022, members will record services in a standardized manner and be able to justify the numbers contained in the CAEP Summary.



Specific activities for each of the nine regional strategies will be identified and outlined in CAERC's annual plans with roles and responsibilities clearly defined at both the consortium and member levels.

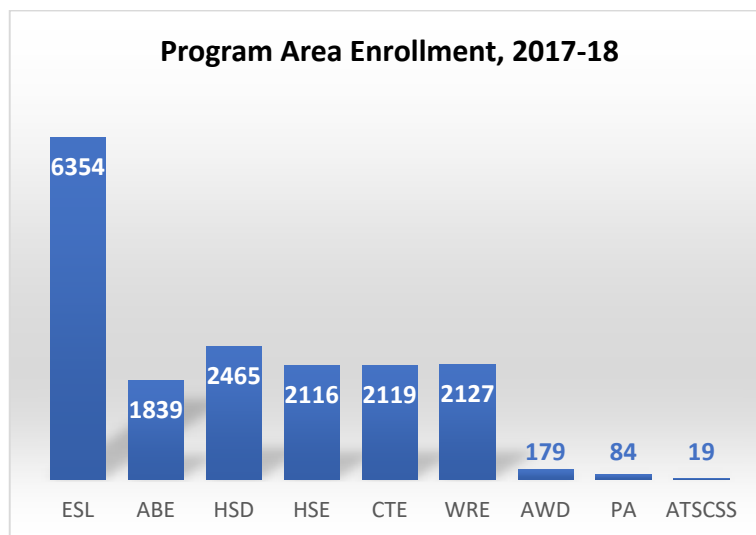
2.2 Pre-Planning Assessment

The Region

The Capital Adult Education Regional Consortium covers metropolitan cities and rural communities with diverse needs across four counties: Amador, El Dorado, Sacramento and Yolo. Consortium members include the Los Rios Community College District, the El Dorado and Sacramento County Office of Education, and 11 school districts. The region is home to numerous state government offices as well as the University of California, Davis, which is known for its top agricultural programs, and California State University, Sacramento. The region's cross section of urban, suburban and rural communities has a range of needs and opportunities for adult education programs and services.

Member Capacity

The focus of the previous planning period was to rebuild and restore adult education programs and services across the region. With dedicated CAEP funding, members hired additional teachers and staff to expand course offerings and programs. CAEP funding has provided CAERC members with vital resources to serve our communities; however, the regional need for adult education far exceeds member capacity at current funding levels. Consequently, priority has been given to those program areas for which the need is greatest. These include the academic, post-secondary training and workforce entry/re-entry programs of English as a Second Language (ESL), Adult Basic Education (ABE), Adult Secondary Education -- High School Diploma (HSD) and High School Equivalency (HSE) -- Short Term Career Technical Education (CTE), and Workforce Entry/Re-Entry (WRE).



CAEP (Manager) Summary Data for PY 2017-18

CAEP funding has allowed all members to offer English as a Second Language (ESL) classes to support the language needs of our region's large immigrant population. ESL courses are offered at a variety of times and locations. Courses are offered mornings, afternoons and evenings at main school sites as well as satellite locations. Citizenship Preparation courses are offered at half of the region's adult schools.

Demand for ESL courses is high across the region; however, learner needs vary considerably. For example, the influx of Afghan refugees to the Arden area of Sacramento County has necessitated the opening of numerous literacy-level ESL classes and strong coordination with refugee resettlement agencies. The needs of the region's highly-skilled immigrants are quite different. These learners attend ESL classes with the goal of increasing their speaking, listening and writing skills and benefit from available transition services. Other immigrants attend ESL classes to help their children in school and to improve their language skills to obtain better jobs and increased wages.

The region's Adult Basic Education (ABE) programs help adult learners build academic skills in reading, writing, vocabulary development and/or mathematics. ABE programs serve students with a variety of needs including those with academic skills below the 9th grade level; students in need of basic skills remediation prior to entering college, career training, or the workforce; and students transitioning from Advanced ESL. Math boot camps and reading and writing courses for college and career are offered across the region.

Adult Secondary Education (ASE) programs include both High School Diploma and High School Equivalency test preparation courses. CAERC's larger districts generally offer both options while smaller districts offer one or the other based on community need and capacity. Programs are offered in structured, teacher-led classroom settings as well as self-paced, individualized courses.

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

Short-term Career Technical Education (CTE) programs across the region provide students with the academic and technical skills, knowledge and training necessary for entry into high-demand fields. Many of the region's CTE programs provide opportunities to gain work experience through internships, job shadowing, externships and on-the-job training. The region's CTE offerings through K-12 adult schools include: A+/CISCO Network & Preparation; Billing and Coding; Court Reporting; Heating, Ventilation and Refrigeration Maintenance Technology; Medical Administrative Assisting with Billing and Coding; Medical Assistant; Nursing Assistant; Office Assistant; Pharmacy Technician; Phlebotomy; and Vocational Nursing.

The majority of the region's CTE programs are offered through Los Rios Community College District's Career Education (CE) programs. Additionally, LRCCD plans and delivers programming responsive to local labor market needs through its participation in the California's Strong Workforce Program (SWP), an initiative designed to expand career technical education programs in the state's community colleges, further improve response to workforce demands, and deliver the skill sets required by local employers. To implement the SWP, seven regional consortia were established by the California Community College Chancellor's Office to provide leadership in the creation and implementation of career education. The North Far North Regional Consortium is charged with coordinating the planning and implementation of

the program in the North Far North (NFN) Region of California. In the North Region, the members are Los Rios, Yuba and Sierra colleges and districts, along with seven more in the Far North Region.

Workforce Entry/Re-entry is one of the seven program areas approved by the Education Code governing the CAEP. However, in the first few years of implementation, there have been a variety of interpretations of what this program entails. Some course examples include computer classes, goal setting, and employability skills training. In 2018-19, the data collection system was programmed to capture the demographics of all adult students age 55 and over. The system reported all of these older adults under this category, treating it more like a population than a program area. The region and the state still have much defining to do within this program area.

Pre-Apprenticeship training programs have been offered by multiple members. As one example Washington USD Adult Education participated in a pilot that was funded from multiple sources, and in collaboration with the Northern California Construction Training (NCCT), a non-profit, community-based organization which holds a general contractor’s license. During the program, students received unpaid training in the classroom as well as hands-on building experience in Construction Trades work under the supervision of a journeyman carpenter. Students who successfully complete a training program are offered the opportunity to join the construction trades apprenticeship training program of their choice. These apprenticeship positions range from \$14.00 to \$23.00 per hour, depending on the trade and benefits.

Data Collected from 2015-2018

California Adult Education Program Learner Outcomes

1. Improved literacy skills
2. Placement into jobs
3. Improved wages
4. Completion of high school (diploma/equivalency)
5. Transition to post-secondary education
6. Completion of post-secondary education

CAERC Learners

Program Year	All student records	With CAEP Outcomes	Outcomes out of all records	Increase in outcomes
2017-2018	15,030	10,108	67%	4%
2016-2017	15,879	9,687	61%	2%
2015-2016	14,402	9,525	66%	Base year
<i>Unduplicated numbers.</i>				
<i>Percentage increase is year by year.</i>				

CAERC Consortium Program Quality Self-Assessment

From January to March 2019, the consortium members and partners spent over 6 hours in group discussions around the self-assessment tool provided by the CAEP Office. The consortium members and partners first completed the evaluation individually and then entered the scores anonymously into an online form, which yielded immediate feedback in average numbers available to all. After answering 36 questions total on a five-point scale, the overall effectiveness in the five key areas was scored as presented in the table below:

CAERC Consortium Program Quality Self-Assessment Results	
Capacity	4.48
Connection	4.06
Entry	3.68
Progress	3.78
Completion /Transition	3.75

The scale was defined as follows:

1. There is strong need for improvement and the consortium has an urgent need to address this area.
2. The consortium is making progress in this area but can improve further. This area needs targeted support in order to improve its outcomes.
3. The consortium is doing well in this area but needs additional work to be addressed.
4. The consortium is doing very well in this area and need only a few improvements in order to be exceptional.
5. The consortium is exceptionally proficient in this area, evident in many ways. This area can serve as an example or model for other consortia to follow.

