

ADULT EDUCATION

SAME FOUNDATION,
NEW WAY FORWARD



Ahead of the **Oct. 26-28 Fall Summit**, learn how the California Adult Education Program has developed seven statewide priorities to help meet today's challenges.

To **register for the Fall Summit**, see the last page.

To learn more about **CAEP and its work**, see caladulthood.org.

CAEP STATEWIDE PRIORITIES

The definitions of success come to life through our work

BY ALLEN PIERLEONI

When thousands of adult education practitioners from the 71 consortia across the state gather virtually to attend CAEP Summit 2021, they will notice that each of the presentations aligns with one or more of CAEP's seven state priorities.

They are equity, leadership, learner transition, marketing, program development, program evaluation and technology/distance learning.

"The goal of the priorities is to bring our adult education programs to the level where they're meeting the needs of all learners in their communities, and meeting the needs of changing job markets in our various regions," says Dr. Carolyn Zachry. She's the Education Administrator/State Director for the Adult Education Office within the California Department of Education.

California adult education priorities are aligned with the CCCCO's Vision for Success Goals and the CDE Superintendent's Initiatives.

"California's adult education program is jointly administered by those agencies," Zachry says. "CAEP's seven priorities are reflective of both offices." They are designed not only for professional development, she says, but also "to meet the needs we are seeing in the adult ed field."

For instance, within the technology priority, she says, "one thing we learned from the very beginning of the pandemic was that we needed to provide additional professional development for using technology to do distance learning. Now there's an ongoing need for programs that give students the opportunity to continue their education through technology, but perhaps doing

so on their own time."

Zachry points out that the priorities "really fit in with the work that is currently happening. None of them are in areas where the consortia aren't already doing some work," she says.

The 71 consortia are now beginning to work on their three-year plans, Zachry says, "and we expect to see all if not most of the priorities within those plans. But that's very much driven by where the consortia are located in the state."

Of the seven, equity is the top priority that underlies the rest, Zachry says.

"Adult education has always served the historically disadvantaged since it began in California in 1856," she says.

"It really is an area where we can help students who perhaps haven't had equity in their lives. Adult education helps them by increasing their communication skills, which in turn benefits their families and communities."

The priorities "really fit in with the work that is currently happening. None of them are in areas where the consortia aren't already doing some work."

Dr. Carolyn Zachry, Education Administrator/State Director
Adult Education Office, California Department of Education



PHOTO COURTESY OF CAROLYN ZACHRY

PRIORITIES DEFINED



Equity

Equity is about being fair and impartial with learners, partners and the communities we serve. Programs may focus on building cultural awareness and responsiveness.



Leadership

Leaders must know the essentials of how to successfully manage a consortium or an adult education, K-12, adult or noncredit agency.



Learner Transition

Moving learners along in educational, career or other paths is one measure of how we determine success. Programs may focus on college and career pathways.



Marketing

Marketing strategies and plans-of-action are ongoing responsibilities for consortia members. As part of that, it is vital that local communities understand and support regional consortia.



Program Development/ Curriculum

Constant program improvement is at the heart of building stronger and relevant consortia and agencies. Building and expanding partnerships is especially important.



Program Evaluation

Ongoing assessment of academic programs is essential to establishing stronger and relevant consortia and agencies. One technique is to engage stakeholders in the evaluation process.



Technology and Distance Learning

The focus is on the integration of technology into the educational and work environments, as well as the implementation of blended or distance learning programs.

For more information, see
<https://caepsummit21.vfairs.com/>

EQUITY



This priority—which underlies all the others—gives disadvantaged students the chance to succeed

BY KRISTA SCRIPTER

San Diego is home to a large resettlement community, meaning many adult immigrants and refugees are looking for opportunities. With many adults speaking a different language or coming from diverse financial backgrounds, finding equity in education is paramount.

“Because San Diego is one of the biggest resettlement areas in the country, we always had a fairly steady influx of ESL (English as Second Language) students,” Ute Maschke, Ph.D., says. She’s the CAEP Manager at East Region Adult Education, and immigrants, ESL students and other refugees are among their largest group of students.

“We knew that we had these pockets of poverty, homelessness or unemployed people, and we needed to find new strategies to reach out to them.”

During the pandemic, that meant transitioning classrooms to a digital setting and allowing for remote access to learning, something Maschke says opened doors for many.

Why is that important? “Because we want to become better in supporting communities to become more resilient and offering educational and training programs for employment,” she says.

