

Consortium Annual Plan

This Annual Plan Form has been partially auto-filled for your Consortium based on your AEBG Consortium Fiscal Administration Declaration (CFAD). **Some text is locked** (). Should you need to make changes to these sections, please contact the AEBG Office. Submissions are due by **August 15, 2016**.

Please Note: Please use bullet-point lists where appropriate for clarity and concision and spell out acronyms that may not be readily understood by most readers.

Section 1: Consortium Administration

Consortium Grant Number	Consortium Name
15-328-24	28 Capital (Los Rios)

Primary Contact(s)

The table below lists the current Primary Contact(s) for your Consortium. Each may identify up to **two**. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. All changes are saved automatically.

Name	Title	Phone	Email
Lee, Connie	Director	(916) 228-2377	clee@scoe.net
Lorimer, Sue	Deputy Chancellor	(916) 568-3031	lorimes@losrios.edu

Funding Channel

The consortium has designated a fiscal agent

Fiscal Contact

The table below lists the current Fiscal Contact for your Consortium. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. All changes are saved automatically. To add or remove a Member Representative, click **Add / Remove Member Representatives**.

Name	Title	Phone	Email
Sanchez, Tamara	Assistant Superintendent, CBO		tsanchez@scoe.net

Member Representation

The table below lists the current Membership for your Consortium. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. To **add** or **remove** a Member Representative, click **Add / Remove Member Representatives**.

Name	Member Agency	Phone	Email	Approved
Lee, Connie	Sacramento County Office of Education	(916) 228-2377	clee@scoe.net	03/25/2016
Ramos, Alejandro	Washington Unified School District	(916) 375-7740	aramos@wusd.k12.ca.us	08/27/2015
White, Jacqueline	Twin Rivers Unified School District	(916) 566-2785	jackie.white@twinriversusd.org	09/01/2015
Messer, Rick	San Juan Unified School District	(916) 971-7700	rick.messer@sanjuan.edu	08/25/2015
Hinkson, Joyce	Sacramento County Office of Education	(916) 228-2597	jhinkson@scoe.net	10/06/2015
Lytle Gilmore, Sue	Sacramento City Unified School District	(916) 277-6533	gilmores@scusd.edu	08/20/2015
Smith, Christine	Natomas Unified School District	(916) 567-5428	csmith@natomas.k12.ca.us	10/28/2015
Lorimer, Sue	Los Rios Community College District	(916) 568-3031	lorimes@losrios.edu	09/09/2015
Linebarger, Charlie	Folsom-Cordova Unified School District	(916) 635-6810	clinebar@fcusd.org	09/03/2015
Malkiewicz, Karen	Elk Grove Unified School District	(916) 686-7717	kmalkiew@egusd.net	09/15/2015
Sausser, Grace	Davis Joint Unified School District	(530) 757-5380	gsausser@djusd.net	08/27/2015
Collier, Alyson	Center Joint Unified School District	(916) 339-4632	acollier@centerusd.org	08/19/2015
Wagner, Butch	Amador County Unified School District	(209) 257-5100	bwagner@acusd.org	09/09/2015
Publicover, David	El Dorado County Office of Education	(530) 295-2257	dpublicover@edcoe.org	09/01/2015
Duncan, Sean	Galt Joint Union High School District	(209) 745-3061	sduncan@ghsd.k12.ca.us	08/09/2016

Governance Plan

Your Governance Plan defines the policies and procedures that guide decision-making and operations for your Consortium. Your Consortium's current Governance Plan may be found below.

Has your Consortium changed how it manages operations since submitting the plan above? (Select Yes or No)

- Yes
 No

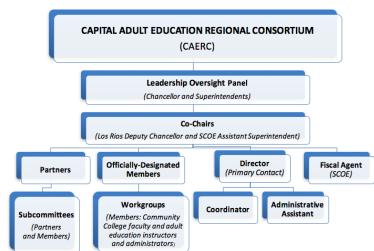
If you have changes to your Governance Plan Template, please complete a new Governance Plan Template and upload it below for submission with your Annual Plan.

 [Download Governance Plan Template](#)

[caercgovernance_amended_5_6_16.pdf](#)

Organizational Chart

In your 2016 – 17 CFAD, you were asked to submit an Organizational Chart. Your Consortium's current Organizational Chart may be found below.



Do you have changes to your Organizational Chart? (Select Yes or No)

- Yes
- No

If there have been changes from what was submitted with your CFAD, please upload a new Organizational Chart below for submission with your Annual Plan. Organizational Charts must be in .jpg format.

Fiscal Management

In your CFAD you answered the following questions: 1) How will the consortium be fiscally managing your block grant in 2016 - 17? 2) How are you rolling up grant expenditures report to the State? Your response is included below for reference.