The participants reported that at times it was difficult to keep the answers at the consortium-level perspective, and not fall into responding as an individual entity. Some stated that while the consortium-level average made for an overall positive self-assessment, there is still significant variance when individual members are concerned.

Honest conversations led to multiple new objectives. Some examples include:

- create an onboarding tool for new administrators to increase overall expertise in the area of adult education
- create a formal plan as a consortium for recruitment of learners
- create informational and promotional materials about the value of adult education to be shared by all members when engaging stakeholders locally and regionally

Much of the discussion also affirmed the strategies and specific tasks that were articulated by the consortium in the first comprehensive plan.

Key Partners

Outside the seven program areas, many partners provide support services for our shared populations. The partners include government entities and community-based organizations including:

- Workforce Development Boards
- Department of Rehabilitation
- Department of Developmental Service Regional Center
- Independent Living Centers
- Health and Human Services Programs
- CalFresh Employment and Training Organizations
- Job and Training Provider Organizations
- Immigrant Serving Organizations
- Immigration Legal Services
- Refugee Resettlement Agencies
- Migrant and Seasonal Farmworker Serving Organizations
- Re-Entry Organizations
- Parole Units
- County Probation
- Local Child Support Agencies
- Public Libraries
- Food Banks
- Correctional Institutions

Most of these partners are engaged in numerous regional initiatives, as well as the regional and local planning processes required by the Workforce Innovation and Opportunity Act (WIOA).

Regional Collaboration: Definition and Principles

CAERC recently adopted a document outlining the definition and principles of regional partnerships. This originates from the yearlong work and resulting products of the state-level CAEP Office Field Team on the topic of Regional Collaboration. In the document, regional collaboration is defined as *a process in which partnering entities share information, resources and responsibility to jointly plan, implement and evaluate a program of action to achieve common goals and generate value for the region*. The document further identifies that collaboration requires trust, time commitment, sharing risk, sharing turf and resources, and must enhance capabilities and be seamless for the external audience. Collaboration builds capacity and achieves common goals for the benefit of adults and communities.

Collaborating partners must:

- share risks and rewards
- build relationships with a high degree of trust, commitment and effective communication
- be willing to learn from each other and agree to negotiate outcomes to meet the needs of all partners
- share space, clients and resources to ensure a joint identity

The principles of regional partnerships are identified as follows:

Performance and Accountability:

- Measurement of successful collaboration
- Shared accountability
- Results oriented
- Share and use data

Trust:

- Culture of collaboration
- Sharing of resources
- Distribution of risk
- Shared commitment
- Transparency
- Trust

Communication:

- Accept differences and build common goals
- Joint planning
- Build real relationships (through Human Centered Design)
- Raise the communication among systems
- More opportunities to meet in informal settings

Professional Development:

- Cross training so there is “no wrong door”
- Champions at each site
- Access to and commitment for professional development

Innovation in Workforce Development and Education:

- Future oriented and business/industry involvement

Students/Clients at the Center of Services:

- Increased capacity
- Seamless services to students and seamless transitions between partners
- Partnerships across systems with seamless transitions
- Equity and inclusiveness
- Client centered service

*REGIONAL
COLLABORATION
IS DEFINED AS A
PROCESS IN WHICH
PARTNERING
ENTITIES SHARE
INFORMATION,
RESOURCES AND
RESPONSIBILITY TO
JOINTLY PLAN,
IMPLEMENT AND
EVALUATE A
PROGRAM OF
ACTION TO
ACHIEVE COMMON
GOALS AND
GENERATE VALUE
FOR THE REGION*

Table 1. Regional Service Providers

Provider Name	Provider Type	Address or location(s) where AE services are provided	Program Areas								If other, provide a brief description of services provided
			ABE	ASE	ESL	CTE	AWD	WR	PA	ACS	
XYZ Agency	Business / Industry	555 Adult Education Lane, Los Angeles, CA 90001	X	X	X	X	X	X	X	X	XYZ agency provides opportunities for students in Manufacturing Bridge Courses to Job Shadow.
Alta California Regional	Non-Profit Corporation	2241 Harvard St. Ste 100 Sacramento, CA 95815	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Services for individuals with a developmental disability
Amador County USD	K-12 District	525 Independence Drive Sutter Creek, CA 95685	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
American River College	Community College	4700 College Oak Dr. Sacramento, CA 95841	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
California Department of Developmental Services	Governmental Organization	1600 9th Street, Sacramento, CA 95814	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Services/supports to individuals with
Center Joint USD	K-12 District	83243 Center Court Ln. Antelope, CA 95843	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Cosumnes River College	Community College	8401 Center Pkwy. Sacramento, CA 95823	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Davis Joint USD	K-12 District	315 W 14 th Street Davis, CA 95616	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Department of Human Assistance	Health and Human Services	Numerous locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CalWORKs enrollment benefits; Medi-Cal and CalFresh eligibility;
Department of Rehabilitation	Governmental Organization	721 Capitol Mall Sacramento, CA 95814	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Services and supports for individuals with disabilities
El Dorado County Office of Education	County Office of Education	6767 Green Valley Rd. Placerville, CA 95667	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Provider Name	Provider Type	Address or location(s) where AE services are provided	Program Areas								If other, provide a brief description of services provided	
			ABE	ASE	ESL	CTE	AWD	WR	PA	ACS		
Elk Grove USD	K-12 District	8401 Gerber Rd. Sacramento, CA 95828	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Folsom Cordova Community	Community Based Org.	10826 Gadsten Way Rancho Cordova, CA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Resume assistance, interview skills training, job search
Folsom Cordova USD	K-12 District	10850 Gadsten Way Rancho Cordova, CA 95670	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Folsom Lake College	Community College	10 College Parkway Folsom, CA 95630	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Galt Joint UHSD	K-12 District	150 Camellia Way Galt, CA 95632	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Golden Sierra	Workforce Development	115 Ascot Drive Ste 140 Roseville, CA 95661	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Job search and job training at job centers
Mother Lode Job Training	Workforce Development	10877 Conductor Blvd. Sutter Creek, CA 95685	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Job search and job training at job centers
Natomas USD	K-12 District	3401 Fong Ranch Rd. Sacramento, CA 95834	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sacramento City College	Community College	3835 Freeport Blvd. Sacramento, CA 95822	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sacramento City USD	K-12 District	5451 Lemon Hill Ave. Sacramento, CA 95824 5241 J Street Sacramento, CA 95819	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sacramento Employment & Training Agency (SETA)	Workforce Development	925 Del Paso Blvd. #100 Sacramento, CA 95815	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Job search and job training at job centers, Head Start, refugee services

Provider Name	Provider Type	Address or location(s) where AE services are provided	Program Areas								If other, provide a brief description of services provided
			ABE	ASE	ESL	CTE	AWD	WR	PA	ACS	
Sacramento Food Bank & Family Services	Non-profit organization	3333 Third Avenue Sacramento, CA 95817 1951 Bell Avenue Sacramento, CA	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Food, clothing, adult education, parent education, youth education, immigration legal services, refugee resettlement services
Sacramento Public Library	Public Library	Numerous branches	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Literacy tutoring, resume, job search and interviewing, Lynda.com tutorials
San Juan USD	K-12 District	7322 Sunrise Blvd. Citrus Heights, CA 95610 2641 Kent Drive Sacramento, CA 95821	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Twin Rivers USD	K-12 District	5702 Skvarla Ave. McClellan Park, CA 95652	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Washington USD	K-12 District	919 Westacre Road West Sacramento, CA 637 Todhunter Ave West Sacramento, CA	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Yolo Works	Workforce Development	500-A Jefferson Blvd. Ste 110 West Sacramento, CA 95605	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Job search and job training at job centers

Member Funding

CAEP funding is the primary source of funding for CAERC members from K-12 districts and county offices of education. Each CAERC member K-12 district and county office of education also receives CalWORKs funding. Seven of the fourteen members receive federal funding through Title II of the Workforce Innovation and Opportunity Act (WIOA): Center Joint USD, Elk Grove USD, Folsom Cordova USD, Sacramento City USD, San Juan USD, Twin Rivers USD, and Washington USD. Other funding sources include Carl Perkins, Apprenticeship Related and Supplemental Instruction (RSI), Local Control Funding Formula (LCFF)/District funds, fee based CTE programs, Alta Regional Center, and various sources of funding for correctional education. The following table presents the allocation over the past three years for CAEP only.

