



AB104 Adult Education Block Grant - Three-Year Consortia Plan Update from AB86 Final Plan

Section 1: Consortium Information

1.1 Consortium Planning Grant Number:

13-328-028

1.2 Consortium Name:

Capital Adult Education Regional Consortium

1.3 Primary Contact Name:

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Section 2: Three-Year Plan Summary

AB86 Final Plan adapted to AB104 requirements

2.1 Provide an Executive Summary of your consortium’s AB86/104 Plan vision and goals (updated as appropriate). You can attach your summary or enter it below. Please see the Guidance document for attachment instructions. [\[Page allowance: 5 pages.\]](#)

EXECUTIVE SUMMARY

The AB 86/104 Regional Planning Process has provided a unique opportunity for the Capital Adult Education Regional Consortium (CAERC) members and partners to work collaboratively to build a more comprehensive, aligned, sustainable, and innovative system of educational service delivery to adults. Throughout the planning process, CAERC gathered input from its stakeholders: teachers, faculty, administrators, students, staff, and community partners. *CAERC Comprehensive Regional Plan* (March 2015) showcases the shared decision-making process and collaborative work among the Consortium members and partners to rethink and redesign adult education in the region.

CAERC is comprised of 14 members – inclusive of Los Rios Community College District and its 4 colleges, 2 County Offices of Education, and 11 K-12 school districts – and 24 partner organizations.

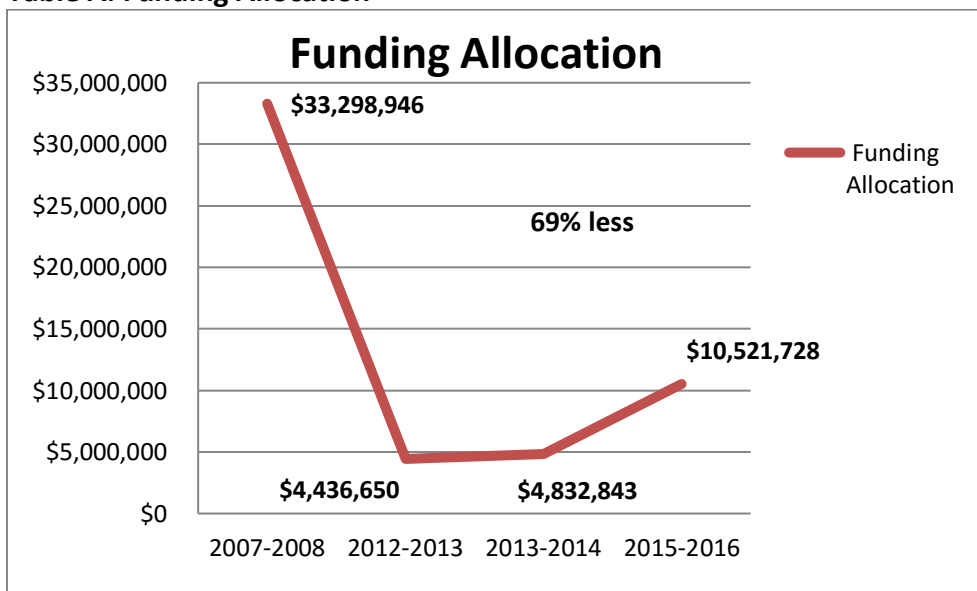
AB 86/104 has also provided a unique opportunity to inform the legislature about the importance of the long-term investment necessary to create systemic change, to implement comprehensive strategies, to innovate instructional practices, and to improve

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 the Consortium shifts 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. Four key priorities have been identified to address the regional needs and gaps:

1. Rebuild and Expand Adult Education Programs and Services;
2. Pathways and Alignment;
3. Student Support Services; and
4. Data and Accountability System.

In 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. 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—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. (Reference Table A.) 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 ~~fourteen~~ regional strategies. (Reference Table B.)

Table A. Funding Allocation



Year 1: Strong Foundation

The first priority of the Consortium is to secure funding for rebuilding and expanding adult education (AE) programs in the region. 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, so CAERC will focus on building a strong foundation for success through Consortium-wide collaboration and program expansion in the seven program areas in Year 1. The regional strategies are composed of several crosscutting, implementation strategies and approaches reflective of the AB 86/104 objectives.

