



Capital
Adult Education
Regional Consortium

WHEN ONE STUDENT LEARNS,
YOUR COMMUNITY THRIVES.



Building a New Future for Adult Education

MEET CAERC

BY SHANNON SPRINGMEYER

There's good news on the horizon for the capital region, with the potential to help lower unemployment, strengthen families, build a better workforce and increase prosperity in the regional economy.

What has the power to create such deep ripple effects? The answer may surprise you: adult education.

Adult education isn't a new idea. Public schools in the region have been offering classes for adults since 1872. From basic academic skills to specialized job training, adult ed provides the life-changing opportunities adults need to be self-sufficient, engaged citizens.

But in the wake of the financial crisis of 2008, school districts across California saw their budgets slashed by half a billion dollars as state resources ran dry. Adult education programs were some of the hardest hit. The resulting deep cuts and even closures created a huge problem for the thousands of local residents who relied on the programs.

A new hope for adult education came in 2013 with the passage of State Assembly Bill 86, which provided funding to rebuild and reorganize adult ed programs. The law created and funded 71 groups, called consortia, throughout the state that brought community colleges and public schools together to address adult ed.

The result has been an extensive collaboration of historic proportions. Never before had all the adult ed stakeholders in our region come together to coordinate their efforts. Members of the Capital Adult Education Regional Consortium (CAERC) include 11 public school districts, two county offices of education, Los Rios Community College District and 22 partners. CAERC has been working hard for the last two years to identify the adult education needs and develop a

plan for the future of adult ed in the region.

And 2015 brought more good news. When Gov. Jerry Brown signed Assembly Bill 104 in June, he set aside a \$500 million Adult Education Block Grant for the purpose of implementing the 71 consortia's regional plans for adult education.

CAERC will use its share of the funds to rebuild adult programs in our region and make them better than ever.

Adults will have access to more classes for basic skills and English language, breaking down barriers in daily life.

They will get a second chance at completing a high school diploma or equivalent certificate, without which it can be nearly impossible to get a good job.

They'll be able to prepare for careers that can boost their earnings from minimum wage to salaries that can support a family, while filling our region's skilled workforce needs. Students will get more help for special needs and disabilities.

And thanks to the comprehensive regional map of adult education programs and related services that CAERC is building, students will be able to more easily find available programs and move from one step

to the next as they pursue their goals.

Adult ed students will even be able to provide a better outlook for the whole family, with higher literacy levels in the home, parents who are financially secure, and children poised for greater success in their own education and beyond.

The result is an improvement in opportunities and prosperity that endures for generations, creating a brighter, more vibrant future for the whole region.

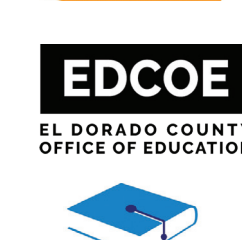
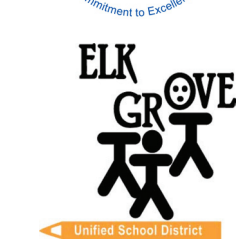
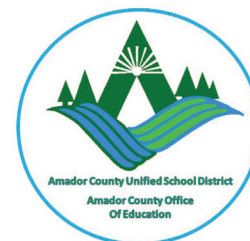
And that really is good news.

Reporting by Kate Gonzales

Students will be able
to more easily find
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their goals.

Read on to learn inspiring adult ed success stories, follow CAERC's plans for improving adult ed access in our region and discover how you can start your future with adult education.

MEMBERS OF CAERC



Adult Ed: Helping Students Get Ahead

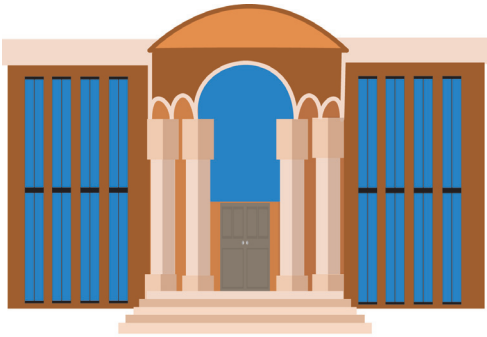
Through CAERC, adult schools and community colleges are working together to expand and improve adult education in our region, offering more opportunities for adults to learn skills that help them thrive in daily life, get a stable job or move on to higher education.