To fiscally manage the Adult Education Block Grant, the fiscal agent has provided members with expenditure and progress report templates. Each template is customized for each funding stream (MOE, consortium allocation, and rural county) and includes details on object codes with brief descriptions, AEBG seven program areas, and objectives. The templates also include pre-formulated cells to provide members an embedded “checks and balance” system to avoid data entry errors. In addition, members submit brief narratives to substantiate the expenditures during the specified reporting period. The submitted expenditure and progress reports from the members are then compiled at the consortium level to generate the consortium fiscal report. Finally, the fiscal agent’s certifying official certifies the expenditures and submits the report to the state on the behalf of the consortium.

Does your Consortium have updates or changes to its approach to Fiscal Management to report? If so, click Yes and enter them in the textbox below. Otherwise, click No.

- Yes
- No

None

Consortium Allocation Schedule

In your CFAD, you submitted your Allocation Schedule for 2016-17. **This item is locked.** It is included here for reference only.

Member Name	Total Allocation
Davis Joint Unified School District	\$304,333
Twin Rivers Unified School District	\$2,653,394
Natomas Unified School District	\$252,262
Center Joint Unified School District	\$185,012
San Juan Unified School District	\$1,502,789
Sacramento City Unified School District	\$1,079,980
Galt Joint Union High School District	\$301,621
Folsom-Cordova Unified School District	\$602,568
Elk Grove Unified School District	\$1,838,942
Sacramento County Office of Education	\$1,316,178
Washington Unified School District	\$328,596
El Dorado County Office of Education	\$170,071
Amador County Unified School District	\$592,711
Los Rios Community College District	\$0
Total	\$11,128,458

The AEBG effort focuses on the purpose described in AB86: "... to rethink and redesign an educational system that creates seamless transitions for students across adult schools and community colleges to accelerate academic and career success in order to earn a living wage." Your AB104 Adult Education Block Grant Three-Year Plan Update summarizes what your Consortium's vision and goals are for your regional Adult Education system. The Annual Plans focus on what will be done to make progress toward that vision each year.

Executive Summary

Please provide an Executive Summary of your Consortium's implementation plan for the 2016 – 17 Program Year. In your summary, please be sure to provide a clear and concise description of your Consortium's vision, accomplishments made during the prior Program Year, and its primary goals for the the upcoming Program Year.

Year 2: Align and Rethink

In Year 1, the Capital Adult Education Regional Consortium's (CAERC) first priority was to establish a strong foundation for success through consortium-wide collaboration and program expansion in the seven program areas. CAERC is ready to further its AEBG implementation efforts and build upon Year 1's strong foundation with its Year 2 Annual Plan for 2016-17: Align and Rethink. Year 2 continues CAERC's long-term investment necessary to create systemic change, to implement comprehensive strategies, to innovate instructional practices, and to improve progress among adult learners.

The consortium's plan is based on CAERC's four regional priorities:

1. Build and Expand Adult Education Offerings;
2. Develop Alignment and Pathways;
3. Increase Student Support Services; and
4. Enhance Data and Accountability Systems.

CAERC will continue its commitment to expanding adult education programs and services in the region. The Consortium will align existing and future adult education programs to postsecondary academic and career pathways. The goal is to create seamless transitions for adult learners with multiple pathways leading to the workforce. The Consortium will also rethink 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. Finally, Members have also made a commitment in Year 2 to strengthen existing partnerships and establish new partnerships to foster collaboration and to increase student access to community resources and support services.

In order to achieve this, CAERC has funded the following regional strategies:

- Expand AE Course Offerings in the 7 Program Areas in the Region
- Develop Regional Asset Map and Pathways Roadmap
- Align Courses and Streamline Pathways
- Provide Professional Development to Support Regional Priorities
- Coordinate and Expand Marketing and Outreach Efforts
- Increase K-12 AE to Postsecondary Transition with Student Outreach Events and Services
- Collaborate with Los Rios Center of Excellence to host CTE Workforce Seminars
- Research AE Teacher Credentialing Programs and Develop Resources
- Coordinate Special Projects Request for Proposal (RFP) to Address Gaps in Services and Accelerate Student Progress

Stakeholder Engagement

In the table below, please list your Consortium's Partner Agencies. These may include, but are not limited to, state, county workforce and / or educational agencies, community based organizations, corrections, advocacy and / or special interest groups, proprietary schools, charter schools, among others. Values may be entered directly into the table below. All changes are saved automatically.

