



Capital Adult Education Regional Consortium

CAERC ANNUAL PLAN 2020-21

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PLANS & GOALS

EXECUTIVE SUMMARY

Please provide an Executive Summary of your consortium's implementation plan for the 2020-21 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.

RESPONSE TO COVID-19

CAERC will continue to serve students and meet their learning needs during the 2020-21 school year. First and foremost, members will follow the directives of their school districts. Most schools will begin the school year via distance learning and have developed schedules and plans to serve students in a variety of approved formats and modalities. Adult schools are working with their districts to determine testing procedures with some districts allowing for in-person testing with appropriate health and safety protocols in place. Students are provided schedules with detailed information about joining their online classes. Many members are posting orientation presentations and videos on their websites and are keeping their websites and social media messages up-to-date as information changes. Students have direct access to the transition specialists, instructors and support staff via email, phone, and text.

CAERC is planning to meet staff and teacher needs during the 2020-21 school year, taking into account their varied circumstances. CAERC member districts are developing plans for the 2020-21 school year with the health and safety of staff and teachers in mind. Across the consortium, staff and teachers continue to work remotely. Members have allowed staff to take materials and equipment home and come to the school sites as needed for essential functions. Members are implementing staggered schedules to limit the number of people on their campuses at any given time. Department teams meet online regularly in order to plan, stay connected, and troubleshoot problems. Some districts are exploring the option to assign tasks outside of job descriptions, depending on the bargaining units. As public health guidelines change, the districts and schools will adapt and modify plans.

Professional Development opportunities through OTAN, CASAS, CALPRO, and CAEP TAP remain available to all staff. Teachers continue to receive training on best practices for teaching and learning online. Most districts continue to use existing curriculum. All expect to maintain high quality teaching and assessment.

CAERC will support students' needs outside of the classroom (food, employment, clothing, health, shelter, public assistance, etc.) during the 2020-21 school year in a variety of ways. Students will have direct access to supportive services through CAERC's Network of Transition Navigators who can be contacted via email, phone, or text. Additionally, Transition Navigators will visit classes via Zoom to promote the availability of a variety of support services. Students may also access the job centers either remotely or in person while observing physical distancing guidelines.

CAERC members plan to be fiscally conservative during these uncertain times. Many members hire teachers on an as-needed annual basis which allows for flexibility in budgeting. During the spring 2020 school closures, some classes did not continue online, and some teachers opted not to complete their assignments which for some members resulted in lower payroll expenditures. For other members additional spending was incurred by providing opportunities for staff to collaborate and participate in professional development and planning. Hiring for full-time adult education positions is on hold for CAERC member districts due to future budget uncertainties. Districts are projecting low enrollment for the beginning of the school year and have plans to scale up when demand increases. While this holds true, some districts are also projecting higher staffing costs for additional planning and coordination, as well as low teacher to student ratios and low proctor to test-taker ratios. Additional costs may be incurred for Personal Protective Equipment. Many members are included in their districts' spending,

but others continue to explore that as an option within their districts. Some members may need to use CAEP funds to ensure that social distancing protocols are met. Some districts plan to stagger the starting dates of classes and open new classes as needed. Many CTE classes will likely be postponed due to the inability to meet in person for the hands-on portion of the class. Many adult schools expect a decline in revenue traditionally based on fees from CTE and community-based classes. Administrators, budget technicians, and district fiscal representatives will meet regularly to review budget expenditures and revise budgets accordingly. SCOE-based CAERC staff will provide ongoing technical support regarding budgets and expenditures. Many members maintain reserves and will use only what is necessary to run programs.

CAERC will address systemic racial injustices by examining consortium level enrollment and outcomes data by race. Members will compare consortium-wide enrollment by race to demographic census data for the region and identify groups underrepresented in our programs. The consortium will also examine student outcomes data to determine whether differences in learner outcomes exist by race. Consortium level marketing and outreach efforts will target racial groups that are underrepresented in our enrollment data. Interventions will be discussed at the consortium level and piloted by members to address any differences in outcomes that may exist by race.