Everyone has different needs and goals. CAERC is building an online tool, the Regional Asset Map at www.capitaladulthood.org, which will help students find available adult ed programs throughout the region and chart their personalized paths to success.



ADULT SCHOOLS



LOS RIOS COMMUNITY COLLEGE DISTRICT

Adult Schools Only	Both Adult Schools and Community College			Community College Only
Adult Basic Education, Diploma and Citizenship Courses Without a high school diploma, adults can't easily find a job that will support a family. Adults can work on basic skills and earn a diploma or equivalent certificate and begin building a bridge to their future. Students can also take citizenship classes, helping them address barriers to employment.	English as a Second Language Courses English as a second language courses help our area's newest residents gain the communication skills they need to be successful students, employees and community members.	Career Technical Education Whether through an adult school or a community college, students can gain hands-on skills to make them more employable in a wide range of professions, including health care, construction, computing and automotive technology.	Pre-apprenticeship Training Through pre-apprenticeship training at an adult school or community college, students gain the skills needed to transfer to a college apprenticeship program or obtain a paid apprenticeship in a skilled trade, such as welding or electrical.	Associate Degree With the academic skills learned, students can move on to earn a two-year associate degree, which can lead to a higher-paying job, paid apprenticeship or further education.



SUCCESS!

Students can apply knowledge and skills from adult schools and community college to get apprenticeships and jobs or move on to bachelor's degrees at four-year institutions to prepare for professional careers.



Katerria Guichard was motivated to go back to school to earn her high school diploma so she could provide a better future and a good example for her daughter, Dalsia. PHOTO BY MELISSA UROFF



“They pour blood, sweat and tears into their students, and help you when you can’t help yourself.”

Katerria Guichard
Adult Education Student

Never Too Late

SINGLE MOM OVERCOMES SETBACKS TO GET AN EDUCATION AND INSPIRE HER DAUGHTER

BY AMANDA CARAWAY

Katerria Guichard, a self-described former wild child, failed to graduate from high school with her classmates in 2008. She was just getting by on welfare when her daughter was born. Guichard knew she must return to school for her child — she didn’t want to set a bad example for her daughter to follow.

“I didn’t want her to look at me one day and say, ‘Well, *you* didn’t graduate,’” Guichard says.

Guichard began taking basic education classes at Elk Grove Adult & Community Education. Basic skills classes are an important entry point for adults who have no high school diploma and are not yet academically ready for high-school level study. Basic skills classes at adult schools are sometimes the only open door available to adults like Guichard who’ve experienced a history of academic setbacks.

When given a second chance, Guichard never gave up. Despite a number of challenges, including being a single parent, deaths in the family and occasional homelessness, she persisted to achieve her goal.

“She had so many personal struggles, but she stayed dedicated,” says Gina Wandell, a teacher for the Elk Grove adult program. “Even when she couldn’t make it to class she would study at home.”

Guichard struggled to keep up in class and pass tests until Wandell helped her discover that she had a learning disability. Once these additional challenges were addressed, Guichard

began to succeed.

“She was so happy when she started passing tests,” Wandell says. “She just wanted it so badly that she never gave up.”

Eventually, Guichard’s skills improved and she was ready to take the High School Equivalency class.

“I had doubts when I started, but Elk Grove is so loyal to their students,” says Guichard. “They pour blood, sweat and tears into their students, and help you when you can’t help yourself.”

With years of hard work and persistence, Guichard has achieved her dream. She will walk across the stage with her class in June 2016 to receive her high school diploma.

Guichard believes graduating will be the most beautiful moment of her life, a triumph for both her and her daughter, who’s excited to one day wear a cap and gown of her own.

“My daughter will definitely be at my graduation,” Guichard says. “I know I will remember this experience in my old age.”

She has already begun meeting with a training center coach to find a full-time job so she can support her daughter. Her long-term goal is to attend college and become a registered nurse.

“I know I am just getting started and this isn’t the end,” she says. “Just remember, it’s never too late to go to school.”



ADULT BASIC EDUCATION

Adults who lack basic reading and math skills can have a harder time getting a job, helping their children in school and participating fully in their communities. It can be difficult for adult learners to know where to turn for help.