The Consortium will fund the following regional strategies based on priority ranking and AB 86/104 objectives (Reference Table B.):

- #1: Expand AE Course Offerings in the 7 Program Areas in the Region
- #2: Develop Regional Asset Map and Pathways Roadmap
- #3: Align Courses and Streamline Pathways
- #4: Provide Professional Development to Support Regional Priorities
- #5: Analyze Regional Labor Market and Needs to Align Implementation and Expansion
- #6: Coordinate and Expand Marketing and Outreach Efforts
- #11: Leverage Existing Data and Accountability Systems to Regionally Collect and Track Data and Performance Measures

Year 2: Align and Rethink

In 2016-2017, CAERC will continue its efforts from Year 1 and coordinate the expansion of adult education programs and services in the region. The Consortium will create seamless transitions and align existing and future adult education programs to postsecondary academic pathways and/or career pathways leading to employment. The Consortium members also aim to rethink, support, sustain, and enhance the quality of adult education instructional programs to provide the highest possible learning outcomes for students.

The role of ongoing professional development will be essential in building capacity for the adult education programs and staff within CAERC to meet the needs of its learners. If anticipated additional funding is received for 2016-17, the Consortium will allocate funds to additional regional strategies based on priority ranking and AB 86/104 objectives. (Reference Table B.)

Year 3: Enhance Services and Instruction

The Consortium will build upon the strong foundation (Year 1) and the investment of aligning and rethinking programs and pathways (Year 2). In Year 3, CAERC will extend its efforts to enhance student services to support adult learning and implement best practices to support

contextualized instruction. Expanding and enriching student support services will be critical as many services were drastically cut due to underfunding. The plan also identifies an array of local and regional partners, all of whom play a crucial role in providing educational and support services. A hallmark of the Consortium is the genuine commitment among both members and partners to leverage resources to provide the much-needed services for adult learners in the region.

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. With increased funding, the Consortium will fund additional regional strategies based on priority ranking and AB 86/104 objectives. (Reference Table B.)

Table B. CAERC Regional Implementation Plan Summary (Amended 3/3/16)

Table B				
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* and Explore the Development of Regional AE and CTE Teacher Credentialing Programs to Support Instructors Need for Program Expansion	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 the Expansion of 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
(10) Coordinate Transitional Planning for AWD Among PreK-22 Providers	3			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 Contextualized Instructional Models e.g. iBEST and other models 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
AB 104 Objectives:				
Objective 3: Seamless Transitions		Objective 5: Accelerated Learning		Objective 7: Leveraging Structures
Objective 4: Gaps in Services		Objective 6: Professional Development		
*Updated to reflect AB 104 and new state data and accountability system in development				

In 2016-17, CAERC revised and aligned the regional strategies with the AEBG Objectives. The goal was to create multi-year strategies that can evolve as the needs of CAERC changes. The updated version streamlines 19 regional strategies to 9 and will be applied to 2016-17 (Fund B) and 2017-18 (Fund C). The labeling system is as follows: Fund:Objective:Strategy. Bullets under the main strategy identify previous regional strategies.

CAERC Regional Strategies Sorted by AEBG Objectives			
AEBG Objective	CAERC Regional Strategy		
Objective 3: Integration & Seamless Transition	(B3a) Develop Asset Map and Pathways Roadmap		
	(B3b) Align Courses & Streamline Pathways		
	(B3c) Increase Postsecondary Transition Services <ul style="list-style-type: none"> ● Transition Specialists (7) ● AWD Transitional Planning (10) ● Support Services (12) ● Student Outreach (17) 		
Objective 4: Gaps in Services	(B4a) Expand AE Course Offerings		
	(B4b) Provide Regional Technical Assistance <ul style="list-style-type: none"> ● Analyze Labor Markets (5) ● Teacher Credentialing (16) ● Maximize AE Funding Sources (18) ● Collaborate with Los Rios COE (19) ● Technical assistance to build regional capacity (6) 		
	(B4c) Expand Marketing & Outreach <ul style="list-style-type: none"> ● Virtual Communication (7) 		
Objectives 5: Accelerate Student Progress	(B5a) Increase Integrated Education & Training (IET) <ul style="list-style-type: none"> ● Contextualized (13) ● VESL (14) ● Special Projects RFP ASE/CTE (15) ● IET PD 		
Objective 6: Professional Development	(B6a) Provide Professional Development <ul style="list-style-type: none"> ● Funding Options of AWD (9) ● Regional Summit, Annual Planning Summit ● Alignment Implementation PD ● Special Events, Conferences, D&A PD, IET PD 		
Objective 7: Leverage Resources	(B7a) Implement Regional Data System <ul style="list-style-type: none"> ● CASAS Tests, TE Software, CASAS SI ● Data site support, D&A Resources, D&A PD ● Other data system 		