REGIONAL PLANNING OVERVIEW

This 2020-21 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 continued goal for year two is to sustain and refine adult education offerings, transition support services, and data collection efforts to improve and accurately report adult learner outcomes. While these overarching goals remain the same, implementation of these goals will look different as a result of the COVID-19 pandemic.

CAERC will engage in modifying the original progress indicators that measure progress toward our goals in light of the current health and economic crisis.

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

DEMOGRAPHIC DATA

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."

In PY 2018-19 CAERC members served 13,921 adult learners. Two-thirds of all learners were female. Sixty-three percent were between the ages of 18 and 39. Younger adults aged 18-29 comprised 35% of those served. Six percent of adults who benefitted from adult education programs and services were ages 60 and over. Of the 11,277 adult learners for whom barriers to employment were collected, 98% or 11,059 learners were identified as having at least one barrier. The top barriers identified were Low Level of Literacy, Low-Income, and English Language Learner. 81% or 9,147 students reported two or more barriers. Sacramento has been 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.

IMPACT OF COVID-19

The COVID-19 pandemic has led to unprecedented job loss across our region, state and country. According to the Employment Development Department (EDD), jobs in the Sacramento–Roseville--Arden-Arcade metropolitan statistical area (MSA) decreased by 98,100 or 9.5% from June 2019 to June 2020. These job losses resulted in an increase in the unemployment rate from 3.7% to 12.8% in this one-year period. In June 2020, the unemployment rate was 12.7% in Amador County, 12.9% in El Dorado County, 13.6% in Sacramento County and 10.6% in Yolo County. The statewide average was 15.1% compared with 11.2% for the nation.

The industry sectors hardest hit by the pandemic include leisure and hospitality; trade, transportation, and utilities; and government.

- 32,200 jobs in the leisure and hospitality sector have been lost since June 2019. Accommodation and food service jobs account for 23,600 of the losses; jobs in arts, entertainment and recreation account for the remaining 8,600.
- 15,800 jobs have been lost in the trade, transportation and utilities sector since June 2019. Retail trade accounts for 10,700 of these losses; wholesale trade lost 3,100 jobs; transportation, warehousing and utilities cut 2,000 jobs.
- 15,400 government jobs have been lost since June 2019. Local government accounts for 77% or 11,900 of these job losses.

According to the COVID-19 Resilience Poll, COVID-19 has severely impacted the mental, physical and emotional health of our region's communities. The poll identified disparities in the impact of COVID-19 on different populations with Black and Hispanic respondents feeling the impacts more severely. Across the Capital region, nearly half of respondents have lost income as a result of the COVID-19 pandemic and about a third are struggling to afford basic necessities such as food and housing. For those who have experienced income loss, the ability to afford basic needs is much worse, with over two-thirds struggling.

While stress and anxiety are high for everyone, the COVID-19 Resilience Poll found that young people and people of color are most likely to experience depression and hopelessness and most likely to report concerns about substance use during the stay at home orders.

IMPACT OF ARTIFICIAL INTELLIGENCE AND AUTOMATION ON THE WORKFORCE

According to *Automation Risk for Jobs in the Capital Region* published in March 2020, 32% of the 1.2 million jobs in the region are at high risk of automation, defined as the substitution of human labor with machine labor. The industries most at-risk of automation in the region include retail trade, accommodations and food services, and construction. In 2018, these industries accounted for a quarter of all jobs in the area.

To prepare for the impending skills shift, the study highlights the need for:

1. Postsecondary training providers to respond to these future changes by changing the way education and training are delivered
2. Education and training to include a focus on developing interpersonal skills as well as other uniquely human skill sets
3. Workforce and economic development partnerships to create and implement a regional plan focused on continuous learning.

REGIONAL DATA SUPPORT NATIONAL-LEVEL DATA

Regional data support national-level data as presented by National Skills Coalition in July 2020. “While some of the 40 million workers nationwide who have lost their jobs over the past few months will return to the same job or industry once communities begin to reopen, a significant number of workers will need retraining to successfully transition to in-demand occupations in other fields. And, an overwhelming majority of workers recognize the value of – and prefer – short-term training programs to make this transition efficiently.”

