

## 28 Capital Adult Education Regional Consortium

CONSORTIUM APPROVED

2024-25

### Plans & Goals

#### Executive Summary

The Capital Adult Education Regional Consortium's (CAERC) 2024-25 planning period continues to focus on expanding adult education programs and services across the region. Sustained enrollment increases have led the consortium to maintain flexible instructional options that meet local educational and career needs. CAERC's annual planning process involved the review of the consortium's objectives and nine regional strategies from the 2022-25 Three-Year Plan, analysis of qualitative and quantitative data, and the assessment of the current levels of adult education services and regional needs. During the April 2024 CAERC Director's Meeting, members evaluated the progress of the consortium's outcomes from the three-year plan. They made recommendations regarding CAERC's regional strategies and consortium-level activities for the 2024-25 Annual Plan.

One of CAERC's key accomplishments from the previous program year was enrollment recovery. CAERC enrollments across the seven program areas went from 9,750 in 2021-22 to 11,547 in 2023-24, resulting in a 19% increase and surpassing the long-term goal set in the Three-Year Plan. Additionally, enrollments in career pathways, including Career Technical Education, Workforce Preparation, and Pre-Apprenticeship programs, increased by 33%, reversing the decline in program enrollments seen in the previous year and exceeding the target set in the Three-Year Plan. For the second year in a row, CAERC was granted California ELL Healthcare Pathways funding for healthcare needs and pathways in the region.

The consortium's objective to increase transitions and broaden support services for students was demonstrated by the collaboration between the Los Rios Community College District (LRCCD) and CAERC with the implementation of dual enrollment and non-credit Vocational ESL (VESL) classes for the consortium's adult education students. This involved delivering tailored outreach, admission guidance, and registration assistance for the adult education population. The primary focus of this initiative was to assist two specific groups of students: those engaged in English as a Second Language (ESL) instruction and those working towards their High School Diploma. By bringing these services directly to the adult schools, the collaborative effort aimed to enhance accessibility to higher education for non-traditional students who may encounter obstacles in pursuing college enrollment.

For High School Diploma students transitioning to the next phase of their educational journey, the program presented a selection between two college-level courses: College Success, emphasizing skills development for academic achievement, and SPEECH 362 Mediated Communication Experience, a course exploring diverse communication forms in today's digital era. The implementation of dual enrollment not only facilitated seamless transitions to college for adult learners but also delivered a valuable introduction to college-level coursework, setting them up for future success in higher education.

The non-credit community college VESL classes in Early Childhood Education introduced students to the career and provided opportunities to practice English, develop industry-specific vocabulary, and utilize the Canvas Learning Management System (LMS). Adult education students were assisted with the application process through CCC Apply orientations held in person and staffed by LRCCD team members. The classes, hosted at Elk Grove Adult and Community Education (EGACE), were taught by LRCCD instructors and spanned six weeks.

#### Regional Planning Overview

CAERC members will continue to sustain, expand, refine, and offer high-quality programs that provide the region's adult learners with the necessary skills to identify and meet their personal, educational, and career goals. Members will collaborate to strengthen regional partnerships and leverage existing structures and expertise to benefit adult learners in the region. In addition, CAERC will prioritize increasing student participation and persistence rates across the seven programs and continue offering professional development to build and extend viable career pathways that move students into family-sustaining jobs.

## Meeting Regional Needs

### Regional Need #1

#### Gaps in Service / Regional Needs

##### Regional Need 1: Enrollment and Retention

The data analysis CAERC conducted for this annual plan exposed areas for reflection and improvements for the new program year. The consortium saw a slight decrease in the percentage of students that become participants, dropping from 83% in 2022 to 81% in 2024; however, the consortium's rate is at the state average. The rate of students with paired pre and post-tests (persistence) increased by 4% from 2022 but fell short of the consortium's 7% increase target for the 2023-24 program year. Although student enrollments have increased, persistence appears to hover between 50-60 percent overall.

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

The data sources referenced for this annual plan include the following:

- CAEP- Summary Table PY 2022-23 (TOPSPro Enterprise - TE)
- CAEP Outcomes Report PY 2022-23 (TE)
- CAEP Enrollees by Hours PY 2022-23 (TE)
- Adult Education Pipeline – Dashboard (<https://www.calpassplus.org/Launchboard/Adult-Education-Pipeline.aspx>)

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

A possible question to consider is the significance of the persistence indicator (defined by having a pre/posttest) and whether there is another way to measure student retention. For now, however, participation and persistence will be assessed by tracking data as measured by TOPSpro Enterprise, and the goal will be to increase these indicators by 5% from the 2021-22 consortium level base, adhering to the intermediate outcome from the 2022-25 Plan.

