

## CALIFORNIA CONSORTIUM--CASAS NATIONAL SUMMER INSTITUTE 2017

Wednesday, June 14, 2017 3:30 to 5:15 pm.

The California Consortium Meeting at the CASAS National Summer Institute addressed opportunities and challenges the state is facing as it implements the Workforce Innovation and Opportunity Act (WIOA) and Adult Education Block Grant (AEBG). Pat Rickard, CASAS President, began the Consortium by welcoming the meeting participants. Christian Nelson, Adult Education Office Administrator, and Javier Romero, Dean, California Community Colleges Chancellor's Office, addressed the meeting participants. They reviewed each discussion table topic, and discussed the importance of collaboration between Adult Education Block Grant (AEBG) and Workforce Innovation and Opportunities Act (WIOA) partners. They asked meeting participants to share the opportunities and challenges of implementing WIOA and AEBG.

Approximately 200 participants sat at tables, each labeled with one of the topics below. Every table had a discussion facilitator and recorder.

1. AEBG Consortia
2. AEBG/WIOA Accountability
3. AEBG/WIOA Transition and Supportive Services
4. WIOA Performance and Accountability
5. Integrated Education and Training (IET)
6. Integrated EL Civics (IELCE)
7. Career Pathways
8. WIOA I, II, IV Collaborations
9. Career Technical Education (CTE)
10. College and Career Readiness Standards

Facilitators posed questions and elicited discussion within the groups and recorders took notes. After the discussion period, one representative from each topic shared highlights from their group's conversation.

### Round Table Discussion Topics, Questions and Discussion Notes

1. **AEBG Consortia - For AEBG, there are state mandated guidelines that match WIOA requirements as closely as possible.**

Q. How is your regional consortium approaching WIOA? What specific strategies are in your regional plan to implement it in 2017-18?

- *Working with CCD and partners – Created an ABE/GED boot camp and literacy boot camp for ESL learners to assist with English literacy skills*
- *Partnership for Adult Academic and Career Education (PAACE)*
  - *Teaming together with industry sectors to create apprenticeship classes*
  - *Hiring full time counselors to meet the increase of students*
  - *Offering more thorough orientations*
  - *Training ESL/GED teachers in various CTE courses to allow them to align curriculum*
- *Many meetings to facilitate communication among all members. Efforts are focused on pathways and IET models, increasing online and blended learning.*

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- *Organized an open house for adult learners in the consortium to participate in a field trip and tour of the college to promote transition.*
- *Consortia has hired transition specialists. They offer individualized transition services for those at the adult school moving to community college.*
  - *promote programs (allowing for easier transitions)*
  - *Online orientations*
- *Reassessed all students to make sure they are properly placed in programs and offered them a remediation course in conjunction with their CTE courses.*
  - *Co-teaching with ESL and CTE instructors*
  - *ESL mentorship program*

Q. How did the agencies in your regional consortium apply for the 2017-18 WIOA grant? As a consortium? As individual agencies? *All applied as individual agencies.*

- *What are the main advantages utilizing the grant as an individual agency? What are the main disadvantages?*
  - *Some disadvantages are making sure that each agency is answering similarly while still being true to their individual programs. All agencies must be careful to align with consortia vision and MOUs.*
- *What are the main advantages utilizing the grant as a consortium? What are the major disadvantages?*
  - *Advantages: Agencies that had not received WIOA funding have an opportunity to participate. Very small agencies that do not have staff to do the required paperwork can be included.*
  - *Main disadvantages: Resistance to data collection, staff need to get up to speed quickly on adult education (different from K-12), student assessment across agencies is an issue and is not cohesive. Difficult to get teachers "on board"*

Q. What are the main WIOA implementation challenges for your AEBG consortium?

- *What about the main challenges overall?*

*Local Agency Challenges*

- *The curriculum process at the community college level is laborious and does not allow for quick response to regional needs. It can take over a year before we are able to offer new courses that would best meet local industry needs.*
- *Incompatibility of data management systems. AEBG can gain information like SSN and Support services offered from the MIS.*
- *Concerns that as community colleges offer more non-credit courses, adult schools may be pushed out. There are populations that are intimidated by going to community college, and might not access continuing education.*

Regional Challenges:

