Adult Education Block Grant
Consortium Annual Plan Template

CAERC Annual Plan 2017-18

Version 3

SECTION 1: PLANS & GOALS

Executive Summary

Please provide an Executive Summary of your consortium's implementation plan for the 2017– 18 Program Year. In your summary, please include a narrative justifying how the planned allocations are consistent with your three-year adult education plan, a clear and concise description of your consortium's vision, accomplishments made during the prior Program Year, and primary goals for the upcoming Program Year. (Limit: 500 words)

Year 3: Enhance Services & Instruction

The Capital Adult Education Regional Consortium's (CAERC) priority in year 1 was to establish a strong foundation for success through consortium-wide collaboration and program expansion in the seven program areas.

The consortium's focus for year 2 expanded to *Align and Rethink* existing and future adult education programs to support highest possible outcomes for adult learners. Central to this focus was the regional alignment effort which resulted in the development of new courses/curricula for English Language Arts (ELA), English as a Second Language (ESL) Writing and Mathematics.

Another major accomplishment in year 2 was the completion of phase II of the Regional Asset Map located at www.capitaladulted.org. Phase II expanded the search capabilities of the site to connect adult learners not only to Adult Basic Education (ABE), Adult Secondary Education (ASE) and English as a Second Language (ESL) courses, but to a career exploration tool, job skills programs, and Career Technical Education (CTE) programs offered by CAERC members and partners across our four-county region. As of July 2017, visitors to the site can find 107 classes, 40 job skills programs and 80 CTE programs.

Further evidence of the year 2 focus to *Align and Rethink* can be seen in the increased

collaboration and leveraging of resources that resulted in new funding for CAERC members and partners. In April 2017, the Sacramento Employment & Training Agency (SETA) – a CAERC partner – was awarded one of the California Workforce Development Board's English Language Learner (ELL) Workforce Navigator grants. Four CAERC members partnered with SETA and will receive funding to support ELLs through this innovative joint education/workforce initiative.

Year 3 continues and expands upon the efforts initiated in years 1 and 2 with a focus on *Enhancing Services & Instruction.* The consortium has identified the following strategies for 2017-18:

1. Expand Adult Education Course Offerings in the 7 Program Areas in the Region.

2. Coordinate and Expand Marketing and Outreach Efforts

3. Use and Promote the Regional Asset Map

4. Align Courses Across the Consortium and Streamline Pathways for Adult Learners.

5. Increase K-12 Adult Education to Postsecondary Transition with Student Outreach Events and Services.

6. Expand Career Pathways Programming, Integrated Education & Training (IET) Offerings and Boot Camps Across the Region.

7. Offer Professional Development to Support the Regional Strategies.

8. Strengthen Regional Partnerships to Increase Funding and Leverage Existing Structures and Expertise to Benefit Adult Learners in our Region.

Strategies 5 and 8 will be central to the effort to enhance services for adult learners in our region while strategies 4, 6, and 7 will address instruction. The consortium will continue to strengthen regional partnerships to enhance services for adult learners in our region with a special emphasis on adults transitioning to postsecondary.

2017-18 will also include professional development to support consortium-wide implementation of the courses and curricula developed in year 2. Professional development will be provided to ESL, ELA and Mathematics instructors to help improve student learning outcomes for adult learners across our region.

Word count: 498

Meeting Regional Needs

What are the primary gaps / needs in your region? How are you meeting the adult education need and identifying the gaps or deficit in your region? Please provide the reasons for the gap between the need in the region and the types and levels of adult education services currently being offered

#	Gaps in service / regional needs	How do you know? What resources did you use to identify these gaps?	How will you measure effectiveness / progress toward meeting this need? Please be sure to indicate any local indicators planned for measuring student progress.
	Additional course offerings to address the needs of lower-skilled adults and immigrants across our region.	Demographic data for our region shows 52K adults with a 7th grade education or less; 141K adults without a HSD or HSE; 91K adults with limited English speaking ability; and 73K unemployed adults (CAERC Regional Fact Sheet).	Increased number of course offerings provided by members across our region.
	Public awareness about adult education program offerings available across our region.	Lack of information and misinformation conveyed by current and prospective students; lack of awareness about what AE offers and its benefits to the community.	Increased inquiries by target population; increased enrollment in classes and programs.
	A need for increased collaboration between workforce, adult schools, community college, and social service agencies.	Demographic data for our region shows the neediest individuals are underrepresented in WIA Title I Adult Intensive and Training Services (Foreign-born individuals are one-third of the workforce in California; however, only 3.7% of the total served under WIA Title I Adult Intensive Training Services were Limited English Proficient (SETA, PY 2014).	Increased number of adults in our region entering college and the workforce.