Partner Name	Partner Type	Core Services
Alta California Regional Center	Non-Profit Corporation	Services and supports to individuals with developmental disabilities
Black Oak Mine Unified School District	Educational Organization	Educational programs and services
Building Skills Partnership	Community Based Organization	Job training, workplace ESL, parent education
California Department of Corrections and Rehabilitation	State Agency	Educational programs and services
California Department of Developmental Services	State Agency	Services and supports to individuals with developmental disabilities
California Human Development	Non-Profit Organization	Job training, employment services, housing, disability services, immigration services
California State Library	Public Library	Adult literacy programs
Capital Region Academies for the Next Economy- CRANE	Educational Organization	Academic and career pathways
El Dorado County Library	Public Library	Adult literacy programs
El Dorado Union High School District	Educational Organization	Educational programs and services
Greater Sacramento Urban League	Community Based Organization	Job training
Highlands Community Charter and Technical Schools	Educational Organization	Job training
La Familia Counseling Center	Community Based Organization	Job training and support services
Mexican Consulate	Government Organization	Immigration support
Outreach and Technical Assistance Network- OTAN	Educational Organization	Adult education professional development
Sacramento Employment and Training Agency- SETA	Government Organization	Workforce development and job training; children and family services; early childhood education; disabilities services; family literacy and social services; community programs and resources including the Community Services Block Grant and Refugee Program
Sacramento ESL Program	Community Based Organization	ESL classes
Sacramento Food Bank & Family Services	Non-Profit Organization	ABE, ESL, GED®, HiSET, citizenship, career development, introduction to computers/internet
Sacramento Job Corps	Government Organization	Job training, pre-apprenticeships and support services
Sacramento Public Library Authority	Public Library	Adult literacy programs
Yolo County Library	Public Library	Adult literacy programs
Yolo County Office of Education	Educational Organization	Educational programs and services

Briefly describe a promising practice that has emerged as a result of your collaboration with one or more of the partners identified above.

Two promising practices have emerged as a result of CAERC's collaboration with its 22 Partners:

1. Creation of RFP for Members and Partners: The new CAERC Special Projects Request for Proposals (RFP) was established to provide one-time funding for CAERC Members and Partners sponsored by Members. The membership allocated \$150,000 to the RFP for the October 1, 2016- June 30, 2017 funding period. This RFP invites submissions for special projects to: 1) Support regional priorities and strategies in CAERC's Comprehensive Regional Plan (March 2015), 3-Year Amended Plan and Annual Plans (2015-16 & 2016-17); 2) Address needs of underserved adult populations in the region as outlined in CAERC's Comprehensive Regional Plan (March 2015), 3-Year Amended Plan and Annual Plans (2015-16 & 2016-17); 3) Foster evidence-based best practices and collaboration across systems.
2. Creation of CAERC Asset & Pathways Roadmap: The new CAERC Asset & Pathways Roadmap (<http://www.capitaladulthood.org>) is designed to connect adults across the capital region to the classes and services they need to reach their academic and career goals. The site will feature CAERC Member and Partner organizations.

Levels and Types of Services

Please provide a description of your Consortium's success expanding levels and types of programs within your region, as well as key challenges faced and / or overcome during the 2015 – 16 Program Year.

CAERC Members expanded courses and services across the AEBG program areas. ACUSD offered its first-ever ESL class. CJUSD added a HS Diploma program and investigated CTE programs to add to its program offerings. DJUSD added a Administrative Assistant program. EDCOE added an additional day to its GED®/HS Diploma program and lengthened its ESL program from 9 to

12 months. EGUSD leased an additional classroom to accommodate CTE program expansion and added HiSET test preparation and testing services. FCUSD added an ABE class. GJUUSD expanded its blended learning offerings for both High School Equivalency test preparation and ESL. NUSD added a Spanish GED® preparation class and provided childcare. SCUSD reopened ESL classes at three elementary schools after years of no MOE funding. SJUSD opened Creekside Adult Center, two ESL classes for parents at district elementary schools, and offered summer school classes at two locations for the first time in several years. TRUSD offered a Construction pre-apprenticeship training program and expanded ESL course offerings. WUSD expanded its ASE course offerings, opened an evening ESL class and began the process of expanding its culinary CTE program.

(1) Inadequate and delayed funding at the regional level to fully address the gaps; (2) limited classroom space and facilities for adult education programs, services and staff; (3) difficulty with recruitment and retention of qualified certificated and classified personnel; (4) lack of community awareness that programs and services have returned; (5) vague legislative language and use of the term “grant” has led to uncertainty regarding the longevity of AEBG funding; (6) hiring barriers at K-12 member districts related to credentialing and union requirements, salary schedules, and collective bargaining rights for adult educators; (7) emphasis on reporting of performance outcomes and accountability has left too little time for agencies to focus on the infrastructure and program support needed for program expansion; (8) lack of a comprehensive, shared data and accountability system across K-12 AE and community colleges; (9) high cost for CTE program set up; (10) insufficient quality program materials and curricula; (11) large membership which impacts consortium effectiveness, efficiency, and workload; (12) insufficient funding at the state level to coordinate and provide technical assistance to regional consortia throughout California; (13) constant changes and increasing number of AEBG deliverables and reporting requirements; and (14) compressed timelines with unclear and delayed guidelines.

Regional Needs

Please provide a description of your Consortium’s success providing training and educational services to address the needs of adult learners within your region. Please also identify key challenges faced and / or overcome during the 2015 – 16 Program Year. Please also include descriptions of changes in the needs of your region, as appropriate.