### Regional Need #2

#### Gaps in Service / Regional Needs

##### Regional Need 2: Transitions and Employment

Regarding outcomes for transitions to secondary and post-secondary education and training, CAERC saw an increase of 4%, just shy of the 5% goal set in the Three-Year Plan. And the rate of students entering employment only slightly increased from 20% in 2021-22 to 21% in 2023-24. The unmet targets will lead the CAERC team and consortium members to analyze processes, identify problem statements, and research best practices for increasing transitions as we move into the next three-year planning cycle. Continued collaborations with LRCCD and the work revolving around the CAERC Transitions Navigators Workgroup will take on more significance as we work to develop a data-informed culture in this area.

To address the rate of adult learners entering employment, CAERC and two of its members will continue to implement the ELL Healthcare Pathways that align with the Governor's Care Economy Workforce Development goals. The objectives are to increase the number of care economy providers, offer additional training to incumbent workers, and enhance diversity and cultural competency in the profession. The ELL Healthcare Pathways supported by participating CAERC members in 2024-25 include Community Healthcare Worker (EGACE), Phlebotomy Technician (EGACE), Clinical Medical Assistant at San Juan Adult Education (SJAE), and Medical Coding (SJAE).

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

The data sources referenced for this annual plan include the following:

- CAEP- Summary Table PY 2022-23 (TOPSPro Enterprise - TE)
- CAEP Outcomes Report PY 2022-23 (TE)
- CAEP Enrollees by Hours PY 2022-23 (TE)
- Adult Education Pipeline – Dashboard (<https://www.calpassplus.org/Launchboard/Adult-Education-Pipeline.aspx>)

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

Progress will be measured by student outcomes and transitions to secondary or post-secondary. The goal is to increase these progress indicators by 5% from the 2021-22 consortium level base (intermediate outcome from 2022-25 Plan).

## Address Educational Needs

### 2024-25 Strategies

#### Strategy Name

RS-1: Sustain, expand, & refine adult education course offerings & services in the 7 program areas

#### Activity that Applies to this Strategy

Sustain, expand, refine adult education courses

#### Metrics that Apply to this Activity/Strategy

- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)

#### Strategy Description

- Work with members to define and expand support services and develop a common policy for reporting services
- Facilitate discussions about program/course offerings and expansion, including promising practices and supportive services
- Facilitate conversations about CTE programs and support services to engage member endorsement that enables leveraging of resources and eliminates duplication of services
- Support expansion of course offerings and delivery of instruction and support services as needed

We expect these activities to produce high-quality program offerings that meet our learners' needs and provide additional support services to increase participation and retention.

#### Strategy Name

RS-2: Coordinate and expand marketing and outreach efforts

#### Activity that Applies to this Strategy

Coordinate/expand marketing and outreach efforts

#### Metrics that Apply to this Activity/Strategy

- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)

#### Strategy Description

- Contract exempt-temp-employee as the social media content creator for marketing purposes, outreach, and to assist members with promotional needs and social media presence
- Coordinate and facilitate workgroup meetings to identify and execute specific marketing strategies (e.g., targeted social media posts, asset map updates)

- Maintain a schedule for members' submissions for promising practices and student success stories
- Share and promote guidelines and recommendations for effective social media use
- Continue social media presence to highlight CAERC course offerings and services, including targeted social media boosting of CAERC programs
- Update, develop, and print infographics and additional consortium promotional materials such as banners, posters, and flyers
- Develop and publish two issues of the CAERC Community Newsletter
- Respond to inquiries made to Capital Adult Education (Asset map) and distribute CAERC E-Newsletter (using email apps like Constant Contact) promoting consortium programs and announcements
- Maintain a subscription account for social media management

We expect these activities to increase student success story postings on social media and continued contributions of articles to the CAERC Community newsletter.

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### Strategy Name

RS-3: Host, support, expand use, and promote the regional asset map -<https://www.capitaladulthood.org/>

### Activity that Applies to this Strategy

Host, support, expand use of Regional Asset Map

### Metrics that Apply to this Activity/Strategy

- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)

### Strategy Description

- Update, maintain, support, and host the regional asset map website
- Offer one-on-one assistance for members to update their course offerings and information on asset map
- Continue providing training to Transition Navigators on the use of asset map
- Post updated infographics to the website each term
- Reply to inquiries made to the asset map website and promote program offerings via the CAREC Student E-Newsletter
- Continue work with OTAN developers on updates to the asset map website

We expect these activities will increase navigators' and adult learners' use of the online tool to identify and access programs and services offered across the consortium.

