

SOUTHWEST RIVERSIDE COUNTY ADULT EDUCATION REGIONAL CONSORTIUM
MEMORANDUM OF UNDERSTANDING
CALIFORNIA ADULT EDUCATION PROGRAM (CAEP)
**MT. SAN JACINTO COMMUNITY COLLEGE DISTRICT AND
PERRIS UNION HIGH SCHOOL DISTRICT**

This Agreement is entered into between **Mt. San Jacinto Community College District** hereinafter referred to as **MSJCCD** whose address is 1499 North State Street, San Jacinto, CA, 92583, and **Perris Union High School District** hereinafter referred to as **Contractor** whose address is 155 East 4th Street, Perris, California 92570.

This Agreement is based on California Adult Education Program (CAEP) funding received by MSJCCD as fiscal agent for the Southwest Riverside County Adult Education Regional Consortium (SRCAERC) herein referred to as "Consortium," from the California Community Colleges Chancellor's Office. MSJCCD is responsible for distributing funds to each Consortium member and/or partner within the region. The award agreement number is 21-328-035.

The CAEP program was established through California Assembly Bill 104 and is administered by the California Community Colleges Chancellor's Office and the State Superintendent of Public Instruction, who provide the allocation of grant awards to the Consortium in support of the improvement and expansion of adult education services.

The Consortium will ensure that the implemented programs are being offered to students free of charge, and that personnel hired and purchases made by members meet the required criteria as defined by the CAEP terms and conditions. Each consortium member will submit fiscal reports as required by the California Community College Chancellor's Office.

MSJCCD as the designated fiscal agent and as a member of the Consortium is authorized by Section 53060 of the California Government Code to contract with and employ any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal or administrative matters.

In consideration of the services required to meet CAEP requirements, and the Contractor can and will provide such services, the Parties agree as follows:

Term. The term of this Agreement will be effective from **July 1, 2021** and will end on **December 31, 2023**.

Termination. Either party may terminate this Agreement, without cause, with thirty (30) days written notice to the other party.

Award Allocation. The Consortium has agreed to award Contractor a portion of the Consortium funds in an amount not to exceed **\$209,848.00** as approved by the Consortium as a whole.

Distribution of Funds. Funds will be disbursed in a total of five installments, with 20% of the total allocation to be paid in October, December, February, April, and June of the funding fiscal year.

Attachments. The AB104 Program Guidance (Rev. 09/23/2019), AEP Fiscal Management Guide (Rev. 06/12/2021), Program Fees Policy (Rev. 12/11/2017) and SRCAERC Three Year Plan (2019 – 2022) are attached to this Agreement as a reference.

Exhibits. Exhibit A (SRCAERC FY 21-22 Allocation Schedule); Exhibit B (FY 21-22 Declaration of Funds) – attached.

Services. Contractor will not begin specified work without a fully executed Agreement in place. Contractor agrees that the funds will be used to support the following seven program areas of adult education:

1. Programs in elementary and secondary basic skills, including programs leading to a high school diploma or high school equivalency certificate.
2. Programs for Immigrants, eligible for educational services in citizenship, English as a second language, 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.
5. Programs for adults with disabilities.
6. Programs in career technical education that are short term in nature and have high employment potential.
7. Programs offering pre-apprenticeship training activities conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards for the occupation and geographic area.

Additional Funding. The Consortium has agreed to implement a mini grant process for members to apply for additional funding. Additional funding may be requested by submitting a Declaration of Funds proposal (Exhibit B - attached) to the Consortium. The member must justify and provide supporting documentation verifying that they have met or exceeded the seven objectives. Requests for additional funds must be approved by the Consortium.

Progress Report. Contractor will report expenditures and activities occurring during the previous quarter as follows:

- Each quarter ending September 30 is due December 1.
 - Each quarter ending December 31 is due March 1.
 - Each quarter ending March 31 is due June 1.
 - Each quarter ending June 30 is due September 1.
1. Reporting will follow a format provided by the California Community Colleges Chancellor's Office and will be accompanied by auditable documentation to support the claimed expenditures. Contractor will enter expenditures directly into the CAEP NOVA database and will forward a copy of their financial ledger summary for the period being reported to MSJCCD for review and certification.
 2. The accounting of funds shall indicate cumulative fiscal year to date totals for approved budget categories.
 3. Costs incurred under this agreement shall be in accordance with California Education Code (EC) §84913, §84914, and any future guidance provided by the California Community Colleges Chancellor's Office to comply with and achieve the legislative intent provided in AB104 of 2015 and as in effect during the period of this Agreement.
 4. A final accounting of funds must be submitted with the quarterly reports due **March 1, 2024** and must be marked "Final" by Contractor for inclusion in MSJCCD's annual report of expenditures to the California Community College's Chancellor's Office.

Oversight Requirements. Spending targets to increase by 15% each quarter. Failure to meet spending targets may result in a decrease of funding by the California Community Colleges Chancellor's Office. Budget changes that exceed 15% require member justification and consortium approval.

Budget Concerns. If the state or federal budget for the current year and/or any subsequent years covered under this Agreement does not appropriate sufficient funds for the program, this Agreement shall have no force and effect. In this event, MSJCCD shall have no liability to pay any funds whatsoever to Contractor or to furnish any consideration under this Agreement and Contractor shall not be obligated to perform any provision of this Agreement. Any work performed by Contractor prior to approval of the state or federal budget, as applicable, will be rendered on a voluntary basis, and shall not be compensated unless and until funding is authorized.

Sub-Agreements. Contractor may not make any sub-agreements with any third parties without advance prior written approval by MSJCCD and the California Community College Chancellor's Office.

Records and Audit. In accordance with the terms and conditions of the grant and state and federal requirements:

1. Contractor must maintain records regarding the use of grant funds and progress toward grant objectives. Contractor will maintain appropriate financial records in accordance with generally accepted accounting practices.
2. Contractor will make available to MSJCCD upon request, backup financial documentation that clearly describes the nature of each expense, as authorized in the approved budget.
3. Contractor agrees that MSJCCD shall have the right to review and to copy any records and supporting documentation pertaining to the performance of this Agreement. Contractor agrees to maintain such records for possible audit for a minimum of three (3) years after final payment or until any audit findings have been resolved, unless a longer period for records retention is stipulated. Contractor agrees to allow the auditor(s) access to such records during normal business hours and to allow interviews of any employees who might reasonably have information related to such records. Contractor agrees to include a similar right to the California Community College Chancellor's Office, the Bureau of State Audits, or any other appropriate state or federal oversight agency or their designated representative(s) to audit records and interview staff.

Products and Deliverables. Any document or written report prepared by Contractor shall contain the award agreement number and the dollar amount of this Agreement.

Travel. For travel necessary to the performance of this Agreement, Contractor travel and other expense reimbursement claims shall be governed by the travel policy and procedures adopted by Contractor's Governing Board. Travel and other expenses shall be limited to those necessary for the performance of this Agreement.

Standards of Conduct. Contractor shall disclose any employment or contractual relationships it may have with other colleges being served under a statewide or regional grant. Such relationships are prohibited and shall be promptly terminated, unless after being fully informed of the circumstances, MSJCCD and the Project Monitor (California Community College Chancellor's Office) determines that the services being provided to the other college by Contractor are above and beyond or unrelated to those provided under this Agreement.

Workers' Compensation. Contractor hereby warrants that it carries Workers Compensation Insurance for all its employees who will be engaged in the performance of this Agreement or is self-Insured in accordance with the provisions of Labor Code section 3700 and agrees to furnish to MSJCCD satisfactory evidence thereof at any time the Project Director may request.

Governing Law. It is understood and agreed that this Agreement shall be governed by the laws of the State of California both as to its interpretation and performance.

Participation in Funded Activities:

1. During the performance of this Agreement, Contractor shall ensure that no person is excluded from, denied the benefits of, or otherwise subjected to discrimination with respect to participation

in any program or activity funded under this Agreement on the basis of ethnic group identification, national origin, religion, age, sex, race, color, ancestry, sexual orientation, or physical or mental disability.

2. Programs funded by this Agreement should not be designed, administered, or advertised in a manner that discourages participation on any of the bases set forth above. Any informational, advertising, or promotional materials regarding such programs may not include any statements to the effect that a program is for, or designed for, students of a particular race, color, national origin, ethnicity or gender.
3. In the event that mentoring or counseling services are provided with funding provided by this Agreement, students may not be paired with mentors or counselors based solely upon the race, color, national origin, ethnicity or gender of the students, mentors, or counselors.

Discrimination Clause.

During the performance of this Agreement:

1. Contractor shall not unlawfully discriminate, harass or allow harassment, against any employee or applicant for employment because of sex, race, color, ancestry, religion, creed, national origin, physical disability (including HIV and AIDS), mental disability, medical condition (cancer and genetic characteristics), age (over 40), marital status, denial of family care leave, sexual orientation, political affiliation, or position in a labor dispute. Contractor shall insure that the evaluation and treatment of their employees and applicants for employment are free from such discrimination and harassment.
2. Contractor shall comply with the provisions of the Fair Employment and Housing Act (Gov. Code, §§ 12900 et seq.) and the applicable regulations promulgated thereunder (Cal. Code Reg. • tit. 2, §§ 7285 et seq.). The applicable regulations of the Fair Employment and Housing Commission Implementing Government Code section 12990 (a-f). set forth in chapter 5 of division 4 of title 2 of the California Code of Regulations are incorporated into this Agreement by reference and made a part hereof as if set forth in full.
3. Contractor shall also comply with the provisions of Government Code sections 11135-11139.8, and the regulations promulgated thereunder by the Board of Governors of the California Community Colleges (Cal. Code Reg. Title. 5, §§ 59300 et seq.)
4. Contractor shall give written notice of their obligations under this clause to labor organizations with which they have a collective bargaining or other Agreement.

Accessibility for Persons with Disabilities:

1. By signing this Agreement, Contractor assures MSJCCD that It complies with the Americans with Disabilities Act (ADA) of 1990 (42 U.S.C. §§ 12101 et seq.), which prohibits discrimination on the basis of disability, as well as all applicable regulations and guidelines issued pursuant to the ADA.
2. Contractor shall, upon request by any person, make any materials produced with funds under this Agreement available in Braille, large print, electronic text, or other appropriate alternate format. Contractor shall establish policies and procedures to respond to such requests in a timely manner.
3. All data processing, telecommunications, and/or electronic and information technology (including software, equipment, or other resources) developed, procured, or maintained by Contractor, whether purchased, leased or provided under some other arrangement for use in connection with this Agreement, shall comply with the regulations implementing Section 508 of the Rehabilitation Act of 1973, as amended, set forth at 36 Code of Federal Regulations, part 1194.
4. Design of computer or web-based Instructional materials shall conform to guidelines of the Web Access Initiative (see <https://www.w3.org/WAI/standards-guidelines/>) or similar guidelines developed by the California Community College Chancellor's Office.
5. Contractor shall respond to and resolve any complaints regarding accessibility of its products and services as required by this section. If such complaints are not informally resolved, they shall be treated and processed as complaints of discrimination based on disability pursuant to California Code of Regulations, title 5, sections 59300 et seq.

- 6. Contractor shall indemnify, defend, and hold harmless the California Community College Chancellor's Office, its officers, agents, and employees, from any and all claims by any person resulting from the failure to comply with the requirements of this section - Accessibility for Persons with Disabilities.

Hold Harmless & Indemnification. Contractor agrees to indemnify, defend and hold harmless MSJCCD, its trustees, officers, agents and employees from any and all claims losses accruing or resulting to any and all employees, subcontractors, suppliers, laborers and any other person, firm or corporation furnishing or supplying work, services, materials or supplies in connection with the performance of this Agreement, and from any and all claims and losses accruing or resulting to any person, firm or corporation who may be injured or damaged by Contractor in the performance of this Agreement.

Independent Contractor Status. Contractor, and the agents and employees of Contractor, in the performance of this Agreement, shall act in an independent capacity and not as officers or employees or agents of MSJCCD.

Agreement is Complete. No amendment, alteration or variation of the terms and conditions of this Agreement shall be valid unless made in writing, signed by both Parties, and fully approved as required. This Agreement supersedes all prior written and or oral agreements.

This area intentionally left blank

Contractor: Perris Union High School District
155 East 4th Street
Perris, California 92570

College: Mt. San Jacinto Community College District
Business Services Department
1499 N. State Street
San Jacinto, CA 92583

Execution of Agreement. This Agreement will not become effective or in force until all parties have fully executed this Agreement. Only the legally authorized representative of each Organization is allowed to sign this Agreement.


Contractor signature:

Printed Name: Dawn Bray
Title: Purchasing Director
Date: _____

District signature:

DocuSigned by:
Beth Gomez
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Beth Gomez
Vice President of Business Services
Mt. San Jacinto Community College
Date: July 28, 2021

 July 27, 2021

California Adult Education Program (CAEP)
 FY 21-22 Schedule of Consortium Allocations **REVISED 07/07/2021**
 Award #21-328-035

District Name	FY 20-21 Budget	FY 21-22 Budget FINAL Revised 07/07/2021	% of total budget	October Payment 20%	December Payment 20%	February Payment 20%	April Payment 20%	June Payment 20%	Total Allocations	Final Allocation Amount
Banning Unified	\$ 129,680.00	\$ 134,932.00	2.62%	\$ 26,986.40	\$ 26,986.40	\$ 26,986.40	\$ 26,986.40	\$ 26,986.40	\$ 134,932.00	\$ 134,932.00
Beaumont Unified	\$ 627,405.00	\$ 652,816.00	12.68%	\$ 130,563.20	\$ 130,563.20	\$ 130,563.20	\$ 130,563.20	\$ 130,563.20	\$ 652,816.00	\$ 652,816.00
Hemet Unified	\$ 718,828.00	\$ 747,941.00	14.52%	\$ 149,588.20	\$ 149,588.20	\$ 149,588.20	\$ 149,588.20	\$ 149,588.20	\$ 747,941.00	\$ 747,941.00
Lake Elsinore Unified	\$ 659,068.00	\$ 685,760.00	13.32%	\$ 137,152.00	\$ 137,152.00	\$ 137,152.00	\$ 137,152.00	\$ 137,152.00	\$ 685,760.00	\$ 685,760.00
Mt. San Jacinto CCD - Adult Ed Program	\$ 790,828.00	\$ 822,857.00	15.98%	\$ 164,571.40	\$ 164,571.40	\$ 164,571.40	\$ 164,571.40	\$ 164,571.40	\$ 822,857.00	\$ 822,857.00
Mt. San Jacinto CCD - Fiscal Lead 5% Admin	\$ 235,705.00	\$ 245,251.00	4.76%	\$ 49,050.20	\$ 49,050.20	\$ 49,050.20	\$ 49,050.20	\$ 49,050.20	\$ 245,251.00	\$ 245,251.00
Murrieta Valley Unified	\$ 279,950.00	\$ 291,288.00	5.66%	\$ 58,257.60	\$ 58,257.60	\$ 58,257.60	\$ 58,257.60	\$ 58,257.60	\$ 291,288.00	\$ 291,288.00
Perris Union High	\$ 201,680.00	\$ 209,848.00	4.07%	\$ 41,969.60	\$ 41,969.60	\$ 41,969.60	\$ 41,969.60	\$ 41,969.60	\$ 209,848.00	\$ 209,848.00
Riverside County Office of Education	\$ 570,735.00	\$ 593,850.00	11.53%	\$ 118,770.00	\$ 118,770.00	\$ 118,770.00	\$ 118,770.00	\$ 118,770.00	\$ 593,850.00	\$ 593,850.00
San Jacinto Unified	\$ 405,077.00	\$ 421,483.00	8.18%	\$ 84,296.60	\$ 84,296.60	\$ 84,296.60	\$ 84,296.60	\$ 84,296.60	\$ 421,483.00	\$ 421,483.00
Temecula Valley Unified	\$ 198,498.00	\$ 206,537.00	4.01%	\$ 41,307.40	\$ 41,307.40	\$ 41,307.40	\$ 41,307.40	\$ 41,307.40	\$ 206,537.00	\$ 206,537.00
Funds Available for Distribution	\$ 132,343.00	\$ 137,703.00	2.67%						\$ 137,703.00	\$ 137,703.00
Total Consortium Dollars	\$ 4,949,797.00	\$ 5,150,266.00	100.00%	\$ 1,002,512.60	\$ 1,002,512.60	\$ 1,002,512.60	\$ 1,002,512.60	\$ 1,002,512.60	\$ 5,150,266.00	\$ 5,150,266.00

Updated 7/7/21

Southwest Riverside County Adult Education Regional Consortium
California Adult Education Program (CAEP) Consortium Member
FY 2021-22 Declaration of Funds for Contract #21-328-035

MEMBER NAME: _____

SECTION A: DECLARATION OF UNUSED FY 2021-22 CAEP FUNDS

This certifies that the above named school district has \$ _____ of unused 2021-22 California Adult Education Program funds. The above named district does not anticipate fully expending the current year allocation and hereby requests that the current year allocation be reduced by \$ _____.

SECTION B: REQUEST FOR ADDITIONAL 2021-22 CAEP FUNDS

This certifies that the above named school district requests reallocated CAEP funds. These funds are needed to support the program and services for the 2021-22 fiscal year (use additional pages if necessary). If funds are available, they will be reallocated to districts that have demonstrated a need for additional resources; however, the district's entire request is not guaranteed to be funded.

All funds allocated must be spent by December 31, 2023.

AMOUNT REQUESTED: \$

**JUSTIFICATION AND PURPOSE OF REQUESTED ALLOCATION BY PROGRAM AREA/
OBJECTIVES**

(Please support with performance measures):

SECTION C: MEMBER CERTIFICATION

_____/_____
Consortium Member Representative (Typed Name/Signature)

Date

Contact Phone Number: _____ Email Address: _____

_____/_____
Chief Business Officer (Typed Name/Signature)

Date

_____/_____
President/Superintendent (Typed Name/Signature)

Date

CAEP Regional Consortium	Initial 21-22 Allocation (CFAD)	21-22 Allocation Increase (June)	Final 21-22 Allocation
01 Allan Hancock Community College Consortium	\$1,718,846	\$43,184	\$1,762,030
02 Antelope Valley Regional Adult Education Consortium	\$4,158,560	\$104,481	\$4,263,041
03 Barstow Area Consortium for Adult Education	\$940,578	\$23,631	\$964,209
04 Butte-Glenn Adult Education Consortium	\$2,271,776	\$57,077	\$2,328,853
05 Greater Opportunity Through Adult Learning (Santa Cruz)	\$3,552,261	\$89,248	\$3,641,509
06 Partnership for Adult Academic and Career Education (SE Los Angeles)	\$15,201,423	\$381,925	\$15,583,348
07 Chabot-Las Positas/Mid-Alameda County Consortium	\$9,581,457	\$240,727	\$9,822,184
08 West End Corridor/ Chaffey Regional AE Consortium	\$7,470,957	\$187,703	\$7,658,660
09 Citrus College Adult Education Consortium	\$4,479,478	\$112,544	\$4,592,022
10 Coast Adult Education Consortium	\$7,733,409	\$194,297	\$7,927,706
11 Tri City Adult Education Consortium	\$6,372,509	\$160,105	\$6,532,614
12 Contra Costa Adult Education Consortium	\$15,377,735	\$386,355	\$15,764,090
13 Morongo Basin AEBG Consortium (Copper Mountain)	\$845,126	\$21,233	\$866,359
14 Desert Regional Consortium	\$3,349,074	\$84,143	\$3,433,217
15 South Bay Adult Education Consortium (El Camino)	\$10,627,768	\$267,015	\$10,894,783
16 OnRamp to Employment, Plumas County Adult Education (Feather River)	\$845,126	\$21,233	\$866,359
17 Foothill De Anza/ NSCSTC	\$8,853,992	\$222,450	\$9,076,442
18 Gavilan Regional Adult Career and Education Services	\$1,496,173	\$37,590	\$1,533,763
19 Glendale Community College District Regional Consortium	\$1,110,467	\$27,900	\$1,138,367
20 San Diego East Region Adult Education (Grossmont-Cuyamaca)	\$8,600,507	\$216,082	\$8,816,589
21 Salinas Valley Adult Education Consortium	\$3,815,713	\$95,867	\$3,911,580
22 Imperial County Adult Education Consortium	\$2,018,921	\$50,724	\$2,069,645
23 Kern AEBG Consortium	\$17,630,370	\$442,951	\$18,073,321
24 Lake Tahoe Adult Education Consortium	\$929,639	\$23,357	\$952,996
25 Lassen County AB86 Consortium	\$976,147	\$24,525	\$1,000,672
26 Long Beach Adult Education	\$2,482,367	\$62,368	\$2,544,735
27 Los Angeles Regional Adult Education Consortium	\$133,241,741	\$3,347,606	\$136,589,347
28 Capital Adult Education Regional Consortium	\$12,166,565	\$305,676	\$12,472,241
29 Marin County Adult Education Block Grant Consortium	\$1,527,669	\$38,382	\$1,566,051
30 Mendocino-Lake Consortium	\$1,593,700	\$40,041	\$1,633,741
31 Gateway Adult Education Network (Merced)	\$3,429,788	\$86,171	\$3,515,959
32 Coastal North County Adult Education Consortium (MiraCosta)	\$1,238,144	\$31,108	\$1,269,252
33 Monterey Peninsula Consortium	\$2,635,451	\$66,214	\$2,701,665
34 Mt. San Antonio Regional Consortium for Adult Education	\$36,253,079	\$910,833	\$37,163,912
35 Southwest Riverside County Adult Education Regional Consortium	\$5,024,040	\$126,226	\$5,150,266
36 Napa Valley Adult Education Consortium	\$2,952,143	\$74,171	\$3,026,314
37 North Orange County Regional Consortium for Adult Education (NOCRC)	\$3,994,753	\$100,365	\$4,095,118
38 Southern Alameda County Consortium (Ohlone)	\$4,300,170	\$108,039	\$4,408,209
39 Palo Verde Consortium	\$845,126	\$21,233	\$866,359
40 Education to Career Network of North San Diego County (Palomar/Vista)	\$8,151,386	\$204,798	\$8,356,184
41 Pasadena Area Consortium	\$1,937,442	\$48,677	\$1,986,119
42 Northern Alameda Consortium for Adult Education	\$8,324,845	\$209,156	\$8,534,001
43 Rancho Santiago Adult Education Consortium	\$4,813,872	\$120,945	\$4,934,817
44 North Coast Adult Education Consortium (Redwoods)	\$1,159,216	\$29,124	\$1,188,340
45 Rio Hondo Region Adult Education Consortium	\$14,939,103	\$375,335	\$15,314,438
46 About Students Regional Consortium (Riverside)	\$8,584,071	\$215,669	\$8,799,740
47 Inland Adult Education Consortium (San Bernardino)	\$10,890,742	\$273,622	\$11,164,364
48 San Diego Adult Education Regional Consortium	\$4,859,725	\$122,097	\$4,981,822
49 San Francisco Adult Education Consortium	\$4,006,950	\$100,672	\$4,107,622
50 Delta Sierra Regional Alliance (San Joaquin)	\$8,680,941	\$218,103	\$8,899,044
51 South Bay Consortium for Adult Education (San Jose)	\$18,102,891	\$454,823	\$18,557,714
52 San Luis Obispo County Adult Education Consortium	\$1,454,022	\$36,531	\$1,490,553
53 ACCEL San Mateo County	\$9,963,410	\$250,324	\$10,213,734
54 Santa Barbara AEBG Consortium	\$845,126	\$21,233	\$866,359
55 Santa Clarita Valley Adult Education Consortium	\$1,341,663	\$33,708	\$1,375,371
56 Santa Monica Regional Consortium for Adult Education	\$1,177,645	\$29,588	\$1,207,233

