



# Capital Adult Education Regional Consortium

## CAERC ANNUAL PLAN 2021-22

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## PLANS & GOALS

### EXECUTIVE SUMMARY

Please provide an Executive Summary of your consortium's implementation plan for the 2021-22 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.

CAERC will continue to serve students and meet their learning needs during the 2021-22 school year. First and foremost, members will follow the directives of their school districts. Adult schools are working with their districts to determine procedures for in-person instruction and assessment with appropriate health and safety protocols in place. Adult learners are being surveyed about their preferences regarding the modality of instruction, whether in person or online. Some members are setting up equipment to provide instruction simultaneously in-person and via broadcast to those attending from home. Many members 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. In-person support staff are available at most schools.

CAERC is planning to meet staff, teacher, and student needs during the 2021-22 school year, while considering their varied circumstances. CAERC member districts are developing plans for the 2021-22 school year with the health and safety of staff, teachers and students in mind. Across the consortium, districts plan to go back to in-person learning (with physical distancing) and some combination of hybrid instruction. In addition, the consortium will expand its use of online courses facilitated at the consortium-level for students across the region. To meet student needs, districts will provide structured and ongoing digital skills training for students to support online and hybrid learning.

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 and increase high quality teaching and assessment.

CAERC will support students' needs outside of the classroom (food, employment, clothing, health, shelter, public assistance, etc.) during the 2021-22 school year in a variety of ways. Students will continue to 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. Hiring for full-time adult education positions is resuming for CAERC member districts. 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 enrollment and open new classes as needed. 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 continue to address the issues of equity, diversity and inclusion in our adult education programs. In the school year 2020-21, several Consortium members' teams participated in the CALPRO's Community of Practice titled Success for All Learners through Equity. They will share with others the concepts, strategies and techniques they learned about – so that every program is welcoming and effective in serving all members of the community. The consortium will also examine student outcomes data to determine whether differences in learner

outcomes exist by race and other demographic groups. Consortium level marketing and outreach efforts will target demographic 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.

## 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 three 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. CAERC members will continue to share innovative ways to deliver instruction and provide support services in the future - after this significant health and economic crisis disrupted many traditional ways of doing business and offering education and skills training.

## 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

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### 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 2019-20 CAERC members served 11,839 adult learners. Almost 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. Seven percent of adults who benefitted from adult education programs and services were ages 60 and over. Of the 10,056 adult learners for whom barriers to employment were collected, 97% or 9,717 learners were identified as having at least one barrier. The top barriers identified were Low Level of Literacy, Low-Income, and English Language Learner. Sacramento has been identified as one of the most ethnically diverse cities in the U.S. This diversity is reflected in the 28+ native languages of our region's adult learners.

#### IMPACT OF COVID-19 PANDEMIC

The COVID-19 pandemic severely impacted the lives of many adults across our region. Groups hardest hit economically by the pandemic include communities of color, those earning lower wages, women, and younger workers. In the most recent COVID-19 resilience poll published in May 2021, forty-one percent of respondents reported a loss of income during the pandemic. Fifty-one to fifty-nine percent of Black, Hispanic and Asian respondents reported lost income.

The industry sectors hardest hit by the pandemic include leisure and hospitality; accommodation and food service; and arts, entertainment and recreation. The Sacramento metropolitan area had an unemployment rate of four percent in January 2020, rose to a high of 14.4 percent in April 2020 and has since dropped to 6.9 percent as of March 2021.

According to the May 2021 COVID-19 Resilience Poll, the pandemic has led to devastating increases in depression, anxiety and stress, concerns about substance abuse, and concerns about physical and emotional violence at home. The poll found people of color and younger people to experience higher rates of these health concerns. On a positive note, the most recent poll indicates decreasing levels of anxiety, stress, depression and hopelessness among respondents.

#### IMPACT OF ARTIFICIAL INTELLIGENCE AND AUTOMATION ON THE WORKFORCE

According to *Automation Risk for Jobs in the Capital Region* published in March 2020, thirty-two percent 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.

#### GREATER DEMAND FOR SKILLED WORKERS

According to the McKinsey Global Institute, “the pandemic accelerated existing trends in remote work, e-commerce, and automation, *with up to 25 percent more workers than previously estimated potentially needing to switch occupations.*” The February 2021 report identifies workers in food service and customer sales and service roles as well as less-skilled office support roles to experience the largest negative impact of the pandemic. While jobs in warehousing and transportation may increase as a result of the growth in e-commerce, researchers don’t anticipate the increases to offset the reductions in low-wage jobs overall. Demand for workers in healthcare and STEM occupations remains strong and may grow more than before the pandemic.