## Improve Integration of Services & Transitions

### 2024-25 Strategies

#### Strategy Name

RS-4: Align & strengthen the development of courses to support transitions from ESL/ABE to ASE & P-S

#### Activity that Applies to this Strategy

Align & strengthen transitions from ESL/ABE to ASE

### Metrics that Apply to this Activity/Strategy

- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)

### Strategy Description

- Support the use of Canvas across the consortium
- Support members participating in the California Distance Learning Cooperative via workgroup
- Contract exempt-temp-employee to lead consortium Canvas workgroup and provide one-on-one support to members as needed
- Explore adult education Canvas shells to facilitate use with member agencies utilizing the LMS
- Support and enable member agencies to pilot Canvas with at least one adult education class
- Fund additional Canvas seats, as needed, for members to pilot additional classes
- Support the development of Canvas shells and implementation of curricula

We expect these activities will produce equitable access to quality content and instruction, increase transitions to secondary, and enable adult learners' development of college readiness skills.

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### Strategy Name

RS-5:Strengthen development of transitional activities & services that support ESL/ABE to ASE/CTE/WF

### Activity that Applies to this Strategy

Strengthen transitions to post-secondary or work

### Metrics that Apply to this Activity/Strategy

- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)

### Strategy Description

- Continue transitions workgroup meetings and engage in activities to share information and develop resources
- Provide information and support member institutions with case management support for adult learners transitioning to post-secondary or workforce
- Develop a system to track students identified as transitional candidates who move along identified pathways within the consortium
- Contract exempt-temp-employee to maintain Transition Navigators Resource Hub website and provide support and guidance to dual enrollment students and mentor consortium's transition navigators
- Continue collaboration with Los Rios/American River College (ARC) to identify steps to implement SB554 (Dual Enrollment)
- Provide transition resources (e.g., textbooks and materials) to transition navigators for students as needed
- Continue collaboration with Los Rios to co-enroll consortium ESL students in LRCCD VESL classes located at K-12 adult schools (CAERC members)
- Collaborate with the Sacramento County Office of Education to enroll adult re-entry students into HSE programs supported by CAERC members

We expect these activities will result in targeted support services that address the academic needs of students, provide resources to support agencies' Transition Navigators, and increase knowledge of post-secondary or employment options.

**Strategy Name**

RS-6 Expand career pathway courses to align with high-demand markets in the region

**Activity that Applies to this Strategy**

Expand career pathway courses

**Metrics that Apply to this Activity/Strategy**

- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)

**Strategy Description**

- Update, maintain, support, and host the regional asset map website
- Offer one-on-one assistance for members to update their course offerings and information on asset map
- Continue providing training to Transition Navigators on the use of asset map
- Post updated infographics to the website each term
- Reply to inquiries made to the asset map website and promote program offerings via the CAREC Student E-Newsletter
- Continue work with OTAN developers on updates to the asset map website

We expect these activities to expand the development of career pathway programs within the consortium and increase transitions to post-secondary training and employment opportunities.

**Improve Effectiveness of Services****2024-25 Strategies****Strategy Name**

RS-7: Offer Professional Development to support regional strategies

**Activity that Applies to this Strategy**

Offer PD to support regional strategies

**Metrics that Apply to this Activity/Strategy**

- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)

**Strategy Description**

- Facilitate discussions to identify specific consortium-wide professional development topics and activities
- Provide PD for administrators, data managers, and teaching faculty on key TOPSpro Enterprise (TE) reports
- Collaborate with state leadership projects (CASAS, CALPRO, OTAN, CAEP TAP) and consortium partners to coordinate professional development based on member needs and identified topics
- Attend conferences and training to support program development and expansion, as well as the implementation of regional strategies

- Present at conferences and or coordinate trainings to share CAERC promising practices
- CAERC will reimburse members for registration, lodging, and travel expenses (up to \$2,000 per person) for two teachers or support staff to attend one of the following professional development conferences during the 2024-25 program year:
  - ABE or ASE Teachers/Leads – Coalition on Adult Basic Education National Conference (COABE), CCAE, or CAEP Summit
  - ESL Teachers/Leads – California Teachers of English to Speakers of Other Languages Conference (CATESOL) or OTAN’s Technology and Digital Learning Symposium (TDLS), CCAE or CAEP Summit
  - CTE Teachers/Leads – California Community College Association for Occupational Education Conference (CCCAOE), CTE Conference, Educating for Career Conference, CCAE, or CAEP Summit
  - Data Managers & Support Staff – CASAS Summer Institute Annual Conference, CCAE, or CAEP Summit
- Coordinate a Consortium-Wide Professional Development Day

We expect these activities to increase knowledge and understanding of topics related to the consortium’s goals, regional strategies, and student success.