Fortunately, there is a place for them in many of CAERC’s adult education schools. Students who enroll in adult

ed schools that receive federal funding must take the Comprehensive Adult Skills Assessment Systems test to determine where to begin on their academic path. If their academic skills are below high-school level but they want to earn a diploma or GED, adult basic education courses will give them the math and literacy skills they need as they move toward their goal.

CAERC’s adult ed and community college members will align standards so students can transition smoothly from adult basic education to earn their high school diploma and get set on a path to college, career or both.

Somying Hughes went to school for the first time at the age of 28. With the help of adult ed, she's now pursuing her associate degree and on her way to fulfilling her dream in a high-need career of nursing.

PHOTO BY MELISSA UROFF



“I didn’t think I could make it this far, but the teachers ... gave me the confidence to believe I could go to college and follow my dreams.”

Somying Hughes
Adult Education Student

Living a Lifelong Dream

STUDENT FINALLY HAS OPPORTUNITY FOR AN EDUCATION

BY AMANDA CARAWAY



ADULT SECONDARY EDUCATION

When Somying Hughes first arrived in America with her husband, she knew only a few words in English.

“I really wanted to learn English so I could communicate with others,” says Hughes.

Hughes grew up in a poor family in Thailand, and never received a formal education. Her parents could only afford to send her brother to school, so Hughes spent her days working on the farm with her parents and caring for her younger siblings.

“My favorite part of the day was at night when my brother would teach me to read and write in Thai,” Hughes says.

She went to school for the first time in her life at age 28 when she began taking English as a second language (ESL) classes in the San Juan Unified School District Adult Education program. She enjoyed learning to speak and write English, and especially learning to read.

Hughes’ motivation and hard work drew the attention of San Juan ESL teacher and coordinator Dominika Michell.

“I really admire her self-discipline,” says Michell. “The Thai alphabet is so different from ours that I am amazed how students like Somying can learn English so well. She is definitely inspiring to others.”

Hughes began with a very basic ESL class in 2004 and worked up to the GED Prep class. She received her GED certificate in 2010 and is now working on her

associate degree at American River College, part of the Los Rios Community College District.

“When I first started school, I was too shy to speak up in class and ask questions,” says Hughes. “I didn’t think I could make it this far, but the teachers were really supportive and helpful. They gave me the confidence to believe I could go to college and follow my dreams.”

Her next goal is to transfer to California State University, Sacramento and enter the nursing program. She says she wouldn’t have made it this far without the adult school.

Adult secondary education programs throughout our region, like the GED prep class Hughes used to springboard to higher education, offer a second chance at success to countless local residents each year. While students may have many reasons for not completing high school the first time around, their reasons for going back to school are usually all the same: to build a better life for themselves and their families.

That’s why expanding and improving adult secondary education opportunities is a major focus area of the Capital Adult Education Regional Consortium and its members.

“We serve 600-700 students each semester and many have little to no formal education like Somying,” says Michell. “I feel lucky to work for a district that values adult education.”

There are many reasons a student may not have completed secondary education the first time around, including poverty and homelessness, undiagnosed learning disabilities or family issues. No matter the reason, adults who lack a secondary education can be at a disadvantage.

Adult secondary education gives students another chance. Common ways students can achieve this level of education are to earn a high school diploma, or to pass the General Education Development (GED) exam, High School Equivalency Test (HiSET) or the Test Assessing Secondary Completion (TASC). Adults may earn a diploma through individual lessons or in small classes. Courses are also available to prepare students for the GED, HiSET and TASC tests.

With slightly different focuses, these avenues to obtaining adult secondary education put students on the path to furthering their knowledge and achieving their goals, opening the door to better jobs and college-level study.

As part of CAERC’s plan to expand programs, adult ed schools will offer more adult secondary education classes to meet communities’ specific needs.

The Tools for Success

ESL STUDENT GETS SUPPORT
TO PURSUE THE AMERICAN DREAM

BY MARK LORE

Iraq-born Rafid Alyassiry found help thriving within his adopted community through ESL classes at Twin Rivers Adult School. He's hoping to springboard to higher education and pursue a master's degree in science at CSUS.

PHOTO BY ANNE STOKES



Rafid Alyassiry has come a long way since leaving Iraq for the United States in July 2012.

The 36-year-old has not only learned English, he's teaching the language to his two brothers and little sister, who have since moved to the U.S. Next year he also plans on applying for a master's program at California State University, Sacramento.

