



Capital Adult Education Regional Consortium

CAERC ANNUAL PLAN 2019-20

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PLANS & GOALS

EXECUTIVE SUMMARY

Please provide an Executive Summary of your consortium's implementation plan for the 2019-20 Program Year. In your summary, please include a narrative justifying how the planned allocations are consistent with your three-year adult education plan. Include a clear and concise description of your consortium's vision, list accomplishments made during the prior Program Year, and list primary goals for the upcoming Program Year.

The consortium grouped the future work in nine regional strategies (RS) clearly defined under two aspects: Consortium-Level Activities and Role of Members. Given the fact that the numbers of students in all educational segments and the clients in the workforce development system have been declining, we intentionally focused on Sustaining and Refining program offerings in the Regional Strategy 1. This is because the quality of programs and operations is something we have control over, as opposed to the external factors of low unemployment rates and the population decline. We also created the new Regional Strategy 9 to continue the important work around data and accountability, which was funded separately from 2015-2018.

In the previous year we completed the work of creating products under the curriculum alignment, and will next focus on supporting their implementation in the region. We also gathered data about how our students learn about our programs. Because it is primarily the word-of-mouth, we decided to not invest in larger promotional campaigns. We will continue with social media presence, but with the focus on the regional stakeholders, rather than potential students. The new pilot for this 3-year cycle will be the Network of Transition Navigators to build capacity in the whole region when it comes to awareness of the resources already available to our students in the area of transitioning into post-secondary education and workforce. We will continue to explore and enhance our collaborations with regional partners. Our Data and Accountability workgroup will continue to share and strengthen processes and strategies to collect and report the demographic and outcomes data.

REGIONAL PLANNING OVERVIEW

This 2019-20 annual plan, and the strategies, are based on your new 3-year plan, how is your consortium implementing the new 3-year plan?

CAERC's goal for the next three years is to sustain and refine adult education offerings, transition support services, and data collection efforts to improve and accurately report adult learner outcomes.

During the process of articulating the Three-Year Plan, CAERC members and partners used the backward design process. They used a previously established template to plan strategies, activities, and outcomes for 2019-20. Then they built them out into 2020-21 and 2012-22.

MEETING REGIONAL NEEDS

What are the primary gaps / needs in your region? How are you meeting the adult education need in your region, and identifying the gaps or deficits in your region? Please provide the reasons for the gap(s) between the need in the region and the types and levels of adult education services currently being offered. (OR Please explain the gaps between the need in your region and the types and levels of adult education services currently being offered)

- Gaps in service/regional need
- How did 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 identify any local indicators planned for measuring student progress.

REGIONAL NEED

DESCRIPTION OF GAPS IN SERVICE OR REGIONAL NEEDS

The Capital Adult Education Regional Consortium is home to 1,323,765 adults over the age of 18. U.S. Census data highlight tremendous need in our region for programs that serve disadvantaged adults and immigrants. Of the 1.3 million adults in the region, 12% or 163,876 have less than a high school diploma; 14% or 180,207 speak English less than “very well.”

Despite an unemployment rate below 4% as of April 2019, many in the region struggle to make ends meet. As of 2018, 34% of the region’s residents live in households that do not earn enough to cover basic household expenses, which include housing, transportation and child care. These struggling residents are disproportionately people of color and individuals with lower levels of education. In fact, nearly two-thirds of the region’s residents without a high school diploma are in struggling families, as are 47 percent and 42 percent of black and Hispanic residents, respectively.

The Self-Sufficiency Standard for California is a useful tool for determining the minimum hourly wage an adult will need to earn to meet his/her family’s basic financial needs. According to the Self-Sufficiency Standard for California 2018, a single adult must earn \$11.36 per hour in Sacramento county to meet his/her basic needs. The required hourly wage increases dramatically when there are children. For example, a single parent with two school-aged children must earn an hourly wage of \$25.27 in Sacramento county to meet the family’s basic needs. The hourly wage required for the same family living in Yolo county rises to \$30.27. When two working adults are present, a family with two school-aged children can achieve self-sufficiency with considerably lower hourly wages. In Sacramento county, the hourly wage required for each adult is \$14.46 and rises to \$16.97 for the same family in Yolo county.