- *Positive: Making work groups for each program to better align courses across the region. Trying to limit offering the same courses (CTE programs) at both adult education agencies and community colleges.*
- *Negative: Need to bring in more of the industry partnerships.*

**2. AEBG/WIOA Accountability – In PY 2017-18 AEBG has state mandated data collection guidelines that match WIOA requirements as closely as possible.**

Q. Barriers to Employment. This is required for WIOA/AEBG reporting.

- What systems has your consortium developed for collecting this field?
  - *Created a document similar to the reporting form, translated into 2 languages. Sometimes during the registration process the learner will ask a question and discussion will ensue about what is most appropriate to mark. In orientation, they talk about barriers, and deal with them in different ways.*
  - *Provide CALWORKS numbers to define low-income category.*
  - *Ask the state to use a specific tool as a self-sufficiently calculator specific to the region by Insight - <https://insightcced.org/tools-metrics/self-sufficiency-standard-tool-for-california/>*
  - *Formatted the registration form in the same format as the TOPSpro entry forms.*
  - *This information is collected in classrooms during CASAS testing and teachers explain what is needed and why it is needed.*
  - *Agencies in the consortium share forms and information.*
  - *Data and accountability workgroups share registration form with members.*
  - *Created a resource document to define dislocated worker, and translated it into top 8 languages.*
- Based on what you have collected, and/or what you know about your agency and your region – what specific barrier areas are prominent at your agency and region?
  - *Low income*
  - *English language learner*
  - *Cultural barriers*
  - *Social justice*

Q. What strategies has your consortium developed to collect required data for AEBG reporting in PY 2017-18?

- *Orientation and Enrollment improvements: meeting with counselor and college/career specialist, job developer collects transition data, teachers collect in class, liaisons make calls to students at home who have left*
- *Applications collect information, if there is missing data they ask the student in-person in the classroom*
- *Phone calls to track students on special forms, orientations*

- *Intake forms are almost aligned*
  - *Partners have been meeting to discuss importance of CASAS, and how entry and update forms work. Consortium hired a new data person who is eager to learn about TE. Only 1 partner out of 5 is brand-new to TE.*
- *Some consortia applied for WIOA Title II grant as a group, some did it individually. Some community colleges will need to pre and post-test and faculty are resistant to use assessment that they did not develop.*

Q. Given that you are working with different agencies in your consortium to achieve the same common goal, has the issue of data sharing come up during any of your discussions?

- *There has to be a consistent definition of who the AEBG learner is.*
- *Colleges are using CASAS testing like adult school does and we are sharing strategies with them as to how to do that more effectively. Colleges are in process of trying to revise and simplify their enrollment application.*
- *A college specialist gets data from colleges on students that transition to college.*
- *Developed a class to transition to community college, and students report back to adult school if they transitioned.*
- *Colleges have come up with different ways to track students between colleges and have developed a tool to track students transitioning from non-credit to credit. Developed a transition class to bridge the gap between non-credit ESL and credit ESL.*

How can CASAS Support your consortium?

- *Community College partners need assessment and TE Basics training and professional development for CC partners. Need to invite CC partners to regional network meetings.*
- *Create short videos on “how to set up class “and “What test to give”. Videos are needed to help CC partners understand CASAS testing and TE Basics.*
- *Revise training manual for teachers to incorporate AEBG and WIOA.*
- *Need to help all Consortium members learn how to increase the quality of AEBG data and teach everyone how to clean up data.*

### **3. AEBG/WIOA Transition and Supportive Services**

Q. What Transition/Supportive services does your agency provide?

- *Three adult school partners with transitions counselors to build bridge to college, another counselor to work with students with disabilities. The college is helping adult schools to identify students with disabilities. Allow small classes for the benefit of students.*