None of this would be possible without his time in the ESL program at Twin Rivers Adult School, which gave Alyassiry the skills and — perhaps, more importantly — the confidence to further his education and career goals in a new country.

"Twin Rivers [Adult School] gave me good support in terms of job search and networking, besides the moral support I found there," he says. "I was less concerned with the future and job search when I was studying there."

During his time at Twin Rivers, Alyassiry showed plenty of drive himself, excelling in classes and borrowing books from his teacher to get extra English practice. He also sought jobs that would help him support his family — he even landed a temporary position with Apple Computers.

In war-torn Iraq, where Alyassiry earned a science degree back in 2001, jobs were scarce. He says his native country was unstable and violent. He doesn't

take America, or his opportunity here, for granted.

"America is exactly how I expected it to be — everything is in order," says Alyassiry. "The freedom in America makes everything easier — I can get a job that is not necessarily the one I like but still make my basic needs affordable. I can also pursue my higher education, and the utilities and services are provided over all levels."

He says he likes the diversity of his new country as well.

"All the traditions are here, all the cultures — including mine," he says.

Alyassiry won't be eligible to apply for the master's program until next year. In the meantime, he's working a security job, as well as working on a book detailing the effects of religion in Iraq. In the process of writing, Alyassiry is also explaining his book to his siblings in English in an effort to improve their language skills — his two brothers are also currently attending Twin Rivers Adult School.

Alyassiry's ultimate goal, he says, is to be a scientific researcher. He also wants to

start his own business in order to give his family the chance to support themselves.

Alyassiry knows the path he's chosen won't be a short or effortless one. But he says he's grateful to Twin Rivers Adult School for helping him take the first step toward achieving his dreams.

"Twin Rivers [Adult School] gave me good support in terms of job search and networking, besides the moral support I found there."

Rafid Alyassiry
Adult Education Student



ENGLISH AS A SECOND LANGUAGE

Learning a new language can be intimidating, but CAERC gives adult students the tools and support to learn English and options to continue their education.

Nearly all of CAERC's adult schools and community colleges offer English as a second language (ESL) classes. The region has a great need for ESL classes, so when K-12 adult schools made cuts in ESL, community colleges saw an increase in demand.

Some of the CAERC K-12 district members plan to build ESL offerings back up with new funding. Students who enroll take the Comprehensive Adult Skills Assessment Systems test to determine which ESL course is best for them, and are regularly tested to measure their progress. Students can also take courses to prepare them to apply for U.S. citizenship. Together, these offerings help our community's newest members effectively communicate and gain the skills to be employable.

CAERC's plan to align pathways between its members will offer a seamless transition from ESL and citizenship classes to adult secondary education, training programs or college.

“To see [a student] blossom was so rewarding.”

Kathy Harris
Adult Education Teacher

Kathy Harris, left, teaches graphic arts to students like Maurice Hollins, right, at A. Warren McClaskey Adult Center.
PHOTO BY MELISSA UROFF

A Little Extra Help Leads to Success

ADULT EDUCATION OFFERS KEY SUPPORT FOR ADULTS WITH DISABILITIES

★
GOALS
for
ADULT
ED
★

ADULTS WITH DISABILITIES

Adult education programs help meet the basic needs of people with disabilities, with a primary focus on independent living.

At Sacramento City Unified School District's A. Warren McClaskey Adult Center, students gain independent living skills like managing bills, cooking and cleaning; community access lessons like navigating public transportation; and employment skills including attendance, punctuality and sociability.

“The goal of the program is to make the student as independent as possible,” says Sue Gilmore, Director of Adult Education for SCUSD. “It's better to have them living independently than living in care homes.”

Assembly Bill 104 provides funding for CAERC to invest in programs for adults with disabilities. The consortium plans to bridge the services its members and partners offer and share resources among sites. This is particularly important for students with disabilities who rely on public transportation — some of whom travel two hours to class.

The consortium's aim to align services will allow adults with disabilities to access services closer to home with greater ease.

BY MATT JOCKS

For someone like Kathy Harris, who says she has been a teacher “for eons,” sometimes the smallest victories can feel like the biggest.