At East Region, equity in action means working with business partners and revising some curricula, creating incentives to get students employed quickly, and giving them the skills they need to succeed in an uncertain market. “We want to strengthen our connections to our business partners, and actually have them as advisors for our curriculum, to tell us what is needed in the training programs to meet their business needs.”

Combining ESL courses with career training, she explains, actually improves students’ learning and gets them on their feet faster. “So we needed to tweak our curriculum to accelerate our learning experience and accelerate the entrance into the workforce.”

It’s not just about training for new jobs: With many unemployed by the COVID-19 pandemic or burnt out from the last year of working during one, learning how to bounce back after setbacks is just as crucial of a skill.

“We want to train students in ways that they are agile and resilient enough that they’re in a better position to advocate and not be trapped,” Maschke says.

Their work isn’t done, however. Maschke says the poverty and homeless rates still speak to the massive need for education services in the area. “There’s a lot of good stuff happening right now but we need to get better at leveraging resources and coordinating efforts.”

“We knew that we had these pockets of poverty, homelessness or unemployed people, and we needed to find new strategies to reach out to them.”

Ute Maschke, Ph.D.
CAEP Manager at East Region Adult Education



PHOTO COURTESY OF UTE MASCHKE

WHAT DOES EQUITY LOOK LIKE?



“Within our consortium, part of this process revolves around **providing tailored student support services**... We are able to map out educational, career training or job readiness paths that transition to high-skills jobs. Each student has a tailored path and ongoing

support to **navigate systems and obstacles and celebrate successes**.”

Joyce Liou, Senior Transition Services Coordinator at East Region Adult Education

“Disadvantaged students need support in **creating a foundation that makes them able to compete and access opportunities**, and we assisted with this by providing laptops and internet access. Not every individual starts at the same place, so **acknowledging diversity and meeting individual student needs** is fundamental in assisting underprivileged students to advance professionally.”



Eryn Williams, ESL Teacher at East Region Adult Education

PROGRAM DEVELOPMENT



Learn how one consortium is having student success with a curriculum that has social and emotional components

BY ALLEN PIERLEONI

“When I started this job, I told myself I wanted to teach in the way I would want to be a student in my own class,” says Timothy Amaral, a GED instructor for the Salinas Adult School and trainer in social-emotional learning, also known as SEL. “I want students to feel welcome and involved.”

SEL is a specialized curriculum and an example of the program development priority, one of CAEP’s seven state priorities for ensuring the best outcomes for adult education students.

“Social-emotional learning makes an enormous difference in students’ retention, persistence and ultimately graduation,” Amaral says. “They feel responded to, so they continue to attend. About two-thirds of my graduates move on to college.”

Amaral’s classroom is lecture-based, a model in which he constantly engages with students. One of his lessons is “building a vocabulary for students to express their internal world,” he says. “They get empowered to express their needs and do it in a safe place.”

As part of his lesson plan, Amaral references the works of psychotherapist-author David Richo and his “Five A’s of Love and Belonging”—Attention, Affection, Appreciation, Acceptance and Allowing.

“When my students are under distress—and there’s a lot of distress for them in an academic setting—they’re able to express themselves really well and ask for what they need,” Amaral says. “Somebody else in the class steps up for them, and they regulate and get back on task.”

Still, it must be disconcerting for adult students who expect a “normal” classroom setting from their high school years to find themselves as strangers in a strange land.

“It’s disorienting when they first walk in because they expect something impersonal,” Amaral says. “Instead, the classroom feels like a family home during the holidays.

“I tell them the old pattern never worked, that they survived school rather than thrived,” he says. “I want to provide an environment where they thrive. In many cases, they’ve never been cared for in their lives and it makes them very anxious. It takes time for them to trust it.”

And the teacher’s reward? “When my students leave class, they like school again.”

“Social-emotional learning makes an enormous difference in students’ retention, persistence and ultimately graduation... About two-thirds of my students move on to college.”

Timothy Amaral, GED Instructor
Salinas Adult School



PHOTO COURTESY OF TIMOTHY AMARAL

WHAT DOES SOCIAL-EMOTIONAL PROGRAM DEVELOPMENT MEAN TO STUDENTS?



“Mr. Amaral taught me **acceptance of responsibilities and accountability**, how important it is to show up every day. That was a key factor in graduating from his class and getting my GED. His class is not just a GED class, it’s a life class.