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- *Hiring transition counselor (non-tenure track) for non-credit courses. Consortium is very large with lots of programs, some are very remote.*
- *Enter everything into TE from one location. Working with CalJobs workforce specialists.*
- *Hired navigators, help out rural areas with limited resources, college and career fairs, common access referral system, provide bus passes, mental health help is available*
- *Transition specialists at county jail and across the 7 adult schools (paid for through AEBG funds), adult schools working with community colleges*
- *Bridge to college class if test score is 236 or above*
  - *College teachers teach Bridge to College class on adult school campus.*
- *Every instructor has 30 minutes dedicated to individual student time – look over education plan, previous employment, etc.*
  - *Teachers paid for 3 hours – teach for 2.5 hours and then meet with one student for 30 minutes before/after each class period.*
- *Consortium is sending counselors to the adult school for them to answer questions and guide students to transition to community college.*
- *Staff curriculum alignment activity showed gaps -- create classes at adult school that will help students transition into college.*
  - *Need training to interpret CASAS scores for placement*
- *It's helpful for community college to offer hourly support staff to conduct assessments. CC is resistant to taking time to test and collect data*
- *Teach ESL students how to be campus guides to help other students.*

Q. How does your agency provide these services? How does your consortium coordinate them?

- *Opened a college and career center to help with portfolios, college enrollments, pathway mapping tool on website*
- *Services offered through the one-stop*
- *Larger sites within Consortium have their own counselors to facilitate career and transition services.*
- *Host job fairs with employers and college representatives.*
  - *Adult School students can see what college curriculum is like.*
  - *Planning smaller events at satellite sites.*
  - *This was NOT funded by AEBG but helped many AEBG students.*
- *What is the staffing?*
  - *Disability counselor, professional writing expert, part time tutor, transition counselor*
  - *Navigators and workforce specialists, 25 staffers through One-Stop and 10 at the adult school sites, 4 of them full time and teachers part time*

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- *Different navigators with unique focus (ABE, CTE), work-based learning coordinator*
- How often do they meet?
  - *Weekly office team meetings*
  - *Consortium meets once a month*

Q. What data are available on outcomes attributed to these services?

- *AEBG instructors get extra money to collect data (able to get extra hours each semester).*
- *Challenges with data collection/sharing:*
  - *Confidentiality issues*
  - *Learning curve for agencies that are brand-new to TOPSpro Enterprise*
  - *Need to improve communication between consortium members*

**4. WIOA I, III, IV Collaborations - “WIOA aims to... improve coordination between the primary federal programs that support employment services, workforce development, adult education and vocational rehabilitation activities.”**

Q. What working relationships has your agency established with your regional “WIOA partners” such as your regional Workforce Investment Board, One-Stop, CalWORKS office, or Rehabilitation program?

- With which specific organizations have you collaborated? Is/was this partnership successful?
  - *10 schools, with 8 One-Stops, 8 Navigators collocated, partners meet quarterly*
  - *One-Stops, rehab, WIB, make referrals, meetings, Navigators collocated*
  - *Community colleges, One-Stops, Rehab, Regional Center*
- Was this relationship initiated by your agency, by the “partner” agency, or by some outside statewide or regional source?
  - *Either adult school or both partners made decision together*
- What are the barriers in your region that make this collaboration more difficult? Based on what you know about other regions, do you think cooperation among partners in your region is better than other regions, more challenging to establish, or about the same as everyone else?
  - *WIB not very interested in what school offers.*
  - *Large agency size, many stakeholders, bureaucracy*

Q. Has your agency successfully completed development and agreement on a Memorandum of Understanding (MOU)?

- *All: YES*

Q. What are some issues that historically represent challenges for your agency where you think your partners may help you?

- *Connection to employers, financial aid for CTE students*

- Q. What are some issues where your expertise will benefit your partners?
- All: education and training

5. **WIOA Performance and Accountability - WIOA establishes a set of primary indicators of performance across the core programs including skills gains, credential attainment, median earnings, obtaining and retaining employment and effectiveness in serving employers.**  
(677.155)

**Barriers to Employment. A stated purpose of WIOA is “to increase, *particularly those individuals with barriers to employment*, access to and opportunities for the employment, education, training, and support services they need to succeed in the labor market.”**

**Individuals with barriers:**

- Displaced homemakers
- Low-income individuals
- Individuals with disabilities
- Veterans
- Ex-offenders
- Homeless individuals
- Youth who are or have aged out of foster care
- Low level literacy
- Eligible migrant and seasonal farmworkers
- Single parents, including single pregnant women
- Long-term unemployed

- Q. What categories of individuals with significant barriers does your agency presently serve?