CAERC Members demonstrated success providing training and expanded their educational services to meet the needs of adult learners throughout our region. Staffing was key to these efforts. Positions were added and expanded in 2015-16 and planned for 2016-17 to provide increased numbers of courses and educational services. Amador County USD hired a Coordinator and CTE Administrator. Davis JUSD hired additional staff to assist with data collection and reporting and provide student support services. Twin Rivers USD budgeted for the hiring of three full-time ESL instructors, an Office Manager, an Instructional Para-Educator Specialist and a Counselor for the 2016-17 school year. Washington USD contracted additional counseling services to improve student intake and placement and created a new Adult Education Counselor Position in 2015-16. The district also budgeted to expand its Adult Education Secretary position to full-time in the 2016-17 school year.

To fully address the needs of adult learners in the Capital region, Members would greatly benefit from additional staffing positions such as full-time teachers, workforce navigators, financial aid counselors, mental health providers, translators, transition specialists, data managers, para-educators, learning disability specialists, vice principals, community liaisons, outreach specialists, childcare providers, and program coordinators.

Specific challenges faced during the 2015-16 program year include: (1) inadequate and delayed funding; (2) difficulty with recruitment and retention of qualified certificated and classified personnel; (3) inability to hire qualified staff in a timely manner (4) vague legislative language and use of the term “grant” has led to uncertainty regarding the longevity of AEBG funding; (5) hiring barriers at K-12 member districts related to credentialing and union requirements, salary schedules, and collective bargaining rights for adult educators; (6) emphasis on reporting of performance outcomes and accountability has left too little time for agencies to focus on the infrastructure and program support needed for program expansion.

Section 3: Consortium Expenditures by Program Area and Objective –

Reflecting on what you submitted in your 2015 – 16 Annual Plan, as well as your 2015 – 16 expenditures by Program Area and Objective, estimate the funding that will go to support these efforts in the 2016 – 17 Program Year. Data collected include 2015 – 16 MOE and Consortium Allocations (Budgeted and Spent) by Program Area, Objective, and Object Code, as well as Planned Expenditures by funding source for the 2016 – 17 Program Year, as shown in the tables below.

2015 - 16 Expenditures								2016 - 17 Planned Expenditures							
Program Areas	Budgeted			Spent			+/-	AEBG	WIOA	Adult Perkins	Ca/Works	LCFF	CCD Apportionment	Incarcerated Adults	Total
	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total									
3.1a Adult education (ABE, ASE, Basic Skills)	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1b English as a second language	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1c Pre-apprenticeship training	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1d Career and technical training	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1e Adults training to support child school success	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1f Older adults in the workforce	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1g Services to adults with disabilities	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Objectives	Budgeted			Spent			+/-	AEBG	WIOA	Adult Perkins	Ca/Works	LCFF	CCD Apportionment	Incarcerated Adults	Total
	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total									
5.1a Obj. 3: Seamless Transition	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5.1b Obj. 4: Gaps in Services	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5.1c Obj. 5: Accelerated Learning	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5.1d Obj. 6: Professional Development	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5.1e Obj. 7: Leveraging Structures	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Object Code	Budgeted			Spent			+/-
	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	
1000 Instructional Salaries	\$0	\$0	\$0	\$0	\$0	\$0	-
2000 Noninstructional Salaries	\$0	\$0	\$0	\$0	\$0	\$0	-
3000 Employee Benefits	\$0	\$0	\$0	\$0	\$0	\$0	-
4000 Supplies and Materials	\$0	\$0	\$0	\$0	\$0	\$0	-
5000 Other Operating Expenses	\$0	\$0	\$0	\$0	\$0	\$0	-
6000 Capital Outlay	\$0	\$0	\$0	\$0	\$0	\$0	-
7000 Other Outgo	\$0	\$0	\$0	\$0	\$0	\$0	-
Indirect / Administration	\$0	\$0	\$0	\$0	\$0	\$0	-
Total	\$0	\$0	\$0	\$0	\$0	\$0	-

Key
 ▼ = Under
 ▲ = Over

Expenditures data must be submitted for each participating Member agency as a single comma-separated values (.csv) file for each Consortium. To help ensure the consistency and accuracy of data collected, as well as minimize the administrative burden on Consortium Members, the AEBG Office has developed tools to support collection and reporting of Consortium expenditures data. These include a Member Expenditures Form that Consortia may use to collect data from Member agencies, and a Consortium Expenditures Workbook with built-in automations to import and export Member / Consortium data with the click of a button. Instructions for use of these tools, as well as a sample workflow document and export file may be found in Consortium Expenditures Workbook.

While it is not required that Consortia use these tools, expenditures data must be submitted in the format produced by the Consortium Expenditures Workbook. Consortia using other tools to produce this report are strongly encouraged to reach out to the AEBG Office to ensure their files meet the specifications of the AEBG Office prior to submission. Once you have prepared your Consortium Expenditures file, upload it here for submission with your 2016 – 17 Annual Plan.