2.2 Provide updates and changes to your submitted AB 86 Final Plan regarding Objectives 1

and 2. It is not necessary to reiterate or attach these sections from your AB86 Final Plan to this document. You can attach your description or enter it below. Please see the Guidance document for attachment instructions. **NOTE: The updates shall include data and changes regarding the seven program areas in AB104 (five of which were in AB86):**

1. Programs in elementary and secondary skills, including those leading to a high school diploma or high school equivalency certificate.
2. Programs for immigrants in citizenship, ESL, and workforce preparation.
3. Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce.
4. Programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school.
5. Programs for adult with disabilities.
6. Programs in career technical education that are short term in nature with high employment potential.
7. Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards.

2.2a Objective #1: An updated evaluation of *current levels and types of adult education programs* within its region, including education for adults in correctional facilities; credit, noncredit, and enhanced noncredit adult education coursework; and programs funded through Title II of the federal Workforce Investment Act, known as the Adult Education and Family Literacy Act (Public Law 05-220).

Describe any changes regarding the services and programs the consortium members and partners are currently providing in the consortium's region and provide a narrative evaluation of adequacy and quality. Please note that community college district members are requested to provide data separately for credit basic skills, enhanced noncredit, and/or regular noncredit, as applicable. [\[Page allowance: 2 pages. Enter or Paste Here\]](#)

OBJECTIVE 1 UPDATES (as reported in Fall 2015)

CAERC MEMBERS

1. Adult Education (ABE, ASE, Basic Skills)

- Davis JUSD: Eliminated CAHSEE requirement per SB 172; Added new Math Placement and Assessment—Khan Academy
- Elk Grove USD: Added HiSET® preparation courses for students in its correctional and non-correctional education programs; Eliminated CAHSEE test preparation and testing per SB 172; Added new ABE to ASE level mathematics course
- Folsom Cordova USD: Added one ABE class
- San Juan USD: Added two sections of high school completion
- Twin Rivers USD: Added sections to meet waiting list demands

2. English As a Second Language

1. Davis JUSD: Reduced from 8 sections (2014-15) to only 3 sections (Beginning, Intermediate, Advanced) as a result of fee prohibition and budget uncertainty; Added new placement test—USA Learns; Established new enrollment rules that bar F-1 visa holders and B-1/B-2 visa holders per CA Education Code and DJUSD policy
 - San Juan USD: Added two sections of ESL and a section of ESL Transition
 - Twin Rivers USD: Added sections to meet waiting list demands

3. Adults in the Workforce (Including Older Adults)

- Center JUSD: All programs offered support and accommodate older adults in addition to other adult learners.
- Davis JUSD: Older adults can enroll in any community interest classes offered for a discounted fee, including CTE programs and Computer Skills classes, which could enhance their ability to return to the workforce.
- Elk Grove USD: Adults, 55 years and older can enroll into all programs, including ESL, ASE, ABE, and career technical education.
- Folsom Cordova USD: Included in existing CTE, ESL, and ASE programs
- Galt JUHSD: Truck Driver training is offered and conducted in partnership through California Human Development.
- Sacramento City USD: 60 adults over the age of 55 served in the CTE programs – Administrative Assistant, Auto Body Repair, Certified Nursing Assistant, CISCO, Court Reporting, HVAC, Medical Assistant, Optometric Assistant, and Vocational Nursing.
- San Juan USD: Older adults can enroll in any class offered, including classes designed to assist with reentry into employment such as the Basic Computer class and the CTE certificate programs.
- Twin Rivers USD: Added sections to meet waiting list demands

