



Section 1: Consortium Information

1.1 Consortium Grant Number:

1.2 Consortium Name:

1.3 Primary Contact Name:

1.4 Primary Contact Email:

If applicable:

1.5 Fiscal Agent Name:

1.6 Fiscal Agent Email:

1.7 Identify each member organization currently within your Consortium, and your Consortium representative.

Organization	Representative Name	Representative Phone	Representative Email	Date Officially Approved
Amador County USD	Butch Wagner	209-257-5100	bwagner@acusd.org	9/9/2015
Center Joint USD	Alyson Collier	916-339-4632	acollier@centerusd.org	8/19/2015
Davis Joint USD	Grace Sauser	530-757-5380	gsauser@djusd.net	8/27/2015
El Dorado COE	David Publicover	530-295-2257	dpublicover@edcoe.org	9/1/2015
Elk Grove USD	Karen Malkiewicz	916-686-7717	kmalkiew@egusd.net	9/15/2015
Folsom Cordova USD	Charlie Linebarger	916-635-6810	clinebar@fcusd.org	9/3/2015
Galt Joint USD	Robert Lemmon	209-745-2167	RLemmon@GHSD.k12.ca.us	10/13/2015
Los Rios CCD	Sue Lorimer	916-568-3031	lorimes@losrios.edu	9/9/2015
Natomas USD	Christine Smith	916-567-5428	csmith@natomas.k12.ca.us	10/28/15
Sacramento City USD	Sue Lytle Gilmore	916-277-6533	gilmores@scusd.edu	8/20/2015
Sacramento	Joyce Hinkson	916-228-2597	jhinkson@otan.us	10/6/2015

COE				
San Juan USD	Rick Messer	916-971-7700	rick.messer@sanjuan.edu	8/26/2015
Twin Rivers USD	Jacqueline White	916-566-2785	Jackie.White@Twinriversusd.org	9/15/2015
Washington USD	Alejandro Ramos	916-375-7740	aramos@wusd.k12.ca.us	8/27/2015

1.8 Use the Governance Template to describe how your Consortium operates programmatically and fiscally.

In accordance with AB 104, all eligible organizations within the boundaries of the region have been allowed to join the Capital Adult Education Regional Consortium (CAERC) as members. The Consortium is comprised of the following members: Amador County Unified School District, Center Joint Unified School District, Davis Joint Unified School District, El Dorado County Office of Education, Elk Grove Unified School District, Folsom Cordova Unified School District, Galt Joint Union High School District, Natomas Unified School District, Sacramento City Unified School District, Sacramento County Office of Education, San Juan Unified School District, Twin Rivers Unified School District, Washington Unified School District, and Los Rios Community College District. Los Rios Community College District represents American River College, Cosumnes River College, Folsom Lake College, and Sacramento City College.

The reporting of available funds will be collected at the regional level. Official-designated members will submit their data to CAERC, and the Consortium staff will compile and submit the regional data to the state. The Consortium will identify funding sources to be reported annually in compliance to the Adult Education Block Grant (AEBG). Official-designated members will certify the data annually to validate and check for accuracy. All Consortium members have agreed to the reporting of funds and to complying with this reporting process.