57 Sequoias Adult Education Consortium (SAEC)	\$9,981,199	\$250,771	\$10,231,970
58 Shasta-Tehama-Trinity Adult Education Consortium	\$1,159,642	\$29,135	\$1,188,777
59 Sierra Joint Consortium	\$3,484,006	\$87,533	\$3,571,539
60 Solano Adult Education Consortium	\$4,082,554	\$102,571	\$4,185,125
61 Sonoma County Adult Education Consortium	\$2,633,969	\$66,177	\$2,700,146
62 South Orange County Regional Consortium (SOCRC)	\$5,006,334	\$125,781	\$5,132,115
63 South Bay Adult Education Consortium (Southwestern)	\$15,009,625	\$377,106	\$15,386,731
64 State Center Adult Education Consortium	\$15,615,103	\$392,319	\$16,007,422
65 Ventura County Adult Education Consortium	\$15,733,524	\$395,294	\$16,128,818
66 Victor Valley Adult Education Regional Consortium	\$2,262,349	\$56,840	\$2,319,189
67 West Hills College Consortium	\$1,157,001	\$29,069	\$1,186,070
68 West Kern Consortium	\$845,126	\$21,233	\$866,359
69 Yosemite (Stanislaus Mother Lode) Consortium	\$4,533,422	\$113,899	\$4,647,321
70 North Central Adult Education Consortium (Yuba)	\$3,277,390	\$82,342	\$3,359,732
71 Adult Education Pathways (Siskiyou)	\$984,958	\$24,746	\$1,009,704
Total	\$ 546,642,000	\$ 13,734,000	\$ 560,376,000

* Initial 21-22 Allocation is what was certified on May 2, 2021 via the CFAD

**The 21-22 Allocation Amendment is the increase received via the signed State Budget (June) for 21-22.

*** The Final 21-22 Allocation is the total of the CFAD amount plus the allocation amendment.



Program Guidance

California Adult Education Program

Funding source: AB104, Section 39, Article 9

Updated: September 23, 2019

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A. Introduction

California has the opportunity to re-envision and redesign the adult educational system. The California Department of Education and the California Community College Chancellor's Office are working together to establish linkages for students across their systems that provide adults with the academic and career skills needed to enhance student success. To this end, the legislature and Governor have put in place unprecedented indicators of California's commitment to improve adult education in the state.

The legislature has committed funds to regional consortia composed of K-12 districts, community college districts, County Offices of Education (COE), and joint power authorities (JPAs) to collaborate regionally for the purpose of expanding and improving adult education services by creating linkages between the educational systems. Regional collaboration provides capacity for consortia members to find common ground and cross-geographical and cultural boundaries in order to provide seamless transitions for students. In some areas of the state, there is a rich history of collaboration and a range of partnerships in place that have a regional perspective on policies and programs. Regional collaboration will manifest itself differently in each consortium. In some cases, it may involve a few partners and in others, many partners.

B. Assembly Bill 104 (AB104) Overview

On June 24, 2015, Governor Jerry Brown signed AB104 into law; the major education trailer bill that accompanied the state's 2015-16 state budget. This measure includes a section that defines the state's expectations for the new Adult Education Block Grant program.

This document provides a roadmap for understanding both, the provisions of AB104 and the initial expectations for the three-year implementation plan. AB104 includes a segment on the enactment of the Adult Education Block Grant that represents the actualization of the planning that began with the passage of Assembly Bill 86 in 2013. AB86 provided \$25 million to 70 consortia statewide to support the development of regional adult education consortium plans that focus on expanding and improving opportunities for education and workforce services for adults.

From July 1, 2013 - July 1, 2015, AB86 consortia, consisting of k-12 school districts, community college districts, and other partners developed regional education and workforce service plans for adults. AB86 also included the commitment from the state legislature to dedicate funding to adult education at the conclusion of the planning period, June 30, 2015.

The 2015-16 year represents the transition period from the planning that took place with AB86 to the actualization of the Adult Education Block Grant program, addressed in AB104. The state of California has dedicated \$500 million in ongoing support for this program, more than any other state in the nation.

Moving forward into the implementation phase of the CAEP funding, the Governor allocated \$500M (for each fiscal year) for 16-17, and 17-18. The language from the Governor's 17-18 budget states, "the Adult Education Block Grant Program coordinates representatives from local educational agencies, community colleges, and other regional education, workforce, and industry partners to promote the educational opportunities offered to students and adult learners. Through this program, students and adult learners can access courses to complete their high school diplomas or general education equivalent, English as a Second Language courses, and pathways courses that lead to additional career opportunities. The Budget includes \$500 million ongoing Proposition 98 General Fund to support the Adult Education Block Grant Program".

In 18-19, trailer bill language was added that stated, "the formerly named Adult Education Block Grant program was renamed the Adult Education Program". The official name is the California Adult Education Program (CAEP).

C. CAEP Funding

Annual CAEP funding is presented in January via the Governor's Budget. In 15-16, the base amount was \$500M, since then the CAEP has received COLAs in 18-19, and 19-20. The initial AB104 language that started the implementation of the CAEP is rather prescriptive. Hence, guidelines offer mostly context, interpretation and clarification of the legislation's directives, rather than new information. The regional consortia are made up of K-12 school districts, county offices of education (COE), community college districts, and joint power authorities (JPAs) encompassing all 58 California Counties to implement plans to better serve the educational needs of adults.

Title:	AB104, Section 39, Article 9, Adult Education Block Grant
Funding Source:	AB104, Section 39, Article 9
Funding Period:	July 1 through June 30 (11 installments)
Total Funds Available:	Currently \$538,564,000 in regional consortia allocations
Spending Period:	Funds have a 30-month life span. Current 17/18 funds must be spent between July 1, 2017, and December 31, 2019. 17/18 funds will be closed out on March 1, 2020.

Matching Funds	No match required
Number of Awards:	71 (regional consortia funding allocations based upon formula – with two regions combining).

The CAEP is established under the administration of the Chancellor of the California Community Colleges and the Superintendent of Public Instruction. The Chancellor and the Superintendent are the state officials responsible for identifying and understanding the educational needs of adults in the state.

D. CAEP Guidance

1. Adult Education Enrollment Age Requirements

The AB104 legislation specifically states that Adult Education Block Grant Program is to serve adults, and an adult is defined as “a person 18 years of age or older”. See section 84901 (a) of the AB104 legislation.

84901. For purposes of this article, the following definitions shall apply, unless otherwise specified: (a) “Adult” means a person 18 years of age or older.

CAEP funding can only be used to serve adults as described in the AB104 legislation. If a district / member would like to serve students under 18 years of age, they are permitted to do so if the district/member uses another fund source that allows minors under the age of 18 years to be served, and the district/member follows existing education code pertaining to serving minors. Exceptions include on the K12 side for emancipated youth, and pregnant/parenting teens. CAEP members can also obtain local board approval for allowing students under 18 years of age to attend adult or noncredit classes on a case by case basis (but specific regulations and education code must be followed to grant approval). Contact your state representative for more details.

2. State Level Governance

AB104 legislation Section 84900. 84902 (a), establishes that the chancellor and the Superintendent are the state officials responsible for identifying and understanding the educational needs of adults in the state. (b) The chancellor and the Superintendent shall use the powers provided by this article to support the effective provision of services that address the educational needs of adults in all regions of the state. (c) In performing duties under this article, the chancellor and the

Superintendent shall seek advice from, and coordinate with, other state officials responsible for programs for adults.

3. State Level Requirements for Regional Consortia

Existing law establishes the CAEP, under the administration of the Chancellor of the California Community Colleges and the Superintendent of Public Instruction. Under this program, the chancellor and the Superintendent, with the advice of the Executive Director of the State Board of Education, are required to divide the state into adult education regions and approve one adult education consortium in each adult education region, as specified. Existing law requires the chancellor and the Superintendent, with the advice of the executive director, to approve, for each consortium, rules and procedures that adhere to prescribed conditions. Existing law also requires, as a condition for the receipt of an apportionment of funds from this program for a fiscal year, that members of a consortium approve an adult education plan, as specified.

Determining factors for regional consortia:

- (1) Economic and demographic factors, including the locations of regional labor markets.
- (2) The boundaries of regions used to distribute funds for other state programs.
- (3) The presence of adult education providers that have demonstrated **effectiveness** in meeting the educational needs of adults.

4. State Level Requirements for Consortium Membership

The AB104 legislation states that any community college district, school district, or county office of education, or any joint powers authority consisting of community college districts, school districts, county offices of education, or a combination of these, located within the boundaries of the adult education region shall be a member of a consortium pursuant to this article if it receives funds from any of the following programs or allocations:

- (a) The Adults in Correctional Facilities program.
- (b) The federal Adult Education and Family Literacy Act (Title II of the federal Workforce Innovation and Opportunity Act).
- (c) The federal Carl D. Perkins Career and Technical Education Act (Public Law 109-270).
- (d) Local Control Funding Formula apportionments received for students who are 19 years of age or older.
- (e) Community college apportionments received for providing instruction in courses in the areas listed in subdivision (a) of Section 84913.
- (f) State funds for remedial education and job training services for participants in the CalWORKs program

Members in Multiple Consortia

If a school district, county offices of education, or any joint powers authority consisting of community college districts, school districts, county offices of education, or a combination of these, is located within the boundaries of *more than one* adult education regional consortium and it receives funds from any of the following programs or allocations (see above or 84916 (a-f)) than it can be a member of each consortium where the local district, county offices education, or joint powers authority is located. The member would have to follow each consortium's governance plan, by-laws, and abide by AB104 legislative member requirements (84905, 84906, 84914, 84916, 84917, and 84920). Consortium membership alone does not guarantee funding.

Members offering classes in another district within the Regional Consortium

Whenever the governing board of a school district, county offices of education, joint powers authority, or community college district that maintains an adult education program (for adults) is unable to maintain the program, school or classes within the district because of the lack of facilities, or its inability to secure a teacher or teachers, the board may with the approval of its respective governing bodies (County Superintendent, College District President, and State Agencies) maintain the school or classes of the district elsewhere than within the district or contract with the governing board of another district for the instruction of students in such a school or classes. (For K-12 districts, the governing bodies would be the county superintendent of schools and the State Superintendent of Public Instruction. For community college districts, it would be governing boards from the affected districts.)

5. Regional Consortia and Member Requirements

A regional consortia member must follow their consortium's governance plan, by-laws, and abide by AB104 legislative member requirements (84905, 84906, 84917, and 84920). Consortium membership alone does not guarantee funding.

List of Consortia and Member Requirements (from AB104 Legislation):

1. A member shall commit to reporting any funds available to that member for the purposes of education and workforce services for adults and the uses of those funds. (84905 (b)).
2. A member of the consortium shall be represented only by an official designated by the governing board of the member (84905 (c)).
3. As a condition for the receipt of an apportionment of funds from this program for a fiscal year, that members of a consortium approve an adult education plan (*the CAEP 3 year plan*) (84906 (a)).
4. The members of a consortium shall approve an adult education plan (*the CAEP 3*

- year plan*) at least once every three years. The plan shall be updated at least once each year based on available data.
5. All members of the consortium shall participate in any decision made by the consortium (84905 (d) (1) (a)).
 6. A proposed decision is considered at an open, properly noticed public meeting of the consortium at which members of the public may comment (84905 (d) (1) (b)).
 7. The consortium has provided the public with adequate notice of a proposed decision and considered any comments submitted by members of the public, and any comments submitted by members of the public have been distributed publicly (84905 (d) (1) (c)).
 8. The consortium has requested comments regarding a proposed decision from other entities located in the adult education region that provide education and workforce services for adults (84905 (d) (1) (d) (i)).
 9. The consortium has considered and responded to any comments submitted by entities pursuant to clause (i) (84905 (d) (1) (d) (ii)) which includes entities that provide education and workforce services to adults include, but are not necessarily limited to, local public agencies, departments, and offices, particularly those with responsibility for local public safety and social services; workforce investment boards; libraries; and community-based organizations (84905 (d) (1) (d) (iii)).
 10. The consortium has considered input provided by pupils, teachers employed by local educational agencies, community college faculty, principals, administrators, classified staff, and the local bargaining units of the school districts and community college districts before it makes a decision (84905 (d) (1) (e)).
 11. A decision is final (84905 (d) (1) (f)) – meaning a consortium decision cannot be held up because an official member failed to attend the meeting.
 12. The members of the consortium may decide to designate a member to serve as the fund administrator to receive and distribute funds from the program. (84905 (d) (2) (e)). The members of the consortium also have the option of selecting direct funding which would result in the consortium not having a fund administrator. In that case, the consortium would decide how funds are certified internally.
 13. As a condition of receipt of an apportionment from the program, a consortium shall approve a distribution schedule (*CFAD*) that includes both of the following: (1) The amount of funds to be distributed to each member of the consortium for that fiscal year. (2) A narrative (*the CAEP annual plan*) justifying how the planned allocations are consistent with the adult education plan. (84914 (a) (1) and (2)).
 14. The chancellor and the Superintendent may require a consortium, as a condition of receipt of an apportionment, to submit any reports or data necessary to produce the report described in subdivision (84917 (b) (1) (a)).
 15. The chancellor and the Superintendent shall identify common measures for determining the effectiveness of members of each consortium in meeting the educational needs of adults. See list of required data elements and effectiveness measures required to be collected, tracked, and reported by each consortium and their members (Section 40, 84920, (c)).
 16. Consortia and their members must agree to adhere to the general assurances listed as part of the annual planning process. For the purposes of evaluating Consortia and Consortium Member effectiveness, the California Department of Education and California Community College Chancellor's Office establish annual

indicators of compliance. Failure to meet the requirements listed in the CAEP General Assurances Document may result in a determination of non-compliance and lead to partial or complete loss of Consortium and/or Member funding. (See annual plan general assurances).

6. Requirements for Reducing a Member's Funding (84914 (b))

For any fiscal year for which the chancellor and the Superintendent allocate an amount of funds to the consortium **greater than** the amount allocated in the prior fiscal year, the amount of funds to be distributed to a member of that consortium shall be equal to or greater than the amount distributed in the prior fiscal year, unless the consortium makes at least one of the following findings related to the member for which the distribution would be reduced:

- (A) The member no longer wishes to provide services consistent with the adult education plan.
- (B) The member cannot provide services that address the needs identified in the adult education plan.
- (C) The member has been consistently ineffective in providing services that address the needs identified in the adult education plan and reasonable interventions have not resulted in improvements.

For any year for which the chancellor and the Superintendent allocate an amount of funds to the consortium **less than** the amount allocated in the prior year, the amount of funds to be distributed to a member of that consortium shall not be reduced by a percentage greater than the percentage by which the total amount of funds allocated to the consortium decreased, unless the consortium makes at least one of the following findings related to the member for which the distribution would be reduced further:

- (A) The member no longer wishes to provide services consistent with the adult education plan.
- (B) The member cannot provide services that address the needs identified in the adult education plan.
- (C) The member has been ineffective in providing services that address the needs identified in the adult education plan and reasonable interventions have not resulted in improvements.

For any fiscal year for which the chancellor and the Superintendent allocate an amount of funds to the consortium **that is the same** amount allocated in the prior fiscal year, the amount of funds to be distributed to a member of that consortium shall be equal to the amount distributed in the prior fiscal year, unless the consortium makes at least one of the following findings related to the member for which the distribution would be reduced:

- (A) The member no longer wishes to provide services consistent with the adult education plan.
- (B) The member cannot provide services that address the needs identified in the adult education plan.
- (C) The member has been consistently ineffective in providing services that address the needs identified in the adult education plan and reasonable interventions have not resulted in improvements.

Consortia can increase or decrease member allocations regardless of funding levels as long as there is unanimous agreement on the allocation change. If the consortium members cannot unanimously agree, then the consortium must follow AB104 legislation referenced in 84914 (b).

Members Leaving a Consortium

Consortia will follow their governance plan (#14 - How will members join, leave, or be dismissed from the consortium) and any additional language in their agreed upon by-laws regarding terminating membership. For new members, in addition to the governance plan, and by-laws, consortia will follow existing requirements in AB104 legislation (84905, 84906, 84914, 84916, 84917, and 84920).

7. Regional Consortia and Member Required Plans

Three-Year Plan (84906 (a) (b) (c) (d))

As a condition of receipt of an apportionment of funds from this program for a fiscal year, the members of a consortium shall have approved an adult education plan that addresses that fiscal year. The members of a consortium shall approve an adult education plan at least once every three years.

An adult education plan shall include all of the following:

- (1) An evaluation of the educational needs of adults in the region.
- (2) A list of the following:
 - (A) Entities that provide education and workforce services to adults in the region.
 - (B) Entities that are impacted by, or that have a fundamental interest in, the provision of those services.
- (3) A description of the services provided by entities listed pursuant to (#2).
- (4) An evaluation of current levels and types of education and workforce services for adults in the region.
- (5) An evaluation of the funds available to the members of the consortium and the entities listed pursuant to (#2), including funds other than those apportioned (see list of fund sources for members under Section 4 of this document).
- (6) Actions that the members of the consortium will take to address the educational

needs identified pursuant to (#1).

(7) Actions that the members of the consortium will take to improve the effectiveness of their services.

(8) Actions that the members of the consortium, the entities listed pursuant to (#2), and other interested parties will take to improve integration of services and to improve transitions into postsecondary education and the workforce, including actions related to all of the following:

(A) Placement of adults seeking education and workforce services into adult education programs.

(B) Alignment of academic standards and curricula for programs across entities that provide education and workforce services to adults.

(C) Qualifications of instructors, including common standards across entities that provide education and workforce services to adults.

(D) Collection and availability of data.

(9) A description of the alignment of adult education services supported by this program with those described in other education and workforce plans guiding services in the region, including plans pertaining to the building of career pathways and the employment of workforce sector strategies and those required pursuant to the federal Workforce Innovation and Opportunity Act (Public Law 113-128).

(10) A description of the ways in which each of the entities identified in (#2) contributed to the development of the plan.

Consortium Fiscal Administrative Declaration (CFAD) (84914 (a) (1))

As a condition of receipt of an apportionment from the program, a consortium shall approve a distribution schedule known as the Consortium Fiscal Administrative Declaration (*CFAD*) that includes the amount of funds to be distributed to each member of the consortium for that fiscal year.

Annual Plan Report (84914 (a) (2))

As a condition of receipt of an apportionment from the program, a consortium shall approve a narrative (the CAEP Annual Plan) justifying how the planned allocations are consistent with the adult education plan. The CAEP Annual Plan asks consortia to consider key accomplishments and challenges from the prior year, as well as outline goals and activities for following funding year. This require a review of the 3-year plan and if necessary, an update of the 3-year planning data to reflect the most current information.

