

# Supporting Transition from Adult Education to Postsecondary Education and Employment in CA



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*Please provide your name, institution,  
and role in the chat box*



# Who We Are

Peter Simon

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High Road Alliance

*We convene partnerships to open doors to equitable, inclusive employment opportunities and career advancement.*



# Objectives

- Learn about recent research on effective transition practices in CA
- Hear from a panel of adult education leaders about their work supporting students' transitions
- Participate in Q&A with the panelists, discussion, and sharing of transition practices



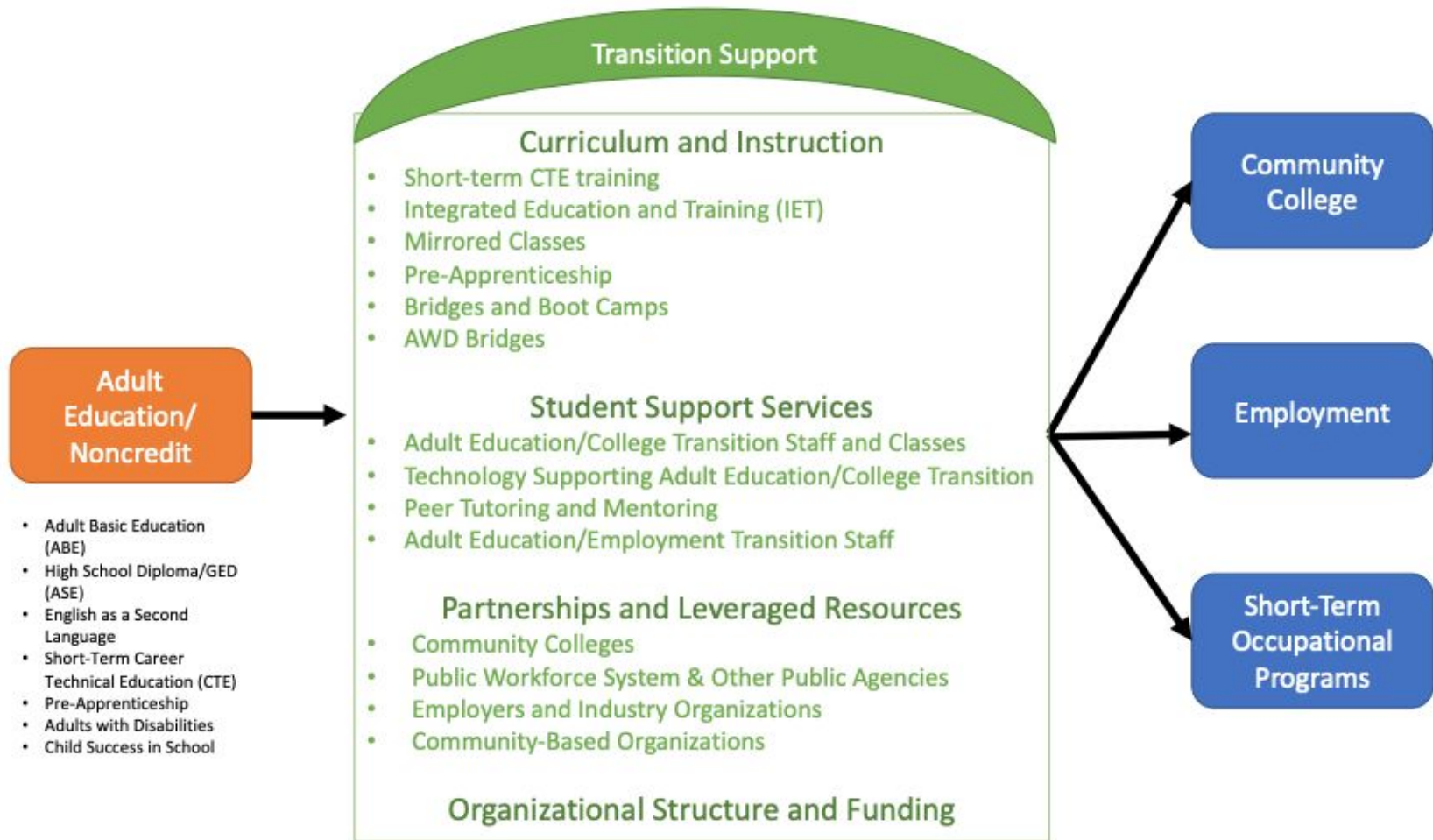
# Effective Transition Practices in California



“... to rethink and redesign an educational system that creates seamless transitions for students across adult schools and community colleges to accelerate academic and career success in order to earn a living wage.”

Purpose of AB 86, the legislation that launched what is now the California Adult Education Program (CAEP)





# How are CAEP Consortia Supporting Transition?

Interviews were conducted with administrators and instructors representing 30 consortia in all regions of the state

Questions were asked about:

- Curriculum and instruction
- Student support services
- Partnerships and referrals
- Staff roles
- Data management
- Organizational structures
- Funding sources





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California

Authored By: Jennie Mollica and Peter Simon  
High Road Alliance



# Transition Effective Practices Among CAEP Consortia



# Overarching Themes

- Integration of basic skills, career education, and support services
- Partnerships and co-location
- Personalized, relationship-based services



Organization

Organizational structure  
Leveraged funds

Student Support Services

Transition Counselors  
Transition Support Classes  
Peer Tutoring  
Peer Mentoring

Short-term CTE  
IET  
Mirrored classes  
Pre-apprenticeship  
Bridge programas

Partnerships

Partnerships with colleges, workforce boards, CBOs, industry...

Curriculum and Instruction



# Curriculum and Instruction

- Short-term CTE
- Integrated Education and Training (IET)
- Mirrored Classes
- Pre-apprenticeships and Bridge Programs



# Student Support Services

- Transition Counselor or Navigator
- Transition Support Classes
- Use of Technology to Support Holistic Case Management
- Peer Tutoring
- Peer Mentoring



# Partnerships and Referrals

- Community College
- Public Workforce Development System
- Other Public Agencies
- Employers/Industry
- Community-based Organizations



# Organization

- Funds Maintained at Consortium Level for Collaborative Activities
- Cross-Agency Co-teaching and Co-counseling
- Interagency Service Agreements
- Leveraging Multiple Funding Sources





# Our Panelists

- Emma Diaz, Inland Adult Education Consortium
- Pete Gonzalez, Inland Adult Education Consortium
- Frank Gerdeman, ADVANCE (Lake Tahoe) Adult Education Consortium
- Eric Pomeroy, North Central Adult Education Consortium



What have you found most important to keeping 'transition' front and center in your consortium's work?



How are you using CAEP funds and other resources and partnerships to keep transition front and center?



What have been the most significant challenges with addressing students' transition goals, and how have you addressed them?

What resources are you using to address these challenges?



How do you track and use data to strengthen your transition services?



Do you have any closing thoughts or a final take-away to share?



Q&A  
Discussion &  
Sharing Effective Practices



## Closing

- Webinar evaluation survey link (in chat)
- Reach out to today's presenters and panelists!
- Read the briefs (link in chat)
- Look out for future invitations to join a CAEP community of practice





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