GAPS IN SERVICE

For 2017-18, what strategies are planned to incrementally increase capacity in identified gap areas and / or help maintain established levels of service (Must list at least one)?

Identify strategies planned to incrementally increase capacity in identified gap areas as well as those that help maintain established levels of service. Plans will have identified programming and service gaps including lack of providers, services, access, attainment, and/or performance. These might include, but are not limited to, working with other partners in the service area, developing or expanding programs and plans to assess the effectiveness of these expanded efforts.

Expand Adult Education Course Offerings in the 7 Program Areas in the Region

Coordinate and Expand Marketing and Outreach Efforts

SEAMLESS TRANSITIONS

Explain how consortium members and partners are integrating existing programs and services and creating seamless transitions into post-secondary education or the workforce. Please also identify key challenges faced and / or overcome during the 2016–17 Program Year in your efforts to transition students.

In 2016-17 what strategies were **planned**?	To what extent have these strategies been **implemented**?	What challenges **prevented** full implementation?	What intervention strategies, if any, are **planned** for the future? *If you are not planning to implement or expand on this strategy in the coming year, type "None"*	What **state support** would be most helpful to fully implement this strategy?
Align Courses and Streamline Pathways (Mathematics) a. Attend PD: Tools for team collaboration (Google Drive, etc.); Common Core Math instruction and training; other trainings as needed b. Identify AE ABE/ASE mathematics best-practices statewide (e.g., class structure, length, curriculum, instructional practices, etc.) c. Create AE common course outline templates and syllabi for each course level and identify mathematics CCR standards to be addressed d. Develop transitions math course that	5 – Fully implemented	The activities identified for the 2016-17 program year were achieved; however, implementation will continue to be refined in coming years.	Continue the work to align courses while simultaneously supporting implementation for members.	N/A

addresses high school math (Level E) standards e. Create aligned assessments/exit tests to determine AE and community college placement f. Review mathematics curricula g. Identify and recommend pathways for Asset and Pathways Map h. Develop and present recommendations for AE pilot i. Pilot recommendations j. Evaluate pilot effectiveness and develop recommendations for consortium-wide implementation				
Align Courses and Streamline Pathways (ESL Writing) a. Attend PD: Tools for team collaboration (Google Drive, etc.), CATESOL State Conference; Evidence-Based ESL Instruction; College & Career Readiness Standards; other trainings as needed b. Identify AE ESL writing best-practices statewide (e.g., class structure, length, curriculum, instructional practices, etc.) c. Identify writing objectives for AE ESL courses (BL-AV) that align to CCR writing/language standards and CC	5 – Fully implemented	The activities identified for the 2016-17 program year were achieved; however, implementation will continue to be refined in coming years.	Continue the work to align courses while simultaneously supporting implementation for members.	None

SLOs d. Create common course outline templates and syllabi, rubrics and writing samples for each level for use among AE members e. Review ESL writing curricula f. Identify and recommend pathways for Asset and Pathways Map g. Develop and present recommendations for AE pilot h. Pilot recommendations i. Evaluate pilot effectiveness and develop recommendations for consortium-wide implementation				
Utilize multiple "hub" entry points	I am working to get this removed from the portal. This strategy was not in our plan for 2015-16 or 2016-17.	This strategy was not in our plan for 2015-16 or 2016-17.	This strategy was not in our plan for 2015-16 or 2016-17.	N/A
Increase K-12 AE to Postsecondary Transition with Student Outreach Events and Services a. Develop, design and distribute AE College Talk booklet focused on Los Rios Pathway b. Translate booklet in Spanish c. Develop, coordinate and host CAERC Postsecondary Transition Awareness Orientation for K-12 AE & CC (Include	3 – Somewhat implemented	Hiring timeline and establishment of expenditure contract delayed implementation.	Prioritize the hiring of temp exempts and securing contracts early in the fiscal year.	None