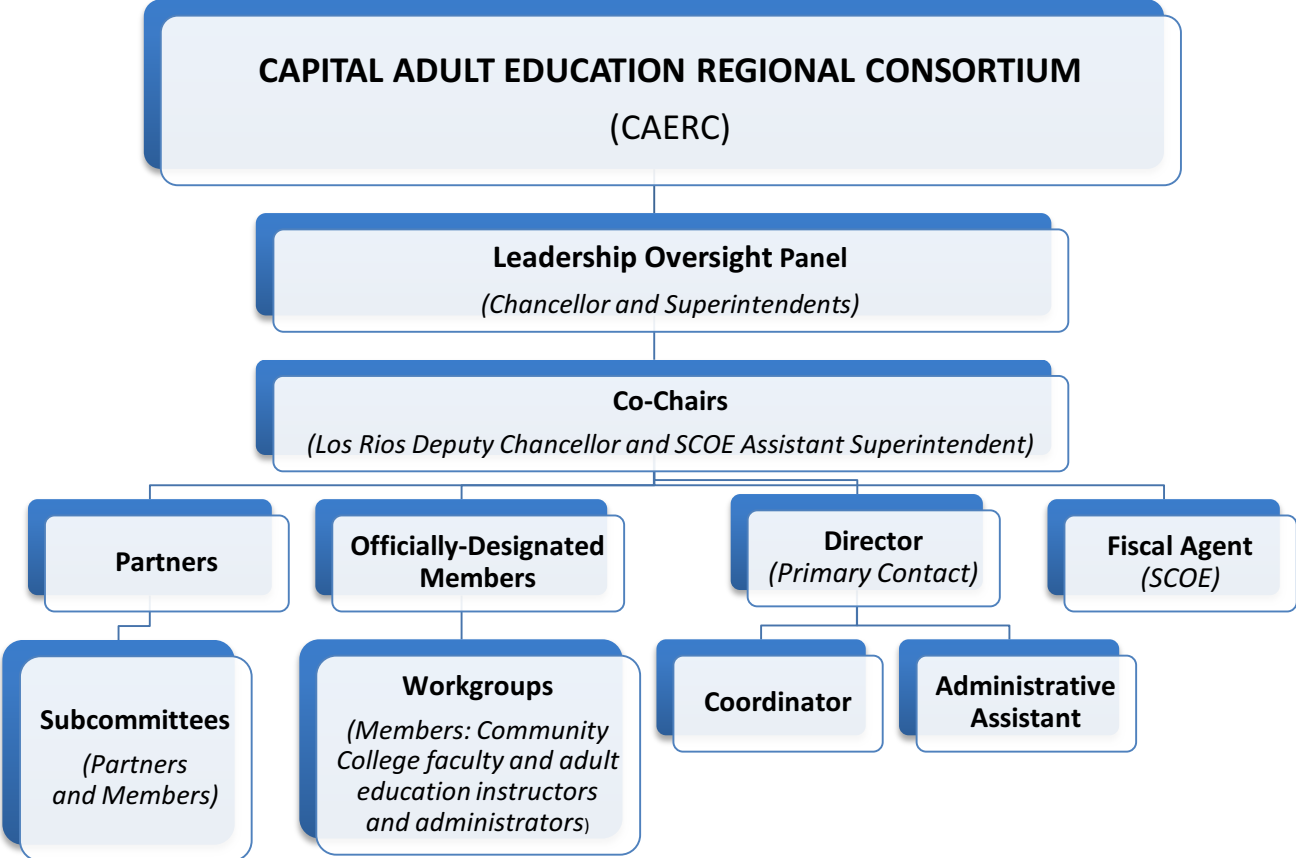
The Consortium recognizes the importance of collaboration and representation for its members. With this in mind, each K-12 district member has one vote. Each County Office of Education will also have one vote. Los Rios Community College District’s official-designated member has four votes to represent the interest and needs of each community college - American River College, Cosumnes River College, Folsom Lake College, and Sacramento City College.

All Consortium meetings shall be conducted in accordance with AB 104 Adult Education Block Grant (AEBG) and the CAERC Governance Plan. Two-thirds of the Consortium constitute a quorum and a majority. A minimum of two-thirds vote will be needed for the passage of any motion. The vote of each official-designated member shall be recorded as cast. The names of the members making and seconding each motion shall be recorded in the Consortium minutes.

The Capital Adult Education Regional Consortium will approve the distribution schedule pursuant to Section 84913 with a two-thirds vote. In accordance with the Adult Education Block Grant (AEBG) and the CAERC Governance Plan, a minimum of two-thirds vote will be needed for the passage of any motion. The vote of each official-designated member shall be recorded as cast. The names of the members making and seconding each motion shall be recorded in the Consortium minutes. The distribution schedule will follow the funding priorities as specified in the *CAERC AB 86 Comprehensive Regional Plan, March 2015*.

Additional details for consortium governance can be reviewed in the CAERC Governance Plan (September, 2015).

1.9 Attach an organizational chart to this plan submission. Show member relationships (including reporting) and interface with key partners, and identifying the fiscal agent (if applicable) and primary contact. See Guidance for sample and definitions.



1.10 Whether using a single fiscal agent or not, describe how you are fiscally managing your block grant. How are you rolling up grant expenditures to certify and report to the State? Who will be your Certifying Officer? [Page allowance: 3/4 page. Enter or Paste Here]

The Capital Adult Education Regional Consortium has designated the Sacramento County Office of Education (SCOE) to serve as the fund administrator to receive, distribute, and manage the block grant funds. Members will submit expenditures on a quarterly basis to the Consortium for certification, which will be reported to the state per AB 104 expenditure reporting schedule. Tamara J. Sanchez, SCOE Assistant Superintendent for Business Services (CBO), will serve as the certifying officer for the CAERC Adult Education Block Grant (AEBG) award. To facilitate collection and reporting of fiscal information, SCOE will use a part-time Project Specialist II, Fiscal Services. This individual will monitor CAERC member expenditures, will assist members with any questions related to fiscal management, and will ensure reports are submitted in a timely manner.

Section 2: Plan Summary for Program Year 2015-16

The AB104 effort focuses on the following purpose described in AB86: “... **to rethink and redesign an educational system that creates seamless transitions for students across adult schools and community colleges to accelerate academic and career success in order to earn a living wage.**” Your *AB104 Adult Education Block Grant Three-Year Plan Update* summarizes what your Consortium’s vision and goals are for your regional Adult Education system by the end of the three-year implementation period (by the end of program year 2017-18). The annual plans will focus on what will be done to make progress towards that vision.