- *Jail/Parolee Programs: We serve offenders that have a variety of barriers to employment.*
- *Adult School- Population served mostly consists of the spouses of Marine Corps personnel. Do not really serve migrant/seasonal farmworkers*
  - *Need to have a more purposeful approach to targeting students with disabilities. Right now, this population finds us rather than the other way around.*
- *The City of LA’s “Targeted Local Hire” initiative is working with LAUSD to reach these populations.*
- Are there specific populations that your agency has identified as a priority?
  - *Low-income, long-term unemployed*
  - *High School dropouts*
- Have local entities such as your school board, college board, or local government required your agency to prioritize specific groups of learners?
  - *The City of LA has prioritized low-income and low-level literacy. School district is bringing back CBET via newly named “Family Success”. The Division of Adult and Career Education has a strategic plan that is embedded in the District K-12 strategic plan to make this happen.*

- Does your agency presently document students with these (or any other related) barriers? What guidelines already exist that require you to demonstrate how you provide services to those individuals with barriers?
  - *Relevant information is collected and put into TOPSpro Enterprise*
  - *Collecting this information is part of our registration process. We created a handout that defines each barrier, and students identify the ones that apply to them. We share with instructors that reliable data allows programs to grow and thrive.*
  - *We explain to our students how the services we provide are connected to the funding we receive. We also have the ability to collect the information at different times and in different ways—online, with a counselor, on the entry form—so if a student does not provide this information the first time they're asked, they might do it the second or third time.*
- Are there additional categories you identify as a priority – either for your local area or for the State of California?
  - *Talked at length about the homeless (veteran) population who have myriad issues and need multiple wrap around services. Need to partner to reach them.*

Q. How might the State of California ensure that agencies better serve these populations?

- *State Department of Education needs to revisit how jail education is funded. Funding has been frozen at a rate that was set in 2013.*
- What incentives could be provided to encourage agencies to address these individuals?
  - *One solution might be to have a payment point system such that students who face multiple barriers and achieve their outcomes carry a greater weight than students who face only one or two barriers.*
  - *Changed registration procedures for ESL students wanting to get their high school diploma. This shortened the registration time and eliminated a barrier.*
  - *One incentive might be to provide training to help instructors learn about how to best meet the needs of students from these populations.*
  - *Incentive should be proportional to the number of barriers they serve.*
  - *Rewards are built in since WIOA is a competitive grant. Agencies are required to document how well they serve specific populations.*

**6. Integrated Education and Training (IET) Program - WIOA describes three required components: a) adult education and literacy; b) workforce preparation; c) workforce training. (Section 463.36)**

- a) *Within the overall scope of a particular IET program, these activities: 1)Balance proportionally across the three components, particularly with respect to improving reading, writing, mathematics, and English proficiency of eligible individuals, 2)Occur simultaneously, and 3)Use occupationally relevant instructional materials.***
- b) *The integrated education and training program has a single set of learning objectives that identifies specific adult education content, workforce preparation activities, and workforce training competencies, and the program activities are organized to function cooperatively.***



**One successful model of IET suggested by CDE is Co-Teaching (IBEST), in which two or more instructors collaborate to prepare instruction for and teach students simultaneously enrolled in the CTE/ESL/ABE course(s). For example, the Career Technical Education (CTE) teacher provides technical training and an ESL/ABE teacher provides language training (ESL) and/or support (ESL/ABE) related to the CTE coursework to the same group of students.**

- Q. Have you implemented this type of instruction at your agency?
- *IBEST Model:*
    - *True IBEST model – community college instructor and ESL teacher for health care*
      - *Curriculum is developed by both instructors – one semester program with dwindling number of students as semester progressed. Thought is that 10<sup>th</sup> grade reading level for a true IBEST model is too difficult for the majority of the ESL students*
      - *Students receive CPR certificate*
      - *Next time the class will be limited to higher level students*
    - *Two areas--Auto tech and health care. CTE teacher and ESL teacher work together. ESL= 3 hrs/wk (which doesn't really follow IBEST model)*
  - *County IET Program: Offered the following classes:*
    - *Basic Computers*
    - *Restaurant Services*
    - *Hospitality (Tourism Ambassador)*
    - *The curriculum was developed by both ESL and CTE teachers. Classes were taught by ESL teachers (scaffolding) and CTE teachers (vocabulary and workplace situations). Students received certificates at the end of the class.*
  - *Adult School: Teachers co-taught a Computer Skills class focusing on 21<sup>st</sup> Century skills for high-level ESL students. The two instructors planned the curriculum together and co-taught for the duration of the course.*
  - *Adult School: Developed Construction and Medical Assistant classes in partnership with JobTrain. Instructors from the adult school worked in conjunction with industry-certified instructors from JobTrain.*
  - *Suggestions for incorporating IET without having to implement entire IBEST program:*
    - *College: VESL 2-semester program that has triple the success rate of rest of ESL program*
      - *Integrated English skills, counselor teaching career/life planning, and CTE teacher (under modular system)*
      - *Has implemented this model with welding, nursing and general academic prep*
    - *Faculty develops materials based on industry requirements*
    - *Challenge is the issue of undocumented students who can't afford the class*