Growing up, we were exposed to a lot of bad vibes and negative energy. Mr. Amaral gave us instructions on life and how to better ourselves, **how to make smarter life choices and decisions.**”

Joaquin Morales, 39, audiovisual technician, 2019 graduate

“I failed in high school, so went to adult school for my GED. The way Tim taught, it felt like he was **catering the education to me personally.**

Tim made us feel like the choices we made mattered, that **we could actually do something with our lives.** I never thought I would ever get married, or have a daughter, or buy a home, or be the boss of anyone. I accomplished all that because I found confidence in myself in Tim’s class.”



Marcos Rangel, 30, produce warehouse supervisor, 2010 graduate

PROGRAM DEVELOPMENT

An adult school develops curriculum to meet the state's skyrocketing need for home health care

BY GAIL ALLYN SHORT

WHY IS THE HOME CARE PROGRAM IMPORTANT?



"It's a continual battle to find **good qualified caregivers**. Now the Tamalpais Adult School has added another avenue for us to attract caregivers. Their home care graduates not only understand what's required to be a good caregiver, but also **the requirements of the**

California Department of Social Services and the Home Care Services Bureau."

Vicki Wildman, Corporate Recruitment and Compliance Manager, Visiting Angels

"The home care aide course has an **excellent retention rate and most students finish the course with 100 percent attendance**. They've also given positive feedback in post-course surveys stating that they learned practical information relevant to the job that has also **benefited them personally.**"

Deborah Meshel, Co-Teacher, Tamalpais Adult School



Six years ago, program coordinator Joan Prigian attended a symposium on the shortage of home care aides in Marin County. It just so happened that her employer, the Tamalpais Adult School, was looking to expand its course offerings to include career training.

"I was seated next to the then-director of a home care agency, and she said Tamalpais needed to start a class because they couldn't find enough workers," Prigian says. "There's a huge demand because people are living longer, and because of COVID-19, more people are reluctant to go into assisted living facilities. They want care in their homes."

So Prigian and the agency director teamed up to develop a home care training program at Tamalpais Adult School. They first connected with a community college in Southern California that offered a home care course and used their curriculum as a model to develop a program on an adult school level, she says.

Tamalpais also consulted with local home care agencies to find out what they expected their workers to know, Prigian says, and eventually hired a local high school nurse to teach the course.

Today, Tamalpais' free home care course is in its fifth year and is in keeping with California's Master Plan for Aging to grow the state's caregiving workforce by 1 million.

Classes are held three times a year. Students can take 40 hours of in-person instruction for 12 weeks or 35 hours of online training for 10 weeks. The course covers topics such as nutrition, food safety, fall prevention, first aid, hospice care

and infection control, including how to prevent COVID-19 infections. The program offers an ESL component for students as well.

Overall, 98% of the students complete the course to earn their certificate of participation and an invitation to attend a school-sponsored job fair, she says.

"It's become very successful," she says and offers this advice to adult school administrators looking to add a career training program to the mix:

"Jump in and start collecting partners and information," she says. "You don't have to do it alone because chances are your community will be excited that you're wanting to do this."

"You don't have to do it alone because chances are your community will be excited that you're wanting to do this."

**Joan Prigian, Home Care Aide Program Coordinator
Tamalpais Adult School**



PHOTO COURTESY OF JOAN PRIGIAN

PROGRAM EVALUATION

Research matters—analysts use data to make educational programming better

BY GAIL ALLYN SHORT

Educational and career training programs give adult students a second chance to further their education, earn a living wage or start on the path to a career.

But without adequate data analysis of a program, the reasons why some students thrive in a course while other groups struggle can be a mystery.

“Program evaluation is important because we want to assess how well we’re doing,” says Harpreet Uppal, senior research and planning analyst in the Office of Institutional Research and Planning for the North Orange County Regional Consortium for Adult Education.

The consortium includes school districts and community colleges, as well as county offices of education and other regional community partners. Entities like the adult schools provide educational programs and workforce training for adult learners, including those in low-income communities.

Uppal says she and her team of consortium researchers compile and analyze data to determine various programs’

effectiveness and how well those programs are reaching their targeted audiences and meeting the desired educational outcomes and objectives.

“Data informs us and lets us know whether there’s a need to modify things or change services or activities to better fit the needs of students,” she says.

Workgroups within the consortium—such as those for disability support services, K-12 education and continuing education—can request research services for inquiries ranging from student success rates and retention to profiles of the

students served, she says.

The researchers also collect qualitative data through surveys and focus groups where researchers examine answers to open-ended questions to better understand students’ stories and situations.

“It helps humanize the data,” Uppal says.

One study, she says, targeted students studying remotely due to COVID-19 restrictions. Through that survey, they learned just how many students lacked access to the internet at their homes.