Labor market data supplied by Economic Modeling Specialists, Intl. (EMSI) and made available through the Demand Tool developed by the Centers of Excellence offers great insight into the region’s workforce needs over the next four years. The data for our four-county consortium indicate that of the middle skill occupations with the most annual openings, 50% are classified into one of three major occupation groups: Office and Administrative Support Occupations (SOC 43); Sales and Related Occupations (SOC 41); and Healthcare Support Occupations (SOC 31).

In PY 2017-18 CAERC members served 14,587 adult learners. Sixty percent of learners were female; forty percent were male. Half were between the ages of 18 and 34. Youth ages 18-24 comprised 20% of those served. Ten percent of adults who benefitted from adult education programs and services were ages 55 and over. Of the 12,466 adult learners for whom barriers to employment were collected, 90% or 11,204 learners were identified as having at least one barrier. The top barriers identified were Low-Income, English Language Learner, and Low Level of Literacy. Almost 58% of students reported two or more barriers. Sacramento was identified as one of the most

ethnically diverse cities in the U.S. This diversity is reflected in the variety of native languages of our region’s adult learners

DESCRIPTION OF HOW THE GAPS WERE IDENTIFIED

How do you know? What resources did you use to identify these gaps?

1. 2019 consortium fact sheet for CAERC, <https://caladulted.org/2019FactSheets>
2. EDD Labor Market Information, [https://www.labormarketinfo.edd.ca.gov/file/lfmonth/sacr\\$pds.pdf](https://www.labormarketinfo.edd.ca.gov/file/lfmonth/sacr$pds.pdf)
3. Joseph Parilla et al., “Charting a Course to the Sacramento Region’s Future Economic Prosperity” (Washington: Brookings Institution, 2018).
4. Self-Sufficiency Standard Tables 2018 for Amador, El Dorado, Sacramento and Yolo counties, <http://www.selfsufficiencystandard.org/node/44>
5. “Regional Labor Market Assessment Greater Sacramento Region,” Center of Excellence Northern California Region, August 2016, <http://coecc.net/Supply-and-Demand.aspx>
6. New World of Work 21st Century Skills, <https://www.newworldofwork.org/>
7. Adam McCann, “Most & Least Ethnically Diverse Cities in the U.S.”

DESCRIPTION OF HOW EFFECTIVENESS WILL BE MEASURED

How will you measure effectiveness / progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress.

CAERC has identified the following progress indicators to measure progress toward our goal:

1. Each year, the percentage of students with a pre/post-test that achieve an educational functioning level (EFL) gain will increase consortium-wide by 3% for ABE, ASE and ESL. EFLs are defined by the National Reporting System (NRS) for Adult Education, the official accountability tool of the U.S. Department of Education Office of Career, Technical, and Adult Education (OCTAE).
2. Each year, the accuracy of self-reported outcomes data will improve on the CAEP Summary as demonstrated by the agency-level Outcomes Monitor. Self-reported outcomes include completion of High School Equivalency (GED®, HiSET, TASC), enrollment into college or short-term Career Technical Education (CTE) programs, and completion of CTE programs or pre-apprenticeship. Furthermore, learners self-report job attainment and increased wages.
3. The Transitions Navigator Network will successfully transition 2,000 learners annually into post-secondary and workforce as demonstrated by the following: Los Rios Community College District (LRCCD) success factors, number of students entering the workforce or obtaining better employment, and completion of short-term CTE programs.
4. Each year, members will report on their implementation of courses, curriculum, and/or other alignment work products and provide supporting data (i.e. assessment data, testimonials, etc.).
5. By June 2020, members will define support services and develop a common policy for reporting them; By 2022, members will record services in a standardized manner and be able to justify the numbers contained in

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GAPS IN SERVICE

2019-20 Strategies - What strategies are planned to incrementally increase capacity in identified gap areas and/or help maintain established levels of service? You must list at least one.