2.1 Provide an Executive Summary regarding how your Consortium proposes to make progress in program year 2015-16 towards the realization the vision and goals of your Consortium’s AB104 AEBG Three-year Plan referred to above. What will your system look like by the end of 2015-16? See Guidance document for more information about this narrative.

EXECUTIVE SUMMARY

The Capital Adult Education Regional Consortium (CAERC) is ready to launch its inaugural implementation year 2015-2016. The Adult Education Block Grant (AEBG) allocated to CAERC \$10,521,728. Consortium Members received \$5,024,847 for Maintenance of Effort (MOE) and \$5,496,880.91 for the Remaining Consortium Allocation, which doubled the regional adult education funding from the previous year. With so many adult education programs decimated from flex funding in 2007-08, the Capital Region is prepared to expand programs and services across the region.

Year 1: Strong Foundation for Collaboration and Expansion

In Year 1, CAERC will focus on building a strong foundation for success through Consortium-wide

collaboration and program expansion in the 7 program areas. With this year’s funding, the Consortium will fund 7 of the 14 regional strategies identified in *CAERC Comprehensive Regional Plan* (March 2015). Each regional strategy is composed of several crosscutting implementation strategies and approaches reflective of the AB 86/104 objectives to rethink and redesign an educational system that creates seamless transitions for students across adult schools and community colleges to accelerate academic and career success in order to earn a living wage. (Reference Table A.)

Regional Strategy #1: Expand AE Course Offerings in the 7 Program Areas in the Region

The first priority of the Consortium will be to secure funding for expanding adult education (AE) programs in the region. With the Remaining Consortium Allocation, the Consortium members will allocate 84.5% to Regional Strategy #1 for the expansion of AE course offerings across the region. Milestones will include retention of qualified adult education instructors, increased adult learner access to programs and services in the region, and improved literacy and course completion rates.

Already the Consortium has noticed the impact of the dedicated AE funding, as Sacramento City Unified School District recently reopened an ESL classroom at Bowling Green Elementary after years of no funding. Although nearly doubling the regional adult education funding from the previous year, the unmet needs of adult learners have significantly increased, and the population continues to dramatically grow in the Capital Region. Current funding is 69% less than what K-12 adult education providers received in 2007-2008 (\$33,298,946) at the height of adult education funding when programs still did not fully meet the needs of the region as many potential adult students were turned away due to impacted enrollment. In order to close the access gap, the Capital Region will need to make a long-term investment in Regional Strategy #1.

Regional Strategy #2: Develop Regional Asset Map and Pathways Roadmap

The Asset Map and Pathways Roadmap, a database-driven online tool, is designed to highlight the adult education programs and pathways in the region. By the end of the 2015-16 program year, Phase I of the Regional Asset Map and Pathways Roadmap will be completed. Adult learners will be able to digitally access programs and services provided by CAERC members and partners. The goal is to capitalize on technology and the digital age to increase access to programs and information in the region, a strategy that also promotes Consortium-wide collaboration and fosters a shared online presence in our community.

<p>Adult learners and partners in the community will be able to:</p> <ul style="list-style-type: none"> • Find nearby classes and view maps • Learn how to register for classes • Learn about services available from Consortium organizations • Access site on mobile devices • View multilingual text 	<p>Consortium will be able to:</p> <ul style="list-style-type: none"> • Enter classes and programs into easy online forms and update information • Enter FAQ into the site to reduce common inquiries • Enter “how to register” information • View site usage reports • Benefit from social media outreach
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Regional Strategy #3: Align Courses and Streamline Pathways

By the end of 2015-16, Consortium-wide collaboration will be further strengthened with the implementation of Regional Strategy #3: Align Courses and Streamline Pathways. Alignment Workgroups will include community college faculty, K-12 AE instructors, and administrators representing the multiple pathways and courses such as English, Writing, Mathematics, English as a Second Language, Career Technical Education, and Pre-Apprenticeship/Apprenticeship. The workgroup will identify pathways and transition points, which will help determine functions and specifications needed for *Regional Strategy #2: Regional Asset and Pathways Roadmap* for Phase II. Through this collaborative process, workgroup participants will gain a deeper understanding of the gaps and be able to develop innovative ways to streamline services, redesign programs, and accelerate learning for adult learners.

Regional Strategy #4: Provide Professional Development to Support Regional Priorities

The demands on and expectations for adult learners are evolving as the skills needed for success in a highly networked and competitive global economy increase. It is critical that the adult education services offered through CAERC prepare students for success both within the region and beyond. The role of professional development (PD) is critical in building capacity for the adult education programs and staff within CAERC to meet the needs of its learners. By the end of 2015-16, CAERC will establish a professional development workgroup and develop a regional PD plan to identify PD priorities and strategies for delivery of PD. The Consortium will leverage assets and resources among members, partners, state projects, and professional associations (e.g., CASAS, OTAN, CALPRO, CCAE, CATESOL) to provide Consortium-wide professional development to support implementation efforts in the program areas and regional priorities.