[28 capital consortiumexpenditures 160721.xlsx](#)

Section 4: Consortium Action Plan Review and Update

Regional Assessment Plan Updates

Provide a description of your AEBG Regional Assessment Plan, i.e., how students will be appraised, placed, assessed, etc. into the regional adult system as they progress, and as they move among the various schools.

K-12 Members will continue utilizing the common intake form developed by Members of the consortium in 2015-16. This form will be updated and revised to ensure proper AEBG data collection and best practices for intake and student assessment will be addressed.

Students at K-12 member agencies will be appraised with CASAS and member-developed assessments and placed based on their appraisal scores and identified goals; students enrolling in courses at the four Los Rios Community Colleges will be assessed using state approved assessment instruments and multiple measures and placed into the appropriate levels. K-12 AE students will be assessed with CASAS and member-developed assessments to monitor progress and student learning gains. Students enrolled in courses at the four Los Rios Community Colleges will be assessed with faculty-created classroom assessments. CAERC Members will explore options for student tracking within our consortium in the upcoming year.

What tools and vendors will you be using for these activities? Responses may be entered directly into the table below. All changes are saved automatically.

Name	Vendor	Core Services
CASAS Assessments	CASAS	Applicable AEBG program areas
PeopleSoft Database	Oracle	Applicable AEBG Program areas

Student Data Tracking

Describe how you will track student enrollment, demographics, and performance. What system(s) will you be using? How will you collect the data from the student / classroom level? How will this system enable you to meet the targeted program outcomes?

CAERC K-12 Members will continue using CASAS' TOPSpro Enterprise to track student enrollment and demographics and a variety of tools including CASAS and member-level assessments to evaluate student performance. K-12 consortium Members will use a common intake form to ensure collection of the required data elements upon enrollment. As part of the Data and Accountability Workgroup, front line staff and administrators will review the 2015-16 data and identify priority needs for data collection and recommendations to implement consortium-wide during the 2016-17 school year. Los Rios Community College District will continue using PeopleSoft for its data collection. AEBG data will be exported from PeopleSoft to TOPSpro Enterprise for consortium reporting. CAERC will utilize the newly-created AEBG reports developed by CASAS/TOPSpro Enterprise to monitor and evaluate the consortium's data collection efforts and report program outcomes.

List the systems used for student data tracking. Responses may be entered directly into the table below. All changes are saved automatically.

Name	Vendor	Core Services
Aeries Student Information System	Eagle Software	Attendance tracking
PeopleSoft	Oracle	Student data tracking and reporting
PowerSchool	PowerSchool	Attendance tracking
TOPSPro Enterprise	CASAS	Student data tracking and reporting
Web Attendance	ASAP	Attendance tracking

2015 – 16 Annual Plan Review and Update

Considering the activities proposed and / or implemented this year, please evaluate your Consortium's effectiveness meeting the following student outcomes identified in AB104:

- (A) Improved literacy skills
- (B) Completion of high school diplomas or their recognized equivalents
- (C) Completion of postsecondary certificates, degrees, or training programs
- (D) Placement into jobs
- (E) Improved wages

In your responses, please include a description of your progress toward implementation of your 15 - 16 strategies. Please also be sure to highlight key successes, challenges, and any new strategies proposed as a result of lessons learned during the 15 – 16 program year.

Objective 3: Integration and Seamless Transition

Activities and plans to align regional academic and career pathways leading to employment and student transition into postsecondary education and / or the workforce.

Year 1 Success and Outcomes:

Asset Map and Pathways Roadmap:

- Completion of Phase 1: pilot completed, launch of website, social media presence (Facebook), administrative interface for members and partners to enter program information and course details, site introductory video, how to search for class video, website email subscriber database built, course search feature completed

Alignment:

- Collaborative relationship established between CC and K-12 members
- Shared common vision and goals established among workgroup participants
- Workgroup recommendations and actionable plan developed for consortium in ESL Writing, ABE/ASE Writing and Mathematics

Moving Forward:

Asset Map and Pathways Roadmap:

- Importance of including student focus groups in development process
- Critical role of pilot phase for feedback loop with contractor
- The need to define what data is essential vs. non-essential
- The importance of a user-friendly interface

Alignment:

- Importance of designating leads from CC and K-12 to coordinate and lead effort
- Need for identified "experts" in targeted content areas
- Need for clearly defined criteria for alignment workgroup participants
- Systemic change requires comprehensive support from consortium
- Need for greater awareness of common core instruction, assessments, and graduation requirements.

Student Outreach Events and Services: (New)

- Identified the need for outreach to increase awareness of postsecondary transition options

Objective 3 Activities

Activities and plans to align regional academic and career pathways leading to employment and student transition into postsecondary education and / or the workforce.

Response: (200 words max.)