Identify strategies planned to incrementally increase capacity in identified gap areas as well as strategies that help maintain established levels of service. 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. List identified programming and service gaps, including lack of providers, services, access, attainment, and/or performance.

RS-1: SUSTAIN, EXPAND AND REFINE ADULT EDUCATION COURSE OFFERINGS AND SERVICES IN THE SEVEN PROGRAM AREAS IN THE REGION

CONSORTIUM-LEVEL ACTIVITIES:

- Facilitate discussions about program/course offerings and expansion including the development of an endorsement process for CTE similar to the one used for Strong Workforce
- Work with members to define and expand support services and develop a common policy for reporting services

ROLE OF MEMBERS:

- Sustain, expand and refine course offerings
- Participate in the development of an endorsement process for CTE
- Participate in discussions to define support services
- Expand support services
- Implement services reporting policy

RS-2: COORDINATE AND EXPAND MARKETING AND OUTREACH EFFORTS

CONSORTIUM-LEVEL ACTIVITIES:

- Coordinate and facilitate workgroup meetings to identify specific marketing strategies. Current ideas include adding our programs to Finishyourdiploma.org, advertising at the DMV, engaging in Google search engine optimization, and using van wraps for advertising.
- Execute plans developed by workgroup
- Develop a schedule for member submissions of student success stories
- Continue social media presence to promote CAERC/adult education focusing on legislators, school boards, and stakeholders
- Develop guidelines/recommendations for effective social media use (hashtags, handles/accounts, appropriate content, etc.)
- Develop and publish two issues of the CAERC Community newsletter
- Develop guidelines/recommendations for member distribution of the CAERC Community newsletter
- Attend outreach events targeted for lower-skilled adults and immigrants
- Develop and print posters promoting Asset Map

ROLE OF MEMBERS:

- Participate in workgroup meetings
- Submit student success surveys based on established schedule
- Continue member-level social media presence
- Utilize guidelines/recommendations for effective social media use
- Contribute articles as requested for CAERC Community newsletter

SEAMLESS TRANSITIONS

2019-20 Strategies - What new and/or existing strategies are planned to integrate existing programs and create seamless transitions into postsecondary education or the workforce? You 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? Strategies 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.

RS-3: USE AND PROMOTE THE REGIONAL ASSET MAP (WWW.CAPITALADULTED.ORG)

CONSORTIUM-LEVEL ACTIVITIES:

- Maintain, support and host asset map website
- Send quarterly reminders to members to update their course information
- Convene Transition Navigators at the beginning of the year to receive training on asset map

ROLE OF MEMBERS:

- Maintain asset map website by regularly updating class/program information
- Transition Navigators to use asset map to advise learners of course and program options in the region

RS-4: ALIGN COURSES ACROSS THE CONSORTIUM AND STREAMLINE PATHWAYS FOR ADULT LEARNERS

ENGLISH WRITING, CONSORTIUM-LEVEL ACTIVITIES:

- Offer customized Expository Reading and Writing Course (ERWC) training for ABE/ASE ELA teachers as needed
- Support implementation of ERWC modules adapted for AE; provide updates on English Writing offerings and placement procedures at LRCCD
- Pilot an annual Write Off competition; award prizes to various levels

ENGLISH WRITING, ROLE OF MEMBERS:

- Implement ERWC modules as appropriate
- Promote participation in annual ELA Write Off competition

MATHEMATICS, CONSORTIUM-LEVEL ACTIVITIES:

- Support implementation of Math Success Academy Boot Camp and Algebra I modules; offer training on effective instructional strategies; provide updates on math offerings and placement procedures at LRCCD

MATHEMATICS, ROLE OF MEMBERS:

- Implement Math Success Academy boot camps and Algebra I curriculum as appropriate
- Implement math instructional strategies and growth mindset activities
- Explore the use of contextualized math curriculum in CTE programs

ESL WRITING, CONSORTIUM-LEVEL ACTIVITIES:

- Facilitate Local Area ESL Implementation Trainings to share CAERC-developed ESL resources and assist with local alignment (organized by region)
- Train teachers on the use of CASAS assessment data to inform instruction and the use of CASAS QuickSearch
- Evaluate commercially available curriculum and offer recommendations
- Facilitate development of placement and promotion tools for consortium use
- Pilot an annual Write Off competition; award prizes to various levels