Uppal urges consortium constituents to contact their

research departments to dive deeper into their programmatic data. “If you’re curious or want to know what’s happening with the student population you’re trying to serve, reach out to your research analyst, if your college or consortium has one, so that they can provide you with data to assist your decision-making process.”

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Harpreet Uppal, Senior Research and Planning Analyst
North Orange County Regional Consortium for Adult Education



PHOTO COURTESY OF HARPREET UPPAL



HOW CAN PROGRAM EVALUATION BE USED?



“The Grads to Be Program provides immigrant students with **resources and services to support their academic journey**. I wanted to know which students had foreign degrees and their English level. The researchers helped me brainstorm ways

to request the data I needed to help me identify students in need of services.”

Hilda Rivera, Special Projects Coordinator, North Orange Continuing Education

“The Office of Institutional Research and Planning helps us gather the data that the State requires us to report to the public. With their help, we can show legislators and the public **what our funding is going toward, what progress we’re making, and how we’re impacting our students.**”



Janeth Manjarrez, Director, California Adult Education Program for the North Orange County Regional Consortium

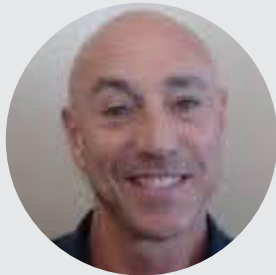
PROGRAM EVALUATION

Sharing data allows consortia to highlight their successes—and helps identify where to put resources

BY ALLEN PIERLEONI



HOW DOES PROGRAM EVALUATION HELP AT THE GRASSROOTS LEVEL?



“It opens our eyes to being more innovative and progressive, and helps drive discussions and collaborations among our teachers. When we look at the data, we start asking questions like, **‘How can we help our people (get) into community college?’** The biggest

thing is asking other consortia and school districts what they’re doing with the data, what classes they’re offering, and how they determine that. The energy is amazing.”

Jay Berns, Director of Special Programs, Washington Adult School, Washington Unified School District

“It’s worked really well. Teachers are given feedback on the gains their students have made, which is directed right back to the students. Students want to be able to measure their gains, which **motivates them and improves learning.** The testing results show where the students stand in certain topics, which helps the instructors prepare their lesson plans in order to **best meet students’ needs.**”



Maria Alfaro, Data Manager, A. Warren McClaskey Adult Center, Sacramento City Unified School District

CAEP’s seven state priorities are vital to the success of staff and students at California’s 71 adult education consortia. They help build pathways and foster professional development.

That’s especially true of program evaluation, the ongoing reevaluation and revision of the programs that are the building blocks of the consortia and their member agencies.

One vital element in the mix is “educational functioning level gains”—data that show how students are progressing, measured via standardized testing.

“The students across our schools are pre- and post-tested at recommended intervals as one way to measure how well they’re learning the course material,” says Bethany Ely, Coordinator of the Capital Adult Education Regional Consortium (CAERC).

“We pre-test students before they start instruction, and then we post-test them,” Ely explains. “Their test scores are how we can identify that they’re making learning gains. It’s also a way for us to identify the quality of instruction.”

Ely’s consortium is also using and disseminating the data they collect in unique ways. Monthly data and accountability workgroup meetings, for example, regularly analyze member-level data to determine best practices for student intake, learning and achievement. “These meetings include not only data managers, but resource teachers and administrators,” she says.

CAERC has also developed electronic resource binders to support data collection and reporting efforts; simplified voluntary authorization cards for collecting social security

numbers; and simplified definition cards to help students accurately identify their barriers to employment when filling out the registration form. “In addition, the registration form, authorization form and definition cards were professionally translated into 17 languages to support the region’s English Language Learners,” Ely explains.

CAERC also provides funding for one-on-one member support with the adult education data systems (TOPSPRO Enterprise and ASAP). Members can receive individualized assistance from two experienced data managers hired by the consortium to support data collection and reporting efforts.

“When developing CAERC’s three-year and annual plans, the consortium sets consortium-wide goals for educational functioning level gains,” she says. “This keeps quality of instruction at the top of our members’ minds and encourages the implementation of practices that best support student learning.”

“It’s a way for agencies to use testing data reports for targeting their own instruction, address their areas of greatest need and set their individual goals.”

Bethany Ely, Coordinator
Capital Adult Education Regional Consortium



PHOTO COURTESY OF BETHANY ELY



TECHNOLOGY/ DISTANCE LEARNING

THE VALUE OF DISTANCE LEARNING



and pass their state competency exams.”