4. Adults Training to Support Child School Success

- Davis JUSD: Parent Cooperative Preschool and Davis Parent Nursery School provide parent workshops.
- Folsom Cordova USD: Included in existing parenting classes
- San Juan USD: Added two ESL/Technology classes for parents with childcare provided; More sites are planned during 2015-16
- Sacramento City USD: 679 adults participated in family nights designed to develop knowledge and skills to assist their children to succeed academically. 90 were over the age of 55.
- Twin Rivers USD: Added sections to meet waiting list demands including new locations

5. Adults with Disabilities *No updates*

6. Careers and Technical Education

- Davis JUSD: Added Administrative Assistant program and partnering with Prentice James Career College to provide a Certified Nursing Assistant certificate program.

- Twin Rivers USD: Added a comprehensive training program with MS Word, MS Excel, MS Power Point and MS Publisher

7. Pre-Apprenticeship Training

- San Juan USD: Working on a joint proposal to be the LEA for an Innovation Pre-Apprentice Grant designed to provide contextualized learning for adults with autism.
- Twin Rivers USD: Spring 2016- Pre-apprenticeship in construction with Northern California Construction Training (NCCT) and Certified Nursing Assistance

CAERC PARTNERS

1. Adult Education (ABE, ASE, Basic Skills)

- The Sacramento Public Library Authority offers a Career Online High School (COHS) program free to participants based on current funding. The program allows Sacramento County resident adults (19 and older) to simultaneously earn an accredited high school diploma and entry-level, career certificate entirely online.
- Outreach and Technical Assistance Network (OTAN) provides education technology professional development (PD) to adult educators and provides resources that may include free and discounted state licenses for HSE preparation programs.

2. English As a Second Language

- OTAN provides education technology PD to adult educators and provides resources that include free mobile apps for vocabulary development and job interview preparation, English language development Web sites, citizenship preparation resources, and Teaching with Technology that provides lesson plans for integrating technology to support adult learners.

3. Adults in the Workforce (Including Older Adults)

- Sacramento Employment and Training Agency (SETA) provides limited-term, discretionary programs delivering workforce development services for older workers, veterans, ex-offenders/parolees, long-term unemployed, CalWORKs and other eligible dislocated workers. Services include: employability assessments of work histories, vocational training, pre-apprenticeship training, academic, risk, and skills assessment, development of participant plans, on-the-job training, wrap-around holistic services, transition planning, job placement and retention services, and financial management.
- OTAN provides education technology PD to adult educators and provides resources that include free mobile apps to assist with job interview preparation.

4. Adults Training to Support Child School Success

- SETA Head Start collaborates with the California Department of Education, Twin Rivers USD, Elk Grove USD, Sacramento City USD, San Juan USD, and the Women's Civic Improvement Club to offer services to families. Head Start provides high-quality developmentally appropriate curriculum designed to help children develop language, literacy, and numeracy skills and learn how to socialize and interact with others.

5. Adults with Disabilities

- OTAN provides education technology PD to adult educators, including how to make Web content accessible.

6. Careers and Technical Education

- OTAN provides education technology PD to adult educators, and online courses for CTE preparation.

7. Pre-Apprenticeship Training *No updates*

2.2b Objective #2: An updated evaluation of *current needs* for adult education programs within the consortium’s region. Describe and assess current needs for each of the AB86 adult education program areas (1-5), including the needs that are currently unmet. This might be informed by regional data including, but not limited to, student wait lists for classes in the program areas addressed in AB86; school districts’ K-12 English Learner statistics; the number of children who qualify for free or reduced lunch; adults who do not have a high school diploma; and other relevant data. Additionally, consider needs in your region documented in state sources that informed the AB86 awards, which were calculated based on community college district boundaries (<http://cccgis.org/CCCDistrictBoundaries/tabid/626/Default.aspx>).