Table 2.1 CAEP Funding by Member, 2016-2019

Member Agency	(2018-19)	(2017-18)	(2016-17)
Amador County Unified School District	\$630,994	\$597,711	\$597,211
Center Joint Unified School District	\$238,234	\$232,001	\$222,412
Davis Joint Unified School District	\$335,111	\$328,581	\$308,833
El Dorado County Office of Education	\$187,725	\$183,120	\$174,571
Elk Grove Unified School District	\$1,951,426	\$1,890,806	\$1,846,442
Folsom-Cordova Unified School District	\$650,059	\$633,410	\$608,068
Galt Joint Union High School District	\$332,709	\$326,489	\$306,121
Los Rios Community College District	\$0	\$0	\$0
Natomas Unified School District	\$279,099	\$273,856	\$256,762
Sacramento City Unified School District	\$1,194,284	\$1,180,257	\$1,086,481
Sacramento County Office of Education	\$964,651	\$782,478	\$1,156,978
San Juan Unified School District	\$1,644,466	\$1,600,379	\$1,540,189
Twin Rivers Unified School District	\$2,841,169	\$2,749,401	\$2,690,794
Washington Unified School District	\$358,412	\$349,969	\$333,596
Total CAEP Funds	\$11,608,339	\$11,128,458	\$11,128,458

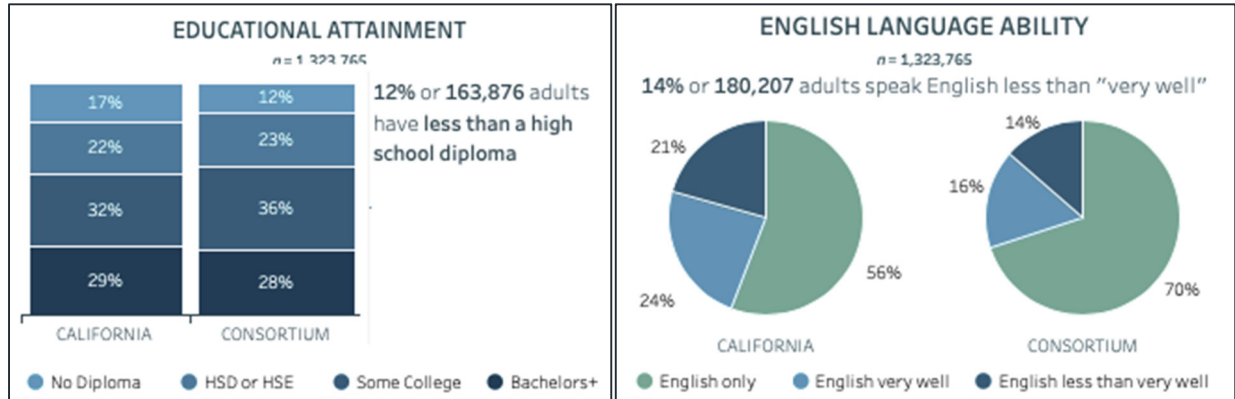
Table 2.2 Braided Funding for Adult Education Programs and Services

Source and Type of Funds	Funding Estimates FY2019-20	Funding Estimates FY2020-21	Funding Estimates FY2021-22
State / Federal Funding			
AEP	\$11,986,773	\$11,986,773	\$11,986,773
CalWORKs	\$830,462	\$830,462	\$830,462
CCD Apportionment	\$0	\$0	\$0
Corrections	\$600,000	\$600,000	\$600,000
LCFF / District Funds	\$397,088	\$397,088	\$397,088
Perkins V	\$100,087	\$104,692	\$109,532
WIOA II	\$2,273,230	\$2,273,230	\$2,273,230
Other			
Apprenticeship	\$1,095,647	\$1,095,647	\$1,095,647
CTE Fees	\$2,841,546	\$2,841,546	\$2,841,546
Alta Regional	\$1,250,000	\$1,250,000	\$1,250,000
WDB/WIOA I	\$1,185,494	\$1,185,494	\$1,185,494
Other	\$5,500	\$5,500	\$5,500
	\$0	\$0	\$0
Total Braided Funds	\$22,565,827	\$22,570,432	\$22,575,272

2.3 Community Need and Customers

Regional Need for Adult Education & Workforce Services

The Capital Adult Education Regional Consortium is home to 1,323,765 adults over the age of 18. U.S. Census data highlight tremendous need in our region for programs that serve disadvantaged adults and immigrants. Of the 1.3 million adults in the region, 12% or 163,876 have less than a high school diploma; 14% or 180,207 speak English less than “very well.”¹



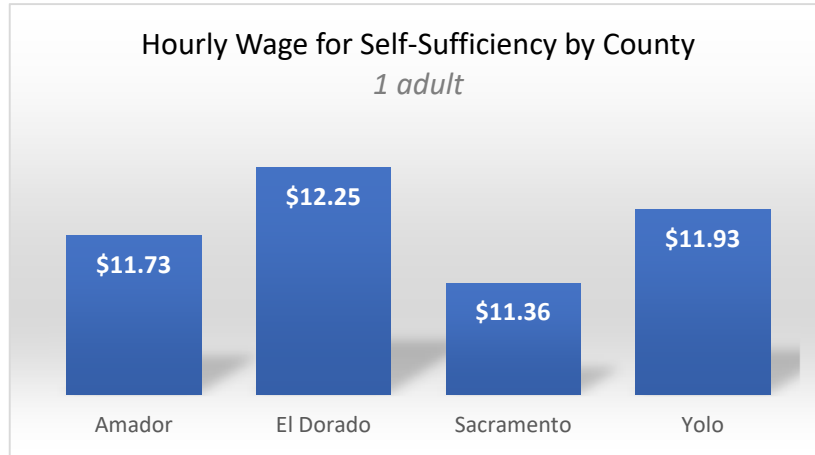
Despite an unemployment rate below 4% as of April 2019², many in the region struggle to make ends meet. As of 2018, 34% of the region’s residents live in households that do not earn enough to cover basic household expenses, which include housing, transportation and child care.³ These struggling residents are disproportionately people of color and individuals with lower levels of education. In fact, nearly two-thirds of the region’s residents without a high school diploma are in struggling families, as are 47 percent and 42 percent of black and Hispanic residents, respectively.

Need for Family-Sustaining Wages

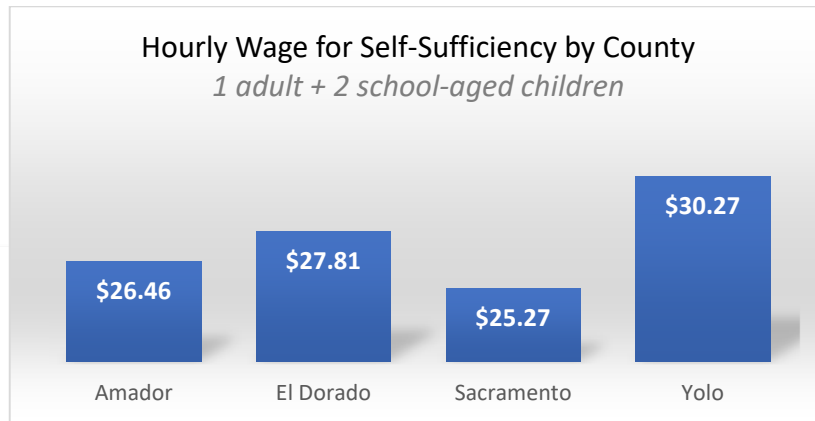
These numbers highlight the need for education and training programs that help disadvantaged members of our community obtain the skills and knowledge needed to secure and retain jobs that pay family-sustaining wages. The income required to meet a family’s basic needs varies according to family composition and county of residence. When providing career counseling and transition services, it is important for our region’s counselors and transition navigators to understand each individual’s unique needs to achieve self-sufficiency and independence.

