Implementation Guide

for
Linking Adults to Opportunity

Adult Education Office
September 2012

Adult Education Strategic Plan Implementation Guide

In an effort to move forward with an emphasis on what we need to collaboratively "do" the Adult Education Office (AEO) has developed an implementation guide for *Linking Adults to Opportunity: Transformation of the California Department of Education Adult Education Program,* the strategic plan for the California Department of Education's (CDE) Adult Education providers. The guide compresses the plan's seven components of the Blueprint for Action into three major concept areas:

I.   State and Local Collaborations and Leveraging Resources (Components 1 and 2);

II. Student Support Through: Transition Services, Curriculum and Instruction, and Professional Development (Components 3, 4, and 5);

III. Data and Accountability/Funding (Components 6 and 7).

The AEO solicited input from members of the California Adult Education Administrators Association (CAEAA), the California Council on Adult Education (CCAE) and the Association of California School Administrators (ACSA) to determine which recommendations could best serve as a beginning to the implementation process. Based on valuable input from those discussions and others in the Adult Education community, some of the recommendations in the strategic plan were summarized and used as headings within each concept area. Under each heading, action items are listed for both the CDE/AEO and Adult Education agencies.

We recognize many Adult Education agencies already had a number of best practices in place prior to the strategic planning process. Those practices helped frame many of the recommendations in *Linking Adults to Opportunity* and are now reflected in this implementation guide. The goal now is to have a statewide delivery system that supports a shared mission and incorporates those recommendations. We believe this resource guide will help the Adult Education community chart a path that will secure and improve services throughout the state. The intent is that it will serve as a beginning step, understanding that implementation will be a living process and that we will work together in evaluating our progress and implementing additional recommendations in the plan.

On behalf of the students currently served and those yet to be reached, the AEO thanks the many educators who continue to provide critical service to local communities. Working collaboratively, the CDE Adult Education Office and Adult Education providers can secure the sustainability of these much needed educational services.

I. State and Local Collaborations and Leveraging Resources

Blueprint for Action: Components 1 and 2

A. Integrate and align services through statewide collaboration.	
CDE/AEO	**LOCAL AGENCY**
Action 1	
Work with state level agencies including the California Workforce Investment Board (CWIB), Employment Development Department (EDD), California Education, Diversity, Growth, and the Economy (EDGE) Campaign, and the California Community College Chancellor's Office (CCCCO) to coordinate and align services along career pathways. Identify barriers to collaboration and support multiple points of entry for adult learners.	Participate on local and regional councils to develop collaborative opportunities. Inform the CDE/AEO of initiatives that further a regional approach to referral and tracking of students across agencies. Such initiatives can accelerate learning and demonstrate outcomes of a more integrated service delivery system that moves adult learners along career pathways.
Action 2	
Identify emerging target populations resulting from demographic, educational, economic, or legislative change. Design outreach and marketing strategies that include partner agencies and reach potential learners.	Work with local kindergarten through grade twelve K–12 districts and other entities to identify at risk students and provide a seamless transition of students into Adult Education. Track local and regional population shifts that could signal a program revise (e.g., returning veterans, dislocated workers, age extension for youth in foster care).
Action 3	
Work with existing statewide groups such as the State Interagency Team (SIT) for Children, Youth, and Adults and the CWIB to establish Adult Education as the core provider of educational services for adults to move them to greater self-sufficiency.	Work with local agencies (e.g., social service agencies) to ensure shared populations have knowledge of Adult Education and wrap-around services to better support student persistence and greater self-sufficiency.

Action 4	
Strengthen Adult Education in the state through the Field Partnership Team (FPT). The FPT will serve as a primary vehicle for communication to and from the field and as a catalyst for action and change initiatives.	Working with the FPT, formalize a process for informing the CDE/AEO of regional issues as well as providing input on Adult Education issues at the state level.