ESL WRITING, ROLE OF MEMBERS:

- Facilitate ESL staff participation in Local Area ESL Implementation Trainings
- Utilize Exit-Level Descriptors and Student Learning Outcomes (SLOs) in ESL classes
- Utilize assessment data to inform instruction including the use of CASAS QuickSearch
- Identify at least one ESL teacher to participate in evaluation of commercially available curriculum
- Identify at least one ESL teacher to participate in the development of placement and promotion tools for consortium use
- Participate in annual ESL Write Off competition

RS-5: INCREASE K-12 AE TO WORKFORCE AND POSTSECONDARY TRANSITION WITH STUDENT OUTREACH SERVICES

CONSORTIUM-LEVEL ACTIVITIES:

- Outreach Specialist/Transition Navigator to facilitate monthly transitions workgroup to share information and develop resources (presentations, flyers, etc.) to be used consortium wide
 - Workgroup to engage in activities with the goal of building consortium-wide capacity to provide information and case management support for adult learners when they're ready to transition into workforce or post-secondary
 - Promote math boot camps and ERWC modules as options for LRCCD students needing remediation
1. Transition to Workforce - Understand and communicate to learners and Transition Navigators/staff:
 - 1.1. Local labor market needs
 - 1.2. Opportunities for training and jobs
 - 1.3. Options for support through WDBs, DHA, and DOR
 - 1.4. Options for support for refugee and immigrant populations
 - 1.5. Establish API to compare data points between CASAS TE and CalJOBS to identify participants in both systems
 2. Transition to Post-Secondary - Understand and communicate to learners and Transition Navigators/staff:
 - 2.1. CTE offerings in the region (K-12 and CC)
 - 2.2. Opportunities to earn post-secondary credentials
 - 2.3. Options for financial aid and other support services
 - 2.4. Enrollment processes at local community colleges
 - 2.5. Identify learners in both K-12 and CC that are strong candidates for the other sector and facilitate enrollment and successful transition
 - 2.6. Monitor and report on the state-level progress for including K-12 adult school learners in school districts' CALPADS system for those students without SSNs or existing CALPADS numbers
 - 2.7. Monitor and report on the progress of state-level activities regarding dual-enrollment and articulation

ROLE OF MEMBERS:

- Identify staff member(s) to serve as a Transition Navigator(s) (TN) to participate in monthly transitions workgroup meetings
- TN(s) to participate in development of resources and products
- TN(s) to deliver information through presentations and one-on-one interactions with teachers, staff and learners
- Administrators to schedule and provide opportunities for TN to deliver information

STUDENT ACCELERATION

2019-20 Strategies - What new and/or existing strategies are planned to accelerate student progress? You must list at least one.

Identify strategies that you will implement and/or improve upon by using specific evidence-based strategies across the region, within and between systems where they currently don't exist, to accelerate students' 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).

RS-6: EXPAND CAREER PATHWAYS PROGRAMMING, INTEGRATED EDUCATION & TRAINING (IET) OFFERINGS AND BOOT CAMPS ACROSS THE REGION

CONSORTIUM-LEVEL ACTIVITIES:

- Support implementation of IET EL Civics curriculum, ERWC modules adapted for AE, and mathematics boot camps across the consortium (See RS-4)

ROLE OF MEMBERS:

- Implement IET EL Civics curriculum, ERWC modules adapted for AE, and math boot camps as appropriate



SHARED PROFESSIONAL DEVELOPMENT

2019-20 Strategies - What new and/or existing strategies are planned to provide shared professional development? You must list at least one.

Professional development is a critical element to ensure the effective implementation of the Consortium's plans to improve adult education programs. Professional development fosters learners' persistence and goal achievement. It serves to equip faculty and staff with the skills, knowledge, and tools needed to deliver high-quality instruction and support strategies. Significant and effective professional development is required to build capacity within the existing systems to deliver this new vision for adult learning throughout the state.