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- *Bringing higher level students to a class offering soft skills for any entry-level position*
- *IELCE would be great to help lower-level students get to a higher level, and then have them enter IET program*

Q. What issues does your agency need to address in order to successfully implement it?

- *Reasons why IBEST model may be hard to implement:*
  - *Cost*
  - *Credentialing*
  - *Not having core group of students*
  - *Undocumented*
  - *Need for a higher level (9<sup>th</sup> grade) of English for student to be successful*

**Another successful model of IET suggested by CDE is Alternate Teaching, in which CTE teachers collaborate with ESL and/or ABE teachers to prepare instruction for and teach students who are taking or plan to take a CTE course or one of a cluster of CTE classes. For example, one teacher provides language training (ESL) and/or support (ESL/ABE) related generally or specifically to a CTE coursework. The student takes the ESL/ABE course during the same term or previous to terms in which the student takes the CTE Course.**

Q. Have you implemented Alternate Teaching at your agency?

If so, how successful was it?

- *Adult School: Yes, has had varied success*
  - *Promoting courses in advance and marketing attractive course titles will help.*
- Which specific learning population (ESL, ABE, ASE) did the program address?
  - *ESL and ABE*
- At which skill levels?
  - *Varied, depending on CTE Reading/Math requirements*
- Which CTE course(s) were involved?
  - *Health care (CNA), welders, photovoltaic, electrician, computer operations*

**7. Integrated EL Civics (IELCE) – (DRAFT Information from CDE) The goal of the Federal Government in offering the WIOA II 243 IELCE funds is to encourage Adult Education Agencies to: prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency and integrate with the local workforce development system and its functions to carry out the activities of the program.**

- **Services provided through Section 243 must include: a. education services that enable adult English language learners to achieve competency in the English language and acquire the basic**

and more advanced skills needed to function effectively as parents, workers, and citizens in the United States

and b. instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training.

- Additionally, the Section 243 IELCE program must be provided in combination with integrated education and training (IET). The required components of an IET program are: 1. Adult Education and literacy activities; 2. Workforce preparation activities; and 3. Workforce training for a specific occupation or occupational cluster
- To qualify for IELCE EL Civics 243 funds in 2017-18:
  - COAAPS must be selected from the 243 Designated COAAP List
  - EL Civics classes must be designated as 243 IELCE
  - Learners who pass assessments for 243 designated COAAPS will earn up to three 243 designated payment points if they also have a pre/post-test pair.
  - Learners must have the opportunity to be co-enrolled in a class or program that offers workforce training.
- Examples of IET models for EL Civics classes teaching 243 designated COAAPS include:  
Co-Teaching: involves skills instruction in a particular Career Technical Education (CTE) program along with VESL--basic language instruction related to the skill instruction, delivered in an integrated fashion in which the VESL and CTE teachers work together on the instruction and usually use the same textbook (sometimes called I-BEST- Integrated Basic Education and Skills Training)  
Alternating Teaching: students enroll in two different, but coordinated courses, one in CTE and the other in VESL--basic language instruction related to the skill instruction and/or workplace preparation.
- In 2017-18, 243 IELCE funded agencies will be required to develop an IELCE/IET Plan much like the Technology Plan currently required by WIOA II. In this plan, agencies will, among other things, describe the opportunities for training that the agency is providing for learners.