Activity	Outcomes Expected	Method of Assessing Impact
<p>Increase K-12 AE to Postsecondary Transition with Student Outreach Events and Services a. Develop, design and distribute AE College Talk booklet focused on Los Rios Pathway b. Translate booklet in Spanish c. Develop, coordinate and host CAERC Postsecondary Transition Awareness Orientation for K-12 AE & CC (Include kick-off of AE College Talk) d. Coordinate Los Rios CAERC Adult Education Day e. Members and Partners contract with CalSOAP and host agency-level postsecondary transition student outreach events</p>	<p>Increased awareness of postsecondary transition options for adult learners; increased number of adult learners applying and successfully transitioning to Los Rios CCD; Increased number of adult learners accessing educational advising and student support services available; Increased number of students staying at Los Rios and completing coursework at CC; Increased number of adults aware of how to apply for financial aid and more financial aid applicants; Embedded access to student services</p>	<p>Number of adult learners attending outreach events; event evaluation by participants; AEBG performance outcomes; number of completed college and financial aid applications</p>
<p>Develop Regional Asset Map and Pathways Roadmap a. Develop Pathways Roadmap - Phase 2 Update and Maintain Regional Asset Map</p>	<p>Web-based, interactive tool in which students can identify their goals, plan academic and career pathway and explore pathways available in the Capital region; Completion of Pathways pilot and review of pilot feedback to prepare for Consortium-wide launch.</p>	<p>Degree of usability, functionality, and accessibility for adult learners and staff; Website analytics</p>
<p>Align Courses and Streamline Pathways (English Writing) a. Attend PD: Tools for team collaboration (Google Drive, etc.); Expository Reading & Writing Course (ERWC) training; other trainings as needed b. Identify AE ABE/ASE English writing best-practices statewide (e.g., class structure, length, curriculum, instructional practices, etc.) c. Identify writing objectives for AE English courses that align to CCR writing/language standards and CC SLOs d. Develop transitions English writing course(s) that addresses high school writing (Level E) standards e. Create common course outline templates, syllabi, and rubrics; include sample writing for each level for use among AE members f. Review and identify curriculum to support course objectives (Grades 7-8, 9-10, 11-12 ERWC units, other textbooks and materials) g. Create sample lessons for AE English courses & adapt ERWC modules for AE h. Identify and recommend pathways for Asset and Pathways Map i. Develop and present recommendations for AE pilot j. Pilot recommendations with implementation support k. Evaluate pilot effectiveness and develop recommendations for consortium-wide implementation</p>	<p>Improved communication and collaboration among development team and alignment workgroup; certified ERWC instructors with access to grade 7-12 curriculum who can provide instruction that addresses the gaps in existing ABE/ASE courses; AE English writing course outlines, syllabi and templates that are aligned to CCRS and CC SLOs; New transitions courses that address high school writing standards; Recommendations for English writing curricula; Recommendations for Asset and Pathways Map for possible pathways; Improved instruction and student outcomes</p>	<p>Feedback from Alignment workgroup and Consortium; Findings from Alignment Writing Pilot in 2016/2017 based on scalability and replicability across AE members; student writing; CC writing placement; class observation; student performance outcomes; transitions data</p>
<p>Align Courses and Streamline Pathways (ESL Writing) a. Attend PD: Tools for team collaboration (Google Drive, etc.), CATESOL State Conference; Evidence-Based ESL Instruction; College & Career Readiness Standards; other trainings as needed b. Identify AE ESL writing best-practices statewide (e.g., class structure, length, curriculum, instructional practices, etc.) c. Identify writing objectives for AE ESL courses (BL-AV) that align to CCR writing/language standards and CC SLOs d. Create common course outline templates and syllabi, rubrics and writing samples for each level for use among AE members e. Review ESL writing curricula f. Identify and recommend pathways for Asset and Pathways Map g. Develop and present recommendations for AE pilot h. Pilot recommendations i. Evaluate pilot effectiveness and develop recommendations for consortium-wide implementation</p>	<p>Improved communication and collaboration among development team and alignment workgroup; Improved evidence-based writing instruction & knowledge of CCRS; CCRS aligned lessons that incorporate evidence-based instructional strategies; AE ESL writing course outlines, syllabi and templates that are aligned to CCRS and CC SLOs; Recommendations for ESL writing curricula; Recommendations for Asset and Pathways Map for possible pathways; Recommendations for consortium-wide implementation; Improved instruction and student outcomes</p>	<p>Feedback from Alignment Workgroup and Consortium; Findings from Alignment ESL Writing Pilot in 2017 based on scalability and replicability across AE members; class observation; student performance outcomes; transitions data</p>