Regional Strategy #5: Analyze Regional Labor Market and Needs to Align Implementation and Expansion

One of the benefits of a consortium is to coordinate efforts strategically and leverage resources. As a Consortium, CAERC has funded Regional Strategy #5, which works in concert with *Regional Strategy #1: Expand AE Course Offerings in the Region*. The Consortium will analyze regional labor market data trends and regional needs to strategically plan program and service expansion across the region. High-quality career and technical education (CTE) and pre-apprenticeship programs prepare students for occupations and careers in demand. AE program planning involves careful, coordinated use of up-to-date labor market information. Program planners must be cognizant of both the "supply" (workers) and the "demand" (employers) side of the labor market so that programs and services can address the needs of the workers and employers in the community. Detailed analysis of the labor market data can also help create seamless transitions for students across adult schools and community colleges to accelerate academic and career success.

Regional Strategy #6: Coordinate and Expand Marketing and Outreach Efforts

By the end of the 2015-16 program year, CAERC will develop and implement a regional marketing and outreach plan that strategically coordinates and expands marketing and outreach efforts. Marketing

will include print materials, websites, and social media to target the adult student population and broaden community awareness of the adult education programs available in the region. As programs expand, it will be important to balance them with increased marketing and outreach to ensure classes are at capacity and potential students are aware of the academic and career opportunities available in the community.

Regional Strategy #11: Leverage Existing Data and Accountability Systems to Regionally Collect and Track Data and Performance Measures

In order to accurately track the transition of adult education students into postsecondary education, training, or the workforce, a shared data and accountability system needs to be developed. Longitudinal data regarding student and program outcomes is essential in the rethinking and redesigning of adult education in the region. CAERC is looking forward to the new statewide data and accountability system that is in development. In the meantime, CAERC is collaborating with Comprehensive Adult Student Assessment Systems (CASAS) in a Consortium pilot for a regional data collection and reporting system to support all members including Workforce Innovation and Opportunity Act (WIOA) and non-WIOA funded members. The goal is to coordinate and leverage existing data and accountability systems to regionally collect and track data and performance measures to support Consortium efforts. The Fiscal Allocation Workgroup recommended unanimously moving forward with this regional strategy. By the end of 2015-16, CAERC will complete the Consortium pilot with CASAS and TOPSpro Enterprise (TE).

TOPSpro Enterprise will be updated to meet the new AB 104 reporting requirements. Until the statewide data system is developed, K-12 adult education schools and Los Rios Community College District (LRCCD) will administer existing multiple measures for placement and assessment. In early 2016, TE will have a consortium-level report connecting AEBG agencies within consortia and reporting aggregated outcomes. Student- and classroom-level data will be reported by the instructor/faculty for tracking purposes and imported into TOPSpro Enterprise. The Alignment Workgroups and collaboration across entities will be instrumental to effectively connect systems and share data regionally. The Consortium members will also provide feedback and share advantages and disadvantages of the regional data collection pilot.

Looking Ahead

Year 1 is the first step to a long-term investment necessary to create systemic change, to implement comprehensive strategies, to innovate instructional practices, and to improve and to sustain progress among adult learners. Sufficient time and resources (staffing, funds, technical support, etc.) are critical for building and strengthening a Consortium culture of transparency and collaboration as we shift from a local to a regional perspective. Enhancing the quality of instruction through effective professional development will also be a long-term goal of the Consortium.

The estimated cost for the regional strategies identified in the *CAERC Comprehensive Regional Plan* (March 2015) exceeds the AEBG consortium allocation for FY 2015-16. The Consortium will need additional funding to fully actualize the regional plan and the 14 regional strategies. (Reference Table

A.) CAERC’s plan, if appropriately funded, will result in significant improvement and increased efficiencies to the adult education delivery system that will ultimately benefit each of its students and the economy of the region at large.