Q. There are 22 243-designated IELCE COAAPS (see list attached). What Career Technical Education (CTE) programs does your or neighboring agencies offer that might fit in well with any of these 22 COAAPS? Describe how the COAAPS fit the CTE instruction.

- COAAP 51.1-Had all levels from beginning to advanced do it. Lower levels struggled with it.
- Will have a para educator prep class that links directly to No Child Left Behind. Students will be able to concurrently enroll in Para educator class and ESL classes. Calling it "Careers in Education" program.
- Obj. 36 and Obj. 27 will be good for construction CTE classes. Is there any flexibility for 243 objectives to be selected without a student survey? Do students have to choose objectives through a survey? If students do not select objectives that match CTE courses, can the EL Civics Coordinators choose these objectives anyway?

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- *Sometimes no objectives from the 243 list match the CTE class, for example, nothing really matches Machine Technology. The suggestion was that the agency should submit their own COAAP or modify any of the existing ones.*
- *Nobody has done any EL Civics objectives in CTE yet. Everybody is in the planning or pilot stages.*
- *Sometimes CTE teachers do not want to give up their curriculum time for EL Civics Objectives that do not match the content of their CTE courses.*
- *Pilot of EL Civics 243 objectives in VESL Computer classes. The Pilot will last 4 months. The suggestion is to infuse EL Civics into the computer classes. In this program, ESL teachers will be sent to each CTE computer class to teach the EL Civics objective 47: Internet safety for 45 min each day. It has to be a collaboration, and CTE teachers have to be willing to give up some of the class time.*
- *One of the Objectives from 231 "Parenting" might be approved for the CTE Parenting class. The program EL Civics coordinators should contact Lori Howard. Any of 231 objectives can be approved as 243 if there are supporting reasons to do it.*
- *Needs assessment has to be changed. There has to be a new workforce assessment. We can also justify the selection of some objectives specifically for CTE.*

Q. Agencies can write new COAAPS, or modify or customize existing COAAPS to match CTE programs. What kinds of COAAPS could your agency write/customize/modify to match CTE programs offered at your or neighboring agencies? Describe how they could be written, modified or customized.

- *For a transitions class, implemented Objective 50. Also focused on note taking, how to read a syllabus, how to use a calendar*
  - *Will look at Objective 52 next.*

Q. What kind of opportunities for training or career pathways do you plan to include in your IELCE/IET Plan?

- *Pharmacy Technician*
- *Early Child Development certificate*
- *Medical Assistant, Office Assistant, Construction, and Electrician certificate programs.*
- *Conducted a student needs survey with all ESL students to ask them which careers are interesting to them.*
- *The field needs a LOT more clarification about how to claim for 243-designated COAAPS, transfer to community colleges or apply and get jobs. Beginning low students can still get a job even if their English skills are low.*

- *Main campus students do 243 COAAPS and satellite site classes, which have fewer hours, do 231.*

**8. Career Pathways - WIOA defines a career pathway as “a combination of rigorous and high-quality education, training, and other services that—**

**(A) align with the skill needs of industries in the economy of the State or regional economy involved;**

**(B) prepare an individual to be successful in any of a full range of secondary or postsecondary education options, including registered apprenticeships;**

**(C) include counseling to support an individual in achieving the individual’s education and career goals;**

**(D) include, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;**

**(E) organize education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;**

**(F) enable an individual to attain a secondary school diploma or its recognized equivalent, and at least one recognized postsecondary credential; and**

**(G) help an individual enter or advance within a specific occupation or occupational cluster.**

**Q. What Career Pathway Partnerships have you developed in your local region?**

**●With whom have you developed partnerships?**

- *A lot of the research is industry focused and not community focused. We need to figure out the needs of our community members- what their goals and interests are and what conditions they would like to work in.*
- *Started a pilot Intro to Building Trades class, Bridge Career Exploration course, Electrical, Welding and Building. We are finding that the needs of our older adult students are much different than our younger adult students.*
- *Many grant partnerships with local CBOs. Dissemination of services and offerings to all local businesses and CBOs*
- *Advanced ESL students attend high school diploma classes and transition classes for career exploration, goal setting, counseling, and contextualized learning leading to CTE courses or community college.*
- *TIP (Trades Introduction Program): Weeklong boot camp leading to 6-week apprenticeship program.*
- *Have not started yet, but this is a goal for next year. This particular region is built on LA area tourism. Trying to leverage resources to collaborate with other community colleges.*