Prior to the pandemic, net job losses were concentrated in middle-wage occupations. As a result of the pandemic’s impact on low-wage jobs, McKinsey estimates that almost all growth in labor demand will occur in high-wage jobs. “*Going forward, more than half of displaced low-wage workers may need to shift to occupations in higher wage brackets and requiring different skills to remain employed.*” Valley Vision’s May 2021 report *Skills for a Ready Future Workforce* identifies managerial skills as a key opportunity for improving wages and job resiliency for at-risk and frontline workers. In addition, the report identifies Microsoft Office Suite requested most among employers which provides the greatest opportunity for upskilling.

#### HOW CAERC WILL SUPPORT THE REGIONAL NEED

The need for basic skills instruction and career education in the Sacramento region has never been greater. 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 -- including interpersonal and digital 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

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## 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. The COVID-19 Resilience Poll (2021), [https://www.valleyvision.org/wp-content/uploads/VV\\_Resilience-Poll-3\\_5-2021.pdf](https://www.valleyvision.org/wp-content/uploads/VV_Resilience-Poll-3_5-2021.pdf)
4. Adam McCann, "Most & Least Ethnically Diverse Cities in the U.S."
5. 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](https://www.valleyvision.org/wp-content/uploads/Automation-Risk-for-Jobs-in-the-Sacramento-Capital-Region_COE_VV_FOW_FINAL.pdf)
6. The future of work after COVID-19, <https://www.mckinsey.com/featured-insights/future-of-work/the-future-of-work-after-covid-19#>
7. Skills for a Ready Future Workforce (2021), [https://www.valleyvision.org/wp-content/uploads/Ready-Future-Workforce\\_2021\\_Final.pdf](https://www.valleyvision.org/wp-content/uploads/Ready-Future-Workforce_2021_Final.pdf)

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## 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)."
2. Each year, the accuracy of self-reported outcomes data will improve on the CAEP Summary as demonstrated by the agency-level CAEP Outcomes report. 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 2022, members will 1) define support services and develop a common policy for reporting, and 2) record services in a standardized manner and be able to justify the numbers contained in the CAEP Summary.

## 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.

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#### CONSORTIUM-LEVEL ACTIVITIES:

- Facilitate discussions about program/course offerings and expansion including strategies and promising practices for blended and distance learning delivery and supportive services as we return to in-person instruction in the wake of COVID-19
- Explore promising practices for providing adult education services in a post-pandemic world
- Facilitate development of new 3-year plan for 2022-2025
- Facilitate quarterly discussions about CTE programs and engage members in endorsement process (including infographics)
- Work with members to define and expand support services and develop a common policy for reporting services

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#### ROLE OF MEMBERS:

- Sustain, expand and refine course offerings and modify delivery of instruction and supportive services as needed
- Participate in the development of the new 3-year plan for 2022-2025
- 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

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#### CONSORTIUM-LEVEL ACTIVITIES:

- Coordinate and facilitate workgroup meetings to identify specific marketing strategies (targeted social media posts- asset map and rotation of members/area code, signage at bus stops, ads on shopping carts at supermarkets)
- Execute plans developed by workgroup
- Develop a schedule for member submissions of promising practices and 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)

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#### ROLE OF MEMBERS:

- Participate in workgroup meetings
- Submit promising practices and 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

## SEAMLESS TRANSITIONS

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

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#### CONSORTIUM-LEVEL ACTIVITIES:

- Maintain, support and host asset map website.
- Host monthly online office hours for members to update their course information.
- Train Transition Navigators on use of asset map.
- Facilitate monthly/quarterly discussions on course offerings and revise infographics posted on asset map website.

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#### 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
- Utilize infographics for referrals to other programs

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

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#### ENGLISH WRITING, CONSORTIUM-LEVEL ACTIVITIES:

- Explore use of Newsela across the consortium; explore cost of licenses for all members

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#### ENGLISH WRITING, ROLE OF MEMBERS:

- Participate in discussions about use of Newsela

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#### MATHEMATICS, CONSORTIUM-LEVEL ACTIVITIES:

- Pilot consortium-level online/hybrid math course for individual and small group instruction
- Promote availability of Math Success Academy Boot Camp and Algebra I modules
- Provide updates on math offerings and placement procedures at LRCCD

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#### MATHEMATICS, ROLE OF MEMBERS:

- Enroll students into consortium-level online/hybrid math course, track attendance and earn student outcomes
- Implement Math Success Academy boot camps and Algebra I curriculum as appropriate

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#### 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

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#### 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

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HSD/HSE PREPARATION, CONSORTIUM-LEVEL ACTIVITIES:

- Pilot consortium-level online/hybrid course for individuals and small group instruction

HSD/HSE PREPARATION, ROLE OF MEMBERS:

- Enroll students into consortium-level online/hybrid HSD/HSE prep course, track attendance and earn student outcomes