Harris works with adults with developmental disabilities in the graphic arts program at A. Warren McClaskey Adult Center in Sacramento. Some of her students are so knowledgeable they can teach her about the computers and equipment. But, for others, the goal is simply to master the most basic skills of living on their own or functioning in a workplace.

To the person at the head of the class, it's the small moments that provide the payoff.

“It's just that moment when someone gets it,” Harris says. “Whatever ‘it’ is. It's that moment when the light bulb goes on.”

The graphic arts and recycling programs are the first major pieces in what is planned to be a diverse CAERC program for adult learners with disabilities.

Dr. Sue Gilmore, Principal at McClaskey, says the regional approach of CAERC will allow the schools to make some educational offerings more widely available while centralizing some programs to avoid duplication.

“I don't think we ever sat down with all the players as a region before,” Gilmore says. “Each district never really paid attention to what was going on in the other

districts, to consider, ‘Why don't we have this program or that program?’”

The goal is for coordination to result in efficiency.

“For example, one thing we really want to do is for everyone to have the same assessment forms,” Gilmore says. “So when students move — and the population we serve tends to move a lot — we would already have the data for that person.”

When it comes to the program for adults with disabilities, Gilmore says that while the specific skills of graphic arts and recycling are being presented, the primary benefits are teaching skills that can be applied to any job.

For example, “getting to work on time, phoning when you're not going to make it, how to get along with your co-workers and your employer,” Gilmore says.

Harris spoke of one student who came to the program with a certificate from a local community college but “because of some issues he had, found it very difficult to find his way in the world.”

He was put to work in the school office, learning basic work skills like multitasking and dealing with customers.

“To see him blossom was so rewarding,” Harris says.

Joseph Radu landed a job that he loves after only 15 months of training through the Sacramento Works Training Center at Charles A. Jones Career and Education Center, a SCUSD adult school.
PHOTO BY MELISSA UROFF



“This really saved my career.”

Joseph Radu
Adult Education Student

Finding a Lifeline

CAREER TECHNICAL EDUCATION PROGRAMS HELP ADULTS BUILD BRIGHT FUTURES

BY MATT JOCKS

When the walls are closing in, the best answer is usually a door. A door opened for Joseph Radu when he met Olga Simichenko, his case manager in the Sacramento Works Training Center’s Out of School Youth program.

Sacramento Employment and Training Agency (SETA)/Sacramento Works is collaborating with CAERC members to provide expanded career technical education opportunities for adult learners. For many like Radu, such programs offer a unique and desperately needed lifeline to a better future. Radu was looking for a way to improve his career outlook when he connected with the Sacramento Works Training Center located on the campus of Sacramento City Unified School District’s Charles A. Jones Career and Education Center.

Radu was out of high school and trying to help his mother, who was already working two jobs, keep up with the expenses of a large household. But Radu didn’t know how to get from an inadequate fast-food job to a career. Frustration and fear mounted.

“It seemed like doors kept closing every day, right in front of my eyes,” Radu says.

Radu had decided that a normal path through four years of college was not going to work, particularly since he was not eligible for financial aid. He needed a fast track, and he found one.

When he came to Simichenko at the Out of School program, Radu was 21. What Simichenko saw was someone built for success but needing direction.

“He was exceptional,” Simichenko says. “Never late, always dressed neatly. He would listen and follow advice.”

The two quickly formed a connection. Simichenko’s story — immigrating from Russia years ago, dealing with language and other barriers — reminded Radu of his parents’ move from Romania.

Radu was interested in a training program that would produce relatively quick results. His inclination was toward the health field, and he settled on the pharmacy program.

He made his mark quickly, working his way through six months of classes and nine weeks of field work and training, known as an externship. His preference was to find a position in a hospital pharmacy, but he wasn’t sure he would qualify.

“I didn’t see myself as being a top student,” Radu says.

He was wrong, and his professor, Lana Fong, quickly let him know. With Fong’s encouragement, Radu applied for and landed a position at the UC Davis Medical Center pharmacy. Six months later, Radu, newly married, has a job that provides for his family and finds him “happy to get up every morning to go to work.”

He remains grateful for the opportunities he was given.

“This really saved my career,” he says. “Some people don’t have direction. Other people do have direction, but they still need help to get there.”



CAREER TECHNICAL EDUCATION

In today’s job market, employers want to hire people with proven skills in the field. Career technical education (CTE) programs for adults give job seekers hands-on experience so they can take steps toward their desired careers.