Governance Plan Template (84905 (a to d))

The State requires that all consortia download, complete, and submit the Governance Plan template in order to comply with the following rules and procedures for their governance compliance. The chancellor and the Superintendent, with the advice of the executive director, shall approve, for each consortium, rules and procedures (Governance Plan Template). Consortia may add additional requirements via by-laws, and may update their governance plan template (and by-laws) throughout the year. The following is a list of items from AB104 legislation that are covered in the

governance plan and should be referenced in consortium by-laws.

- Consortium membership
- Reporting any funds available to that member for the purposes of education and workforce services for adults and the uses of those funds.
- A member of the consortium shall be represented only by an official designated by the governing board of the member.
- Decision-making procedures are specified that ensure that all of the following conditions are satisfied (see 84905 (d) (1) (a-f).
- Any consortia and member requirements from section 5 of this document (Regional Consortia and Member Requirements).
- Any items listed in the Annual Plan General Assurances document for consortia and/or members.
- Reduction or loss of consortium funding by a member (84914 (b) (1) (a-c) and (b) (2) (a-c).
- Process for a consortium member to leave or terminate their membership.

Planning Amendment Submission Process

If a consortium wishes to amend any of the submitted documentation, you must take the following steps:

- Discuss at a properly noticed public meeting
- Obtain member input and public comment
- Involve all members in the final decision on the amendment
- Publish the minutes of the decision for public viewing
- Use the State system for updating/uploading amended documents

The window period for submitting amendments to the State is July 1 through May 15 of each program year.

Calendar of Required Plans Submittal

Year 1 **3-year plan** is submitted

Annual Processing (during the program year)

January Governor's Budget is submitted

February CAEP preliminary allocations are released

March **CFAD** is open for input of member allocations

May **CFAD** is due

May **Amendments** are due

- July Budget is enacted
- July CAEP final allocations are released
- August **Annual Plan** is due
- August CAEP funds are disbursed per the allocation schedule

8. CAEP Program Areas (84913)

Funds apportioned for the CAEP program shall be used only for support of the following:

- (1) Programs in elementary and secondary basic skills, including programs leading to a high school diploma or high school equivalency certificate.
- (2) Programs for immigrants eligible for educational services in citizenship, English as a second language, 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 adults with disabilities.
- (6) Programs in career technical education that are short term in nature and have high employment potential.
- (7) Programs offering pre-apprenticeship training activities conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards for the occupation and geographic area.

Note: CAEP funds can be used to support adult education students that are transitioning from courses in the program areas above into workforce and/or post-secondary (transfer level coursework).

Use of Funds in non-CAEP Program Areas

Funds apportioned for the CAEP program shall be used only for support of CAEP program areas as described in this section. If a consortia or member would like to offer programs outside of the CAEP defined program areas, it may do so with another fund source (if it is allowed by that fund source). Existing education code list (see below) has many adult education program areas; however, using CAEP funds is restricted to the seven areas listed in this section.

9. Course Approval Process

All courses in the seven CAEP program areas must be approved using the existing state agency and local governing board course approval process.

There are no exceptions, as all CAEP members must use their respective course approval process. In addition, teachers/faculty for CAEP funded courses must meet appropriate credentialing / minimum qualifications.

Please see the appropriate education code and regulations that govern your system's course approval process.

K-12/COE

A course of study in each adult school is subject to the approval of the CDE (EC 51056). The State Superintendent of Public Instruction shall establish course approval criteria and procedures for securing course and program approvals (EC 52506). For course approval all adult schools are required annually to submit to the CDE a list of titles of classes to be offered in the authorized program areas. The CDE's approval of the list is required; authorized apportionment course titles are listed in the Adult Education Course Approval System (A-22).

The governing board of every school district shall prepare and keep on file for public inspection the courses of study prescribed for the schools under its jurisdiction (EC 51040). Any revised educational program shall conform to the legal requirements (EC 51041). The governing board of every school district shall evaluate its educational program and shall make revisions, as it deems necessary (EC 51041). Classes for adults shall conform to any course of study and graduation requirements otherwise imposed by law or under the authority of law (EC 52504). A course of study for each adult school shall be prepared under the direction of the governing board of the district maintaining the adult school and shall be subject to approval of the CDE (EC 51056).

Community Colleges

The local curriculum committee approves all noncredit courses and programs. The local curriculum committee conducting the review has been established by the mutual agreement of the college and/or district administration and the academic senate. The committee is either a committee of the academic senate or a committee that includes faculty and is otherwise comprised in a way that is mutually agreeable to the college and/or district administration and academic senate. All courses shall be submitted to the Chancellor's Office on forms provided by the Chancellor's Office. A clear description of the course must be published in the general catalog and/or addenda to the catalog and in the college's schedule.

Education code referenced: Title 5 55002(c)(1)&(2), 55002(a)(1), 55100, 58102, and 58104.

10. State Reporting Requirements

84917. (a) To inform actions taken by the Governor and the Legislature related to adult education, the chancellor and the Superintendent shall submit to the Director of

Finance, to the State Board of Education, and, in conformity with Section 9795 of the Government Code, to the Legislature, by ~~September 30~~ **October 30** following any fiscal year for which funds are appropriated for the program, a report about the use of these funds and outcomes for adults statewide and in each adult education region.

The report shall include at least all of the following:

- (1) A summary of the adult education plan operative for each consortium.
- (2) The distribution schedule for each consortium.
- (3) The types and levels of services provided by each consortium.
- (4) The effectiveness of each consortium in meeting the educational needs of adults in its respective region.
- (5) Any recommendations related to delivery of education and workforce services for adults, including recommendations related to improved alignment of state programs.

(b) (2) The chancellor and the Superintendent shall align the data used to produce the report described in subdivision (a) with data reported by local educational agencies for other purposes, such as data used for purposes of the federal Workforce Opportunity and Innovation Act (Public Law 113-128). (3) The Employment Development Department and the California Workforce Investment Board shall provide any assistance needed to align delivery of services across state and regional workforce, education, and job service programs.

The chancellor and the Superintendent shall provide preliminary reports on or before **October 30** following each fiscal year for which funds are appropriated for the program and final reports on or before **February 1** of the following year. Each report shall be based on all data available at the time of its submission.

11. Consortia and Member Data and Accountability Reporting Requirements

SEC. 40. Section 84920 (c) The chancellor and the Superintendent shall identify, no later than January 1, 2016, the measures for assessing the effectiveness of consortia that will be used in the report that, pursuant to Section 84917, is to be submitted by September 30, 2016. These measures shall include, but not necessarily be limited to, all of the following:

- (1) How many adults are served by members of the consortium.
- (2) How many adults served by members of the consortium have demonstrated the following:
 - (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.
 - (F) **Transition to Post-Secondary (added by the State)**

The chancellor and the Superintendent shall provide any guidance to the consortia necessary to support the sharing of data included in systems established by consortia pursuant to this section across consortia.

EC 78402 (b) The department and the chancellor's office, as a part of the report and recommendations required pursuant to paragraph (1) of subdivision (f) of Section 84830, shall jointly develop and issue policy recommendations to the Legislature regarding a comprehensive accountability system for adult education courses offered pursuant to Section 84830 and paragraphs (2) to (6), inclusive, of subdivision (a) of Section 84757. The department and the chancellor's office shall develop recommendations for all adult education-funded providers for assessment, evaluation, and data collection to document participant outcomes and placement, and other performance measures they deem appropriate. Accountability measures may include receipt of a secondary school diploma or its recognized equivalent, placement in a postsecondary educational institution, training, and employment. All funded programs shall be required to annually submit demographic and other student-level outcome information to the department or the chancellor's office, as appropriate.

Note: For recent reporting changes for the current program year, please see the Beginning of the Year Letter.

CAEP Fiscal Guidance and Allowable Activities – see separate guidance document.



Adult Education Program Fiscal Management Guide

Allowable Uses of Adult Education Program Funds

Funding source: AB104, Section 39,
Article 9

Version 3 Release: August 1,
2017

Updated:

Indirect Cost Rate Section (#10) September 13, 2017
Allowable Uses Section (#3) September 18, 2017
Consortium Administrative Function (#9) November 29, 2017
NOVA Summary (#13) May 15, 2018
Out of State Travel (#6) November 5, 2018
Indirect Rate (#10) November 5, 2018
Capital Outlay (#8) August 30, 2019
Fiscal Reporting & Planning (#13) August 30, 2019
Member Effectiveness (#14) June 12, 2021

How to Use this Guide

The purpose of this guide is to specify the education code and processes used to spend California Adult Education Program (CAEP) funding by regional consortia and their members. The outcomes from the expenditure process are student data reports for enrollment, demographics, and outcomes, as well as financial reports presenting allocation of funds to members, and the tracking of expenses connected to the seven CAEP program areas. Additional outcomes include adherence to a consortium governance structure, the public meeting/input process, and a long-term planning cycle (3-year plan) along with an annual plan.

The CAEP Fiscal Management Guide contains the policies and procedures for the administration of the CAEP Program for the 21-22 program year. These policies and procedures are based on the AB104 legislation that created the CAEP Program. However, the AB104 legislation does not supersede current K-12 adult education and community college education code and regulatory requirements. All current financial processes and systems in place at the various districts and county offices of education must comply with the variety of statutory and policy provisions already in place prior to AB104, that includes the State of California Statutory Codes, California Code of Regulations, State Accounting Code Structure, the Budget and Accounting Manual, and any administrative or management policy memoranda or bulletins.

For CAEP program, reporting system documentation, and additional resources, please refer to the CAEP website. <https://caladulted.org/>

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1. Responsibility and Roles Overview

Overview

The California Community College Chancellor's Office (CCCCO) and the California Department of Education (CDE) are working in partnership to implement the California Adult Education Program (CAEP). Since 2015-16, the annual budget appropriation for the adult education program started at \$500 million with additional annual COLAs pushing that amount upward.

There are 71 regional consortia across the state that include members from community colleges, k-12 adult schools, county offices of education and a variety of community partners including, but not limited to local workforce investment boards, libraries, and community based organizations.

The California Community Colleges Chancellor's Office and the California Department of Education appointed joint leadership for the Adult Education Program Office. The CAEP Office is led by:

Carolyn Zachry, Administrator, Adult Education Office, CDE
Jeff Spanos, Workforce Development Division Dean, CCCCCO

Role of the Board of Governors and the State Board of Education

The apportionment of CAEP funding is provided by an interagency agreement with the Board of Governors of the California Community Colleges and the budget act, in support of the Adult Education Program. Once approved by the Board of Governors of the California Community Colleges, CAEP funding for K-12 district and County Office of Education fiscal agents and direct funded K12/County Office members is transferred to the California Department of Education for disbursement. The remaining CAEP funding for community colleges fiscal agents and direct funded colleges is disbursed by the Chancellor's Office.

Per AB104 legislation, the State Board of Education works with the Chancellor of the California Community Colleges and the Superintendent of Public Instruction in the following areas:

- Dividing the state into adult education regions and shall determine the physical boundaries of each region.
- Approving one adult education consortium in each adult education region.
- Approving, for each consortium, the following:
 - Rules and procedures that adhere to conditions related to consortia membership.
 - Member reporting of available funding.
 - Official member representation requirements.
 - Release of a preliminary allocation schedule and a final allocation schedule by the State.
 - Consortia level decision making procedures.
 - Public meeting requirements.

Role of the CAEP Office

The CAEP Office plays a key role in this joint agency effort between the California Department of Education and the California Community Colleges Chancellor's Office. The focus of the CAEP Office is to provide policy guidance to the regional consortia and their members, maintain fiscal accountability, collect and report student data and outcomes, and provide technical assistance.

For program guidance, the CAEP Office must work with state agencies (CDE and the Chancellor's Office) to align CAEP education code within existing statutory requirements and regulations. This would include updating guidance, releasing policy memos, coordinating with CDE/Chancellor's Office staff, and providing technical assistance and training.

For fiscal accountability, the CAEP Office's main responsibility is to ensure that consortia and their members operate within budgeted levels, meet spending targets, and comply with any restrictions or limitations by the legislature. This would also include preparing and monitoring contracts, maintaining the state fiscal system for consortia and member reporting, and working with state level fiscal and accounting staff for appropriation of funds and payment.

For student data reporting, the CAEP Office must ensure that all members are reporting student enrollment data, demographics, and outcomes through the designated system. This also includes working with contractors, developing data policy, coordinating with other state agencies to share data, drafting legislative required reports, and providing technical assistance and training to local members.

2. CAEP Funding Process

MOE and Consortia Formula Allocation

Each CAEP Regional Consortium receives the same allocation for the current year as they did in the prior year (unless a COLA is provided and then it would be more than the prior year). The majority (67%) of the CAEP allocation is made up of Maintenance of Effort (MOE) as certified by K-12 and County Offices of Education (COEs). The MOE certification process was based on 2012-2013 adult education related expenses in the ten adult education program areas as submitted by K-12 districts and COEs. This 2012-2013 certification was used to form the K-12/COE base for the MOE. The MOE funding amount does not change unless funding is reduced based on the criteria as specified in AB104 legislation (84914 (b)).

The remaining amount of CAEP funding (33%) was allocated based on a regional allocation formula. According to the AB104 language, the California Community College Chancellor and the State Superintendent of Public Instruction are charged with determining the statewide need for adult education and the funding allocation of each consortium. More specifically, sections 84911 and 84908 (2) (A)(ii), respectively, address these obligations.

Section 84911 states, "To determine the need for adult education, the chancellor and the Superintendent shall consider, at a minimum, measures related to adult population, employment, immigration, educational attainment, and adult literacy." Additionally, Section 84908 (2) (A)(ii) states that, "The chancellor and the Superintendent shall determine the amount to be allocated to each consortium pursuant to this paragraph based on that adult education region's share of the statewide need for adult education."

Given the above language, key state agencies (the California Department of Education, the State Board of Education, the California Community College Chancellor's Office, and the Department of Finance) met to develop a funding formula for adult education regional consortia. They used various combinations of variables, including minimum funding levels. After thorough analysis of the permutations, it was determined that the variables correlated very closely. Consequently, all variables were equally weighted. In addition, it was determined that the minimum grant award amount was appropriate and reasonable, in that it allows the smaller consortia (which in most instances are rural) to make a larger impact in their respective regions. The list below depicts the variables used to determine adult education consortia funding amounts.

- Educational Attainment (No High School Diploma)
- Employment (Unemployed Adults)
- Adult Population - 18 years and older
- Poverty (Household)

- Adult Literacy (7th Grade Education Level)
- ESL (the ability to speak English)

As mentioned above, each factor was equally weighted. The regional consortia received a percentage of the statewide total that was then translated into a dollar amount. Regional consortia that did not meet the minimum funding level, based on the variable amounts, were provided additional funds to raise them to that level. (See the allocation tables under additional resources section for allocations by regional consortia, as well as the list of variables by region.)

Additionally, a variety of census data variables related to adult education students in each region are posted on the CAEP Website and are pre-populated into the Regional Consortia Member Allocation forms.

CAEP Allocation Process

The CAEP Fiscal Allocation process begins in January with the release of the proposed Governor's Budget. Based on the amount in the proposed budget, the CAEP Office is required by law to release a preliminary budget by February 28th (Section 84909 (b)). Consortia then have until May 2nd to submit the Consortium Fiscal Administrative Declaration (CFAD), which declares the annual allocation for each member in their consortium.

Typically, the State Budget is enacted on July 1st (but can be delayed if not passed by the legislature). The chancellor and the Superintendent, with the advice of the executive director, shall approve, within 15 days of enactment of the annual Budget Act, a final schedule of allocations to each consortium of any funds appropriated by the Legislature for the program. (Section 84909 (c)).

The chancellor and the Superintendent shall determine the amount to be allocated to each consortium based on the following (Section 84909 (d)):

- (1) The amount of funds apportioned to the members of that consortium in the immediately preceding fiscal year.
- (2) That adult education region's share of the statewide need for adult education.
- (3) That consortium's effectiveness in meeting the educational needs of adults in the adult education region based on available data.

Soon after the enactment of the State Budget, the Board of Governors of the California Community Colleges must approve the annual CAEP apportionment at a

public meeting. Then, using the final schedule approved pursuant to subdivision (c), the chancellor and the Superintendent shall do one of the following for each consortium (Section 84909 (e)):

- (1) Apportion funds to a fund administrator designated by the members of a consortium beginning no more than 30 days after approval of the final schedule of allocations.
- (2) Apportion funds to members of a consortium beginning no more than 30 days after receipt of a final distribution schedule from that consortium.

Per California Education Code (EC) Section 84912, funds are apportioned in twelve equal payments to consortium fiscal agents (or if direct funded to each member) on a monthly basis. The first payment consists of the July and August payments. Subsequently, payments are apportioned at the end of each month for September through June 2021 for this same purpose.

Funding Cycle Calendar

January - Release of the proposed Governor's Budget

February – Preliminary Allocation Schedule is released (by 2/28) May – CFAD is due from consortia to the CAEP Office (by 5/2)

July – Budget Act enactment

July – Release of a final schedule of allocations to each consortium (15 days after the budget enactment).

July - Board of Governors of the California Community Colleges approve the annual CAEP apportionment at a public meeting.

August – Apportion funds to members of a consortium (30 days after final schedule of allocations).

September to June – Monthly payments are apportioned in 11 or 12 installments (the first payment usually covers 2 months).

3. Allowable Uses of Adult Education Block Grant Funds

CAEP apportionment is a restricted fund source. CAEP funds can only be used in the seven program areas as identified by the legislation. (Please note: The AB104 legislation specifically states that Adult Education Program is to serve adults, and an adult is defined as “a person 18 years of age or older”. See section 84901 (a) of the AB104 legislation).

Per *EC* Section 84913, use these funds on only the seven following areas:

1. Elementary and secondary basic skills, including classes required for a high school diploma or high school equivalency certificate;
2. Programs for immigrants eligible for educational services in citizenship, English as a second language, and workforce preparation;
3. Programs for adults, including older adults, for entry or reentry into the workforce;
4. Programs for adults, including older adults, to develop knowledge and skills to assist elementary and secondary school children to succeed academically;
5. Programs for adults with disabilities;
6. Short term career technical educational programs with high employment potential;
7. Programs offering pre-apprenticeship training, in coordination with apprenticeship program(s), as specified.

Note: Consortia may choose which CAEP program areas to offer based on regional need, and local capacity.

In order to expend AB104 Adult Education Program funds the following criteria must be followed:

- The community college district, county office, JPA and K-12 district must be a member of a regional consortium.
- The member district must be located within the regional boundaries of the consortia as determined by the Chancellor and the Superintendent, with the advice of the executive director.
- Each regional consortium must have an approved adult education plan (the annual plan template) that addresses the fiscal year in which the funds will be expended.
- Funds may only be expended within the seven program areas as prescribed in the CAEP education code (Section 84913).

- Each regional consortium must have an approved 3-year consortia plan that includes any amendments (submitted in Year 1 – 19/22).
- Expenditure of CAEP Funds must align with the annual plan as approved by the regional consortium for that specific year.
- All members shall participate in expenditure decisions made by the consortium.
- Consortia and members must follow public meeting requirements as listed in the legislative requirements.

Reasonable & Justifiable

All CAEP expenditures must be reasonable and justifiable. “Reasonable” means that expenditures will be made prudently and with every effort to utilize funds efficiently. “Justifiable” means that expenditures are consistent with CAEP program goals and activities related to the seven program areas as identified in the CAEP Program budget language.

Ultimate Responsibility

Ultimately, CAEP regional consortia members (community college district, county office, JPAs and K-12 district) are responsible for allocation decisions. The responsibility cannot be delegated. Members may be audited by the California Department of Audits, the California Department of Education, the Chancellor’s Office, or other government agencies with a lawful interest in the expenditure of funds. Expenditures deemed unreasonable and/or unjustifiable will be withheld in future funding distributions or allocations.

Primary Criteria

All allowable costs must meet three primary criteria:

- 1) Substantiate that the cost was necessary and reasonable for proper and effective administration of the allocations.
- 2) The cost must be allocable to the funding source activities.
- 3) The cost must not be a general expense required to carry out the consortia member’s overall responsibilities (i.e. not supplanting).

However, even if the costs meet the prior three criteria, the costs must be approved within the 3-year consortia plan and the annual plan template of the regional consortia as agreed upon by its membership. Otherwise, they are not allowable within that year. In addition, the State has the discretion to impose special conditions

beyond the funding source that would also determine allowability of cost.

Questions & Answers

While the proposed cost is allowable under the funding source is it also reasonable?

Reasonable is defined by the dictionary as: agreeable to sound judgment, not exceeding the limit prescribed by reason (not excessive), moderate in price, and a rational decision. Systems that can guide this definition are: necessary for the performance of the consortium; following sound business practices (procurement processes, follow state and local laws, follow the terms of the grant); use of fair market prices; acting with prudence under the circumstances; and having no significant deviation from established prices.

Note: "reasonable" means that expenditures will be made prudently and with every effort to utilize funds efficiently.

What are the guidelines of Allocable?

Allocable is defined by the dictionary as: capable of being allocated or assigned. A cost is considered allocable to a particular funding source/program to the extent it actually benefits the objectives of that program. You can only charge in proportion to the value received by the funding source/program. An example would be that a project director works 80% on the funded program (only 80% of the salary and benefits can be charged to CAEP funding). Above and beyond this definition allocable also means that the cost must be related to the 3-year consortia plan and the annual plan template of the regional consortia that have been approved by the CAEP Office. Agencies must be able to document prorated allocated costs against the California Adult Education Program.