RS-7: OFFER PROFESSIONAL DEVELOPMENT TO SUPPORT THE REGIONAL STRATEGIES

CONSORTIUM-LEVEL ACTIVITIES:

- Facilitate discussions to identify specific Professional Development (PD) topics
- Inform members of PD available
- Coordinate PD on the following topics: Tips and Tricks for Writing Instruction and Providing Student Feedback; Trauma-Informed Instruction; Mental Health Resources; other topics TBD
- Facilitate development of approval process for out-of-state travel
- Attend professional development to support program development and expansion as well as implementation of regional strategies; share CAERC promising practices
- Provide funding for LRCCD to attend conferences and events that support the CAERC regional strategies
- Provide funding for partners to attend conference and events that support the CAERC regional strategies

ROLE OF MEMBERS:

- Identify shared PD topics
- Support staff attendance at CAERC-hosted PD events
- Submit and approve members' out-of-state travel as needed

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Leveraging Resources

2019-20 Strategies -What new and/or existing strategies are planned to leverage existing regional structures with, including but not limited to, local workforce investment areas? You must list at least one.

Identify strategies planned to leverage existing regional structures and utilization of resources, including leveraging 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.

RS-8: STRENGTHEN REGIONAL PARTNERSHIPS TO INCREASE FUNDING AND LEVERAGE EXISTING STRUCTURES AND EXPERTISE TO BENEFIT ADULT LEARNERS IN OUR REGION.

CONSORTIUM-LEVEL ACTIVITIES:

- Facilitate discussions and collaborations during working meetings
- Facilitate development of new administrator on-boarding materials including fiscal requirements
- Develop shared presentation template about CAERC/CAEP for member presentations to school boards and stakeholders
- Develop template for fact sheets for school boards and stakeholders to serve as a secondary source of data
- Create fact sheets for each member and the consortium as a whole
- Host annual CAERC event in the spring
- Facilitate establishment of a formula for future allocations of new funds
- CAERC Director to present about CAERC/CAEP to members and partners at their sites and solicit input/feedback
- CAERC Director to report to Leadership Oversight Panel (LOP) through informational letters and face-to-face meetings and seek guidance

ROLE OF MEMBERS:

- Participate in working meetings and collaborate with other members/partners
- Participate in the development of new administrator on-boarding materials
- Provide input on shared presentation template
- Report back to CAERC about presentations to school boards and stakeholders
- Provide input on fact sheet template
- Provide data for fact sheet
- Attend and participate in spring event
- Participate in the establishment of a formula for future allocations of new funds
- Schedule meetings with Superintendents as a follow up to LOP reports

RS-9: SUPPORT DATA COLLECTION AND REPORTING EFFORTS AND DATA-DRIVEN DECISION MAKING BOTH IN AND OUTSIDE OF THE CLASSROOM

CONSORTIUM-LEVEL ACTIVITIES:

- Coordinate and facilitate monthly workgroup meetings
- Provide resources and training to assist with accurate collection and reporting of student outcomes
- Develop and share resources to support the use of CASAS reports to inform classroom instruction and provide training
- Pay annual CASAS support fee for non-WIOA members
- Pay student record management fee for non-WIOA members and CTE and AWD for WIOA members
- Purchase e-tests for non-WIOA members
- Provide TE site support to CAERC members
- CAERC Coordinator to serve on ASAP Client Advisory Board

ROLE OF MEMBERS:

- Attend monthly workgroup meetings
- Provide ongoing training to agency staff on the completion of update records
- Utilize Outcomes Monitor report to clean up outcomes data
- Provide teachers with assessment reports
- Train teachers on the use of assessment reports to inform instruction
- Submit quarterly DIR reports to state and consortium by deadlines
- Communicate challenges and share promising practices

FISCAL MANAGEMENT

NARRATIVE

Please provide a narrative justifying how the planned allocations are consistent with the annual adult education plan which is based on your CAEP 3-year plan.

CAERC allocation for 2019-20 is \$11,986,773.00, locally designated as Fund E.

Ninety-five percent of the funds comprise the pass-through to the members to run, sustain and refine programs in the seven approved areas with the goal of improved learner outcomes.

