

California Adult Education Program (CAEP) Promising Practices Research Project National Briefing

February 26, 2024

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AGENDA

01 Opening Remarks

Dr. Sonya Christian, California Community Colleges Chancellor

Steve Zimmer, California State Deputy Superintendent of Public Instruction

Response from the U.S. Department of Education, Office of Career Technical and Adult Education (OCTAE)

Dr. Amy Loyd, Assistant Secretary, Office of Career Technical and Adult Education

Luke Rhine, Deputy Assistant Secretary, Office of Career Technical and Adult Education

02 Context Setting & Presentation of Research Findings

Dr. Barbara Endel, Principal Researcher

Dr. Monique Ositelu, Co-Principal Researcher

04 Closing Remarks

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

03 Conclusions and How to Make the Research Actionable

05 Closing Remarks
Gary Adams, Dean, Workforce and Economic Development, California Community Colleges Chancellors Office

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‘Get a good job,’ is the most frequent reply students give as their motivation to start their journey in adult education.

Context Setting

About California's Adult Education Program (CAEP) Adult Education Program (CAEP)



CAEP System

\$500M in funding was allocated in 2015-16 by the CA legislature for the Adult Education Block Grant (AEBG), which is now known as California Adult Education Program (CAEP). It is the largest system in the country



CAEP Students

Serving 481,200 CAEP students (2021-2022 data)



CAEP Funding

As of 2023-24, funding is at \$646 million in annual allocations to the 71 regional CAEP consortia and its 451 members (Adult schools on HS campuses, Community College continuing education, and services within the correctional system)



CAEP Culture

Evolution to a Workforce-forward System - Adult Education Block Grant - for decades, adult education was delivered separately (K-12 system, community colleges)