**● Has it been a successful partnership? Why/Why not?**

- *Established successful cross references and job placements*
- *Communication has improved between staff and students to accurately assess student needs.*

- Which specific learners is the partnership intended to support?
  - *We all agree that we are trying to support ALL students who face barriers: transportation, childcare etc. The key is to leverage local resources to get students the services that they need.*
  - *70,000 learners: 50% white, 50% Hispanic, most students have high school diplomas, offer GED test. All CTE classes are currently Credit Classes. Looking to transition into not for credit so that they can move into jobs.*
  - *80% are Hispanic, 17-18 year olds who are not entering into college, also serving older adult parents. Pathway students come from our other adult classes offered at adult school. Older adults between 26 and 40.*
  
- From the learner's perspective, what is the "Pathway" involved in achieving these outcomes?
  - *We discussed the need for an overall "Guide" approach to make sure that students are progressing in the most efficient and expedient way possible. Discussed the idea of ongoing advising and updating of educational plans for all students.*
  - *Looking into Customer Service skills (Soft Skills) gives them a leg up on getting a job in the industry.*

#### 9. Career Technical Education (CTE)

Q. Has your agency converted any prior fee-only Community Interest courses to AEBG CTE courses?

- *Career pathways classes (Entrepreneurship, Marketing): There is great interest, we have a great instructor, but he is not a credentialed CTE teacher so he is teaching under "community enrichment". Agency wants to move these over to CTE. Need guidance as to whether or not the agency can get these classes approved for this pathway.*
  - *Carol Zachary stopped by and discussed "minimum qualifications" needed for CTE credentials and helped this agency find a way to help the teacher get his preliminary credential.*
- *Although agency is fee-based, they are not in a rush to convert over to CTE. This agency has 50 – 60 fee-based classes total, and did convert some classes (computer-based like MS office) into CTE classes.*

Q. Is your agency having any non-credentialed CTE teachers teach AEBG courses? If not, are you experiencing issues in getting non-credentialed teachers credentialed?

- *Partnered with Public Health and built a nursing pathway program to help learners move forward to LVN, and on to college for RN.*
  - *Submitted CTE teachers who would easily qualify for a preliminary CTE credential and preliminary credentials were issued within 3 months.*
- *The group did not think it was allowed to have non-credentialed teachers teach AEBG courses.*

- *The rigor and the letters required for credentials are over the top – it is a limiting factor. The length of time to get the letters, etc. takes too much time. It is important to pick a good County Office of Ed to help walk candidates through the process.*

Q. Is your agency issuing non-industry recognized certifications for any of its CTE stand-alone courses?

- If so, what types of courses and what parameters do you use to issue certifications?
  - *Don't issue school-based certificates, we only support industry-recognized certificates. But there are differences between adult school and community colleges – colleges can create something and issue a certificate that doesn't necessarily align with industry standards.*
  - *Issues a school issued certificate (Professional Cinema Make-up)*

#### **10. College and Career Readiness Standards for Adult Education.**

**The College and Career Readiness Standards for Adult Education (CCR Standards, Pimentel, 2013) were written to address the needs of ABE and ASE students. Standards were set forth in the following areas: Reading, Language, Listening and Speaking, Writing, Reading: Foundational Skills and Math. Three instructional shifts were also put forth: 1. Complexity: Regular practice with complex text and its academic language; 2. Evidence; Reading, writing and speaking grounded in evidence from text both literary and informational; and 3. Knowledge: Building knowledge through content-rich nonfiction. This past spring, the NRS New Educational Functioning Level Descriptors for Adult Basic Education based on the CCR Standards were released. The new CASAS tests (to be released in 2018) for ABE/ASE students are aligned with these Educational Functioning Levels. The CCR Standards were written for ABE/ASE students, not ESL students. At the behest of the field, the federal Office of Career, Technical and Adult Education (OCTAE) has recently released the English Language Proficiency Standards (ELPS, 2016). A committee is currently working on the NRS Educational Functioning Levels for ESL.**