Activity	Outcomes Expected	Method of Assessing Impact
<p>Align Courses and Streamline Pathways (Mathematics) a. Attend PD: Tools for team collaboration (Google Drive, etc.); Common Core Math instruction and training; other trainings as needed b. Identify AE ABE/ASE mathematics best-practices statewide (e.g., class structure, length, curriculum, instructional practices, etc.) c. Create AE common course outline templates and syllabi for each course level and identify mathematics CCR standards to be addressed d. Develop transitions math course that addresses high school math (Level E) standards e. Create aligned assessments/exit tests to determine AE and community college placement f. Review mathematics curricula g. Identify and recommend pathways for Asset and Pathways Map h. Develop and present recommendations for AE pilot i. Pilot recommendations j. Evaluate pilot effectiveness and develop recommendations for consortium-wide implementation</p>	<p>Improved communication and collaboration among development team and alignment workgroup; Improved knowledge of common core math; List of best practices that will inform math alignment effort; AE math course outlines, syllabi and templates that are aligned to CCRS; Transitions Math Level E course outline and syllabus; Recommendations for math curricula and manipulatives; Recommendations for Asset and Pathways Map for possible pathways</p>	<p>Feedback from Alignment Math Workgroup and Consortium; Findings from Alignment Math Pilot in 2017 based on scalability and replicability across AE members and student performance outcomes; transitions data</p>

Objective 4: Gaps in Services

Activities and plans to address gaps in programs and services within your region.

Year 1 Successes and Outcomes:

- Members focused on expanding AE courses and all seven AEBG programs are now provided in the Capital region. Members spent 78.5% of the consortium allocation on ESL classes to meet the growing needs of the ELL community. Members also invested in CTE and ABE/ASE program expansion.
- Phase 1 of the regional asset map has been completed.
- CAERC increased marketing efforts and completed the following projects: Sacramento News and Review publication; Websites: caerc.org and capitaladulthood.org; and CAERC Community quarterly newsletter (design, template, Issue 1).

Moving Forward:

- Expansion needs to be coordinated in every program in the region especially in CTE periodically and annually.
- Expansion requires dedicated staff time to coordinate with other internal departments (e.g. personnel, fiscal, K-12, and facilities) and program knowledge to launch new courses.
- Program leads also need programmatic assistance and professional learning opportunities to support expansion efforts.
- The gaps of service in the Capital region are significant and will require many years to rebuild capacity across districts at the teacher and administrator levels.
- CAERC staff development time of marketing materials and resources need to be embedded in coordination of project timeline with contractors.

Objective 4 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Outcomes Expected	Method of Assessing Impact
Expand AE Course Offerings in the Region	Expansion of AE programs in the region New and revised course descriptions to address identified gaps New job descriptions for additional positions Expenditures may include but are not limited to the following examples: staffing (instructors, clerical office staff; data and testing clerks, administrator, computer and technology specialists, childcare providers, custodians, transition specialists, etc.); technology and equipment (projectors, computers, internet access, data, security and phone lines, phones, copy machines, audio-visual equipment, tablets, etc.); curricula, books, materials, and teaching supplies; classroom furniture; facilities upgrade cost (lighting, ADA compliance, parking repairs, striping, signage, fencing, security screens, security alarms, roofing, HVAC repairs, carpeting, etc.); member-specific professional development including state and out-of-state travel; and consultation contract, insurance, and license fees based on identified member expansion program area need.	Increased number of programs and services in the region; Increased number of adult learners enrolled in programs
Develop Regional Asset Map and Pathways Roadmap 1. Design and Pilot Phase 3: Pathways Update and Maintain Regional Asset Map	Web-based, interactive tool in which students can identify their goals, plan academic and career pathway and explore pathways available in the Capital region; Completion of Pathways pilot and review of pilot feedback to prepare for Consortium-wide launch.	Degree of usability, functionality, and accessibility for adult learners and staff; Website analytics
Collaborate with Los Rios Center of Excellence to host CTE Workforce Seminars	Increased awareness about industry clusters, trends, workforce gaps, cluster-based workforce action plans Analysis of regional data to determine implications for AE to develop and coordinate K-12 AE's CTE Program Expansion Plan	Ongoing coordination of regional AE program expansion based on labor market needs
Coordinate the Expansion of Marketing and Outreach Efforts a. Develop and implement consortium's marketing and outreach plan. b. Create and design marketing and outreach content and materials for consortium. Targeted Audience: • Adult Learners • Community stakeholders • Partners • Members • Teachers/Faculty • Principals • Administrators • Classified Staff • Local Bargaining Unions • Potential Teachers, Faculty and Staff Employers	Regional Marketing and Outreach Plan; Websites: caerc.org capitaladulthood.org; CAERC Community newsletter quarterly publication; Leadership Annual Report; social media campaign, AE Week, promotional print and multi-media materials	Increased regional awareness of the Consortium; Website analytics; Increased enrollment; Improved communication with adult learners, education leaders, and community stakeholders in the region
Research AE Teacher Credentialing Programs and Develop Resources	AE Credential Toolkit Resources	Increased regional awareness on credentialing process for AE teachers and administrators and programs available; Common and up-to-date resources for members to assist with AE teacher and administrative recruitment, hiring and retention

Objective 5: Acceleration*Activities and plans to accelerate student progress toward academic and/or career goals.*

In 2015-16, CAERC's first priority was to expand adult education programs and services in the region so it did not fund Objective 5 activities at the consortium level.