Katherine Brophy, CDPH Program Director, Nurse Assistant Training Program, Visalia Adult School

“Overnight, we all had to become technology experts/tech savvy. Once we overcame the learning hurdle, the advantages of distance learning became clear. Students without transportation, without regular childcare, students with sick kids at home, and students that live far from school in neighboring communities (making it difficult to attend every day), could all participate in education and be part of a class. This has never been done before. Thanks to ‘staying-at-home,’ we were all forced to change and adapt our instructional practices. **Distance learning has been a big change and one that is most likely here to stay.**”

Sarah Motola, English Language Instructor, Visalia Adult School



“Adult learners are full of resolve. This past year’s restrictions on in-person learning have given way to stronger, more flexible and highly motivated students. Through it all, our students persevered to fulfill program specifications, graduate

What started as a pivot during the pandemic has become a mainstay of adult education

BY THEA MARIE ROOD

When the COVID-19 shutdown occurred, there was little time to plan. But one thing was certain: Education was as important as ever.

Maybe more so, as people reeled from layoffs, furloughs and economic uncertainty. Many also were suddenly at home and—ironically—had more time to invest in themselves. The question was how to keep classes rolling?

“First of all, our high school diploma program already had an online platform in place,” says Tami Olson, principal of Visalia Adult School.

Pre-COVID, many of these students were already working remotely with daily or weekly check-ins that were in-person—and could quickly be shifted to email, text or Zoom. “For them, it was very seamless.”

The faculty worried, however, about their ESL students, who Olson says were initially the most impacted. They were used to coming to school four hours every day, and for some, technological challenges, combined with language barriers, seemed overwhelming. “But we got them devices and hot spots,” Olson recalls. “And we were lucky—we were already piloting a technical program...Burlington English. We instituted that with all ESL students.”

Distance learning worked so well, in fact, a hybrid model is now the gold standard for all of Visalia’s adult education programs. “Now we’re open, so students who need more

support can come in,” she says. “But for students who want to work independently, they can.” And this means, frankly, freeing students who have a demanding work schedule, children to care for or transportation issues.

“We’ve become more student-centered—not teaching- and classroom-centered,” Olson says. “Looking back, we may have been doing a disservice with our parameters, making people be here between 8 a.m. and noon.”

Offering remote options even works surprisingly well for hands-on programs. “You can’t do welding online,” she

says with a laugh. And even during the shutdown, industrial and medical programs were allowed some distanced, masked lab components. But continuing to offer Zoom lecture classes for these students, for example, allows people to

keep up even if they are sick, have a sick child or have to work.

“The hybrid is the perfect model—it helped us help our students,” Olson says. “We were about attendance, but now it’s about completing.”

“Looking back, we may have been doing a disservice with our parameters, making people be here between 8 a.m. and noon.”

Tami Olson, Principal
Visalia Adult School



PHOTO COURTESY OF TAMI OLSON

LEARNER TRANSITION

Those leaps to the next step are where adult learners can become the most vulnerable

BY THEA MARIE ROOD

We have all been there: a paperwork chore sitting on the table that is confusing. It's human nature to push it to the side, tell yourself you'll make a phone call tomorrow to get some questions answered. And then your child gets sick or the car won't start. Tomorrow gets further and further away.

For adult learners, many of whom haven't been in school in years or even decades, figuring out how to enroll in an adult education program or register for college classes is a real challenge. "How do you wake up one day and say 'I want to go back to school?'" says Pete Gonzalez, a transition counselor for the Inland Adult Education Consortium who is also attached to the San Bernardino Valley College. "It's not an easy choice and is even more difficult if they have no support. They think, 'I should have done this at 18, I have a family now, I don't belong here.'

... We try to provide VIP service—and walk them through every aspect of the process. 'The only thing we won't do is your homework.'"

In Gonzalez' office, this includes developing education plans that may be concurrent—finishing a high school diploma while racking up college credits to speed things along, for example—or sitting down and filling out that paperwork in real-time together. It might be tutoring services, counseling and career development. But mostly it means establishing a

rapport with hesitant adult learners. In fact, Gonzalez says he often tells his own story: starting college, after a stint in the military, in his early 30s. And he is still working on his dissertation for his doctoral degree. "I was the old man in the classroom," he says. "If I was able to do it, you can too. We'll do this together."

"They think, 'I should have done this at 18, I have a family now, I don't belong here.' ...We try to provide VIP service—and walk through every aspect of the process."