Table A				
CAERC Regional Implementation Plan Summary				
<i>Regional Strategy by Priority Ranking and AB 104 Objectives</i>				
Regional Strategy	Objective	Year 1 2015 –16	Year 2 2016 –17	Year 3 2017 –18
(1) Expand AE Course Offerings in the 7 Program Areas*	4	X	X	X
(2) Develop Regional Asset Map and Pathways Roadmap	3: 50% 4: 50%	X	X	X
(3) Align Courses and Streamline Pathways	3	X	X	X
(4) Provide Professional Development to Support Regional Priorities	6	X	X	X
(5) Analyze Regional Labor Market and Needs to Align Implementation and Expansion	4	X	X	X
(6) Coordinate and Expand Marketing and Outreach Efforts	4	X	X	X
(7) Increase Number of Transition Specialists and Incorporate Collaborative Case Management	3		X	X
(8) Establish Virtual Communication Network Among AE Providers Support Collaboration Across Systems	6			X
(9) Increase Consortium Awareness on AE Funding Options to Access Braided, Well-Sequenced Funding (for AWD)	6		X	X
(10) Coordinate Transitional Planning for AWD Among PreK-22 Providers	3		X	X
(11) Leverage Existing Data and Accountability Systems to Regionally Collect and Track Data and Performance Measures*	4: 75% 7: 25%	X	X	
(12) Increase Availability and Access to Support Services	5		X	X
(13) Train, Pilot, and Implement iBEST in CTE Programs	5		X	X
(14) Increase Vocational English as a Second Language (VESL) Course Offerings and Program Components to Accelerate Student Progress and Placement Into the Workforce for Adults for Whom English Is a Second Language	5		X	X
AB 104 Objectives: Objective 3: Seamless Transitions Objective 5: Accelerated Learning Objective 7: Leveraging Structures Objective 4: Gaps in Services Objective 6: Professional Development				
<i>*Updated to reflect AB 104 and new state data and accountability system in development</i>				

Section 3: Consortium Services and Funding Allocations

[Sections 3.1 and 3.2. submitted separately in Consortium Workbook.](#)

3.1 Please identify the types of services your Consortium will provide, and the funding that will go to support these efforts. Information about levels of service will be gathered in Section 6. Using the [Section 3 Workbook](#), each Consortium Member will fill out their own spreadsheet. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Roll-up Summary Page of the Workbook. Below is an overview of the information required. **NOTE: The 5% Administration amount for the Adult Education Block Grant (AEBG) funds (MOE and Remaining Consortium Allocation) will be automatically totaled from the spreadsheet roll-up amounts. Do NOT include these amounts in your calculations of MOE and Consortium funds.**

Table 2. Consortium Table by Program Type and Fund Source

	Regional Consortium AEBG Allocation		WIOA Title II (Adult Education & Literacy)	Adult Perkins	CalWorks	LCFF*	CCD Apportionment	Adults in Jail**	Total
	MOE	Remaining Consortium Allocation							
Adult Education (ABE, ASE, Basic Skills)									\$0
English as a second language									\$0
Pre-apprenticeship training									\$0
Career and Technical Education									\$0
Adults training to support child school success									\$0
Older Adults in the workforce									\$0
Services for Adults with Disabilities									\$0
Total	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

3.2 Consortium Allocations by member. The [spreadsheet](#) described above in 3.1 will also provide the figures required in the table below, on the Roll-up Summary Page of the Section 3 Workbook. Below is an overview of the information that will be shown.

Table 1: Consortium Membership and AEBG Regional Allocations

	Regional Consortium AEBG Allocation	
	MOE	Remaining Consortium Allocation
<member name>	\$0	\$0
<member name>	\$0	\$0
<member name>	\$0	\$0
<member name>	\$0	\$0
<member name>	\$0	\$0
<member name>	\$0	\$0
Total	\$0	\$0

Section 4: Overview of 2015-16 Action Plans

Building off of your AB86 Final Plan, your AB104 Three-Year Consortia Plan Update and expected accomplishments for the 2015-16 program year, briefly outline your Consortium's top **3-5 key activities** for each of the Plan Objectives listed below. The original AB86 Objectives language has been adapted to the AB104 context.

4.1 Objective #3: Integrate existing programs and create seamless transitions into postsecondary education or the workforce. 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.

Plans to facilitate transitions from adult education to college or career should include activities to support program alignment and pathways. Plans should also address support services needed to ensure that students have access to educational advising and that they develop educational plans to help them move toward their academic and career goals. Describe the specific activities the Consortium will employ to create the following:

- Educational pathways
- Alignment of:
 - Placement
 - Curriculum
 - Assessments
 - Progress indicators
 - Major outcomes - i.e., awards of high school diplomas, CTE certificates, etc.
- Transition strategies among the Consortium participants' systems including:
 - Communication paths among Consortium participants and higher education institutions
 - Defined and articulated pathways to postsecondary education or the workforce
 - Embedded access to student services including counseling, guidance, and follow-up

4.1a Provide a description of your Regional Assessment Plan, i.e. how students will be appraised, placed, assessed, etc. into the regional adult system, as they progress, and as they move among the various schools. What tools and vendors will you be using for these activities? [Page allowance: 1]

CAERC's Regional Comprehensive Plan has identified several regional priorities and strategies to support a Regional Assessment Plan necessary to create seamless transitions into postsecondary education. This plan encompasses a shared data and accountability system, the use of multiple measures to accurately place students, and the alignment of curriculum and assessment.