kick-off of AE College Talk) d. Coordinate Los Rios CAERC Adult Education Day e. Members and Partners contract with CalSOAP and host agency-level postsecondary transition student outreach events				
<mark>Guided student movement along career pathways</mark>	I am working to get this removed from the portal. This strategy was not in our plan for 2016-17.	This strategy was not in our plan for 2016-17.	This strategy was not in our plan for 2016-17.	N/A
Align Courses and Streamline Pathways (English Writing) a. Attend PD: Tools for team collaboration (Google Drive, etc.); Expository Reading & Writing Course (ERWC) training; other trainings as needed b. Identify AE ABE/ASE English writing best-practices statewide (e.g., class structure, length, curriculum, instructional practices, etc.) c. Identify writing objectives for AE English courses that align to CCR writing/language standards and CC SLOs d. Develop transitions English writing course(s) that addresses high school writing (Level E) standards e. Create common course outline	5 – Fully implemented	The activities identified for the 2016-17 program year were achieved; however, implementation will continue to be refined in coming years.	Continue the work to align courses while simultaneously supporting implementation for members	N/A

templates, syllabi, and rubrics; include sample writing for each level for use among AE members f. Review and identify curriculum to support course objectives (Grades 7-8, 9-10, 11-12 ERWC units, other textbooks and materials) g. Create sample lessons for AE English courses & adapt ERWC modules for AE h. Identify and recommend pathways for Asset and Pathways Map i. Develop and present recommendations for AE pilot j. Pilot recommendations with implementation support k. Evaluate pilot effectiveness and develop recommendations for consortium-wide implementation				
Develop Regional Asset Map and Pathways Roadmap a. Develop Pathways Roadmap - Phase 2 Update and Maintain Regional Asset Map	4 – Mostly implemented	Staff time to enter and maintain member data made data entry difficult for some members.	Members to dedicate staffing to enter and maintain data.	N/A

For 2017-18, what NEW *strategies are planned to Integrate existing programs and create seamless transitions into postsecondary education or the workforce (Must list at least one)?*

How will the Consortium align and connect existing and future adult education programs to postsecondary academic pathways and/or career pathways leading to employment? Activities should address how the Consortium

will align placement tools, curriculum, assessment tools and rubrics, and student performance outcomes across delivery systems to ensure that student transition paths, both between providers and into postsecondary credit programs, are understood and supported across all systems.

Use and Promote the Regional Asset Map (www.capitaladulted.org).

Align Courses Across the Consortium and Streamline Pathways for Adult Learners.

Increase K-12 Adult Education to Postsecondary Transition with Student Outreach Events and Services.

STUDENT ACCELERATION

Explain how your consortium members and partners have employed approaches proven to accelerate a student's progress toward his or her academic or career goals, such as contextualized basic skills and career technical education, and other joint programming strategies between adult education, post-secondary institutions, and career technical education.

In 2016-17 what strategies were **planned**?	To what extent have these strategies been **implemented**?	What challenges **prevented** full implementation?	What intervention strategies, if any, are **planned** for the future? *If you are not planning to implement or expand on this strategy in the coming year, type "None"*	What **state support** would be most helpful to fully implement this strategy?
Implement personalized advising/navigation services for participants	I am working to get this removed from the portal. This strategy was not in our plan for 2016-17.	This strategy was not in our plan for 2016-17.	This strategy was not in our plan for 2016-17.	N/A
Expand opportunities and options for high school completion	I am working to get this removed from the portal. This strategy was not in our plan for 2016-17.	This strategy was not in our plan for 2016-17.	This strategy was not in our plan for 2016-17.	N/A
Coordinate Special Projects Request for Proposal (RFP) to Address Gaps in Services and Accelerate Student Progress	5 – Fully implemented	None	None	N/A

For 2017-18, what NEW strategies are planned to accelerate student progress (Must list at least one)?

Identify activities that you will implement and/or improve through using specific evidence- based strategies across the region, within and between systems where they currently don't exist, to accelerate student's progress. Common strategies include compressing courses into shorter, more intensive terms (accelerated), individualized instruction based on a student's competencies (competency-based), and putting basic skills content into the context of a student's goals and career path (contextualized).

Expand Career Pathways Programming, Integrated Education & Training (IET) Offerings and Boot Camps Across the Region.

SHARED PROFESSIONAL DEVELOPMENT

Explain how your consortium has collaborated in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration, consortium alignment, and improve student outcomes.