The remaining funds are strategically allocated to the activities to strengthen the region and to coordinate the financial aspects of the consortium with the use of the fiscal agent.

SCOE-CAREC Program/Fiscal for PY 19/20 budget consists of staff salaries and other associated expenses, for the following services:

- Facilitating and carrying out consortium business and working meetings
- Facilitating and carrying out the work defined by regional strategies
- Facilitating annual and strategic planning processes
- Leveraging regional resources and activities for the benefit of the adult learners
- Carrying out administrative work in support of the overall activities
- CAERC fiscal at 1% of the overall allocation to maintain the following services:
 - Processing member allocation and, if applicable re-allocations of member funds
 - Hosting quarterly fiscal meetings with district fiscal staff and member representatives
 - Disseminating state updates pertaining to CAEP funds
 - Reviewing quarterly budget and expenditure reports
 - Compiling and storing fiscal data files from members
 - Providing technical assistance with budget, expenses and other reports as required by the State.

APPROACH TO INCORPORATING REMAINING CARRY-OVER FUNDS

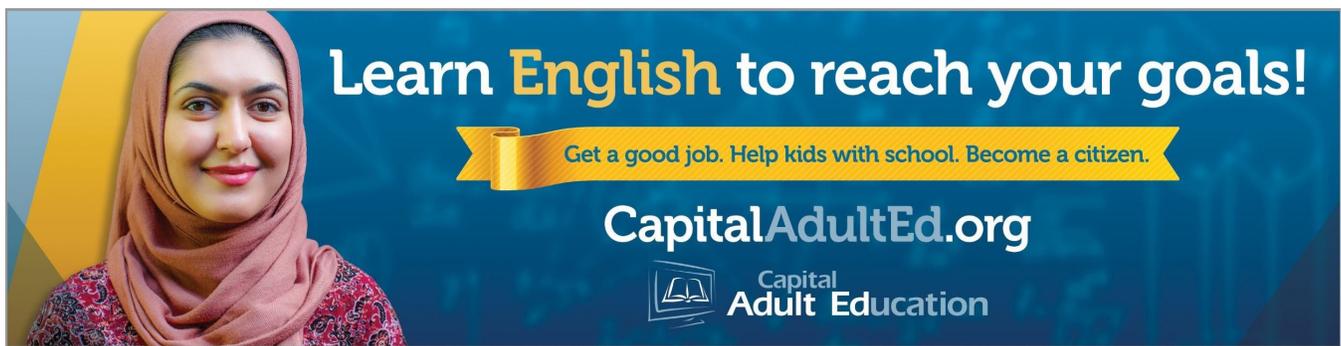
Please describe your approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2019-20.

The Consortium adheres to the Shared Fiscal and Budget Agreement Policy (adopted July 13, 2016, Amended January 10, 2018). [<http://caerc.org/pdf/Shared%20Fiscal%20and%20Budget%20Agreement%20Policy.pdf>]

Here are the highlights:

- Fund C and subsequent annual apportionment: Members will spend funds within 18 months of the start of the fiscal cycle of the year it was first allocated.
- CAERC Budget Workgroup meetings are mandatory for members. (Minimum one representative; Fiscal representatives are recommended to attend with program leads.)
- Progressive Permanent Reallocation
 - g) First time: If a member is at-risk or unable to spend the allocation within the designated timeline, the Consortium will provide assistance and will notify the member and its Superintendent that it is at-risk:

- Unspent funds will return back to the consortium to be reallocated and member will be held harmless.
- h) Second time (consecutive): If a member is at-risk or unable to spend the allocation within the designated timeline, the Consortium will provide assistance and will notify the member and its Superintendent that it is at-risk:
 - a. Unspent funds will return back to the consortium to be reallocated.
 - b. The member's future consortium allocation will be reduced by 10% permanently.
 - i. Members must be in "good standing" to be eligible for additional new AEBG funds (e.g., additional Data and Accountability funds and unspent funds from other AEBG consortia reallocated to consortia that have spent down).
 - ii. All Members will be eligible for Cost of Living Adjustment- COLA.



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