CTE offerings vary district by district, and local programs include office technology, welding and training in the growing medical field. CAERC

members will use regional labor market data as they plan the expansion of CTE programs in order to address the needs of workers and employers in the community.

Schools will refer promising students to businesses and organizations for externships, where the student can shadow professionals in their desired fields and gain invaluable hands-on

experience. These externships often lead to jobs. Students who complete CTE training earn a certificate that lists the skills they have mastered.

CAERC’s plan to align CTE and community college course curricula and establish articulation agreements will benefit job seekers who want to keep the door to college open.

Staci Teegarden, center, works with students in American River College's Workforce Development Apprenticeship Program. Apprenticeship and pre-apprenticeship programs offered through community colleges, adult schools and other partners throughout the region provide adults the opportunity to gain steady employment while meeting our region's workforce needs.

PHOTO BY MELISSA UROFF

Skilled Hands Make Light Work

WIN-WIN APPRENTICESHIP PROGRAMS PROVIDE ADULTS PATH TO EMPLOYMENT AND SKILLED WORKFORCE FOR REGION

BY MATT JOCKS

Classroom desks were built for students, but not every student was built to sit at a desk. The ones who fidget and squirm a little are the ones Staci Teegarden has her eye on.

Teegarden is part of American River College's Workforce Development Apprenticeship Program and works in conjunction with CAERC partner Sacramento Employment Training Agency (SETA)/Sacramento Works and the Sacramento Transportation Regional Infrastructure Partners in Education. In short, she puts students to work.

"A lot of these students were the hands-on kids," she says. "They are tactile learners who like to take everything apart and put it back together again. Maybe they can't sit still at a desk all day. But if you give them the opportunity to work with their hands, all of a sudden they get straight A's."

Whether offered through community colleges or adult schools, pre-apprenticeship and apprenticeship programs direct these students, who have often fallen through the cracks in the economy, into training programs that lead to well-paying jobs.

While they can be just out of high school or in their 50s, the average student age is 27.

"That's when life starts to get real," Teegarden says. "Bills, responsibilities."

Students come to the program from different places. Some are working, but at low-paying, nonunion jobs, when they realize that more training can lead to

better outcomes. Others are displaced workers or those looking for a second chance after a run-in with the law.

There are five separate apprenticeship programs, with courses applicable toward an associate degree. There are pathways for carpenters, drywall/lathers, iron workers, electricians and sheet metal workers.

Workers in the program will play a major role in the expansion of Sacramento's infrastructure, including construction of the new entertainment and sports complex, levees, waste water facilities and light rail.

While Sacramento, like other cities, is still recovering from the recession, new building projects are only part of the equation.

"With a better-skilled workforce, we want to make it friendly to companies who want to build here," Teegarden says. "And when there's a big project, like the arena, we want it to be local people working on it and spending their money here, instead of having workers from San Francisco or Oakland taking the money back there."

The opportunity for students, and the need for the economy, is clear. It is estimated that, on an average day, between 8,000 and 10,000 Americans reach age 65, leaving a void of skilled workers. It's one of the reasons the apprenticeship program is experiencing a sharp upswing, with enrollment up about 25 percent over the past six months.

"This is a pathway to the middle class," Teegarden says.

"With a better-skilled workforce, we want to make it friendly to companies who want to build here."

Staci Teegarden
American River College Apprenticeship Special Projects Coordinator



PRE-APPRENTICESHIP TRAINING

The pre-apprenticeship training offered by CAERC members helps equip students to be competitive apprenticeship applicants.

An apprenticeship is a paid position in which workers learn a skilled trade through hands-on work experience, and each has unique entry standards. Assembly Bill 104 provides funding for CAERC to invest in pre-apprenticeship training programs, which can help students gain entry to apprenticeships and other employment in trades. CAERC will focus on aligning training curriculum with six other program areas in growing industries and strengthening pathways between its members.

Standardizing curricula will give more students greater opportunities to beef up their skill set. With a focus on new and growing sectors of the economy — like the tech industry, green technology and the medical field — students will be more likely to land a job. Stronger pathways and communication between the adult education and community college members of CAERC will give faculty and students greater understanding of program options. The result? A smoother transition to the next step, whether it be more training, a career certificate or college credit.