Pete Gonzalez, Transition Counselor
Inland Adult Education Consortium/
San Bernardino Valley College



PHOTO COURTESY OF PETE GONZALEZ



WHAT ADULT LEARNERS HAVE TO SAY



his word."

Denise Carriedo, business administration major, San Bernardino Valley College

"I'm 54 years old and hadn't been in school since I was 16. But (Mr. G.) came up with a goal plan: complete these three subjects for high school and still go to college. **He takes you through it step-by-step—and is never too busy for you.**"



Victoria Salas, counseling major, San Bernardino Valley College

"Mr. Gonzalez has been that support system I needed to actually decide to go to college. My personal goal was to finish my high school diploma...but he just motivates people. 'We'll walk you through it, fill out the forms, register for classes.' **And he has kept**

MARKETING

Overcoming the challenge of reaching adult learners in a diverse community

BY RAUL CLEMENT

There is no single solution for marketing adult education to prospective students. Consortium members hoping to reach new students should be ready for trial and error.

At least this has been the experience of Jill Ibbotson, the adult ESL faculty coordinator at Saddleback College. A recent postcard campaign delivered postcards to 77,000 homes in four cities within her district. Data showed that these cities were underrepresented in program enrollment.

“There wasn’t a huge return on investment on that,” Ibbotson says of the postcard campaign. “So we shifted gears.”

Their new tactic was a campaign of Facebook and Instagram advertisements. These ads were focused on attracting Spanish-speaking students.

“We actually got a lot of students that joined our Spanish HSE program from that effort.”

In order to make campaigns like these even more effective, Saddleback surveys the students who join their HSE and adult ed programs. From these surveys, they’ve learned that many students hear about adult education through word-of-mouth.

This is where knowing your community becomes essential. Saddleback’s adult ESL and HSE classes are not held on campus but rather in the communities they serve. Picking the right locations is important for both marketing and making sure communities are equitably represented.

“We have principals of elementary schools calling us and saying, ‘We have a lot of parents that really want ESL classes. We’ll host you. Can you come and teach a class here?’”

Such a line of communication with prominent community figures is especially important right now. During the COVID-19 pandemic, classes moved online. Some students did not make the transition. Saddleback is attempting to inform these students that in-person classes are starting again. While the

online campaign has helped with this, it’s also necessary to have “boots on the ground.” Saddleback has reached out to rehab centers, jails and high school counselors about adult education opportunities.

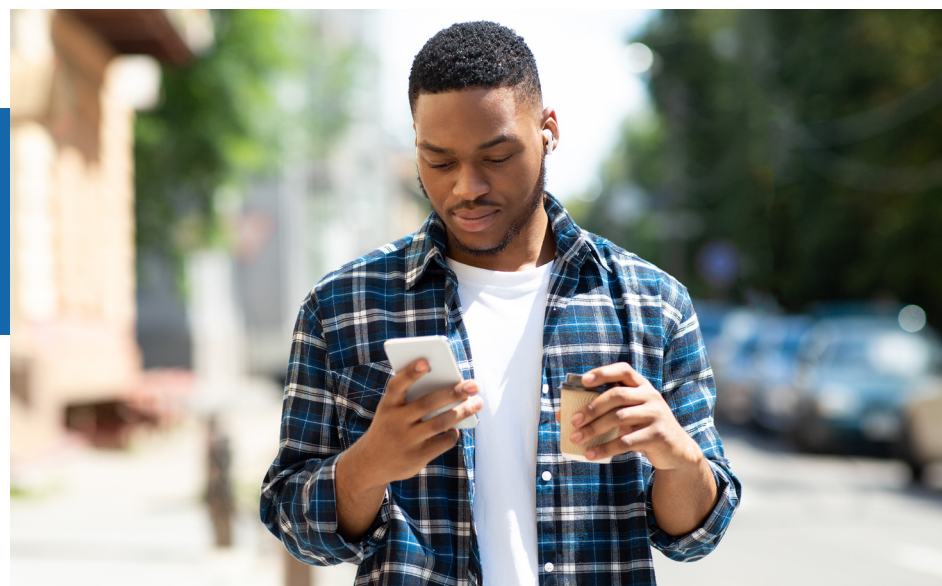
This is all part of a multi-pronged and adaptable marketing approach. When asked her advice for other consortium members hoping to market adult education, Ibbotson says, “As much as possible, just get yourself out there. And do it in multiple languages.”

“As much as possible, just get yourself out there. And do it in multiple languages.”