Approach/Strategy: Shared Data and Accountability System. In order to accurately track the transition of adult education students into postsecondary education, training, or the workforce, a shared data and accountability system needs to be developed. The Consortium agrees that ready and ongoing access to longitudinal data regarding student and program outcomes is essential in the rethinking and redesigning of adult education in the region. CAERC is looking forward to the new statewide system that is in development. In the meantime, CAERC is collaborating with Comprehensive Adult Student Assessment Systems (CASAS) in a Consortium pilot for regional data collection and reporting to support all members. K-12 adult school members will use CASAS assessment system (screening, appraisal, pre-test, and post-test) to measure student progress and TOPSpro Enterprise (TE) to report and share data. Los Rios Community College District (LRCCD) will use TOPSpro Enterprise to report and share data such as student demographics. In late 2016 when the California Community Colleges Chancellor's Office Placement test is ready, Sacramento City College will pilot the test.

Approach/Strategy: Multiple Measures for Placement and Assessment. Until the statewide data system is developed, K-12 adult education schools and LRCCD will continue to use existing multiple measures for placement and assessment. Measures will include CASAS tests in K-12 adult schools, and faculty/instructor-designed assessments.

Approach/Strategy: Curricular and Assessment Alignment Workgroup. Because community college standards and workforce readiness standards do not necessarily align with adult education standards, there is a gap and a lack of uniformity across the systems. The Alignment Workgroup will align courses and pathways that will transition adult learners through the various programs: from library literacy programs to the lowest level of adult education, from adult secondary to postsecondary education, apprenticeships, and into employment. The workgroup will need to identify and define pathways and goals for each specific transition point—in other words, the level at which a student may enter and/or exit each segment of the pathway. It is estimated that the process of alignment will take up to three years initially to complete, will heavily include faculty input, and will require ongoing work to assess and monitor student and program progress.

4.1b Describe how you will track student enrollment, demographics, and performance. What system(s) will you be using? How will you collect the data from the student/classroom level? How will this system enable you to meet the targeted program outcomes? [Page allowance: 1 page. Enter or Paste Here]

CAERC members will participate in a Consortium pilot and use TOPSpro Enterprise (TE) to track student enrollment, demographics, and student performance. TOPSpro Enterprise is designed to meet the new AB 104 reporting requirements. Beginning January 2016, TE will have a consortium-level report connecting AEBG agencies within consortia and reporting aggregated outcomes. Student and classroom level data will be reported by the instructor/faculty for tracking purposes and imported into TOPSpro Enterprise. Members that are currently using other data systems such as ASAP will have the option to use multiple systems and will share with the Consortium the advantages and disadvantages of each system.

4.1c List other activities to integrate existing programs and create seamless transitions into postsecondary education and/or the workforce.

Activity	Timeline	Consortium Members Involved	Outcomes Expected	Method of Assessing Impact
Develop Regional Asset Map and Pathways Roadmap: PHASE 1	July 2015 – June 2016	All Members and Partners; Asset Map and Pathways Roadmap Workgroup	Web-based, interactive map that showcases AE assets (programs and services) and outreach tool for Consortium and AE staff to share information with the public; Completion of pilot and review of pilot feedback to prepare for Consortium-wide launch.	Degree of usability, functionality, and accessibility for adult learners and staff; Website analytics
Align Courses and Streamline Pathways	January 2016 - June 2016	All Members with Alignment Workgroups	<p>Establish workgroup (a collaboration model and personnel to do a gap analysis of programs throughout the region).</p> <p>Begin the process to:</p> <ul style="list-style-type: none"> • Identify existing pathways • Identify needed pathways • Refine existing pathways • Add new pathways • Identify transition points • Identify existing standards for each program at AE, CCs, career training programs 	Workgroup products identify pathways to determine functions and specifications needed for the Regional Asset Map and Pathways Roadmap for Phase II.

			<p>Include pathways to regional pathways roadmap.</p> <p>Begin discussion to inform course sequences within K12 AE and to CC.</p>	
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4.2 Objective #4: Activities to address the gaps identified in Objective 1 (evaluation of *current levels and types of adult education programs* within its region, and Objective 2 (evaluation of *current needs for adult education programs* within the Consortium’s region), updated in your Updated AB104 3-year Plan. Describe how the Consortium will respond to the gaps identified in the region. 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.

Plans will have identified programming and service gaps including lack of providers, services, access, attainment, and/or performance. Activities to address these should include strategies to incrementally increase capacity in identified gap areas (e.g., using distance learning to reach adult populations in a Consortium’s region who are currently underserved).