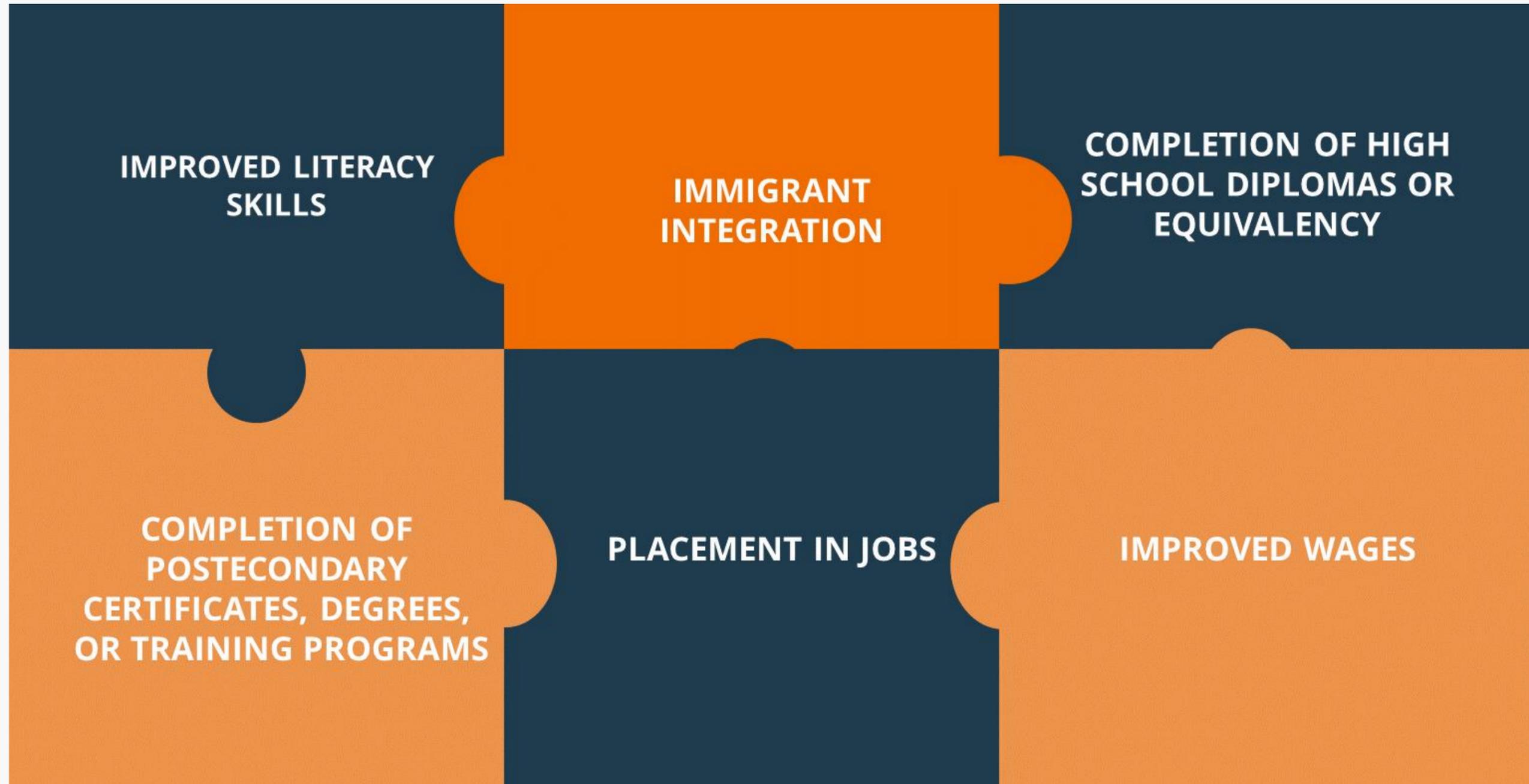


CAEP Policy Context

2013-14 Legislative action (called AB86) brought K-12 and community colleges together to form the California Adult Education Program (CAEP) with 71 regional consortia in its current structure

CAEP Metrics

- ① *Provide adult learners with more robust education and training opportunities*
- ② *Expand and improve the quality and reach of adult education*