Can funds be used as matching funds for other grants?

If the grant for which CAEP funds are being considered as matching funds is a continuing grant, meaning it was a grant the district had in the prior year then the CAEP must not replace any funds previously used to meet the match requirement. This would be supplanting and not result in increased services. But if the CAEP funds are used to increase the matching funds, possibly resulting in more grant funds, then it is an appropriate use of CAEP funds. Keep in mind that CAEP funds are restricted funds and must be spent in the seven program areas as identified by the AB104 budget language. Some matching grants prohibit the use of restricted funds.

4. Leveraging CAEP Funds

Not a Grant

According to AB 104, CAEP is described as follows: “This program coordinates representatives from local educational agencies, community colleges, and other regional education, workforce, and industry partners to promote the educational opportunities offered to students and adult learners. Through this program, students and adult learners can access courses to complete their high school diplomas or general education equivalent, English as a Second Language courses, and pathways courses that lead to additional career opportunities. The Budget includes \$500 million ongoing Proposition 98 General Fund to support the Adult Education Block Grant Program”.

By referencing “ongoing Proposition 98 General Fund to support the CAEP Program”, it clarifies the confusion that CAEP was not a permanent, ongoing fund source. CAEP is state apportionment, it is ongoing, and can be used in future years to hire permanent staff, teachers and faculty.

In the 18-19 Budget Act, the Adult Education Block Grant Program was changed to reflect that these funds are apportionment, not a block grant. The new program name beginning July 1, 2019 is the California Adult Education Program.

Legislative Support

In addition, CAEP legislation encourages the leveraging and braiding of other state and federal funding sources as stated in education code Section 84905 (b).

84905. The chancellor and the Superintendent, with the advice of the executive director, shall approve, for each consortium, rules and procedures that adhere to all of the following conditions: (b) As a condition of joining a consortium, a member shall commit to reporting any funds available to that member for the purposes of education and workforce services for adults and the uses of those funds.

CAEP legislation goes on further to list the state and federal fund sources that are required to being a member of a consortium Section 84916.

84916. In order to maximize the benefits derived from public funds provided for the purpose of addressing the educational needs of adults and to ensure the efficient and coordinated use of resources, it is the intent and expectation of the Legislature that any community college district, school district, or county office of education, or any joint powers authority consisting of community college districts, school districts, county offices of education, or a combination of these, located within the boundaries of the adult education region shall be a member of a consortium pursuant to this article if it receives

funds from any of the following programs or allocations:

- (a) The Adults in Correctional Facilities program.
- (b) The federal Adult Education and Family Literacy Act (Title II of the federal Workforce Innovation and Opportunity Act).
- (c) The federal Carl D. Perkins Career and Technical Education Act (Public Law 109-270).
- (d) Local Control Funding Formula apportionments received for students who are 19 years of age or older.
- (e) Community college apportionments received for providing instruction in courses in the areas listed in subdivision (a) of Section 84913.
- (f) State funds for remedial education and job training services for participants in the CalWORKs program

Note: CAEP funds cannot be used to create an 18-22 year old certificate program for Special education students since service of those students by LEAs has been expected for years and districts only had LCFF money.

No Longer “Touched by CAEP”

For reporting purpose, CAEP is tracking students by program area, rather than fund source. The practice of tracking students that were impacted by CAEP funding was difficult to qualify. With new program definitions, students are now tracked by program area regardless of fund source, which encourages the leveraging and braiding of multiple fund sources. The new program definitions are as follows:

For reporting purposes, adult education includes all people receiving support services from CAEP consortium members or enrolled in K12 adult education or **noncredit community college coursework** in the program areas listed in AB104: elementary and secondary basic skills, English as a second language, short-term career and technical education, entry/re-entry into the workforce, pre-apprenticeship, adults with disabilities, and adults training to support child school success.

5. Program Fees

Current fee policy for CAEP is identified in CDE’s Management Bulletin Management Bulletin AEFLA-02-2013 (for K-12 district and County Office of Education), and the Community College Student Fee Handbook (for community college districts). In addition, community college community education fee based programs (community education and contract education) cannot be co-mingled, leveraged or braided with CAEP funds. Title V regulations, and education code prevent community college fee based programs to be combined with any state apportioned program (like CAEP). However, these programs can work with regional

consortium for student referrals to meet regional needs.

Effective July 1, 2018, please reference the CAEP fees policy on the CAEP website. The policy states that no tuition may be charged or collected in the following CAEP program areas by either community colleges or K12 adult schools (ABE, ASE, ESL, AWD, and K-12 Success). There is a K-12 Adult School exception for CTE – but please go to the website and review the policy.

6. Travel

Only travel necessary for the project is allowed. Travel costs are the expenses for transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business for the program. Such costs will be based on the fiscal agent's per diem rates. These costs shall be considered reasonable and allowable only to the extent such costs do not exceed charges normally allowed by the institution in its regular operations as the result of the institution's written travel policy.

Out of State Travel: Effective July 1, 2018, it is no longer necessary to obtain the State CAEP/CAEP Office approval for out of state travel. Consortia are required to approve their members out of state travel requests. This can be accomplished through the submission and certification of the annual program budget and work plan in NOVA, or can be put on the agenda for approval at a public meeting. As a best practice for consortia, members should explain how the approved travelers and the consortium would disseminate the information to other member's administrators, staff, faculty, and teachers when they return.

Out of Country Travel: The CAEP Office has determined that Out-of-Country travel will not be an allowed via this funding source.

7. Consortia/Member Effectiveness

Adult Education Block Grant (now California Adult Education Program) Measures of Effectiveness responds to AB104, Section 84920. This section requires the Chancellor and the State Superintendent of Public Instruction identify, no later than January 1, 2016, the measures for assessing the effectiveness of consortia that will be used in the report that, pursuant to Section 84917, is to be submitted by September 30, 2016. These measures shall include, but are not necessarily limited to:

(1) How many adults are served by members of the consortium

(2) How many adults served by members of the consortium have demonstrated the following:

- (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
- (F) Transition (added later by State CAEP Office)

Consortium Effectiveness

For the purposes of evaluating consortium effectiveness for CAEP funding year, the CDE and CCCCO have established the following indicators of compliance:

Evaluation:

- Consortia have evaluated members to identify that the services provided meet the needs identified in the adult education plan.
- Consortia submitted an annual plan that includes program strategies for the upcoming program year based upon regional need, funding, and capacity.

Funding:

- CAEP funds are expended within the seven CAEP program areas, and are consistent with each consortia' adult education regional plan.
- Consortium expenditures must align with the objectives of the consortium's annual plan as approved by the regional consortium board.

Governance and Collaboration:

- Consortia have identified a governance structure for decision-making.
- Consortium governance plans, by-laws, and CAEP requirements are followed for decision making and public meetings.

Membership:

- Consortia invited all eligible members in the region to participate in the CAEP initiative.
- All members are located within the regional boundaries of designated consortium.

Planning:

- Consortia have submitted the required Annual Plan Template.
- Consortia have approved and submitted the 3-year plan that may include amendments.
- Consortium members have shared information on related programs that are offered, and the resources being used to support these programs.
- Consortia participated in statewide leadership activities (CAEP Summit, CAEP Director's Conference).

Reporting:

- Consortia will report student level enrollment data and outcomes for quarterly and final reporting.
- Consortia will submit financial expenditure and progress reports.

Member Effectiveness

In addition to consortium effectiveness, the CDE and CCCCO have identified the following to indicate member effectiveness:

- Each member must participate in completing and updating the Annual Plan Template.
- CAEP member funds must be expended within the seven program areas, and services provided must be consistent with the plan.
- Each member must participate in completing and updating the 3-year Consortia Plan, including any amendments.
- Member expenditures of CAEP funds must align with the objectives of the consortium's annual plan as approved by the regional consortium board.
- Members participate in consortium/public meetings.
- Members participate in consortium final decisions.
- Members report student level enrollment data and outcomes for quarterly and final reporting.
- Members must share information on programs offered, and the resources being used to support the programs.
- Members provide services that address the needs identified in the adult

education plan.

- Members file financial expenditure and progress reports with the regional consortium and input financial data in the state reporting system.

In addition to the consortia and member effectiveness above, please check Section 5 of the CAEP Program Guidance for all the CAEP member requirements.

Consortium Responsibilities

- Consortium lead/director must monitor member performance related to the CAEP assurances and identify members for non-compliance.
- Consortium lead/director must provide members technical assistance and/or reach out to the CAEP Technical Assistance Project (TAP) as part of the reasonable intervention to help their members.
- Once a reasonable intervention has been attempted without success, the consortium may deem that member as ineffective and their funding may be reduced.
- If a consortium chooses to decrease the member's funding, the consortium must document the reason, the technical assistance/reasonable intervention provided, and the public meeting minutes of how/when the decision was made. This documentation must be posted to the consortium's Supporting Documentation section in NOVA.

State Member Effectiveness Process

- Beginning July 1, 2021, CAEP regional consortia will be notified by the State CAEP Office through CAEP TAP or CASAS of members that have not met some or all of the assurances they certified in order to receive CAEP funds.
- If the member continues to not meet the assurance(s), then the member will be deemed an ineffective member, and the State CAEP Office will inform the consortium and the member of their ineffective status.
- The consortium may proceed with reducing the member's CAEP funding. The consortium may reduce the current year's funding or decide to reallocate the member's base allocation (which would affect future year's funding for the member).

State Member Effectiveness Monitoring

The State CAEP Office will be tracking the following requirements and will notify CAEP TAP or CASAS to reach out to the consortium/member and provide technical assistance:

- Program Area Reporting of leveraged funds and instructional hours (consortium certification due 12/1).
- Quarterly expenditure reporting (Q1, Q2 (includes close out), Q3, & Q4).
- Plan Certification – 3-year plan, annual plan, and member work plan.
- CFAD and Governance Certification (due May 2nd).
- For K-12/COE only – quarterly student data reporting into TOPSPro Enterprise (Q1, Q2, Q3, & Q4)

Annual Plan General Assurances

Consortia and their members must agree to adhere to the general assurances listed as part of the annual planning process. For the purposes of evaluating Consortia and Consortium Member effectiveness, the California Department of Education and California Community College Chancellor's Office establish annual indicators of compliance. Failure to meet the requirements listed in the 2017-18 CAEP General Assurances Document may result in a determination of non-compliance and lead to partial or complete loss of Consortium and/or Member funding. (See annual plan general assurances). Please note that all the items listed above for consortia and member effectiveness are also covered in the CAEP General Assurances Document.

Reduction of Member's Funding

The amount of funds to be distributed to a member of that consortium shall be equal to or greater than the amount distributed in the prior fiscal year, unless the consortium makes at least one of the following findings related to the member for which the distribution would be reduced:

- (A) The member no longer wishes to provide services consistent with the adult education plan.
- (B) The member cannot provide services that address the needs identified in the adult education plan.
- (C) The member has been consistently ineffective in providing services that address the needs identified in the adult education plan and reasonable interventions have not resulted in improvements.

(a-b) If a member no longer wishes to provide services or cannot provide services, if possible, reallocate their funds to other members in the consortium. The consortium membership should amend planning documentation to ensure

services are being covered in the region (as a result of a member that no longer wishes to provide services or cannot provide services). The consortium must also notify the CAEP Office and update the CFAD allocation schedule for the upcoming program year.

(c) If a consortium decides that a member has been consistently ineffective in providing services that address the needs identified in the adult education plan, and is not following the member requirements as listed in the CAEP Program Guidance Section 5, and the Annual Plan General Assurances, the consortium must take the following steps:

1. Consortium lead/director must monitor member performance related to the CAEP assurances and identify members for non-compliance.
2. Document the member's ineffectiveness (what requirements are they not meeting, etc.)
3. Notify the member that they are being monitored for effectiveness and their funds could be reduced as a result.
4. Consortium lead/director must provide members technical assistance and/or reach out to the CAEP Technical Assistance Project (TAP) as part of the reasonable intervention to help their members.
5. Provide the information in #1-#3 to the CAEP Office.
6. Work with CAEP TAP and the CAEP Office to determine if reasonable interventions have not resulted in improvements.
7. If no improvements after steps #1-4, reduce the member's funding and update the CFAD allocation schedule for 21-22. Copy the CAEP Office on all correspondence related to member funding reduction.
8. If a consortium chooses to decrease the member's funding, the consortium must document the reason, the technical assistance/reasonable intervention provided, and the public meeting minutes of how/when the decision was made. This documentation must be posted to the consortium's Supporting Documentation section in NOVA.

8. Capital Outlay

Any capital outlay (including building improvements, rental space, leases, construction, etc.) will also be closely scrutinized. It will require that you notify the CAEP Office of your consortium's (including any member in that consortium) intent. This is an informational e-mail only. The CAEP Office reserves the right to ask questions regarding any purchase and can prohibit any activity that it deems not meeting the reasonable and justifiable criteria. The member must follow all state & local policies and procedures related to capital outlay. This would include district facilities approval, following procurement processes, and notification of state agency

facility departments.

Procedure:

Capital outlay expenditures need to be submitted by the requesting Member-district to the consortium's governing board for review and approval. Once the consortium has reviewed, approved, and established that the expenditures are aligned with the Consortium's 3-year plan, the consortium will send an informational email to the CAEP Office to inform them of the proposed expenditures.

9. Consortium Administration Function

Fiscal Agent or Direct Funding

Consortia have multiple options (direct funding or fund administrator) when choosing who will be responsible for receiving CAEP funding from the State. If a member is chosen to be the fund administrator, the member shall commit to developing a process to apportion funds to each member of the consortium pursuant to the consortium's adult education plan within 45 days of receiving funds appropriated for the program. This process shall not require a consortium member to be funded on a reimbursement basis. The pass through mandate follows the instructions from the State's Fiscal Services Division (CDE and CCCCO). See sections #11 and #12 of this guidance document for more detailed instructions on how the pass through is recorded, and not treated as revenue.

Regardless of whether you choose a fiscal agent or a direct funded structure, consortium must use their administrative funding to ensure that member fiscal information (budget, expenses, etc.) is valid, and tied to the effectiveness of the consortium plans (3 year & annual).

Consortium Administrative Oversight

Consortium Oversight consists of an assessment of each member.

1. Assessment of the member's ability to meet the CAEP requirements.
2. Review general assurances (basic member requirements) signed off by each member as part of the annual plan process.
3. Review bylaws, charters, and governance for additional member requirements.

Consortium Oversight consists of an evaluation of each member.

Using the 3-year plan, annual plan, CAEP student data, and other resources available— evaluate the following:

1. Evaluation of program needs as identified to meet the needs of the community (needs based)
2. Evaluation of current levels & types of services (enrollment, outcomes)

3. Evaluation of funds provided to members (cost effective)
4. Evaluation of member effectiveness (overall effectiveness)

Each consortium must determine what structure they will use to manage their CAEP funding and program activities. Using the State's program guidance, consortia can use multiple leads (co-chairs), a coordinate, point person, lead, and/or director. This decision is made by the consortia membership. Advice on how to reimburse for the consortium related activities for this position can be in consultation with the consortium fund administrator and/or district accounting representatives. Consortium level budgets and expenses must be agreed to by the consortium membership.

Section 84913 limits a consortium on how much they can spend on the administration of the CAEP program.

Section 84913 (b) A consortium may use no more than 5 percent of funds allocated in a given fiscal year for the sum of the following:

- (1) The costs of administration of these programs.
- (2) The costs of the consortium.

The administrative limit of 5 percent is calculated on the consortia total allocation for the program year. If agreed upon by members, it can be lower than 5 percent, but not above. Administrative activities are defined as fiscal in nature, and should not include programmatic activities. In some cases, a consortium budget may contain funds for program related activities, and funds for fiscal or administrative activities.

Note: Project leads/co-chairs voting privileges for consortia decisions are not guaranteed and are to be determined by consortia membership.

Listed below are example of programmatic and fiscal related activities.

Examples of consortium project lead/co-chairs activities

Programmatic Activities

- Provide coordination leadership in consortia.
- Formalize the open meeting requirement to make sure decisions are approved using the agreed upon governance rules.
- Draft and merge planning narrative/information from members.
- Submit planning and student level data deliverables to the State demonstrating consortium agreement (member sign off).
- Set up, organize, manage, and facilitate consortia related meetings (at various levels). Include travel, events, agendas, and preparation of reports/minutes.
- Submit program related information, best practices, and program progress reports to the State. Including developing marketing material for regional or State use.
- Facilitate relationships with members and partners.

- Assist in the implementation of planning strategies.
- Develop milestones and timelines: tracking goals, outcomes, and other deliverables.
- Respond to State inquiries and requests (acting as the region's liaison to the State).

Fiscal or Administrative Activities

- Develop consortium and member budgets based on CAEP planning.
- Documenting member and consortium activities as it relates to CAEP funding.
- Reviewing each member's budget & expenditures for State reporting.
- Administering a review process of financial budget & expenses to CAEP planning (3-year plans & annual plans).
- Preparing and setting up fiscal / administrative oversight related meetings.
- Working with members to submit budget & expenditures reports.
- Coordinating the completion of the CFAD documentation.
- Coordination and tracking of consortium & member spending.
- Hiring of consortium level staffing.
- Preparing the payroll for consortium level staffing.
- Purchasing any consortium level items.
- Coordinating budgets in collaboration with consortium members, district administrators, and accounting staff.

10. Indirect Rate for Members

Effective July 1, 2018, Section 84913 of the Education Code is amended to read:
For purposes of this paragraph, "indirect costs" means either of the following: (i) For consortium members that are school districts and county offices of education, the lesser of the member's prior year indirect cost rate, as approved by the department, or no more than five percent of the total funding received from the program. (ii) For community college consortium members, the lesser of the member's prior year negotiated indirect cost rate or no more than five percent of the total funding received from the program.

Per the legislative trailer amended under EC 84913, K-12 districts and COEs may use their CDE approved indirect cost rate for any CAEP/CAEP apportioned funding or 5% whichever is less. The CDE approved indirect cost rate varies by district and is not a set amount. Please check the CDE Indirect Rate website for each school year, at the link shown below.

<http://www.cde.ca.gov/fg/ac/ic/>

Community College Districts (CCDs) may use up to either their approved indirect cost rate as directed in Code of Federal Regulations (CFR) 200.414 up to the development *minimus* amount as allowed in the CFR or 5% whichever is less.

<https://www.gpo.gov/fdsys/granule/CFR-2014-title2-vol1/CFR-2014-title2-vol1-sec200-414>

11. Forty-Five Day Trailer Bill Rule / Pass Through

45 Day Trailer Bill

The members of the consortium may decide to designate a member to serve as the fund administrator to receive and distribute funds from the program. If a member is chosen to be the fund administrator, the member shall commit to developing a process to apportion funds to each member of the consortium pursuant to the consortium's adult education plan within 45 days of receiving funds appropriated for the program. This process shall not require a consortium member to be funded on a reimbursement basis.

Passing Funds Through to Members

As consortia and their members have implemented the 45-day receipt of funds requirement, tracking the pass through of funds to members in the CAEP financial system has been difficult. Beginning in program year 17-18, consortia will no longer track the pass through of CAEP funds disbursed in 16-17 and 17-18 in the existing CAEP financial system. In the fall of 2017, a new CAEP fiscal reporting system was rolled out (NOVA) requiring all members to report their allocations, budgets, and expenditures.

The pass through of funds is not required to be reported in this system.

12. Recording of CAEP funds in financial systems

To record CAEP funds, please follow your state & local financial system guidelines. This would be in addition to any local district policies and procedures that are in place.

As noted in recent trailer bill language introduced for program year 17/18, CAEP Program funds received by a participating school district are to be deposited in a separate fund of the school district to be known as the Adult Education Fund and would require moneys in the Adult Education Fund to be expended only for adult education purposes.

K-12 and COEs must adhere to the following reporting requirements:

- All Adult Education Program revenue should be recorded in Fund 11, Adult

Education Fund, using Resource 6391, Adult Education Program. Fund 11 is the only fund valid in combination with Resource 6391.

- LEAs that continue to formally commit LCFF revenue to the purposes of adult education should use Object 8091, LCFF Revenue Transfers, to transfer the committed LCFF revenue from their general fund to Fund 11.
- There are no statutory provisions preventing an LEA from carrying over funds, however, a consortium may change the amount of adult education funds available in future years based on actual prior fiscal year spending (see Reduction in Funding / Member Ineffectiveness).
- LEAs will use the same resource code for MOE and non-MOE funding.

K-12 and COE Consortia Fund Administrators

LEAs who are the fund administrator for an adult education consortium and receive Adult Education Program revenue on behalf of their member LEAs should use:

- § **Resource 6391**, Adult Education Program and,
- § Either **Object 8587**, Pass-Through Revenues from State Sources (for the pass-through grant model), or **Object 8590**, All Other State Revenue (for the sub agreement for services model), to account for the revenue that will be provided to their member LEAs.

K-12 and COE Consortia Members (Subrecipients)

LEAs who are the members in an adult education consortium and receive Adult Education Program revenue from their consortia's fund administrator (not directly from the state) should use:

- § **Resource 6391**, Adult Education Block Grant Program and,
- § Either **Object 8590**, All Other State Revenue (for the pass-through grant model), or **Object 8677**, Interagency Services Between LEAs (for the subagreement for services model), to account for the CAEP revenue.