Q. Programs need to modify instruction to align with the CCR Standards and Educational Functioning Level Descriptors.

- What specific changes have been/will be made at your agency to address CCRS?
  - *They have had some training with the CCRS, but lamented that there is not enough training going around, and it's a hassle having to re-train new teachers*
  - *Happy to finally have new ESL standards (ELPS) out. The ESL CA Model standards (1992) were outdated.*
- What initiatives, has your agency taken to align with CCR Standards and EFL Descriptors? To which instructional areas have these initiatives related? ABE? ASE? ESL?
  - *Adopted a slower process of tackling just a few CCRS at a time*
  - *There is a need for instructional materials that address the CCR:*
    - *"Ventures" series doing a good job. The big issue is where to get "authentic" materials.*

- *In other states, the different ESL levels meet together and decide what text chapters they will all work on during the year.*
- *It's better to take on the CCRS in pieces*
- *Easier to focus on the 3 main instructional shifts that both the CCRS and ELPS adhere to: 1) Complexity; 2) Evidence; and 3) Knowledge*
  - *It's really a shift in content. Teachers need to understand this.*
- *Host staff trainings on addressing CCRS with students.*
- *It would be valuable for ESL and CTE to discuss/collaborate on what supports ELL learners have/should have in CTE classes.*
- *The heart of CCRS is project-based learning.*
  - *Could incorporate CCRS and ELPS into instruction by teaching the students classroom "routines" and then plugging in the standards into the routines and building on them.*

Q. Programs need to modify instruction to align with the English Language Proficiency Standards (ELPS)

- What specific changes have been/will be made at your agency to address ELPS?
  - *CCRS and ELPS are intended to be integrated, not looked at as being separate.*
  - *Consortia is doing joint training with local community colleges on the ELPS.*

**REPORT BACK: Meeting participants from each table topic were invited to report to the group and share key points that arose during their discussion**

- *CCRS: Challenge is taking paper standards and putting them into practice.*
  - *Finding time and paying for professional development is difficult.*
  - *Trying to focus on mentoring relationships*
  - *Working with ABE, ESL and CTE to focus on transitions within programs*
- *IET: IBEST model is effective for some, but requires a lot of money and high language skills (for students)*
  - *Need to come up with other program models that qualify for IET.*
  - *Need different ways for language help in CTE programs.*
  - *Some have found success with hybrid models that don't necessarily have 50/50 team teaching.*
  - *It's important for the State of CA to promote models other than IBEST.*
- *AEBG/WIOA Transition:*
  - *One consortia has 14 consortia transition specialists who meet with students regularly, while another consortium only has 1 counselor working 2 days per week.*
    - *Staffing may be varied but everyone is working to meet student needs.*
    - *Data collection is a major challenge.*
    - *Once students leave they don't know what happens to them.*
    - *Need student tracking systems*



- *WIOA Accountability:*
  - *Categories of people with barriers: if we focus on getting people to transition to careers we can cover all of the different underserved populations.*
  - *Adult Schools know where the students are, they just need to identify their barriers.*
  - *Transportation (or lack thereof) can also be considered a barrier.*
  - *Systems need to be in place: Make sure all enrollment paperwork is complete for every student.*
  - *Challenge: how to collect data? How to get accurate data? This is impossible if all partners are using different systems.*
  - *Rewards are good and necessary: Need to financially incentivize benchmarks*
- *IELCE:*
  - *How can we incorporate 243 funds?*
  - *Co-teaching is a good option: IELCE teachers teach with ABE/ESL teacher.*
  - *From Summer Institute keynote speaker: Need to talk with industry. But how?*
    - *Want students to hit the targets that employers are looking for*
  - *CDE Career exploration website: CA Career Resource Network*
  - *243 requirements- Agencies need a lot more funds to accomplish their goals.*
- *WIOA I/II Collaboration:*
  - *Important component: Having a WIB or one-stop to work closely with*
  - *2 of 4 agencies in the discussion group have navigators in place.*
  - *3 out of 4 in the discussion group have excellent collaboration among all partners.*
- *Career Pathways:*
  - *Loose pathway programs need stronger partnerships with the community.*
  - *Students can create excitement for pathways and goal-setting.*
  - *Teachers providing advisor services throughout the semester (not just at beginning or end) can really help students get services they need.*
  - *Lots of regional initiatives make it hard to keep up with all of the meetings (and takes too much time to stay on top of).*