Research Questions

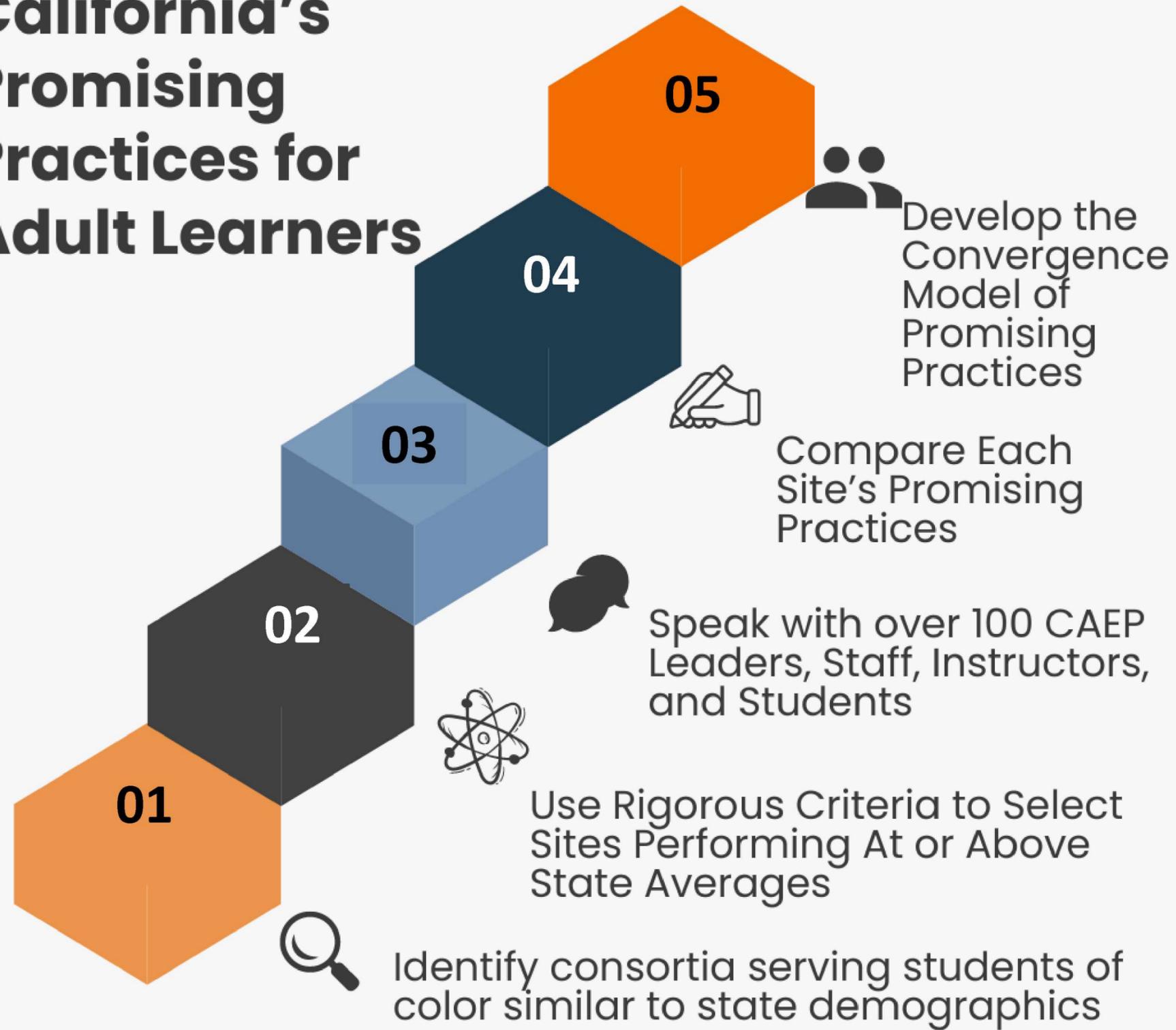
01

How are the selected sites' CAEP programs serving learners in their adult education programs, especially racially minoritized students?

What are the factors (leadership, funding, structure, partnerships, etc.) that influence program behavior of the local programs?

02

5 Steps to Understand California's Promising Practices for Adult Learners



Selection Criteria

7 regional consortia and 12 total local programs:

-  Met or exceeded statewide demographics for Asian, Hispanic, and African-American students
-  Success and equity in at least two of the CAEP performance and employment indicators
-  Geographic representation
-  CAEP team recommendations

CAEP Student Performance & Earnings Indicators

State Averages

Educational Functional Level

Gain: 29%

Earned Non-credit CTE Cert:

10%

Earned Post Sec Cred: 8%

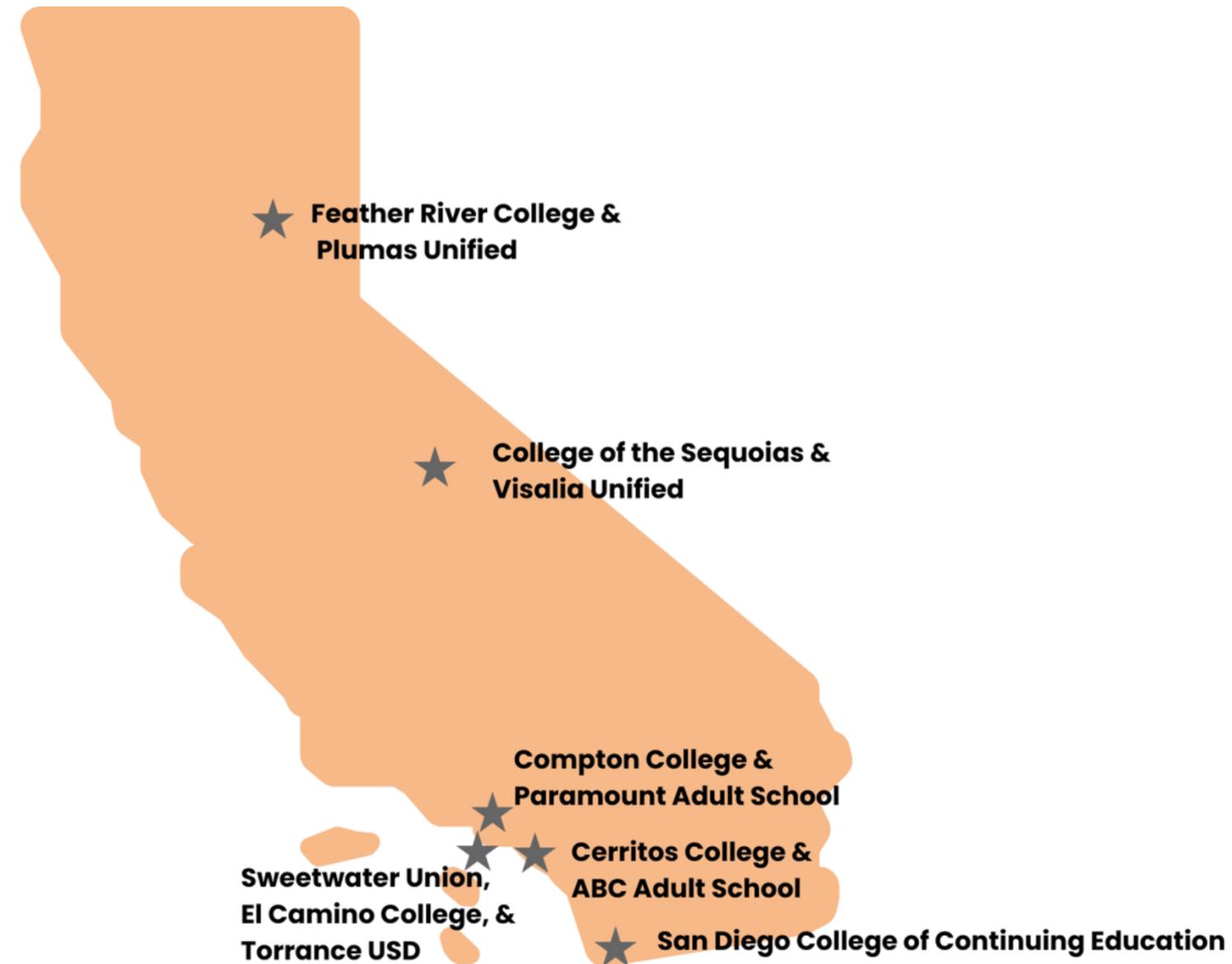
Earnings Compared to Living

Wage: 35%

Data from Academic Years 2019-2020 and 2020-2021

We Selected 12 Adult Education Local Programs

7 Adult Schools & 5 Community Colleges



- Full-day, on-site structured interview protocol with 65+ hours of voice recognition software for recorded transcripts and inductive and deductive analyses
- Interviewed 98+ admin, staff & faculty & close to 100 students

Considerations



QUALITATIVE RESEARCH

Utilized qualitative methods and is thus descriptive, not causal



PURPOSEFUL SAMPLING

Project not designed to have a representative sample, but a strategy of a purposeful sample of exemplars; more research to test the efficacy is needed



CONFERENCE DISSEMINATION

Present at four CA state conferences



SUPPORT PD DEVELOPMENT

Integrate findings via a professional development (PD) plan with California's state PD delivery systems



REPORT

Release the report in March 2024

To help make these findings actionable:



REPORT:

Major Finding: Convergence Model of Promising Practices

Convergence Model of Promising Practices

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Collaboration is at the heart of our success. We work closely with the college... and with [local] businesses... to ensure students receive the support they need.

– Director, ABC Adult School



Promising Practices

Promising Practices

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So the good part of this school, they want you to succeed and they want you to go forward and they want you to get it done and see your future. – Student, Torrance Adult School



- 1 Student Empowerment
- 2 Intentional & Formal Partnerships
- 3 Responsive & Collaborative Leadership
- 4 Data-Informed Decision-Making
- 5 Student Concierge Approach
- 6 Integrated Student Support Services
- 7 Strategic Resource Allocation

Student Empowerment

DEFINITION



Focused on creating a supportive learning environment ensuring students have the information, support, and curricula necessary to make decisions, fully participate in their programs, and reach their academic and career goals.

BENEFITS



- Student Confidence
- Sense of Belonging

STRATEGIES



- Intentional and frequent student feedback loops and surveys
- Relational v. transactional school and campus culture
- Implementing culturally relevant education & curriculum

EXAMPLES



- Career exploration first, then education & pathway plan
- Customer service training for all front office staff
- Collaborative planning

Intentional & Formal Partnerships

“Before AB86 I didn’t really have a relationship with the adult schools, after AB86 it’s completely different”
- Dean, El Camino College

DEFINITION

BENEFITS

STRATEGIES

EXAMPLES



Intentionally engage on-site staff and community (including employers) through formalized collaboration to advance students along their chosen pathway and into careers.



- Enables a continuum of educational offerings, promotes career readiness, enhances educational transitions, optimizes resources, and boosts student success.



- Intentionally engaging community
- Developing formal partnerships and collaborations



- See Adult Education as more than education, sponsoring a Women’s Conference and other community events
- Robust contracts between Adult Schools & Colleges, and Community-based organizations
- The “2 Mile” Rule - satellite campuses designed for access by taking instruction to the community and students

Responsive & Collaborative Leadership

DEFINITION



Workforce-forward vision: prioritizes effective feedback mechanisms, structures decision-making across roles/levels, and emphasizes professional development to improve student success along with completion and transition outcomes.

BENEFITS



- Can implement student transitions more effectively, build staff and instructor empowerment, and promote higher levels of creativity.