This should provide an updated overview (if applicable) of the consortium’s region including:

- **Analysis/description of local regional economy**
- **Additional analysis utilizing other data**

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OBJECTIVE 2 UPDATES (as reported in Fall 2015)**Demographic Profile of the Region****Table C. Amador County**

County	Total Unemployed	Not High School Graduate	High School Graduate	Some College	Total HH Poverty	Population 18+
Amador	1,856	3,477	7,230	9,140	3,222	31,720

Source: U.S. Census (Provided by AEBG Office)

Regional Labor Market Trends**Sacramento Metropolitan Region (El Dorado, Placer, Sacramento, and Yolo Counties)**

Source: California Employment Development Department, January 2015

Industry Employment, which includes self-employment, unpaid family workers, private household workers, farm, and nonfarm employment in El Dorado, Placer, Sacramento, and Yolo Counties, is expected to reach 1,082,900 by 2022, an increase of 18.5 percent over the projections period. Twelve of 13 nonfarm industry sectors are projected to grow between 2012 and 2022. Total nonfarm employment is projected to grow by 159,500 jobs by 2022. Fifty-six percent of all projected nonfarm job growth is concentrated in three industry sectors: ambulatory health care services, employment services, and building equipment contractors.

Occupational Employment is projected to add nearly 172,000 new jobs from industry growth and more than 210,000 job openings from replacement needs for a combined total of approximately 382,000 job openings by 2022.

Mother Lode Region (Amador, Calaveras, Mariposa, and Tuolumne Counties)

Source: California Employment Development Department, January 2015

Industry Employment, which includes self-employment, unpaid family workers, private household workers, farm, and nonfarm employment in Amador, Calaveras, Mariposa, and Tuolumne Counties, is expected to reach 49,850 by 2022, an increase of 17.1 percent over the 10-year projections period. All 13 of the nonfarm industry sectors are projected to grow between 2012 and 2022. Total nonfarm employment is projected to grow by nearly 6,950 jobs by 2022. Sixty-eight percent of all projected nonfarm job growth is concentrated in four industry sectors: educational services, local government jobs, leisure and hospitality, and construction.

Occupational Employment forecasts approximately 7,400 new jobs from industry growth and almost 10,600 job openings from replacement needs for a combined total of more than 17,900 job openings.

2.3 Briefly describe what your regional consortium system will look like by the end of the 2017-18 program year in the areas listed below. NOTE: Responses to items 2.3a, b, c, d and e are required as part of adapting the AB86 Plans to AB104 requirements. The remaining items are optional and are offered to provide updates, if applicable.

2.3a Placement of adults (including but not limited to older adults) seeking education and workforce services. (REQUIRED) [Page allowance: 1 page.]

By the end of the 2017-18 program year, placement of adults seeking education and workforce services will be streamlined based on clear, delineated pathways (**CAERC Regional Strategy #3: Align Courses and Streamline Pathways**). Members and partners will utilize pathways established by the Consortium, and placement in class/program on that pathway will be based on assessment administered by member/partner agency convenient to student. Recruitment and placement of adults seeking education and services will increase with the expansion of programs in the region.

~~Each~~ Member organizations will have a Transition Specialist/~~Counselor~~ to assist students with goal setting, placement, assessment, and program/service enrollment (**CAERC Regional Strategy #7: Increase Number of Transition Specialists and Incorporate Collaborative Case Management**). A Transition Specialist Regional Coordinator will provide professional development for the member Transition Specialists on collaborative case management, pathways, and adult education (AE) programs/services in the region. Transition Specialists, counselors, referring agencies, and consortium partners and members will also digitally access CAERC's Asset Map and Pathways Roadmap, a database-driven online tool, to identify transition points, programs, and pathways in the region (**CAERC Regional Strategy #2: Asset Map and Pathways Roadmap**).

Specific educational placement of students will be dependent upon educational agency. By the end of the 2017-2018 program year, K-12 adult education schools will use the Comprehensive Adult Student Assessment Systems (CASAS) placement test. Los Rios Community College District will administer the California Community Colleges Chancellor's Office (CCCCO)-approved placement tests. ~~In Fall 2016~~, Sacramento City College will pilot the placement tests. Placement of adults into the workforce will vary based on the specified CTE and pre-apprenticeship programs in which the adult learner is enrolled. ~~Clear~~ Pathways will be established from adult education to communities including outreach to business/industry for work and those who need further training advancement (credit and non-credit) at the

community college level.