K-12 and COE (LEAs) that receive CAEP directly from the state

Use Resource 6391, Adult Education Program, and Object 8590, All Other State Revenue.

Adult Education Program (CAEP) SACS Coding Examples

Original Recipient
<i>Receipt of CAEP revenue to be passed through:</i> 11-6391-0-0000-0000-8587
<i>Pass-through of state revenue:</i> 11-6391-0-0000-9200-7211, 2, 3
N/A

Subrecipient
N/A
<i>Receipt of passed-through CAEP revenue:</i> 11-6391-0-0000-0000-8590
<i>Expenditure of CAEP funds:</i> 11-6391-0-XXXX-XXXX-XXXX

Pass-through grant model accounting examples:

Sub agreements for services model accounting examples:

Original Recipient
<i>Receipt of CAEP revenue:</i> 11-6391-0-0000-0000-8590
<i>Payment to subrecipient for sub agreement services:</i> 11-6391-0-4XXX-XXXX-5100
N/A

Subrecipient
N/A
<i>Receipt of payment for sub agreement services:</i> 11-6391-0-7110-0000-8677
<i>Expenditures for sub agreement services:</i> 11-6391-0-7110-XXXX-XXXX

For further information on whether to use the pass-through grant model or the subagreement for services model when accounting for this grant, LEAs should consult the *California School Accounting Manual (CSAM)* Procedure 750. Additional guidance can be found in CSAM Procedure 330 under the definition for Object Code 5100, Subagreements for Services.

Community College Districts must adhere to the following reporting requirements:

The following requirements addresses the appropriate accounting for community college districts receiving CAEP funds either as a fiscal agent, as a participant/provider, or both. The treatment of funds received as the fiscal agent for disbursement to other participants is different than for funds received by the district for the direct costs of providing adult education services.

Fiscal Agent

Fiscal Agent Funds received from the State under a fiscal agent agreement that are then disbursed within 45 days to other adult education providers should be recorded in the restricted General Fund as 8900 “Other Financing Sources” using revenue object code 8970 “Fiscal Agent Pass Through”. Disbursements should be coded to “Other Outgo-Other Transfers” using expenditure object code 7400 “Other Transfers”, excluding indirect cost recovery. Under CAEP, districts have no fiduciary requirement regarding the use of the funds by the other participants. The only obligation of the fiscal agent is to disburse within 45 days.

Participant/Provider

If a portion of the funds received as a fiscal agent are for the district’s own adult education program, then those funds should be recorded initially as described above. A transfer (other outgo) will be recorded to the fiscal agent funds for the district’s share. The district will recognize its share of the funds in the restricted General Fund using revenue object code 8620 “General Categorical Programs”. Expenditures should be recorded in expenditure object codes 1000-6000 as appropriate. Likewise, if the district is not the fiscal agent and is receiving CAEP funds, those funds should be recorded to the restricted General Fund using revenue object code 8620 “General Categorical Programs” and expenditure object codes 1000- 6000 as appropriate.

13. Fiscal Reporting & Planning – (using NOVA)

The Purpose of NOVA

The CAEP has consolidated its fiscal reporting requirements, and planning templates, under the NOVA system. For CAEP, the NOVA system creates a brand new fiscal structure for financial reporting. NOVA allows for real time access for consortia members to update school information, contact information, and member representatives. Member budgets and expenses are available for state, consortia, and member level viewing. The system allows the CAEP program to participate in the new era of transparency so that all members can see what other members are doing. The NOVA system provides better financial data and accountability for over 400 CAEP members and their 71 regional consortia.

1. CFAD

The Consortium Fiscal Administrative Declaration (CFAD) is based on the CAEP preliminary allocations released by February 28th of each year. The preliminary allocations are derived from the Governor’s Budget, which is usually released during

the first week of January. The CFAD captures member allocations for each consortium as well as the consortium's chosen disbursement method. The consortium primary contact submits the CFAD into NOVA. Once the CFAD is submitted, the member representative for each member agency is required to review and approve, upon which the CFAD's status is displayed as Consortium Approved. Once the CFAD is Consortium Approved, no changes be made. The CFAD must be Consortium Approved by May 2 of each year.

The CFAD consists of four main components, which include the Fiscal Declaration, Agencies & Certifiers, Member Allocations, and the Preview sections.

The Fiscal Declaration section requires that your consortium select a disbursement method for that year (e.g., direct funded or fiscal agent). In addition, this section includes a requirement to explain the rationale behind any changes that occurred such as disbursement method or allocation changes.

2. Three-Year Planning Process

Each consortium is required to submit a 3-year plan in NOVA that is approved by their consortium membership. For more details, please see the education code citation below:

Education Code 84906

(a) (1) Commencing with the 2019–20 fiscal year, as a condition of receipt of an apportionment of funds from this program for a fiscal year, the members of a consortium shall have a consortium-approved three-year adult education plan that addresses a three-year fiscal planning cycle. The plan shall be updated at least once each year based on available data pertaining to the requirements of subdivision (b).

(2) For the 2018–19 fiscal year, as a condition of receipt of an apportionment of funds from this program, the members of a consortium shall have a consortium-approved adult education plan that satisfies subdivision (c).

(b) An adult education plan shall include all of the following:

(1) An evaluation of the educational needs of adults in the region.

(2) A list of the following:

(A) Entities that provide education and workforce services to adults in the region.

(B) Entities that are impacted by, or that have a fundamental interest in, the provision of those services.

(3) A description of the services provided by entities listed pursuant to paragraph (2).

(4) An evaluation of current levels and types of education and workforce services for adults in the region.

(5) An evaluation of the funds available to the members of the consortium and the entities listed pursuant to paragraph (2), including funds other than those apportioned pursuant to this article.

(6) Actions that the members of the consortium will take to address the educational needs identified pursuant to paragraph (1).

(7) Actions that the members of the consortium will take to improve the effectiveness of their services.

(8) Actions that the members of the consortium, the entities listed pursuant to paragraph (2), and other interested parties will take to improve integration of services and to improve transitions into postsecondary education and the workforce, including actions related to all of the following:

(A) Placement of adults seeking education and workforce services into adult education programs.

(B) Alignment of academic standards and curricula for programs across entities that provide education and workforce services to adults.

(C) Qualifications of instructors, including common standards across entities that provide education and workforce services to adults.

(D) Collection and availability of data.

(9) A description of the alignment of adult education services supported by this program with those described in other education and workforce plans guiding services in the region, including plans pertaining to the building of career pathways and the employment of workforce sector strategies and those required pursuant to the federal Workforce Innovation and Opportunity Act (Public Law 113-128).

(10) A description of the ways in which each of the entities identified in paragraph (2) contributed to the development of the plan.

3. Annual Plan

The annual plan, due August 15th, based on the consortium 3-year plan, highlights the objectives that members will be working on from July 1 to June 30 of the upcoming year. The annual plan process also includes the Consortium Fiscal Administration Declaration (CFAD) (see #1 above) that certifies the amount of funds to be distributed to each member of the consortium. All consortium members must approve the CFAD and Annual Plan. Please see the education code below pertaining to the annual plan,

and the allocation of funds.

Education Code 84914

(a) As a condition of receipt of an apportionment from the program, a consortium shall approve a distribution schedule that includes both of the following:

(1) The amount of funds to be distributed to each member of the consortium for that fiscal year.

(2) A narrative justifying how the planned allocations are consistent with the adult education plan.

(b) (1) For any fiscal year for which the chancellor and the Superintendent allocate an amount of funds to the consortium greater than the amount allocated in the prior fiscal year, the amount of funds to be distributed to a member of that consortium shall be equal to or greater than the amount distributed in the prior fiscal year, unless the consortium makes at least one of the following findings related to the member for which the distribution would be reduced:

(A) The member no longer wishes to provide services consistent with the adult education plan.

(B) The member cannot provide services that address the needs identified in the adult education plan.

(C) The member has been consistently ineffective in providing services that address the needs identified in the adult education plan and reasonable interventions have not resulted in improvements.

(2) For any year for which the chancellor and the Superintendent allocate an amount of funds to the consortium less than the amount allocated in the prior year, the amount of funds to be distributed to a member of that consortium shall not be reduced by a percentage greater than the percentage by which the total amount of funds allocated to the consortium decreased, unless the consortium makes at least one of the following findings related to the member for which the distribution would be reduced further:

(A) The member no longer wishes to provide services consistent with the adult education plan.

(B) The member cannot provide services that address the needs identified in the adult education plan.

(C) The member has been ineffective in providing services that address the needs identified in the adult education plan and reasonable interventions have not resulted

in improvements.

(c) A distribution schedule shall also include preliminary projections of the amount of funds that would be distributed to each member of the consortium in each of the subsequent two fiscal years. The preliminary projections shall not constitute a binding commitment of funds.

4. CAEP Member Workplan & Budget

Based on the annual plan strategies (submitted by August 15th) and the CFAD (submitted by May 2nd), each member creates a budget and work plan for the new fiscal year (July 1 to June 30). The member budget is by object code, which aligns with the member work plan to spend all active funding during that 12-month fiscal year period. Active funding includes all carry-over and new funding combined into one budget. The member work plan aligns with the strategies of the annual plan. Members will check off which strategies from the annual plan they are covering with their 12-month budget. Once the member submits their work plan and budget, the consortium membership will review, approve, and certify for the upcoming year. If the member has changes to their work plan and/or budget, it will go back through NOVA using the same process of consortium membership review, approval, and certification.

Period	Process
January	Governor Releases Budget
February	CAEP Preliminary Allocations Released
May	CFAD is due
August	Annual Plan is due
September	Member Work Plans & Budgets are due
October	Consortium certifies member budget & work plans

5. Allocation Amendment

The CAEP allocation amendment process allows consortia and members to change allocations outside of the CFAD process. Allocation amendments can occur throughout the year, but should be recorded in NOVA prior to the submission of the following expenditure report. Allocation amendments must be approved by all member agencies, even those agencies not directly affected by the changes. Consortia that utilize the direct funded disbursement method will need to work at the local level to transfer funds between member agencies.

6. Budget Changes

Budget modifications must be submitted in NOVA prior to the submission of the quarterly expenditure report. In order to submit a budget revision, the consortium primary contact must un-certify the budget and the member representative un-submits, in order to allow changes to be made. The member representative enters

their changes and re-submits the budget, upon which the consortium primary contact will need to re-certify.

7. Expense Reporting

Every quarter, consortium members are required to submit their expenses in NOVA. Expenditure reports are year to date (cumulative) and expenses cannot be less than what was reported in the previous quarter. Once the member expense report is submitted, the consortium must review, approve, and certify. Please see the schedule below for expense report submission and certification.

September

- **Sep 1:** Member Expense Report due in NOVA (Q4) – prior year
- **Sep 30:** Member Expense Report certified by Consortia in NOVA (Q4)/prior year

December

- **Dec 1:** Member Expense Report due in NOVA (Q1)
- **Dec 31:** Member Expense Report certified by Consortia in NOVA (Q1)

March

- **Mar 1:** Member Expense Report due in NOVA (Q2)
- **Mar 1:** Close out of **prior, prior** year Member Funds due in NOVA
- **Mar 31:** Member Expense Report certified by Consortia by NOVA (Q2)
- **Mar 31:** Close out of **prior, prior** year Member funds in NOVA certified by Consortia in NOVA

June

- **Jun 1:** Member Expense Report due in NOVA (Q3)
- **Jun 30:** Member Expense Report certified by Consortia in NOVA (Q3)
- **Jun 30:** End of Q4

Note: Expenditures cannot be reported with a negative balance in any of the object

codes. In addition, prior, prior year funding is the oldest funding. For example, during 19-20 fiscal year, 19-20 funding would be prior, prior year funding, and 20-21 funding would be prior year funding, and 21-22 funding would be current year funding.

8. Target Spending

Quarter Ending	Spending Targets
First Quarter September 30	15%
Second Quarter December 31	30%
Third Quarter March 31	45%
Fourth Quarter June 30	60%

Targets are based on the current active funding for the 12-month period (July 1st to June 30th), which includes all active carry-over funds and any new funds. The member fiscal year or 12-month budget in NOVA reflects all active funding. Failure to meet targets will result in a corrective action plan. The State CAEP Office will review all corrective action plans and schedule targeted technical assistance as necessary via CAEP TAP.

9. FIFO and Closing Out Funds

FIFO stands for First In, First Out – meaning the oldest funds in NOVA are expended first. CAEP funds have a 30-month life span (see chart below for fund year and end date). NOVA tracks funds by allocation year/amount using the FIFO method until all funds are spent. NOVA expenditure information may not match local district accounting ledgers as prior year NOVA expense reports cannot be reopened for adjustments. Using the FIFO method, the State encourages accounting offices to update expenses in the next quarter to reflect accurate expenses (provided this is within the 30-month cycle/life span of the funds).

Close out of funds begins after the 30-month period is over. Members will certify in NOVA if they have liquidated all funds being closed out or if they will be remitting any funds to the State. The State recapture must be finalized by June 30 (or 3 years from the release of funds).

Fund Year	Start Date	Target Spend Down Date	Extra Time with Corrective Action Plan	Activities End By	Final Expense Report Due	Consortium Certification Due	State Recaptures Remaining Funds
19-20	7/1/19	6/30/21	12/31/21	12/31/21	3/1/22	3/31/22	4/1/22
20-21	7/1/20	6/30/22	12/31/22	12/31/22	3/1/23	3/31/23	4/1/23
21-22	7/1/21	6/30/23	12/31/23	12/31/23	3/1/24	3/31/24	4/1/24
22-23	7/1/22	6/30/24	12/31/24	12/31/24	3/1/25	3/31/25	4/1/25
23-24	7/1/23	6/30/25	12/31/25	12/31/25	3/1/26	3/31/26	4/1/26

10. Reporting Deadlines

If the above reporting due date falls on a weekend or a holiday, the report shall be due by close of business on the last working day prior to the reporting deadline.

Members or consortia that fail to meet due dates or submits incomplete reports will be scheduled for targeted technical assistance through CAEP TAP.

CAEP Quarterly Reporting Deadlines and Spending Targets

Quarter Ending	Expense and Progress Report Due Dates	Spending Targets
First Quarter September 30	Member Due Date: December 1st Consortia Due Date: December 31	15%
Second Quarter December 31	Member Due Date: March 1 Consortium Due Date: March 31	30%
Third Quarter March 31	Member Due Date: June 1 Consortium Due Date: June 30	45%
Fourth Quarter June 30	Member Due Date: September 1 Consortium Due Date: September 30	60%

11. CAEP Deliverable Schedule

August

- **Aug 15:** Annual Plan due in NOVA

September

- **Sep 1:** Member Expense Report due in NOVA (Q4) – prior year
- **Sep 30:** End of Q1
- **Sep 30:** Member Expense Report certified by Consortia in NOVA (Q4)/prior year
- **Sep 30:** Current Year Member Program Year Budget & Work Plan due in NOVA

October

- **Oct 30:** Current Year Member Program Year Budget & Work Plan certified by Consortia in NOVA

December

- **Dec 1:** Member Expense Report due in NOVA (Q1)
- **Dec 31:** Member Expense Report certified by Consortia in NOVA (Q1)
- **Dec 31:** End of Q2
- **Feb 28:** Preliminary allocations released by this date

March

- **Mar 1:** Member Expense Report due in NOVA (Q2)
- **Mar 1:** Close out of **prior, prior** year Member Funds due in NOVA
- **Mar 31:** Member Expense Report certified by Consortia by NOVA (Q2)
- **Mar 31:** Close out of **prior, prior** year Member funds in NOVA certified by Consortia in NOVA
- **Mar 31:** End of Q3 May 2020

May

- **May 2:** CFADs due in NOVA June 2020
- **Jun 1:** Member Expense Report due in NOVA (Q3)
- **Jun 30:** Member Expense Report certified by Consortia in NOVA (Q3)
- **Jun 30:** End of Q4

12. Governance & By-Laws and NOVA

All consortium decision making (through governance and by-laws) must adhere to Education Code 84905 (see below) and conform to Brown Act regulations regarding public meeting notice, and public comment. Please note, “all members of the consortium shall participate in any decision made by the consortium”. This is true for public meeting decision making as well as approval and certification in NOVA. The consortium governance and by-laws must match the approval and certification in NOVA. If your governance and by-laws states that there are five members in the consortium making the decisions, then there should only be five members in NOVA approving plans, budgets and expenses.

Education Code 84905

The chancellor and the Superintendent, with the advice of the executive director, shall approve, for each consortium, rules and procedures that adhere to all of the following conditions:

(a) Any community college district, school district, or county office of education, or any joint powers authority consisting of community college districts, school districts, county offices of education, or a combination of these, located within the boundaries of the adult education region shall be permitted to join the consortium as a member.

(b) As a condition of joining a consortium, a member shall commit to reporting any funds available to that member for the purposes of education and workforce services for adults and the uses of those funds.

(c) A member of the consortium shall be represented only by an official designated by the governing board of the member.

(d) (1) Decision-making procedures are specified that ensure that all of the following conditions are satisfied:

(A) All members of the consortium shall participate in any decision made by the

consortium.

(B) A proposed decision is considered at an open, properly noticed public meeting of the consortium at which members of the public may comment.

(C) The consortium has provided the public with adequate notice of a proposed decision and considered any comments submitted by members of the public, and any comments submitted by members of the public have been distributed publicly.

(D) (i) The consortium has requested comments regarding a proposed decision from other entities located in the adult education region that provide education and workforce services for adults.

(ii) The consortium has considered and responded to any comments submitted by entities pursuant to clause (i).

(iii) For purposes of this subparagraph, entities that provide education and workforce services to adults include, but are not necessarily limited to, local public agencies, departments, and offices, particularly those with responsibility for local public safety and social services; workforce investment boards; libraries; and community-based organizations.

(E) The consortium has considered input provided by pupils, teachers employed by local educational agencies, community college faculty, principals, administrators, classified staff, and the local bargaining units of the school districts and community college districts before it makes a decision.

(F) A decision is final.

(2) For purposes of this subdivision, a decision includes approval of an adult education plan pursuant to Section 84906 and approval of a distribution schedule pursuant to Section 84913.

(e) The members of the consortium may decide to designate a member to serve as the fund administrator to receive and distribute funds from the program. If a member is chosen to be the fund administrator, the member shall commit to developing a process to apportion funds to each member of the consortium pursuant to the consortium's adult education plan within 45 days of receiving funds appropriated for the program. This process shall not require a consortium member to be funded on a reimbursement basis.

13. Reporting Program Area Hours & Expenses

CAEP members that were active during the prior program year must submit the required prior year program and expenditure data by program area. The CDE and CCCCO requires all Adult Education Program agencies to use the NOVA systems

for data submission in the following areas:

- All CAEP members (K12 districts, county offices of education, joint powers authority, and community college districts) must submit in NOVA the total hours of instruction for prior program year provided to students in the seven CAEP program areas (adult education/noncredit).
- All CAEP members (K12 districts, county offices of education, joint powers authority, and community college districts) must submit in NOVA the total operational costs for the prior program year by fund source in the seven CAEP program areas (adult education/noncredit). Funds sources also include any fee revenue collected in the prior year.

All data must be submitted in NOVA as follows:

- Each consortia member will be asked to **save estimated amounts by September 1** into NOVA for the following:
 - Prior Program Year – hours of instruction by program area.
 - Prior Program Year – expenses by program area by fund source.
- Each consortia member will be asked to **submit actual amounts by December 1** in NOVA for the following:
 - Prior Program Year – hours of instruction by program area.
 - Prior Program Year – expenses by program area by fund source.

14. Examples of Expenses Allowed

Example of Allowed Expenditures Listed by Objective

Sample expenditures listed by objective include, but are not limited to the following:

Objective #3: Activities for consortium members and partners to integrate existing programs and create seamless transitions into postsecondary education or the workforce.

The consortium will align and connect existing and future adult education programs to postsecondary academic pathways and/or career pathways leading to employment. Consortia should address alignment of placement tools, curriculum, assessment tools and rubrics, and student performance outcomes across delivery systems to ensure that student transition paths, both between providers and into postsecondary credit programs, are understood and supported across all systems.

Examples of allowable expenditures:

- * Program coordination and staff/instructor time
- * Staff/instructor stipends
- * Program and curriculum planning and development
- * Student assessment
- * Articulation
- * Instructional materials and equipment
- * Supplemental instruction and tutoring
- * Counseling, Advising, and other student education planning services
- * Publication and Outreach Material
- * Office supplies
- * Meeting supplies
- * In State Travel
- * Computer Hardware or Software Equipment
- * Assessment for Placement Services
- * Follow-up and Orientation Services
- * Research and contractual services

Objective #4: Activities to address the gaps identified pursuant to the evaluation of regional needs and the evaluation of current levels and types of adult education programs.

Describes the consortium response to the gaps identified in the region. These might include, but are not limited to, working with other partners in the service area, developing or expanding programs and plans to assess the effectiveness of these expanded efforts.

Activities identify programming and service gaps including lack of providers, services, access, attainment, and/or performance. Activities also include strategies to incrementally increase capacity in identified gap areas (e.g., using distance learning

to reach adult populations in a consortium's region who are currently underserved).