STRATEGIES



- Leaders as 'strategists' and 'resource-savvy' such as braiding funding
- Structuring a leadership team with cross-functional staff to promote innovation and continuous improvement
- Facilitating student success via daily planning periods for PD, division-wide reflections

EXAMPLES



- All CTE classes have accelerated learning model support to scale and boost student transitions
- Restructured Adult Education as an Academic Division, with parity with other divisions
- Implemented sector strategies to engage students and serve community needs

Data-Informed Decision-Making

DEFINITION



Collecting and effectively utilizing institution and community feedback to inform student-centered decisions.

BENEFITS



- Informs the development of relevant curriculum in a dynamic economy
- Enables program improvement and consistency across satellite campus instruction

STRATEGIES



- Building the capacity of the organization with data and analytic talent
- Improving data use via intentional data insights meetings

EXAMPLES



- Intentional metric setting beyond testing and compliance with all campus stakeholders, including students
- Data sharing between Adult Schools, Community Colleges, and Community Partners
- Data 'Digital' Warehouse with curriculum populated by instructors and accessible to anyone
- 'Data Night' with various departments reviewing student and performance data to work on improvements

Student Concierge Approach

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People remember how you make them feel.”

DEFINITION

BENEFITS

STRATEGIES

EXAMPLES



An institution's demonstrated commitment to a personalized student-centered approach along all aspects of their on-site services, academic programming, and community engagement.



- Offers personalized support for a seamless educational journey, increased access, and enhanced clarity for students to receive a well-defined academic and career roadmap.
- Accelerated learning models which combine education and workforce training, saving time and money

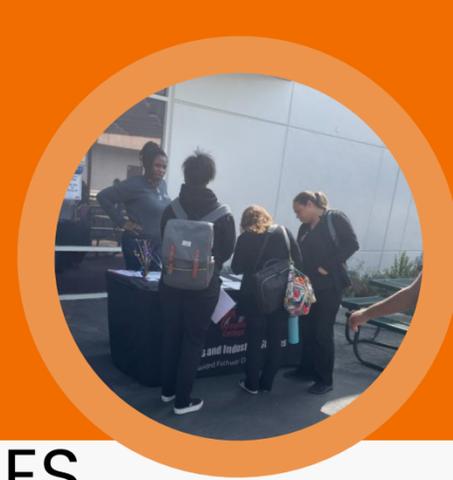


- Implementing in-demand accelerated learning models across high-priority sectors, such as healthcare
- Facilitated and streamlined transitions across institutions (adult education to college degree programs)



- Accelerated learning models, such as IET (Integrated Education and Training), pre-apprenticeships & bridge programs, among others
- Instructors & faculty as facilitators of student success & empowerment
- One-on-one personalized service escorting students to offices/services
- Customer service training for Front-line Office Staff

Integrated Student Support Services



DEFINITION



Provision of student support services that are meticulously and intentionally designed to meet the unique needs of the community's students.

BENEFITS



- Access to comprehensive and wrap-around support services
- Proactive barrier mitigation

STRATEGIES



- Coordinated student support across career services, advising, counseling, testing, and operations
- Streamlined integration of services reducing student burden

EXAMPLES



- Wraparound offerings such as childcare, subsidized mental health counseling, and basic needs support
- Farmer's Market coupons, subsidized bus passes, free parking, etc.
- Mentorship

Strategic Resource Allocation

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In adult ed you have to be resource savvy

DEFINITION



Proactive pursuit of available resources across multiple sources to support programs as well as reallocating funding strategically.

BENEFITS



- Maximize resources to reduce student/family costs and burden

STRATEGIES



- Braided funding to cover student fees including IET models and college CTE programs
- Complementary/non-duplicative services and support for students in and between Adult Schools and Colleges (counseling, advising, etc.)

EXAMPLES



- Sharing facilities and instructors/faculty across local programs (e.g. libraries, labs, and teaching)
- Collaborations between Adult Schools, Community Colleges, and Community Partners for grant opportunities

Conclusions

Looking through the lens of convergence models could help leverage resources and services to benefit more students.

More research is needed to capture how additional local programs are demonstrating these findings/models (or additional promising practices).

Implications for future research about the efficacy of convergence (comprehensive) models relative to various student demographics or levels of instruction/training.



Making these findings actionable



Presenting at four CA state conferences



Integrating findings via PD plan with California's state PD delivery systems



Releasing the report in March 2024

Response from the U.S. Department of Education

Closing Remarks

THANK YOU!

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