State and federal lawmakers “must recognize that new jobs – and public investment in job creation – are a critical part of our response to the largest economic downturn in the past century. It will be necessary to ensuring employment opportunities for [workers most impacted by the health crisis and its economic impact](#) – people of color, those without a high school diploma, and those who were already disconnected from work or school prior to the downturn.”

Another source of data available to the consortium for further discussion and analysis is an interactive mapping tool that enables members of the public to view estimates of adult literacy and numeracy skills in each of the fifty US states and 3,000+ counties, named U.S. PIAAC Skills Map. The data comes from the Organization for Economic Cooperation and Development (OECD) Survey of Adult Skills, also known as the Programme for the International Assessment of Adult Competencies (PIAAC). These estimates are based on data collected in three rounds of US PIAAC survey (2012, 2014, and 2017) as well as data from the US Census Bureau’s American Community Survey (2013-2017).

HOW CAERC WILL SUPPORT THE REGIONAL NEED

The need for basic skills instruction and career education in the Sacramento region has never been greater. Faced with high levels of unemployment resulting from the COVID-19 pandemic and the likelihood that many jobs will be lost permanently due in part to automation, CAERC is prepared to support the educational needs of our communities. To best meet the needs of our adult learners in this changing landscape, we must demonstrate adaptability and creativity. We will address these needs in the coming year by:

1. Continuing to offer high quality basic skills, adult secondary and career education programs to our communities via online learning platforms and in person when feasible;
2. Recognizing the mental, physical, emotional and economic impact of COVID-19 on the communities we serve and connecting learners to appropriate programs and services; and
3. Offering additional transitions services through the Career Choices and Changes course to help unemployed and underemployed workers plan their next steps in an online learning format that best suits their needs

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://caladulthood.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. The COVID-19 Resilience Poll (2020), <https://www.valleyvision.org/resources/the-covid-19-resilience-poll/>
4. New World of Work 21st Century Skills, <https://www.newworldofwork.org/>
5. Adam McCann, “Most & Least Ethnically Diverse Cities in the U.S.”
6. Automation Risk for Jobs in the Sacramento Capital Region (2020), https://www.valleyvision.org/wp-content/uploads/Automation-Risk-for-Jobs-in-the-Sacramento-Capital-Region_COE_VV_FOW_FINAL.pdf
7. The 4 Workforce Issues Congress Must Address in the Next Stimulus, <https://www.nationalskillscoalition.org/news/blog/the-4-workforce-issues-congress-must-address-in-the-next-stimulus>
8. U.S. Skills Map: State and County Indicators of Adult Literacy and Numeracy, <https://nces.ed.gov/surveys/piaac/skillsmap/>

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. This original progress indicator stated, “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).” In light of COVID-19, the consortium will explore alternative tools and modalities for assessment. The consortium will identify common measures for collecting and reporting “other literacy gains” as defined by CAEP in lieu of EFL gains.
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. Because of COVID-19 and the economic downturn, we expect that there would be fewer outcomes related to “got a job” and “got a better job”.
3. This original progress indicator stated, “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.” In light of COVID-19, K-12 members will evaluate the feasibility of the number of successful transitions.
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 2021, members will define support services and develop a common policy for reporting them in light of COVID-19; By 2022, members will record services in a standardized manner and be able to justify the numbers contained in the CAEP Summary.

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GAPS IN SERVICE

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

CAEP funding is distributed to members to offer courses in the 7 CAEP Program Areas. In 2020-21, members plan to offer the courses identified in the following shared document:

<https://bit.ly/caerc2021programs>. We will refer to and modify this document throughout the year.