Activity	Timeline	Consortium Members Involved	Outcomes Expected	Method of Assessing Impact
Expand AE Course Offerings in the Region	January 2016 - June 2016	K-12 AE Districts; EDCOE	<p>Expansion of AE programs in the region</p> <p>New and revised course descriptions to address identified gaps</p> <p>New job descriptions for additional positions</p>	Increased number of programs and services in the region; Increased number of adult learners enrolled in programs
Develop Regional Asset Map and Pathways Roadmap	July 2015 – June 2016	All Members and Partners; Asset Map and Pathways Roadmap Workgroup	Web-based, interactive map that showcases AE assets (programs and services) and outreach tool for Consortium and AE staff to share information with the public; Completion of pilot and review of pilot feedback to	Degree of usability, functionality, and accessibility for adult learners and staff; Website analytics

			prepare for Consortium-wide launch.	
Analyze Regional Labor Market and Needs to Align Implementation and Expansion	July 2015 – June 2016	CAERC Staff	Identify regional labor market needs	Assessment of the effectiveness of expansion efforts
Coordinate and Expand Marketing and Outreach Efforts	September 2015 – June 2016	All Members and Partners	Regional Marketing and Outreach Plan; Updated CAERC Website; News and Review Outreach 12-page publication and distribution in Sacramento region	Increased regional awareness of the Consortium; Website analytics; Increased enrollment; Improved communication with adult learners in the region

4.3 Objective #5: Employ 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 and career technical education. Research has emerged in recent years identifying practices that reduce the time it takes for adult learners to progress through basic skills and career education pathways. 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).

Many examples of these “best practices” are already in place within and among California adult education and community college programs. These “best practices” are not new to faculty; in fact, they have been developed *by* faculty. AB104 expects that the work done by regional consortia will include plans to make use of these strategies within their basic skills and career programs and in joint programming strategies.

In many places in the country, Integrated Basic Skills Training (IBEST) models, which contextualize the development of basic skills with the acquisition of workforce competency, have produced impressive data showing how learning can be accelerated while joining skills development with career readiness certifications. The AB104 website will continue to build links and resources tied to best practices and research done through adult education and community colleges.

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.

CAERC’s first priority is to expand adult education programs and services in the region. With additional funding in the future, the Consortium plans to fund *Regional Strategy #13: Train, Pilot, and Implement iBEST in CTE Programs* and *Regional Strategy #14: Increase Vocational English as a Second Language (VESL) Course Offerings and Program Components to Accelerate Student Progress and Placement Into the Workforce for Adults for Whom English Is a Second Language* (CAERC Regional Comprehensive Plan, March 2015, p. 35) to support Objective 5 and the acceleration of student progress.

Activity	Timeline	Consortium Members Involved	Outcomes Expected	Method of Assessing Impact
N/A See note above.				

4.4 Objective #6: Collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes. 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.

Faculty and staff from all local Consortium members and partners will need to implement collaborative professional development strategies to foster alignment and to support ongoing assessment and improvement of student outcomes.

Collaborative professional development plans should identify topic areas the Consortium considers a priority, such as:

- Practices in basic and secondary skills that build the “college readiness” skills.
- Team building, critical thinking, problem solving, study skills, soft skills, and career assessment.
- Technology use and integration to enhance and expand technology in Instruction.
- New models and instructional strategies for contextualized and/or accelerated teaching and learning.
- Skills building intercultural competence among faculty, staff, and administrators.

Examples of collaborative activities might include developing professional learning communities comprising faculty in the same content area, representing all Consortium participants. Plans might also describe joint team participation in professional development activities offered through regional/statewide associations and how these teams might share what they learn with other faculty. Consortia may also want to consider having field experts come to a regional facility to provide in-house training to greater numbers of staff, faculty and administrators. Consortia in areas where transportation may pose a problem may want to develop plans to use technology to overcome that challenge.

List activities that your consortium will implement to collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes.

Activity	Timeline	Consortium Members Involved	Outcomes Expected	Method of Assessing Impact
Provide Professional Development to Support Regional Priorities 1-3 PD themes: <ul style="list-style-type: none"> • Collaboration • Evidence-Based Best Practices • Pathways and Alignment • Instruction for Post-Secondary Skills Development • Technology Integration <i>(CAERC Comprehensive Regional Plan, March 2015, p. 195)</i> 	January 2016 – June 2016	All Members and Partners	Survey Members and Partners regarding PD needs for Year 1. Develop Consortium PD plan for Year 1. Provide PD offerings based on survey results and Consortium PD plan for Year 1.	Survey results; Participant Evaluation Forms
Provide Professional Development to support Regional Priority 4: Data and Accountability	January 2016 – June 2016	All Members	Collaborate with Vendor- CASAS to develop Consortium PD plan for Year 1. Provide PD offerings.	Participant Evaluation Forms

4.5 Objective #7: Leverage existing regional structures, including, but not limited to, with local workforce investment areas. Describe how the Consortium will 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.

For example, a Consortium might include in its plan to offer classes, taught by one of the member districts, at a local Workforce Development Center which is easily accessible by members of the community. Another Consortium might opt to work with the industries in its region to develop a career transition program focused on helping students with disabilities gain the necessary skills to enter the workforce.