### Strategy Name

RS-8 Strengthen Partnerships to increase funding and leverage existing structures and expertise

### Activity that Applies to this Strategy

Strengthen regional partnerships

### Metrics that Apply to this Activity/Strategy

- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)

### Strategy Description

- Facilitate discussions and collaboration during bimonthly Business and monthly Directors’ meetings
- Facilitate the development of new administration onboarding materials
- Continue developing and updating yearly fact sheets for each member and the consortium (in aggregate)
- Update CAERC Shared Fiscal and Budget Agreement Policy to align with AB 1491 Carry-over guidance
- Facilitate the establishment of a formula for future allocations of new funds as needed
- Maintain, update, and host the CAERC website
- Attend member and partner resource fairs and special events
- Leverage professional development with regional consortia
- Coordinate collaboration between members and partners

We expect these activities will result in joint planning, implementation, and evaluation of program actions to increase services to adult learners in the region.

### Strategy Name

RS-9 Strengthen and support data collection and reporting efforts

### Activity that Applies to this Strategy

Strengthen/support data collection and reporting

### Metrics that Apply to this Activity/Strategy

- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)

### Strategy Description

- Coordinate and facilitate monthly workgroup meetings
- Updated intake tools to more accurately identify student goals and barriers to align to support services across the consortium
- Update annual Data & Accountability Resources to reflect changes to policy and accountability requirements
- Print and distribute the Data & Accountability Resource binder and provide an electronic version on the cloud
- Develop and share resources to support the use of CASAS reports to inform classroom instruction and provide training to teachers
- Pay annual CASAS support fee, record management fee, and e-tests for non-WIOA members
- Contract exempt-temp-employee to provide one-on-one TE and ASAP support to CAERC members
- Continue monthly CAERC E-Newsletter

We expect these activities to produce accurate data reporting and outcomes alignment that reflects the value of adult education within the consortium.

## Fiscal Management

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

Overview: CAERC Budget Allocation Process

For each CAEP Fund annual allocation from the state, CAERC first determines the cost for services as a Program Manager and Fiscal Agent. This consortium-level annual budget consists of staff salaries and other associated expenses for the following services:

- Facilitating and carrying out consortium business and working meetings
- Facilitating and carrying out the work defined by members under annual regional strategies
- Facilitating yearly and strategic planning processes
- Leveraging regional resources and activities for the benefit of adult learners
- Carrying out administrative work in support of the overall activities

Annually, members receive a base allocation from the previous year's CAEP fund, as stipulated by the state's education code 84914. In order to receive funding from the program, a consortium must endorse a distribution schedule that considers the following criteria:

1. The amount of funds to be distributed to each member of the consortium for that fiscal year
2. A written justification of how the planned allocations align with the adult education plan

In any fiscal year when the Chancellor and the Superintendent allocate an amount of funds to the consortium greater than the amount allocated in the prior fiscal year, the amount distributed to a member of the consortium must be equal to or greater than the amount distributed in the prior fiscal year. However, this does not apply if the consortium makes at least one of the following findings related to the member for which the distribution could be reduced:

1. The member no longer intends to deliver services consistent with the adult education plan.
2. The members are unable to address the needs identified in the adult education plan.



- 3. The members have been consistently ineffective in addressing the needs outlined in the adult education plan, and reasonable interventions have not led to improvements.

If the Chancellor and the Superintendent allocate a lesser amount of funds to the consortium in a fiscal year compared to the prior year, the funds distributed to a consortium member shall not be reduced by a percentage greater than the percentage by which the total amount of funds allocated to the consortium has decreased. For each annual CAEP Fund allocation from the state, the members may opt in or out of receiving one-time additional allocations and reallocations of funds as detailed in the “Reallocation of Unspent Funds Policy” section.

**An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2024-25.**

The Capital Adult Education Regional Consortium will take a dual-tiered approach to reallocate unspent funds:

**TIER 1: CONSORTIUM-LEVEL UNSPENT FUNDS**

- 1. Identify funding strategies that can benefit from an increased allocation and reallocate unspent funds.
- 2. Identify unfunded strategies that can be funded and reallocate unspent funds.
- 3. Reallocated funds must be utilized as per the Memorandum of Understanding (MOU).