CONSORTIUM-LEVEL ACTIVITIES:

- Facilitate discussions about program/course offerings including strategies and promising practices for blended and distance learning delivery in light of COVID-19
- Facilitate quarterly discussions about CTE programs and engage members in endorsement process
- Work with members to define and expand support services and develop a common policy for reporting services in light of COVID-19

ROLE OF MEMBERS:

- Sustain and refine course offerings and modify delivery of instruction as needed
- Participate in discussions and 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.
- Execute plans developed by workgroup including advertising at the DMV, researching Google search engine optimization, support the process of establishing and maintaining presence by members on Web sites and directories that advertise to learners (for example, GED and HiSET preparation program directories, Finish your diploma.org)
- 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
- Share and promote guidelines/recommendations for effective social media use (hashtags, handles/accounts, appropriate content, etc.)
- Develop and publish two issues of the CAERC Community newsletter
- Share and promote guidelines/recommendations for member distribution of the CAERC Community newsletter
- Attend outreach events targeted for lower-skilled adults and immigrants
- Develop and print promotional materials for the Asset Map based on the need and demand (for example: postcards for students)

ROLE OF MEMBERS:

- Participate in workgroup meetings
- Submit student success stories 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

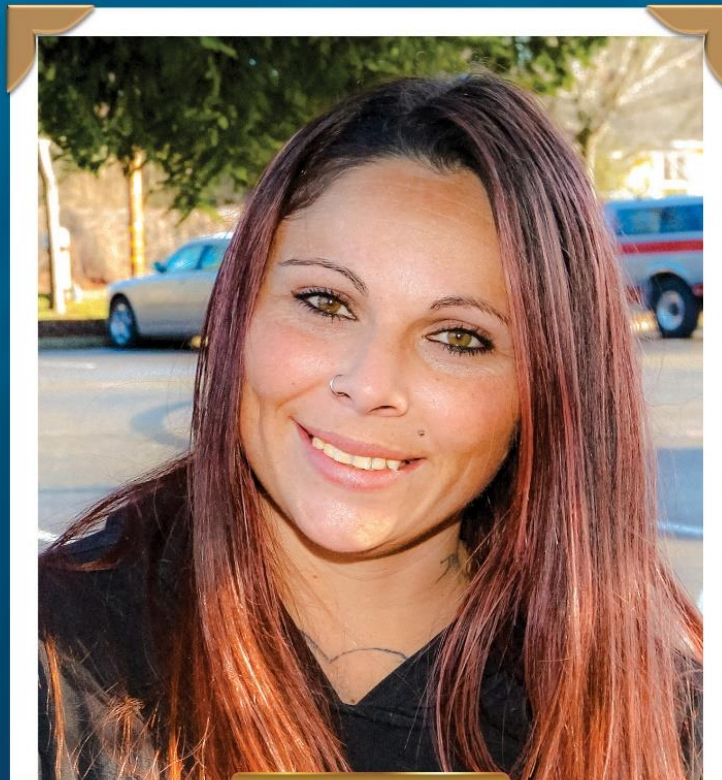


Adult Education

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SEAMLESS TRANSITIONS

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
- Train Transition Navigators on use of 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:

- Promote availability of ERWC modules adapted for Adult Education
- Coordinate a 4-hour training in August for new ERWC for adult ed teachers (potentially online)
- Coordinate a 3-hour refresher/ERWC updates training for already-trained teachers in the spring (potentially online)
- Coordinate two 3-hour Reading/Writing Strategies trainings for all adult ed teachers (potentially online)
- Provide updates on English Writing offerings and placement procedures at LRCCD

ENGLISH WRITING, ROLE OF MEMBERS:

- Implement ERWC modules as appropriate and provide feedback to consortium staff
- Enroll new ERWC teachers in the August training
- Enroll teachers in Reading/Writing Strategies training

MATHEMATICS, CONSORTIUM-LEVEL ACTIVITIES:

- Promote availability of Math Success Academy Boot Camp and Algebra I modules
- 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

ESL WRITING, CONSORTIUM-LEVEL ACTIVITIES:

- Promote availability of CAERC products including Student Learning Outcomes (SLOs), Writing Rubric and EL Civics curricula through quarterly email reminders to ESL teachers and administrators
- Facilitate development of placement and promotion tools for consortium use (potentially online)