The Self-Sufficiency Standard for California is a useful tool for determining the minimum hourly wage an adult will need to earn to meet his/her family’s basic financial needs. According to the Self-Sufficiency Standard for California 2018, a single adult must earn \$11.36 per hour in Sacramento county to meet his/her basic needs.⁴ The required hourly wage increases dramatically when there are children. For example, a single parent with two school-aged children must earn an hourly wage of \$25.27 in Sacramento county to meet the family’s basic needs. The hourly wage required for the same family living in Yolo county rises to \$30.27. When two working adults are present, a family with two school-

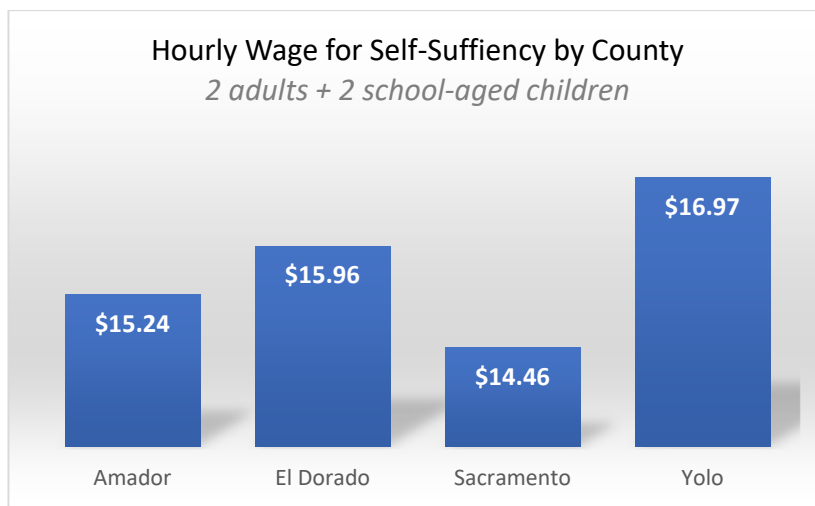
aged children can achieve self-sufficiency with considerably lower hourly wages. In Sacramento county, the hourly wage required for each adult is \$14.46 and rises to \$16.97 for the same family in Yolo county.



Self-Sufficiency Standard for California 2018



Self-Sufficiency Standard for California 2018



Self-Sufficiency Standard for California 2018

Local Labor Market Data

Labor market data supplied by Economic Modeling Specialists, Intl. (EMSI) and made available through the Demand Tool developed by the Centers of Excellence offers great insight into the region’s workforce needs over the next four years. The data for our four-county consortium indicate that of the middle skill occupations with the most annual openings, 50% are classified into one of three major occupation groups: Office and Administrative Support Occupations (SOC 43); Sales and Related Occupations (SOC 41); and Healthcare Support Occupations (SOC 31).⁵

TOP 20 MIDDLE SKILL OCCUPATIONS WITH THE MOST ANNUAL OPENINGS 2017-2022							
SOC	OCCUPATION	EDUCATION	MEDIAN HOURLY WAGES	ANNUAL OPENINGS	2022 JOBS	2017-2022 CHANGE	% CHANGE 2017-22
43-4051	CUSTOMER SERVICE REPRESENTATIVES	HS DIPLOMA OR EQUIVALENT	\$16.80	1,653	11,996	1,033	9.4%
43-6014	SECRETARIES AND ADMINISTRATIVE ASSISTANTS, EXCEPT LEGAL, MEDICAL, AND EXECUTIVE	HS DIPLOMA OR EQUIVALENT	\$17.80	1,560	14,298	(33)	(0.2%)
53-3032	HEAVY AND TRACTOR-TRAILER TRUCK DRIVERS	POSTSECONDARY NONDEGREE AWARD	\$19.60	1,118	9,781	620	6.8%
25-9041	TEACHER ASSISTANTS	SOME COLLEGE, NO DEGREE	\$14.70	1,078	9,757	642	7.0%
43-3031	BOOKKEEPING, ACCOUNTING, AND AUDITING CLERKS	SOME COLLEGE, NO DEGREE	\$20.50	1,066	9,453	128	1.4%
29-1141	REGISTERED NURSES	BACHELOR'S DEGREE	\$57.80	1,052	16,911	1,193	7.6%
47-2031	CARPENTERS	HS DIPLOMA OR EQUIVALENT	\$20.10	886	9,251	245	2.7%
43-1011	FIRST-LINE SUPERVISORS OF OFFICE AND ADMINISTRATIVE SUPPORT WORKERS	HS DIPLOMA OR EQUIVALENT	\$27.20	876	8,683	215	2.5%
39-9011	CHILDCARE WORKERS	HS DIPLOMA OR EQUIVALENT	\$10.80	870	5,637	(744)	(11.7%)
41-1011	FIRST-LINE SUPERVISORS OF RETAIL SALES WORKERS	HS DIPLOMA OR EQUIVALENT	\$16.60	850	7,683	224	3.0%
13-1199	BUSINESS OPERATIONS SPECIALISTS, ALL OTHER	BACHELOR'S DEGREE	\$36.10	840	9,057	229	2.6%
41-3099	SALES REPRESENTATIVES, SERVICES, ALL OTHER	HS DIPLOMA OR EQUIVALENT	\$25.50	808	6,382	398	6.7%
35-1012	FIRST-LINE SUPERVISORS OF FOOD PREPARATION AND SERVING WORKERS	HS DIPLOMA OR EQUIVALENT	\$13.10	765	5,019	480	10.6%
41-3021	INSURANCE SALES AGENTS	HS DIPLOMA OR EQUIVALENT	\$28.80	743	6,338	916	16.9%
49-9071	MAINTENANCE AND REPAIR WORKERS, GENERAL	HS DIPLOMA OR EQUIVALENT	\$18.80	741	6,899	528	8.3%
31-1014	NURSING ASSISTANTS	POSTSECONDARY NONDEGREE AWARD	\$16.50	722	5,563	732	15.2%
39-5012	HAIRDRESSERS, HAIRSTYLISTS, AND COSMETOLOGISTS	POSTSECONDARY NONDEGREE AWARD	\$11.90	721	5,386	655	13.8%
31-9092	MEDICAL ASSISTANTS	POSTSECONDARY NONDEGREE AWARD	\$16.70	699	5,560	810	17.0%
41-4012	SALES REPRESENTATIVES, WHOLESALE AND MANUFACTURING, EXCEPT TECHNICAL AND SCIENTIFIC PRODUCTS	HS DIPLOMA OR EQUIVALENT	\$26.80	651	6,087	266	4.6%
43-6013	MEDICAL SECRETARIES	HS DIPLOMA OR EQUIVALENT	\$21.40	587	4,853	510	11.7%

Source: Demand LMI Tables for Amador, El Dorado, Sacramento & Yolo Counties provided by Centers of Excellence

Of particular interest is the fact that 18 of the 20 most in-demand middle-skill occupations in our region require *at most* post-secondary training/some college; only two require a Bachelor’s degree. With the exception of Childcare Workers and Hairdressers, Hairstylists and Cosmetologists, the listed occupations provide median hourly wages that would allow a single adult to achieve self-sufficiency in our region.

The chart below provides the top 20 middle skill occupations in our four-county region with the most annual openings that provide *median hourly wages above \$24.00 per hour*. These occupations meet or come close to meeting the hourly wage required for self-sufficiency of a single parent with two school-aged children.