Objective 5 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Outcomes Expected	Method of Assessing Impact
Coordinate Special Projects Request for Proposal (RFP) to Address Gaps in Services and Accelerate Student Progress	RFP application; awarded special project(s) to address needs of underserved adults; increased engagement with partner(s); special project(s) evaluation and performance outcomes reporting; evaluation report; professional development (PD) on replicability and sustainability	Special project(s) evaluation and performance outcomes reporting; evaluation report; professional development on replicability and sustainability

Objective 6: Shared Professional Development

Activities and plans to implement collaborative professional development strategies designed to foster program alignment and support ongoing assessment and improvement of student outcomes.

Year 1 Successes and Outcomes:

- CAERC staff designed and provided multi-tiered professional learning opportunities to support members with AEBG reporting requirements, data and accountability:
 - a. TOPSpro Enterprise (TE) Workshop Labs: monthly, required, “goal-based” with assigned tasks, designed for all TE users especially front-line staff; Focus: AEBG data collection and reporting requirements; Hands-on lab time with TE
 - b. TE Online Sessions: monthly, optional, designed for instructors and front-line staff; Focus: Support with assigned tasks provided by CASAS and CAERC staff
 - c. On-site Support Appointments: As needed, by appointment or recommendation
 - d. Focus Group Meetings: project based (Example: CAERC AEBG-aligned Registration Toolkit)
 - Members and Partners identified professional development (PD) topics to develop CAERC’s 2016-17 PD plan.
 - Members attended conferences to support AEBG.

Moving Forward:

- Site support and technical assistance must be funded adequately to increase site capacity and implementation success.
- It is critical that CAERC’s Consortium-level PD plan will continue to differentiate PD for the various stakeholders.
- Leveraging consortium assets and resources among Members, Partners, AE professional associations will help the consortium as a region achieve greater program integration and improve student outcomes.

Objective 6 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Outcomes Expected	Method of Assessing Impact
Provide Professional Development to Support Regional Priorities 1-3. PD themes: • Collaboration • Evidence-Based Best Practices • Pathways and Alignment • Instruction for Postsecondary Skills Development • Technology Integration • Contextualized Instruction • Support Services • Postsecondary Transitions	Leverage assets and resources among Members, Partners, state projects, and professional associations (e.g., CASAS, OTAN, CALPRO, CCAE, CATESOL) to provide PD offerings based on survey results and Consortium PD plan. Increased knowledge and skills to help consortium achieve program alignment, improved student outcomes, and enhanced collaboration across systems	Participant feedback; Established and strengthened partnerships; Shared knowledge among Members and Partners
Plan and coordinate regional summits. a. Regional Summit b. Annual Planning Summit	Increased collaboration across membership and partnerships; improved implementation to foster learner persistence and goal achievement	Participant feedback; Established and strengthened partnerships; Shared knowledge among Members and Partners
Provide and coordinate site support for administrators, instructors, and staff.	Improved implementation at the site level to build capacity	Participant feedback; Observation
Attend state and out-of-state professional development to support AEBG program areas and consortium work.	Increased knowledge and skills to help consortium achieve program alignment, improved student outcomes, and enhanced collaboration across systems.	Participant feedback

Objective 7: Leveraging Resources

Activities and plans to leverage resources to create or expand programs and services to adult learners in your region. Resources may include contributions from, or collaborations with, local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, county libraries, etc.

Year 1 Successes and Outcomes:

- Leveraged existing data and accountability systems to regionally collect and track student enrollment, demographics, and performance measures with CAERC partner, CASAS with TOPSpro Enterprise.
- Centralized and coordinated pilot at consortium level and include stakeholders (administrators, front-line staff, consortium team, and CASAS staff) in decision-making process.
- Developed common regional registration toolkit and form.

Moving Forward:

- CAERC will use Data and Accountability funds to support CAERC’s regional assessment plan and data collection needs.
- In 2016 - 2017, CAERC will reaffirm existing partnerships and establish new partnerships. During this process, members will identify consortium needs and reassess resources available to build reciprocal relationships with partners. The goal is to leverage structures and partnerships to maximize and enhance access to resources and services for adults in the Capital region.

Objective 7 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Partners	Partner Contributions	Outcomes Expected	Method of Assessing Impact
No Data				

Section 5: Annual Plan Submission

As a condition of receiving AEBG funds, each Consortium must confirm they have read, understand, and agree to adhere to the measures put forth in the 2016 – 17 AEBG Program Assurances Document.

Certification (Required)

- I hereby certify that the Consortium operates in a manner consistent with all legislative mandates, Consortium, and Member requirements as set forth in the by the AEBG Office and the AEBG 2016 – 17 Program Assurances Document.
- I hereby certify a) the information contained in this report is true and accurate to the best of my knowledge, b) that this Annual Plan has been approved following established Consortium governance policies, and c) that I am an official representative of the Consortium authorized to submit this Annual Plan on its behalf.

Signature

- Click here to confirm that you are ready to submit your Annual Plan.