Working Together for Adult Education Success in Our Region

Q & A WITH CAERC CO-CHAIRS

BY MATT JOCKS, KATE GONZALES AND SHANNON SPRINGMEYER

Sue Lorimer is Deputy Chancellor for the Los Rios Community College District. John Fleischman is Assistant Superintendent, Technology Services at Sacramento County Office of Education. Together, they lead CAERC as the consortium's co-chairs.

Here, they discuss the vision and impact of CAERC on adult education in our region.

Why is it so important to offer adult education opportunities?

Fleischman: Anywhere from 20 to 25 percent of adults in our region lack essential English language or literacy skills. They face challenges dealing with everyday language and literacy requirements necessary to be successful: reading a prescription, getting info about job benefits, being able to communicate with a medic in an emergency or talk with a child's teacher. Literacy is the key to breaking out of poverty, reducing crime, promoting lifelong learning and being engaged in community affairs. Being literate gives people confidence to improve their lives and gives them a voice and a place in today's society.

Lorimer: With better education, people are better able to support their families without going to other resources, like welfare. And it's very important for the area to have a good, strong workforce, to give people a reason to visit our area and for employers to come here.

How is CAERC's regional approach to strengthening adult ed more effective than districts working independently?

Fleischman: Moving forward, we have a strong and very positive collaboration between the community colleges and the school districts that offer adult education programs. I believe CAERC member agencies realize we're all in this together. It's not just about getting funding for our own programs, but what we can all do together and how we can create a new synergy. These kinds of relationships between the school districts and the community colleges will ultimately benefit the learners.

Lorimer: Before, it wasn't easy to access programs in a systematic way. With a regional approach, we get all members at the table, as well as our partners like SETA or La Familia, and we can work out solutions.

What are CAERC's priorities in strengthening adult education in the region?

Lorimer: [Adult ed programs] need to rebuild the infrastructure — the classrooms, the teachers, the registration process. They're basically starting from scratch. We are also better aligning the instruction and creating pathways. As we strengthen the pathways for students, it cuts down on the time adults need to complete their education and gets them into the workplace sooner.

What is your vision for the future of adult education programs?

Lorimer: [We] want to make it so that adult learners can come to us to find these opportunities close to where they live [and] know where they can go. One of the things we're working on is called asset mapping. We have people in urban, suburban and rural areas, covering 3,000 square miles. We're going to be up on the web with a Regional Asset Map showing what schools are offering what programs.

How will expanding adult education strengthen the whole region?

Fleischman: One of the primary drivers is about gainful employment. It is about ensuring that all adults have the necessary literacy and language skills to be employed, to go out and get a job or to move up within their chosen occupations. One of my colleagues calls it "double-duty" dollars, meaning a dollar spent for adult education usually produces many dollars of returns on investment in improved productivity at work, at home, in schools and in the community. That summarizes the philosophy of why we need to support adult education in our region.

Visit www.caerc.org to find out more about the work CAERC is doing to expand and improve adult education in the Greater Sacramento region.



Sue Lorimer (top) is Deputy Chancellor of the Los Rios Community College District and Co-chair of CAERC. John Fleischman is Assistant Superintendent, Technology Services at Sacramento County Office of Education and Co-chair of CAERC.

PHOTOS BY MELISSA UROFF

A Look at the Big Picture

CAERC OUTLINES PRIORITIES FOR FUTURE OF ADULT ED

It takes a clear plan to make a real impact. For the past two years, CAERC members and partners have worked together to develop a new vision for adult education in the region. These are CAERC's top priorities:

1 Build and expand adult education offerings

CAERC will use **85%** of funding it receives to bring back adult ed classes cut during the recession and expand offerings to meet each community's unique needs. Adult students will see increased offerings in:

- English as a second language
- Adult basic and secondary education
- Career technical education
- Pre-apprenticeship training
- Services for adults with disabilities



2 Develop alignment and pathways

CAERC will coordinate and align programs and pathways. CAERC will develop a Regional Asset Map, an online tool at www.capitaladulthood.org that identifies adult ed programs offered in the region, making for seamless pathways among members and partners.

Adult students can expect these benefits:

- Alignment of curricula
- Easier to enroll & transfer credits
- Clear steps for individual students



3 Increase student support services

CAERC will invest in providing student services to reduce the barriers adult learners may face as they pursue academic or career goals.