TOP 20 MIDDLE SKILL OCCUPATIONS WITH THE MOST ANNUAL OPENINGS AND HOURLY WAGES OVER \$24.00							
SOC	OCCUPATION	EDUCATION	MEDIAN HOURLY WAGES	ANNUAL OPENINGS	2022 JOBS	2017-2022 CHANGE	% CHANGE 2017-22
29-1141	Registered Nurses	Bachelor's degree	\$57.80	1,052	16,911	1,193	7.6%
43-1011	First-Line Supervisors of Office and Administrative Support Workers	HS diploma or equivalent	\$27.20	876	8,683	215	2.5%
13-1199	Business Operations Specialists, All Other	Bachelor's degree	\$36.10	840	9,057	229	2.6%
41-3099	Sales Representatives, Services, All Other	HS diploma or equivalent	\$25.50	808	6,382	398	6.7%
41-3021	Insurance Sales Agents	HS diploma or equivalent	\$28.80	743	6,338	916	16.9%
41-4012	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	HS diploma or equivalent	\$26.80	651	6,087	266	4.6%
47-2111	Electricians	HS diploma or equivalent	\$29.70	535	4,183	499	13.5%
43-6011	Executive Secretaries and Executive Administrative Assistants	HS diploma or equivalent	\$28.00	421	3,737	(386)	(9.4%)
47-2152	Plumbers, Pipefitters, and Steamfitters	HS diploma or equivalent	\$24.30	413	3,491	359	11.5%
47-1011	First-Line Supervisors of Construction Trades and Extraction Workers	HS diploma or equivalent	\$31.00	369	3,486	141	4.2%
33-3051	Police and Sheriff's Patrol Officers	HS diploma or equivalent	\$46.30	304	4,430	157	3.7%
29-2061	Licensed Practical and Licensed Vocational Nurses	Postsecondary nondegree award	\$26.80	299	3,319	407	14.0%
15-1151	Computer User Support Specialists	Some college, no degree	\$26.30	294	3,461	273	8.6%
49-2022	Telecommunications Equipment Installers and Repairers, Except Line Installers	Postsecondary nondegree award	\$30.50	238	2,201	24	1.1%
13-2081	Tax Examiners and Collectors, and Revenue Agents	Bachelor's degree	\$24.20	238	3,279	(108)	(3.2%)
13-1031	Claims Adjusters, Examiners, and Investigators	HS diploma or equivalent	\$37.10	237	2,760	(100)	(3.5%)
47-2073	Operating Engineers and Other Construction Equipment Operators	HS diploma or equivalent	\$31.60	233	2,050	74	3.8%
53-1048	First-line Supervisors of Transportation and Material Moving Workers, Except Aircraft Cargo Handling Supervisors	HS diploma or equivalent	\$24.90	224	2,030	129	6.8%
49-1011	First-Line Supervisors of Mechanics, Installers, and Repairers	HS diploma or equivalent	\$33.90	219	2,294	170	8.0%
33-3012	Correctional Officers and Jailers	HS diploma or equivalent	\$38.50	218	2,599	28	1.1%

Source: Demand LMI Tables for Amador, El Dorado, Sacramento & Yolo Counties provided by Centers of Excellence

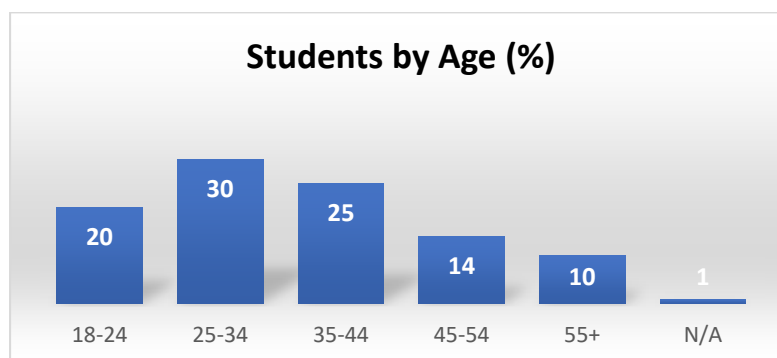
Importance of 21st Century Employability Skills

In addition to developing the academic skills necessary for adult learners to enter post-secondary training and the workforce, it is imperative that adult schools continue to facilitate the development of the soft/employability skills that are crucial for career success. The *New World of Work* identifies the “Top 10” 21st Century Skills necessary to succeed in this rapidly changing world. The knowledge, work habits, and character traits include the following: Adaptability, Analysis/Solution Mindset, Collaboration, Communication, Digital Fluency, Entrepreneurial Mindset, Empathy, Resilience, Self-Awareness and Social/Diversity Awareness.⁶

The need for digital skills is echoed in the Brookings Institution report *Charting a Course to the Sacramento Region’s Future Economic Prosperity*. According to the report, jobs requiring only minimal digital skills have decreased from 53% in 2002 to 28% in 2016.⁷ Almost three-quarters of occupations in the region now require high or medium levels of digital skills. To support the region’s talent development, the authors recommend investment in “digital skills training, to ... expand the number of workers with basic digital literacy.” Interviews with employers conducted for the study identified the need for “entry-level employees that can meet basic job requirements for digital software like Excel and other programs.” These data highlight the importance of incorporating digital skills training into the curriculum of our region’s ESL, ABE, ASE, and CTE courses and programs and for continuing and expanding Workforce Entry/Re-Entry course offerings that provide training in popular workplace software programs and online productivity tools.

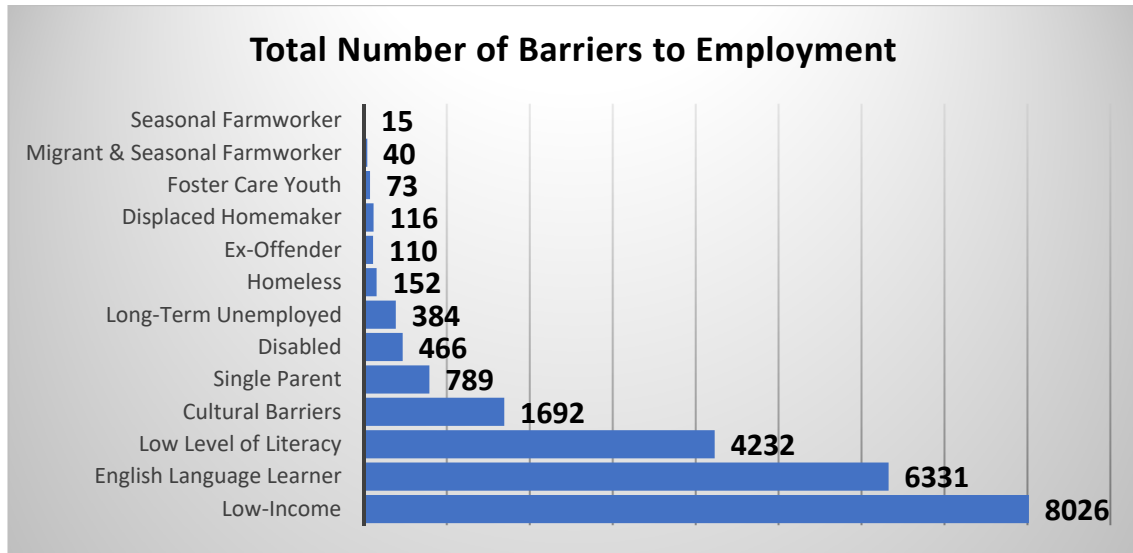
Demographic Data of Current Customers

In PY 2017-18 CAERC members served 14,587 adult learners. Sixty percent of learners were female; forty percent were male. Half were between the ages of 18 and 34. Youth ages 18-24 comprised 20% of those served. Ten percent of adults who benefitted from adult education programs and services were ages 55 and over.



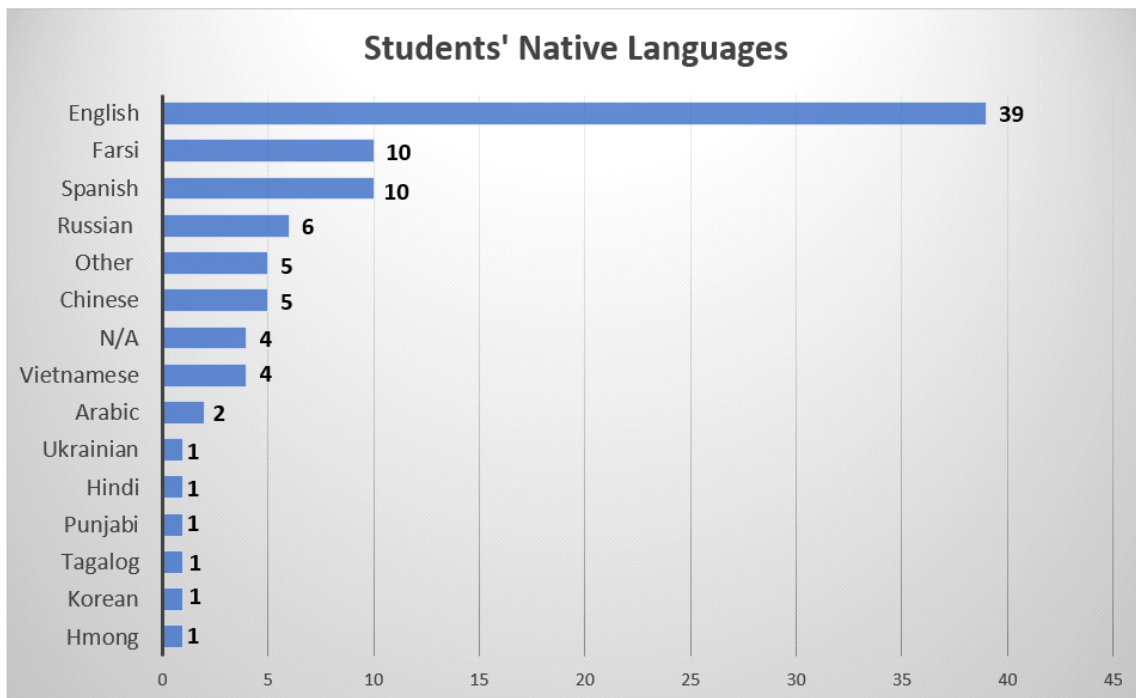
CAEP (Manager) Demographic Data for PY 2017-18

Of the 12,466 adult learners for whom barriers to employment were collected, 90% or 11,204 learners were identified as having at least one barrier. The top barriers identified were Low-Income, English Language Learner, and Low Level of Literacy. Almost 58% of students reported two or more barriers.