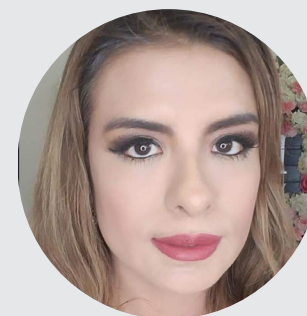
Jill Ibbotson, Adult ESL Faculty Coordinator
Saddleback College



PHOTO COURTESY OF JILL IBBOTSON



WHY MARKETING DOESN'T STOP WITH ENROLLMENT



When Jhovanna de los Rios Camacho enrolled in Saddleback College’s HSE program, she only intended on getting a high school diploma. But program coordinator Javier Corrales encouraged her to explore the college’s Dual

Enrollment Program. “I want to say to Javier, ‘Thank you so much.’ **Because of him, I am studying accounting.**”

Jhovanna de los Rios Camacho, student, Saddleback College’s HSE program

As part of Saddleback College’s Dual Enrollment program, students earning their High School Equivalency diploma can now receive free college courses.

The program’s coordinator, Javier Corrales, has taken it upon himself to market this opportunity. **“I made contact with high school counselors. Having good relationships in the community really helped get the word out.”**



Javier Corrales, Program Coordinator, Saddleback College

WHAT CAN WE LEARN ABOUT LEADERSHIP FROM THE STATE'S LARGEST CONSORTIUM?



“Imagine rowing in a boat with five strong crew members. To reach a destination more effectively, the crew needs to row in concert, work impactfully and pull in the same direction, **all while being encouraged to leverage unique and**

individual strengths. In this case, LARAEC serves as both boat and coxswain. The collective destination is the highest quality teaching and learning.”

Dr. Carolyn Quetzal, Teacher/Instructional Technology Advisor, West Valley Occupational Center

“LARAEC has provided an infrastructure for communication that enabled **much needed collaboration to address pandemic-related difficulties**, such as remote CASAS testing and persistence. The LARAEC ROCS and LARAEC Edge conferences, and the Lunch with LARAEC series of professional development were beneficial within and outside our consortium.”



Ruth Morris, Assistant Principal, Culver City Adult School



“Attending Lunch with LARAEC and learning what instructors are doing to motivate students was a life-saver. Tips such as starting class with music gave me the additional support I needed. Thanks to our networking and sharing

of best practices, **I was able to grow my program and graduate over 100 students.**”

De Anne Susino, Academic Instructor, Montebello Community Adult School

LEADERSHIP

See how one consortium used a creative workaround that became a lasting solution

BY ALLEN PIERLEONI

When the California Adult Education Program established its seven state priorities, it called upon consortia members to be innovative in implementing them. One priority in particular—leadership—requires a big-picture point of view and commitment to change.

As advisors to the Los Angeles Regional Adult Education Consortium who specialize in recognizing needs and implementing strategies to address them, Justin Gorence and Michele Stiehl are innovators.

For instance, two of their most successful virtual programs have been the ongoing Lunch with LARAEC and the LARAEC Edge Conference, held last April.

Both came out of identifying challenges within the consortium, the largest in California, and finding ways to tackle them.

“One of our challenges was to facilitate communication between the five-member districts, understand their needs and priorities, and respond to them,” Gorence says. The best way to address this “huge logistical challenge,” they reasoned, was to create virtual conferences so that everyone across the consortium could leverage resources and work towards the same goal.

First, they worked with teams of teachers, counselors and faculty from the districts, Stiehl says.

“They told us what types of professional development was needed,” she says. “Working with them, we created the Lunch with LARAEC program, which is all about on-the-spot professional development that’s needed right now in the classroom. Justin and I found experts to do those presentations.”

The content criteria for presenters was “boots-on-the-ground subjects that audiences could use the next day in their classrooms,” she says.

Another successful program was the LARAEC Edge Conference, which replaced and supplemented the in-person career and college fairs at the consortium’s adult schools.

“There was a big hole because of COVID-19,” Stiehl says. They filled it with a first-ever student-focused remote conference with information on programs, resources and services—all the how-to’s of transitioning to college or a career.

What would be the takeaways for California’s other 70 consortia?

“Our virtual platforms give us the ability to hold quicker, more cost-effective conferences and be more responsive to the immediate needs of more people,” Gorence says.

“We thought COVID-19 would kill collaboration, but I feel more connected to what’s happening in the field than ever before,” Stiehl says.

“Our virtual platforms give us the ability to hold quicker, more cost-effective conferences and be more responsive to the immediate needs of more people.”