In 2016-17 what strategies were **planned**?	To what extent have these strategies been **implemented**?	What challenges **prevented** full implementation?	What intervention strategies, *if any,* are **planned** for the future? *If you are not planning to implement or expand on this strategy in the coming year, type "None"*	What **state support** would be most helpful to fully implement this strategy?
Provide and coordinate site support for administrators, instructors, and staff.	4 – Mostly implemented	Limited availability of local Subject Matter Experts (SMEs) to provide support for administrators, instructors and staff.	Leverage resources provided by the AEBG Technical Assistance Project	A list of SMEs by area of expertise available to provide TA to consortia on an as-needed basis.
Attend state and out-of-state professional development to support AEBG program areas and consortium work.	5 – Fully implemented	N/A	N/A	N/A
Plan and coordinate regional summits. a. Regional Summit b. Annual Planning Summit	5 – Fully implemented	N/A	N/A	N/A
Continue to utilize	I am working to get this	This strategy was	This strategy	N/A

work group model from Year 1	removed from the portal. This strategy was not in our plan for 2016-17.	not in our plan for 2016-17.	was not in our plan for 2016-17.	
Provide Professional Development to Support Regional Priorities 1-3. PD themes: • Collaboration • Evidence-Based Best Practices • Pathways and Alignment • Instruction for Postsecondary Skills Development • Technology Integration • Contextualized Instruction • Support Services • Postsecondary Transitions	5 – Fully implemented	N/A	N/A	N/A

For 2017-18, what NEW strategies are planned to provide shared professional development (Must list at least one)?

A critical element to ensuring the effective implementation of the Consortium's plans to improve adult education programs are faculty and staff equipped with the skills, knowledge, and support needed to deliver high-quality instruction and use classroom support strategies that foster learner persistence and goal achievement. Significant and effective professional development will be required to build capacity within the existing systems to deliver this new vision for adult learning throughout the state.

Offer Professional Development to Support the Regional Strategies.

LEVERAGING RESOURCES

See the attached adult education fiscal resources table on your consortium fact sheet. Explain how your consortium is leveraging and braiding these funds sources including those provided by consortium members and partners, incorporating existing regional structures, and reaching out to stakeholders and partners for participation and input.

In 2016-17 what strategies were **planned**?	To what extent have these strategies been **implemented**?	What challenges **prevented** full implementation?	What intervention strategies, if any, are **planned** for the future? *If you are*	What **state support** would be most helpful to fully implement this

			not planning to implement or expand on this strategy in the coming year, type "None"	strategy?
Build out and implementation of Community Pro Suite	I am working to get this removed from the portal. This strategy was not in our plan for 2016-17.	This strategy was not in our plan for 2016-17.	This strategy was not in our plan for 2016-17.	N/A
Continue to utilize work group structure	I am working to get this removed from the portal. This strategy was not in our plan for 2016-17.	This strategy was not in our plan for 2016-17.	This strategy was not in our plan for 2016-17.	N/A

For 2017-18, what NEW strategies are planned to leverage existing regional structures, including, but not limited to, with local workforce investment areas (Must list at least one)?

Identify strategies planned to leverage existing regional structures and utilization of resources, including leverage existing assets or structures to benefit the adult learners in the region. These assets or structures might include, for example, contributions from or collaborations with local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, and county libraries.

Strengthen Regional Partnerships to Increase Funding and Leverage Existing Structures and Expertise to Benefit Adult Learners in our Region.

SECTION 2: FISCAL MANAGEMENT

Please provide an update on your AEBG fiscal spending. In the table below, identify the total MOE & Non-MOE funding spent or encumbered for the 2015-16 and 2016-17 program years.

	Total AEBG Funding	Total Spent	Total Funds Remaining
2015-16	$10,946,728	$9,906,017	$1,040,711
2016-17	$11,128,458	$10,539,374	$589,084
Total	**$22,075,186**	**$20,445,391**	**$1,629,795**

Please identify challenges faced related to spending or encumbering AEBG funding.

At the consortium level:
- Delays in the processing of expenditure contracts with contractors/vendors
- Fewer temp exempts employees available to complete the planned activities.

At the member level:
- Changes in administration
- Lack of understanding that AEBG funding is ongoing (apportionment rather than a grant)
- District deadlines for spending conflict with AEBG funding periods (K-12 funding model)

Please describe your approach to incorporating remaining funds from 2015-16 and 2016-17 into activities planned for 2017-18. (Limit: 250 words)

The remaining member-level funds from 2015-16 will be used to expand adult education course offerings in the seven program areas in the region. The remaining consortium-level funds from 2016-17 will be reallocated to consortium members to support member-level implementation of the strategies outlined in this Annual Plan.