CAEP (Manager) Barriers to Employment Report for PY 2017-18

Sacramento was identified as one of the most ethnically diverse cities in the U.S.⁸ This diversity is reflected in the variety of native languages of our region’s adult learners.



CAEP (Manager) Demographic Data for PY 2017-18

Implications for CAERC

To help our region's adult learners achieve their educational and workforce goals, it is essential that CAERC continue its focus on providing high quality courses in the approved program areas. In addition to academic skills, we must also increase training in the 21st century skills including digital skills. Transition Navigators must help learners make informed decisions when providing career guidance and support services. Knowledge of an individual's needs must be considered along with wages and local employment outlook.

2.4 Identifying Goals and Strategies

Over the next 3-years, CAERC will continue its investment in the following nine Regional Strategies that were developed during the initial three-plus-one-year cycle and refined for this 3-year plan:

1. Sustain, Expand and Refine Adult Education Course Offerings and Services in the Seven Program Areas in the Region.
2. Coordinate and Expand Marketing and Outreach Efforts
3. Use and Promote the Regional Asset Map: www.capitaladulthood.org
4. Align Courses Across the Consortium and Streamline Pathways for Adult Learners
5. Increase K-12 Adult Education Transition to Workforce and Post-Secondary with Student Outreach Services
6. Expand Career Pathways Programming, Integrated Education & Training (IET) Offerings and Boot Camps Across the Region
7. Offer Professional Development to Support the Regional Strategies
8. Strengthen Regional Partnerships to Increase Funding and Leverage Existing Structures and Expertise to Benefit Adult Learners in our Region.
9. Support Data Collection and Reporting Efforts and Data-Driven Decision Making Both In and Outside of the Classroom

Strategy 1

With the objective of eliminating gaps in service, CAERC members will continue offering high-quality courses and services that provide the region's adult learners with the academic and employability skills needed to meet their personal, educational and career goals. Academic programs will address the skills outlined in the College and Career Readiness Standards for Adult Education and all programs will provide learners with opportunities to develop the 21st century skills that are essential for success in school and the modern workplace: adaptability, analysis/solution mindset, collaboration, communication, digital fluency, entrepreneurial mindset, empathy, resilience, self-awareness, and social/diversity awareness.

Strategy 2

With the objective of eliminating gaps in service, CAERC will continue marketing and outreach efforts to inform the community of adult education programs and services offered across the region. Specific marketing strategies will be determined by the the consortium's Marketing & Outreach Workgroup and implemented annually to promote the Regional Asset Map available at www.capitaladulthood.org.

Members will submit student success stories which will be shared via the CAERC Community newsletter as well as social media (Facebook and Twitter). The consortium and individual members will continue their social media presence to effectively engage various stakeholders.

Strategy 3

With the objective of seamless transitions, the Regional Asset Map available at www.capitaladulthood.org will continue to connect community members to adult education courses and programs across our consortium. Adult school Transition Navigators will use the website's career exploration tool and course/program locator feature to help students identify occupations of interest and connect them to educational programs in the region.

Strategy 4

With the objective of seamless transitions, over the next three years, our region will continue efforts to align courses across the consortium and streamline pathways for adult learners. The emphasis on writing instruction in ABE, ASE and ESL will continue. This will be achieved through implementation of the resources and curricula developed from 2015 to 2019. Members will offer additional writing courses using the Expository Reading & Writing Curriculum (ERWC) modules adapted by CAERC for adult education.

Strategy 5

With the objective of seamless transitions - new in this 3-year cycle - the Network of Transition Navigators will engage in activities with the goal of building consortium-wide capacity to provide information and case management services for adult learners in order to increase college and career readiness as measured by the number of adult learners who transition to and progress in post-secondary education as well as workforce.

Strategy 6

With the objective of student acceleration, the consortium will support implementation of Integrated Education and Training (IET), English Literacy and Civics curriculum, Expository Reading and Writing Course modules adapted for Adult Education, and Mathematics Boot Camps across the region.

Strategy 7

With the objective of shared professional development, the consortium will coordinate and engage in a variety of activities to address overall program improvement. Specific topics will be determined by consortium members and implemented annually to promote high quality programs. Initial conversations have identified the following topics: Tips and Tricks for Writing Instruction and Providing Student Feedback; Trauma-Informed Instruction; and Mental Health Resources. Following the new mandate from November 2018, consortium project staff will facilitate development of an approval process for out-of-state travel.

Strategy 8

With the objective of leveraging resources, the consortium will develop a shared presentation template about CAERC/CAEP for member presentations to school boards and stakeholders. Additionally, each

member will produce an individual fact sheet. Members will engage in conversations around establishing a formula and process for future allocations of new funds.

Strategy 9

With the continued focus on leveraging resources, the consortium will engage in monthly workgroup meetings. The data specialists will create and utilize resources and train teachers to assist with the accurate collection and reporting of student outcomes. The consortium will continue to pay annual CASAS support fees and purchase e-tests where applicable. The members will submit required data in a timely and accurate manner.

Long-term Outcomes

The activities and outputs described for these nine strategies will lead to the following long-term outcomes:

1. Increased student persistence (students with 12+ hours; pre/post test)
2. Increased student performance as measured by Educational Functioning Level (EFL) gains
3. Increased speed of student progress
4. Increased CAEP student outcomes
5. Teachers, staff and students with Increased knowledge of post-secondary or workforce options and resources
6. Seamless transitions from adult education to post-secondary
7. Increased number of students successfully transitioning to post-secondary or the workforce
8. Increased referrals from Los Rios Community College District to adult education
9. Accurate outcomes data that show the value of adult education to the legislators and funders

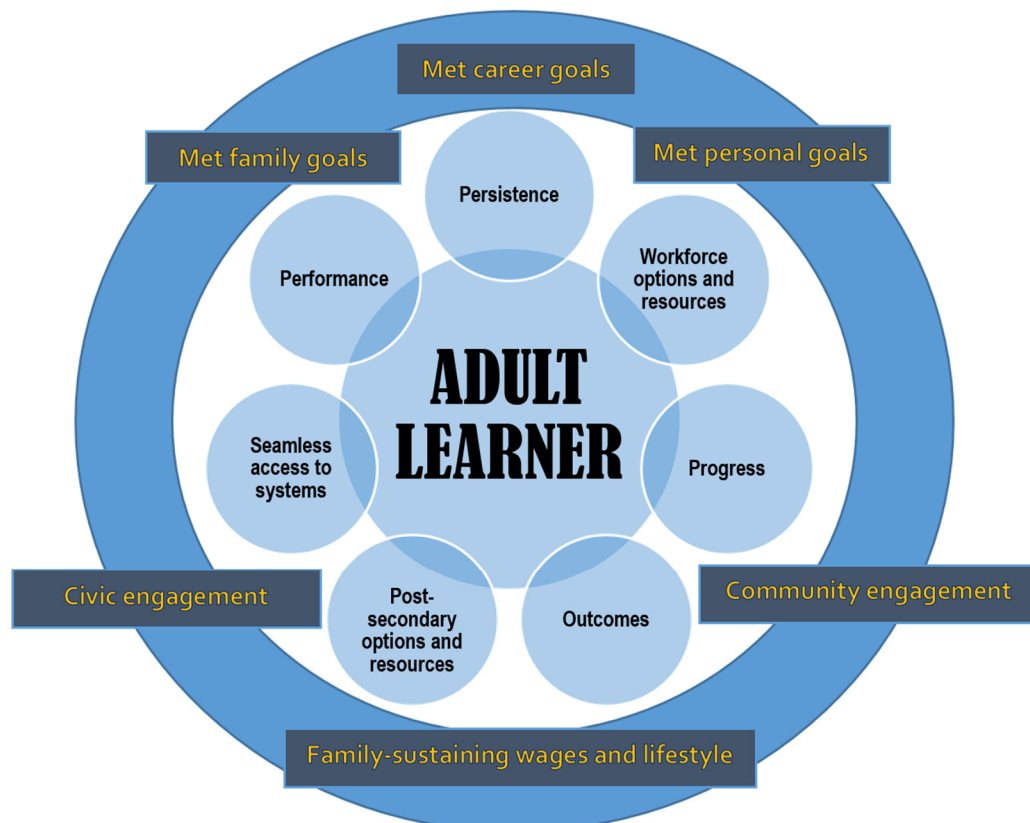


Figure 1. Logic Model

Goal Statement: Sustain and refine adult education course offerings, transition support services, and data collection efforts to improve and accurately report adult learner outcomes.