2.3b Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards. (REQUIRED) [Page allowance: 1 page.]

By the end of 2017-18, CAERC will create enhanced partnerships with regional and local employers, unions, Chamber of Commerce, correctional programs, and Workforce Development Boards to develop a sustainable plan to expand programs offering pre-apprenticeship training throughout the region. Funding for pre-apprenticeship programs will be coordinated and braided across the region to support program expansion in multiple trades with continued funding.

A regional advisory committee will be established to promote collaboration and strengthen partnerships. Pathways will be streamlined to support and increase student placement (**CAERC Regional Strategy #3: Align Courses and Streamline Pathways**). Transition Specialists will be funded ~~in each member organization~~ to assist students with setting academic and career goals (**CAERC Regional Strategy #7: Increase Number of Transition Specialists and Incorporate Collaborative Case Management**). Transition Specialists will also be able to “cross-agency enroll” students since programs are limited and specialized by area, ability, and trade. Transition points will be clearly identified to increase the number of students transitioning from pre-apprenticeship to apprenticeship. Programs will be aligned between pre-apprenticeship and apprenticeship at the K-12 adult education level and community college level with local trade organizations. Together with industry leaders, adult education providers and community college faculty will collaborate to define learning outcomes for pre-apprenticeship.

2.3c Programs for adults (including but not limited to older adults) that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school. (REQUIRED) [Page allowance: 1 page. Enter or Paste Here]

By the end of 2017-18, CAERC will complete its regional plan for this new program area and will begin implementing the prioritized regional strategies based on additional funding. The planning and implementation process will include:

- Identify regional need for expansion;
- Align pathway and instruction;
- Develop curriculum that includes the California state standards (Common Core State Standards, California English Language Development Standards, Next Generation Science Standards);
- Expand programs and services in the region;
- Continue to offer credit basic skills in math, English, and ESL at the community college level, which would benefit parents and caregivers who need to expand their knowledge base to assist their children; and
- Leverage existing assets or structures to benefit the adult learners in the region such as county and local libraries and other CAERC partners to offer programs to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school.

2.3d Collection and availability of data. (REQUIRED) [Page allowance: 1 page.]

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 utilizing the new statewide data and accountability system currently 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 (***CAERC Regional Strategy #11: Leverage existing data and accountability systems to regionally collect and track student enrollment, demographics, and performance measures***). TOPSpro Enterprise is designed to meet the new AB 104 reporting requirements. Until the statewide data system is completed, K-12 adult education schools and Los Rios Community College District (LRCCD) will administer existing multiple measures for placement and assessment. Measures will include CASAS tests in K-12 adult schools and faculty/instructor-designed assessments.

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 **as needed**. Los Rios Community College District will administer the California Community Colleges Chancellor's Office (CCCCO)-approved placement tests. **In Fall 2016**, Sacramento City College will **begin-piloting** the placement tests.

CAERC **K-12** members will use TOPSpro Enterprise (TE) to track student enrollment, demographics, and student performance. 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.

2.3e Qualifications of instructors (including common standards across entities).
(REQUIRED) [\[Page allowance: 1 page. Enter or Paste Here\]](#)

By the end of 2017-2018, the qualifications of instructors will be unique to each system. K-12 adult school educators will demonstrate their content and instructional expertise with a credential from the California Commission on Teacher Credentialing. Los Rios Community College faculty will continue to follow the recommendations and regulations regarding the minimum qualifications and disciplines list cited in the *Minimum Qualifications for Faculty and Administrators in California Community Colleges* (2014).

The Consortium will focus its collective efforts on building common professional knowledge through mentoring support and regional professional development on adult learning, contextual learning, and accelerated learning based on instructor assignment (***CAERC Regional Strategy #4: Provide Professional Development to Support Regional Priorities***).

2.3f Alignment of academic content and curricula (OPTIONAL)

CAERC opts out.

2.3g Alignment of educational services supported by this grant. (OPTIONAL)

CAERC opts out.