B. Leverage resources within regional delivery systems for efficient and equitable access to services.

CDE/AEO	LOCAL AGENCY
Action 1	
Participate on the CWIB State Leadership Team to develop a coordinated plan that addresses regional sector priorities and supports pathways to future employment. The CWIB State Working Group includes representatives from workforce and employment development, the community colleges, and the CDE K–12 Adult Education systems.	Expand service capacity by leveraging resources with other providers, including community colleges, library literacy programs, Regional Occupational Programs (ROPs), regional WIBs, One Stop career centers, California Work Opportunity and Responsibility to Kids (CalWORKs), private foundations, business and industry. Secure representation of Adult Education on each regional WIB.
Action 2	
Enhance capacity by regionalizing service delivery. Regions may be identified on the basis of geographic and jurisdictional consideration; demographic, educational, and economic factors; the location of existing adult schools, partner agencies, and resources.	Align educational and workforce training to regional economies. Prioritize programs and resources consistent with local need. Integrate Adult Education into the workforce preparation pipeline as the core provider of basic skills.
Action 3	
Engage in efforts to expand service delivery through technology to sparsely populated areas, underserved areas, and mobile populations.	Develop innovative partnerships with other Adult Education service providers to improve accessibility for all potential learners. Provide technology-based training and resources (e.g., distance learning courses, mobile computer labs).

C. Partner with programs within the California Department of Education's kindergarten through grade twelve system.	
CDE/AEO	**LOCAL AGENCY**
Action 1	
Create greater awareness within the CDE of the Adult Education Program. Identify K–12 programs that will benefit from services provided by Adult Education to parents of students (e.g., After School, Career Technical Education, ROP, English Learners, and Foster Youth).	Partner with K–12 districts to ensure adult learners, many of whom are parents, have the basic academic skills and access to resources to influence their children's education and development. Link enrollment of parents in Adult Education to their engagement with school districts and to improved student performance (e.g., link enrollment of Adult Education parents to outcomes of After School participants).
Action 2	
Promote career pathways to ensure Adult Education is an option for transitioning to postsecondary coursework, training, or employment.	Link courses to career pathways from local high school(s) to postsecondary coursework and training.

D. Collaborate with community colleges and workforce agencies.	
CDE/AEO	**LOCAL AGENCY**
Action 1	
Identify common goals, objectives, and desired outcomes across Adult Education delivery systems to ensure efficient and comprehensive services that emphasize transition to postsecondary coursework or workforce training for adult learners.	Develop programs that link recruitment and training of students from Adult Education to college or workforce certificate programs. Support transferable e-portfolios and workforce skills certification.
Action 2	
Integrate Adult Education into existing pathways within high schools and strengthen pathway development to community college programs.	Develop articulation agreements that support dual enrollment, counseling, assessment, and accelerated learning to strengthen career pathway outcomes.

Action 3	
Collaborate with the CWIB to establish Adult Education as a training provider to fulfill federal requirements for the EDD as outlined in the Workforce Investment Act Title1.	Collaborate with local One Stop career centers to strengthen student recruitment and employability through training. Establish relationships independently or via a consortium with EDD, Title I providers, chambers of commerce, and workforce alliances.

Action 4	
Coordinate with workforce development agencies and the community colleges to define the basic skills and training required in high demand industries.	Use labor market data and engage business and industry organizations to prepare students for current and emerging employment opportunities. Participate on business and industry councils to seek input for course development.

E. Enhance coordination with jail education programs and non-correctional Adult Education programs.	
CDE/AEO	**LOCAL AGENCY**

Action 1	
Establish a referral system between programs at correctional centers and local non-correctional Adult Education programs.	Align jail education programs with Adult Education programs in communities to extend educational attainment through and beyond the re-entry process.

Action 2	
Use exemplary programs (e.g., Point of Entry demonstration project) to focus jail education programs and services on career pathways and workforce skills certification.	Establish Memorandums of Understanding (MOU) with correctional centers as part of a case management system to ensure students are connected with the appropriate services during pre-release, transition, and post-release.

II. Student Support Through: Transition Services, Curriculum and Instruction, and Professional Development

Blueprint for Action: Components 3, 4, and 5

A. Provide students with integrated, comprehensive intake, planning, and transition services, and remove student barriers.	
CDE/AEO	**LOCAL AGENCY**
Action 1	
Work with statewide partners and the field to establish an integrated statewide academic and career transition system that promotes seamless transitions and provides pathways that prepare students for further education and gainful employment.	Collaborate with postsecondary institutions and workforce agencies to ensure that seamless college and career transitions for students become a coordinated and formalized goal at the regional level.
Action 2	
Assist the field in working with partners in community colleges, One Stop career centers, and other agencies to support the implementation of critical bridge programs to postsecondary education and employment.	Create or enhance bridge programs, including college tours, financial aid orientation, job shadowing and internships, job-seeking services, and transition courses that specialize in assisting students in transitioning to the workforce and post-secondary education
Action 3	
Inform agencies of the strategies and components of a successful transition program (e.g., Policy to Performance initiative). Provide the professional development necessary to train transition specialists.	Develop a transition program. Designate one or more staff to perform the function of a transition specialist to work with students' individual needs. Create an environment that prioritizes the goal of assisting all students in determining goals and developing Individual Action Plans.