Our overall direction and focus for the program cycle relative to the target populations and problems we seek to address

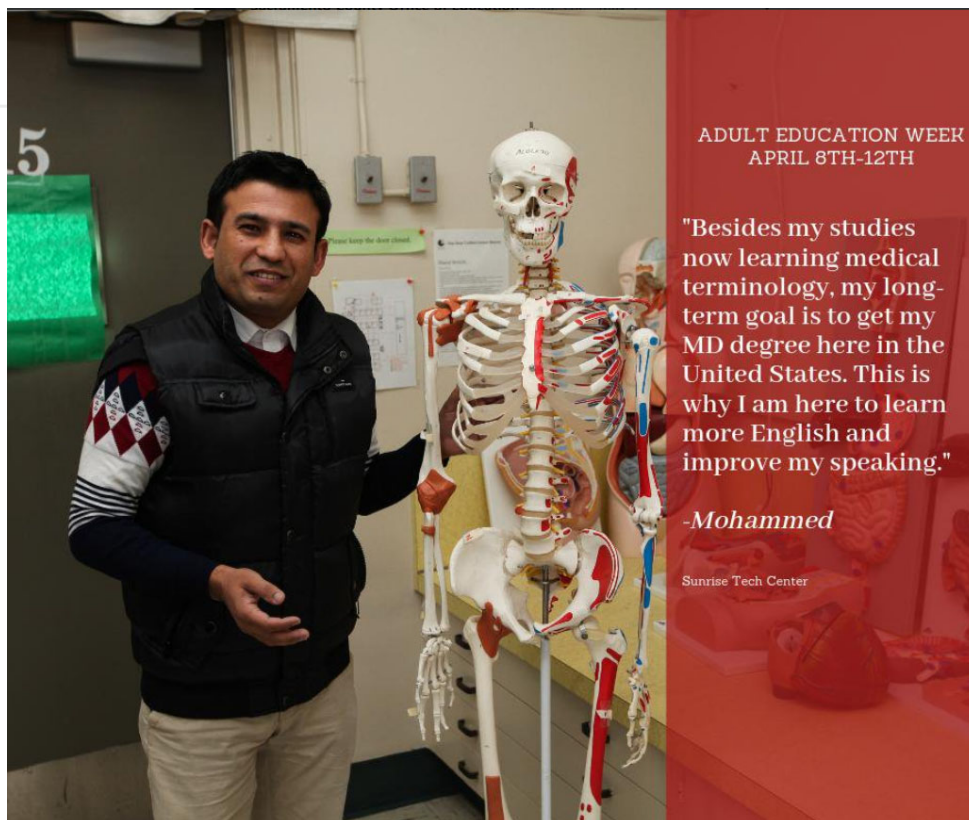
Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
<i>In order to accomplish our set of activities we will need the following:</i>	<i>In order to address our problem or asset we will accomplish the following activities:</i>	<i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i>	<i>We expect that if accomplished these activities will lead to the following changes in the next year</i>	<i>We expect that if accomplished these activities will lead to the following changes in 1-3 years</i>	<i>We expect that if accomplished these activities will lead to the following changes in 3-5 years</i>
<p>CAERC Board to participate in governance processes.</p> <p>CAERC staff to facilitate work outlined in the plan</p> <p>CAERC members to participate in and implement activities outlined in the plan</p> <p>CAERC partners to support the plan</p> <p>Leadership Oversight Panel to provide guidance and support</p> <p>CAEP funding to fund the work and activities outlined in the plan</p>	<p>Sustain, expand and refine course offerings (a)</p> <p>Define and expand support services and develop a common policy for reporting services (b)</p> <p>Maintain, support, and host asset map website (c)</p> <p>Implement alignment products (ERWC modules, MSA Boot Camp, EL Civics curriculum, SLOs and Exit-Level Descriptors) with the support of Alignment Workgroups (d)</p> <p>Use CASAS assessment data to inform instruction (e)</p> <p>Develop and share transitions resources with stakeholders through Transition Navigators (f)</p> <p>Build capacity to provide information and case</p>	<p>High-quality course offerings that meet the needs of our adult learners (a)</p> <p>Additional support services for learners and a common method for reporting them (b)</p> <p>An online tool for identifying course/program offerings across the region (c)</p> <p>Curriculum and resources to support writing and remedial math instruction as well as aligned ESL courses (d)</p> <p>Targeted instruction that addresses the learning needs of students (e)</p> <p>Presentations that inform staff and students about post-secondary or</p>	<p>Increased student persistence (students with 12+ hours; pre/post-test) (a, b, d, e, f, g, h)</p> <p>Increased student performance as measured by EFL gains (a, b, d, e, h)</p> <p>Increased CAEP student outcomes (a, b, d, e, h)</p> <p>Teachers, staff and students with increased knowledge of post-secondary or workforce options and resources (c, f, g, h)</p> <p>Increased number of students successfully transitioning to post-secondary or the workforce (a, b, c, d, e, f, g, h, j, k)</p> <p>Accurate outcomes data that show the value of</p>	<p>Increased student persistence (students with 12+ hours; pre/post-test) (a, b, d, e, f, g, h)</p> <p>Increased student performance as measured by EFL gains (a, b, d, e, h)</p> <p>Increased speed of student progress (a, b, d, e, f, g, h)</p> <p>Increased CAEP student outcomes (a, b, d, e, h)</p> <p>Teachers, staff and students with Increased knowledge of post-secondary or workforce options and resources (c, f, g, h)</p> <p>Improved transitions from AE to post-secondary (a, b, c, d, e, f, g, h, j, k)</p> <p>Increased number of students successfully transitioning to post-</p>	<p>Increased student persistence (students with 12+ hours; pre/post test) (a, b, d, e, f, g, h)</p> <p>Increased student performance as measured by EFL gains (a, b, d, e, h)</p> <p>Increased speed of student progress (a, b, d, e, f, g, h)</p> <p>Increased CAEP student outcomes (a, b, d, e, h)</p> <p>Teachers, staff and students with Increased knowledge of post-secondary or workforce options and resources (c, f, g, h)</p> <p>Seamless transitions from AE to post-secondary (a, b, c, d, e, f, g, h, j, k)</p> <p>Increased number of students successfully transitioning to post-</p>

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
	<p>management support for adult learners ready to transition into postsecondary or workforce (g)</p> <p>Engage in professional development events to support implementation of 3-year plan (h)</p> <p>Provide resources and ongoing training to assist with accurate collection and reporting of student outcomes (i)</p> <p>Share information, resources and responsibility amongst regional partners (j)</p> <p>Jointly plan, implement and evaluate a program of action to achieve common goals and generate value for the region (k)</p>	<p>employment options and available resources (f)</p> <p>Teachers, staff and students who are knowledgeable about post-secondary and employment options; case management for students ready to transition (g)</p> <p>Increased knowledge and understanding of topics that relate to the 3-year plan (h)</p> <p>Improved accuracy of student outcomes data as reported on the CAEP Summary (i)</p> <p>A program of action and associated activities that result in more adults in the region achieving their educational and employment goals (j, k)</p> <p>A case management system that documents services provided to adults in the region as clients/learners/employees and the related outcomes (j, k)</p>	<p>adult education to the legislators and funders (i)</p>	<p>secondary or the workforce (a, b, c, d, e, f, g, h, j, k)</p> <p>Increased referrals from LRCCD to AE (a, b, c, d, e, j, k)</p> <p>Accurate outcomes data that show the value of adult education to the legislators and funders (i)</p>	<p>secondary or the workforce (a, b, c, d, e, f, g, h, j, k)</p> <p>Increased referrals from LRCCD to AE (a, b, c, d, e, j, k)</p> <p>Accurate outcomes data that show the value of adult education to the legislators and funders (i)</p>

Assumptions	External Factors
<ol style="list-style-type: none"> 1. CAEP funding continues at current or increased levels 2. Economic growth continues at current pace 3. Stakeholders engage in activities outlined in the 3-year and annual plans 	<ol style="list-style-type: none"> 1. California state budget may change based on the priorities of the current administration. 2. EDD, CDE and other state-level agencies MOUs about sharing data need to be in place in order for CAEP-funded agencies to demonstrate outcomes related to employment. 3. Credentialing processes for teachers and administrators in adult education are expensive and time-consuming, considering the overwhelmingly part-time nature of the work. Additionally, there are not many credentialing entities doing this work within the state.