SECTION 3: CERTIFICATION AND SUBMISSION

As a condition of receiving AEBG funds, each Consortium must confirm they have read, understand, and agree to

> Download 2017-18 General Assurances

adhere to the measures put forth in the **2017–18 AEBG General Assurances Document.**

Failure to meet the requirements listed in the *2017–18 AEBG General Assurances Document* **may result in a determination of non-compliance and lead to partial or complete loss of Consortium and / or Member funding.**

Certification (Required)

❑ I hereby certify that the Consortium operates in a manner consistent with all legislative mandates, Consortium, and Member requirements as set forth in the by the AEBG Office and the AEBG 2017–18 Program Assurances Document.
❑ I hereby certify a) the information contained in this report is true and accurate to the best of my knowledge, b) that this Annual Plan has been approved following established Consortium governance policies, and c) that I am an official representative of the Consortium authorized to submit this Annual Plan on its behalf.

Signature (Required)

Revision History

Date	Description / Reason for Changes	Version
5/17/2017	Initial release	**1**
6/1/2017	Added new sections for key initiatives by objective Corrected cut / paste error related to funding prompt *"Please identify challenges faced related to spending or encumbering AEBG funding"*	**2**
6/12/2017	Several updates based on feedback from the field: • Removed column ("What strategies do you plan to implement in the coming year to address these needs?") from Gaps table • Provided additional detail in Objectives tables regarding intervention column • Parsed out prior year activities into individual rows (rather than one for all strategies) • Expanded number of activities per program area from three to five	**3**

Adult Education Block Grant
General Assurances

2017-18

For the purposes of evaluating Consortia and Consortium Member effectiveness for the 2017–18 funding year, the California Department of Education and California Community College Chancellor's Office have established the following indicators of compliance. **Failure to meet the requirements listed may result in a determination of non-compliance and lead to partial or complete loss of Consortium and / or Member funding.**

Consortium Effectiveness

Evaluation

- ❑ Consortia have evaluated members to identify that the services provided meet the needs identified in the adult education plan.
- ❑ Consortia submitted program targets for the 2017–18 year based upon regional need, funding, and capacity.

Funding

- ❑ AEBG funds are expended in the seven AEBG program areas, and are consistent with each consortium's adult education regional plan.
- ❑ Consortium expenditures are aligned with the objectives and activities listed in the required annual plan.
- ❑ If applicable, the fund administrator, committed to developing a process to apportion funds to each member of the consortium pursuant to the consortium's adult education plan within 45 days of receiving funds appropriated for the program.

Governance and Collaboration

- ❑ Consortia have identified a governance structure for decision making.
- ❑ Consortium governance plans are followed for decision making and public meetings.
- ❑ The consortium has considered input provided by pupils, teachers employed by local educational agencies, community college faculty, principals, administrators, classified staff, and the local bargaining units of the school districts and community college districts before it makes a decision.

Membership

❑ Consortia invited all eligible members in the region to participate in the AEBG initiative.

❑ All members are located within the regional boundaries of designated consortium.

Planning

❑ Consortia have submitted the required Annual Plan Template.

❑ Consortia have approved and submitted the 3-year plan that may include amendments.

❑ Consortium members have shared information on related programs that are offered and the resources being used to support these programs.

❑ Consortia participated in statewide leadership activities (Summit, AEBG Conferences).

Reporting

❑ Consortia will report student level enrollment data and outcomes per the AEBG Data Submission and Critical Reports letter on the dates prescribed (including final reporting on August 1st).

❑ Consortia will submit financial expenditure and progress reports.

Member Effectiveness

❑ Each member must participate in completing and updating the Annual Plan Template.

❑ AEBG member funds must be expended in the seven program areas, and services provided must be consistent with the plan.

❑ Each member must participate in completing and updating the 3-year Consortia Plan, including any amendments.

❑ Member expenditures of AEBG funds must match the objectives included in the Annual Plan.

❑ Members participate in consortium/public meetings.

❑ Members participate in consortium final decisions.

❑ Members report student level enrollment data and outcomes as prescribed by the State AEBG Office.

❑ Members share information on programs offered, and the resources being used to support the programs.

❑ Members provide services that address the needs identified in the adult education plan.

❑ Members share financial expenditure and progress reports with the regional consortium.