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

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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

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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

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#### 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)
- Facilitate use of Northstar Digital Literacy assessment and curriculum to strengthen and document digital skills of adult learners
- Coordinate current projects between LRCCD and K-12 adult ed in the areas of supporting refugees and CTE/ASE

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#### ROLE OF MEMBERS:

- Implement IET EL Civics curriculum, ERWC modules adapted for AE, and math boot camps as appropriate
- Pilot Northstar Digital Literacy assessment and curriculum
- Participate in planning and implementation of projects between LRCCD and K-12 adult education

## SHARED PROFESSIONAL DEVELOPMENT

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

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#### CONSORTIUM-LEVEL ACTIVITIES:

- Facilitate discussions to identify specific consortium-wide professional development topics and activities (for example, 508 compliance/accessibility training, effective strategies for hybrid and concurrent models of instruction/teaching for engagement and impact in any setting, quarterly PLCs for teachers by subject area)
- Compile list of trainers on topics of interest for site-level PD (equity, blended learning, etc.)
- Discuss creative ways to encourage and compensate teachers for PD (salary advancement)
- Coordinate professional development on identified topic(s)
- Provide opportunities for goal setting and discussion of progress toward member/consortium goals; sharing exemplary practices
- Facilitate 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

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#### ROLE OF MEMBERS:

- Identify shared professional development topics
  - Support staff attendance at CAERC-hosted professional development events
  - Contribute to list of trainers that your agency recommends
  - Participate in goal setting and share progress toward member goals; share exemplary practices
  - Submit and approve members' out-of-state travel as needed
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## LEVERAGING RESOURCES

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

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### 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

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### 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

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### CONSORTIUM-LEVEL ACTIVITIES:

- Coordinate and facilitate monthly workgroup meetings
- Monitor and share information regarding online student registration and enrollment
- Purchase DocuSign (and/or Informed K-12 or ParentSquare) on behalf of members to collect SSNs and signatures with the goal of meeting the new CAEP requirement for the Employment & Earnings Survey (formerly only a WIOA requirement) and data sharing
- Monitor and share information regarding remote testing
- Explore use of new TE “Data Transfer” wizard to share student data between two agencies so that both agencies can claim the outcome(s)/MSG(s) (requires written permission by student at both agencies and 12+ hours of instruction at each agency)
- Refine 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
- Provide PD for administrators on key TE reports (with help from Janice and Kay) using agency’s own data – 10-15 minute sessions during Director Workgroup meetings
- 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 and ASAP site support to CAERC members

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### ROLE OF MEMBERS:

- Attend monthly workgroup meetings
- Consider online student registration and enrollment and apply as appropriate
- Consider remote testing and conduct as appropriate
- Report on effective strategies for in-person registration and testing post pandemic
- Pilot use of new TE “Data Transfer” wizard
- Contribute to refinement of program year checklist/workflow for data managers and administrators
- Provide ongoing training to agency staff on the completion of update records
- Utilize Outcomes Report to clean up outcomes data and indicate training needs
- Provide teachers with assessment reports
- Train teachers on the use of assessment reports to inform instruction
- 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 2021-22 is \$12,166,565.00, locally designated as Fund G.

Ninety-four 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 21/22 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 2021-22.

The Consortium adheres to the Shared Fiscal and Budget Agreement Policy (adopted July 13, 2016, Amended February 3, 2021). [<https://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.)

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 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 the original Memorandum of Understanding (MOU).
6. Members must return unspent funds within 30 days of notice.
7. The consortium will not distribute reallocation funds until all unspent funds are returned.
8. Members who have not returned unspent funds will have all future allocations withheld by the consortium, until funds are received.

### PROGRESSIVE PERMANENT REALLOCATION

- Progressive reallocation will not apply in years with **extenuating circumstances** – as agreed by all members.
- **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.
- **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:
  - Unspent funds will return back to the consortium to be reallocated.
  - The member’s future consortium allocation will be reduced by 10% permanently.
    - Members must be in “good standing” to be eligible for additional new CAEP funds (e.g., unspent funds from other CAERC members, or if it becomes available - unspent funds from other CAEP consortia to be reallocated to consortia that have spent down).
    - All Members will be eligible for Cost of Living Adjustment - COLA.
- **Third 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:
  - Unspent funds will return back to the consortium to be reallocated.
  - The member’s future consortium allocation will be progressively reduced by an additional 10% permanently.
- **Subsequent times:**
  - Unspent funds will be reallocated.
  - The member’s consortium allocation will be progressively reduced by an additional 10% permanently.
- If **additional new funds** are available, member can petition to be reinstated after being in “good standing – spent consortium allocation within designated year” minimum of 2 consecutive years.