Table 3. Progress Indicators

1. Each year, the percentage of students with a pre/post-test that achieved an EFL gain will increase consortium-wide by 3% for ABE, ASE and ESL.
2. Each year, the accuracy of self-reported outcomes data will improve on the AEP Summary as demonstrated by the agency-level Outcomes Monitor.
3. The Transitions Navigator Network will successfully transition 2,000 learners annually into post-secondary and workforce as demonstrated by the following: LRCCD success factors, number of students entering the workforce or obtaining better employment, and completion of short-term CTE programs.
4. Each year, members will report on their implementation of courses, curriculum, and/or other alignment work products and provide supporting data (i.e. assessment data, testimonials, etc.).
5. By June 2020, members will define support services and develop a common policy for reporting them; By 2022, members will record services in a standardized manner and be able to justify the numbers contained in the CAEP Summary.



2.5 Piloting and Implementation

For the next 3-year cycle, CAERC will engage in two pilots to meet two regional priorities:

1. Develop Alignment and Pathways
2. Increase Student Support Services

Pilot #1: A Network of Transition Navigators

Our consortium members and partners strive to strengthen the transitions of our adult community members into post-secondary education and training, as well as into the workforce. In the Greater Sacramento Region, there are a number of exciting initiatives and a significant number of existing governmental services, local educational agencies, and community-based organizations that engage in promising practices and demonstrate successful outcomes. The challenge for adult education is to build capacity for support staff, teachers and administrators when it comes to awareness of services and opportunities already available.

After our adult learners set clear goals for their education and career path, and other family goals, any one staff within our adult education system should be able to point them in the direction of the next successful step. To accomplish this, CAERC will be piloting and implementing a network of Transition Navigators during the next three-year cycle. Under this plan, one central Outreach Specialist/Transition Navigator will facilitate the work at the consortium-level and serve as a liaison between K-12 adult education schools and LRCCD colleges. To augment the capacity for the whole region, each member will receive a set amount of \$35,000 annually to assign one or more staff to the activities related to these aspects of CAREC work including attending consortium-level workgroup meetings, creating work products and presenting to learners and staff back at the home agency. Further specific activities have been articulated by the consortium:

- The Outreach Specialist/Transition Navigator will facilitate monthly Transition Navigator Workgroup meetings to share information and develop resources (presentations, flyers, etc.) to be used consortium wide
- The Transition Navigator Workgroup will engage in activities with the goal of building consortium-wide capacity to provide information and case management support for adult learners no matter where they are in their journey
- The Transition Navigator Workgroup will promote CAERC-developed products, Math Boot Camps and Expository Reading and Writing Course modules as options for LRCCD students needing remediation

Transition to Post-secondary

Understand and communicate to learners and Transition Navigators/staff:

1. Career Education/Career Technical Education in the region (by community colleges and K-12)
2. Opportunities to earn post-secondary credentials
3. Options for financial aid and other support services
4. Enrollment processes at local community colleges

5. Identify learners in both K-12 adult schools and community colleges that are strong candidates for the other sector and facilitate enrollment and successful transitions
6. Monitor and report on the state-level progress for including K-12 adult school learners in school districts' CALPADS system for those students without SSNs or existing CALPADS numbers
7. Monitor and report on the progress of state-level activities regarding dual-enrollment and articulation

Transition to Workforce

Understand and communicate to learners and Transition Navigators/staff:

- Local labor market needs
- Opportunities for training and jobs
- Options for support through WDBs, DHA, and DOR
- Options for support for refugee and immigrant populations
- Establish API to compare data points between CASAS TE and CalJOBS to identify participants in both systems

The Transition Navigators will track and record the learners' journey for those served through the Network by combining information from the existing student information systems, assessment tools, and personal narratives. This will provide data for the consortium to evaluate the pilot and set further guidelines and metrics.



Pilot #2: Adopt an Application Programming Interface to Document Shared Learners/Clients between Adult Education and Workforce Development

Adult Education Data

Consortia receiving CAEP funding from the California Department of Education (CDE) and the California Community College Chancellor's Office (CCCCO) for the 2018–19 program year must submit the required student data. The CDE and CCCCCO require all adult education program agencies to use the following systems to track adult learner progress in the seven authorized program areas and report achievements from the six-outcome areas designated by AB104:

- K-12 agencies, County Offices of Education (COE), and Joint Powers Authority (JPA) are required to use TOPSpro® Enterprise to collect and report adult learner demographics, barriers, and program outcome information.
- California Community College Districts (CCDs) are required to use the Chancellor’s Office Management Information System (MIS) to enter their adult learner demographics, barriers, and program outcome information.

WIOA Title II grantees will continue to collect and report CASAS assessment results using TOPSpro® Enterprise.

Workforce Development Data

On the Workforce Development side, Local Workforce Development Boards (LWDB) receive ongoing federal WIOA Title III Wagner-Peyser Employment Services funds through the Employment Development Department (EDD) to connect job seekers to available positions in the labor market. EDD works with employers to list job openings on an open online database known as CalJOBS.

The Local Workforce Development Board, Sacramento Works, coordinated by Sacramento Employment and Training Agency (SETA), and CAERC plan to work with the Comprehensive Adult Student Assessments Systems (CASAS) organization to develop and use an Application Programming Interface to document shared learners/clients between the two sectors in Sacramento County. This data will inform both systems about the scope of services that our shared learners/clients are already benefiting from. Additionally, the two systems can develop an expanded menu of services to fill any potential gaps. Finally, this data will bring us closer to providing evidence to support the self-reported outcomes related to employment.

Conclusion

AS WE ENTER OUR NEXT 3-YEAR PERIOD, CAPITAL ADULT EDUCATION REGIONAL CONSORTIUM MEMBERS AND PARTNERS ARE EXCITED ABOUT THE JOINT POTENTIAL TO STRENGTHEN OUR REGION.

TOGETHER, WE ARE ENTITIES VITAL TO DEVELOPING OUR MOST VALUABLE ASSET – THE HUMAN CAPITAL MADE UP OF OUR COMMUNITY MEMBERS.

NOTES

1. 2019 consortium fact sheet for CAERC, <https://caladulthood.org/2019FactSheets>
2. EDD Labor Market Information, [https://www.labormarketinfo.edd.ca.gov/file/lfmonth/sacr\\$pd.pdf](https://www.labormarketinfo.edd.ca.gov/file/lfmonth/sacr$pd.pdf)
3. Joseph Parilla et al., “Charting a Course to the Sacramento Region’s Future Economic Prosperity” (Washington: Brookings Institution, 2018).
4. Self-Sufficiency Standard Tables 2018 for Amador, El Dorado, Sacramento and Yolo counties, <http://www.selfsufficiencystandard.org/node/44>
5. “Regional Labor Market Assessment Greater Sacramento Region,” Center of Excellence Northern California Region, August 2016, <http://coeccc.net/Supply-and-Demand.aspx>
6. New World of Work 21st Century Skills, <https://www.newworldofwork.org/>
7. Joseph Parilla et al., “Charting a Course to the Sacramento Region’s Future Economic Prosperity” (Washington: Brookings Institution, 2018).
8. Adam McCann, “Most & Least Ethnically Diverse Cities in the U.S.”