The AB86 approved 3-year consortia plan includes the resources needed to carry out those strategies, the costs involved, the consortium participants responsible for implementing the identified strategies, the methods for assessing the progress made toward implementing the identified strategies, and a timeline for accomplishing the various implementation steps.

Examples of allowable expenditures:

- * Staff/instructor time for developing new classes/programs
- * Program coordination and staff/instructor time
- * Staff/instructor stipends
- * Space Use Agreements
- * Classroom reconfiguration
- * Classroom furniture
- * New program and curriculum planning and development
- * Instructional materials and equipment
- * Supplemental instruction and tutoring
- * Counseling, Advising, and other student education planning services
- * Publication and Outreach Material
- * Office supplies
- * Meeting supplies
- * In State Travel
- * Computer Hardware or Software Equipment
- * Follow-up and Orientation Services
- * Research and contractual services

Objective #5: Activities to employ approaches proven to accelerate a student's progress toward his or her academic or career goals, such as contextualized basic skills and career technical education, and other joint programming strategies between adult education and career technical education.

Examples of allowable expenditures:

- * Program coordination and staff/instructor time
- * Staff/instructor stipends
- * Program and curriculum planning and development
- * Articulation
- * Instructional materials and equipment
- * Supplemental instruction and tutoring
- * Counseling, Advising, and other student education planning services
- * Publication and Outreach Material
- * Office supplies
- * Meeting supplies
- * In State Travel
- * Computer Hardware or Software Equipment

- * Follow-up and Orientation Services
- * Research and contractual services

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

Examples of allowable expenditures:

- * Program coordination and staff/instructor time
- * Staff/instructor stipends
- * Professional Development
- * Publication and Outreach Material
- * Office supplies
- * Meeting supplies
- * In State Travel and Out of State Travel
- * Research and contractual services

Objective #7: Activities to leverage existing regional structures, including, but not limited to, local workforce investment areas.

Describes how the consortium will leverage existing assets or structures to benefit the adult learners in the region. These assets or structures might include, for example, contributions from or collaborations with existing members, Local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, and county libraries.

Examples of allowable expenditures:

- * Program coordination and staff/instructor time
- * Staff/instructor stipends
- * Space Use Agreements
- * Meeting supplies
- * In State Travel
- * Research and contractual services

Examples of Allowable Expenditures by AB104 Objective of Expenditure Reporting Categories

1000: Instructional Salaries, Supervisor's Salaries, Counselor's Salaries, and Project Coordinator / Director's

Salaries. Examples:

Program Director/Coordinator, Instructors, Teachers, Faculty, and Staff - CAEP director/coordinator who has direct responsibility for coordinating the program services, developing and monitoring the program plan and budget, reviewing data submissions to ensure accuracy and completing required program reports. Staff who work directly in the program, all positions -- classified, faculty or administrative -- must directly support program services, as reflected in job descriptions and included in the CAEP 3-year Consortium Plan and Annual Plan. The member/consortium must be able to document staff time charged to the program. Costs may include salaries or wages and employee benefits.

Costs must be prorated for employees who are assigned to CAEP on a part-time basis.

2000: Non-Instructional Salaries: Classified Staff (non-instructional) Salaries, and Instructional Aides Salaries.

Examples:

Counseling, Advising, and Other Student Education Planning Services – CAEP members may use funds to pay for counseling, advising, and other education planning services provided to students. This may include salary and benefit costs of staff who provide these services, costs related to the provision of workshops, group counseling or advising sessions, online advising, etc.

Orientation Services - Development and delivery of orientation services: this may include staff and materials costs to deliver group orientations, workshops, development of online orientation resources, etc.

3000: Employee Benefits.

4000: Supplies & Material - books, supplies for the adult education program (office), outreach, and recruitment materials.

Examples:

Publications and Outreach Materials - Reasonable costs to develop and produce materials to promote CAEP services and activities. Examples include materials for orientation and assessment workshops, guides for creating an education plan, brochures about supportive services, etc.

Food and Beverages - funds can be used to provide food or non-alcoholic beverages for students or staff, provided that there is no local board policy

prohibiting these costs. Food and beverage costs must be for activities or functions consistent with the objectives of the CAEP 3-year Consortia Plan and the Annual Plan. Funds cannot be used to pay for general activities such as open houses or other events not directly related to CAEP.

5000: Other Operating Expenses and Services – CAEP related conferences and travel expenses, meeting supplies for CAEP related activities, consultants, subcontractors, speaker fees at CAEP workshops, and leases for CAEP related space and equipment.

6000: Capital Outlay & Equipment - computer hardware/software/printer, space use agreements.

Examples:

Computer Hardware and Software and Equipment - Members may use program funds to purchase computer hardware, software, and equipment to assist in the delivery of CAEP services if the purchases are included in the CAEP Annual Plan.

These could include education planning software. Equipment purchased by the program that is no longer needed or is being replaced cannot be donated to another non-CAEP program. District policies regarding the use and disposal of surplus equipment must be followed.

Follow-Up Services – CAEP members may use program funds to pay for communication or early alert systems designed to notify students of their academic standing or intervention services that may include related workshops targeting students on probation or facing dismissal.

Assessment for Placement Services - Purchase of assessment tests and the implementation of multiple measures used for course placement, career assessments, assessment center staff, test proctors, communication to students, practice tests, etc. This may include evaluators or other staff who collect and review of multiple measures data, such as transcripts from other schools, military service and work experience, and specialized certificates and licenses.

Examples of Allowable Expenses by CAEP Types of Activities

Program and curriculum planning and development: Development of an CAEP tutoring program. Development of an CAEP curriculum planning guide. Development of an CAEP drop in peer help center. Development of online distance education courses for CAEP students. Curriculum development for CAEP

courses, including new courses.

Student assessment: Purchase of computers and equipment such as scanners, to assess CAEP student abilities. Purchase of software and licenses for assessment. Salary of non-instructor hired to administer CAEP assessment tests. Development and implementation of assessment intervention programs. Research and development methods for assessment preparation.

Advisement and counseling services: Salary of CAEP advisor or counselor. Salary of CAEP mentor. Purchase of supplies to create CAEP announcements. Creation and maintenance of a website devoted solely to CAEP. Cost of an CAEP email list that delivers adult education information to adult education students. Direct advising and counseling services for adult education students. Embedded counseling in adult education courses. Counseling and advising in support of adult education courses.

Supplemental instruction and tutoring: Purchase of a web-based interactive program of supplemental instruction for CAEP. Purchase of training videos, or online training videos, or similar that supplement CAEP instruction. Direct tutoring to adult education students in CAEP areas. Supplemental instruction for CAEP students. Salary of teaching assistants assisting CAEP instructors.

Articulation: Cost of studies that evaluate applicable English and mathematics courses, to identify important points of instruction to include in CAEP course curriculum. Support for CAEP faculty/teachers to attend or host meetings and discussions on course alignments and student preparation as these pertain to CAEP courses. Stipends for meetings, portfolio sharing, and discussions on course alignment and curriculum.

Instructional materials and equipment: Purchase of learning materials and equipment that support CAEP students. The costs for safe storage of CAEP supplies, equipment, instructional materials, and similar. Purchase of textbooks and learning materials used in CAEP courses. Purchase of CAEP instructional software. All learning materials and equipment that support CAEP courses and students. Purchase of computers to assess CAEP abilities.

Purchase of supplies to create CAEP announcements. Creation and maintenance of a website devoted solely to CAEP. Cost of materials distribution across a variety of media, to CAEP students. Purchase of a web-based interactive program of supplemental instruction for CAEP courses. Purchase of training videos that supplement CAEP instruction.

Coordination: Salary of CAEP coordinator, or assistants, or project leads for hours of service provided, not to supplant a teaching salary. Cost of seminars to raise CAEP awareness among faculty. Cost of a consultant providing services to create,

coordinate, and implement CAEP programs.

Research: Purchase of electronic support equipment, hardware and/or software for in-class use by CAEP students, used to capture data. Salary of qualified researcher hired to quantitatively assess CAEP student data against outcomes of success. Cost of creating a safe storage process for CAEP research data. Expanded bandwidth of research capabilities and services related to CAEP data systems and queries.

Professional development: Travel to events whose training will directly benefit CAEP students, will enhance CAEP instructor capabilities, or both. Replication of CAEP related training, provided by attendees who return to their schools to share this knowledge with their peers. Cost of seminars to raise CAEP awareness among faculty/teachers. Cost of an CAEP professionals/consultants providing services to create, coordinate, implement, and improve CAEP programs. Workshop, conferences, and seminars attendance directly related to CAEP programs and students. Support for learning communities for professional development for faculty/teachers to learn CAEP best practices.

15. Examples of Expenses Not Allowed

Example of Expenses Not Allowed or that Need Prior Approval (specific to CAEP) include, but are not limited to:

1. Other Staff Salaries and Benefits

Program funds cannot be used to pay for any staff that does not directly support the CAEP services described in the consortium's approved plan.

2. Political or Professional Dues, Memberships, or Contributions

Funds cannot be used for these activities, unless professional membership is an institutional requirement. Business, technical and professional organization or periodical memberships are allowed. Civic or community, or country club or social or dining club memberships are not allowed.

3. Unrelated Travel Costs

Program funds may not be used for the cost of travel not directly related to program activities or functions.

4. Vehicles

Any funds used to purchase vehicles needs to have prior approval by the CAEP Office.

5. Clothing

Program funds may not be used to purchase clothing for individual students such as jackets, sweatshirts, or tee shirts (gift of funds). However, clothing for a classroom is permissible – i.e. aprons for a culinary class, welding helmets, etc.

6. Entertainment Costs

Costs of entertainment, including amusement, diversion, and social activities and any costs directly associated with such costs (such as tickets to shows or sports events, meals, lodging, rentals, transportation, and gratuities) are unallowable.

7. Fines and Penalties

Costs resulting from violations of, or failure of the institution to comply with, Federal, State, and local or foreign laws and regulations are unallowable, except when incurred as a result of compliance with specific provisions of the sponsored agreement, or instructions in writing from the authorized official of the sponsoring agency authorizing in advance such payments.



December 11, 2017

To: Adult Education Block Grant (AEBG) Consortium Directors and Members

From: Adult Education Block Grant Office

Subject: Fiscal Year 2018–19 AEBG Program Fees Policy

This memorandum is to advise local recipients of the Adult Education Block Grant (AEBG) program fees policy that take effect July 1, 2018.

AEBG Fees Policy

No tuition may be charged or collected in the following AEBG program areas by either community colleges or K12 adult schools:

- Adult Elementary and Secondary Basic Skills, including programs leading to a high school diploma or its equivalent,
- Programs for immigrants eligible for educational services in citizenship, ESL and workforce preparation,
- Adults, including but not limited to older adults, designed to develop knowledge and skills to help elementary and secondary school children succeed academically in school
- Programs for adults with disabilities

CTE Programs: For the purposes of this portion of the policy, career and technical education (CTE) programs include the following: 1) Short term CTE with high employment potential; 2) Adults, including but limited to older adults, entering or re-entering the workforce; and 3) Pre-apprenticeship conducted in coordination with one or more DAS approved apprenticeship programs.

- **Community college noncredit CTE programs:** No tuition may be charged or collected by for career and technical education programs as prohibited by statute in California Education Code. (This include Short Term CTE, Workforce Entry/Reentry, and Pre-Apprenticeship).
- **K12 adult schools:** Career and technical education programs offered by K12 adult schools are considered part of the AEBG program, but K12 adult school providers are allowed to charge fees for these programs. K12 adult CTE programs are subject to all state requirements under AEBG including course approval, credentialing, and student

data reporting. The K12 adult CTE student fee structure must be included in the consortia annual plan.

Policy Reminders:

Note 1: This recommendation in no way infringes on K-12 adult school or community college community services that is governed by existing state regulations and education code.

Note 2: The State will encourage the blending and leveraging of other fund sources with AEBG – such as on the K-12 side (LCFF apportionment), and on the college side (Community College apportionment) in addition to the many other adult education member & partner resources (like WIOA Title I Individual Training Accounts (ITAs)). With the exception of K-12 adult school CTE (workforce entry/reentry and pre-apprenticeship) course offerings, no other AEBG program areas may charge fees, or leverage/braid fees.

For questions related to AEBG Program Fees Policy and/or technical assistance on professional development topics, please contact the AEBG Technical Assistance Project (AEBG TAP) by phone at 1-888-827-2324 or by e-mail at tap@aebg.org.

Sincerely,

Carolyn Zachry, Ed.D
California Department of Education
Adult Education Block Grant Office



Javier Romero
California Community Colleges Chancellor's Office
Adult Education Block Grant Office



Enclosure: Resources Related to the AEBG Program Fees Policy



RESOURCES RELATED TO THE AEBG PROGRAM FEES POLICY

1. SB-173 Education funding: adult education (Liu)
https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201320140SB173
2. CDE Management Bulletin: Workforce Innovation and Opportunity Act, Title II: Adult Education and Family Literacy Act Grant Funding
<http://www.cde.ca.gov/sp/ae/ir/mb1601.asp>
3. Community Colleges Student Fee Handbook
http://extranet.cccco.edu/Portals/1/Legal/Ops/12-09_StudentFeeHandbook2012.pdf

AEBG Program Fees Background

Aligning fees in AEBG is problematic because of the inconsistency in the policies guiding the two systems and the need to properly evaluate adult education related expenses. The fee structures of the CDE and the Chancellor's Office are mandated by separate education code and policy regulations. Currently, community colleges charge fees for credit courses, but community colleges do not charge for noncredit adult education courses (though in some cases, noncredit students are responsible for other costs, such as books and supplies). K12 adult schools cannot charge fees for English as a Second Language (ESL), Adult Basic Education (ABE), and Adult Secondary Education (ASE), but it is not clear in the other AEBG program areas whether education code is in effect or not. The new AEBG Program Fees Policy will align existing education code between the K12 adult education system, and the community college noncredit system.

AB86 Workgroup Review of Fees Policy

In 2015, the AB 86 Cabinet and Work Group examined the issues involved in developing a uniform policy for the AB 86 program areas. The two principal options identified were, first, fees could be eliminated for all AB 86 adult education courses, ensuring formal consistency across all programs, reducing confusion and financial barriers to access. The major concern raised to this option is that some programs would then have insufficient funding to continue. Alternatively, programs could continue to have the option to charge fees, but fee levels would be made consistent across the state and/or other criteria established for fee levels, ensuring that they are fair and reasonable. The fees would leverage state funding and might ensure that students are less likely to drop a course. This option raises the concern that adult education courses might become inaccessible to the lowest-income students.

Given the complexity of the issues, the CDE and Chancellor's Office recommended that the Legislature consider the trade-offs and make the determination whether to eliminate fees or

establish guidelines for charging fees, which ensures that there are no financial barriers to students being able to access adult education services; there is consistency across programs, courses, and providers; and there is adequate reimbursement for program costs.

AB104 Maintenance of Effort Certification Process

For the initial implementation of AB104, and the Adult Education Block Grant (AEBG), the CDE and the Chancellor's Office established base funding for K-12 adult schools, known as Maintenance of Effort (MOE). The majority (67%) of the AEBG base allocation is made up of Maintenance of Effort (MOE) as certified by K-12 and County Offices of Education (COEs). The MOE certification process was based on the certification of 2012-2013 adult education related expenses in the ten adult education program areas as submitted by K-12 districts and COEs. This 12/13 certification was used to form the K-12/COE base for the MOE. The MOE funding amount does not change unless funding is reduced based on the criteria as specified in AB104 legislation (84914 (b)). However, this MOE Certification Process did not allow K-12 Districts to report program fees collected during 2012-2013 program year. The result was that millions of dollars of adult education related expenses were not certified, and many K-12 adult schools received significantly less than their actual adult education related expenses. Because the 12/13 certification established base funding for K-12 adult schools, the ones that survived on program fees were given a lower base funding amount.

AEBG Data and Accountability Ad-hoc team Recommendation on Fees Policy

In the summer of 2017, the AEBG leadership convened a series of field teams to address the complexities of establishing consistent, statewide data on populations that had previously not been fully included in agency accountability systems. A subgroup of these field teams became the AEBG Fees Ad-Hoc Team. The team recommended policy was approved by AEBG Leadership, and will be enacted at the beginning of the 2018-2019 program year. The AEBG Office will publish the AEBG fees policy during the current program year (17-18) so that AEBG members can prepare for implementation in 2018-2019. In addition, starting in 2018-19, the State's AEBG Financial System NOVA,, will begin tracking program fees collected as well as those fund sources leveraged for AEBG purposes. The data collected will be analyzed to examine the connection between student persistence and fees as well as other related topics.



CONSORTIUM THREE-YEAR PLAN

2019-2022

Instructions:

This template uses form fields to organize responses to the required three-year planning prompts. You may easily navigate the template by clicking on each of the shaded fields or by using the Tab key.

This document has been protected to enable use of form fields and to guard against accidental edits to the template. Should the need arise, the document may be unlocked temporarily. Use cases may include adding charts, tables, or graphics to narrative sections, expanding Table 1, adding appendices, or updating the table of contents, among others. You may temporarily unlock the template by toggling the **Protect Form** button (🔒) on the **Developer Tab** on the Microsoft Office ribbon. The Developer Tab does not appear by default, so it must first be enabled in order to use this feature. Instructions for how to enable the Developer Tab may be found here: <https://docs.microsoft.com/en-us/visualstudio/vsto/how-to-show-the-developer-tab-on-the-ribbon?view=vs-2017>

Please note: Form fields will not work correctly unless form protection is on. Please be sure to remember to re-enable it once you have finished your work and before submitting to the AEP office.



Section 1: Consortium Information

Southwest Riverside County Adult Education Regional Consortium

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Southwest Riverside County Adult Education Regional Consortium

Submitted:



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Section 2: Comprehensive Regional Three-Year Plan

2.1 Executive Summary

The Southwest Riverside County Consortium has been committed to implementing and expanding our promising programs to help adults acquire the skills necessary to prepare for college, career, and the workforce. Our consortium has worked toward reaching this goal over the last three years, by strengthening core academic skills through contextual learning, aligning resources to strategic goals, integrating career pathways framework into curriculum including virtual learning if applicable, offering individualized multi-year professional development to adult educators and providing student support services that reduce barriers to completion and advancement to higher levels of future education and employment.

The implementation and beginning of consortium wide career pathways benefited our entire region in providing comprehensive services (academic and vocational) while avoiding potentially unnecessary duplication of services. As we began developing these career pathways, we worked with our partners and regional workforce data to receive input from all stakeholders and to align to high need current and future employment areas in our region. We implemented our website that contained our career pathways and provided our students, partners and members with information about our consortium programs and potential career/higher education choices. We also offer many HSE, ESL, and CTE courses of study at three correctional facilities within our region to help reduce recidivism.

Our consortium steering committee members continue to meet monthly as we have over the last four years. This open communication has supported us through periods of growth and helped to strengthen our partnerships with all stakeholders. We continue to work cohesively striving to improve our practice and push ourselves for the benefits of the students we serve. Annually over the last four years we have shared our progress and successes along with our future plans with our partners and community members by hosting a community forum. With our community forum, we are able to share our annual success while spotlighting upcoming plans and goals.

Over the last three years our consortium has been able to implement regional common assessments, a student information system and professional development. Our consortium has also partnered with West-Ed, implementing entrance and exit surveys for all of our students to track student input and progress. These areas of consistency have supported growth and alignment of services and data integrity. We are able to provide more seamless transitions for our students to move through the region within their educational goals. These common practices have also enabled us to begin to offer concurrent coursework for our students transitioning into post-secondary education. Over the next several years we plan to focus on and expand this area throughout our region. We also have implemented and focused on student support services consortium wide. This includes counseling



support provided through our community college member. These services provided weekly to each member at their respective programs, allows us to ensure all students have access to career and educational counseling.

As we continue to move forward, we look to our student data through West-Ed, CASAS, ASAP and our academic counseling staff to help us meet the needs of our students and our region. We have been able to meet many of our initial goals and keep this in mind as we implement long range goals for our next three year regional plan. Our strength remains in our ability to work as a team and to continue to be student driven. From day one, our goal was not to just reinvent what we had been, but to evaluate what we needed to become.



2.2 Pre-Planning Assessment

As we assess our capacity to support the adult population throughout our consortium we look to evaluate our current 2018-2019 levels of service and gaps in service.

As a consortium, we have been very successful at building and sustaining a very strong offering of High School/ High School Equivalency (HSE) and ESL courses throughout our entire region. We are focused on aligning these programs purposefully to ensure student needs are met and that our programs remain as accessible and consistent through our consortium as possible. We have faced some challenges when aligning assessments, but overall by using CASAS as our form of assessment for the last few years, we offer standardized programs with similar placement and educational services. All of our consortium members offer HSE courses funded through AEP, WIOA, CalWORKs, LCFF, and community partner funding.

ESL courses are offered through five of our consortium programs. When courses are not offered through one of the adult schools and their K12 district, MSJC, our community college steps in when asked to partner and provide ESL services. This partnership exists in four of our partnering consortium K12 districts. The funding to support ESL classes comes from WIOA and AEP funding.