**TIER 2: REMAINING CONSORTIUM-LEVEL UNSPENT FUNDS AND MEMBER-LEVEL UNSPENT FUNDS**

- 1. Members who have exhausted 100% of their consortium allocation will be eligible for the reallocation funds.
- 2. Eligible members may choose to opt in or out of accepting reallocation funds.
- 3. Distribution will be determined based on CAERC’s 2015-16 allocation funding formula in proportionate to the percentage received with the number of members who opt in.
- 4. Members opting in can choose to accept funds in full or partial amounts based on CAERC’s 2015-16 allocation funding formula.
- 5. Reallocated funds must be spent as stipulated in the original Memorandum of Understanding (MOU).
- 6. Members must return unspent funds within 30 days of notice.
- 7. The consortium will not distribute reallocation funds until all unspent funds are returned.
- 8. Members who have not returned unspent funds will have all future allocations withheld by the consortium until funds are received.

## Certification

**Amador County Unified - Member Representative**

**Diana Griffin**  
Principal  
digriffin@acusd.org  
(209) 257-5166

Approved by Diana Griffin

08/07/2024 10:10 AM PDT

**Davis Joint Unified - Member Representative**

**Rob Kinder**

Director of Alternative & Adult Education  
rkinder@djud.net  
(408) 569-6128

Approved by Rob Kinder

08/07/2024 10:18 AM PDT

**El Dorado Co. Office of Education - Member Representative**

**Michael Gillespie**  
millespie@edcoe.org

**Carey Buchanan**  
cbuchanan@edcoe.org  
(530) 295-2320 ext: 2320

Approved by Carey Buchanan

08/06/2024 11:54 AM PDT

**Elk Grove Unified - Member Representative**

**Angela Rodriguez**  
Principal  
ajrodrig@egusd.net  
(916) 793-2288

Approved by Angela Rodriguez

08/13/2024 01:16 PM PDT

**Folsom-Cordova Unified - Member Representative**

**Rhonda Balmain**  
Principal  
rbalmain@fcusd.org  
(916) 294-9106 ext: 840151

Approved by Rhonda Balmain

08/05/2024 01:43 PM PDT

**Galt Joint Union High - Member Representative**

**Joe Schallberger**  
Principal  
jschallberger@ghsd.k12.ca.us  
(209) 745-2167 ext: 4008

**Anna Trunnell**  
Superintendent  
atrunnell@ghsd.k12.ca.us  
(209) 745-0249

**Douglas Crancer**  
dcrancer@ghsd.k12.ca.us

Approved by Joe Schallberger

08/05/2024 03:17 PM PDT

**Los Rios CCD - Member Representative**

**Jamey Nye**  
NyeJ@losrios.edu  
(916) 568-3031

Approved by Dr. Jamey Nye

08/05/2024 01:52 PM PDT

**Natomas Unified - Member Representative**

**David Rodriguez**  
Assistant Superintendent/Principal  
davidrodriguez@natomasunified.org  
(916) 926-8833

Approved by David Rodriguez

08/07/2024 11:06 AM PDT

**Sacramento City Unified - Member Representative**

**Sue Lytle Gilmore**  
Director Adult Education  
gilmores@scusd.edu  
(916) 395-5788

**Clifton Carley**

clifton-carley@scusd.edu  
(916) 395-5800 ext: 701001

**Carla Gilbraith**

carla-gilbraith@scusd.edu

**EILEEN Prince**

Manager III  
eileen-prince@scusd.edu  
(916) 395-5800 ext: 701010

Approved by Clifton Carley

08/05/2024 03:33 PM PDT

**Sacramento Co. Office of Education - Member Representative**

**Renee Collins**

Director of Adult Education  
rcollins@scoe.net

**Patricia Oliva**

poliva@scoe.net

Approved by Renee Collins

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**San Juan Unified - Member Representative**

**Brett Wolfe**

Director  
brett.wolfe@sanjuan.edu  
(916) 971-7163

**Richard Judge**

Principal  
rjudge@sanjuan.edu  
(916) 971-7654

Approved by Richard Judge

08/07/2024 08:38 AM PDT

**Twin Rivers Unified - Member Representative**

Laurelle Mathison

Principal  
laurelle.mathison@trusd.net  
(916) 566-2785 ext: 25140

Approved by Laurelle Mathison

08/05/2024 01:39 PM PDT

**Washington Unified - Member Representative**

**Stephanie Groat**  
sgroat@wusd.k12.ca.us  
(916) 375-7600 ext: 1048

**Noe Guerra**  
Principal  
nguerra@wusd.k12.ca.us  
(916) 375-7740 ext: 3602

Approved by Stephanie Groat

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Community  
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