4 Enhance data and accountability systems

New data and accountability systems will show the effectiveness of CAERC's work, and the areas in which the consortium can continue to grow:

- Employment & demographic data will help identify community needs
- Student results will be tracked to measure CAERC's success



THE BIG PICTURE

With these improvements, it will be easier than ever for adults to get the education they need to build a better future for themselves and our local economy. More students will be able to access adult education, opening the door to:

- **A stable job**
- **Higher education**
- **A better future for the whole family**
- **A more highly qualified local workforce**



PHOTO COURTESY OF CAERC

Keep up with the work CAERC is doing at www.caerc.org.

Enroll Today!

KICK-START YOUR FUTURE WITH ADULT EDUCATION

Adult education can help anyone gain skills that lead to better opportunities. Adult schools are free or low in cost, and open to everyone age 18 or older.

Contact a CAERC member or partner today to get help boosting your academic skills, preparing for college or launching a new career.



Capital
Adult Education
Regional Consortium

*Learn more about CAERC at
www.caerc.org*



CONNECT WITH CAERC MEMBERS

Amador County Unified School District

Amador County Adult Education — Independence High School

209-257-5100

his-acusd-ca.schoolloop.com/adult_education

Center Joint Unified School District

Center Adult School

916-338-6387

www.centerusd.org

Davis Joint Unified School District

Davis Adult and Community Education

530-757-5380

dace.djusd.net

Elk Grove Unified School District

Elk Grove Adult and Community Education

916-686-7717

www.egusd.net/egace

Folsom Cordova Unified School District

Folsom Cordova Adult School

916-635-6810

www.fcusd.org/adulted

Galt Joint Union High School District

Galt Adult School

209-744-5455

www.ghsd.k12.ca.us

Natomas Unified School District

Natomas Adult Education Program

916-928-5220 ext. 2202

natomasunified.org

Sacramento City Unified School District

www.scusd.edu/adult-education

A. Warren McClaskey Adult Center

916-277-6625

Charles A. Jones Career and Education Center

916-433-2600 ext. 1000

San Juan Unified School District

Sunrise Tech Center

916-971-7654

www.sanjuan.edu/sunrisetc

Twin Rivers Unified School District

Twin Rivers Adult School

916-566-2785

www.tras.edu

Washington Unified School District

Washington Adult School

916-375-7740

yolo.wusd.k12.ca.us

Los Rios Community College District

losrios.edu

American River College:

916-484-8152

Cosumnes River College:

916-691-7411

Folsom Lake College:

916-608-6500

Sacramento City College:

916-558-2351

Sacramento County Office of Education

916-228-2500

www.scoe.net

El Dorado County Office of Education

Charter Adult Education

530-622-7130

aded.edcoe.org

MEET CAERC'S PARTNERS

These partners are helping CAERC provide services and opportunities to our region's adult learners:

Alta California Regional Center

Black Oak Mine Unified School District

Building Skills Partnership

California Department of Corrections and Rehabilitation

California Department of Developmental Services

California Human Development

California State Library

Capital Region Academies for the Next Economy (CRANE)

El Dorado County Library

El Dorado Union High School District

Greater Sacramento Urban League

Highlands Community Charter and Technical Schools

La Familia Counseling Center

Mexican Consulate

Outreach and Technical Assistance Network (OTAN)

Sacramento Employment and Training Agency (SETA)

Sacramento ESL Program

Sacramento Food Bank and Family Services

Sacramento Job Corps

Sacramento Public Library Authority

Yolo County Library

Yolo County Office of Education

ADULT EDUCATION FAQs



Who can enroll in an adult school?

Anyone who's an adult! There are no district boundaries, no tuition fees for most programs and no high school diploma is needed.



Do students need certain skills to qualify?

No. If students do not yet have the math, literacy or English-language skills to be successful in a high school prep class, many adult ed programs offer instruction in basic skills to get students ready.



Why is an adult school a good choice?

Adult schools are free or much lower in cost compared to private education and career training programs, opening the door for low-income students. They are also conveniently located in neighborhoods and offer small class and campus sizes.



Are programs open to non-U.S. citizens?

Yes. In fact, many programs are aimed at giving recent immigrants the tools to connect with the community through ESL, citizenship and job skills classes.

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