An ongoing area of focus for our consortium is within the area of workforce training programs and coursework. Career and workforce training courses and certificate programs over the last year have expanded throughout our consortium. We now offer courses within seven of our ten member's programs. Although this was a large step forward in the last year, we still see this as a primary area of need to continue to grow and expand. Funding for these courses comes from AEP, WIOA, LCFF and community partner funding.

Throughout our consortium, we have put an emphasis on workforce programs that lead into post-secondary certificate and degrees or completion certificates leading into employment or apprenticeships. These courses include, for example, basic automotive, medical training, and the trades to name just a few. There was strategic planning used when creating these course and certificate programs. Our consortium as a whole committed funds to offerings that lead to post-secondary certificates and degrees while also creating new courses that supported areas of need that we had not previously offered (see Table 1). Funding decisions were consistently aligned to Regional Labor Market and Local Workforce Development Board data. We also ensure that there is a constant focus on not offering repetitive courses within our consortium.

Emphasizing support services to the students in our region has been a focus for us. Over a year ago, we implemented a model program of academic counseling consortium wide. We shared this program with the state as a Promising Practice.

Our model includes academic counseling through the community college, where each consortium member is supported with a counselor weekly. Each consortium program then has created a role for



their counselor to support students as they finish their coursework with their individual adult programs and create educational and work plans for their future. This counseling support service has also increased capacity among our region for financial aid access, career planning and the successful transitioning of students. We continue to track data for the number of students that successfully obtain their educational and career goals.

We are fortunate that our consortium members represent all of our feeder K12 adult schools, our county office of education and our local community college in the region. All of our schools in our consortia offer HSE courses and are aligned to our community college. Four of our members offer ESL programs, and seven of our members offer individual workforce training. In addition our Riverside County Office of Education offers programs that service our incarcerated population.

The Family Life Center, one of our strongest partners from the beginning, provides educational and employment services while also being available to support our students by paying for GED and HISET testing. They are able to provide these benefits for our students age 18-24. The American Job Centers of California (AJCC), in addition also support our students with job training and placement for all students in legal residence. Other partners include the Riverside County Sheriff's Association, which supports the jails with educational and career services and the Riverside County Probation Department which supports HSE and CTE training at a community corrections site.

Our consortium includes five members who are WIOA recipients. With these funding requirements, we find our entire consortium aligning within the WIOA guidelines. We have collectively partnered with our local AJCC to support students transitioning between the two programs and their respective services. Through our local MOU we have put in place support services and practices that allow us to support student needs within our region. We have put in a place a counseling liaison to ensure consistency and constant communication when students are dual enrolled in both programs.

MSJC, our community college member, is a recipient of Strong Workforce Program funding through their CE department. All of our consortium members are also feeder K12 programs with MSJC as their local community college and share in the benefits from this funding. As we plan for new non-credit course offerings as pathway courses into certificate and degree programs, we can align into some of the new growth due to this funding. There is also opportunity in the future for more outreach support services.



Key Partners:

<u>Partner</u>	<u>Organization</u>	<u>Contact Information</u>
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Tricia White	CCI (Condensed Curriculum Institute)	trishia@condensedcurriculum.com
Jay Wright	Student Data Partner	jwright@casas.org



Southwest Riverside County Adult Education Regional Consortium

Table 1. Regional Service Providers

Provider Name	Provider Type	Address or location(s) where AE services are provided	Program Areas								If other, provide a brief description of services provided	
			ABE	ASE	ESL	CTE	AWD	WR	PA	ACS		
XYZ Agency	Business / Industry	555 Adult Education Lane, Los Angeles, CA 90001	X	X	X	X	X	X	X	X	X	XYZ agency provides opportunities for students in Manufacturing Bridge Courses to Job Shadow.
Murrieta Valley Adult School	K-12 District	24150 Hayes Ave.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Hemet Valley Adult School	K-12 District	831 E. Devonshire Ave.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Valley Adult School	K-12 District	520 Chaney Street Lake	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Perris Community Adult School	K-12 District	418 West Ellis Avenue	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
San Jacinto Adult Education – Mt.	K-12 District	1000 N. Ramona Blvd.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Temecula Valley Adult School	K-12 District	32225 Pio Pico Road	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Mt. San Jacinto College	Com. College	1499 N. State St., San Jacinto	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Banning Adult School	K-12 District	1151 West Wilson St.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Beaumont Adult School	K-12 District	1575 Cherry Ave.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Riverside County of Education SW	Riverside County	3939 13 th St., Riverside	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Table 2. Funding for Adult Education Programs and Services

CAEP Program Area Reporting: 2017-18

San Jacinto Unified

35 Southwest Riverside County Adult Education Regional Consortium

Status: Certif



Leveraged Funds by Program Area

Fund	ABE/ASE	ESL/EI Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship	Totals
CAEP	\$243,340	Not Entered	Not Entered	Not Entered	Not Entered	\$94,911	Not Entered	\$338,251
CalWORKS	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
NonCredit	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
PerKins	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
LCFF	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
Fees	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
K12 Adult Ed Jail Funds	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
WIOA II	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
Contracted Services	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
Totals	\$243,340	\$0	\$0	\$0	\$0	\$94,911	\$0	\$338,251

Leveraged Funds by Program Area

Fund	ABE/ASE	ESL/EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship	Totals
CAEP	\$583,195	\$11,027	Not Entered	Not Entered	\$59,920	Not Entered	Not Entered	\$654,142
CalWORKS	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
NonCredit	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
Perkins	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
LCFF	\$319,450	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$319,450
Fees	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
K12 Adult Ed Jail Funds	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
WIOA II	\$41,067	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$41,067
Contracted Services	\$508,151	Not Entered	Not Entered	Not Entered	\$362,486	Not Entered	Not Entered	\$870,637
Totals	\$1,451,863	\$11,027	\$0	\$0	\$422,406	\$0	\$0	\$1,885,296



Leveraged Funds by Program Area

Fund	ABE/ASE	ESL/EI Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship	Totals
CAEP	\$120,573	Not Entered	Not Entered	Not Entered	\$38,076	Not Entered	Not Entered	\$158,649
CalWORKS	\$705	Not Entered	Not Entered	Not Entered	\$223	Not Entered	Not Entered	\$928
NonCredit	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
Perkins	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
LCFF	\$29,291	Not Entered	Not Entered	Not Entered	\$9,250	Not Entered	Not Entered	\$38,541
Fees	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
K12 Adult Ed Jail Funds	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
WIOA II	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
Contracted Services	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
In-kind Contributions	\$11,323	Not Entered	Not Entered	Not Entered	\$3,576	Not Entered	Not Entered	\$14,899
Totals	\$161,892	\$0	\$0	\$0	\$51,125	\$0	\$0	\$213,017

CAEP Program Area Reporting: 2017-18

Murrieta Valley Unified

35 Southwest Riverside County Adult Education Regional Consortium

Status: Cer



Leveraged Funds by Program Area

Fund	ABE/ASE	ESL/EI Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship	Totals
CAEP	\$92,207	\$201,538	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$293,745
CallWORKS	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
NonCredit	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
Perkins	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
LCFF	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
Fees	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
K12 Adult Ed Jail Funds	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
WIOA II	\$39,031	\$58,015	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$97,046
Contracted Services	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
In-kind Contributions	\$6,405	\$9,516	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$15,921
Totals	\$137,643	\$269,069	\$0	\$0	\$0	\$0	\$0	\$406,712

CAEP Program Area Reporting: 2017-18

Mt. San Jacinto CCD

35 Southwest Riverside County Adult Education Regional Consortium

Status: Certif



Leveraged Funds by Program Area

Fund	ABE/ASE	ESL/EI Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship	Totals
CAEP	\$102,606	\$368,455	\$0	\$0	\$51,351	\$110,411	\$5,199	\$638,022
CalWORKS	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
NonCredit	\$30,760	\$110,457	\$0	\$0	\$15,394	\$33,099	\$1,559	\$191,269
Perkins	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
LCFF	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
Fees	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
K12 Adult Ed Jail Funds	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
WIOA II	\$78,570	\$282,141	\$0	\$0	\$39,322	\$84,547	\$3,981	\$468,561
Contracted Services	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
In-kind Contributions	\$19,941	\$71,608	\$0	\$0	\$9,980	\$21,458	\$1,010	\$123,997
Comm. College Supportive Services	\$139,954	\$502,571	\$0	\$0	\$70,043	\$150,601	\$7,092	\$870,261
Totals	\$371,831	\$1,335,232	\$0	\$0	\$186,090	\$400,116	\$18,841	\$2,312,110



CAEP Program Area Reporting: 2017-18

Lake Elsinore Unified

35 Southwest Riverside County Adult Education Regional Consortium

Status: Cert



Leveraged Funds by Program Area

Fund	ABE/ASE	ESL/EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship	Totals
CAEP	\$280,556	\$391,858	Not Entered	Not Entered	\$10,146	\$1,601	Not Entered	\$684,161
CallWORKS	\$22,607	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$22,607
NonCredit	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
Perkins	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
LCFF	\$31,902	\$39,547	Not Entered	Not Entered	\$1,024	\$162	Not Entered	\$72,635
Fees	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
K12 Adult Ed Jail Funds	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
WIOA II	\$213,589	\$298,324	Not Entered	Not Entered	\$7,724	\$1,219	Not Entered	\$520,856
Contracted Services	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
WIOA I / ITAs	\$40,000	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$40,000
In-kind Contributions	\$7,205	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$7,205
Totals	\$595,859	\$729,729	\$0	\$0	\$18,894	\$2,982	\$0	\$1,347,464

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Leveraged Funds by Program Area

Fund	ABE/ASE	ESL/EL/Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship	Totals
CAEP	\$394,412	\$109,251	Not Entered	\$103,869	\$31,938	Not Entered	Not Entered	\$639,470
CalWORKs	\$31,062	\$8,604	Not Entered	\$8,180	\$2,515	Not Entered	Not Entered	\$50,361
NonCredit	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
Perkins	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
LCFF	\$27,924	\$7,735	Not Entered	\$7,354	\$2,261	Not Entered	Not Entered	\$45,274
Fees	\$29,700	\$8,227	Not Entered	\$7,872	\$2,405	Not Entered	Not Entered	\$48,154
K12 Adult Ed Jail Funds	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
WIOA II	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
Contracted Services	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
Totals	\$483,098	\$133,817	\$0	\$127,225	\$39,119	\$0	\$0	\$783,259



CAEP Program Area Reporting: 2017-18
 Beaumont Unified

35 Southwest Riverside County Adult Education Regional Consortium

Status: Cert



Leveraged Funds by Program Area

Fund	ABE/ASE	ESL/EI Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship	Totals
CAEP	\$51,447	\$109,902	\$0	\$609	\$501,969	\$307	\$1,989	\$666,223
CalWORKs	\$258	\$551	Not Entered	\$3	\$2,516	\$2	\$10	\$3,340
NonCredit	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
Perkins	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
LCFF	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
Fees	\$89,261	\$190,678	Not Entered	\$1,057	\$870,908	\$533	\$3,451	\$1,155,888
K12 Adult Ed Jail Funds	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
WIOA II	\$30,895	\$65,997	Not Entered	\$366	\$301,436	\$184	\$1,195	\$400,073
Contracted Services	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
Totals	\$171,861	\$367,128	\$0	\$2,035	\$1,676,829	\$1,026	\$6,645	\$2,225,524



Leveraged Funds by Program Area

Fund	ABE/ASE	ESL/EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship	Totals
CAEP	\$121,209	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$121,209
CalWORKs	\$7,982	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$7,982
NonCredit	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
Perkins	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
LCFF	\$121,402	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$121,402
Fees	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
K12 Adult Ed Jail Funds	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
WIOA II	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
Contracted Services	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
Totals	\$250,593	\$0	\$0	\$0	\$0	\$0	\$0	\$250,593



Leveraged Funds by Program Area

Fund	ABE/ASE	ESL/EI Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship	Totals
CAEP	\$153,327	Not Entered	\$6,389	Not Entered	Not Entered	Not Entered	Not Entered	\$159,716
CalWORKS	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
NonCredit	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
Perkins	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
LCFF	Not Entered	Not Entered	\$7,285	Not Entered	Not Entered	Not Entered	Not Entered	\$7,285
Fees	\$1,046	Not Entered	\$44	Not Entered	Not Entered	Not Entered	Not Entered	\$1,090
K12 Adult Ed Jail Funds	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
WIOA II	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
Contracted Services	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
Totals	\$154,373	\$0	\$13,718	\$0	\$0	\$0	\$0	\$168,091

2.3 Community Need and Customers

As illustrated in the following chart, the Southwest Riverside County region has 42% of its population with a high school diploma or below. Over 86,000 people over the age of 25 did not complete high school, so the need for a high school diploma is great. Across generations, 25% of each age group stopped going to school after high school. Another 28% started college but didn't achieve a degree. Together, 70% of the region's population does not hold a college degree. Our counselors that offer transitional services into post-secondary help the many potential customers here and when students achieve a high school equivalency, they have clear access to this support.

This area has had 37% of its population receiving public assistance in the last 12 months. Though 10% in the region are consistently below poverty level, 18% of those who speak Spanish but little English are living consistently at or below poverty level. This is close to 11,000 people. 63% of those who speak Spanish at home have less than a high school diploma, but the unemployment rate is 4%. Therefore, the need is for ESL and ABE classes for these customers that work with their busy schedules so they can get better paying jobs. The region offers evening classes with counseling during these hours. Counselors have also created a resource guide that lists agencies providing other assistance. We align with the needs in this way. Career education options in the evening may be an area for growth.

Those aged 18 - 29 have the highest rates of unemployment, although more in their age groups have completed high school than their elders. This indicates an opening for college/career counseling, transition and support services, career technical education, on-the-job training, and apprenticeship opportunities. Our workforce readiness and range of career education offerings and certificate programs prepare students for employment. With emphasis on the top five regional industry sectors; healthcare, manufacturing, logistics and transportation, construction, and renewable energy. Some of the region's top industries and jobs were met with our CTE programs in 2018 with more under development that target specific needs.

Of those who speak English less than "very well" -- 75,000 people -- the median age is around 40 years old. This shows a need for ESL classes for this age group, which includes parents of school-aged children. Regardless of the language proficiency, there are 61,000 people in our region who are not citizens of the United States. These potential students could utilize our classes to prepare for their naturalization interviews. Four agencies offer ESL classes during the day, including local community partners like elementary schools and libraries, and two offer citizenship courses.

This data shows that our programs are in the right areas of student need. Every consortium member offers a pathway to high school completion. We are increasing the number of Career Education options, with 7 of 10 agencies currently offering CTE training. The CTE courses currently support key industries such as health care with medical billing and certified nursing, and also the building trades with welding and carpentry. Areas to grow include hospitality and information technology. Employers across industries ask us to send them people with soft skills who make trainable employees; our programs seek to align employer expectations by including these skills in our curricula. As we pursue taking a more individualized approach to tracking student goals through the implementation of the ILP, we will find out more accurately how well our career and educational programs align to the goals of students.

2.4 Identifying Goals and Strategies

Figure 1. Logic Model

Goal Statement 1: Work toward the outcome of each individual student. Each student will have a student-identified goal Consortium-wide

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
<p><i>In order to accomplish our set of activities we will need the following:</i></p> <ul style="list-style-type: none"> -Agency commitment -Counselor appointments -Student communication 	<p><i>In order to address our problem or asset we will accomplish the following activities:</i></p> <ul style="list-style-type: none"> -Create and implement a student tool for planning their educational, personal, and career goals -Increase one-on-one activities for student support and transition 	<p><i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i></p> <ul style="list-style-type: none"> -Students will have accomplished their desired personal goals 	<p><i>We expect that if accomplished these activities will lead to the following changes in the next year</i></p> <ul style="list-style-type: none"> -Creation of a tool for student use with their counselor to set goals and outline the path toward them -Increased awareness by staff and students of the impact our programs have on the lives of our students -Increase in student progress towards career/educational goals 	<p><i>We expect that if accomplished these activities will lead to the following changes in 1-3 years</i></p> <ul style="list-style-type: none"> -Increase in student buy-in and personal satisfaction -More student perseverance -Higher rates of student participation -Higher rates of student completion 	<p><i>We expect that if accomplished these activities will lead to the following changes in 3-5 years</i></p> <ul style="list-style-type: none"> -Increase in students achieving long-term outcomes -Create and implement an effective tool program-wide
Assumptions					
<p>Students will be able to identify and communicate their needs and goals.</p> <p>Students will increasingly participate in one-on-one counseling appointments.</p> <p>The tool to plan will be user-friendly and include all information a student needs.</p> <p>All partners in our consortium will support this goal</p>					
External Factors					
<p>Support from program staff members to move in this direction.</p> <p>Funding to support counseling staff and support services</p> <p>Data changes could impact our processes we put in place or identify as student success</p>					

Goal Statement 2: Help students to achieve faster program completion and desired program outcomes

Inputs <i>In order to accomplish our set of activities we will need the following:</i>	Activities <i>In order to address our problem or asset we will accomplish the following activities:</i>	Outputs <i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i>	Immediate (Short-Term) Outcomes <i>We expect that if accomplished these activities will lead to the following changes in the next year</i>	Intermediate Outcomes <i>We expect that if accomplished these activities will lead to the following changes in 1-3 years</i>	Long-Term Outcomes / Impact <i>We expect that if accomplished these activities will lead to the following changes in 3-5 years</i>
<ul style="list-style-type: none"> -Agency knowledge -Strong relationships program staff -Aligning services and program offerings -Increasing partnerships for additional programs and support services -Braiding services and program offerings -Consistency among consortium members -Articulation agreements 	<ul style="list-style-type: none"> -Program mapping -Utilize the ILP for tracking education, personal, and career goals -Course offerings consortium-wide that bridge into certificate and credit tracks -Regional planning aligned to career sectors based on employment data for our region -Comprehensive scheduling options -Offering courses that align to recognized degrees and certificates through the state chancellor's office 	<ul style="list-style-type: none"> -Students will, on average, move through programs faster and transition to their next step sooner than in the past -More students will complete their programs 	<ul style="list-style-type: none"> -A schedule of courses region wide per term that support student needs on a timely basis -Building stronger community in our programs between support staff, instructors, students and partners -Data supports an increase in student attendance -An increase of counseling support 	<ul style="list-style-type: none"> -Data supports students increasing academic levels -Data supports students progressing through their program at an accelerated rate -Increased counseling support to ensure planned outcomes are facilitated 	<ul style="list-style-type: none"> -A larger number of students will complete their programs and transition into post-secondary or employment -More students will consistently attend and complete their programs -Student driven schedule to expedite student need
Assumptions					
<p>Students will identify their area of study or academic and career goals</p> <p>Core areas of study (ESL, HSE and career training) will be offered throughout our region at flexible times to support student need</p>					
External Factors					
<p>New industries or occupations may arise that need research and piloting of new training programs</p>					

Southwest Riverside County Adult Education Regional Consortium

Goal Statement 3: Increase career education courses throughout the region that align to post-secondary, certificate, degree programs, and regional employment needs

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
<p><i>In order to accomplish our set of activities we will need the following:</i></p> <ul style="list-style-type: none"> -Each agency will partner with their district to support growth in this area -Continue to ensure we do not overlap services unnecessarily but offer as many viable options as possible that align to employment sectors in our region -New partnerships with local training programs and other educational entities -Regional labor market data 	<p><i>In order to address our problem or asset we will accomplish the following activities:</i></p> <ul style="list-style-type: none"> -Ongoing involvement in partnering activities with AJCC, and Workforce Development -A continued effort to participate with industry boards and partners -Regular presentations and updates with industry partners -Continue to create new curriculum through the state Chancellor's office -Expand our pre-apprenticeship offerings -Increase more bridge non-credit academic and career courses to support successful student transitions 	<p><i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i></p> <ul style="list-style-type: none"> -Students will have viable local options to continue their post-secondary objectives with degree and certificate programs -A higher percentage of students will complete career and educational programs -Students will access higher levels of employment 	<p><i>We expect that if accomplished these activities will lead to the following changes in the next year</i></p> <ul style="list-style-type: none"> -New courses will be created and submitted to be offered by fall 2019 and spring 2020 -Child development -Construction -Business Communication -Culinary -Welding -Soft skills training -Graphics -Computer coding 	<p><i>We expect that if accomplished these activities will lead to the following changes in 1-3 years</i></p> <ul style="list-style-type: none"> -Data will show increases in the number of students completing non-credit career coursework and entering credit degree and certificate programs -Data increase for the number of students transitioning from Adult Education career classes into post-secondary CE degree and certificate programs -Community College will continue to create four new non-credit career training classes while their prior proposed career classes will be cleared through the state Chancellor's office as approved non-credit courses Digital Media CAD Communications/Teamwork/Leadership certificate Real Estate 	<p><i>We expect that if accomplished these activities will lead to the following changes in 3-5 years</i></p> <ul style="list-style-type: none"> -Data will show an increase in the number of students completing post-secondary degree and certificate programs successfully -All consortium agencies will be offering career training courses or work with a partner to offer these courses throughout our region



Southwest Riverside County Adult Education Regional Consortium

Assumptions	External Factors
<p>All programs within consortium are currently offering career and certificate training courses or are planning to in the near future.</p> <p>All members are using academic support services to assist student's post-secondary and career goals.</p>	<p>The state department supports our new course offerings.</p> <p>K12, The County Office of Education and our community college administrators support the direction we are going as a consortium.</p>

Goal Statement 4: Continuously Improve quality data collection practices

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
<p><i>In order to accomplish our set of activities we will need the following:</i></p> <ul style="list-style-type: none"> -CASAS data -ASAP data -MIS Chancellor's office data -State AEP -NOVA -West-Ed -Launchboard -YSS -Labor market data -ILP data 	<p><i>In order to address our problem or asset we will accomplish the following activities:</i></p> <ul style="list-style-type: none"> -CASAS summer institute -WIOA PD plan -Staff development regional days bi-annually -Monthly data trainings -Monthly data focus e-mails -West Ed surveys 	<p><i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i></p> <ul style="list-style-type: none"> -Solid data reporting to the state AEP and CASAS -Increases in accurate student data -Identify student data patterns -Ability to compare programs with consistent data collection -An increase or decrease in course offerings based on data results 	<p><i>We expect that if accomplished these activities will lead to the following changes in the next year</i></p> <ul style="list-style-type: none"> -An increase in staff knowledge in accessing and collecting of data -Better tools put in place to collect data -Consistency across our consortium in collecting data -Use of data to support student needs 	<p><i>We expect that if accomplished these activities will lead to the following changes in 1-3 years</i></p> <ul style="list-style-type: none"> -Accurate data will allow us to plan to increase students outcomes -Ability to increase student success based on data patterns 	<p><i>We expect that if accomplished these activities will lead to the following changes in 3-5 years</i></p> <ul style="list-style-type: none"> -Student success rates will increase -Student outcomes will increase -We will offer student driven schedules and course offerings
Assumptions					
<p style="text-align: center;">External Factors</p> <ul style="list-style-type: none"> Changes in staff Changes in data requirements from AEP at a state level MIS data collection challenges Member districts supporting our student information and data systems in addition to their own systems 					

Table 3. Progress Indicators

Provide three to five SMART (Specific, Measurable, Attainable, Realistic, and Time-bound) objectives by which your consortium will assess progress and impact during the next three-year cycle. These objectives should map directly to your Logic Model activities, outputs, and / or outcomes, as these will be a driving factor for annual plans throughout the funding period.