Justin Gorence, advisor
Los Angeles Adult Education Regional Consortium



PHOTO COURTESY OF MICHELE STIEHL

LEADERSHIP

Superintendents discuss the ways they are focused on improving adult education in our state

BY THEA MARIE ROOD



How does your position as superintendent and as a voting member of the consortium help promote adult education in your community?

I fully support the state's mission for adult education to ensure that students are prepared for life, for work and to support their families in our High Desert Region. My commitment to the community and adult education is promoted in the decisions made by the college that demonstrate adult education programs are an integral component of our region's broader educational pathway for students to enter our nursing, construction, EMT or other career education programs. I have supported decisions about programs that create a pathway to career and post-secondary education; the articulation of CTE courses; hosted the region's adult education graduation; housed the regional consortium office and support staff; and have provided the support of my public relations team to share about the lives that have been transformed through adult education.

Dr. Daniel Walden,
Superintendent/President,
Victor Valley College



How have you built stronger alignments between K-12 districts, your associated adult programs and community college programs?

As the superintendent of schools, I do not see my role as limited to K-12, but rather our individual district's mission: (To serve) our community with dignity by meeting the unique academic, behavioral, and social-emotional needs of all students so that they may thrive in an ever-changing world. ... Our school district has a robust state preschool program, transitional K-12 program and adult education program. I love to hear the stories of a family who enrolls their elementary-aged student and they are asked if they know of anyone who would benefit from our preschool program or adult education program. ...The fact that the consortium is directly linked to our community college means our students are aligned to a program that will pick up where we leave off. What an incredible benefit to an entire region.

Trenae Nelson, Superintendent,
Apple Valley Unified School
District



What activities have promoted adult education outreach, retention and outcomes?

We have placed greater focus on technical education needs to be more responsive to our regional workforce. Our adult school participation in events such as community resource fairs and Adult Education Night at Victor Valley College provide a great opportunity for program promotion and outreach. ...Social media campaigns, along with the expansion of in-person and online enrollment, have been successful strategies. ...Our strong partnership with our local Workforce Development Department, WIOA partners, community agencies and college counseling services...provide quality outcomes that promote student retention and transition to higher levels of education and/or employment.

David Olney, Superintendent,
Hesperia Unified School District



What tips/advice would you provide to increase communication/collaboration across K-12 and community college systems? What is the vision moving forward?

Bring the college decision-makers together with K-12 school and district leaders to develop shared outcomes that are meaningful to all. For the Snowline learning community, creating work readiness among our adult students is of paramount importance. Developing a plan to link our adult learners to our CTE programs will create a stronger workforce in the High Desert, allowing our jobs to go to our adults. We want our adult students to learn, work, play and stay in our region.

Dr. Ryan Holman, Superintendent,
Snowline Joint Unified School
District

FALL SUMMIT

Mark your calendars—the annual CAEP Summit is Oct. 26-28



Every year, practitioners from across the state meet to learn about creative strategies and ways to work collaboratively to respond to the current needs of our adult learners and help ensure they are well-prepared for employment and/or further education.

The 2021 Summit is ideal for the teachers, coordinators, administrators and support staff in the network of California adult education providers under the California Adult Education Program.

This year's conference is virtual and will be held on the vFairs platform. You can attend live sessions from the comfort of your working station, chat live with colleagues and exhibitors, engage in various activities to compete on the leaderboard and win prizes donated by the exhibitors. Or you can watch on-demand sessions, which will be available for two months after the conference. Session materials will also be available for download.

For more details and to register for CAEP Summit 2021, see <https://caepsummit21.vfairs.com/>

ANNOUNCING THE NEW ADVANCING CA ADULT EDUCATION WEBSITE

This website has replaced the CAEP Practices with Promise site and is designed to continue to showcase model CAEP programs. It also allows access to connect with colleagues, as well as research and practice publications. And most importantly, it adds a nomination process for award recognition at the annual CAEP Summit.

NOMINATIONS

The CAEP Office welcomes nominations of California Adult Education Programs that demonstrate innovative, emerging, or model practices for the Advancing CA Adult Education Award. Recipients will be recognized at California's CAEP Summit.

Model CAEP programs must be aligned to approved CAEP program areas and the adult education state priorities: learner transition, program development, equity, leadership, technology and distance learning, program evaluation and marketing. The adult education state priorities align with the CCCCCO Vision for Success Goals and the CDE Superintendent's Initiatives. For more information, see <https://caladulthood.org/Practice>