Action 4	
Work with statewide partners and regional service agencies to assist the field in coordinating efforts to remove barriers to success for adults with diverse needs and/or disabilities.	Ensure adult learners with diverse learning needs and students with disabilities have access to education by leveraging and developing MOUs with social service and community agencies to provide wrap-around services and remove barriers to success.

B. Align curriculum, instruction, and assessments to kindergarten through grade twelve, postsecondary education and the workplace, and support multiple instructional strategies.

CDE/AEO	LOCAL AGENCY
Action 1	
Work with the field and the CCCCO to develop articulation agreements that coordinate assessments in order to provide students with clear pathways to more advanced college programs, occupational skills training, and apprenticeship programs.	Develop articulation agreements with local community colleges to ensure vertical alignment of assessment and curricula (e.g., basic skills and developmental coursework). Provide clear pathways to more advanced college programs, occupational skills training, and apprenticeship programs.
Action 2	
Work with the field to establish statewide alignment of postsecondary curriculum to facilitate and accelerate learning. This alignment must include the Common Core Standards. Promote contextualized programs of study that integrate basic academics and career and workforce preparation.	Adopt curriculum in line with California State Standards and Frameworks, Common Core Standards, and postsecondary preparation. Adopt or revise curricula as necessary to connect basic skills and students' interests to opportunities in the labor market.
Action 3	
Expand research-based professional development opportunities and practices through leadership contracts that promote online or face-to-face, high-quality, differentiated, and contextualized instruction	Engage in professional development programs through online or face-to-face instruction to expand the understanding, development, and integration of high-quality, differentiated, and contextualized instruction.

Action 4
Promote collaborative professional learning that focuses on research-based curriculum, evidence-based instruction, and performance-based assessment that guide program development and expand delivery of content through multiple modalities.	Develop Professional Learning Communities to promote and deliver high-quality instructional practices that accelerate learning, improve students' outcomes, and prepare them for college and the workplace.

III. Data and Accountability/Funding

Blueprint for Action: Components 6 and 7

A. Ensure that accountability measures performance outcomes and supports longitudinal tracking across educational systems.	
CDE/AEO	**AGENCY**
Action1	
Collaborate with selected agencies to effect data sharing agreements for the purpose of longitudinal tracking of Adult Education students.	Work with the CDE to support a statewide system that links Adult Education student records to other data systems, such as the K–12, workforce, and postsecondary data systems.
Action 2	
Work to align Adult Education courses with the K–12 system and community colleges to facilitate the data collection process and assist the matriculation of students between systems (e.g., updated course selection process).	Ensure that courses provide students with articulated pathways to transition into postsecondary education and training programs.
Action 3	
Monitor, evaluate, and provide technical assistance using performance reports to analyze how agencies measure up to established agreed upon federal and California performance measures.	Use data to drive program development and improvement in meeting California's and adult students' educational and economic needs in the 21st century.

B. Develop a new funding formula that aligns fiscal resources with statewide need, promotes resource leveraging, and supports performance-based student outcomes.	
CDE/AEO	**AGENCY**
Action 1	
Work with state representatives, Adult Education organizations, and the State Superintendent of Public Instruction's office to promote the importance of the Adult Education system to California's economic well-being with the goal of re-establishing dedicated funding. Support the goal with research and comprehensive, qualitative and relevant data.	Document and illustrate the value of the Adult Education system to the district and the community (e.g., J-18/19).Through Adult Education professional organizations, inform local and state representatives of the long-term economic and social importance of Adult Education.
Action 2	
Develop a needs-based funding formula applying metrics outlined in *Linking Adults to Opportunity*. Utilize research, data, and technical tools to target core services and ensure participation statewide.	Provide services based on priority local and regional educational and workforce needs.