ESL WRITING, ROLE OF MEMBERS:

- Utilize CAERC products as appropriate (SLOs, Writing Rubric, EL Civics curricula)
- Utilize assessment data to inform instruction including the use of CASAS QuickSearch
- Identify at least one ESL teacher to participate in the development of placement and promotion tools for consortium use

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

CONSORTIUM-LEVEL ACTIVITIES:

- Director and Coordinator 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
 - Facilitate, oversee and fund *Career Choices & Changes for Adult Education* Online Course for students across the consortium
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. Development of statewide data system (i.e. California Cradle-to-Career Data System)
 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. Development of statewide data system (i.e. California Cradle-to-Career Data System)
 - 2.7. Monitor and report on the progress of SB554

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(s) to deliver information
- Adult schools enroll students into Career Choices & Changes course, track attendance and earn student outcomes.

STUDENT ACCELERATION

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

CONSORTIUM-LEVEL ACTIVITIES:

- Facilitate sharing and discussions around Integrated Education & Training (IET)
- 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

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

CONSORTIUM-LEVEL ACTIVITIES:

- Facilitate discussions to identify specific consortium-wide professional development topics and activities
- Coordinate professional development on identified topic(s)
- 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 professional development topics
 - Support staff attendance at CAERC-hosted professional development events
 - Submit and approve members' out-of-state travel as needed
-

LEVERAGING RESOURCES

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
- Continue developing fact sheets for school boards and stakeholders to serve as a secondary source of data
- Update fact sheets for each member and the consortium as a whole
- Facilitate establishment of a formula for future allocations of new funds as needed
- 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 about CAERC/CAEP
- Report back to CAERC about presentations to school boards and stakeholders
- Provide secondary data for fact sheets
- Participate in the establishment of a formula for future allocations of new funds as needed
- 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
- Monitor and share information regarding online student registration and enrollment
- Monitor and share information regarding remote testing
- Develop a program year checklist/workflow for data managers and administrators
- 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
- Train teachers on the use of CASAS assessment data to inform instruction and the use of CASAS QuickSearch
- 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
- Consider online student registration and enrollment and apply as appropriate
- Consider remote testing and conduct as appropriate
- Contribute to the development of program year checklist/workflow for data managers and administrators
- 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
- Incorporate in staff meetings teachers' reporting 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 2020-21 is \$11,986,773.00, locally designated as Fund F.

Ninety-two 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 20/21 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.

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- **Learn English**
- **Prepare for the
U.S. Citizenship test**
- **Improve your math
and reading skills**
- **Earn your high
school diploma or
equivalency (GED[®]
test, HiSET, TASC)**
- **Gain job skills
and earn industry
certifications**

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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.

The Capital Adult Education Regional Consortium (CAERC) will take a dual-tiered approach to reallocate unspent funds:

Tier 1: Consortium-Level Unspent Funds

1. Identify funded strategies that can benefit from an increased allocation and reallocate unspent funds.
2. Identify unfunded strategies that can be funded and reallocate unspent funds.
3. Reallocated funds must be spent as stated in Memorandum of Understanding (MOU).

Tier 2: Remaining Consortium-Level Unspent Funds and Member-Level Unspent Funds

1. Members who have spent down 100% of their consortium allocation (e.g., Fund A 2015-16, Fund B 2016-17, Fund C 2017-18) will be eligible for the reallocation funds.
2. Eligible members may opt in or opt out of accepting reallocation funds.

3. Distribution will be based on CAERC's 2015-16 allocation funding formula in proportionate to percentage received with the number of members who opt in.
4. Opt in members can elect to accept funds in full amount or partial amount based on CAERC's 2015-16 allocation funding formula.
5. Reallocated funds must be spent as stated in Memorandum of Understanding (MOU).
6. The consortium will not distribute reallocation funds until all unspent funds are returned.
7. Members must return unspent funds within 30 days of notice.
8. Members who have not returned unspent funds will have all future allocations withheld by the consortium.