Example: By May 2019, increase the number of agencies that have aligned CTE pathways and developed comprehensive program maps from 2 to 10.

1. By fall 2019, we will have created the ILP tool collaboratively among all 10 Consortium members.
2. By fall 2019, all Consortium members will be utilizing the ILP with a test group.
3. By June 2020, all Consortium members will create a program map visually representing their paths to completion for all programs offered.
4. By fall 2020, all Consortium members will offer a CTE course that can matriculate into a post-secondary program or industry recognized certificate.

2.5 Piloting and Implementation

Goal 1: Work toward the outcome of each individual student. Each student will have a student-identified goal Consortium-wide

Pilot or Prototype of New Strategies	Types of data used / Tools for data collection	Continuing Improvement Plan	Summative data strategies to access overarching impact
<ul style="list-style-type: none"> -Implement Individual Learning Plan (ILP) tool -Develop a system to monitor and support the ILP 	<ul style="list-style-type: none"> -Track number of students using ILP -West Ed surveys -Analyze student goals for projected needs throughout region 	<ul style="list-style-type: none"> -Increase one-on-one support staff appointments -Offer relevant professional development 	<ul style="list-style-type: none"> -West Ed Exit Surveys -CASAS data -Data from ILP -Success stories

GOAL 2: Help students to achieve faster program completion and desired program outcomes

Pilot or Prototype of New Strategies	Types of data used / Tools for data collection	Continuing Improvement Plan	Summative data strategies to access overarching impact
<ul style="list-style-type: none"> -Consortium wide master schedule -Program mapping consortium wide -Consortium website -Look at concurrent enrollment options 	<ul style="list-style-type: none"> -CASAS data, ASAP data, YSS data and West Ed -Enrolled numbers in career courses 	<ul style="list-style-type: none"> -Analyze student program progress -Sustained enrollment in programs 	<ul style="list-style-type: none"> -Analyze student program progress -Analyze student transitioning to post-secondary

GOAL 3: Increase career education courses throughout the region that align to post-secondary, certificate, degree programs, and regional employment needs

Pilot or Prototype of New Strategies	Types of data used / Tools for data collection	Continuing Improvement Plan	Summative data strategies to access overarching impact
-Construction pre-apprenticeship -Pilot online career classes -Welding classes -Community college non-credit career classes	-Course completion rate -Certificates earned -Enrollment data -Employment date -Attendance data -Number of students transitioning to career classes -Regional labor data -CASAS data	-Course completion rate -Certificates earned -Enrollment data -Employment date -Attendance data -Number of students transitioning to career classes -Regional labor data	-Employment rate after course completion -Post secondary transition data -Launchboard

GOAL 4: Put in place quality data collection practices

Pilot or Prototype of New Strategies	Types of data used / Tools for data collection	Continuing Improvement Plan	Summative data strategies to access overarching impact
-Use a schedule of data management and clean-up, broken into monthly focus areas	<ul style="list-style-type: none"> • WIOA • AEP • Error reports • West Ed • NOVA • Launchboard • ASAP • CASAS • YSS 	-Data analysis -Ongoing professional development -A singular focus on data consortium wide	-Consortium professional development plan -Consortium wide data analysis annually -Monthly meetings -West Ed annual reports

Section 3: Appendix

3. 1: CAEP Regional Data

Selected Social Characteristics of the California Adult Population

35 Southwest Riverside County Adult Education Regional Consortium
 Universe: Population 25 and over except where otherwise indicated

Area: #####
 Population Density: #####

	Total	Less than high school diploma		HSD or HSE		Some college, no degree		Unemployed		At or below poverty level		Speak English less than "very well"	
		Estimate	Percent	Estimate	Percent	Estimate	Percent	Estimate	Percent	Estimate	Percent	Estimate	Percent
Population 25 and older	541,220	86,495	16	143,253	26	152,035	28	30,458	6	53,807	10	75,065	14
Age													
18-24	81,668	11,541	14	31,625	39	31,282	38	12,625	15	9,496	12	3,488	4
25-29	55,578	6,092	11	17,591	32	17,578	32	6,104	11	5,679	10	4,078	7
30-34	55,101	7,586	14	14,425	26	16,096	29	4,448	8	6,045	11	5,329	10
35-39	54,478	8,764	16	12,806	24	14,486	27	4,590	8	6,943	13	7,788	14
40-44	54,898	9,179	17	13,914	25	14,325	26	3,766	7	5,415	10	9,078	17
45-49	55,317	9,259	17	14,528	26	14,542	26	3,056	6	5,371	10	11,337	20
50-59	104,794	16,921	16	27,692	26	31,299	30	6,525	6	10,516	10	15,605	15
60+	161,054	28,693	18	42,295	26	43,710	27	1,968	1	13,838	9	21,850	14
18-49	357,040	52,421	15	104,890	29	108,308	30	34,590	10	38,949	11	41,097	12
Sex													
Male	260,341	42,986	17	69,969	27	69,796	27	15,326	6	22,138	9	35,003	13
Female	280,880	43,509	15	73,283	26	82,240	29	15,132	5	31,669	11	40,062	14
Race and Hispanic Origin													
White alone	385,803	53,171	14	104,117	27	114,073	30	20,492	5	34,765	9	34,846	9
Non-Hispanic White alone	285,588	21,772	8	76,337	27	89,852	31	14,129	5	22,498	8	3,514	1
Black alone	30,292	1,939	6	6,882	23	10,485	35	2,379	8	4,127	14	347	1
Asian / Native Hawaiian or Pacific Islander alone	36,873	4,138	11	6,725	18	6,942	19	1,724	5	2,413	7	12,459	34
Two or more / Other race alone	88,253	27,247	31	25,529	29	20,535	23	5,863	7	12,501	14	27,412	31
Hispanic (of any race)	175,378	57,410	33	49,963	28	41,048	23	11,074	6	22,938	13	58,273	33
Nativity and Citizenship Status													
Native born	406,801	37,186	9	112,073	28	129,644	32	23,985	6	36,732	9	6,159	2
Foreign born	134,420	49,309	37	31,180	23	22,391	17	6,473	5	17,076	13	68,905	51
Not a U.S. Citizen	61,302	29,734	49	14,829	24	7,285	12	3,455	6	10,944	18	39,961	65
Speak English less than "very well"													
Speak Spanish at Home	58,935	37,024	63	13,280	23	5,618	10	2,458	4	10,774	18	58,935	100
Speak Some Other Language at Home	16,129	3,882	24	4,054	25	2,389	15	558	3	1,771	11	16,129	100
Veteran Status													
Veterans within the Civilian Population	59,117	2,910	5	12,482	21	20,165	34	2,091	4	3,124	5	1,405	2
Income													
At or below Poverty Level	53,807	16,248	30	16,293	30	13,607	25	7,299	14	53,807	100	12,545	23
Received Public Assistance Income in the last 12 months	10,880	2,570	24	3,130	29	3,473	32	2,381	22	4,038	37	1,180	11
Employment Status **													
Unemployed	30,458	4,604	15	9,721	32	9,198	30	30,458	100	7,299	24	3,016	10
Disability Status													
With any Disability	94,863	21,350	23	28,317	30	26,280	28	3,797	4	13,718	14	12,119	13
With a Cognitive Difficulty	32,089	8,451	26	10,801	34	8,227	26	1,610	5	4,885	15	3,873	12

Source: U.S. Census Bureau; American Community Survey (ACS), Five-Year Public Use Microdata Sample (PUMS), 2012-2016

* For the population that speaks a language other than English at home

3.2: 2018 West-Ed Regional Student Survey Entry Data

Sample Characteristics (page 4)

- Trend toward younger students: the percentage of students “18 to 24 years old” was 34% in 2018 as compared to 27% in 2017 and 19% in 2016. Those “31 and over” declined from 65% in 2016 to 56% in 2017 and 49% in 2018.
- Ethnicity: Slight trend toward increasing white students (10%, 12%, 13%) and decreasing Hispanic (71%, 64%, 64%) from spring 2016 to 2016-17 and 2017-18, respectively. Exit survey has similar trend but more pronounced.

Program Areas (page 5)

- Decrease in ESL: from 54% in spring 2016 down to 33% in 2016-17 and 26% in 2017-18. *This is a very substantial decrease.*
- Basic skills (the other “big” program area), has remained stable and is about 26% in 2017-18.

Educational Goals (page 5)

- Possibly reflecting the general decrease in ESL students, the goal “to pass citizenship exam” decreased from 16% in spring 2016 to 9% in 2017-18. Similarly, “to improve English language skills” decreased from 63% spring 2016 to 45% in 2016-17 and 37% in 2017-18.
- Getting a high school diploma as a goal increased substantially, from 29% in spring 2016 to 36% in 2016-17 and 45% in 2017-18. Getting high school equivalency has declined slightly over the same time period: 24%, 22%, and 19%, respectively.
- There is a modest trend toward higher educational aspirations. Those wanting AA degree increased from 10% to 13%, and a 4-year degree from 10% to 12% from spring 2016 to 2017-18.

Career Goals (page 6)

- The most commonly cited goal remains “Developing new skills”, however it is lower (62% in 2017-18) as compared to previous surveys (67%).
- Job related training as a goal has steadily decreased as a goal, from 32% in spring 2016 to 25% in 2017-18.

Reasons for “Enrolling in your school” (page 6)

- 2017-18 continues the trend toward most reasons decreasing in importance (or remaining stable). The most important reasons remain #1 Future employment opportunities (89%), #2 Availability of courses (85%), and #3 Location close to home/work (78%).
-

Reasons for taking CTE and ESL (page 7)

- There has been a steady decrease in the percentage of respondents who identify as currently enrolled in CTE (12% spring 2016, 9% 2016-17, and 7% 2017-18) Among CTE students, the #1 reason “improve my job skills to get a better job” declined from 67% in spring 2016 to 60% in 2017-18.

- The percentage of students identifying as current/past ESL has dropped significantly from 61% in spring 2016 to 32% in 2017-18. Most reasons for taking ESL tended to be lower in 2017-18 as compared to the past, but the rank ordering has remained consistent. The top 3 reasons are: #1 “To improve the way you feel about yourself” (64%), #2 “To make it easier to do things on a daily basis” (58%), and #3 “To help children with school work” (46%).
- The # of students reporting that they reason they started going to school has changed over time has steadily decreased from 33% in spring 2018, to 26% in 2016-17 and 21% in 2017-18.

Barriers to Educational Goals (page 8)

- Work schedule remains the most commonly reported barrier and is higher than in the past at about 39% in 2017-18.
- Noteworthy is that computer-related barriers have consistently decreased from spring 2016 to 2017-18. “Lack of access to computer/internet” went from 21% to 13% and “Not knowing how to use a computer well enough to learn online” dropped from 25% to 16% over this time.
-

Services/Student Supports (page 9)

- Desires for various student services decreased across the board in 2017-18 as compared to past survey administrations. It is unclear if students report less “need” because they do not have needs or because their schools already offer these services thereby meeting their needs.
-

Transportation (page 10)

- More than 95% of students drive or get a ride to school. Fewer students report walking, busing, or bicycling than in past survey administrations. Entrance & Exit surveys are consistent.
-

Best Time for Classes (page 10)

- “Mornings” still the most popular but decreased from 60% in spring 2016 to 53% in 2017-18.
- “Evenings” #2 in popularity, increasing from 39% in spring 2016 to 44% in 2017.
- “Afternoons” also increased in popularity, rising from 22% to 28% over this time.
- Exit survey results are consistent with Entrance.
-

How Did You Learn About Your School? (page 10)

- Most common way is still “Family/Friend”, but the trend for this reason has been declining (spring 2016 at 57%; 2016-17 at 52%, and 2017-18 at 48%).
- There was an increase in those reporting that they learned about the adult school from “High School”, from 16% in spring 2016 to 23% in 2017-18.
- “School website” as a source for learning about your school has increased from 16% in spring 2016 to 19% in 2017-18.

3.3: 2018 West-Ed Regional Student Survey Exit Data

Sample Characteristics (page 4)

- Participation in terms of number of students increased from 2016-17 (1,784) to 2017-18 (1,931), however the number of member sites conducting surveys dropped from 9 to 8 this last year.
- The trend toward less tenured students continues. The percentage reporting having attended, “less than one year” is 64% in 2018, 58% in 2017 and 53% in 2016.
- Ethnicity: The most notable change (seen on Entrance but less pronounced) has been a trend toward more Caucasian students (9%, 11% and 16%) and a decrease in Hispanic (67%, 64%, and 56%), from 2016, 2017, and 2018 respectively. The proportion of Asian students has also declined slightly over time (9%, 8%, 6%).

Program Areas (page 5)

- Increase in basic skills course taking from 33% in 2016 to 37% in 2017, but stable in 2018 (37%)
- Decrease in ESL course taking from 45% in 2016 to 40% in 2017 and to 32% in 2018.
- The percentage of those taking classes for adults entering/reentering the workforce has been declining from 19% in 2016 to 15% in 2017 and 12% in 2018.

Educational Goals (page 5)

- The most notable trend over the past three years has been a gradual increase in the percentage of students whose goal is career training (job or certificate program), from 8% in 2016, 11% in 2017, and 14% in 2018.
- The trend toward students having generally higher educational aspirations seems to be maintained in 2018. Those wanting AA degrees went from 12% in 2016 to 16% in 2017 and 2018, and for 4-year degree, 12% to 13% and 14% over this time period.

Career Goals (page 6)

- The goal of developing new skills decreased from 2016 (68%) to 2017 (62%) and 2018 (62%) but remains the most popular career goal.
- License/certification as a goal increased from 20% to 24% then 28% from 2016 to 2018, respectively.

Reasons for “Enrolling in your school” (page 6)

- Mostly unchanged from 2016 to 2017 and tending to decline slightly in 2018 across reasons., The most important reasons remain consistent: #1 Future employment opportunities, #2 Availability of courses, and #3 Location (close to home).

Reasons for taking CTE and ESL (page 7)

- Among CTE students, most reasons tended to decline from 2016 to 2018. the #1 reason remains “improve my job skills to get a better job”, followed by “to complete a program/certificate to get a job”.
- Among ESL students, the top 2 reasons remain consistent with previous years: #1 “To improve the way you feel about yourself”, #2 “To make it easier to do things on a daily basis”. Noteworthy changes have

been an increase in “to get US citizenship” (25%, 29% and 35%) and “to get a job” (37%, 36% and 45%) from 2016 to 2018, respectively.

Barriers to Educational Goals (page 8)

- Work schedule is most commonly reported barrier and has remained stable over-time at about 40%.
- There has been a gradual decrease in the percentage of students reporting they, “do not have access to a computer and/or the internet”, from 18% in 2016, to 15% in 2017, and 13% in 2018.

Services/Student Supports (page 9)

- There is an increasing trend for students to find services “very or somewhat helpful” across services in from 2016 to 2018. *This is a very positive and important finding (see Table 13).*
- There was a consistent trend of a lower percentage of students reporting “school does not provide” for most services in 2018 versus 2017 versus 2016 suggesting greater awareness among students of services offered, or more services are being offered (e.g. counseling services).

Transportation (page 10)

- Consistently, well over 90% of students drive or get a ride from family/friends to get to classes.

Best Time for Classes (page 10)

- “Mornings” is still the most popular but is declining overtime from 56% in 2016 to 53% in 2017 and 50% in 2018.
- “Evenings” is the still #2 in popularity and has increased to 46% in 2018 from 41% in 2016 and 2017.

How Did You Learn About Your School? (page 10)

- Most common way remains “Family/Friend”, but this is declining over time. Fewer chose this reason in 2018 (46%) than in 2017 (52%) or 2016 (57%).
- There is an increasing trend in those reporting that they learned about the adult school from “School website”, from 16% in 2016 to 18% in 2017, and 22% in 2018.

3.4: 2018 Labor Market Data

Occupation	2017 Jobs	2017-22 % Change	2017-22 Annual Openings	Entry to Experienced Hourly Wages*	% of Workers age 55+	Top Skills 2018 In Job Ads
Heavy and Tractor-Trailer Truck Drivers	30,621	11%	4,052	\$17.12 to \$26.83	26%	HAZMAT, Post Trip Inspections, Scheduling
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	23,612	2%	2,663	\$13.79 to \$22.63	32%	Scheduling, Data Entry, Appointment Setting
Customer Service Representatives	17,416	8%	2,581	\$13.63 to \$21.95	16%	Sales, Data Entry, Customer Contact
Teacher Assistants	19,616	9%	2,438	\$12.95 to \$18.69	25%	CPR, Special Education, Record Keeping
Registered Nurses	28,619	14%	2,324	\$38.05 to \$54.90	25%	Advanced Cardiac Life Support (ACLS), Treatment Planning, CPR
Carpenters	20,054	4%	2,033	\$14.00 to \$26.19	21%	Repair, Drywall, Hand Tools, Framing
First-Line Supervisors of Retail Sales Workers	16,319	5%	1,940	\$13.06 to \$21.40	19%	Store Management, Scheduling, Sales Goals
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	15,560	9%	1,916	\$19.10 to \$38.43	25%	Customer Service, Outside Sales, Prospective Clients
Bookkeeping, Accounting, and Auditing Clerks	15,888	4%	1,914	\$15.50 to \$23.54	34%	Accounts Payable, Quickbooks, Customer Billing
First-Line Supervisors of Office and Administrative Support Workers	14,936	7%	1,703	\$20.85 to \$31.89	23%	Scheduling, Budgeting, Staff Management

Source: EMSI 2018.3 and Burning Glass – Labor Insights

*Entry is 25th percentile and Experienced is 75th percentile wage

Industry	2017 Jobs	2017-22 Change	2017-22 % Change	Average Earnings Per Job	2017 Establishments	2017 LQ	% of Industry workers age 55+	Top Employers Posting Jobs 2018
Individual and Family Services	57,721	20,138	35%	\$18,792	45,401	2.22	30%	The MENTOR Network, Childhelp Inc., Uplift Family Services
Warehousing and Storage	58,943	18,569	32%	\$43,532	323	5.58	12%	Lineage Logistics, Americold Logistics, A Storage Place
Restaurants and Other Eating Places	124,346	16,299	13%	\$22,110	5,915	1.14	12%	BJ's, Pizza Hut, Domino's Pizza, Starbucks
Education and Hospitals (Local Government)	127,683	10,099	8%	\$80,493	1,471	1.44	26%	Loma Linda, University of California, Riverside Healthcare
Outpatient Care Centers	18,085	8,970	50%	\$93,024	491	1.88	21%	Davita Inc., St. Joseph Health, Planned Parenthood
Local Government, Excluding Education and Hospitals	79,851	6,678	8%	\$98,947	412	1.37	25%	San Bernardino County, Riverside County
Building Equipment Contractors	28,831	4,983	17%	\$62,611	2,072	1.19	18%	HD Supply, American Residential Services, Ferguson Ent. Inc.
General Merchandise Stores, including Warehouse Clubs and Supercenters	22,420	4,944	22%	\$32,584	389	1.11	17%	Target, Macy's, Sears
General Medical and Surgical Hospitals	37,210	4,041	11%	\$86,583	39	0.77	24%	Universal Health Services Inc., Riverside Healthcare, Loma Linda

Source: EMSI 2018.3 and Burning Glass – Labor Insights

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
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