● Partners might include but are not limited to:

- WIBs
- Chamber of Commerce
- County Libraries
- County Office of Education
- Industry Employer Groups
- Literacy Coalitions
- Economic Development Regions
- County Social Services - CalWorks
- Employment Development Department (EDD)

● Examples of activities include:

- Outreach by the regional Consortium to existing regional structures not yet involved Adult Education that could address a gap or need
- Expanding utilization of existing regional resources for Adult Education students
- Participation of Consortium Members in organizations that involve employers, Economic and Workforce Development to enhance responsiveness to economic needs

List activities to leverage existing regional structures and utilization of resources.

Activity	Partner(s)	Contribution(s) Made	Consortium Members Involved	Timeline	Customers Expected	Method of Assessing Impact
Leverage existing data and accountability systems to regionally collect and track student enrollment, demographics, and performance measures	CASAS	Alignment and sharing of data collection and reporting tools	All Members	January 2016- June 2016	All Members	AB 104 Performance Measures Data Consortium-wide reports

Section 5: Estimated Budget by Objective

[Section 5 submitted separately in Consortium Workbook.](#)

Provide an estimate of the budget the Consortium will plan to expend in order to carry out the activities (including those not listed above) for each Objective. It is understood that these figures will change over the course of implementation, so this would be your best estimate at this time. Using the Section 5 Workbook, each Consortium Member will fill out their own spreadsheet. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Roll-up Page of the Workbook. Below is an overview of the information required. **NOTE: The 5% Administration amount for the Adult Education Block Grant (AEBG) funds (MOE and Remaining Consortium Allocation) will be automatically totaled from the spreadsheet roll-up amounts. Do NOT include these amounts in your calculations of MOE and Consortium funds.**

Table 3. Consortium Member Table by Objective and Fund Source

	Regional Consortium AEBG Allocation		WDA Title II (Adult Education & Literacy)	Adult Perks	CalWorks	LCFF*	CCD Apportionment	Adults in Jail**	Total
	MOE	Remaining Consortium Allocation							
Obj. 3: Seamless Transition									\$0
Obj. 4: Gaps in Services									\$0
Obj. 5: Accelerated Learning									\$0
Obj. 6: Professional Development									\$0
Obj. 7: Leveraging structures									\$0
Total	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

EXAMPLE

Section 6: Levels of Service and Assessment of Effectiveness

[Sections 6.1 and 6.2 submitted separately in Consortium Workbook.](#)

6.1 Provide a baseline from your AB86 Final Plan, as applicable, and target numbers for each of the AB104 Program Areas listed in the table shown below. **Estimates** for the baseline figures for the new AB104 program areas are acceptable. **Duplicated headcounts are acceptable** as some students may be in more than one program. You may add notes to explain your baseline and target figures, if necessary. Figures should represent the Consortium as a whole.

Number of Students Served, by Program Type	Baseline for 2013-2014 From AB86 Final Plan	Target for 2015-2016	Notes
Adult Education (ABE, ASE, Basic Skills)			
English as a second language			
Pre-apprenticeship training			
Careers and Technical Education			
Adults training to support child school success			
Older Adults in the workforce			
Adults with Disabilities			
Total			

6.2 Provide target percentages for each of the performance measures listed in the table shown below. See the Guidance document for more information on this section, a link to the Pell Grant Eligibility website and resource links for goal-setting approaches. Figures should represent the Consortium as a whole

Performance Measures	Target for 2015-2016	Notes
For WIOA students - % that make substantive gains in literacy (as established by WIA test protocol) for those who had this goal during the current program year.		
For Non-WIOA students - % that achieve course completion for those who had this goal during the current program year.		
% Completion of HSD or Equivalent, for those who had this goal during the current program year.		
% Transition from K-12 adult to post-secondary. (credit and non-credit)		
% Transition from non-credit to credit in post-secondary.		
% Completion of post-secondary certifications, degrees, or training programs, for those who had this goal during the		

current program year.		
% Placed in jobs, for those who had this goal during the current program year.		
% With increased wages, for those who had this goal during the current program year.		

6.3 List and describe any additional measures your Consortium will be tracking in order to gauge the impact of the Consortium’s plan efforts. (Optional) [Page allowance: 1/2 page. Enter or Paste Here]

CAERC opts out.

6.4 List and describe the approaches or measures you as a Consortium will be looking at to evaluate the effectiveness of your Consortium. (Required) [Page allowance: 3/4 page. Enter or Paste Here]

Along with the AB 104 Performance Measures, CAERC will develop a survey to evaluate the effectiveness of the Consortium. Measures will include, but are not limited to, student performance outcomes, effectiveness and implementation of regional strategies, decision-making structure, member participation and attendance, and member satisfaction.